



# Foundational Skills Curriculum Adoption



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# Outline:

**I. Ask of the Board**

**II. The Need for High Quality Foundational Skills Curriculum**

**I. Foundational Skills Selection Process**

**II. Recommendation for Foundational Skills Curriculum Adoption**

# Ask of the Board

Approve resolution to  
adopt **UFLI**  
**Foundations**  
for grades K-2  
Foundational Skills  
Curriculum



# Our Vision

We will ensure that our youngest students develop the literacy skills they need to become lifelong readers, writers, critical thinkers and empowered community members.



To fulfill this vision, we will dramatically increase the number of 3rd graders reading at grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families and community.

# Our North Star:

## *Initiative #1: Ensuring Strong Readers by the Third Grade*

All OUSD students  
will **“break the code”**  
and **read fluently by**  
**3rd grade**



We will track progress through:

- Grade-level proficiency on *Diagnostic Assessments*
- Implementation of grade-level **foundational skills curriculum**

# The Need for High-Quality Foundational Skills Curriculum



# The Need for Foundational Skills Curriculum

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- Regular work with complex text for all students, including scaffolds and content learning in a unit of study with summative tasks as the vehicle for developing literacy and language (CA ELA/ELD Framework)
- Clear supports of ELLs, including Designated and Integrated ELD (CA ELA/ELD Framework)
- **A strong foundational literacy component**
- ELA achievement gaps

[See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.](#)



