

**Berkeley Unified School District Literacy Action Plan
2022-2023, Fourth Quarter Report
August 23, 2023**

Background

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. As part of the Literacy Action Plan BUSD has the opportunity to continue building a comprehensive literacy program that is aligned to research and will support every student in reaching grade-level proficiency to achieve our mission. Overall, the goal of the literacy action plan is to provide universal access to core curriculum, reduce inequities, align our systems, and promote partnerships between families and the school, so that every student can flourish.

As part of a settlement agreement related to literacy support for students with reading-related challenges and disabilities, BUSD is required to take certain steps to refine and improve policies and practices to better serve students with and suspected to have reading disorders, in particular students identified with dyslexia or students who may have phonological processing challenges.

In Spring 2022, BUSD secured the services of Mr. George Ellis, a professor at UC Berkeley and Director of the UC Berkeley Reading and Literature Project. As an impartial monitor, Mr. Ellis is responsible for reviewing efforts within the district to implement a range of strategies related to literacy development. Mr. Ellis presented the [Dyslexia Monitoring Plan Overview](#) at the Board of Education meeting on June 29, 2022. Beginning in the 2022-23 school year, Mr. Ellis presented biannual reports to the Board of Education and the plaintiffs in the case, the most recent on June 7, 2023.

BUSD has also secured the services of an outside Consultant, Dr. Kim Gibbons, the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Dr. Gibbons worked with the District's Implementation Team to review and provide feedback in the district's Literacy Plan, policies and practices to support literacy development, including the use of the MTSS framework to promote system alignment, organize effective practices and programs, and improved outcomes for all students to appropriately identify students for additional support.

Reports submitted to the Board of Education thus far include:

- [Quarter 1 Report on October 12, 2022](#)
- [Monitoring Report on November 20, 2022](#)
- [Quarter 2 Report on February 1, 2023](#)
- [Quarter 3 Report on April 26, 2023](#)
- [Monitoring Report on June 7, 2023](#)

These reports are posted on the Board meeting agendas found on Gamut, links are available at <https://www.berkeleyschools.net/schoolboard/board-meeting-information/>

Additional information about BUSD's literacy work can be found at <https://www.berkeleyschools.net/literacy/>

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Implementation Team

The Literacy Action Plan requires the formation of an implementation team. BUSD’s implementation team consists of key district leaders who work collaboratively to operationalize identified strategies in the Literacy Action Plan and support capacity building opportunities for school teachers, leaders and support staff. It is important to note coming into the 2022-23 school year that BUSD has experienced senior level staffing transitions, including the Superintendent and Associate Superintendent since the initial settlement agreement was reached. Additionally, effective July 1, 2022, a brand new position was created for the Director of Equity, Achievement and Belonging.

The Implementation Team membership includes BUSD’s Associate Superintendent, Director of TK-8 Schools, Director of Equity, Achievement, & Belonging, Executive Director of Special Education, Director of Student Services, Director of Research, Evaluation & Assessment, and Literacy and Special Education Teachers on Special Assignment (TSAs).

Timeline

The settlement requires submission of quarterly reports to the Monitor, beginning in Fall of 2022. The Monitor will also issue semi-annual Monitoring Reports to the School Board and the BUSD implementation team. The timeline will be as follows:

	2022-23	2023-24	2024-25	June 2025
Monitoring Reports	November 2022 May 2023	Fall 2023 Spring 2024	Fall 2024 Spring 2025	Final Monitoring Report
BUSD Quarterly Reports	July 2022* October 2022 January 2023 April 2023	July 2023 October 2023 January 2024 April 2024	July 2024 October 2024 January 2025 April 2025	

A reminder, that while November 2021 is the “effective date” of the settlement, by agreement between BUSD and the Plaintiffs the “start date” for Year 1 was changed to July 1, 2022. Reporting dates have been adjusted to reflect the revision in the timeline.

Four Goals of the Literacy Action Plan

Goal 1: Develop Programs to Improve General Education Reading and Language Arts Achievement for all Students, especially those Students with or at risk for Reading Disabilities, including Dyslexia.

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Goal 2: Increase the Systematicity and Intensity of Tier 2 and 3 Reading and Language Arts Intervention of the MTSS Framework to Reduce the Achievement Gap for Students at risk for Reading Disability.

Goal 3: Ensure Fidelity of Literacy Improvement Program Implementation through District Monitoring of Literacy Improvement Program and Staff Engagement.

Goal 4: Special Education Programs: Increase Reading Achievement by Improving the Quality of IEP Goals and Section 504 Plan Development, Progress Monitoring, and use of appropriately intensive, Research-based Interventions.

Fourth Quarter Report on Status of Required Actions

Thirty-five actions were identified in [Appendix A of the Settlement Agreement](#). This Fourth Quarter Report outlines the status of each of those actions on the Table 1 below.

In the 2022-23 school year we have worked to operationalize the actions of the plan, as well as align work across several district initiatives including the LCAP, the African American Success Framework, the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan and the Latinx Resolution.

Summary of action status for Fourth Quarter*:

Completed	On-Track	Approaching	Barriers	Not Started
2	21	5	0	0

**As was shared in the First Quarter Report, we anticipate that most of the required actions will hold a status of “approaching” or “on-track” over time as we move forward toward completion over the course of the term of the settlement.*

Fourth Quarter Highlights

While BUSD’s initiatives span about 175 actions, the common areas across them include a focus on strengthening Tier 1 instruction, providing Tier 2 and 3 interventions for students who need additional support, building staff capacity through professional development and improving our data governance structures and routines.

For the 2022-23 school year, our focus areas in the 35 actions of the Literacy Action Plan have included:

- Providing professional development for educators
- Developing a BUSD MTSS framework
- Completing the curriculum review for the elementary grades
- Building data tools and progress monitoring routines
- Strengthening our communication channels

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In the Fourth Quarter BUSD has taken concrete action in each of those areas and will continue to build on these efforts in the 2023-24 school year.

1 - Providing professional development for educators

Professional development for educators centered in three areas in this final quarter of the school year:

- Provide professional learning K-5 and exploration around literacy acquisition with shared book study of *Shifting the Balance*
- Provide training and support for administrators to cultivate data-driven culture.
- Began partnership with CORE (Consortium on Reaching Excellence) Learning to provide targeted and comprehensive TK-8th grade Professional Development to all educators around the science of reading.

In April 2023, BUSD teachers completed the year-long professional learning series in the form of a district-wide K-5 book study of *Shifting the Balance* (Burkins and Yates, 2021) which served to support teachers and principals to systematically develop professional knowledge and share definitions of key terms and research findings in the area of reading acquisition, as well as establish structures and expectations for professional collaboration. Our site-based Literacy coaches planned and facilitated these Wednesday engagements with support from each school's leadership team.

In May 2023, BUSD hosted a five-day in-person Orton-Gillingham training for a cohort of 30 teachers that included Literacy coaches, Response to Intervention (RTI) Teachers on Special Assignment (TSAs) and special education case managers.

Accredited by the International Dyslexia Association, Orton-Gillingham (OG) is a multi-sensory structured literacy approach that provides tools to teach students how language works and gives a strong foundation in how to explicitly teach our orthographic (spelling) system. It is especially supportive for students who we might suspect have a reading difficulty such as Dyslexia. It can be used with younger students (K-3) than Wilson (which is geared for 2nd grade and above). It is also the methodology that many programs (including Slingerland, Fast Track, and Wilson) are based on which would allow for more seamless integration of OG methods into Tier 1-3 instruction.

In the fourth quarter we committed time to create a common scope and sequence for 6-8 ELA. Working with middle school ELA and Literacy support staff, we developed a revised standards aligned scope and sequence pacing document for Inquiry by Design, our adopted core ELA curriculum, helping to align across sites. We also identified needs for additional Tier 1 support, and planned for additional training in Constructing Meaning which is a systematic approach to building academic language, will support teachers in providing universal access to the rigorous curriculum for all students. This training will take place this Fall and be integrated into the monthly departmental collaborations for 6-8 Humanities teachers.

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In addition to professional learning on literacy and the foundations of reading, BUSD's BREA team supported training for school administrators and RTI TSAs in supporting data review cycles using DIBELS and STAR assessment results along with shared protocols for reviewing data and setting goals.

While there has been a significant amount of work accomplished to provide professional development focused on literacy acquisition, we recognize that there are still areas that need attention and steps are being taken to address them:

- *Staffing Capacity* - With a dedicated Literacy TSA and committed Implementation Team in 2022-23 we focused professional development on the elementary grades. BUSD's site based Literacy coaches played a significant role in supporting the professional development plan. We had limited capacity to extend professional development support to the middle grades, although steps were taken to revise the scope and sequence pacing document. In June 2023, the Board approved budget allocations for two new positions, a Director of Curriculum and Instruction and a PK-12 Literacy Coordinator. These two positions have been filled for the 2023-23 school year and will increase BUSD's staffing capacity to support work in the middle schools.
- *Professional Development for the Middle Grades* - Professional development for grades 6-8 will be an area of focus in the coming school year. In middle school we have identified a science of reading aligned two-day training for our Humanities (English Language Arts and History) as well as science teachers called Adolescent Literacy Solutions. During these two days they will learn about the science of reading around Vocabulary and Comprehension. This along with additional Constructing Meaning training, which is a systematic approach to building academic language, will support teachers in providing universal access to the rigorous curriculum for all students.
- *Integrating New Training with Current Instructional Tools* - The professional development proposed for 23-24 is curriculum agnostic. Therefore the adult learning will focus on evidence based practices and standards aligned Tier 1 supports that go beyond, in most cases, what the current curriculum provides. With the newly created BUSD Curriculum and Instruction team we have a focus on how we can provide explicit guidance and support around where within instructional time and structure these new practices will sit and how to support teachers in thinking about prioritizing evidence based instruction.

2 - Developing a BUSD MTSS framework

In consultation with Dr. Gibbons, BUSD convened an Expanded Implementation Team to begin the work of articulating a BUSD Multi-Tiered System of Support (MTSS) framework that includes the development of an MTSS process guide which is a foundational component of actions in the Literacy Action Plan (actions 7, 8, 9, 10, 11, 17, 18, 19, 20, 31, 32 and 35). While BUSD has

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done prior work related to tiered systems of support, the last comprehensive guidelines were the Universal Learning Support System (ULSS) in 2007-2008. Since then there has also been district work in Positive Behavioral Interventions and Supports (PBIS) and Response to Instruction and Intervention (RTI2) but this has not yet been articulated as a set of comprehensive guidelines.

The work of the Expanded Implementation Team served two purposes. The first was to provide job embedded professional development for staff who support training and coaching of teachers and leaders involved who facilitate IEP, 504, SST and Coordination of Services (CoS) Team meetings and the development of corresponding student learning and support plans. The second was to articulate shared guidelines for assessment and data-driven decision making.

In the fourth quarter, the Expanded Implementation team members convened to continue to revise and refine guidelines for assessment, including the use of assessments for screening and progress monitoring and how DIBELS and STAR results should be used to identify students in need of additional support, considerations for using DIBELS as a progress monitoring tool in grades 3-12 for students who have identified reading challenges, and outlining criteria to place appropriate Tier 2 and 3 interventions for students.

The team will be working with Dr. Gibbons to finalize these sections of the MTSS Process Guide, along with shared training materials for staff in charge of training and support for IEP, 504 and SST team meetings to be used in Fall of 2023.

The components of this work are complex and have additional dependencies in order for progress to be made on specific actions from the settlement. We will be attending to these areas in the coming year:

- *Moving From Guidelines to Practice* - The development of a MTSS Process Guide is a complex and multi-year process. The focused attention on assessment and data-driven decision making is intended to help support our continued growth and capacity to use DIBELS and STAR data to understand students' strengths and challenge areas in reading and develop effective plans to support their growth and development. These processes involve clear, established rules that are based on validated methods but may be new to instructional teams and we need to ensure that site teams are using these guidelines consistently. This will involve shared messaging and training across the various IEP, 504, SST and COS teams and opportunities for central teams responsible for these functions to calibrate their own understanding of the guidelines and align training materials and support. These guidelines and the corresponding training are a necessary precursor to many of the settlement actions related to IEP and 504 goal setting practices.

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3 - Completing the curriculum review for the elementary grades

The Literacy Action Plan calls for BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, to conduct a review and assessment of its core reading program with a settlement due date of Years 1-3 and a target due date of April 2023 (action 15). At the time we began planning for the curriculum review, Dr. Gibbons and her colleagues at the University of Minnesota were in the process of piloting an English Language Arts (ELA) materials review toolkit that was finalized for release in February 2023.

The Elementary K-5 Literacy Curriculum Evaluation Review is a tool developed by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. It is intended to provide guidance to district leadership teams when they are evaluating K-5 literacy curricula. The tool is not comprehensive of all important elements of the ELA curriculum; rather it aims to specify key evidence-based criteria related to foundational literacy skills. The tool is organized within a spreadsheet, with tabs for Kindergarten, Grade 1, Grade 2, and Grades 3-5. As teams work through the grade-level tabs, they examine curriculum materials and use EdReports to determine if the curriculum *meets* or *partially meets* expectations. See *Appendix A* for a sample section of the English Language Arts (ELA) Review Toolkit for Kindergarten Phonemic Awareness.

BUSD’s curriculum review began in March 2023, beginning with a review of research articles on the science of reading and curriculum reviews related to Teachers College Reading and Writing Project - Units of Study (TCRWP) in preparation for using the Elementary K-5 Literacy Curriculum Evaluation Review tool. A team consisting of school site principals, classroom teachers, Literacy coaches, RTI and ELD TSAs and special education staff convened over the course of four sessions to consider evidence-based practices and evaluate BUSD’s current curriculum (TCRWP and Fast Track) for specific indicators aligned with the Science of Reading in up to nine areas depending on grade level:

Phonemic Awareness	Vocabulary	Assessment
Phonics/Morphology	Comprehension	Cultural Responsiveness
Fluency	Writing/Spelling	Accessibility & Usability

It is important to note that while curriculum itself is a critical component of instruction, there is no single curriculum that will meet all the evidence-based criteria related to foundational literacy skills as outlined in the Elementary K-5 Literacy Curriculum Evaluation Review tool. That said, the results of the review indicate gaps in key areas of literacy instruction in the TCRWP - Units of Study curriculum. These areas with scores of “partially meets” or “does not meet” included:

- Phonics
- Phonemic Awareness

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- Vocabulary
- Morphology
- Fluency
- Cultural Responsiveness

Some of these elements are addressed with Fast Track Phonics. A summary of the results of this review can be found in *Appendix B*.

While BUSD has completed the review of TCRWP and Fast Track Phonics using the Elementary K-5 Literacy Curriculum Evaluation Review tool, we will continue to work with Dr. Gibbons to understand the implications of the review and considerations that BUSD will need to explore in regard to reading curriculum.

We initiated planning for professional development for the 2023-24 school year and have committed resources to engage with the Consortium on Reading Excellence ([CORE](#)). Beginning in August 2023, CORE will provide professional learning and leadership support to systematically develop professional knowledge and skills of teachers, leaders, and other school staff. K-8 staff will participate in comprehensive professional learning around the research base for literacy acquisition including curriculum agnostic essential components of reading instructional routines and strategies with support from CORE and literacy coaches, guidance and monitoring by administrators. The trainings included for relevant grade levels are as follows:

- Tk-5 Teachers will engage in The Reading Academy
- 6-8 Humanities (English Language Arts and History) as well as science teachers will engage in Adolescent Literacy Solutions.

Other challenges that will need to be addressed in the coming year:

- *Timeline for PD and Curriculum Review for Middle Grades* - As was shared in the Third Quarter Report, the focus for 2022-23 has been on the elementary grades due to limited capacity to address settlement actions across both grade spans. We are planning for more targeted professional development for 6-8 grade teachers who will be participating in the CORE Learning training. We will work with Dr. Gibbons to identify an appropriate tool to use to plan and facilitate a review of intervention programs for our students with reading difficulties.

4 - Building data tools and progress monitoring routines

The launch of the eduCLIMBER data dashboard in January 2023 has vastly improved our ability to track and monitor student data across a number of indicators. This is still very much a brand new tool for BUSD and work continued in the fourth quarter to train site principals, Literacy coaches, RTI TSAs, and other case managers and support staff to use eduCLIMBER. The focus was teaching them how to build groups in the system to track interventions and review individual

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and subgroup progress. Sites and department teams are continuing to build their own capacity to use data review protocols (IDEA) and disciplined continuous improvement cycles.

BUSD completed the third and final benchmark assessments in April 2023. These data have been uploaded to eduCLIMBER and school teams have been able to review growth and acceleration data over the course of the year. Summary data across the 2022-23 benchmark assessments can be found in *Appendix C*.

These routines for reviewing data will be a component of the MTSS Process Guide. As part of the MTSS work, we have worked to build out specific sections of the Process Guide around Literacy. Specifically, defining Tiered instruction in our district, Assessments and their different purposes, as well as how we make data based decisions at the site level around providing additional literacy support. We will be developing data based decision making protocols using eduCLIMBER that site teams would use when making decisions to move students within the Tiers

In this fourth quarter school site teams have been trained and began using DIBELS to progress monitor identified students K-5 who received Tier 2 and 3 literacy support. This meant that students in 3-5 were screened with STAR, and if they were identified for additional instruction, they were benchmarked and progress monitored with DIBELS. This represented a substantial increase in the amount of assessment and monitoring of progress in literacy K-5. We have included progress monitoring schedules and guidelines in both the current assessment calendars as well as the MTSS guide being developed for use in the 2023-24 school year.

As we are building internal capacity to use data tools and establish progress monitoring routines, we recognize that there are areas that we will continue to address in the coming year:

- *On-Time Assessment Completion* - We worked closely with principals to review and set the assessment windows for the 2023-24 school year to ensure assessments will be completed within the testing window.
- *Time for Deep Data Review* - Time is being set aside on a monthly basis with Principals and Vice-Principals to review data using our shared protocols. The goals for this work include reviewing both growth data and proficiency data within STAR and DIBELS and paying close attention to whether or the students receiving intervention services are making accelerated progress.

5 - Strengthening Communication Channels

BUSD has launched a BUSD Literacy Action Plan website page to include artifacts and updates on the Literacy Action Plan work. This will continue to be refined to serve as a resource for staff and the community. The link is accessible from the District's homepage:

<https://www.berkeleyschools.net/literacy/>

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As part of the [Year-In-Review](#) in June 2023, the Superintendent shared the continued commitment to an instructional focus on literacy alongside data from the DIBELS and STAR assessments. Literacy was a [featured poster](#) on display at the event.

We have worked with our Communications team to outline a communications plan for the 2023-24 school year to include information and updates on our literacy efforts through staff and parent bulletins, social media and department communications.

Further, we continued to meet regularly with parents from Reading For Berkeley. Members of this group have provided helpful feedback on how report cards and other parent communications can be improved to better help parents understand their student's strengths and areas for growth using the DIBELS and STAR assessments. We will work to use this information to refine our training and coaching support.

Next Steps

In addition to some of the focus areas of work outlined in the section above, we are looking ahead to the 2023-24 school year.

Goal 1:

- In August 2023 we will launch the CORE Reading Academy Training tailored to K-2, 3-5 and 6-8 cohorts which includes classroom teachers and site specialists (Literacy coaches, RTI TSAs, and Special Education staff). The CORE PD will also include training models for school principals.
- Following the May 2023 Orton-Gillingham training, we will provide ongoing support and training for site specialists (Literacy coaches, RTI TSAs, and Special Education staff) from our PK-12 Literacy Coordinator and central TSAs. We will also identify training dates for a second cohort.

Goal 2:

- We will continue work on the BUSD MTSS Process Guide and finalize version 1 of the sections involving assessment and data-driven decision making to use for training site principals, site specialists and other staff involved in facilitating IEP, 504, COS Team and SST meetings.
- We will continue observations of Tier II and Tier III Intervention Literacy Instruction across sites - focused on integration with CCEIS Vision Schools.
- We will work with identified sites to implement a trial block of intervention scheduling for Designated ELD and literacy.

Goal 3:

- Ongoing work will include creating adult learning opportunities systematize the integration of new literacy strategies and tools, along with assessment administration and data monitoring routines.

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- We will support site teams as they build master schedules so that teachers can see their students and their student data in eduCLIMBER before school starts.
- We will focus attention on DIBELS training for the upper grades to use as a progress monitoring tool for students with reading difficulties.

