
CRITICAL ISSUES FACING STUDENTS SERVED BY COUNTY OFFICES OF EDUCATION

JANUARY 27, 2025

6:00 – 7:15 PM

WELCOME

- Please name yourself on screen
- Please put in the chat your name, role, county and years of service on the board

PURPOSE OF TONIGHT'S MEETING

- **HEAR** an Overview of Key Budget and Legislative Issues in 2025 that Impact COEs and the Students We Serve
- **LEARN** about Literacy/Reading Recovery Initiatives for COE Served Students
- **LEARN** about the Major Changes in Mandated Reporting and its Impact on COE Employees, Families and Students.
- **TELL US** about Your Challenges and Priorities to Inform Legislative Advocacy

ACCBE'S 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 group 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.

STARTING BY LISTENING

Please put in the Chat the Top Challenges Your County, Your Students and Families and the Districts you Serve Face Today. Listed Below are a Few Examples.

Teacher Vacancies – lack of Qualified Candidates	Catching up Academically after COVID	Serving Undocumented Students and Families
High Teacher and Staff Turnover	Insurance Crisis Impacting Foster Care Services	Continuing academic achievement gaps
Inadequate Funding for Competitive Salaries for Teachers	Looming Loss of Federal Support for Rural Schools and Counties	Recovering from Wildfire Devastation

KEY BUDGET AND LEGISLATIVE ISSUES THAT IMPACT COES AND THE STUDENTS WE SERVE



**Proposed Key State/Federal Budget and Legislation
that Impact County Offices and Students**

Lee Angela Reid
Partner, Capitol Advisors Group

QUESTIONS FOR LEE ANGELA REID CAPITOL ADVISORS GROUP

- **Please Put Your Questions in the Chat**
 - Start Your Question with Your Name and Position (E.G., Trustee, Sacramento County Board of Education)
 - Please be as clear and specific as you can
- **The ACCBE moderator will read the questions and ask the presenter(s) to respond**
- **Questions may be combined and paraphrased**

TWO-THIRDS OF STUDENTS WHO CANNOT READ PROFICIENTLY BY THE END OF 4TH GRADE WILL END UP IN JAIL OR ON WELFARE



**Literacy and Reading Recovery for Justice Impacted
and Community School Students**

Dr. Alison Yoshimoto-Towery

Executive Director, UC/USC Collaborative for
Neuroscience, Diversity, and Learning; California Institute
for Law, Neuroscience, and Education



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

January 27, 2025

Objectives:

