

AT A CROSSROADS:

A COMPREHENSIVE PICTURE OF HOW AFRICAN-AMERICAN
YOUTH FARE IN LOS ANGELES COUNTY SCHOOLS



At a Crossroads:

A Comprehensive Picture of How African-American Youth Fare in Los Angeles County Schools

INTRODUCTION

Nearly 60 years after *Brown v. Board of Education*, too many of California's African-American students languish in a separate and unequal education system. If current trends continue, only 1 in 20 of today's African-American kindergartners will go on to graduate from high school and complete a degree at a four-year California university. Indeed, on nearly every measure of educational opportunity, the dream of equal access to a high-quality education is not a reality for African-American students and their families in California.

During the past two years, policymakers have focused attention on this crisis. At the state level, Assemblymember Sandré Swanson convened the Select Committee on the Status of Boys and Men of Color in 2011. The committee's final report found that African-American youth face unique challenges and tend to have worse outcomes on critical indicators of quality of life, including health, education, and employment. These findings have created a greater sense of urgency at the state level for the policy changes necessary to improve these outcomes.

In this report, we present a comprehensive portrait of African-American student outcomes in Los Angeles (L.A.) County using multiple data sources. We begin with a demographic analysis of the African-American student

TABLE 1: African-American student outcomes in Los Angeles County, by the numbers

- 59 percent of African-American three and four-year-olds attend preschool, compared with 69 percent of white children.
- 50 percent of African-American second-graders are proficient in English language arts.
- 44 percent of African-American eighth-graders are proficient in English language arts.
- 1 in 5 African-American middle school and high school students are proficient in Algebra I.
- 63 percent of African-American students graduate from high school in four years.
- 20 percent of African-American ninth-graders who graduate from high school four years later do so having completed the A-G coursework needed for admission to the University of California or California State University.
- Less than half of African-American high school graduates enroll in a California public postsecondary institution (including community colleges).

Source: Children Now, 2012; California Department of Education, 2012.

population in L.A. County. In the next two sections, we focus on the academic and nonacademic outcomes of this group of students, as well as the health and wellness factors that can affect some of these outcomes. In both sections, we highlight top-performing and bottom-performing districts in L.A. County. We then present a brief case study of a school district where African-American students are faring relatively well on a range of indicators. We conclude with a set of recommendations designed to both focus attention on and address this crisis.

At the end of this report, you will find a table of African-American student outcomes for all L.A. County districts.

BACKGROUND: LOS ANGELES COUNTY DEMOGRAPHIC OVERVIEW

CURRENT DEMOGRAPHIC AND HISTORICAL TRENDS

With a population of almost 10 million residents, L.A. County is the most populous county in the United States and is home to about 1 out of 30 U.S. residents. The county is more heavily populated than 42 individual U.S. states. More than 1.5 million students are enrolled in the public school system in L.A. County, meaning that 25 percent of California students are served by the county's more than 80 school districts. And 1 in 3 African-American students in California attend an L.A. County public school.

African-American students used to be the third largest subgroup in L.A. County, making up about 12 percent of the student population in 1994. During the past two decades (from 1994 to 2011), however, the African-American population has been on the decline and is now only slightly larger than the Asian student population. Currently, 9 percent of students are African Americans and nearly three-quarters of these students are socioeconomically disadvantaged.

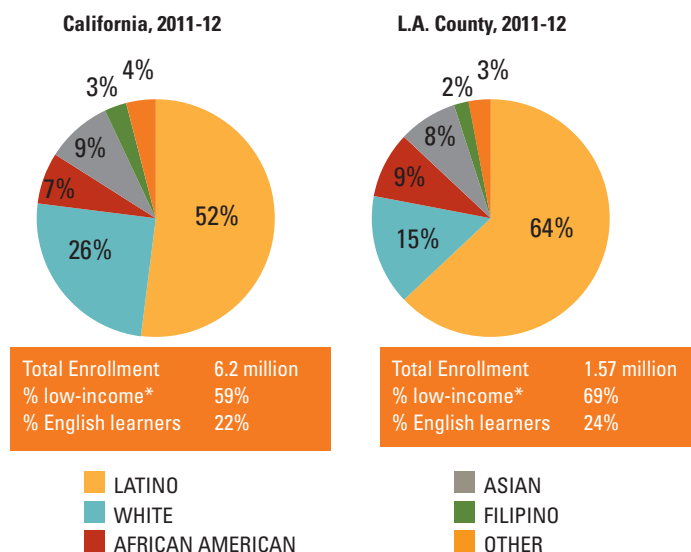
The two largest districts in the county, Los Angeles Unified and Long Beach Unified, serve the greatest number of African-American students (63,714 and 13,158, respectively). But two smaller districts in L.A. County, Inglewood Unified and Lancaster Elementary, serve the highest proportion of African-American students (39 percent and 30 percent, respectively). (See Figure 2 for a map of African-American enrollment by district in L.A. County.) Many districts that used to serve large percentages of African-American students, such as Compton Unified, have seen dramatic decreases in African-American enrollment (from 33 percent to 17 percent) and large increases in Latino enrollment (from 64 percent to 79 percent) since 2000.

CONCENTRATION OF AFRICAN-AMERICAN STUDENTS BY SCHOOL TYPE

Of the African-American students enrolled in the public school system in L.A. County, the vast majority attend traditional public K-12 schools (94 percent), with the remaining 6 percent attending alternative schools of choice or continuation schools. Nearly 1 out of 6 (15 percent) attends one of L.A. County's more than 300 charter schools, almost twice the rate of students overall.

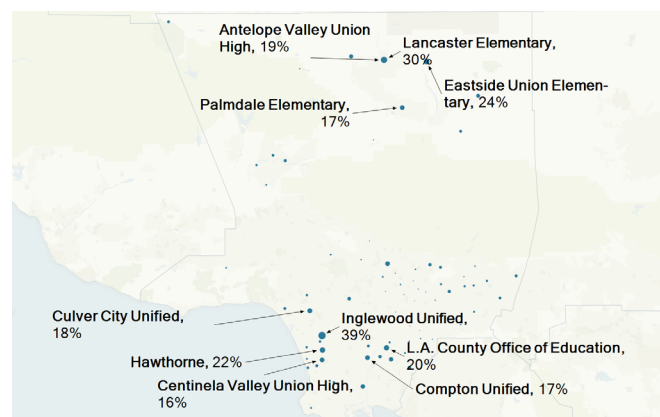
In some districts, the percentage of African-American students in alternative schools, continuation schools, or charter schools is much larger. For example, more than half of African-American students being served by the L.A. County

FIGURE 1: Demographic profile of California and Los Angeles County, 2011-12



*Low-income is defined as the percentage of students that qualify for free or reduced-price meals.
Source: California Department of Education, 2012.

FIGURE 2: Ten districts with the highest proportions of African-American students in Los Angeles County, 2011-12



Source: California Department of Education, 2012.

Office of Education attend district community day schools, juvenile court schools, and special education schools, because providing alternate education programs is a key purpose of county offices of education. In other districts, like Centinela Valley Union High and Antelope Valley Union High, large proportions of African-American students are being served in continuation schools (12 percent and 8 percent, respectively). Of the 323 African-American students enrolled in Lennox Elementary, 82 percent attend four charter schools.

ACADEMIC OUTCOMES FOR AFRICAN-AMERICAN STUDENTS IN LOS ANGELES COUNTY

ELEMENTARY PERFORMANCE

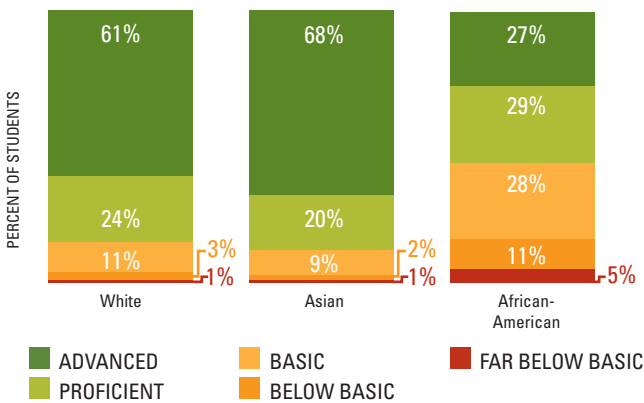
By second grade, the earliest tested grade, disadvantages in access to early educational opportunities contribute to lower levels of student achievement among African-American students in L.A. County. Fifty percent of African-American second-graders score proficient or advanced in English language arts and on the California Standards Test (CST), compared with 78 percent of white students. Similar trends are seen in math proficiency rates. (See Table 2.)