Goal 4:

- Provide training on the use of STAR and Dibels data use in goal writing and progress monitoring for IEP, 504, SST and COS team meetings.
- We will continue reviewing and implementing systems for progress monitoring data.
- In conjunction with Dr. Gibbons, we will work with the Special Education Services team to initiate continuous improvement cycles to address components of the Literacy Action Plan beginning with goal development using DIBELS data.

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Table 1 - As of June 30, 2023

Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
1. BUSD will form a District Implementation Team.	45 days after Effective Date	4/22	5/10/22	C
2. BUSD will select a reading data system that uses a single, time and cost efficient, and research-based authentic reading testing system (e.g., AIMSWebPLUS, FastBridge, DIBELS Next, Renaissance Star) for use in Grades K-8.	Six months after Effective Date	See question		C
3. BUSD will consult with the Outside Consultants with regard to development of the Targeted Professional Development Plan (PDP).	through completion of Targeted PDP	6/22	6/30/2025	OT
4. BUSD will review and implement reforms to District policies, procedures and practices as needed to fulfill the goals of the Literacy Improvement Program, including RTI	Years 1 through 3	9/22	6/30/2025	OT
5. BUSD will conduct Benchmark Assessments in the fall, winter, and spring to ensure reading growth for all students and support early intervention through universal screening.	Year 1, subject to instructional time and other restrictions during periods of distance learning during COVID pandemic	6/22	6/30/2025	OT
6. BUSD will evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS.	Years 1 - 3		6/30/2025	OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
7. BUSD will consult with the Outside Consultants with regard to development of appropriate and measurable literacy goals	Year 1-3	6/10/22	8/15/2022	OT
8. Train grade-level teams and Tier 2 and Tier 3 service providers to use their screening and progress monitoring data.	Beginning Year 1			OT
9. BUSD will provide K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-8 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. ((OVERLAPS with item above	Per Targeted PD	9/22	Prior to Report Cards and Conferences on 10/24	OT
10. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.	Per Targeted PDP	9/1/2022,	6/30/2025	A
11. BUSD will provide K-5 general and special education teachers, Grades 6-8 Reading and Language Arts teachers, professional development in how to use the Benchmark Assessments system for screening and progress	Per Targeted PDP	9/22	6/23	A

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
monitoring, and for reports to parents/guardians.				
12. As set forth in the Targeted PDP, BUSD will provide K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework	Per Targeted PDP	Ongoing	6/24	OT
13. BUSD will begin implementation of the Targeted PDP to provide Grades K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.	Per Targeted PDP	ongoing	6/24	OT (Elementary)
14. BUSD, in consultation with the Outside Consultants, will identify supports to Tier 1 curriculum for Grades 4-8.	Year 1	9/23	5/24	A
15. As part of the Literacy Improvement Program, BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, will conduct a review and assessment of its core reading program.	Years 1 through 3	9/23	April 2024	OT* On-track in alignment with due date from settlement

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
16. BUSD will assess and monitor the success of the FastTrack phonics program along with K-3 benchmark data to ensure FastTrack is an appropriately intensive, research-based phonics program, aligned with the needs of BUSD students and reading science.	Years 1 - 3	Ongoing	Ongoing	OT
17. BUSD will consult with the Outside Consultant with regard to development of guidelines and criteria used to place at-risk students into Tier 2 and Tier 3 interventions.	Beginning no more than 15 days from retention of Outside Consultants, through Y3	7/22	8/30/2022	OT
18. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.	Per Targeted Professional Development Plan	9/1/2022, see note	6/30/2025	OT
19. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 2 service delivery model by coordinating available remedial programs such as Title 1, English Learner, and reading specialists.	Beginning Year 1	1/23	see note	A
20. BUSD will consult with the Outside Consultants with regard to development and	Year 1-3	8/2022	8/15/2022	OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.				
21. BUSD will implement the Wilson Reading System.	Year 1	9/2022	June 2023	OT
22. The BUSD Implementation Team will identify and secure the services of an impartial outside Monitor to monitor and report on BUSD's compliance with the Literacy Improvement Program.	Within 60 days after Effective Date			C
23. BUSD will consult with the Outside Consultants regarding proposed changes to District-wide reading intervention and special education policies, procedures and practices as outlined in the Literacy Improvement Program before presentation by the Implementation Team to the School Board for approval.	Beginning no more than 15 days from retention of Outside Consultants, through Y3	on going	6/30/2025	OT
24. The BUSD Implementation Team will provide the Monitor with implementation reports.	Quarterly basis in Years 1 through 3	ongoing		OT
25. The Monitor will issue Monitoring Reports on a semi-annual basis addressing progress on Literacy Improvement Program implementation to the School Board and BUSD Implementation Team.	Ongoing Years 1 through 3	ongoing		OT
26. The Monitor will provide a Monitoring Plan to the School Board, and BUSD Implementation Team.	Within 60 days of its acceptance of assignment as Monitor	ongoing	June 29, 2022	C

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
27. BUSD will develop and implement a monitoring component to the Literacy Improvement Program.	Year 1		June 2025	OT
28. BUSD will consult with the Outside Consultants to review and assess feedback to refine the Literacy Improvement Program as needed to accomplish stated goals.	Years 1 -3	Ongoing	6/30/2025	OT
29. The BUSD Implementation Team will provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel.	Years 1-3	Ongoing		OT
30. BUSD will work with the Outside Consultants to develop a plan to increase use of the MTSS as part of the comprehensive evaluation to identify students with SLD, including dyslexia.	Year 1	1/23	6/1/2025, see question	A
31. BUSD will develop corollary Section 504 goal development and progress monitoring standards.	Year 1	January 2023	January 2023	OT
32. BUSD will provide IEP and Section 504 teams training on use of the MTSS-RDS (Dibels/Star) (e.g., AIMSWebPLUS, FastBridge, DIBELS Next or Renaissance Star), and other relevant information, including diagnostic surveys of academic skills, and student goal-setting practices.	Year 1	September 2023?		OT
33. Implement policies, procedures, and practices to ensure that all students with IEP reading goals will have their progress monitored appropriately according to the student's stated IEP goals.	Year 2	8/23		OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
34. BUSD will implement policies, procedures, and practices to ensure that when current students with disabilities' IEPs are subject to review, new goals will be written on a case-by-case basis using the MTSS-RDS (Dibels). Special education teachers will monitor progress according to the students' stated IEP goals	Year 2	9/23	6/30/2025	A
35. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 3 service delivery by special education personnel.	1/23			OT

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Appendix A - Sample section of the English Language Arts (ELA) Review Toolkit for Kindergarten Phonemic Awareness

Step 2: Review Sample Curriculum	
Phonemic Awareness	Examples
<i>EdReports General Indicator 1.3.10: Materials, questions, and tasks directly teach foundational skills to build instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness, and progression with opportunities for application both in and out of context.</i>	
The scope and sequence of phonemic awareness generally progresses from simple to complex	1. isolating (initial, final, medial) 2. segmenting and blending 3. manipulating (initial, final, medial)
<i>EdReports Foundational Skills Indicator 1.2.1C: Materials have frequent opportunities for students to engage with phonemic awareness instruction in kindergarten and early Grade 1.</i>	
Instruction routinely addresses segmenting and blending two and three phoneme words	
Instruction explicitly addresses the way sounds are made in the mouth (articulation)	air flow, tongue and lip placement, vocal cord voicing
Students analyze spoken words at the phoneme level	/ch/ /a/ /t/
Scaffolds and supports are integrated to make sounds in words concrete	Elkonin boxes, manipulatives, movement/gestures
Instruction is aligned to skills concurrently taught in phonics	If teaching short /è/ in phonics, instruction includes discriminating between short /è/ and short /i/ in phonemic awareness
<i>EdReports Foundational Skills Indicator 1.2.1D: Materials provide explicit instruction in phonological awareness</i>	
<i>EdReports Foundational Skills Indicator 1.2.1E: Materials provide practice of each newly taught sound (phoneme)</i>	
Materials and instruction follows the gradual release of responsibility: I do, we do, you do and provide ample opportunities for students to practice skills taught and to receive immediate corrective and affirming feedback	Do Not Meet
Phonemic Awareness Red Flags	
Phonological sensitivity instruction and practice extends beyond the first several months of instruction or supplants instruction focused on phonemic awareness.	word counting, rhyming, syllables, onset-rime
There is an overemphasis of isolated (oral only) phonemic awareness activities disconnected from grapheme correspondences.	
Instruction contains 4 and 5 phonemes words	/t/ /r/ /u/ /ck/

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Appendix B - English Language Arts (ELA) Review Toolkit Summary Results

Areas reviewed by Grade Level

Area	Kinder	Grade 1	Grade 2	Grades 3-5
Phonemic Awareness	X	X		
Phonics / Morphology	X	X	X	X
Fluency	X	X	X	X
Vocabulary	X	X	X	X
Comprehension	X	X	X	X
Writing / Spelling	X	X	X	X
Assessment	X	X	X	X
Cultural Responsiveness	X	X	X	X
Accessibility & Usability	X	X	X	X

Kindergarten Summary

Area Reviewed	TCRWP - Units of Study			Fast Track Phonics		
	Meets	Partial	Does not meet	Meets	Partial	Does not meet
Phonemic Awareness	0/7	0/7	7/7	1/7	5/7	1/7
Phonics/Morphology	0/21	0/21	21/21	13/21	6/21	2/21
Fluency	1/7	0/7	6/7	3/7	4/7	0/7
Vocabulary	0/6	1/6	5/6			
Comprehension	3/13	7/13	3/13			
Writing/Spelling	6/22	4/22	12/22			
Assessment	1/7	2/7	4/7			
Cultural Responsiveness	4/14	3/14	7/14			
Accessibility & Usability	0/6	2/6	4/6			

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1st Grade Summary

Area Reviewed	TCRWP - Units of Study			Fast Track Phonics		
	Meets	Partial	Does not meet	Meets	Partial	Does not meet
Phonemic Awareness	0/7	1/7	6/7	1/7	5/7	2/7
Phonics/Morphology	0/18	2/18	16/18	4/18	9/18	5/18
Fluency	3/7	4/7	0/7	1/7	4/7	2/7
Vocabulary	0/6	1/6	5/6			
Comprehension	6/13	4/13	3/13			
Writing/Spelling	10/20	6/20	4/20			
Assessment	1/8	3/8	4/8			
Cultural Responsiveness	2/14	3/14	9/14			
Accessibility & Usability	0/6	1/6	5/6			

