"Exploring Infinite Possibilities for Learning"

Reading Difficulties Risk Screener

Senate Bill 114

Board Presentation
May 15, 2025

Background

Senate Bill 114

Senate Bill 114, also known as the California Dyslexia Screening Law, mandates that all California local education agencies (LEAs) screen students in kindergarten through 2nd grade for reading difficulties, including dyslexia, beginning in the 2025-26 school year.

Senate Bill 114 Key Takeaways

- Requires local educational agencies (LEAs) to **annually screen students in kindergarten through grade 2** for **risk of reading difficulties**.
- The **California State Board of Education** must adopt a list of approved **evidence-based, culturally and linguistically appropriate universal screening instruments** by **January 1, 2025**.
- LEAs must **begin implementing the universal screening** by **the 2025–26 school year**.
  Aims to **identify students at risk** for reading difficulties **as early as possible** to provide timely intervention.
- Screeners must be appropriate for **students learning English**, taking into account **language development** and avoiding misidentification.
- LEAs are required to **notify parents/guardians** if their child is identified as at risk for reading difficulties, and inform them about **next steps for support and intervention**.
- Encourages **professional development** for educators on how to administer and interpret the screener results, and how to provide appropriate **evidence-based instruction and intervention**.
- The screener is **not intended to diagnose dyslexia or any other condition**, but rather to **flag students who may need further support** or assessment.

Purpose of the Screener

- Ensure **early identification and intervention** with evidence-based early literacy instructional strategies and materials improves literacy outcomes for students.
- It is used as **part of a broader process** that evaluates student needs and progress.
- **Screening should be used to inform individualized instruction,** measure a student's progress, identify learning needs, and enable parents and educators to discuss needs in an informed way.
- Provide assessments for both **English-speaking and non-English speaking students** in their primary language if assessments in those languages are available.

What are the various types of assessments?

- **Screener** - Screener assessments are universal, common assessments that provide a quick, initial evaluation to flag potential areas of concern among students. If concerns arise in the results of a screener assessment, additional assessments are needed to identify the specific need.
- **Diagnostic** - Diagnostic assessments highlight specific areas of relative strength and weakness. They are meant to inform teachers and students at the beginning of the year and at key transition points throughout the year to create a plan for targeted support and instruction.
- **Formative** - Formative assessments are quick and targeted tools that show students' understanding of discrete skills or standards. The primary purpose is to learn how a student approaches a problem or task, especially when students get the wrong answer. Formative assessment is meant to inform instructional decisions.
- **Interim/Benchmark** - Interim assessments provide a comprehensive snapshot of student learning throughout the year and are used to assess growth and progress towards a specific learning goal. If Interim assessments are administered during set times throughout the year, they are commonly referred to as “benchmark” assessments.
- **Summative** - Summative assessments provide a holistic measure of student learning and, therefore, evaluate how much of the expected content knowledge and skills a student has effectively accessed, mastered, and retained due to the instruction, interventions, and resources they have received.

Comprehensive Assessment System Types and Purpose within the MTSS Framework

MTSS Tier	Primary Purpose
Tier 1 Assessments (Whole Class) ● Universal Screener ● Curriculum Embedded Benchmark Assessments ● Formative Assessments ● Curriculum Embedded Summative Assessments ● State Summative Assessments (3rd-8th)	● Lesson Planning ● Reteaching before moving to the next unit of study
Tier 2 Assessments (Small Group) ● Diagnostic Assessments ● Formative Assessments ● Data source for progress monitoring = Assessments that correspond with the selected intervention (formative assessments, benchmark, interim assessments)	● Intervention Planning ● Progress Monitoring ● Group Goal Setting
Tier 3 Assessments (Individual) ● Diagnostic Assessments ● Formative Assessments ● Data source for progress monitoring = Assessments that correspond with the selected intervention & provide quick, actionable information (formative assessments)	● Intervention Planning ● Individual Progress Monitoring ● Individual Goal/Target Setting

