

QUARTERLY COUNTY BOARD GATHERING

JUNE 2, 2025

AGENDA & MEETING PURPOSE

- ❖ Connect with trustees from across the state
- ❖ Design the Future of Education with Dr. Linda Darling Hammond
- ❖ Discuss how to design solutions for:
 - ❖ Learning Recovery
 - ❖ Deeper Learning
 - ❖ High School Redesign
 - ❖ Planning for the Future of Education – Other topics or strategies
- ❖ Identify next steps for ACCBE

ACCBE KEY GOALS



Advocate & Amplify: ACCBE is solely dedicated to develop and advocate on legislative and policy issues for county boards of education, ensuring a unified and strong voice representing the unique interest of County Boards on issues impacting County Offices of Education.



Partnerships for Success: ACCBE is committed to building a strong partnership with the California Superintendent's Association, and coalitions with other allied groups to leverage resources and expertise in support of student success.



Engage, Elevate, & Empower: ACCBE builds leadership capacity within County Boards, fostering collaboration and peer support.



Forward-Looking: ACCBE focuses on innovation solutions to address the evolving challenges/changes in education.

ACCBE'S 2025 ACCOMPLISHMENTS

In five months ACCBE has...

Recruited 24 County Boards of Education to join as County Board Members. Represent more than 59% of students served by County Offices of Education

Facilitated two learning and solution panels related to CTE and addressing the chronic teacher shortage with Division of Apprenticeship Standards, UC Teacher Prep Programs and Reach University.

Facilitated 10 engagements for county board trustees to learn about their roles, network with colleagues, develop ideas for solutions and advocate on behalf of students and communities they serve

Established relationships with 120+ County Board Trustees across the state

Launched Advocacy Committee and sent letters expressing support of four bills relevant to county boards of education to California State Legislature. Hosted two Leg Forums

Formalized partnerships with fellow advocates: Small School Districts Association and California County Superintendents.

Engagement & Communications Calendar At A Glance

Engagements Scheduled
Proposed

Jun	Quarterly Gathering 6/2 (Linda Darling Hammond) Board Meeting 6/9 Special Topics: Dyslexia & Literacy pt. 1 6/16
Jul	ACCBE BoD Meeting 7/14
Aug	Build. Trustee Excellence 8/25 (Supt Salary) ACCBE BoD Meeting 8/11
Sep	Quarterly Gathering 9/22 (Effective Gov. or Student Board Members) ACCBE BoD Meeting 9/15 Small & Rural Roundtable CCS Deep Dive pt. 1 or 2
Oct	Build. Trustee Excellence 10/6 (Charter) ACCBE BoD Meeting 10/13 Student Board Member Gathering CCS Deep Dive pt. 2 or 3 In Person Regional Event
Nov	Build. Trustee Excellence 11/3 (LCAP) ACCBE BoD Meeting 11/10 Legislative Briefing Special Topics: Special Education CCS Deep Dive pt. 3 or 4
Dec	Quarterly Gathering 12/11 (Reflection & Anniversary) ACCBE BoD Meeting 12/15

Dates or topics subject to change

Week 1	Building Trustee Readiness Guide	Communication targeting newly elected county board trustees
Week 2	ACCBE Monthly Newsletter	ACCBE updates and promotions targeting general audience
Week 3	ACCBE Advocacy Report	Targeted report about ACCBE's advocacy work and collaboration with partners (SSDA, CCS)
Week 4	Future of Education Newsletter	Newsletter imagining the future of education to inspire county boards

ICEBREAKER - RESEARCH AND CURRENT EVENTS

1. Name and County, Years of Services
2. Respond to the question below in the chat or off mute:
 - ❖ **What books, articles or research are you currently reading about education?**

SPEAKERS



Dr. Linda Darling Hammond
President, California State Board of Education
Chief Learning Officer, Learning Policy Institute

LINDA'S SLIDES



Designing for the Future of Public Education

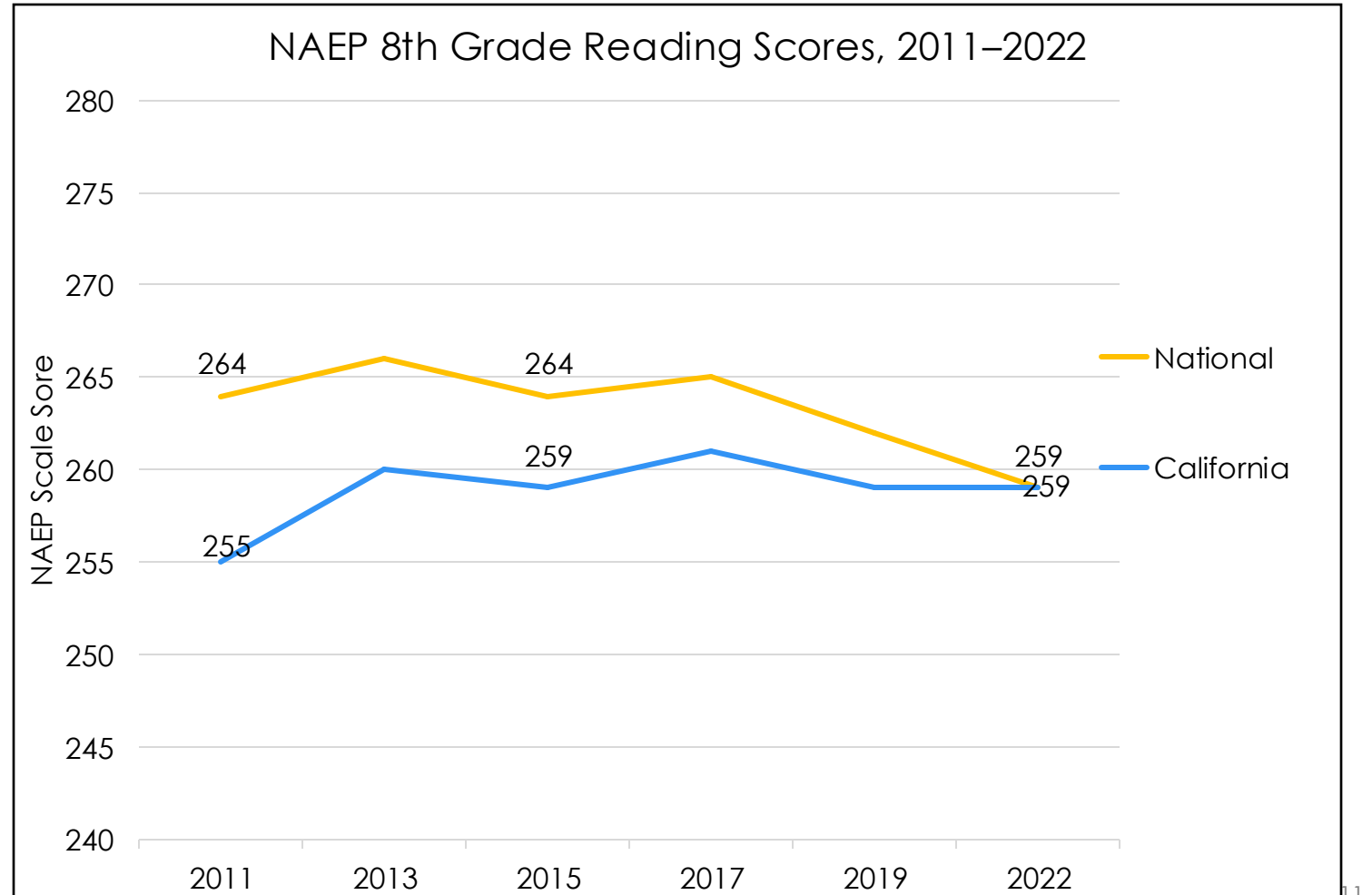
Linda Darling-Hammond, President, CA Board of Education



