L.A. COMPACT
transforming education | cradle to career

Technical Appendix

Charting Progress Toward L.A. Compact Goals

TECHNICAL APPENDIX:
CHARTING PROGRESS TOWARD L.A. COMPACT GOALS
DASHBOARD

TABLE OF CONTENTS

POPULATION SERVED BY L.A. COMPACT'S EFFORTS

K-12: RACE/ETHNICITY

Figure Name: Ethnicity in K-12 California Public Schools, LAUSD, L.A. County, & California

Years Displayed: 2020-2021 Academic Year

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: The number of students enrolled in schools on Census Day (the first Wednesday in October) by race/ethnicity.

Footnotes: An academic year is the period of the year during which students attend school, usually from August to June at Los Angeles Unified School District (LAUSD). The Other race/ethnic category is comprised of groups with a small number of students, including American Indian or Alaskan Native, Filipino, Pacific Islander, and Multiracial.

Race/Ethnicity Categories: Latinx (of any race), non-Latinx Black, non-Latinx Asian, non-Latinx White, and Other.

Formula: Not applicable

K-12: STUDENT SUBGROUPS

Figure Names:

- Student Subgroups in K-12 in California Public Schools, LAUSD, L.A. County, & California
- Student Subgroups in LAUSD

Years Displayed: 2018-2019 and 2009-2019

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: The proportion of students on Census Day that are low-income, English Language Learners, enrolled in special education, or foster youth.

Definitions for low-income, English Language Learner, special education, and foster youth students are as follows:

- Low-Income: The percentage of enrolled students that are eligible for or participating in the Free Meal or Reduced-Price Meal programs.

- English Learner: The percentage of K-12 students for whom a) there is a report of a language other than English on the Home Language survey, and b) upon assessment using the English

Language Proficiency Assessments for California (ELPAC), the California English Language Development Test (CELDT; prior to 2017-2018 school year), and additional information when appropriate, is determined to lack the English language skills needed to succeed in regular school instruction.

- Special Education: The percentage of students that are enrolled in special education services for any of the following disabilities: intellectual disability, hard of hearing, deafness, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deaf-blindness, multiple disabilities, Autism, or traumatic brain injury.

- Foster Youth: The percentage of enrolled students that are the subject of a 300 Welfare & Institutions Code (WIC) petition (whether or not they have been removed from their home) or a 602 WIC petition. Students that are removed from their home as a part of a voluntary placement agreement are not included in this rate.

Footnotes: English Language Learner data for LAUSD are unavailable for 2011 because it did not complete the Spring 2010-11 CALPADS Data Submission. Foster youth data became available through DataQuest beginning in the 2014-15 school year, and therefore we cannot report foster youth enrollment for previous years.

Race/Ethnicity Categories: Unavailable.

Formula: Not applicable.

L.A. COMMUNITY COLLEGE DISTRICT: RACE/ETHNICITY

Figure Name: Ethnicity in L.A. Community College District & L.A. Area CSUs

Years Displayed: Fall 2020

Data Source: California Community Colleges Chancellor's Office

Link: https://datamart.cccco.edu/datamart.aspx

Definition: The number of students enrolled in the L.A. Community College District in an annual term. Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included. The full-term reporting criteria is defined as student headcount status STD7 of A, B, C or F.

Footnotes: The "Other" racial/ethnic category is defined differently for the L.A. Area CSUs and LACCD. For the LACCD, Other incudes American Indian/Alaskan Native, Filipino, Multi-Ethnicity, Pacific Islander, and Unknown. For the L.A. Area CSUs, Other includes Non-Resident Alien, Two or More Races, Unknown, Native Hawaii/Other Pacific Islander, and American Indian/Alaska Native.

Race/Ethnicity Categories: Latinx (of any race), non-Latinx Black, non-Latinx Asian, non-Latinx White, and Other.

Formula: Not applicable.

L.A. AREA CSUs: RACE/ETHNICITY

Figure Name: Ethnicity in L.A. Community College District & L.A. Area CSUs

Years Displayed: Fall 2020

Data Source: California State University Institutional Research and Analyses

Link: https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx

Definition: The number of students actively enrolled at the L.A. Area CSU campuses for a specified census date.

Footnotes: L.A. Area CSUS are the four main CSU campuses (also referred to as the CSU4) in the Los Angeles region: CSU Los Angeles, CSU Dominguez Hills, CSU Northridge, and Cal Poly Pomona. For the CSUs, the "Other" racial/ethnic category includes Non-Resident Alien, Two or More Races, Unknown, Native Hawaii/Other Pacific Islander, and American Indian/Alaska Native. (For the LACCD, Other incudes American Indian/Alaskan Native, Filipino, Multi-Ethnicity, Pacific Islander, and Unknown.)

Race/Ethnicity Categories: Latinx (of any race), non-Latinx Black, non-Latinx Asian, non-Latinx White, and Other.

Formula: Not applicable.

L.A. COMMUNITY COLLEGE DISTRICT: STUDENT SUBGROUPS

Figure Name: Student Subgroups in L.A. Community College District & L.A. Area CSUs

Years Displayed: 2009-2020

Data Source: California Community Colleges Chancellor's Office

Link: https://datamart.cccco.edu/datamart.aspx

Definition: The proportion of enrolled students that are low-income or foster youth. Students that receive Federal Pell Grants are designated as low-income. The LACCD defines a foster youth student as a student that is now, or has ever been, in a court-ordered out-of-home placement.