Screening Domains

Screening Domains	ELA/ELD Framework Domains
Oral Language / Vocabulary /Language Skills	Language Development
Phonological Awareness / Decoding Skills / Letter Sound & Name Knowledge / Rapid Automatized Naming / Visual Attention/ Reading Fluency	Foundation Skills
Oral Language / Vocabulary / Language Comprehension	Content Knowledge
Oral Language / Letter Sound Knowledge / Vocabulary / Language Comprehension	Effective Expression
Oral Language / Vocabulary / Language Comprehension	Meaning Making

CSD's RDRS Selection Process

Committee Members:

- Classroom Teachers in Grades K-2, including a Special Ed Teacher
- 5 Instructional Specialists
- 2 Site Administrators
- 1 Director of Student Services
- 1 Program Specialist
- Director of ed Technology
- Assistant Superintendent of Educational Services

Met four times:

- Set criteria, reviewed initial tools.
- Deep analysis: research alignment, usability, responsiveness.
- Vendor demos and Q&A.
- Final discussion, rubric scoring, and consensus decision.

*Classroom teachers and instructional specialists piloted the top two screeners to inform the final recommendation.

State Screeners Approved on December 16, 2024

- ➔ mClass with Dibels 8th Edition and Lectura (Amplify)
- ➔ Amira
- ➔ UCSF Multitudes
- ➔ Stanford R.O.A.R. (only for 1st/2nd and only English)

CSD's Top Three Options

Amira	UCSF Multitudes	Stanford ROAR
Pros: ● Contains a screener, follow-up assessment, and benchmark ● Reduces teacher assessment time. ● Targeted progress monitoring through the AI Amira interface Cons: ● Less student-to-teacher interface ● May replace established district assessments: FastBridge	Pros: ● Ongoing field testing by educational researchers in local districts ● Allows for the adoption of a new screener within our existing assessment system. ● Provides a bank of resources that suggest instructional "next steps". Cons: ● Smaller organization with a basic data interface ● No defined progress monitoring suggestions.	Pros: ● Ongoing field testing by educational researchers in local districts ● Allows for the adoption of a new screener within our existing assessment system. ● Provides a bank of resources that suggest instructional "next steps". Cons: ● **Not available for Kindergarten, or Spanish** ● Smaller organization with a basic data interface

CSD's Top Two Screener Comparison

	Kinder		First Grade		Second Grade	
	Amira	UCSF Multitudes	Amira	UCSF Multitudes	Amira	UCSF Multitudes
Oral Language	Y	Y	Y	Y	Y	Not Indicated
Phonological Awareness	Y	Y	Y	Y	Y	Y
Phonemic Awareness	Y	-	Y		Y	-
Decoding Skills	Y	Not Indicated	Y	Y (Non word/word Reading)	Y	Y (Non word/word Reading)
Letter-Sound Knowledge	Y	Not Indicated	Y	Y	Not Indicated	Not Indicated
Knowledge of Letter Names	Y	Y	Y	Not Indicated	Not Indicated	Not Indicated
Rapid Automatized Naming	Y	Y	Y	Y	Y	Y
Visual Attention	Y	Y	Y	Y	Y	Y
Reading Fluency	Y	Not Indicated	Y	Not Indicated	Y	Y
Vocabulary	Y	Y	Y	Y	Y	Y
Language Comprehension	Y	Y	Y	Y	Y	Y
Other: Encoding (Spelling)	Not Indicated	-	Not Indicated	Not Indicated	Not Indicated	Y
Other: Phonological Memory	Y	Y	Y	Y	Y	-
Other: Reading Comprehension	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
Length of Administration	15 min in small group w/ practice session	10 min 1:1	Median 15-18 min group administration w/ practice session	10 min 1:1	Median 15-18 min group administration w/ practice session	10 min 1:1
Follow-up Assessments		Additional 20 min for high risk students		Additional 20 min for high risk students		Additional 20 min for high risk students

