Leveraging State Investments for High School Transformation

PACE Annual Conference
January 25, 2023

PACE
Policy Analysis for California Education

Table Introductions

- Name
- Organization
- Why you chose to come to this breakout session

Leveraging State Investments for High School Transformation

Michal Kurlaender

University of California, Davis

Alexandria Hurtt

University of California, Davis

Mark Lenoir

Val Verde Unified School District

Roneeta Guha

Education First

Restorative Restart

The Path Towards Reimagining and Rebuilding Schools

Jeannie Myung
Hayin Kimner
Benjamin W. Cottingham
Sergio Diaz Luna
Socorro Shiels
Heather Hough

May 2021

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CALIFORNIA
ROARS BACK

Governor Newsom's $100 Billion California Comeback Plan

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**
- **$20 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 $15 billion for targeted investments to reimagine our K-12 public schools, $2 billion for savings accounts for 3.7 million kids and $3.4 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 incredible strain on working parents and harmed the social-emotional and academic well-being of students—especially those historically mistreated 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.

CALIFORNIA ALL

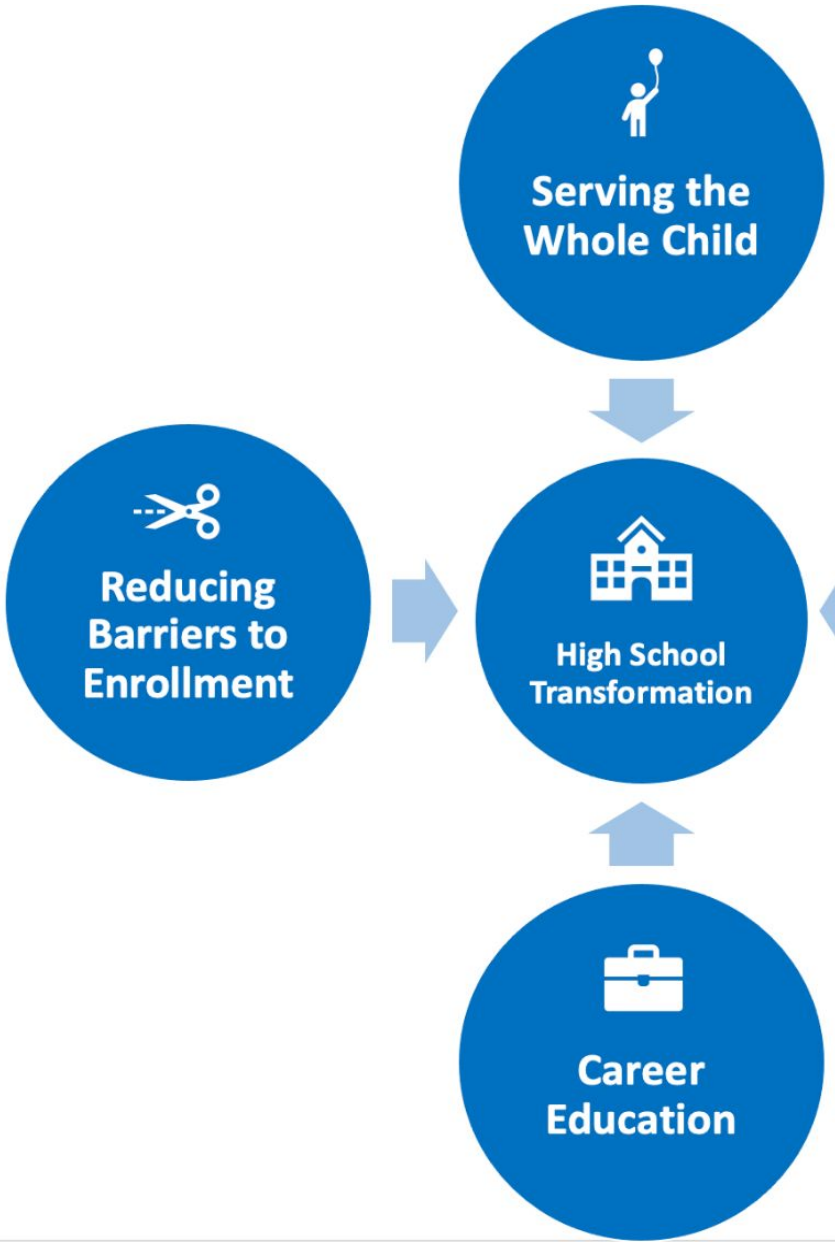
RECOVERY WITH EQUITY

A ROADMAP FOR HIGHER EDUCATION AFTER THE PANDEMIC

CALIFORNIA
overnor's Council
FOR POST-SECONDARY EDUCATION

FEBRUARY 2021

State Investments in K-12 and Postsecondary Success



- Community schools
- K-16 regional partnerships
- Early education
- Counselors & mental health providers

- A-G course completion
- Dual enrollment
- FAFSA/CADAA mandate
- Streamlining college eligibility

- A-G course completion
- California Math Framework
- Dual enrollment
- Ethnic studies

- Golden State Pathways
- Career Technical Education

Inequality in Academic
Preparation for College

Sherrie Reed
Alexandria Hurtt
Michal Kurlaender
Justin Luu
Cassandra Merritt

July 2023

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12th Grade Math

An updated look at high school math course-taking in California

Sherrie Reed, Cassandra Merritt, and Michal Kurlaender

Academic preparation for postsecondary schooling is largely a fu
and relevant high school curricula, including mathematics. Yet nc
have equal access to the courses that best prepare them for colle
infographic updates prior research[1] with an additional year of cou
descriptive analyses by exploring the math courses that students
the performance of students in 12th-grade math courses. The de
contribute to the evidence about troubling disparities in access to
math courses and help inform efforts to increase and diversify hig

Policy Context

At present, California high school students must complete only two years of math to graduate from high school.[2] However, the California State University (CSU) and University of California (UC) systems require three years (and recommend four years) of high school mathematics, including geometry and advanced algebra, for admission.[3] Recently, CSU considered revising admission criteria to formally require students to complete an additional year of quantitative reasoning courses in high school. Although the proposal was not approved, it spurred efforts to increase math courses taken by high school seniors throughout the state. Expanding math course-taking is also one of the goals of the diversified math pathways included in the proposed revisions to the *Mathematics Framework for California Public Schools: Kindergarten Through Grade 12*, which is expected to be adopted by the State Board of Education in 2023.[4]

Data and Meth

Statistics were calcu
course-level data ir
Achievement Data S
12th-grade math is c
data for students pa
Balanced Assessme
data are linked to stu
from the National St
the relationship betw
and postsecondary
data from the UC C
categorization of ne
offered in high sch
include 12th graders
the most recent col
pandemic–derived
SBAC in 2017–18. St
reports due to samp

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Career Technical Educa
Among California
High School Graduates

Audrey Boochever, Sherrie Reed, and Michal Kurlaender

Career Technical Education (CTE)—a structured series of courses that
students technical and vocational skills, paving the way to postsecon
careers—is key to aligning secondary education with both labor mark
opportunities.

CTE provides high school students with the chance to engage in pract
boosting engagement and expanding students' exposure to and prep
of careers. CTE participation is linked to increased high school grad
likelihood of enrollment in two-year colleges,[2] and higher earnings.[3] V
improved student outcomes, California has invested substantially in
years (See "Recent Policy and Funding Efforts to Improve Career Ed
CTE is generally linked to better educational and earnings outcome
across student subgroups[4] and industry sectors.[5]

CTE in California's high schools is organized around 15 industry secto
& Natural Resources; Health Science & Medical Technology; and Ma
Development (see page 5 for a complete list of industry sectors). Wi
sector, there are a number of pathways—a sequence of two or three
capstone course—that a student may choose to complete. For instan
Business, Agriscience, Animal Science, Ornamental Horticulture, Plan
pathways all fall under the Agriculture & Natural Resources industry s
were 57 pathways among the 15 industry sectors. To complete a CTE
must earn a grade of C– or better in the pathway's capstone course.

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A Strong Start for College and Career:

Dual Enrollment Participation from 9th to 12th Grade

Elizabeth Friedmann, Sherrie Reed, Michal Kurlaender, and Kramer Dykeman

Forthcoming February 2024

UCDAVIS
Wheelhouse
The Center for Community College Leadership and Research

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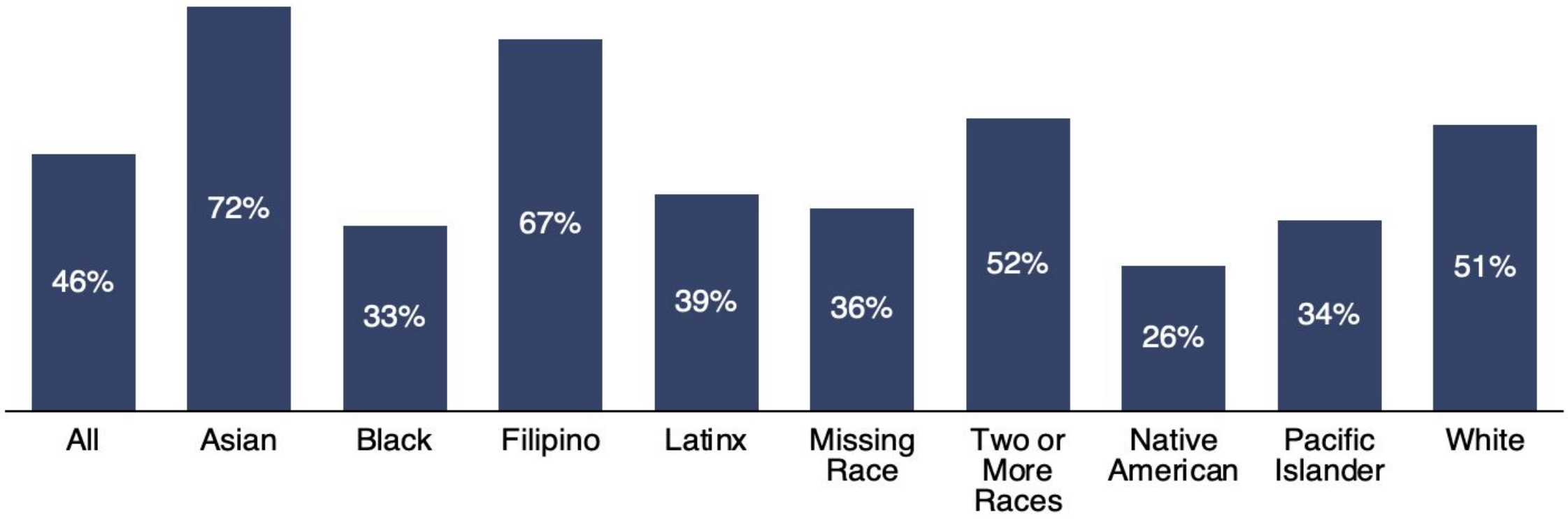
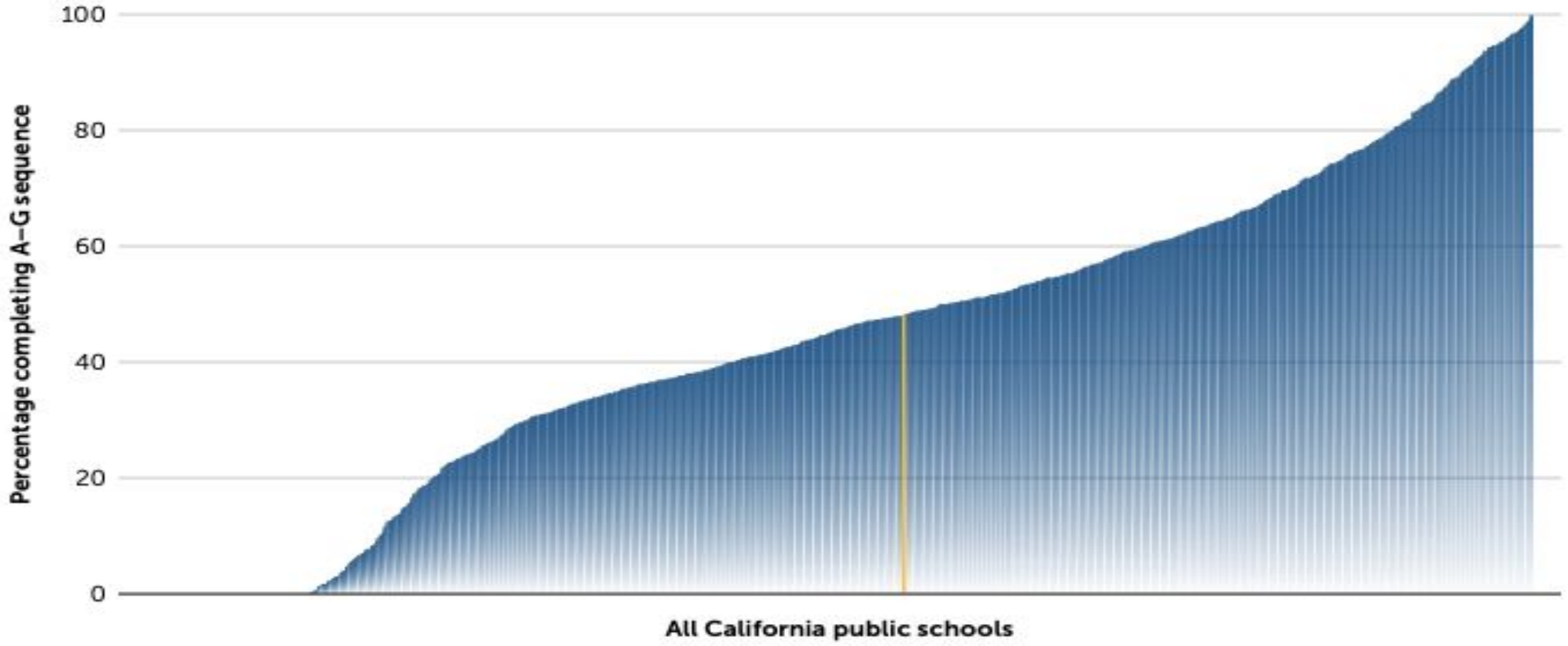
46% of high school graduates complete A-G courses



