MJUSD
Graduate Profile

Marysville Joint Unified School District
Home · School · Community
Connected for Student Success

June, 2023

Marysville Joint Unified School District

1919 B Street • Marysville, CA 95901
(530) 741-6000 • Fax (530) 742-0573

Dear MJUSD community

The Graduate Profile document is a roadmap for our work with teaching and learning. Developed through input from over 500 surveys and almost 200 participants, this document has been a result of work sessions with parents, students, staff and community leaders. With this level of input and guidance, the Graduate Profile will also serve as the Education Master Plan to guide the work with professional development, programs and services so that every MJUSD student will graduate with identified skills, traits and competencies required for success.

Students develop their skills and knowledge as they progress through the grades and this Graduate Profile identifies the skills and competencies for success in each of the four unique phases of the TK-12 journey. By doing so, we are designing a roadmap to guide decisions around teaching and learning and to measure the impact of our programs and practices. The end goal is to ensure that every student graduates with the competencies identified for successful preparation in college, career and life.

Each of the four phases are aligned to a grade span with identified and measurable competencies for student success:

Grade span TK-3: By the end of 3rd grade, all students will read at grade level;
Grade span 4-6: By the end of 6th grade, all students will demonstrate the skills of being an independent learner;
Grade span 7-8: By the end of 8th grade, all students will be prepared for high school transition;
Grade span 9-12: By the end of 12th grade, all students will have earned the competencies for success in college, career and life.

During the 2022-23 school year, the TK-3 team started developing the TK-3 Literacy Plan to set the stage to ensure that every student will read at grade level by the end of third grade. During the 2023-24 school year, the other three phases will continue their action development. The ultimate goal is that the Graduate Profile will help coordinate efforts across all departments to support teaching and learning. It will serve as the roadmap for student progress through each phase and help narrow and deepen our work around best practices and professional development.

This is a result of the commitment of our community, our staff and students and will help coordinate our actions and resources to guide the success of every student under our care. I am very proud of the accomplishment of the team to get us this far with thoughtful planning and strategic thinking.

Thank you to everyone for your support and commitment to this work.

Sincerely,

Fal Asrani, EdD.
Superintendent

Table Of Contents

Appendices

PROFILE OF A *graduate*

Marysville Joint Unified School District
Home • School • Community
Connected for Student Success

COLLEGE & CAREER READY

Students use feedback, reflection, and self advocacy to tackle the real world and changing workforce.

"I have a plan for my future and I know how to reach my goals."

ENGAGEMENT & LEADERSHIP

Students promote positive change and motivate themselves and others.

"I am a problem solver and I positively impact change."

PERSONAL CHARACTERISTICS

Students demonstrate integrity and respect.

"I have integrity and I am a team player."

ACADEMIC COMPETENCE

Students apply past knowledge, problem solve and make informed decisions to learn.

"I am a scholar and I know how to learn."

CULTURAL & GLOBAL COMPETENCIES

Students are global-minded citizens.

"I understand and respect others and I take action to make the world better."

Executive Summary

Our Why

The Marysville Joint Unified School District has developed the Graduate Profile to identify the academic, personal, and interpersonal competencies that students should demonstrate when they graduate from high school. The Graduate Profile guides decisions and actions so that teachers and administrators can create a learning environment which supports each student to achieve the competencies and knowledge that have been identified for 21st century success in life, work, and society. The Graduate Profile is a clear visualization and road-map for teaching and learning priority goals that can be easily communicated and align our collective efforts.

"The Graduate Profile serves as a road-map for teaching and learning"

Background

The development of the Graduate Profile was identified as a key action item in the District's Strategic Plan, which was completed in the 2021-22 school year. In Fall 2022, the Graduate Profile work began with a large-scale survey in both English and Spanish to collect the voice of our community on the priority traits and competencies that were of highest importance. We received over 550 responses, which are detailed further on pg. 5. Collaborative sessions were then scheduled with community partners, including students, parents, staff, and business leaders, and we have offered opportunities at every site for their feedback. MJUSD has a mission to develop culturally responsive graduates who will thrive in an ever-changing global community. The district's Graduate Profile represents our community's collective vision to meet this mission and graduate every student ready and able to succeed in their future.

