



L.A. Compact



**A Collaboration to
Transform Education
in Los Angeles**

COLLEGE PREPARED • CAREER READY





L.A. COMPACT

A Collaboration to Transform Education in Los Angeles

COLLEGE PREPARED • CAREER READY

The **L.A. Compact** represents an unprecedented commitment of key Los Angeles institutions to support significant directional changes to better prepare students in Los Angeles for college and the 21st century global economy and workplace. The **L.A. Compact** is established based on the belief that all students can achieve at high levels and seeks to ensure that all students graduate from high school prepared for college and for sustainable, rewarding careers.

By signing the **L.A. Compact**, we pledge to put the interests of students first. We also commit to work together to meet the goals outlined below, support the joint strategies described in this agreement and measure our progress on a regular basis.

The **L.A. Compact** focuses on areas of shared interest where we can work together, despite our differences. Our current economic situation makes it imperative for us to closely collaborate so we can have a much bigger impact, better leverage resources and eliminate duplication wherever possible. Because building a strong local economy is inarguably linked to the strength of our region’s education system, the **L.A. Compact** – with its focus on achieving high quality education and sustainable careers – is more important than ever.

The **L.A. Compact** signatories agree to be held accountable for accomplishing the following agreed upon goals:

- GOAL ONE:** All students graduate from high school.
- GOAL TWO:** All students have access to and are prepared for success in college.
- GOAL THREE:** All students have access to pathways to sustainable jobs and careers.

Antonio R. Villaraigosa
Mayor, City of Los Angeles

Ramon C. Cortines
Superintendent, Los Angeles Unified School District

Eric Garcetti
President, Los Angeles City Council

Mónica García
President, Board of Education, Los Angeles Unified School District

Gary L. Toebben
President & CEO, Los Angeles Area Chamber of Commerce

Judith Perez
President, Associated Administrators of Los Angeles

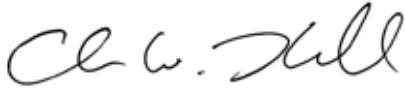
María Elena Durazo
Executive Secretary-Treasurer
Los Angeles County Federation of Labor, AFL-CIO

Elise Buik
President & CEO, United Way of Greater Los Angeles

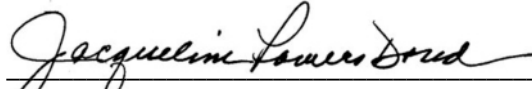
Institutions of Higher Education

In addition, 11 independent Los Angeles area institutions of higher education have joined together to collaborate on the L.A. Compact. Signatures of the leaders of each institution follow on the next page.

*** L.A. Compact Institutions of Higher Education Individual Partner Signatories:**



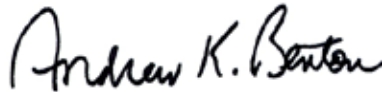
Christopher Kimball
President of California Lutheran University



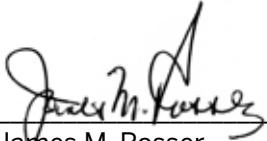
Jacqueline Powers Doud
President of Mount St. Mary's College



Mildred García
President of California State University,
Dominguez Hills



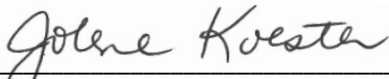
Andrew K. Benton
President of Pepperdine University



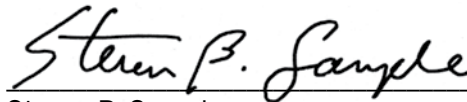
James M. Rosser
President of California State University,
Los Angeles



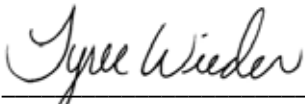
Gene D. Block
Chancellor of University of California
Los Angeles



Jolene Koester
President of California State University, Northridge



Steven B. Sample
President of University of Southern California



Tyree Wieder
Chancellor of Los Angeles Community
College District



Kenneth R. Nielsen
President of Woodbury University



Robert B. Lawton
President of Loyola Marymount University

We would like to acknowledge the critical role played by the United Teachers Los Angeles (UTLA) from the beginning in helping develop and shape important elements of the L.A. Compact, and look forward to continued collaboration with them as we move forward. The L.A. Compact partners also made a concerted effort to reflect in the agreement the sentiments of other local stakeholders such as parents, other collective bargaining units, and civic and community organizations, whom we look forward to fully engaging as we work toward achieving the goals of this agreement.