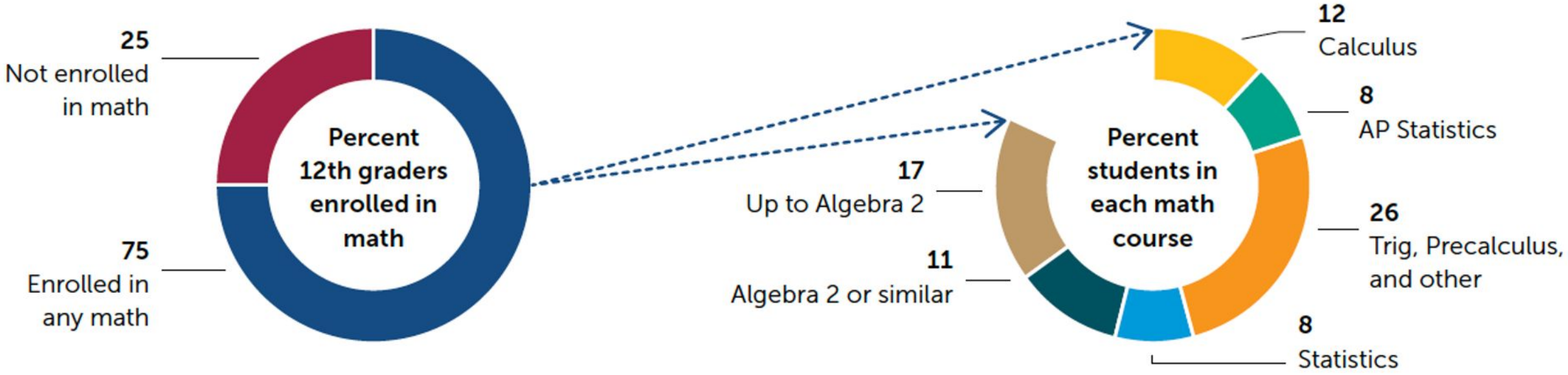
2022 Graduating Cohort

A-G completion rates vary across schools



2019 Graduating Cohort

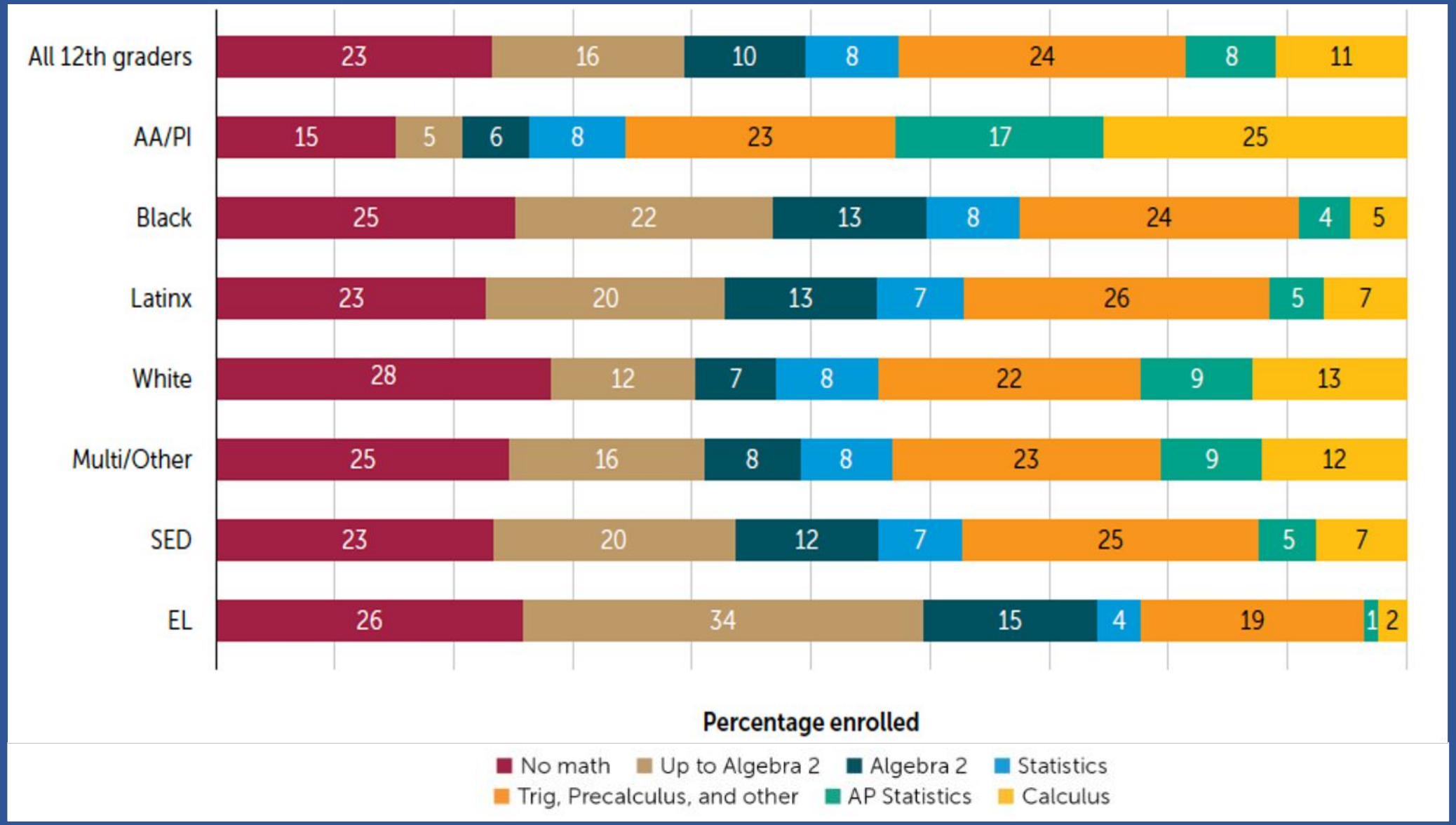
25% of high school seniors do not take any math



