



2025-2028 Reading Difficulties Screener Implementation Plan WCCUSD

Teaching and Learning Relentless Attention to Achievement

Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world

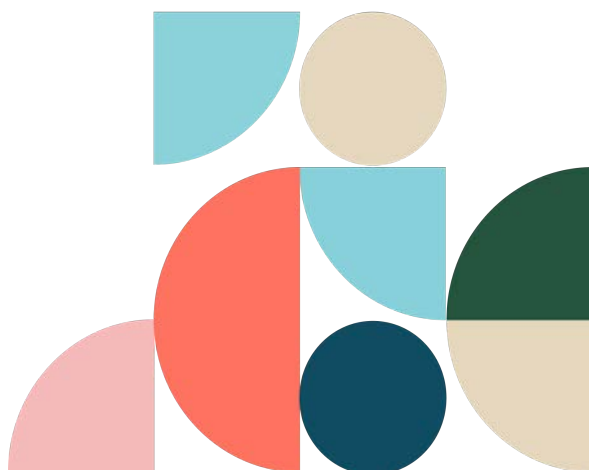


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Section 1: Executive Summary

The West Contra Costa Unified School District (WCCUSD) is launching a comprehensive, equity-centered three-year implementation plan (2025–2028) to strengthen early literacy instruction across K–2 classrooms. In alignment with Senate Bill 114 and WCCUSD’s strategic priorities, the district will adopt mCLASS DIBELS (and Lectura for Spanish instruction) as its universal reading difficulties screener, beginning in the 2025–2026 school year.

This initiative is not simply a compliance measure—it is a transformative investment in building a system to provide early identification of students at risk of reading difficulty, and responsive instruction to meet their needs. The selected screener will serve as a central component of the district’s Multi-Tiered System of Supports (MTSS), providing real-time data to guide differentiated instruction and targeted intervention. The adoption followed an inclusive, data-informed process involving educators, site leaders, families, and community partners, and was unanimously supported due to its instructional relevance, bilingual accessibility, and alignment with structured literacy.

Key features of the plan include:

- **Three annual assessment windows:** All K–2 students will be assessed at the beginning, middle, and end of the year to identify needs early, monitor growth, and guide instructional planning.
- **Professional Learning:** A phased, 3 year PD sequence that builds educator expertise in assessment administration, data interpretation, and instructional application, culminating in a sustainable train-the-trainer model.
- **Equity for Multilingual Learners:** All students will be assessed in their language of instruction. Students in the Dual Language Immersion (DLI) program will take both DIBELS and Lectura; For English Learners (ELs) in the Structured English Immersion (SEI) program will be screened using Lectura (as needed) under discontinue rules to ensure accurate identification.
- **Transparent Communication:** Families will receive multilingual screener results after each testing window, along with next steps and literacy resources. Districtwide data will be reported publicly within four weeks of each window.
- **Data-Informed Improvement:** Implementation will follow a Plan-Do-Study-Act cycle with continuous input from Literacy Committee and school sites. Instructional learning walks and cross-site collaboration will support coherence and shared best practices.

Through this plan, WCCUSD is laying the foundation for a coherent, responsive, and sustainable early literacy system—one that equips all students with the foundational skills needed for lifelong

learning and success.

Section 2: WCCUSD Adoption Process

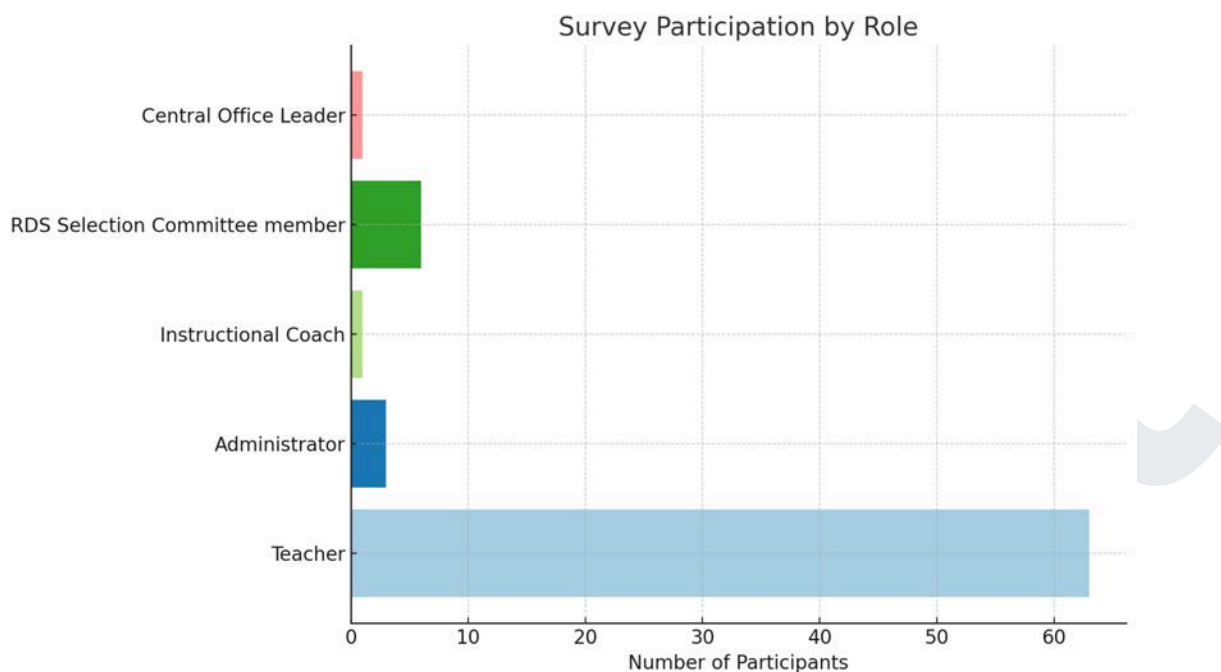
The district's adoption of the reading difficulties screener was the result of a deliberate and structured process, strategically aligned with Senate Bill 114, district-wide literacy priorities, and a deep commitment to early intervention and educational equity. The process closely followed the guidance and recommendations of the Contra Costa County Office of Education and was anchored by the establishment of the Reading Difficulty Risk Screener (RDRS) Committee, composed of district administrators, site leaders, instructional coaches, special education representatives, and educational partners. Members of the RDRS Committee included:

- Alison Makela
- Benjamin Ley
- Christine Hatcher
- Emily Springhart
- Genoveva Calloway
- Gloria Scoggins
- Guthrie Fleischman
- Jamie Allardice
- Jamela Smith-Folds
- Katherine Acosta-Verprauskus
- Kate Gliksman
- Kim Moses
- Lisa Maloney
- Maria Gomez
- Molly Moloney
- Nancy Ortiz-Perez
- Samuel Scioscia
- Scott Booth
- Sonja Bell
- Sonia Perez
- Steve Collins
- Theresa Williams

The RDRS Committee led a comprehensive review of state-approved reading screeners, evaluating each tool for alignment with state criteria, instructional relevance, ease of use, and data accessibility. The committee also considered the district's demographics and equity goals, with a strong focus on supporting multilingual learners and students with diverse needs. To ensure the selection reflected classroom realities, WCCUSD engaged K–2 teachers and principals through open meetings and collaborative discussions. A final vote by educators and the

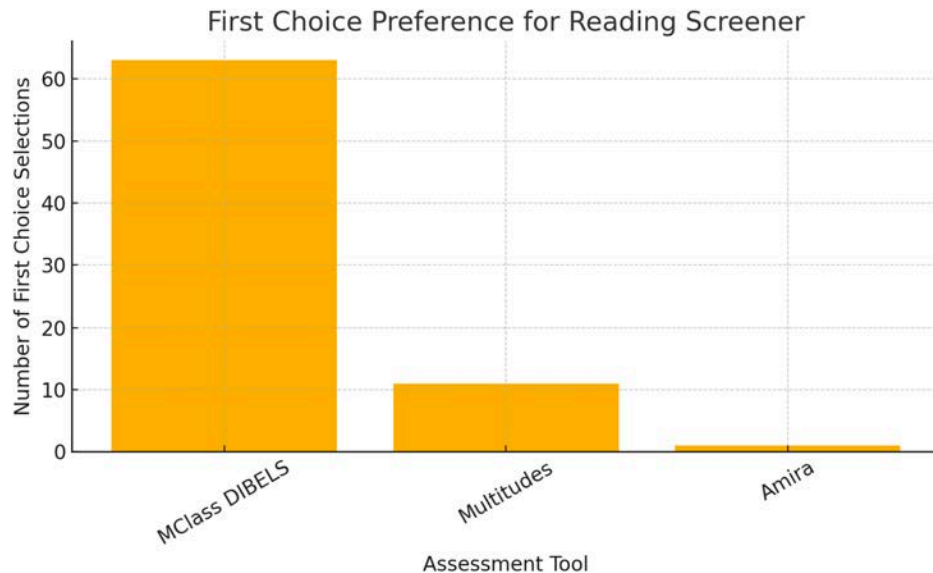
committee resulted in a unified decision, aligning district priorities with practitioner insight and building shared ownership of the selected screener.

An overview of the survey results from the 96 individuals who participated is presented below:



Overall Preference

- **mCLASS DIBELS** was overwhelmingly the top choice across all roles (teachers, administrators, coaches, and committee members), consistently cited as familiar, actionable, research-based, and developmentally appropriate for K–2 learners.
- **Multitudes** received some support, especially for being free, 1:1, and created by UCSF, but concerns were raised about its once-a-year administration and lack of familiarity.
- **Amira** was generally the least preferred, with concerns about its AI-driven design, lack of teacher-student interaction, and unreliable results for young students.



