

Measure N Final Summary – ARISE High School

ARISE High School (ARISE) has made significant progress in addressing the recommendations of the Measure N Commission. Having used an inclusive process to finalize the choice of Health Science and Medical Technology as our industry sector and Public and Community Health as our Linked Learning Pathway theme, ARISE has begun the process of aligning all aspects of our program of study to this theme.

With regard to the development of the four Essential Elements of a Linked Learning Pathway, ARISE has determined and is developing a sequence of career technical courses and simultaneously integrating our community and public health theme into our academic courses. The curriculum in our existing ninth grade Applied Research course has been revised to emphasize research related to issues in public and community health. Several English and Social Science teachers are beginning to integrate public and community health-related units into existing courses. There are plans to adopt or adapt several of the UCCI (UC Curriculum Integration) English, Social Science, and Science courses and at least one of the Health and Science Pipeline Initiative (HASPI) courses for the 2018-2019 school year. In addition, a training on “a-g” course development is planned and ARISE will submit several new public and community health career technical courses for a-g approval in Spring 2018.

Using the Work-Based Learning Continuum, the buildOn and ECCCO curricula, the ConnectEd Pathway Toolkit, and other Linked Learning - related resources as our guide, ARISE is expanding opportunities for work-based learning and other college-career-life readiness learning experiences during the Spring 2018 semester.

We are re-examining our student interventions to assure that all students are truly supported to succeed. In addition to student advisory, math-literacy support courses, opportunities for credit recovery and dual enrollment, and grade level team meetings, ARISE is building mentor-relationships (both adult professional mentors and peer-to-peer mentoring), integrated tutoring, and summer bridge strategies.

Since September 2017, ARISE has held weekly Measure N / Linked Learning meetings on Monday mornings, held whole staff Linked Learning PD’s and Saturday Linked Learning Study Groups, held informational meetings (“Snack and a Chat”) and focus groups, analyzed comprehensive data and surveys addressed to staff, students and parents and provided stipends to teachers to work on Linked Learning curriculum after school and on weekends.

ARISE hired a Pathway support provider (Patricia Clark, CCASN/UCB) who has deep experience with Linked Learning, project-based learning, master scheduling, a-g course development, communities of practice, and developing and sustaining partnerships. Clark regularly attends our Monday morning meetings.

As our school community came to understand Linked Learning and what a Linked Learning approach meant for ARISE, we adjusted and reframed our weekly leadership meetings, our staff professional development meetings, and our Graduate Profile to prioritize Linked Learning. We

are changing our bell schedule from six periods to seven periods; making significant budgetary changes; piloting pathway classes and interdisciplinary, thematic units; and re-designing the direction of our Performance Assessments. Increasingly, we are emphasizing support for the grade level communities of practice as these teams of teachers have primary responsibility for thematic curriculum integration and direct support of the student cohort shared in common.

We are being intentional about building not just teacher buy-in to Linked Learning, but true teacher ownership, including authorship of aspects of our pathway work. We are also engaging the student leadership class in learning more about Linked Learning and in sharing responsibility for orienting all students to the Linked Learning approach and opportunities.

During the first Principal Community of Practice (CoP) meeting in October of 2017, the Head of School learned how to use ConnectEd's Linked Learning Pathway Toolkit and referenced the toolkit in order to lead and guide the various stages of implementation and bring in more fodder for thought to the Design Team.

We are also putting together an Advisory Board, encouraging guest speakers to come to classes, offering job shadowing opportunities, and planning field trips for our pathway. Teachers will continue to flavor aspects of the theme into their unit course of study. For example, tenth grade students present mastery of content at the end of year called "Bridge" - this year the focus of the presentation will be on Community and Public Health.

Currently, our master schedule consists of six periods with an extra period for Advisory. Next year, we plan to implement a seven period schedule along with Advisory in order to ensure an open period for students to take dual enrollment classes, internships and work-based trainings. Redesigning a master schedule has huge financial implications for ARISE given that we will be hiring and on-boarding at least four more teachers around Linked Learning, service providers and student support personnel.

By August 2018, ARISE will be a "wall-to-wall" Linked Learning school with all students taking a sequence of aligned CTE courses. Grade-level teaching teams will function as Linked Learning Communities of Practice. College Tours, Days of Service, and other college and career readiness learning experiences will also align to our pathway theme. We are working with the University of California, San Francisco's Global Health Services Department for students to shadow UCSF graduate students and explore career options. Our humanities courses will include units of study centered around Health Care argumentative writing and mapping that teachers will use to bridge our pathway theme across content. Lastly, we will reformat our Graduate Profile to include job shadowing and field studies as a part of student graduation requirement.

