

Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024

Background

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. The work of the Literacy Action Plan aims to build a comprehensive literacy program that is aligned to research and supports 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.

This is the sixth in a series of twelve quarter reports that began in the 2021-22 school year. These quarterly reports are intended to provide a status report on specific actions outlined in the settlement and to report accomplishments of the District's work. This report covers the period between October 1, 2023 and December 31, 2023.

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.

The activities in the Literacy Action Plan are intended to achieve the following four goals:

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.

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.

Progress on these four goals and progress toward implementation of the plan is reviewed by an identified impartial monitor. Mr. George Ellis, a professor at UC Berkeley and Director of the UC Berkeley Reading and Literature Project, serves in this capacity and presents biannual reports to the Board of the Education and the plaintiffs in the case.

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Prior District quarterly reports, Mr. Ellis' monitoring reports, and additional information about BUSD's literacy work can be found at <https://www.berkeleyschools.net/literacy/>.

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

External Consultant

Beginning in Spring 2022, BUSD 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 works directly with BUSD's Implementation Team and other related staff to review and provide feedback on actions the district is taking to implement the Literacy Action Plan and make progress on the goals of the settlement. This work includes reviewing policies and practices to support literacy development, professional development plans for educators, the development of an MTSS framework and processes to use data to appropriately identify students for additional support. Dr. Gibbons will continue to work with the implementation team and other related staff in the 2023-2024 school year.

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.

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, Director of Curriculum & Instruction, Literacy Coordinator 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	November 2022	Fall 2023	Fall 2024	Final Monitoring

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Reports	May 2023	Spring 2024	Spring 2025	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	

Note: 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.

Sixth Quarter Report on Status of Required Actions

Originally, there were 35 actions identified in [Appendix A of the Settlement Agreement](#). Since the Fifth Quarter Report, BUSD has met with the Plaintiff and parties have agreed to eliminate two duplicate Actions (Action 11 is a duplicate of Action 9, and Action 18 is a duplicate of Action 10) and divide four of the original Actions into eight separate Actions to better distinguish work happening at the K-5 level from the work for grades 6-8. Mr. Ellis included a summary of the changes in his January 10th Monitoring Report and that is included in Appendix A.

Because of these changes the total number of actions has increased from 35 to 37. This Sixth Quarter Report outlines the status of each of these actions on the Table 1 below.

BUSD staff continues 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, the 2023 Compliance and Improvement Monitoring (CIM) for CCEIS Plan and the Latinx Resolution.

Summary of action status for Sixth Quarter*:

Completed	On-Track	Approaching	Barriers	Not Started
5	29	3	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.*

Sixth 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.

The primary focus areas of the actions in the Literacy Action Plan have included:

Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024

- Provide professional development for educators
- Develop a BUSD MTSS framework
- Conduct curriculum review
- Build data tools and progress monitoring routines
- Strengthen our communication channels

These areas comprise foundational components of the Literacy Action Plan and will continue to be focus areas in the 2023-24 school year.

1 - Professional Development

In the period from October-December 2023, BUSD K-5 educators completed two more sessions of CORE training, including a full day Professional Development day on October 9th in addition to a 2 hour zoom training. These sessions covered phonics, phonemic awareness, Multisyllabic word decoding, and comprehension depending on the grade level span. Elementary teachers were asked to select practices that they will be implementing in Trimester 2 to share with site leaders for ongoing coaching and support. They have now completed 14 of the 22 total hours of Professional learning that CORE will be providing this year.

The October 9th PD day also included a first round of training for teachers in grades 6-8:

- English, History, Librarians and Umoja teachers focused on current research on vocabulary development
- Science, Elective, World Language and VAPA teachers focused on evidence-based methods to directly teach important content vocabulary
- Middle School ed specialists, Literacy coaches, Literacy specialists and AVID Excel teachers received CORE Intensive Intervention training with a focus on phonemic awareness, phonics and multisyllabic words.

As a follow up to the Middle School CORE training, ELA teachers also engaged in sharing practices around vocabulary instruction at the monthly Wednesday collaboration on November 9th.

The CORE training also includes a component for our school principals. These sessions on Literacy Learning for site leaders, have so far included five sessions of in-person training with CORE staff covering; structure of English, Phonics, Phonemic Awareness, and High Frequency words, and Fluency. As part of this work, site leaders have been identifying “look-fors” and becoming familiar with the Orton-Gillingham Structured literacy happening in Tier 2 and 3 with an observational tool to help better inform their on-site professional development and classroom observations.

The CORE professional learning is an opportunity for educators to build a shared understanding of how students learn how to read, recognizing that this foundational knowledge based in the

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

science of reading is a critical step prior to beginning a curriculum adoption process.

In addition to the CORE professional learning, BUSD also initiated the second cohort training for Orton-Gillingham, focusing on site based specialists who were not trained last year or who are new to their role, including RTI TSAs, Literacy coaches, reading support teachers and special education case managers.

Areas of professional development BUSD will continue to focus on in the coming quarter include:

- *January Professional Development (PD) Day* - January 29th will be the second district wide PD day and educators in grades K-8 will participate in CORE training which will focus on vocabulary for grades K-5 and multisyllabic word decoding for the middle grades.
- *Ongoing Coaching and Support* - Our site based specialists continue to serve as critical support for our educators as educators build foundational knowledge and apply their learning to the classroom. We continue to strengthen shared understanding about use of assessments and progress monitoring, including data based decision making as part of an emerging MTSS framework. We recognize that support needs to be differentiated. We will focus on training for middle school literacy coaches and RTI TSAs, looking at fluency instruction. We are also providing regular 1:1 support for K-8 school site teams in working with both teachers and RTI teams to assess the effectiveness of Tier 1, 2 and 3 level interventions.

2 - MTSS framework

In this quarter, members of the Implementation team and the Expanded Implementation Team have continued work with Dr. Gibbons to build an BUSD Multi-Tiered System of Support (MTSS) framework that includes the development of an MTSS process guide which is a foundational component of several actions in the Literacy Action Plan (actions 7, 8, 9, 10, 11, 17, 18, 19, 20, 31, 32 and 35). This work is still in progress.

As part of this effort, the BUSD team has been focused on more clearly defining and refining directions for assessment and data-driven decision making, in order to more effectively use STAR and DIBELS data to identify students in need of intervention and then to identify specific reading goals and progress monitor student progress on those goals through more frequent use of DIBELS. This shift to DIBELS and STAR has meant a shift away from Fountas & Pinnell (F&P) and Teachers College Reading and Writing Project (TCRWP) running records that has not yet been fully realized. This shift is an important one because we know that F&P and TCRWP running records are not predictive or correlated with other measures of reading fluency, especially for students at risk for reading challenges. The diagnostic accuracy available through

Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024

DIBELS gives us more complete and actionable data to support readers with unfinished learning. We also know that educators need to have the related support to make these shifts, including professional development and time to learn new routines and procedures. To this end, RTI team meetings and joint RTI and Literacy coach meetings have focused on the use of DIBELS and STAR for decision making. The BREA team provided support to site-based RTI teams to build intervention groups, ensuring that students identified for intervention had clear goals documented in eduCLIMBER. Progress monitoring began in October and many students have been progress monitored 3 or 4 times (every 3 weeks) in order to start showing their progress in discrete areas of literacy. Principals, Literacy coaches and RTI TSAs have also been reviewing both proficiency data and growth data for students with goals to assess growth and inform next steps.

Related work continued with the improvement cycles for the focused effort on actions related to students with IEPs. Significant progress has been made to address BUSD's routines and procedures for IEP goal setting using DIBELS data. Special education supervisors and district TSAs have conducted training for case managers during special education Professional Learning communities (PLCs) and special education department meetings. This group has worked to implement a regular routine to identify IEPs for each upcoming month, review that list with case managers at their monthly meeting to identify which students require literacy goals and plan to include DIBELS and STAR to write IEP goals. Over the course of this period, we have seen an increase in the use of DIBELS in IEP goals for K-3 students increase from 3% in September to 23% in December, with an identified target of 60% in March 2024.

The SPED team, in collaboration with BREA and the Curriculum & Instruction department, launched a second continuous improvement cycle focused on the selection of appropriately intensive research-based Reading and Language Arts intervention programs for use in Tiers 2 and 3. Work from this cycle will help inform the MTSS process guide to provide clearer direction for students needing more intensive support.

The work of developing a BUSD MTSS process guide will be on-going and iterative. In the coming months this will include:

- *Continued Support for Implementing Assessment and Data-Driven Decision Making Protocols* - We will continue to refine and reinforce practices to use DIBELS and STAR as the primary assessment for diagnostic assessments. There is still additional training and support needed to make this shift. The CORE reading training will include a specific session on assessments that is scheduled for April.
- *Instituting Internal Checks and Balances* - Now that we have established processes identified to use assessments and track progress and goals in eduClimber and monitor upcoming IEPs, we need to continue to provide coaching, support and time to reinforce and refine these practices. District staff will continue to use their monthly engagement to

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

build capacity for our site based staff to support these routines. Additionally, work will be needed to align decision making teams (i.e. COS team, IEP team) with these processes.

3 - Curriculum Review

BUSD recognizes the importance of establishing strong foundational knowledge aligned to research, a critical step in guiding instructional practices and ensuring evidence-based decisions regarding the adoption of a new curriculum. An English Language Arts curriculum adoption is one of the most critical instructional decisions we make as an organization focused on teaching and learning. We want to ensure that we are making informed and thoughtful decisions in order to ensure we are meeting the needs of all our students to achieve the BUSD four E's of excellence, equity, engagement and enrichment.

We are now at the midway point of the CORE reading training. This foundation and grounding in the science of reading will ensure that our educators approach a curriculum pilot process with an informed and critical lens. Additionally, Dr. Gibbons and the Center for Applied Research and Educational Improvement (CAREI), in collaboration with the University of Minnesota, are in the process of completing a review of nationally available elementary literacy curriculum. The results of this review will be released in January 2024. We anticipate the results of this review will help narrow the list of curriculum for the BUSD pilot process.

