

# Graduate Profiles: Redefining Student Success



**Roman Stearns**

Executive Director, Scaling Student Success



**Rody Boonchouy**

Superintendent, Winters JUSD



**Christine Olmstead**

Assistant Superintendent, Vista USD



**Olympia Kyriakidis**

Senior Director of Multilingual Education and  
Global Achievement, San Diego COE

September 27, 2023

# Welcome



## Dorcas Kong

Sr. Specialist, Executive Projects  
California Collaborative for  
Educational Excellence

- Recording & slides will be posted on [CCEE's website](#)
- Landing page linked in the chat
- **Questions/Comments:** Please use the Q&A or chat features



# The Power & Potential of a Graduate Profile

Redefining what it means for a student to be successful  
and demonstrating how that changes schools and student learning



# Provocation

*As educators and society, we've become **complicit** –  
valuing what we measure,  
rather than measuring what we value.*

In the chat, please respond to:

What does this mean to you?  
Is it true? Why or how so / not?





# Nat'l Context



At least 36 states have defined “college & career readiness” (CCR) - see [AIR report](#)



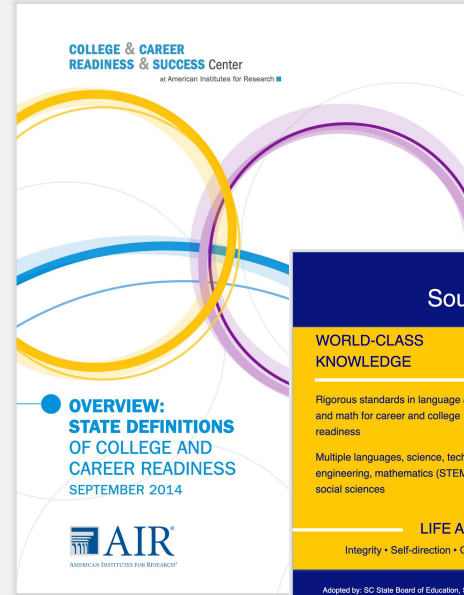
Fifteen states have created statewide Graduate Profiles - See [VA](#), [SC](#), [UT](#), [NM](#)



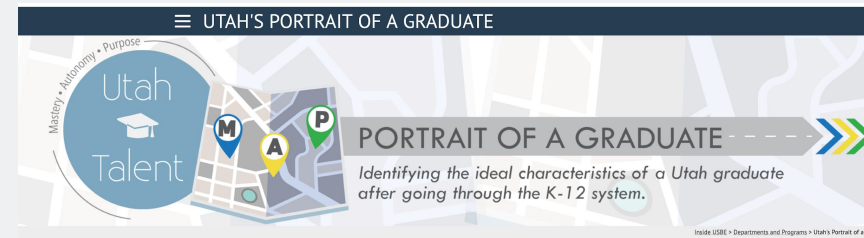
CA lacks a clear vision - neither a definition of CCR nor a Graduate Profile



De facto definitions (CA Dashboard, a-g requirements) are woefully narrow



Scaling Student Success  
A CALIFORNIA  
PARTNERSHIP 2023





# Local Context

Across the state, dozens of districts have engaged their local communities to create **Graduate Profile**



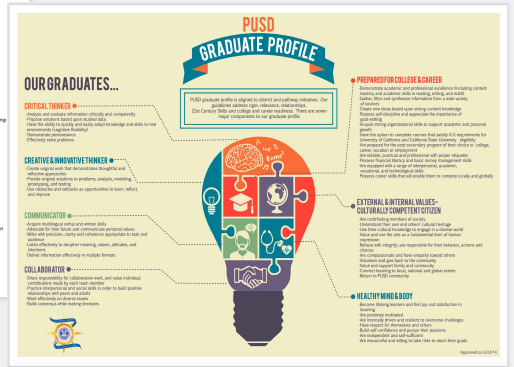
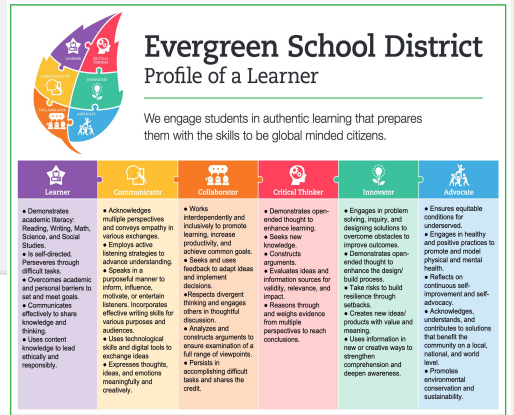
In some cases, they are aspirational posters that merely hang on the wall



Yet many are moving “from poster to practice”; it’s hard work and takes years



Districts and communities need guidance, support, and incentives to move forward





# Current Opportunity

- Challenges of 2020-22 have shone a light on the **inequities** of our education system
- The pandemic has accentuated the need to educate the **whole child** (manifested in a Graduate Profile)
- Academic core is **no longer sufficient** to prepare students for college, career, and life
- Severe disruptions to our education system **open doors** for **innovation and change**
- Districts and communities feel the **moral imperative** to leverage the opportunity and transform



# Why Now?

Ultimately, we have an opportunity to recover from COVID-19 in a way that dismantles structural inequities and demonstrates a system of education that is more equitable, student-centered, and competency-based.



# Leveraging Power & Potential

A Graduate Profile can be the driver to shift the **purpose** of education toward one that truly promotes

**equity,**

**student agency,**

**whole child education,**

**and local control,**

ultimately **redefining student success** in a way that better serves young people, communities, and the economy





# Why a Graduate Profile?

As an organizing framework, a it is...

- Simple to understand
- Student-centered
- Equity-focused
- Outcomes-based
- Locally-derived

# Some examples



- [Centinela Valley](#) – Typical
- [San Leandro](#) – 4 buckets, prioritizes “healthy mind & body”
- [San Francisco](#) – prioritizes “sense of purpose, sense of self”
- [Zuni Public Schools & S Lake Tahoe](#) – Culturally grounded
- [Citizens of the World LA](#) – Spheres: self, together, world
- [Sonoma County](#) – entire county
- [Santa Clara](#) – nested student, adult, and system portraits
- [Yucaipa-Calimesa](#) – community endorsements

Context is critical



# Driving Question

For developing a Grad Profile

How can we **engage all audiences**, assuring that the resulting Graduate Profile **serves all students** (especially those historically most marginalized), is **embraced by all community partners** and sets the course for **improved conditions, practices, and outcomes**?





Pause for...