Themes in Feedback

1. Teacher Preference for 1:1 Assessment:

- Many educators emphasized the importance of 1:1, teacher-administered assessments (like DIBELS), which allow real-time observation of student performance and better instructional planning.
- Numerous respondents stressed that computer-based tools do not provide accurate insights for early learners and are developmentally inappropriate, with several criticizing iReady for K-2nd grade.

2. Familiarity and Training:

- mCLASS DIBELS is already used in many schools, which means less training is required and peer coaching is possible.
- Several staff expressed frustration with having to learn new tools repeatedly and emphasized the benefit of leveraging existing expertise.

3. Spanish/Bilingual Access:

- mCLASS Lectura is available in Spanish and this is a critical factor for many Dual Language program and Newcomer teachers.
- Concerns were raised about other tools not adequately supporting multilingual learners.

4. Progress Monitoring:

- Respondents appreciated DIBELS' ability to provide benchmark and progress-monitoring data throughout the year—often cited as essential for timely interventions and accountability.

5. Instructional Alignment:

- Several educators tied their preference for mCLASS DIBELS to its compatibility with structured literacy approaches and Tier 1 instruction (e.g., CKLA).

- Some called for better alignment between assessment and curriculum, and urged the district to also standardize Tier 1 literacy materials.

6. Concerns About AI-Based Screeners:

- Many voiced skepticism about Amira's reliance on AI and the lack of human connection in the assessment process.
- Some noted that AI tools are not yet reliable or developmentally appropriate for young children.

7. Implementation Support Requests:

- Teachers called for compensation for training and coverage during testing periods.
- Suggestions included using literacy coaches, administrators, or substitutes to support K–1 assessment logistics.

To inform final selection, WCCUSD conducted a focused pilot of mCLASS DIBELS and Multitudes with K–2 teachers, who administered both tools, collaborated in instructional discussions, and provided feedback on usability, student engagement, and instructional value. Input from site leaders, coaches, and special education staff ensured a well-rounded evaluation. The pilot affirmed mCLASS DIBELS as the preferred tool due to its instructional alignment, ease of use, and capacity to support early intervention. In parallel, a cross-departmental District Implementation Team was formed to guide decision-making and shape this three-year implementation plan.

Section 3: Educational Partner Engagement

In WCCUSD, our commitment to equity, excellence, and collaboration drives every decision we make to support student success. As part of our work to strengthen early literacy instruction, we recognize that meaningful engagement with educational partners is essential to building shared ownership, trust, and informed decision-making.

The adoption of a universal reading difficulties screener is a significant step in our district's effort to ensure that all students—especially those in early grades—receive timely, targeted support that builds strong foundational reading skills. To guide this decision, WCCUSD has prioritized inclusive and transparent engagement with a diverse set of educational partners.

Key engagement efforts to date include:

- **Reading Difficulties Committee:** This working group, composed of a broad and diverse set of educational partners—including educators, site leaders, parents, district staff, and community-based organizations—has played a central role in reviewing research,

examining tools, and shaping recommendations.

- **Educator Conversations:** WCCUSD has actively engaged with teachers, principals, and staff across school sites to understand their needs and experiences with literacy screening and support.
- **Collaboration with Go Public Schools:** We partnered with Go Public Schools to broaden community input and ensure our process reflects the voices and values of families, educators, and advocates. Particularly meeting with GO's Community-Led Committee on Literacy, a group with parents, educators, and community members to provide a Q&A opportunity and seek feedback for our implementation plan.
- **Site-Level Family Engagement:** Site leaders have been encouraged to seek feedback directly from families at the school level, recognizing the unique perspectives families bring to understanding student needs and identifying supportive practices.
- **Draft Plan for Feedback and Improvement:** This current implementation plan is being widely shared as a draft, with the explicit intention of gathering feedback from all educational partners. We are committed to using this feedback to refine our approach through continuous improvement cycles, ensuring the screener's implementation is collaborative, effective, and grounded in community input.

Educational partner engagement is not a one-time event but an ongoing practice. As we move forward, we will continue to center transparency, collaboration, and shared learning in how we design, support and deliver on our mission—to empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world.

Section 4: Professional Development

WCCUSD is investing deeply in professional development to ensure the effective implementation of a universal reading difficulties screener for students in grades K–2. mCLASS DIBELS is not merely an assessment—it is a catalyst for instructional improvement. Recognizing that high-quality data is only as powerful as the educators interpreting and acting on it, WCCUSD's approach centers on building educator capacity through comprehensive, sequenced professional learning. This ensures the screener becomes a meaningful tool for identifying student needs and driving responsive, equity-centered instruction across early grade classrooms.

WCCUSD's Three-Year Reading Difficulties Risk Screener (RDRS) Implementation Plan is grounded in a clear theory of action: by collecting valid, reliable, and predictive data, building

educator capacity to interpret data, matching student-needs with high-quality instruction, and building structures for school sites to use data to drive decision-making, we will ensure that all students—particularly our most vulnerable—receive the support they need to become proficient readers.

