LITERACY SPOTLIGHT: UNDERSTANDING READING DIFFICULTIES

JUNE 16, 2025

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

AGENDA & MEETING PURPOSE

- Connect with trustees from across the state
- Learn about the latest research on dyslexia
- Understand new policies for screening for reading difficulty
- Receive state legislation and budget update

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

ACCBE KEY GOALS

Advocate & Amplify: ACCBE is solely dedicated to develop and advocate on legislative and policy issues for county boards of education, ensuring a unified and strong voice representing the unique interest of County Boards on issues impacting County Offices of Education.

Partnerships for Success: ACCBE is committed to building a strong partnership with the California Superintendent's Association, and coalitions with other allied groups to leverage resources and expertise in support of student success.

Engage, Elevate, & Empower: ACCBE builds leadership capacity within County Boards, fostering collaboration and peer support.

Forward-Looking: ACCBE focuses on innovation solutions to address the evolving challenges/changes in education.

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

ICEBREAKER - RESEARCH AND CURRENT EVENTS

1. Name and County, Years of Services
2. Respond to the question below in the chat or off mute:
   - **What was the common practice for teaching reading when you were younger? How did you learn to read?**

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

SPEAKERS

Dr. Maria Luisa Gorno Tempini
University of California San Francisco
Director, UCSF Dyslexia Center

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

UCSF Dyslexia Center

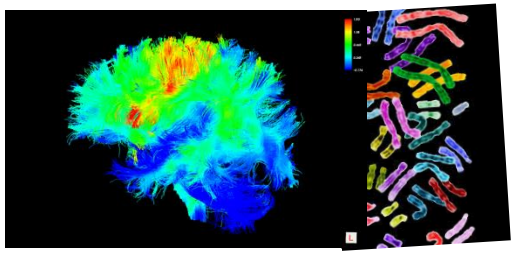
Translational Neuroscience: Understanding Reading Difficulties

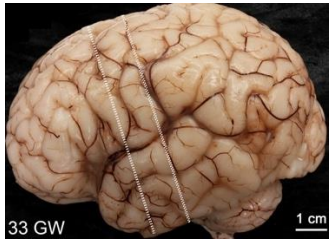
Maria Luisa GornoTempini, MD, PhD

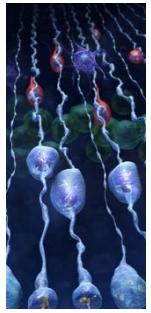
Charles Schwab Distinguished Professor in Dyslexia and Neurodevelopment
UCSF School of Medicine

UCSF Neuroscience for Impact: Multidisciplinary and Collaborative

BASIC RESEARCH



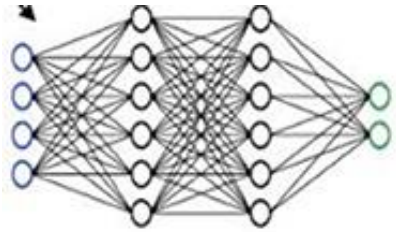




CLINICAL CARE

COMMUNITY PARTNERSHIPS

TECHNOLOGY



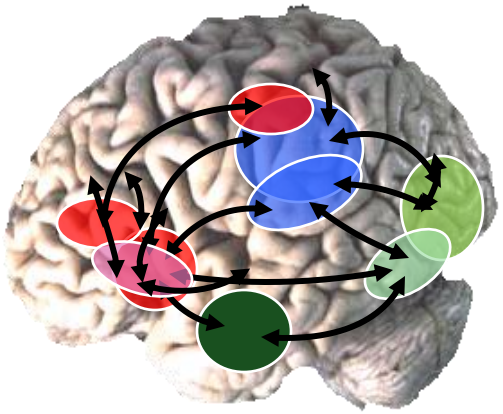
POLICY/JUSTICE

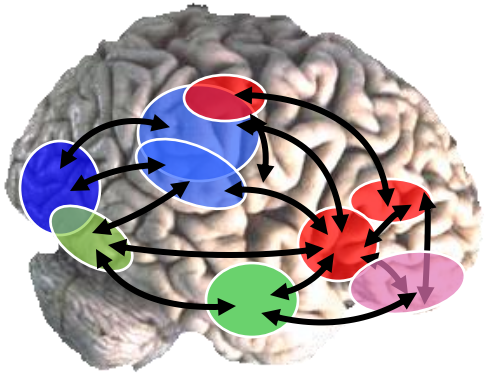
Neurology, psychiatry, psychology, basic neuroscience, education, engineering, policy

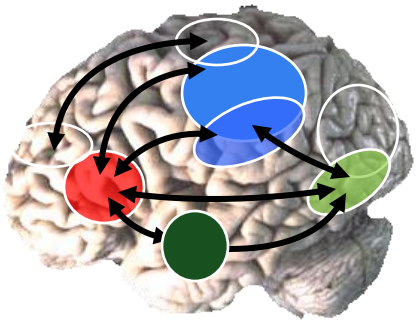
Different aspect of Behavior depend on Brain Networks: Specialization depends on early exposure to “data”

Left hemisphere: Language
Phonology/orthography
Verbal Executive/attention
Visual words
Vocabulary
Arithmetic facts

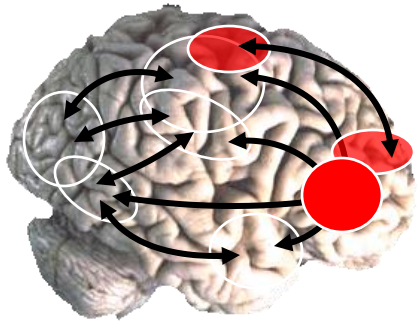
Right hemisphere:
Visuo-spatial
Visual Executive/attention
Socio-emotional
Visual math



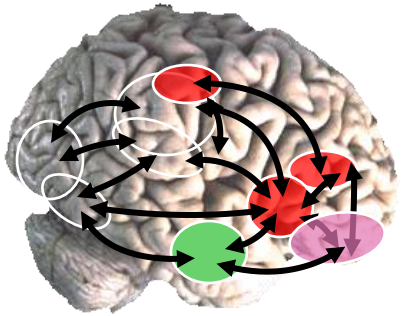




Reading

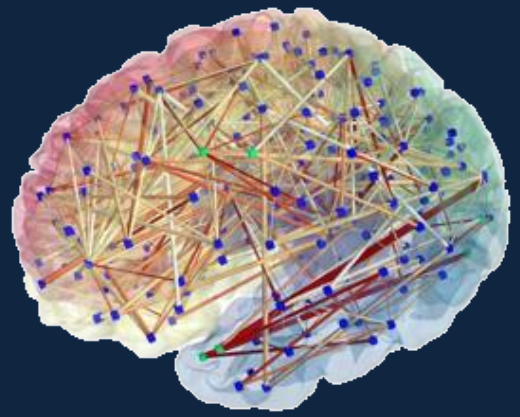


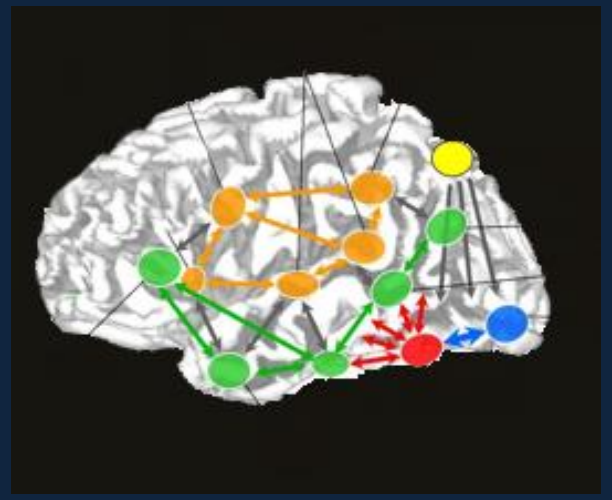
Executive control

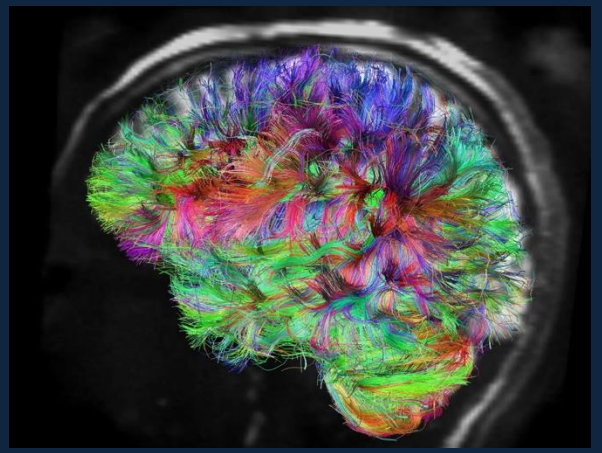


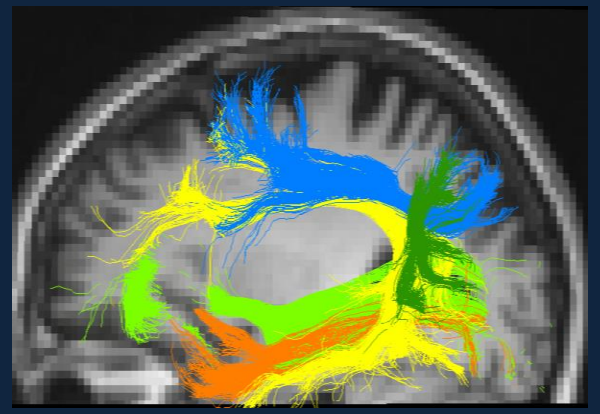
Emotion regulation

Neural Network Development: Dynamic Specialization influenced by environment with critical periods





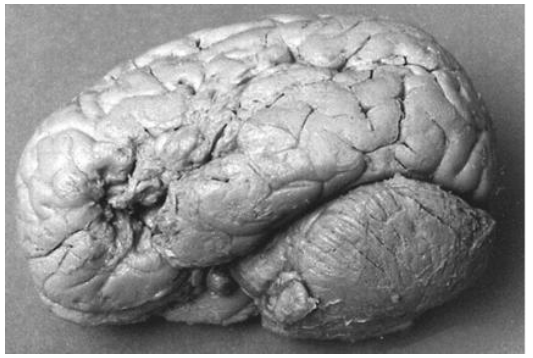


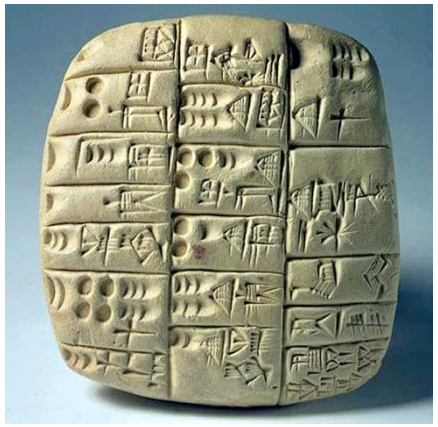


Language first domain studied by Behavioral Neuroloscience

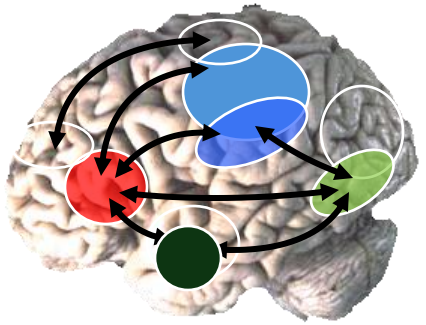
Written Language is Complicated

- Skill unique to humans
- Evolutionarily new skill (~6,000 yrs old) with no time for a dedicated brain circuit to have evolved *(Dehaene. Reading in the Brain '09)*
- Decoding print needs to be explicitly taught
- *Heritable* *(Grigorenko. '04)*
- Ubiquitous but heavily influenced by culture and writing system

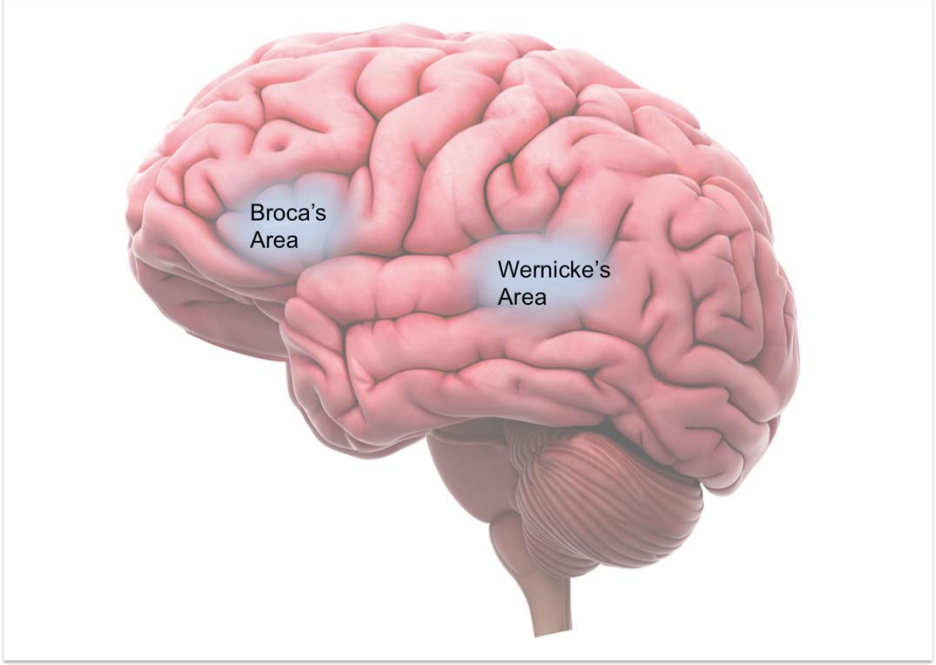


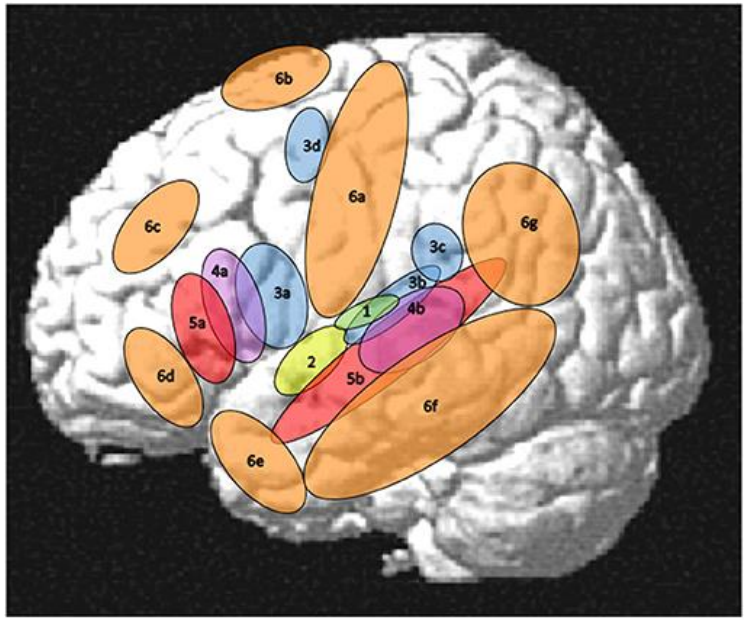


Sumerian pictographs
~4,000 BC

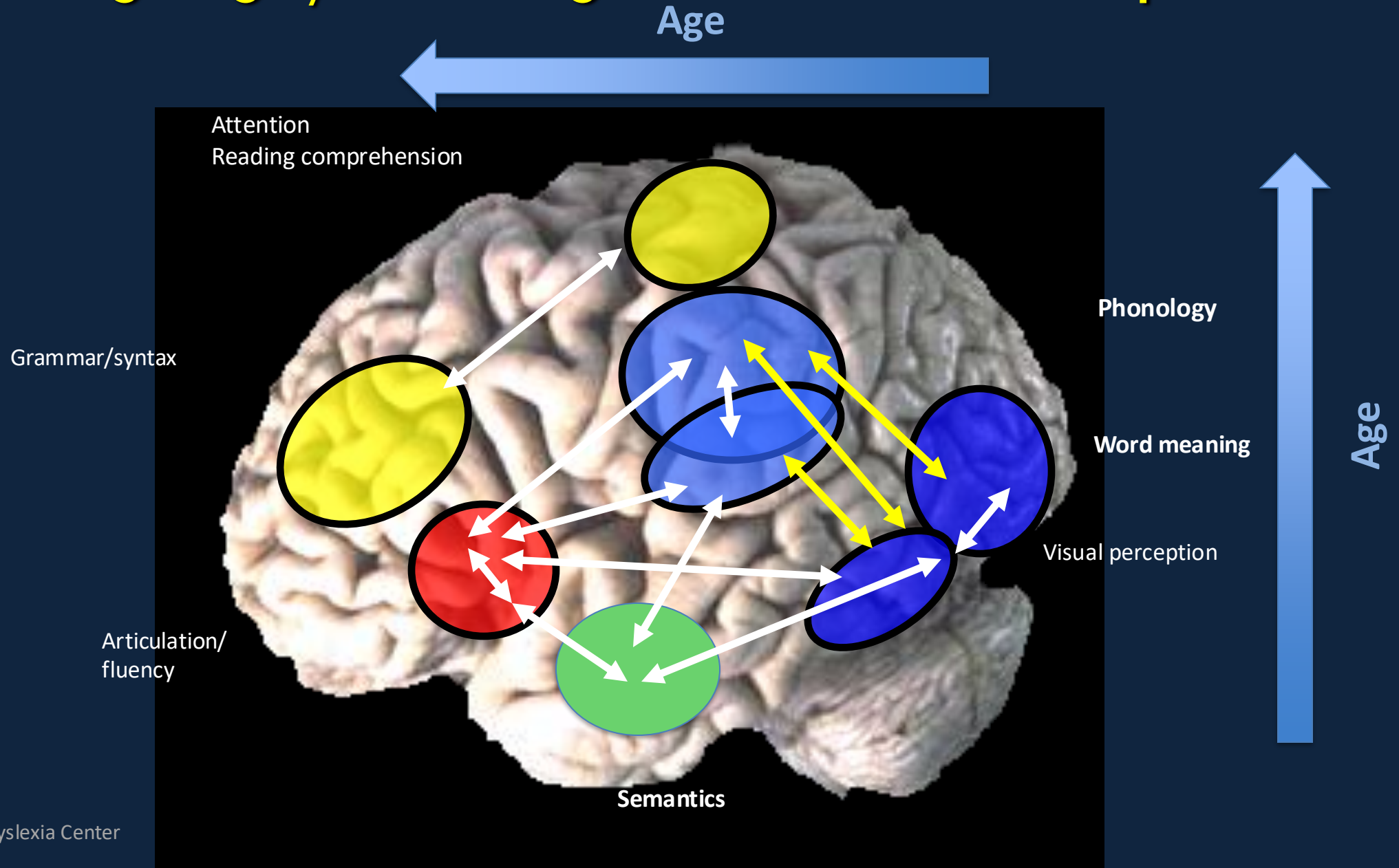


Scientific progress in cognitive science of language (and reading)