CSD K-2 Assessment Model w/ Amira

MTSS	Universal Assessment	Assessment for Instructional Support	Data System for Instructional Support
Tier 1 (Whole Class)	Universal Screener (3X/year)	➔ Benchmark Advance ELA/ELD Curriculum Embedded Assessments ➔ Other Formative Assessments	➔ Benchmark Advanced Digital Platform ➔ EduClimber/ FastBridge
Tier 2 (Small Group) **&** **Tier 3 (individual)**	**Assessment for Progress Monitoring** ➔ Amira Benchmark Assessments or AI “Amira” Tutoring	**Intervention Supports** ➔ Amira Resources ➔ Benchmark Advance ELA/ELD Intervention Resources ➔ Tier II Reading Interventions ➔ Tier III Reading Interventions ➔ Other CSD Curriculum Resources	➔ Amira Data System ➔ EduClimber/ FastBridge

CSD K-2 Assessment Model w/ UCSF Multitudes

MTSS	Universal Assessment	Assessment for Instructional Support	Data System for Instructional Support
Tier 1 (Whole Class)	Multitudes Primary Screener (1X/year)	➔ K: FAST earlyReading Composite (2X) ➔ 1st: FAST earlyReading Composite, CBMreading (2X) ➔ 2nd: FAST aReading, CBMreading (2X)	EduClimber/FastBridge
Tier 2 (Small Group) **&** **Tier 3 (individual)**	**Assessment for Progress Monitoring** ➔ Multitudes Follow-up Assessments (1X/year after Screener) ➔ FastBridge Dyslexia Screening & Progress Monitoring Assessment System	**Intervention Supports** ➔ UCSF Resource Bank ➔ FastBridge Reading Intervention Plans ➔ Benchmark Advance ELA/ELD Intervention Resources ➔ Tier II Reading Interventions ➔ Tier III Reading Interventions ➔ Other CSD Curriculum Resources	EduClimber/FastBridge

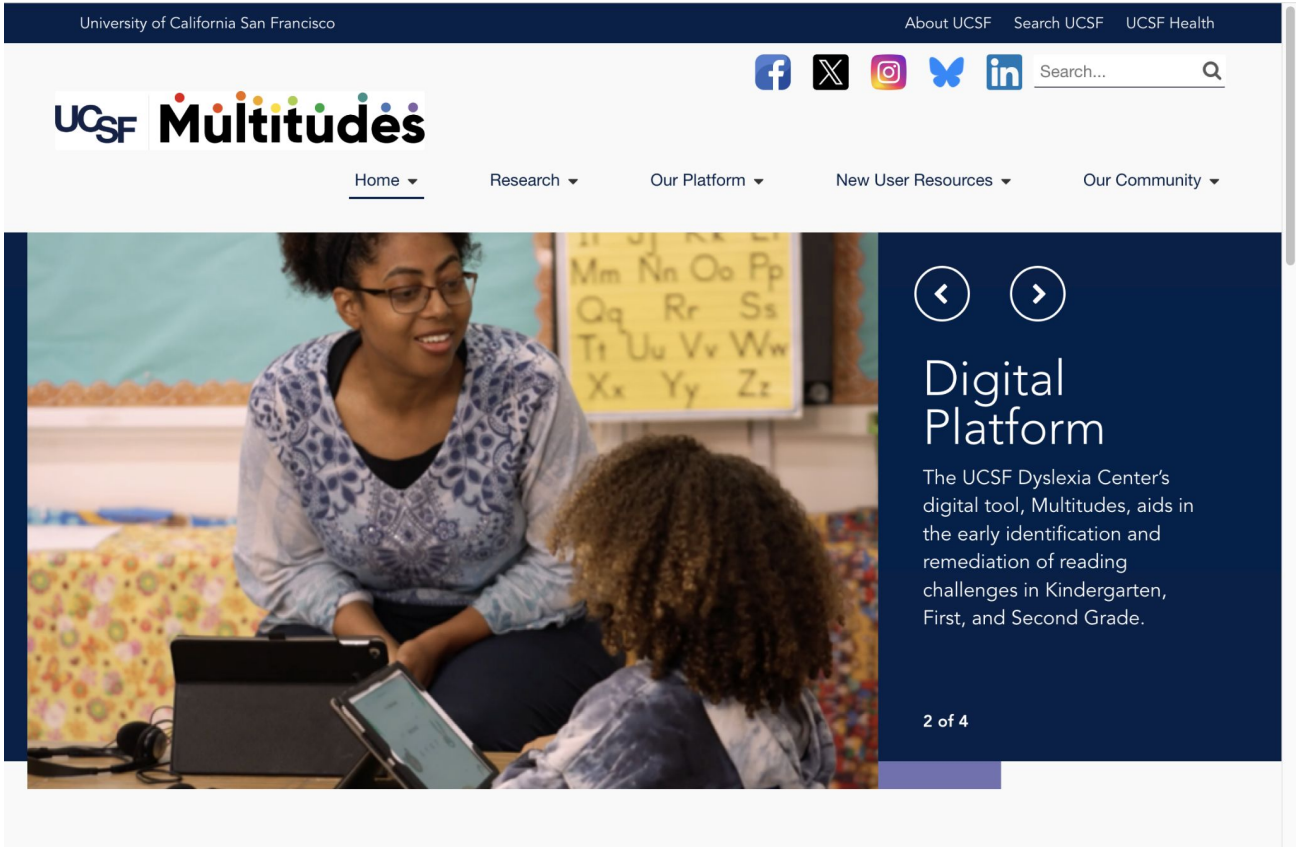
Top Two Screener Comparison (Cont.)