The plan is intentionally sequenced, beginning with building educator knowledge of why screening is necessary, high-fidelity administration, supported data analysis, and Building systems to respond to data and monitor the impact of instruction and distributed leadership. Feedback from educational partners has underscored the forward-thinking nature of the plan, particularly its commitment to sustainability through a “train-the-trainer” model in Year 3. This strategic shift helps WCCUSD prepare for the eventual expiration of state funding, while ensuring the continuity and local ownership of high-impact literacy practices.

YEAR 1: 2025–2026 Amplify Education Led and Central WCCUSD Coaching

- Building educator knowledge and investment behind screening and early identification of reading difficulties
- Ensure high-fidelity administration of screener
- Building systems to respond to data and monitor the impact of instruction and distributed leadership.
- Establish operational fluency with mCLASS DIBELS and Lectura
- Ensure consistent, equitable administration across all K–2 classrooms
- Cultivate teacher confidence in using early literacy data through supported data analysis
- Use data to develop insight into the efficacy of our existing early literacy plan
- Connection of mCLASS subskills to evidence-based literacy practices
- Building systems to respond to data and monitor the impact of instruction
- Identification of elementary Teacher Literacy Lead at all elementary schools.

Participants: K–2 teachers, instructional coaches, site administrators, interventionists, and Curriculum & Instruction staff

Delivery: Centralized in-person sessions, virtual modules, PLC integration, and monthly consultation hours

YEAR 2: 2026–2027 Amplify Education Led and Central WCCUSD Coaching

- Ensure consistent, equitable administration across all K–2 classrooms
- Capacity Expansion — Data-Driven Practice and Instructional Responsiveness
- Deepen use of diagnostic data in planning and instruction
- Expand implementation to include intervention and cross-grade teams
- Differentiation for multilingual learners and students with disabilities
- Tiered support strategies within the MTSS framework
- PLC of elementary Teacher Literacy Lead from all elementary schools.

Participants: Returning Year 1 educators, grades 3–5 interventionists, SPED professionals, and site literacy leads

Delivery: Instructional walkthroughs, PLC facilitation training, and teacher-led inquiry cycles

YEAR 3: 2027–2028 Central WCCUSD Coaching and Site Staff

- Sustainability and Distributed Leadership — Institutionalization and Innovation
- Transition from centralized oversight to site-based facilitation
- Launch “train-the-trainer” cohorts to maintain internal expertise through Elementary Teacher Literacy Lead
- Use aggregate data to inform district strategy and policy
- Systems-level data disaggregation and instructional planning
- Vertical alignment between foundational skills and upper-grade reading comprehension

Participants: Instructional coaches, teacher leaders, site administrators, district teams

Tiered Professional Learning Model: Launch, Strengthen, Coach

To support successful implementation, WCCUSD will use a tiered PD model designed to meet educators where they are and grow their expertise over time:

This three year professional learning sequence positions mCLASS not as an end in itself, but as a transformational lever—a tool for advancing equity, building educator expertise, and improving early literacy outcomes at scale. By investing in thoughtful rollout, cross-functional collaboration, and long-term sustainability, WCCUSD is setting a clear path forward—one that supports students today and strengthens systems for tomorrow.

Section 4: Assessments and Calendar

WCCUSD believes that high-quality assessment, administered at the beginning, middle, and end of the year, is essential for providing timely, actionable insight into student progress. This cadence enables educators to:

- Identify student needs early in the academic year;
- Adjust instruction in response to demonstrated growth or persistent skill gaps; and
- Evaluate year-end outcomes to inform instructional planning and sustained support.

To operationalize this commitment, all K–2 educators will administer the mCLASS DIBELS (and Lectura, where appropriate) assessment three times per year,

- Beginning of Year (BOY): September
- Middle of Year (MOY): January
- End of Year (EOY): May

These one-on-one assessments will be conducted by students' homeroom teachers, enabling them to directly observe student performance and deepen their understanding of each learner's literacy development. This personalized approach ensures stronger alignment between assessment and instruction. The middle-of-year administration will serve as WCCUSD's state-required reading screener.

To support equitable and effective implementation, site-based assessment plans will be developed collaboratively between elementary principals and K–2 teachers. While some school communities may welcome flexibility, others may need additional systems, resources, or scaffolding—particularly during year one. WCCUSD recognizes that there is no one-size-fits-all model, and each school will require a tailored approach. Plans may include:

- The use of blended learning, push-in and pull-out support, and substitute coverage to ensure uninterrupted core instruction;
- Logistical support from central office teams to assist with scheduling and staffing;
- Proactive planning for Spanish-language testing, including district support where bilingual staffing is limited; and

To reduce redundancy and promote coherence, mCLASS DIBELS will serve as the district's

primary local reading assessment for grades K–2. For grade 2, i-Ready Reading will be optional, allowing schools to use it in a targeted way without overburdening instructional time. This decision was made to prioritize instructional quality and avoid unnecessary over-testing, particularly in K–1.

As part of our commitment to transparency and family engagement, WCCUSD also plans to publish a family-facing assessment calendar at the start of each school year. This calendar will include key dates and purposes for major assessments—including the screener—so that families are informed and can better support their children’s learning journey.

Ultimately, this approach reflects a districtwide belief that assessment should be a tool for empowerment, not a barrier to learning—and that every student deserves high-quality, responsive instruction informed by both data and educator insight.

Section 5: Multilingual Learners

As required by Senate Bill 114, WCCUSD is committed to implementing the reading difficulties screener in a culturally and linguistically responsive manner that honors the assets of our multilingual learners. In alignment with Education Code 53008(d) and (h), students will be assessed in the language of instruction using a state-approved instrument, where available. For students in Dual Language Immersion (DLI) programs, this includes administering mCLASS DIBELS in English and mCLASS Lectura in Spanish to reflect both languages of instruction. For English Learners in Structured English Immersion (SEI) programs, the screener will be administered in English, and mCLASS Lectura will also be used, following the discontinue rules, to determine risk and ensure appropriate support based on their primary language.

If a state-approved screening instrument is not available in a student's primary language, WCCUSD will follow state guidance by conducting a comprehensive review to assess risk for reading difficulties. This review includes the student’s developmental and educational history, literacy progress, home environment, and English language proficiency across domains, consistent with the California Dyslexia Guidelines. Non-language-dependent components of screening tools may also inform this process. A sample teacher-completed review survey is provided in Appendix A.

The mCLASS Lectura assessment will be administered three times per year through one-on-one sessions with students. When possible, these assessments will be conducted by students’

Spanish-bilingual homeroom teachers. If a homeroom teacher is not bilingual, the site principal, in collaboration with the WCCUSD English Learner Multilingual Achievement (ELMA) Department, will coordinate the identification of qualified staff to administer the Spanish assessment for Level 1 students.

To uphold these standards, WCCUSD will ensure that educators receive targeted professional development in culturally and linguistically appropriate assessment practices, and that all decisions are grounded in equity and guided by a holistic view of student learning. Collaboration with EL specialists, bilingual educators, and families will be essential in designing responsive supports that accelerate both language and literacy development for multilingual learners.

Section 6: Instructional Implications

Tier I Instruction

There is a need for WCCUSD's early literacy instructional framework to be grounded in evidence-based reading practices and designed to ensure that Tier I instruction provides a strong, equitable foundation for all students. High-quality Tier I literacy instruction is the most powerful lever in preventing reading difficulties and closing opportunity gaps. It includes both explicit, systematic foundational skills instruction and comprehension development, delivered within inclusive, well-structured classroom environments.

A key component of this approach is the Foundational Skills Block, which ensures that all students receive consistent instruction in phonemic awareness, phonics, decoding, encoding, and fluency. Teachers should use decodable texts aligned to taught phonics patterns to reinforce skills and promote automaticity and confidence in reading. These practices are aligned with evidence from the National Reading Panel and cognitive science, which underscore the importance of structured, systematic instruction in early literacy development.

Instructional practices should also incorporate Scarborough's Rope model, which illustrates how reading proficiency is built through the integration of foundational decoding skills and higher-level language comprehension strands. Teachers need to be supported in braiding these strands together to foster fluent, motivated readers.

Formative assessment, including data from the Reading Difficulties Risk Screener (RDRS), play a critical role in Tier I instruction. Teachers will need to use this data to inform flexible grouping and differentiated instruction, ensuring that all students receive support aligned to their specific needs—within the core instructional block whenever possible.

Intensifying Support Through MTSS

As part of WCCUSD's Multi-Tiered System of Supports (MTSS), students identified as needing additional assistance beyond core instruction will receive targeted Tier 2 or intensive Tier 3 interventions designed to close skill gaps and accelerate growth.

Tier 2 instruction will consist of small-group, evidence-based interventions aligned to Tier 1 content and informed by mCLASS DIBELS and other formative assessments. These interventions will include increased short cycles of progress monitoring, and high-frequency sessions that reflect research on high-dosage tutoring, which emphasizes the effectiveness of consistent, skill-specific instruction delivered alongside—not in place of—core literacy instruction. Early interventions in literacy are critical to ensuring long-term academic success. When reading challenges are identified and addressed in the early grades—particularly kindergarten through second grade—students are far more likely to develop the foundational skills necessary for fluent reading and comprehension. Research shows that early, targeted support can close learning gaps before they widen, reduce the need for intensive remediation later, and increase overall confidence and engagement in learning. Effective early literacy interventions not only improve reading outcomes but also lay the groundwork for equity, helping all students access the full curriculum and thrive academically.

For the small number of students who require more intensive, individualized support, **Tier 3 instruction** will offer smaller groups, more frequent sessions, and extended instructional time tailored to each student's unique learning profile. Interventions will focus on foundational reading skills and be adjusted regularly through ongoing diagnostic assessment.

With guidance for the Teaching and Learning and the Special Education department, schools will implement a blended delivery model, combining classroom-based intervention with pull-out or push-in support from learning centers, depending on student needs and school instructional models. Learning centers will be staffed by education specialists and instructional aides who collaborate with classroom teachers to ensure instructional continuity and alignment across tiers.