2nd Grade Summary

Area Reviewed	TCRWP - Units of Study			Fast Track Phonics		
	Meets	Partial	Does not meet	Meets	Partial	Does not meet
Phonics/Morphology	0/16	3/16	13/16	5/16	9/16	2/16
Fluency	2/7	0/7	5/7			
Vocabulary	1/9	2/9	6/9			
Comprehension	3/15	8/15	4/15			
Writing/Spelling	12/21	2/21	7/21			
Assessment	1/8	2/8	5/8			
Cultural Responsiveness	2/14	2/14	10/14			
Accessibility & Usability	0/6	2/6	4/6			

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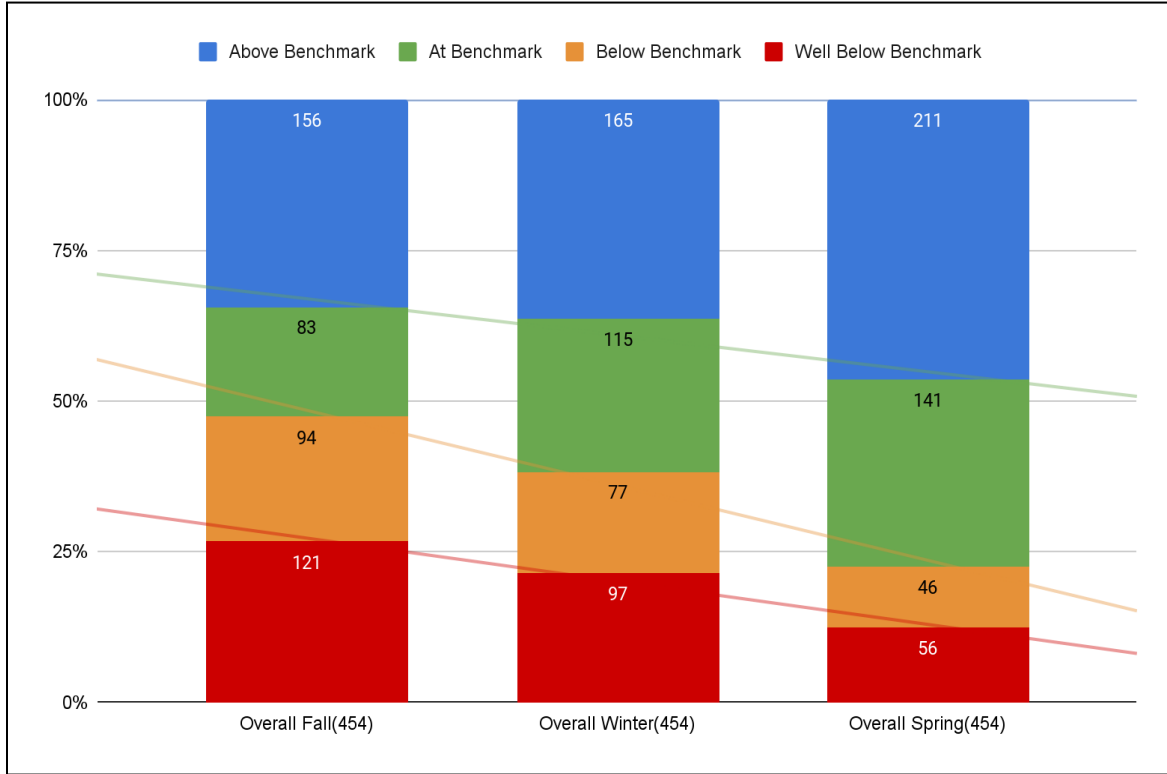
Grades 3-5 Summary

Area Reviewed	TCRWP - Units of Study		
	Meets	Partial	Does not meet
Phonics/Morphology	0/9	0/9	9/9
Fluency	1/6	2/6	3/6
Vocabulary	1/9	1/9	7/9
Comprehension	6/17	6/17	5/17
Writing/Spelling	9/18	3/18	6/18
Assessment	4/8	2/8	2/8
Cultural Responsiveness	1/14	3/14	10/14
Accessibility & Usability	1/6	1/6	4/6

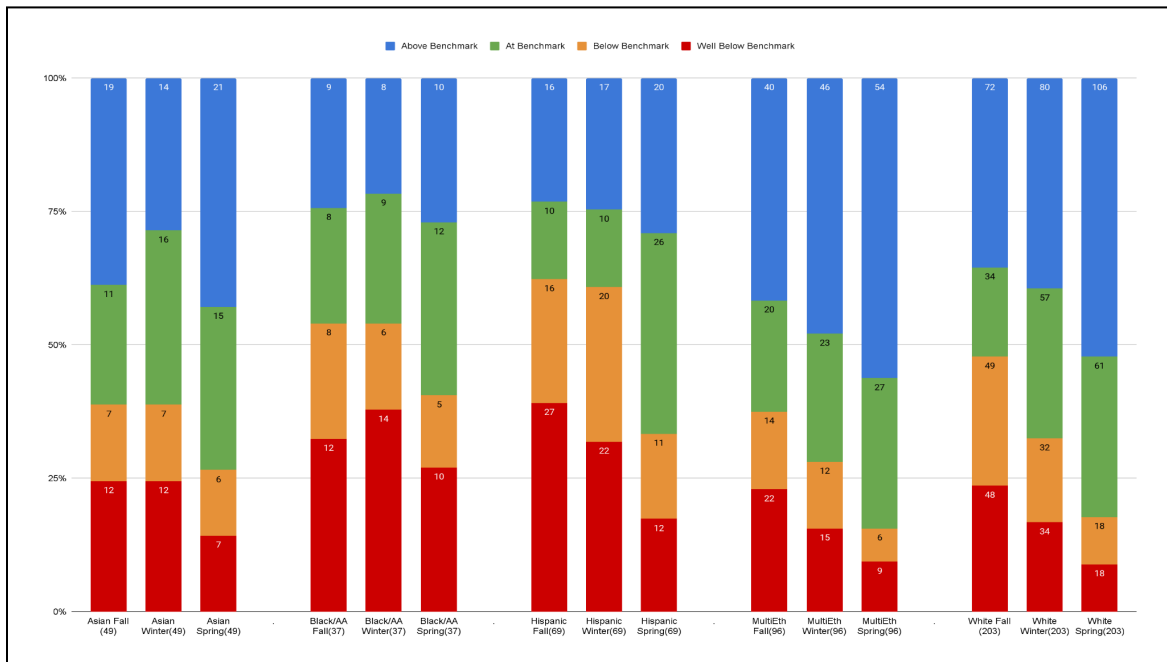
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Appendix C - 2022-23 DIBELS and STAR Window 1, 2 and 3 data by grade