Footnotes: Not applicable.

Formulas:

Low-income:

$$\left(\frac{\text{Number of students that receive Federal Pell Grants}}{\text{All enrolled students}}\right) \times 100$$

Foster Youth:

$$\left(\frac{Number\ of\ students\ that\ are\ foster\ youth}{All\ enrolled\ students}\right) \times 100$$

L.A. AREA CSUs: STUDENT SUBGROUPS

Figure Name:

- Student Subgroups in L.A. Community College District & L.A. Area CSUs

Years Displayed: 2007-2016

Data Source: California State University Institutional Research and Analyses

Link: https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/default.aspx

Definition: The proportion of enrolled students that are low-income. Students that receive Federal Pell Grants are designated as low-income.

Footnotes: Not applicable.

Formula:

$$\left(\frac{Number\ of\ students\ that\ receive\ Federal\ Pell\ Grants}{All\ enrolled\ students}\right) \times 100$$

GOAL 1: ALL CHILDREN ARE HEALTHY AND READY TO SUCCEED IN SCHOOL

LOW BIRTH WEIGHT

Figure Name: Low Birth Weight by Maternal Race/Ethnicity, L.A. County

Years Displayed: 2014-2017

Data Source: Children's Data Network and the California Department of Public Health per First 5 LA

Link: Not applicable.

Definition: Annual rate of infants born at low birth weight in L.A. County. Low birth weight are live births weighing less than 2,500 grams (approximately 5 pounds, 8 ounces.

Birth records that could not be geocoded were omitted from the analyses. For this reason, totals produced for this local analysis may differ from other published sources. Please note that these estimates were generated using coded research datasets; these should not be considered official county or state birth statistics.

Footnotes: Not applicable.

Race/Ethnicity Categories: Latina (U.S.-born), Latina (Foreign-born), non-Latina Black, non-Latina Asian/Pacific Islander, and non-Latina White.

Formula:

$$\left(\frac{Number\ of\ infants\ born\ weighing\ less\ than\ 2{,}500\ grams\ in\ L.A.County}{Number\ of\ infants\ born\ in\ LA\ County}\right) \times 100$$

EARLY CARE/EDUCATION ENROLLMENT

Figure Name: Eligible Children in Publicly Funded Early Care & Education Programs (Ages 0-5), L.A. County

Years Displayed: 2019

Data Source: The Child Care Alliance of Los Angeles, Los Angeles County Office of Education (LACOE), and AIR Early Learning Needs Assessment Tool per First 5 LA

Link: Not applicable

Definition: The rate of income-eligible L.A. County children birth to age 5 enrolled in publicly funded early care and education programs.

Program data used in the numerator (the number of children enrolled in publicly funded ECE) are from 2019, while the total number of children eligible to participate in subsidized ECE, used in the denominator, is from 2016 data. The denominator includes children birth through age 4 plus one-quarter of 5-year-old children. One-quarter of 5-year-old children are included since children who have already turned 5 years old are not newly enrolled in ECE, but a child may turn 5 while in ECE and remain in the program.

A family is considered income-eligible if their household income is less than 85 percent of the State Median Income (SMI). In 2016, SMI was $77,106 for a 4-person family; to be income-eligible, the family would have to have a household income of less than $65,540. The enrollment rate is the proportion of all income-eligible children, although all income-eligible families may not seek childcare. It is possible for a child to be enrolled in a contracted site and a voucher program; as a consequence, there may be some duplication in the estimates of enrollment across the types of publicly funded ECE.

Footnotes: Children birth to age two are considered infants/toddlers. Children ages two to four, plus one-quarter of 5-year-olds, are considered preschoolers.

Race/Ethnicity Categories: Unavailable.

Formula:

$$\left(\frac{Number\ of\ children\ enrolled\ in\ publicly\ funded\ ECE\ in\ L.A.County}{Number\ of\ children\ eligible\ to\ participate\ in\ subsidized\ ECE}\right) \times 100$$

KINDERGARTEN ENGLISH LEARNERS

Figure Name: Kindergarteners designated as English Learners, LAUSD, L.A. County, & California

Years Displayed: 2015-2021

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: The percentage of Kindergarteners that are designated English Learners (EL).

An English Learner is a student for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Footnotes: Not applicable.

Race/Ethnicity Categories: Unavailable.

Formula:

$$\left(\frac{Kindergarten\ students\ designated\ as\ English\ Language\ Learners}{All\ enrolled\ kindergarten\ students}\right) \times 100$$

3RD GRADE READING

Figure Names:

- 3rd Grade Reading, Near or Above CAASPP Standards, LAUSD, L.A. County, and California
- 3rd Grade Reading Near or Above CAASPP Standards by Race/Ethnicity, LAUSD

Years Displayed: 2015-2019

Data Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

Link: https://caaspp-elpac.cde.ca.gov/caaspp/

Definition: The percentage of 3rd grade CAASPP test takers that were near or above standard on the Reading area of the English Language Arts/Literacy Smarter Balanced Summative Assessment. For more information on the English Language Arts/Literacy Achievement Level Descriptors, please visit: https://caaspp-elpac.cde.ca.gov/caaspp/UnderstandingCAASPPReports.