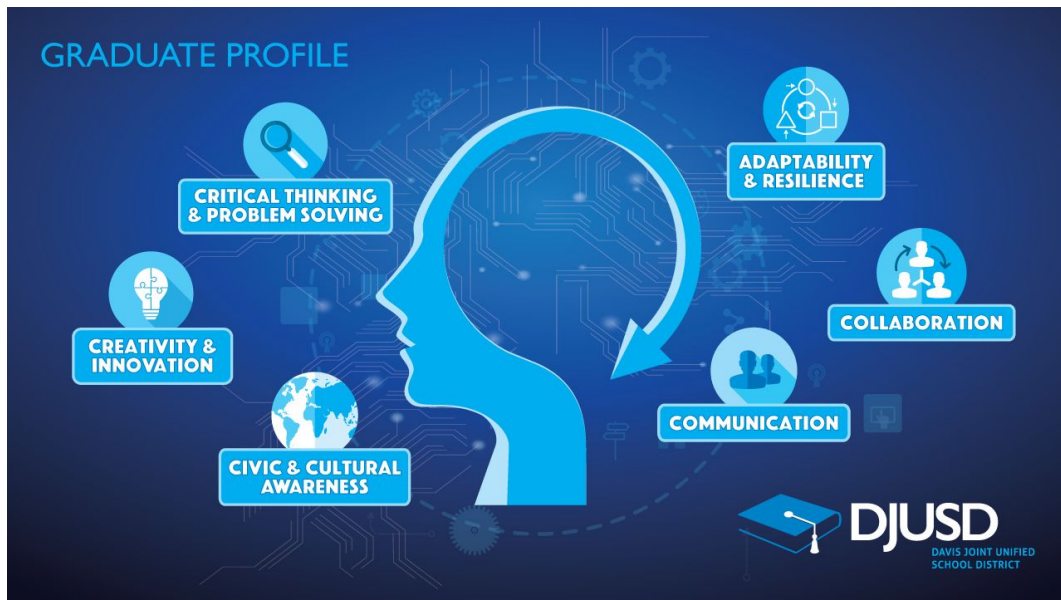
# Questions?



# A Tale of Two Districts

Davis JUSD	Winters JUSD
<p>Enrollment: 8600 Unduplicated: 22% ELL: 9% F&amp;R: 18% Race/Ethnicity:</p> <ul style="list-style-type: none"> <li>● African American: 3%</li> <li>● Asian: 16%</li> <li>● Hispanic: 25%</li> <li>● White: 48%</li> </ul>	<p>Enrollment: 1600 Unduplicated: 67% ELL: 33% F&amp;R: 64% Race/Ethnicity:</p> <ul style="list-style-type: none"> <li>● African American: 2%</li> <li>● Hispanic: 66%</li> <li>● White: 28%</li> </ul>

# Davis Joint Unified SD



- A vision for 21st century education
- Measurements for what matters for career, college, and life
- Framework for developing curriculum & professional development
- Physical spaces and facilities
- Positive energy to drive transformation

# Winters Joint Unified SD



- “North Star” for student outcomes
- College/Career preparation
- Community Partnerships
- Framework for developing curriculum & professional development
- Whole child focus

# Implementation

- Graduation Requirements
- Program & Assessment Systems
- Professional Development
- Program Development (CTE, Ethnic Studies, Makerspaces)
- Reorienting community focus on what matters



# Questions?



# San Diego County Office of Education

## Building PoG Capacity with Districts



# Comparison of District Demographics

## Vista USD

Enrollment 21,533

F and R 64%

EL and RFEP 38%

### Race/Ethnicity

- African Am. 2%
- AI/AN .05%
- Asian 2%
- White 22%
- Latino 67%

## Oceanside USD

Enrollment 18,277

F and R 66%

EL and RFEP 27%

### Race/Ethnicity

- African Am. 4%
- AI/AN .02%
- Asian 2%
- White 25%
- Latino 57%

## Mountain Empire

Enrollment 4,195

F and R 52%

EL and RFEP 25%

### Race/Ethnicity

- African Am. 2%
- AI/AN 3%
- Asian 1%
- White 32%
- Latino 53%

## Coronado USD

Enrollment 2,799

F and R 7%

EL and RFEP 10%

### Race/Ethnicity

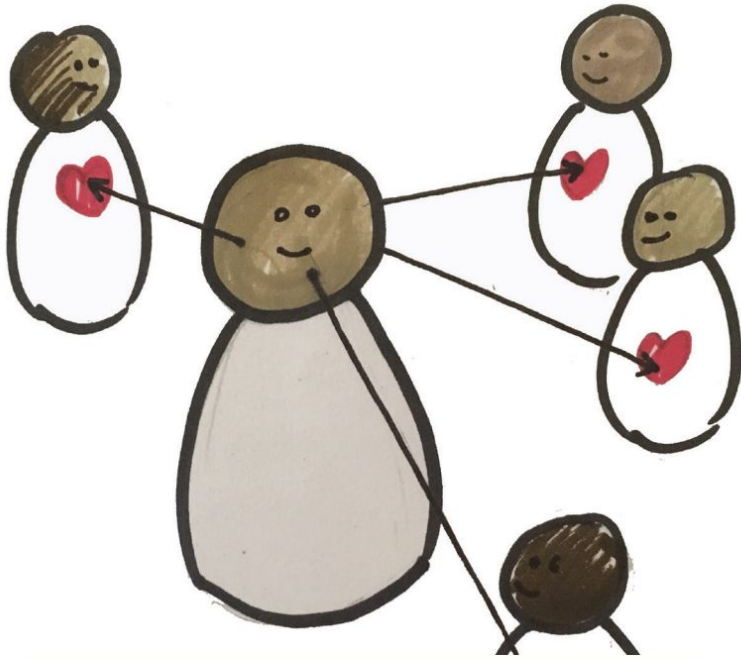
- African Am. 1%
- AI/AN .02%
- Asian 2%
- White 58%
- Latino 25%



# Portrait of a Graduate

- **How might we prepare ALL students for their best future, not our past?**
  - **What knowledge, skills, and dispositions will they need?**
  - **How might we pay special attention to our most under resourced communities and most marginalized students?**





## Focus on Human Values

Seek as many ways as possible to get to know your end users including immersion, observation, and co-design.



I'm frustrated and tired of learning the same old history lessons ... Let's learn the facts; let's learn the truth.

— San Diego County student

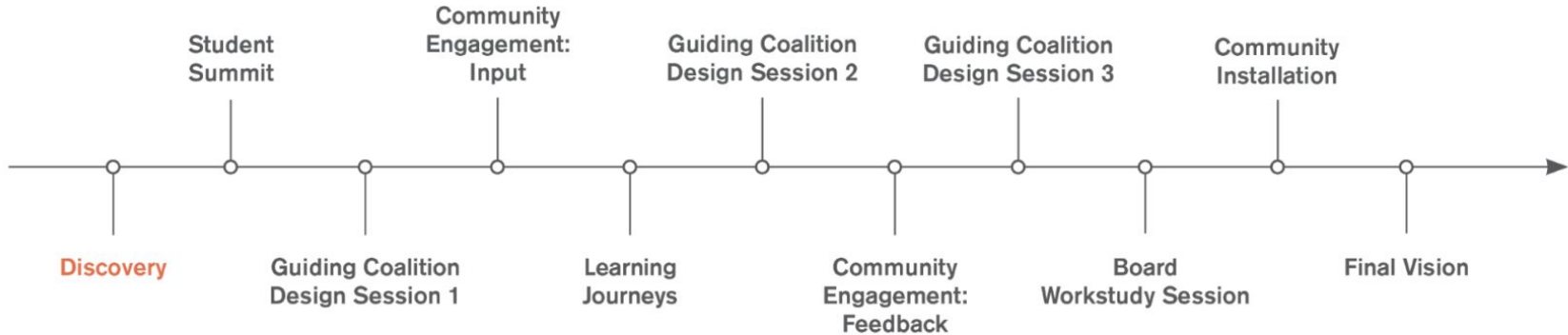


Teachers have had a huge impact in making me feel more comfortable with who I am by acknowledging and celebrating my cultural differences and ethnicity.