Kindergarten Composite Score

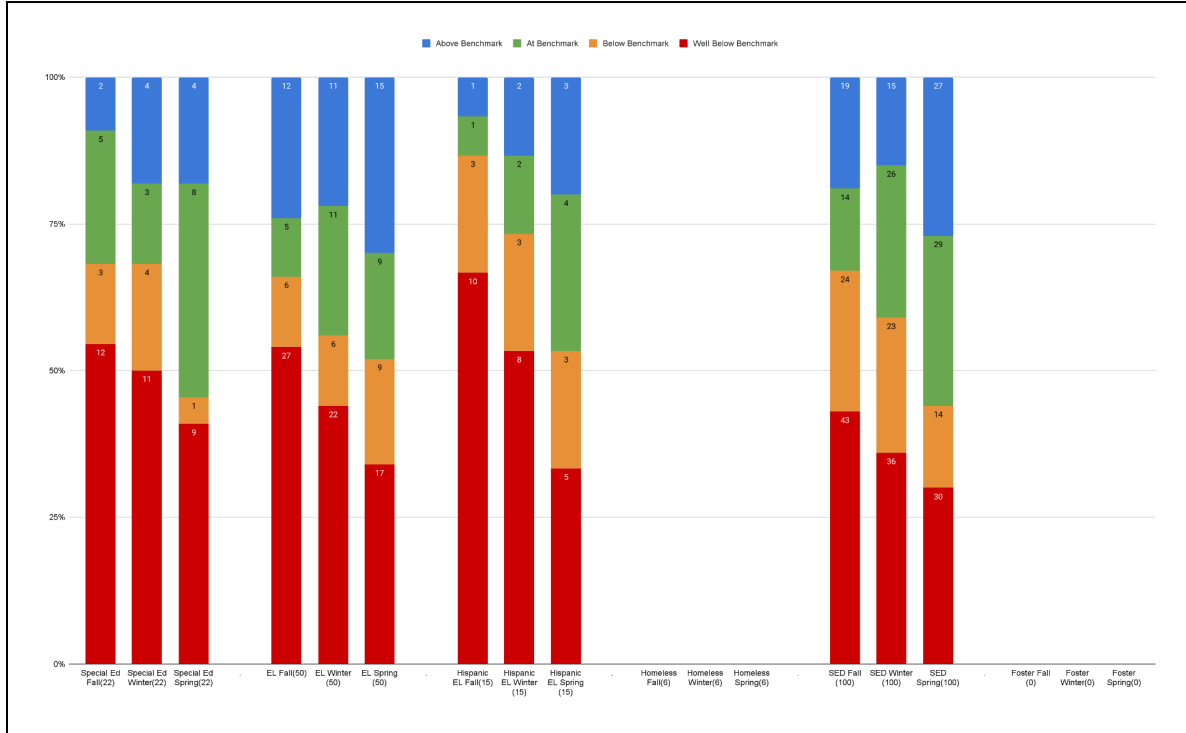


Kindergarten DIBELS scores by Race/Ethnicity

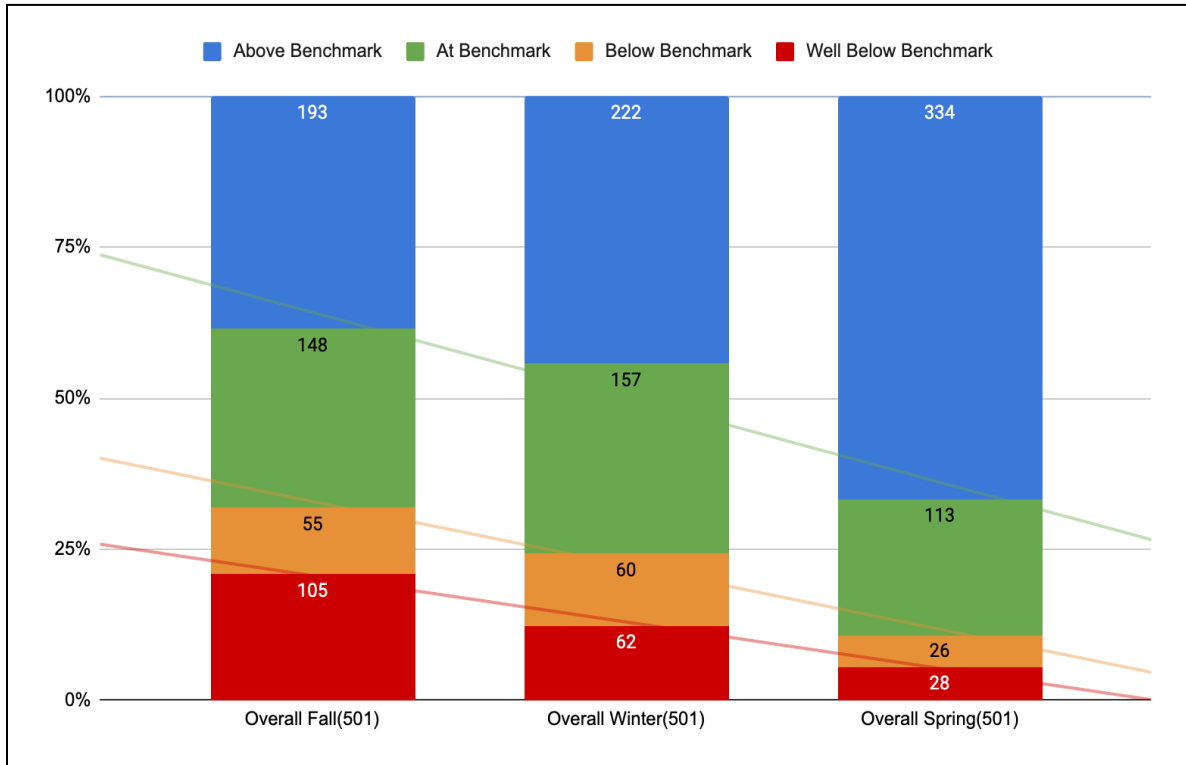


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Kindergarten DIBELS Scores by Program

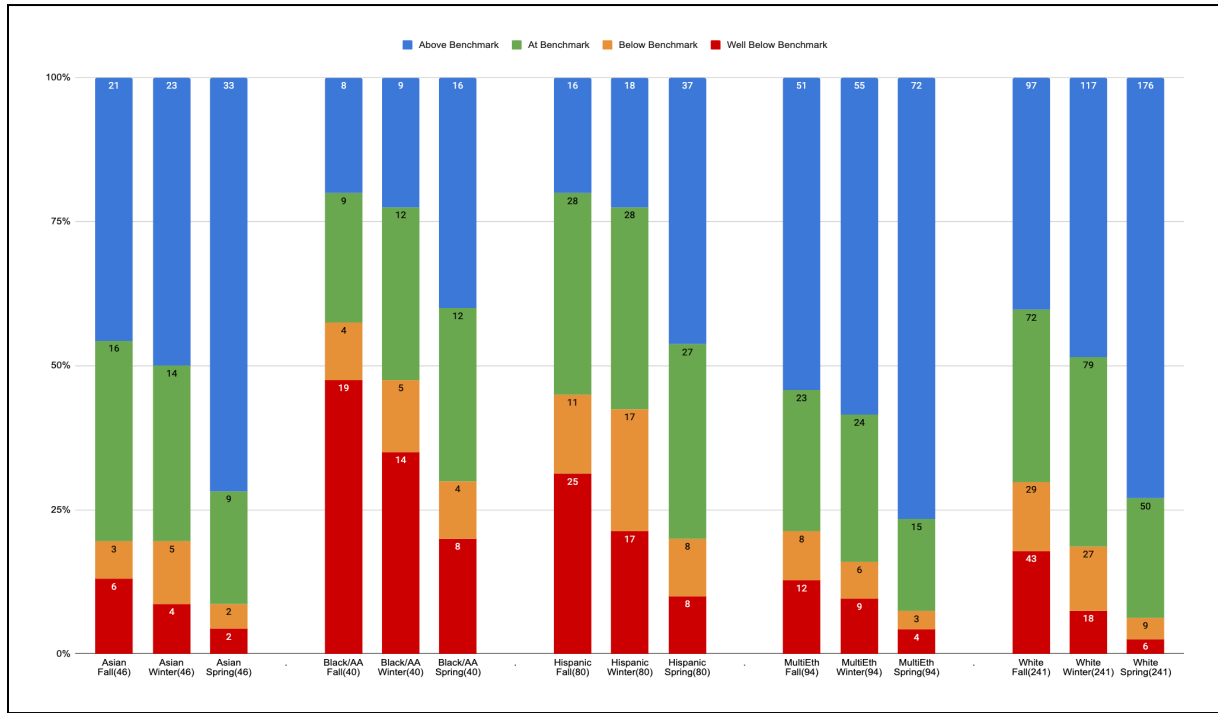


Overall 1st Grade Oral Reading Fluency Scores (DIBELS)

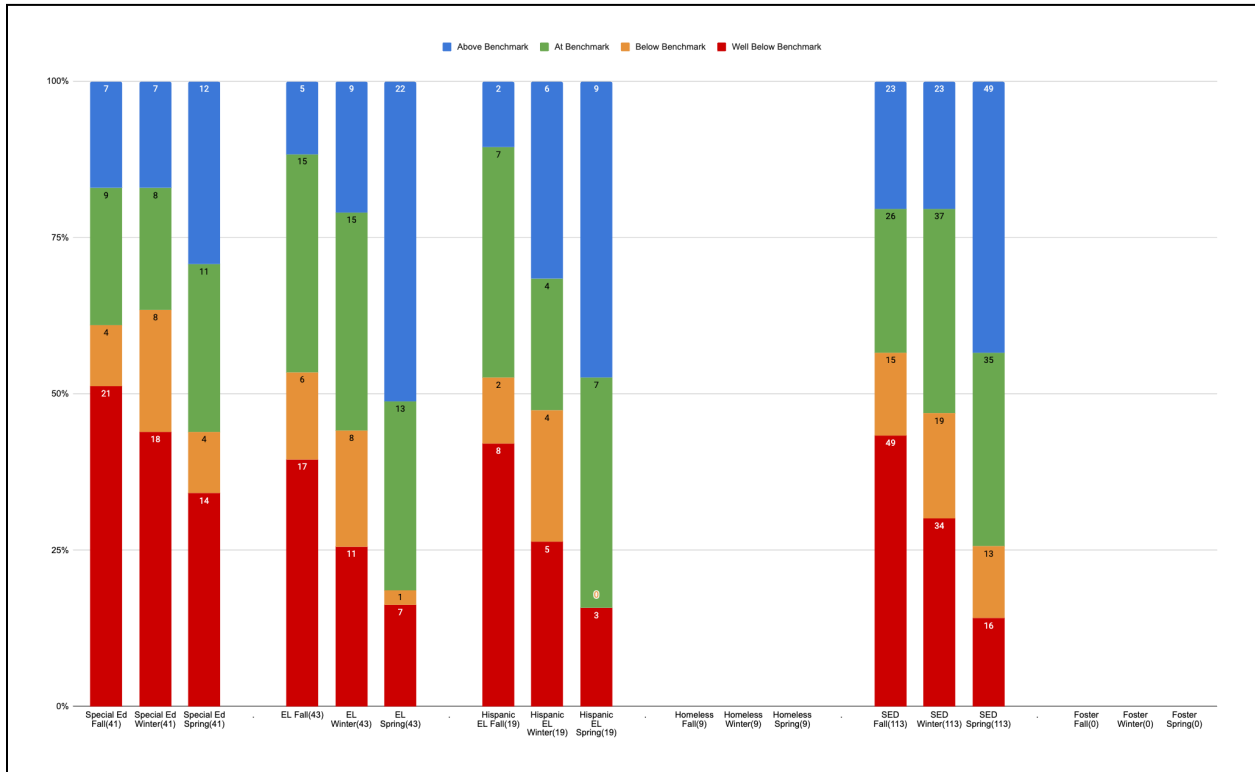


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1st Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)

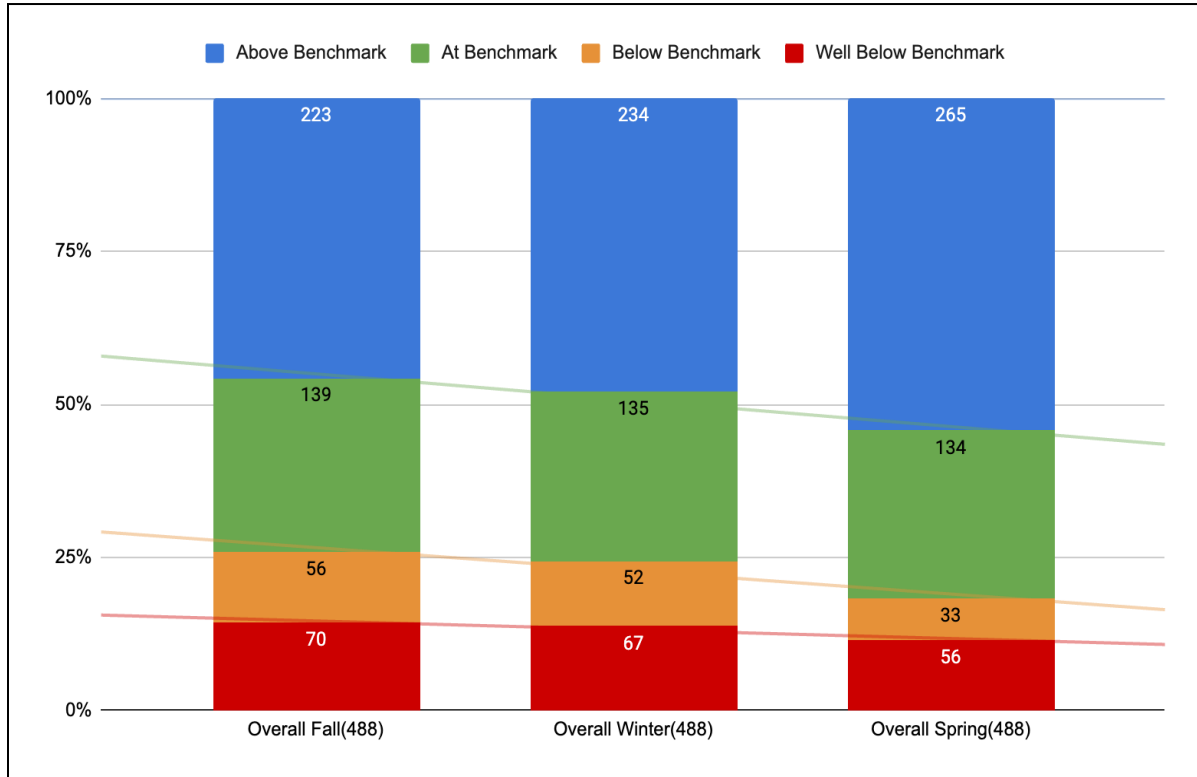


1st Grade Oral Reading Fluency Scores by Program (DIBELS)

