

CALIFORNIA DYSLEXIA SCREENER REQUIREMENTS

SB114 + SB691

The State of California requires all schools to screen K-2 students for reading difficulties, including dyslexia, beginning in the 2025-26 school year, using a state-approved screener.

How will screeners be chosen?

State Board of Education determines the criteria for evaluation for assessments:

- **Evidence-based**, based on direct assessment.
- Culturally, developmentally, and linguistically **appropriate for K-2**
- Inclusive of domains known to predict dyslexia, such as the following:

oral language	phonological + phonemic awareness	decoding skills
letter-sound knowledge	letter names	rapid automatized naming
reading fluency	vocabulary	language comprehension

- Normed and validated with **multicultural** and **multilingual** groups.
- Incorporating home language, English language fluency, and access to pre-K in reporting risks.
- Contains guiding resources for educators on **how to administer, interpret, and share the screener results.**

What is the timeline?

01

January 31, 2024

State Board will appoint an independent panel of experts to create an approved list of screening instruments.

02

December 31, 2024

Panel of experts will vote to approve a list of screening instruments.

03

June 30, 2025

Districts will adopt at least one screening instrument at a public meeting. The collection of screening instruments adopted should cover all primary languages in the district, to the extent possible.

04

2025-2026, and annually

Districts will screen students in K-2.

Frequently Asked Questions

When in the school year do we screen students?

Each district determines when in the school year it will screen students.

Students enrolling after the screening has been administered should be screened within 45 calendar days of enrollment

Will this increase the number of students in special education?

- ✗ As written, the law says that screeners **MAY NOT** be used in evaluation or diagnosis for the purposes of establishing eligibility for special education or plans under IDEA or Section 504.
- ✓ They **MAY** be used to recommend a student receive further assessments to establish eligibility.

My school serves students with many home languages. Which screener should I choose?

Screeners will be approved in as many languages as possible. For students who do not speak enough English to take an English screener, **schools will be required to adopt and administer screeners that match the languages of their students.** If none are available, components that do not require English may be used, and then schools should use prior information they have about the student to assess risk.

How do parents interact with the screening process?

Before assessment: Schools will **provide information about the screener** and the opt-out process to parents at least 15 calendar days prior to administration.

After assessment: Schools should **notify parents of their student's results** within 45 calendar days of assessment.

Will the screener provide a dyslexia diagnosis?

No, this is not a dyslexia diagnosis. This is a flag for potential risks of reading difficulties.

What is the school obligated to do in response to the results?

The school shall provide **challenge-specific supports and services**, which may include further progress-monitoring or diagnostic testing, small group or 1:1 tutoring, or evidence-based literacy instruction specific to the student's needs in the general education program.

Will these have high-stakes consequences for students?

No. These may not be used for student grade promotion or retention, nor identification for GATE, RFEP, or special education.

Will these have high-stakes consequences for teachers?

No. These may not be used for teacher, staff, or administrator accountability.