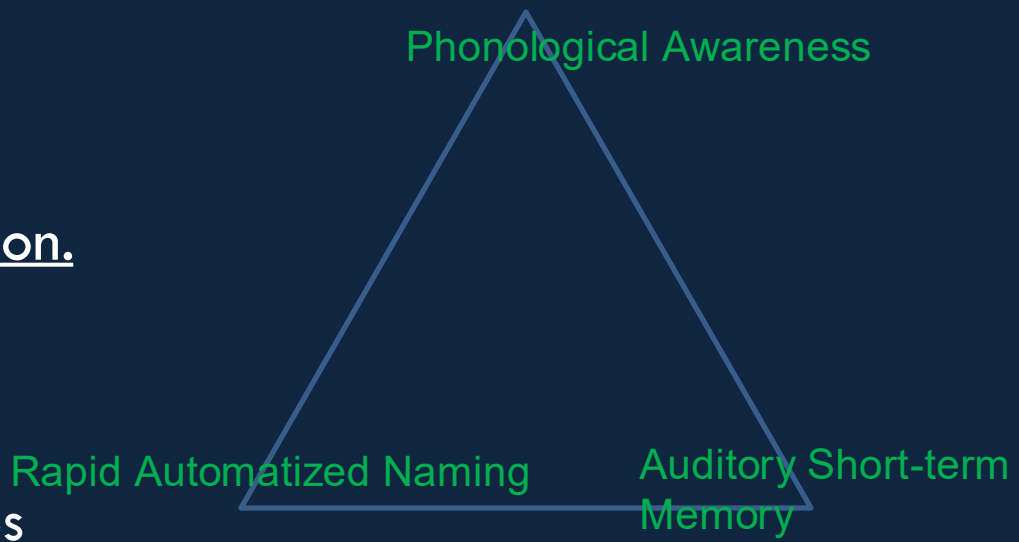
Language/Reading networks development



Developmental Dyslexia

- Specific learning disability of neurobiological origin.
- Difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.
- Preserved cognitive abilities and <u>adequate instruction.</u>
- Often phonological difficulties with errors in speech and reading/spelling, slow word retrieval (rapid naming), phonological short-term memory difficulties (difficulty learning only by listening)

The classic triad of symptoms



DSM's preferred terminology: Specific Learning Disorder, Reading Impairment

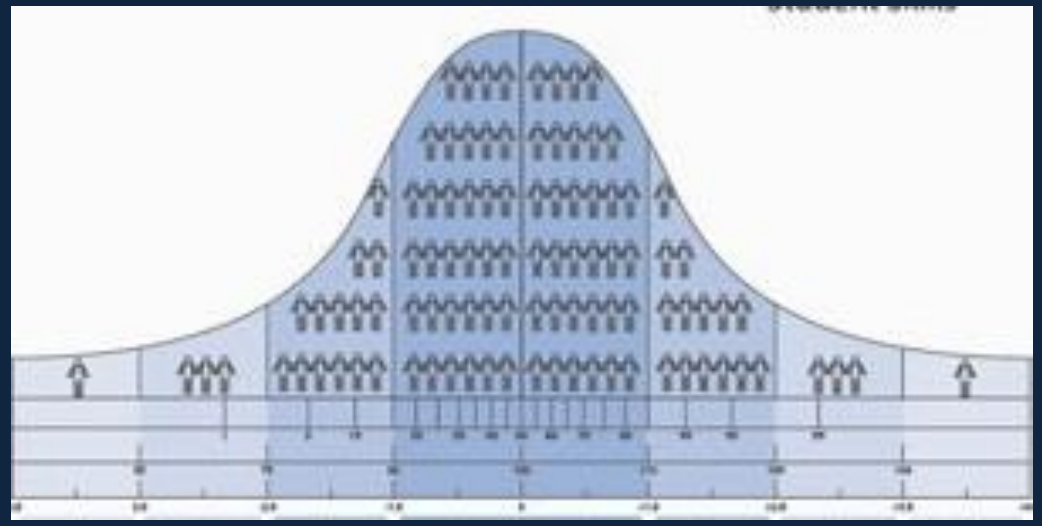
Prevalence

- Depends on the cut-off criterion used
  - Absolute poor performance: 1.5 SD below the mean on reading measures

  OR
  - Relative poor performance: IQ-achievement discrepancy >1.5

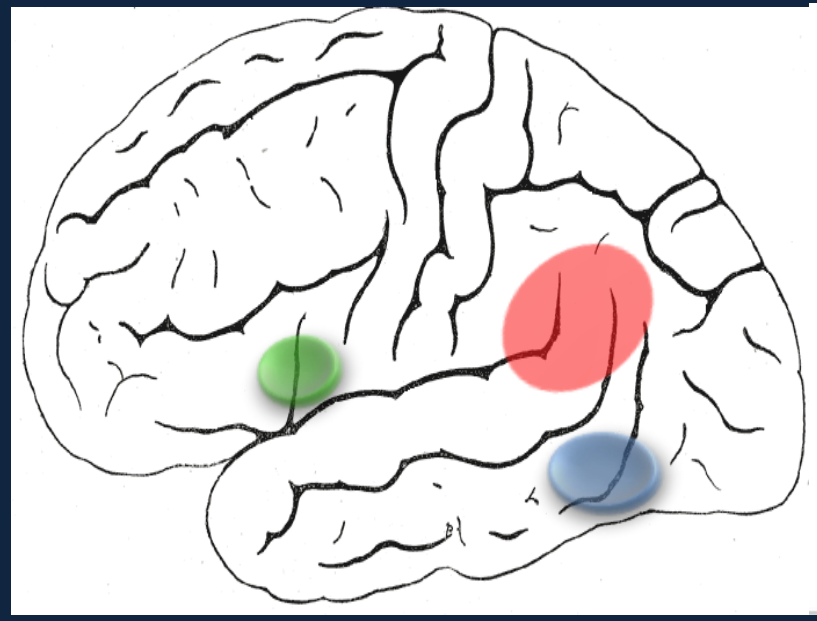
  OR
  - Response to intervention (RTI)

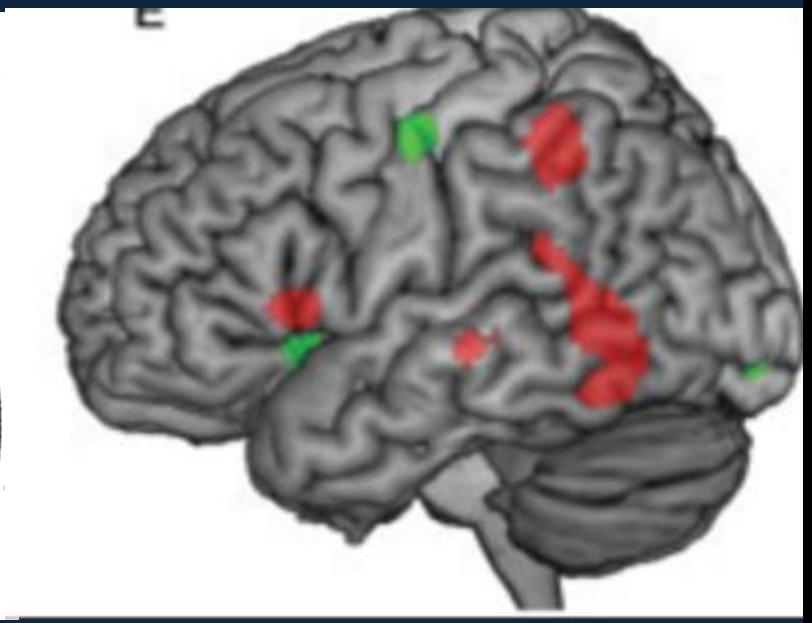
- Prevalence estimated ~10 %
  - Depending on severity
  - Estimates vary from 1.5-20%
    - Age
    - Language spoken
    - Definition

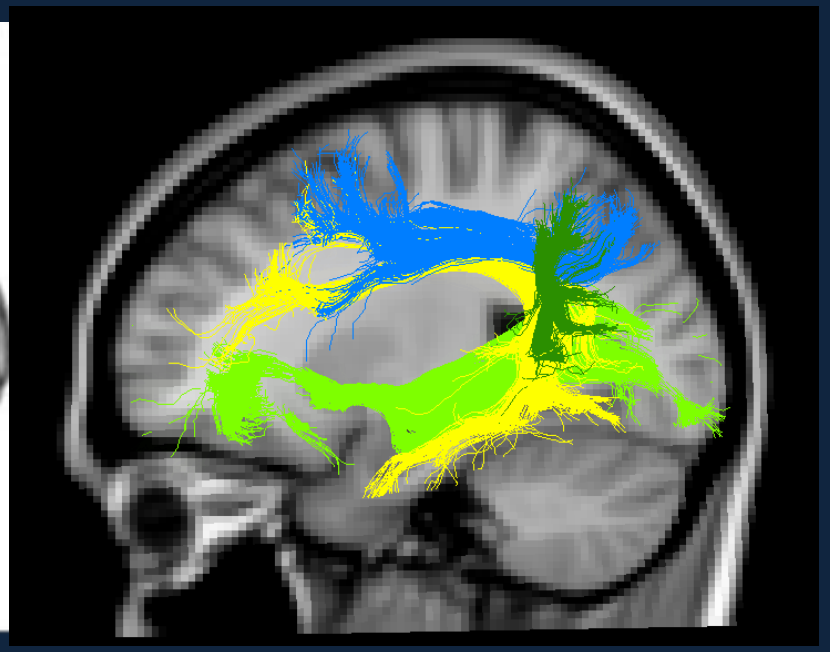


Most children need explicit instruction!