As we move to this next phase of our Literacy Action Plan work, BUSD has identified the following timeline for supporting a K-5 English Language Arts curriculum adoption:

August 2023-December 2024: Build Capacity and Plan
<ul style="list-style-type: none"> ● Professional Learning: Structured Literacy Training for Teachers and Specialists; Orton-Gillingham, Consortium on Reaching Excellence Elementary Reading Academy, Middle School: Adolescent Literacy Solutions ● Review CDE Approved Instructional Materials, ELA/ELD Framework, ELA/ELD Curriculum Framework Review Criteria (Chapter 12), Review Toolkit for Alignment with Standards, Knowledge Matters Campaign Materials include <i>Dual Immersion Program Consideration</i>.
January-February 2024: Research and Gather
<ul style="list-style-type: none"> ● Review CDE approved materials with national curriculum review conducted by the University of Minnesota (CAREI) to be released in January 2024 ● Host initial community engagement session ● Initiate process to identify a Literacy and Language Arts Materials adoption committee following Board policy ● Prepare budget analysis for curriculum pilot and present to SBAC as part of the 2024-25 budget planning cycle
March-April 2024: Launch Stakeholder/Educational Partner Participation
<ul style="list-style-type: none"> ● Gather stakeholder/educational partner participants ● Contact vendors and gather materials

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

<ul style="list-style-type: none"> Finalize adoption committee Community Input #1
May 2024: Review Options + Choosing Piloting Materials
<ul style="list-style-type: none"> Review Options/Curriculum Presentations Committee Collaboration #1 / Community Input: Priorities
June-August 2024 Planning for Training and Piloting Process
<ul style="list-style-type: none"> Planning for Pilot Process Training for Piloting Teachers
September-October 2024 Pilot Cycle 1*
<ul style="list-style-type: none"> Committee Collaboration #2: Pilot Cycle #1 Committee Collaboration #3: Debrief Cycle#1
November-December 2024: Pilot Cycle 2
<ul style="list-style-type: none"> Committee Collaboration #4:Pilot Cycle #2 Committee Collaboration #5: Debrief Cycle #2
January-February 2025: Pilot Cycle 3
<ul style="list-style-type: none"> Committee Collaboration #4:Pilot Cycle #3 Committee Collaboration #5: Debrief Cycle 3
March 2025:Pilot Cycle 4 + Recommendations
<ul style="list-style-type: none"> Committee Collaboration #6:Pilot Cycle #4 Committee Collaboration #5: Debrief Cycle 4 Community Input forum (In-Person) Prepare budget analysis for curriculum adoption and present to SBAC as part of the 2025-26 budget planning cycle Provide recommendation to the Board of Education
April 2025: Process Review + Training Implementation
<ul style="list-style-type: none"> Committee Collaboration #7: Implementation Plan and Timeline
May 2025: Planning for Implementation
<ul style="list-style-type: none"> Plan for order and delivery of materials Prepare for principal, site specialist and teacher training
June 2025-July 2025: Planning for Implementation
<ul style="list-style-type: none"> Buy-Back days for teacher training

**Number of pilot cycles may vary depending on the number of curricula identified for the pilot*

In addition to planning for an elementary adoption, the BUSD team has taken additional steps to examine current reading interventions in grades 6-8. Members of the Curriculum & Instruction team met with the principals and instructional teams at each middle school to complete a Tier 2

Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024

and 3 inventory. Through this process, they also gathered data from 130 middle school 6th graders to conduct a needs analysis and initiated training for Middle School literacy coaches in data-driven decision making.

In the next three months, we will concentrate efforts on the following:

- *Elementary curriculum* - We will convene stakeholders/educational partners for input sessions and visioning for the K-5 curriculum adoption process. We will design and launch engagement activities for the selection of curriculum for the pilot process.
- *Middle Grades Reading Intervention* - Launch the Middle School reading intervention review team to assess current intervention supports against local data and evidence for effect size.

4 - Data Tools and Progress Monitoring Routines

One of BUSD's LCAP goals is to use local and state measures to assess student progress (Goal 4) and the work to build and implement regular data monitoring routines will continue to be a focus area. We are seeing consistency in the administration of the STAR and DIBELS assessments (the 2023-24 DIBELS and STAR Window 1 and 2 data is included in Appendix B below) and are working toward the consistent use of this data in the data-driven decision making process. The advent of eduCLIMBER has contributed significantly to our ability to have access to "real-time" data and progress monitoring tools to identify students participating in intervention, articulating goals aligned to areas of need, and tracking student progress. There has been a learning curve and we are building and strengthening these new routines and identifying areas for improvement. The BREA team continues to work with principals and site based teams to train and support teachers in using the data and the eduCLIMBER platform.

In this reporting period, the BREA team has worked with the Curriculum & Instruction and SPED teams to review DIBELS, STAR and progress monitoring data to determine the level of fidelity with which interventions are being implemented and assessed. This data is being shared so that both proficiency levels, growth data and progress monitoring data can be reviewed and the team can then identify where support may be needed.

Areas of work we will continue to refine and strengthen include:

- *Use of data protocols* - We are continuing to build routines at the central and site level for reviewing data at regular intervals, particularly after each benchmark assessment administration. We will continue to recalibrate and align practices at principal meetings, RTI and Literacy team meetings and SPED PLC and department meetings.
- *Use of eduCLIMBER* - Site and central staff members are becoming more familiar with the eduCLIMBER system and we recognize there is a continued need for differentiated support in order to ensure clean data entry and routine monitoring. The BREA team will

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

continue to provide training and support to site-based teams.

- *Consistent progress monitoring* - Progress monitoring and data-driven decision making routines will continue to be an on-going agenda item for principal and site specialist meetings. Site teams will be supported individually as the patterns of intervention and support needed become clear at each site. The data from the first semester shows who is following the process with fidelity and where there is work still to be done.

5 - Communication Channels

BUSD Literacy Action Plan website page continues to serve as a resource for staff and the community. Here, members of the public can find all prior quarter reports and monitoring reports, in addition to information about the CORE training and our district assessments.

We shared in the last report that with the support of BUSD's Communications office, we have launched a communications plan for the 2023-24 school year and have included highlights of our literacy work in broader district communications. Highlights from this quarter include:

Publications

- A+ News
 - [November 2023 Issue](#) (English) - Literacy News Highlight
 - [November 2023 Issue](#) (Spanish) - Literacy News Highlight

Social Media Posts

- October 4, 2023: Dyslexia Awareness Month & Literacy Action Plan - [Twitter](#) & [Facebook](#)
- November 2, 2023: Superintendent at California Reading Summit & Literacy Information Link - [Twitter](#) & [Facebook](#)
- November 17, 2023: [#BerkeleyReads Reading Lists for Fall Break \(English\)](#) - [Twitter](#) & [Facebook](#)
- November 17, 2023: [#BerkeleyReads Reading Lists for Fall Break \(Spanish\)](#) - [Twitter](#) & [Facebook](#)

Video

- [What's Happening in BUSD November 2023 \(English\)](#) - YouTube
- [What's Happening in BUSD November 2023 \(Spanish\)](#) - YouTube

In November, BUSD also had the opportunity to share about our literacy focus more broadly. Superintendent Enikia Ford Morthel was an invited speaker at the [California Reading Coalition's](#) Reading Summit. BUSD was identified as a "District on the Move." Over 1,000 educators, advocates, and other change-makers came together to learn from leading experts, practitioners, and each other. The recap of the summit is [here](#).

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024

Next Steps

For the next reporting period, January 1 - March 31, 2024, we will continue to take action on each of the Literacy Action Plan Goals.

Goal 1:

- Work with school leaders, teachers, educators and community members to articulate a BUSD Literacy Vision to inform the elementary curriculum adoption process.
- With Dr. Gibbons, identify and analyze the metrics used in a recent national curriculum review conducted by the University of Minnesota (CAREI). Review the summative findings of this review as a way to inform BUSD elementary curriculum pilot process.
- Work with Dr. Gibbons and in partnership with school leaders, teachers and our labor partners, to launch the Middle School Intervention Curriculum review process.
- Host the January 29th Professional Development day with K-8 focus on CORE training.
- Continue Orton-Gillingham training for remaining site based specialists and SPED case managers.

Goal 2

- Continue to develop and refine the BUSD MTSS Process Guide for Literacy with a specific focus on data-driven decision making processes for identifying students for Tier 2 or 3 support.
- Continue training and support for progress monitoring implementation and goal setting using STAR and DIBELS.
- Review COS team processes and procedures and identify strengths and areas for support and improvement.
- With related work through BUSD's CCEIS plan, staff at Vision Schools will review and refine literacy goals for Vision Scholars as documented in their Individualized Learning Plans. They will implement the progress monitoring tools and apply to revising or enhancing literacy goals and intervention plans for Vision Scholars. They will also engage in concentrated reflection on how best to coordinate services between classroom teachers, intervention specialists, families, and other support providers toward a common literacy goal.

Goal 3

- BREa will continue to support the administration of each screening assessment (DIBELS, STAR and NWEA) and provide professional development for site teams on the use of data monitoring routines to review their data.
- BREa will continue to support and monitor data entry into eduCLIMBER so that screening data and progress monitoring data is available to sites for continuing review and analysis.

Goal 4

- Continue training and coaching on Section 504 and IEP goal-setting aligned using

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

DIBELS for case managers and other relevant staff.

- Review and monitoring of systems for progress monitoring and IEP goal review.
- Ongoing review, coaching and monitoring of Orton-Gillingham and Wilson intervention to ensure fidelity of implementation.
- Initiate next continuous improvement cycle with SPED staff focused on the selection of appropriately intensive research-based Reading and Language Arts intervention programs for use in Tiers 2 and 3.

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Table 1 - As of December 31, 2023

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
II.A.1.a	1. BUSD will form a District Implementation Team.	45 days after Effective Date	4/22	5/10/22	C
II.B.2.a.i	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
II.A.i.b.ii	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
II.B.1.a	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
II.B.2.a.i	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	C

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
II.B.2.c.i	6. BUSD will evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS.	Years 1 - 3	6/10/22	6/30/2025	OT
II.A.1.b.ii	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
II.B.2.b.i	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
II.B.2.a.i	9. A. BUSD will provide K-5 general education teachers and K-5 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.	Per Targeted PD	9/22	Prior to Report Cards and Conferences annually	OT
II.B.2.a.i	9. B. BUSD will provide Grades 6-8 Reading and Language Arts teachers, and 6-8 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians	Per Targeted PD	9/23	Prior to Report Cards and Conferences annually	OT
II.B.2.b.i	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	Per Targeted PDP	9/1/2022,	6/30/2025	OT

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
	goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.				
	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 monitoring, and for reports to parents/guardians.	Duplicate of #9			
II.B.2.a.ii	12. A. As set forth in the Targeted PDP, BUSD will provide K-5 general education 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
II.B.2.a.ii	12. B. As set forth in the Targeted PDP, BUSD will provide 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	8/23	6/24	OT
II.B.2.a.iii	13. A. BUSD will begin implementation of the Targeted PDP to provide Grades K-5 general education 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

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
II.B.2.a.iii	13. B. BUSD will begin implementation of the Targeted PDP to provide 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	8/23	6/25	OT
II.B.2.a.ii	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	OT
II.B.2.a.i	15. A. 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 for K-5	Years 1 through 3	9/22	April 2023	OT
II.B.2.a.i	15. B. 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 Tier 2 reading intervention program for 6-8	Years 1 through 3	9/23		A
II.B.2.a.ii	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
II.A.1.b.iv	17. BUSD will consult with the Outside Consultant with regard to development of guidelines and criteria used to place	Beginning no more than 15 days from	7/22	8/30/2022	OT

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
	at-risk students into Tier 2 and Tier 3 interventions.	retention of Outside Consultants , through Y3			
	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.	Duplicate of #10			
II.B.2.b.iii	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
II.A.1.b.v	20. BUSD will consult with the Outside Consultants with regard to development and implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.	Year 1-3	8/2022	8/15/2022	OT
II.B.2.d.ii	21. BUSD will implement the Wilson Reading System.	Year 1	9/2022	June 2023	OT
II.C.1.a	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

