

# **Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts**



**Board of Education Meeting  
Superintendent's Report  
March 9, 2021**



# **Board Resolution and Group Participants**

# Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts

Ms. Gomez and Dr. Vladovic - Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts (Res 002-19-20) (For Action on November 5, 2019)  
Version 7

Whereas, Los Angeles is starkly segregated by race, wealth and access to resources;

Whereas, The schools of Los Angeles Unified School District typically reflect this segregation in enrollment patterns, concentration of need, and student outcomes;

Whereas, The District is committed to advancing equity and opportunity for all students;

Whereas, In addition to neighborhood schools, the District offers a variety of options within these schools, such as magnet programs, dual language programs, International Baccalaureate programs, Schools for Advanced Studies, intra-district permits, and more; and

Whereas, The District has embarked on a multi-year enrollment initiative to simplify and improve access to information about all District schools and the programs they offer, as well as to create a more accessible application process for families; and now, therefore, be it

Whereas, An improved and integrated enrollment system that includes all District schools has the potential to empower families to make informed decisions about program selection and increase equitable access to high quality schools; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to ensuring that all students have equitable access to high-quality educational programs, including District choice programs, and that particular focus be given to students who have been historically underserved, including low-income students, students of color, students with disabilities, homeless youth, foster youth, and all typologies of English learners (including Student English Learners, newly arrived English Learners, Dual Language Learners, long-term English Learners, and dually classified students).

Resolved further, That the District compile enrollment data annually for all District schools and District-subscribed charter schools (disaggregated from District schools) and make it available through the Open Data Point, to the extent permissible under federal and state laws governing privacy and confidentiality of student information, disaggregated by Targeted Student Population, students with disabilities, English Learners, homeless students, race, gender, ethnicity, income (by district), students from two-parent households, and parental education levels, including:

- Number and percentage of each disaggregated student group enrolled at each school
- Targeted Student Population, students with disabilities, and homeless student population attending schools for each performance level as determined by the California Dashboard for both English Language Arts and Mathematics academic indicators, disaggregated by zip code and Board District, for all District schools
- Incoming student academic data, such as CAASPP and DBEELS, disaggregated at each school level, including a comparison of the data for students in resident area programs and students in choice programs located on the same school site;
- Number and percentage of students who apply to each district choice program, disaggregated by designated residential school, previously attended school, zip code, as well as all of the above categories race, ethnicity, gender, language classification and

- Board commitment to equitable access to high quality educational programs
- Compile enrollment data annually
- Convene research collaborative
- Annual review and discussion about data



# Research Collaborative Expectations

Discuss and analyze:

- Segregation in Los Angeles
- The impact of poverty and segregation
- Data elements and recommend additional elements to be collected

Report back to the Board:

- Findings and proposals for a plan to ensure greater equity in enrollment in both neighborhood schools and schools or programs of choice for students in all parts of the District



# Collaborative Partner Participants



**USC**



**Berkeley**  
UNIVERSITY OF CALIFORNIA



**PRRAC**  
*Poverty & Race  
Research Action  
Council*



**How might Los Angeles  
Unified ensure greater equity  
in enrollment in its schools?**

# Progression of Meetings

JUNE 2020

JULY 2020

AUGUST 2020

SEPT 2020

OCT/NOV 2020

1. School Choice  
Options

2. Student  
Demographics

3. Enrollment  
Process

4. Acceptance  
and Enrollment

5. Develop  
Recommendations

What types of school choices are available?

Where are these schools located?

What is the composition of students attending different school types?

How do parents/students choose schools?

What information is available?

Which schools are students applying to?

To which schools are students offered acceptances?

Which schools do students choose to attend?

What are the recommendations from this group?



# Collaborative Meeting Results

All materials reviewed during Collaborative Group meetings are posted at the following website:

<https://achieve.lausd.net/Page/16794>

Final Report includes:

- Guidance
- Recommendation Actions
- Data Recommendations
- Policy Recommendations