These gaps stubbornly persist through fourth grade. The fourth-grade achievement gap between African-American and white students in L.A. County stands at 29 percentage points in English language arts and 28 percentage points in math – similar to the gaps between second-graders. When we break performance down by proficiency bands, the gaps are even starker: more than twice as many white and Asian fourth-graders reach the advanced level in English language arts. Meanwhile, four times as many African-American fourth-graders fall into the two lowest bands. (See Figure 3.)

SECONDARY SCHOOL PERFORMANCE

In L.A. County schools, advancing to the next grade level does not necessarily mean advancing in achievement. In fact, the opposite is true: Student performance declines and achievement gaps persist from one grade to the next. (See Table 2.) For example, for every three white students who achieve proficiency in second-grade math, only two African-American students achieve at that level. By high school, for almost every four white students who achieve proficiency in Algebra II, only one African-American student reaches proficiency.

FIGURE 3: Fourth-grade English language arts, by ethnicity, 2012



Source: California Department of Education, 2012

At the middle and high school levels, rates of participation and proficiency in math courses provide signals about college eligibility and readiness. Algebra I is a “gatekeeper” course for higher level math classes that students need to become eligible for admission to the University of California (UC) and California State University (CSU) systems. Yet Algebra I is effectively closed to many African-American middle school students in L.A. County. Only 60 percent of African-American students took Algebra I in the eighth grade in 2011-12.

Although this is a marked increase in access during the past decade (up from 22 percent participation on the Algebra I CST in 2002-03), the other 40 percent of African-American students in L.A. County entered high school not yet having completed this foundational course. More disturbing, only 20 percent of African-American students who take the Algebra I exam achieve proficiency. This rate is substantially lower than the 49 percent proficiency rate posted by their white peers. By the end of high school, just 12 percent of African-American students taking Algebra II score at the proficient level, compared with 43 percent of white students.

TABLE 2: CST scores and gaps for elementary and secondary African-American students in Los Angeles County, 2012

	Grade	African-American Students Scoring Proficient and Advanced	White Students Scoring Proficient and Advanced	Achievement Gap Between African-American and White Students (Percentage Points)
English language arts	2	50%	78%	28
	4	56%	85%	29
	8	44%	77%	33
	11	34%	65%	31
Math	2	50%	80%	30
	4	56%	84%	28
	Algebra I EOC	20%	49%	29
	Algebra II EOC	12%	43%	31

Note: EOC stands for “end of course.”
Source: California Department of Education, 2012.

OVERALL PERFORMANCE BY DISTRICT

In some districts within L.A. County, African-American assessment performance is better than the state average, while in others it is worse. In general, the highest achieving districts tend to have lower percentages of African-American and low-income students. Only 1 percent of students in San Marino Unified are African American, 3 percent of students are low-income, and 94 percent of African-American students are proficient in English language arts. Meanwhile, a quarter of students in Eastside Union Elementary are African-American, and the majority of students are low-income. But only a third of African-American students are proficient. (See Table 3.)

Overall, the vast majority of African-American students in L.A. County are underperforming in English language arts and math. (See Table 4 for math outcomes.)

ATTAINMENT

To respond to the demands of the 21st century workplace, high schools must dramatically increase not only the number of students who are earning diplomas, but also the number who are graduating with meaningful preparation. This means ensuring that students have the skills, knowledge, and coursework necessary to access college and career opportunities.

TABLE 3: Top and bottom performing districts: percentage of African-American students proficient or above in English language arts, 2012

Rank*	District	% African American	% Low-income	% Proficient and Advanced
1	San Marino Unified	1%	3%	94%
2	Temple City Unified	1%	39%	84%
3	Wiseburn Elementary	16%	41%	81%
4	Palos Verdes Peninsula Unified	3%	2%	79%
5	Manhattan Beach Unified	3%	3%	77%
	<i>State of California</i>	7%	56%	46%
	Los Angeles Unified (LAUSD)	10%	74%	45%
	Lynwood Unified	6%	79%	38%
66	Palmdale Elementary	17%	73%	38%
	Antelope Valley Union High	19%	62%	38%
69	Los Angeles County Office Of Education	20%	49%	35%
	Lancaster Elementary	30%	72%	35%
71	Eastside Union Elementary	24%	86%	33%
72	Bassett Unified	1%	88%	27%

TABLE 4: Top and bottom performing districts: percentage of African-American students proficient or above in math, 2012

Rank*	District	% African American	% Low-income	% Proficient and Advanced
1	San Marino Unified	1%	3%	88%
2	Newhall Elementary	2%	32%	80%
3	Palos Verdes Peninsula Unified	3%	2%	73%
4	Lowell Joint	1%	30%	69%
5	Manhattan Beach Unified	3%	3%	69%
	East Whittier City Elementary	1%	50%	69%
	<i>State of California</i>	7%	56%	43%
	Los Angeles Unified (LAUSD)	10%	74%	42%
66	Wilsona Elementary	11%	100%	33%
	Antelope Valley Union High	19%	62%	33%
68	Lancaster Elementary	30%	72%	31%
69	Bassett Unified	1%	88%	27%
70	Garvey Elementary	1%	84%	25%
71	Los Angeles County Office Of Education	20%	49%	23%

*We sought to include the top five and bottom five performing districts in L.A. County, as measured by the percentage of African-American students scoring proficient or advanced across the district, as reported in the 2012 Adequate Yearly Progress (AYP) report. However, in some cases, districts had the same percentage of students scoring proficient or advanced, and they are presented here as well.

Source: California Department of Education, Adequate Yearly Progress, 2012; Free/Reduced-Price Meals Program, 2010-11; and Enrollment, 2011-12.

Unfortunately, African-American students in L.A. County graduate from high school at lower rates, are less likely to complete rigorous coursework while in high school, and are less ready for college-level coursework than their white peers. For every 100 African-American students who walk into a ninth-grade classroom in L.A. County, only 63 students leave high school four years later with a diploma in hand, and just 20 of them have completed the A-G course sequence that makes them eligible to attend a four-year public university in California. The outcomes are even worse for African-American male students: for every 100 African-American male students who enter ninth grade, just 58 graduate on time, and only 15 complete the A-G course sequence.

In L.A. County, African-American students are the most likely to drop out of high school compared with other racial/ethnic groups of students. In 2010-11, almost 24 percent of African-American students dropped out during high school compared with less than 9 percent of white students and 5 percent of Asian students. Compared with other California counties with large concentrations of African-American students, L.A. County has among the highest African-American dropout rates. For example, in neighboring San Diego County, just 16 percent of African-American students dropped out. Comparing the dropout rates of African-American males provides an even starker difference: in L.A. County, 26 percent of African-American male students dropped out versus 18 percent in San Diego County.

While some districts in L.A. County lead the pack in graduating large numbers of African-American students in four years (such as ABC Unified, where 91 percent of their African-American ninth-graders complete high school

in four years), others such as Lynwood Unified graduate less than half of their African-American students.

COLLEGE READINESS

L.A. County high schools continue their practice of systematic tracking, whereby low-income students and students of color receive less rigorous coursework. For example, although African-American students make up 9 percent of L.A. County's population, only 6 percent of students taking one or more Advanced Placement (AP) courses are African American. (See Figure 4.) On the other hand, 22 percent of students taking at least one AP course are white, though they make up a smaller share of the overall student population. Nevertheless, in some districts in L.A. County, such as Pasadena Unified, African-American students are proportionally represented in AP courses. In that district, 18 percent of the students are African American, and 18 percent of the students taking at least one AP course are also African American.

