

POLICY RECOMMENDATIONS

1. **Revise the California Education Code and Make Other Structural Changes to Allow High Schools to More Successfully Meet Their Students' Needs.**

1.1 Revise the California *Education Code* to state the purpose of high school is to educate and prepare all students to be postsecondary and career ready upon high school graduation.

1.2 Permit high school-aged students and their parents to choose the high school, curriculum pathway, and related programs that best meet the students' needs and goals.

1.3 Base high school graduation on demonstrated competency and mastery of identified academic and career standards.

1.3.1 Establish a process for determining and adopting the academic and career standards necessary for success in first-year college courses, apprenticeships, and entry-level employment.

1.3.2 Determine student progress through high school based on mastery of grade-level, standards-based performance benchmarks and not on seat time.

1.3.3 Eliminate the California *Education Code* requirement that particular courses be completed for high school graduation and establish standards-based performance benchmarks that must be met for high school graduation.

1.4 Adopt state policy indicating that school districts shall incorporate small-sized schools and smaller groupings of students within new and existing high schools.

1.4.1 Change state school facilities funding regulations and formulas to ensure high schools do not exceed a state-established maximum number of students.

1.4.2 Prohibit schools and districts that do not adopt small school or small learning community configurations from receiving state incentive funding.

1.5 Require all high schools to involve community stakeholders and maximize the use of community resources within the planning and implementation of new high school designs or redesigns.

1.5.1 Encourage and allow the co-location of community services within school facilities to maximize student learning opportunities and expand student support services.

1.5.2 Allow high schools to formalize long-term partnership agreements to locate high schools or high school programs within approved community, government, or business facilities.

1.6 Allow continuously enrolled students to remain in high school or other appropriate educational programs until graduating from high school to increase available instructional support services.

1.6.1 Require school districts to adopt local school board policy on including adult students within the high school, which balances the needs of students with available school resources, student safety, and community resources.

1.6.2 Allow the blending of adult education programs, funding, and instructors within the design of high schools to assist in serving students ages sixteen years and older.

1.6.3 Provide adult education funding equitably to school districts based on the number of adults without high school diplomas and who are non-English literate, who are unemployed, and who are living in poverty, and to districts that demonstrate positive outcomes.

1.6.4 To ensure successful transitions to postsecondary education and careers, limit adult education funding to providing adult basic education, adult secondary education, English as-a-second-language, and career technical education services.

1.7 Extend the school day and school year to meet or exceed the average of other countries with advanced economies.

1.7.1 Phase in the extended school year over a ten-year period.

1.7.2 Provide extended-day schedules that expand student options for access to learning that meet their individual needs. The extended day provides students with additional opportunities for earning benchmarks towards graduation in areas including CTE, visual and performing arts, work-based learning, service learning, physical education, after-school programs, dual or concurrent postsecondary courses, and other intra-curricular activities.

1.8 Allow and encourage cost-effective mergers of K–12 school districts, adult education programs, ROCP, and community college districts to increase opportunities for students and to meet student learning needs.

1.8.1 Base funding on the average revenue limit among the entities that merge.

1.8.2 Follow the existing California *Education Code* regarding K–12 unification.

1.8.3 Adopt flexibility in credentialing requirements to allow the expansion of instructional opportunities available to students.

1.9 Increase the number of California Partnership Academies from the current 500 academies to 1,000 academies and provide annual cost-of-living adjustments to increase funding for individual academies.

2. Change the School and Program Finance System to Increase Student Performance.

2.1 Replace the current seat-time-based school finance system with an equitable performance-based system designed to increase student performance.

2.1.1 Provide schools a base of funding calculated on the number of students enrolled annually.

2.1.2 Provide 80 percent of the base funding to high schools for the number of students enrolled annually, plus 20 percent of the funding tied to the number of students graduating and the number of students remaining in school annually. A school district would not be penalized if students who achieved early attainment of mastery and moved on to college or careers.

2.2 Provide school districts with incentives to meet essential state priorities to increase performance.

2.2.1 Provide incentive funding to recover student dropouts, paid upon the students' completion of high school.

2.2.2 Provide an incentive for school districts and partnered community college districts that have adopted dual enrollment and/or dual credit policies and programs that have proven to be successful.

2.2.3 Provide districts an incentive for substantially closing the achievement gap.

2.2.4 Limit incentives to a total capped percentage of base funding, set annually in the state budget.

2.3 Provide start-up grants to schools adopting the multiple pathways approach, utilizing the existing Specialized Secondary Program model that makes four years of funding available for intensive planning and implementation, after which the districts rely on existing base funding.