Footnotes: Not applicable.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formula:

$$\left(\frac{\text{Number of 3rd grade test takers near or above CAASPP English Language Arts Standard}}{\text{Total number of 3rd grade CAASPP test takers}}\right) \times 100$$

GOAL 2: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

HIGH SCHOOL GRADUATION RATE

Figure Names:

- Four-Year Cohort High School Graduation Rate, LAUSD, L.A. County, and California
- Four-Year Cohort High School Graduation Rate by Race/Ethnicity, LAUSD

Years Displayed: 2010-2020

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: The four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

The four-year cohort is based on the number of students who enter grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years, and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

Footnotes: Not applicable.

Race/ethnicity categories: Latinx (of any race), non-Latinx Black, non-Latinx Asian, non-Latinx White, and Other (American Indian or Alaska Native, Filipino, Pacific Islander, or multiracial).

Formula:

$$\left(\frac{\text{Number of students who graduate from high school in four years with a regular high school diploma}}{(\text{Number of students entering grade 9} + \text{students that transfer in}) - (\text{Number of students that transfer out})}\right) \times 100$$

HIGH SCHOOL DROPOUT RATE

Figure Names:

- Four-Year Cohort High School Dropout Rate, LAUSD, L.A. County, and California
- Four-Year Cohort High School Dropout Rate by Race/Ethnicity, LAUSD

Years Displayed: 2010-2020

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: Students that drop out are cohort students who (1) do not graduate with a regular high school diploma, (2) do not otherwise complete high school, or (3) are not still enrolled as a "fifth year senior."

Footnotes: Not applicable.

Race/Ethnicity Categories: Latinx (of any race), non-Latinx Black, non-Latinx Asian, non-Latinx White, and Other (American Indian or Alaska Native, Filipino, Pacific Islander, or Multiracial).

Formula:

$$\left(\frac{\text{Number of students in a cohort that drop out of high school}}{(\text{Number of students entering grade } 9 + \text{students that transfer in}) - (\text{Number of students that transfer out})}\right) \times 100$$

ON TRACK FOR A-G REQUIREMENTS

Figure Names:

- LAUSD High School Students On-Track for Meeting A-G Requirements
- LAUSD Graduating Students On-Track for Meeting A-G Requirements

Years Displayed:

- High School Students: 2009-2017
- Graduating Students: 2018-2020

Data Source: Los Angeles Unified School District Scorecard and Performance Meter and Los Angeles Unified School District Open Data Dashboard

Links:

- 2013-2014 to 2018-2019 Scorecards: https://achieve.lausd.net/Page/17237
- Los Angeles Unified School District Open Data Dashboard: https://my.lausd.net/opendata/dashboard

Definition: A-G Completion Rate measures the rate at which students complete, with a "C" or better, the 15 courses required for admission to the California State University (CSU) and University of California (UC) systems.

Footnotes: After 2017, LAUSD switched from collecting the rate at which all high school students meet A-G requirements to only those in the graduation cohort.

Race/Ethnicity Categories: Unavailable.

Formulas:

$$\frac{\text{Number of high school students on track to pass } A-G \text{ courses with a "C" or better}}{\text{Total number of high school students}} \times 100$$

$$\left(\frac{Number\ of\ graduating\ students\ on\ track\ to\ pass\ A-G\ courses\ with\ a\ "C"\ or\ better}{Total\ number\ of\ graduating\ students}\right) \times 100$$

ENGLISH & MATH PROFICIENCY

Figure Names:

- Third Grade English Language Arts, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Eighth Grade English Language Arts, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Eleventh Grade English Language Arts, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Third Grade Mathematics, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Eighth Grade Mathematics, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Eleventh Grade Mathematics, Met or Exceeded CAASPP Standards, LAUSD, LA County, and California
- Third Grade English Language Arts, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD
- Eighth Grade English Language Arts, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD
- Eleventh Grade English Language Arts, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD
- Third Grade Mathematics, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD
- Eighth Grade Mathematics, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD
- Eleventh Grade Mathematics, Met or Exceeded CAASPP Standards by Race/Ethnicity, LAUSD

Years Displayed: 2015-2019

Data Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

Link: https://caaspp-elpac.cde.ca.gov/caaspp/

Definition: The percentage of test takers that have met or exceeded CAASSP standards on the English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments. For more information on the English Language Arts/Literacy and Mathematics Achievement Level Descriptors, please visit: https://caaspp-elpac.cde.ca.gov/caaspp/understandingcaasppreports.

Footnotes: Not applicable.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, and Latinx (of any race)

Formula:

$$\left(\frac{Number\ of\ 3rd, 8th, or\ 11th\ grade\ students\ meeting\ or\ exceeding\ achievement\ standard}{Total\ number\ of\ 3rd, 8th, or\ 11th\ grade\ test\ takers}\right) \times 100$$

ENGLISH LEARNER PROGRESS

Figure Names:

- English Learners' Progress toward Proficiency in English (CELDT), LAUSD
- English Learners' Progress toward Proficiency in English (ELPAC), LAUSD

Years Displayed:

- CELDT: 2009-2017
- ELPAC: 2018-2019

Data Source: Los Angeles Unified School District Scorecard and Performance Meter and Los Angeles Unified School District Open Data Dashboard

Links:

- 2013-2014 to 2018-2019 Scorecards: https://achieve.lausd.net/Page/17237
- Los Angeles Unified School District Open Data Dashboard: https://my.lausd.net/opendata/dashboard

Definition:

	ELs making sufficient annual progress in English	Long-Term English Learners
CELDT	English Learners that advance at least one level on the California English Language Development Test (CELDT) or that attain a score of 4 or 5 on CELDT and continue achieving at that level	English Learners who have not yet reclassified after five years
ELPAC	English Learners that advance one level (across 6 levels) or maintain the highest level on the English Language Proficiency Assessments for California (ELPAC)	English Learners who have not yet reclassified after six years

Footnotes: The California Department of Education transitioned from using the CELDT to the ELPAC as the state English language proficiency (ELP) assessment in 2018.