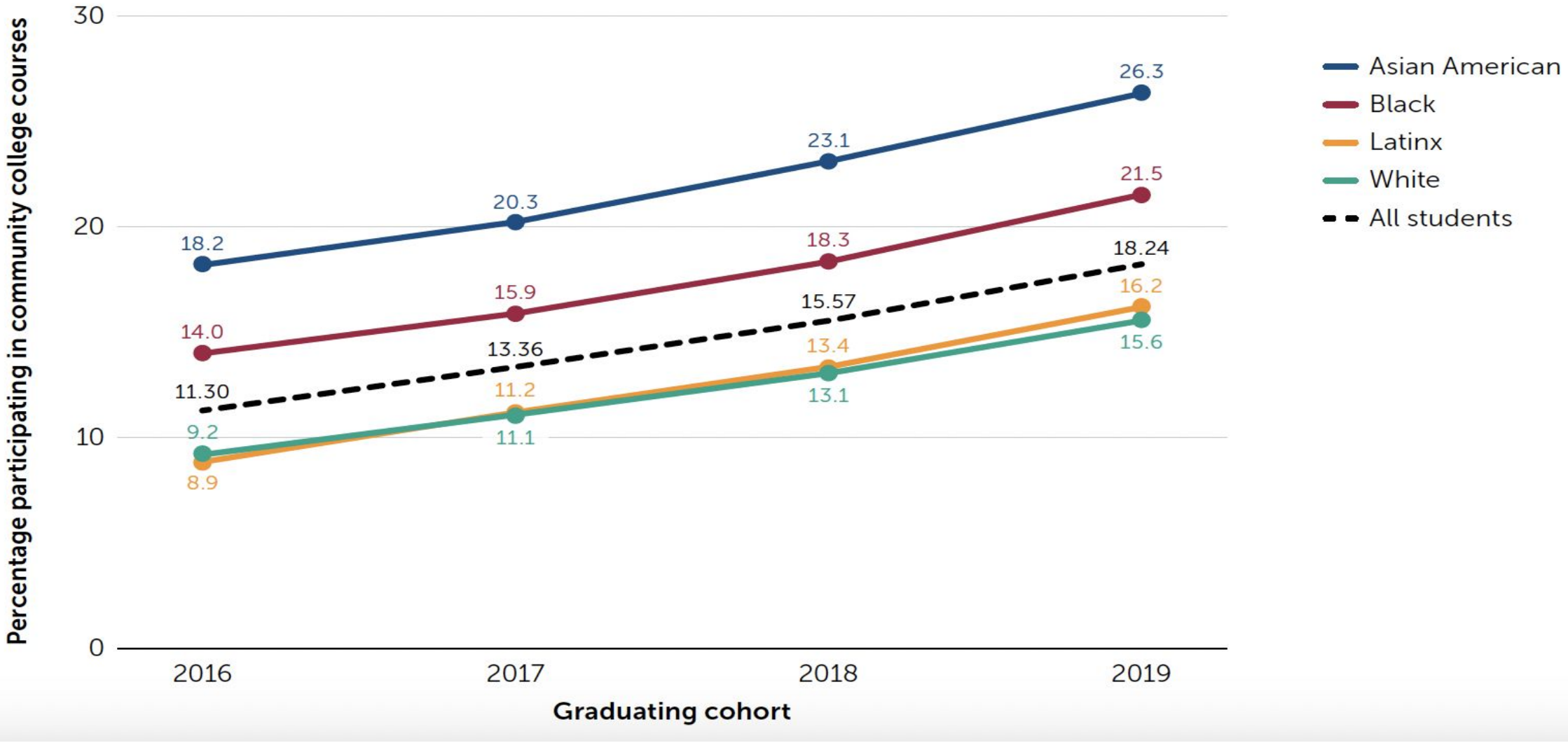
12th Graders, 2018-19

Math course-taking varies by student race/ethnicity

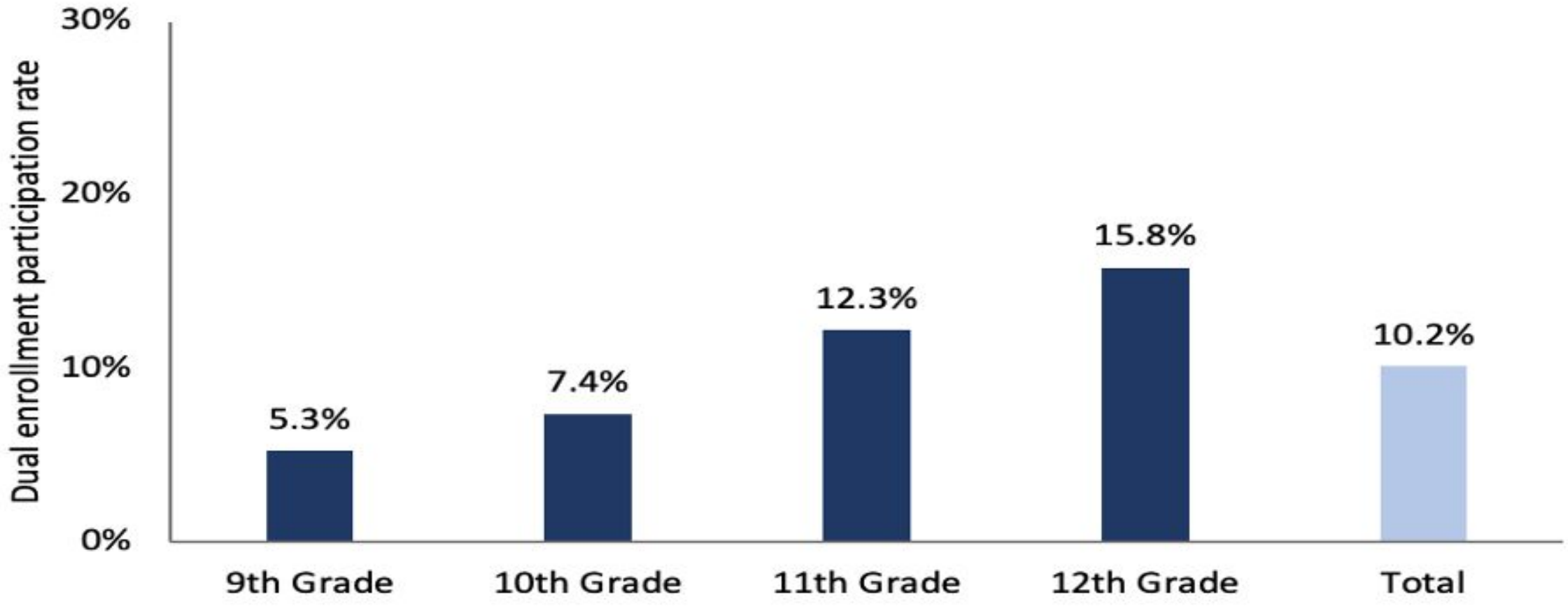
12th Graders, 2018-19



18% of high school graduates participate in dual enrollment

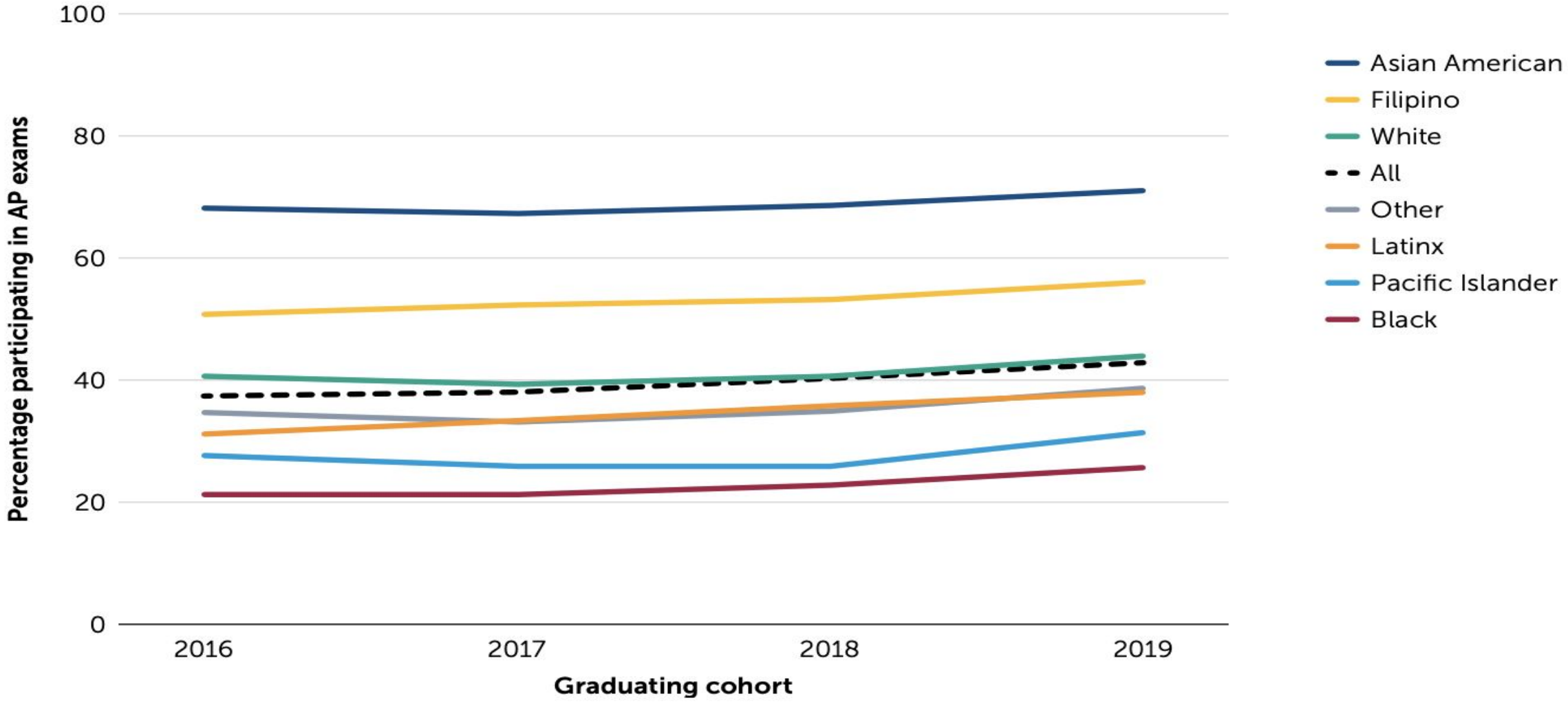


Dual enrollment participation across high school grades

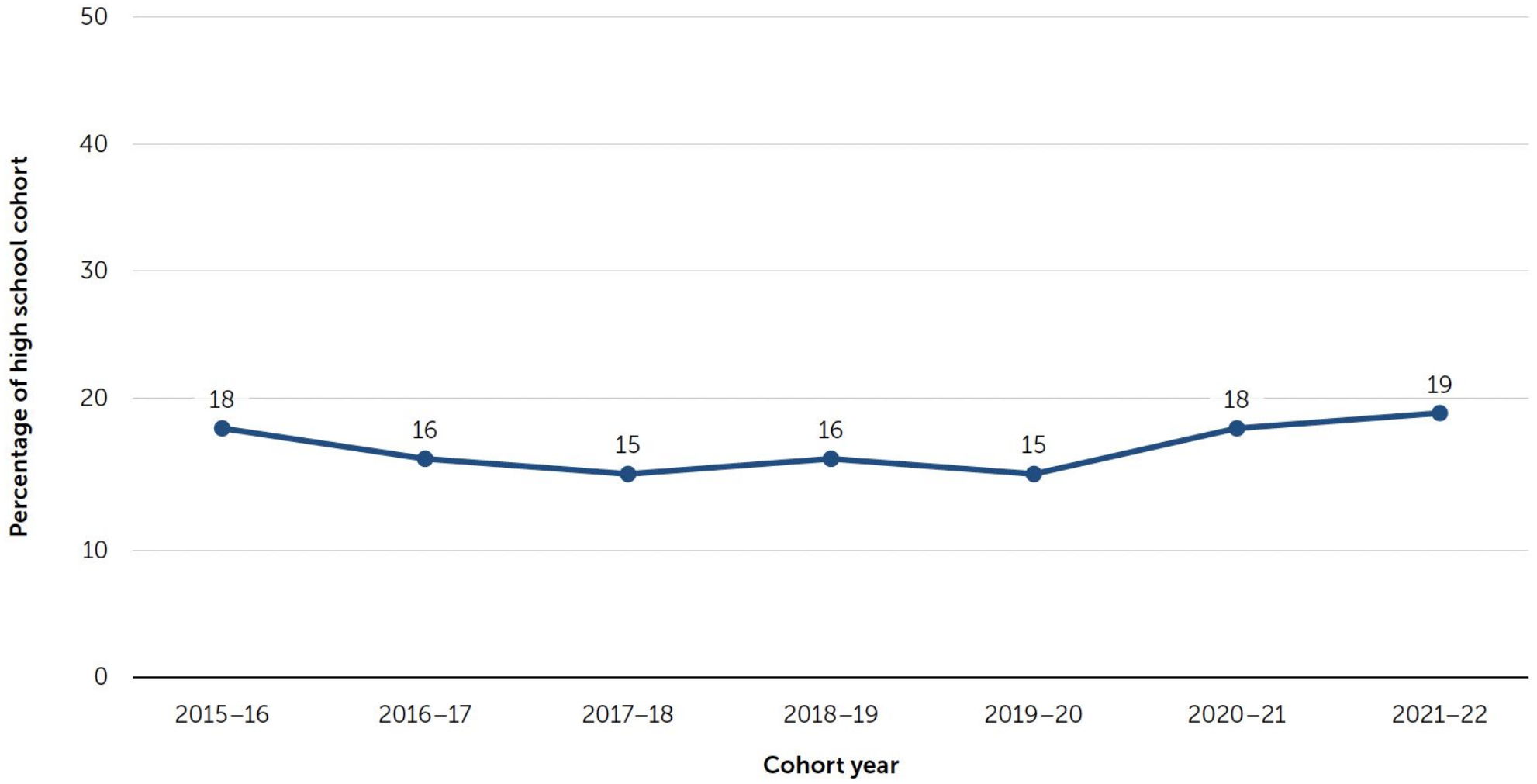


Statewide, 2021-22

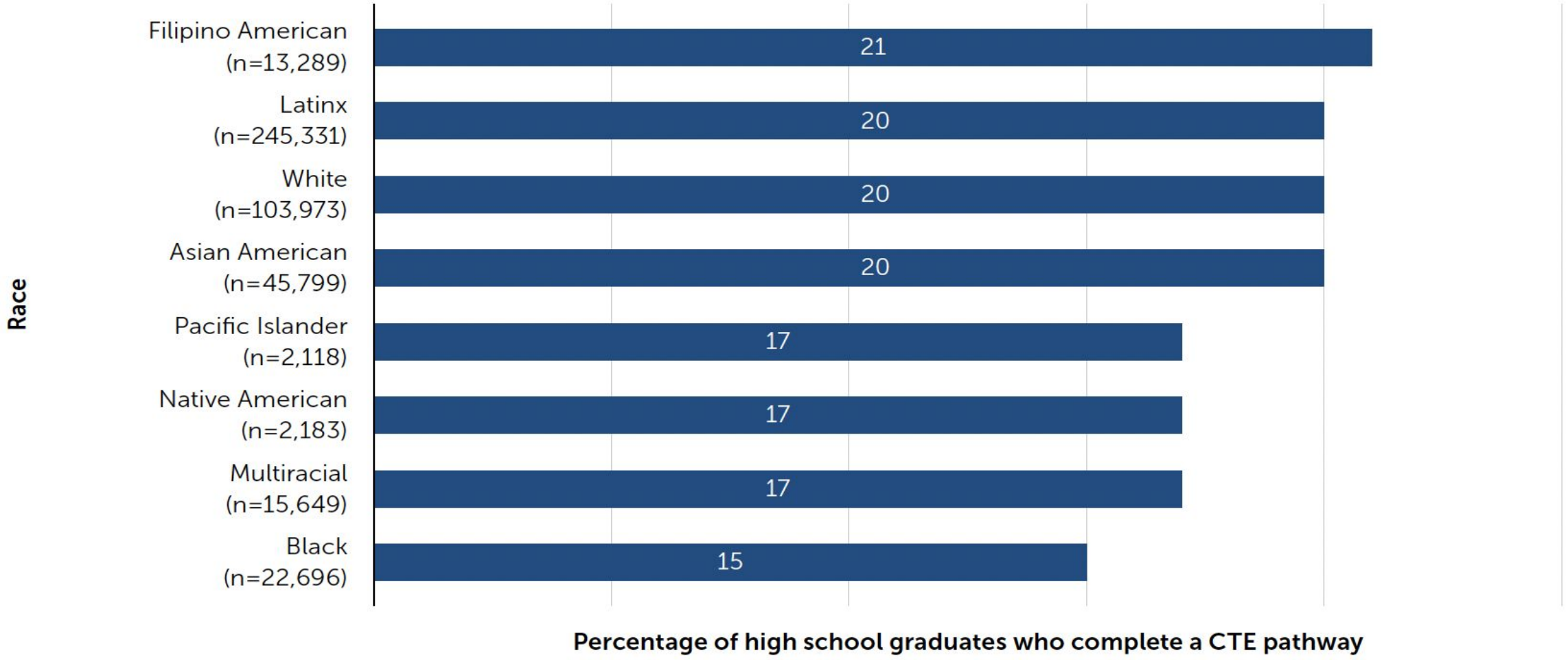
AP exam participation rates vary by race/ethnicity



