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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Alicia Arenas, Executive Director, Academics and Instruction
Jamilah Sanchez, Director of Early Literacy

Meeting Date March 18, 2025

Subject Curriculum Adoption/Purchase - Elementary Reading Risk Screener - Grades K-2 - Academics and Instruction Department - Chief Academic Officer

Ask of the Board Adoption by the Board of Education of Resolution No. 2425-0214 - Selection and purchase of the following curricular materials:

- *Reading Risk Screener, Amplify: mCLASS, K-2*

Background Providing equitable access to standards-based literacy instruction is a central component of OUSD's work to ensure all students graduate college and career ready and that historically underserved students demonstrate accelerated growth to close equity gaps.

To guarantee mastery of literacy standards for all elementary students and set them on pathways to college, career, and community success, it is essential that we provide teachers with high-quality literacy assessment materials and support them in data analysis, instructional planning and implementation through systematic professional learning. Additionally, adopting a reading risk screener, Amplify, ensures we can identify and support students early in their literacy development. Adoption of these materials and tools allows us to begin the next phase of this critical work in partnership with teachers, principals, and families.

The Need for a Reading Risk Screener:

- **Early Identification of Reading Challenges** – A screener helps teachers detect potential reading difficulties before they become significant barriers to learning, allowing for timely intervention and support.

- **Targeted Instruction & Intervention** – By identifying specific skill gaps, teachers can tailor instruction to meet students' needs, ensuring they receive evidence-based interventions that accelerate reading development.
- **Equitable Access to Support** – A universal screener ensures all students, regardless of background, are assessed for reading risks, promoting early access to resources that support literacy success.

Discussion

In the fall of 2024, California's Department of Education authorized an Education Code (EC Section 53008) requiring all Local Educational Agencies (LEAs) to adopt a reading risk screener. According to the statute, screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and facilitate informed discussions between educators and families (EC Sec. 53008(a)(1)). These screening assessments are not to be used for high-stakes purposes such as teacher evaluations, student grade promotion or retention, identification for gifted education, reclassification of English learners, or designation as a student with exceptional needs (EC Sec. 53008(m)). Instead, screening results should be utilized within a broader process to evaluate student needs and progress, guide classroom instruction, provide targeted interventions, and support further diagnosis if necessary (EC Sec. 53008(l)).

To support LEAs in selecting an appropriate screener, the State Board of Education (SBE) appointed the Reading Difficulties Risk Screener Selection Panel (RDRSSP), which identified four evidence-based, culturally, linguistically, and developmentally appropriate screening instruments. Three of the four approved screeners include a Spanish option, which is essential for supporting students in OUSD's Dual Language programs.

Although the California Department of Education (CDE) did not require LEAs to convene an adoption committee, OUSD engaged a panel of Teacher on Special Assignment (TSA) staff and central office literacy leaders to review the recommended screeners and provide input. Principles were also able to provide feedback on the current implementation of Amplify. Among the approved options, Amplify mCLASS with DIBELS, is currently being used in OUSD and was identified as a screener .

We are requesting board approval to adopt Amplify mCLASS with DIBELS as OUSD's official Reading Risk Screener, to be implemented across all K-2 classrooms three times per year (Beginning of the Year, Middle of the Year, and End of the Year), starting in the 2025-26 school year.

Professional Learning & Implementation of Amplify mCLASS with DIBELS:

Foundational Professional Development: Once new assessments are adopted, we will implement systematic professional learning to support implementation including the following support:

- **Foundational Professional Development (PD):** training in new assessments (Summer and start of school-year options) for teachers, instructional staff and school leaders to get started with assessments
- **Literacy Coaching Collaborative (Literacy TSAs):** Literacy TSAs will participate in monthly professional learning focused on literacy, data analysis and coaching teachers on implementing Tier 1 assessment systems.
- **Instructional Guidance and Data Analysis Resources:** Central office staff will support sites with data analysis, interpreting results and determine instructional next steps and tiered supports

Fiscal Impact

- *Eureka Math*
 - Curricular Materials and PD for K-2 students
 - 2025-26: No additional cost; current 3 year contract for mCLASS
 - Estimated
 - Estimated Summer K-2 Teacher Extended Pay 2022: \$60,00 (3 hour initial training for all K-2 Teachers and Literacy Coaches)

Attachment(s)

- Resolution No. 2425-0214
- CDE Legislation
- Presentation

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
NO. 2425-0214**

**SELECTION OF INSTRUCTIONAL
MATERIALS: Reading Risk Screener**

WHEREAS, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

WHEREAS, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in kindergarten (K) through 2nd grade;

WHEREAS, the Governing Board shall select instructional materials for use in grades kindergarten through 2nd grade or shall have otherwise determined which instructional materials align with the state academic content standards;

WHEREAS, the Governing Board shall select instructional materials for grades K-2 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements including CDE guidance;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals;
- Contribute to a comprehensive, balanced curriculum;
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels;
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills;
- Contribute to the proper articulation of instruction through grade levels;

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- Have corresponding versions available in languages other than English as appropriate;
- Include high-quality teacher's guides;
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics;
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards;
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

WHEREAS, as summarized in Attachments A, instructional review committees comprised of teachers on special assignment and district content specialists, reviewed reading risk screeners for potential use in District schools and found the following to meet the standards for adoption, therefore, the following Reading Risk screener is recommended for adoption by the Governing Board:

- Amplify mCLASS, Reading Risk Screener

WHEREAS, expenditures, pursuant to an Agreements between the District and Amplify shall not exceed the total amount of **\$180,000.00**, for the period March, 2025 to June, 2027, for the purchase of K-2 Amplify mCLASS licenses related thereto;

NOW , THEREFORE, BE IT RESOLVED that the Board of Education hereby finds that Amplify mCLASS meet the standards for adoption and hereby selects Amplify mCLASS for use in District schools.