Community Input

A community survey identified key competencies in each of the five areas listed below:

1. Academic Competence
2. College and Career Readiness
3. Personal Characteristics for Success
4. Community Engagement and Leadership
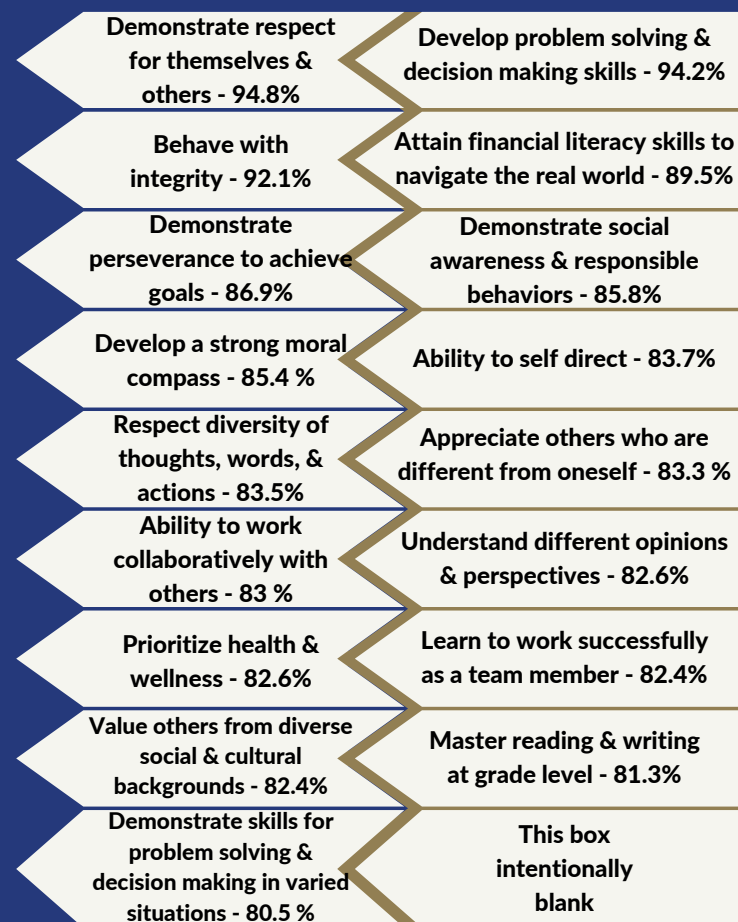5. Cultural and Global Awareness

The pursuit of these competencies will drive our work in classrooms and professional learning communities through guiding questions such as:

1. How will we integrate these traits, skills, and competencies in our daily instruction? (programs and supports)
2. How will we ensure that students understand that these are important for their personal and academic success? (student-centered)
3. How will we measure that these have been achieved at each grade level? (evidence)

Working with education partners, the Graduate Profile represents our collective vision for MJUSD graduates, as well as a guide for individual student success. We know that each and every trait and competency identified by the community requires us to create an environment to nurture each student so they can demonstrate future ready skills that encompass both academic and social-emotional indicators of success.

Top Community Traits & Skill from Survey

This graphic captures the most important competencies from the community survey (link available for survey review in Appendix #2). Only those responses identified as "Most Important" (80% or above) are reflected. This data was used to drive the collaboration sessions with all education partners, with the ultimate goal being to improve teaching and learning.

| Left	Right
Demonstrate respect for themselves & others - 94.8%	Develop problem solving & decision making skills - 94.2%
Behave with integrity - 92.1%	Attain financial literacy skills to navigate the real world - 89.5%
Demonstrate perseverance to achieve goals - 86.9%	Demonstrate social awareness & responsible behaviors - 85.8%
Develop a strong moral compass - 85.4 %	Ability to self direct - 83.7%
Respect diversity of thoughts, words, & actions - 83.5%	Appreciate others who are different from oneself - 83.3 %
Ability to work collaboratively with others - 83 %	Understand different opinions & perspectives - 82.6%
Prioritize health & wellness - 82.6%	Learn to work successfully as a team member - 82.4%
Value others from diverse social & cultural backgrounds - 82.4%	Master reading & writing at grade level - 81.3%
Demonstrate skills for problem solving & decision making in varied situations - 80.5 %	This box intentionally blank