Some districts do a better job of not only graduating large proportions of African-American students, but also ensuring their graduates have completed the A-G course sequence needed for UC/CSU eligibility. For example, in Inglewood Unified, 80 percent of African-American students graduate on time, and 80 percent of graduates are UC/CSU eligible based on courses taken. On the other hand, in Compton Unified, only half of their more than 400 African-American students graduate in four years, and only 3 percent complete the A-G course sequence during their four years in high school. (See Table 5.) African-American male students in Compton Unified have even lower graduation rates (49 percent) and lower A-G course completion rates (1 percent). (See Table 6.)

TABLE 5: Highest and lowest A-G cohort rates among African-American students

Rank*	District	Cohort Graduation Rate	A-G Completion Rate (12th-grade graduates)	A-G Cohort Rates
1	Inglewood Unified	80%	80%	64%
2	Palos Verdes Peninsula Unified	100%	60%	60%
3	Baldwin Park Unified	64%	72%	46%
4	Claremont Unified	91%	51%	46%
5	Hawthorne	88%	50%	44%
	Los Angeles Unified (LAUSD)	62%	32%	20%
	State of California	63%	28%	17%
39	Bonita Unified	65%	11%	7%
40	Walnut Valley Unified	91%	6%	5%
41	Lynwood Unified	46%	11%	5%
42	Compton Unified	54%	3%	2%
43	Montebello Unified	64%	0%	0%

*We sought to include the top five and bottom five districts in L.A. County, as measured by the A-G cohort rates for African-American students. Districts are included in this analysis only if the number of African-American ninth-graders in the cohort and 12th-grade graduates were 10 or more students. We calculated A-G cohort rates by multiplying the cohort graduation rate by the rate of A-G 12th-grade graduates. This number is not reported publicly by the California Department of Education.

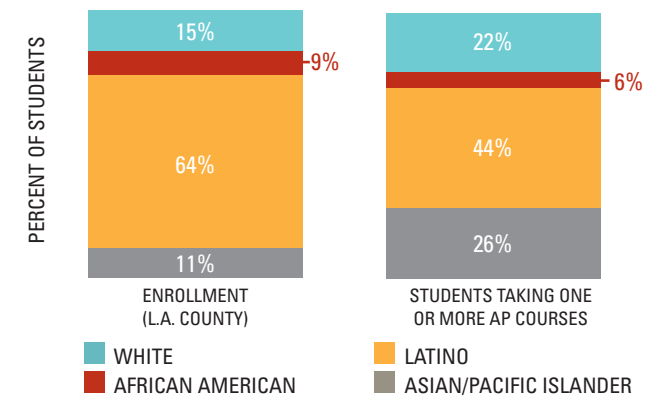
Source: California Department of Education, Cohort Outcome Data, 2010-11, Graduates by Race/Gender 2010-11.

Even after completing the A-G coursework, students still may not be well-equipped for college. California’s voluntary Early Assessment Program (EAP) measures students’ readiness for college-level work during their junior year of high school. The latest results reveal that the vast majority of African-American 11th-graders in L.A. County lack the skills necessary for college-level English and math work. In contrast, white students in L.A. County are three times more likely to be “ready for college-level work” in English and math.

When we estimate the number of ninth-graders who graduate and go on to pursue some form of postsecondary

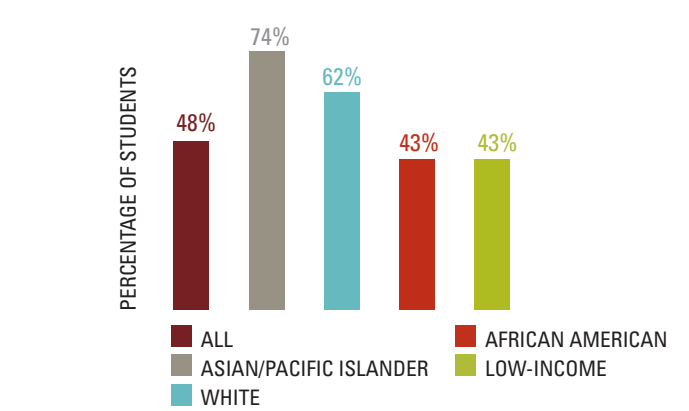
education, we find African-American college-going rates are low and gaps between African-American students and their peers persist. Specifically, 2 out of 5 African-American ninth-graders go to college five years later, lagging behind the rates of their white and Asian peers by 20 percentage points to more than 30 percentage points. (See Figure 5.) However, some districts send more of their African-American graduates to college. In Long Beach Unified, for example, 714 of 862 African-American graduates (83 percent) go on to pursue some form of postsecondary education.

FIGURE 4: Los Angeles County students taking one or more Advanced Placement courses compared with overall enrollment by race/ethnicity, 2010



Source: 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education.

FIGURE 5: Estimated postsecondary enrollment rates for Los Angeles County’s 2006 ninth-graders (class of 2010)



Source: California Department of Education, 2012

TABLE 6: Highest and lowest A-G cohort rates among African-American male students

Rank*	District	African-American Male Cohort Graduation Rate	African-American Male A-G Completion Rate (12th-grade graduates)	African-American Male A-G Cohort Rates
1	Inglewood Unified	75%	82%	62%
2	Palos Verdes Peninsula Unified	100%	54%	54%
3	Claremont Unified	83%	43%	36%
4	William S. Hart Union High	86%	38%	33%
5	Santa Monica-Malibu Unified	86%	36%	31%
	Los Angeles Unified (LAUSD)	57%	25%	14%
	State of California	57%	23%	13%
29	Antelope Valley Union High	63%	13%	8%
30	Lynwood Unified	41%	17%	7%
31	Paramount Unified	63%	3%	2%
32	Compton Unified	49%	2%	1%
33	Walnut Valley Unified	88%	0%	0%

*We sought to include the top five and bottom five districts in L.A. County, as measured by the A-G cohort rates for African-American students. Districts are included in this analysis only if the number of African-American male ninth-graders in the cohort and 12th-grade male graduates were 10 or more students. We calculated A-G cohort rates by multiplying the cohort graduation rate by the rate of A-G 12th-grade graduates. This number is not reported publicly by the California Department of Education.
Source: California Department of Education, Cohort Outcome Data, 2010-11, Graduates by Race/Gender 2010-11.

NONACADEMIC OUTCOMES OF AFRICAN-AMERICAN STUDENTS IN LOS ANGELES COUNTY

SUSPENSION RATES IN LOS ANGELES COUNTY

Across the state, more than 400,000 students lost at least one day of instructional time in 2009-10 due to suspension.¹ In a recent survey, 65 percent of administrators reported that the average length of suspensions ran three or more days.² Although there are large numbers of students suspended from every racial group, the disparities between groups are shocking. Across California, nearly 1 out of every 5 African-American students (18 percent) was suspended at least one time, compared with 1 in 17 white students (6 percent).³ Suspension rates are slightly lower in L.A. County than the state average, but large gaps still exist: 15 percent of African-American students were suspended at least once, compared with 4 percent of white students.

In some districts in L.A. County, the risk for suspension⁴ among African-American students skyrockets. In Paramount Unified, an alarming 45 percent of African-American students were suspended more than once, which is more than twice the state average of 18 percent. (See Table 7.) While a large share of white students (17 percent) also were suspended in that district, the gap between the two groups is substantial—28 percentage points.

In some districts, African-American male suspension rates are much higher than white male suspension rates. In Los Angeles Unified, for example, African-American male suspension rates were 18 percentage points higher than white male suspension rates (23 percent versus 5 percent). In contrast, there are some districts in L.A. County that serve a larger number of African-American students, such as Long Beach Unified, that have below-state-average African-American suspension rates (10 percent for all students and 13 percent for male students in Long Beach).

