Dyslexia Policy and Guidance in California and the California Dyslexia Initiative

Tami Wilson, Project Lead
California Dyslexia Initiative
Dyslexia Policy and Guidance in California
# Dyslexia Policy in California

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2015</td>
<td>AB 1369 directed development and rollout of guidelines</td>
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<tr>
<td>2017</td>
<td>California Dyslexia Guidelines</td>
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<tr>
<td>2019</td>
<td>UC/CSU Collaborative for Neurodiversity and Learning</td>
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<tr>
<td>2020</td>
<td>California Dyslexia Initiative (CDI)</td>
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<tr>
<td>2021</td>
<td>SB 488 CTC Update Reading and Literacy Standards</td>
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<tr>
<td>2023</td>
<td>K-2 Screening for Reading Difficulties, Including Risk of Dyslexia</td>
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The California Dyslexia Guidelines

AB1369
UC/CSU Collaborative for Neurodiversity and Learning

Addressing the language and literacy opportunities for California’s children

https://ca-literacy-dyslexia-collab.ucla.edu/
The goal of the California Dyslexia Initiative (CDI) is to build capacity within the Statewide System of Support as well as across California to support school districts, County Offices of Education (COEs), and charter schools to:

- provide early intervention and supports for students with specific learning disabilities including dyslexia;
- identify effective models for identification and treatment of specific learning disabilities;
- develop and deliver professional development on evidence based instruction and strategies;
- develop partnerships between school districts, COEs, and charter schools; and
- use the Statewide System of Support to disseminate professional learning, resources, and information developed or identified by the CDI.
California Dyslexia Initiative

The Sacramento County Office of Education (SCOE) was selected as the project lead on the California Dyslexia Initiative (CDI) and is working in partnership with the University of California San Francisco (UCSF) Dyslexia Center to build capacity and resources across California’s educational systems to address the needs of struggling readers and students with dyslexia.

Educator resources are being developed, including videos, articles, webinars, and professional development modules to foster a deeper understanding of dyslexia and support students with learning difficulties. Materials will be published on the CDI website as they become available.

SCOE was selected by the California State Board of Education (SBE), California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) to administer the California Dyslexia Initiative (CDI). Learn more about CDI.
NEW Literacy Standards and Teaching Performance Expectations (TPEs)

NEW Literacy Standards and Teaching Performance Expectations (TPEs)

Preliminary Multiple Subject and Single Subject Literacy Standard and TPEs - adopted January 2022
(Effective immediately for all new proposed programs and July 1, 2024 for existing Commission approved programs.)

Preliminary Education Specialist Mild to Moderate Support Needs (MMSN) and Extended Exam Preparation Standard and TPEs – adopted October 2022
(Effective immediately for all new proposed programs and July 1, 2024 for existing Commission approved programs.)

Preliminary Education Specialist Credentials: Deaf and Hard-of-Hearing (DHH), Visual Impairments (VI), Multi-Categorical, Mild to Moderate Support Needs (MMSN), and Special Education (ECSE) Literacy Standards and Teaching TPEs – adopted February 2023/Amended July 2023 and April 2023
(Effective immediately for all new proposed programs and July 1, 2024 for existing Commission approved preparation programs.)

Preliminary PK-3 ECE Specialist Instruction Credential Handbook – See Literacy Standard 7 and TPE Domain 7.

https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction
K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

Overview: K-2 Screening for Reading Difficulties, Including Risk of Dyslexia
# Timeline

<table>
<thead>
<tr>
<th>Date (on or before)</th>
<th>Activity</th>
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<tr>
<td>January 31, 2024</td>
<td>SBE appoint panel of experts</td>
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<tr>
<td>December 31, 2024</td>
<td>Approve a list of screening instruments</td>
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<tr>
<td>June 30, 2025</td>
<td>LEAs adopt one or more screening instruments</td>
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<tr>
<td>2025-2026 School Year and annually thereafter</td>
<td>LEAs assess K-2 for reading difficulties</td>
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Adapted from [SB 114](#SB_114)
What is screening students for risk of reading difficulties, including dyslexia?

Screening students for risk of reading difficulties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their students’ learning. Screening should be considered part of a school’s comprehensive instructional strategy, and should be used by educators like other types of formative and summative assessments: to inform instruction, measure a student’s progress, identify student learning needs, and enable parents and educators to discuss student needs in a more informed way. Screening results shall be used as a flag for potential risk of reading difficulties and to provide supports and services.

Adapted from SB 114
Why Screen?

- Screening is for all students to determine risk and who needs additional assessment and early intervention.

- Instructional response is the KEY!
What screening is NOT

These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services or an evaluation to determine eligibility for a Section 504 plan.

Screening shall not be used for any high stakes purpose and not as a diagnosis of a disability.

Adapted from SB 114
Screening Is NOT . . .

- Screening is NOT a formal evaluation
- Screening does NOT diagnose or determine eligibility for Special Education
Screening and English learners

(a few highlights)

The screening instrument or instruments adopted by the expert panel shall:

- Provide assessments for both English-speaking students and non-English speaking students, in the primary languages of students if assessments in those languages are available.
- Be normed and validated using a contemporary multicultural and multilanguage sample of students.

Students who do not speak sufficient English to be screened in English shall be screened in their primary language if a screening instrument in their primary language is available or their risk for reading difficulties will be evaluated using an alternative process.

Adapted from SB 114
A Pupil May Be Exempted If . . .

“A pupil may be exempted from the requirements of this section with the prior written consent of the parent or guardian if any of the following criteria are satisfied:”

(i) A pupil may be exempted from the requirements of this section with the prior written consent of the parent or guardian if any of the following criteria are satisfied:

(1) The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.

(2) The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

(3) The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening pursuant to this section redundant.
Proposed Legislation

AB-2222 Science of Reading: accreditation: professional development: instructional materials
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