— San Diego County student

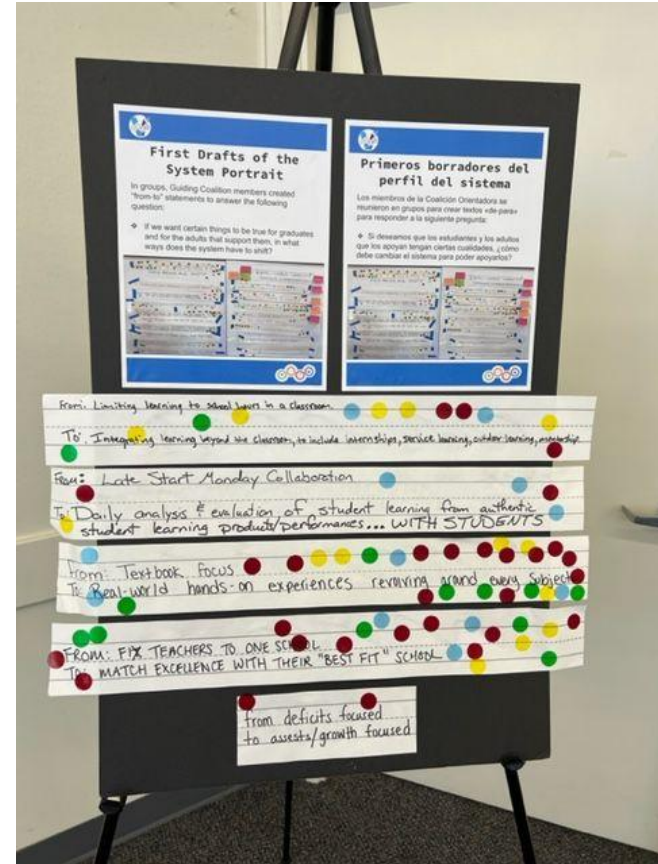
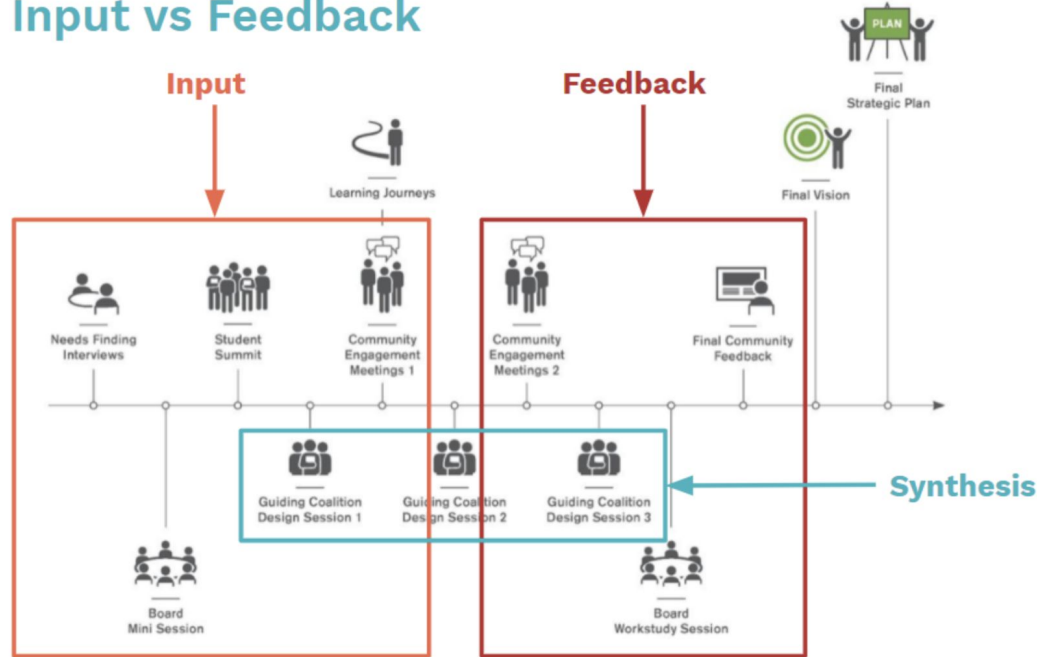
# Strategic Visioning Process

## Portraits of a Graduate, Adult, and System Process



## Types of Stakeholder Engagement

### Input vs Feedback



## Lessons Learned from the County Perspective

- The role of district leadership is critical to success
- County office staff are partners, not leaders of the work
- A small, dedicated team from the county office is necessary for building relationships and trust with staff and the community

LESSONS  
LEARNED



# Case Study: **Vista USD**



- [Introductory video](#)
- [View website](#)





# VUSD at a Glance

## Approximately 19,000 students

- more than 2,600 students in special education programs
- more than 3,100 who are learning English as a second language.

### Student demographics include:

- 63.58% Free/Reduced Lunch
- 17.62% English Learners
- 5.83% Homeless
- 65.39% Hispanic
- 23.72% White
- 1.60% African American
- 2.03% Asian
- 4.79% Two or more races
- 1.45% Filipino
- 0.67% Pacific Islander
- 0.35% Other

## Schools

We have a total of 29 schools:

- 15 Elementary Schools
- 5 Middle Schools
- 3 Comprehensive High Schools
- 2 Alternative High Schools
- 1 Early Childhood Special Education Center
- 2 Blended Learning/Independent Study Middle/High school and Vista Visions Academy - Elementary
- 1 Adult School
- 1 Adult Transition Center (Serves Students with Special Needs)







# T1: VISTA'S TRANSFORMATION

VISION, MISSION, VALUES AND THE JOURNEY TOWARD WELLNESS AND A STRENGTHS-BASED SYSTEM  
-DEVIN VODVICKA



## Students' Place in the World of Work

FEBRUARY 18, 2016



### JOBS FOR THE FUTURE



IRRELEVANT EDUCATION  
CONNECT STRENGTHS TO INTEREST  
JOURNEY CAN'T BE TAKEN ALONE  
RELY ON OUR PARTNERSHIPS AND BLUEPRINT  
STRENGTHS & INTERESTS

"IT ISN'T WHAT WE DON'T KNOW THAT GIVES US TROUBLE, IT'S WHAT WE KNOW THAT AIN'T SO."

FUNCTIONAL FRESHNESS  
CAN WE SEE THE WORLD THROUGH STUDENTS' EYES?

NEED TO KNOW REAL WORLD PROBLEMS TO BE ABLE TO CONNECT STUDENTS

WE ARE PIONEERS MOVING INTO THE UNKNOWN  
WE CAN SET THE STANDARDS  
WE CAN SHAPE THE NATIONAL CONVERSATION  
WE ARE LIKE ANY TOWN IN THE STATE

GREAT RESPONSIBILITY TO NAVIGATE THE JOURNEY AND DEVISE NEW WAYS TO MOVE FORWARD

EMBRACE THE DIFFERENCE  
SHOWPLACES



WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF TRAINS?

- EFFICIENT
- SAFE
- TRANSPORT LARGE AMT. OF STUFF
- NON STOP
- POWER
- SOMEONE ELSE DRIVES
- SCHEDULED
- SLOW
- COSES TO USE
- LIMITED TRAFFIC
- INFLEXIBLE
- STAY ON TRACKS
- OBNOXIOUS COMPANY INTERFERENCE

HOW WOULD YOU IMPROVE EACH EXPERIENCE?

