



Alison Yoshimoto-Towery

Executive Director

California Institute on Law, Neuroscience & Education

UC|CSU Collaborative for Neuroscience, Diversity, and Learning

Association of California County Boards of Education

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Objectives:

1. Overview of CA Institute & the UC|CSU Collaborative
2. Share some bright spots
3. Share some wonderings



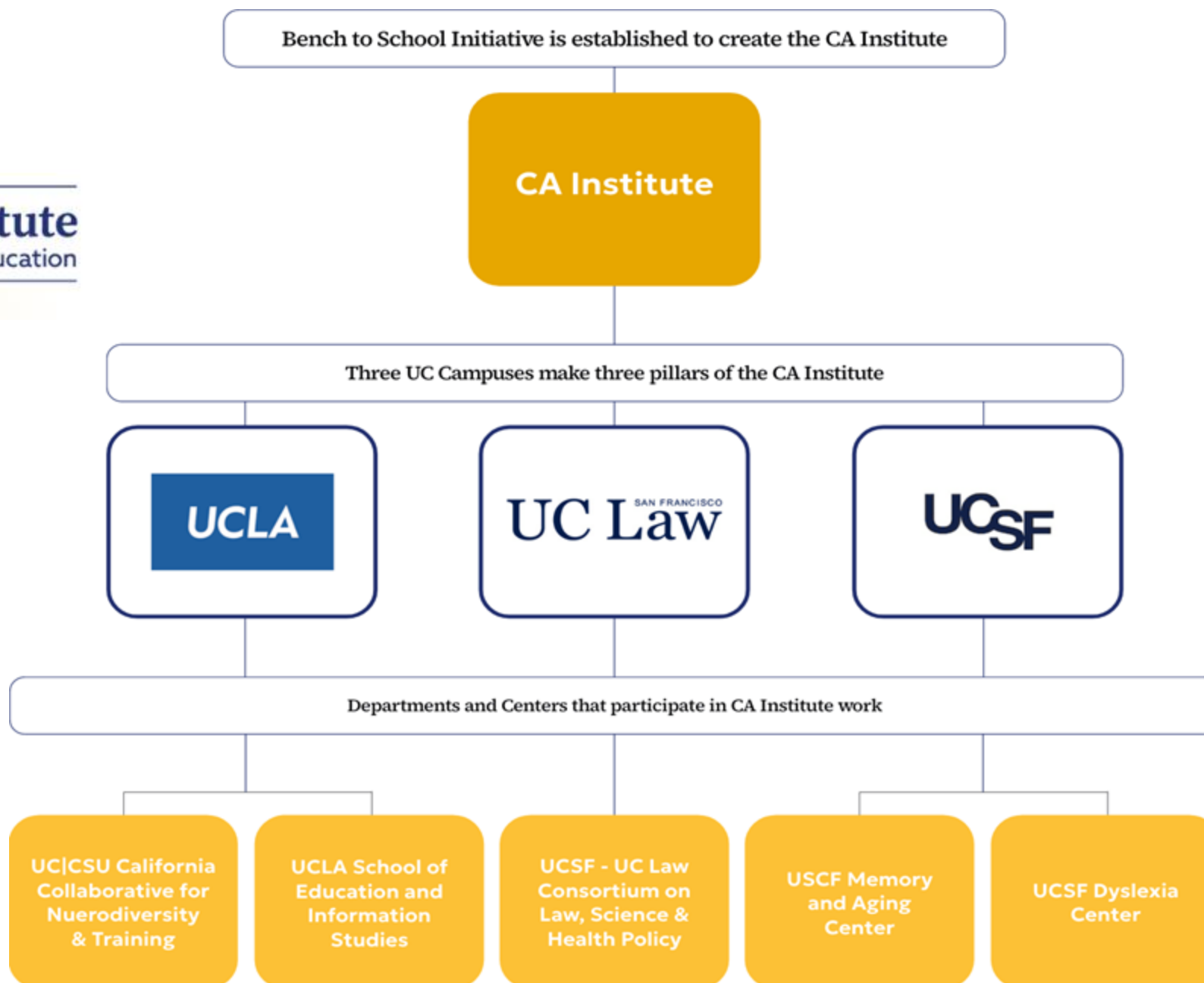


The research is clear: if children cannot read proficiently by the end of third grade, they **face daunting hurdles** to success in school and beyond. **Third grade marks a pivot point in reading.** In fourth grade, students begin encountering a wider variety of texts. By then, able readers have learned to extract and analyze new information and **expand their vocabularies by reading** (O'Brien, 2008). But struggling readers **rarely catch up** with their peers academically and are four times more likely to **dropout of high school**, lowering their earning power as adults and possibly costing society in welfare and other supports (Hernandez, 2011)."