BE IT FURTHER RESOLVED that the Board approves the Agreement between the District and Amplify. This shall not exceed the total amount of \$180,000.00, for the period March, 2025 to June, 2027 for the purchase of K-2 license materials.

Material Cost Estimates

Vendor	Description	Estimated Cost
Amplify mCLASS	DIBELS and Lectura Reading Risk Screener	\$180,000.00
	3 year-total	\$180,000.00

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Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on March 26, 2025.

OAKLAND UNIFIED SCHOOL DISTRICT

Jennifer Brouhard
President, Board of Education

Kyla Johnson-Trammell
Secretary, Board of Education



CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 11, 2024

Dear County and District Superintendents and Charter School Administrators:

Screening Students for Risk of Reading Difficulties

As State Superintendent of Public Instruction, I am committed to ensuring that all students learn to read by third grade. Consistent with this goal, I am writing to inform local educational agencies (LEAs) about the requirement to screen all students in kindergarten and grades one and two for risk of reading difficulties beginning in the 2025–2026 school year using an approved screening instrument. This screening requirement is authorized by *Education Code (EC)* Section 53008. Key purposes, timelines, and resources that the California Department of Education (CDE) has identified to support LEAs in the implementation of these screenings are described below.

Purposes

According to statute, screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents or guardians and educators to discuss learning in an informed way (*EC* Sec. 53008 (a) (1)). Screening assessments are not to be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (*EC* Sec. 53008 (m)). Rather, screening results are to be used as a part of a broader process that further evaluates student needs and progress, identifies support for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve (*EC* Sec. 53008 (l)).

Approved Screening Instruments and Timelines

A panel of independent experts, the Reading Difficulties Risk Screener Selection Panel (RDRSSP), was appointed by the State Board of Education (SBE) to create an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments to assess students for risk of reading difficulties, including possible neurological disorders such as dyslexia. The work of the RDRSSP is ongoing, and a final list is expected to be approved before December 31, 2024. Once the approved list is published, LEAs will have until June 30, 2025, to adopt one or more screening instruments at a public meeting of their governing board and to begin

screening students in kindergarten and grades one and two in 2025–2026. For more information on the RDRSSP and the selection of screening instruments, please see <https://www.cde.ca.gov/be/cc/rd/>.

Resources

The following resources are suggested as LEAs begin planning to implement *EC Sec. 53008*.

Education Code Section 53008

The most important resource for LEAs is *EC Section 53008*, https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=53008&lawCode=EDC. Administrators and literacy leaders should acquaint themselves with the requirements and provisions specified in the statute, noting the following:

- Purpose of screening – *EC Sec. 53008 (a) (1), (a) (2), (l), (m)*
- Governing board adoption of screening instruments – *EC Sec. 53008 (d)*
- Timing of screenings and notifications – *EC Sec. 53008 (e), (f), (j), (k), (n)*
- Students who do not speak sufficient English to be screening with an English-language instrument – *EC Sec. 53008 (h)*
- Communication with parents and guardians – *EC Sec. 53008 (j), (k)*
- Opt-outs and exemptions – *EC Sec. 53008 (e), (f), (i), (j)*
- Supports and services for students identified as being at risk – *EC Sec. 53008 (l)*
- Unacceptable uses of screening results – *EC Sec. 53008 (g) (2), (m)*

Frequently Asked Questions

As a resource for LEAs, the CDE has posted Frequently Asked Questions (FAQs) under the Screening tab on the California Literacy web page, <https://www.cde.ca.gov/ci/cl/>.

The FAQs address the following:

- Purpose of the requirement to screen students for risk of reading difficulties
- LEA adoption of screening instrument(s)
- Use of screening instruments for multilingual and English learner students
- Eligibility
- Administration of screenings
- Information for parents and guardians
- Exceptions
- Use of screening results
- Post-screening services to students

Adoption Toolkit

The Curricular and Improvement Support Committee (CISC) of the California County Superintendents has developed the following resource: “Adoption Toolkit: Reading Difficulties Risk Screener, 2024,”

<https://acrobat.adobe.com/id/urn:aaid:sc:US:bf3e38b4-d47d-40d2-ba82-0c3ea499452f>.

The resource provides information about the purpose of screenings and processes for reviewing and evaluating approved screening instruments for possible adoption based on local context. (**Disclaimer:** The opinions expressed in this resource do not necessarily

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reflect the positions or policies of the CDE. The CDE does not control or guarantee the accuracy, relevance, timeliness, or completeness of any information included in the resource.)

Funding

The sum of \$25 million was appropriated in the budget for the 2024–2025 school year (Senate Bill 153, Section 117) to support professional development for educators to administer screening assessments pursuant to *EC* Sec. 53008. Funds are being allocated to LEAs in January 2025 based on student enrollment in kindergarten and grades one and two at \$21.16 per student.

Next Steps

As soon as the list of screening instruments is approved by the RDRSSP, the CDE will post the list on the CDE website and send follow-up correspondence with the results. Informational webinars are planned for early 2025 and will be announced on the California Literacy web page <https://www.cde.ca.gov/ci/cl/>. New questions and responses will be added to the CDE Screening FAQs web page at <https://www.cde.ca.gov/ci/cl/screenerfaqs.asp> on an ongoing basis.

If you have additional questions, please contact the Statewide Literacy Office at statewideliteracycampaign@cde.ca.gov.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tony Thurmond".

Tony Thurmond
State Superintendent of Public Instruction

TT:slo