- FLY
- SWIM
- KNOW MORE OF USER
- USER FRIENDLY
- CONNECTED
- INTERESTING

MORE OUT OF THE INDUSTRIAL AGE!

## T2: STRENGTHS-BASED EDUCATION

WHERE ARE WE NOW?  
HOW ARE YOU BUILDING A STRENGTHS-BASED CULTURE?  
- DR. ERIN ENGLISH

BUILD STRENGTHS OF STAFF  
FLEXIBILITY

STRENGTHS BASED WILL WITH SURMOUNTABLE OR CORES  
I HAVE LEADERSHIP TRAITS!  
TALK AND SHARE

DIGITAL DISCOVERY  
INVOLVE PARENTS  
EMPHASIZE STRENGTHS OVER DEFICITS

HELP SOLVE CURRICULAR ISSUES  
STUDENT ACTIVITIES  
WORKSHOPS

BE MORE HIGH SCHOOL  
UNIVERSITY BROS

NO.1 SHOW KIDS THEY ARE VALUED

GIVE KIDS A VOICE!  
GIVE KIDS HOPE!

VISTA'S BIG GIVE  
SUPPORTER MAKE A WISH

FIX BROKEN KIDS!  
CARE ABOUT KIDS AS PEOPLE!

SOCIAL/EMOTIONAL SUPPORT AT HIGH SCHOOL LEVEL  
"PEERS" PLUS PROGRAM

FORUM RUN BY KIDS FOR THEIR PEERS

FEEL CONNECTED!  
PLUS

BUILD PERSONAL RELATIONSHIPS WITH STUDENTS

GIVE A KID A VOICE AND A CHOICE

OPEN DIALOGUE

WHAT ARE YOU DOING?  
WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

WE NEED TO ENSURE CONTINUITY IN PROVIDING TRAIN EXPERIENCE AND ALLOWING TO GAIN NEW EXPERIENCES  
GET ON / GET OFF  
EDUCATIONAL LEADERS OF YESTERDAY DESIGNED ON TRAIN METAPHOR  
THERE IS STILL VALUE FOR EFFICIENCY BUT NOW STUDENTS ARE THE DRIVERS OF THEIR OWN EXPERIENCE!  
WHAT ARE YOUR ROLES?  
WHAT CAN YOU CONTRIBUTE?

TEST SCORES DON'T DEFINE ME!



# Community Schools & VUSD House of Learning

## Building a House of Learning...

*Each building block will receive funding in order to provide sufficient staff and resources to ensure success and sustainability. We have created a simple metaphor of the Blueprint serving as a house of learning.*









# The Power of Partners



The purpose of Vista USD is to inspire every student to persevere as a critical thinker who collaborates to solve real world problems.

Students will exhibit the following characteristics:

#### Self-Efficacy

Students who exhibit self-efficacy:

- operate and learn with a growth mindset
- see failure as a learning opportunity
- are purpose-driven and overcome challenges through perseverance
- have passion and vision about their impact on the world around them
- thrive on freedom, choice, and their own initiative
- strive to be well-rounded individuals
- are confident, responsible, and demonstrate independence

#### Collaboration

Students who are effective collaborators:

- adapt their communication to their audience within the task, purpose, and discipline
- are a community of learners that build relationships through networking
- reflect and share knowledge
- see themselves as valuable members of their local and global community
- contribute to team efforts to solve problems
- find commonality when pursuing new ideas and solutions
- value diversity and recognize the power of collective thinking

#### Problem Solving

Students who are effective problem solvers:

- embrace curiosity, inquiry, and creativity by seeking new challenges
- make informed decisions by examining multiple perspectives and drawing conclusions
- value evidence and apply content knowledge to discipline-specific situations
- use technology and digital media strategically and capably
- listen, learn, lead, dream, and engage in their work without fear of limitations

Dom 4 Policy No. 5146.1 January 12, 2017



UC San Diego



san diego county office of  
**EDUCATION**  
FUTURE WITHOUT BOUNDARIES



# Student Voices - Student Summit





# Strategic Planning Process

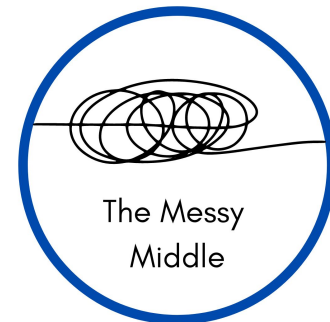
**Guiding Coalition #1**

**Guiding Coalition #2**

**Community Engagement Series**

**Guiding Coalition #3**

**Community Installation**







# Student Forums - Spring 2022





# Your Outcomes



What do you think your outcomes would be if you asked your community, staff, and students the question...

**What do we want students to know, be and be able to do by the time they graduate?**





# Vision Outcomes



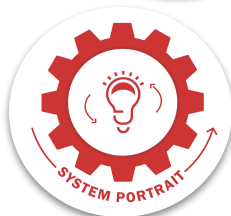
## **Learner Portrait:**

What the community wants to be true for its students - what do students need to know, be and be able to do, by the time they graduate?



## **Adult Portrait:**

If we want certain things to be true for students, what needs to be true for the adults who will support them? This applies to all adults in the systems: instructional staff, administrators, operational staff, and board members.



## **System Portrait:**

If we want certain things to be true for adults, how does the system need to change in order to support the adults to support the students?



## **Core Values:**

How we behave and treat each other.



# Framework for the Future v 2.0

## VISION:

*Every student graduates from Vista Unified as a resilient, agile learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges.*

---



**Learner Portrait:** Kind and Confident; Curious and Connected; Capable and Knowledgeable



**Adult Portrait:** Compassionate Champion; Flexible and Innovative Facilitator;  
Open-Minded and Equity-Centered Learner



**System Portrait:** Inclusive Culture Focused on Growth; Joyful, Innovative, Rigorous,  
and Equitable Learning Environments; Future-Oriented, Forward Thinking; Family  
and Community Partnerships

# WHAT IS A LEARNER PORTRAIT?



*The Learner Portrait envisions the outcomes for students. It describes the community's aspirations for what learners will know, be, and be able to do, in order to thrive in their lives and careers.*

## **LEARNER PORTRAIT:**

### **Kind and Confident**

- Students are positive, patient, appreciative, reliable, and responsible.
- Students are resilient, self-directed learners who are self-aware and focused on a hopeful future.

### **Curious and Connected**

- Students are inquisitive, innovative, and able to adapt to new ideas and situations.
- Students are committed to positively impacting their family, their community, and the world.

### **Capable and Knowledgeable**

- Students develop and apply deep core academic knowledge and skills and can make connections across subjects.
- Students know how to purposefully adapt communication to deliver information.

# WHAT IS AN ADULT PORTRAIT?



**The Adult Portrait articulates the qualities that all adults working in the school district - not just classroom teachers - will demonstrate in order to support each student's journey toward realizing the Learner Portrait.**

## **ADULT PORTRAIT:**

### **Compassionate Champion**

- Adults are motivating, inspiring, kind, compassionate, and empathetic champions for all students.
- Adults see and support all students, family members, and co-workers from a strength-based perspective, including inherent cultural wealth and identity.
- Adults hold high expectations for all students (just hard enough) while feeding aspirations and possibility-thinking (future self).