Zakariya, S. B. (2015). *Learning to read, reading to learn: Why third grade is a pivotal year for mastering literacy*. Alexandria, VA: Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/research/learning-read-reading-learn-glance>

Background

- California has been on a significant journey to increase language and literacy amongst our youth
- SB 823 (2020). California has shifted toward a more localized, restorative, and rehabilitative approach to youth justice, emphasizing education and community-based support systems over punitive measures
 - Division of Juvenile Justice facilities were closed
 - Office of Youth and Community Restoration (OYCR) was created
- The OYCR plays a crucial role in guiding California's shift from state-run juvenile facilities to localized, community-based rehabilitation systems that prioritize education, mental health, and family engagement.



CA Institute Goals

1

Expanding interdisciplinary research on the **legal implications of new scientific knowledge** in neuroscience.

2

Promote and conduct interdisciplinary research on socioeconomic factors, such as trauma, abuse, social exclusion, discrimination, poverty, homelessness, and neglect.

3

Develop interdisciplinary research **protocols and approaches**.

4

Conduct **longitudinal studies** related to the success of teacher preparation and development, pupil interventions, and educational outcomes.



Understanding diversity in learning:

13%

of K-12 students in CA have an identified disability.

1 in 5

students experience difficulty with learning or attention

Dyslexia

Dyscalculia

ADHD

Dysgraphia

Autism

1.2M

of California's 6 million youth

For many more

Anxiety

Depression

Trauma

impact learning.

80%

of schools reported changes in student behavior and socio-emotional development in **2022**

UC + CSU

Together, our
power to improve
student
experiences is
unparalleled.



Hearing From Educators and
Teacher Education Faculty

Amplifying the Voices of
Stakeholders

Connecting Activities
Across the State

Series of E-Learning Modules

1. Introduction to Dyslexia
2. Dyslexia and the Brain
3. Screening & Assessment for Dyslexia
4. Multilingual/English Learners and Dyslexia
5. Effective Foundational Literacy Skills Instruction
6. Early Childhood and Dyslexia

Coming Soon:

- Literacy for Adolescent Learners
- Writing Across Disciplines

Design Features

- Synchronously or asynchronous
- Package/individually/lessons within
- Interactive, engaging, welcoming
- Current readings, resources, references
- Freely accessible

Professional Development Hub

arrayalearning.org

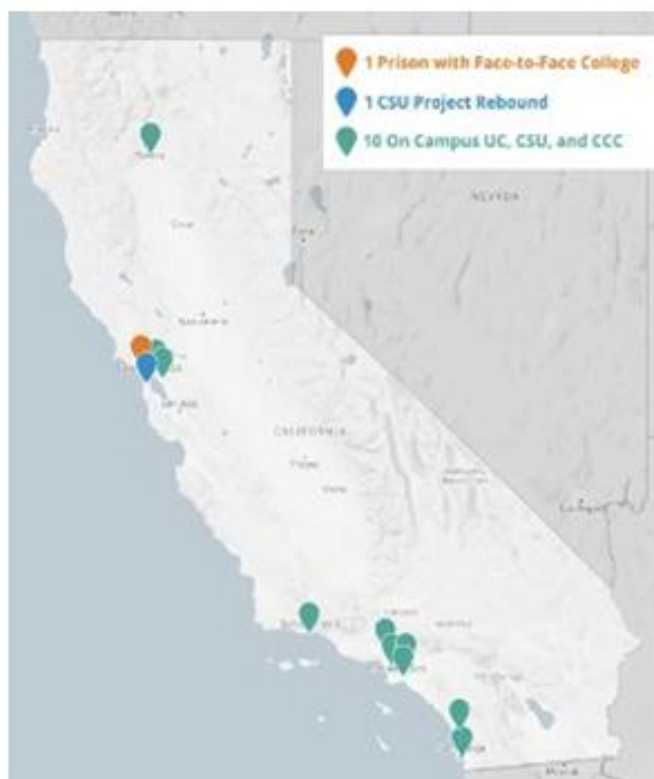
A screenshot of the Arraya Learning website. The header features the Arraya logo with a map of California and the tagline "Together, creating opportunities for every learner". Navigation tabs include "My Learning", "Courses", "Trainings", "Recently Added", and "Catalog". The "Featured" section displays four course cards: "Introduction to Dyslexia", "Screening and Assessment for Dyslexia", "Dyslexia and the Brain", and "Early Childhood and Dyslexia". The "Discover" section shows four resource cards: "Creating Healing Spaces for Teachers", "Supporting Students Who Are Worried and Anxious", "California 'Alt' Pathway to a High School Diploma", and "Policy Brief: Assessing Transitional Kindergarten's Impact". The "Recently added" section features three cards: "Training Series: A Multi-Disciplinary Approach for Multilingual Students with Exceptional Needs", "Multilingual/English Learners and Dyslexia", and "Digital Wellbeing for Youth". A fourth card, "Effective Communication Skills", is partially visible. A "View more" link is located at the bottom right of the "Recently added" section.