Students with disabilities also tend to face a higher risk for suspension than their nondisabled peers, regardless of race. Nevertheless, African-American students with disabilities face the highest risk for suspension: 28 percent were suspended in 2009-10 compared with 11 percent of white students with disabilities. When we include gender in this analysis, the findings are even more disturbing. For example, more than one-third (36 percent) of African-American male students with disabilities in LAUSD were suspended versus 9 percent of white male students with disabilities.⁵

Although a fundamental goal of suspension is to correct student behavior and thereby lower the likelihood of more serious involvement in the juvenile justice system, that result

is unlikely, according to experience and research on the impact of suspension. One study in Texas found that nearly half of students who were suspended repeatedly were in contact with the juvenile justice system, as compared with 2 percent of students who had never been suspended.⁶ Although these data are not available for California students, similar trends are likely.

The California Department of Justice reports that in L.A. County a much larger share of African-American students are arrested for felony charges than white students.⁷ Specifically, for every 1,000 youth ages 10-17, 38 African-American juveniles are arrested for felonies, as compared with 7 white youth.

TABLE 7: Districts in Los Angeles County with the highest risk for suspension among African-American students

District	Risk of Suspension
Paramount Unified	45%
Lancaster Elementary	25%
Compton Unified	23%
William S. Hart Union High	22%
Eastside Union Elementary	22%
Baldwin Park Unified	20%
Pasadena Unified	19%
Los Angeles Unified	17%
Westside Union Elementary	17%
Covina-Valley Unified	17%
Bonita Unified	16%
Duarte Unified	16%

Note: Districts are included in this table only if 100 or more African-American students were enrolled and 15 percent or more of African-American students were suspended. Source: Ed Trust–West analysis of 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education and the Civil Rights Project, Suspended Education in California. California Department of Education, Enrollment, 2011-12.

SPECIAL EDUCATION IDENTIFICATION RATES IN LOS ANGELES COUNTY

Across the state, approximately 16 percent of African-American students are identified as special education students. In L.A. County, we see a similar risk for special education identification among African-American students, with a little less than 16 percent identified. In other counties in the state, the risk for special education identification is much higher. In San Francisco County, for example, approximately 24 percent of African-American students are labeled as special education. Of the counties serving the largest numbers of African-American students in the state, Fresno County has the lowest risk of special education identification for African Americans (approximately 14 percent).

Although there is a lower risk for special education identification among African-American students across L.A. County, we find that there are some districts where this is not the case. (See Table 8.) In Antelope Valley Union High, a quarter of African-American students are identified as special education students compared with 14 percent of white students. In other districts, we see lower-than-average risks for special education identification among African-American students. For example, in Culver City Unified, less than 6 percent of African-American students are identified as needing special education services.

TABLE 8: Districts in Los Angeles County with the highest risk for special education identification among African-American students

District	Risk of Special Education Identification
Antelope Valley Union High	25%
Los Angeles County Office Of Education	25%
Rowland Unified	19%
Palmdale Elementary	19%
Centinela Valley Union High	15%
William S. Hart Union High	15%

Note: Districts are included in this table only if 100 or more African-American students were enrolled and 15 percent or more of African-American students were classified as special education.
Source: Ed Trust–West analysis of 2009–10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education; California Department of Education, Enrollment, 2011–12

CONTRIBUTING FACTORS

LEFT BEHIND AT THE STARTING GATE

These inequitable and often dismal outcomes are the result of many factors. In fact, this educational inequity is set in motion prior to elementary school. African-American children are more likely to grow up in poverty and enter school with critical educational disadvantages.

Studies show that children who are ready to learn when they begin school—those who have developed social, mental, and physical skills that prepare them for classroom learning—learn more quickly, are more engaged in school and learning, are more likely to stay in school and graduate, and have a greater chance of success in the workplace later in life.⁸ A child’s literacy environment at home is one important factor affecting school readiness. In L.A. County, African-American toddlers are less likely to have books at home than white and Asian/Pacific Islander toddlers.⁹ They are also less likely to be read to every day: whereas 82 percent of young white children (ages 0–5) have books read to them every day, just 62 percent of African-American children have a similar advantage.¹⁰

Research has demonstrated that well-designed, high-quality preschool programs can improve school readiness, raise performance on assessments in the early elementary grades and into middle school, and in some cases, lead to higher rates of high school completion.¹¹ However, African-American children are less likely to access preschool than white children; and when they do, they are less likely to be taught by well-prepared teachers. In L.A. County, 59 percent of African-American three and four-year olds attend preschool, compared with 69 percent of white children.¹² Across the state, just 13 percent of African-American children are estimated to be in preschool classrooms in which the lead teacher has at least an associate’s degree in early childhood education, compared with 41 percent for white and 42 percent for Asian children.¹³

ENROLLMENT IN INTENSELY SEGREGATED SCHOOLS

Although African Americans comprise a small percentage of the student population in L.A. County, they often attend schools where they are substantially overrepresented and that are intensely segregated (defined as schools where more than 90 percent of students come from underrepresented minority backgrounds).¹⁴ The typical African-American student attends a school where African Americans make up 27 percent of the student body, three times the proportion of African-American students in the county. African-American students are also more likely to enroll in largely Latino neighborhood schools, where they are a declining minority in schools that face both racial and socioeconomic isolation.¹⁵ Whereas 2 percent

of white students in the county attend intensely segregated schools, almost half of African-American students do so. This figure rises to 62 percent in Los Angeles Unified.

Research demonstrates that African-American students in high-poverty, high-minority schools receive less of everything we know matters most in education—from effective teachers¹⁶ and resources¹⁷ to sufficient interventions and supports.¹⁸ Students in intensely segregated schools are almost three times as likely to have a teacher lacking full qualifications than students attending majority white and Asian schools.¹⁹ And our own research finds that African-American students in LAUSD are less likely to be taught by highly effective teachers than their white or Asian peers.²⁰ Such segregated schools often suffer from overcrowding, which creates unsafe and ineffective learning environments. In L.A. County, 38 percent of intensely segregated schools were identified as critically overcrowded by the California Department of Education.²¹

EMOTIONAL AND BEHAVIORAL SUPPORTS PROVIDED BY DISTRICTS

Just as schools and districts must pay attention to academic rigor, they must also ensure that students are receiving culturally relevant socioemotional and behavioral supports they need to be successful in the classroom and in life beyond the school walls. Social and emotional learning is defined as the process through which people acquire the knowledge, attitudes, and skills to recognize and manage their emotions; set and achieve positive goals; demonstrate caring and concern for others; establish and maintain positive relationships; make responsible decisions; and handle interpersonal situations effectively.²²

Despite their significance, these factors are much more difficult to quantify than many educational outcomes. Nevertheless, self-reported data on measures of school climate, youth resilience, health and well-being, and learning barriers and supports are part of the California Healthy Kids Survey (CHKS). The following section summarizes findings from this survey combined for school years 2008-09 and 2009-10, as reported in a disaggregated form on *KidsData.org*.

SCHOOL CONNECTEDNESS AND DEVELOPMENTAL SUPPORTS

When students feel like they are treated fairly, are part of school, and are safe at school, they are more likely to succeed academically and engage in healthy behaviors. Specifically, this type of school connectedness is associated with better school attendance, retention, test scores, lower rates of emotional problems, suicidal thoughts/actions, substance abuse, early sexual initiation, violence, and other high-risk behaviors.²³ Levels of academic and social engagement vary in and among schools. Many students become more disengaged

from school as they progress from elementary to middle to high school.²⁴

In L.A. County, 52 percent of seventh-graders reported feeling highly connected to their school communities—defined as being treated fairly, feeling close to people, feeling happy, feeling part of school, and feeling safe at school—whereas only 43 percent of 11th-graders reported the same.²⁵ There are also differences in feelings of connectedness among African-American students across the state. In L.A. County and statewide, 34 percent of African-American students expressed feeling highly connected to their schools, whereas only 24 percent of African-American students in San Francisco County report similar levels of connectedness. Within the county in some districts, such as Lynwood Unified, an even smaller percentage of African-American students report such connectedness. (See Table 9.)

TABLE 9: Districts in Los Angeles County with the highest and lowest reported “high” levels of school connectedness among African-American students

Rank*	District	% African-American Students Reporting “High” Levels of School Connectedness
1	Wiseburn Elementary	70%
2	Palos Verdes Peninsula Unified	62%
3	El Segundo Unified	56%
	<i>State of California</i>	34%
	L.A. County	34%
39	Antelope Valley Union High	25%
40	Paramount Unified	20%
41	Lynwood Unified	19%

*We sought to include the top three and bottom three districts in L.A. County, as measured by the percentage of African-American students who reported a high level of connectedness to their schools. Source: KidsData.org, 2008-10.

Schools can foster connectedness by promoting caring and supportive relationships with adults, setting high expectations for students, and providing meaningful participation in the school environment.²⁶ Unfortunately, only a little more than half of African-American students surveyed in L.A. County reported a high level of agreement that teachers or other adults at school have high expectations of them. Some districts in L.A. County have larger shares of African-American students who believe that much is expected of them, including El Segundo Unified, where more than two-thirds of African-American students highly agreed that teachers set high expectations. (See Table 10.)

MENTAL HEALTH NEEDS

Approximately 30 percent of students in L.A. County reported experiencing depression-related feelings in the past year, with few differences by racial/ethnic subgroup. When asked how often they felt “so sad or hopeless that they stopped doing some usual activities,” 29 percent of African-American students in the county responded “almost every day for two weeks or more.” Levels of reported depression among African-American students varied across L.A. County districts. For example, in Burbank Unified, 16 percent of African-American students reported experiencing depression-related feelings compared with 51 percent in Duarte Unified. (See Table 11.)

TABLE 10: African-American student perception of high expectations by Los Angeles County districts

Rank*	District	% African-American Students “Highly” Agreeing that Teachers/Adults Have High Expectations
1	El Segundo Unified	69%
2	Covina-Valley Unified	65%
3	Baldwin Park Unified	63%
	<i>State of California</i>	51%
	L.A. County	51%
38	Charter Oak Unified	43%
39	West Covina Unified	42%
40	Hacienda la Puente Unified	37%

*We sought to include the top three and bottom three districts in L.A. County, as measured by the percentage of African-American students who reported high agreement that teachers or other adults at school have high expectations of them.
Source: KidsData.org, 2008-10.

DOING THINGS DIFFERENTLY

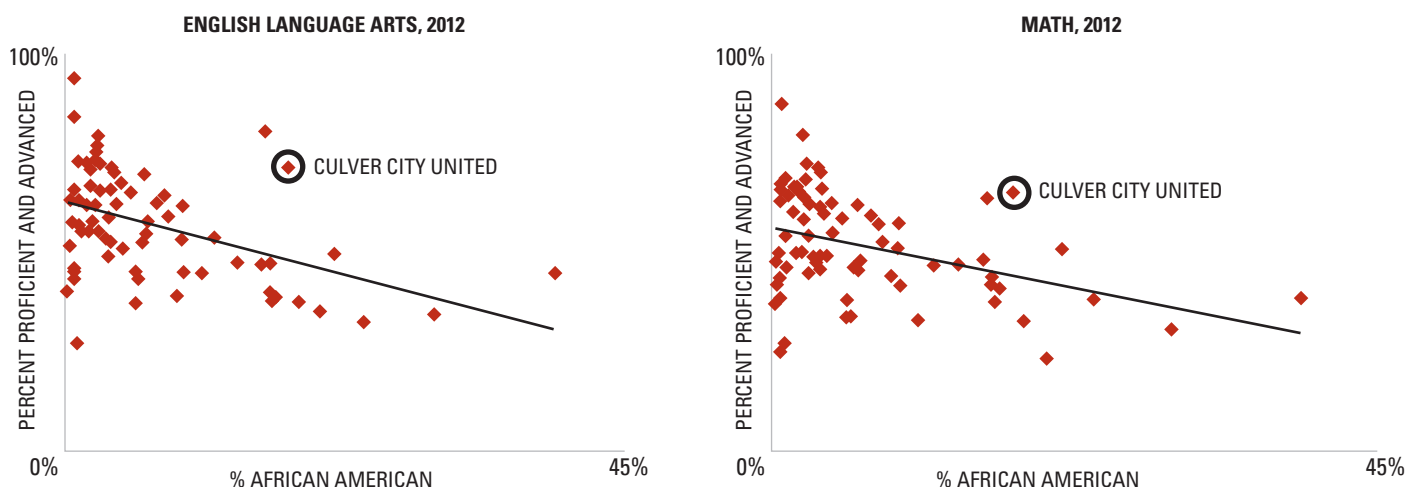
The data in this report paint a fairly dismal outlook for African-American youth in L.A. County, but some districts are reversing these trends. And although we tend to see better African-American performance in districts with smaller proportions of African-American students, some districts serving larger percentages of African-American students are producing promising outcomes. (See Figure 6.) Here we profile one of those districts, Culver City Unified.

TABLE 11: Districts in Los Angeles County with the highest and lowest proportions of African-American students reporting depression-related feelings

Rank*	District	% African-American Students Reporting Depression-Related Feelings
1	Burbank Unified	16%
2	Manhattan Beach Unified	17%
3	El Segundo Unified	19%
	<i>State of California</i>	29%
	L.A. County	29%
37	Montebello Unified	41%
38	Palos Verdes Peninsula Unified	46%
39	Duarte Unified	51%

*We sought to include the top three and bottom three districts in L.A. County, as measured by the percentage of African-American students who reported in the past 12 months, they had felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities, by race/ethnicity.
Source: KidsData.org, 2008-10.

FIGURE 6: Relationship between proportion of African-American students and English language arts and math proficiency, by district, 2012



Source: California Department of Education, 2012.

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City Unified serves a diverse student body, consisting of 18 percent African-American, 40 percent Latino, 25 percent white, and 11 percent Asian students. In Culver City schools, approximately 2 in 5 students are low-income. The district serves close to 7,000 students in eight schools, including five elementary schools, a middle school, a high school, and a continuation school. African-American students in Culver City Unified outperform their peers in other districts in the county and state on a number of academic and nonacademic outcomes. (See Table 12.)

The principal of the district’s high school graciously shared the strategies and policies to which he attributes his school’s success, and he asserts that these practices are reflective of the district’s approach to serving African-American students.

Culture of High Expectations: The school leader works to foster an open, positive culture of high expectations in which college-going is the norm.

- The principal cited numerous activities that reinforce a college-going culture at the school. These include “college-wear Thursdays”; an annual “Achievement Assembly” when college-admitted seniors share advice with freshman students on how to be successful at Culver City High School; and teacher supports, such as college essay-writing workshops.
- Student service-oriented activities foster a positive and supportive student culture. Among them, the principal highlighted peer tutoring as an integral part of the school community.

Counseling Supports: Thoughtfully considered counseling supports also help promote a college-going culture.

- Members of the counseling department—which includes seven college and career counselors, a large department for a public school its size—work individually with the same students throughout their four years.
- The principal spoke about how counselors have worked deliberately to ensure freshmen are placed in courses that steer them into a more rigorous course of study. Beginning with the graduating class of 2014, students will be required to take a heavier load of courses than state-mandated requirements, including an additional year of math and a lab science requirement. Although these requirements are closer to the state universities’ A-G requirements, they do not conform to them.

TABLE 12: Outcomes for African-American students in Culver City Unified School District are better than their peers’ results in Los Angeles County and across the state

	Culver City Unified School District	Compared with L.A. County	Compared with State of California
% Proficient English language arts	71%		+25
% Proficient Math	65%		+22
% Graduating On-time	88%	+25	+25
% A-G graduates	29%	-3	+1
% "Ready/Conditionally Ready" on EAP Math	81%	+46	+40
% Suspended	7%	-8	-11
% Special Education	6%	-11*	-11*

Note: The California Department of Education reports proficiency rates in English language arts and math for the state, districts, and schools as part of the Adequate Yearly Progress reports. It does not report on the performance of counties.

