Leveraging State Investments for High School Transformation

PACE Annual Conference
January 25, 2023
Table Introductions

• Name
• Organization
• Why you chose to come to this breakout session
Restorative Restart
The Path Towards Reimagining and Rebuilding Schools

Joannie Myung
Hayin Kim
Benjamin W. Cottingham
Sergio Diaz Luna
Socorro Sheds
Heather Hough

May 2021

NEWSOM’S PLAN TO TRANSFORM PUBLIC SCHOOLS INTO GATEWAYS OF OPPORTUNITY

- Universal Pre-K by 2024, and Savings Accounts for 3.7 Million Kids
- Highest Level of State School Funding in California History
- $30 Billion to Reimagine Public Schools and Reduce Class Sizes

California’s recovery is underway. But we can’t be satisfied with just going back to the way things were. The Comeback Plan outlines comprehensive strategies and major investments to address the state’s most stubborn challenges. Under Governor Newsom’s $100 billion plan, California will roar back from the pandemic.

It’s time to reimagine our public schools. The California Comeback Plan proposes the highest level of state school funding in California history. It includes $5 billion for targeted investments to reimagine our K-12 public schools, $2 billion for savings accounts for 3.7 million kids, and $34 billion for universal pre-K.

COVID-19 presented a crisis without precedent this century, especially for school communities throughout California and the nation. Against the backdrop of emerging and evolving science, school leaders, teachers and staff worked tirelessly to implement both high-quality distance learning and safe reopenings for in person instruction. For students and families, the crisis placed immediate strain on working parents and harmed the social-emotional and academic well-being of students—especially those historically misidentified or neglected by public institutions. Now, it’s time to reopen our schools, full time in the fall.

As we reopen, we must center our education, health and social systems on meeting the needs of children holistically. We must invest early and pave a path from cradle to career. And we must build robust supports, particularly for our neediest students, so every child can thrive, regardless of their race or zip code.
State Investments in K-12 and Postsecondary Success

1. **Serving the Whole Child**
   - Community schools
   - K-16 regional partnerships
   - Early education
   - Counselors & mental health providers

2. **Reducing Barriers to Enrollment**
   - A-G course completion
   - Dual enrollment
   - FAFSA/CADAA mandate
   - Streamlining college eligibility

3. **High School Transformation**

4. **Academic Preparation**
   - A-G course completion
   - California Math Framework
   - Dual enrollment
   - Ethnic studies

5. **Career Education**
   - Golden State Pathways
   - Career Technical Education
46% of high school graduates complete A-G courses

2022 Graduating Cohort
A-G completion rates vary across schools

2019 Graduating Cohort
25% of high school seniors do not take any math

12th Graders, 2018-19
Math course-taking varies by student race/ethnicity

12th Graders, 2018-19

Percentage enrolled:
- No math
- Up to Algebra 2
- Algebra 2
- Statistics
- Trig, Precalculus, and other
- AP Statistics
- Calculus
18% of high school graduates participate in dual enrollment
Dual enrollment participation across high school grades

Statewide, 2021-22

- 9th Grade: 5.3%
- 10th Grade: 7.4%
- 11th Grade: 12.3%
- 12th Grade: 15.8%
- Total: 10.2%
AP exam participation rates vary by race/ethnicity
20% of high school graduates complete a CTE pathway
## CTE pathway completion varies slightly by race/ethnicity

### 2022 Graduating Cohort

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage of high school graduates who complete a CTE pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino American</td>
<td>21</td>
</tr>
<tr>
<td>(n=13,289)</td>
<td></td>
</tr>
<tr>
<td>Latinx</td>
<td>20</td>
</tr>
<tr>
<td>(n=245,331)</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>20</td>
</tr>
<tr>
<td>(n=103,973)</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>20</td>
</tr>
<tr>
<td>(n=45,799)</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>17</td>
</tr>
<tr>
<td>(n=2,118)</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>17</td>
</tr>
<tr>
<td>(n=2,183)</td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>17</td>
</tr>
<tr>
<td>(n=15,649)</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>15</td>
</tr>
<tr>
<td>(n=22,696)</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The data represents the percentage of high school graduates who completed a CTE pathway in the 2022 graduating cohort, categorized by race and ethnicity.
Transition to College: Student Voices from the Class of 2023

Alexandria Hurtt, Michal Kurlaender, Christina Sun, Baiyu Zhou

Forthcoming February 2024
Students voice their concerns about college

How worried are you about the following?