20% of high school graduates complete a CTE pathway



CTE pathway completion varies slightly by race/ethnicity



2022 Graduating Cohort

Transition to College:

Student Voices from the Class of 2023

Alexandria Hurtt, Michal Kurlaender, Christina Sun, Baiyu Zhou

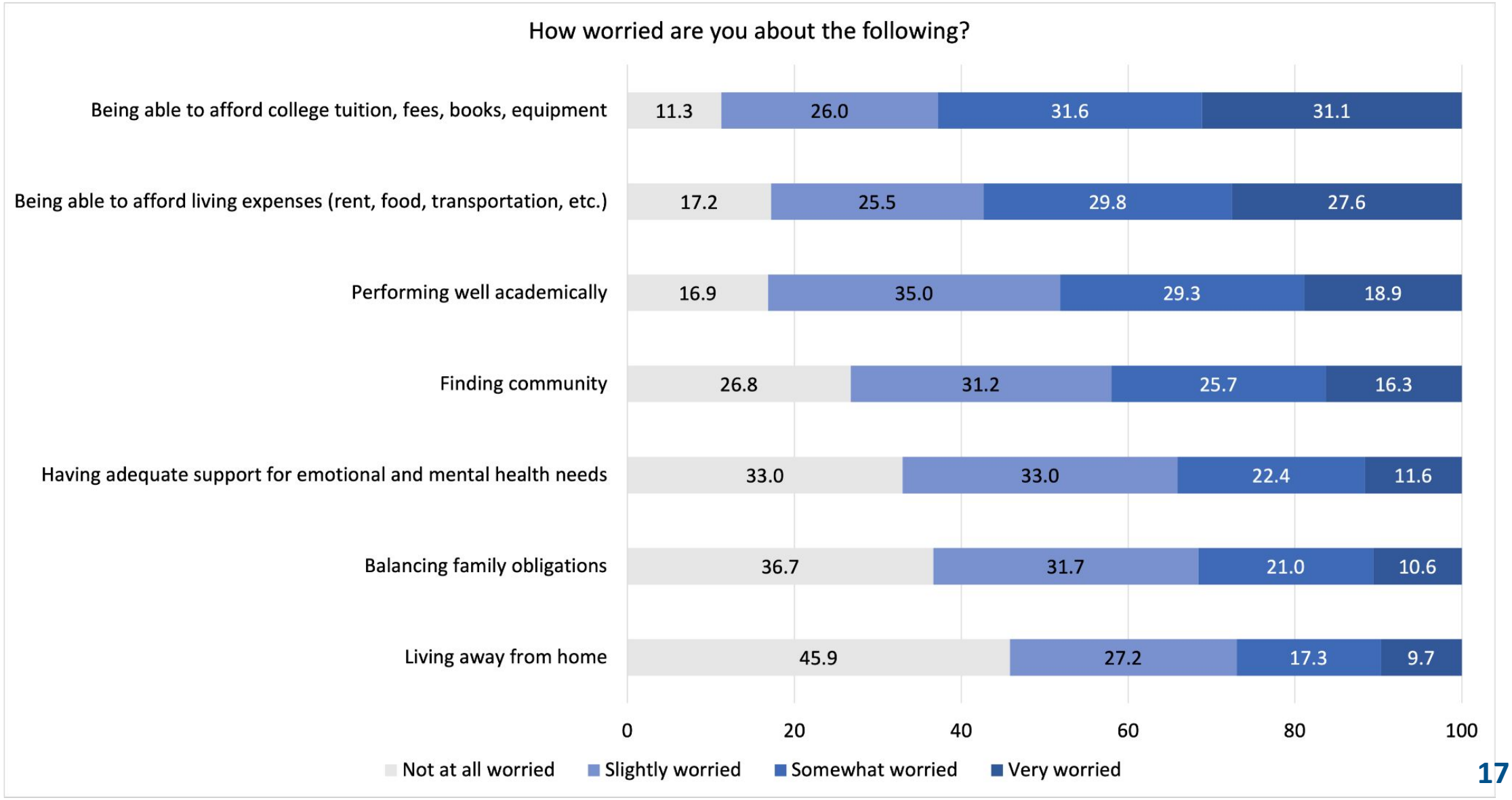
Forthcoming February 2024

CSAC

CALIFORNIA EDUCATION LAB

UC DAVIS SCHOOL OF EDUCATION

Students voice their concerns about college



*“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

Thank you!

CALIFORNIA EDUCATION LAB
UC DAVIS SCHOOL OF EDUCATION

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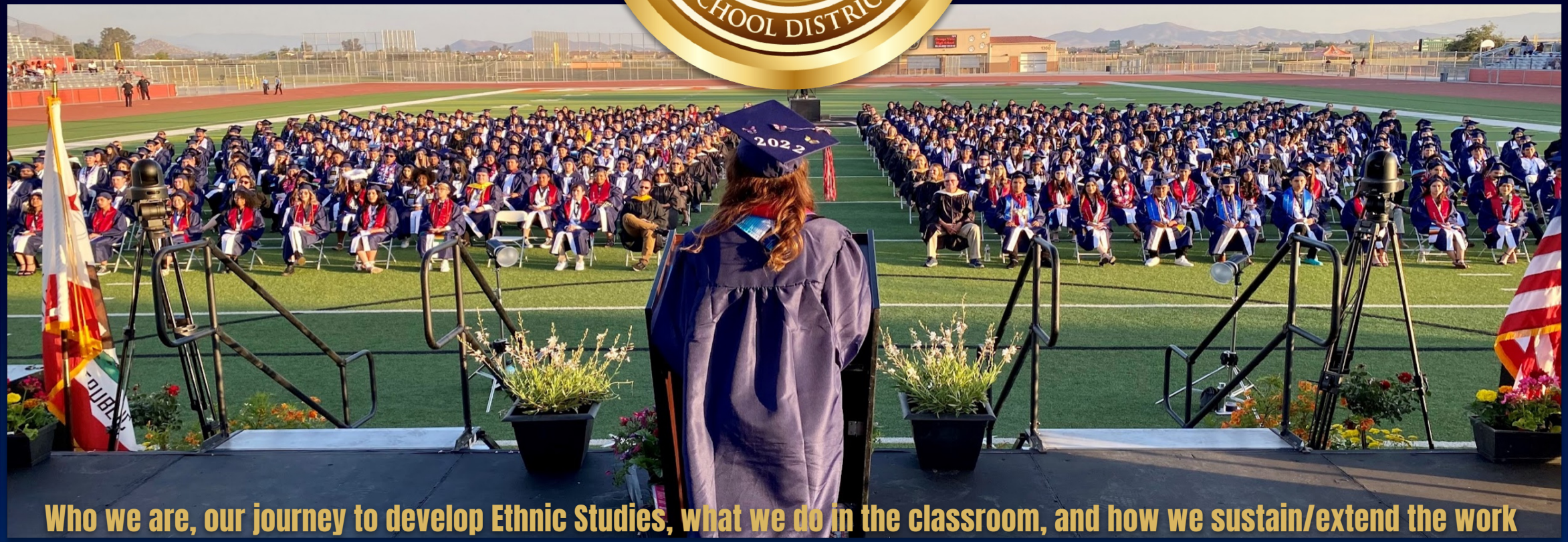
Val Verde Unified School District

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

Across Our Nation, Many School Districts Are Struggling With the Idea of the Implementation of a Ethnic Studies Program.

Ethnic Studies Education Specialized Certificate

New Through UCR University Extension developed in collaboration with VVUSD

UCR University Extension Professional Studies

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.

Val Verde Unified School District Member Roles

Position	Activities	Activities	Activities	Activities
Teacher	Provide Classroom Time for Presentations	Promote Initiative Using Google Classroom	Assist Students with Documentation Needed	Promote College Going Culture
Counselor	Assist with Filing out Applications	Classroom Presentations	FSA ID	Verification
Site Administrator	Making Web Grants Reports Useable	Updating Internal Documents Weekly	Scheduling Events and Workshops	Organizing All Stakeholders
Guidance Technician	Assist with Parent Workshops	Phone Bank	Schedule Appointments	Help with Celebrations
ASB	Organizes and Plans Events with Administration	Promote College Going Culture	Recognition	Funding
Other Staff	Promote College Going Culture	Recognition	Setting Up Appointments	Library Supervision
Instructional Technology	Running Site Level CSAC Reports	Promote College Going Culture	Phone Bank	Safety/Tech Infrastructure
Family Engagement Center	Parent FAFSA Workshops	Promote College Going Culture	Phone Bank	Recognition
Registrar	New Students	CALPADS	GPA Upload	Web Grant Reports
District Management Team	Dialing For Dollars	Promote College Going Culture	Supports Systems	Recognition
Cabinet	Principal Evaluation	Phone Bank	Ensures Professional Development	Recognition
Board of Education	Sets Vision/Policy	Holds Cabinet Accountable	Requests Updates/Presentations	Recognition
TODEC	Attend Parent Workshops	Set up Appointments	Work With Families on Application	Assist in Establishing Trust
Moreno Valley College	Classroom Presentations	Reinforce Message	Attend FAFSA Workshops	Promote College Going Culture
California Student Aid Commission	Review Special Reports	Professional Development	Check Addresses	Website Dashboard

MEMBERS OF THE VVUSD MANAGEMENT TEAM PHONE BANKING TO STUDENT HOUSEHOLDS WHO HAD NOT SUBMITTED A FAFSA/CA DREAM ACT APPLICATION

