



California  
Dyslexia Initiative

# Dyslexia Policy and Guidance in California and the California Dyslexia Initiative

Tami Wilson, Project Lead  
California Dyslexia Initiative



# Dyslexia Policy and Guidance in California

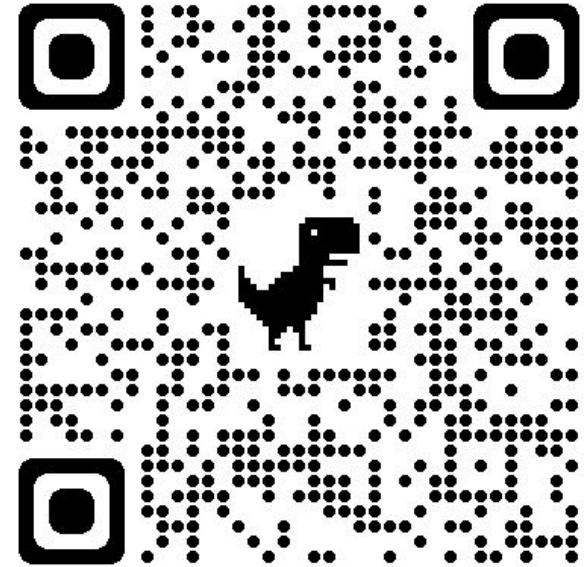
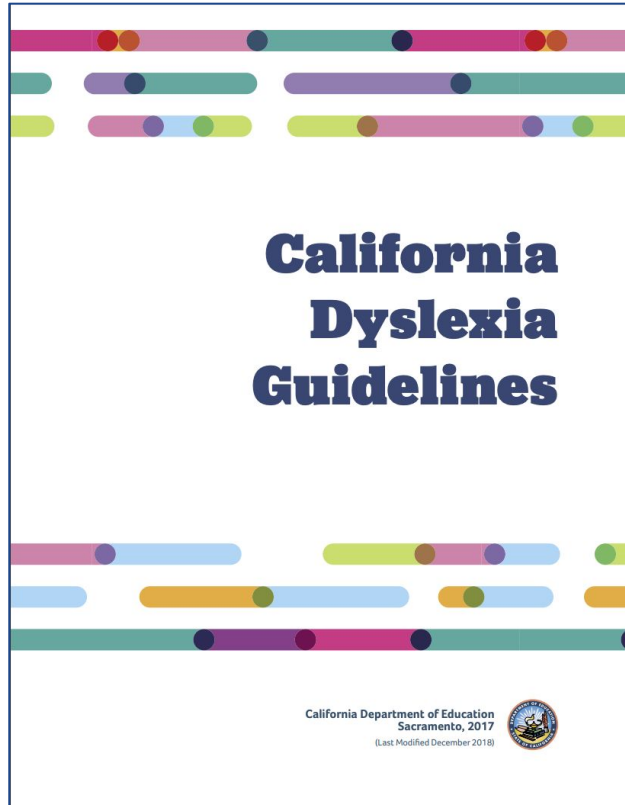


# Dyslexia Policy in California

- 2015** AB 1369 directed development and rollout of guidelines
- 2017** California Dyslexia Guidelines
- 2019** UC/CSU Collaborative for Neurodiversity and Learning
- 2020** California Dyslexia Initiative (CDI)
- 2021** SB 488 CTC Update Reading and Literacy Standards
- 2023** K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

# The California Dyslexia Guidelines

AB1369



[The California Dyslexia Guidelines](#)

# UC/CSU Collaborative for Neurodiversity and Learning

UC|CSU Collaborative  
for Neurodiversity and Learning

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Addressing the language and  
literacy opportunities for California's  
children



# California Dyslexia Initiative (CDI)

Sacramento County Office of Education, Project Lead



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.

# The California Dyslexia Initiative (CDI)

**SCOE**  
Sacramento County Office of Education  
EDUCATION EMPOWERS

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## California Dyslexia Initiative

Sacramento County Office of Education / Educational Services / K-12 Curriculum and Instruction (C&I) Department / California Dyslexia Initiative



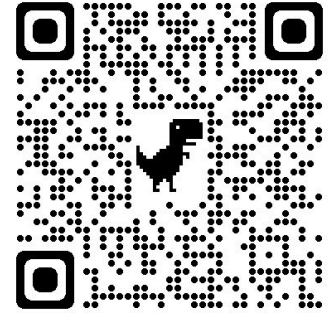
The Sacramento County Office of Education ([SCOE](#)) was selected as the project lead on the California Dyslexia Initiative (CDI) and is working in partnership with the [University of California San Francisco \(UCSF\) Dyslexia Center](#) to build capacity and resources across California's educational 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.](#)