- Being able to afford college tuition, fees, books, equipment
  - Not at all worried: 11.3%
  - Slightly worried: 26.0%
  - Somewhat worried: 31.6%
  - Very worried: 31.1%

- Being able to afford living expenses (rent, food, transportation, etc.)
  - Not at all worried: 17.2%
  - Slightly worried: 25.5%
  - Somewhat worried: 29.8%
  - Very worried: 27.6%

- Performing well academically
  - Not at all worried: 16.9%
  - Slightly worried: 35.0%
  - Somewhat worried: 29.3%
  - Very worried: 18.9%

- Finding community
  - Not at all worried: 26.8%
  - Slightly worried: 31.2%
  - Somewhat worried: 25.7%
  - Very worried: 16.3%

- Having adequate support for emotional and mental health needs
  - Not at all worried: 33.0%
  - Slightly worried: 33.0%
  - Somewhat worried: 22.4%
  - Very worried: 11.6%

- Balancing family obligations
  - Not at all worried: 36.7%
  - Slightly worried: 31.7%
  - Somewhat worried: 21.0%
  - Very worried: 10.6%

- Living away from home
  - Not at all worried: 45.9%
  - Slightly worried: 27.2%
  - Somewhat worried: 17.3%
  - Very worried: 9.7%
“I’m worried about the financial challenges I’ll face. I’ll need to think about food, working, and managing my time and money. It’s a lot. I’ll be overwhelmed at first and won’t be sure about anything. I’ll need to worry about multiple things, not just my education or grades.”

- High school senior, 2023
“I believe remaining consistent [with] my academics will [be] the biggest challenge. I personally don’t believe I’m prepared to pass college level classes. Yet I notice … Most of [the] class of 2023, aren’t prepared as well.”

- High school senior, 2023
“I think the biggest challenge I’ll face in college is balancing family obligations and studying. Since freshman year in high school, I’ve been the primary caretaker of my nephew. Money has always been tight so we haven’t had the means of finding a daycare service… I’m planning to go home every other weekend to help out with child care, help my mom with her job, and go to Mexico to help my uncles with their business. I know it’s going to be difficult to find a balance but it’s a fact of my life that is non-negotiable and I will have to find a way to work through this.”

- High school senior, 2023
“I am excited to explore student life as independently as I can. I want to really feel what it may be like to be an active student on the go, or even on the slow. I am excited to achieve academic heights and experience a school life where I have the choice to control certain variables like class and schedule, and work to better understand and establish my own work ethic. Most of all I am excited to make the most of my college experience, meet new people, and learn from new perspectives.”

- High school senior, 2023
The research reported here was supported through the generosity of funding from the Tipping Point Community, College Futures Foundation, Stuart Foundation, and the Institute of Education Sciences, U.S. Department of Education, Grant R305A210217 to the Regents of the University of California. The quantitative analysis was completed under research partnership agreements with the California Department of Education and the California Community Colleges Chancellor’s Office (Michal Kurlaender, PI). The findings and conclusions here are those of the authors alone and do not necessarily reflect the positions or policies of the funders, including the Institute of Education Sciences or the U.S. Department of Education, or the data providers.
Val Verde Unified School District

Ethnic Studies Graduation Requirement was Board Approved on February 5, 2019.
Ethnic Studies: HISstory + HERstory + TheirStory = OURstory