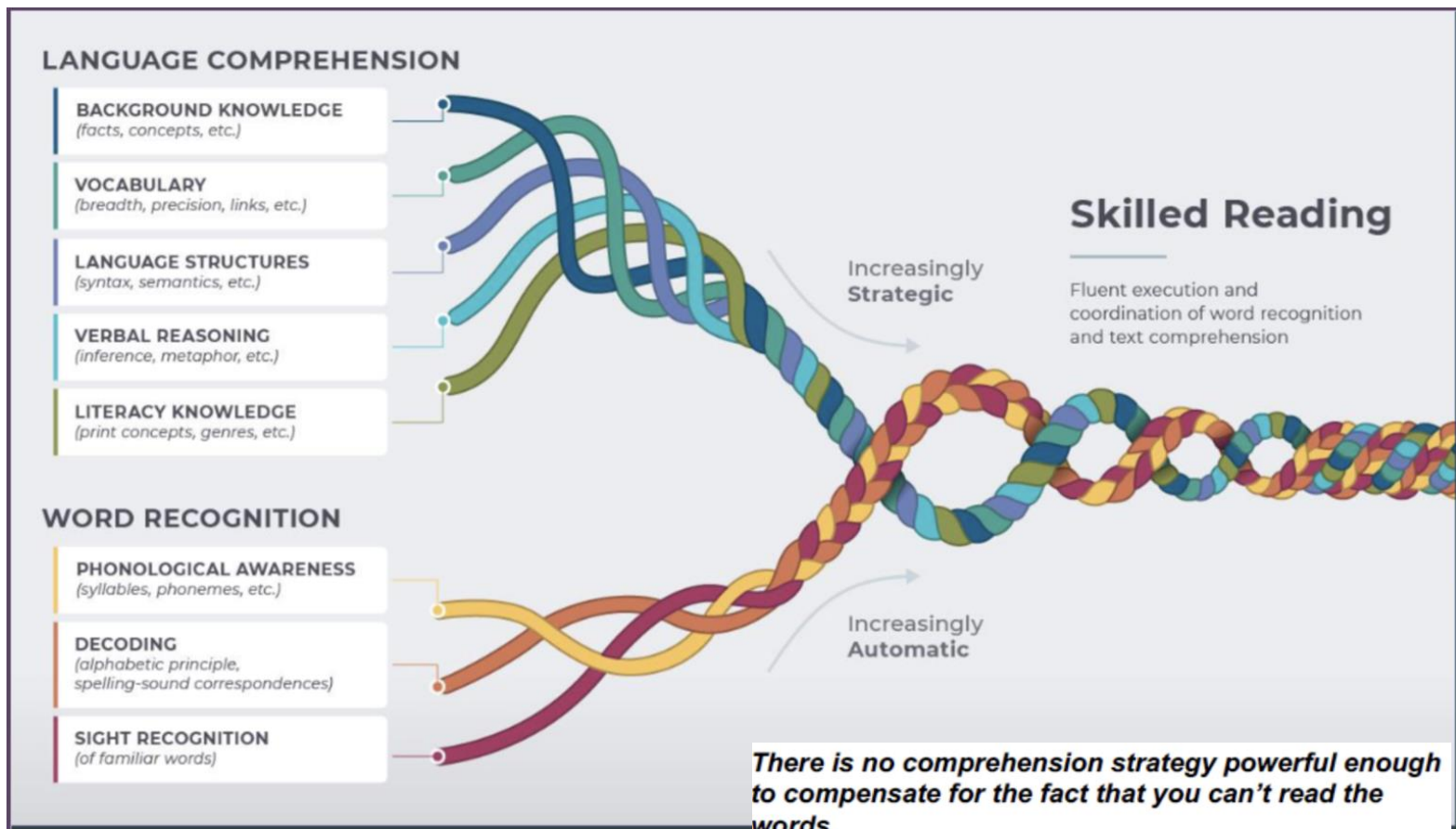
# Scarborough's Rope Model

EL Education  
or  
Benchmark-  
Advance/Adelant  
e

Content Area  
Instruction

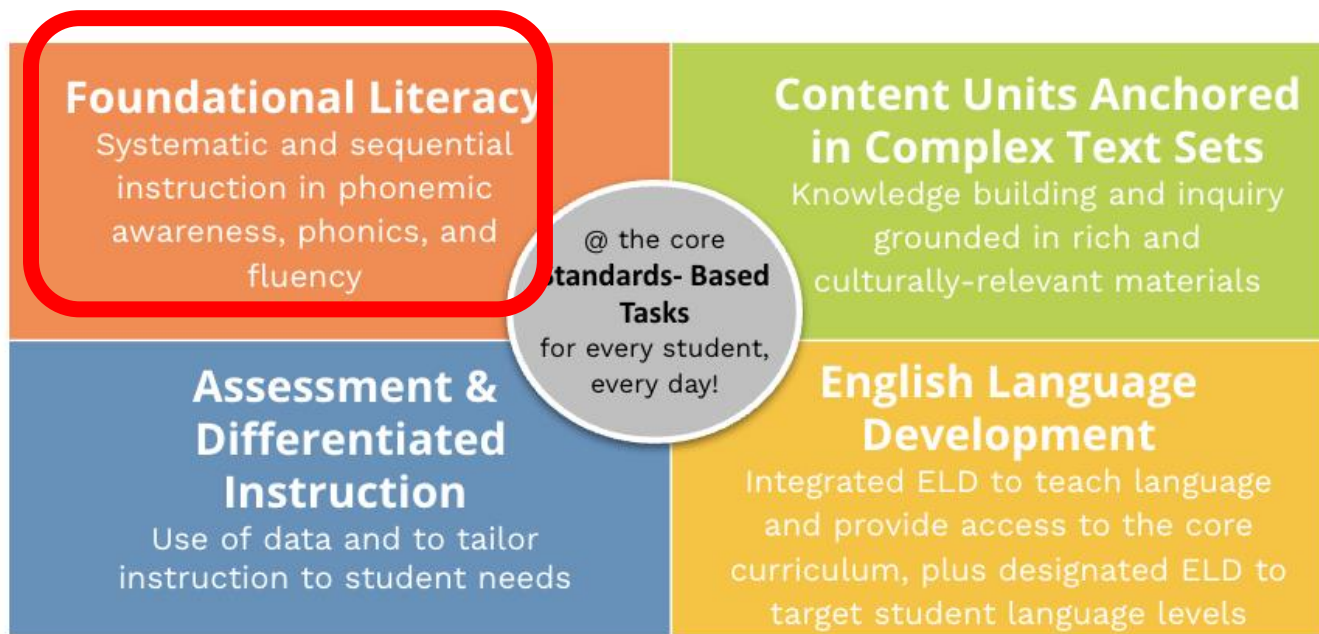
UFLI  
Foundations or  
Benchmark  
(Tier 1)

SIPPS (Tier 2/3)





# OUSD Language & Literacy Framework



## Based in Equity Practices

Culturally sustaining strategies to *interrupt deficit thinking, leveraging students' linguistic and cultural assets, and nurture empowering narratives* with and for our students and families.

# Foundation Skills Curriculum Selection Process



# Our Steering Committee Goal

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“...to review ELA Foundational Skill curricula and pilot data against shared criteria of high-quality, materials aligned to Common Core State Standards. Steering committee members play a critical role because they will provide an analysis and recommendation for adoption.”



[See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.](#)

# Main Work of the Steering Committee

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1. **Developing a shared knowledge base** around the guiding principles and core features of high quality language arts curriculum that serves all students and substantially addresses the needs of underserved student populations.
2. **Evaluating curricula** in order to identify which curricula are worthy of piloting.
3. **Supporting the piloting itself**, primarily by reviewing data and feedback resulting from the pilots. *(Winter 24-25)*
4. **Making a final recommendation to the board** of the curriculum or curriculums, that should be officially adopted. *(Spring 2025)*



[See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.](#)

# Timeline

	<b>Phase 1: Ending in Pilot 1.0</b>
Jan 2020-May 2021	Several Curriculum Reviewed by Foundational Subcommittee (No recommendation for adoption)
Oct- Nov 2021	Additional Foundational Sub-Committee members recruited and applied
Dec. 2021	New Committee members build their knowledge about principles grounding the review work
Jan-June 2022	Steering Committee reviews 2-3 more programs and recommends which to pilot
Fall 2022	Piloting of EL Ed Skills block & From Phonics to Reading and collection of pilot data
Winter 2022-23	<b>Piloting completed and recommendation NOT to adopt either curriculum</b>
	<b>Phase 2: Ending in Pilot 2.0</b>
SY 23-24	Reviewed additional 3 curriculum and chose UFLI and 95 Percent to Pilot in Fall 2024
Fall 2024	Piloting of UFLI & 95 Percent and collection of data (student outcome, teacher feedback, etc.)
<b>Spring 2025</b>	<b>Committee makes recommendation for Adoption to senior leadership and Board</b>

# Curricula that we have reviewed...

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- EL Education Skills Block
- Benchmark Advance
- Fountas & Pinnell Classroom
- Wonders/Maravillas from McGraw Hill
- Core Knowledge Language Arts (CKLA) from Amplify
- Foundations & Geodes



# Curricula that we have reviewed ...

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- EL Education Skills Block 2.0
- Phonics to Reading
- Current Suite (*WITH Letter Naming Curriculum*)
- UFLI
- Heggerty: Bridge to Reading
- 95 Percent

 Education





# Steering Committee and Pilot Teacher Demographics 2024-25

- **Committee Composition:**
  - 4 Central Literacy Staff members
  - 9 Teachers
- **Pilot Schools (All K-2 Classrooms):**
  - 95 Percent: Hoover and OAK
  - UFLI: Cleveland and Acorn



# Committee Pilot Data Review

- The Foundational Skills Committee reviewed the following data when making their recommendation:
  - Teacher surveys and teacher focus groups for each pilot program
  - Site Leader surveys and focus groups for each pilot program
  - Student outcome data (DIBELS)
    - UFLI sites had higher % of students making average to well above average growth on DIBELS
    - UFLI pilot sites outperformed other pilot and the district as a whole on iReady Phonics
  - Observations of instruction
    - Every grade-level at every pilot site
    - Using aligned rubric

# Teacher Recommendation:


100% of pilot teachers surveyed stated that they would recommend adopting UFLI

“We should waste no time with waiting to implement the science of reading and explicitly teaching students to read. I do not want our first and second graders to lose out on the opportunity to learn to read in such an explicit way.” - Pilot Teacher



# Teacher Reflections on Criteria for Quality Materials

Scale: 1 (strongly disagree) to 5 (strongly agree)

Indicator	UFLI
Coherent Instruction	4.4
Breadth of Instruction	4.6
Routines	4.2
Multiple Practice Opportunities	4.4
Data Collection	4
Differentiation 	3.8
Overall	4.23

	UFLI
Ease of Implementation (1 - very easy to 5 - very difficult)	2 (easy to moderate)

# Committee Comments:

"The data is making the decision for me, as well as the committee's review of the curriculum last spring and our observations of the pilot. I also think, that while it does have a learning curve, and is not as scripted as 95% or SIPPS, it is a program that even new teachers will be able to implement."

"With strong PD, PLC, and Coaching and the tools to implement, UFLI seems to be the strongest curriculum for OUSD students."

"I believe that UFLI will build on what teachers are already familiar with from SIPPS and add the pieces that we've felt were missing."