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
II.A.1.b.i	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
II.C.1.d	24. The BUSD Implementation Team will provide the Monitor with implementation reports.	Quarterly basis in Years 1 through 3	ongoing		OT
II.C.1.e	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
II.C.1.c	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
II.B.2.c.i	27. BUSD will develop and implement a monitoring component to the Literacy Improvement Program.	Year 1		June 2025	OT
II.A.1.b.vi	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

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C), On-track (OT), Approaching (A), Barriers (B), Not Started
II.C.1.b	29. The BUSD Implementation Team will provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel.	Years 1-3	Ongoing		OT
II.B.2.d.i	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
II.B.2.d.iii	31. BUSD will develop corollary Section 504 goal development and progress monitoring standards.	Year 1	January 2023	January 2023	OT
II.B.2.d.iii	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
II.B.2.d.iii	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
II.B.2.d.iii	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	OT

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix Reference	Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
II.B.2.b.iii	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

**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

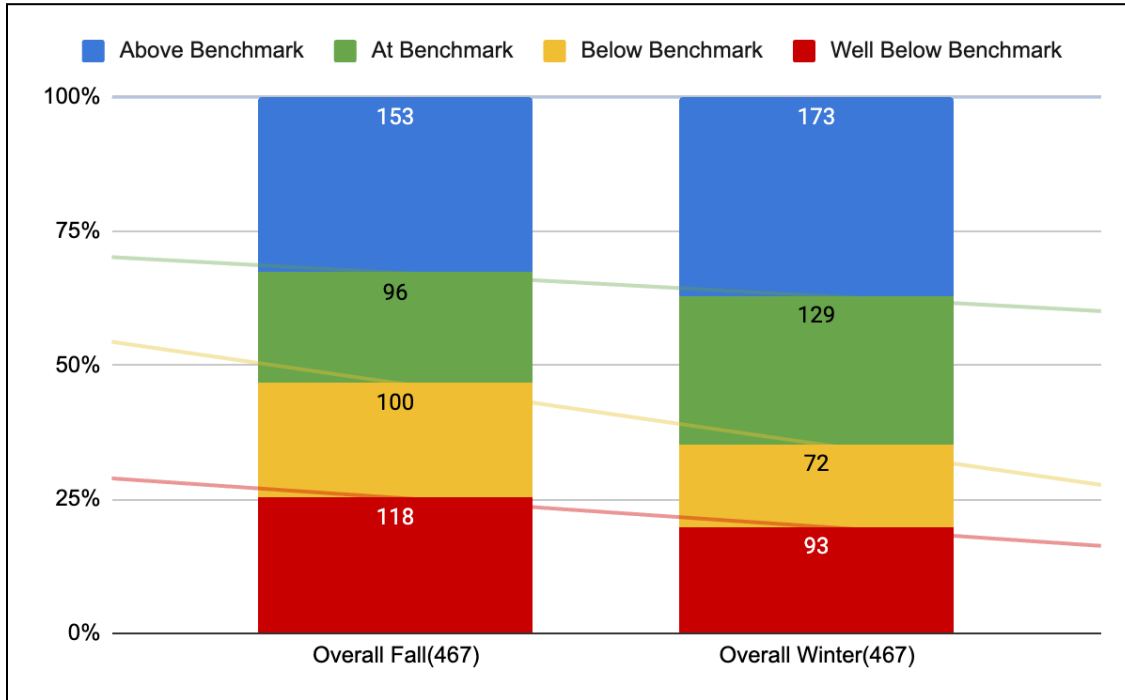
Appendix A - Summary of revised settlement agreement actions, Literacy Improvement Program Monitoring Report 3 (December 2023), page 2.

Original Settlement Agreement (November 2021)	Revised Settlement Agreement (December 2023)
<p>9. BUSD will provide <u>K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-8 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. [II.B.2.a.i]</p>	<p>9a. Provide <u>K-5 general education teachers and K-5 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.</p> <p>9b. Provide <u>Grades 6-8 Reading and Language Arts teachers, and 6-8 special education teachers</u> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians.</p>
<p>12. BUSD will provide <u>K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. [II.B.2.a.ii]</p>	<p>12a. Provide <u>K-5 general education teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework.</p> <p>12b. Provide <u>Grades 6-8 Reading and Language Arts teachers</u> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework.</p>
<p>13. Begin implementation of the Targeted PDP to provide <u>Grades K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. [II.B.2.a.iii]</p>	<p>13a. Begin implementation of the Targeted PDP to provide <u>Grades K-5 general education teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.</p> <p>13b. Begin implementation of the Targeted PDP to provide <u>Grades 6-8 Reading and Language Arts teachers</u> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.</p>
<p>15. Conduct a review and assessment of <u>BUSD core reading program</u> in conjunction with school site principals, teachers, school personnel and bargaining units. [II.B.2.a.i]</p>	<p>15a. Conduct a review and assessment of <u>BUSD K-5 core reading program</u> in conjunction with school site principals, teachers, school personnel and bargaining units.</p> <p>15b. Conduct a review and assessment of <u>BUSD Grades 6-8 reading intervention programs</u> in conjunction with school site principals, teachers, school personnel and bargaining units.</p>

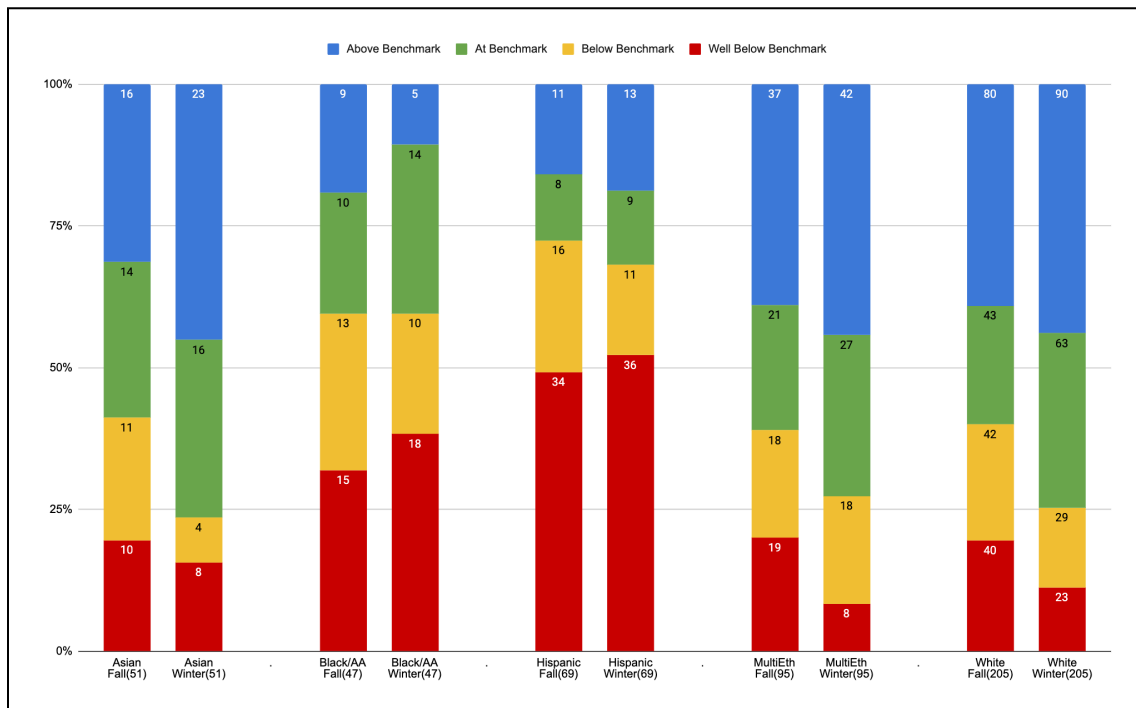
**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Appendix B - 2023-24 DIBELS and STAR Window 1, 2 data by grade, including disaggregated data by race/ethnicity and program.