*The source of the district-level special education and suspension data is 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education. For county and state special education rates, we used the California Department of Education 2009-10 special education identification rates and enrollment figures.

Reflective Practice: According to the principal, the school solicits student and staff input and promotes reflective practice among teachers and administrators.

- The school convened a focus group of African-American students to help the faculty learn how they could better support African-American students academically.
- Through a staff-wide survey, teachers identified equity and diversity as a focus area for professional development. As a result of this focus, teachers are engaging in data-driven conversations about how best to address high course failure and suspension rates among their African-American students.

OUR RECOMMENDATIONS

Districts in L.A. County must do more to transform the educational conditions, systems, and practices that produce the county's bleak academic and socioemotional outcomes among African-American students. Specifically, we recommend county and district leaders do the following:

Convene a countywide task force to better understand the specific challenges faced by African-American youth in L.A. County and develop recommendations for decisive action to address those challenges.

- The task force should include stakeholders from early childhood education systems, K-12 school districts, postsecondary institutions, and the broader community.
- As a first step, the task force should use the findings from this report to better define the problems facing African-American students in L.A. County.
- The task force should establish long-term and intermediate goals in a variety of areas, including school readiness, academic achievement, and college and career readiness, and it should publicly report progress toward these goals.
- The task force should use lessons learned from schools, districts, and postsecondary institutions that are successfully serving African-American students.
- To guide its work, the L.A. County task force could look to the statewide task force on boys and men of color recently convened by the Legislature, Oakland Unified School District's Office of African-American Male Achievement and their task force summary report, and the Blueprint to Accelerate Achievement of African-American and African Students utilized in San Diego Unified.

Identify and support struggling learners and raise academic expectations for all students.

- Use data to identify struggling students (especially in the middle school years) and offer targeted, structured intervention opportunities for these students.
- Ratchet up expectations for what students learn in the classroom through thoughtful implementation of the Common Core State Standards.

- Expand access to rigorous coursework, including the A-G series of courses required by the state's universities. Consider the work of districts like San Diego Unified and San Francisco Unified that have made A-G a default graduation requirement.
- Extend the school day and year so that students have the learning time they need to reach standards and learn in a safe and supportive environment.

Implement a countywide strategy aimed at reducing the number of African-American students who are suspended or expelled.

- Identify districts where alternatives to suspensions are working and collaborate with educators, families, and communities to improve state, district, and school policies and practices.
- Schools and districts with high suspension rates should implement systemwide, evidence-based approaches such as Positive Behavior Intervention and Supports (PBIS), which relies on data monitoring, shifts in school culture and policy, and a tiered system of supports.²⁷

Focus on the specific socioemotional needs of African-American students in L.A. County districts and schools.

- Offer educators equity-focused professional development that emphasizes the educational and socioemotional needs of African-American students. More diversity among teachers and administrators would also help redefine racial relationships and provide more positive role models for students.²⁸
- Establish dropout prevention and intervention activities and programs at district middle and high schools, including but not limited to strict attendance monitoring, student peer-counseling programs, family outreach, and incentives for students who maintain attendance.
- Engage parents in culturally competent ways, intentionally involve them in their children's academic progress, and empower them to act as advocates for their children, individually and as a group, at the school, district, and legislative levels.²⁹

CONCLUSION

More than 135,000 African-American students go to school in Los Angeles County, and far too many of these children and youth are underserved. Even before starting kindergarten, they are often disadvantaged by poverty, access to quality preschool, and a host of other factors. When they do enter the education system, they too frequently face school segregation, low academic expectations, insufficient resources, minimal educational and socioemotional supports that fail to leverage the assets they bring, and—dare we say it—racism that manifests itself in the form of over-identification for special education and more frequent suspension and expulsion, particularly among African-American male students. It's no wonder that many African-American students disengage from school, both academically and emotionally, and that their educational outcomes lag behind their more advantaged peers.

With the support of parents, students, advocates, and educators, leaders in L.A. County must do more to provide African-American students with the quality of education that could eliminate these pervasive opportunity and achievement gaps. Districts such as Culver City Unified show that it is possible to produce better outcomes for African-American students, though more can be done even in this district.

Armed with the data presented in this report, Los Angeles leaders must demand the systemic improvements, programmatic changes, and strategic investments that the region's African-American students need. They must demand that these students have an equal shot at succeeding in school and life—an opportunity they are not currently afforded. The future prosperity of the region depends on this investment and this realization of opportunity and justice for all.

NOTES

1. The Civil Rights Data Collection (CRDC), by the Office for Civil Rights at the U.S. Department of Education, gathered data from 504 school districts in California, serving 90 percent of all students in the state.
2. Ed Source, "Understanding School Discipline in California: Perceptions and Practice, Results from a Statewide Survey of California School Districts," September 2012.
3. Daniel J. Losen, Tia Martinez, and Jon Gillespie, "Suspended Education in California," The Civil Rights Project, April 2012.
4. "Risk" is defined here as the number of students suspended one or more times as a percentage of their total enrollment.
5. Data on suspension rates disaggregated by race, gender, and disability status comes from Daniel J. Losen, Tia Martinez, and Jon Gillespie, "Suspended Education in California," The Civil Rights Project, April 2012.
6. Tony Fabelo, Michael D. Thompson, Martha Plotkin, Dottie Carmichael, Miner P. Marchbanks, Eric A. Booth, *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, Council of State Governments Justice Center, 2011.
7. California Department of Justice, Criminal Justice Statistics Center (CJSC), Monthly Arrest and Citation Register (MACRI) Data Files; CJSC published tables. Accessed at <http://oag.ca.gov/crime/cjsc-stats/2010>, (July 2012). California Dept. of Finance, Race/Ethnic Population with Age & Sex Detail, 1990-2000. Accessed at <http://www.dof.ca.gov>, (June 2012). Denominators for 2001-2010 derived by Population Reference Bureau (PRB) based on 2000 and 2010 Census data.
8. In Sandraluz Lara-Cinisomo, Anne R. Pebley, Mary E. Vaiana, Elizabeth Maggio, "Are L.A.'s Children Ready for School?" RAND Corporation, 2011. For reviews of the importance of school readiness to success in school and in life, see National Education Goals Panel, "Getting a Good Start in School," Washington, D.C., 1997; Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns, eds., *Eager to Learn: Educating Our Preschoolers*, Commission on Behavioral and Social Sciences and Education, National Research Council (Washington, D.C.: The National Academy Press, 2001).
9. Sandraluz Lara-Cinisomo, Anne R. Pebley, Mary E. Vaiana, Elizabeth Maggio, "Are L.A.'s Children Ready for School?" RAND Corporation, 2011
10. Children Now, *2012-13 California County Scorecard of Children's Well-Being*, <http://scorecard.childrennow.org/2012/county/los-angeles/>
11. Jill Cannon and Lynn Karoly, "The Promise of Preschool for Narrowing Readiness and Achievement Gaps Among California Children," RAND Corporation, 2007.
12. Children Now, *2012-13 California County Scorecard of Children's Well-Being*, <http://scorecard.childrennow.org/2012/county/los-angeles/>
13. Lynn A. Karoly, Bonnie Ghosh-Dastidar, Gail L. Zellman, Michael Perlman, and Lynda Fernyhough, "Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California," RAND Corporation, 2004.
14. Gary Orfield, Genevieve Siegel Hawley, and John Kucsera, "Divided We Fail: Segregation and Inequality in the Southland's Schools," The Civil Rights Project, March 2011.
15. Ibid.
16. Linda Darling Hammond, "Inequality and the Right to Learn: Access to Qualified Teachers in California's Public Schools," Teachers College Record, 2004.
17. The Education Trust—West, "California's Hidden Teacher Spending Gap: How State and District Budgeting Practices Shortchange Poor and Minority Students and Their Schools," Oakland, Calif., The Education Trust—West, 2005.
18. Doris Entwisle, Karl L. Alexander, Linda Steffell Olson, *Children, Schools, and Inequality* (Boulder, Colo.: Westview Press, 1997).
19. Gary Orfield, Genevieve Siegel Hawley, and John Kucsera, "Divided We Fail: Segregation and Inequality in the Southland's Schools," The Civil Rights Project, March 2011.
20. Carrie Hahnel and Orville Jackson, "Learning Denied: The Case for Equitable Access to Effective Teaching in California's Largest School District," The Education Trust—West, 2012.
21. Gary Orfield, Genevieve Siegel Hawley, and John Kucsera, "Divided We Fail: Segregation and Inequality in the Southland's Schools," The Civil Rights Project, March 2011.
22. John Payton, Roger P. Weissberg, Joseph A. Durlak, Allison B. Dymnicki, Rebecca D. Taylor, Kriston B. Schellinger, Molly Pachan, "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews," Collaborative for Academic, Social, and Emotional Learning, December 2008.
23. Centers for Disease Control and Prevention, "School connectedness: Strategies for increasing protective factors among youth," 2009. Retrieved from <http://www.cdc.gov/HealthyYouth/adolescenthealth/pdf/connectedness.pdf>
24. John Payton, Roger P. Weissberg, Joseph A. Durlak, Allison B. Dymnicki, Rebecca D. Taylor, Kriston B. Schellinger, Molly Pachan, "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews," Collaborative for Academic, Social, and Emotional Learning, December 2008.
25. California Department of Education, California Healthy Kids Survey (WestEd), <http://www.wested.org/chks>, accessed from Kids Data December 3, 2012.
26. WestEd, *California Healthy Kids Survey (CHKS): California school district secondary school survey results Fall 2009/Spring 2010, Core Module A*, 2010. Retrieved from "Core Narrative" at <http://chks.wested.org/reports>
27. Daniel J. Losen, "Good Discipline: Legislation for Education Reform," National Education Policy Center, 2011.
28. Bailey, Mona Humphries, and Trish Millines Dziko, "A Plan to Close the Achievement Gap for African American Students," Washington Office of the Superintendent of Public Instruction, 2008.
29. Some of these recommendations are modified from the Oakland Unified School District African-American Male Achievement Task Force Summary, June 2011. <http://thrivingstudents.org/sites/default/files/AAMASUMReport.pdf>. Accessed Jan. 17, 2013.