Brain differences in developmental dyslexia







Functional and structural changes in hubs and connections of the language network

Schlaggar & McCandliss 2007

Reading is complicated!
Important Concepts to Remember

Biological Factors

Genes

Brain

Environmental Factors

Exposure

Instruction

Language

Developmental Periods

Manifestation of Dyslexia

Attention

Auditory

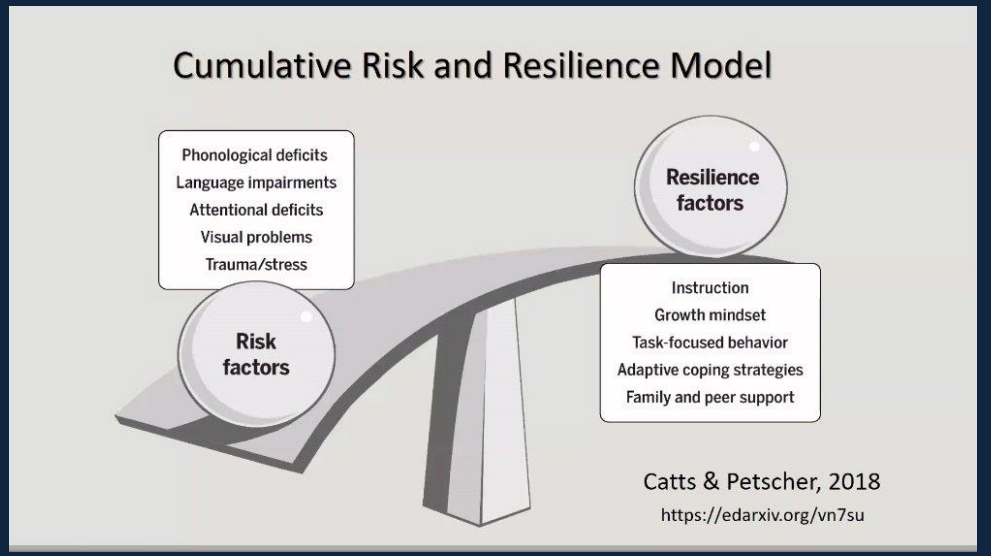
Phonological

Visual

Oral Language

Executive Functioning

Cognitive Factors

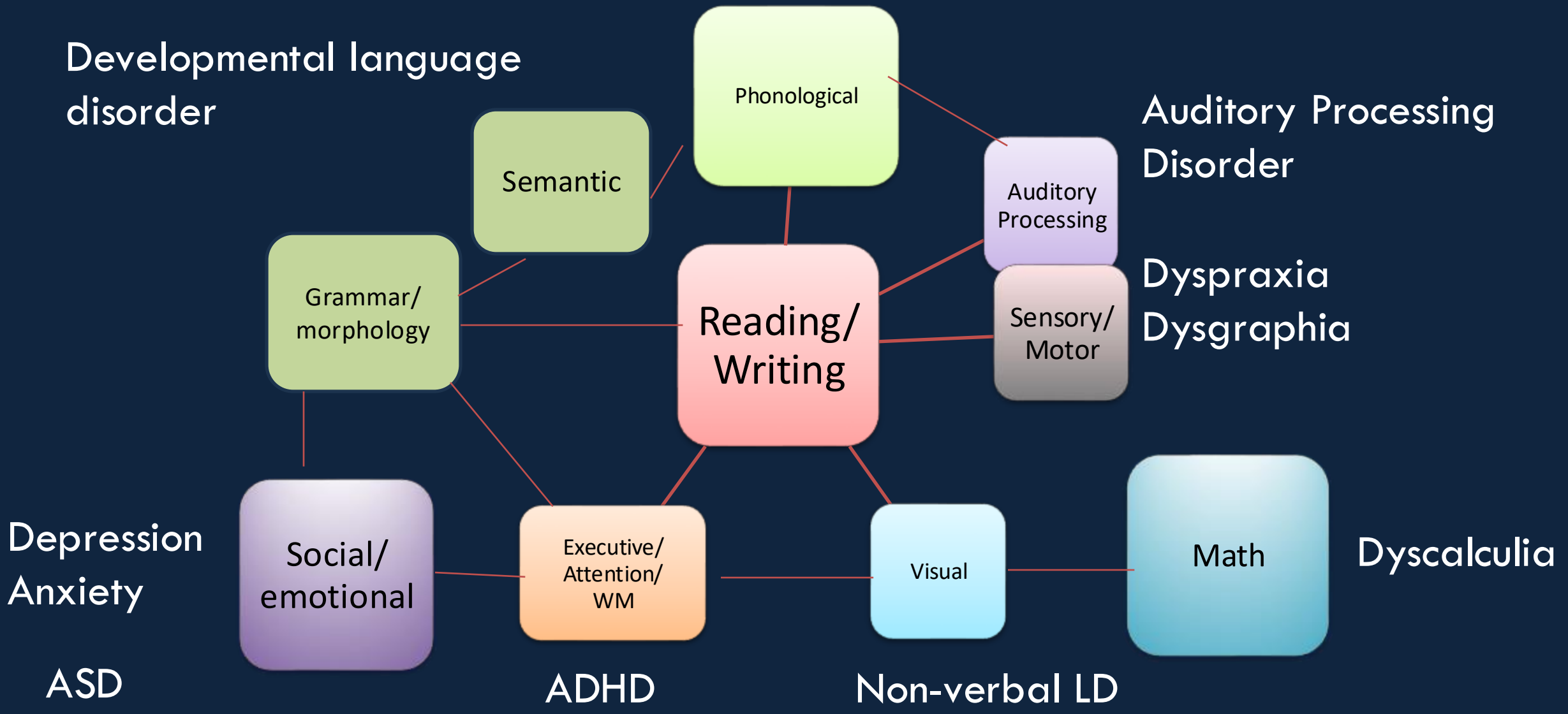


Risk Factors and Common Signs

- Delayed language milestones – 2 words together by age 2: “late talkers”
- Early Difficulty with:
  - Learning ABCs, matching sounds with letters, rhyming
  - Learning color names, math facts (arbitrary links between symbols and sounds/words)
  - Following spoken directions
- Later Difficulties:
  - Substituting words or leaving out words while reading/spelling errors
  - Behavioral issues/fidgeting particularly evident in school or homework
  - Reading comprehension challenges
  - Disorganized writing
  - Anxiety and depression

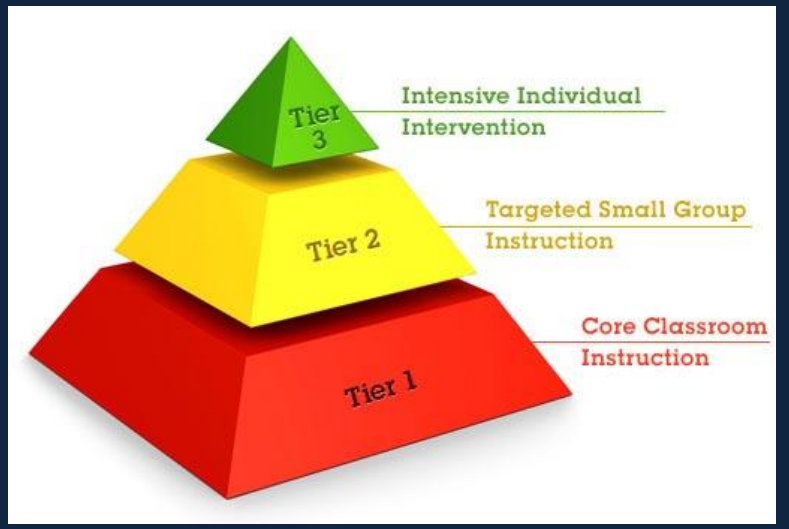
- Consider strengths: Visuo-spatial, long-term memory, OL comprehension
- Family history of learning or school difficulties (e.g., reading, spelling, math), speech/language delay, ADHD

Heterogeneity in Dyslexia



Interventions: Considerations

- Oral Language/background knowledge/home language
- Early, evidence-based, systematic, explicit instruction is necessary
- All aspects of language: phonology, phonics, morphology, vocabulary, grammar. Consider age
- Multimodal instruction



Earlier Action for effective Learning:

Early screening to predict future reading strengths and challenges, including Dyslexia.

Ideal time to screen
Intervention most effective

Typical window
for identification

Multitudes

UCSF | Multitudes

Importance of Early Screening and Intervention

EDUCATIONAL

Timely identification and intervention help students thrive in academic and non/academic environments

SOCIAL + EMOTIONAL

Accurate identification of learning difficulties combined with support can decrease anxiety, increase resilience, ease frustration + improve self-efficacy

ECONOMIC

Low reading proficiency by 3rd grade results in higher high school drop-out rates, higher risk of system involvement, loss in earnings and productivity

UCSF | Multitudes

Early Predictors of reading difficulties

- Phonological awareness
- Rapid naming
- Short-term memory (repetition)
- Expressive vocabulary
- Oral language comprehension
- Letter naming/sounds - reading
- Visuo-spatial processing/attention
- Family history of dyslexia

Clear evidence
in English monolinguals.

Bilinguals?
Assess in native language,
appropriately normed,
culturally affirmative.
More evidence needed

California Education Code Section 53008

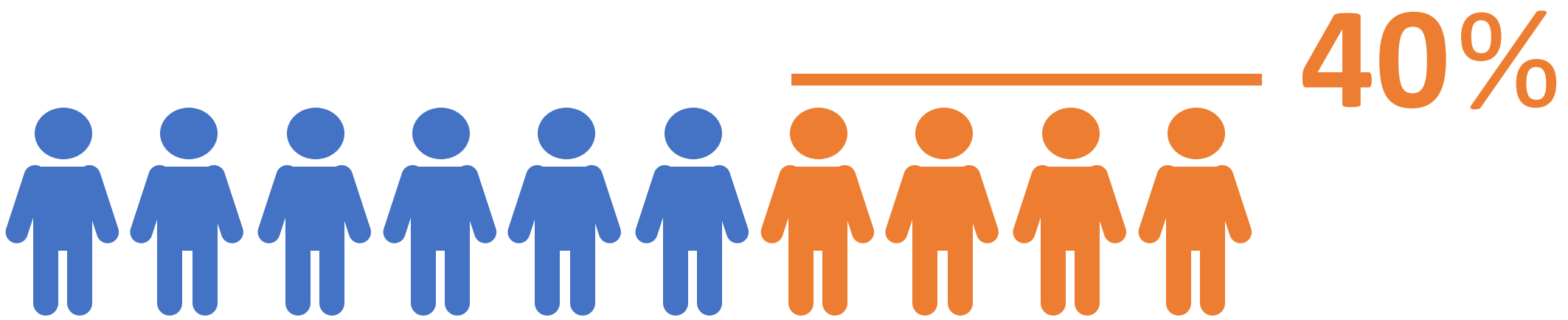
"The bill would require a local educational agency serving pupils in **kindergarten or grades 1 or 2** to, commencing no later than the 2025–26 school year, and annually thereafter, assess each pupil in those grades using the adopted screening instrument, except as provided."

Signed into law July 10, 2023, by Governor Newsom

UCSF | Multitudes

Home language counts!

Forty percent of California Public School Students report speaking a language other than or in addition to English at home.
This includes the eighteen percent
of students identified as
English learners.



https://www.cde.ca.gov/ds/ad/cefelfacts.asp

Of those learning English…

93% speak one of the top **10** languages

https://www.cde.ca.gov/ds/ad/cefelfacts.asp

UCSF | Multitudes

Skill transfer from Spanish to English: Children with strong oral language in both are better readers

Emerging Bilinguals need to continue building:

Background knowledge

Oral language

Decoding (phonics and morphology)

Reading Comprehension

Oral language/vocabulary

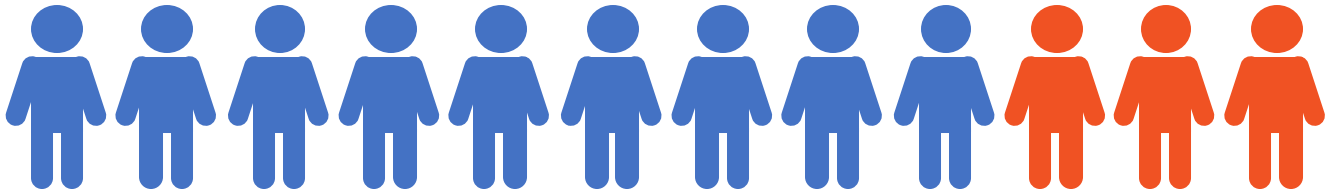
Background knowledge

UCSF | Multitudes

Purpose of Universal Screening

Screening assessments are not considered diagnostic

They **identify** a subset of the population who should have **additional assessment** to determine personalized early interventions

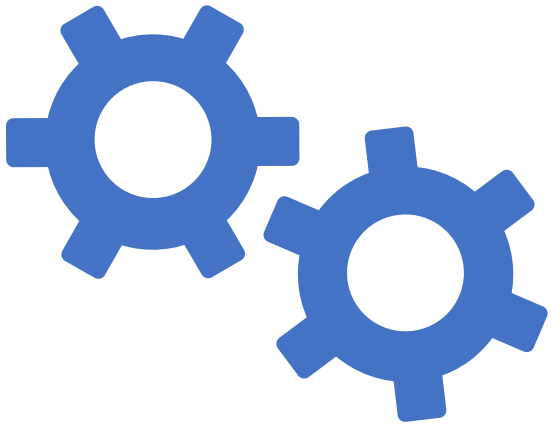


UCSF | Multitudes

Need for culturally and linguistically affirming tool

Embracing the diversity of language and culture that enrich our state

ASSESSMENT TASK DEVELOPMENT



Parallel development of tasks in English + Spanish. Inclusion of oral language tasks. Careful selection and review of test items to avoid bias and ensure cultural relevance.

DEMOGRAPHIC SAMPLE

Representative sample of 15,000+ students across California, including 25%-40% English Learners.

WORKFORCE DIVERSITY

Local field research staff reflect and appreciate students' cultural + linguistic diversity. Native speakers represent the diversity of Spanish spoken in California.

Multitudes

Multitudes

Bridging Science and Education UCSF

grounded in science and collaboration

Developed with scientists, educators, legislators, and professionals to ensure inclusivity and representation

accurate and affirming

Fair and accurate measurement to support equitable reading outcomes for all

comprehensive and data-driven

Embraces the many variations in dialect, culture, and region that enrich our state

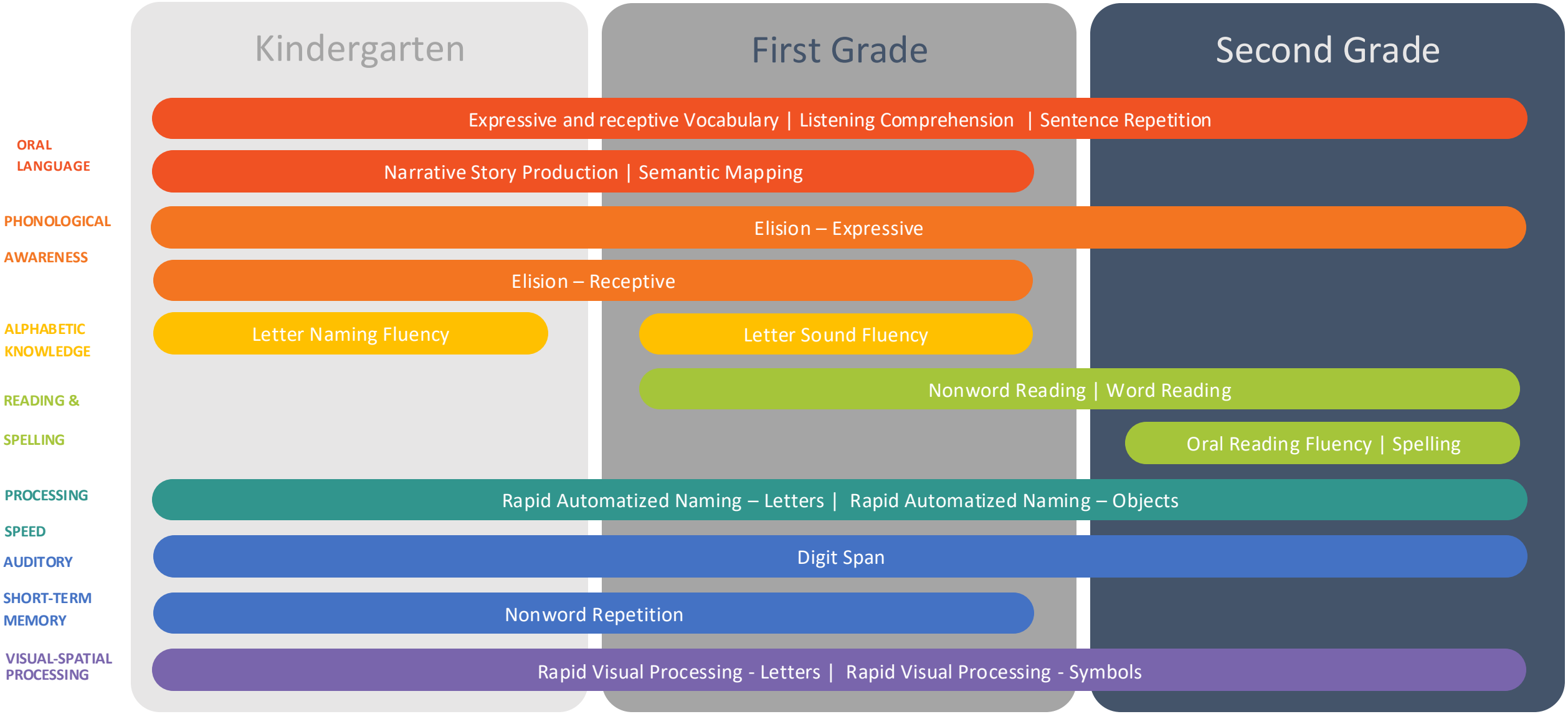
CA state-endorsed and cost-free

Funded by the state of CA and completely free for all CA public schools

https://multitudesinfo.ucsf.edu/

Multitudes

Five Years of Intense Research in **English + Spanish**



Universal screener tasks

- ✓ **Informative** for reading development in English + Spanish
- ✓ **Accurate** for both English-only and multilingual learners (allows translanguaging)
- ✓ Include **predictors** of reading difficulties and dyslexia
- ✓ Minimal administration **time**
- ✓ **Reliable one-on-one assessment for young learners**