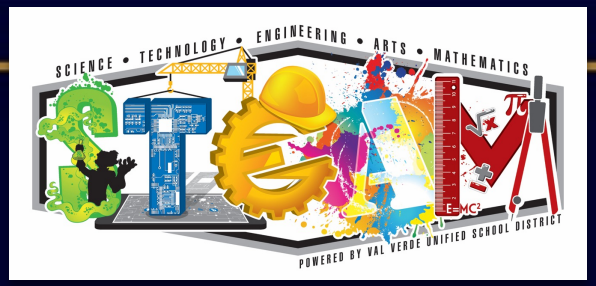
LEADERSHIP SUGGESTION: MAKE FAFSA COMPLETION SYSTEMATIC

Rancho Verde High School

Citrus Hill High School

Orange Vista High School

CELEBRATE SUCCESS



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

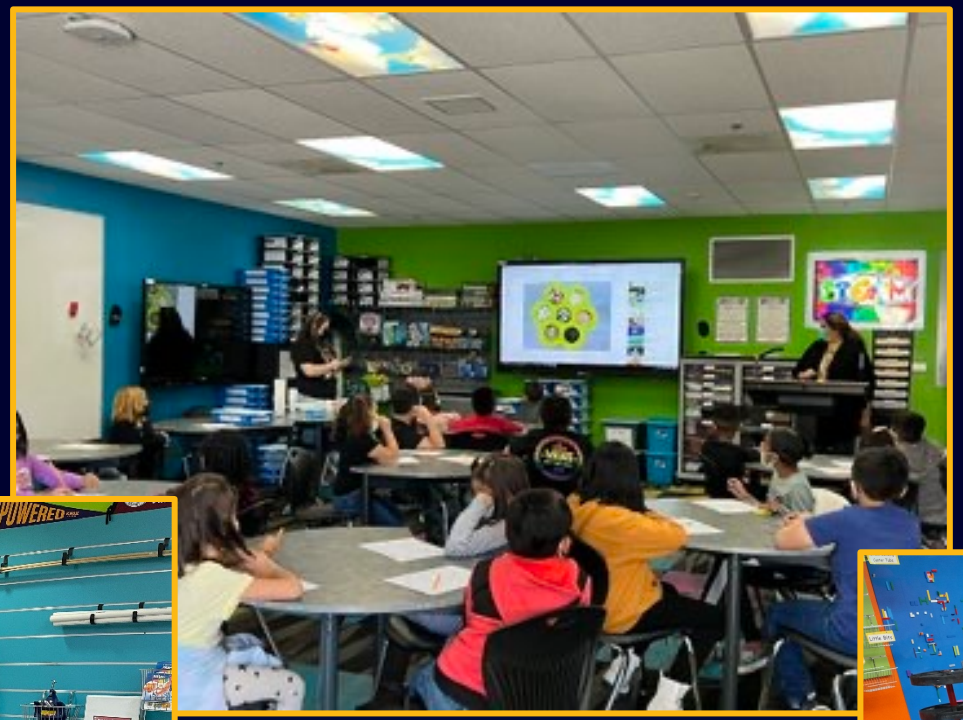
Students use industry specific skills and equipment to earn industry certifications; students use STEAM principles to create entrepreneurial opportunities

TOOLS: Guided by input from local industry partners

CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION, & FLEXIBILITY

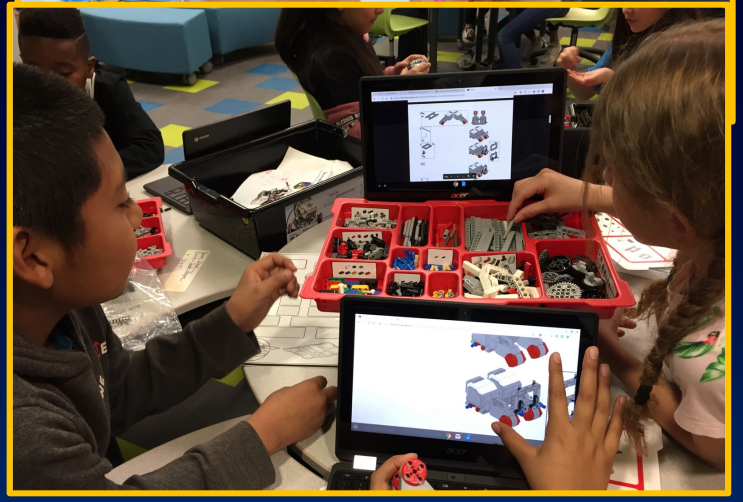
K-2 | 3-5 | 6-8 | 9-12

Elementary STEAM Labs

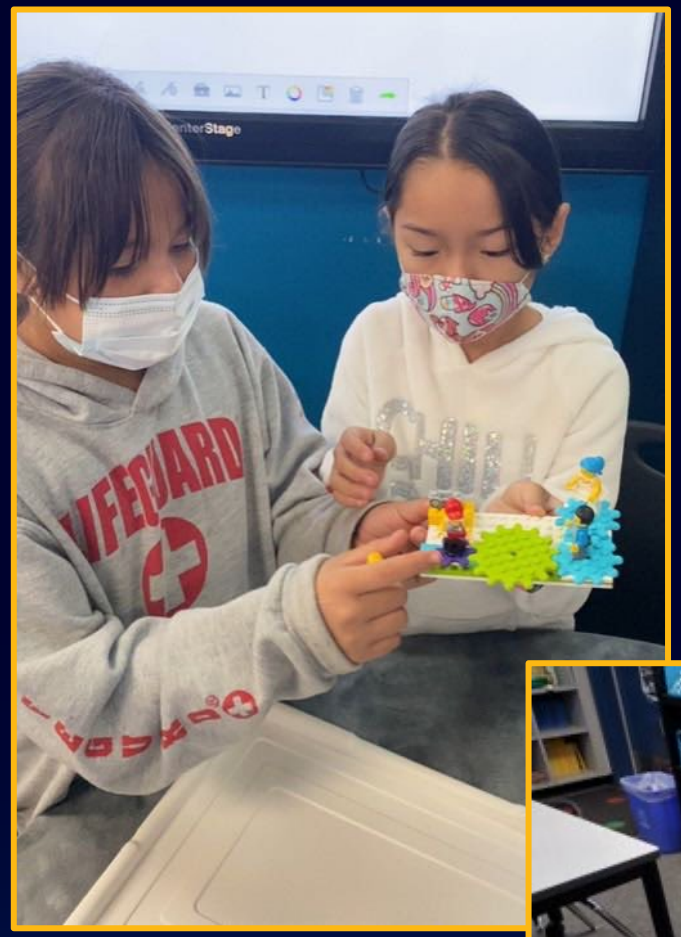


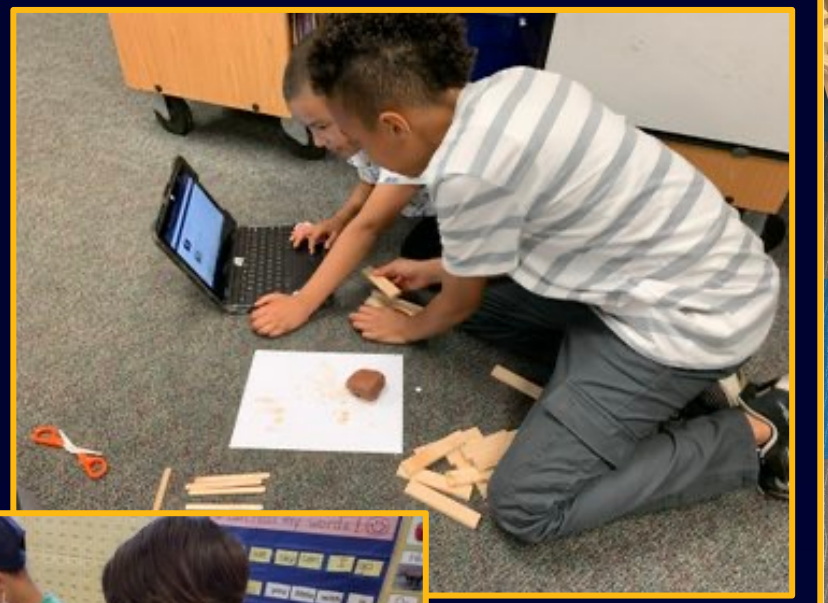
K-2

Robotics and Coding



Engineering Design



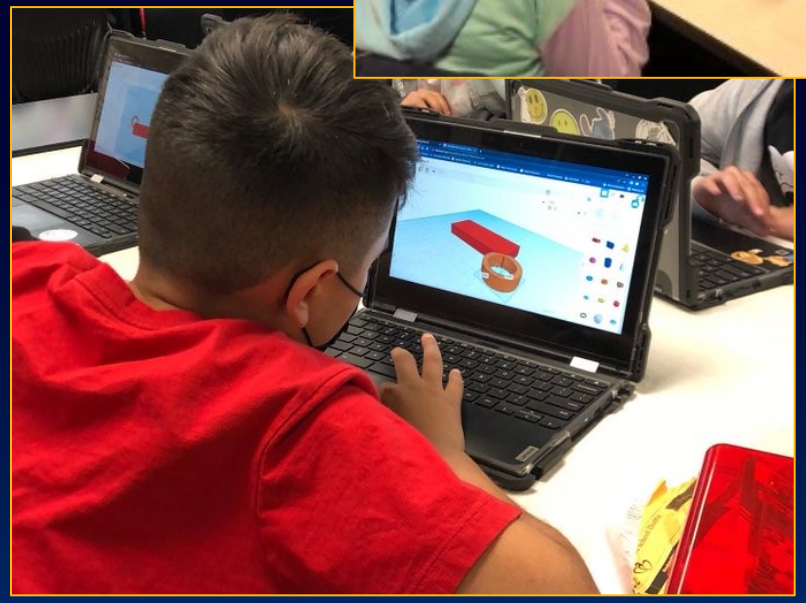


Gardens

Gardens

Val Verde Elementary Animakerspace

CAD Design and 3D Printing



Middle School STEAM

Orange Vista Drone Lab

CITRUS HILL HIGH SCHOOL
AGRICULTURE COMPLEX

CITRUS HILL HIGH SCHOOL
HAWKS

SCHOOL SITE PROJECTS:

OUTDOOR CLASSROOMS & GARDENS

VAL VERDE UNIFIED SCHOOL DISTRICT 1991

TEMECULA VALLEY XENIA
2018
WINERY OF THE YEAR
DOFFO WINERY
HOSPITALITY AWARDS

Doffo
WINERY

AGRICULTURE AND NATURAL RESOURCES

Agriscience *Citrus Hill**
Animal Science *Citrus Hill**
Viticulture *Orange Vista*

ARTS, MEDIA AND ENTERTAINMENT

Graphic Design *Citrus Hill▼, Orange Vista▼ Rancho Verde▼*
Professional Theatre *Citrus Hill*
Stage Technology *Citrus Hill*
Professional Music *Rancho Verde*
Dance/Choreography *Rancho Verde*
Film/Video Production *Citrus Hill, Orange Vista, Rancho Verde, Val Verde*
Audio Tech *Rancho Verde*

Professional Certifications
Adobe Certified Professional

BUILDING AND CONSTRUCTION TRADES

Construction *Rancho Verde▲*

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

Child Development *Rancho Verde▼*

Professional Certifications
CA CTC Child Development Assistant Permit
CA Title 22 Licensing Certification-Teacher's Aide

ENGINEERING AND ARCHITECTURE

Engineering Technology *Citrus Hill, Orange Vista, Rancho Verde*

Professional Certifications
Solidworks Expert

HEALTH SCIENCE AND MEDICAL TERMINOLOGY

Allied Health *Citrus Hill▼, Rancho Verde▼*
Sports Medicine *Citrus Hill▼, Orange Vista▼ Rancho Verde▼*
Pharmacy Technician *Val Verde*

Professional Certifications
AHA Basic Life Support Healthcare Provider
Medical Administrative Assistant
Pharmacy Technician

INFORMATION AND COMMUNICATION TECHNOLOGIES

Cybersecurity *Orange Vista*
Video Game Design *Citrus Hill*
Programming *Citrus Hill●, Orange Vista● Rancho Verde●*
Cisco Systems *Rancho Verde*

Professional Certifications
CompTIA
Cisco Associate

MANUFACTURING AND PRODUCT DEVELOPMENT

Graphic Production Technologies *Citrus Hill, Val Verde*
Advanced Manufacturing *Orange Vista*
Unmanned Aerial Systems *Orange Vista*
Welding *Val Verde*