Kindergarten Composite Score: Fall 2023 - Winter 2023

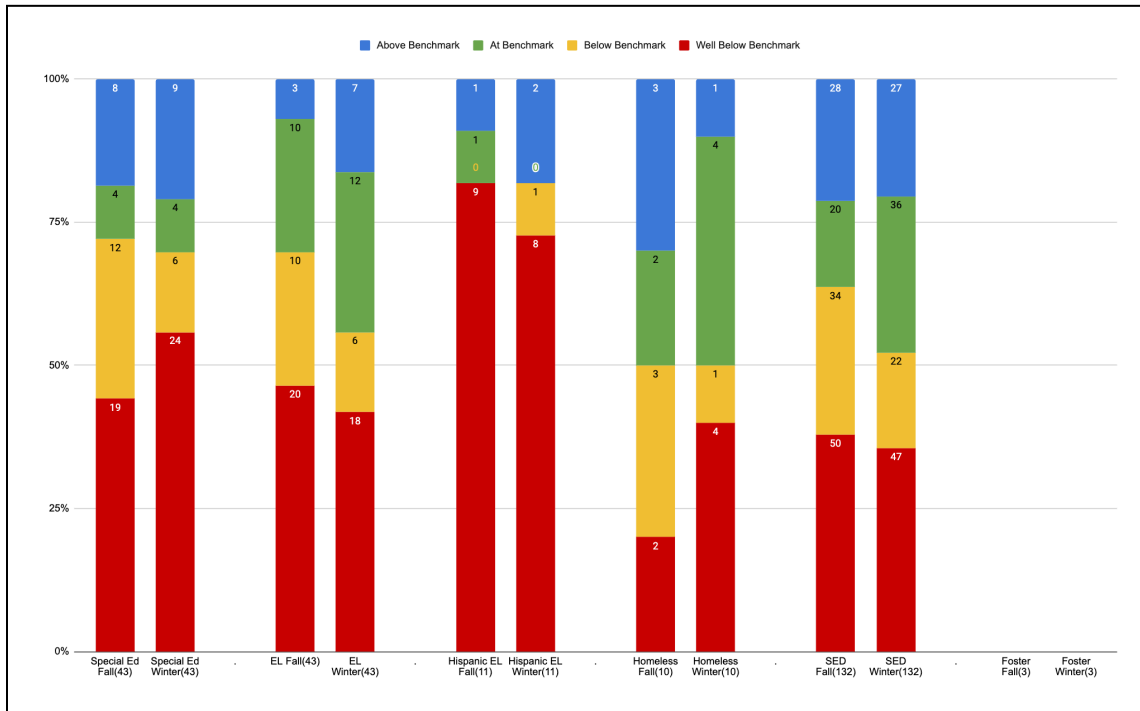


Kindergarten DIBELS scores by Race/Ethnicity: Fall 2023 - Winter 2023

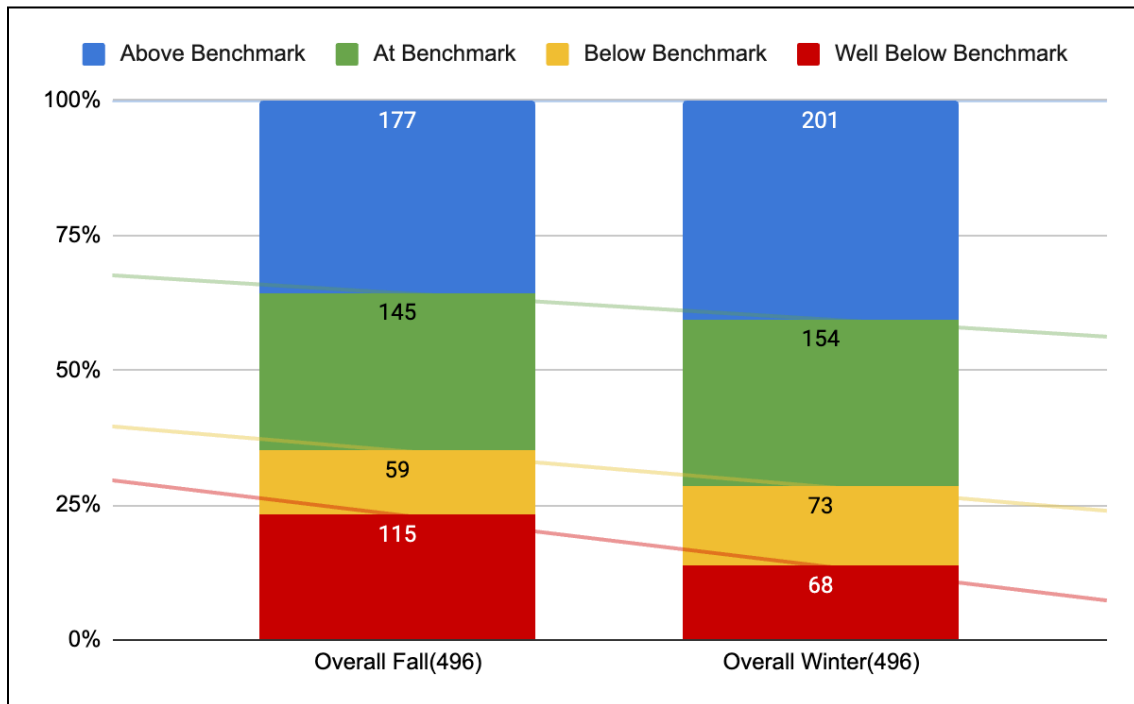


**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Kindergarten DIBELS Scores by Program: Fall 2023 - Winter 2023

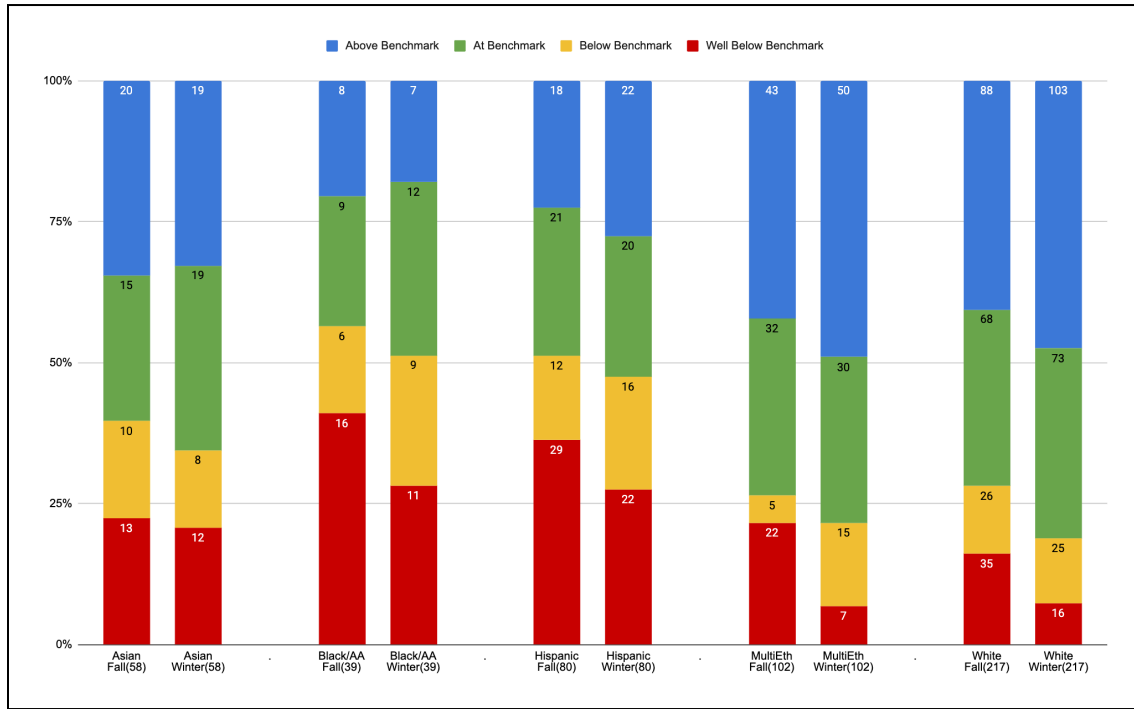


Overall 1st Grade Oral Reading Fluency Scores (DIBELS): Fall 2023 - Winter 2023

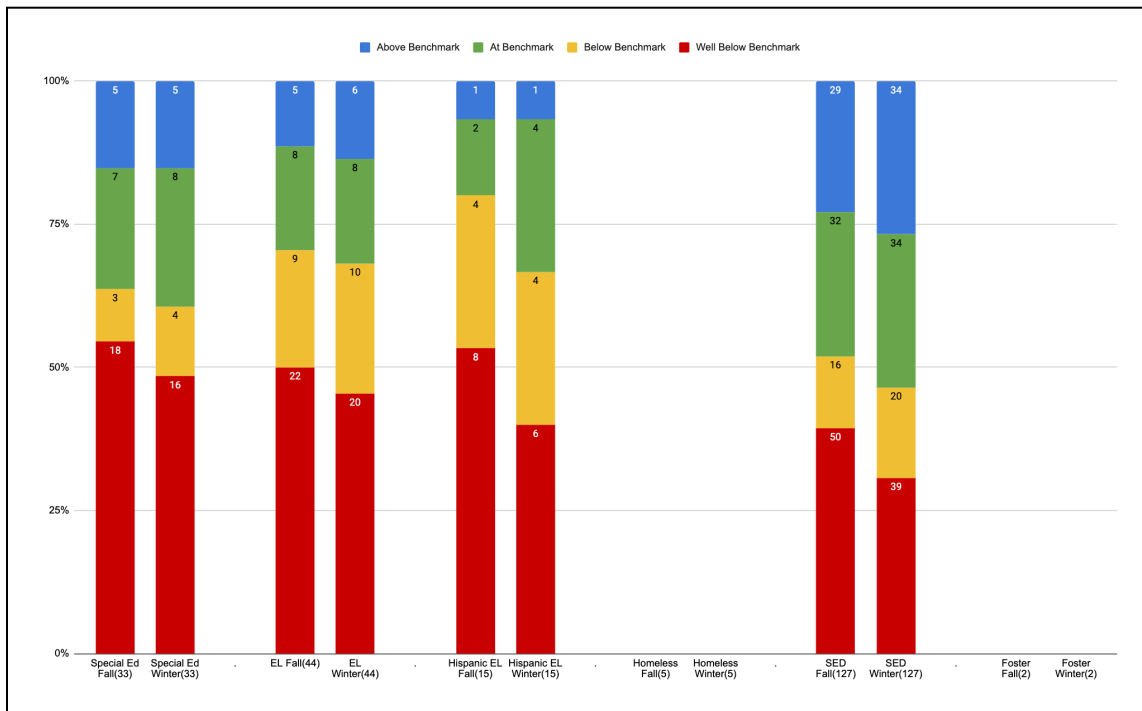


Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

1st Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS): Fall 2023 - Winter 2023

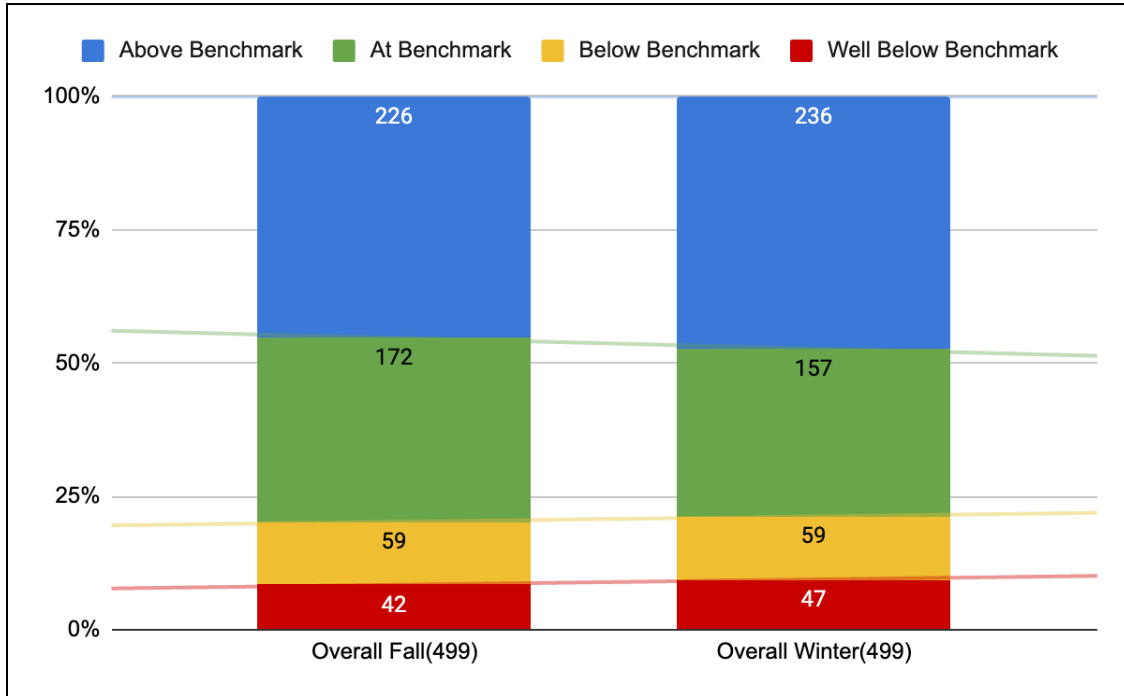


1st Grade Oral Reading Fluency Scores by Program (DIBELS): Fall 2023 - Winter 2023