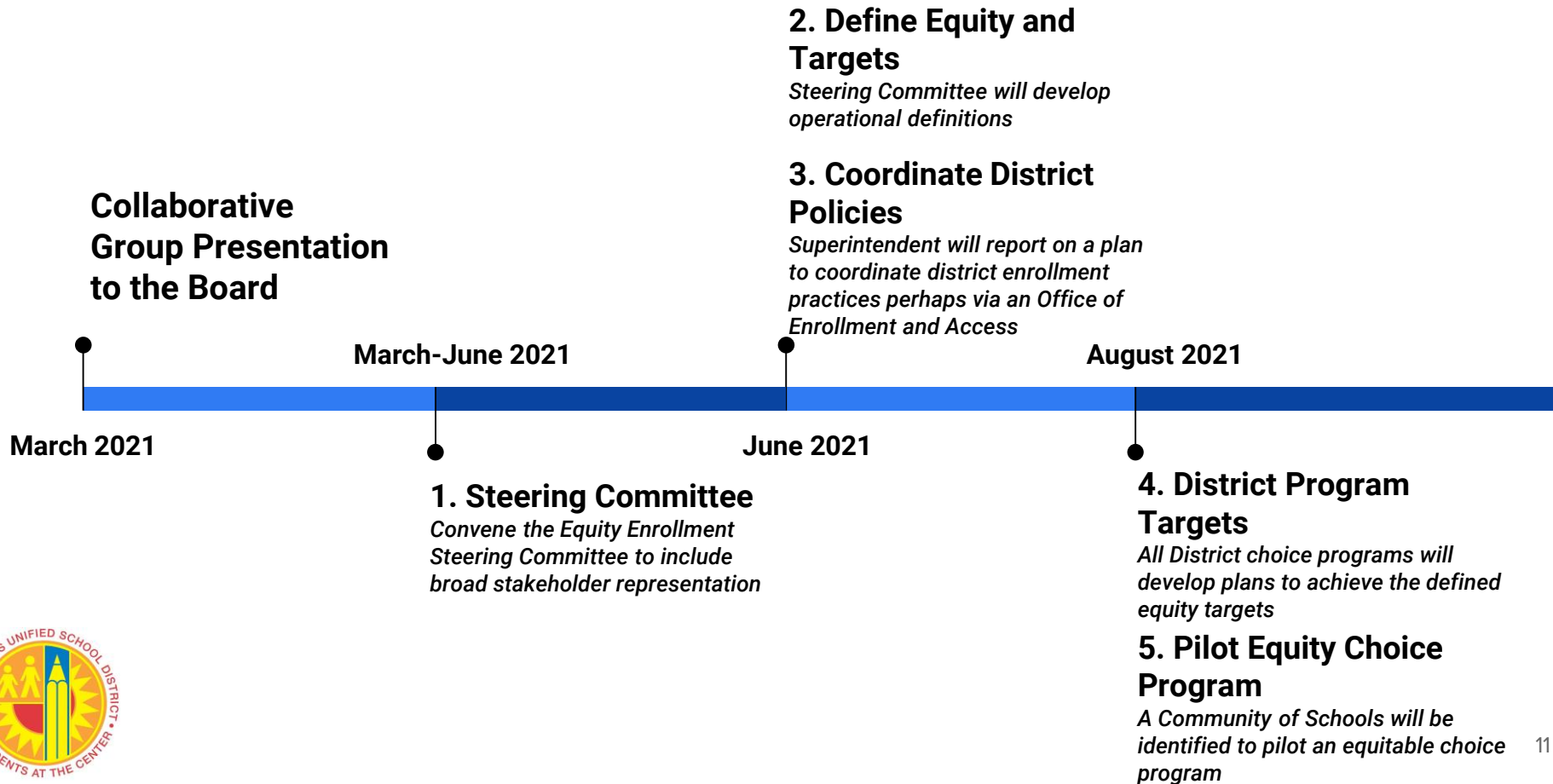


# **Equity Enrollment Collaborative Group: Guidance and Recommended Actions**

# Guidance for the Board

- Convene an **inclusive Steering Committee** to complement the Collaborative Group's recommendations
- Maintain focus on **high quality schools**, in both residential and choice programs
- Direct the district to proceed with the Collaborative Group **recommended actions**
- Implement the **data and policy recommendations**

# Recommended Actions



# **Equity Enrollment Collaborative Group: Data Recommendations**

# Highlights of Data Recommendations

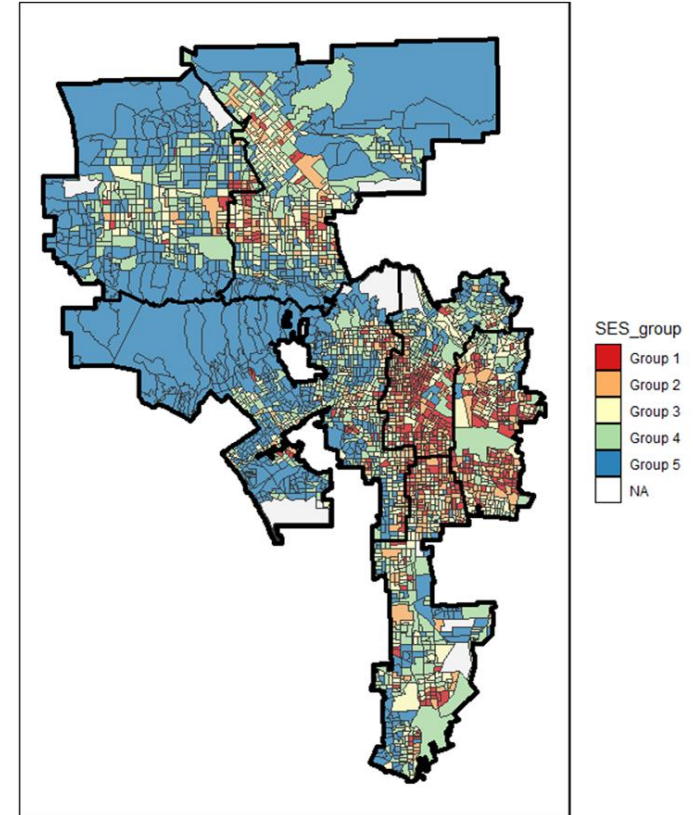
- Gather **additional data** (e.g., pre-K, independent charters, inter-district transfers) to inform district policies
- Disaggregate data using **additional metrics** (e.g., special education, English learner typologies) to improve how equity is defined
- Utilize **socio-economic status group method** to identify schools serving more high poverty students



# Socio-Economic Status Group Methodology

- Based on US Census Data
- Components based on:
  - Median household income
  - Single-parent household rate
  - Educational attainment level
- Findings:
  - LAUSD students disproportionately from lower-SES communities
  - SES status correlated with other demographics (race/ethnicity, English learners)

SES Groups within LAUSD



# **Equity Enrollment Collaborative Group: Policy Recommendations**

# Highlights of Policy Recommendations

- Use definitions from the proposed Steering Committee to set district targets for equity in school enrollment
- Pilot choice policies to improve equity and access within a Community of Schools or a Local District
- Improve coordination across district teams that oversee enrollment-related policies
- Establish a research-practice partnership to inform policies





# Increasing Equity Means Ensuring Access