Learning Recovery
Reading and Math Progress
Deeper Learning
High School Redesign

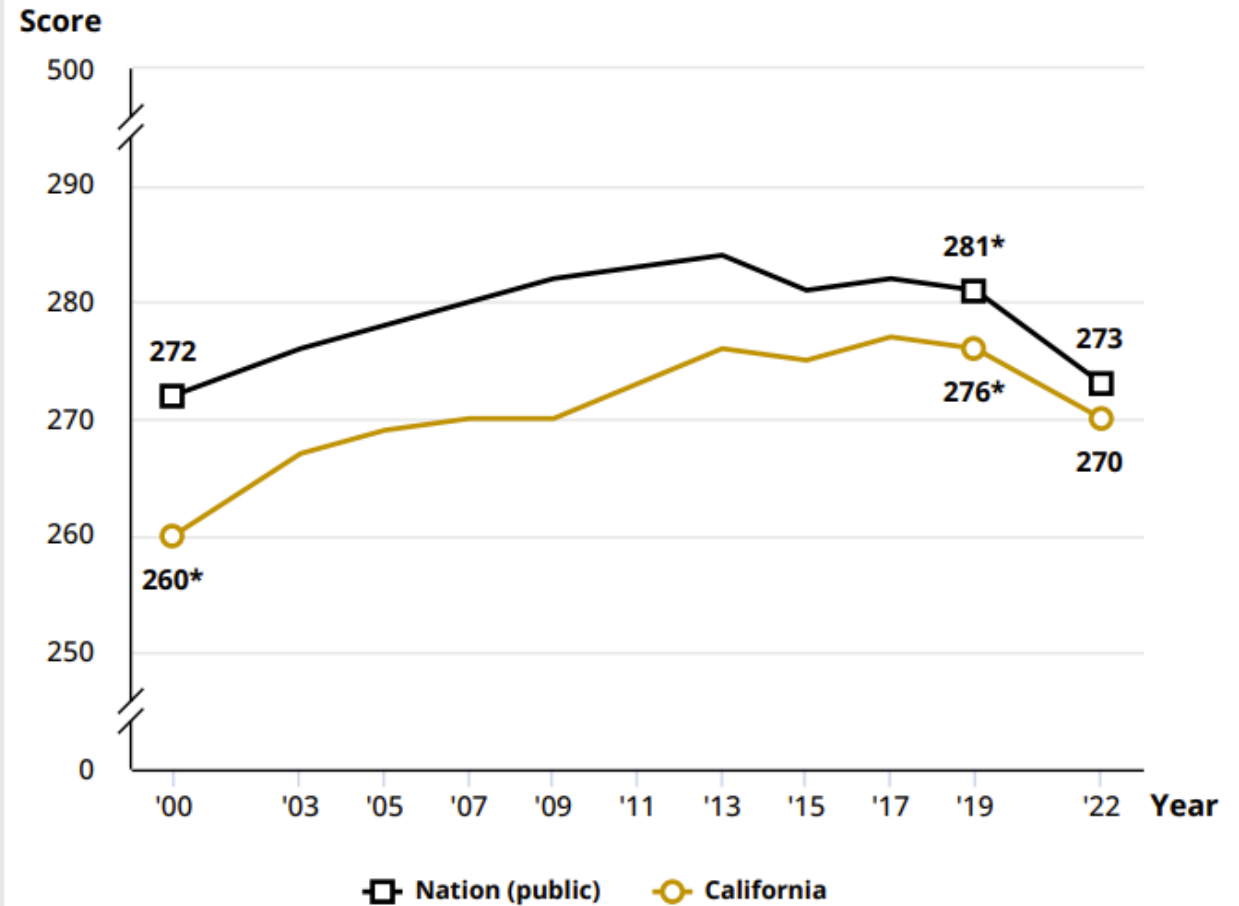
California Has Had the Largest Gains of Any State in 8th Grade Reading

California has had larger reading gains than any other state in the last decade, moving from 48th to the national average. Meanwhile, the student population has become more low-income (now 65%) and linguistically diverse (>50% of kindergartners come from homes where English is not the 1st language)