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



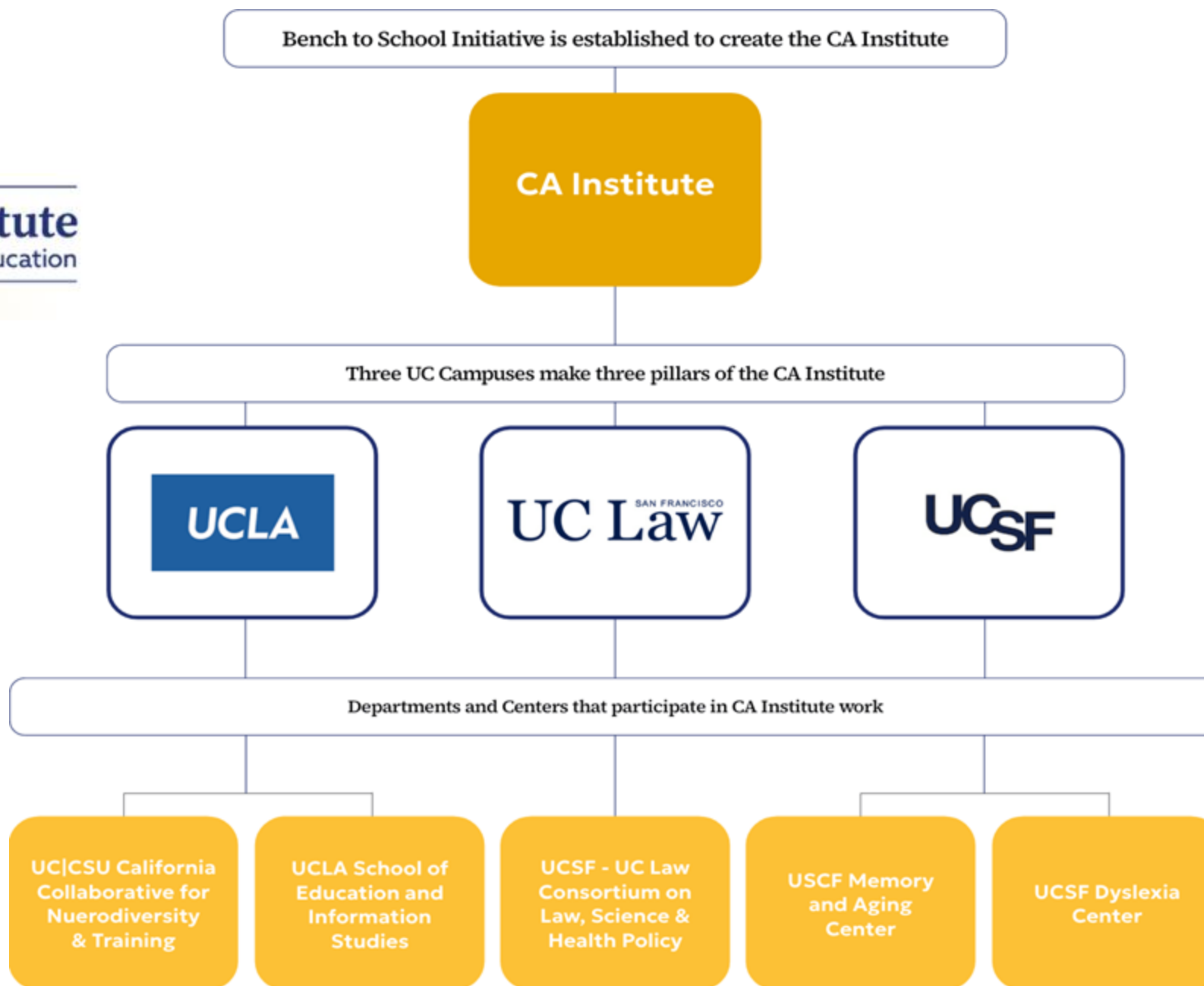


The research is clear: if children cannot read proficiently by the end of third grade, they **face daunting hurdles** to success in school and beyond. **Third grade marks a pivot point in reading.** In fourth grade, students begin encountering a wider variety of texts. By then, able readers have learned 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



My Learning

Courses

Trainings

Recently Added

Catalog

Featured



Introduction to Dyslexia
Course



Screening and Assessment for Dyslexia
Course



Dyslexia and the Brain
Course



Early Childhood and Dyslexia
Course

Discover



Creating Healing Spaces for Teachers
Video



Supporting Students Who Are Worried and Anxious: Practical Tools for the Classroom
Video



California "Alt" Pathway to a High School Diploma for Students with Significant Cognitive Disabilities
Video



Policy Brief: Assessing Transitional Kindergarten's Impact on Elementary...
Website

Recently added



A Multi-Disciplinary Approach for Multilingual Students with Exceptional...
Training Series