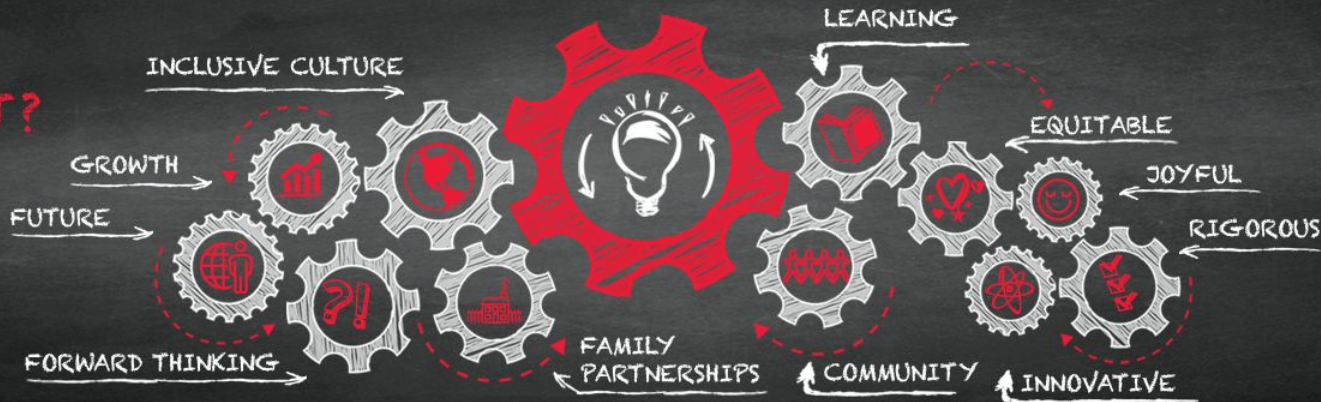
### **Flexible and Innovative Facilitator**

- Adults work well together, are trustworthy, honest, and committed to collaborate and to build connections with students, families, and other staff.
- Adults support learning that is student-centered, innovative, and tailored to meet the individual strengths, interests, aspirations, and needs of students.

### **Open-Minded and Equity-Centered Learner**

- Adults are learners open to new ideas, strategies, and practices that lead to continuous improvement in order to serve each and every student well.
- Adults engage in practices that are free from bias, are anti racist, and build on the unique strengths each learner brings to the classroom or each colleague brings to their role.

# WHAT IS A SYSTEM PORTRAIT?



**The System Portrait outlines what the system needs to do to create the conditions that will enable the adults in the system to support every student to successfully attain the Learner Portrait.**

## **SYSTEM PORTRAIT:**

### ***Inclusive Culture Focused on Growth***

- Our system builds a culture that fosters equity, empathy, and inclusion.
- Our system reinforces a values and strengths-based culture of growth.

### ***Joyful, Innovative, Rigorous, and Equitable Learning Environments***

- Our system supports a culture of joyful learning, educational rigor, and innovation.
- Our system promotes care, belonging, and connection.
- Our system fosters creativity, curiosity, and engagement.

### ***Future-Oriented, Forward Thinking***

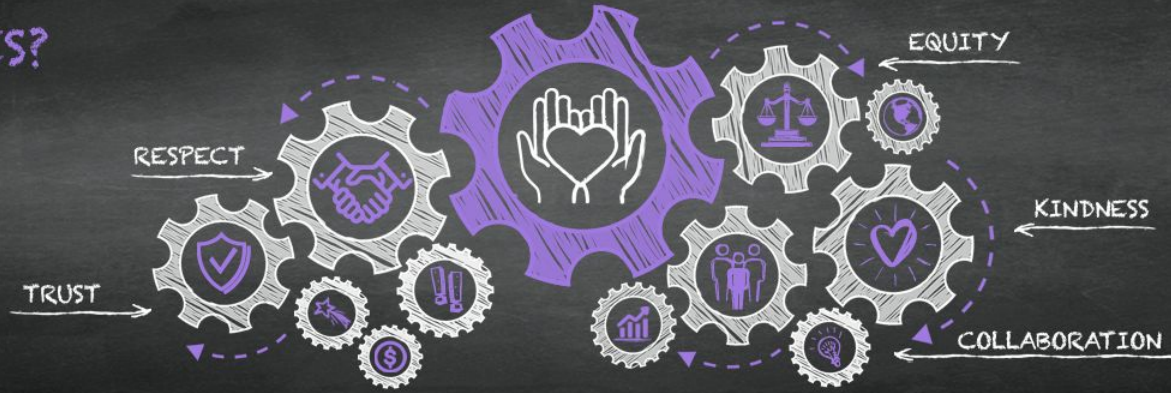
- Our system is designed to be future-oriented and aligned to a dynamic, fast-paced global ecosystem.
- Our system creates sustainable designed, future-focused learning environments.

### ***Family and Community Partnerships***

- Our system is built on a foundation of active community and business partnerships.
- Our system intentionally supports collaboration with schools and the community to provide service and real world experiences.



# WHAT ARE CORE VALUES?



**Core Values**  
*Illustrate how we will  
behave and treat each  
other along the way  
toward realizing  
our vision.*

## **CORE VALUES:**

### **Respect**

Knowing, valuing, and treating all with dignity

### **Trust**

Focusing every decision on the best interests of our learners through transparency, honest communication, and integrity

### **Collaboration**

Creating a culture of continuous improvement, working in partnership with students, families, staff, and the community

### **Equity**

Valuing diversity and providing equitable access and resources across the district for all students and adults to reach their full potentials.

### **Kindness**

Developing a compassionate, nurturing, and kind learning and working environment





# Framework for the Future

## Three Brushstrokes



### Framework for the Future

Learner, Adult, System Portraits

### Equity-Centered Environments

Balance between wellbeing and learning

### Performance Framework

Relevant and meaningful demonstrations of learning



## School Board Goals and Metrics Final 2023-24

"The future is not something to predict. The future is something to build."

— Franco Ongaro

March 9, 2023

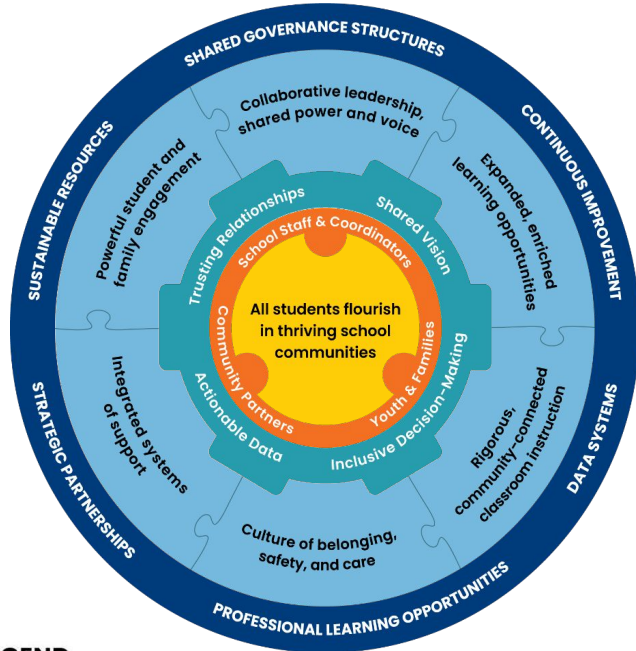
Matt Doyle, Ed.D., Superintendent  
Christine Olmstead, Ed.D., Assistant Superintendent



# Board Goals 2023-24

- Goal 1: If we focus on implementation of the system and adult portraits, then we will create equitable access to the conditions of learning that enable students to achieve the outcomes of the learner portrait and be ready to thrive in their lives and careers.
- Goal 2: If we focus on student engagement, then adults will create lessons that are universally designed, culturally responsive, and assets-based, and students will engage in project-based learning opportunities that allow them multiple ways to demonstrate their knowledge and understanding of grade-level content and make relevant connections to the world around them.
- Goal 3: If we implement a multi-tiered continuum of support for students with fidelity, then adults will know their students by their strengths, interests, and values, and students will be able to engage in rigorous learning opportunities that allow them to demonstrate the elements of the learner portrait and our district values.

