

Collective input, collective action, collective impact.

The L.A. Compact is a bold commitment by Los Angeles leaders from the education, business, government, labor and nonprofit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to succeed in a 21st century global workforce.

Mutual accountability for student success is at the heart of the L.A. Compact's commitment to collaboration. The partners utilize data to better understand challenges and opportunities in achieving the Compact's shared goals for high school graduation, college access and success, and career readiness.

What gets measured matters. The 2014 L.A. Compact Measures Report provides a snapshot of cradle-to-career student outcomes since our baseline report. By

showcasing data across early childhood, K-12, higher education and workforce sectors, this report seeks to promote a more comprehensive picture of student success in the Los Angeles Unified School District (LAUSD) and L.A. County.

No single program or institution can single-handedly solve the complex, large scale education and workforce readiness challenges facing our region. Improving outcomes at scale requires the collective impact of a community of stakeholders; students, parents, educators, nonprofits,

education and government agencies, business, philanthropic and labor leaders all play a critical role.

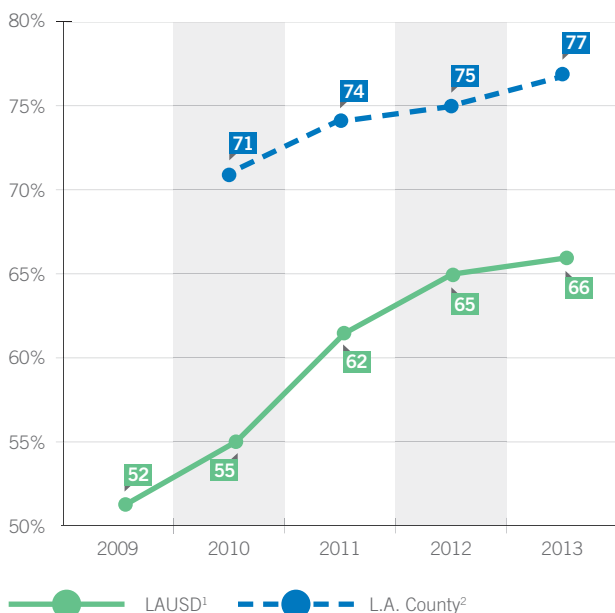
While there have been incredible gains over the past five years, much work remains to be done to bridge the education and opportunity gaps in L.A. County. The L.A. Compact is our community's shared commitment for ensuring all youth have the skills necessary to succeed in a 21st century global workforce.



GOAL 1: All students graduate from high school

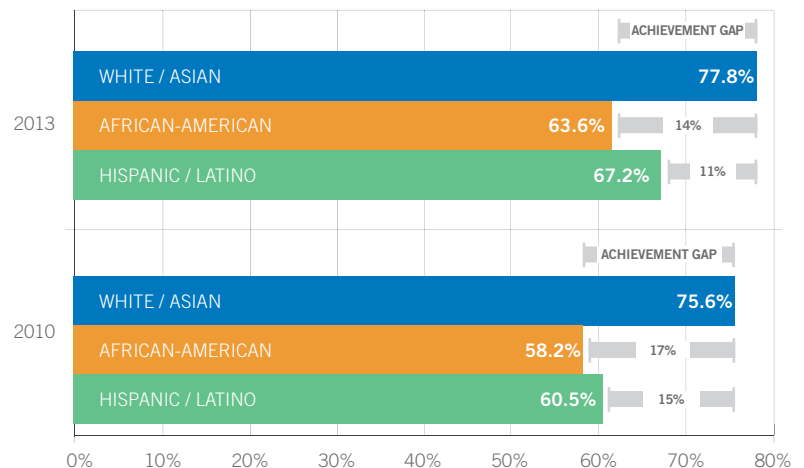
The four-year graduation rate in LAUSD increased 14 percentage points from 2009 to 2013 – **without this progress, approximately 6,000 fewer students would have graduated each year.** Between 2010 and 2013, the achievement gap between white and minority students for high school graduation closed four percentage points for Hispanic students and three percentage points for African-American students.