LANGUAGE

PHONOLOGICAL AWARENESS

ALPHABETIC KNOWLEDGE

READING & SPELLING

PROCESSING SPEED

AUDITORY SHORT-TERM MEMORY

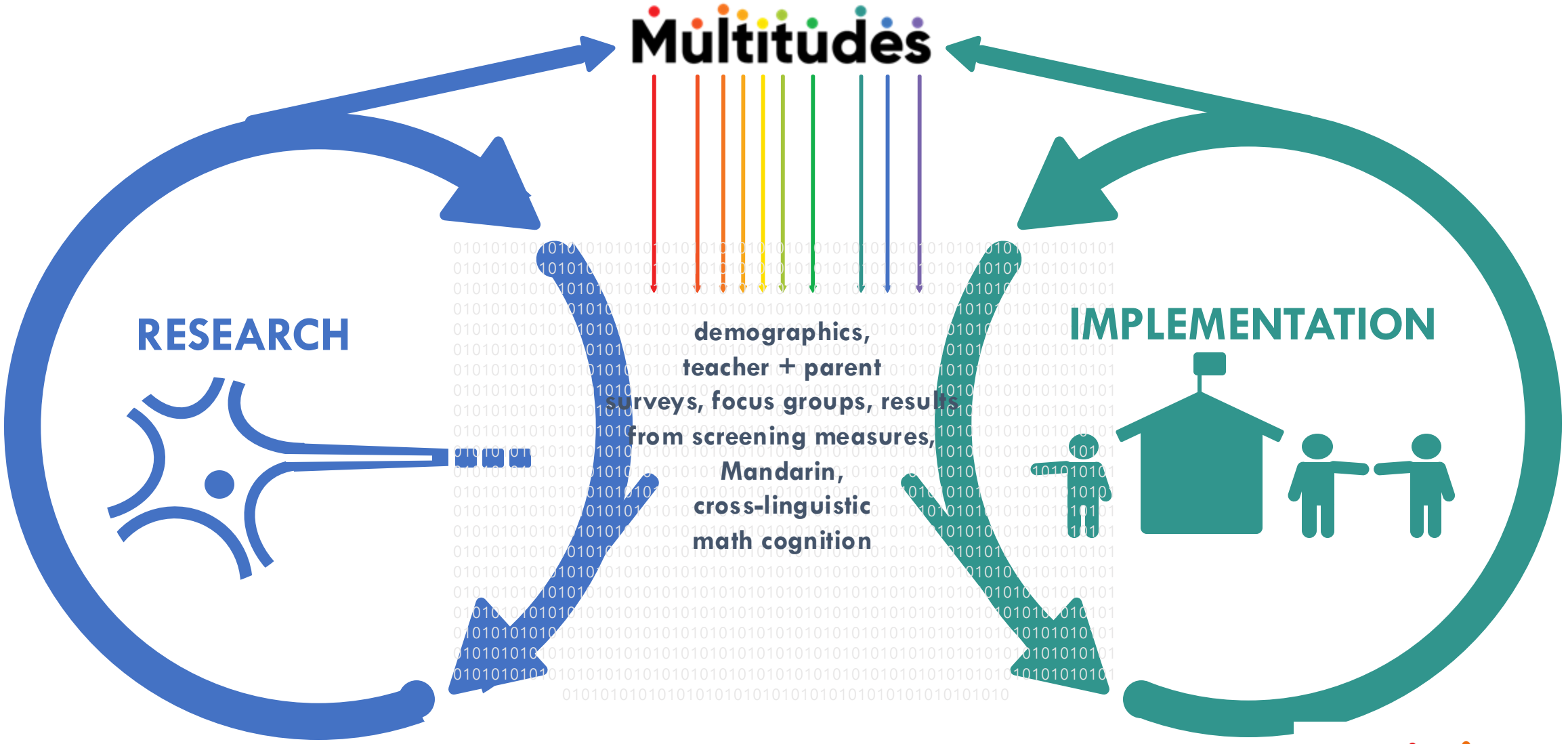
VISUAL-SPATIAL PROCESSING

RISK IDENTIFICATION

K	1st	2nd
Expressive Vocabulary	Expressive Vocabulary	Expressive Vocabulary
RAN Objects	Word Reading	Word Reading
Letter Naming Fluency	RAN Objects	RAN Letters
Elision Receptive	Letter Sound Fluency	Spelling

Multitudes

Iterative Process



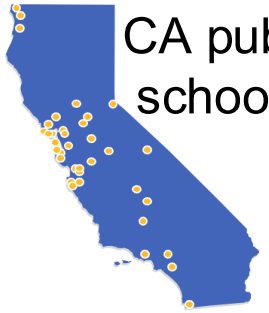
UCSF | Multitudes

THANK YOU!

UCSF Dyslexia Center

Multitudes

Our multidisciplinary team translates the latest neuroscience discoveries into practice to support transformational change in literacy outcomes, educational equity, and brain health.



Multitudes

Questions?

QUESTIONS

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

SPEAKERS

Tami Wilson
SCOE Director of Development and Training
Reading Difficulties Risk Screener Selection Panel Member

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

California Education Code Section 53008 (SB114)
K-2 Screening for Reading Difficulties, Including Risk of Dyslexia

Association of California County Boards of Education

June 16, 2025

Tami Wilson, Director
twilson@scoe.net

Reading/Literacy Focused Initiatives ~ Examples

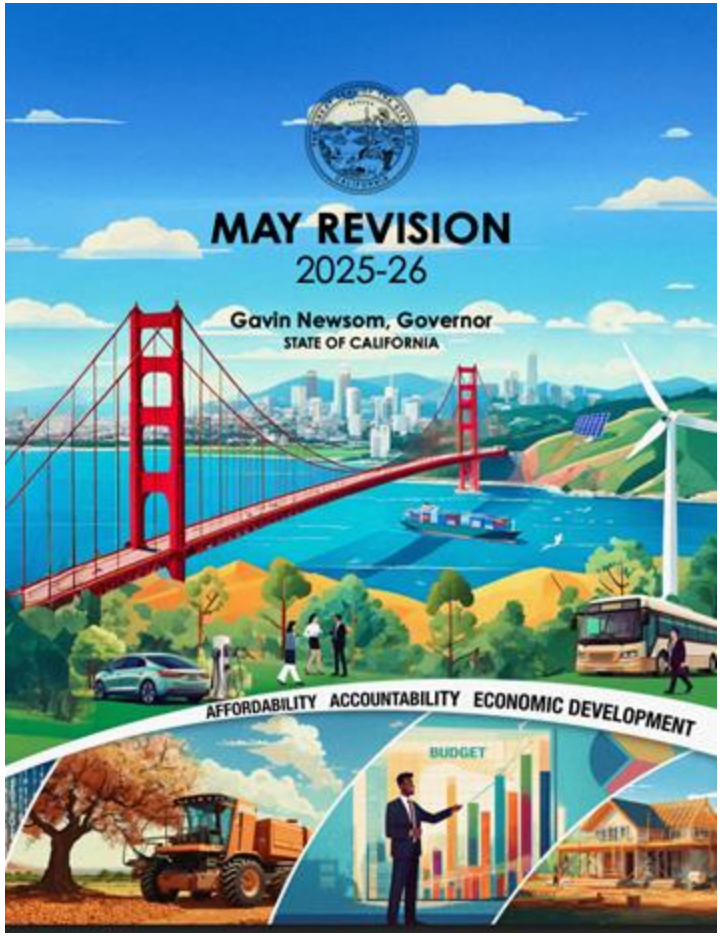
- California Dyslexia Initiative
- SB 488 CTC Update Reading and Literacy Standards
- K-2 Screening for Reading Difficulties, Including Risk of Dyslexia
- Comprehensive Literacy State Development Grant
- Early Literacy Support Block Grant
- Literacy Coaches & Reading Specialists (LCRS & LCRSET)
- Literacy Roadmap
- Reading Instruction and Interventions Grant

Current Legislation

[AB1454 Leg Info]

[AB 1454 One-Pager.pdf]

[2025-26 May Revision Budget Summary V2]



Universal Screening for Reading Difficulties

(e) "Commencing no later than the 2025–26 school year, and annually thereafter, a local educational agency serving pupils in kindergarten or grades 1 or 2 shall assess each pupil in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument or instruments adopted by the governing board or body of the local educational agency . . ."

California Code, EDC 53008.

SB114 was signed by Governor Newsom on July 10, 2023

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

"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."*

California Code, EDC 53008. (a)(1)

State Funding

State Funding for Screening for Risk of Reading Difficulties

Section 117 of Chapter 38 of the Statutes of 2024 (2024 Education Budget Trailer Bill) appropriated $25 million to LEAs to implement the requirement to screen kindergarten through second grade students for risk of reading difficulties beginning in the 2025-26 school year. What types of expenditures can LEAs use these funds for?

LEAs must expend these funds to train educators to administer student screenings pursuant to subdivision (c) of Section 117 of Chapter 38 of the Statutes of 2024

Retrieved 8.22.24 RDRSSP FAQ - Reading Difficulties Risk Screener Selection Panel (CA Dept of Education)

Getting Familiar With 53008

California LEGISLATIVE INFORMATION

skip to content | home | accessibility | FAQ | feedback | sitemap | login

Quick Search: Bill Number | AB1 or ab 1 or A | go

Home | Bill Information | California Law | Publications | Other Resources | My Subscriptions | My Favorites

California Law >> >> Code Section

Code: Select Code | Section: 1 or 2 or 100 | Search

Code Search | Text Search

<< Previous | Next >> | cross-reference chaptered | PDF | Add To My Favorites | Search Phrase: | Highlight

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001] *(Title 2 enacted by Stats. 1976, Ch. 1010.)*

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001] *(Division 4 enacted by Stats. 1976, Ch. 1010.)*

PART 28. GENERAL INSTRUCTIONAL PROGRAMS [51000 - 53303] *(Part 28 enacted by Stats. 1976, Ch. 1010.)*

CHAPTER 15.5. Screening for Risk of Reading Difficulties [53008- 53008.] *(Chapter 15.5 added by Stats. 2023, Ch. 48, Sec. 83.)*

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.