Multilingual/English Learners and Dyslexia
Course



Digital Wellbeing for Youth
Resource Collection



Effective Communication in the Classroom
Printable Tool

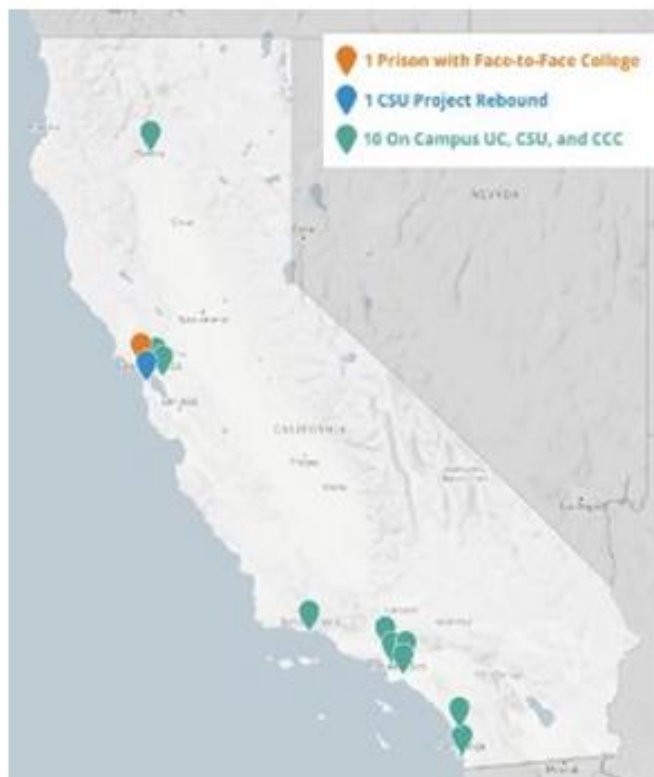
View more

Bright Spots

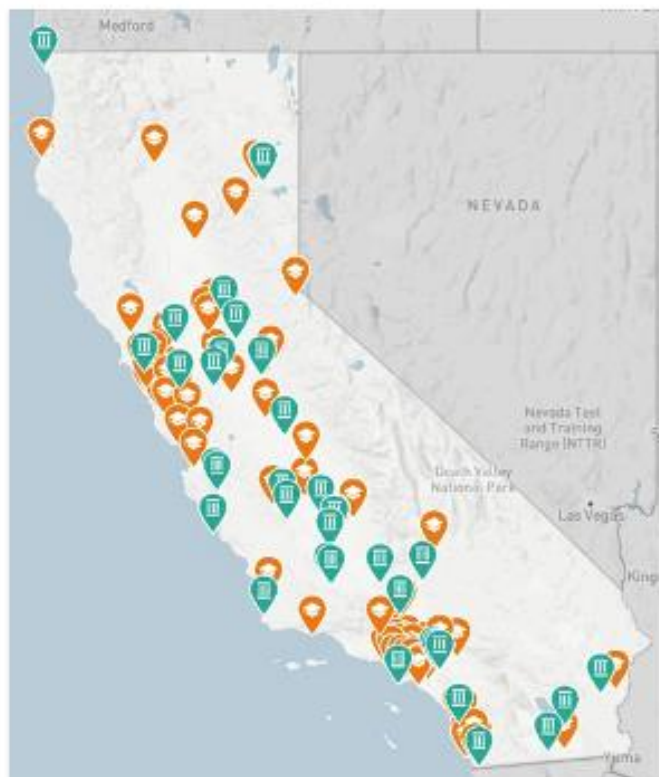
- Literacy improvement models in various COEs
- CA Institute and UC|CSU Collaborative are collaborating with a Young Adult Court now to highlight effective practices
- Students can earn a high school diploma, leave prepared to enter the workforce, and/or enroll in post-secondary education.
- Young adults 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

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

<https://cainstitute.edu/>



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

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



AB 2085 BRINGS SIGNIFICANT CHANGES TO HOW CHILD NEGLECT IS DEFINED AND REPORTED, PARTICULARLY FOR EDUCATORS. UNDERSTANDING THESE CHANGES IS CRUCIAL FOR EDUCATORS IN THEIR ROLE AS MANDATED REPORTERS.