### NAVIGATION

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# NEW Literacy Standards and Teaching Performance Expectations (TPEs)

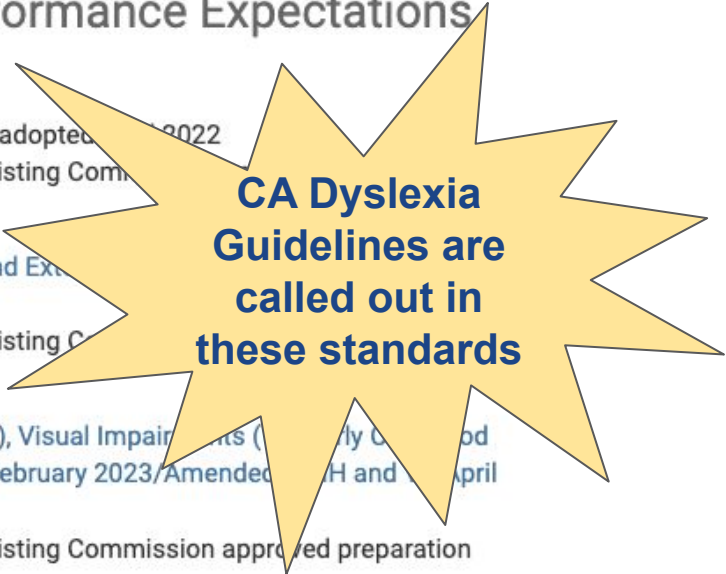
## NEW Literacy Standards and Teaching Performance Expectations (TPEs)

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

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

Preliminary Education Specialist Credentials: Deaf and Hard-of-Hearing (DHH), Visual Impairments (VI), and Deaf-Blindness (DB) Special Education (ECSE) Literacy Standards and Teaching TPEs – adopted February 2023/Amended March 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.



**CA Dyslexia  
Guidelines are  
called out in  
these standards**

<https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction>



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

## Overview of Senate Bill 114 (Education Omnibus Trailer Bill)

### Excerpted Language from Senate Bill 114 (Education Omnibus Trailer Bill) on K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

#### CHAPTER 15.5. Screening for Risk of Reading Difficulties

**53008.** (a) (1) The Legislature finds and declares that screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their pupils' 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 individualized instruction, measure a pupil's progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.

(2) The Legislature further finds and declares that early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading difficulties, including dyslexia. Dyslexia is the most common learning disability; however, many pupils on the dyslexia spectrum struggle every day to read without proper identification and support. By screening all pupils for risk of reading difficulties early, California can help families and teachers achieve the best learning and life outcomes for all pupils and close academic achievement gaps.

(b) On or before January 31, 2024, the state board shall appoint an independent panel of experts for the purpose of creating an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for pupils in kindergarten and grades 1 and 2 to assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia, pursuant to this section. The state board shall not appoint any person to the panel of experts with a financial interest in the screening instruments under consideration. The state board shall establish a review process, including how screening instruments will be evaluated against the criteria specified in subdivision (g), for the panel to use to evaluate and approve screening instruments. This subdivision does not prohibit the state board from periodically reconstituting this expert panel or updating the review process, nor does it prohibit the expert panel from periodically amending the list of screening instruments described in subdivision (c) at the request of the state board.

(c) (1) The work of the panel of experts appointed by the state board pursuant to subdivision (b) is subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) and all meetings of the panel are subject to the Bagley-Keene Open Meeting Act.

(2) On or before December 31, 2024, the panel of experts appointed by the state board shall, at a regularly scheduled public meeting, vote to approve a list of screening instruments pursuant to the review process and evaluation criteria established by the state board pursuant to subdivision (b). The list shall include screening instruments that are developed both for English-speaking pupils and for non-English speaking pupils, in languages reflecting the primary languages of pupils in the state, to the extent assessments in those languages are available. The panel of experts shall also identify information about the appropriate administration of each screening instrument, including the appropriate grade or grades for administration of each screening instrument.

## California Dyslexia Initiative

### OVERVIEW OF SENATE BILL 114 (Education Omnibus Trailer Bill) K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

Select this link to go directly to excerpted language from Senate Bill 114 (Education Omnibus Trailer Bill) on K-2 Screening for Reading Difficulties, Including Risk of Dyslexia  
Or, select this link for complete text of Senate Bill 114

#### Timeline

Date (on or before)	Activity
January 31, 2024	SBE appoints panel of experts
December 31, 2024	Expert Panel and SBE approve a list of screening instruments
June 30, 2025	LEAs adopt one or more screening instruments
2025-26 School Year and annually thereafter	LEAs screen K-2 students for reading difficulties

#### What is screening for reading difficulties, including risk of 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.