Backward Mapping for Success

3 Step Process for Backwards Design

1. Identify desired results (e.g., graduate traits)
2. Determine acceptable evidence
3. Plan actions and strategy

MJUSD used a backward mapping process in our pursuit of Graduate Profile competencies. Backward mapping is a strategy by which educators begin planning with the end in mind. By beginning with the end in mind, teachers and leaders can enact policy, procedures, and action to achieve important goals, or in this case, college and career readiness.

UPK-3 - *Building Blocks to Literacy*

The fundamental goal of grades UPK-3 is for students to read at grade-level. The district formally launched a UPK-3 Literacy Committee in 2022-23 to develop a comprehensive literacy plan. To help communicate this critical work to all educational partners, including students, parents, community, and staff, MJUSD developed the phrase Building Blocks to Literacy. When used or spoken throughout the district and community, this phrase helps us to unify around a key goal and collectively work together to ensure all students are reading at grade-level by the end of grade 3.
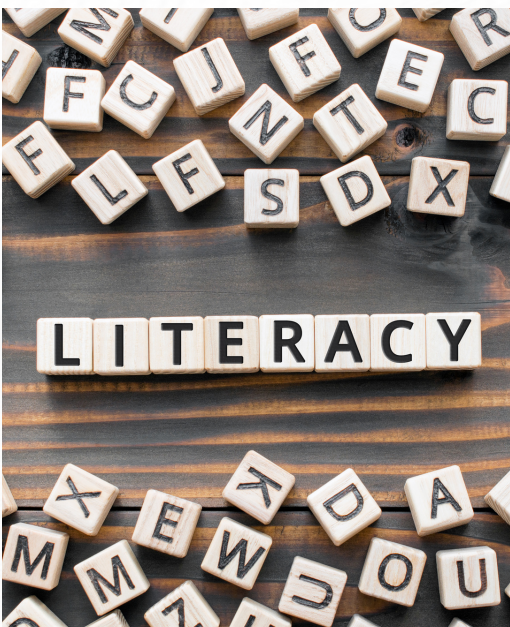
Grades 4-5 - *Developing Independent Learners*
Research shows that students who take ownership of their own learning can accelerate their achievement up to three times as fast as others (Hattie, 2009). Independent learners know what they are trying to learn, they know what success looks like, and they develop strategies and habits to reach their learning goals.

Grades 6-8 - *Connecting to My Future*
Students in grades 6-8 begin to expand their learning experiences by taking multiple classes in a variety of subjects. Students begin to exercise their choice in some of these classes and the social aspects of school like peers and friends become more important and influential than ever. The goal of this grade span is to build upon students' independent learning in grades 4-5 and help students connect to their future and prepare to transition to high school.

Grades 9-12 - *Knowing Where I Am Going*
One of MJUSD's core values centers on a shared commitment to ensure that all students are prepared for college and careers after graduating from high school. Knowing where I am going can be a difficult decision to make, whether students want to attend college, seek professional training or certification, enter the workforce, join the military, or pursue any other goal they may have. MJUSD endeavors to bring these dreams to life.

Graduate Profile Development Timeline

The Development of our Graduate Profile occurred over the entirety of the 2022-23 school year and involved hundreds of community members, teachers and staff from every school, principals, district office leaders, and of course, our students. It was a deliberate process intended to capture collective voice and aspirations for MJUSD graduates.