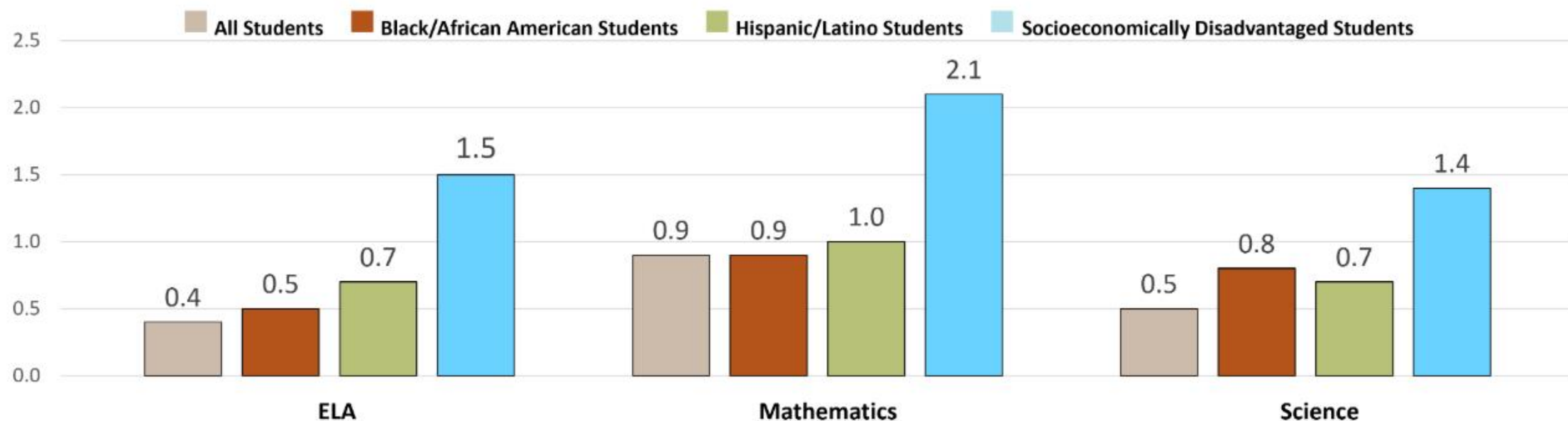
California
Gained in 8th
Grade Math
until 2019 and
Declined Less
than Other
States During
the Pandemic,
But is Still Below
the National
Average







AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



Learning Recovery is Finally Underway

Year-over-Year Change in Students Meeting or Exceeding Standards for ELA, Mathematics, and Science from 2022–23 and 2023–24 for All Students and Selected Student Groups



														
2022–23	46.7%	29.9%	36.1%	35.3%		34.6%	16.9%	22.7%	22.9%		30.2%	14.2%	18.9%	19.3%
2023–24	47.0%	30.3%	36.8%	36.8%		35.5%	17.8%	23.7%	25.0%		30.7%	15.0%	19.6%	20.7%
Change	+0.4	+0.5	+0.7	+1.5		+0.9	+0.9	+1.0	+2.1		+0.5	+0.8	+0.7	+1.4

California's Approach is Grounded in the Science of Reading and Literacy for both Native English Speakers and Multilingual Learners

[The Science of Reading: Defining Guide](#) defines the Science of Reading as:

“...a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention and intervention of reading difficulties.”

-- The Reading League (2022)



Joint Statement

Understanding the Difference: The Science of Reading and Implementation for English Learners/Emergent Bilinguals (ELs/EBs)



**National Committee
for Effective Literacy**



**CALIFORNIANS
TOGETHER**
CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

What the Science of Reading is **NOT**

- ❌ an ideology or philosophy
- ❌ a fad, trend, new idea, or pendulum swing
- ❌ a political agenda
- ❌ a one-size-fits-all approach
- ❌ a program of instruction
- ❌ a single, specific component of instruction, such as phonics

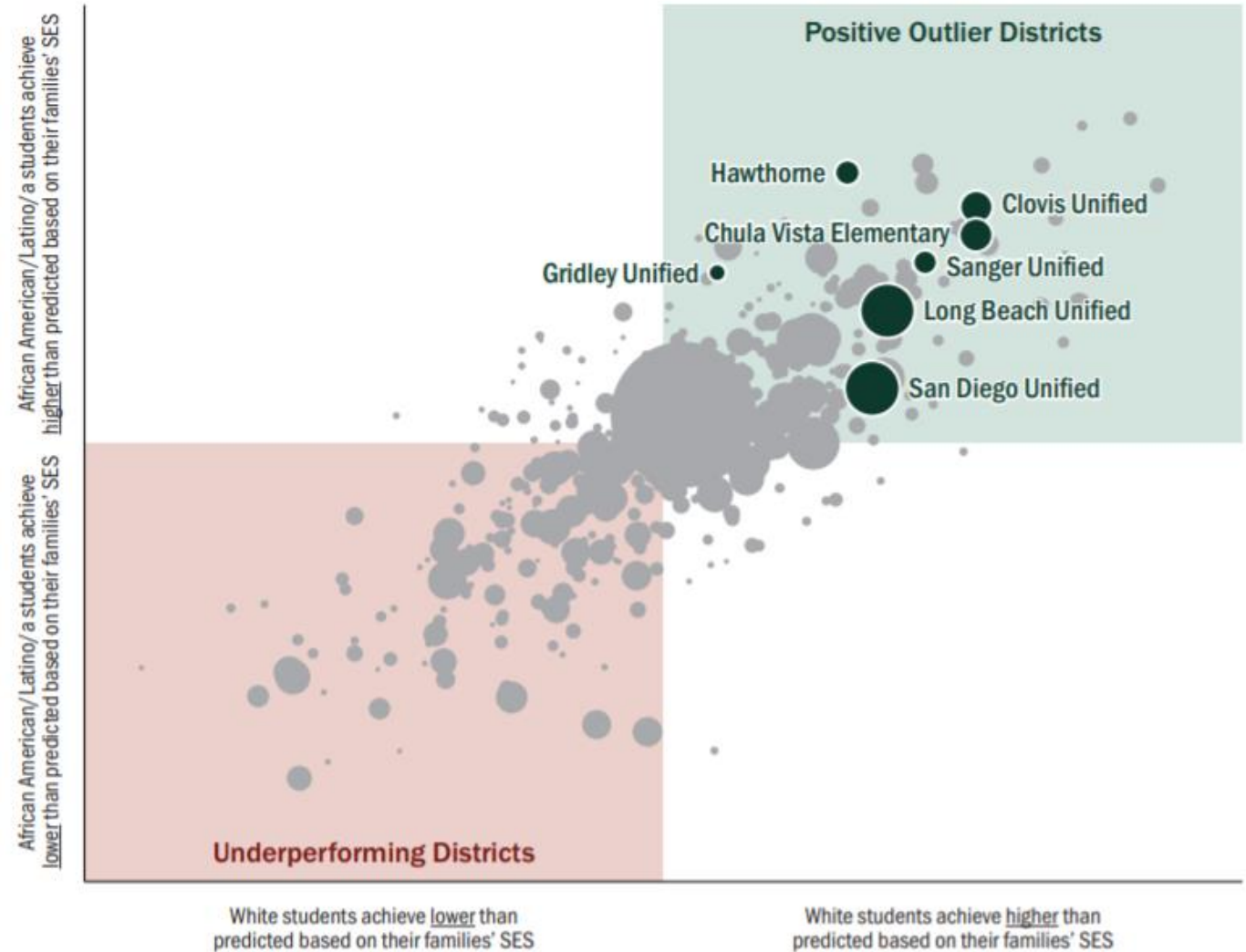
Ed Trust West, Catalyst CA, CAFE, UCSF Dyslexia Center, and
Many More