Professional Certifications
Amatrol Production Technician
FAA Part 107

MARKETING, SALES, AND SERVICES

Retail Marketing *Citrus Hill*

PUBLIC SERVICES

Administration of Justice *Citrus Hill♦, Rancho Verde♦*

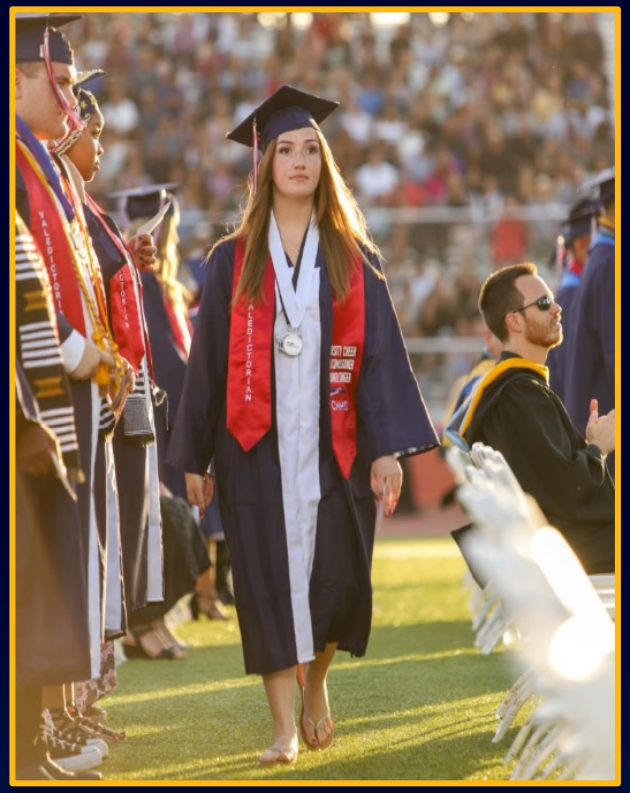
TRANSPORTATION

Logistics *Val Verde*

Professional Certifications
Forklift Safety, OSHA-10

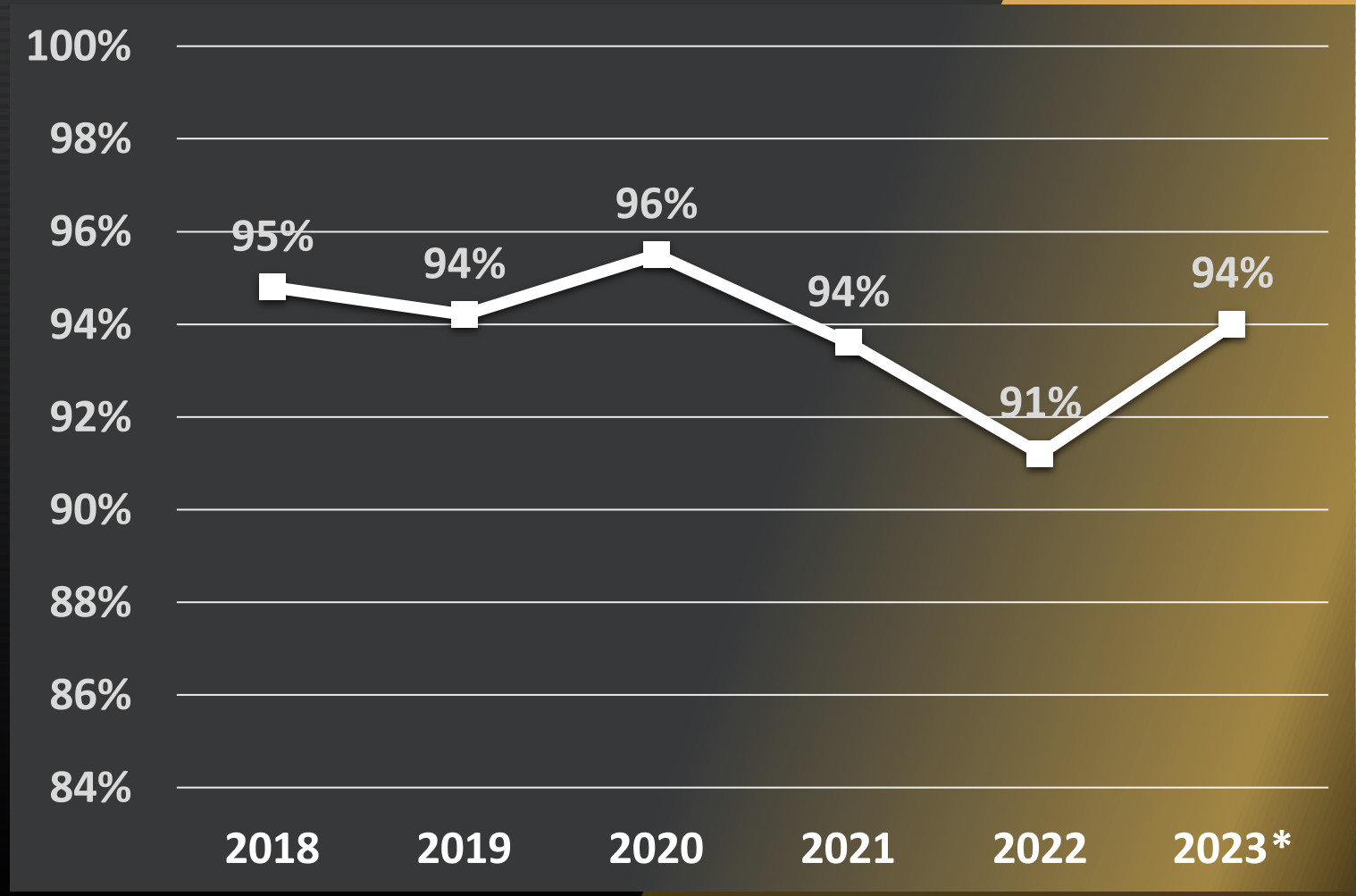
♦- Dual Enrollment through Moreno Valley College
▼- Can earn college credit from Riverside Community Colleges
●- Includes AP courses that can earn college credit
▲- Pre-apprenticeship program
*- Future Farmers of America