#### 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.

#### 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 multilingual 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.

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



# Timeline

<b>Date (on or before)</b>	<b>Activity</b>
January 31, 2024	SBE appoint panel of experts
December 31, 2024	Approve a list of screening instruments
June 30, 2025	LEAs adopt one or more screening instruments
2025-2026 School Year and annually thereafter	LEAs assess K-2 for reading difficulties



# 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.

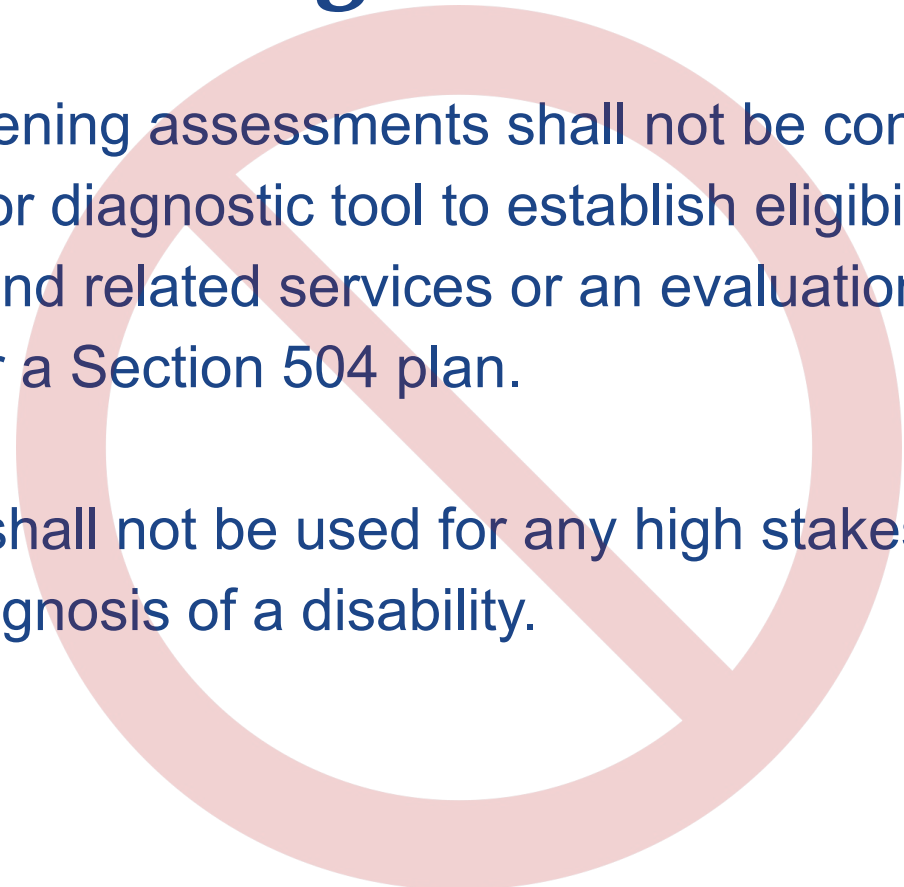
# Why Screen?



- 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

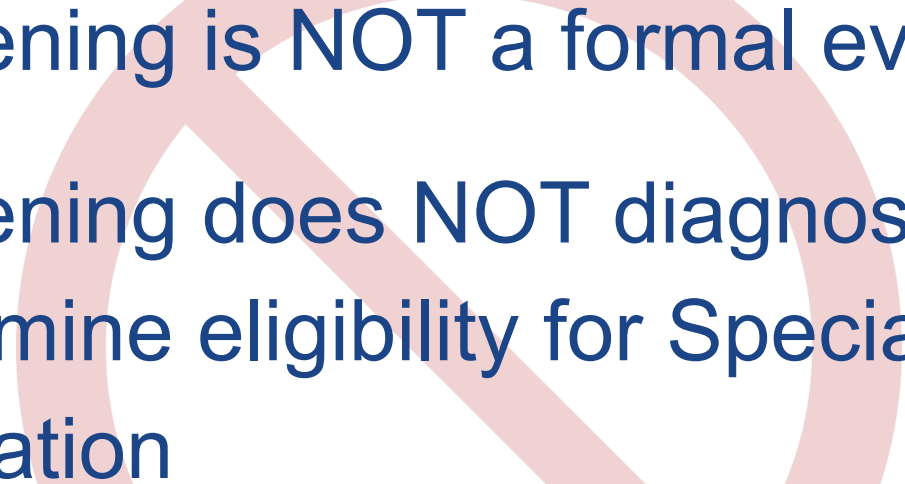


These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services or an evaluation to determine eligibility for a Section 504 plan.

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



# 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.



# 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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