



# Creating Pathways to Lifelong Success for our Students

*Board Member Gonez, Co-sponsored by Dr. Vladovic, Dr. McKenna  
Adopted September 13, 2017*

Whereas, The vision of the Los Angeles Unified School District is to be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success;

Whereas, Equity & Access and Collaboration are two of the District's core beliefs – namely, that all students have access to high-quality schools, innovative programs and necessary supports; and that stakeholders communicate and work together for excellence and success;

Whereas, During the Superintendent's Listen and Learn Tour, District stakeholders (students, parents, teachers, administrators, staff, community members, labor partners, business community) commonly expressed that "every student graduating prepared for college, career, and life is our ultimate measure of success;"

Whereas, The District's goal is 100% graduation, with all students prepared for college, career and life; and to meet this goal, the District has identified a set of benchmarks to guide progress toward this end; Whereas, According to the District's 2016-2019 Strategic Plan, a key initiative toward 100% graduation and Proficiency for All is to implement a data-based, multi-tiered support system (for preschool through adult education), with ongoing data analysis as a core methodology for effective implementation;

Whereas, The District released the Graduation Progress Dashboard tool in 2016 to help schools monitor individual students' on-track rates, progress toward graduation requirements, and a-g course completion;

Whereas, The District is making great strides in increasing its cohort graduation rate (from 65 percent for the Class of 2011 to 77 percent for the Class of 2016) and supporting a-g completion as a condition for graduation; collaborating with students to develop Individualized Culmination/Graduation Plans in middle and high school (which focus on academic/personal/career planning and may combine core academics with technical knowledge and skills); and is building upon this progress to ensure that all students are successful beyond high school graduation;

Whereas, The mission of the District's Adult and Career Education Division is to increase the educational attainment and socioeconomic status of its students by preparing them for postsecondary studies, careers and civic participation;

Whereas, Numerous studies highlight the benefits of a postsecondary education for individuals and society as a whole, including (on average) higher earnings, lower rates of unemployment, decreased poverty rates, healthier lifestyles and longer life spans, greater civic engagement, reduced reliance on public assistance, and an increased tax base;

Whereas, According to the U.S. Bureau of Labor Statistics, many of the fastest-growing occupations are in career and technical education fields such as health care, information technology, STEM, and the skilled trades; and, postsecondary career and technical education programs can equip students with the advanced skills needed to help them obtain gainful employment in these fields;



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Whereas, A 2016 report by the CollegeBoard (Education Pays 2016: The Benefits of Higher Education for Individuals and Society) found shrinking gaps in college enrollment rates between African American, Hispanic, and white recent high school graduates (between 1995 and 2015) but widening gaps in college completion rates;

Whereas, A 2015 study by the Pell Institute (Indicators of Higher Education Equity in the United States) found that just 9 percent of dependent students from low income families earned a bachelor's degree within 6 years of high school graduation compared to 77 percent of students in high income families – a 66 percentage point gap that has almost doubled since 1970;

Whereas, More than 625,000 students attended the District's PK-12 and adult schools in 2016- 17, and of these, 75 percent were low income students, almost 25 percent were English Learners, 12 percent were Special Education students, 74 percent were Latino, 8 percent were African American, and almost 1 percent were Pacific Islander or American Indian/Alaskan Native;

Whereas, According to the 2016 LAUSD School Experience Survey, 70 percent of the District's high school students surveyed report that they plan to complete a four-year college degree (or higher) and 76 percent report that they plan to complete a technical, two-year, or four-year college;

Whereas, Data from the National Student Clearinghouse (NCS) indicate that in the fall after high school graduation, 27 percent of the District's Class of 2016 enrolled in a four-year college and another 36 percent enrolled in a two-year college for a combined total of 63 percent which represents a 2 percentage point decrease from 2015;

Whereas, NSC data indicate that 85 percent of the Class of 2014 who enrolled in college after high school returned for the second year of college (freshman to sophomore persistence rate); and 23 percent of the the District's Class of 2010 earned at least a two-year degree within 6 years of graduating from high school;

Whereas, The District is partnering with the Los Angeles Education Research Institute (LAERI) and the University of California, Los Angeles (UCLA) to analyze NCS college enrollment, persistence, and completion patterns for District graduates, as well as college readiness supports in Los Angeles;

Whereas, The Los Angeles College Promise was launched in 2016 as a collaborative effort in one of the nation's highest concentrations of low-income students, with the goal of increasing community college graduates, university transfers, and workforce-ready students through multiple strategies (e.g. free tuition for the first year of college, priority enrollment, and academic and student support services); and, is intended to support students graduating from LAUSD and charter high schools, beginning with the Class of 2017; and

Whereas, Initiatives such as the California State University Graduation Initiative 2025 and Cal- PASS Plus (through the California Community College Chancellor's Office) highlight the value of ongoing data analysis in efforts to increase postsecondary graduation rates; make longitudinal student outcomes data