FOUR-YEAR COHORT GRADUATION RATE



GRADUATION RATE ACHIEVEMENT GAP BY ETHNICITY (LAUSD)²

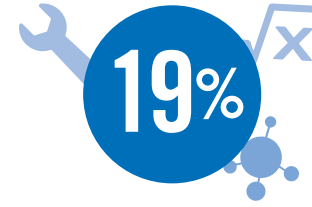
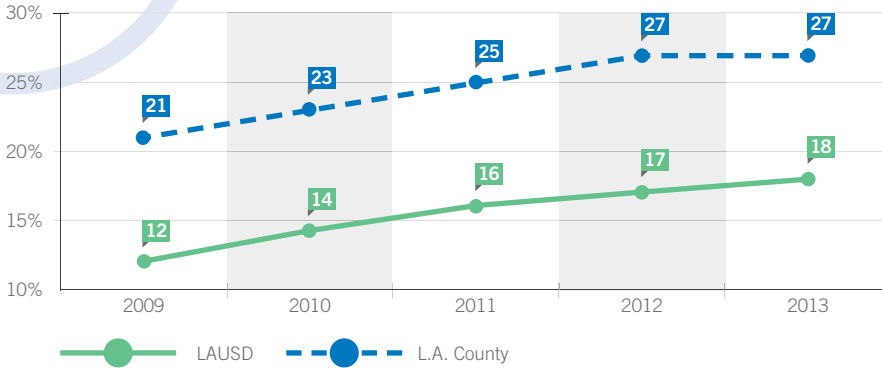
The proportion of LAUSD African-American and Hispanic/Latino students graduating high school in four years compared to their white and Asian peers.



GOAL 1: All students graduate from high school (cont.)

HIGH SCHOOL MATH PROFICIENCY²

Percent of high school students scoring proficient/advanced on the California Standards Test in math

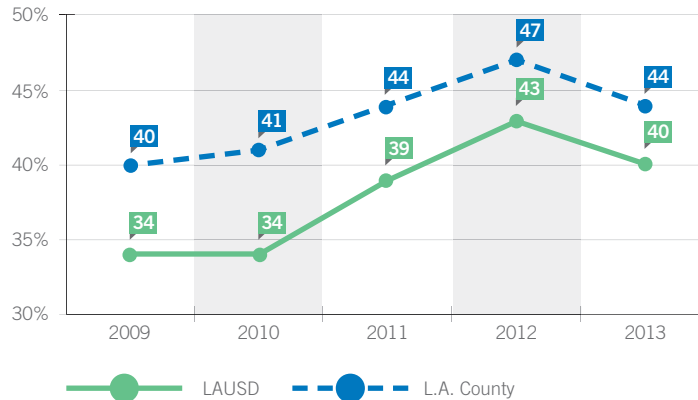


predicted growth in California STEM jobs – nearly twice the rate of growth for non-STEM jobs

Students who read proficiently by 3rd grade are **four times more likely** to graduate high school on time. Though the achievement gap for 3rd grade reading closed slightly since 2009, in 2013 only 34 percent of Hispanic/Latino and 37 percent of African-American 3rd graders were reading at grade level compared to 70 percent of their white and Asian peers.

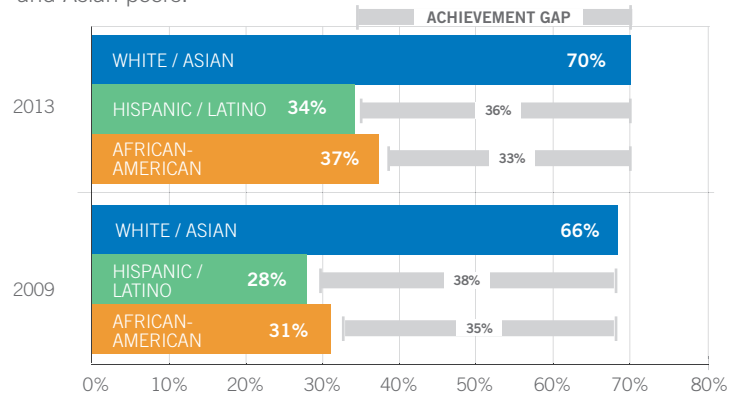
3RD GRADE READING PROFICIENCY²

Percent of 3rd graders scoring proficient/advanced on the California Standards Test in English language arts