GOALS AND MEASUREMENTS

*To track achievement of the goals, we set forth the following initial measurements of our success. Measurements may be refined or new ones added as deemed appropriate.**

GOAL ONE: All students graduate from high school.

Measurements:

- › 4-year graduation rates
- › 9th graders on track to graduate
- › 4-year and 5-year drop out rates
- › Students proficient, improving or above in math and reading for elementary, middle and high schools
- › Student satisfaction scores
- › Parent satisfaction scores

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

Measurements:

- › Graduates completing all required A-G courses with a C or better
- › Percentage of students either concurrently enrolled in high school and post-secondary education or taking at least one college transfer course before leaving high school
- › Remediation rates for all Los Angeles public high school graduates entering the CSU system
- › Post-secondary enrollment rates of all Los Angeles public high school graduates
- › Degree completion rates for all Los Angeles public high school students in post-secondary education

GOAL THREE: All students have access to pathways to sustainable jobs and careers.

Measurements:

- › Number of students who graduate from Los Angeles public high schools with at least one part-time, work-based employment opportunity
- › Number of students who graduate from Los Angeles public high schools with at least one quality, career-focused employment opportunity
- › Number of "disconnected" youth and young adults (those 16-24 yrs. neither in school nor in the workforce) in Los Angeles
- › Number of thematic personalized learning environments, including small schools, in the Los Angeles public school system
- › Percentage of Individual Graduation Plans completed by LAUSD students by the end of their junior year

* To the extent possible, measurements will be disaggregated by groups, with benchmarks and comparisons established for each. By Fall 2010, we will make available the baseline numbers for each L.A. Compact goal measurement and then issue reports annually, or as data becomes available, on progress made against those baselines.

COLLABORATIVE STRATEGIES TO MEET GOALS

Exploring bold new ideas and embracing innovative approaches to education is imperative to achieving the goals outlined in the L.A. Compact. Together, we agree to help implement the following strategies to meet our goals:

1. ACHIEVE HIGH-QUALITY TEACHING AND LEARNING IN CLASSROOMS

Our number one priority must be to ensure that high quality instruction and learning are taking place in all Los Angeles public school classrooms. Using data, we must develop a multi-tiered system of instruction and support during the regular school day for all students, ranging from those at-risk for failure to those needing extended learning opportunities.

- A. Provide resources and the option for schools to develop their own professional development at school sites.
 - › Based on data, establish collaborative teacher-organized professional development workshops between schools by subject, grade, etc.
 - › Foster a culture of self-improvement among teachers and administrators by encouraging classroom visits by peers, parents and other colleagues.
 - › Collect case studies of best practices and share them with schools throughout the District by Spring 2010.
 - › In collaboration with UTLA and LAUSD, establish a representative group of teachers, in consultation with administrators, to create a research-based rubric on high quality teaching elements to help inform the teaching practice, to be completed by January 2011. Disseminate to each school site for customization, adoption by its entire faculty, and implementation.

- B. Support full implementation of MyData, a web-based and user-friendly data tool rolled out districtwide in August 2009, for all Los Angeles public school teachers to use daily to monitor, assess and improve instruction.

- C. In the spirit of reciprocal accountability, create a standardized, objective and viable performance evaluation model by which all Los Angeles public school district leaders, administrators, teachers and district employees are evaluated. This effort would also include redesigning or expanding the Peer Assistance and Review (PAR) program to help new and struggling teachers and administrators. Complete by the end of 2010-11 school year.

- D. Provide resources, training, time and flexibility to teachers and administrators so they can collectively plan, implement and evaluate standards-based curriculum that is culturally-relevant, engaging and emphasizes critical thinking and problem solving skills.
 - › In collaboration with UTLA, explore the use of the Institute for Standards Curriculum and Assessment (ISCA) lesson design study.

- E. Upgrade all classrooms with the tools, technology and equipment needed to develop and enhance subject-specific instruction; work with outside funders to supplement this effort.