3. Expand the Accountability System to More Accurately Reflect High School Students' Performance.

3.1 Expand the number of measures within the Academic Performance Index (API) to include rates of completion of college entrance requirements, career technical education program completion and certification, school graduation rates, and dropout recovery rates.

3.2 Develop postsecondary and career readiness measures and annual targets that reflect the expectations of colleges and employers and incorporate these into the state's accountability system.

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3.4 Set statewide goals for improving California's high school graduation rates and college and career preparation readiness rates to help measure progress towards reducing the high school achievement gap.

3.5 Enhance the rigor and relevance of the state's high school graduation requirements through the alignment of these requirements with the expectations of colleges and employers.

3.6 Evaluate high school student performance from high school to postsecondary education and employment, to improve program performance.

3.7 Collect and analyze data on work-based learning and counseling/guidance outcomes through the California Longitudinal Pupil Achievement Data System (CALPADS) to evaluate and improve services.

4. Expand Curriculum and Instruction Opportunities to Allow for the Expansion of the Multiple Pathways Approach.

4.1 Require all school districts with high schools to develop and adopt programs of study that identify the courses a student must complete and/or performance benchmarks a student must attain to complete high school and to transition into postsecondary education and related careers.

4.2 Require all schools adopting pathways to include rigorous CTE instructional options within each year of high school.

4.3 Allow California Partnership Academies to include students for four years rather than the current three years.

4.4 Establish a career preparation graduation requirement for all students, in which students must demonstrate mastery of career technical, personal career management, financial literacy, and digital literacy skills.

4.5 Require individual learning plans for all students to guide middle and high school students' preparation for entry into postsecondary education and careers.

4.6 Provide districts the explicit ability to offer synchronous and asynchronous distance learning courses and programs adopted under local board policy to increase student access to effective instructors, programs, and resources not available within their high schools.

4.7 Develop California virtual high schools, providing access to any California student or school district, to enable students to meet high school graduation requirements and prepare for college and career.

4.8 Feature pathways curricula, assessments, work-based learning models, and in-school support strategies in existing online clearinghouses, such as the Brokers of Expertise Web site (<http://www.boepilot.org>).

4.9 Expand the support networks that provide curriculum and instruction knowledge and resources targeted at improving student achievement (e.g., Advancement for Individual Determination [AVID] program, University of California subject matter projects, CTE Online).

4.10 Expand the funding available to the University of California's Curriculum Integration Project to enhance the ongoing efforts to increase the number of new CTE courses that meet the requirements for courses accepted for public university admission purposes.

4.11 Include interdisciplinary and problem-based learning strategies as a required element within the development of the California curriculum frameworks.

5. Enhance Professional Development and Other Strategies to Increase Teachers' Effectiveness and Ability to Be Successful in the Multiple Pathways Approach.

5.1 Provide regional professional development support for academic and CTE teachers, counselors, and administrators to improve the use of integrated rigorous curricula in their classrooms, including how to team-teach and make effective use of the longer class periods in pathways.

5.2 Require the California Commission on Teacher Credentialing to incorporate problem-based pedagogies and other innovative instructional strategies as core competencies for any single subject secondary teacher, CTE teacher, pupil personnel services, and administrative services credential.

5.3 Develop a pathways teaching credential authorization that would combine the competencies required within a traditional academic credential and a CTE industry sector credential.

5.4 Provide start-up grants to the California State University and the University of California to create CTE and multiple pathways credential teacher education programs.

5.5 Require that districts ensure the equitable distribution of teachers among high schools, based on subject matter expertise, related skills, and effectiveness.

5.6 Streamline the teacher preparation system to allow the acquisition of an academic, CTE, or pathways teaching credential within a four-year baccalaureate program.

5.7 Provide for a pathways concentration within the Beginning Teacher Support and Assessment program.

6. Ensure That the Transition from Middle Grades to High School Prepares Students for High School, Including Making Informed College and Career Choices.

6.1 Define the purpose of middle grades as preparing students with the knowledge, skills, and abilities necessary for success in high school, incorporating discovery and exploration of educational and career opportunities.

6.2 Provide models for articulation and alignment of middle and high school curricula and related professional development to improve student transitions.

6.3 Provide planning and start-up grants to develop exploratory CTE programs within middle grades that articulate with area high school CTE programs, and provide parents and students with the resources and information to make informed college and career choices.

7. Provide Support and Counseling That Students Need to Succeed.

7.1 Establish maximum caseload levels for all secondary guidance counseling and student support personnel to ensure that students in middle grades and high school receive access to necessary counseling and support services.