June 2022
Development of Graduate Profile identified as goal in Strategic Plan

September - October 2022
Surveyed educational partners to prioritize traits & competencies for MJUSD graduates

November - December 2022-
Tabulated & synthesized survey results for next steps

January 2023
Conducted teacher leader meetings to further develop content, student voice, & sample actions/measures

February - March 2023
Completed school site & parent meetings to review Graduate Profile draft & provide feedback

April - May 2023
Developed call to action & completed final draft for educational partner feedback

Student Voice

Student voice is about sharing thoughts and ideas in an environment underpinned by trust and respect, as well as accepting responsibility for acquiring Graduate Profile traits and competencies. MJUSD added student voice statements as an essential step to develop student agency and ownership of learning.

I am a scholar & I know how to learn.

Academic Competence

I have a plan for my future & I can reach my goals.

College & Career Ready

I have intergrity & I am a team player.

Personal Characteristics

I am a problem solver & I Impact change.

Engagement & Leadership

I understand and respect others & I take action.

Cultural & Global Competence

Grade Span Competencies and Measures

Teacher leaders representing nearly every school site, grade-level and subject matter volunteered to help make the Graduate Profile accessible for both their teaching peers and students for classroom use. Teachers broke up into grade-level spans and identified sample measures and activities tied to each graduate trait. The idea was not to generate a list of new mandates or requirements, but to highlight current practices and how they connect to Graduate Profile competencies. We see this as a starting point for site grade level conversations as we move into implementation of the Graduate Profile. The pages that follow show these grade-level spans and sample measures for each Graduate Profile trait.

COLLEGE & CAREER READY
Students use feedback, reflection, and self advocacy to tackle the real world and changing workforce.

ACADEMIC COMPETENCE
Students apply past knowledge, problem solve and make informed decisions to learn.

ENGAGEMENT & LEADERSHIP
Students promote positive change and motivate themselves and others

PERSONAL CHARACTERISTICS
Students demonstrate integrity and respect.

CULTURAL & GLOBAL COMPETENCIES
Students are global-minded citizens.

I have a plan for my future and I know how to reach my goals

I am a scholar and I know how to learn

I am a problem solver and I positively impact change

I have integrity and I am a team player

I understand and respect others and I take action to make the world better

UPK-3 Building Blocks to Literacy

Academic Competence

- **I can learn problem solving skills and apply them to academic performance.**
  We will measure this through observation of students' willingness to try and solve problems by modeling strategies.

  - **I can achieve grade level standards in English Language Arts and Mathematics.**
    We will measure this by meeting standards on the report card and classroom observation of performance.

- **I can create short term learning goals.**
  We will measure this through observations and student conferencing on progress.

- **I can access prior knowledge to build comprehension.**
  We will measure this through strategic writing assignments.

College & Career

- **I can envision my dream job.**
  We will measure this by career related days or classroom events.

  - **I can demonstrate responsibility.**
    We will measure this by task completion rates.

    - **I have pride in my work.**
      We will measure this by teacher observation and student self-reporting.

      - **I can work in groups.**
        We will measure this by time on task and teacher observation.

Cultural & Global Competence

- **I respect other cultures and accept differences of others.**
  We will measure this by student participation in cultural events and observed by teacher.

- **I am willing to help others in need.**
  We will measure this through students' participation in can food drives, etc.

- **I show awareness for other cultures.**
  We will measure this by participation in cultural events and teacher observations of student comments.

- **I show empathy for others; being kind.**
  We will measure by role playing and providing activities. Teacher observations.

Engagement & Leadership

- **I can show empathy towards others.**
  We will measure this by teacher observation of students eager to help others; i.e. welcoming new student, including the student in games, etc.

  - **I am engaged in learning.**
    We will measure this by teacher observation of active participation, work completion and positive behaviors in class.

Personal Characteristics

- **I am respectful of others.**
  We will measure this by group activity participation.

- **I am honest.**
  We will measure this by observing students telling the truth even when it may result in imposed consequences.

- **I am empathetic of others.**
  We will measure this by observation of students caring for others who may be hurt, angry or sad.

- **I can self regulate.**
  We will measure this by observation of students able to calm themselves when angry, frustrated and/or sad.