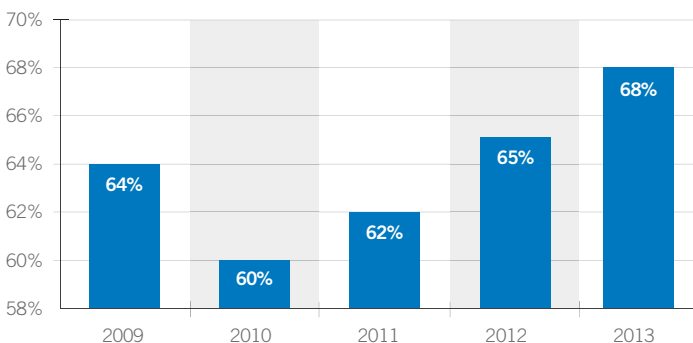
3RD GRADE READING ACHIEVEMENT GAP BY ETHNICITY (LAUSD)²

The proportion of LAUSD African-American and Hispanic/Latino students reading proficiently by third grade compared to their white and Asian peers.

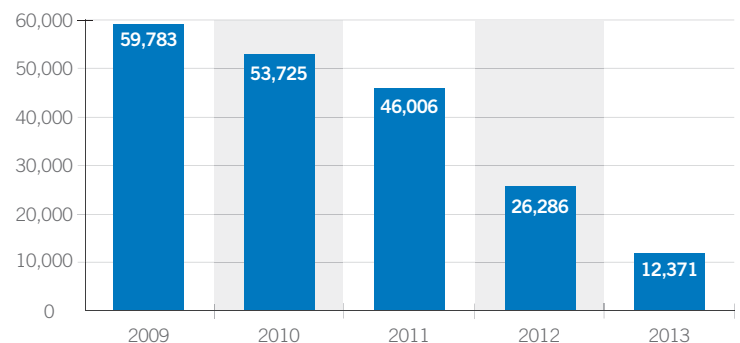


Students who attend school regularly benefit from more class time for learning. Students who miss more than seven school days in a year (less than 96 percent attendance), as well as students who are suspended, experience greater risk of falling behind in academics and ultimately dropping out of school. Zero tolerance approaches to suspension, especially for minor misbehavior, disproportionately affect students of color. In 2013, LAUSD became the first district in California to ban the use of suspensions for “willful defiance.”

STUDENTS WITH 96% OR HIGHER ATTENDANCE (LAUSD)¹



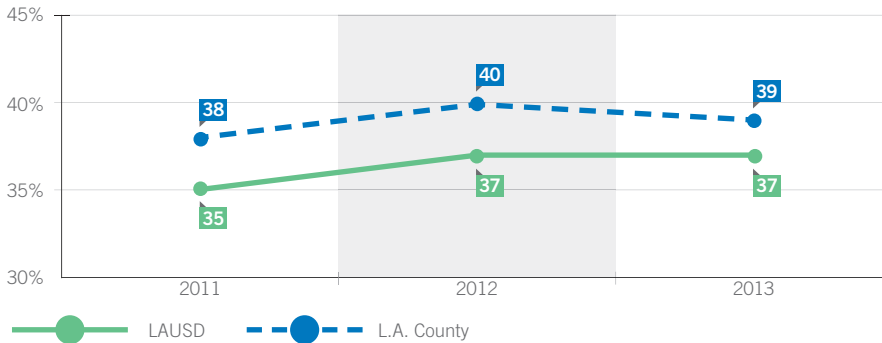
NUMBER OF INSTRUCTIONAL DAYS LOST TO SUSPENSION (LAUSD)¹



GOAL 2: All students have access to and are prepared for success in college

GRADUATES COMPLETING ALL REQUIRED A-G COURSES WITH A GRADE OF "C" OR BETTER³

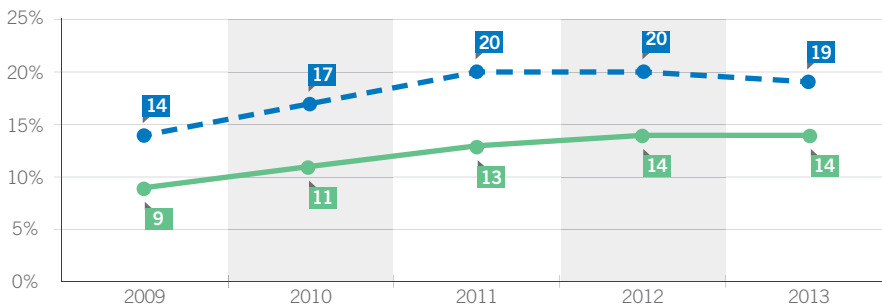
High school graduates completing University of California/California State University eligibility requirements