CA's Positive Outlier Districts Have Been Making Strong Strides

Burns, D., Darling-Hammond, L., & Scott, C, et al. (2019). [Closing the opportunity gap: How positive outlier districts in California are pursuing equitable access to deeper learning](#). Palo Alto, CA: Learning Policy Institute.

Student Achievement in California Districts and Positive Outlier Case Study Districts

Average African American, Latino/a, and White student achievement by district averaged across subjects, and grades in 2017



All of the Positive Outlier Districts...

Have a comprehensive approach to developing literacy that includes

- Foundational skills for decoding
- Oral language development
- Background knowledge & vocabulary
- Writing and research
- Comprehension

Use formative assessments to guide instruction and intervention

- Regular use of diagnostic tools
- Focused small group work with additional staff (aides, reading specialists)
- One on one tutoring

All of the Positive Outlier Districts Also...

Support student-centered instruction focused on ELA / ELD standards

- Teachers focus on individual student needs, rather than standardizing for all.
- Teachers build on students' experiences and funds of knowledge.
- Schools integrate literacy practices into all subject areas.

Engage in extensive professional development and coaching

- Cycles of inquiry in PLCs, observation in classrooms, analysis of student work.
- Collaboration time focused on joint planning and problem solving.
- Coaches and reading specialists facilitate PD, support teacher planning, mentor others, and work with high-need students.

California Has Been Building Literacy Supports Statewide

2021

- Comprehensive State Literacy Development Plan → Centers for reading at each developmental level
- Dyslexia Initiative Launched (funded in 2020 budget)
- Grants for professional development, Learning Acceleration, Reading Instruction and Intervention

2022

- New Teacher Preparation Standards for Literacy Instruction
- Preschool & Transitional Kindergarten Learning Foundations
- Funding for Literacy Coaches and Reading Specialists

2023

- Universal Screening for Risk of Reading Difficulties Enacted
- Literacy Coaches & Reading Specialists Educator Training Grant

2024

- Expanded literacy coaches

2025

- Literacy Roadmap
- Screener Implemented
- Universal TK Fully Enacted



The Literacy Roadmap Will...

Provide practical guidance online

- Literacy block components
- Range of grades
- Variety of language settings
- Grouping

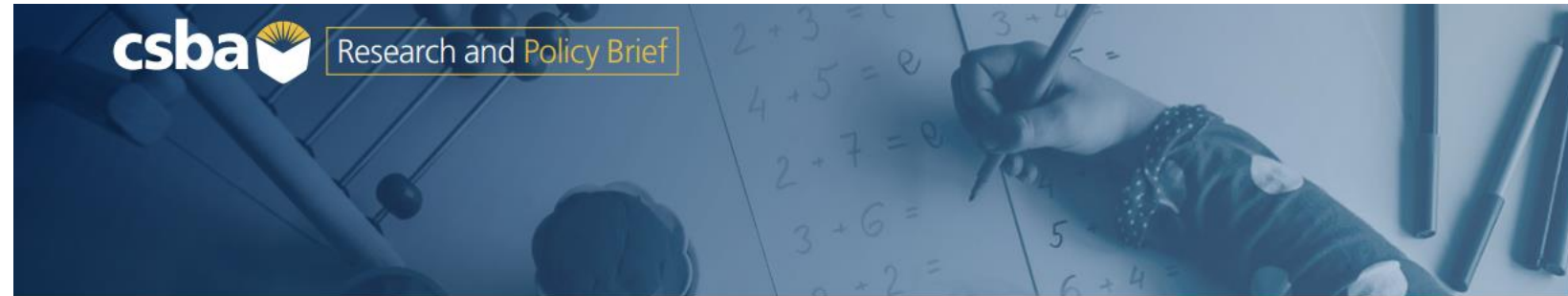
Other activities

- Webinars
- Consultation with experts & practitioners
- Convenings

New Math Framework Will Follow Suit

Math Coach Training
Will be Available for
All Districts and Funding
For Math Coaches in
Most Districts is
Part of the Governor's
Budget

CSBA/ LPI Brief



High-Quality Professional Development to Support Instructional Materials Adoption Aligned with the New Math Framework

A joint publication of CSBA and Learning Policy Institute

IN THIS BRIEF

- ▶ Instructional changes needed to implement the new Mathematics Framework
- ▶ Effective math professional development defined
- ▶ Exemplar vignettes
- ▶ Questions for governance teams to consider
- ▶ Sample board policies, board bylaws, and administrative regulations
- ▶ Relevant resources

to as professional learning opportunities in this brief) to teachers and staff that result in changes to teacher knowledge and practices, as well as improvements in student learning outcomes.

