

LAUSD Goal & Guardrail Ideas

Goal Example

Percentage of graduates persisting in 2nd year postsecondary will increase from 25% in June 2019 to 50% in June 2023.

Starting Point: Measure’s agreed baseline. Used for comparing and monitoring growth. (25%)

Ending Point: Measure’s desired future state. (50%)

Starting Date: Month and year of the measure’s starting point. (June 2019)

Ending Date: Month and year by when the measure will reach the ending point. (June 2023)

Population: The group of students who will be impacted and/or who are being measured. (graduates persisting in 2nd year postsecondary)

Post Secondary

Potential Goal:

The percentage of TSP students in a graduating class demonstrating college and career readiness with a “C” or better on A-G UC/CSU coursework will increase from X% in June 2020 to 75% by June 2026.

Post Secondary Goal Input from Board Members

- Percentage of graduating cohort of TSP students completing A-G requirements with a C or better in 5 years or less, will increase ___ in (month) 2021 to ___ in (month) by 2026. (increase 40% from baseline)
- graduation with c or better / college & career ready
- By June 2026, 75% of students will graduate career and college ready based on A-G, up from 45% in June 2020
- Percentage of graduates persisting in college as sophomores will increase from ___ to (increase 50%) by 2026
- By 2025, 80% of high school students (with no gaps in groups) are on track for A-G C or better.

Notes/Next Steps

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Literacy

Potential Goal:

The percentage of Latinx and African-American students meeting early literacy benchmarks at the end of 2nd grade will increase from x% in June 2021 to y% by June 2026.

Literacy Goal Input from Board Members

- Percentage of students meeting early literacy benchmarks at the end of second grade will increase from __ in (month) 2021 to __ in (month) by 2026. (increase 20% from baseline)
- By June 26, 85% of 2nd grade students will meet early literacy benchmark as measured by EOY dibels assessment, up from 76% in June 2019
- African american 6-8 SBAEL decrease from -55.8 to -20 by 2026
- By 2025 25% more students are on grade level in literacy and all gaps in student groups, especially for Black students and students with disabilities, are eliminated.
 - On grade level in reading can be determined by SBAC, Renaissance, TRC, RI, lexile, grades (if MLG), etc.
 - Grade level reading (lexile) vs. grade level standards??

Notes/Next Steps

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Numeracy

Potential Goal:

The percentage of all students who began the year below grade level and who grew at least 1.25 grade levels on SBAC math will increase from x% in June 2019 to y% by June 2026

Numeracy Goal Input from Board Members

- Percentage of cohort eliminating the gap in Distance from Standard (DFS) for Math from 5th to 8th grade will increase from xx% to XX% by June 2026.
- algebra by 8th grade
- By June 2026, the percentage of 8th black/latinx students who met/exceed standards in sbac math will increase from x% in June 2019 to y%.
- English learners in 11th/average distance from standard met on the SBAM will decrease from -190.9 2019 to -85.2 by 2026
- The equity scorecard - Use language of on grade level measured by
 - By 2025 25% more students are on grade level in mathematics and all gaps in student groups, especially for Black students and students with disabilities, are eliminated.
 - On grade level in math can be determined by SBAC, Edulastic, grade (if MLG), etc.

Notes/Next Steps

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Readiness/Social-Emotional Competencies

Potential Goal:

The percentage of 7th-12th graders demonstrating mastery in the CASEL social emotional core competency areas as demonstrated by a portfolio rubric will increase from 0% in June 2021 to 30% by June 2026

Social-Emotional Input from Board Members

- Percentage of students demonstrating mastery in the CASEL social emotional core competency areas will increase from 0% in June 2021 to 50% by June 2026.
- kindergarten literacy, 1st grade readiness
- 3rd graders reading on grade level will increase from to by 2026 **wait on data to establish target
- Students in transition years (K,5,8,12) demonstrating readiness skills (for example: resilience, goal setting & attainment, critical and creative thinking) as measure by the performance task rubric will increase from (baseline) in May 2022 to (80%) by May 2026. (rubric similar to graduate student profile)
 - Increase from baseline to 5% growth each year (25% for 5 years)
 - Overall proficiency of 80%

Notes/Next Steps

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Decision Making

Potential Guardrail:

The Superintendent will not make major decisions or bring major recommendations to the board without 1) ensuring alignment with the board’s adopted goals, 2) engaging impacted stakeholders, and 3) considering impacts on schools

Decision-Making Guardrail Input from Board Members

- Perpetuate racist policies and neglect the need for equity
- high student expectations
- Decision making that is not transparent
- Make decisions without placing highest needed communities at the center
- commitment to equity in every action & transparency

Notes/Next Steps:

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Student Support

Potential Guardrail:

The Superintendent will not allow the district to operate without having strategies to develop, support, and retain effective educators, particularly in schools where student need is the greatest.

Decision-Making Guardrail Input from Board Members

- Behave unilaterally without gathering meaningful input from all stakeholders, including the board
- identifying, documenting, and acting on early warnings that a student is struggling
- We want parents to understand how we work together to improve student learning (insist that school administration, instructional team and parents work together/parents as partners).
- make decisions without bringing choices before the board
- support and retention of strong personnel (autonomy, alignment, compensation, resources, mentorship)

Notes/Next Steps:

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Values-Aligned Operations

Potential Guardrail:

The Superintendent will not make or allow financial or operational decisions that 1) perpetuate racist or inequitable policies, 2) are not transparent, or 3) are inconsistent with generally accepted business and financial practices.

Decision-Making Guardrail Input from Board Members

- set low expectations for students by sacrificing a well rounded education
- celebrate and lift talent in the district who know how to educate children
- Not interfere with positive and productive school cultures (support community)
- neglect/forego authentic and strategic community engagement before bringing recommendations to the board
- Make centralized, universal, “equal” decisions for school communities
- fiscal responsibility, balanced budget, decreasing long term liabilities
- local control to meet local needs, including local funding, autonomy and discretion

Notes/Next Steps: