READING AND LITERACY ADDED AUTHORIZATION (RLAA) & READING AND LITERACY LEADERSHIP SPECIALIST (RLLS) CREDENTIAL

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LEGISLATIVE BACKGROUND

Education Code 44265.1 (added by AB 1454, effective January 1, 2026)

No later than January 1, 2028, the commission shall ensure that its standards of program quality and effectiveness for the preparation of candidates for the reading and literacy leadership specialist credential and the reading and literacy added authorization… [are] aligned to all of the following:

- English Language Arts/English Language Development Framework
- Evidence-based means of teaching foundational reading skills
- Program guidelines for dyslexia

California Code, EDC 44265.1.

Proposed Authorization Statements: Clearer Role Differentiation

The revised language preserves the two-level continuum while making the scope of each authorization more explicit.

RLAA — SCHOOL-SITE PRACTICE

At one or more school sites, within the grade levels authorized by the prerequisite teaching credential.

- Assess student reading and provide evidence-based reading and literacy instruction in response to results.
- Provide intensive, specialized intervention and monitor/adjust instruction for students with reading difficulties.
- Use screening and diagnostic data to guide intervention, placement, and instructional modification.
- Support curriculum implementation and assist classroom teachers in literacy instruction.

RLLS — SYSTEM-LEVEL LITERACY LEADERSHIP

At the school, district, and county levels in preschool through grade 12 and adult classes.

- Deliver direct, explicit, systematic, and specialized evidence-based reading and literacy instruction.
- Coordinate curriculum adoption and implementation, including professional developme for teachers and staff
- Interpret screening and assessment results, select interventions, and provide guidance and coaching
- Design, implement, and evaluate comprehensive literacy plans and broader programs and practices

Same continuum, clearer progression: advanced site-level practice → broader system-level leadership.

What the Updated Language Makes Explicit

The working draft updates terminology and aligns the authorization statements with current literacy policy and practice.

Evidence-based instruction	Adds explicit reference to evidence-based reading and literacy instruction, including direct, intensive, explicit and systematic intervention language.
Screening + assessment	Makes screening, diagnostic assessment, interpretation of data, progress monitoring, and instructional adjustment more visible in the authorization itself.
Students named in the language	Explicitly references multilingual and English learner students, students with exceptional needs, students with reading difficulties, and students with dyslexia.
Support for educators	Clarifies teacher assistance, guidance, coaching, professional development, curriculum implementation, and—at the RLLS level—comprehensive literacy planning and evaluation.

Survey: Field Input on Proposed Language

Survey reach

EQ Weekly Update distribution

All 17 Commission-approved RLAA/RLLS program sponsors

All 57 County Offices of Education

39 LEAs with recent reading/literacy job postings

35 total respondents

11 of 17 approved program sponsors represented

Who responded



IHE – Program Sponsor	**18 · 51.4%**
IHE – Non-Program Sponsor	**4 · 11.4%**
LEA – School District	**5 · 14.3%**
LEA – County Office	**8 · 22.9%**

24 respondents reviewed both statements
8 RLAA only
3 RLLS only

The response pool included both preparation-program and employer perspectives.

Survey Results: Strong Agreement



Open-ended feedback

34 RLAA comments and 20 RLLS comments were submitted. Staff's qualitative review did not identify a consistent pattern that would support a specific modification to the proposed authorization language.

Next Steps

Anticipated period	Activity	Status
Late 2026–2027	Analyze the current RLAA and RLLS standards and candidate competencies and determine the updates needed to meet the statutory requirements, including development of appropriate candidate performance expectations.	Planned
2027	Conduct field review of proposed updates to the RLAA and RLLS standards, candidate performance expectations, and authorization statements, and gather feedback from approved programs and other stakeholders.	Planned
By Jan. 1, 2028	Ensure the RLAA and RLLS standards and TPEs meet Education Code section 44265.1.	Statutory deadline
Following Commission action	Implement an approved transition plan for programs.	TBD