California K–2 Reading Screener: Essential Points for Schools (SB 114)

Helpful [Planning Guide](#) by OCDE

Required Parent Communications

- **Before Screening (≥15 Days Prior)- [Sample Letter](#)**
  Must include:

  - Purpose of the screener

  - Dates of administration

  - How to opt out

- **After Screening (≤45 Days)- [Sample Letter](#)**
  Must include:

  - Benchmark result (Above / At / Below / Far Below)

  - Explanation of result

  - Next steps if "at risk" (e.g., progress monitoring, small-group instruction)

Recommended Testing Windows by Grade Level

Kindergarten

- **Recommended window**: **January of the school year** (mid-year), after students have had time to acclimate and build early literacy skills.

- **Reason**: Kindergarteners need sufficient exposure to letters and sounds before accurate foundational skills can be assessed

First Grade and Second Grade

- **Required window**: **Fall** (after 4-6 weeks of instruction) — this is the only mandated administration point.

- **Best Practice**: Many districts **also conduct mid‑year and end‑of‑year screenings** (three checkpoints: fall, winter, spring) to monitor progress and inform interventions as part of an MTSS (Multi‑Tiered System of Supports) framework.

Data Tracking & Management: What Schools Must Know

1. No Reporting to the State

- **LEAs are not required to report screening results to the California Department of Education (CDE)** or submit scores via CALPADS or any other state system.

- All data stays **local** for instructional use and compliance tracking.

2. Local Data Collection Is Required

LEAs must keep **internal records** that include:

Data Element	Purpose
Student participation records	Verify all K–2 students were screened unless opted out
Opt-out submissions	Keep **written opt-out forms** securely filed and timestamped
Screening dates by student/grade	Show compliance with administration timeline
Screener scores/benchmark levels	Guide instruction and intervention plans
Parent communications (sent/dates)	Pre-screening notice & results letter delivery logs
Intervention supports provided	Documentation of services offered to "at-risk" students

| Progress monitoring follow-up (if any) | Optional, but highly encouraged if multiple screeners/year |

3. Confidentiality and FERPA

- Screener data is part of a student's **educational record** and is protected under **FERPA**.

- Schools must:

  - Limit access to data to authorized personnel

  - Provide families access upon request

  - Ensure all digital storage is secure and compliant

4. Data Use for MTSS/RTI

- Screener data should be integrated into the school's **Multi-Tiered System of Support (MTSS)** or **Response to Intervention (RTI)** frameworks.

- This includes:

  - Early identification of struggling readers

  - Grouping students for tiered instruction

  - Evaluating effectiveness of literacy interventions over time

Best Practices & Recommendations

Use Digital Tracking Tools

- Consider using:

  - **Screener platform dashboards** (e.g. DIBELS, i-Ready, Amira)

  - **Student Information Systems (SIS)** with literacy data plugins

- Google Sheets or secure local spreadsheets with filters for tracking benchmarks, interventions, and letters sent

Assign a Point Person

- Designate a **school literacy screener lead** or **reading coordinator** to manage:

  - Testing rosters

  - Staff training and support

  - Data reviews and parent communications

Maintain an Annual Screener Log

Include:

- Tool used

- Grade level tested

- Date administered

- Summary of performance

- Follow-up steps taken

If you need assistance with administration or data tracking, etc. please feel free to contact **jtinsley@tehamaschools.org**.