(3) It is the intent of the Legislature that local educational agencies be provided funding to offset costs related to administering pupil screenings pursuant to this section if the Commission on State Mandates determines that this section contains costs mandated by the state, pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

(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.

Download and skim read California Code, EDC 53008. *Note - select "PDF" at the top and download.*

Note: You may access an overview document available on the *California Dyslexia Initiative (CDI)* webpage at sb114_overview (1).pdf

Read About It

Screening for Risk of Reading Difficulties, Including Dyslexia

- **On or before June 30, 2025,** LEAs will adopt one or more screeners from the approved list.
- **Starting in 2025/2026 school year,** LEAs will assess each pupil in grades K - 2 (unless parent/guardian opts out).
- **No later than 15 calendar days prior to screening**, LEAs will notify parents/guardians and give option to opt out.
- **If a new K-2 pupil enrolls**, LEAs must screen within 45 calendar days of enrollment.
- **Results of screening**, including how to interpret results and next steps, within 45 days (53008 k)

CA Ed Code 53008

California Literacy - Teaching & Learning (CA Dept of Education)

Screening Instruments and Information Overviews

Organization	Title	Grade Levels	Languages	Information Overviews
Amira Learning, with HMH as distribution partners	Amira	Kindergarten, Grade One, and Grade Two	English and Spanish	Amira Information Overview
Amplify Education	mCLASS with DIBELS Edition 8 and mCLASS Lectura	Kindergarten, Grade One, and Grade Two	English and Spanish	mClass with DIBELS Edition 8 and mClass Lectura Information Overview
University of California San Francisco (UCSF) Dyslexia Center	Multitudes	Kindergarten, Grade One, and Grade Two	English and Spanish	Multitudes Information Overview
Stanford University, Brain Development and Education Lab	Rapid Online Assessment of Reading (ROAR)	Grade One and Grade Two	English only	ROAR Information Overview

Screening Shall NOT Be . . .

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.

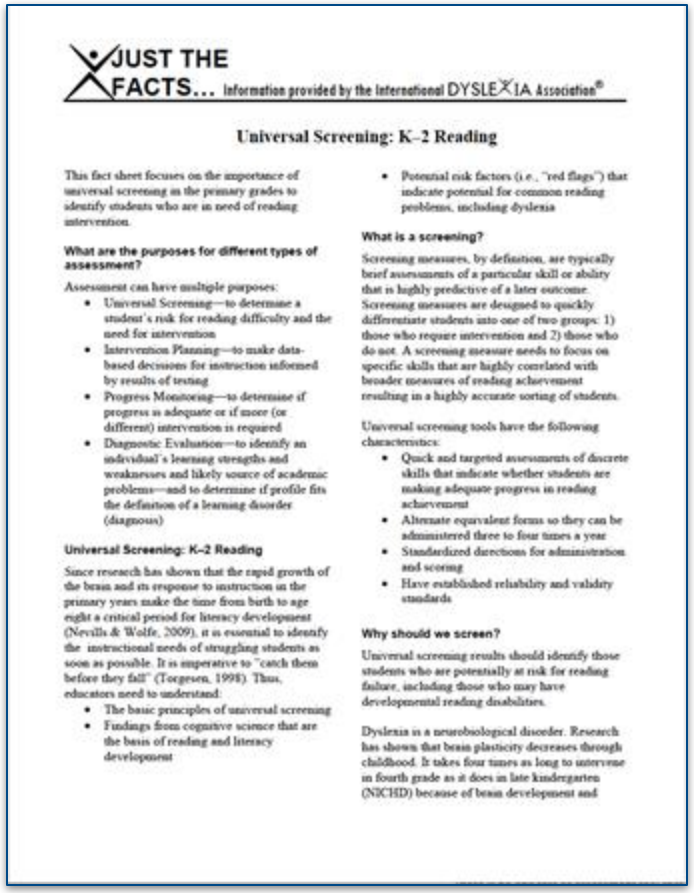
Adapted California Code, EDC 53008. (g)(2)

Why Screen?

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

Instructional response is the KEY!

The Importance of Universal Screening



JUST THE FACTS... Information provided by the International DYSLEXIA Association®

Universal Screening: K–2 Reading

This fact sheet focuses on the importance of universal screening in the primary grades to identify students who are in need of reading intervention.

What are the purposes for different types of assessment?

Assessment can have multiple purposes:

- Universal Screening—to determine a student's risk for reading difficulty and the need for intervention
- Intervention Planning—to make data-based decisions for instruction informed by results of testing
- Progress Monitoring—to determine if progress is adequate or if more (or different) intervention is required
- Diagnostic Evaluation—to identify an individual's learning strengths and weaknesses and likely source of academic problems—and to determine if profile fits the definition of a learning disorder (diagnosis)

Universal Screening: K–2 Reading

Since research has shown that the rapid growth of the brain and its response to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009), it is essential to identify the instructional needs of struggling students as soon as possible. It is imperative to "catch them before they fail" (Torgesen, 1998). Thus, educators need to understand:

- The basic principles of universal screening
- Findings from cognitive science that are the basis of reading and literacy development
- Potential risk factors (i.e., "red flags") that indicate potential for common reading problems, including dyslexia

What is a screening?

Screening measures, by definition, are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.

Universal screening tools have the following characteristics:

- Quick and targeted assessments of discrete skills that indicate whether students are making adequate progress in reading achievement
- Alternate equivalent forms so they can be administered three to four times a year
- Standardized directions for administration and scoring
- Have established reliability and validity standards

Why should we screen?

Universal screening results should identify those students who are potentially at risk for reading failure, including those who may have developmental reading disabilities.

Dyslexia is a neurobiological disorder. Research has shown that brain plasticity decreases through childhood. It takes four times as long to intervene in fourth grade as it does in late kindergarten (NICHD) because of brain development and

"Since research has shown that the rapid growth of the brain and its response to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009), it is essential to identify the instructional needs of struggling students as soon as possible.

***It is imperative to 'catch them before they fail'** (Torgesen, 1998)."*

Universal Screening: K–2 Reading - International Dyslexia Association

Instructional Response Is KEY

Provide supports and services **appropriate to the specific challenges identified**, which may include:

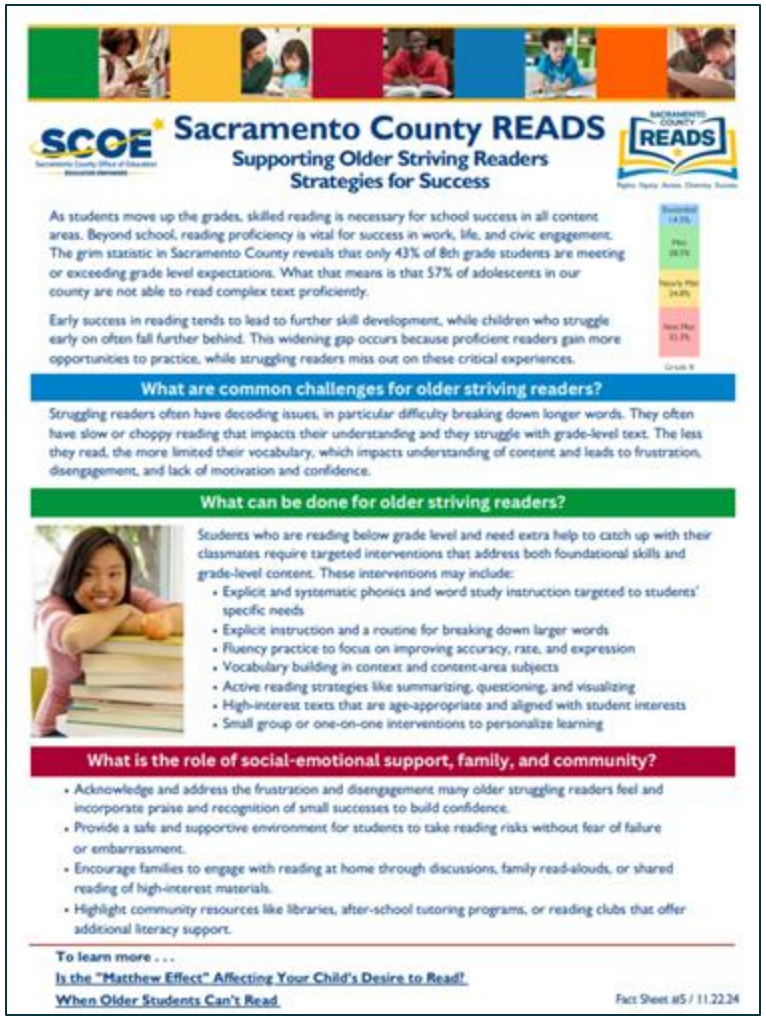
- Evidence-based literacy instruction focused on the pupil's specific needs.
- Progress monitoring.
- Early intervention in the regular general education program.
- One-on-one or small group tutoring.
- Further evaluation or diagnostic assessment.

Adapted *California Code, EDC 53008. (2)(l)*

Proactive, Preventive Approach

Universal screening for reading difficulties holds the promise of early intervention, allowing schools to identify at-risk students and implement targeted support before learning gaps widen. This proactive approach can prevent long-term academic, social, and emotional struggles.