Know your Why- Creating a college going culture

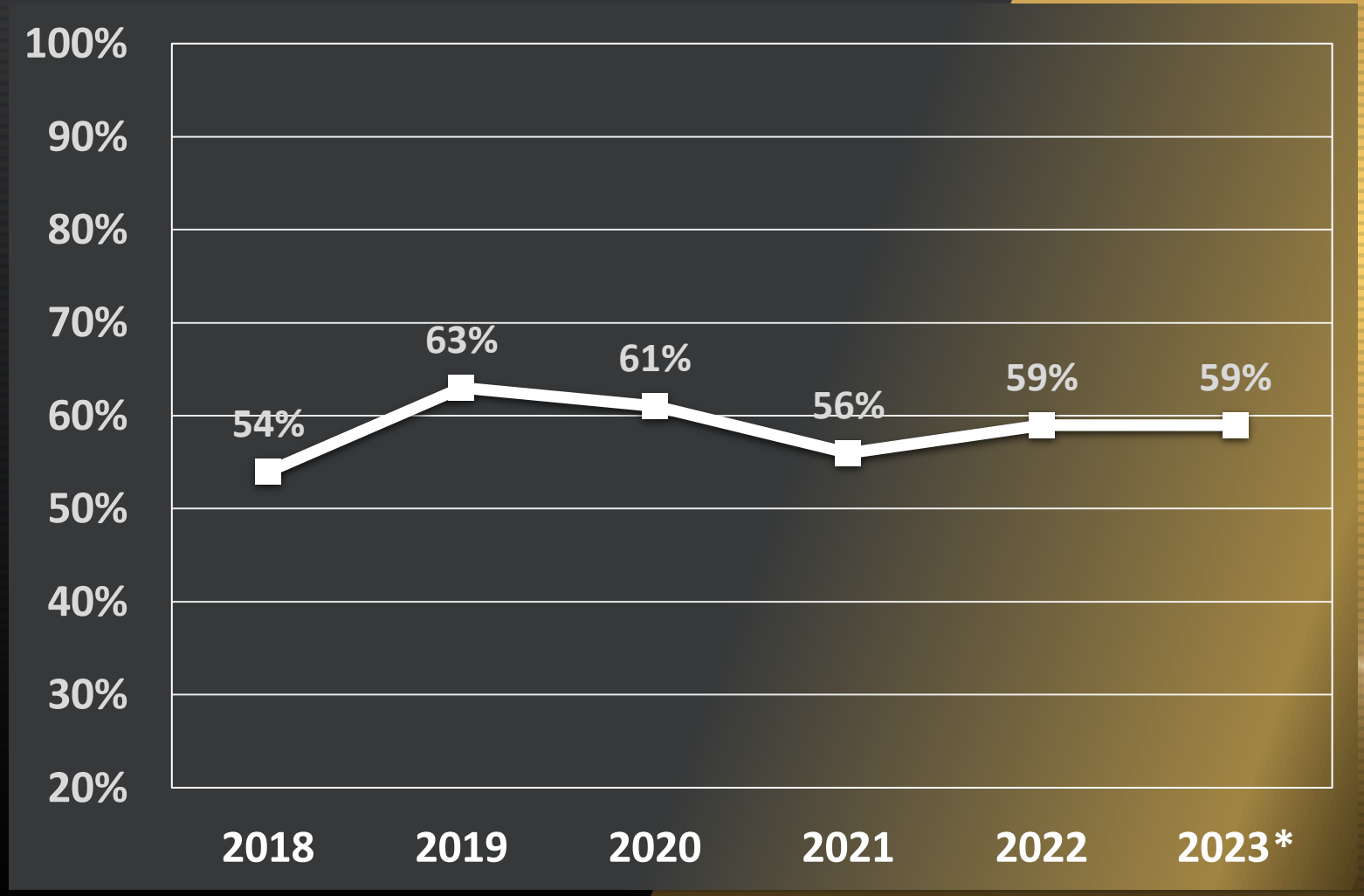


#allmeansall

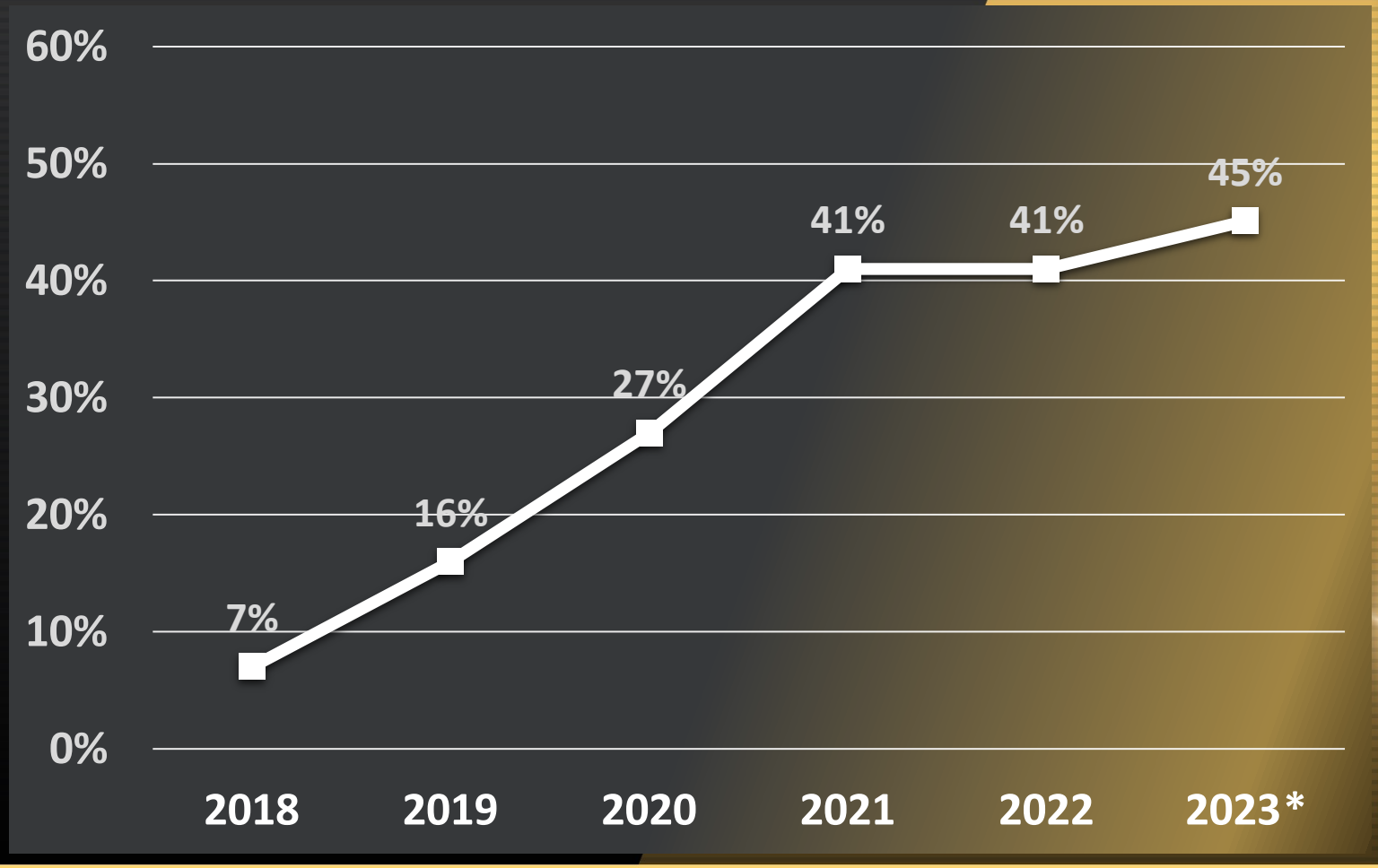
GRADUATION RATE



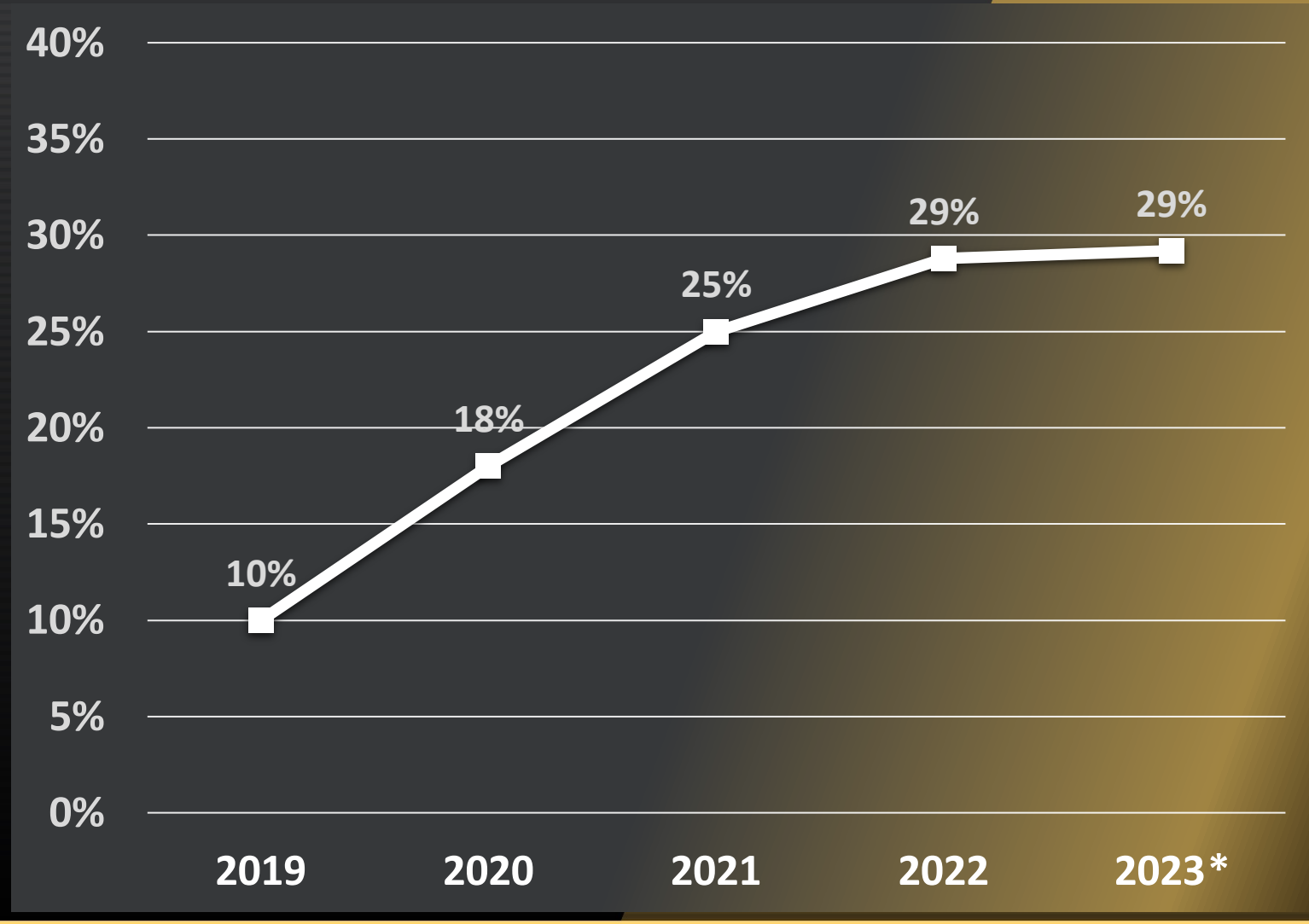
A-G COMPLETION RATE



CAREER TECHNICAL EDUCATION (CTE) COMPLETION RATE

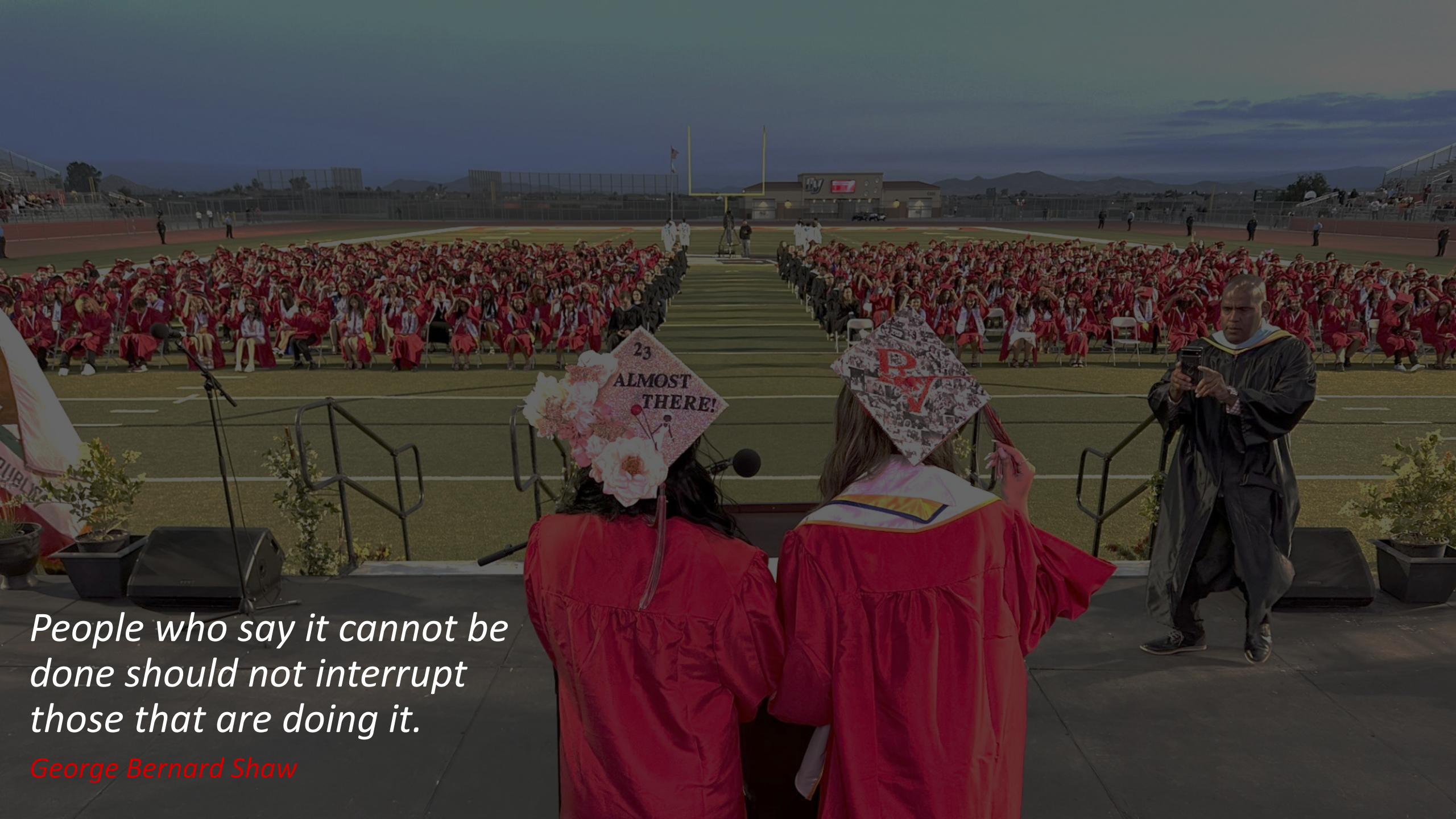


A-G & CTE COMPLETION RATE



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

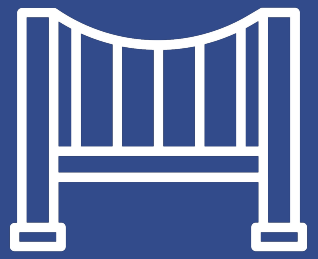
From Chaos to Coherence: Delivering on the Promise of High School Transformation

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

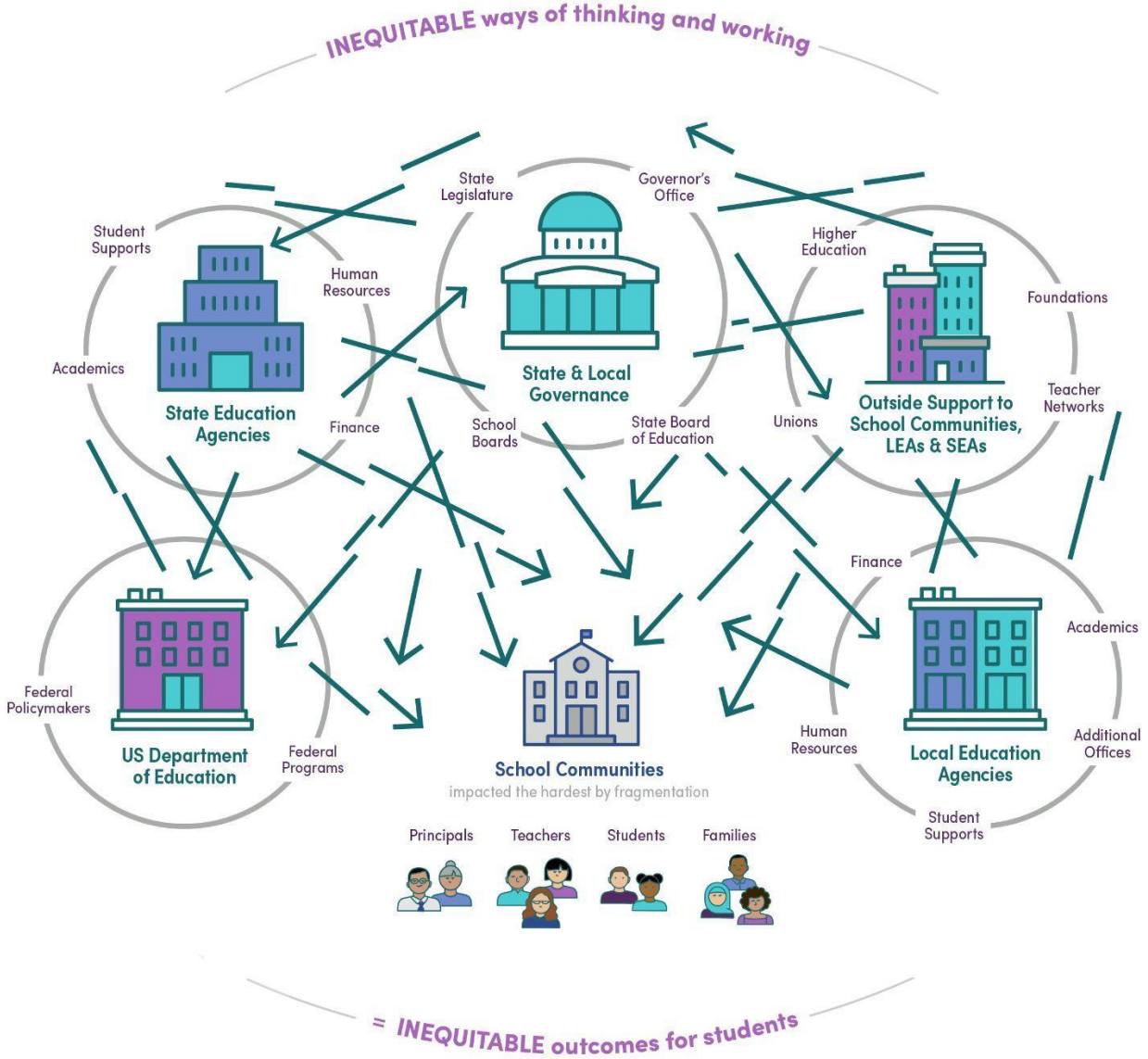
- Community Schools Partnership Program
- Regional K-16 Education Collaboratives Grant
- A-G Completion Improvement Grant
- Children & Youth Behavioral Health Initiative
- Golden State Pathways Program
- Dual Enrollment Grant
- Career & College Access Pathways Grant
- California Career Technical Education Incentive Grant
- Foster Youth Services Coordinating Programs (FYSCPs)



However, equitable and coherent implementation of state-funded programs and initiatives has always been a challenge for education leaders in California.