Additional Information	Amira	UCSF Multitudes
Cost (Sustainability)	$5.00 to $20.00 Depending on option chosen	Free
Administration	Digital (AI Dependent) Hard copy available as an accommodation	Digital and Paper Based Requires one-on-one time
Other Information	Has resources that is similar to FastBridge. Purchasing the screener might suggest we switch program so the system is consistent. Requires good quality headsets w/ microphone.	Spanish assessment must be provided by fluent Spanish speaker. Some assessments available in Mandarin, Vietnamese and Tagalog are in development. However, requires native speaker to administer the assessment in the primary language.

Key Considerations Before Selecting the Screener

- **Easy to Use** - User-friendly; manageable training needs.
- **Time-Efficient** - Fits within instructional time; not overly time-consuming.
- **Actionable Data** - Clear reports that guide instruction and support.
- **Supports Intervention** - Links to or supports evidence-based follow-up.
- **Equity-Focused** - Promotes access and support for all learners.
- **Culturally Responsive** - Appropriate for English learners and diverse populations.
- **Pilot Feedback** - Positive results from pilots or peer district use.
- **System Integration** - Compatible with district tools and MTSS systems.
- **Cost-Effective** - Affordable upfront and long-term. (Sustainability)
- **Least Impact** on our current system.

CSD's Choice of Reading Difficulties Risk Screener



Neuroscience based

Fair + accurate for all learners

Built with CA student data

Immediate results + actionable next steps

English + Spanish for K-2

$0

Access + training at no cost for CA public schools

https://multitudesinfo.ucsf.edu/

Implementation Plan for 2025–26 School Year

Steps	Timeframe	Action Items	Who's Responsible?
Planning and Preparation	May – July 2025	Develop training modules and parent communication templates. Identify key personnel for screener coordination at each site.	Educational Services Communications
Early Training and Parent Communication	May - Sept 2025	Train site administrators, coaches, and instructional leaders. Send initial parent communication introducing the screener and rationale under SB 144.	Educational Services Site Leadership Communications
Full Staff Training	Aug - Oct 2025	Train all teachers and staff involved in administration (Fall PD days, staff meetings, and online modules). Provide sample administration protocols and practice sessions & FAQ documents for teachers and parents.	Educational Services Site Administrators
Screener Administration and Implementation	Nov - Dec 2025	Begin administration of the screener districtwide at all required grade levels. Teachers support students through the administration process. Provide parent updates including how data will be used to support student learning.	Site Administrators Teachers Educational Services

Staff recommends the Board adopts the UCSF Multitudes Reading Difficulties Risk Screener for Grades K-2 per Senate Bill 114 requirement.

