MISSION STATEMENT

As champions for students, North Kansas City Schools’ mission is to ensure that all are life-ready and ethically grounded in an ever-changing world through innovative educational experiences that:

- Inspire Lifelong Learning
- Embrace Inclusion
- Forge a Unified Community
Real world learning is an experience that makes learning exciting and challenging by connecting strong academics with real-world experience in a wide range of fields, and helping students prepare for success in college, career, and civic life.

Onel J.
Senior
North Kansas City High School
“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete”

- Buckminster Fuller
Real world learning is an experience that makes learning exciting and challenging by connecting strong academics with real-world experience in a wide range of fields, and helping students prepare for success in college, career, and civic life.

- **Action Plan 3:** Design curriculum and instructional practices to transform awareness, honor inclusion and prepare all district students to fully excel and positively contribute in our increasingly global society.

- **Action Plan 4:** Strengthen the connection between our business community and our district to better provide authentic learning experiences for students.

- **Action Plan 5:** Embed inclusive programs, policies, organizational structures, facilities, funding and processes in all facets of the district.

- **Action Plan 6:** Consider academic offerings centered around a specific theme that can promote focused learning.
PORTRAIT OF A NORTH KANSAS CITY SCHOOLS GRADUATE
Linked Learning is an approach to educational reform that combines rigorous academics, demanding career and technical education, real-world experience, and integrated student supports.
Design Considerations
## Current State of RWL
### Class of 2020

<table>
<thead>
<tr>
<th>Market Value Asset</th>
<th>Total number of Graduates earning an MVA</th>
<th>Total Percent of Graduates with an MVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Credit</td>
<td>432</td>
<td>29.94%</td>
</tr>
<tr>
<td>AP Courses (3+)</td>
<td>345</td>
<td>23.91%</td>
</tr>
<tr>
<td>IB</td>
<td>70</td>
<td>4.85%</td>
</tr>
<tr>
<td>IRC’s</td>
<td>140</td>
<td>9.7%</td>
</tr>
<tr>
<td>Internships</td>
<td>93</td>
<td>6.44%</td>
</tr>
<tr>
<td>Entrepreneurial experiences</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Emerging MVA’s</td>
<td>89</td>
<td>6.17%</td>
</tr>
<tr>
<td>Client Projects</td>
<td>151</td>
<td>10.46%</td>
</tr>
</tbody>
</table>

## Challenges RWL Will Address

- Workforce development
- Meaningful connection between industry and K-12 education
- Post secondary attainment
- Student engagement
<table>
<thead>
<tr>
<th>Design Team Member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry McCullough</td>
<td>Business Owner</td>
</tr>
<tr>
<td>Amy Washam</td>
<td>University Leadership (NWMSU)</td>
</tr>
<tr>
<td>Richard Groves</td>
<td>Community Leader</td>
</tr>
<tr>
<td>Lewis McKenzie</td>
<td>PLTW Teacher</td>
</tr>
<tr>
<td>Mark Maus</td>
<td>Executive Director of College and Career</td>
</tr>
<tr>
<td>James McNeely</td>
<td>High School Counselor</td>
</tr>
<tr>
<td>Aaron Dalton</td>
<td>Coordinator of College and Career</td>
</tr>
<tr>
<td>Chad Sutton</td>
<td>Deputy Superintendent</td>
</tr>
<tr>
<td>Brian Mercer</td>
<td>Parent</td>
</tr>
<tr>
<td>Larry Smith</td>
<td>High School Principal</td>
</tr>
</tbody>
</table>
Design Team Engagement

2019-2020 school year
• Kauffman site visits
• District site visits
• Portrait of a Graduate development
• Strategic plan input

2020 and beyond
• Monitoring MVA acquisition and progress (grant specific accountability team)
• Vetting emerging MVA’s
• Pathway Advisory Board membership as appropriate
Plan For Implementation
Five Year Overarching Goals