"I observed strong systematic instruction in my own observations of UFLI. The transition from SIPPS will not be too heavy of a lift with ample training and support."

"The data is impressive for the pilot, which had minimal training, which makes me hopeful for what an adoption of UFLI could look like with explicit trainings, consistent professional development for leaders, TSAs and teachers."

"Student assessment data was very promising. The teacher feedback we had was positive - teachers shared that it was easy to use, aligned with research, and systematic and explicit. Even first year teachers experienced success without extensive training."

# Committee Recommendation:

**100% of Foundational Skill subcommittee members recommended adopting UFLI when given the choice between both pilot curriculum**

What is your recommendation to Senior Leadership?

10 responses



● Adopt UFLI  
● Adopt 95Percent

# Professional Learning: Literacy

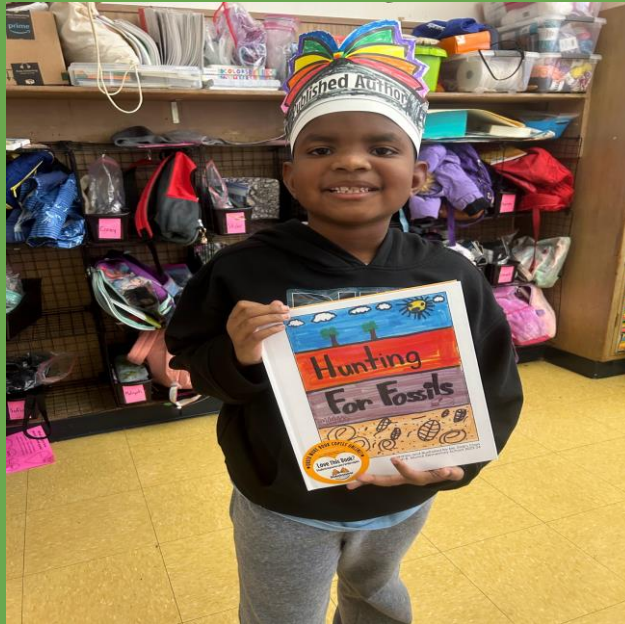
- Foundational Professional Development
- Monthly Professional Development
- Teacher Collaboration
- Literacy Coaching Collaborative  
(Teacher Leaders/TSAs)
- Principal Professional Development & Learning Walks

## Coherent Instructional System





# Recommendation for Foundational Literacy Adoption



# Ask of the Board

Approve resolution to adopt  
**UFLI Foundations**  
for grades K-2 Foundational  
Literacy Curriculum.





**EVERY STUDENT THRIVES!**



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# Appendix

# Fiscal Impact

- *UFLI*

Curricular Materials for all elementary schools -

- Estimate: 3yr cost for materials: \$588,000
- Year 1 Cost: \$288,000 (~800/classroom)
- Ongoing Cost: 75,000/year (consumables) (~200/classroom)

PD Contract:

- Estimate: 1yr, 2025 cost: \$15,000

Teacher Extended Pay - Summer PD and Teacher Leaders - \$120,000

### 3.ESSENTIAL COMPONENTS

#### Systematic Instruction in Foundational Literacy

Students learn the necessary foundational literacy skills, from phonemic awareness and concepts of print to decoding of connected text.

Explicit, systematic instruction in foundational literacy skills is required for most students to crack the alphabetic code and become accurate and fluent readers (See [Foundational Skills White Paper of the CA ELA/ELD Framework](#) ). These

skills ( should be taught sequentially until they are mastered by every student (e.g., blending spoken sounds into words precedes phonics, see [Foundational Reading Standards](#)).

It is important that schools use the same curriculum and sequence across classrooms and grades to ensure instructional alignment. The daily schedule must provide time for frequent assessment and differentiated instruction to ensure students meet critical K-2 benchmarks. This should include tiered supports and multisensory literacy strategies for students with learning disabilities such as dyslexia. In **Dual Language** settings, opportunities for transferability and the [Spanish Foundational Reading Standards](#) can help students bridge their L1 and L2 literacy knowledge.

**Effective foundational skill instruction supports students to become confident and fluent readers.** In grades 3-5, students with foundational skills gaps must receive targeted interventions to become fluent readers, and the materials used for older students should appeal to their maturity level. A universal screener such as i-Ready should be used to identify students for further diagnostic assessments of foundational skills (e.g., SIPPS placement) in order to identify the targeted interventions needed to accelerate growth.