This structured, data-informed approach—anchored in MTSS—ensures that WCCUSD can proactively and responsively meet the literacy needs of all students. By delivering timely, targeted, and research-based support, the district is building a cohesive system that promotes equity, prevents academic failure, and positions every student for reading success.

Inclusive Classroom Environments

Effective instruction must occur within inclusive, supportive classrooms that proactively remove barriers to learning. Educators will be equipped to implement universal design strategies such as visual schedules, predictable routines, and clearly organized spaces to help students—especially those with reading challenges—navigate their environment with confidence. Classrooms will be language-rich, emphasizing academic vocabulary, oral language development, and peer interaction. Social-emotional learning (SEL) strategies will also be embedded to foster trust, normalize learning differences, and build resilience.

Early Identification and Equitable Support

The RDRS has significant implications for students who receive special education services or those being considered for additional services. As an early identification tool, the screener helps educators detect reading difficulties before they become deeply rooted. It enables schools to differentiate instruction early, apply targeted, phonics-based interventions, and collaborate across general and special education teams to provide timely, individualized support. This proactive approach strengthens instructional alignment, supports compliance with IDEA requirements, and ensures equity and access for students with or at risk of reading-based learning disabilities.

Together, these aligned strategies—supported by robust MTSS model, inclusive learning environments, and integration with special education—form a cohesive, research-driven model for early literacy instruction that positions every student in WCCUSD for reading success.

Section 7: Data Analysis and Teacher Collaboration

As WCCUSD deepens its commitment to early literacy and equity, the district is reimagining how data is used to inform instruction—shifting from a sole reliance on standardized measures toward a more holistic, student-centered approach. The newly adopted Reading Difficulties Risk

Screeners (RDRS) provides essential map-level data and offers precise insight into the discrete foundational skills that students have demonstrated proficiency in and those that require further support. Informed by Shane Safir’s *Street Data* framework, we recognize that true educational transformation demands more than quantitative metrics—it requires the integration of the lived experiences and perspectives of students, families, and educators. By integrating formal assessment results with qualitative, asset-based insights—including student voice, classroom observation, and family perspectives—WCCUSD aims to build classrooms and systems rooted not in remediation, but in students’ brilliance, cultural wealth, and intellectual potential. When viewed together, these complementary data sources provide a fuller, more accurate picture of each learner’s strengths, needs, and instructional context. This dual approach ensures that early literacy work is not only data-informed, but deeply humanizing and equity-driven.

The Power of Collaborative Data Analysis

Data analysis in WCCUSD is understood not as a compliance task, but as a collaborative, inquiry-driven process that drives meaningful instructional decision-making and student achievement. Site leaders and educators will work together to analyze reading screener data in conjunction with classroom observations, formative assessments, empathy interviews, and student work in order to:

- Identify patterns of strength and areas for growth,
- Develop responsive and differentiated instructional plans,
- Design targeted supports and interventions aligned to student needs.

This approach strengthens collective teacher efficacy—the shared belief among educators in their ability to influence student learning—which John Hattie (2018) identifies as the most significant factor impacting student achievement. When educators are equipped with time, tools, and trust to work collaboratively, student outcomes improve. Schools with strong collective efficacy demonstrate more consistent implementation of effective instructional practices, greater alignment of support for learners, and improved outcomes across diverse student groups.

Maximizing Collaboration Time for Site-Level Impact

WCCUSD’s weekly Wednesday collaboration time will be intentionally structured to transform data into actionable instructional practice. Within Professional Learning Communities (PLCs), educators will:

- Analyze screener results alongside classroom observations, formative assessments, empathy interviews and student work,
- Plan targeted lessons aligned with foundational reading skills,
- Share effective strategies and monitor the progress of Tier I and Tier II interventions,
- Engage in structured cycles of inquiry to test, refine, and scale successful practices.

This ongoing, job-embedded collaboration is foundational to building instructional coherence and professional capacity across classrooms. Research from the Carnegie Foundation and others affirms that schools which invest in sustained, collaborative learning environments for educators are more likely to see gains in both teaching quality and student outcomes.

Central Professional Development and Instructional Coherence

To support implementation, the district will provide ongoing professional development in evidence-based foundational reading practices, aligned with the science of reading. These sessions will build educator capacity in key areas such as phonological awareness, decoding, oral language, and comprehension.

The central office will also establish clear expectations for Tier I instruction, including scope and sequence, routines, and use of supplemental materials. Standardized guidance will outline intervention steps for students identified as at risk, ensuring consistent support across schools.

Schools will also implement SIPPS to deliver targeted, systematic instruction in decoding, word recognition, and fluency—reinforcing Tier I and Tier II instruction with vertically aligned, research-based practices.

Section 8: Communication Plan

WCCUSD's communication plan for the Reading Difficulties Risk Screener (RDRS) is designed to ensure that families are consistently informed, engaged, and supported throughout the school year. By providing timely, multilingual, and actionable information, the district aims to foster shared understanding, transparency, and collaboration in support of early literacy.