Bright Spots

- Literacy improvement models in various COEs
- CA Institute and UC|CSU Collaborative are collaborating with a Young Adult Court now to highlight effective practices
- Students can earn a high school diploma, leave prepared to enter the workforce, and/or enroll in post-secondary education.
- Young adults who are currently in Least Restrictive Placements in college, working off their sentences - day for day
- There are college programs to support our young adults
 - Rising Scholars (Community Colleges)
 - Project Rebound (California State Universities)
 - Underground Scholars (University of California)

Rising Scholars

2014



2024



SPRING 2024

93 Rising Scholars Programs
80 Funded and 13 Affiliates

- 84 colleges offer On-Campus Programs
- 24 colleges provide pathways in 31 CDCR Prisons
- 32 colleges provide pathways in County Jails
- 51 colleges partner with Youth Facilities
- *(44 of these receive juvenile justice funding)*
- 9 colleges provide pathways in Federal Prisons
- 9 colleges provide pathways in Fire Camps

19,887 Students and 45,927 Enrollments

What we learned

- Students were very interested in understanding their brain
- We need to use assessments that better assess strengths of students, not only weaknesses.
- Students are interested in skill building
- Students reported that lack of sleep was one of the barriers to learning while outdoor activities and exercise are helpful
- Students who completed 300 minutes of intervention, sentence reading fluency improved significantly (via CTNA battery).

Recent Legislation

AB 2181 - Juvenile Court School Pupils: Graduation and Continuing Education Options (2024)

AB 2181 aims to align the educational rights of juvenile court school students with those of other highly mobile student populations, such as foster and homeless youth, ensuring they have equitable opportunities to complete their education and prepare for postsecondary success.

AB 2176 - Chronic Absenteeism in Juvenile Court Schools (2024)

This bill would also require OYCR to develop an annual report on chronic absenteeism rates in juvenile court schools.

Screening for Risk of Reading Difficulties

The Screening for Risk of Reading Difficulties allows for early identification and intervention of reading difficulties, including dyslexia, for students in kindergarten to grade two.

Education Code Section 53008 requires all California local educational agencies (LEAs) to adopt a screening instrument by June 30, 2025, and implement screening beginning no later than the 2025–2026 school year.

The LEAs select their screening instrument from the list approved by the Reading Difficulties Risk Screener Selection Panel (RDRSSP) appointed by the State Board of Education.

Wonderings

- What happens after Grade 3?
- Comprehensive language/literacy programs and curricula
- Qualified educational personnel
- Accountability and monitoring systems
- Smooth educational transitions
- Sufficient funding for educational resources
- Data transparency and research
- Least restrictive placement opportunities
- Young adult courts
- Tiered supports for literacy and language acquisition using models with credible messengers
- Behavioral health? Community Schooling principles? More ...

Contact Information

Alison Yoshimoto-Towery

Executive Director

CA Institute for Law, Neuroscience, and Education

UC | CSU Collaborative for Neuroscience, Diversity, and Learning

alisontowery71@ucla.edu



**CA Institute for Law, Neuroscience,
and Education**

<https://cainstitute.edu/>



**UC | CSU Collaborative for
Neuroscience, Diversity, and
Learning**

<https://ca-diverse-learning.org>



JOIN ACCBE - GET INVOLVED

- **Become a Member:** Support Your Board Joining ACCBE
- **Participate in Webinars and Workshops:** Attend upcoming workshops and webinars on issues that matter for your county and students
- **Contribute to the Conversation:** Participate in discussions and surveys to help refine ACCBE's governance and member supports.
- **Join a Committee:** Get involved by joining a committee focused on planning, advocacy, or member-to-member support , and play an active role in shaping the future of ACCBE.
- **Join the ACCBE Mentor Program:** Join as a Mentor or Mentee

HERE IS OUR CONTACT INFORMATION

- EMAIL: info@accbe.org
- WEBSITE: www.accbe.org
- ACCBE President: Bina Lefkovitz
- blefkovitz@accbe.org
- 916 213 9679 cell



THANK YOU