Developing Independent Learners

Academic Competence

- **I can demonstrate problem solving skills, collaborative skills when working with others.**
  We will measure this by students successfully completing assigned tasks.
- **I can achieve grade level standards in English Language Arts and mathematics.**
  We will measure this by meeting standards on the report card or grade-level assessments.

- **I can make informed decisions by recording progress as they are meeting their goals.**
  We will measure this by students successfully completing assigned tasks.
- **I can demonstrate perseverance in achieving their goals.**
  We will measure by mindset statements observed by staff. For example, I don't know how to do this yet.

College and Career

- **I can identify career options and goals and talk about plans for my future.**
  We will measure this by career events and career research projects.
- **I can demonstrate financial literacy.**
  We will measure this by demonstrating the value of money.

- **I can participate in college-related activities and research projects to help me see college as an achievable goal.**
  We will measure this by student participation and completion of college/related assignments.

Cultural and Global Competence

- **I am able to connect with students in my classroom, other classrooms, pen pals, or by zoom.**
  We will measure this by number of activities, student participation observed by teacher.
- **I will demonstrate cultural awareness.**
  We will measure this by teacher observed participation.

- **I will demonstrate critical and creative thinking through role playing and projects.**
  We will measure this by student participation observed by the teacher. For example, allowing students to show you what they have learned through voice and choice.

Engagement and Leadership

- **I can demonstrate leadership in social interactions with others.**
  We will measure this by teacher/staff observation.

- **I am engaged in my own learning**
  We will measure this by teacher observation of active participation, work completion and positive behaviors in class.

Personal Characteristics

- **I am respectful of others.**
  We will measure this by group activity participation.
- **I am honest.**
  We will measure this by observing students telling the truth even when it may result in imposed consequences.
- **I am empathetic of others.**
  We will measure this by observation of student caring for others who may be hurt, angry or sad.

- **I am able to resolve conflict with others.**
  We will measure this by observation of students being able to resolve conflict with their peer(s).
- **I can self regulate.**
  We will measure this by observation of student able to calm themselves when angry, frustrated and/or sad.

GR 6-8
connecting to my future

- I can demonstrate problem solving, collaborative skills when working with others.
We will measure this by successful completion of assigned tasks.

- I can demonstrate the ability to set short and long term goals.
We will measure this by consistency in completing schoolwork and extra/co-curricular commitments on time.

- I can achieve grade level standards in every subject.
We will measure this by maintaining a 2.0 on the report card in core subject areas.

COLLEGE AND CAREER

- I know my skills and aptitudes as they relate to potential career paths.
We will measure this by successful completion of assigned tasks.

- I am responsible and demonstrate effective time management.
We will measure this by successful on-time completion of class activities and assignments and the number of As and Bs.

- I participate in college-ready activities.
We will measure this by number of students participating in AVID and number of students who envision going to college and have set goals to make it a reality.

- I can demonstrate conversational skills.
We will measure this through teacher observation.

- I am involved with their community through arts/music and sports events.
We will measure this by: Number of events and student participation.

CULTURAL AND GLOBAL COMPETENCE

- I am aware of differences between cultures.
We will measure through student advocacy and teacher observations of student involvement.

- I understand others' diverse perspectives others.
We will measure by teacher observations and/or meeting/class artifacts or outcomes. For example, sample essays on the topic or giving students opportunities to practice asking questions to understand.

ENGAGEMENT AND LEADERSHIP

- I represent the school positively while participating in school events and activities.
We will measure this by staff observation of students listening to others, considering others points of view, working with others (teachers, leaders, student groups, etc).

- I actively participate on campus and demonstrate positive behavior and act as role model.
We will measure this by staff/chaperone observation, feedback from community, businesses or agencies visited.

PERSONAL CHARACTERISTICS

- I am respectful of others.
We will measure this by group activity participation.

- I am able to resolve conflict with.
We will measure this by observation of students being able to resolve conflict with their peer(s).

- I am honest.
We will measure this by observing students telling the truth even when it may result in imposed consequences.

- I can self regulate.
We will measure this by observation of students able to calm themselves when angry, frustrated and/or sad.

- I am empathetic of others.
We will measure this by observation of students caring for others who may be hurt, angry or sad.