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. For more information on the ELPAC, please visit: https://www.cde.ca.gov/ta/tg/ep/index.asp.

Race/Ethnicity Categories: Unavailable.

Formulas:

CELDT:

Annual Progress:

$$\left(\frac{\textit{Number of test takers that advance at least one level or attain a score of 4 or 5 and}}{\textit{Total number of CELDT test takers}} \right)^{\prime} 100$$

Long-term English Learners:

$$\left(\frac{\textit{Number of English Language Learners that have not yet reclassified after five years}}{\textit{Total number of CELDT test takers}} \right)^{\prime} 100$$

ELPAC:

Annual Progress:

$$\left(\frac{\textit{Number of test takers that advance one or more levels or maintain the highest level on the ELPAC}}{\textit{Total number of ELPAC test takers}} \right)^{\prime} 100$$

Long-term English Learners:

$$\left(\frac{\textit{Number of English Language Learners that have not yet reclassified after six years}}{\textit{Total number of ELPAC test takers}} \right)^{\prime} 100$$

HIGH SCHOOL GRADUATES ELIGIBLE FOR UC/CSU

Figure Names:

- High School Graduates with UC/CSU Eligibility, LAUSD, Los Angeles County, and California (Four-Year Adjusted Cohort)
- High School Graduates with UC/CSU Eligibility, LAUSD, Los Angeles County, and California (One-Year Graduate Counts)

Years Displayed:

- One-Year Graduate Counts: 2011-2017
- Four-Year Adjusted Cohort: 2018-2020

Data Source: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: In a given year, the percentage of twelfth-grade high school graduates that completed 15 A-G courses with a grade of a "C" or better.

Footnotes: The California Department of Education (CDE) has historically collected annual one-year graduation counts during the fall through the California Longitudinal Pupil Achievement Data System (CALPADS). This data collection consists of all students who graduated during the prior academic year, regardless of when they started high school. The CDE has moved up the collection time of one-year graduation counts from the fall after graduation to the end of the academic year of graduation to align

with the collection of the four-year adjusted cohort graduation rate (ACGR) data. While the CDE makes these changes in CALPADS, the one-year graduate reports in DataQuest will not be updated.

Race/Ethnicity Categories: Unavailable.

Formula:

$$\left(\frac{Number\ of\ 12th\ grade\ graduates\ that\ completed\ A-G\ courses\ with\ a\ "C"\ or\ better}{Total\ number\ of\ 12th\ grade\ graduates}\right) \times 100$$

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) & CALIFORNIA DREAM ACT APPLICATIONS (CADAA)

Figure Names:

- FAFSA/CA Dream Act Applications Submitted by Graduating High School Seniors, LAUSD, L.A. County, California

Years Displayed: 2020-2021

Data Source: California Student Aid Commission Race to Submit Dashboard

Link: https://webutil.csac.ca.gov/Dashboard/default.aspx

Definition: The percentage of California high school seniors who submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA). The financial aid application period begins October 1 and ends on the March 2 Cal Grant deadline.

The Race to Submit Dashboard uses the California Department of Education's certified census senior enrollment data. The Dashboard for Class of 2021 is updated with the October 2020 certified data.

Footnotes: Not applicable.

Race/Ethnicity Categories: Unavailable.

Formula:

$$\left(\frac{Number\ of\ high\ school\ seniors\ who\ submit\ FAFSA\ or\ CADAA}{Total\ number\ of\ high\ school\ seniors}\right) \times 100$$

GOAL 3: ALL STUDENTS COMPLETE POSTSECONDARY EDUCATION

COLLEGE ENROLLMENT POST-HIGH SCHOOL

Figure Names:

- College Enrollment in First Year after High School by Institution Type, LAUSD

- College Enrollment in First Year after High School by Race/Ethnicity, LAUSD
- College Enrollment in First Year after High School by Institution Type, L.A. County
- College Enrollment in First Year after High School by Race/Ethnicity, L.A. County

Years Displayed:

- LAUSD: 2012-2019
- L.A. County: 2012-2018

Data Source: National Student Clearinghouse per LAUSD and National Student Clearinghouse per California Department of Education

Link: https://dq.cde.ca.gov/dataquest/

Definition: The total percentage of high school completers who enrolled in any public or private postsecondary institution (in-state or out-of-state) within 12 months of completing high school.

Footnotes: L.A. County data include students from independent charter schools, while LAUSD data do not.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formula:

$$\left(\frac{Number\ of\ high\ school\ completers\ that\ enroll\ in\ college\ within\ 1\ year\ of\ completing\ high\ school}{Total\ number\ of\ graduates\ in\ cohort}\right) \times 100$$

L.A. COMMUNITY COLLEGE DISTRICT, PERSISTENCE RATE

Figure Names:

- College Persistence Rate (1st to 2nd Year), L.A. Community College District

Years Displayed: 2013-2015

Data Sources: Los Angeles Community College District Office of Institutional Effectiveness

Link: Unavailable.