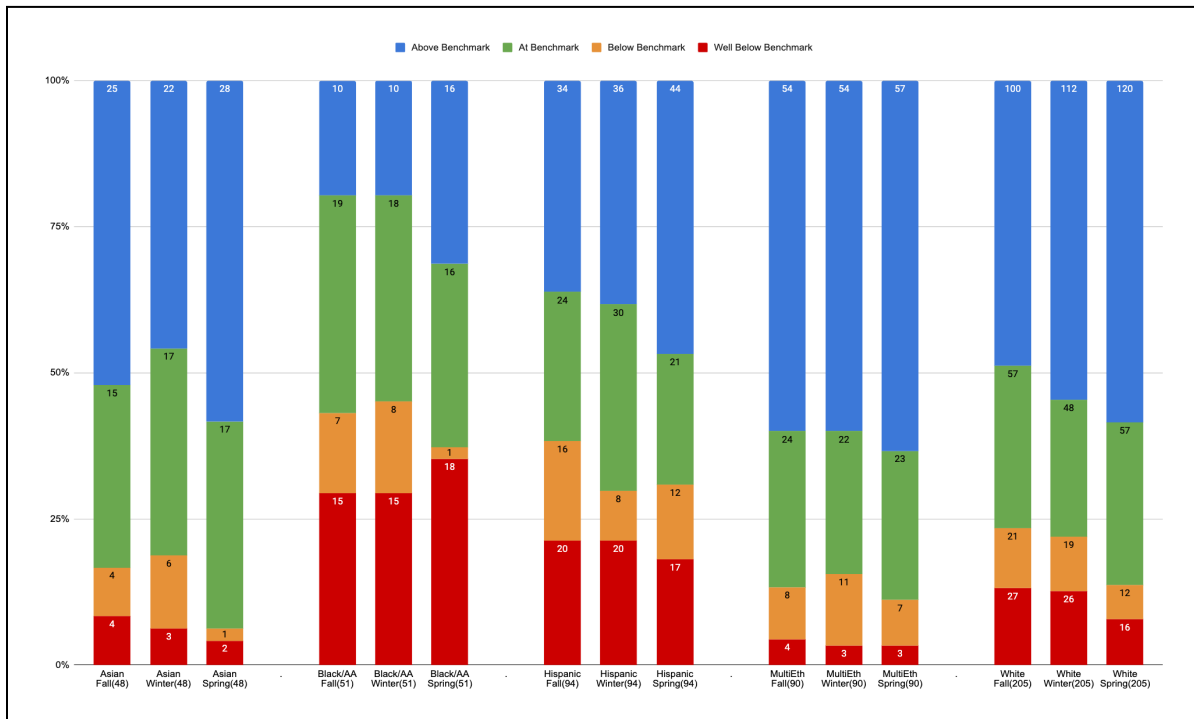


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Overall 2nd Grade Scores for Oral Reading Fluency (DIBELS)

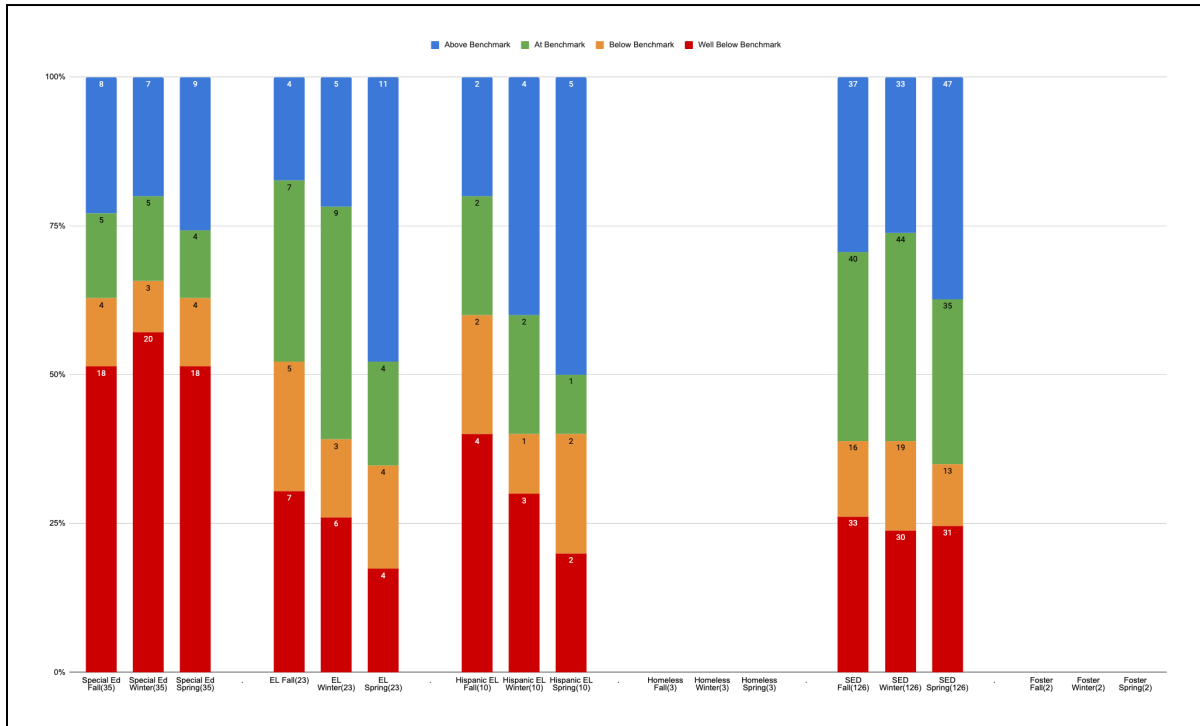


2nd Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)

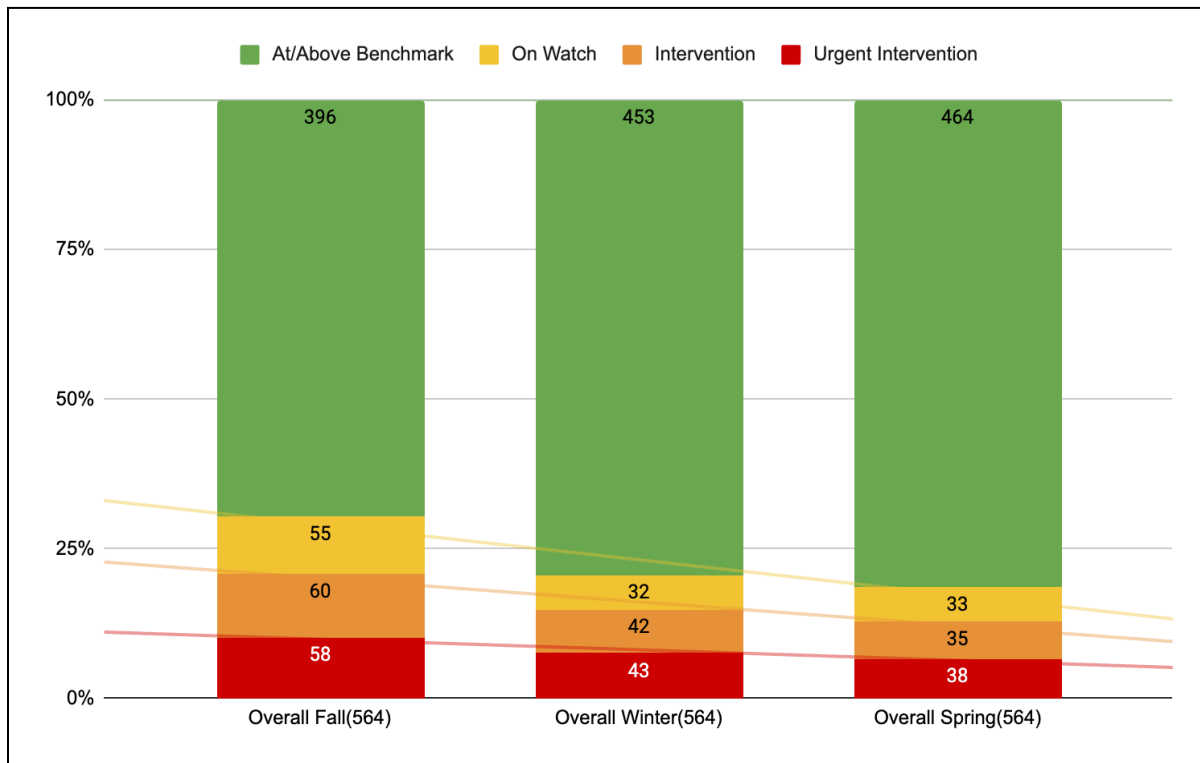


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2nd Grade Oral Reading Fluency Scores by Program (DIBELS)

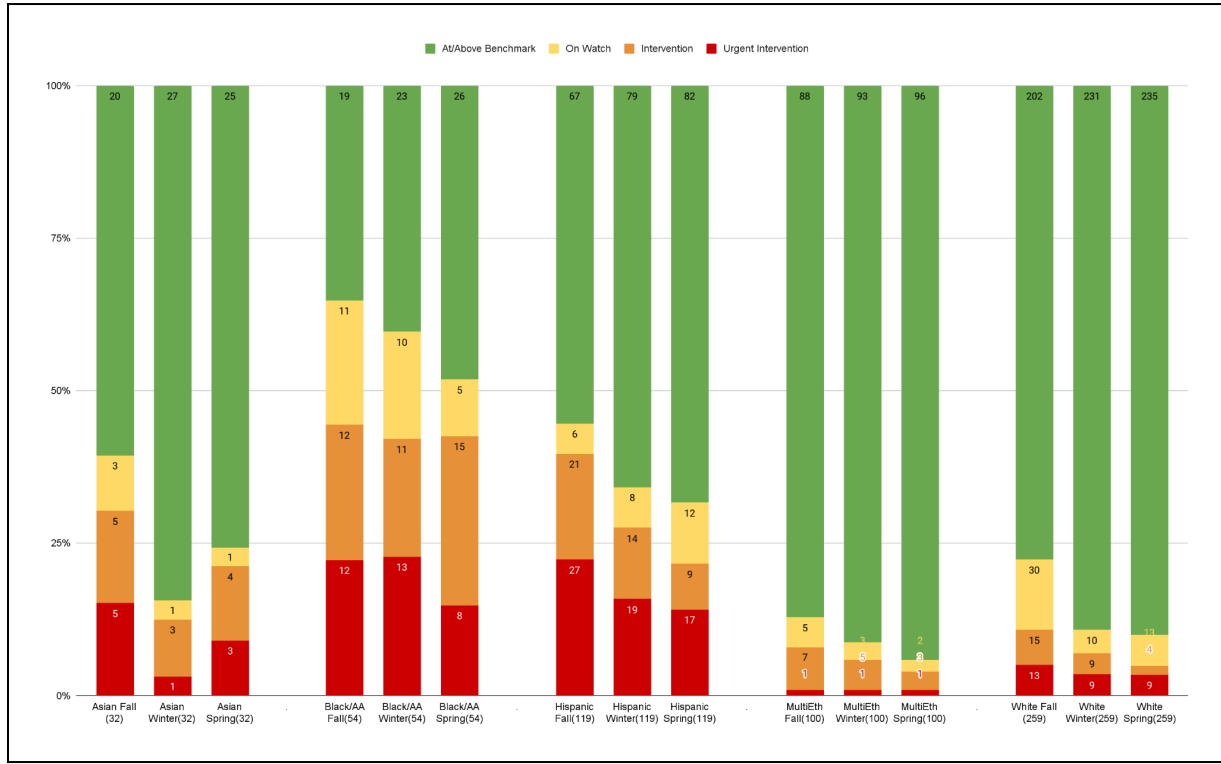


3rd Grade Overall STAR Scores - Reading

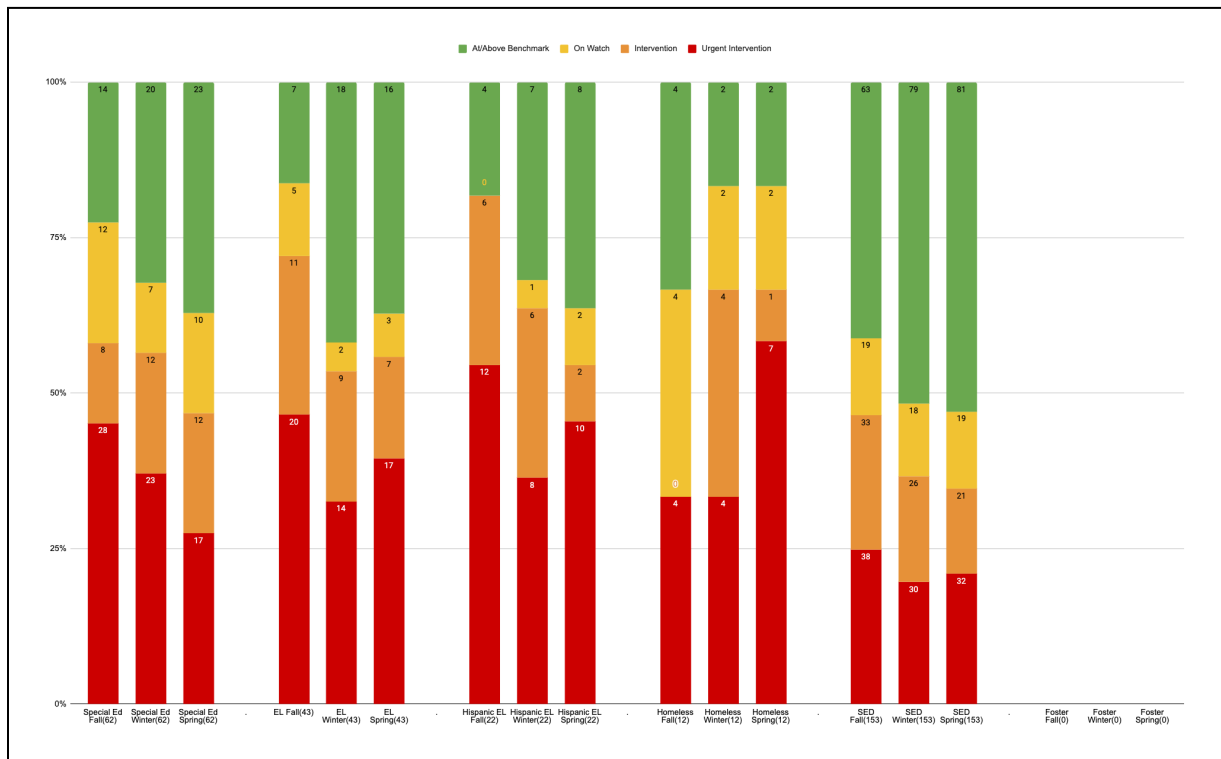


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3rd Grade STAR Scores by Race/Ethnicity - Reading

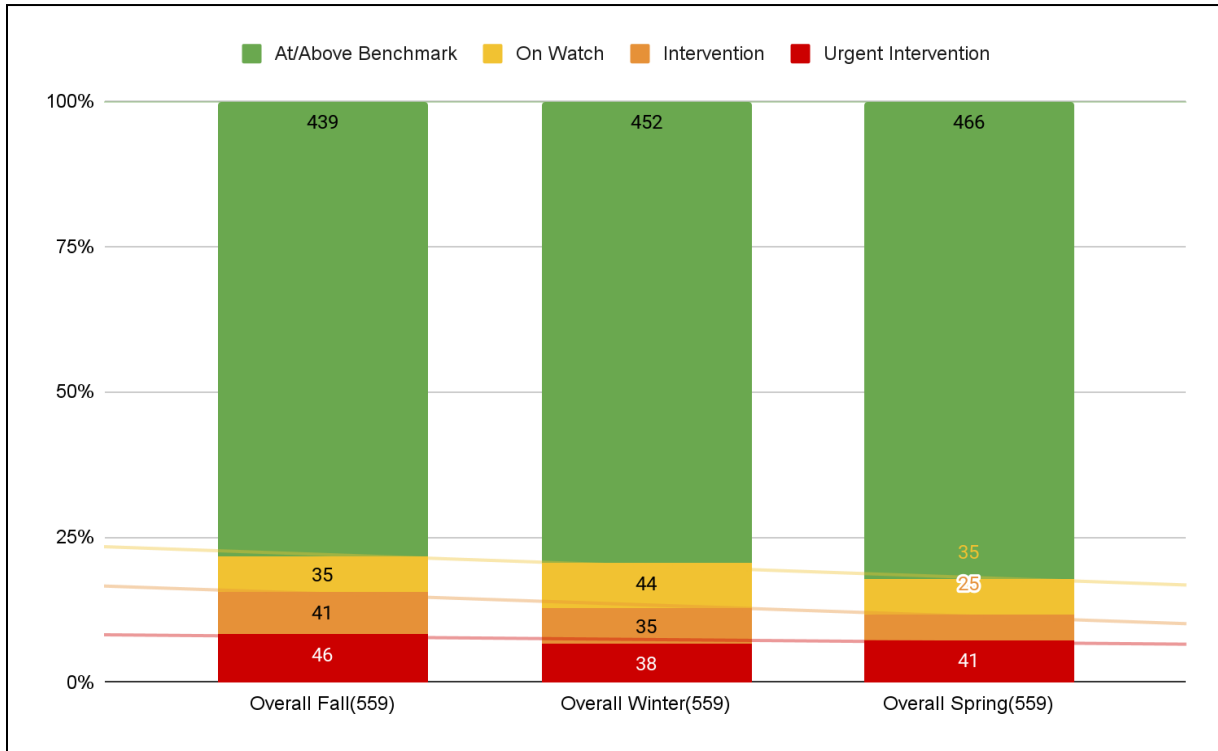


3rd Grade STAR Scores by Program - Reading

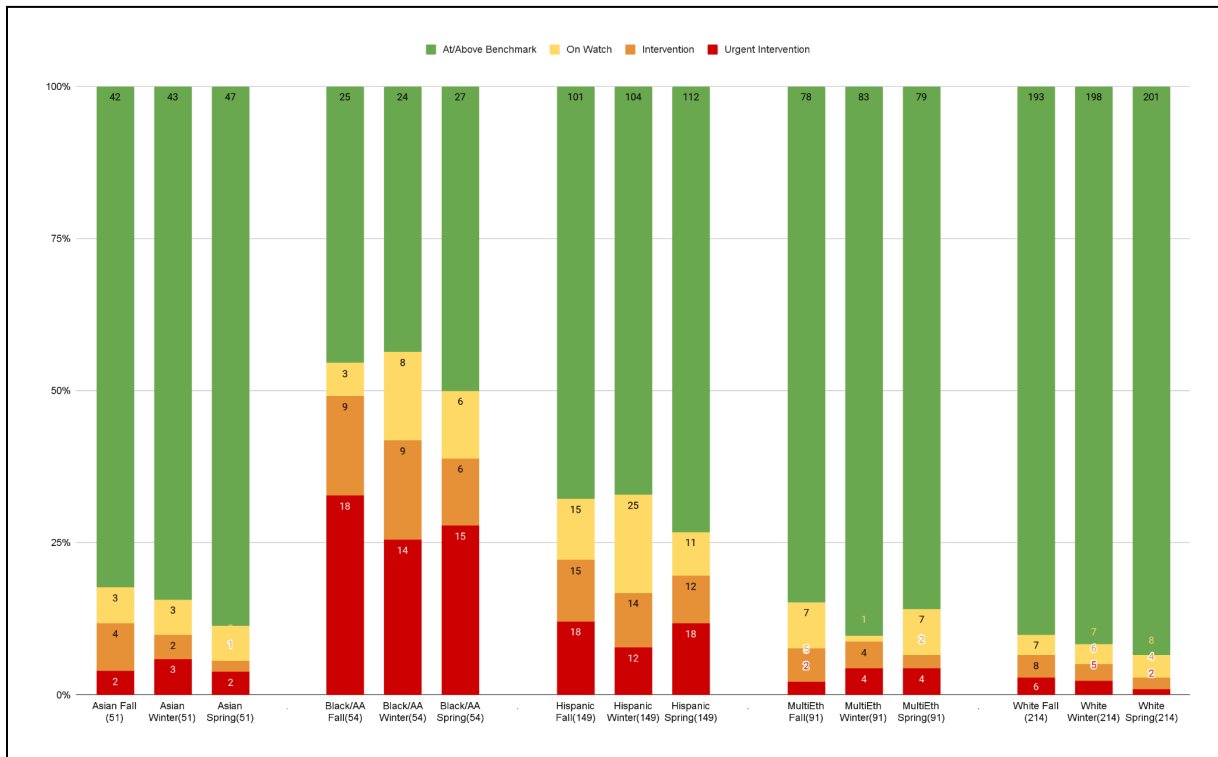


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4th Grade Overall STAR Scores - Reading