APPENDIX A: AFRICAN-AMERICAN STUDENT OUTCOMES FOR LOS ANGELES COUNTY DISTRICTS

District	Demographics						Achievement		Attainment and College Readiness*				Non-Academic Outcomes**		Emotional and Behavioral Supports***		
	Students	Low-income	African-American	Latino	Asian	White	% Proficient ELA (2012)	% Proficient Math (2012)	Cohort Graduation Rate (2010-11)	A-G 12th Grade Graduation Rate (2010-11)	A-G Cohort Rates (2010-11)	% Grads Enrolled in Post-Secondary Institutions Nationally (2008-09)	% Suspended 1 or More Times (Risk)	% Special Education (Risk)	% Reporting High Connected-ness to School	% Reporting High Expectations	% Reporting Depression-Related Feelings
ABC Unified	20,690	48%	10%	43%	26%	7%	62%	58%	91%	29%	27%	73%	12%	10%	39%	61%	27%
Acton-Agua Dulce Unified	1,506	30%	1%	31%	1%	63%											
Alhambra Unified	18,282	69%	1%	42%	51%	3%											
Antelope Valley Union High	25,537	62%	19%	55%	1%	20%	38%	33%	68%	17%	12%	71%		25%	25%	51%	32%
Arcadia Unified	9,719	18%	2%	13%	65%	17%	73%	67%	83%			85%	7%	7%	35%	46%	34%
Azusa Unified	10,163	73%	1%	92%	1%	4%	55%	46%	75%	20%	15%	76%	11%	4%			
Baldwin Park Unified	19,240	61%	4%	86%	4%	4%	59%	49%	64%	72%	46%	59%	20%	14%			
Bassett Unified	4,305	88%	1%	95%	2%	2%	27%	27%									
Bellflower Unified	13,734	67%	14%	62%	4%	12%	47%	47%	83%	18%	15%	73%	11%	12%	29%	48%	29%
Beverly Hills Unified	4,585	6%	4%	6%	14%	73%	68%	62%	97%	28%	27%	67%	7%	11%	54%	45%	20%
Bonita Unified	9,870	29%	4%	46%	4%	36%	66%	62%	65%	11%	7%	93%	16%	5%	39%	55%	35%
Burbank Unified	16,670	31%	2%	39%	6%	45%	62%	59%	81%	28%	23%	57%	10%		47%	53%	16%
Castaic Union Elementary	2,939	23%	3%	36%	4%	49%	72%	63%					8%	4%			
Centinela Valley Union High	6,636	83%	16%	74%	3%	3%	40%	42%	65%	23%	15%	73%		15%			
Charter Oak Unified	5,739	40%	3%	59%	4%	26%	49%	47%	85%	26%	22%	100%	6%	11%	48%	43%	24%
Claremont Unified	6,936	32%	7%	37%	10%	38%	58%	48%	91%	51%	46%	84%	10%	12%	44%	53%	30%
Compton Unified	24,781	84%	17%	79%	0%	0%	39%	41%	54%	3%	2%	72%	23%	12%	28%	59%	28%
Covina-Valley Unified	13,256	56%	4%	75%	5%	12%	52%	46%	88%	30%	27%	78%	17%	14%	52%	65%	28%
Culver City Unified	6,816	41%	18%	40%	11%	25%	71%	65%	88%	29%	25%	72%	7%	6%	42%	50%	26%
Downey Unified	22,782	67%	3%	86%	2%	7%	54%	49%	88%	26%	23%	81%	15%	13%	36%	47%	29%
Duarte Unified	3,868	68%	6%	75%	3%	9%	53%	46%	80%	31%	25%	68%	16%	11%	30%	55%	51%
East Whittier City Elementary	9,032	50%	1%	80%	2%	15%	73%	69%					8%	0%			
Eastside Union Elementary	3,450	86%	24%	61%	1%	11%	33%	38%					22%	6%			

District	Demographics						Achievement		Attainment and College Readiness*				Non-Academic Outcomes**		Emotional and Behavioral Supports***			
	Students	Low-income	African-American	Latino	Asian	White	% Proficient ELA (2012)	% Proficient Math (2012)	Cohort Graduation Rate (2010-11)	A-G 12th Grade Graduation Rate (2010-11)	A-G Cohort Rates (2010-11)	% Grads Enrolled in Post-Secondary Institutions Nationally (2008-09)	% Suspended 1 or More Times (Risk)	% Special Education (Risk)	% Reporting High Connected-ness to School	% Reporting High Expectations	% Reporting Depression-Related Feelings	
El Monte City Elementary	9,369	87%	0%	78%	17%	3%	52%	48%										
El Monte Union High	10,056	86%	0%	77%	20%	2%			85%	40%	34%							
El Rancho Unified	9,953	71%	0%	98%	0%	1%	63%	42%										
El Segundo Unified	3,294	13%	4%	1%	7%	69%	70%	60%					6%	6%	56%	69%	19%	
Garvey Elementary	5,321	84%	1%	42%	54%	1%	45%	25%										
Glendale Unified	26,228	45%	1%	23%	12%	55%	73%	65%	73%	25%	18%	75%	14%	10%	42%	60%	29%	
Glendora Unified	7,487	17%	2%	38%	5%	49%	62%	61%						13%	28%	48%	23%	
Gorman Elementary	1,637	39%	6%	27%	4%	57%												
Hacienda La Puente Unified	20,849	73%	1%	80%	12%	4%	63%	55%					12%	8%	31%	37%	38%	
Hawthorne	8,866	88%	22%	69%	3%	2%	50%	51%	88%	50%	44%	65%	9%	11%	37%	58%	22%	
Hermosa Beach City Elementary	2,442	2%	5%	28%	3%	56%												
Hughes-Elizabeth Lakes Union Elementary	337	35%	1%	19%	0%	74%												
Inglewood Unified	14,275	76%	39%	58%	0%	0%	45%	39%	80%	80%	64%	71%	13%	12%				
Keppel Union Elementary	2,677	86%	6%	75%	0%	16%	43%	34%										
La Canada Unified	4,062	1%	1%	10%	25%	57%	44%	44%										
Lancaster Elementary	14,430	72%	30%	48%	1%	17%	35%	31%					25%	12%				
Las Virgenes Unified	11,319	5%	2%	9%	7%	79%	71%	66%	94%	38%	35%	75%	2%	10%	46%	46%	34%	
Lawndale Elementary	6,262	81%	9%	76%	5%	5%	53%	51%		81%			9%	13%				
Lennox Elementary	7,107	86%	5%	91%	0%	0%	51%	55%										
Little Lake City Elementary	4,726	69%	2%	89%	1%	5%	67%	67%						4%	0%			
Long Beach Unified	83,691	70%	16%	54%	8%	15%	47%	49%	75%	34%	26%	83%	10%	14%	37%	48%	27%	
Los Angeles County Office Of Education	9,659	49%	20%	66%	2%	7%	35%	23%	63%	13%	8%	38%	14%	25%				
Los Angeles Unified	662,140	74%	10%	72%	4%	10%	45%	42%	62%	32%	20%	69%	17%	15%	37%	58%	35%	