What instructional changes are necessary to implement the 2023 Math Framework, and why are these changes important?

Adopted by the State Board of Education in July 2023, the Framework is intended to support engaging and effective math instruction that better addresses the learning needs of all California students. Major changes to instructional practice that are based in learning science and the practices of countries with high achievers in math include:

- ▶ moving away from rote calculations to deeper understanding of math concepts;
- ▶ moving away from coverage of disconnected standards to

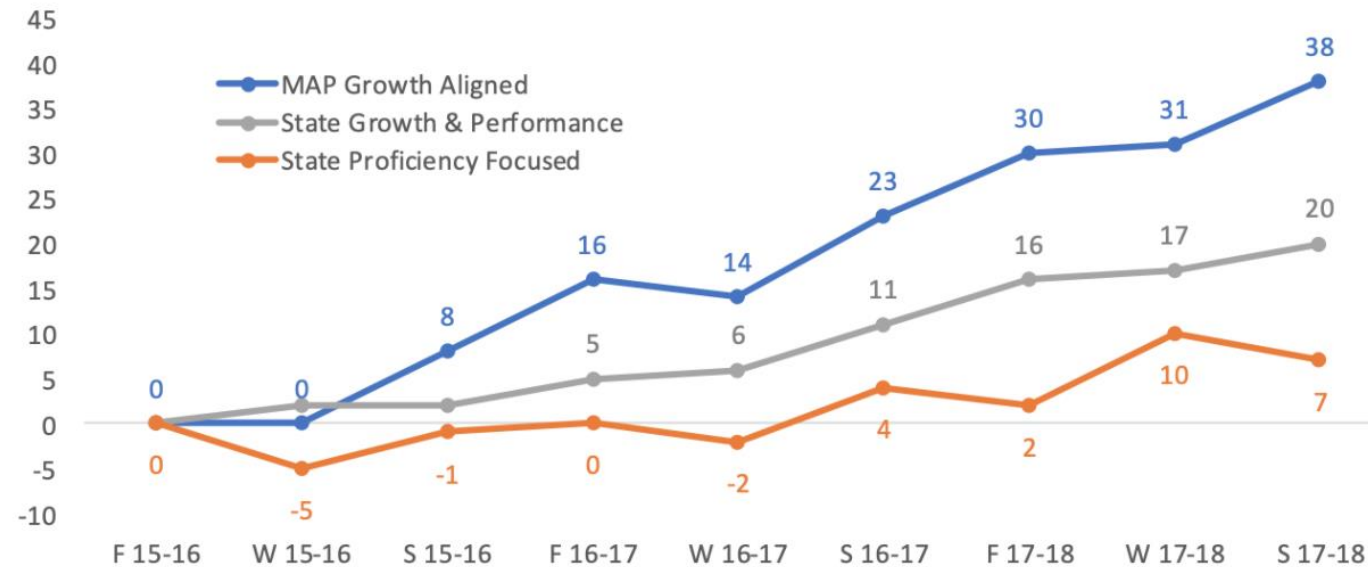
Why we should accelerate rather than remediate

Virtually all students are motivated to learn the next thing they are ready to learn when they experience encouragement, supportive relationships, and evidence of progress.

Few are motivated by being labelled as “behind” or “below” and placed in a remedial setting that couples boredom with stigma.