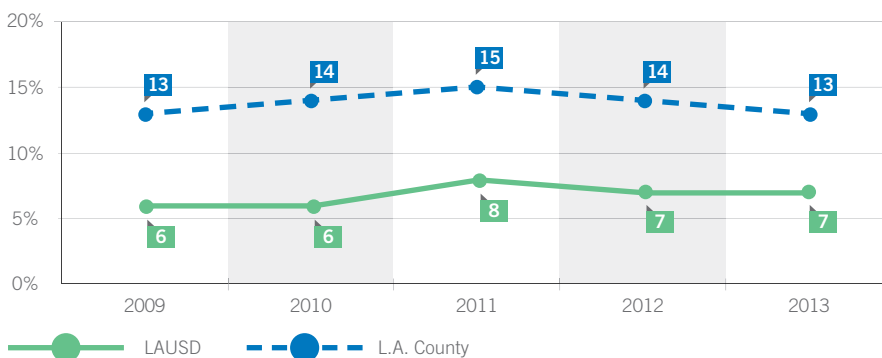
When students are deemed unprepared for college-level coursework, and are required to take remedial education, they spend extra money on non-credit bearing classes and delay their pathway to a postsecondary credential. Improving college preparation, the assessment process, and the effectiveness of remedial classes are all critical to increasing higher education attainment in L.A. County.

11TH GRADE STUDENTS WHO ARE READY FOR COLLEGE COURSEWORK AS INDICATED BY THE EARLY ASSESSMENT PROGRAM⁴

Students ready for California State University coursework in English language arts



Students ready for California State University coursework in math



additional graduates with postsecondary credentials are needed by 2025 in California



of jobs nationally will require some postsecondary education by 2020



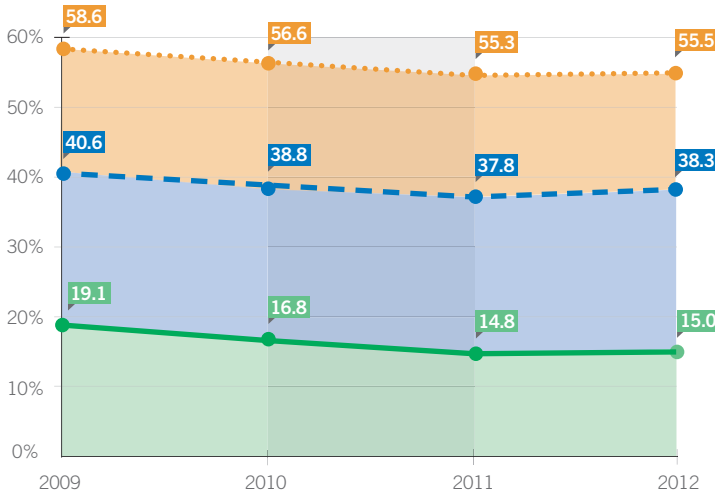
more earned over their lifetime by Californians who earn a college degree

GOAL 3: All students have pathways to sustainable jobs and careers

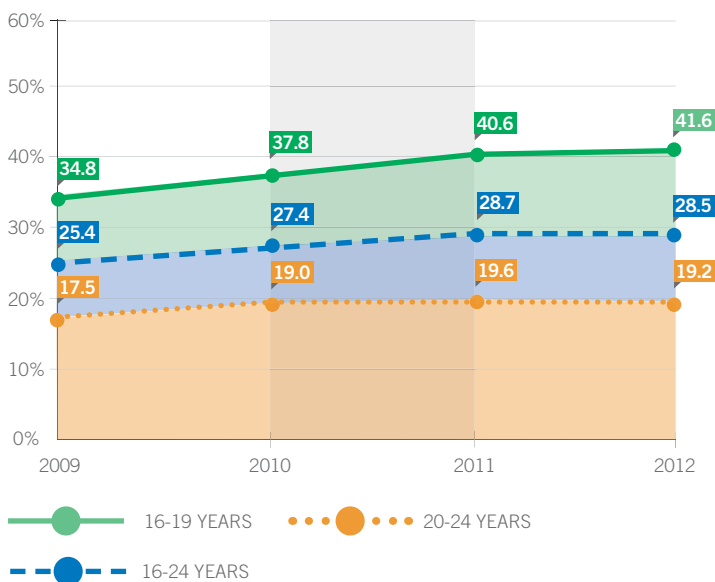
Early work experience allows youth to explore careers, learn workplace etiquette, and develop valuable soft skills such as teamwork, decision-making, communication and critical thinking. These experiences can put youth with otherwise limited work experience on a pathway to long-term economic opportunity. Since 2009, more young adults in L.A. County are actively looking for work but cannot get a job.