Families will receive individualized screener results following each testing window—beginning, middle, and end of year—within four weeks of administration. These communications will include a summary of the student’s results, suggested next steps for support, home literacy resources, and opportunities to follow up with teachers. To maximize usefulness, results will be provided in the family’s home language and distributed prior to parent-teacher conferences held in early November. Additional resources, including FAQs and general information about the screener, will be available through ParentSquare, school events, and through a dedicated page on the WCCUSD Teaching and Learning website. The district will also gather family feedback to improve the accessibility and clarity of communications over time.

To promote transparency, WCCUSD will publicly share aggregate district wide results within four weeks of each testing window through board updates and public reports. These updates will highlight key trends and inform continuous improvement efforts.

This communication approach reflects WCCUSD’s commitment to inclusive, responsive, and equity-centered engagement that supports the literacy development of every student.

Section 9: Continuous Improvement

In partnership with the Contra Costa County Office of Education, WCCUSD will implement the Reading Difficulties Risk Screener through a disciplined continuous improvement cycle—plan, do, study, act. Site teams and central office leaders will use real-time data and feedback to iteratively refine practices, ensuring implementation remains responsive and grounded in student need. Professional development will be intentionally aligned to this cycle, fostering sustained adult learning and adaptive instructional practice.

Community voice will be central to WCCUSD’s approach. A districtwide Literacy Committee—comprising educators, families, and community partners—will meet regularly to provide input, identify needs, and help shape implementation. Schools will also be encouraged to collect feedback from families to ensure plans reflect the lived experiences of those most directly impacted. Draft implementation efforts will be shared transparently to promote collaboration and build trust.

To foster shared learning and instructional coherence, the district will facilitate cross-site instructional learning walks, enabling educators to observe and replicate effective practices across schools. Ultimately, WCCUSD’s effort will extend beyond the adoption of a screener—it

will serve as the foundation for a responsive, equity-focused system where actionable data guides instruction, educator learning drives student growth, and collaboration fuels transformative outcomes.

Section 10: Key Strategies for Implementation

Over the next three years of implementation, we will strategically pursue and accomplish the following key objectives:

Year o Key Objectives 2024-2025
Creation and execution of Reading Difficulties Screener Adoption committee
Completion of Screener pilot for final two tools selected by the adoption committee
Teachers and site leader survey of preference for RDRS selection
Formation of staff implementation committee to support strategies and details to support successful implementation of RDRS
Support educational partner engagement and feedback for RDRS implementation plan
WCCUSD RDRS Board of education adoption presentation and pending approval
Presentation of the screener rollout at PPLC for site leaders
District Communication campaign to support understanding of the RDRS legislation and implementation plan for educational partners
Presentation for teachers or slide deck for site leaders to share with teachers regarding the rollout
Professional Development by mCLASS DIBELS for K-2 teachers in July to begin training during the summer series
Professional Development by mCLASS Lectura for Dual Language program teachers in July to begin training during the summer series
Procurement of mCLASS assessment materials for K-2 educators
Technology update and preparation for testing
Assessment timelines and guidelines for administration shared widely with educators
Publish professional development plan for RDRS mCLASS DIBELS and Lectura
Creation of instructional flow chart of “If this then this” for foundational skills

Year 1 Key Objectives 2025-2026	
Support the development of draft site literacy action plans for 2025-2026 school year	
Update parent handbook to include the screener and our district assessments	
Establishing an Elementary literacy lead to support implementation and capacity building at all elementary schools.	
Establish recurring feedback loops including educational partner surveys and site-level listening sessions to inform iterative improvement	
Strengthen site-based family engagement systems with toolkits and coaching aligned to literacy milestones and data interpretation	
Expand educator/family led decision-making teams at school sites focused on early literacy	
Support site-based PLCs to analyze screener and classroom data collaboratively and plan differentiated instruction	
Train educators and leaders on monitoring growth and mastery over time, with an emphasis on skill development—not just performance snapshots	
Collect educator feedback on screener usability and use improvement cycles to refine tools and processes	
Monitor for assessment overload; streamline local assessments to maximize instructional time and reduce redundancy	
Align professional development with MTSS implementation and coaching cycles tied to literacy outcomes	
Embed continuous improvement structures that include educator reflection, coaching, and student voice (street data)	
Year 2 and 3 Key Objectives 2026-2028	
Support the refinement of site literacy action plans for 2026-2027 school year	
Monitor and publish transparent progress updates via public dashboards and reports for educational partner engagement	
Form central PLC for Elementary literacy lead to support implementation and capacity building at all elementary schools	
Scale effective engagement practices across all elementary sites through professional learning communities and cross-site collaboration for families	
Conduct equity audits of engagement efforts with families ensuring sustained focus on underserved student groups	
Use community-informed insights to co-design next-generation literacy strategies and support systems	

Institutionalize family engagement practices that build understanding of data and partnership in supporting reading development