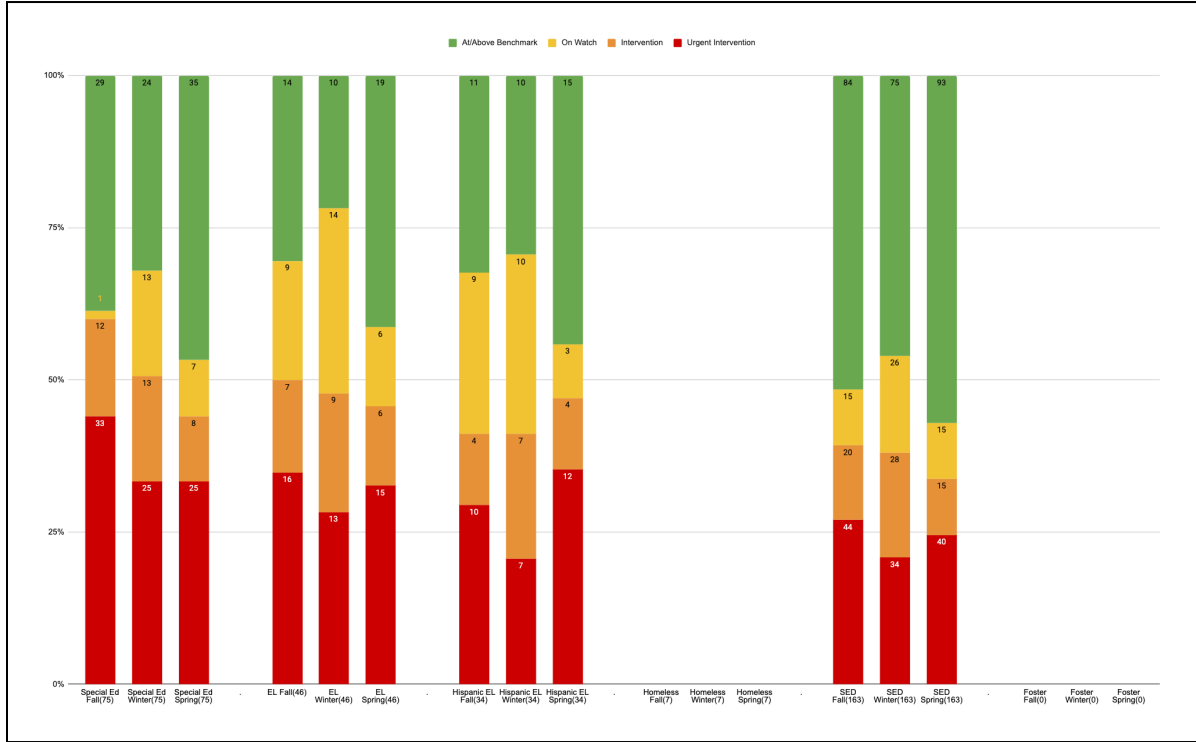


4th Grade STAR Scores by Race/Ethnicity - Reading

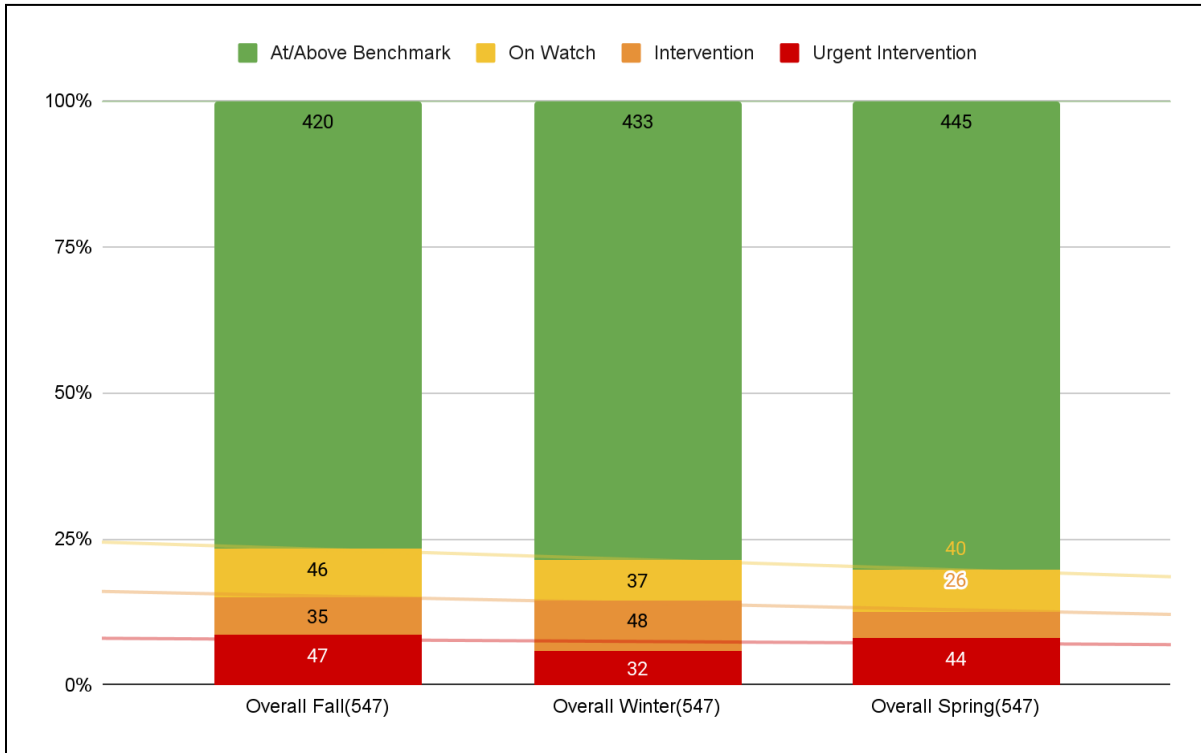


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4th Grade STAR Scores by Program - Reading

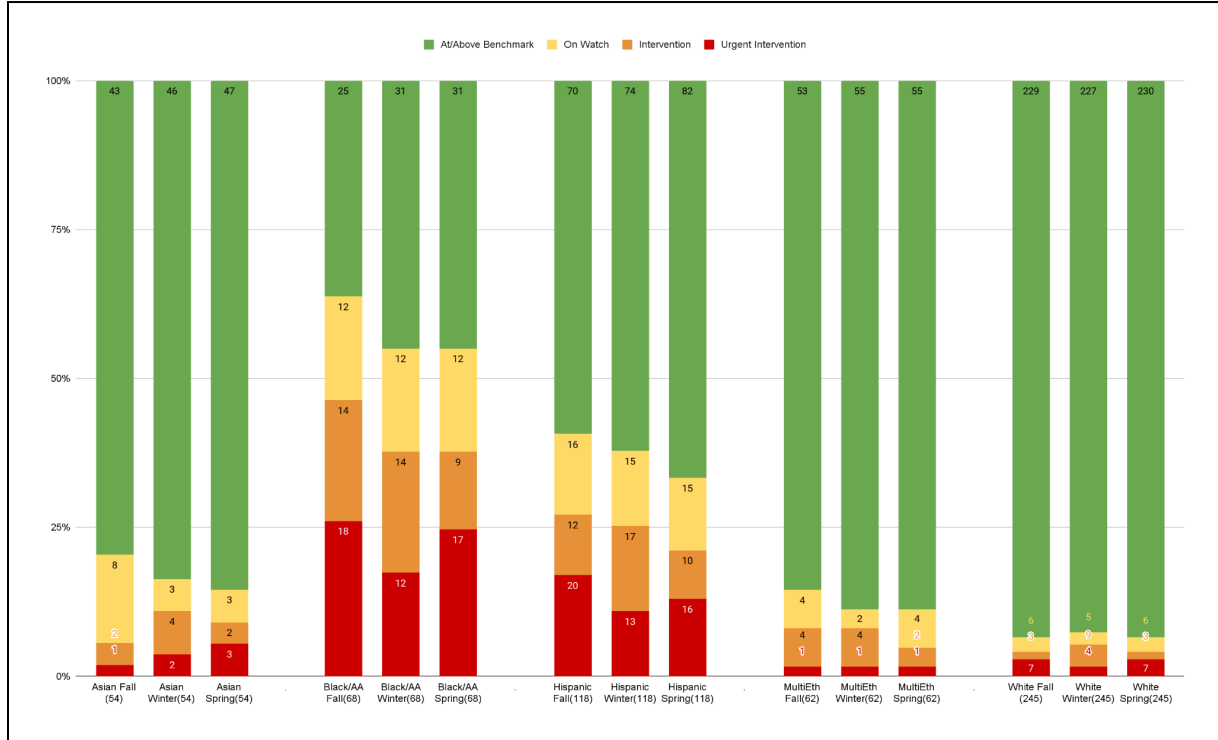


5th Grade Overall STAR Scores - Reading



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5th Grade STAR Scores by Race/Ethnicity - Reading



5th Grade STAR Scores by Program - Reading

