



# **AB 2222 Webinar with Assemblywoman Rubio**

---

April 5, 2024

**We will begin at 10:30 a.m.**

**Please note, this session  
will be recorded**

# AGENDA

1. Overview of AB 2222
  - CA Education Landscape
  - Science of Reading Explained
  - Details of the Bill
2. A Message from Kareem Weaver,  
FULCRUM Executive Director
3. Meet Assemblywoman Rubio
4. Q&A
5. Advocacy Opportunities



# CALIFORNIA'S EDUCATION LANDSCAPE

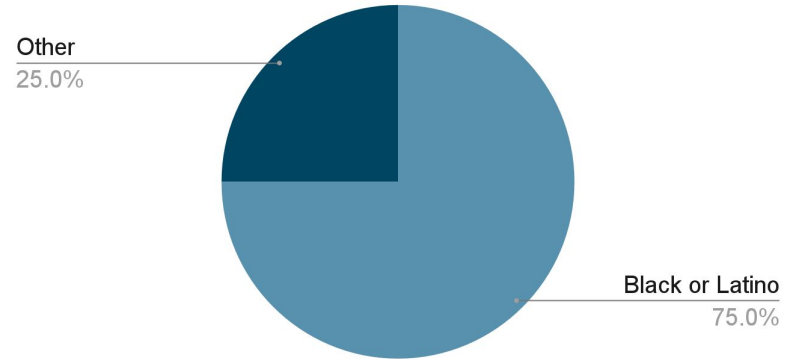
**1.7M** students are in  
K-3rd grade in California

**61%** are from  
low-income communities

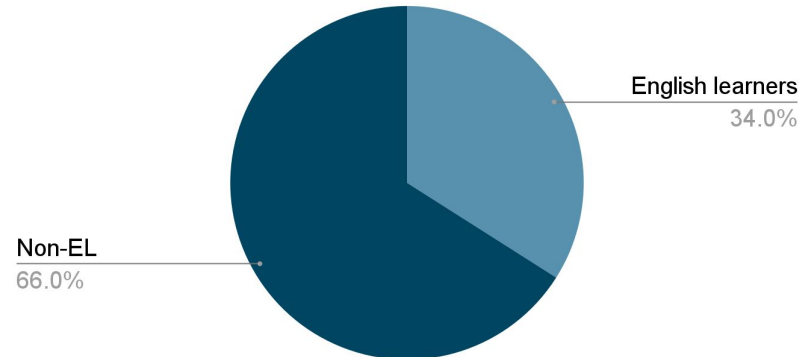


Source: California Department of Education, Enrollment Files (2022-23)  
<https://www.cde.ca.gov/ds/ad/filesenr.asp>

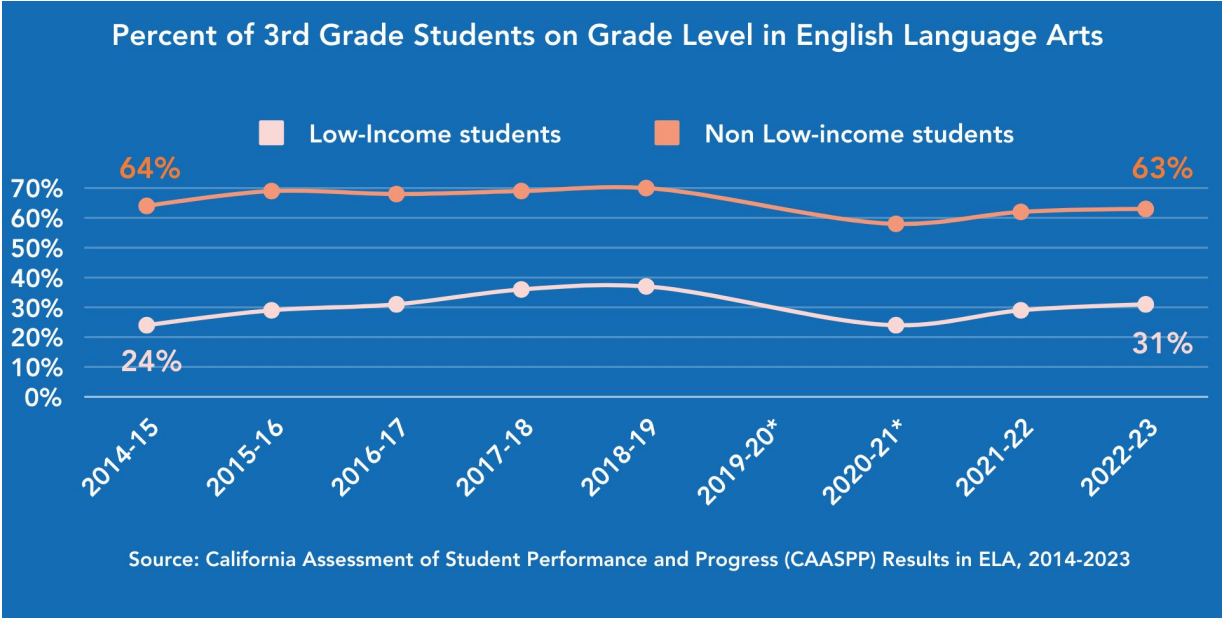
**K-3 Low-Income Student Race/Ethnicity**