- F. Encourage teachers and schools to use a variety of authentic assessments to gather data to inform instructional decision-making to improve student achievement.

2. BUILD COLLABORATIVE LEADERSHIP CAPACITY

Strong leadership among all school stakeholders – administrators, teachers, students, classified staff and parents – is essential for effectively managing schools.

- A. Using existing data and information, identify leadership needs and existing leadership programs and practices, and to the extent possible, how needs and programs currently align for each stakeholder group by Fall 2010.
- B. Based on assessment, collaboratively develop a plan for a formalized leadership development program for all Los Angeles school stakeholders by February 2011. The plan would:
 - › Include new approaches and/or build on existing leadership initiatives for each stakeholder group.
 - › Involve visionary Los Angeles education leaders at all levels - community organizations, unions, student groups, philanthropy and business - in identifying the best current leadership programs and reviewing potential new innovative models.
 - › Involve teachers, administrators and other stakeholders in planning and program development.
 - › Include formal mechanisms for leveraging and sharing best practices and ideas among all school settings.
 - › Seek funding to underwrite implementation of plans, whether they involve existing or new leadership initiatives, and secure new investments by June 2011.
- C. Significantly increase support and accountability for school site councils by June 2010.
 - › Include training in collaboration and consensus building, planning, stakeholder involvement, school budgets, etc.
 - › Establish oversight mechanism of school site councils with participation of stakeholder representatives.
- D. Provide additional scholarships for LAUSD leaders to attend leadership programs.

3. STREAMLINE AND DECENTRALIZE OPERATIONS

The District's current structure prevents individual schools and the greater school community – administrators, teachers, parents, school staff, community members, students, etc. – from making decisions about what is best for students. Greater school site flexibility and control over resources, with accountability for results, will improve performance. Likewise, smaller schools and personalized learning environments facilitate better decision-making and learning.

- A. Continue moving funding to school sites from the central office and local districts, completing implementation by the end of 2010-11 school year. Encourage using resources to keep class sizes as low as possible.
- B. By 2010-11 school year, begin to develop and implement more equitable and transparent strategies for allocating and distributing resources to schools. This will provide for greater flexibility, more capacity building at school sites and better tracking of costs.
 - › Through the L.A. Compact "transparent budgeting work team" established in Summer 2009, develop a plan for a transparent budgeting policy process, as well as district costs reductions by June 2010.
 - › Over the 2009-10 school year, develop the capacity of school communities to make budgeting decisions based on data and instructional outcomes.
- C. By June 2010, develop a financially feasible plan to open more small schools of 400-600 students across the region, as well as thematic and personalized learning environments.

4. EXPAND INNOVATIVE PRACTICES THAT WORK

Los Angeles is currently home to many outstanding schools that are setting a gold standard for excellence. These schools should be understood and their practices replicated, allowing more students and families to benefit.

- A. Embrace and replicate models of high quality collaborative, inclusive and innovative schools, which could include ESBMM (expanded school-based management model schools), iDesign schools, pilot schools, charter schools and others. Extend their best practices to all LAUSD schools.
- B. Provide resources, staffing and joint leadership for the Los Angeles School Development Institute (LASDI), an entity established collaboratively by the L.A. Compact partners in September 2009.
 - › LASDI is dedicated to providing strategic guidance and training for school communities, stakeholders, educators and others interested in submitting proposals to operate high performing schools under the August 2009 LAUSD Board of Education *Public School Choice Resolution*.
 - › Support United Way of Greater Los Angeles and LAUSD in their efforts to inform and empower the greater school community regarding ongoing implementation of the *Public School Choice Resolution*.
- C. Provide input regarding development of a transparent and consistent LAUSD Board of Education process to select new school proposals that best meet needs of students and families.

5. IMPLEMENT A NEW ACCOUNTABILITY SYSTEM

All Los Angeles public schools, as well as L.A. Compact public leaders, community colleges and universities, must be held to new and more transparent levels of responsibility for student success and reciprocal accountability, as well as develop ways to learn from previous experiences in accelerating student achievement.

- A. Support the full implementation of the new School Report Card and other data systems by end of 2009-10 school year for all Los Angeles public schools, including charter schools.
 - › By end of 2010-11 school year, enhance qualitative measures for the School Report Card that reflect holistic school performance.
 - › By September 2010, develop a plan for how to use School Report Card findings to:
 - Better allocate school site resources, staffing, budgets and other needs.
 - Define the supports, rewards or other actions for schools that meet or do not meet their accountability goals.
 - › By end of 2009-10 school year, establish a third-party advisory body to annually review the School Report Card and the MyData information/evaluation tool. Look at effectiveness, relevance and areas of success and improvement as well as usability by a broad range of stakeholders, including parents.
- B. Work collaboratively with school communities and stakeholders to determine appropriate NCLB intervention strategies for Program Improvement (PI) schools and ensure these schools have new strategies in place by June 2010 to accelerate achievement.
- C. Advocate for the establishment of a comprehensive enrollment, completion and employment success database by 2010 - Pre-K through completion of a four-year degree.

6. COORDINATE ADVOCACY ON PRIORITY EDUCATIONAL POLICY AND FUNDING ISSUES

Los Angeles would benefit from having “one voice” when advocating at the state and federal level in order to leverage capital and maximize resources benefiting young people in our region.

- A. Build on the successes of the L.A. Compact “education joint advocacy work team,” established in Spring 2009, to continue advocating on issues of mutual concern, such as:
 - › Equitable and expanded funding through revenue generating measures with commensurate accountability for all Los Angeles public schools.
 - › Waivers for policy flexibility and funding such as use of categorical funds and block grants, while maintaining appropriate grant/fund accountability and purpose as intended.
 - › Relief from state and federal mandates and regulations that require specific uses of funds.
 - › Policies that mitigate barriers to collaboration between and among L.A. Compact partners.
- B. Commit to actively supporting the shared agenda for a sustained period of time.

7. PROVIDE STUDENTS MULTIPLE PATHWAYS FOR WORKFORCE AND CAREER PREPARATION

Education and business leaders must work together to better prepare and connect current students, high school graduates and drop outs for relevant careers and positions in the 21st century workforce.

- A. Support “Linked Learning,” (formerly Multiple Pathways), an integrated approach to education that connects challenging academics with real-world applications.
- B. Leverage implementation of thematic small schools and personalized learning environments to ensure that all secondary students have access to quality, rigorous and engaging pathways by September 2013.
- C. Build employer partnerships with Los Angeles public schools to provide career-relevant curricula, internships, apprenticeships and job shadowing opportunities.
 - › Create 100 or more new education and workforce partnerships annually through the Los Angeles Area Chamber of Commerce/LAUSD “Pillar” program and other efforts; reach 400 by June 2010.
 - › Raise funds for a scholarship and internship program for students who graduate and are prepared for college.
 - › Advocate incorporation of “Partnership for 21st Century Skills” (www.21stcenturyskills.org) into California state content standards for all high school students.
- E. Continue to support successful implementation of the LAUSD/Los Angeles Community College District Joint Partnership for Student Achievement signed January 2008 to promote college classroom experience and development of individual student graduation plans that help students focus on career planning and choices before graduation.
- F. Support the Los Angeles Workforce Systems Collaborative (City of L.A., LAUSD, L.A. Workforce Investment Board, L.A. County Federation of Labor, L.A. Economic Development Corporation, LACCD, L.A. Area Chamber, United Way) in its efforts to:
 - › Expand co-location of career development/workforce centers on LAUSD and community college campuses to help students better plan for careers.
 - › Provide both subsidized and non-subsidized employment opportunities to students, especially work-based learning experiences connected to education.
 - › Expand joint initiatives targeting “disconnected” youth and young adults (those 16–24 years, neither in school nor the workforce) to bridge them back into education, training and/or work and careers.

- G. By January 2011, explore creating a citywide Blue Ribbon Panel on Adult and Career/Technical Education that will work to provide a clear pathway to college and careers for all adult education and career technical students by:
 - › Aligning all educational programs offered by LAUSD Adult Education Division, Regional Occupational Centers and Programs (ROCP) and local area community colleges.
 - › Supporting increased, shared professional development activities for faculty and administrators in the LAUSD Adult Education Division, ROCP, local area community colleges and other institutions of higher education.

8. ENSURE SUPPORT SERVICES FOR ALL STUDENTS AND FAMILIES

To be successful, families and communities must be an integral part of a student's education, and students must feel safe, secure and supported in order to learn and succeed.

- A. Around high-need high schools, identify gaps and align community collaboratives to support students and families. Identify schools and hold initial meetings by Fall 2010.
 - › Strategically link City and County departments to provide coordinated services to schools, including after-school, extracurricular activities, financial literacy, library usage/sharing, traffic safety, bus stops and other services.
 - › Increase the investment by other civic and community resources in the identified high-need communities.
- B. Partner with local community-based organizations to launch a parent engagement campaign that will help increase the capacity of parents to support their children's educational achievements and to advocate for meaningful LAUSD educational reform.
- C. By Fall 2010, develop a plan to track safety data at targeted campuses in a timely manner to ensure that schools provide a safe and secure learning environment.
- D. Invest in programs to minimize gang involvement and activities on campus and link the work in the City's Gang Reduction Zones to school sites. By Fall 2010:
 - › Ensure that every school in a Gang Reduction Zone has a safety collaborative.
 - › Ensure that every school in a Gang Reduction Zone has a representative on the Gang Reduction & Youth Development (GRYD) Zone Advisory Committee.
 - › Sign formal memoranda of understanding with prevention and intervention providers.
 - › Sign formal memoranda of understanding for assessing students and sharing data between the Gang Reduction teams and LAUSD regarding prevention and intervention.
 - › Assure that all GRYD zones receive research information on the risk factors linked to placing youth at the highest levels of risk for joining gangs.
 - › Begin implementation of Phase I, a three-year plan to establish safe passages in every GRYD zone.
- E. Support the creation of more Pre-K seats in high-need communities by leveraging federal stimulus money and other funding streams.

PARTNER COMMITMENTS

Listed below are the individual commitments of each L.A. Compact signatory partner:

CITY OF LOS ANGELES

- › Lead the Compact's joint advocacy coalition to ensure that Los Angeles receives its fair share of funding from the state and federal government, among other areas of support.
- › Support the implementation of the Public School Choice resolution by helping to expand successful iDesign school models, high quality charter schools and other innovative school operators in Los Angeles.
- › Support implementation of the new School Report Card for Los Angeles public schools and participate in development of its qualitative measures.
- › Support the roll-out of transparent budgeting for all LAUSD students.
- › Lead a fundraising campaign to invest in Los Angeles education reform.
- › Co-chair a campaign for Los Angeles residents to volunteer and get involved in the region's public schools.
- › Continue to pursue new funding to modernize LAUSD facilities and create small schools to encourage a more personalized education environment for all students.
- › Increase the number of summer and year-round jobs – both subsidized and non-subsidized – provided to youth ages 16-24 through HIRE L.A. Mobilize city departments, the corporate community and others to exceed annual youth hiring goals.
- › Prevent, contain and eliminate gangs by more effectively investing resources in prevention and intervention programs, with a special focus on the City's Gang Reduction Zones.
- › Funnel Workforce Investment Board and City workforce resources to maximize workforce capacity development efforts with LAUSD, LACCD and other partners.
- › Commit 30% of Workforce Investment Youth Funds toward educational and training programs that reach "disconnected" youth (ages 16-24 yrs. who are neither in school nor in the workforce).
- › Increase joint use projects with LAUSD.
- › Dedicate City resources to job skills training in key growth sectors such as utilities, health, logistics, construction, hospitality, financial services and "green" jobs.
- › Continue to support the Partnership for Los Angeles Schools and capture what is learned to use in other schools.

LOS ANGELES UNIFIED SCHOOL DISTRICT

- › Give priority funding to those programs that help support students in high-need areas via a transparent budgeting pilot that began in August 2009. Follow with a district-wide rollout by the end of the 2010-2011 school year.
- › By September 2010, formalize a collaboration with political and civic leadership (Los Angeles Mayor and City Council, Supervisors, Commissioners, LACCD Board, Council of Mayors and Los Angeles state delegation) around school reform as a priority to ensure that all Los Angeles students are college prepared and career ready.
- › Continue to work with the L.A. Compact partners and the Los Angeles area state and federal delegations to draft and support a legislative agenda that supports the strategic priorities of the L.A. Compact.
- › Reform and strengthen parent outreach opportunities by June 2010 to better engage parents in understanding the investment being made in the classroom and provide opportunities for them to be a part of their child's learning experience.

- › Develop a quality schools strategy by the end of the 2009-2010 school year that effectively uses data (e.g., School Report Card, MyData, etc.) to identify the appropriate school models (traditional, magnet, charter, partnership) that address students' needs.
- › Fully roll out and implement the School Report Card for Los Angeles schools; work collaboratively with LAUSD, parents, community organizations and unions to promote the School Report Card, its relevance and how to use it by January 2010.
- › Work with UTLA and AALA on improving classroom instruction and accountability by agreeing to explore evidence-based methodologies for creating collaborative learning environments for students, parents and adults by Summer 2010.
- › Work with L.A. Compact partners to develop a plan by February 2011 to improve leadership training for all employees.
- › In conjunction with United Way of Greater Los Angeles, create mechanisms to inform and empower the greater school community in the implementation of the Public School Choice resolution.
- › Work collaboratively with the charter school community leadership and other key LAUSD partners to develop a comprehensive LAUSD charter school policy by January 2011.
- › Work with L.A. Compact partners to establish regional centers and networks to build capacity and expertise for project-based learning and integrated instruction by June 2011.
- › In collaboration with AALA, reach out and support UTLA in its efforts to ensure that UTLA Chapter Chairs and school site administrators create school site vision and implementation plans that:
 - Based on data, better align available funding with student needs.
 - Are based on input from school site stakeholders: parents, students (where appropriate), teachers, administrators and staff.
 - Involve more teachers in school site leadership activities.
- › Collaborate with all collective bargaining units to create a mechanism for monitoring and oversight of school site councils. Identify best practices, areas for improvement and accountability measures.
- › Work with UTLA and AALA to promote meaningful changes in current teacher professional development approaches that allow teachers to take a leading role in professional development at the school site level.
- › Work with all bargaining units to develop support and working conditions that will attract employees to high-need/high-priority schools. Supports include smaller class size, collaborative administration and district support, safe campuses, more curriculum control, etc.
- › Embrace the recommendations of the Teacher Effectiveness Task Force already underway, including recommendations on redesigning and/or expanding the Peer Assistance and Review (PAR) teacher support program.

LOS ANGELES AREA CHAMBER OF COMMERCE

The Chamber and its affiliate UNITE L.A. will continue to build overall program and advocacy capacity as follows:

- › Continue to act as the convener of the L.A. Compact partners as they work toward achieving the goals of this agreement.
- › With United Way of Greater Los Angeles, co-lead an education advocacy coalition to push for targeted state and federal funding for education, funding flexibility and for other programs proven via research to improve student outcomes.
- › Be open to supporting a state or local revenue increase for public education.
- › Mobilize the private sector to expand the capacity of work and career-based learning and employment opportunities, including summer jobs and internships.
- › Play a central role in driving the educational agenda of the Regional Economic Association of Leaders (REAL), a network of businesses and business organizations statewide, to make sure that Los Angeles' educational concerns are considered and addressed.

- › Support the new School Report Card and actively participate in the development of its qualitative measures and overall school index.
- › Ensure that every Los Angeles area student has an opportunity to go to college:
 - Advocate for increased state and federal financial aid.
 - Assist all Los Angeles students in applying for and receiving financial aid.
 - Build the Los Angeles Area Chamber of Commerce Foundation “Cash for College” scholarship fund to \$1 million by 2012.
 - Expand use of Foundation scholarships as incentive for students to apply for other available government college financing, loans and grants.
- › Through the LAUSD and Los Angeles Area Chamber “Pillar” partnership, create 400 new business/small learning community or small school partnerships by June 2010.
 - By 2012 secure off-site experience tied to academics like internships, job shadowing, field trips, etc. for every LAUSD junior or senior.
- › Support a P-20 initiative led by the Los Angeles Area Chamber and Los Angeles County School Superintendent Robles focused specifically on the skills, knowledge and expertise all students should master to succeed in the 21st century.
 - Core subjects, plus skills in interdisciplinary areas, innovation and creative thinking, media and technology, life and career planning, etc.
- › Work with L.A. Compact partners to advocate and collaborate with LAUSD to implement multiple measures and authentic assessments to better assess 21st century skills and applied academic knowledge.
- › Work with United Way of Greater Los Angeles to build participation in the newly formed Los Angeles Workforce Systems Collaborative, and bring in more support funding from foundations and the private sector for the Collaborative initiative.
- › With United Way of Greater Los Angeles, cultivate business and civic leaders to become champions of public education aligned to key strategies.
- › Partner with United Way of Greater Los Angeles to build funding and resources to support high need schools and students through targeted L.A. Compact initiatives such as the leadership program, and a shared advocacy agenda.
- › Mobilize business leaders and corporations to actively participate in the leadership initiative for Los Angeles public schools and overall leadership development.

UNITED WAY OF LOS ANGELES

- › Co-lead with the Los Angeles Area Chamber an Education Advocacy Coalition to push for targeted state and federal funding for education, funding flexibility and for other programs proven via research to improve student outcomes; work with Los Angeles Chamber to raise funding to support shared advocacy agenda activities.
- › In conjunction with LAUSD, co-lead community meetings to inform and empower the greater school community around the Public School Choice resolution and its implementation.
- › In partnership with local community based organizations, launch a parent engagement campaign resulting in increased capacity of parents to support their children’s educational achievements, and in helping them to become advocates for their child’s school.
 - Raise additional funds from foundations and the private sector specifically targeting development of parent engagement and training programs.
- › With the Los Angeles Chamber, formalize the currently ad hoc group of Los Angeles-based businesses/ organizations to develop and promote a coordinated progressive education agenda focused on helping Los Angeles area schools.
- › Convene United Way of Greater Los Angeles’ 139 grantees to examine and develop more structured and targeted relationships with high priority schools to facilitate delivery of needed “wrap around” services for parents and students, such as job training, health care, after schools programs, financial education, among others.
- › Convene relevant stakeholder groups to drive input on various aspects of the new School Report Card to assure its long-term success and credibility – e.g., researchers to verify methodologies and measurements, parents to review best methods of distribution, communicators to assure ease-of-use, etc.
 - Work collaboratively with LAUSD, parents, community organizations and unions to promote the School Report Card, its relevance and usage by January 2010.
- › Work with the Los Angeles Chamber to build participation in the newly formed Los Angeles Workforce Systems Collaborative, and bring in more support funding from foundations and the private sector for the Collaborative initiative.

INSTITUTIONS OF HIGHER EDUCATION

Unlike the other L.A. Compact signatories, the Institutions of Higher Education (IHE) represent a consortium of 11 independent, Los Angeles area-based universities, colleges and community colleges that have joined together to support the L.A. Compact. We are committed to working collaboratively with the other L.A. Compact signatories as well as among ourselves, utilizing the L.A. Basin Education Deans’ Group where applicable, to help the L.A. Compact succeed. Differences in mission, governance, and capacity will likely impact how each higher education institution participates in the commitments listed below.

- › Prepare high quality teachers for LAUSD classrooms.
- › Support current LAUSD classroom teachers in further developing their pedagogical knowledge and skills.
- › Prepare high quality administrators for LAUSD classrooms and support LAUSD administrators in further developing their knowledge and skills.
- › Offer opportunities for LAUSD teachers and administrators to enrich and update their subject matter knowledge through interaction with IHE faculty experts.
- › Share and make meaningful the higher education research relevant to K-12 education (e.g., instructional practices, leadership, curriculum).
- › Offer opportunities to LAUSD to engage LAUSD staff with higher education experts in the design, adoption, implementation, and/or use of formative and summative assessments and accountability systems.
- › Explore the formation of a collaborative research consortium with LAUSD to support high quality educational initiatives in Los Angeles public schools.