District	DEMOGRAPHICS						ACHIEVEMENT		ATTAINMENT AND COLLEGE READINESS*				NON-ACADEMIC OUTCOMES**		EMOTIONAL AND BEHAVIORAL SUPPORTS***		
	Students	Low-income	African-American	Latino	Asian	White	% Proficient ELA (2012)	% Proficient Math (2012)	Cohort Graduation Rate (2010-11)	A-G 12th Grade Graduation Rate (2010-11)	A-G Cohort Rates (2010-11)	% Grads Enrolled in Post-Secondary Institutions Nationally (2008-09)	% Suspended 1 or More Times (Risk)	% Special Education (Risk)	% Reporting High Connect-edness to School	% Reporting High Expectations	% Reporting Depression-Related Feelings
Los Nietos	1,934	107%	0%	93%	0%	1%											
Lowell Joint	3,159	30%	1%	62%	3%	31%	73%	69%									
Lynwood Unified	15,515	79%	6%	93%	0%	0%	38%	34%	46%	11%	5%				19%	58%	25%
Manhattan Beach Unified	6,716	3%	3%	11%	9%	65%	77%	69%	81%	50%	41%			3%	42%	45%	17%
Monrovia Unified	5,970	59%	8%	59%	3%	24%	59%	53%	85%	17%	15%	75%	11%	11%	36%	55%	31%
Montebello Unified	31,316	76%	0%	95%	2%	2%	40%	37%	64%	0%	0%				37%	44%	41%
Mountain View Elementary	7,828	93%	0%	93%	6%	1%								8%			
Newhall Elementary	6,941	32%	2%	43%	9%	38%	73%	80%					3%	12%			
Norwalk-La Mirada Unified	20,208	64%	3%	78%	4%	10%	55%	45%	87%	25%	22%	66%	4%	0%	30%	57%	32%
Palmdale Elementary	20,585	73%	17%	70%	1%	8%	38%	38%					14%	19%			
Palos Verdes Peninsula Unified	11,840	2%	3%	8%	27%	56%	79%	73%	100%	60%	60%	68%		9%	62%	45%	46%
Paramount Unified	15,929	92%	9%	87%	1%	2%	39%	44%	66%	13%	9%	74%	45%	13%	20%	44%	33%
Pasadena Unified	19,805	65%	16%	59%	3%	15%	47%	44%	75%	33%	25%	74%	19%	14%	32%	58%	26%
Pomona Unified	27,732	78%	6%	83%	4%	4%	45%	38%	77%	36%	28%	77%	11%	14%	33%	55%	32%
Redondo Beach Unified	8,658	22%	6%	23%	11%	52%	70%	62%	86%	34%	29%	79%	5%	12%	43%	56%	31%
Rosemead Elementary	2,815	86%	1%	43%	51%	3%	46%	39%									
Rowland Unified	15,738	64%	2%	64%	20%	4%	58%	50%	83%	31%	26%	79%	9%	19%	36%	51%	38%
San Gabriel Unified	6,728	40%	2%	43%	42%	9%	55%	50%		16%	11%	0%	3%	3%			
San Marino Unified	3,113	3%	1%	9%	55%	30%	94%	88%									
Santa Monica-Malibu Unified	11,468	26%	6%	30%	6%	51%	55%	46%	90%	48%	43%	80%	12%	13%	41%	58%	25%
Saugus Union Elementary	10,295	16%	4%	28%	9%	52%	71%	66%					1%	7%			
South Pasadena Unified	4,588	12%	3%	22%	36%	32%	75%	64%	75%	33%	25%		4%	8%			

District	DEMOGRAPHICS						ACHIEVEMENT		ATTAINMENT AND COLLEGE READINESS*				NON-ACADEMIC OUTCOMES**		EMOTIONAL AND BEHAVIORAL SUPPORTS***		
	Students	Low-income	African-American	Latino	Asian	White	% Proficient ELA (2012)	% Proficient Math (2012)	Cohort Graduation Rate (2010-11)	A-G 12th Grade Graduation Rate (2010-11)	A-G Cohort Rates (2010-11)	% Grads Enrolled in Post-Secondary Institutions Nationally (2008-09)	% Suspended 1 or More Times (Risk)	% Special Education (Risk)	% Reporting High Connect- edness to School	% Reporting High Expectations	% Reporting Depression- Related Feelings
South Whittier Elementary	3,462	71%	0%	94%	0%	4%											
Sulphur Springs Union Elementary	5,589	44%	7%	46%	5%	34%	63%	59%					6%	12%			
Temple City Unified	5,705	39%	1%	21%	62%	12%	84%	63%									
Torrance Unified	24,229	23%	4%	23%	30%	29%	62%	50%	88%	33%	29%	86%	11%	10%	45%	48%	21%
Valle Lindo Elementary	1,181	84%	0%	95%	3%	1%											
Walnut Valley Unified	14,658	13%	3%	22%	56%	11%	66%	55%	91%	6%	5%	78%	8%	7%	43%	46%	25%
West Covina Unified	15,302	62%	8%	57%	8%	19%	64%	57%	94%	23%	21%	70%	12%	8%	32%	42%	31%
Westside Union Elementary	8,525	41%	12%	38%	3%	40%	54%	47%					17%	14%			
Whittier City Elementary	6,416	65%	1%	90%	1%	4%	58%	50%									
Whittier Union High	13,568	59%	1%	81%	1%	14%	57%	65%	80%	34%	28%	73%	8%	8%			
William S. Hart Union High	26,449	15%	5%	33%	6%	47%	65%	59%	89%	44%	39%	65%	22%	15%	46%	49%	27%
Wilsona Elementary	1,430	100%	11%	67%	0%	18%	45%	33%									
Wiseburn Elementary	3,673	41%	16%	53%	3%	13%	81%	64%					4%	12%	70%		

* For the Attainment and College Readiness measures, districts are included only if the number of African-American students in the cohort (for graduation and A-G yield) or graduates (for A-G and postsecondary enrollment) was at least 10 students.

**For suspension and special education identification rates, districts are included only if at least 100 African-American students were enrolled.

***For the emotional and behavioral supports measures, districts are included only if they met the inclusion criteria required by the California Healthy Kids Survey, which was administered and data were available for at least 20 respondents.

Sources: California Department of Education; 2009-10 Civil Rights Data Collection, Office for Civil Rights, U.S. Department of Education; As cited on kidsdata.org, California Department of Education, California Healthy Kids Survey (WestEd). www.wested.org/chks

The Education Trust–West works for the high academic achievement of all students at all levels, pre-k through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

ACKNOWLEDGEMENT

Funding for this research was generously provided by the California Community Foundation.



The Education Trust–West

1814 Franklin St., Suite 220, Oakland, Calif. 94612
T 510/465-6444 • F 510/465-0589
www.edtrustwest.org