Build on Successful Learning and Accelerate

Figure 13 – Change in School-Level Percentile by School Category

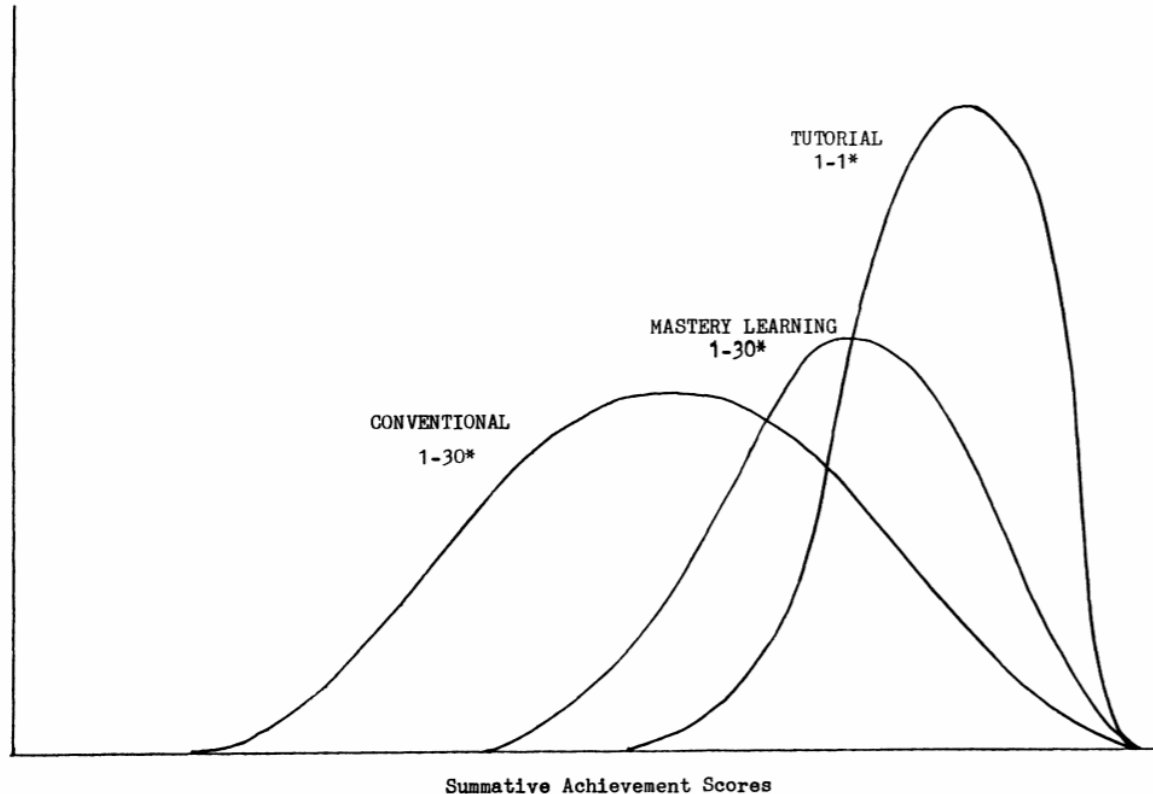


Note: figure shows percentile gain for consistently-enrolled students. The MAP Growth Aligned category includes schools 4, 5 & 6. The State Growth & Performance category includes schools 1, 2, 3 & 7. The State Proficiency Focused category includes schools 8-14.

Meeting students where they are based on diagnostic assessments produces larger learning gains than limiting instruction to grade-level standards.

Mastery Learning Strategies

FIGURE 1. Achievement distribution for students under conventional, mastery learning, and tutorial instruction.



*Teacher-student ratio

A recent synthesis of 96 rigorous studies finds equally impressive gains when tutors are trained

Benjamin Bloom's 2 Sigma Study (1984)

Students who received mastery learning increased performance by 1 full SD.


Students who received individualized tutoring increased their performance by 2 standard deviations.

A student at the 50th percentile grew to the 98th percentile with:

1-to-1 Relationship
Immediate feedback
Opportunities to practice and revise

Settings for Accelerating Learning Require Redesigning Time and People

- ▷ Within the classroom, in individual and small group work times with differentiated materials and supports
- ▷ Designated acceleration time during the day when individual and small group tutoring & extra practice/revision can occur
- ▷ Special lab classes attached to courses
- ▷ Double block periods
- ▷ After school
- ▷ Saturday school
- ▷ Summer school



Meanwhile, the
world has changed
dramatically



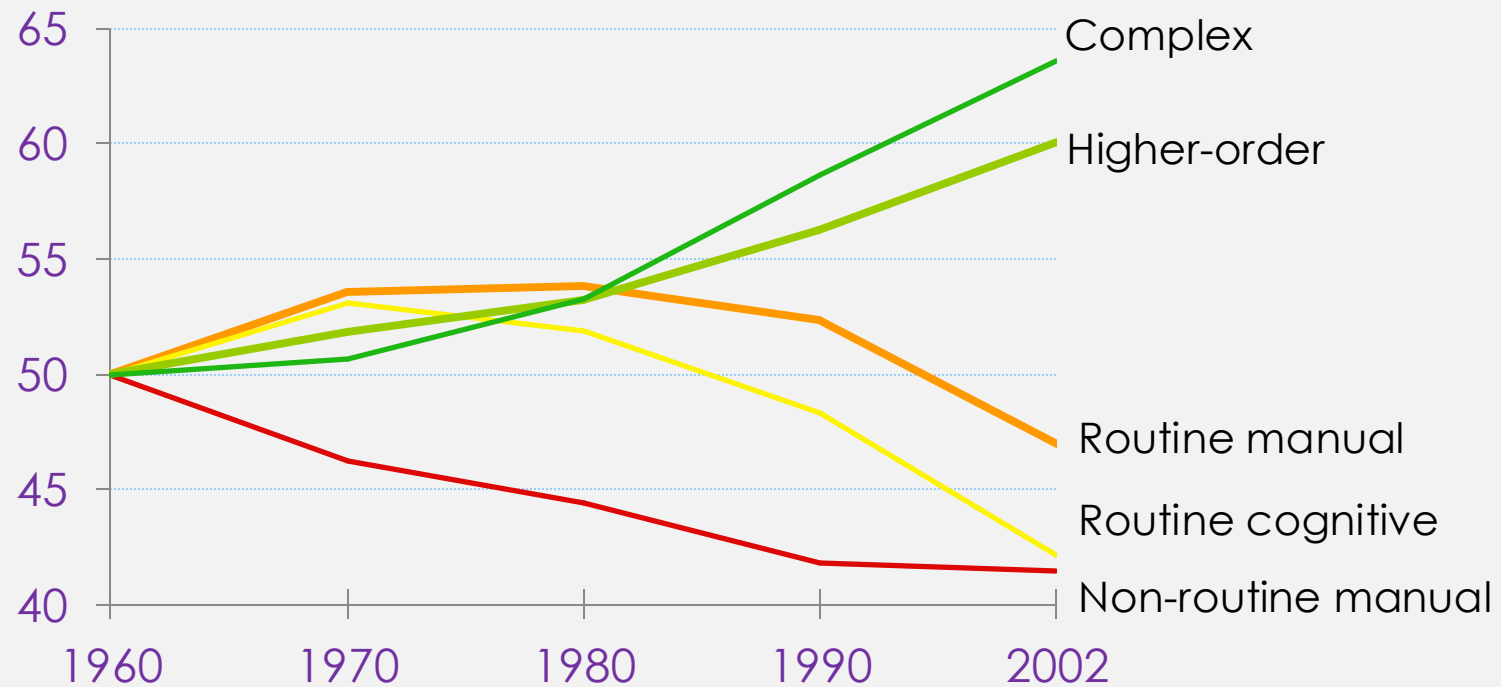


The Economy is Changing at Breakneck Speed

The introduction of AI is accelerating this process further and faster.

Major economic forecasts agree that about 30% of our jobs will disappear or be radically redesigned as a result of AI by 2030, and this rapid restructuring will continue even faster after that.