Evaluate long-term screener impact on student mastery of foundational skills and growth across disaggregated student groups

Publish transparent progress updates to share impact and maintain trust among educational partners

Sustain professional learning and leadership capacity to ensure screener implementation continues with fidelity and balance

Appendix A - Sample Comprehensive Review Survey

West Contra Contra Unified School District
Adapted from Elk Grove Unified School District

Student: _____ Grade: _____ Teacher: _____

Primary Language: _____ Date of Enrollment: _____

Part 1: Student Record Review - Complete a review of the student's academic record.
Date of Review: _____

Educational History

Summary of important information from educational history (years in school, years in US schools attendance, report card review, ELD services, notes of concern, interventions, etc.):

Literacy Progress

Summary of any district/LEA literacy foundational skills assessment results (English or primary language):

English Language Abilities

ELPAC Scores

Initial ELPAC Date: _____	Summative ELPAC Date: _____	Summative ELPAC Date: _____	Summative ELPAC Date: _____
Speaking: _____	Speaking: _____	Speaking: _____	Speaking: _____
Listening: _____	Listening: _____	Listening: _____	Listening: _____
Reading: _____	Reading: _____	Reading: _____	Reading: _____
Writing: _____	Writing: _____	Writing: _____	Writing: _____

Note:

- Initial ELPAC for Kindergarten is 90% oral (Speaking and Listening) and 10 % Written (Reading and Writing)
- Initial ELPAC for Grade 1 is 70% oral (Speaking and Listening) and 30 % Written (Reading and Writing)
- Initial ELPAC for Grade 2 is 50% oral (Speaking and Listening) and 50 % Written (Reading and Writing)

Other evidence of evolving English language abilities (example: OPTTEL, classroom observations):

Part 2: Family Interview

Purpose: Gather information about home background, developmental, and educational history. This could be part of the intake process for the LEA or a separate meeting with the family.

Date of Interview: _____

Present:

Welcome: Thank you so much for taking the time to meet with us today. We value your insights and want to learn more about your child's experiences with language and learning at home and school. Our goal is to understand how we can best support their growth as a reader and learner, and your perspective is an important part of that process.

Home Background

What languages are spoken at home? What languages have been spoken with the student since birth, by parents or caregivers?

How well does your child converse with you in your primary language?

Developmental History

Did your child meet their developmental milestones in acquiring their native language?

Is there a family history of difficulty with reading or speaking?

Do you have any concerns about your child's development?

Educational History

Has your child had any schooling in their primary language, including early childhood education?

If so, can you tell us a little about the school? How often did they attend? What was the size of the group/classroom? How was their experience and performance in school?

Were there any gaps in their attendance or schooling?

Part 3: Considerations and Next Steps

- If a student has difficulty with their primary language, that might indicate that the student is at-risk. Consider what additional diagnostic information may be helpful to determine what support and services are needed. Next steps include :

- If the student demonstrates proficiency in their primary language, but they struggle with English, the issue may be related to limited exposure to instruction in English. Next steps include the continued provision of designated and integrated ELD and progress monitoring towards English proficiency. Other next steps:

- Other considerations:

Next steps include:

Completed by: _____ Date: _____

Parent Notification sent on: _____

Appendix B - Sample Parent Letter

Dear Parent/Guardian/Caregiver,

Starting in the 2025-2026 school year, all schools in California will screen students in grades kindergarten through second grade for risk of reading difficulties in compliance with *Ed Code 53008*. On May 14, 2025 our School Board of Education adopted mCLASS DIBELS and Lectura from the California list of approved screening instruments.

Research shows that early identification and intervention using evidence-based literacy strategies and materials significantly improve outcomes for students at risk of reading difficulties, including dyslexia. By screening all students early for potential reading challenges, we can help families and teachers provide the best support, ensuring optimal learning and life outcomes for all students and closing academic achievement gaps.

Our goal is to identify any challenges early on so we can offer the right support at the right time. Research indicates that this approach makes a substantial difference in a child's reading success.

Your student will be screened in the beginning of the year, middle of the year, and end of the year. The middle of year will serve as our screener and you will be notified of the results of the screening within 45 days, along with details about any next steps or follow-up, if needed.

If the assessment results indicate that your child is at risk, it does not mean they have a reading disability. It simply shows that they are not yet meeting the expected literacy skills for their age. This assessment helps our educators understand each child's learning needs and adjust their instruction accordingly.

Here are some ways we will support students who are at risk of reading difficulties:

- In the General Education Classroom: Your child may receive additional support in a small group setting with their classroom teacher, focusing on targeted literacy skills.

- In the Intervention Classroom: Your child may work in a small group with a qualified and trained interventionist, receiving more intensive instruction.

Pursuant to *Ed code 53008 (i,j)* if you would like to opt your student out of screening for risk of reading difficulties, please submit a written letter to your school principal prior to September 1, 2025.

We are committed to helping every child succeed and will work closely with you to support your child's literacy development. If you have any questions or concerns, please feel free to reach out.

Sincerely,

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