**Major Changes in Mandated Reporting Impacting
County Office Employees and the Students We Serve**

Dr. Tamara Hunter

Interim Executive Director, LA County Committee on
Prevention and Promotion

Mandated Reporting Reform: *Implementing Assembly Bill (AB) 2085*



LA COUNTY MANDATED
SUPPORTING INITIATIVE



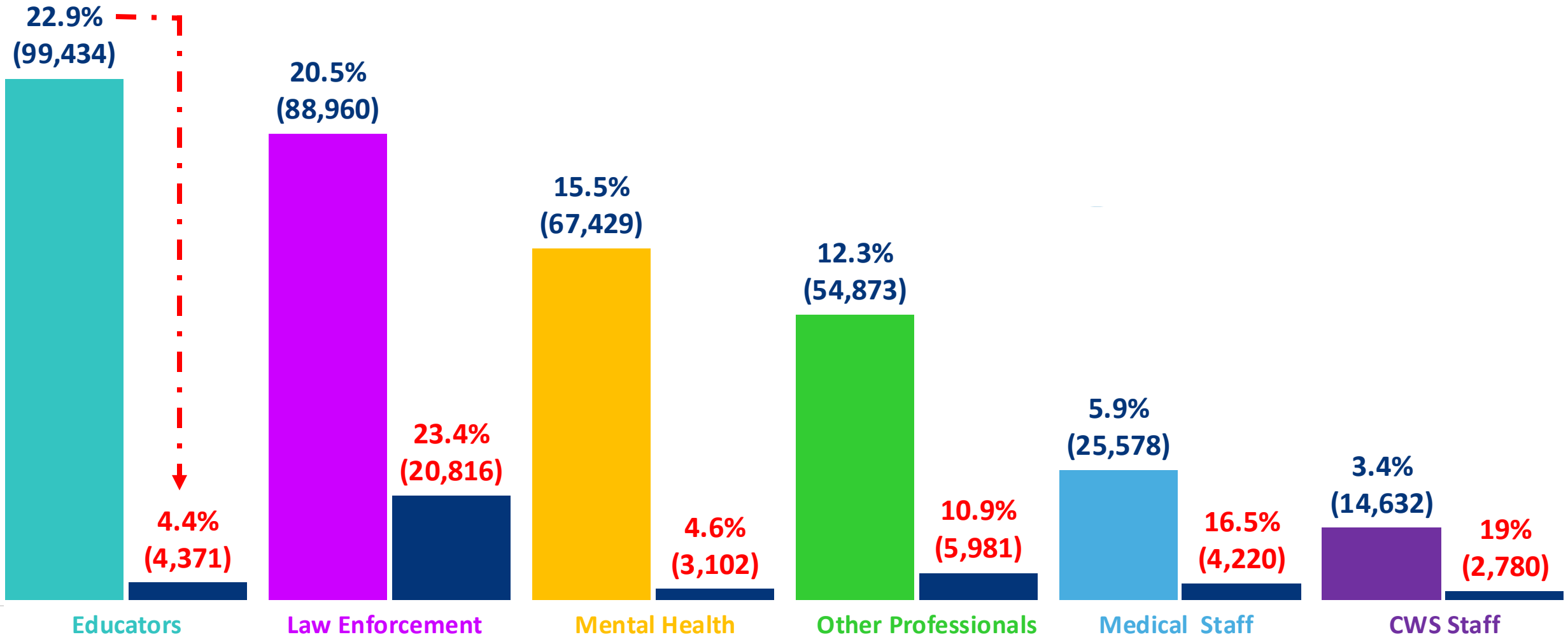
Los Angeles County
Office of Education

Moving Upstream

- Increased focus on prevention at state, federal and local levels
 - Family First Prevention Services Act (FFPSA)
 - Community Schools Initiative
- Reduced reliance on child welfare system is a facilitator of child and family well-being
 - Narrowing of California's definition of general neglect
 - *Assembly Bill 2085*
 - Mandated reporting form occurring across the nation and state
 - State Task Force and LA County-led efforts



Reports Made & Substantiations by Mandated Reporter Type (2023)





Reactive by design.

Not proven to prevent child abuse and neglect.



Disrupts trust.

Creates a chilling effect on help-seeking, which increases risk.



Driver of racial disproportionality in the child welfare system.

Manifestation of the criminalization of poverty.



System pits best interests of mandated reporters and their organizations *against* the families we serve



Mandated Reporters feel – and are – inadequately prepared and supported.

Most of their allegations are not substantiated.



Reporting decisions often influenced by factors that are distinct from child safety concerns.

Results in overreporting and underreporting.

Assembly Bill (AB) 2085



1. Child's parent/caregiver negligently failed to provide adequate food, clothing, shelter, medical care, or supervision
2. No physical injury to the child has occurred

AND

(3) Child is at substantial risk of suffering serious physical harm or serious illness