Demand for Skills Has Been Changing Faster than Our Education System Has Been Able to Respond



The dilemma of schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitize, automate, and outsource



Teaching for Learning Ability



The abilities to:

Transfer and apply
knowledge

Analyze, evaluate, integrate

Communicate and
collaborate

Take initiative

Find and use resources

Plan and implement

Self-manage and improve

Learn to learn

REPORT OF THE COMMITTEE
OF TEN ON SECONDARY
SCHOOL STUDIES • WITH THE
REPORTS OF THE CONFERENCES
ARRANGED BY THE
COMMITTEE

1894



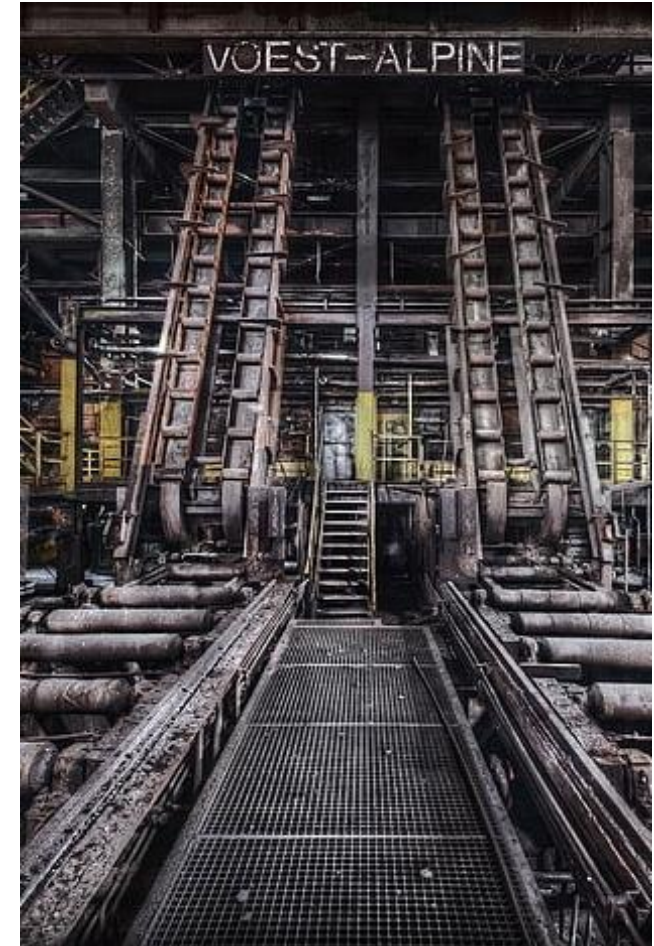
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The Current Curriculum Was Designed in 1892



Schools Designed in the Early 1900s Adopted the Factory Model

- Large schools were designed to pass students along an efficient assembly line
- Scientific managers adopted the Prussian “age-grading” system and the “platoon” system to create efficient processing of students
- Teachers were placed as individual workers on the assembly line to plan & teach alone
- Curriculum was prescribed based on time and motion studies and focused on rote learning
- Tracking was designed to create different conveyer belts for students by race & class
- Schools were explicitly designed to “select and sort” rather than to develop talent



(Tyack, The One Best System; Callahan, The Cult of Efficiency)

Evidence that Today's High Schools Need to Change

A national survey of more than 148,000 6th to 12th graders found that

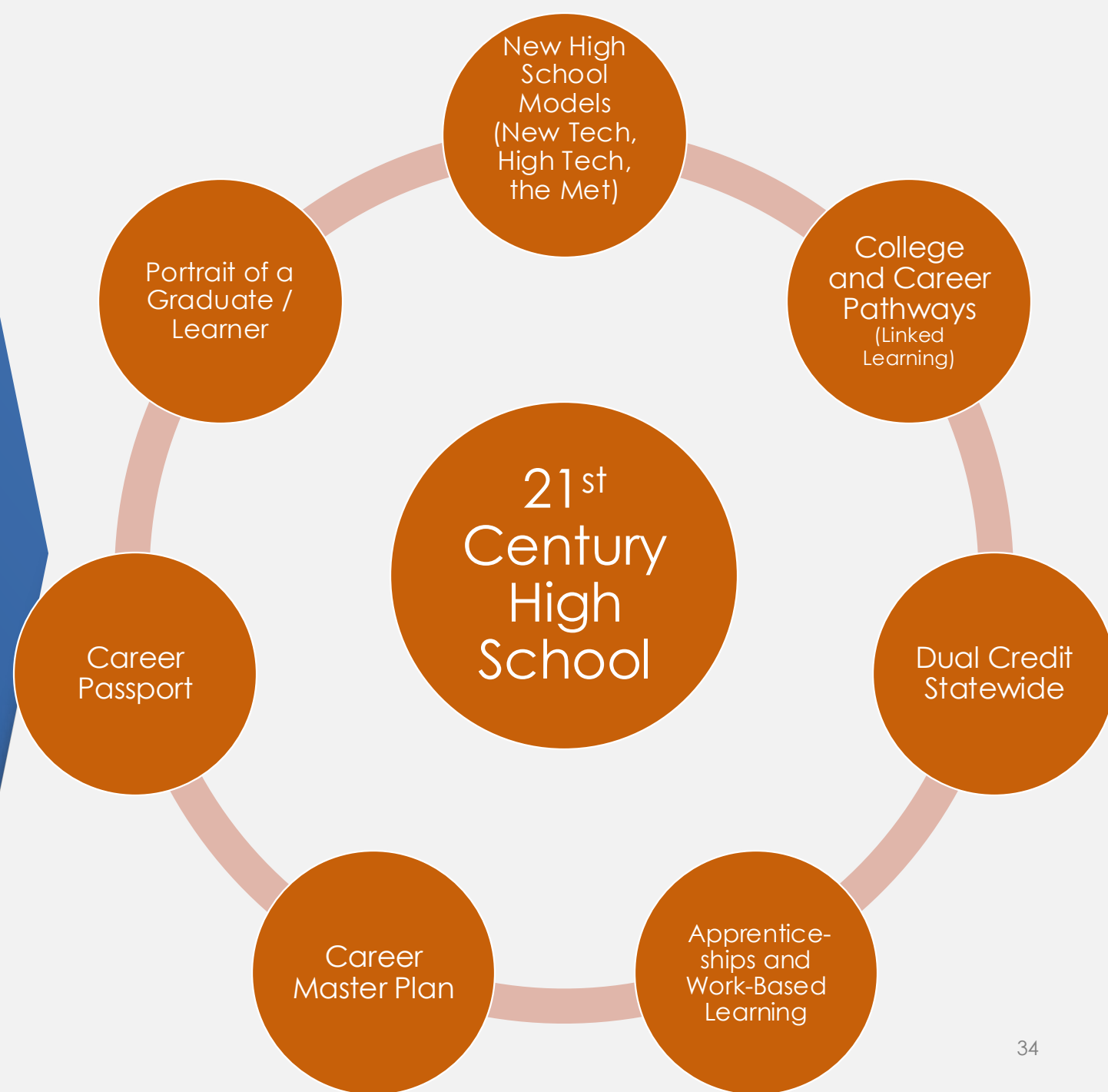
- Only 29% felt their school provided a caring, encouraging environment;
- Most did not feel there is an adult who knows them well in school