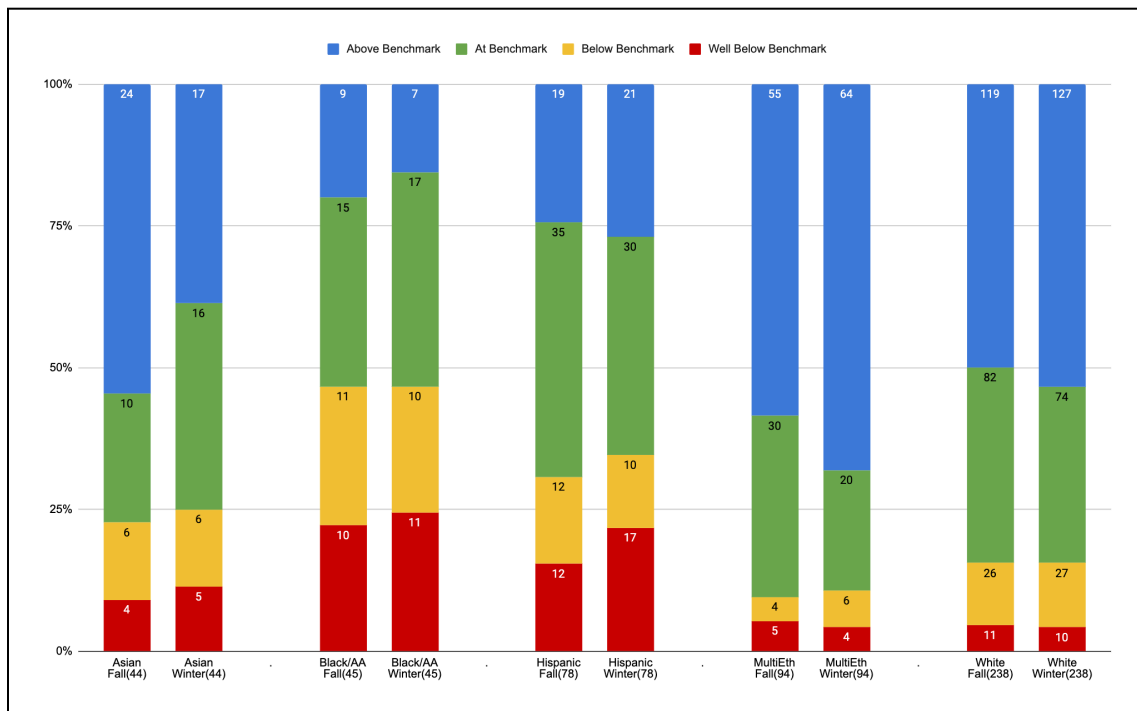


**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

Overall 2nd Grade Scores for Oral Reading Fluency (DIBELS): Fall 2023 - Winter 2023

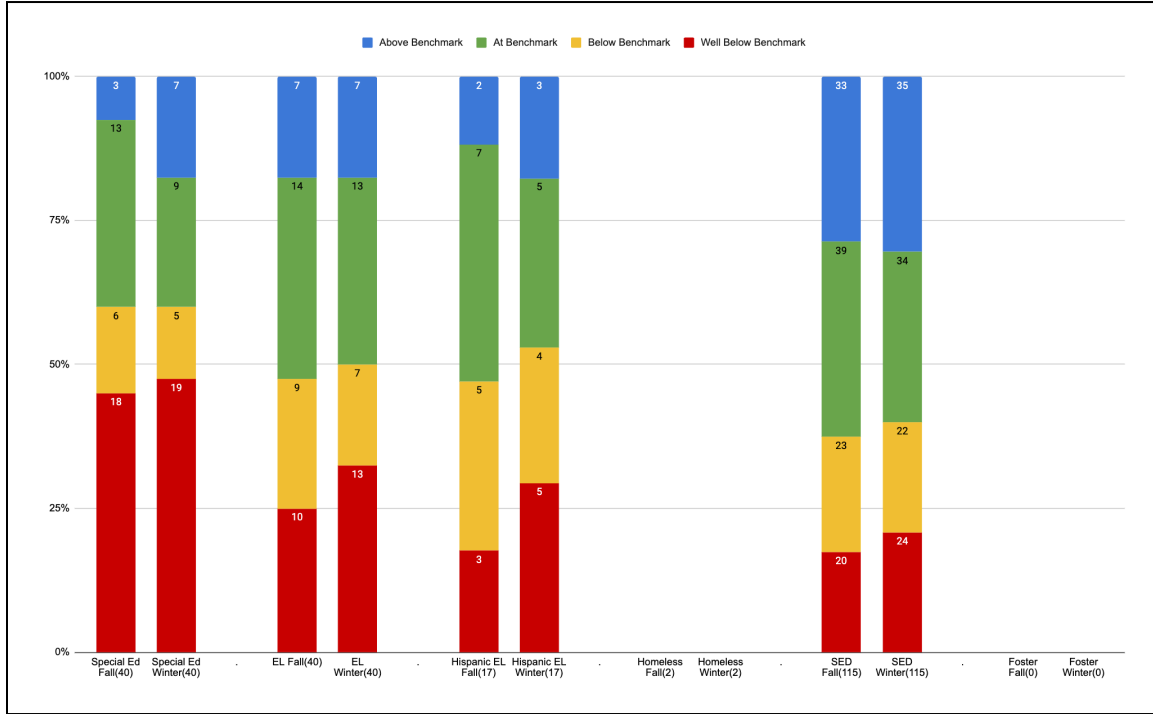


2nd Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS): Fall 2023 - Winter 2023

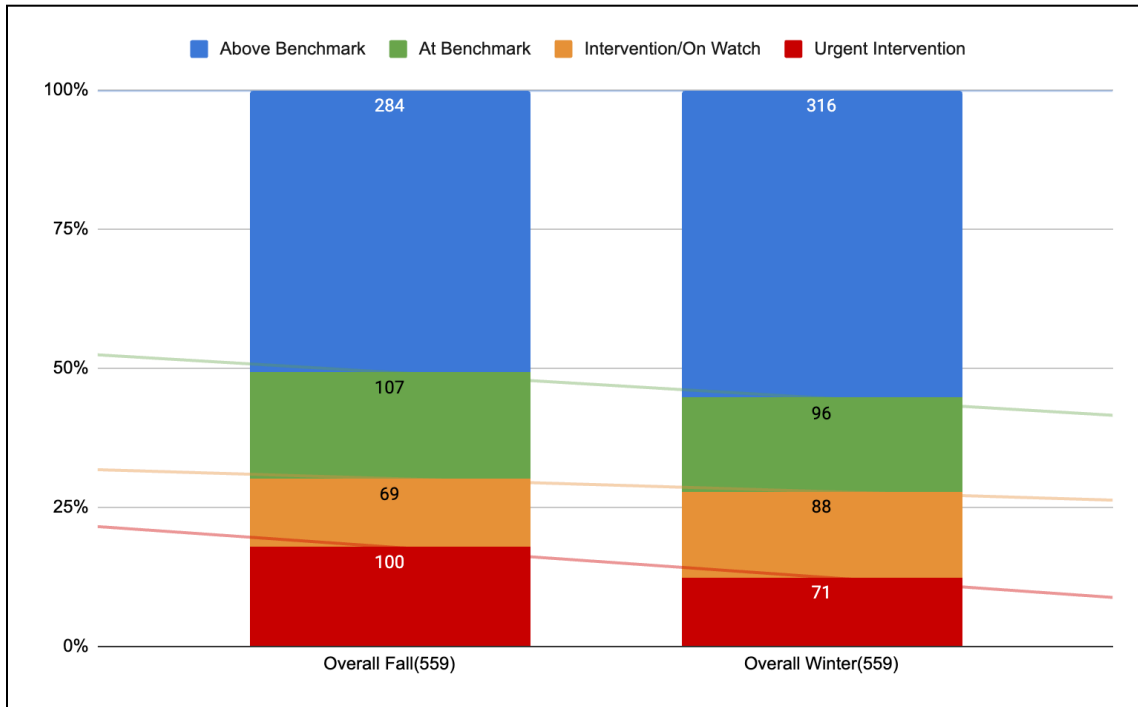


Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

2nd Grade Oral Reading Fluency Scores by Program (DIBELS): Fall 2023 - Winter 2023