Who we are, our journey to develop Ethnic Studies, what we do in the classroom, and how we sustain/extend the work
Ethnic Studies Education
Specialized Certificate
New Through UCR University Extension
developed in collaboration with VVUSD
Val Verde Unified School District

When the Val Verde Unified School District found that not all low-income students were completing and submitting financial aid applications, it made financial aid application completion a graduation requirement in 2017.
<table>
<thead>
<tr>
<th>Position</th>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Provide Classroom Time for Presentations</td>
<td>Promote Initiative Using Google Classroom</td>
<td>Assist Students with Documentation Needed</td>
<td>Promote College Going Culture</td>
</tr>
<tr>
<td>Counselor</td>
<td>Assist with Filing out Applications</td>
<td>Classroom Presentations</td>
<td>FSA ID</td>
<td>Verification</td>
</tr>
<tr>
<td>Site Administrator</td>
<td>Making Web Grants Reports Useable</td>
<td>Updating Internal Documents Weekly</td>
<td>Scheduling Events and Workshops</td>
<td>Organizing All Stakeholders</td>
</tr>
<tr>
<td>Guidance Technician</td>
<td>Assist with Parent Workshops</td>
<td>Phone Bank</td>
<td>Schedule Appointments</td>
<td>Help with Celebrations</td>
</tr>
<tr>
<td>ASB</td>
<td>Organizes and Plans Events with Administration</td>
<td>Promote College Going Culture</td>
<td>Recognition</td>
<td>Funding</td>
</tr>
<tr>
<td>Other Staff</td>
<td>Promote College Going Culture</td>
<td>Recognition</td>
<td>Setting Up Appointments</td>
<td>Library Supervision</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>Running Site Level CSAC Reports</td>
<td>Promote College Going Culture</td>
<td>Phone Bank</td>
<td>Safety/Tech Infrastructure</td>
</tr>
<tr>
<td>Family Engagement Center</td>
<td>Parent FAFSA Workshops</td>
<td>Promote College Going Culture</td>
<td>Phone Bank</td>
<td>Recognition</td>
</tr>
<tr>
<td>Registrar</td>
<td>New Students</td>
<td>CALPADS</td>
<td>GPA Upload</td>
<td>Web Grant Reports</td>
</tr>
<tr>
<td>District Management Team</td>
<td>Dialing For Dollars</td>
<td>Promote College Going Culture</td>
<td>Supports Systems</td>
<td>Recognition</td>
</tr>
<tr>
<td>Cabinet</td>
<td>Principal Evaluation</td>
<td>Phone Bank</td>
<td>Ensures Professional Development</td>
<td>Recognition</td>
</tr>
<tr>
<td>Board of Education</td>
<td>Sets Vision/Policy</td>
<td>Holds Cabinet Accountable</td>
<td>Requests Updates/Presentations</td>
<td>Recognition</td>
</tr>
<tr>
<td>TODEC</td>
<td>Attend Parent Workshops</td>
<td>Set up Appointments</td>
<td>Work With Families on Application</td>
<td>Assist in Establishing Trust</td>
</tr>
<tr>
<td>Moreno Valley College</td>
<td>Classroom Presentations</td>
<td>Reinforce Message</td>
<td>Attend FAFSA Workshops</td>
<td>Promote College Going Culture</td>
</tr>
<tr>
<td>California Student Aid Commission</td>
<td>Review Special Reports</td>
<td>Professional Development</td>
<td>Check Addresses</td>
<td>Website Dashboard</td>
</tr>
</tbody>
</table>
MEMBERS OF THE VVUSD MANAGEMENT TEAM PHONE BANKING TO STUDENT HOUSEHOLDS WHO HAD NOT SUBMITTED A FAFSA/CA DREAM ACT APPLICATION