# Community School Essentials & MTSS Framework



## LEGEND

- Why we do this work
- Who drives this work
- Enabling conditions
- Key practices
- Supportive infrastructure

## California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain

Inclusive Academic Instruction Features

Inclusive Behavior Instruction Features

Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features

### Essential Domains and Features to Support the Whole Child

#### Administrative Leadership Domain

Strong & Engaged Site Leadership Features

Strong Educator Support System Features

#### Integrated Supports Domain

Organizational Structure Features

Strong & Positive School Culture Features

#### Family and Community Engagement Domain

Trusting Family Partnerships Features

Trusting Community Partnerships Features

#### Inclusive Policy Structure and Practice Domain

Strong LEA / School Relationship Features

LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



# MTSS Framework & Learner Portrait

WHAT IS A  
LEARNER  
PORTRAIT?



*The Learner Portrait envisions the outcomes for students. It describes the community's aspirations for what learners will know, be, and be able to do, in order to thrive in their lives and careers.*

## LEARNER PORTRAIT:

### Kind and Confident

- Students are positive, patient, appreciative, reliable, and responsible.
- Students are resilient, self-directed learners who are self-aware and focused on a hopeful future.

### Curious and Connected

- Students are inquisitive, innovative, and able to adapt to new ideas and situations.
- Students are committed to positively impacting their family, their community, and the world.

### Capable and Knowledgeable

- Students develop and apply deep core academic knowledge and skills and can make connections across subjects.
- Students know how to purposefully adapt communication to deliver information.

## California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain

Inclusive Academic Instruction Features

Inclusive Behavior Instruction Features

Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features

### Essential Domains and Features to Support the Whole Child

#### Administrative Leadership Domain

Strong & Engaged Site Leadership Features  
Strong Educator Support System Features

#### Integrated Supports Domain

Organizational Structure Features  
Strong & Positive School Culture Features

#### Family and Community Engagement Domain

Trusting Family Partnerships Features  
Trusting Community Partnerships Features

#### Inclusive Policy Structure and Practice Domain

Strong LEA / School Relationship Features  
LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



# California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



## ALL STUDENTS

### UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



## SOME STUDENTS

### SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



## FEW STUDENTS

### INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



# Questions?



# Available Resources

## Stories of districts moving "from poster to practice"



Partnering with California education leaders to make lifelong success a reality for all students

### PRACTICE & POLICY BRIEF 2023: BRINGING A GRADUATE PROFILE TO LIFE

#### ANAHEIM UHSD: SYSTEMIC SUPPORT FOR THE COMMUNITY'S NEEDS

"The real question is not whether it's possible, it's simply a matter of risk vs. reward. People's faith in the education system is eroding... We've been in this for 20 years, focusing on standardized tests, but the generation in front of us represents problems and challenges we did not anticipate. So, there needs to be a series of agency efforts to bridge the state and agency, to connect with each other."

—Michael Mancilla, Superintendent, Anaheim Union High School District

- 28,000 students
  - 8 comprehensive high schools
  - 2 alternative education schools
  - 1000 students, grades 7-12
  - Cambridge Virtual Academy, grades 7-12
  - Home School for students with special needs
- Student Demographics
- 30% Free/Reduced Lunch
  - 48% English Learners



### ANAHEIM UHSD AT A GLANCE

Anaheim Union High School District is in the northern part of Orange County, California, just southeast of Los Angeles. Anaheim is famous for being the home of the Disneyland resort, as well as other attractions and professional baseball and ice hockey teams. It has a population of almost 350,000, making it the 11th most populous city in the state. Major economic sectors are aerospace, aircraft parts, and contract R&D.



Partnering with California's education leaders to make lifelong success a reality for all students

### PRACTICE & POLICY BRIEF 2023: BRINGING A GRADUATE PROFILE TO LIFE

#### CAJON VALLEY USD: A VISION FOCUSED ON CAREERS, RELATIONSHIPS, AND HAPPINESS - ENGAGED STUDENTS

"President John Adams once said, 'There are no absolutes. One must choose. One must make a decision. One must choose to do one thing or another.' We are an all-Cajon Valley USD, we are an inclusive community. As educators, we're trying to meet the unique American dream, so we have to get back to the basics of school—teachers in classrooms and having them discuss and nurture their talents."

—D. David Magallon, Superintendent

Cajon Valley Unified School District (CVUSD) began to journey to profound change in 2010, when Dr. David Magallon became superintendent and set the district on a path to make a difference in students' lives. Many of the people he spoke with were first-generation students to attend college. They had jobs and professions that did not require a college degree. This led to the creation of the present day "The District Pillars": A K-12 curriculum that has since become nationally recognized and adopted by other districts.

In support of this focus, the district created a vision which is shared in the working and employee "Happy Kids, Healthy Relationships, and Paths to Lifelong Employment." Deep Relationships: We're to make sure everything that we are doing supports those three aspects of our vision about districts have this big, big, big, big, big statement that's their mission statement that nobody knows. There's a story may be relevant."



SOURCE: CVUSD WEBSITE



Partnering with California's education leaders to make lifelong success a reality for all students

### PRACTICE & POLICY BRIEF 2023: BRINGING A GRADUATE PROFILE TO LIFE

#### DAVIS JUSD: GRADUATE PROFILE FOCUSES CHANGE IN A TRADITIONALLY SUCCESSFUL DISTRICT

"Our school board members are all generations of education and industry agency. We have many bright goals, including some reforms and many individual commitments, but students continue to tell us through quantitative and qualitative data that they want a greater sense of agency and ownership over their own learning."

There is, however, a growing recognition of the need for change in Davis JUSD, which was accelerated by the COVID-19 pandemic. The district regularly surveys its students using "teachfirst," which facilitates a growing dissatisfaction among students. An superintendent later first gets out in the spirit of the beginning of this case study, how our students are not satisfied with "going the general of traditional schooling. Students do not feel they have much agency in personal connection to their education. The curriculum is not seen as relevant or important to their lives. Their mental health is of increasing concern, made especially apparent by the COVID-19 pandemic."

Additionally, JUSD is a relatively small district, with just two comprehensive high schools. One is a highly competitive charter school. The other high school, which is larger in part, is only partially open to "exchange" students. The other, which is smaller, is also a high school, which is a traditionally academic school with an independent, but not a charter, high school campus, each campus and each department a kingdom unto itself."

Healthy Kids: Children develop a strong sense of self-worth, self-esteem, and self-efficacy based on the consistent experiences of their peers and adults who care about them at school and at home."

