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

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

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

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 lifelong 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:

College and Career-Ready Scholar
Critical and Innovative Problem Solver
Adaptable and Productive Citizen
Effective Communicator and Collaborator
Ethical Decision Maker

Graduates will demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.
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| Graduates will develop and manage a college and career plan, and demonstrate application of academic and workplace competencies within a chosen career field. | • 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. | • 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. | • 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. | |
| **Performance Indicators** | **Performance Criteria and Evidence** | **The ‘how well’ and ‘how we will know’** | | |
| **The ‘how’ students will demonstrate knowledge and skills** | | | | |
| Students will: | | | | |
| • 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. | | | | |
| **How Well:** | | | | |
| • Literacy and Instructional Leadership Team Implementation Plan – Making Meaning  
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. | | | | |
| **How We Will Know:** | | | | |
| • Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning  
  ○ 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 | | | | |
| Updated: 6/15 | | | | |
## Critical and Innovative Problem Solver

### Student Outcome
The ‘what’ we want our students to know and be able to do

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.

### Graduate Profile Alignment Map

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• Use critical thinking to make sense of problems and persevere in solving them.  
• Demonstrate creativity and innovation.  
• Employ valid and reliable research strategies.  
• Understand the environmental, social and economic impacts of decisions. |

### Performance Indicators
The ‘how’ students will demonstrate knowledge and skills

Students will

- 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.

### Performance Criteria and Evidence
The ‘how well’ and ‘how we will know’

**How Well:**
- Literacy and Instructional Leadership Team Implementation Plan – Making Meaning
  - 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.

**How We Will Know:**
- Literacy and Instructional Leadership Team Implementation Plan – Evidence of Learning
  - Teacher self-assessment on Instructional Practice Implementation Tool
  - High School Collaborative Inquiry Visit Data Collection
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  - Linked Learning Quality Review Evidence of the Essential Elements (OPTIC)
  - Smarter Balanced Assessments

Updated: 6/15
## Adaptable and Productive Citizen

**Student Outcome**

The ‘what’ we want our students to know and be able to do

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

### Performance Indicators

The ‘how’ students will demonstrate knowledge and skills

Students will:

- Appropriate 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.

### Performance Criteria and Evidence

The ‘how well’ and ‘how we will know’

#### How Well:

- Literacy and Instructional Leadership Team Implementation Plan – Making Meaning
  - 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.
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#### How We Will Know:

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## Ethical Decision Maker

**Student Outcome**  
The ‘what’ we want our students to know and be able to do

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

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• They come to understand other perspectives and cultures. | • Construct viable arguments and critique the reasoning of others. | • Communicate clearly, effectively, and with reason.  
• Utilize critical thinking to make sense of problems and persevere in solving them.  
• Act as a responsible citizen in the workplace and community.  
• Model integrity, ethical leadership, and effective management.  
• Work productively in teams while integrating cultural and global competence  
• Understand the environmental, social and economic impacts of decisions. |

### Performance Indicators

**The ‘how’ students will demonstrate knowledge and skills**

Students will:

• 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.

### Performance Criteria and Evidence

**The ‘how well’ and ‘how we will know’**

**How Well:**

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Effective Communicator and Collaborator

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<td>• Demonstrate the ability to adapt appropriately to various audiences and use a variety of communication methods and tools.</td>
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<td>• Articulate the value of diversity in collaborative environments.</td>
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<td>• Demonstrate the ability to listen actively and effectively using oral, written, and non-verbal communication.</td>
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<td>• Apply methods of self-reflection to improve communication and collaborative skills.</td>
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<td>• Positively collaborate in group settings by demonstrating versatility and flexibility in difficult situations.</td>
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<td>• Demonstrates understanding of both big picture thinking and attention to detail.</td>
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