• Design and implement a plan for boldly changing how students experience high school

• Successfully implement high school redesign using a college and career pathways approach

• Significantly expand real world learning opportunities by designing and fully implementing a continuum of work-based learning

• Develop a comprehensive work-based learning delivery system which includes four components 1) employer/business and industry engagement  2) Educator engagement and capacity building 3) Leadership and Governance infrastructure 4) Operational infrastructure

• Engage all high school (K-12) students in two real world Design Thinking projects per school year

• Significantly increase the percent of high school seniors that graduate with one or more Market Value Assets
Phase 1: Launch and Assess

Launch: Co-Develop scope of work
4/2/20

Needs and Capacity Assessment
5/1/20

Needs and Capacity Assessment Report including recommendations
6/01/20

April 2020 | May 2020 | June 2020

Listening campaign and stakeholder engagement
1.5 months
4/15/2020 - 6/1/2020

Assess assets, areas of growth, facilities, learning and teaching and infrastructure
1.5 months
4/15/2020 - 6/1/2020
Phase 2: Planning and Design

Launch: District Planning Team with community stakeholders
June 2020

Launch: School-based pathways planning with Pathways Design Institute
July 8-10

Finalize draft pathways plan
September 2020

Long-Term Pathways Plan including Work-based learning with Short-term Milestones
June 1, 2020 - September 1, 2020

School-based planning: school needs & capacity assessment, school pathways planning (career theme, vision, mission, program of study, personalized student supports).
July - December 2020
Phase 2: Planning and Design

Community/District Leadership Team WBL design and integration
10/1/20

Planning for student recruitment and master scheduling
11/1/20

District and schools finalize pathways long-term plan, pathways design and communication plans
12/31/20

Launch student recruitment and implementation of pathways
1/01/21

Oct 2020
Nov 2020
Dec 2020
Jan 2021
May 2021

Vet with stakeholders and finalize district and school pathways plans and design including WBL and School-based plans
10/01/2020 - 12/31/2020

2 months
11/01/2020 - 12/31/2020

Increased MVA attainment through Internships, client based projects, and IRC’s

25% of graduates will earn one or more MVA’s
Phase 3: Implementation 2021-2022

- 100% of freshman begin in a college and career pathway and engage in the WBL continuum
- Annual collection and reporting of final pathway enrollment by all groups of students
- Continue to build infrastructure for RWL coordination
- Initiate internal pathway quality assessment
- Sophomore Teacher Externships
- 40% of Graduates will earn one or more MVA’s

On-Going Tactics

- RWL exposure K-8 (World of Work)
- Professional development for pathway teachers centered on cross curricular connections
- Design Thinking projects
- Track and monitor progress toward POG outcomes
- Conduct year end pathway quality assessments
- Pathway advisory board and team feedback
- WBL continuum

Increased MVA attainment through Internships, client based projects, and IRC’s
Phase 3: Implementation
August 2022-May 2025

All freshman through juniors enrolled in a college and career pathway and engage in the work based learning continuum

100% of freshman through seniors will be enrolled in a college and career pathway and engage in the work based learning continuum

On-Going Tactics

- RWL exposure K-8 (World of Work)
- Professional development for pathway teachers centered on cross curricular connections
- Design Thinking projects
- Track and monitor progress toward POG outcomes
- Conduct year end pathway quality assessments
- Pathway advisory board and team feedback
- WBL continuum
# CAREERS IN HEALTH

Arthur A. Benjamin Health Professions High School  
451 McClatchy Way, Sacramento CA 95818  
Principal – Marla Clayton Johnson  
www.hpshojaguars.com  
www.facebook.com/sabthphs  
916-355-5010