KNOWING WHERE I AM GOING

Academic Competence

- **I can demonstrate problem solving and collaborative skills.**

We will measure this by meeting the requirements for graduation.

- **I can demonstrate the ability to achieve goals.**
We will measure this by successfully completing A-G or a CTE/Career Pathway.

- **I can achieve grade level standards in every subject.**
We will measure this by maintaining a 2.0 on the report card in core subject areas.

Cultural and Global Competence

- **I will participate in: Building in space where students feel safe to take a leap, having a place for community helps students and teachers.**

We will measure this by: the number of participants and the number of opportunities or places available to students by paying attention to non-verbal behaviors.

- **I will participate in a culturally diverse community by encouraging and providing voice.**
We will measure this by: students volunteering at local community cultural events to make a connection.

- **I will participate in teaching others that it's okay to have differences and keep those conversations open.**
We will measure through teacher observations, number of activities.

Personal Characteristics

- **I am respectful of others.**
We will measure this by group activity participation.
- **I am honest.**
We will measure this by observing students telling the truth even when it may result in imposed consequences.

- **I am empathetic of others.**
We will measure this by observation of student caring for others who may be hurt, angry or sad.

- **I am able to resolve conflict with others.**
We will measure this by observation of students being able to resolve conflict with their peer(s).

- **I can self regulate.**
We will measure this by observation of student able to calm themselves when angry, frustrated and/or sad.
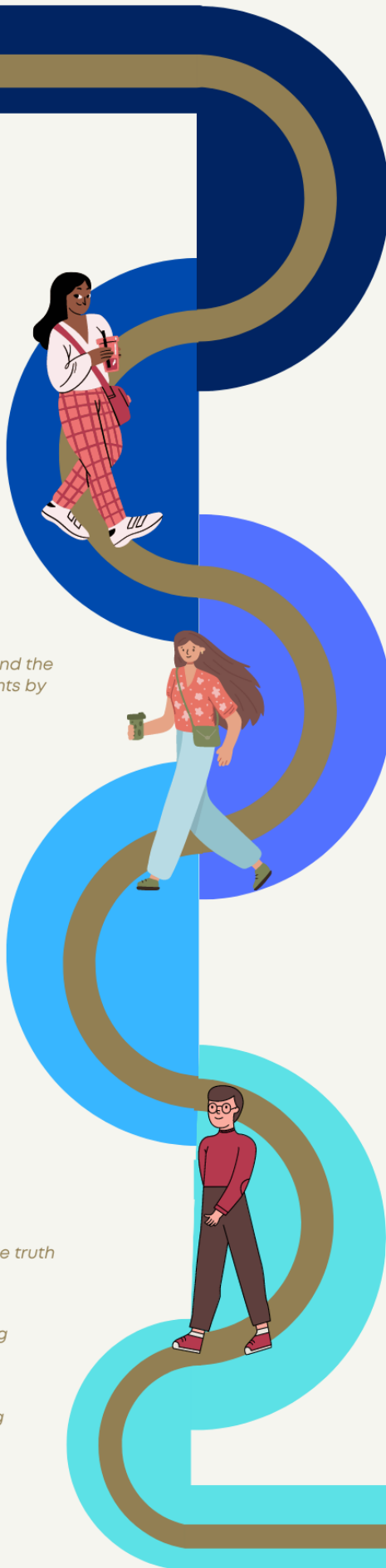
College and Career

- **I can narrow future career goals and research requirements to achieve entry-level employment.**

We will measure this by the number of students qualified for A-G and students enrolled in CTE pathways.

- **I am ready to choose my post high school pathway.**

We will measure this by counselor and teacher monitoring of career plans and identification of colleges or trade schools.

- **I can demonstrate the 4Cs- Communication, Collaboration, Creativity and Critical Thinking.**
We will measure this through teacher, counselor, and administrator observations.

- **I am committed to civic engagement.**
We will measure this by the number of students involved in extracurricular activities and number of community service hours earned.