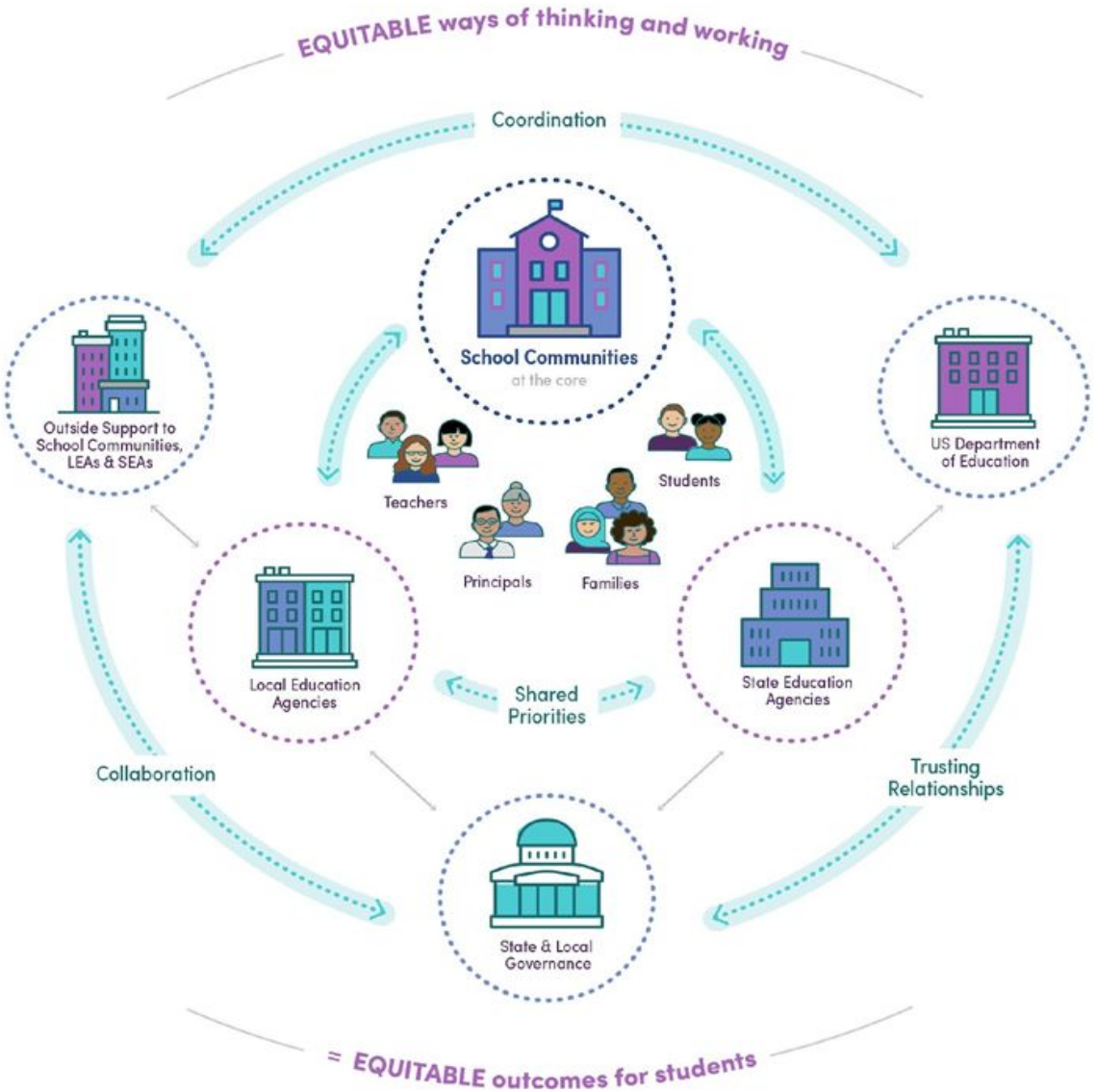
Fragmentation within districts and lack of alignment of resources to a strategic vision furthers programmatic incoherence and initiative fatigue.

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*



The Coherence Lab equips district and state leaders with the tools and knowledge to redesign incoherent and inequitable school systems

Coherence is a mindset and approach that consciously addresses silos and bias in public education and aligns around shared priorities.

Coherence is an **organization-wide and system-wide perspective to identify problems and solutions,** prioritize collaboration and communication among stakeholders, and build an intentional focus on equity into processes and decisions.

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

Lessons for Coherence

Unify stakeholders for a shared vision: 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.

Align initiatives with shared vision: 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.

Bridge the data divide: 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.

Build capacity for coherence: 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.

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

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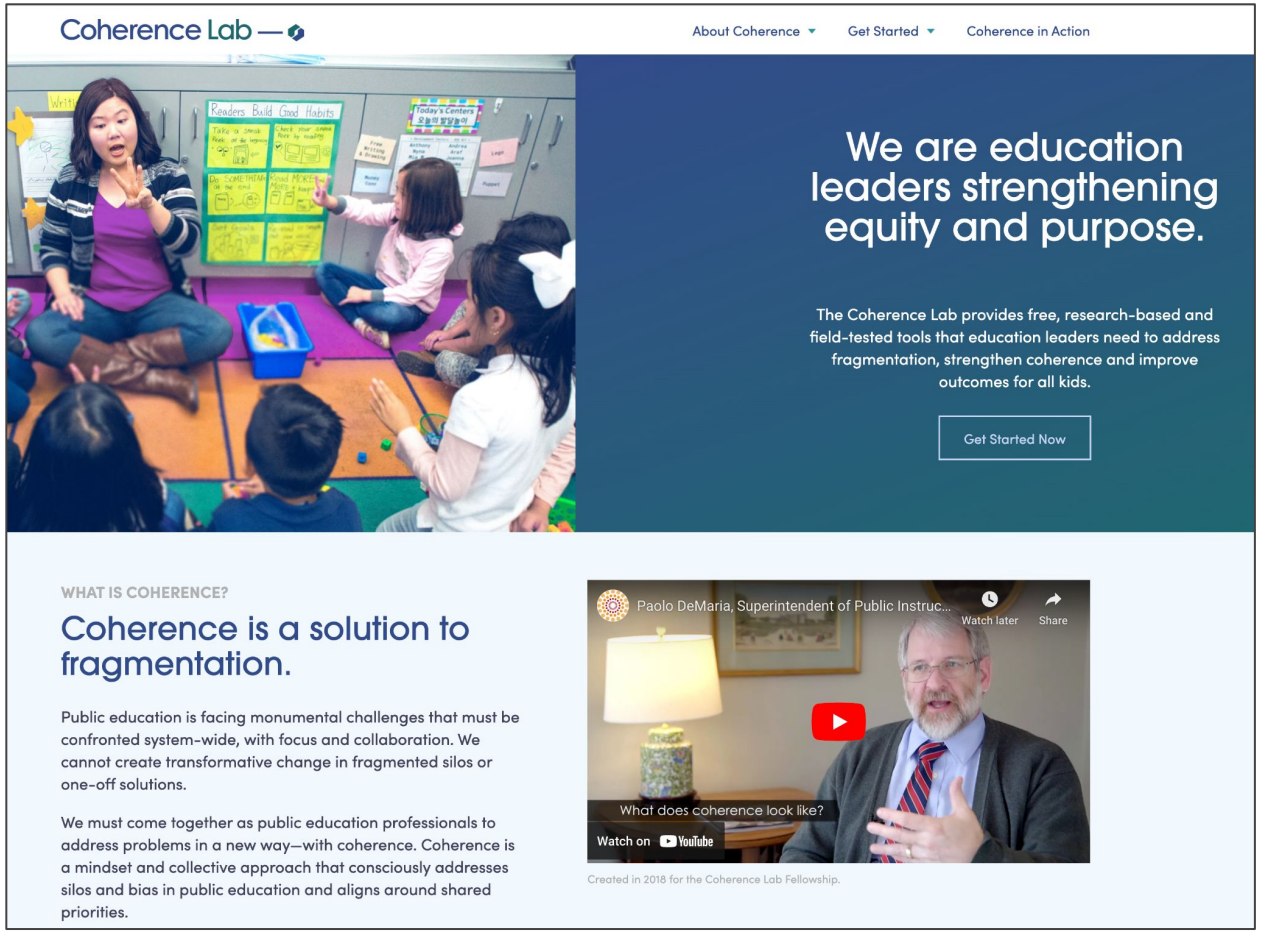
Principal Consultant
Education First



Thank you!

Leveraging State Investments for High School Transformation

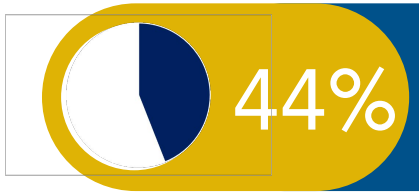
PACE Annual Conference
January 25, 2023

PACE
Policy Analysis for California Education

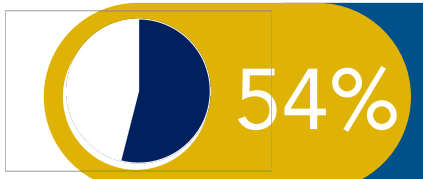
Table Talk

- 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?

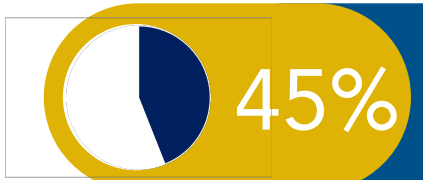
College and Career Readiness



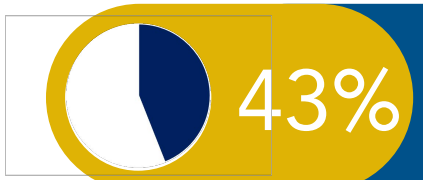
44% deemed prepared for college and career on the California School Dashboard (2023)



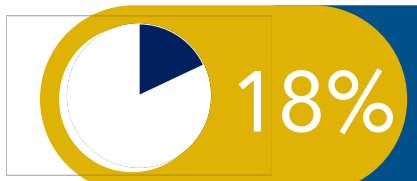
54% took a math course beyond Algebra 2 (2019)



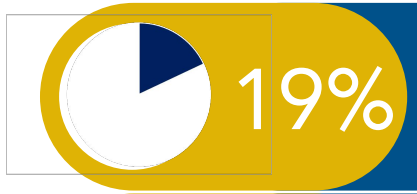
45% complete A-G course requirements (2023)



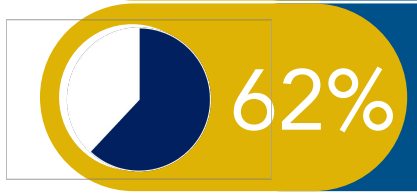
43% took at least on AP exam (2019)



18% participated in dual enrollment (2019)



19% completed a CTE pathway (2022)



62% enroll in college the year after high school (2021)