## SUBJECT

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HIGH SCHOOL COURSES – *UC a-g Approved Courses</th>
<th>BEFORE/AFTER SCHOOL OPPORTUNITIES</th>
<th>RELATED OCCUPATIONS</th>
</tr>
</thead>
</table>
| **English**        | 9th: Medical English 9  
                    | 10th: Medical English 10  
                    | 11th: Medical English 11  
                    | 12th: Medical English 12  | 0 Period and 7th Period Options |
|                    | Expressive Arts Options Available  
                    | College Course Opportunities  
                    | Nurse  
                    | Doctor  
                    | Radiologist  
                    | Veterinarian  
                    | Respiratory Therapist  
                    | Dietician |
| **Math**           | Integrated Math I  
                    | Integrated Math II  
                    | Integrated Math III  
                    | Pre-Calculus/ Senior Level Math  | College Course Opportunities  
                    | Anatomy Physiology  
                    | Bio 100 / Medical Terminology AH 110  
                    | (Sac City College)  
                    | EMT  
                    | Cardiologist  
                    | Pediatritan  
                    | CNA  
                    | Physical Therapist  
                    | Allied Health (all)  
                    | Health Care Law  
                    | Public Health Policy  
                    | Hospital Administration |
| **Science**        | Medical Biology  
                    | Medical Chemistry  
                    | Physics  | Many more |
| **History/ Social Science** | Freshman Foundations (college credit course)  
                    | World History  
                    | Medical US History  
                    | Economics/ US Government  | College Course Opportunities  
                    | Family Studies  
                    | Counseling  
                    | Social Science  
                    | Sociology |
| **Foreign Language, Art and PE** | PE and Drama  
                    | Spanish I or Native Speakers  
                    | Spanish II or Native Speakers  
                    | Medical Spanish and PE  | College Course Opportunities  
                    | French  
                    | German  
                    | Spanish  
                    | Japanese  
                    | Chinese |
| **Medical Science** | Medical Science 9  
                    | Medical Science 10  
                    | Medical Science 11  
                    | CPR Certification First Responder PMED105  
                    | Medical Science 12 Including Mental Health First Aid Certification  
                    | PMED 108 EMR Certification |
| **Work Based Learning Opportunities** | Suturing Lab  
                    | Hospital Visits  
                    | Integrated Units Community Service  
                    | Summer Scrubs  
                    | Saturday Academy Guest Speakers  
                    | Job Shadowing  
                    | Integrated Units Community Service  
                    | Summer Scrubs  
                    | Saturday Academy Guest Speakers  
                    | Internships  
                    | Integrated Units Community Service  
                    | Summer Scrubs  
                    | Saturday Academy Guest Speakers  
                    | Internships  
                    | Summer Scrubs  
                    | Saturday Academy Guest Speakers  
                    | Internships  
                    | Senior Project Community Service  
                    | After School Academy  
                    | Tutoring and Clubs  
                    | Small School Sports League and West Campus Sports Teams |

For more information on SCUSD’s Linked Learning Pathways, visit [www.scusd.edu/linkedlearning](http://www.scusd.edu/linkedlearning)

## PARTNERS

| UC Davis Health  
916ink  
Kaiser Permanente  
VesKollege Education Resources, Inc.  
The California Endowment  
The California Wellness Foundation  
Capital Academies and Pathways | Los Rios Community College District  
Sacramento State University  
UC Davis Family Medicine  
Sacramento Black Nurses Association  
Dignity Health  
UC Davis  
Sacramento Valley Psychological Association  
The Health Workforce Initiative  
Sierra College Nursing Program  
FACES Sacramento  
| College and Career Academy Support Network (CCASN)  
Cal-Health Occupations Students of America (HOSA)  
Sacramento County Department of Health and Human Services  
Division of Behavior Health and Division of Public Health  
BloodSource  
Office of Statewide Health Planning & Development (OSHPD)  
Sacramento County Office of Education Action Civics  
Workforce Investment Board |

The Sacramento City Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, family, or marital status, or association with a person or a group with one or more of these actual or perceived characteristics.
Phase 4: Monitor and Adjust