Definition: The percentage of students in a cohort that return to college the following fall term for their second year. Community college student persistence rates are reported as an aggregate across schools in the L.A. Community College District.

Footnotes: Data are from cohorts that entered in Fall 2012, 2013, and 2014.

Race/Ethnicity Categories: Unavailable.

Formula:

$$\left(\frac{Number\ of\ students\ that\ graduate\ or\ return\ to\ school\ in\ the\ following\ fall\ term}{Total\ number\ of\ students\ in\ cohort}\right) \times 100$$

COMMUNITY COLLEGE COMPLETION

Figure Name: Certificate & Degree Completion and Transfer Rates (within 3 years)

Years Displayed: 2015-2017

Data Source: Los Angeles Community College District Office of Institutional Effectiveness

Link: Unavailable.

Definition:

- Certificate Completion Rate: The percentage of students in the cohort that earn a certificate within 3 years of matriculation.
- Degree Completion Rate: The percentage of students in the cohort that graduate with an associate degree within 2 and 3 years of matriculation.
- Transfer Rate: The percentage of students in the cohort that transfer to a four-year institution within three years of matriculation into community college.

Footnotes: Data are from cohorts that entered in Fall 2012, 2013, and 2014.

Race/Ethnicity Categories: Unavailable.

Formulas:

Certificate Completion Rate:

$$\left(\frac{Number\ of\ students\ that\ earn\ a\ certificate\ within\ three\ years\ of\ matriculation}{Total\ number\ of\ students\ in\ community\ college\ cohort} \right) \acute{} \ 100$$

Degree Completion Rate:

$$\left(\frac{\begin{matrix} Number\ of\ students\ that\ graduate\ with\ an\ associate\ degree \\ within\ three\ years\ of\ matriculation \end{matrix}}{Total\ number\ of\ students\ in\ community\ college\ cohort} \right) \acute{} \ 100$$

Transfer Rate:

$$\left(\frac{\begin{matrix} (Number\ of\ students\ that\ transfer\ to\ a\ four-year\ institution \\ within\ three\ years\ of\ matriculation) \end{matrix}}{Total\ number\ of\ students\ in\ community\ college\ cohort} \right) \acute{} \ 100$$

CSU4, PERSISTENCE RATE

Figure Names:

- College Persistence Rate (1st to 2nd Year & 2nd to 3rd Year), L.A. Area CSUs
- College Persistence Rate (1st to 2nd Year & 2nd to 3rd Year) by Race/Ethnicity, L.A. Area CSUs

Years Displayed: 2008-2018

Data Sources: California State University Institutional Research and Analyses

Links: https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/graduation-and-success.aspx

Definition: The percentage of students who return to college the next fall term or have earned a degree. It is the sum of the retention and graduation rate.

We calculated the aggregate persistence rate by totaling the number of students at each institution that graduated or continued their studies two and three years after matriculation and dividing by the total size of the entering cohort across all four institutions.

Footnotes: Not applicable.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formula:

$$\left(\frac{Number\ of\ students\ who\ return\ to\ college\ the\ next\ fall\ term\ or\ have\ earned\ a\ degree}{Total\ number\ of\ students\ in\ cohort}\right) \times 100$$

CSU4 1ST-TIME FIRST YEAR GRADUATION RATE

Figure Names:

- First-Time First Year Graduation Rate (within 4, 5, & 6 years), L.A. Area CSUs
- First-Time First Year Graduation Rate (within 4, 5, & 6 years) by Race/Ethnicity, L.A. Area CSUs

Years Displayed: 2011-2019

Data Source: California State University Institutional Research and Analyses

Link: https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/graduation-and-success.aspx

Definition: The percentage of first-time first year students in a cohort that earn a degree within four, five, and six years.

The reported graduation rate is an aggregate based on the graduation rates at the four main CSU campuses (also referred to as the CSU4) in the Los Angeles region: CSU Los Angeles, CSU Dominguez Hills, CSU Northridge, and Cal Poly Pomona. We calculated the aggregate graduation rate by totaling the number entering students who earned a degree at each institution and dividing by the total cohort size across all four institutions.

Footnotes: Not applicable.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formula:

$$\left(\frac{\textit{Number of first time first year students in a cohort that graduate within 4 or 5 or 6 years}}{\textit{Total number of first time freshmen in annual cohort}}\right) \times 100$$

CSU4 TRANSFER GRADUATION RATE

Figure Names:

- Transfer Student Graduation Rate (within 2 & 3 years), L.A. Area CSUs
- Transfer Student Graduation Rate (within 2 & 3 years) by Race/Ethnicity, L.A. Area CSUs

Years Displayed: 2009-2016

Data Source: California State University Institutional Research and Analyses

Link: https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/graduation-and-success.aspx

Definition: The percentage of transfer students that graduate within two or three years of transferring. A transfer student is a student entering the reporting institution for the first time but is known to have previously attended a postsecondary institution at the same level.