(4) Parent's economic disadvantage is NOT general neglect

Legislative Intent: Assembly Bill (AB) 2085

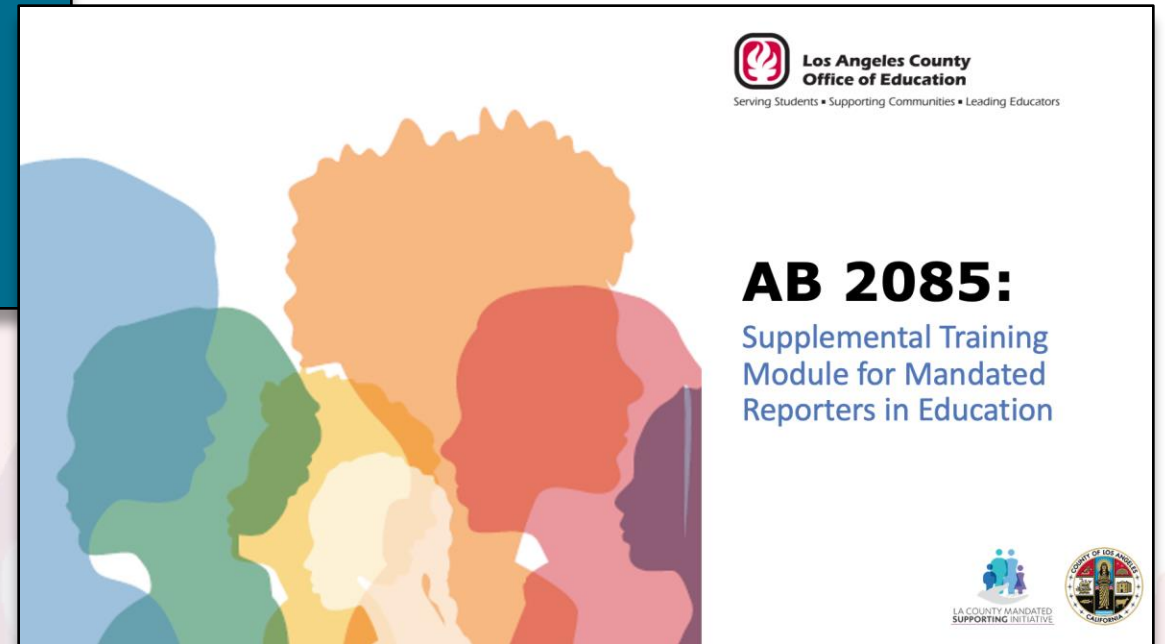
Legislative intent is to:

- Rectify conflation of poverty with general neglect
- Eliminate overreporting due to bias based on race and class
- Address racial disproportionality
- Decrease the strain on the child welfare system

Is not only the law, but presents tremendous opportunity to further whole family approaches in education!



AB 2085 Training Supplement E-Learning and Training Supplement Module for Mandated Reporters in Education