Leadership Suggestion: Make FAFSA Completion Systematic
CELEBRATE SUCCESS

Rancho Verde High School
Citrus Hill High School
Orange Vista High School
STEAM Discovery
Students use engineering design principles to solve problems using introductory coding, math, science and technology
TOOLS: LEGO, Sphero, Ozobots, block coding, iPads, green screen

STEAM Immersion
Students use engineering design principles to solve increasingly more complex problems using coding, science, math and technology
TOOLS: LEGO, Scratch Jr, TinkerCad, iPads, Soundtrap, 3D printer, green screen

STEAM Application
Students apply knowledge of science, math and engineering to solve complex problems using industry recommended equipment
TOOLS: LEGO, Scratch, Soundtrap, photography, CNC machine, 3D printer, Solidworks CAD Design, laser engraver

STEAM Career and Entrepreneurship
Students use industry specific skills and equipment to earn industry certifications; students use STEAM principles to create entrepreneurial opportunities
TOOLS: Guided by input from local industry partners

CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION, & FLEXIBILITY

K-2 3-5 6-8 9-12
Elementary STEAM Labs

K-2
Robotics and Coding
Engineering Design
Val Verde Elementary
Animakerspace
CAD Design and 3D Printing
Middle School STEAM
Orange Vista Drone Lab
SCHOOL SITE PROJECTS:
OUTDOOR CLASSROOMS & GARDENS
Know your Why- Creating a college going culture

#allmeansall
GRADUATION RATE

- 2018: 95%
- 2019: 94%
- 2020: 96%
- 2021: 94%
- 2022: 91%
- 2023*: 94%
A-G COMPLETION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>54%</td>
</tr>
<tr>
<td>2019</td>
<td>63%</td>
</tr>
<tr>
<td>2020</td>
<td>61%</td>
</tr>
<tr>
<td>2021</td>
<td>56%</td>
</tr>
<tr>
<td>2022</td>
<td>59%</td>
</tr>
<tr>
<td>2023*</td>
<td>59%</td>
</tr>
</tbody>
</table>
CAREER TECHNICAL EDUCATION (CTE) COMPLETION RATE

- 2018: 7%
- 2019: 16%
- 2020: 27%
- 2021: 41%
- 2022: 41%
- 2023*: 45%
A-G & CTE COMPLETION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>10%</td>
</tr>
<tr>
<td>2020</td>
<td>18%</td>
</tr>
<tr>
<td>2021</td>
<td>25%</td>
</tr>
<tr>
<td>2022</td>
<td>29%</td>
</tr>
<tr>
<td>2023*</td>
<td>29%</td>
</tr>
</tbody>
</table>
Circumstances may cause interruptions and delays, but never lose sight of your goal.

Mario Andretti
People who say it cannot be done should not interrupt those that are doing it.

George Bernard Shaw
From Chaos to Coherence: Delivering on the Promise of High School Transformation

Roneeta Guha, Principal Consultant
Education First
California has made significant investments that have strong potential to transform high school structures and learning experiences that better prepare students for college, career, and civic life.
These investment areas include career technical education, behavioral health, community schools, dual enrollment and others.

<table>
<thead>
<tr>
<th>Community Schools Partnership Program</th>
<th>Regional K-16 Education Collaboratives Grant</th>
<th>A-G Completion Improvement Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children &amp; Youth Behavioral Health Initiative</td>
<td>Golden State Pathways Program</td>
<td>Dual Enrollment Grant</td>
</tr>
<tr>
<td>Career &amp; College Access Pathways Grant</td>
<td>California Career Technical Education Incentive Grant</td>
<td>Foster Youth Services Coordinating Programs (FYSCPs)</td>
</tr>
</tbody>
</table>
However, equitable and coherent implementation of state-funded programs and initiatives has always been a challenge for education leaders in California.

Fragmentation within districts and lack of alignment of resources to a strategic vision furthers programmatic incoherence and initiative fatigue.
The state of the state today: *fragmentation and chaos*
With this challenge comes an opportunity to improve the way we do things.
Vision for the future: *from chaos to coherence*
Coherence is a mindset and approach that consciously addresses silos and bias in public education and aligns around shared priorities.