Presenting change and resulting confusion about a new direction or path is a pain a difficult. These of its four junior high schools are also fairly traditional in their culture, structure, and instructional practices. In the Vista Junior High, it more like an in-remedial high school."

More than 1000 students were enrolled in four-year college did not complete it—most often because they lacked resources and the ability to handle adversity" according to district leaders.



Partnering with California's education leaders to make lifelong success a reality for all students

### PRACTICE & POLICY BRIEF 2023: BRINGING A GRADUATE PROFILE TO LIFE

#### VISTA USD: REALIZING THE PROMISE OF A GRADUATE PROFILE

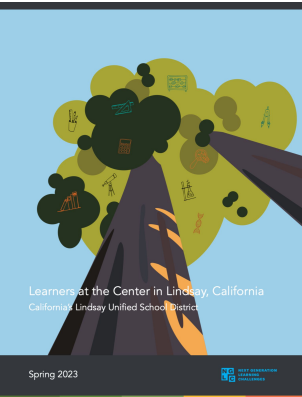
"The state advisory appears to be working on learning in districts... at some point someone has to be responsible for ongoing schools with the 21st century. The 21st century is not high school— it's about how we prepare kids to meet or be ahead of their own education, and that's a pretty big request now."

—Marti Wolfe, Superintendent, Vista Unified School District

Vista Unified School District (VUSD) has been in a process of transformation for almost a decade. In 2014, two district leaders went on a learning year and returned over 2000 students in grades 6-12. They stated their goal was that each student would have the "new" "future" and received the following benefits of their responses:

Students can see this and a student. A teacher that did, while some students gave positive responses, the majority did not. This reflects the views of many students across the Vista District. They are not engaged by school and don't want to be there for the future. Changing this reality is one of the primary goals of efforts to create a Graduate Profile for Personal and Social Success. It is a vision of a Graduate, and then do the best work of moving them from "system to graduate."

The superintendent David Velsko brought administrators together to reflect their mission and vision, and the district pursued several reforms. It took a "strategic boost" approach to students, emphasizing personal relationships, student voice and choice, and connections to the world of work. It succeeded in a 2019 student forum, students described their experience as school very differently, as shown in the right.



# Available Resources

## Other useful tools and reports



**WestEd**  
WestEd.org

**Graduate Profiles Brief**

**Introduction**

Decades of educational research combined with recent challenges presented by the pandemic have accentuated the need to educate the whole child. Reports suggest that local school districts and/or states should begin by creating a whole child vision, which often is manifested as a "graduate profile" or a "portrait of a graduate" (National Commission on Social, Emotional, and Academic Development, 2019; Aurora Institute, 2022).

At the time this brief was written, approximately 15 states had developed statewide graduate profiles to redefine student success more holistically. Often, they include social-emotional competencies, 21st century skills (for example, the "4Cs"), and other success indicators to complement core academics that historically have served as the sole measure of student success. In states like California that have not put forth a graduate profile, local education agencies (LEAs) have taken it upon themselves to create graduate profiles.

In order to inform both educators and policymakers, this brief analyzes 50+ graduate profiles developed by LEAs, most of which are school districts and their communities across California. This brief provides: (1) information on the specific knowledge, skills, and characteristics that comprise graduate profiles in California, and (2) the processes several organizations used to develop their graduate profiles. It also provides suggestions on how to develop graduate profiles based on reflections from those who have facilitated the process for their organizations. The findings emerged from an analysis of two data sources: 54 graduate profiles from school districts, schools, and county offices of education in California, and interviews with representatives from a sample of nine school districts in California with graduate profiles.

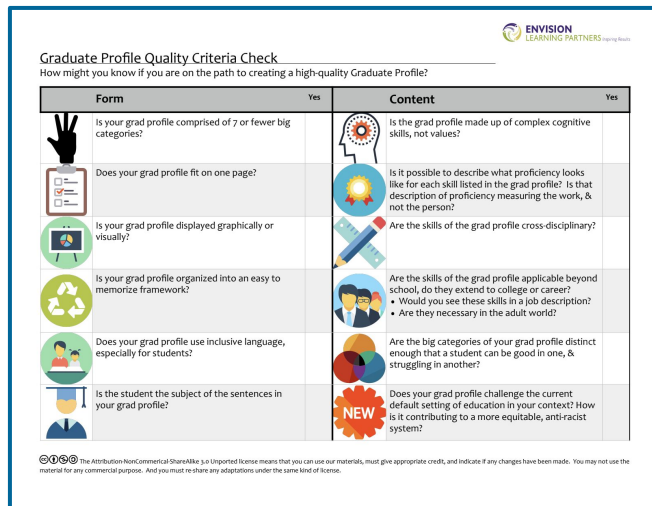
**Graduate Profiles**

**Data Sources and Analysis**













The graduate profiles were developed by districts, schools, and county offices of education (see Appendix A for a complete list of graduate profiles included in the analysis). All of the profiles were publicly available and accessed through the organizations' websites. The sample may not be exhaustive, as profiles included in the analysis were limited to those known by Scaling Student Success. Researchers did not search websites of LEAs or contact LEAs to determine whether or not they had a profile. A researcher from WestEd uploaded a PDF of each of the profiles to ATLAS.ti, software that supports the analysis of qualitative data.

**WestEd report (2023)**  
analyzing Grad Profiles  
in 55 CA school district

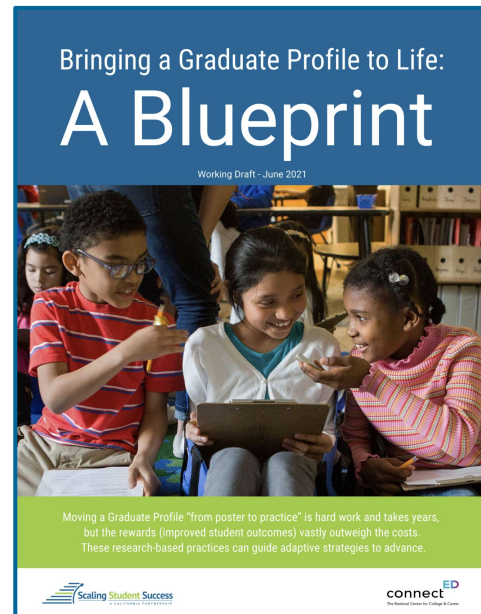
## Graduate Profile quality criteria (Envision Learning, 2022)




**Graduate Profile Quality Criteria Check**  
How might you know if you are on the path to creating a high-quality Graduate Profile?

Form	Yes	Content	Yes
 Is your grad profile comprised of 7 or fewer big categories?	<input type="checkbox"/>	 Is the grad profile made up of complex cognitive skills, not values?	<input type="checkbox"/>
 Does your grad profile fit on one page?	<input type="checkbox"/>	 Is it possible to describe what proficiency looks like for each skill listed in the grad profile? Is that description of proficiency measuring the work, & not the person?	<input type="checkbox"/>
 Is your grad profile displayed graphically or visually?	<input type="checkbox"/>	 Are the skills of the grad profile cross-disciplinary?	<input type="checkbox"/>
 Is your grad profile organized into an easy to memorize framework?	<input type="checkbox"/>	 Are the skills of the grad profile applicable beyond school, do they extend to college or career? • Would you see these skills in a job description? • Are they necessary in the adult world?	<input type="checkbox"/>
 Does your grad profile use inclusive language, especially for students?	<input type="checkbox"/>	 Are the big categories of your grad profile distinct enough that a student can be good in one, & struggling in another?	<input type="checkbox"/>
 Is the student the subject of the sentences in your grad profile?	<input type="checkbox"/>	 Does your grad profile challenge the current default setting of education in your context? How is it contributing to a more equitable, anti-racist system?	<input type="checkbox"/>

© 2022 The Attribution-NonCommercial-ShareAlike 3.0 Unported license means that you can use our materials, must give appropriate credit, and indicate if any changes have been made. You may not use the material for any commercial purpose. And you must re-share any adaptations under the same kind of license.