Footnotes: The reported graduation rate is an aggregate based on the graduation rates at the CSU4 (L.A. Area CSUs). We calculated the aggregate graduation rate by totaling the number of graduating students at each institution and dividing by the total cohort size across all four institutions.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formula:

$$\left(\frac{\textit{Number of CSU transfer students that graduate within 2 or 3 years}}{\textit{Total number of CSU transfer students in cohort}}\right) \times 100$$

GOAL 4: STUDENTS OF ALL AGES ACQUIRE SKILLS AND KNOWLEDGE TO ACHIEVE CAREER SUCCESS

DISCONNECTED YOUTH

Figure Names:

- Disconnected Youth (16-24 year olds not working or in school), L.A. County (1-Year Estimates)
- Disconnected Teens (16-19 year olds not working or in school) by Race/Ethnicity, L.A. County (5-Year Estimates)
- Disconnected 20-24 year olds (not working or in school) by Race/Ethnicity, L.A. County (5-Year Estimates)
- Disconnected Youth (16-24 year olds not working or in school) by Gender, L.A. County (1-Year Estimates)

- Disconnected 16-19 year olds (not working or in school) by Gender, L.A. County (1-Year Estimates)
- Disconnected 20-24 year olds (not working or in school) by Gender, L.A. County (1-Year Estimates)
- Disconnected Youth (16-24 year olds not working or in school) by Gender & Race/Ethnicity L.A. County (1-Year Estimates)
- Disconnected 16-19 year olds (not working or in school) by Gender & Race/Ethnicity, L.A. County (1-Year Estimates)
- Disconnected 20-24 year olds (not working or in school) by Gender & Race/Ethnicity, L.A. County (1-Year Estimates)
-

Years Displayed: 2014-2019; 2020 (represented separately)

Data Source: 2014-2020 American Community Survey and 1- and 5-Year Estimates from IPUMS USA, University of Minnesota

Link: www.ipums.org

Definition: The percentage of individuals between 16-24 years of age that are not enrolled in school or employed.

Disconnected youth rates were calculated using individual-level data from the American Community Survey (ACS) downloaded from IPUMS USA (www.ipums.org). The ACS is an annual survey conducted by the U.S. Census Bureau that provides demographic estimates of the U.S. population. IPUMS USA provides individual- and household-level Census data that allow users to generate custom estimates using geographical units known as Public Use Microdata Areas (PUMAs).

Disconnected youth rates were calculated by tabulating the proportion of respondents between the ages of 16 and 24 that were a) not enrolled in school, and b) unemployed. We report rates of disconnected youth using both 1- and 5-year estimates. 1-year estimates contain data collected during a single calendar year (e.g., January 2015 to December 2015) while 5-year estimates contain data collected over five calendar years (e.g., January 2010 to December 2015). The large population size across the state of California and Los Angeles County as a whole suggest the use of 1-year estimates for these geographies is appropriate (see https://www.census.gov/content/dam/Census/library/publications/2018/acs/acs_general_handbook_2018_ch03.pdf for more information).

One-year estimates are useful in detecting annual changes in youth disconnection; 5-year estimates tend to be more reliable, but also smooth year-to-year trends. Accordingly, we calculated youth disconnection using 1-year estimates for large geographies (all California-level estimates and Los Angeles County as a whole). For 2014-2019, we use 5-year estimates for racial/ethnic disaggregations within Los Angeles County. For 2020, however, we used the 1-year estimates for Los Angeles County, as these estimates provide the best available lens into youth disconnection during the pandemic.

Note that the 2020 estimates are not strictly comparable to data for previous years and should be interpreted with caution. In response to low response rates associated with the COVID-19 pandemic, the ACS utilized experimental entropy-balance weights in its 2020 ACS PUMS data products. ACS 1-year data exclusively use experimental weights while ACS 5-year data use standard weights for the 2016-19 portion of the data and experimental weights for the 2020 portion of the data. Although these weights

are believed to address non-response bias, the full extent of data quality concerns is ultimately unknown. The ACS advises data users exercise caution when comparing and interpreting the 2020 estimates.

For all years, the general reliability of estimates was assessed using coefficients of variation (CV), which is defined as the standard error of an estimate expressed as a percentage of the estimate. CVs under 12% are considered to have high reliability. All estimates reported have CVs lower than 12% (see https://www.nap.edu/catalog/11901/using-the-american-community-survey-benefits-and-challenges for more information).

Footnotes: Due to small cell sizes, the 2019 disconnection rate for Asian teens is statistically unreliable, and we have excluded the 2019 estimate for this race/age group.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race), or Other (includes American Indian or Alaska Native, Pacific Islander, or Multiracial).

Gender Categories: Male or Female

Formula:

Overall Disconnected Youth Rate:

$$(\frac{Number\ of\ 16-24\ year\ old\ youth\ that\ are\ unemployed\ and\ not\ enrolled\ in\ school}{Total\ population\ of\ 16-24\ year\ old\ youth})\acute{}\ 100$$

Disconnected Teens:

$$(\frac{Number\ of\ 16-19\ year\ old\ youth\ that\ are\ unemployed\ and\ not\ enrolled\ in\ school}{Total\ population\ of\ 16-19\ year\ old\ youth})\acute{}\ 100$$

Disconnected 20-24 year olds:

$$(\frac{Number\ of\ 20-24\ year\ old\ youth\ that\ are\ unemployed\ and\ not\ enrolled\ in\ school}{Total\ population\ of\ 20-24\ year\ old\ youth})\acute{}\ 100$$

HIRE-LA'S YOUTH HIRES

Figure Name: Hire-LA's Youth Summer Employment Program Hires

Years Displayed: 2009-2015

Data Source: City of Los Angeles Economic and Workforce Development Department

Link: Not applicable.

