

Berkeley Unified School District Literacy Action Plan
2022-2023, First Quarter Report
July 1, 2022 - September 30, 2022

Background

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. Our students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community. Our Educators hold the belief that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness.

At BUSD, we have the opportunity to continue building a comprehensive literacy program that is aligned to research and will support every student in reaching grade-level proficiency. 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. Starting in the 2022-23 school year, the monitor will present reports twice per year to both the district and the plaintiffs in the case. Mr. Ellis presented the [Dyslexia Monitoring Plan Overview](#) at the Board of Education meeting on June 29, 2022. The first monitoring report for the 22-23 school year will be made in November 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. She has been working 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 use of MTSS to appropriately identify students for additional support.

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 that BUSD has experienced senior level staffing transitions, including the Superintendent and Associate

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Superintendent since the initial settlement agreement was reached. Additionally, there has been an additional position that was added to the Educational Services team 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	

It is important to note 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.

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.

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First Quarter Report on Status of Required Actions

Thirty-five actions were identified in [Appendix A of the Settlement Agreement](#), and this First Quarter Report outlines the status of each of those actions on the Table 1 below. Progress has been made to build on existing structures and resources to address components of the Literacy Action Plan and four actions have been completed. Overall, most of the remaining actions are either “on-track” meaning work is moving forward toward completion, or “approaching” meaning that work has started moving toward being “on-track.” Given the nature of the work, we are anticipating this will be the case over time given the need to build and strengthen infrastructure to support data and assessment routines, provide time and opportunity for teachers, school staff and site leaders to engage in professional development and align tiered supports based on student need.

Completed	On-Track	Approaching	Barriers	Not Started
4	18	10	1	2

First Quarter Highlights

- Established Implementation Team and scheduled regular meeting times to share work and internally monitor progress
- 2-day work session with Consultant and Implementation Team
- Completed beginning of the year baseline reading assessments, STAR and DIBELS; 97% of K-2 students assessed in DIBELS, 97% of students 3-8 in STAR.
- Established a professional learning plan for the 22-23 school year. This work launched in September 2022 in collaboration with our central office TSAs, literacy coaches, RtI TSAs and school site leaders and will focus on shared reading of *Shifting the Balance* and connecting it to Fast Track Phonics curriculum, evidence-based reading strategies, and DIBELS benchmark reading assessments.
- Training conducted:
 - DIBELS - K-2 teachers
 - Wilson - Case Managers
 - IEP goal setting and progress monitoring - Case Managers
 - Using Reading Assessment results to support reading and literacy instruction - Principals and Teachers

One action has been identified as a barrier for Action 10 which is primarily due to a structural challenge that the Implementation Team is working to address. Due to staffing transitions and a vacancy, this work paused. The lead RtI TSA position is posted and the Implementation Team is working to determine how best to coordinate existing staff to take steps toward making progress on this action. Related work includes collaboration between the BREA team, PK-8 school leadership, literacy coaches, site-based RtI TSAs and Special Education case managers

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to support data review and plan for site-based PD focused on Tier 1 literacy instruction.

Next Steps

- October 10 District Wide Professional Development (PD) Day - build deeper understanding of the science and practice behind developing phonemic awareness in early literacy and upper elementary.
- Administer initial survey to understand staff perceptions of changes in research-based reading practices and reading data systems. Two surveys are being given, one in October 2022 and the second in May 2023.
- Review PD survey information to adjust and refine the professional development plan and observe instructional practice.
- Initiate 504 plan monitoring check with school staff to collect baseline data for Quarter 1 and review with site administration.
- Build collective understanding for a shared MTSS model and alignment on Tier 1, 2 and 3 supports, assessments, placement criteria, and monitoring protocols.
- In partnership with Consultant, collaborate with site leaders, school staff, and literacy coaches to set literacy goals for grade levels.
- Continue to build capacity of classroom teachers and Tier 2 and Tier 3 service providers to use screening and progress monitoring data.

Table 1

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

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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
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	A
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
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	A
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

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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	B
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.	Per Targeted PDP	9/22	6/23	A
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	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
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	Not Started
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	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	A
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	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
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 implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.	Year 1-3	8/2022	8/15/2022	A
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

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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
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
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	Years 1-3	Ongoing		OT

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Monitor, Outside Consultants, and Plaintiffs' Counsel.				
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 (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?		A
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
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. Special education teachers will monitor progress according to the students' stated IEP goals	Year 2	9/23	6/30/2025	OT

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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