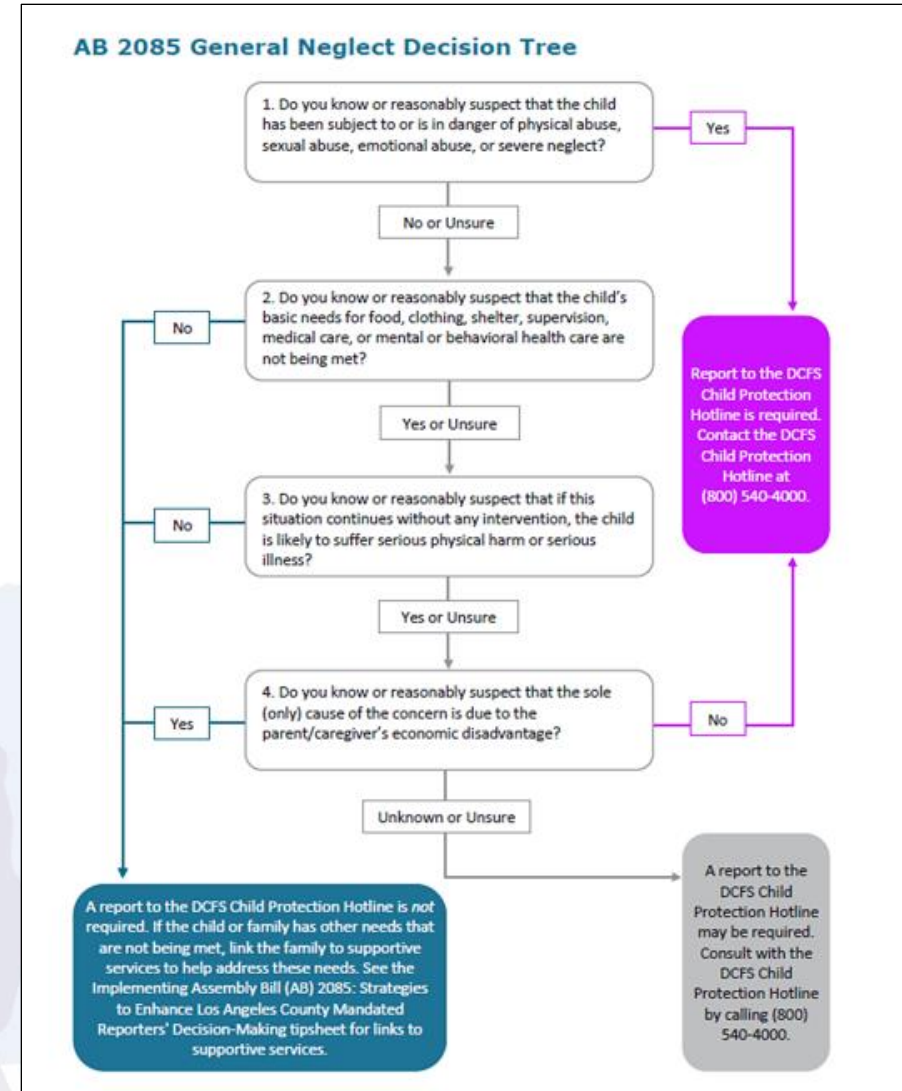
AB 2085 Decision Support Tools

Five-step decision support process

1. Clarify
2. Consider
3. Consult
4. Complete
5. Decide

General Neglect Decision Tree

- “Low Tech”
- Recommendations:
 1. Make a report to DCFS
 2. Consult with DCFS
 3. Link the family to supportive services if they are in need



General Neglect Decision Tree and other tools available @
SupportingFamilies.lacounty.gov

Dr. Tamara N. Hunter
msi@dcfs.lacounty.gov

LA County Office of Education
lacoed.edu/mandatedsupporting

Alicia Garoupa, LCSW
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Los Angeles County
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QUESTIONS FOR OUR PRESENTERS

- **Please Put Your Questions in the Chat**
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STARTING STRONG AS A NEW COUNTY BOARD TRUSTEE – FEBRUARY 3 AT 5:00 PM

- **Meet and Network with Other Newly Elected County Board Members**
- **Learn About ACCBE Trustee Mentoring Program and the Trustee Handbook**
- **Receive “Real-Time Tips for Governance Success” from seasoned County Board members**

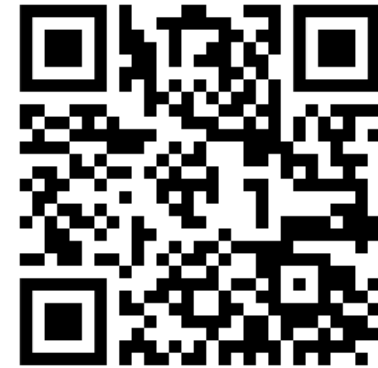


JOIN ACCBE - GET INVOLVED

- **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

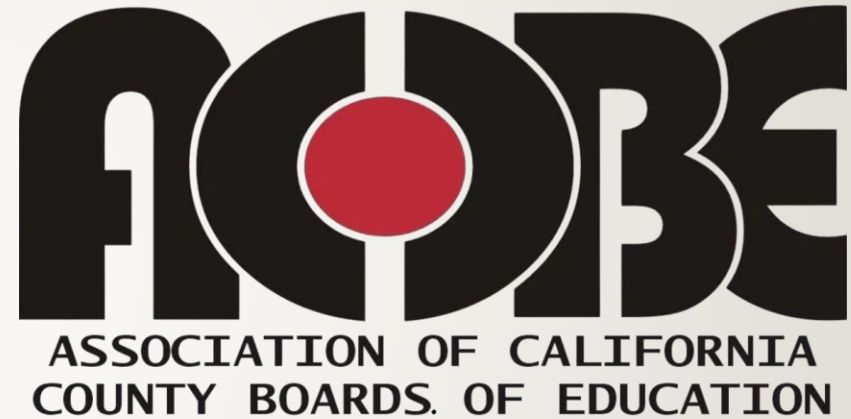
WE WANT TO HEAR FROM YOU

**PLEASE COMPLETE
THIS QUICK
EVALUATION**



HERE IS OUR CONTACT INFORMATION

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THANK YOU