**K-3 Low-Income Student EL Population**



Only **4 in 10** 3rd-graders are on grade level in English language arts (ELA)



**2 in 10**  
low-income  
Black

**3 in 10**  
low-income  
Latino

**2 in 10**  
English  
learners

**2 in 10**  
Students with  
disabilities

# WHY DOES READING MATTER?

---

1

## READING TO LEARN

By 3rd grade, students move from learning to read to reading to learn. Those who aren't on grade level at this point rarely catch up on their academic journey across subjects.

2

## FUTURE OPPORTUNITIES

The ability to read affects high school graduation rates, college readiness and graduation, and the ability to earn an income above the poverty line

3

## READING IS A RIGHT

Adult illiteracy can lead to poor mental and physical health conditions, disenfranchisement, and even crime.

4

## ILLITERACY AFFECTS ALL OF US

The World Literacy Foundation finds a clear link between illiteracy and incarceration.<sup>1</sup> It costs California \$133,000 annually to incarcerate someone. 28% of Californian adults are not literate.



<sup>1</sup> World Literacy Foundation (2022) <https://worldliteracyfoundation.org/wp-content/uploads/2022/08/TheEconomic-Social-Cost-of-Illiteracy-2022.pdf>

## THE NEED FOR COMPREHENSIVE EARLY LITERACY REFORM

---

The state has taken several actions in recent years to address early literacy challenges:

- Awarding grant funds to districts with the highest percentage of under-performing students in English Language Arts (ELA)
- Updating literacy teaching standards and developing a new literacy teaching performance assessment
- Providing grants to high-needs schools to hire literacy coaches
- Requiring universal screening for reading difficulties, including risk of dyslexia, for K-2 public school students

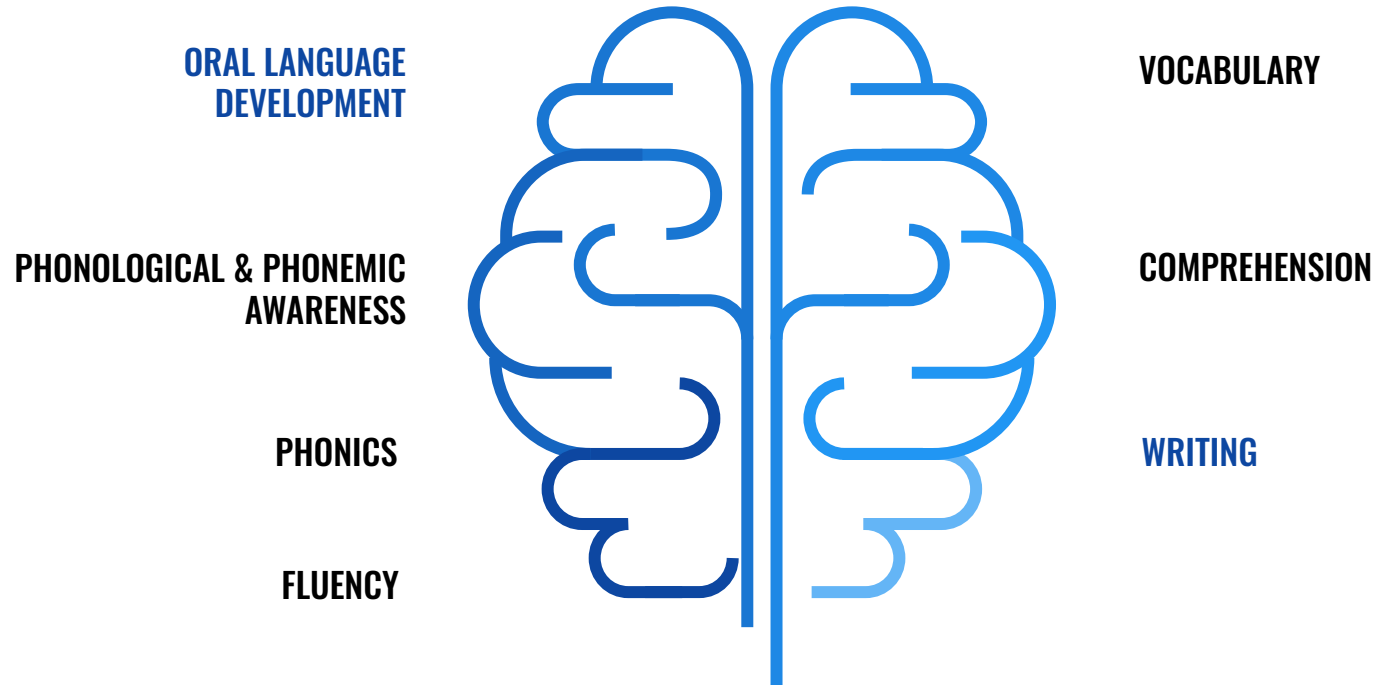
**URGENT ACTION** is needed to reverse the deep inequities around reading for low-income Latino and Black students, English learners, and students with disabilities.