Definition: The number of youth that obtain an internship or job through Hire LA's Youth Summer Employment program.

Administered by the City of Los Angeles Economic and Workforce Development Department, Hire LA's Youth Summer Employment Program provides job training and professional development to help young adults transition into their first or second job. Please visit

for more information.

Footnotes: Not applicable.

Race/Ethnicity Categories: Unavailable.

Formula: Not applicable.

EDUCATIONAL ATTAINMENT, ADULTS

Figure Name: Educational Attainment of Population, 25 Years+ by Race/Ethnicity, L.A. County

Years Displayed: 2019

Data Source: 2019 American Community Survey, 1-Year Estimates

Link: https://data.census.gov/

Definition: The proportion of Los Angeles County's population that has the following levels of educational attainment: less than high school, a high school diploma (or equivalent), associate degree or attended some college, bachelor's degree, or graduate/professional degree.

For information about the American Community Survey and how it is administered, please visit: https://www.census.gov/programs-surveys/acs.

Footnotes: We provide only the current snapshot because longitudinal data for the adult population show little year-to-year change.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race), Other (includes American Indian or Alaska Native, Pacific Islander, Other race, and Multiracial).

Formulas:

Less than high school:

$$\left(\frac{Number\ of\ Los\ Angeles\ County\ residents\ that\ have\ less\ than\ a\ high\ school\ diploma}{Total\ number\ of\ Los\ Angeles\ County\ residents}\right) \times 100$$

High school:

$$\left(\frac{Number\ of\ Los\ Angeles\ County\ residents\ that\ have\ a\ high\ school\ diploma\ or\ equivalent}{Total\ number\ of\ Los\ Angeles\ County\ residents}\right) \times 100$$

Some college or associate degree:

$$\left(\frac{Number\ of\ Los\ Angeles\ County\ residents\ that\ have\ some\ college\ or\ an\ associate\ degree}{Total\ number\ of\ Los\ Angeles\ County\ residents}\right) \times 100$$

Bachelor's degree:

$$\left(\frac{Number\ of\ Los\ Angeles\ County\ residents\ that\ have\ a\ bachelor's\ degree}{Total\ number\ of\ Los\ Angeles\ County\ residents} \right) \times 100$$

Graduate or professional degree:

$$\left(\frac{Number\ of\ Los\ Angeles\ County\ residents\ that\ have\ a\ graduate\ or\ professional\ degree}{Total\ number\ of\ Los\ Angeles\ County\ residents} \right) \times 100$$

EMPLOYMENT RATE

Figure Names:

- Youth Employment (16-24 Year Olds), L.A. County
- Adult Employment (25 Year Olds+), L.A. County
- Employment Rate by Race/Ethnicity, L.A. County

Years Displayed: 2010-2019

Data Source: 2010-2019 American Community Survey, 1-Year Estimates

Link: https://data.census.gov/

Definition: The percentage of the population within a specified age range that are employed and unemployed.

The ACS defines employed individuals as civilians 16 years old and over that are either "at work" as paid employees during the reference week or "with a job but not at work" during the reference week due to vacation, illness, or personal circumstance. Respondents that worked 15 hours or more as unpaid workers for a family business or farm were also considered employed. For more information on how the ACS defines this terms, please visit: https://www2.census.gov/programs-surveys/acs/tech_docs/subject_definitions/2019_ACSSubjectDefinitions.pdf.

Footnotes: The employment rates of 25 to 44 and 45 to 54 year olds have been combined because they are largely similar.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formulas:

Ages 16-19:

$$\left(\frac{Number\ of\ employed\ 16-19\ year\ old\ civilians\ in\ L.A\ County}{Total\ number\ of\ 16-19\ year\ old\ population\ in\ L.A\ County} \right) \times 100$$

Ages 20-24:

$$\left(\frac{Number\ of\ employed\ 20-24\ year\ old\ civilians\ in\ L.A\ County}{Total\ number\ of\ 20-24\ year\ old\ population\ in\ L.A\ County} \right) \times 100$$

Ages 25-54:

$$\left(\frac{\textit{Number of employed } 25-54 \textit{ year old civilians in L.A County}}{\textit{Total number of } 25-54 \textit{ year old population in L.A County}}\right) \acute{}\ 100$$

Ages 55-64:

$$\left(\frac{\textit{Number of employed } 55-64 \textit{ year old civilians in Los Angeles County}}{\textit{Total number of } 55-64 \textit{ year old population in Los Angeles County}}\right) \acute{}\ 100$$

Ages 65+:

$$\left(\frac{\textit{Number of employed } 65 \textit{ year old} + \textit{ civilians in Los Angeles County}}{\textit{Total number of } 65 \textit{ year old} + \textit{ population in Los Angeles County}}\right) \acute{}\ 100$$

UNEMPLOYMENT RATE

Figure Names:

- Unemployment by Age Group, L.A. County
- Unemployment by Race/Ethnicity, L.A. County

Years Displayed: 2010-2019

Data Source: 2010-2019 American Community Survey, 1-Year Estimates

Link: https://data.census.gov/

Definition: The percentage of the labor force within a specified age range that are not employed.

