



Graduates will develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.



College and Career-Ready Scholar

Graduates will understand the nature of problems, create innovative solutions, and make informed decisions by using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

Graduates will demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.



Effective Communicator and Collaborator

LBUSD College and Career Graduate Profile

All students will attain proficiency in the core content areas and graduate from high school prepared for post-secondary and career options. Students will grow into life long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements, students will become:

Critical and Innovative Problem Solver



Ethical Decision Maker



Graduates will display personal and professional integrity by demonstrating leadership, effective decision-making, and ethical personal and professional management skills.

Adaptable and Productive Citizen

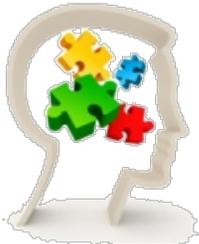


Graduates will act as a productive citizen by demonstrating responsibility and flexibility in fulfilling personal, professional, and community expectations.

College and Career-Ready Scholar

Student Outcome The 'what' we want our students to know and be able to do	Graduate Profile Alignment Map		
	ELA and Literacy Common Core State Standards; College and Career Ready Descriptors (pg. 7)	Standards for Mathematical Practice	Standards for Career Ready Practice
<p>Graduates will develop and manage a college and career plan, and demonstrate application of academic and workplace competencies within a chosen career field.</p> 	<ul style="list-style-type: none"> • They demonstrate independence. • They build strong content knowledge. • They respond to the varying demands of audience, task, purpose, and discipline. • They comprehend as well as critique. • They value evidence. • They come to understand other perspectives and cultures. 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure • Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> • Apply appropriate technical skills and academic knowledge. • Communicate clearly, effectively, and with reason. • Develop an education and career plan aligned with personal goals. • Apply technology to enhance productivity. • Demonstrate creativity and innovation. • Employ valid and reliable research strategies.
	<p>Performance Indicators The 'how' students will demonstrate knowledge and skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify personal strengths, needs, and interests. • Create, monitor, and revise a multi-year education and career plan with professional guidance. • Apply strategies for self-promotion such as networking, completing applications, writing resumes, and developing interviewing skills. • Demonstrate specialized pathway-level skills and industry competencies. • Use technology as a tool to research, synthesize, evaluate and communicate information. 	<p>Performance Criteria and Evidence The 'how well' and 'how we will know'</p> <p>How Well:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice with complex text helps students to develop the mature language skills and the conceptual knowledge they need in order to effectively respond to text orally and in writing. U3. Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly. U4. The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next. <p>How We Will Know:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> ○ Teacher self-assessment on Instructional Practice Implementation Tool ○ High School Collaborative Inquiry Visit Data Collection ○ 9-12 Content Literacy Sample Evidence of Understandings • Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) • Smarter Balanced Assessments 	

Critical and Innovative Problem Solver

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	<p>Performance Indicators The 'how' students will demonstrate knowledge and skills</p> <p>Students will</p> <ul style="list-style-type: none"> • Effectively acquire and use information from multiple sources, investigate and evaluate their validity, and synthesize new learning. • Apply academic and technical learning to authentic projects which include predictable and unpredictable situations. • Use inductive and deductive reasoning, making plausible evidence-based arguments. • Demonstrate the inquiry process by examining and explaining a problem and discerning a pattern or structure to formulate a solution. • Select and apply task appropriate problem solving skills and techniques. • Demonstrate perseverance in the problem solving process. 	<p>Performance Criteria and Evidence The 'how well' and 'how we will know'</p> <p>How Well:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice with complex text helps students to develop the mature language skills and the conceptual knowledge they need in order to effectively respond to text orally and in writing. U3. Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly. U4 The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next. <p>How We Will Know:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> ○ Teacher self-assessment on Instructional Practice Implementation Tool ○ High School Collaborative Inquiry Visit Data Collection ○ 9-12 Content Literacy Sample Evidence of Understandings • Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) • Smarter Balanced Assessments 	

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	Performance Indicators The 'how' students will demonstrate knowledge and skills	Performance Criteria and Evidence The 'how well' and 'how we will know'	
<p>Students will:</p> <ul style="list-style-type: none"> • Appropriately and effectively use technology and other resources to fulfill personal and professional tasks. • Respond appropriately to changes in personal and professional conditions and contexts. • Interact respectfully with people of different backgrounds, ages, beliefs and philosophies. • Demonstrate time management techniques to efficiently fulfill responsibilities. • Articulate how personal and professional actions impacts global economy, workforce, and community. • Understand the importance of healthy choices and productive citizenship. • Use a variety of techniques to understand and critique what a speaker or author is saying. • Be able to articulate and/or ask for clarification on all tasks assigned. 	<p>How Well:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice with complex text helps students to develop the mature language skills and the conceptual knowledge they need in order to effectively respond to text orally and in writing. U3. Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly. U4. The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next. <p>How We Will Know:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> ○ Teacher self-assessment on Instructional Practice Implementation Tool ○ High School Collaborative Inquiry Visit Data Collection ○ 9-12 Content Literacy Sample Evidence of Understandings • Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) • Smarter Balanced Assessments 		

Ethical Decision Maker

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	Performance Indicators The 'how' students will demonstrate knowledge and skills		Performance Criteria and Evidence The 'how well' and 'how we will know'
	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of integrity and ethical issues related to a chosen career field. • Demonstrate ethical and legal practices consistent with a chosen career field. • Demonstrate adherence to ethical academic standards of practice. • Demonstrate the importance of truthfulness, honesty, and quality in personal and professional practices. • Determine and implement optimal, ethical risk management strategies. • Include an ethical perspective in the evaluation and solving of problems. • Understand and consider personal and societal effects of decision-making. • Demonstrate responsible digital citizenship through appropriate use technology and media. 	<p>How Well:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice with complex text helps students to develop the mature language skills and the conceptual knowledge they need in order to effectively respond to text orally and in writing. U3. Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly. U4. The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next. <p>How We Will Know:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> ○ Teacher self-assessment on Instructional Practice Implementation Tool ○ High School Collaborative Inquiry Visit Data Collection ○ 9-12 Content Literacy Sample Evidence of Understandings • Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) • Smarter Balanced Assessments 	

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<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to adapt appropriately to various audiences and use a variety of communication methods and tools. • Articulate the value of diversity in collaborative environments. • Demonstrate the ability to listen actively and effectively using oral, written, and non-verbal communication. • Apply methods of self-reflection to improve communication and collaborative skills. • Positively collaborate in group settings by demonstrating versatility and flexibility in difficult situations. • Demonstrates understanding of both big picture thinking and attention to detail. 	<p>How Well:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning <ul style="list-style-type: none"> U1. Continued study and application of the CCSS and their learning progressions, supported by the Linked Learning approach, lead to high quality instruction using appropriate scaffolds when needed to ensure all learners meet expectations. U2. Regular practice with complex text helps students to develop the mature language skills and the conceptual knowledge they need in order to effectively respond to text orally and in writing. U3. Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly. U4. The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next. <p>How We Will Know:</p> <ul style="list-style-type: none"> • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning <ul style="list-style-type: none"> ○ Teacher self-assessment on Instructional Practice Implementation Tool ○ High School Collaborative Inquiry Visit Data Collection ○ 9-12 Content Literacy Sample Evidence of Understandings • Linked Learning Quality Review Evidence of the Essential Elements (OPTIC) • Smarter Balanced Assessments 		