It is critical that California pass a **comprehensive policy agenda** to ensure that all children receive literacy instruction grounded in the **science of reading**.

## THE SCIENCE OF READING EXPLAINED

---

The science of reading is an interdisciplinary body of research from multiple countries spanning decades, which informs how students learn to read and write proficiently and explains why some will have difficulty:



## MATERIALS, TRAINING, AND PREPARATION ARE KEY

---

Research suggests that over **90%** of children could learn to read if provided evidence-based literacy instruction.

Thoughtful and systemic early literacy reform will take the bold policy plan outlined in AB 2222, which ensures our teachers are equipped and supported in teaching our children to become proficient, skilled readers by the end of third grade through updates in:



**INSTRUCTIONAL  
MATERIALS**



**PROFESSIONAL  
DEVELOPMENT & TRAINING**



**TEACHER PREP &  
CREDENTIALING**



### AB 2222 CENTERS ON 3 PRIORITIES WITH OVERARCHING ACCOUNTABILITY & TRANSPARENCY MEASURES



#### 1. TK-8 instructional materials that adhere to the science of reading

- SBE to create an updated, state-approved list of ELA/ELD and reading instructional materials
- Districts that want to adopt “off list” must be granted a waiver from the CDE



#### 1. Professional development and training for elementary educators

- CDE to create a list of approved PD courses in evidence-based literacy instruction. Courses must address supporting the unique needs and assets of English learners.
- Provide funding for elementary school teachers, reading and literacy coaches/specialists, and principals/school leaders to complete required training



#### 1. Preparation in effective means of teaching literacy for teacher candidates

- CTC to hire in-house literacy experts to review teacher prep programs' literacy coursework
- Fund and support the training of teacher prep faculty to build capacity around the science of reading
- CTC to update and strengthen literacy teaching standards requirements for reading specialist teacher prep programs

# AB 2222 IS NOT...

## ONE-SIZE-FITS-ALL

Science of reading is a body of research and is not a specific approach to literacy instruction and is not a specific literacy program

AB 2222 requires that literacy instruction be differentiated to meet the individual needs of students, including the unique assets and needs of ELs

01

## A PHONICS-ONLY APPROACH

Phonics is essential, but only one skill necessary to become a skilled reader

AB 2222 requires early literacy instruction that emphasizes all components: phonological and phonemic awareness, phonics, vocabulary, and oral language development, fluency, comprehension, and writing

02

## BAD FOR ENGLISH LEARNERS

AB 2222 is grounded in the research and practice of effective language and literacy development of ELs

AB 2222 requires an emphasis on the pivotal role of oral language and home language development, the unique needs and assets of ELs, and instruction designed to develop their listening, speaking, reading, and writing skills

03

## SUCCESSFUL AS A RECOMMENDATION

AB 2222 shifts from recommendations to requirements in our statewide approach to literacy to better support educators and students

Some districts are still using instructional materials based on outdated, ineffective, and sometimes harmful literacy instructional practices

04

## CURRENT STATUS OF AB 2222

---

- The bill is co-authored by **16** bi-partisan legislators
- **60** organizations publicly support the bill, including CA/HI NAACP, CA State PTA, and Children's Defense Fund.
- **41** leaders from **25** school districts representing more than 300,000 children have submitted letters of support and more than **1,150** concerned California educators, parents, and advocates have signed a petition of support
- 4 letters of opposition submitted
- Hearing in Assembly Education Committee will likely be April 17



**CONTACT REPS**



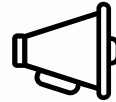
Simple click-to-email campaign now available on our website in English and Spanish

**ATTEND HEARING**



Committee hearings are open to the public. First hearing is likely on April 17.

**SHARE STORY**



Let us know if you have an early literacy story you're willing to share publicly

**TELL OTHERS**



Word-of-Mouth is so important for grassroots advocacy. Share our social posts.

**VISIT [CALIFORNIAKIDSREAD.ORG](https://californiakidsread.org) FOR MORE INFO**

# READING IS THE GATEWAY TO KNOWLEDGE AND FUTURE OPPORTUNITY FOR STUDENTS

PLEASE JOIN US IN SUPPORTING AB 2222