A national survey of 21,000 high school students found that 75% of their reported feelings about school were negative. The most common feelings were “tired, stressed, and bored.”

School outcomes are associated with school design



Elements of Work in Progress in California



New Models Have Common Features of Successfully Redesigned Schools

1. Small learning communities
2. Teaching teams and advisories
3. Community-connected curriculum focused on deeper learning
4. Project-based performance assessments & exhibitions
5. Adaptive, culturally responsive pedagogy
6. Restorative practices
7. Student supports (routinely available)
8. Family engagement
9. Expert teachers with time for collaborative planning
10. Leaders who create collegial learning communities



Redesigning High Schools

10 Features for Success

Linda Darling-Hammond, Matt Alexander, and Laura E. Hernández

Linked Learning / Golden State Pathways Build on these Designs



- Small Schools / Academies
- Personalized Advisory Systems
- Community-Connected Project-Based Learning
- Performance Assessments and Portfolios for Graduation

Supporting

- Stronger achievement
- Higher graduation rates
- Increased postsecondary enrollment and success

Linked Learning Pathways (2022)



**Agriculture And
Natural Resources**
23 PATHWAYS



**Arts, Media, and
Entertainment**
95 PATHWAYS



**Building and
Construction Trades**
17 PATHWAYS



Business and Finance
25 PATHWAYS



**Education, Child
Development, and
Family Services**
20 PATHWAYS



**Energy, Environment,
and Utilities**
10 PATHWAYS



**Engineering and
Architecture**
41 PATHWAYS



**Fashion and
Interior Design**
1 PATHWAYS



**Information and
Communication
Technologies**
23 PATHWAYS



**Health Science and
Medical Technology**
73 PATHWAYS



**Hospitality, Tourism,
and Recreation**
9 PATHWAYS



**Manufacturing and
Product Development**
10 PATHWAYS



Transportation
4 PATHWAYS



Public Services
39 PATHWAYS



**Marketing, Sales,
and Service**
23 PATHWAYS

**GSPP
Emphasis:**

Green
Technologies

STEM

Health
Professions

K-12 Teaching

Golden State Pathways: Coordination and Leadership



Develop and integrate standards-based academics with career-relevant, industry-themed pathways aligned to high-skill, high-wage, or high-demand jobs



Articulated pathways from high school to postsecondary that are aligned with local workforce needs



Collaboration across LEAs, IHEs, employers, and other stakeholders



Implemented with coordination and coherence across programs and funding sources

California's budget includes \$500M for college and career pathways that provide all of these elements



California Action Plan



CA Action Plan

- **Complete the Portrait of a Graduate and Use it as a North Star for Policy Decisions**
- **Further Develop Career Pathways with Experiential Learning and Dual Credit Opportunities that Connect High School to College and Careers**
- **Establish a Secondary School Innovation Pilot Program**
- **Consider Assessment and Accountability Reforms**
- **Advance Performance-Based Assessment to Demonstrate Competencies**
- **Develop and Communicate a Competency-Based Transcript**



Design Principles for Schools

Putting the Science of Learning
and Development Into Action

<https://learningpolicyinstitute.org/product/solid-design-principles-report>



LEARN

Resources

American Institutes for Research, National Center for Intensive Intervention

Learning Policy Institute, *Restarting and Reinventing School*

National Bureau of Economic Research, *The Impressive Effects of Tutoring on PreK-12 Learning*

RAND, *Investing in Successful Summer Learning Programs*

Wallace Foundation, *After-school Programs: A Review of Evidence Under ESSA*

US Department of Education, Institute for Education Sciences, *What Works Clearinghouse*

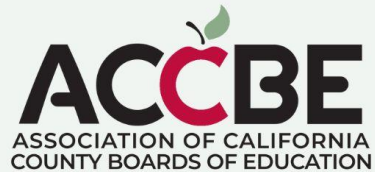
QUESTIONS

GROUP REFLECTION

- ❖ What is one thing that most excited you or resonated with you, about what you heard tonight?
- ❖ What strategies would you bring back to your board or county?
- ❖ What additional information do you need to develop plans or make decisions?
- ❖ What's one next step you can commit to taking?

MEMBER EXPERIENCE & TOPIC REQUEST SURVEY

NEXT STEPS



Literacy Spotlight: Understanding Reading Difficulties

Monday, June 16
6:00 - 7:30 PM

**VIRTUAL MEETING OPEN TO ALL COUNTY
BOARD OF EDUCATION TRUSTEES!**

- Learn about new research on dyslexia and the impact on students
- Discuss the broad impact of new CA legislation around universal literacy screening



UCSF
University of California
San Francisco

DBG

SCOE
Sacramento County Office of Education

- **Literacy Spotlight:
Understanding Reading
Difficulties** for all trustees June 16
- **ACCBE Advocacy/Policy
Committee**, June 11
- [Complete our Member
Experience Survey](#)
- **Sign up for on demand 1:1
Coaching for new Trustees
and Monthly Coaching
sessions** for all trustees

THANK YOU TO FOUNDING MEMBERS



HERE IS OUR CONTACT INFORMATION

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THANK YOU