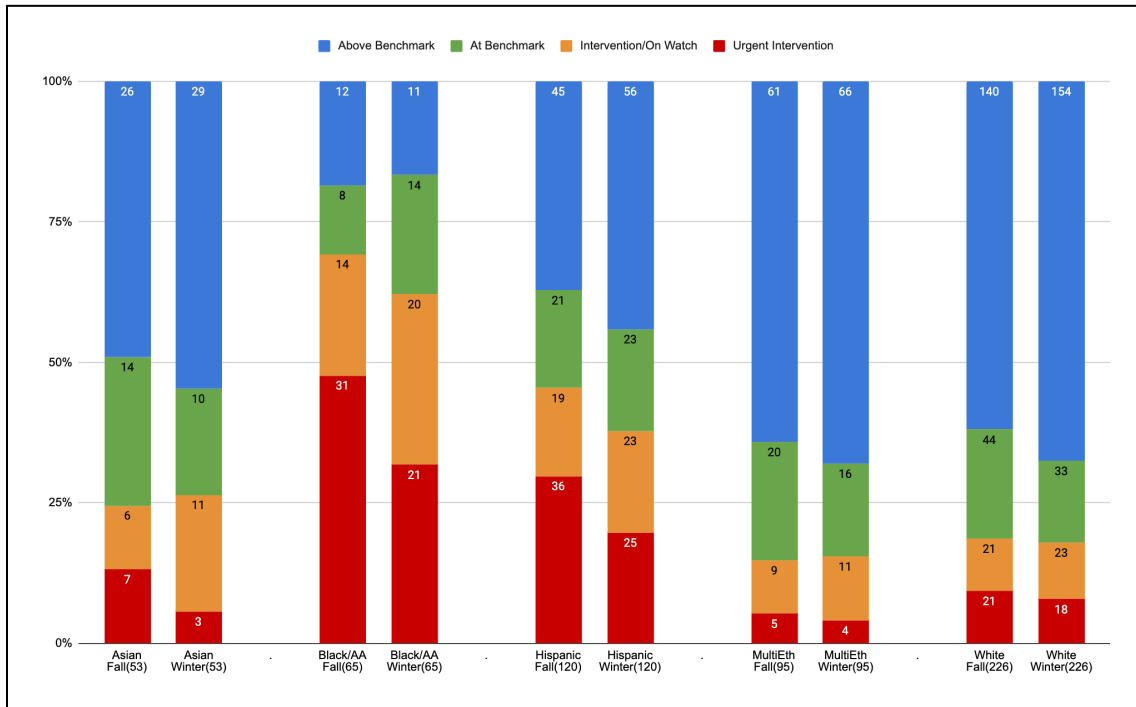


3rd Grade Overall STAR Scores - Reading: Fall 2023 - Winter 2023

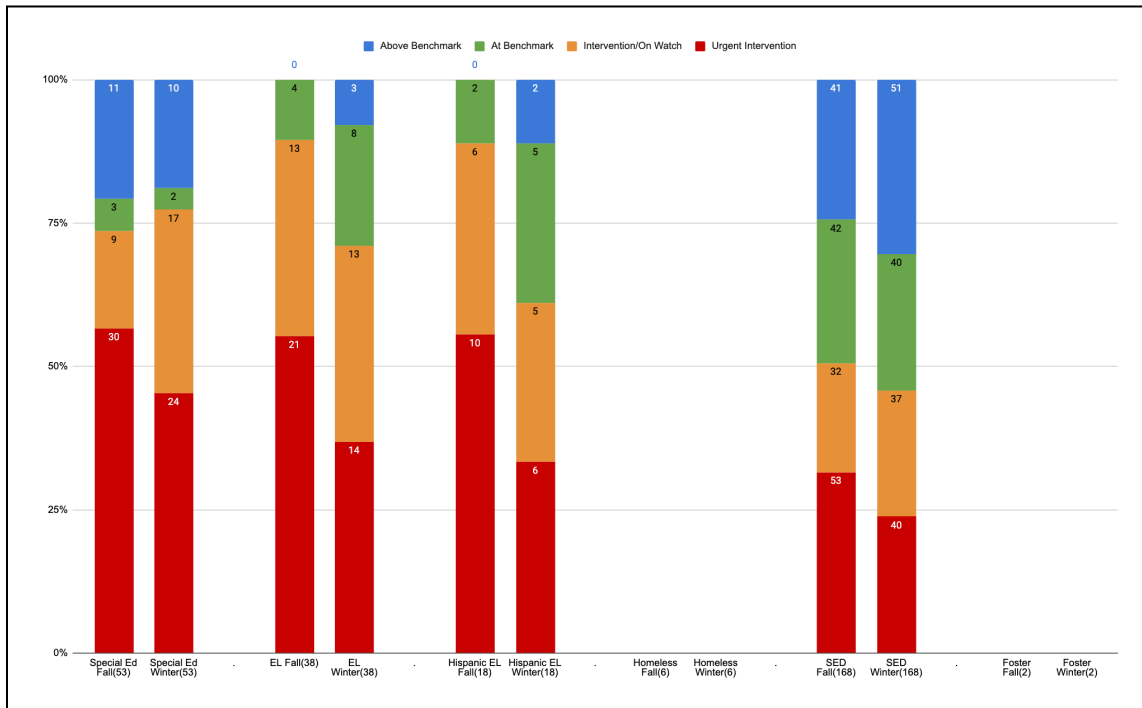


Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

3rd Grade STAR Scores by Race/Ethnicity - Reading: Fall 2023 - Winter 2023

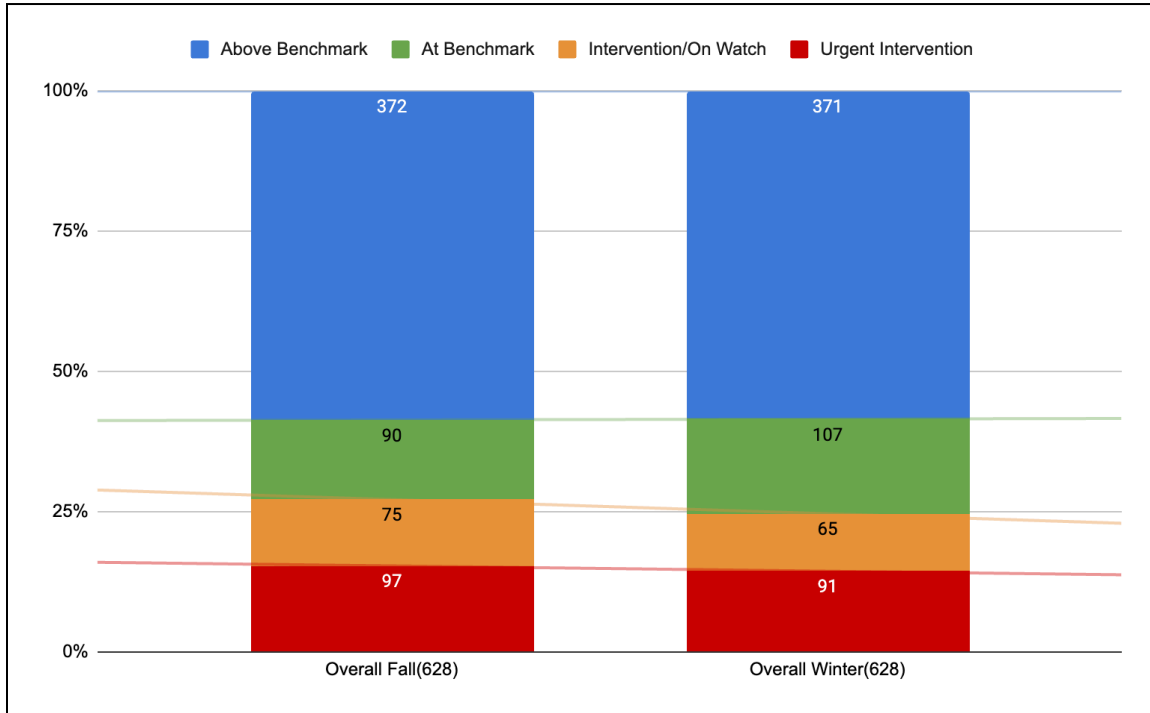


3rd Grade STAR Scores by Program - Reading: Fall 2023 - Winter 2023

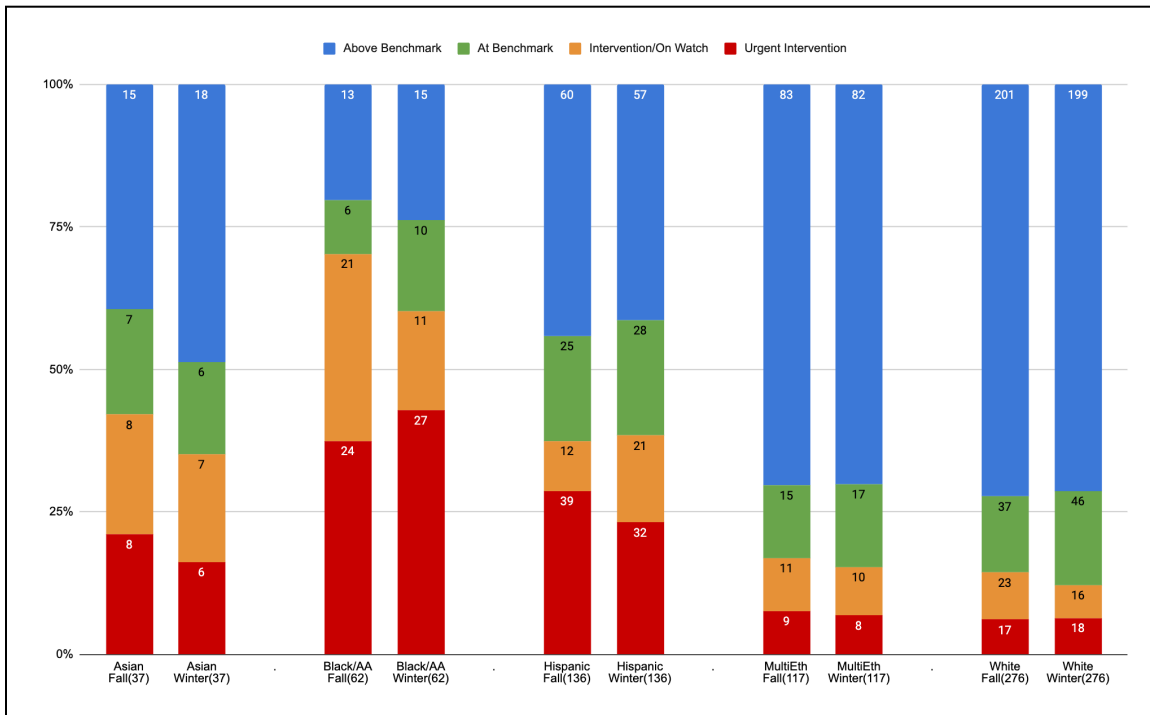


**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

4th Grade Overall STAR Scores - Reading: Fall 2023 - Winter 2023

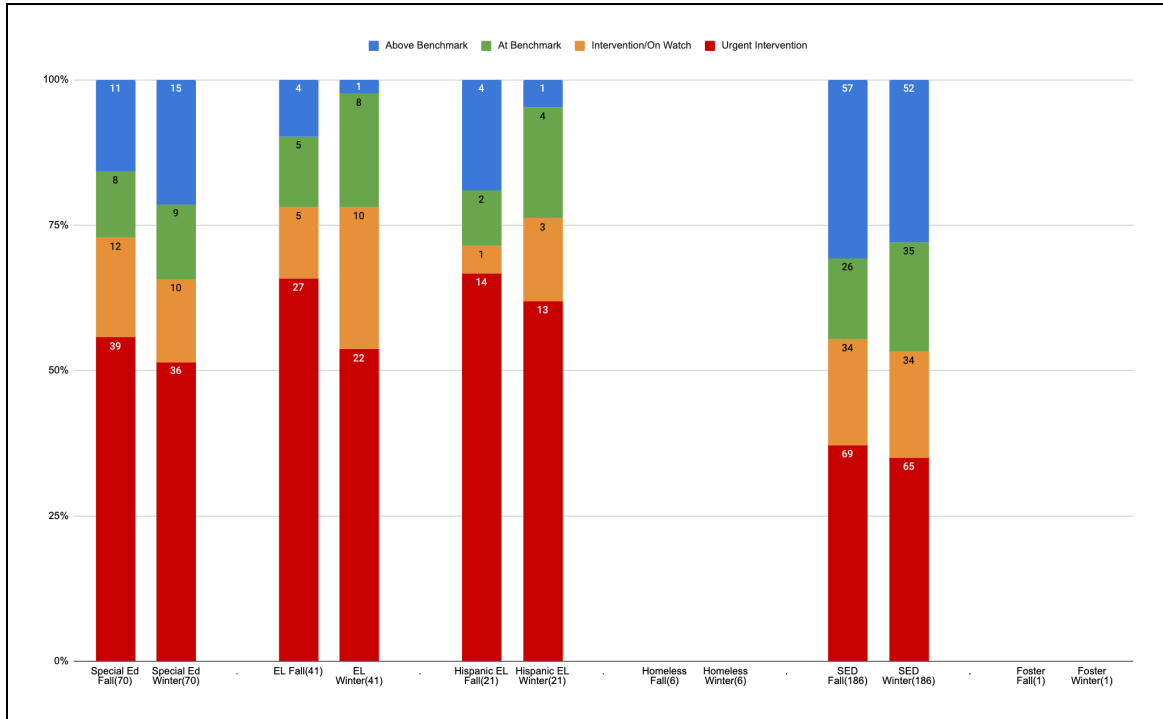


4th Grade STAR Scores by Race/Ethnicity - Reading: Fall 2023 - Winter 2023

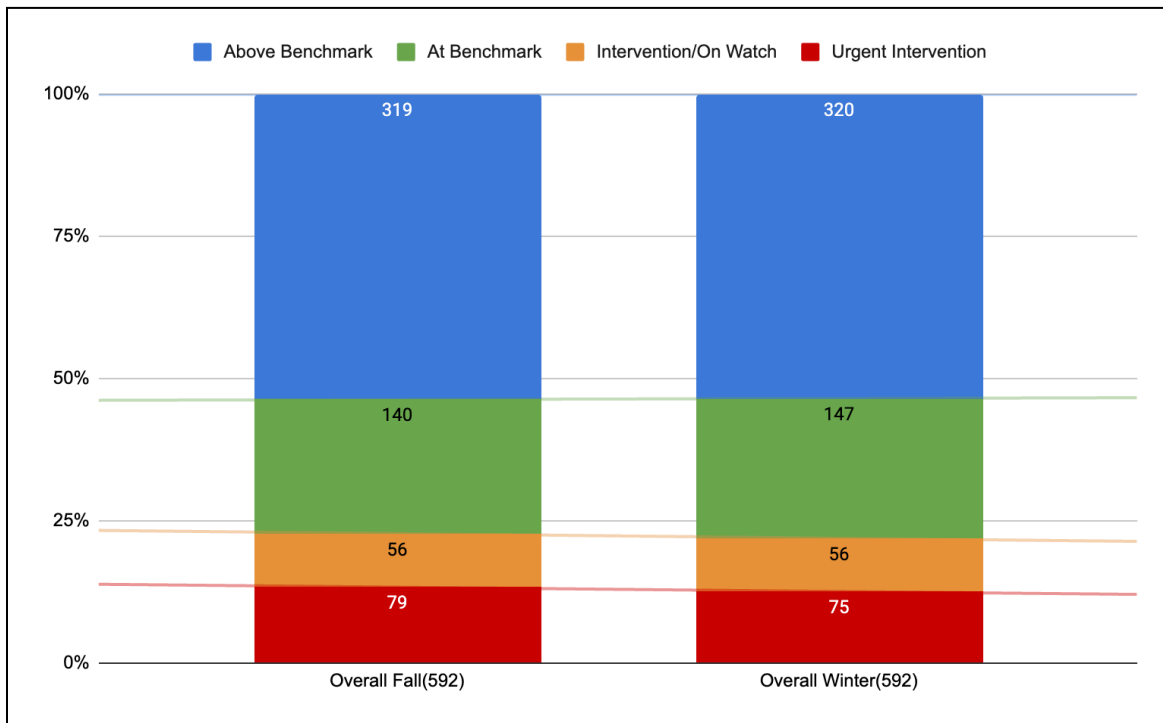