Bringing a Graduate Profile to Life:  
**A Blueprint**  
Working Draft - June 2021



Moving a Graduate Profile "from poster to practice" is hard work and takes years, but the rewards (improved student outcomes) vastly outweigh the costs. These research-based practices can guide adaptive strategies to advance.

Scaling Student Success  
connect ED  
The National Center for College & Career



## Contact

### Roman Stearns

Executive Director, Scaling Student Success

[roman@scalingstudentsuccess.org](mailto:roman@scalingstudentsuccess.org)

### Rody Boonchouy

Superintendent, Winters JUSD

[rboonchouy@wintersjUSD.org](mailto:rboonchouy@wintersjUSD.org)

### Christine Olmstead

Assistant Superintendent, Vista USD

[christineolmstead@vistaUSD.org](mailto:christineolmstead@vistaUSD.org)

### Olympia Kyriakidis

Sr. Director of Multilingual Education & Global Achievement, San Diego COE

[olympia.kyriakidis@sdcoe.net](mailto:olympia.kyriakidis@sdcoe.net)

## Next Steps

Interested in connecting further?

Join us for the **Special Interest Group (SIG) Session** by providing your contact information in the feedback survey!

**Feedback Survey:** [bit.ly/48jrWGp](https://bit.ly/48jrWGp)



# Additional Slides

## Reporting Current Year Data Only on the Dashboard

The California School Dashboard (Dashboard) reports how districts and schools are performing on multiple state and local measures that make up California's accountability system. The results are used to identify strengths and weaknesses and help ensure that the needs of all students are met.

In prior years, the Dashboard reported performance levels through the use of colors: blue, green, yellow, orange, and red. Blue represents the highest performance level while red represents the lowest performance level. These performance levels were determined using two years of data utilizing current year performance and the difference from prior year to show growth or decline.



Due to requirements under Assembly Bill 130 (AB 130), the California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels will not be reported using colors. Instead, the 2022 Dashboard will report performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures\* based on the 2021–22 school year data.



*Note: The Status levels are reversed for both the Chronic Absenteeism and Suspension Rate Indicators in comparison to other state measures, and the goal is to have a low rate of student absence and suspension.*

### \*State Measures:

- Chronic Absenteeism: kindergarten (K) through grade eight
- Suspension Rate: K through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only\*\*
- Academic: grades three through eight and grade eleven
  - English language arts/literacy
  - Mathematics

\*\*Note: The College/Career Indicator will not be reported on the 2022 Dashboard.

For more information, please visit the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/index.asp>.

August 2022

### Turn & Talk: (6 minutes)

Looking at these two very different drivers of local accountability, discuss:

- What **belief system** are we operating upon?
- Whose **values** are we prioritizing?
- Whose **needs** are being served?
- Is there a way to **balance** the two?

## CRITICAL THINKERS

WE

### ANTICIPATE, PERSEVERE AND REFLECT

- Confront challenges and use them as opportunities to learn, reflect and grow

### ARE OPEN AND CURIOUS

- Ask questions to better understand
- Collect, analyze and evaluate information

### ARE FLEXIBLE AND CREATIVE

- Identify problems and imagine new possibilities or solutions
- Adapt knowledge and skills to use in multiple settings

## HEALTHY MIND & BODY

WE

### PURSUe A PASSIONATE, JOYFUL AND VIBRANT LIFE

- Are confident in our intellectual, physical and emotional well-being
- Build interpersonal skills and healthy relationships for life
- Are able to make informed daily choices compatible with a healthy lifestyle
  - Are lifelong learners



GRADUATE

PROFILE

## COMMUNICATORS & COLLABORATORS

WE

### LISTEN

- Seek to understand and hear multiple perspectives

### DELIVER INFORMATION EFFECTIVELY

- Advocate, teach, inform, clarify

### COLLABORATE

- Are flexible and able to work with diverse teams in complex settings
- Build consensus when making decisions

## ETHICAL & CULTURAL LEADERS

WE

### ACT WITH INTEGRITY AND RESPECT FOR SELF AND OTHERS

- Recognize the value of diversity
- Are responsible for our behavior, actions and choices

### INITIATE ACTIONS AND ARE COMMITTED TO SHAPING A BETTER COMMUNITY AND WORLD

- Act with compassion and empathy
- Engage in conversations to create inclusive and welcoming communities
- Use our cultural knowledge to engage in a diverse world and advocate for equity

# Creating a Graduate Profile

## SOME BEST PRACTICES

### Create right environment & take time to really listen

- Seek out voices of the most marginalized
- Use empathy interviews, focus groups, authentic forums
- Use facilitators that they know and trust
- Engage openly in their home language
- Let participants choose the location(s)
- Feed them and provide day care
- Provide multiple opportunities

### Socialize the Graduate Profile broadly and consistently

- Posters in classrooms, offices, cafes, libraries, etc.
  - In multiple languages and multiple formats
- Start every meeting with framing
- Build constant connections
- Incorporate into all communications

### Use the process to shift organizational culture, as needed

- Give students, families and teachers voice and agency
- Center marginalized students and families
- Model listening, collaboration, and trust building
- Build capacity of informal leaders to assume formal roles
- Assure transparency, honesty and integrity
- Establish and nurture mutually-beneficial partnerships focused on a shared vision for student success:
  - unions
  - trustees
  - City Council
  - local colleges
  - and others...
  - industry associations
  - faith-based groups
  - community organizations
  - Chamber of Commerce



# Operationalizing a Graduate Profile:

Moving  
“from poster to practice”



## SOME BEST PRACTICES

- **Assume a learner’s stance** – allow for experimentation, learn from failures, build in time to reflect and adjust
- **Build from assets** – wherever you are, whatever you’re doing, make it part of Grad Profile implementation, i.e., ...
- **Build coherence** – Get everyone moving in the same direction with the same vision, aligning multiple initiatives around a single North Star
- **Be strategic** – start with the willing and be inclusive
- **Incorporate a communications strategy** – publicly and intentionally share lessons learned, successes, stories
- **Make it fun** – promote creativity, build relationships, celebrate small wins

# Operationalizing a Graduate Profile:

Moving  
“from poster to practice”



## SOME PITFALLS TO AVOID

- **We’ve been rolling it out at the district level, but...**lack engagement and ownership by site leaders and teachers
- **We’re rolling it out systemically with site cooperation, but...**site leaders want some autonomy over the approach
- **Our site leaders are owning the work, but...**we can get neither attention nor systemic support from top leadership
- **Our teachers embrace the Grad Profile outcomes, but...**they lack the capacity to facilitate learning experiences that enable students to development and demonstration the Profile competencies
- **Our teachers and students are willing to experiment, but...**the culture is not safe for them to experiment and fail without fearing repercussions