• Ensure all students receive work based learning experiences and are on track to earn an MVA
• Collect, analyze, and report data on pathway enrollment, student outcomes, and MVA attainment by all groups of students
• Conduct year end pathway quality assessments and reach gold certification by May 2026
• Continue to monitor progress towards graduates meeting the POG outcomes
• Continue to build, refine, and improve infrastructure for work based learning experiences.
• Continue to provide all new teachers with externships related to their career pathway assignment
Key Metrics

• Work based learning participation
• Pathway completion
• Student achievement
• Freshman on track
• Post-secondary persistence and attainment
• Market Value Asset attainment

* metrics will be tracked through the college and career readiness success matrix
* digital badging and portfolio development will be piloted as a means of tracking MVA’s in addition to other internal tracking systems
Equity and Access

- Spring pathway analysis of enrollment by race, gender, and other identities to ensure specific populations of students are not over or underrepresented
- Pathways and real world learning experiences will not have pre-requisite expectations to ensure all internal barriers are removed
- An annual evaluation of participation in the work based learning continuum and MVA attainment will be completed by race, gender, and other identities
- Short term goal to increase the percent of students who qualify for Free and Reduced lunch that earn an MVA by 15% by May 2021
Conditions to Support RWL

- College and Career Leadership Team
- Third party
- Staffing
- Employer and Community engagement
- Teacher externships
- Policy and procedural changes
Financial Capacity
## Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Funding Source</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial contract with ConnectEd</td>
<td>North Kansas City Schools</td>
<td>$288,232</td>
</tr>
<tr>
<td>Subsequent year ConnectED contract</td>
<td>North Kansas City Schools</td>
<td>$50,000 annually</td>
</tr>
<tr>
<td>CTE equipment</td>
<td>Reallocation of funds: Perkins, grants, Title II, textbook adoption</td>
<td>$200,000 annually</td>
</tr>
<tr>
<td>Staffing</td>
<td>Potential Kauffman Grant</td>
<td>$320,000 annually</td>
</tr>
<tr>
<td>PD for CCR Facilitators</td>
<td>Potential Kauffman Grant</td>
<td>$2,400</td>
</tr>
<tr>
<td>2021 Budget</td>
<td></td>
<td>$810,632</td>
</tr>
<tr>
<td>Total Budget through 2024-2025</td>
<td></td>
<td>$3,090,632</td>
</tr>
</tbody>
</table>
### Student

- Continue the focus on academic achievement.
- Design curriculum and instructional practices that transform awareness, honor inclusion, and prepare students to excel and contribute to our increasingly global society. 
  - *Strategy III, Action Plan 3*
- Make recommendation for a comprehensive dual language offering for elementary students.
- Employ change and innovation processes that boldly redefine the high school experience.
- Develop a recommendation for a comprehensive pre-K program.

### Staff

- Ensure a culture of inclusivity, as reflected in recruiting, hiring, and retention practices.
  - *Strategy III, Action Plan 2*
- Provide quality professional development around equity and inclusion for all staff.
  - *Strategy III, Action Plan 2*
- Conduct an equity audit to determine impact of initial staff training on students.

### Community

- Create and maintain relationships with all community members celebrating the value students and community bring to each other.
  - *Strategy III, Action Plan 4*
- Utilize marketing strategies and effective communication to promote and brand NKC Schools.
- Conduct a successful bond campaign.
- Ensure proactive advocacy for the District’s legislative priorities at the City, County, State, and Federal levels, relying on the broader inclusion of advocates that include the BOE, staff members, and legislators.

### Finance

- Develop a final recommendation for comprehensive facility planning.
- Consider all financial obligations to meet strategic goals.
Additional Sustainability Strategies

• District Leadership Team
• Pathway Advisory Boards
• Course elimination based on alignment to pathways
• Academic Services budgeting process and reallocation of funds
• Perkins funding
• Title two funding for professional development and teacher externships
• Current employer engagement
• Schedule changes to prioritize career pathway team planning time