**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

4th Grade STAR Scores by Program - Reading: Fall 2023 - Winter 2023

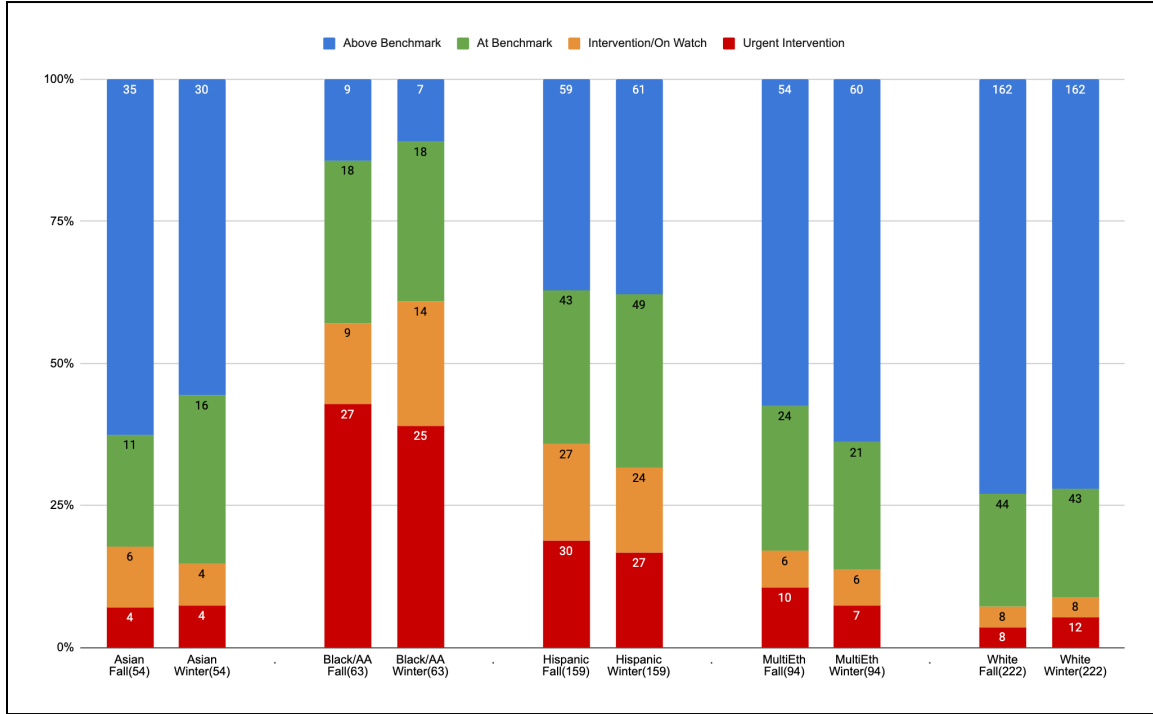


5th Grade Overall STAR Scores - Reading: Fall 2023 - Winter 2023

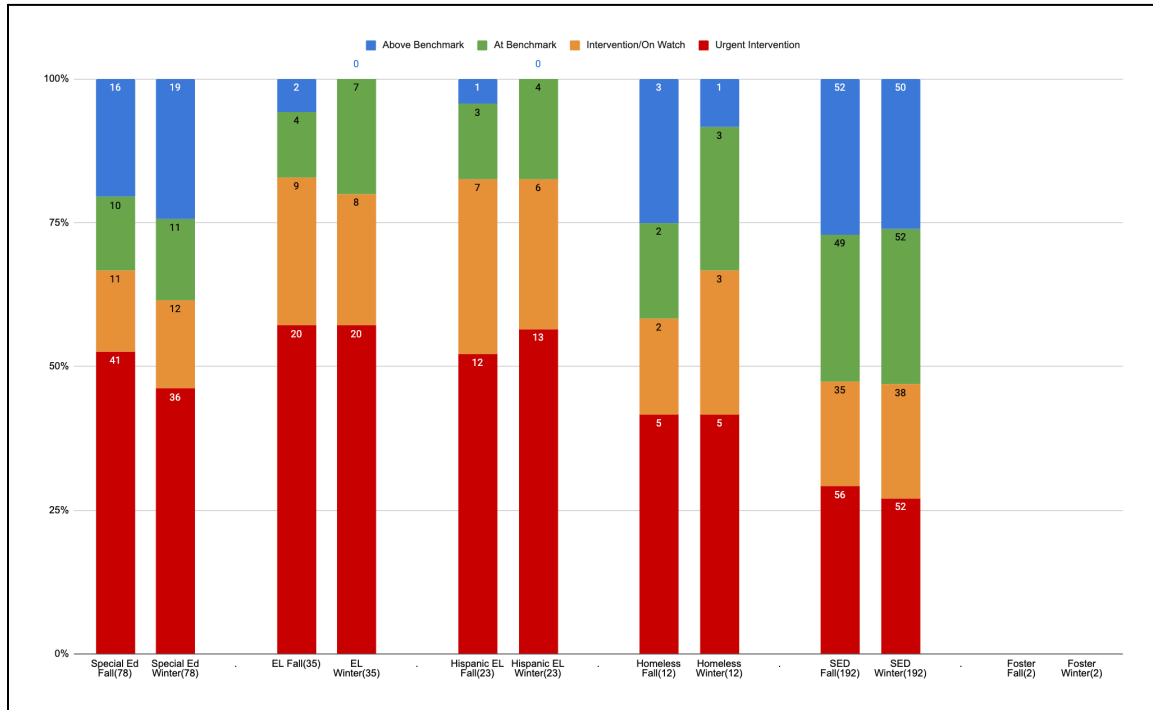


Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

5th Grade STAR Scores by Race/Ethnicity - Reading: Fall 2023 - Winter 2023

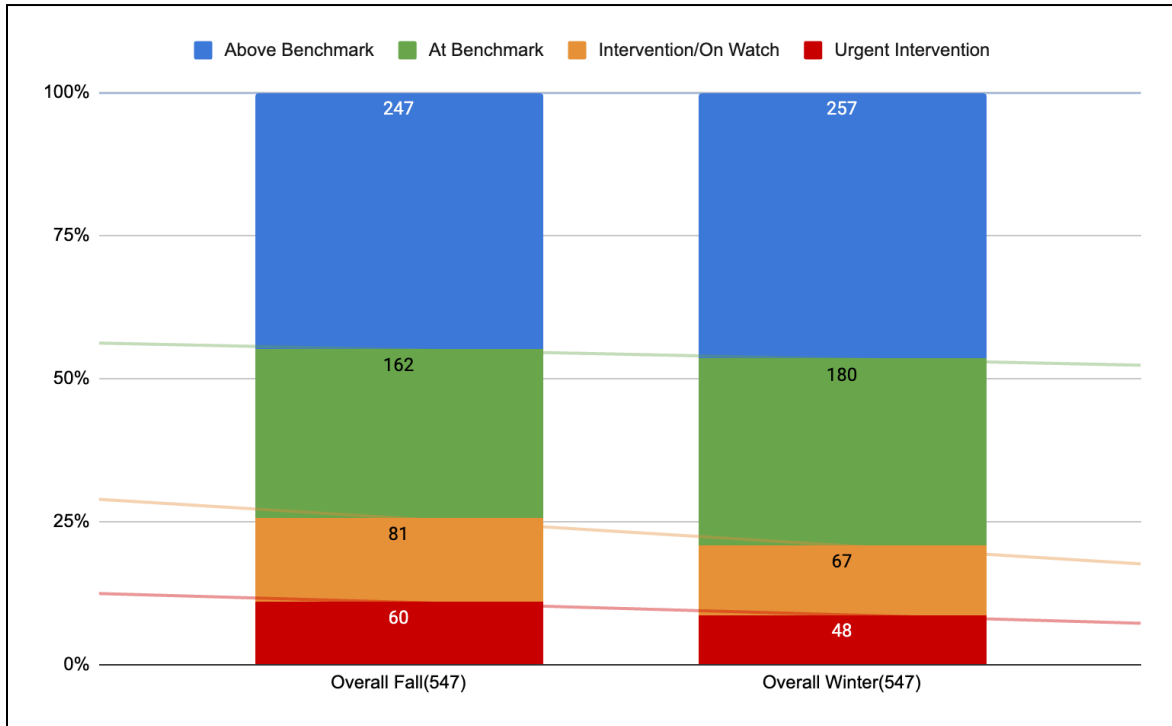


5th Grade STAR Scores by Program - Reading: Fall 2023 - Winter 2023

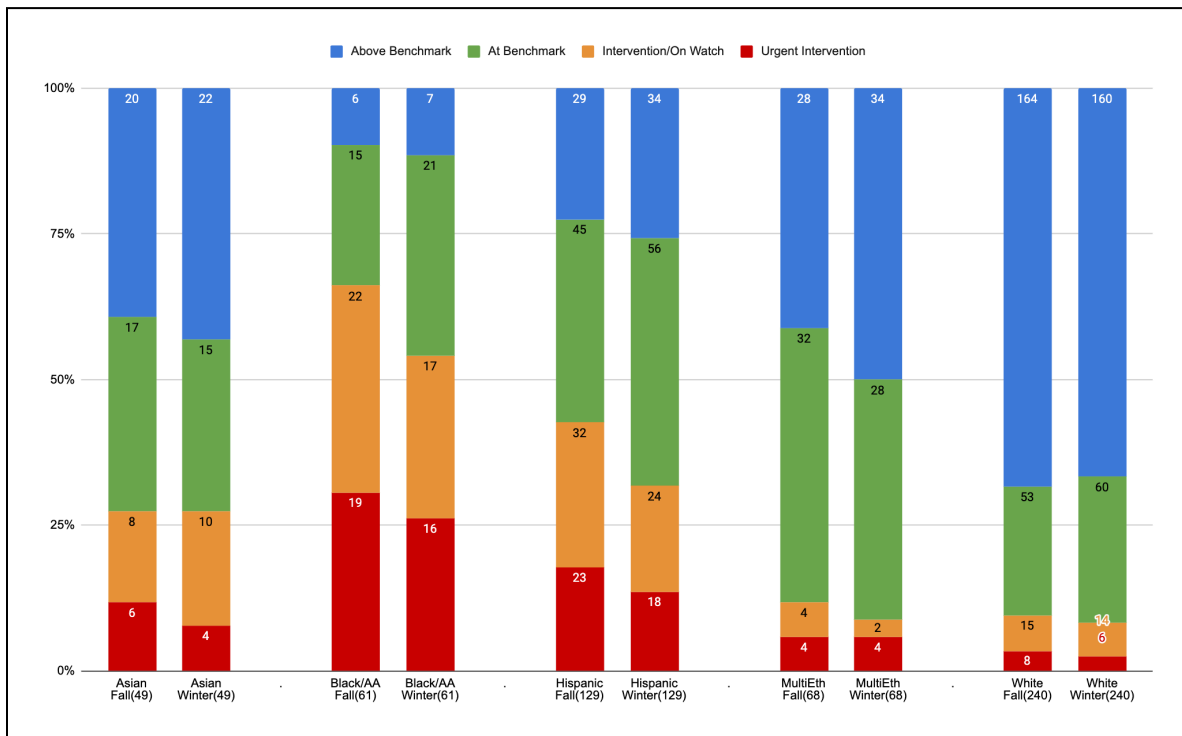


**Berkeley Unified School District Literacy Action Plan
2023-2024, Sixth Quarter Report
January 24, 2024**