Engagement and Leadership

- **I can take charge of my own learning.**

We will measure this by staff observation, task completion and selecting and pursuing a college/career pathway.

- **I provide feedback on what I need or like and give input to the school on school issues.**

We will be measure by student participation in surveys, clubs and committees

APPENDICES

APPENDIX 1: TEACHER/STAFF LEADER GRADUATE PROFILE CONTENT CONTRIBUTORS

SCHOOL SITES:

- Heather Baker, 1st Grade Teacher Kynoch
- Marcy Manross, 1st Grade Teacher Kynoch
- Francesca Holcomb, 2nd Grade Teacher Browns Valley
- Bridget Hansard, 2nd Grade Teacher Cordua
- Dominique Leatherman, 2nd Grade Teacher Olivehurst
- Nicolo Orozco, 4th Grade Teacher Arboga
- Alicia Tindel, 4th Grade Teacher Covillaud
- Roxanne Eggar, 4th Grade Teacher Linda
- Elizabeth Sanchez, 5th Grade Teacher Cordua
- Crista Harryman, 5th Grade Teacher Dobbins
- Susan Regina, 6th Grade Teacher Olivehurst
- Kerry Covella, High School Counselor Lindhurst HS
- Megan Marble, High School ELA Teacher Lindhurst HS
- Rose Everhart, High School ELA Teacher Marysville HS
- Tiesha Tallman, High School ELA Teacher Marysville HS
- Josh Harlan, High School ELA Teacher MCAA
- Sandra Muñoz, High School Math Teacher Lindhurst HS
- Allicia Wiggins, High School Math Teacher Marysville HS
- Cecelia Kulak, Middle School ELA Teacher Foothill
- Daniel Tejada, Middle School History Social Science Teacher MCAA
- Amanda Lopes, Middle School PE/Electives Teacher McKenney
- Robert Verdugo, Middle School PE/Electives Teacher Yuba Gardens
- Becky Stewart, Middle School Music Teacher Yuba Gardens
- Amanda Bowman, Middle School Special Education Teacher YG
- Christina Sleigh Garcia, Music-Visual & Performing Arts Teacher LHS
- Melissa Dirks, 3-4th Grade Teacher ABL
- Bonnie Marshall, Kindergarten Teacher Edgewater
- Crystal Ramirez, Outreach Consultant Linda
- Natalie Estabrook, Paraprofessional Cordua
- Michelle Cooper, Paraprofessional Lindhurst HS
- Adrian Jacquez, Outreach Consultant Johnson Park
- Justine Asurmendi, Outreach Consultant, Kynoch

ADMINISTRATION DISTRICT OFFICE:

- Paola Sotelo, High School - College and Career
- Amy Stratton, Director of Curriculum, Assessment & Accountability
- Hector Gonzalez, Director of English Learners & Student Programs
- Lori Guy, Director of Data and School Improvement
- Jami Larson, Director of College and Career
- Pete Pantoja, Coordinator of After School Programs
- Rob Gregor, Director of Wellness
- Zack Pless, Director of Student Welfare and Attendance Shevaun Matthews, Director of Student Services
- Jolie Critchfield, Director of Early Childhood Development Ana Correa, Administrative Assistant
- Crystal Castro, Administrative Secretary
- Adriana Espinoza, Bilingual Support Specialist
- Rocio Rodriguez, Expanded Learning Opportunities Program Outreach
- Bob Eckardt, Director of Adult Ed & Community Partnerships
- Amy Murray, Assistant Principal DO/Linda
- Tori Vallejos, ELO-P, Administrative Secretary
- Courtney Tompkins, Public Information Officer
- All School Principals Elementary, Middle, High School
- All Assistant Principals, Elementary, Middle, High School

APPENDIX 2: GRADUATE PROFILE SURVEY

English Survey

https://drive.google.com/file/d/1sp8i0pV1gTDxA5KvUWnQ6HVwr53rj5TW/view?usp=sharing

Spanish Survey

https://drive.google.com/file/d/1sp8i0pV1gTDxA5KvUWnQ6HVwr53rj5TW/view?usp=sharing