About Beyond High School

Far too many schools in California and across the nation fail to prepare their students for success in college and career. With national graduation rates hovering around 84 percent¹, and only 40² percent of students who graduate prepared for postsecondary success, the traditional school model is not addressing the needs of our future workforce.

Over the past two years, Pivot Learning’s Beyond High School Initiative has been working with a group of six secondary schools in California and Massachusetts to redesign them, through a community-based user-centered design process³, to ensure that all students graduate prepared to succeed in college and career. Using the research-based principles of Linked Learning—rigorous academics integrated with (1) college-ready standards, (2) sequenced career-technical education, (3) work-based learning, and (4) personalized student supports for stronger academic and social-emotional outcomes—Beyond High School is changing the trajectory for nearly 6,000 students so far. The Beyond High School process engages a “design team” to uncover solutions to their strategic improvement challenges.

Studies show that this approach leads to better student outcomes—graduation rates, student achievement in English language arts (ELA) and math, social-emotional skills, and college and career readiness—over the traditional secondary school model.⁴

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¹ National high school graduation rate. NCES, 2015-16
² College students who take remedial courses in 4-year institutions. 2004-09 longitudinal study. NCES 2016 report
³ This process was adapted from IDEO, Stanford d.school, and the Henry Ford Learning Institute.
⁴ Spl International, 2016
These schools have been reimagining their classes, master schedule, and student interactions. All aspects of the schools have been evaluated in the design process, including:

- Instruction and assessment,
- teacher and student collaboration on thematic, interdisciplinary projects,
- professional development, and
- school culture.

The pilot Beyond High School sites are implementing their redesign prototypes. New partner schools will join the process to make transformational changes to improve their students’ learning. With a goal of more personalized, authentic learning experiences for greater student success beyond high school, the road that lies ahead is rife with opportunities.

How Beyond High School Works

First, Beyond High School sites create multi-disciplinary design teams. The design teams are comprised of education leaders, teachers, students, families, community members, industry partners, and community colleges. They work together to define their school vision and go through the Change Design steps of Discover, Interpret, Ideate, Prototype, Feedback, and Refine.

Beyond High School has shifted adult culture in all the sites, as indicated by increased teacher satisfaction levels and improved collaboration across subject areas and grade levels, closely followed by increased student attendance and engagement. Beyond High School’s comprehensive approach has helped school teams transform their practices for improved student learning, while making the cultural and adaptive shifts that are necessary to sustain lasting change.
Marina High School

As a part of Monterey Peninsula Unified School District’s initiative around high school redesign, Marina High School had identified a new early college and career focus, as well as a need for support in articulation with the feeder middle school. Marina had an existing culinary class, and a fledgling relationship with the local college.

The school began hosting mentor breakfasts, beginning the process of building relationships and engaging community partners in the life of the school.

Pivot worked with Marina High School to rethink their whole program, from understanding what it really meant to be college and career focused, through to developing equitable pathways that truly support students’ college and career goals. The team at Marina developed numerous prototypes of their redesign components and saw multiple iterations of their plan.

Marina High School is implementing two pathways, and in the 2018-19 school year they are rolling it out to 9th and 10th graders. Ultimately, the pathways will be 9-12. They have increased the number of community college courses offered to their students, and began a partnership with Faces for the Future, a program that helps underrepresented students gain access to health careers.

Marina High team members reviewed and revised Biology, Physics, and Chemistry courses to emphasize sustainability goals that link humanities with Career Technical Education courses and facilitate project-based learning.

Various structural changes have facilitated growth at Marina High, such as a refocus of the Instructional Leadership team to align with Linked Learning goals, and a new master schedule that reduced course access inequities and increased teacher collaboration.

Pathways
Identified viable pathways: Health Science and Hospitality/Tourism

Adopted The United Nations Sustainability Goals to bridge pathways

Partnerships
• Monterey Peninsula College
• Linked Learning Alliance

The design team reviewed extensive data including performance on state assessments and information from focus groups with students, teachers, local industry, and community members. This discovery led to the identification of an opportunity gap in access to college coursework and industry internships.

“Developing students’ social capital is essential for true equity. The MaHS Graduate Profile and new community mentor program for all freshman is a major step forward.”

-Design Team Member
Student Populations Served: School vs. District

**School Information**
Marina High School

- **ENROLLMENT**: 557
- **FREE & REDUCED-PRICE LUNCH**: 63.9%

- American Indian or Alaska Native: 0.5%
- Asian: 9.1%
- Black or African American: 4.3%
- Filipino: 6.8%
- Hispanic or Latino: 51.5%
- Native Hawaiian or Pacific Islander: 3.4%
- Two or more races: 6.5%
- White: 17.9%

**District Information**
Monterey Peninsula Unified School District

- **ENROLLMENT**: 10,685
- **FREE & REDUCED-PRICE LUNCH**: 64.2%

  margin of error +/- 2%

- American Indian or Alaska Native: 0.3%
- Asian: 4.7%
- Black or African American: 4.5%
- Filipino: 3.9%
- Hispanic or Latino: 58.4%
- Native Hawaiian or Pacific Islander: 1.8%
- Two or more races: 6.9%
- White: 19.3%

Marina High School, located in Monterey county, opened in 2006 near former Fort Ord. Marina High is the smallest of Monterey Peninsula Unified School District high schools with a current enrollment of 557 students. With a diverse student body and a caring school culture, Marina High is poised for reimagining its mission and values, transforming teaching and learning, and establishing a revived relationship with its community.

**About Pivot Learning**

Founded in 1995, Pivot Learning is a nonprofit organization of K-12 education experts who work directly with districts to address their biggest challenges, including raising student achievement and closing unconscionably large achievement gaps. Our mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. We envision a future where our public schools provide our most underserved students with an outstanding education. In 2017, Pivot acquired the Consortium on Reaching Excellence in Education (CORE), which expanded our reach and our capacity to support research-based intervention in literacy and math.