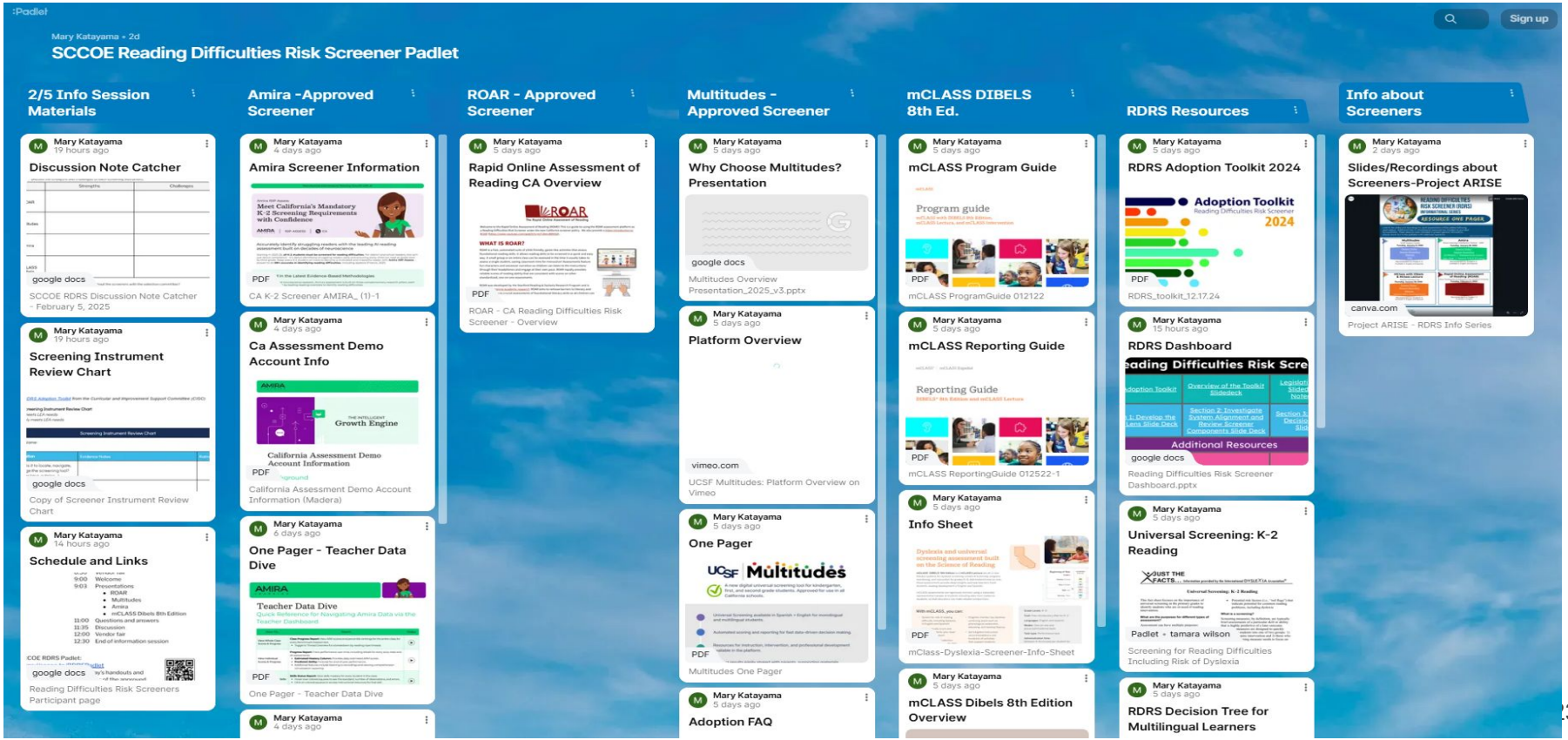
Questions

Resources

CSD RDRS Selection Committee

- Linh Nguyen, Assistant Supt., Ed Services
- Matt Hill, Director, Ed Tech
- Debbie Stein, Principal
- Trisha Lee, Principal
- Courtney Hammett, Instructional Specialist
- Debbie Clima, Instructional Specialist
- Christine Katz, Instructional Specialist
- Emily White, Instructional Specialist
- Andrea Pickering, Instructional Specialist
- Maggie Spehar, Director, Student Services
- Kristen Lewis, Program Specialist
- Libby James, Resource Specialist
- Katie Colon, First Grade
- Katie Pyne, Third/Fourth Grade
- Kayla Carlson, First Grade
- Amanda Zamora, TK
- Joelle Erich, First Grade
- Matt Jarrett, Second Grade
- Karen Kuljis, K

Reading Difficulties Risk Screener Resources



Reading Difficulties Risk Screener Resources

Padlet

Sign up

Bonnie Garcia • 18m

Webinar Series: Screening for Risk of Reading Difficulties

Convening Materials and Resources

California Literacy

cde.ca.gov

California Literacy

Join Our CDE-Literacy ListServ

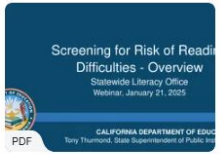
To receive information and updates regarding California Literacy, including information about screening for risk of reading difficulties, please subscribe to the California Literacy mailing list **by *sending a blank message to join-cde-literacy@mlist.cde.ca.gov.***

Webinar 1: Overview of Screening for Risk of Reading Difficulties

Recording

Coming Soon!

Webinar 1 Slides



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Webinar 1 Screening Reading Difficulties Slides