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more readily available; and, provide opportunities to partner with institutions of higher education in helping students to succeed in college (while eliminating opportunity and achievement gaps); now, therefore, be it

**Resolved**, That the Los Angeles Unified School District affirms that “Destination Graduation” and the goal of 100% graduation extends beyond high school graduation to also ensuring that students are supported and positioned to successfully complete a postsecondary education (e.g. vocational certification, apprenticeship, technical training, or college) and access a rewarding career;

**Resolved further**, That the Superintendent is directed to deliver a report on the subject of longitudinal outcomes data for District students to the Governing Board of the Los Angeles Unified School District within 120 days, which shall include:

A current trend analysis of key data indicators of college readiness:

- Mastery of the CA Preschool Learning Foundations Language and Literacy benchmarks
- Reading Proficiency - students in grades 3-5 & 6-8 that meet or exceed standards at grade level on the Smarter Balanced Assessments
- Math Proficiency - students in grades 3-5 & 6-8 that meet or exceed standards at grade level on the Smarter Balance Assessments
- GPA 3.0 or above
- Concurrent enrollment completion with a “C” or higher
- AP Course Exams with a score of 3 or higher
- PSAT score greater than 4r30 in ELA and 480 in math
- SAT scores greater than 1550
- ACT score greater than 18 in ELA, 21 in reading, and 22 in math
- CAASPP in ELA and Math (currently captured in LCAP)
- FAFSA completion (currently captured in LCAP)

A current trend analysis using existing data that examines the long-term college and career success of the District’s graduates over the last 10 years by cohort including, to the extent feasible:

- College application completion rates
- College enrollment rates
- Remediation (or developmental course-taking) rates
- Freshman to sophomore persistence rates
- Transfers from 2-year to 4-year institutions
- College completion rates over 6 years, differentiated by institution type (2-year vs. 4-year institutions)
- Attainment of vocational certifications and job placements
- Enrollment in apprenticeships/technical education programs



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- Completion of apprenticeships/technical education programs

A summary of the feasibility and impact of including these data on one or more of the District's relevant performance dashboards and making them publicly available through the Parent Portal, including:

- An estimated timeline.
- Potential barriers or limitations that may need to be addressed.
- Projected costs (including for data and staff time) associated with these efforts.

A proposal for how these data points might be integrated into the continuous improvement efforts of our schools including through:

1. Opportunities to reflect on these data at professional development sessions.
2. Ways to systematize goal-setting on these data points at all local districts and relevant school sites.
3. Structures of support the Superintendent and local districts can provide to schools to ensure that every child who graduates is truly college and career ready (and we are making progress as demonstrated through these longitudinal data points).

Resolved further, That the Board directs staff to submit a report within 120 days that speaks to the feasibility and impact to the District if the following were implemented:

- Administration of the PSAT to all our 8, 9, and 10 grade students at no cost to the students.
- Administration of the SAT for all 11th and 12th grade students.
- Continuance of an online platform to support students in the college/career transition.
- Availability of a college center with access to technology to support college and career exploration and the college application process on every high school campus. These college centers would be available for student use before school, after school, during lunch and nutrition, as well as during the summer so as to mitigate summer melt.
- The allowance of a normed College Counselor position or school-designated staff member who would provide those services for every high school site to support students. These counselors would have extended time during the summer to support student transition and enrollment in College and avoid summer melt and increase personalization to students.
- A Postsecondary Leadership Team (PLT) at every high school with the common goal of increasing and enhancing college and career awareness and readiness. The PLT consists of multiple stakeholders that review and assess postsecondary achievement data, and develop strategies to increase college readiness and access for all students.
- Grade-level college and career readiness tasks to build student awareness, knowledge, skills, dispositions and attributes necessary for postsecondary success.



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Resolved further, That the Superintendent is directed to develop and expand partnerships with institutions of higher education, including the Los Angeles Community College District, the California State University, and the University of California, community-based organizations, relevant labor partners, the City and County of Los Angeles, and the private sector, with the goals of:

1. sustaining the success of the District's graduates as they enter college and careers post-graduation;
2. providing a network of appropriate supports so that greater numbers of District graduates complete vocational/technical programs and/or college and enter gainful employment; and
3. strategic planning and analysis to inform the District's instructional services and supports, and to improve achievement across the P-20 continuum;

and, be it finally Resolved, That the District will work with the Los Angeles College Promise and the Los Angeles Compact signing organizations, beginning with the District's Class of 2017, to track and assess the impact of the supports provided on longitudinal student outcomes (i.e., increasing community college graduates, university transfers, and workforce-ready students) and utilize the findings to enhance academic and program supports, as needed, to ensure that all students achieve post- secondary success and have access to gainful employment.