STUDENTS WITH AT LEAST ONE PART-TIME, WORK-BASED EMPLOYMENT OPPORTUNITY

Employment rate for 16-24 year olds (L.A. County)⁴



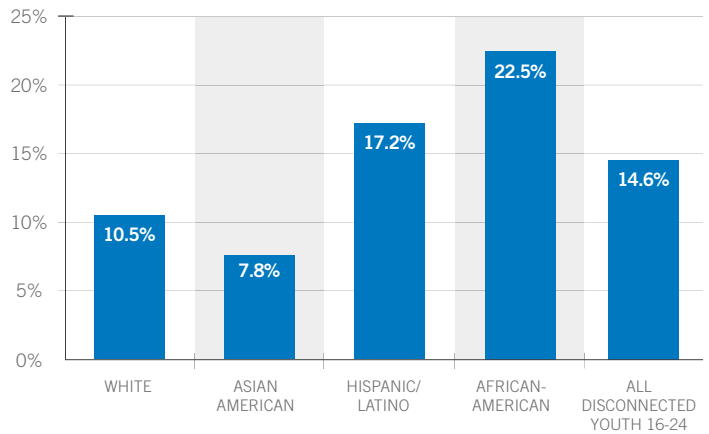
Unemployment rate for 16-24 year olds (L.A. County)⁴



¹ Source: LAUSD Performance Meter January 2014.
² Source: California Department of Education Dataquest 2009-2013.
³ Source: The California State University Early Assessment Program (EAP), <http://www.calstate.edu/eap/testing.shtml>.

“DISCONNECTED” YOUTH AND YOUNG ADULTS⁵

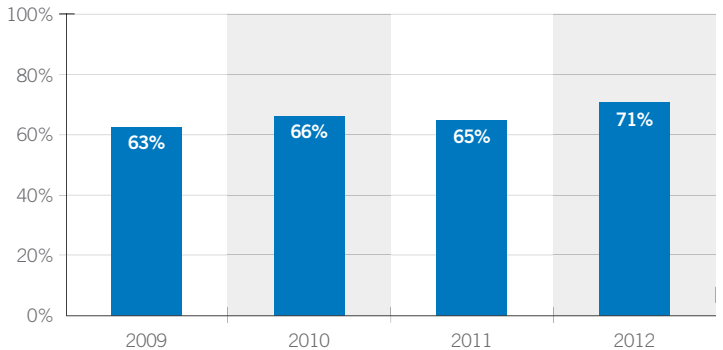
Percent of 16-24 year olds out of school and out of work (Los Angeles, Long Beach, Santa Ana region - 2011)



Career-themed schools and Linked Learning pathways transform the high school experience by bringing together strong academics and real-world experience to help students recognize the relevance of a high school education to their futures, both in college and the workplace.

LAUSD HIGH SCHOOL STUDENTS ENROLLED IN THEMATIC PERSONALIZED LEARNING ENVIRONMENTS⁶

Percent of LAUSD students enrolled in a thematic or Linked Learning high school



⁴ Source: American Community Survey 2009-2012 one year estimates.
⁵ Source: “Halve the Gap by 2030: Youth Disconnection in America’s Cities.” Measure of America. (October 2013).
⁶ Source: LAUSD Planning, Assessment, and Research Branch.

L.A. Compact Signers

Associated Administrators of Los Angeles · City of Los Angeles · County of Los Angeles · First 5 LA · Los Angeles Unified School District · Los Angeles Unified School District Board of Education · Los Angeles County Office of Education · Los Angeles Area Chamber of Commerce · Los Angeles County Federation of Labor, AFL-CIO · United Way of Greater Los Angeles · California Lutheran University · California State Polytechnic University, Pomona · California State University, Dominguez Hills · California State University, Los Angeles · California State University, Northridge · Los Angeles Community College District · Loyola Marymount University · Mount St. Mary’s College · Pepperdine University · University of California, Los Angeles · University of Southern California · Woodbury University