6th Grade Overall STAR Scores - Reading: Fall 2023 - Winter 2023

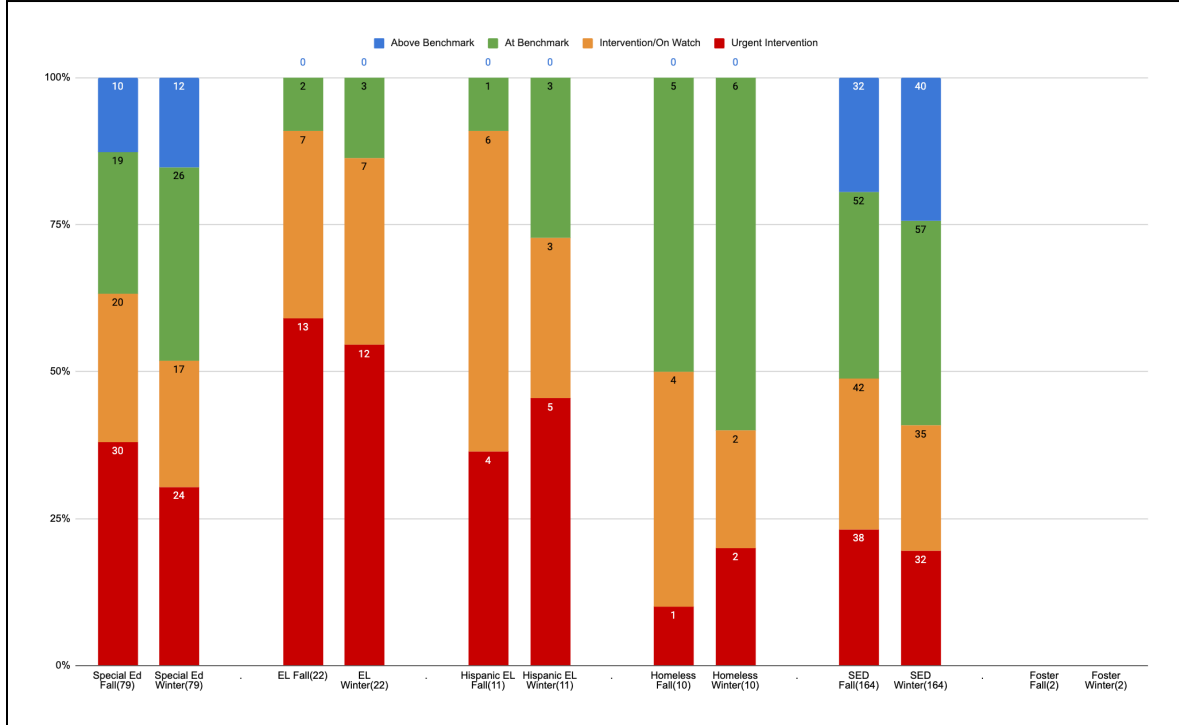


6th Grade STAR Scores by Race/Ethnicity - Reading: Fall 2023 - Winter 2023

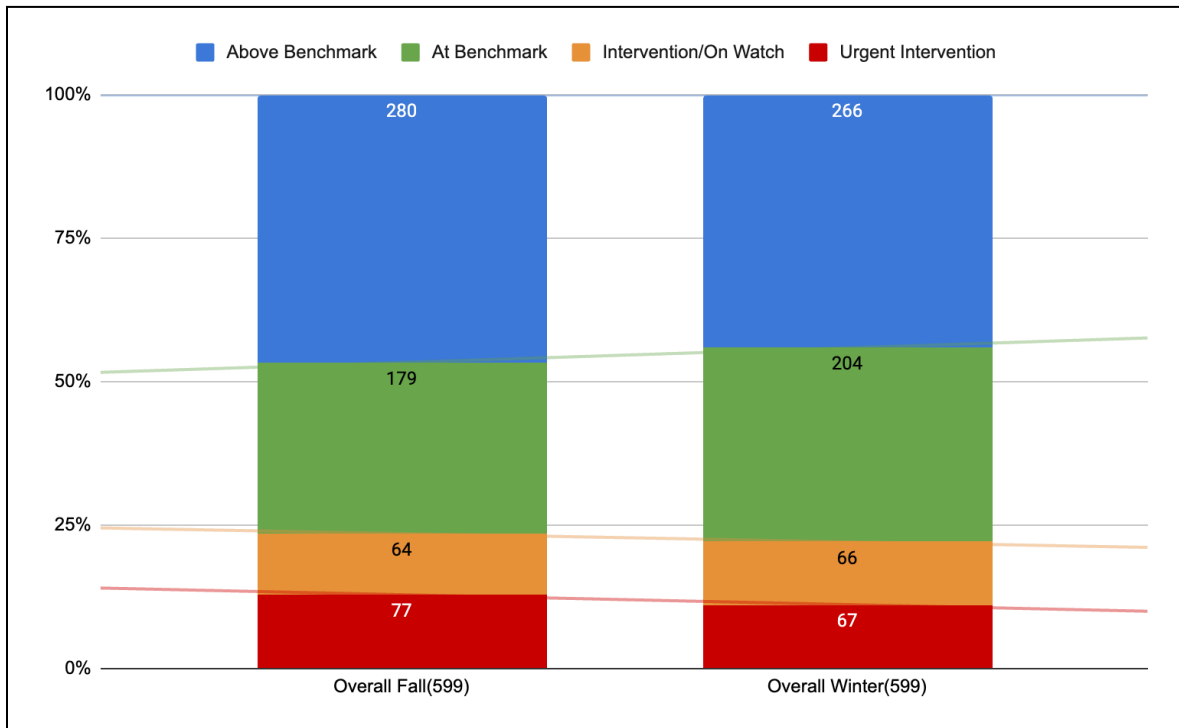


Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

6th Grade STAR Scores by Program - Reading: Fall 2023 - Winter 2023

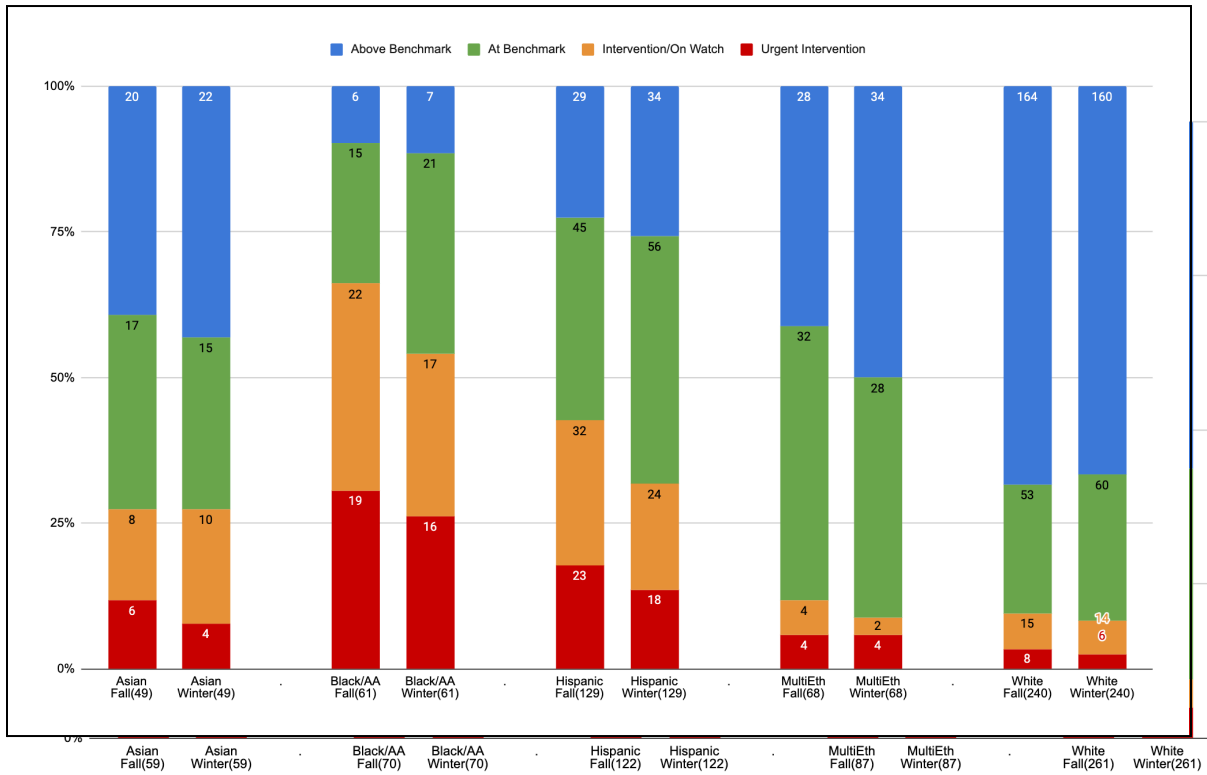


7th Grade Overall STAR Scores - Reading: Fall 2023 - Winter 2023



Berkeley Unified School District Literacy Action Plan 2023-2024, Sixth Quarter Report January 24, 2024

7th Grade STAR Scores by Race/Ethnicity - Reading: Fall 2023 - Winter 2023



7th Grade STAR Scores by Program - Reading: Fall 2023 - Winter 2023