The ACS defines unemployed individuals as civilians 16 years old and over that (1) were neither "at work" nor "with a job but not at work" during the reference week, and (2) were actively looking for work during the last 4 weeks, and (3) were available to start a job. For more information on how the ACS defines these terms, please visit: https://www2.census.gov/programs-surveys/acs/tech_docs/subject_definitions/2019_ACSSubjectDefinitions.pdf.

Footnotes: The unemployment rates of 25-44, 45-54, 55 to 64, and 65 year olds and over have been combined because they are largely similar.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race)

Formulas:

Age 16-19:

$$\left(\frac{\textit{Number of unemployed } 16-19 \textit{ year olds in Los Angeles County}}{\textit{Total number of } 16-19 \textit{ year olds in labor force in Los Angeles County}}\right) \acute{}\ 100$$

Age 20-24:

$$\left(\frac{\textit{Number of unemployed } 20-24 \textit{ year olds in Los Angeles County}}{\textit{Total number of } 20-24 \textit{ year olds in labor force in Los Angeles County}}\right) \acute{}\ 100$$

Age 25+:

$$\left(\frac{(Number\ of\ unemployed\ 25\ year\ olds\ +\ in\ Los\ Angeles\ County)}{Total\ number\ of\ 25\ year\ olds\ +\ in\ labor\ force\ in\ Los\ Angeles\ County}\right)\acute{}\ 100$$

GOAL 5: ALL CHILDREN AND YOUNG ADULTS THRIVE SOCIALLY AND EMOTIONALLY AND CONTRIBUTE POSITIVELY TO THE COMMUNITY

ATTENDANCE

Figure Name: Students and Staff Meeting 96% Attendance Goals, LAUSD

Years Displayed: 2008-2020

Data Sources: Los Angeles Unified School District Scorecard and Performance Meter and Los Angeles Unified School District Open Data Dashboard

Links:

- 2013-2014 to 2018-2019 Scorecards: https://achieve.lausd.net/Page/17237
- Los Angeles Unified School District Open Data Dashboard: https://my.lausd.net/opendata/dashboard

Definitions:

- Student rate: The percentage of students that are in class at least 96% of all instructional days. Instructional days refer to days in which students are scheduled to be in class.
- Staff rate: The percentage of staff that are at work at least 96% of the days they are scheduled to work.

Footnotes: Low 2019 attendance rates were due to the teacher's strike.

Race/Ethnicity Categories: Unavailable.

Formulas:

Students:

$$\left(\frac{Number\ of\ students\ in\ class\ for\ 96\%\ or\ more\ of\ instructional\ days}{Total\ number\ of\ students}\right)\acute{}\ 100$$

Staff:

$$\left(\frac{Number\ of\ staff\ at\ work\ for\ 96\%\ or\ more\ of\ scheduled\ work\ days}{Total\ number\ of\ staff}\right)\acute{}\ 100$$

INSTRUCTIONAL DAYS LOST TO SUSPENSION

Figure Name: Instructional Days Lost to Suspension, LAUSD

Years Displayed: 2009-2020

Data Sources: Los Angeles Unified School District Scorecard and Performance Meter and Los Angeles Unified School District Open Data Dashboard

Links:

- 2013-2014 to 2018-2019 Scorecards: https://achieve.lausd.net/Page/17237
- Los Angeles Unified School District Open Data Dashboard: https://my.lausd.net/opendata/dashboard

Definition: The number of instructional days students miss because of suspension each year. Instructional days refer to days in which students are scheduled to be in class.

Footnotes: Not applicable.

Race/Ethnicity Categories: Unavailable

Formula: Σ (Instructional days students lose to suspension in an academic year)

SUSPENSION RATE

Figure Names:

- Suspension Rate, LAUSD, L.A. County, and California)
- Suspension Rate by Race/Ethnicity, LAUSD

Years Displayed: 2012-2020

Data Sources: California Department of Education, DataQuest

Link: https://dq.cde.ca.gov/dataquest/

Definition: The proportion of the student population that are the subject of an in- and/or out-of-school suspension for at least one day during the academic year.

The reported suspension rates are deduplicated, meaning that each student is only counted once. Accordingly, a student can be suspended more than once and will only be counted once when calculating overall suspension rates.

Footnotes: Not applicable.

Race/Ethnicity Categories: non-Latinx Black, non-Latinx Asian, non-Latinx White, Latinx (of any race), and Other (includes American Indian and Alaska Native, Filipino, Pacific Islander, and Multiracial)

Formulas:

Overall suspension rate:

$$\left(\frac{Number\ of\ students\ that\ are\ suspended\ at\ least\ one\ time\ during\ the\ academic\ year}{Total\ student\ population}\right) \times 100$$

In-school suspension rate:

$$\left(\frac{Number\ of\ students\ that\ are\ the\ subject\ of\ an\ in-school\ suspension\ at\ least\ once\ during\ academic\ year}{Total\ student\ population}\right) \times 100$$

Overall suspension rate:

$$\left(\frac{Number\ of\ students\ that\ are\ the\ subject\ of\ an\ out-of-school\ suspension\ at\ least\ once\ during\ the\ academic\ year}{Total\ student\ population}\right) \times 100$$