NOTE: Slides will be updated after webinar on 1/21/25.

Webinar 1 Handout

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Handout_Screening for Risk of Reading Difficulties Webinar Series

Webinar 2: The Role of Screening within a Multi-Tiered System of Support

Webinar 2 Slides

PDF

Webinar 2 Slides - Role of Screening within MTSS

Webinar 2 Handout

PDF

Webinar 2 Handout

Webinar 3: Screening Multilingual Students

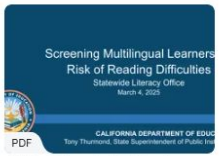
REGISTER for March 4th's Screening Multilingual Learners

zoom

us02web.zoom.us

Video Conferencing, Web Conferencing, Webinars, Screen Sharing

Webinar 3 Slides



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Webinar 3 Screening Multilingual Participants

Webinar 3 Handout

Webinar 4: Addressing Reading Difficulties

REGISTER for March 25th's Addressing Reading Difficulties

zoom

us02web.zoom.us

Video Conferencing, Web Conferencing, Webinars, Screen Sharing

Screening Resources

E.C. Section 53008

leginfo.legislature.ca.gov

Law section

List of Screening Instruments

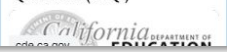
cde.ca.gov

California Literacy

Information Overviews

- Amira
- mClass with DIBELS Edition 8 and mClass Lectura Information Overview
- Multitudes Information Overview
- ROAR Information Overview

Frequently Asked Questions (FAQs)



Funding

Webpage

cde.ca.gov

Literacy Screenings Professional Development - Categorical Programs (CA Dept of Education)

Funding FAQs

cde.ca.gov

Literacy Screenings Professional Development FAQs - Categorical Programs (CA Dept of Education)