- › Offer opportunities to LAUSD to bring to K-12 schools, undergraduate and graduate students, faculty, staff, and alumni to serve as volunteers, mentors, role models and the like.
- › Offer enrichment opportunities to LAUSD students (e.g., performing arts events).
- › Offer LAUSD students educational experiences and other opportunities that will instill confidence in students that they are able to succeed with college level work and that college campuses are welcoming to students like themselves.
- › Offer LAUSD students and families timely, comprehensive information about the costs, financing and benefits of completing two-year and four-year college degrees and/or vocational certificates and about the career paths open to those who do so.
- › Increase the concordance and articulation of academic standards, expectations and curricular pathways across segments and types of institutions in each segment, thereby reducing the challenges faced by students and their families as they move from one segment to another.
- › Ensure that LAUSD students are aware of the opportunities to matriculate in postsecondary academic programs in two-year and four-year institutions of higher education, according to each institution's standards.
- › Provide LAUSD graduates enrolled in two-year and four-year institutions of higher education early and continuing support for success, persistence and timely graduation.
- › Partner with LAUSD in the operation, support and/or governance of one or more LAUSD public schools or family of schools.

ASSOCIATED ADMINISTRATORS OF LOS ANGELES

- › Develop a learning culture at each school site that promotes improved student academic performance through staff collaboration, high expectations, personalization, engagement and family involvement.
- › Increase parent engagement and learning opportunities at school sites.
- › Align school resources for improved student achievement.
- › Provide opportunities for teachers to participate in teacher-designed and led professional development, based on student needs, to support teachers' professional growth.
- › Work with UTLA, LAUSD and the Parent Collaborative to improve the training of school site council members.
- › Work with LAUSD to design a peer-mentoring program for beginning and experienced principals.
- › Work with LAUSD and UTLA to review and improve the effectiveness of the Peer Assistance and Review (PAR) teacher-mentoring program.
- › Participate in the Teacher Effectiveness Task Force to recommend improvements in the teacher and administrator evaluation process.
- › Explore a partnership with UTLA to operate a group of LAUSD schools identified through the implementation of the Public School Choice resolution.
- › Work with LAUSD to help spearhead the Los Angeles School Development Institute (LASDI) to assist prospective school teams with the application and implementation process for operation of District schools that are included in the Public School Choice resolution.
- › Collaborate with LAUSD and UTLA to ensure that UTLA Chapter Chairs and school site administrators create vision and implementation plans that:
 - Better align available funding with student needs.
 - Are based on input from school site stakeholders: administrators, staff, teachers, parents, etc.
 - Involve more teachers in school site leadership activities.

- › Collaborate with UTLA, other collective bargaining units and LAUSD to create a mechanism for the monitoring and oversight of school site councils; identify best practices, areas for improvement and accountability measures.
- › Co-lead a task force with LAUSD and the Institutions for Higher Education to create a joint leadership training initiative/academy for school administrators.

LOS ANGELES COUNTY FEDERATION OF LABOR, AFL-CIO

- › Work with affiliate labor unions, including UTLA, and the L.A. Compact partners to facilitate and maximize collaboration on key educational issues.
- › Participate in L.A. Compact initiatives that are focused on mobilizing the private and public sector to expand work and career-based learning and employment opportunities, including summer jobs and internships.
- › In collaboration with L.A. Compact partners, increase support, awareness and promotion of current and new joint apprenticeship programs.
- › Be open to supporting state and/or local revenue increases for public education.
- › Work with LAUSD labor unions in a meaningful way to advocate for educational reform, while ensuring a sustainable educational workforce.
- › Mobilize local labor leaders to actively participate in and support the L.A. Compact leadership initiative.
- › Continue to build support for and engage L.A. Compact partners in the Labor and Education Collaborative, an entity organized by IDEA, the Program for Public Interest Law, United Way and UCLA's Labor Center. The Collaborative, whose members include the organizers plus six labor unions and two community-based organizations, focuses on building a stronger "worker parent" voice and inter-union and community-based collaboration.
- › Participate in the L.A. Compact-initiated joint legislative advocacy team and enlist other labor unions' support in expanding state and local public education funding.
- › Continue to participate in the Los Angeles Workforce Systems Collaborative to improve the workforce outcomes of Los Angeles residents.
- › Support UTLA, AALA, LAUSD and the LAUSD Parent Collaborative in their efforts to increase the depth of instruction at current school site council trainings.

ACCEPTANCE OF RESPONSIBILITY

We agree to conduct and publicize an annual review of the progress made collectively on the L.A. Compact goals and strategies; the review will also track each L.A. Compact signer's progress on its individual commitments.