The Coherence Lab equips district and state leaders with the tools and knowledge to redesign incoherent and inequitable school systems.
The Coherence Framework has 4 elements that address the root causes of fragmentation

Cultivate trusting relationships:
Engage authentically, support inclusion and address power dynamics within and across your organization, with stakeholders and with people closest to the problems

Build focus and coordination:
Prioritize what’s most important from a sea of needs, collaborate effectively across and within organizations, and remove obstacles that get in the way

Change behaviors at scale:
Identify change agents, connect mindsets and beliefs to concrete behaviors, and set clear and specific expectations about critical moves

Equitable ways of thinking and working:
Reflect on individual identity, address bias and commit to design for people closest to the problem to accomplish change for all people. Deeply understand the root causes of problems to solve and, and explore, test and scale solutions that meet the needs of people closest to the problems
Building coherence mindsets and approaches is fundamentally a change management initiative

- People don’t see the need to change
- “We’ve never done it like that before” mentality
- People get bogged down in analysis
- People are unable to overcome old patterns of behavior
- People are unmotivated to change
- “I’ll change tomorrow” mindset
- “It’ll never work” mindset
- “I know what I should do but I’m not doing it” mindset
- “My people hate change” mindset
- People are excited but lose momentum
- “It’s just too much” mindset
- Everyone agrees with change but nothing is happening
Education First recently conducted an analysis of the historical and current landscape of high school transformation in California that surfaced several lessons for improving coherence

<table>
<thead>
<tr>
<th>Lessons for Coherence</th>
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</thead>
<tbody>
<tr>
<td><strong>Unify stakeholders for a shared vision:</strong> Conflicting policies and misaligned expectations cause confusion and hinder progress. Cultivate collaboration and communication across educators, administrators, and policymakers to develop a clear, shared vision for education. This vision should guide all initiatives and ensure everyone works towards the same goals.</td>
</tr>
<tr>
<td><strong>Align initiatives with shared vision:</strong> Initiatives without a shared vision lead to inconsistent implementation across schools and districts, creating a fragmented landscape and hindering a unified vision for public education. There needs to be a clear, overarching vision that guides all initiatives and ensures initiatives are strategically aligned.</td>
</tr>
<tr>
<td><strong>Bridge the data divide:</strong> Fragmented systems and inconsistent data collection create blind spots and hamper progress. Invest in robust data infrastructure that ensures accurate, accessible data across the system. Develop data-driven decision-making processes to track progress, identify areas for improvement, and seamlessly integrate new initiatives.</td>
</tr>
<tr>
<td><strong>Build capacity for coherence:</strong> Limited organizational capacity and inconsistent funding undermine coherent implementation. Empower schools and districts with resources and training to manage data, adapt to new initiatives, and make informed decisions. Secure consistent funding streams to avoid disruptions and support long-term transformation efforts.</td>
</tr>
</tbody>
</table>
I look forward to Table Talk and Q&A with you today! To learn even more about the Coherence Lab in the future, check out coherencehub.org and reach out to me directly to chat.

Roneeta Guha
rguha@education-first.com
Principal Consultant
Education First
Thank you!
Leveraging State Investments for High School Transformation

PACE Annual Conference
January 25, 2023
Table Talk

• What questions or observations came up for you?
• What ideas or action items can you take back to your organization?
• What statewide policies, structures, or supports are needed at this time?
College and Career Readiness

deemed prepared for college and career on the California School Dashboard (2023)

44%

took a math course beyond Algebra 2 (2019)

54%

complete A-G course requirements (2023)

45%

took at least one AP exam (2019)

43%

participated in dual enrollment (2019)

18%

completed a CTE pathway (2022)

19%

enroll in college the year after high school (2021)

62%