Supporting Older Striving Readers



SCOE Sacramento County READS

Supporting Older Striving Readers

Strategies for Success

As students move up the grades, skilled reading is necessary for school success in all content areas. Beyond school, reading proficiency is vital for success in work, life, and civic engagement. The grim statistic in Sacramento County reveals that only 43% of 8th grade students are meeting or exceeding grade level expectations. What that means is that 57% of adolescents in our county are not able to read complex text proficiently.

Early success in reading tends to lead to further skill development, while children who struggle early on often fall further behind. This widening gap occurs because proficient readers gain more opportunities to practice, while struggling readers miss out on these critical experiences.

What are common challenges for older striving readers?

Struggling readers often have decoding issues, in particular difficulty breaking down longer words. They often have slow or choppy reading that impacts their understanding and they struggle with grade-level text. The less they read, the more limited their vocabulary, which impacts understanding of content and leads to frustration, disengagement, and lack of motivation and confidence.

What can be done for older striving readers?

Students who are reading below grade level and need extra help to catch up with their classmates require targeted interventions that address both foundational skills and grade-level content. These interventions may include:

- Explicit and systematic phonics and word study instruction targeted to students' specific needs
- Explicit instruction and a routine for breaking down larger words
- Fluency practice to focus on improving accuracy, rate, and expression
- Vocabulary building in context and content-area subjects
- Active reading strategies like summarizing, questioning, and visualizing
- High-interest texts that are age-appropriate and aligned with student interests
- Small group or one-on-one interventions to personalize learning

What is the role of social-emotional support, family, and community?

- Acknowledge and address the frustration and disengagement many older struggling readers feel and incorporate praise and recognition of small successes to build confidence.
- Provide a safe and supportive environment for students to take reading risks without fear of failure or embarrassment.
- Encourage families to engage with reading at home through discussions, family read-alouds, or shared reading of high-interest materials.
- Highlight community resources like libraries, after-school tutoring programs, or reading clubs that offer additional literacy support.

To learn more . . .

Is the "Matthew Effect" Affecting Your Child's Desire to Read?

When Older Students Can't Read

Fact Sheet #5 / 11.22.24

- Explicit and systematic phonics and word study instruction targeted to students' specific needs
- Explicit instruction and a routine for breaking down larger words
- Fluency practice to focus on improving accuracy, rate, and expression
- Vocabulary building in context and content-area subjects Active reading strategies like summarizing, questioning, and visualizing High-interest texts that are age-appropriate and aligned with student interests
- Small group or one-on-one interventions to personalize learning

To Learn More . . .

Screening for Reading Difficulties Including Risk of Dyslexia_Padlet

SCOE | Sacramento County READS Literacy Initiative

National Center on Improving Literacy

SPEAKERS

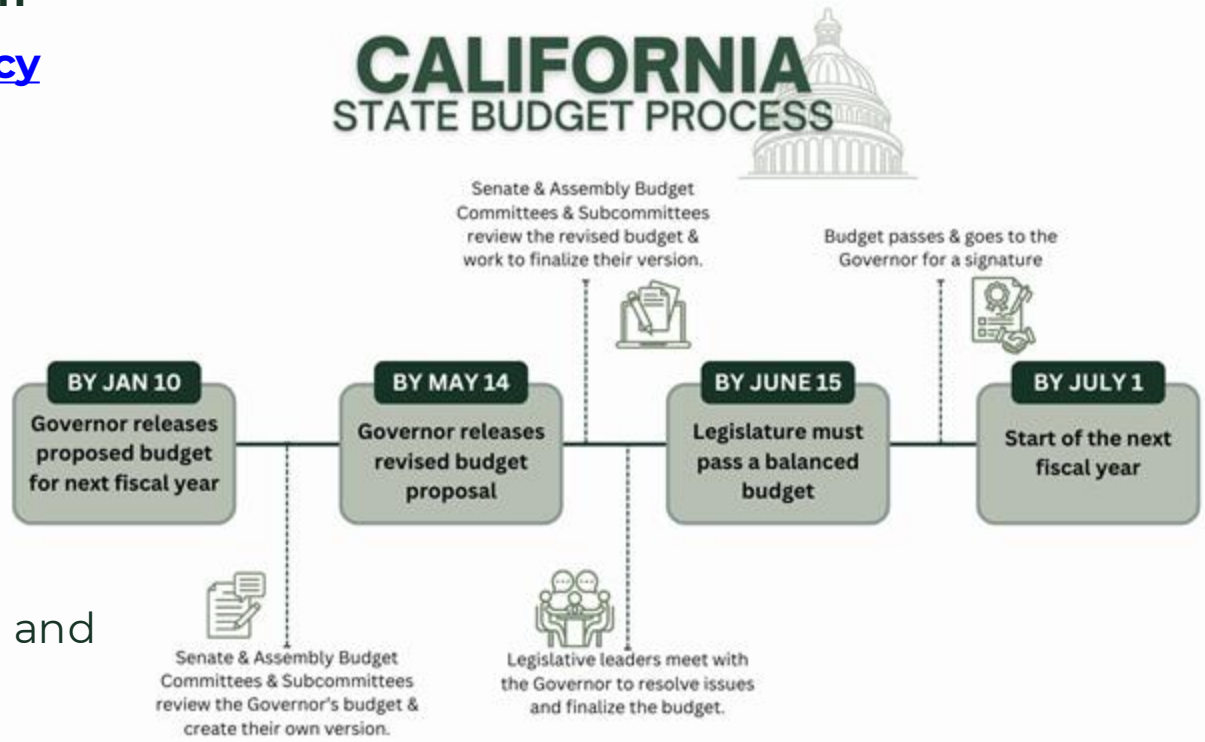
Gina Plate
Senior Vice President for Education
Deveau Burr Group LLC

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

Literacy Budget Update

Governor, SSPI and other leaders in Compton last week to roll out the [Golden State Literacy Plan.]

- [CA State Literacy Plan]



Ongoing Commitments:

- Literacy Coaches
- LIteracy Roadmap
- Learning Recovery Block Grant
- Expanded Learning (Before/After school and Summer.

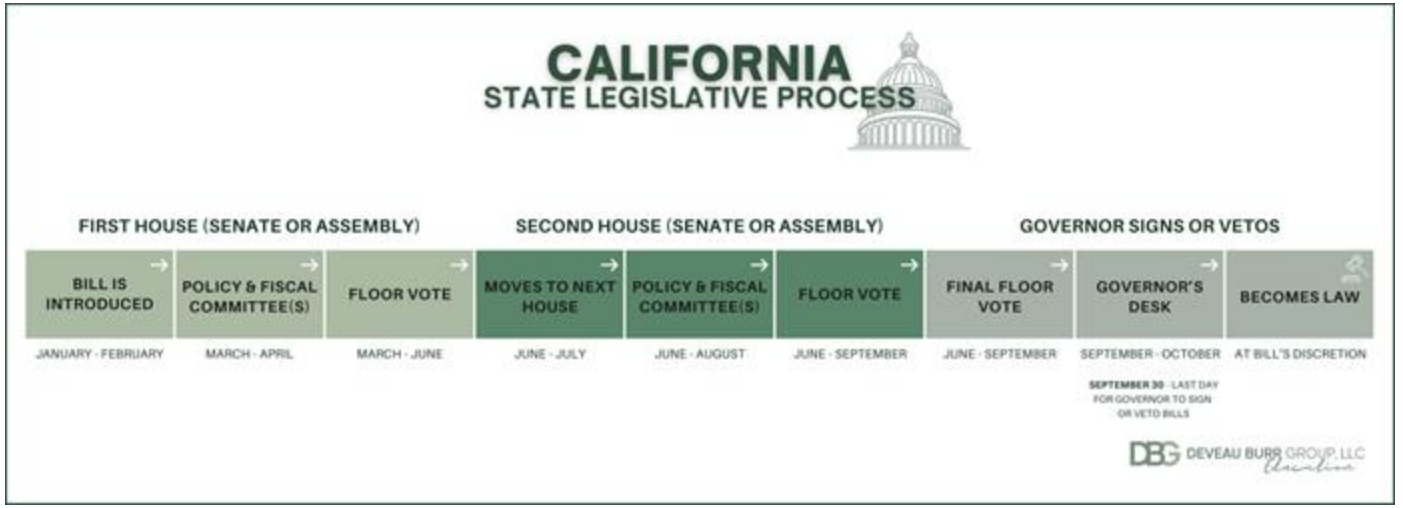
New Proposals:

- Professional learning
- Screener across multiple languages

DEVEAU BURR GROUP, LLC Education

Literacy Policy Update

1. **AB 1454 (Rivas, Muratsuchi and Rubio)** Coauthors: Addis, Bonta, Hoover and Patel. Pupil Literacy: administrative services credential program standards and professional development: instructional materials.



Key Dates:

- **Bill Introduction Deadline:** February
- **Legislative Session:** December - August
- **Final Deadline for Governor's Action:** September 30

QUESTIONS

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

THANK YOU TO FOUNDING MEMBERS

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

NEXT STEPS

- **Aug 4th Board of Directors Meeting at 6:00 PM**
- **Aug 25th Building Trustee Excellence – Superintendent Salary at 6:00 PM**
- **Complete our Member Experience Survey**
- **Sign up for on demand 1:1 Coaching for new Trustees and Monthly Coaching sessions** for all trustees

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

HERE IS OUR CONTACT INFORMATION

EMAIL: information@accbe.org
WEBSITE: www.accbe.org

Bina Lefkovitz, President
president@accbe.org
(916) 213-9679

Christopher Williams, Program Director
cwilliams@accbe.org

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

THANK YOU

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION