
AB 1369 FAQ's

Why are these new laws important?

Without proper identification and appropriate, evidence-based intervention, most of our dyslexic students will be unable to read or spell accurately or fluently. Research studies have shown that

individuals who are poor readers are much more likely to drop out of school; end up in jail; or struggle to find and keep meaningful, satisfying work.

20% of our population is estimated to have some signs of dyslexia. In CA, this means over 1 million students in our K-12 public schools have some signs of dyslexia. Of these 1 million kids, approximately 220,000 are receiving special education services under the category of a Specific Learning Disability in the area of reading. In 2015, 72% of California's fourth graders were not reading at grade level and there was only 1 other state in the nation that scored lower in reading achievement than California.

What changes can we expect from these new laws?

The CA Superintendent of Public Instruction will consult with teachers, parents and experts in dyslexia to develop program guidelines regarding dyslexia. These guidelines will be used to assist teachers, parents and professionals in identifying, assessing and improving educational services for dyslexic students in public schools. In addition, the new laws will clarify existing CA education law used in identifying dyslexic children for special education services by adding "phonological processing" to the identification process for special education eligibility.

When will the new laws take effect?

"Phonological Processing" law (new CA Education Code Section 56334) became effective January 1, 2016.

Program guidelines (new CA Education Code Section 56335) will be put in place no later than the beginning of the 2017-18 academic year.

Do the new laws require that only one specific reading program be used in our public schools?

The program guidelines that will be developed will include the use of "an evidence-based, multisensory, structured, sequential, direct and explicit approach" for reading that provides each school district with the opportunity to select programs of their choosing. The new laws do not mandate a particular program nor does Decoding Dyslexia CA or the International Dyslexia Association endorse a particular program. Instead, we are advocating for the use of an approach, a "Structured Literacy" approach that has proven, over time, in numerous research studies to be effective with dyslexic students.

How can you contribute to the CDE Dyslexia Program Guidelines?

The CDE has set up a webpage for the public to follow the Dyslexia Work Group's progress in developing program guidelines.

The webpage can be found at www.cde.ca.gov/sp/se/ac/dyslexia.asp. The CDE has created a unique email address (Dyslexia@cde.ca.gov) for the public to share comments and questions with the CDE Dyslexia Work Group.



What is Decoding Dyslexia CA?

Decoding Dyslexia CA is a grassroots movement driven by California families, educators and professionals concerned with the limited access to educational interventions for dyslexia and other language-based learning disabilities within our public schools. We aim to raise dyslexia awareness, empower families to support their children, and inform policymakers on best practices to identify, remediate, and support students with dyslexia in CA public schools.

www.DecodingDyslexiaCA.org