7.2 Expand the role and funding of the California Career Resource Network to offer interactive Web-based college and career resources and advisement to individual middle and high school students throughout the state.

7.3 Require pathways to incorporate Response to Instruction and Intervention (RtI²) strategies to support and maximize available personalized support for students experiencing learning or behavioral challenges.

7.4 Require that all California local Workforce Investment Boards provide training accessible to all high school students within their service region on how to access and utilize California's One-Stop Career Center System.

8. Modify the Mission, Structure, and Functions for Regional Occupational Centers and Programs (ROCP).

8.1 Modify the ROCP mission, structure, and functions to provide statewide systemic support to increase school district capacity to offer career technical education and to support pathways using the multiple pathways approach.

8.2 Change the ROCP name to reflect a new mission, the Regional Career Preparation Authority (RCPA), and utilize existing ROCP funding to support the CTE system.

8.2.1 Consolidate the number of RCPAs serving regions or counties.

8.2.2 Provide RCPA governance through a board consisting of the county superintendents and representatives from each school district within the service area appointed by each school district board of education. If a single school district qualifies as a region, the district school board would serve as the governing body.

8.2.3 Designate the corresponding county office of education, joint powers authority agency, or single school district to serve as the local educational agency for fiscal and administrative purposes, receiving RCPA funds directly from the state.

8.2.4 Limit RCPAs to 5 percent administration, 10 percent capacity building, and 85 percent for CTE pathways and courses.

8.2.5 Provide school districts from 50 percent to 90 percent funding for each approved CTE course from the RCPA, with the school district providing the matching funding necessary to operate the course. Funding allocations would be made to participating districts in a way that ensures substantially equitable distribution of funds.

8.2.6 Require school districts upon the establishment of a course, and biennially thereafter, to demonstrate to the RCPA that there is a current or future labor demand for the pathway, each CTE course is part of a viable CTE pathway, there is no unnecessary duplication of the program within the region, there is articulation with postsecondary institutions, and the course meets established administrative and performance standards.

8.2.7 Require the RCPA to have a representative business and labor advisory committee to advise the governing board on labor market needs and the curriculum offered across the region. Each district pathway would also be required to have a local business and labor advisory committee to assist the high school in implementing rigorous and relevant CTE courses and pathways.

8.2.8 Provide professional development and instructional resources through the RCPA to member school districts and coordinate all related business, accountability, and program support functions related to pathways and CTE.

8.3 Distribute federal Carl D. Perkins (Career and Technical Education Improvement Act of 2006) funding through the RCPAs.

8.3.1 Define RCPAs as meeting the conditions of a consortium under the Perkins Act.

8.3.2 Require each RCPA to develop a regional plan guiding the expenditure of Perkins funding within the region.

8.3.4 Require the RCPA to prepare and submit annual applications, data, accountability, and fiscal reports to the CDE.

8.4 Distribute all other state and federal career technical education funding through the RCPA system, and provide the associated oversight and support necessary.

9. Increase Work-Based Learning in Schools.

9.1 Expand and sharpen the definition of work-based learning to allow for and encourage innovative, equitable, and pedagogically sound work-based learning activities for students and faculty.

9.2 Redefine the existing work experience function within high schools and the role of the work experience teacher to coordinate work-based learning activities and local school-business engagement.

9.3 Provide statewide models of how work-based learning embedded in both CTE and academic classes can help schools address the four components of pathways.

9.4 Collect and track data on work-based learning through the state's CALPADS system.

9.5 Provide school districts with guidance regarding insurance and labor law requirements when placing students in off-site, work-based learning locations.

10. Provide State Leadership That Strengthens the Multiple Pathways Approach.

10.1 Create a statewide multiple pathways advisory board of leaders from the education, business, and civic communities, appointed by and reporting directly to the SSPI, to provide the SSPI with ongoing guidance to expand pathway programs in California's public schools.

10.2 Provide administrative funding to the CDE to provide policy implementation, state and regional coordination, resource development, and accountability oversight for the expansion of pathways and high school redesign efforts.

10.3 Incorporate effective pathway strategies into state policies and strategies for turning around the state's persistently lowest achieving high schools.

10.4 Recognize in state policy the role and benefits of educational foundations, intermediary organizations, and coalitions in supporting the multiple pathways approach and systemic reform initiatives.

10.5 Establish a statewide research agenda that incorporates input from key stakeholders to evaluate the effectiveness of the multiple pathways approach in preparing students for college and career.

10.6 Design high-quality research studies that include longitudinal student-level and cohort designs to measure the effectiveness of pathway programs on improving student achievement.