

California Education Code Section 53008 (SB 114) **K-2 Screening for Reading Difficulties, Including Risk of Dyslexia**

Association of California County Boards of Education

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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

AB 1454 (Rivas, Rubio, Muratsuchi) Evidence-Based Literacy Instruction

californiakidsread.org | info@californiakidsread.org

CALIFORNIA'S READING CRISIS: BY THE NUMBERS

Reading is the most important skill necessary for all future knowledge and opportunity. Yet, far too many children in California are not reading on grade level by the end of third grade, and the numbers are even more staggering for children from low-income communities.

Third grade is a critical time as students shift from learning to read to reading to learn. In addition, students who are not proficient readers by the end of third grade are four times less likely to graduate from high school, and eight times less likely if they are from a low-income community.

1.6M students in grades K-3

63% are from low-income communities

75% Black or Latino

34% English learners

3rd-Grade Students on Grade Level in ELA

4 in 10

3 in 10

2 in 10

These rates have remained mostly flat over the last decade

Source: CDEP, ELP results, 2023-24

33rd

CA national rank in overall fourth-grade reading proficiency

39th

CA national rank in fourth-grade reading proficiency for Black students (out of 43)

38th

CA national rank in fourth-grade reading proficiency for English learners (out of 43)

Source: National Assessment of Educational Progress, 2024

EVIDENCE-BASED READING INSTRUCTION

...n to read, but that many are not being and materials scientifically proven to d to learn to read.

...rly literacy policies aligned to reading Mississippi, for example, went from 4th-grade reading to 9th in 2024.

POLICY CHANGE IS NOW

...ed reading instruction and materials as essential for teaching work, Ed Code Section 44259, Early Literacy Block Grants, and SB 488 (Rubio), which requires teacher preparation stiples.

...the efforts to date and align reading instruction in California political choice, and one that must be prioritized in 2025. and.

...ence-based means of teaching literacy, cy teachers either using the CDE-approved programs or an here are leftover funds, LEAs may provide PD to other grades. is trained and program used to the CDE.

...ELA/ELD instructional materials aligned to the current Ed Code and evidence-based materials. n updating materials or self-certify that the off-list materials are required to follow existing guidelines on reporting instructional ability Report Cards.

...r preparation programs to include training on effective means of (ed) and certify that programs are following these standards.

THIS IS A MEANINGFUL INVESTMENT

...rove reading outcomes for the millions of students struggling, dence-based literacy instruction.

...e is no greater priority of public schools than to teach children nstruction is beneficial to all students. Now, our leaders need to advocate for all classrooms to receive the resources necessary for major impact.

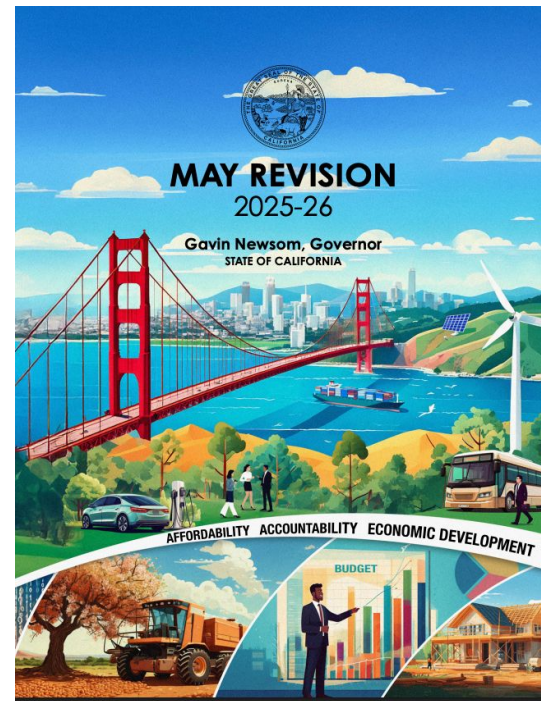
A literate society is a thriving society, and investing in our students and educators today will powerful returns for California's future.

Print

[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



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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 (a), 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



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)

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



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 neurological 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).”

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)(I)

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



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](#)