

LAUSD Program Landscape Analysis

June 2026



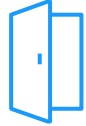
Landscape Analysis

- 1 Landscape analysis overview
- 2 Community engagement & current state of programming
- 3 Programs for prioritization
- 4 Summary of approach and recommendations
- 5 Next steps



LAUSD's work to strengthen the program landscape is guided by an overarching mission statement

LAUSD program landscape mission



Provides equitable access to high-quality options close to home for all students



Enhances students' learning experiences



Has sufficient diversity to meet the needs and interests of students



Reflects local community interests, priorities, and demand



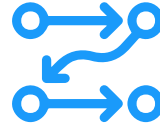
Appeals to and supports different profiles of learners

The goal of this work is to strengthen the program landscape across LAUSD

Three supporting objectives of the program landscape analysis



Develop a shared understanding of the current state of programs across LAUSD



Identify gaps, redundancies, and inequities in LAUSD's program pathways



Generate actionable, equity-centered recommendations that support LAUSD in better serving students now and in the future

This work provides a fact base of LAUSD's programs to inform how LAUSD can use programming as a lever to equitably improve schools and stabilize and increase enrollment

This report reflects the findings from a rigorous process conducted to assess LAUSD's program landscape

Scope

- This report is focused on TK-12 programs, though programs are just one of several factors that contribute to strong schools
- School consolidations were out of scope of the landscape analysis engagement

Inputs

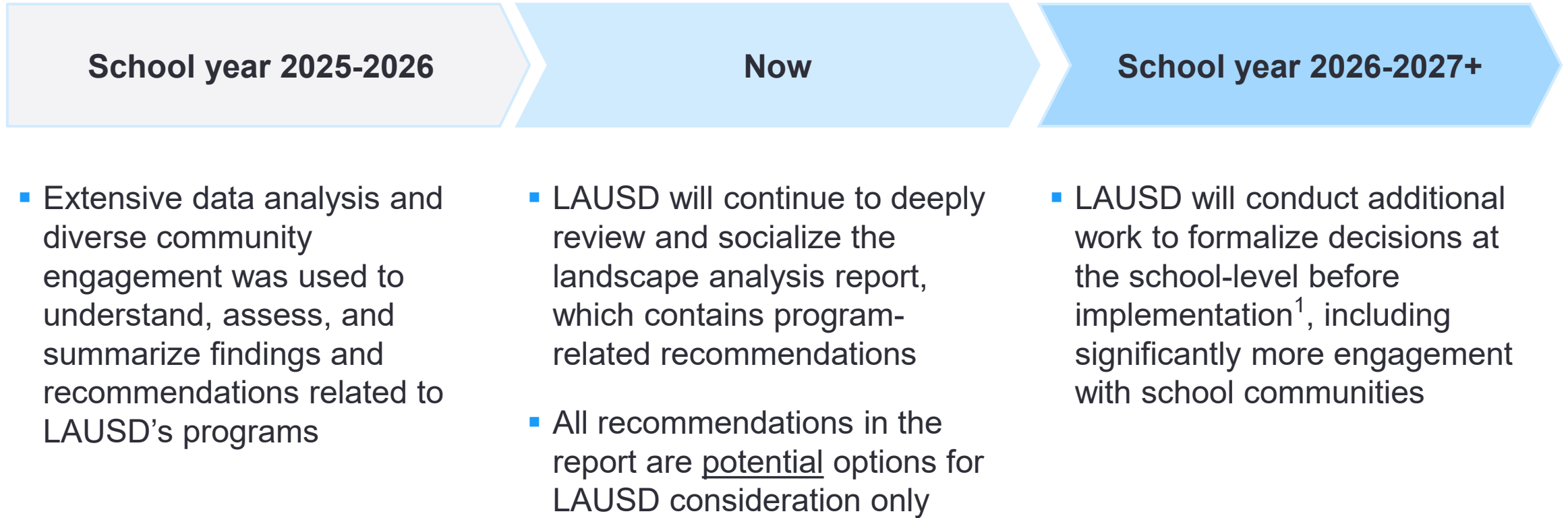
- Insights and potential recommendations were informed by extensive engagement with school communities and partners¹
- Recommendations were guided by data analysis and feedback from various stakeholders, Board Members, Executive Leadership, Regional Superintendents, and cross-departmental committees of LAUSD staff that convened regularly throughout the project

Considerations

- This report does not prescribe actions at individual schools, nor does it address school-level pedagogy or operational excellence

1. Other factors beyond programming are important to families and improving schools (e.g., safety, staffing, culture); This work has been closely aligned with LAUSD's current strategic planning process, and other non-programmatic factors voiced by families are captured in the strategic plan

This analysis is the first step of a longer process that the district is pursuing



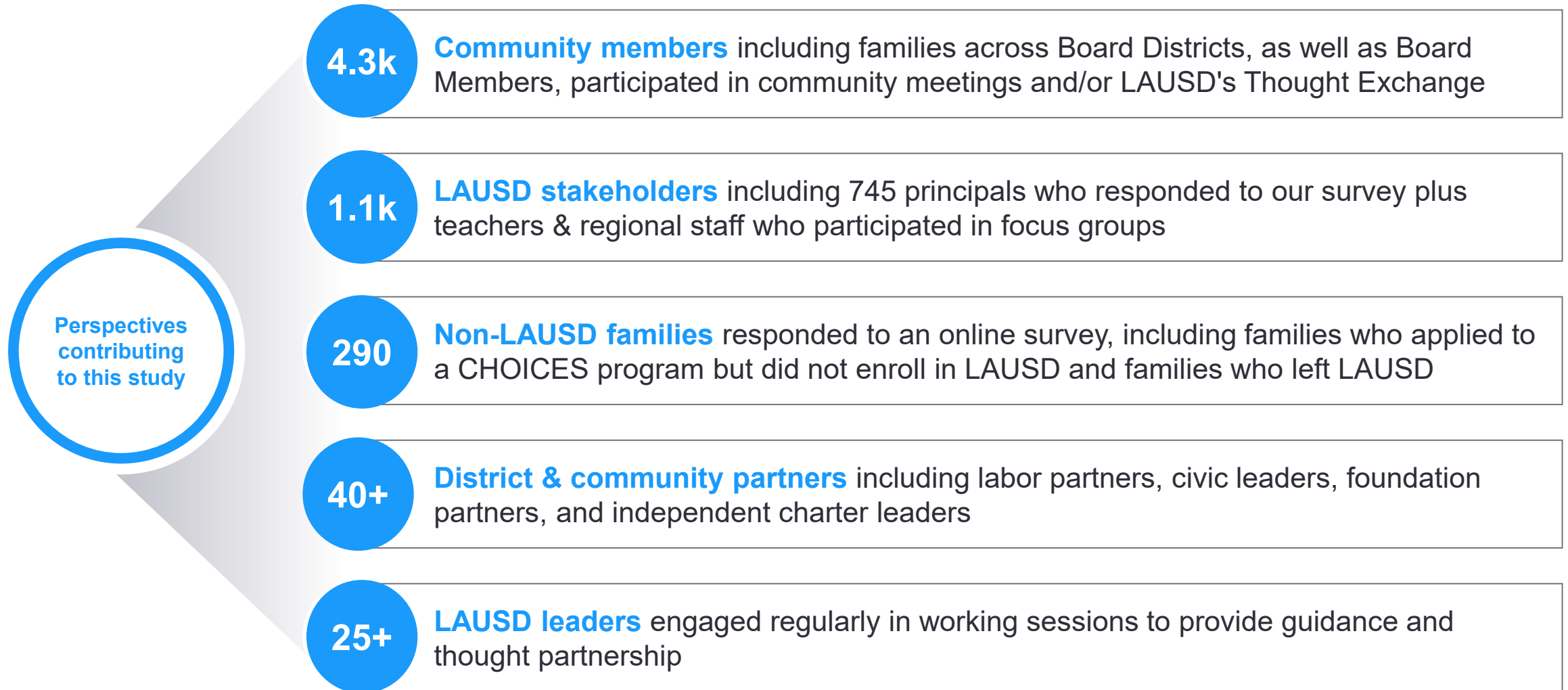
1. Any programmatic changes the district chooses to pursue would need to follow existing district processes, guidelines, and engagement requirements and incorporate leading practices from similar work in other districts

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Stakeholders in the Los Angeles community contributed to this work through meetings, surveys, and regular working sessions



In community engagement sessions, programming was one of several topics that was highlighted as important to families

Programs	Processes	Other school-level priorities
1  Advanced learning options	4  Enrollment	7  School culture & safety
2  Career readiness	5  Partnerships	8  Students' holistic well-being
3  Arts & enrichment	6  Communication	9  Community-centered spaces

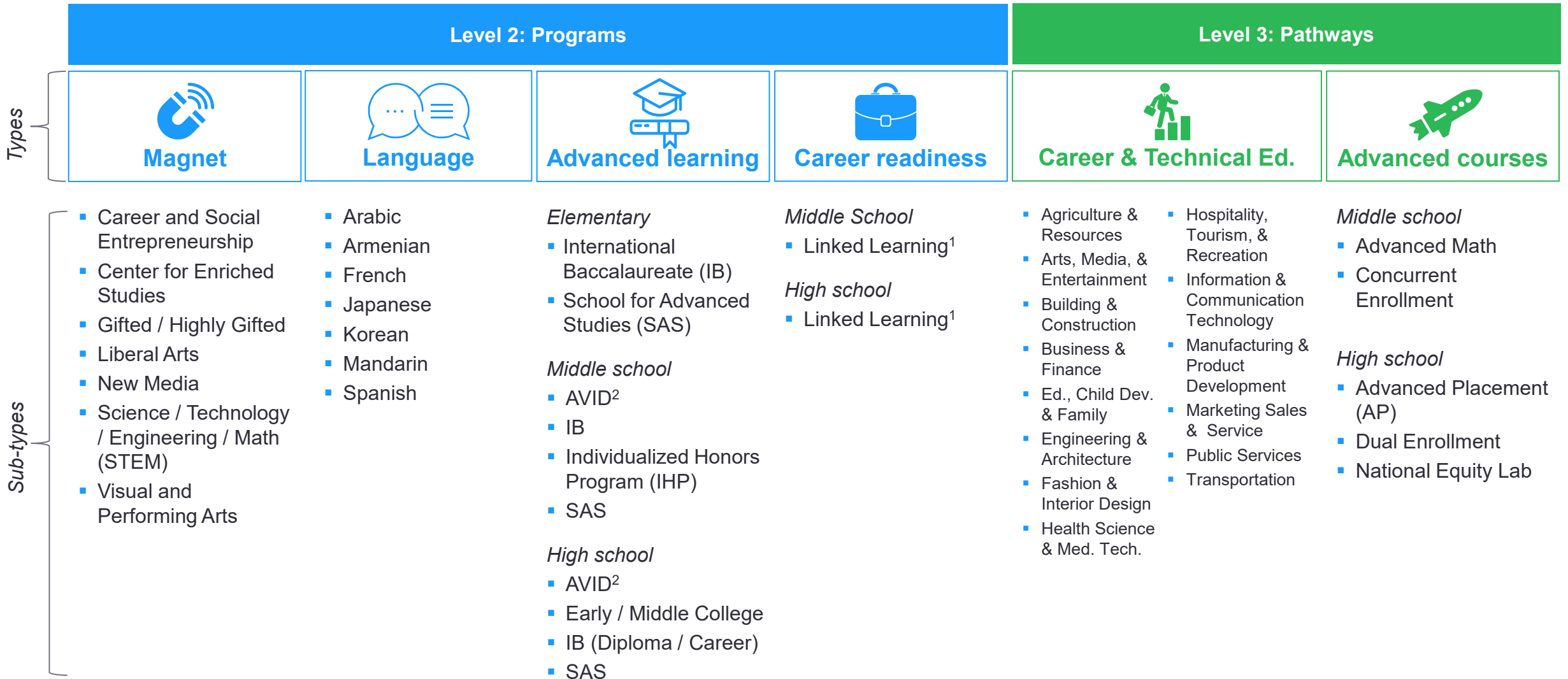
Programming at LAUSD is organized into a taxonomy to better understand and assess offerings (1/2)

Taxonomy of programming across LAUSD¹

Level 1: School models		Level 2: Programs		Level 3: Pathways		Level 4: School offerings	
School structure or population <i>School models define a school's core instructional structure, governance, or populations served</i>		District-defined <i>Programs define core, sustained components of an educational experience for enrolled students</i>		District-defined <i>Pathways are structured sets of courses that students may take sequentially or individually to build specialized knowledge or credentials</i>		School designed and non-standard <i>School offerings include courses, extracurriculars, themes, or supports that are managed at the school level and are more variable across the District</i>	
1a. Model or governance	1b. Specialty population	2a. School-wide	2b. Within-school	3a. Sequential	3b. Modular	4a. Theme focus	4b. Enrichment
▪ Affiliated Charter ▪ Expanded School Based Mgmt. ▪ Community ▪ City of Angels ▪ Local Initiative ▪ Pilot ▪ Residential ▪ Virtual Academy	▪ Adult Education ▪ Early Education ▪ Career Transition (Special Ed.) ▪ Community Day ▪ Continuation ▪ Home + Hospital ▪ Opportunity ▪ Single Gender	<i>Level 2 subtypes on following page</i>		<i>Level 3 subtypes on following page</i>		▪ School-developed themes (e.g., Humanities, Social Justice, Technology Academy)	▪ Academic enrichment ▪ Athletics ▪ Dance ▪ Music ▪ Robotics

The landscape analysis focuses on programming across these three levels

Programming at LAUSD is organized into a taxonomy to better understand and assess offerings (2/2)



1. Linked Learning Pathways are a subset of Career & Technical Education (CTE) pathways that apply a statewide, integrated approach combining standard CTE coursework with rigorous academics, work-based learning, and student supports

2. AVID is also a college readiness program and is tracked for availability across clusters, but is not included in comparative measures based on the unique program dynamics

Overall, in its current state, LAUSD's program landscape is abundant and diverse...

Abundant

There is a wide variety of programming across LAUSD

- **Nearly 100%** of MS & SH have *at least 1* program or pathway¹
- **~25%** of schools have *3 or more* programs and pathways

Diverse

Different program types create options for unique educational experiences

- **Scale:** Full-school models & partial-school models
- **Scope:** Core, sustained experiences & enrichment opportunities
- **Standardization:** District-defined & unique school-developed offerings
- **Participation model:** Application-based & opt-in participation

...but there are opportunities to better meet the evolving needs of students, families, and other school and community members

Programs have been added incrementally over decades in response to community demand, policy priorities, or other local initiatives. This has resulted in:

Supply / demand imbalances



Students cannot enroll in programs of interest that are oversubscribed

Uneven program distribution



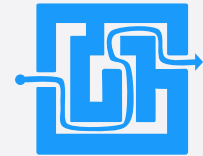
Students may need to travel farther to access certain programs

Complexity



Families struggle to understand what programs exist and what they offer

Navigation challenges



Families struggle to navigate and enroll in program options

Other districts do not have this volume and level of complexity of programming

Landscape Analysis

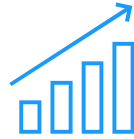
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The district will need to prioritize amongst programs to strengthen the landscape; prioritization could be guided by program outcomes, demand, and innovation

Outcomes:

Programs with strong academic growth outcomes



- ▶ Programs that support students in realizing high academic growth outcomes

Demand:

Programs with demand from the community



- ▶ Programs with sustained community demand, based on community engagement *and* expressed demand (i.e., applications and waitlists)

Innovation:

Programs that meet new or evolving needs



- ▶ New programs not currently widely available in the district that respond to evolving instructional needs or workforce needs

Both community feedback and extensive data analysis on program outcomes and demand pointed to the same set of programs for the district to consider prioritizing



Advanced learning

- Rigorous academic experiences that prepare students for college or other postsecondary pathways
- Examples: Dual enrollment courses, Early / Middle College, IB pathway, AP courses, Middle school accelerated math, Gifted / Highly Gifted magnets, Individualized Honors Program (IHP)



Career readiness

- Applied learning that prepares students for careers via internships, apprenticeships, and certifications
- Examples: Linked Learning, Career & Technical Education (CTE) pathways



Arts & other enrichment

- Offerings that engage students, support feelings of belonging and connection, and provide specialized learning experiences
- Examples: Visual and Performing Arts (e.g., dance, music), athletics, robotics

Program recommendations in this report prioritize these program categories

The district could also consider prioritizing the replication of programs with the highest demand, while adapting them for local context and community needs

LAUSD program types with high demand		Example LAUSD programs ^{1,2}	
Advanced learning	▪ Early / Middle College	▪ Early College Academy - LA Trade Tech, Middle College High School	
	▪ Eligibility requirements	▪ Individualized Honors Programs	
	▪ IB Pathways	▪ Eagle Rock SH, Fairfax SH, Bancroft MS, Foshay Learning Center	
Career readiness	▪ CTE / Linked Learning “hubs”	▪ Venice SH	
	▪ Industry partnerships (medical)	▪ Francisco Bravo SH Medical Magnet, King/Drew Magnet High School of Medicine and Science	
Unique pedagogical approach	▪ Centers for Enriched Studies	▪ LA Center for Enriched Studies Magnet, Maywood Center for Enriched Studies	
	▪ Multi-grade model	▪ Open Charter Magnet	

1. Non-exhaustive
2. The program types for consideration all have application and waitlist rates that significantly exceed those of most other programs in the district
Source: LAUSD district internal data

Innovative programs not currently available or widespread in LAUSD could also be prioritized in response to evolving workforce, economic, and student needs

Innovative program model examples for consideration

Themes	School name	Location	Grades	Key characteristics
Future forward 	Innovation Center of St. Vrain Valley School 	Longmont, CO	9-12	Industry-aligned engineering and technology learning tied to certifications and paid work
	Foust Gaming and Robotics ES 	Greensboro, NC	K-5	Embeds robotics, coding, and technology-rich learning starting at the elementary level
	High Tech High 	San Diego, CA	K-12	Technology-enabled, interdisciplinary projects focused on real-world problem solving
Unique pedagogical approach 	Academies of Nashville 	Nashville, TN	9-12	Career-themed academies that integrate academics, certifications, and capstone projects
	Purdue Polytechnic High School 	Indianapolis, IN	9-12	University-embedded, project-based model with extended learning cycles and applied research
	MET High School 	Providence, RI	9-12	Highly personalized learning anchored in internships, advisory, and real-world projects
	SF Public Montessori 	San Francisco, CA	PK-5	Combines California Common Core Standards with Montessori Curriculum and model of learning
	Open Charter Magnet 	LAUSD	K-5	Unique pedagogical approach (constructivist), combining two grades for instruction
LA asset-based partnerships 	Alliance Health Services Academy High School 	Los Angeles, CA	9-12	Local healthcare partnerships support college readiness and hands-on learning
	Port of Los Angeles High School (POLAHS) 	San Pedro, CA	9-12	Maritime-themed academic and CTE pathways through Port of Los Angeles partnership
	LA County High School for the Arts 	Los Angeles, CA	9-12	Conservatory-style arts education with professional industry partnerships
	King/Drew Magnet HS of Medicine & Science 	LAUSD	9-12	Experience-based learning in hospitals, clinics, research laboratories, and university facilities

Programs across themes are aligned to the program types most in-demand across LAUSD (advanced learning, career readiness, and arts & enrichment)

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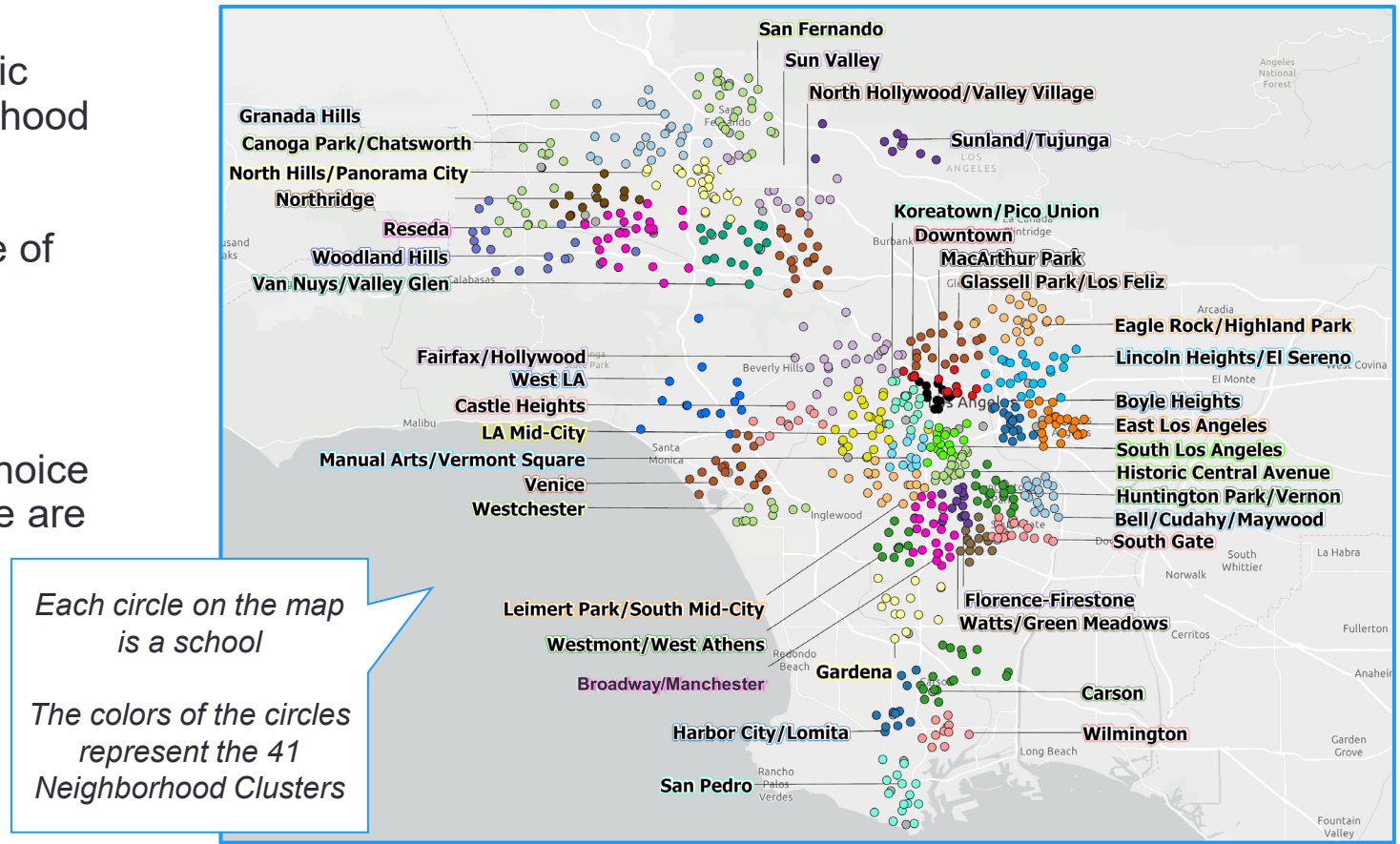


To understand program dynamics at a more localized level, the program landscape was assessed in 41 “Neighborhood Clusters” (groups of schools and feeder complexes)

Overview of Neighborhood Clusters¹

- The Neighborhood Clusters are based on LAUSD precedent for developing geographic units and were adapted from prior neighborhood constructs
- Every LAUSD district school belongs to one of the 41 Neighborhood Clusters²
- Neighborhood Clusters were developed to contain all schools within a specific feeder complex and all schools within a Zone of Choice to the greatest extent possible, though there are exceptions

Neighborhood Clusters map (41 clusters)



1. Clusters have an average and median size of 17 schools but range in size due to feeder complexes and geographic boundaries from 9 schools (in geographically isolated areas, like Sunland/Tujunga) to 29 schools (in San Fernando/Sylmar); average and median enrollment is ~9.1k students per cluster, though this also ranges from ~3.1k (in Westchester) to ~16k (in Granada Hills)

2. Independent charter schools are assessed as part of the landscape, but are not included as part of the program analysis; there is a subset of district schools serving special populations that are excluded from the landscape analysis standardized measures due to differences in the school models

Each of the 41 Neighborhood Clusters was assessed across five dimensions articulated by LAUSD

Dimensions to assess the program landscape¹

Availability	Coherence	Academic Growth	Demand	Retention
Do all students have a sufficient mix and number of programs to meet their interests and needs within their Neighborhood Cluster?	To what extent are available programs supporting continuity of program experience?	To what extent are investments in programs supporting stronger academic outcomes?	Which programs have the highest demand, and where does demand meaningfully exceed or fall short of supply?	Do students enroll in school and program options within their Neighborhood Cluster?

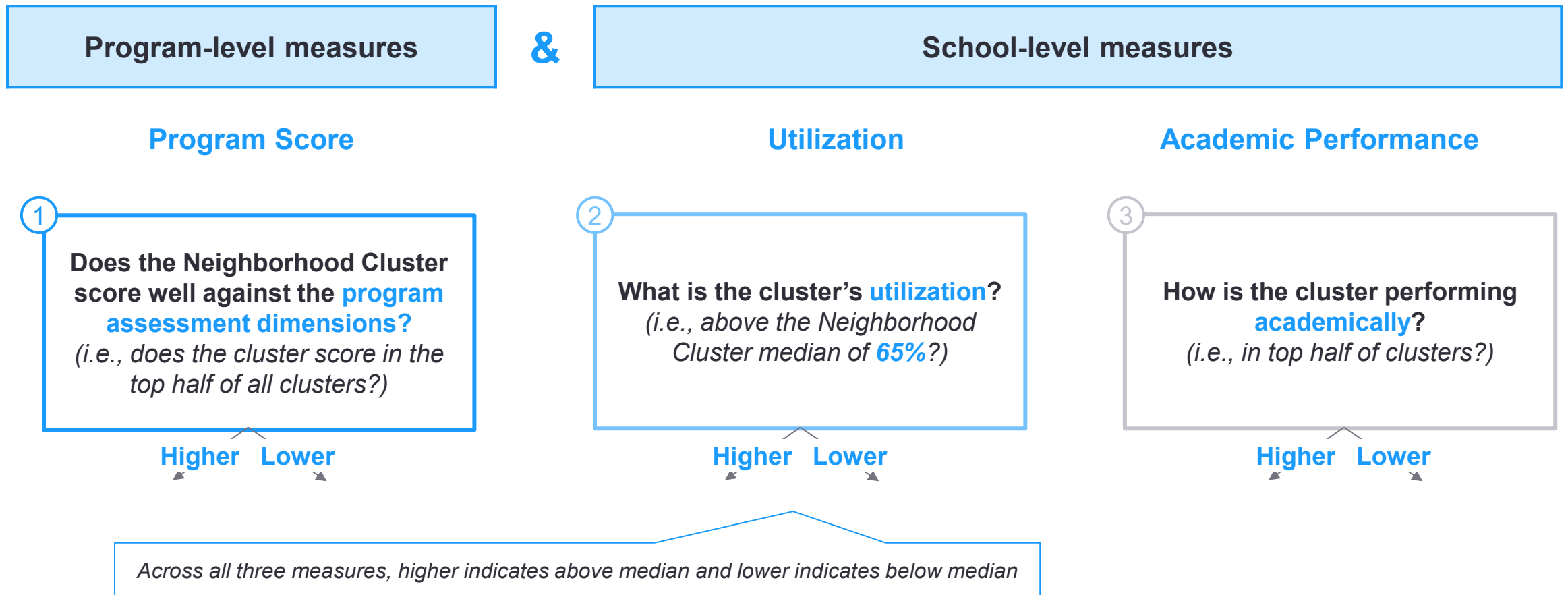


These dimensions were assessed in aggregate for each Neighborhood Cluster to produce neighborhood-specific “program scores”

1. Numerous methodological choices were made in assessing these dimensions; these choices, rationale, and limitations / considerations were considered at length in partnership with LAUSD

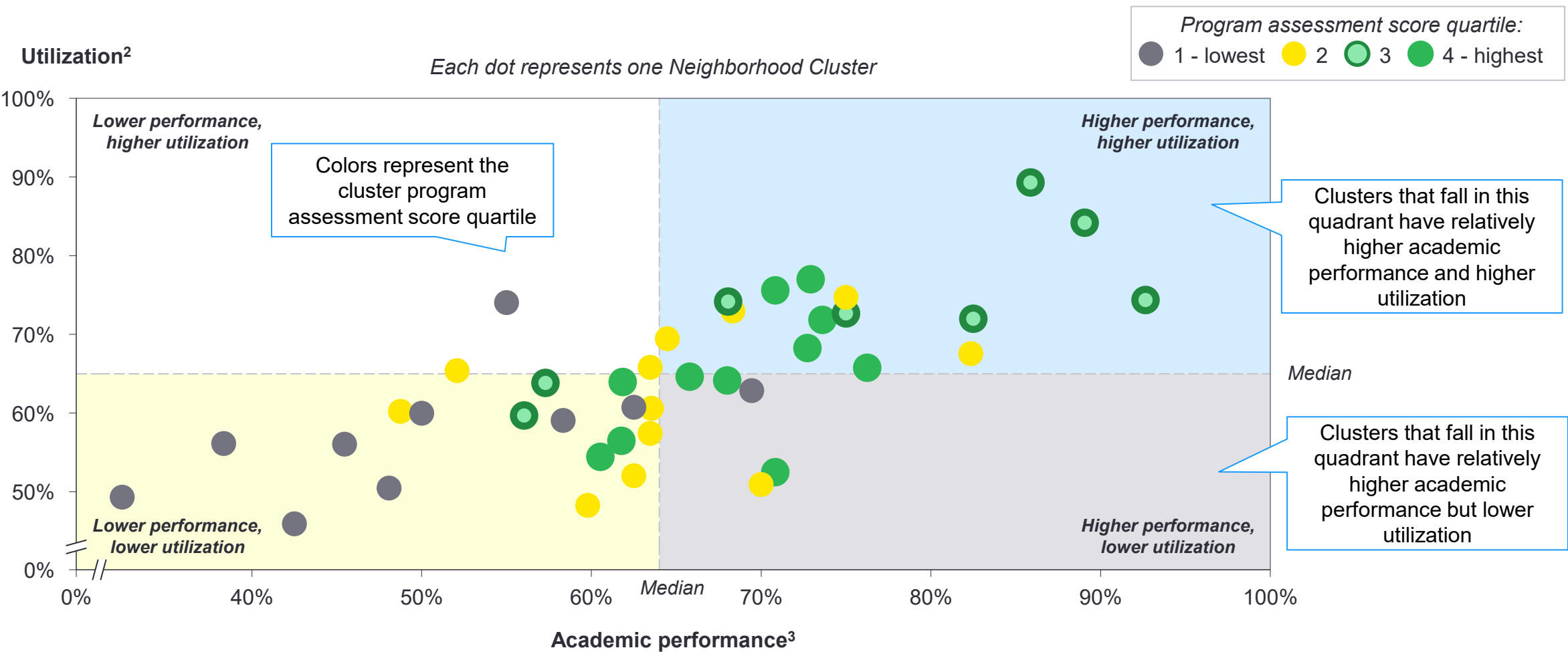
In addition to the programming landscape, school-level measures were assessed within each of the 41 Clusters

Each cluster is categorized as higher or lower scoring for each measure, based on the cluster's performance relative to the other clusters



There is a positive relationship between programming, academic performance, and utilization, supporting a focus on programming as a lever to support strong schools

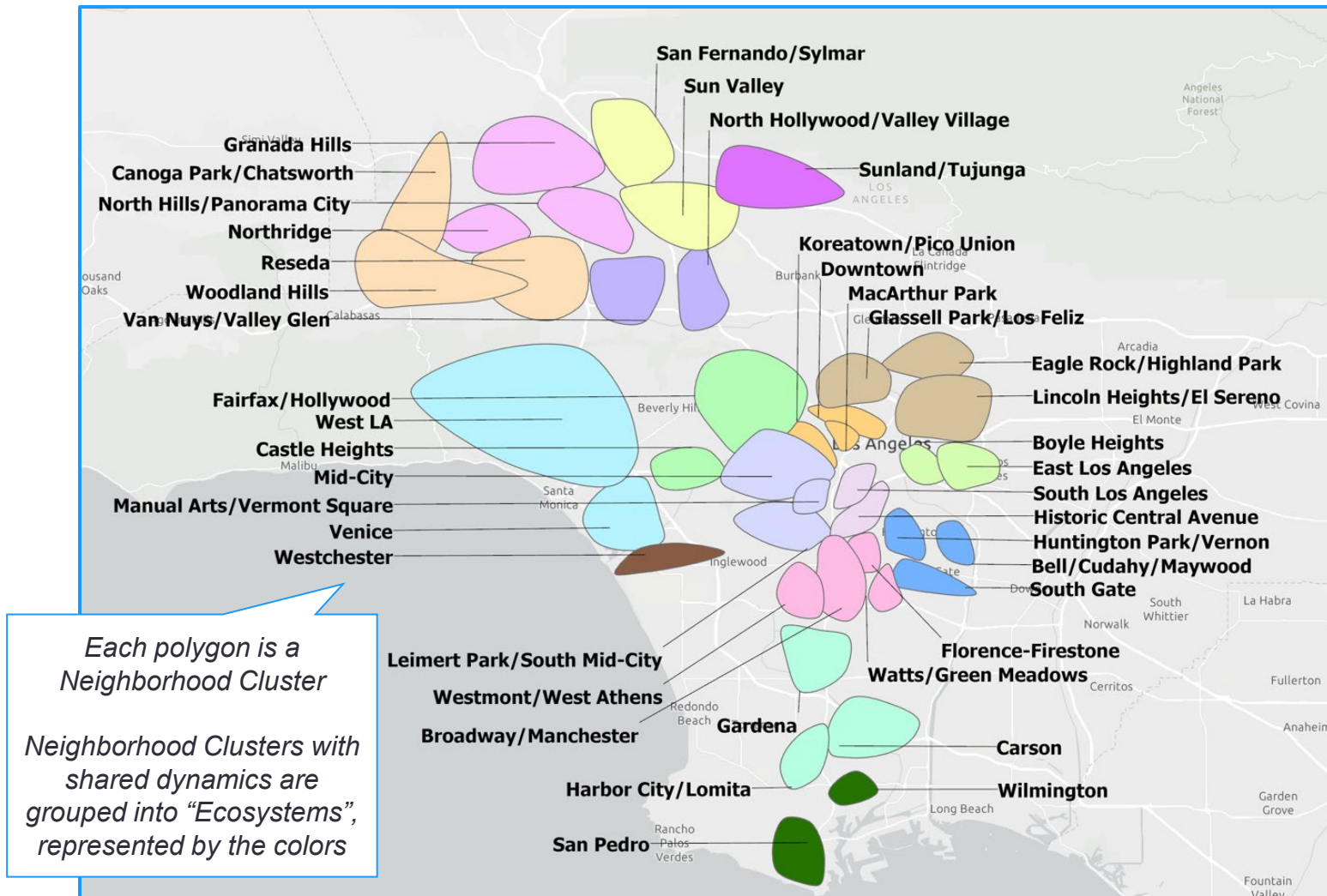
Academic performance vs. utilization, with program assessment score, by Neighborhood Cluster¹



1. A moderate linear relationship between variables (academic performance and utilization) is observed with $R^2 = 0.48$ and Multiple $R = 0.70$
2. Utilization measures weighted utilization across all schools in the Neighborhood Cluster (total enrollment / total standardized capacity)
3. Academic performance represents the weighted cluster points relative to total possible points, based on SIM tiers of schools within the cluster
Source: LAUSD Internal data

The 41 Neighborhood Clusters were grouped into 17 ecosystems based on student matriculation, commuting patterns, and shared dynamics

41 Neighborhood Clusters grouped into 17 Ecosystems



1. Neighborhood Cluster shapes represent a boundary around schools within the cluster (i.e., are not scaled to represent school or enrollment totals)

Ecosystems, by area of the district

Valley

- West Valley
- Central Valley
- East Valley
- North Valley
- Sunland-Tujunga

Westside

- Central West
- Coastal Westside
- Westchester

Central & East

- DTLA / Central
- Northeast
- East LA
- Southeast

Central & South

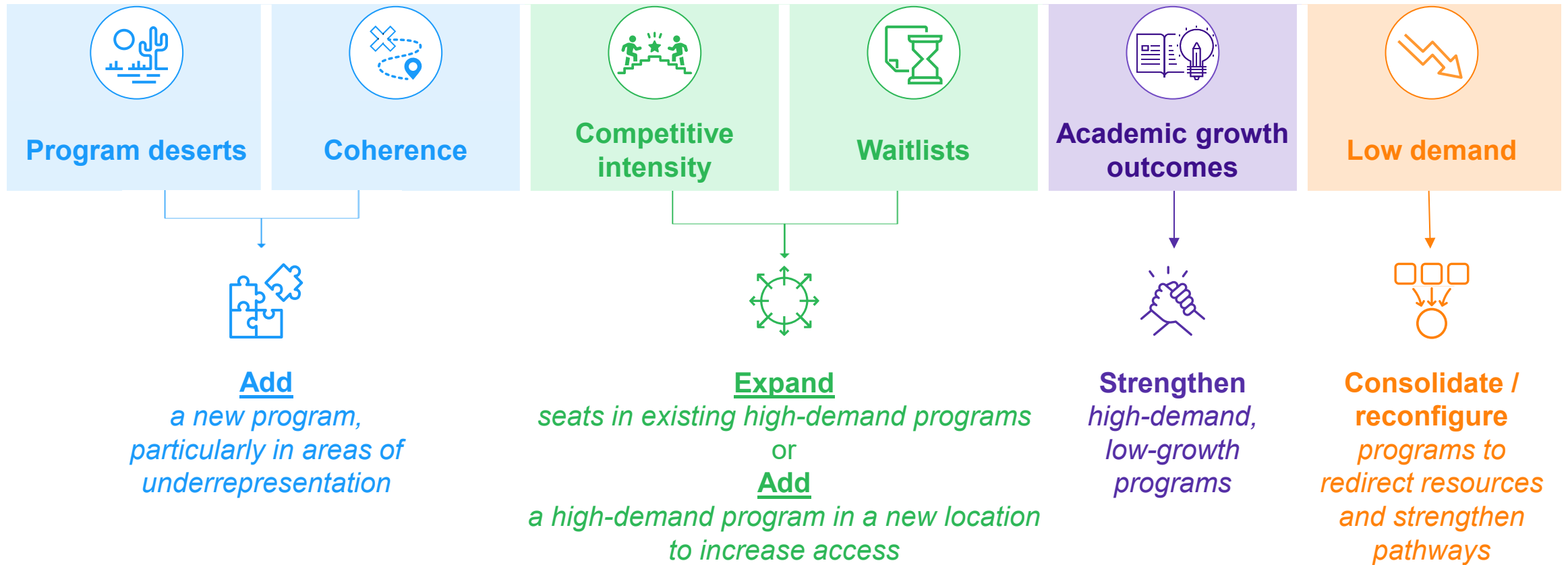
- Mid-City / Leimert / Vermont Sq.
- Historic South Los Angeles
- Central South
- North Harbor
- Harbor

Core challenges were identified for each ecosystem

					
Program deserts	Coherence	Competitive intensity	Waitlists	Academic growth outcomes	Low demand
No availability of specific high-growth, high-demand program types	Gaps in pathways	Enrollment loss to competing school options (e.g., ind. charters, privates)	Space constraints for high-demand programs	Low or varied academic growth outcomes	Excess capacity due to program saturation, low quality, or low enrollment

These core challenges inform program changes the district could consider

Potential programmatic changes were suggested to address these challenges



Applying these program changes strategically across the system could improve student access to high-quality school and program options close to home

Overall, the mix of recommended program actions reflects a coordinated approach to strengthening access, quality, and coherence across LAUSD's program landscape

Collectively, the recommendations combine additions and expansions of higher-demand, higher-quality programs with targeted consolidations / reconfigurations of lower-demand, lower-performing programs

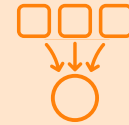


Add programs

Recommendations to add skew toward MS and SH

- MS and SH have more significant gaps (i.e., program deserts or coherence challenges) and programs have a larger influence on enrollment

Recommendations focus on advanced learning, career, & language pathways



Consolidate / reconfigure programs

Recommendations to consolidate or reconfigure programs are more prevalent at the elementary level, though they exist across all grade levels

- There are fewer ES program types and a larger number of ES campuses, increasing the likelihood of program redundancy and lower demand

The mix of program recommendations varies by ecosystem, reflecting differences in underlying core challenges

Core challenges by ecosystem

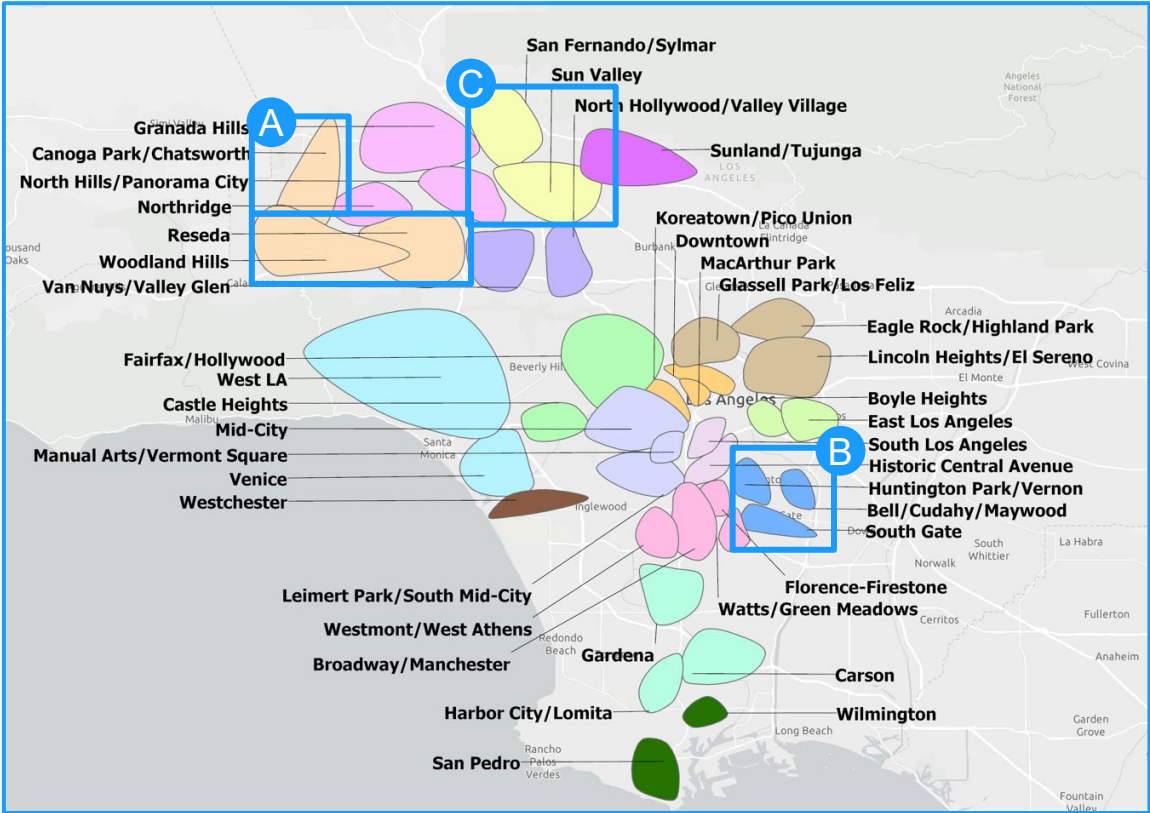
Ecosystem	Core challenges ¹				
	Program deserts	Coherence	Waitlists	Competitive intensity	Low demand ²
1. Central Valley			✓		
2. Sunland-Tujunga		✓			
3. West Valley			✓	✓	
4. North Valley			✓	✓	
5. East Valley	✓			✓	✓
6. Central West			✓	✓	
7. Coastal Westside			✓	✓	
8. Westchester	✓			✓	
9. Northeast		✓	✓		✓
10. Southeast			✓		✓
11. Central / DTLA		✓		✓	
12. East LA	✓				✓
13. North Harbor		✓			✓
14. Harbor		✓			✓
15. Mid-City / Leimert / Vt. Sq.			✓		✓
16. Central South	✓			✓	✓
17. Historic South LA	✓			✓	✓

1. Within all ecosystems there are mixed academic growth outcomes, suggesting opportunities to strengthen select programs

2. The challenge of "low demand" is more common in ecosystems that have experienced larger enrollment declines

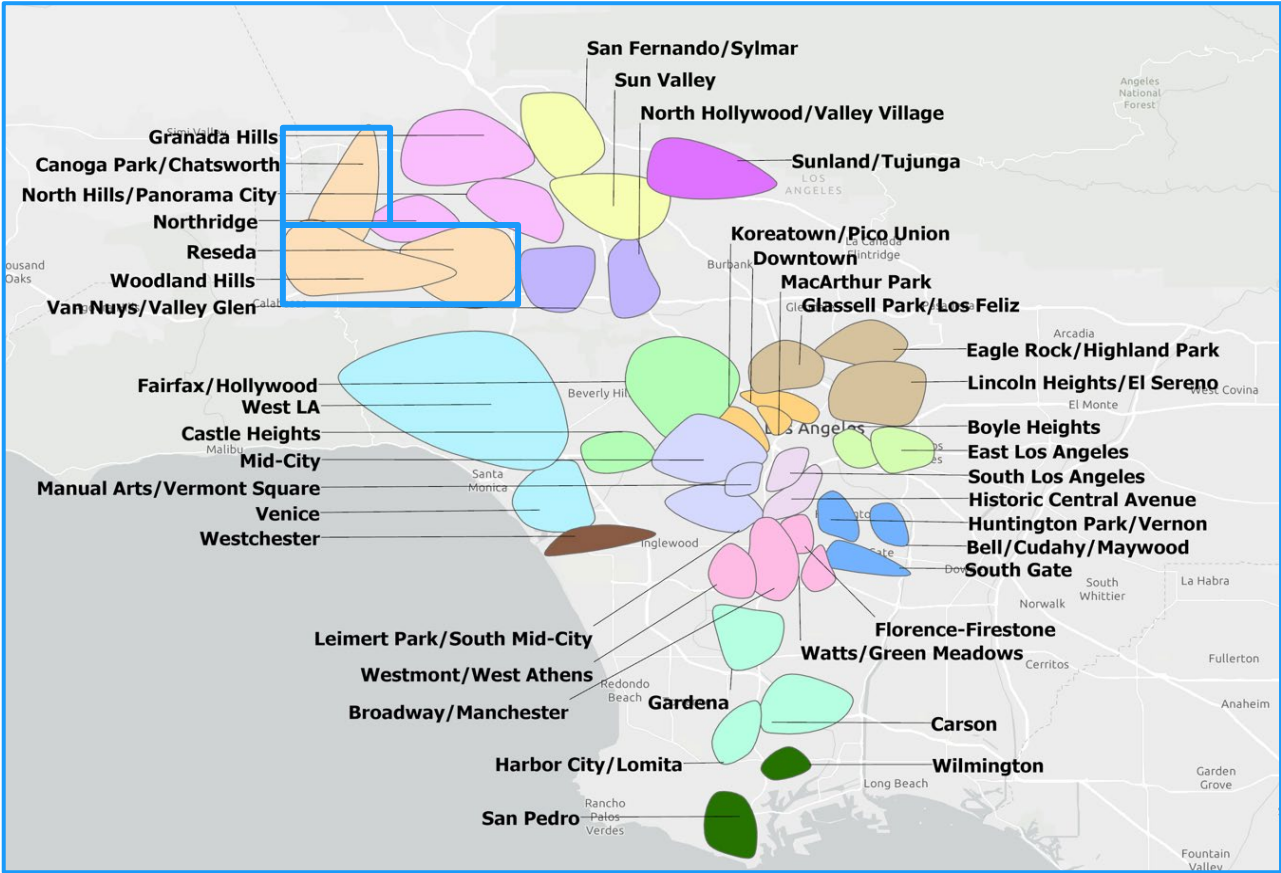
This presentation previews recommendations for 3 ecosystems with different core challenges to illustrate how recommendations vary based on ecosystem dynamics

Example Ecosystems		Core challenges				
		Program deserts	Coherence	Waitlists	Competitive intensity	Low demand
A	West Valley			✓	✓	
B	Southeast			✓		✓
C	East Valley	✓			✓	✓



West Valley Ecosystem | The West Valley ecosystem contains 3 Neighborhood Clusters that collectively serve ~34k TK-12 students across 55 schools

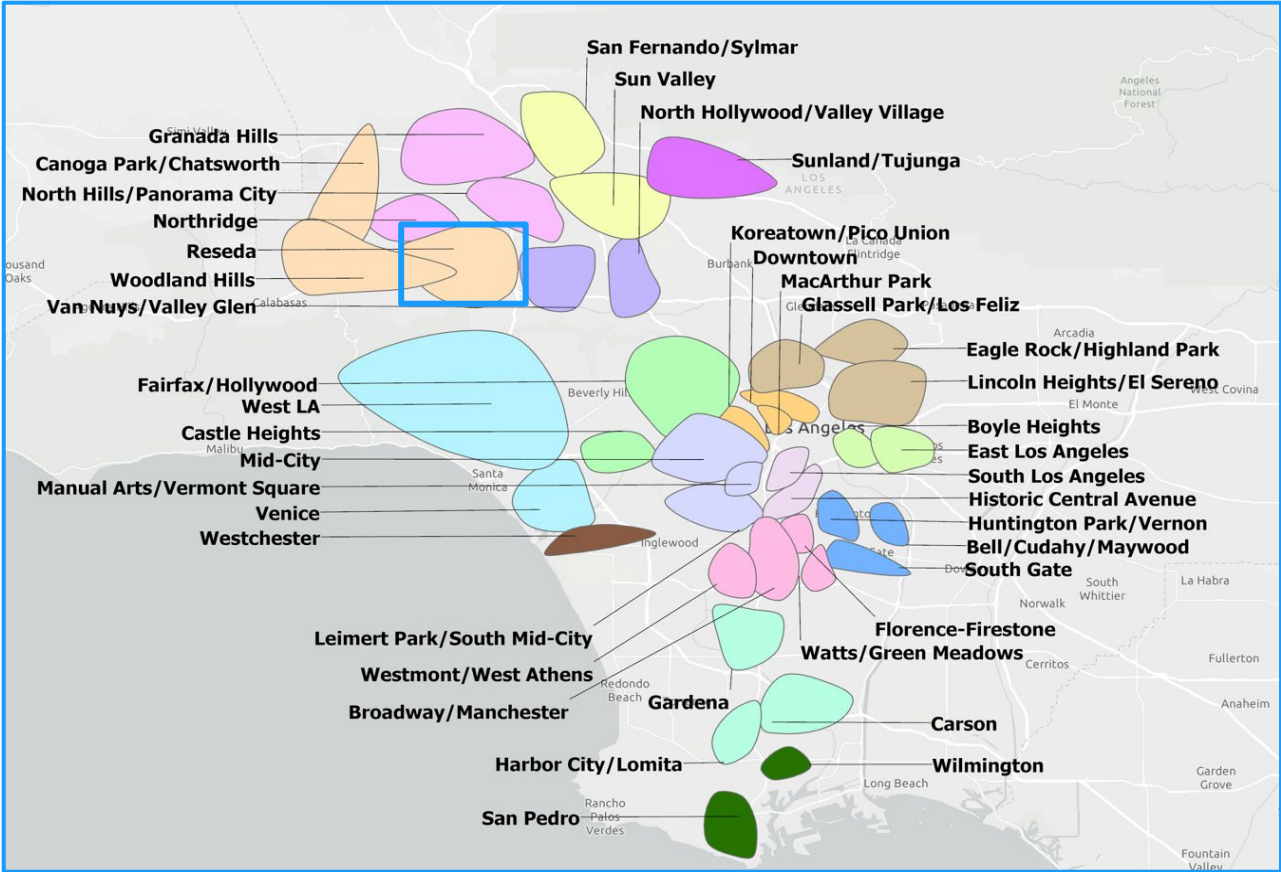
Ecosystem	Core challenges				
	Program deserts	Coherence	Waitlists	Competitive intensity	Low demand
West Valley			✓	✓	



Neighborhood Clusters	Reseda Woodland Hills Canoga Park / Chatsworth
Schools	55 schools 40 ES 6 MS 4 SH 5 SPAN
Enrollment SY26	~34k TK-12 students 9% of LAUSD enrollment
Enrollment trend SY24 – SY26 ¹	(2.6%) enrollment loss

1. Enrollment loss for the district overall was (5.9%) SY24-SY26

West Valley Ecosystem | Reseda Neighborhood Cluster



Neighborhood Clusters

Reseda

Woodland Hills
Canoga Park / Chatsworth

Schools

55 schools
40 ES | 6 MS | 4 SH | 5 SPAN

Enrollment SY26

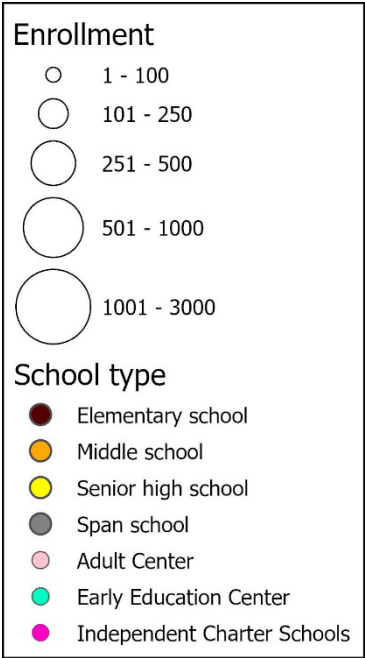
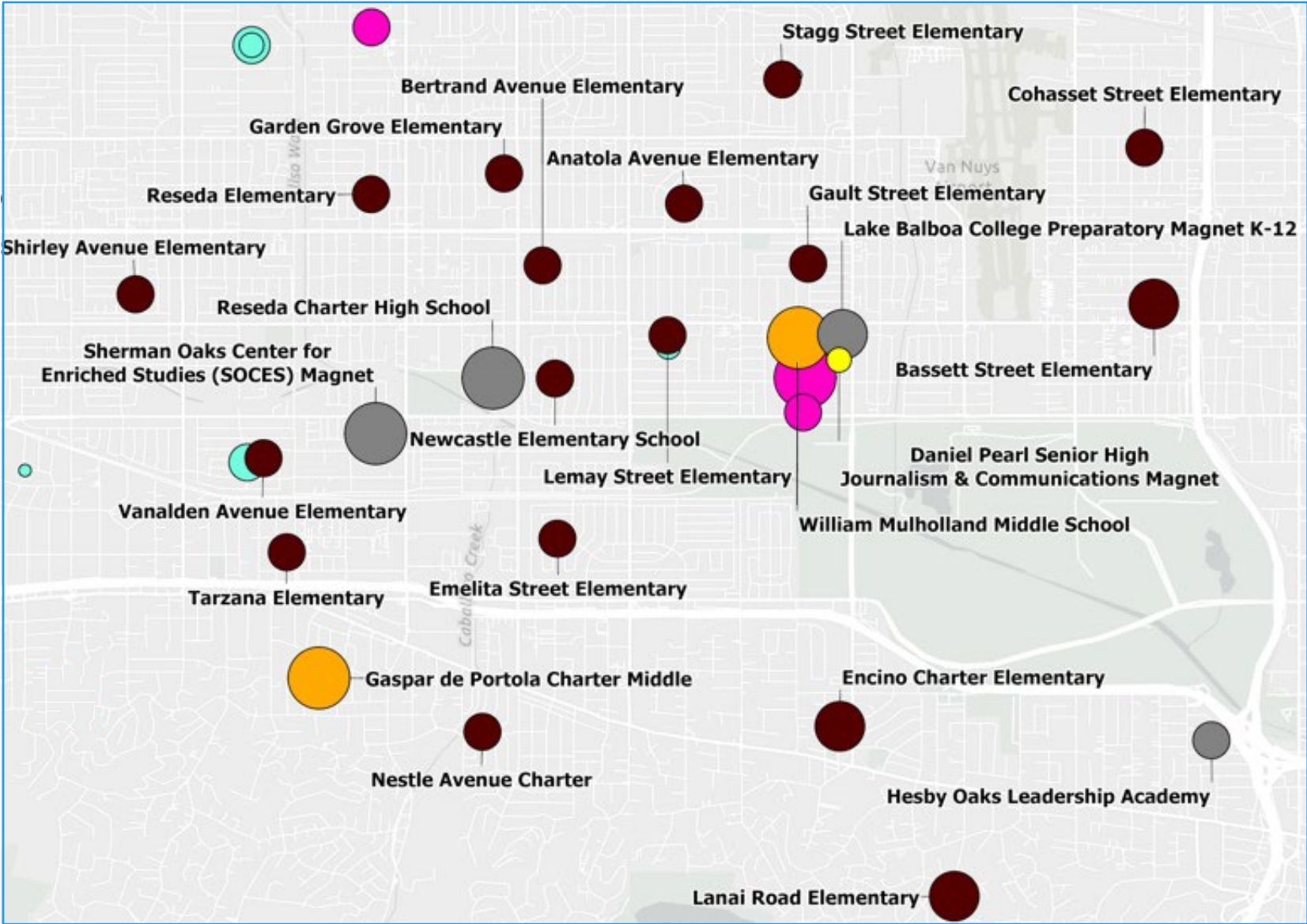
~34k TK-12 students
9% of LAUSD enrollment

Enrollment trend SY24 – SY26¹

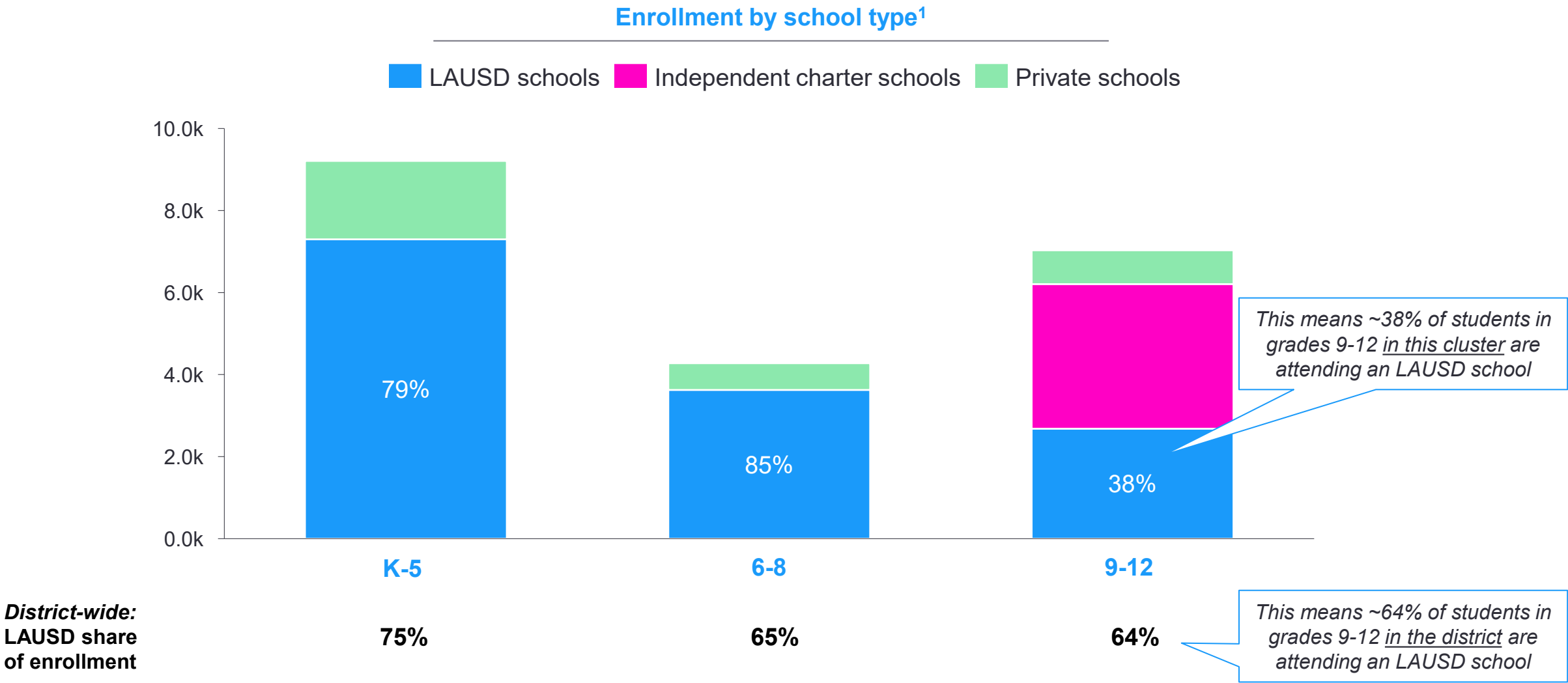
(2.6%) enrollment loss

1. Enrollment loss for the district overall was (5.9%) SY24-SY26

West Valley Ecosystem | Reseda Neighborhood Cluster

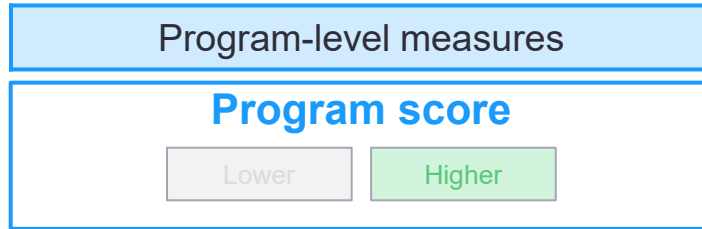


West Valley Ecosystem | Enrollment by school type in Reseda



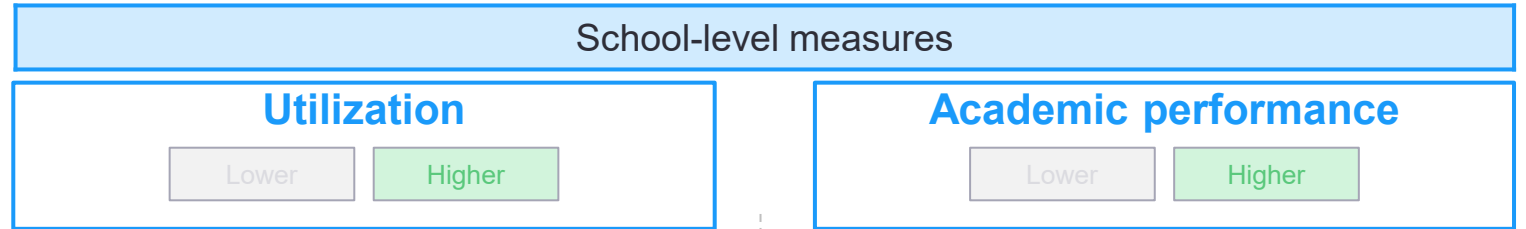
1. Span school enrollment is split across respective grade levels
Source: California Department of Education; LAUSD district internal data

West Valley Ecosystem | Reseda assessment of program-level measures and school-level measures



Top quartile (above median)

- + Availability is higher (10 of 11 available)
- + Coherence is higher (11 of 14 programs coherent)
- + Academic growth is higher (top quartile)
- + Demand is higher (top quartile)



Top quartile (above median)

- + 16 of 24 schools have above-median utilization
- Retention is roughly in line with the district for matriculation from ES → MS (53% retained), but is lower from MS → SH (13% retained)

Top quartile (above median)

- + School performance in aggregate is in the top quartile across clusters¹

1. Based on the School Identification Model used in the District's multi-tiered system of school support

West Valley Ecosystem | Reseda program assessment

Program score: Assessment of programming landscape, by dimension

 4 = highest quartile
  3
  2
  1 = lowest quartile

Dimension	Assessment	Commentary
Availability	4	▶ 10 of 11 program types are available in the Neighborhood Cluster
Coherence	4	▶ 11 of 14 programs and pathways have coherence (i.e., provide the option for students to continue a program or pathway at the next school level once started)
Academic growth	4	▶ 68% of programs are in the top half of the district's programs for academic growth based on SBA ² math growth
Demand	4	▶ 67% of programs are in the top half of programs based on application volume per enrollment
Retention ¹	Mixed	▶ 53% of matriculating ES students stay in the cluster for middle school ▶ 13% of matriculating MS students stay in the cluster for senior high school

1. Retention includes both schools and programs, so is not a measure of solely the programming landscape within the cluster

2. Smarter Balanced Assessment

Source: LAUSD district internal data

West Valley Ecosystem | Reseda program availability and coherence

Count of programs, by school level¹

Program type	Program sub-type	Elementary	Middle	Senior	Coherence ³
Magnet	▪ Career And Social Entr.	-	1	1	✓
	▪ Gifted/Highly Gifted	-	1	-	✗
	▪ Liberal Arts	1	1	1	✓
	▪ New Media	1	-	2	✗
	▪ STEM	-	1	1	✓
	▪ Center for Enriched Stud.	1	1	1	✓
	▪ Visual and Performing Arts	-	-	-	N/A
Language ²	▪ Arabic	-	-	-	N/A
	▪ Armenian	-	-	-	N/A
	▪ French	-	-	-	N/A
	▪ Japanese	-	-	-	N/A
	▪ Korean	-	-	-	N/A
	▪ Mandarin	-	-	-	N/A
	▪ Spanish	2	2	1	✓
College readiness	▪ Early / Middle college			-	N/A
	▪ IB (Primary/ Middle & Dip.)	-	-	-	N/A
	▪ IHP		-		N/A
	▪ SAS	4	1	-	✗
	▪ AVID	1	1	1	N/A

1. Span schools include each grade level they span, therefore the sum of programs on page is greater than program total

2. Advanced language courses can provide coherence in students' language pathways even when a formal dual language program is not present

3. Coherence is assessed based on the availability of an option for students to continue a program or pathway at the next school level once started

Source: LAUSD district internal data



Program offered



Advanced language course



Program not relevant for this school level

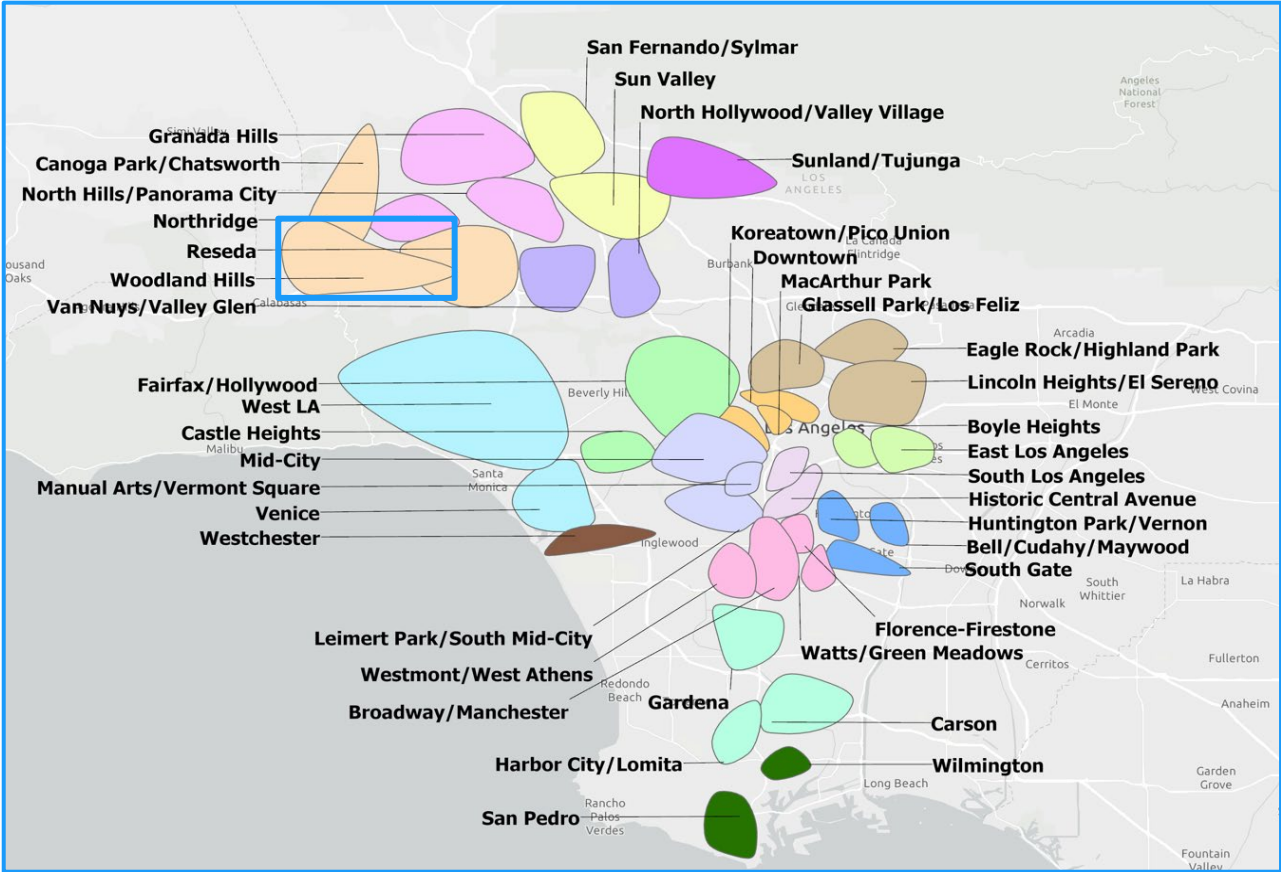


Coherent



Not coherent

West Valley Ecosystem | Woodland Hills Neighborhood Cluster



Neighborhood Clusters

Reseda
Woodland Hills

Canoga Park / Chatsworth

Schools

55 schools

40 ES | 6 MS | 4 SH | 5 SPAN

Enrollment SY26

~34k TK-12 students

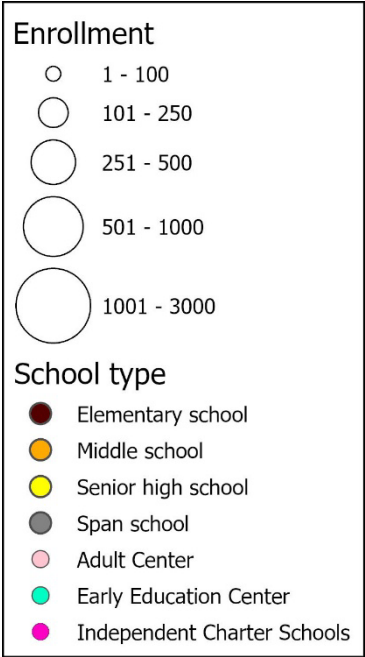
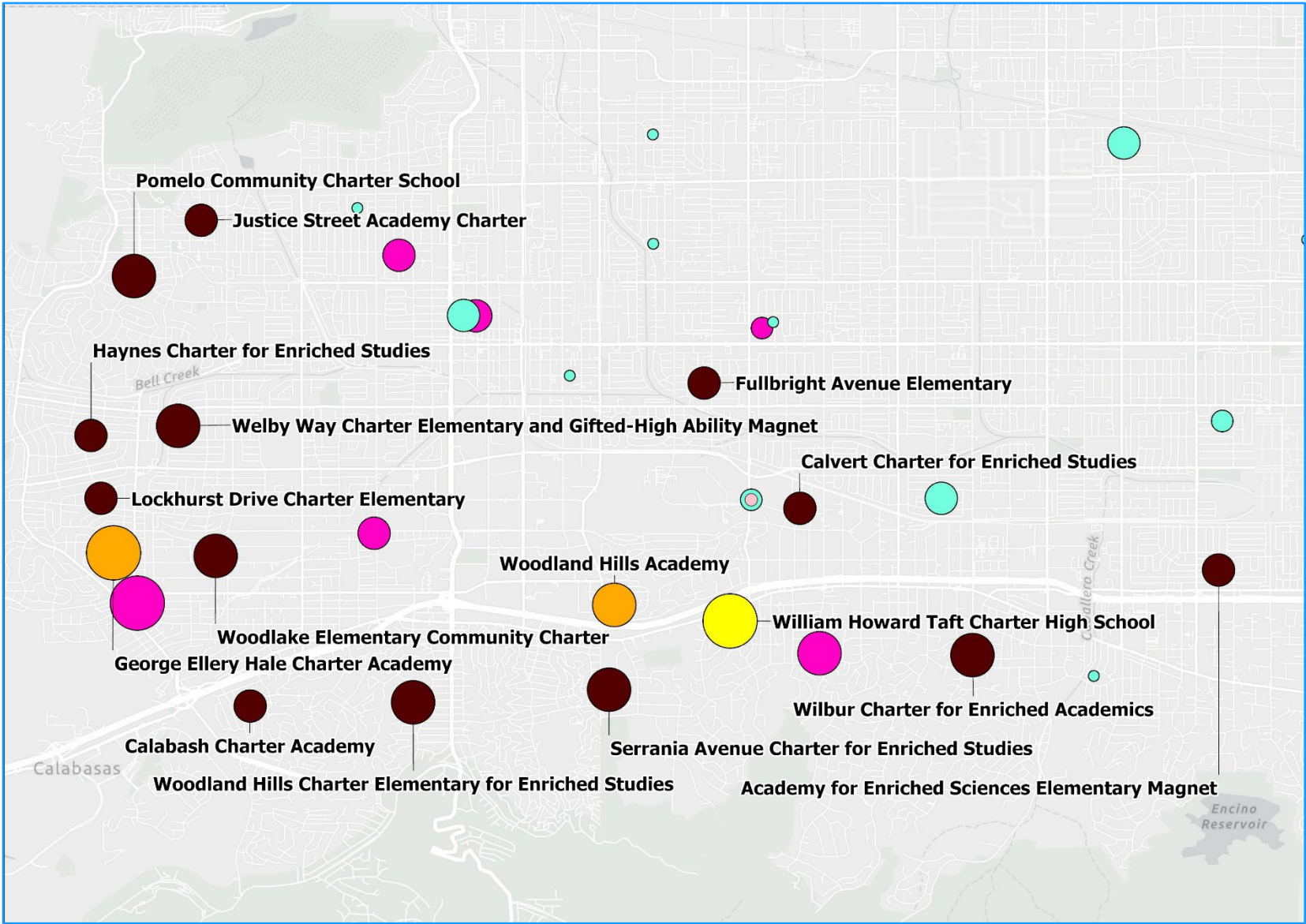
9% of LAUSD enrollment

Enrollment trend SY24 – SY26¹

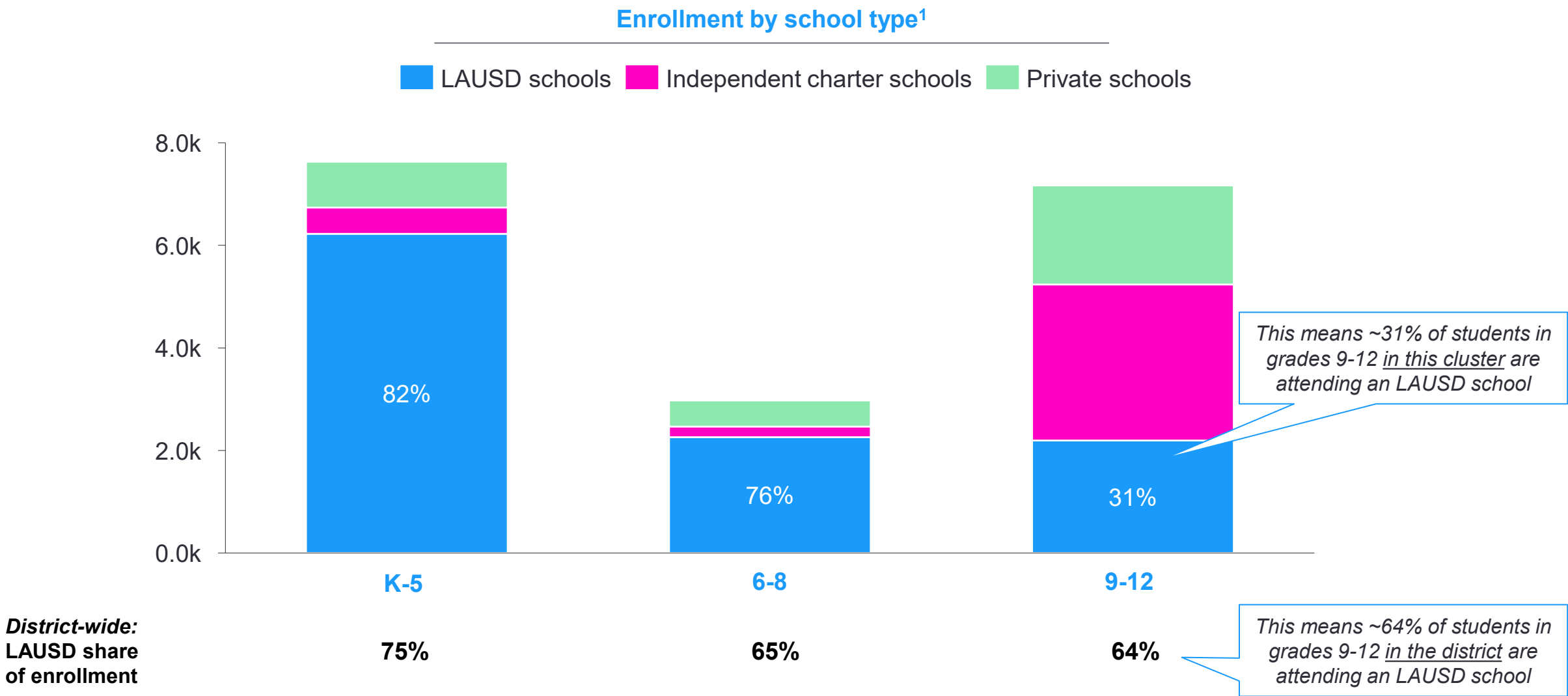
(2.6%) enrollment loss

1. Enrollment loss for the district overall was (5.9%) SY24-SY26

West Valley Ecosystem | Woodland Hills Neighborhood Cluster

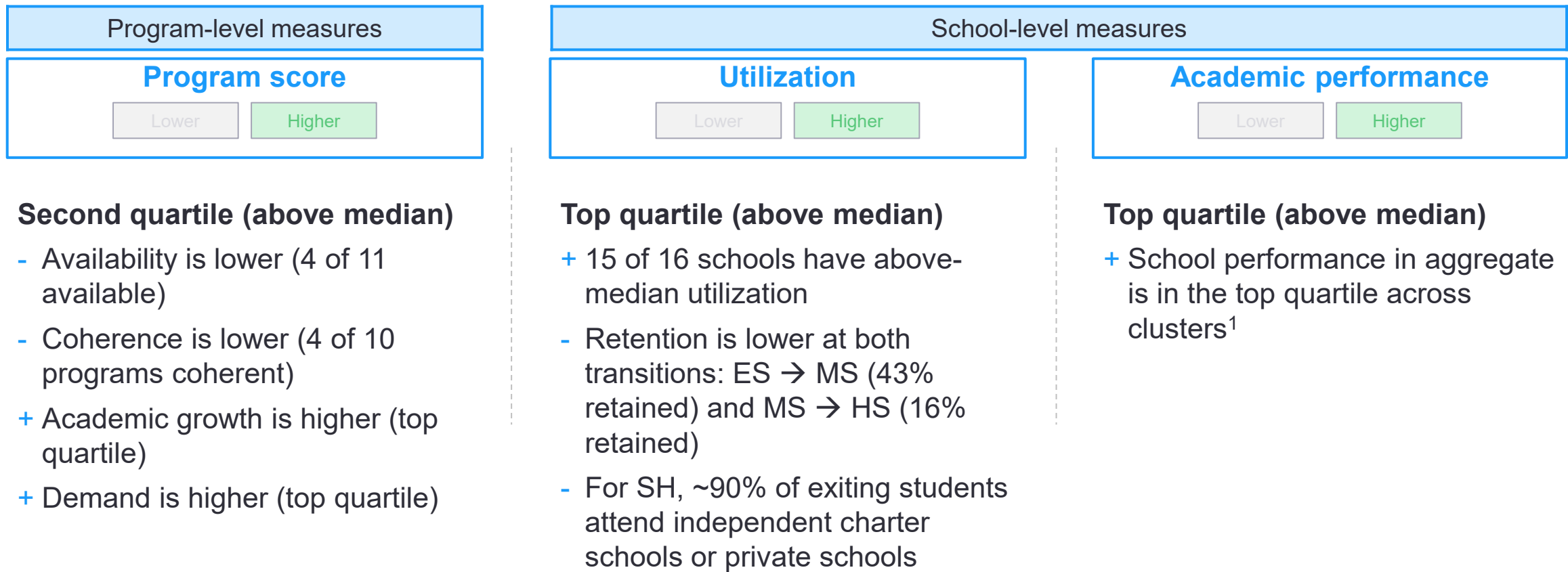


West Valley Ecosystem | Enrollment by school type in Woodland Hills



1. Span school enrollment is split across respective grade levels
Source: California Department of Education; LAUSD district internal data

West Valley Ecosystem | Woodland Hills assessment of program-level measures and school-level measures



1. Based on the School Identification Model used in the District's multi-tiered system of school support

West Valley Ecosystem | Woodland Hills program assessment

Program score: Assessment of programming landscape, by dimension

 4 = highest quartile  3  2  1 = lowest quartile

Dimension	Assessment	Commentary
Availability	1	▶ 4 of 11 program types are available in the Neighborhood Cluster
Coherence	2	▶ 4 of 10 programs and pathways have coherence (i.e., provide the option for students to continue a program or pathway at the next school level once started)
Academic growth	4	▶ 72% of programs are in the top half of the district's programs for academic growth based on SBA math growth
Demand	4	▶ 100% of programs are in the top half of programs based on application volume per enrollment
Retention ¹	Low	▶ 43% of matriculating ES students stay in the cluster for middle school ▶ 16% of matriculating MS students stay in the cluster for senior high

1.Retention includes both schools and programs, so is not a measure of solely the programming landscape within the cluster
Source: LAUSD district internal data

West Valley Ecosystem | Woodland Hills program availability and coherence

Count of programs, by school level¹

Program type	Program sub-type	Elementary	Middle	Senior	Coherence ³
Magnet	▪ Career And Social Entr.	-	-	-	N/A
	▪ Gifted/Highly Gifted	1	1	1	✓
	▪ Liberal Arts	-	1	-	✗
	▪ New Media	-	-	-	N/A
	▪ STEM	2	-	-	✗
	▪ Center for Enriched Stud.	2	-	-	✗
	▪ Visual and Performing Arts	-	1	-	✗
Language ²	▪ Arabic	-	-	-	N/A
	▪ Armenian	-	-	-	N/A
	▪ French	-	-	-	N/A
	▪ Japanese	-	-	-	N/A
	▪ Korean	-	-	-	N/A
	▪ Mandarin	-	-	-	N/A
	▪ Spanish	1	-	1	✗
College readiness	▪ Early / Middle college			-	N/A
	▪ IB (Primary/ Middle & Dip.)	-	-	-	N/A
	▪ IHP				N/A
	▪ SAS	-	-	-	N/A
	▪ AVID	-	-	-	N/A

1. Span schools include each grade level they span, therefore the sum of programs on page is greater than program total

2. Advanced language courses can provide coherence in students' language pathways even when a formal dual language program is not present

3. Coherence is assessed based on the availability of an option for students to continue a program or pathway at the next school level once started

Source: LAUSD district internal data



Program offered



Advanced language course



Program not relevant for this school level

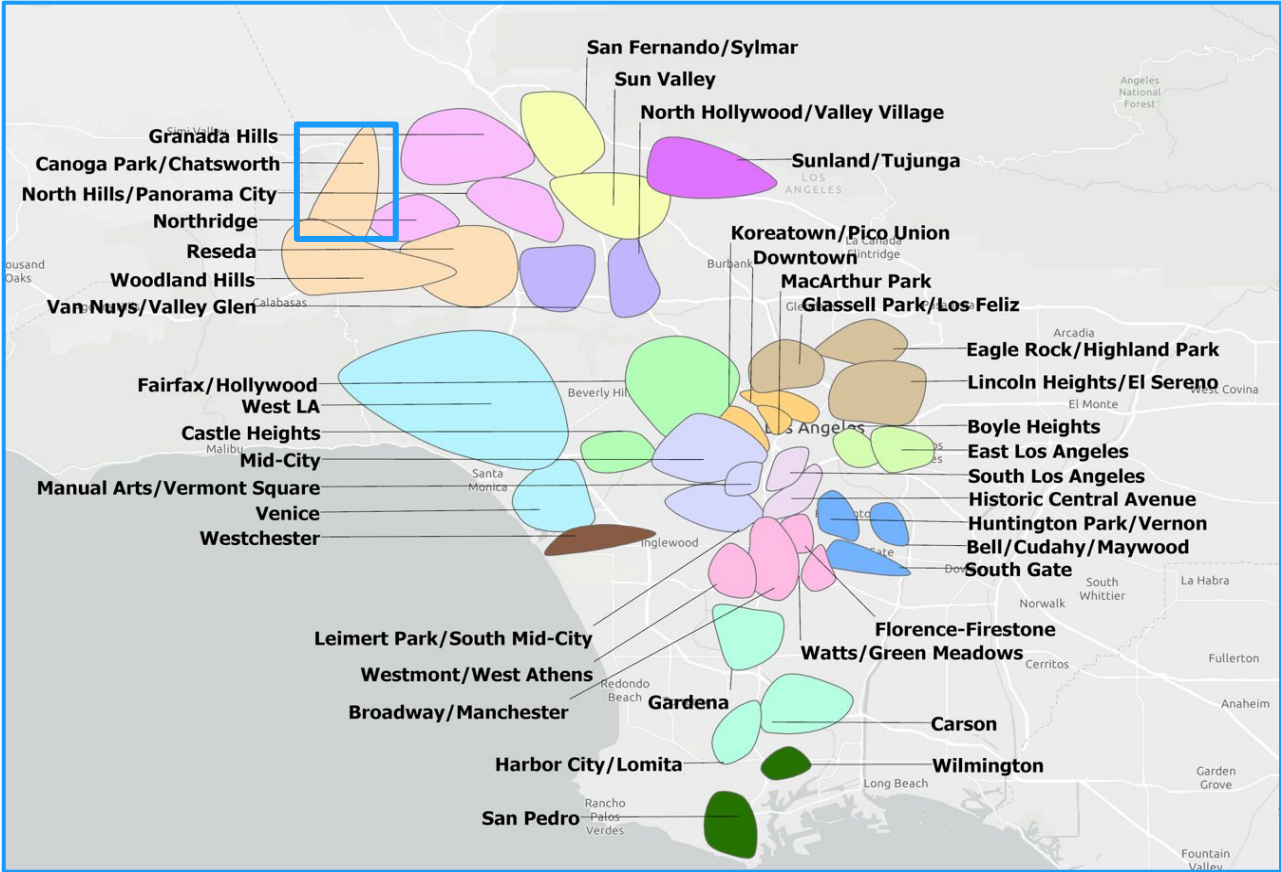


Coherent



Not coherent

West Valley Ecosystem | Canoga Park/Chatsworth Neighborhood Cluster



Neighborhood Clusters

Reseda
Woodland Hills
Canoga Park / Chatsworth

Schools

55 schools
40 ES | 6 MS | 4 SH | 5 SPAN

Enrollment SY26

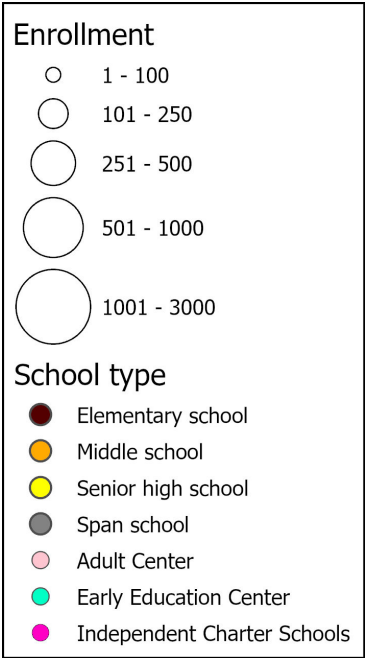
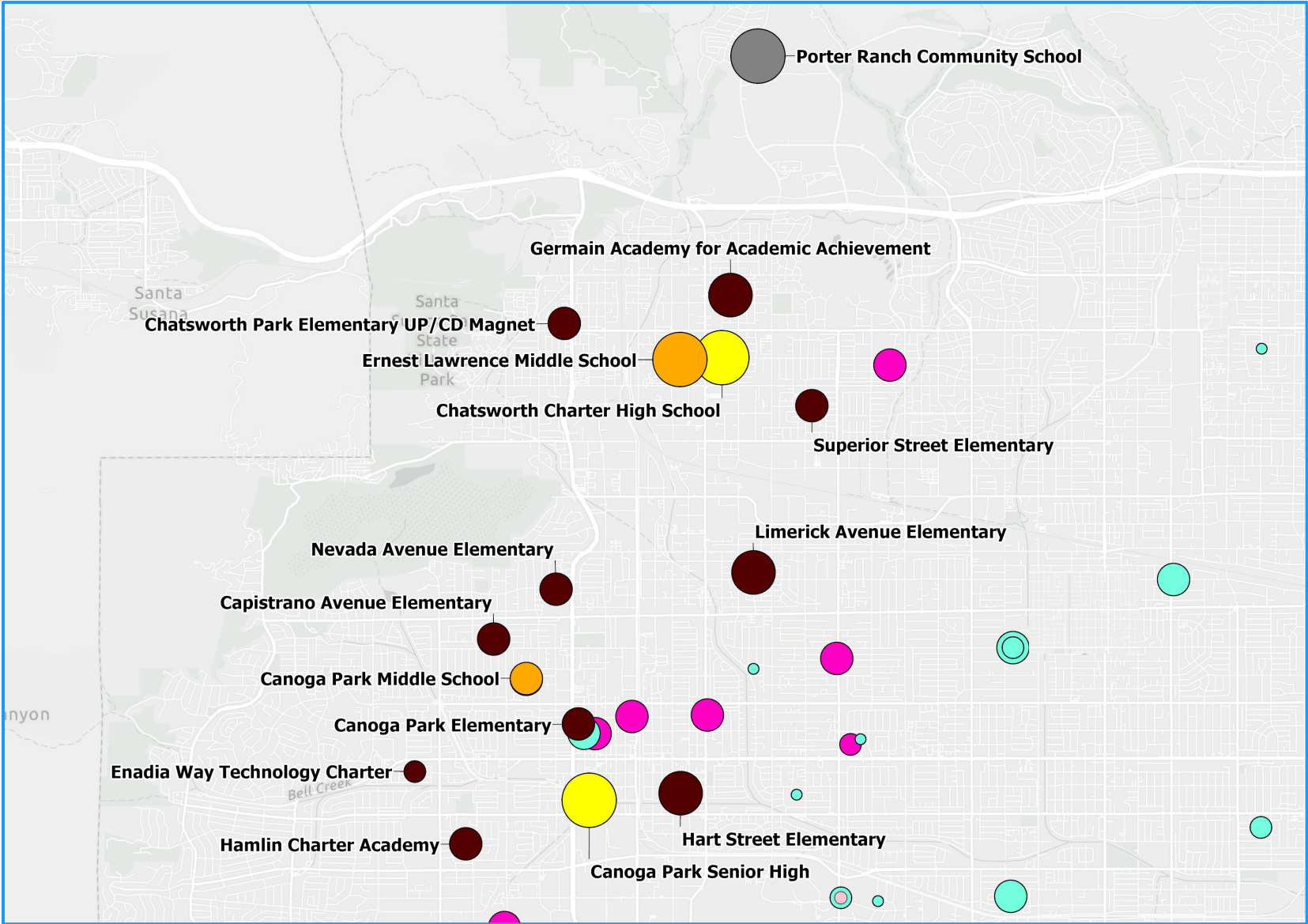
~34k TK-12 students
9% of LAUSD enrollment

Enrollment trend SY24 – SY26¹

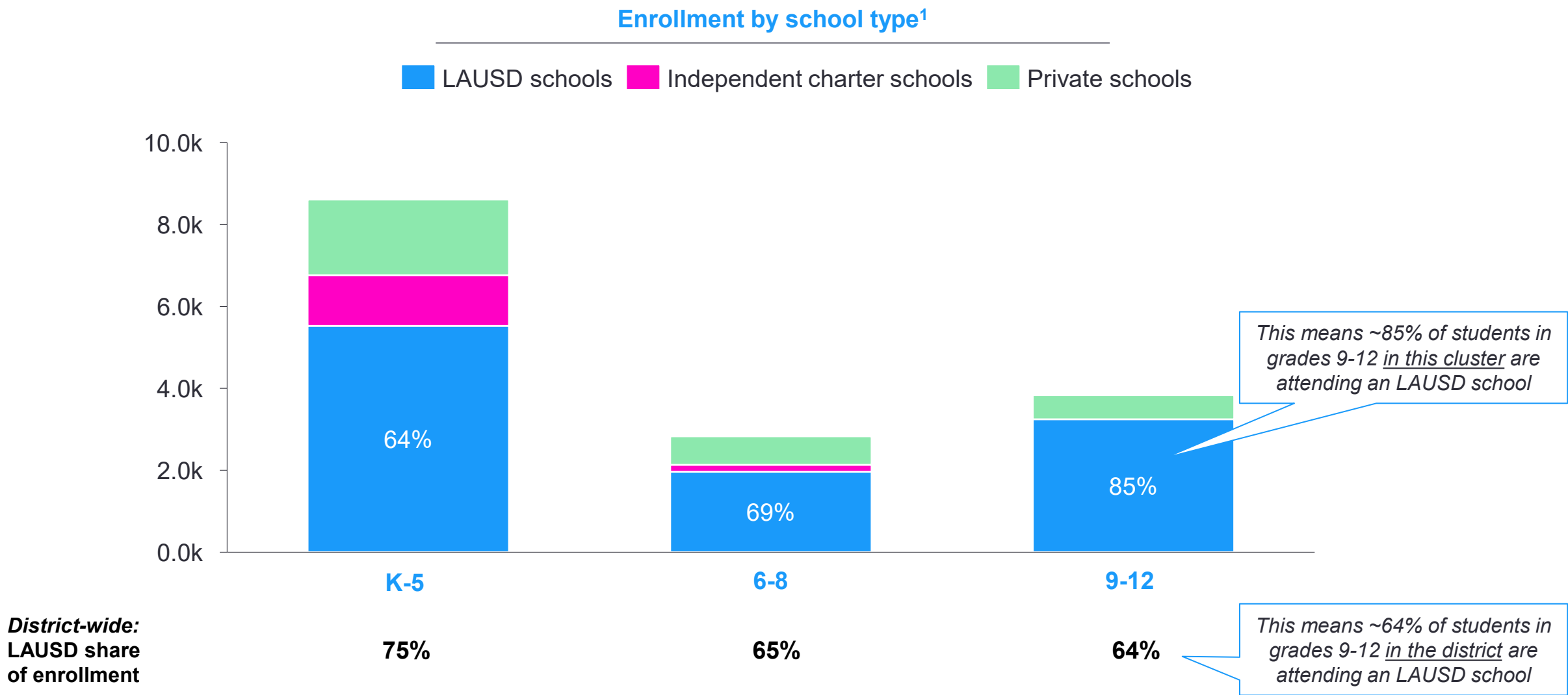
(2.6%) enrollment loss

1. Enrollment loss for the district overall was (5.9%) SY24-SY26

West Valley Ecosystem | Canoga Park/Chatsworth Neighborhood Cluster

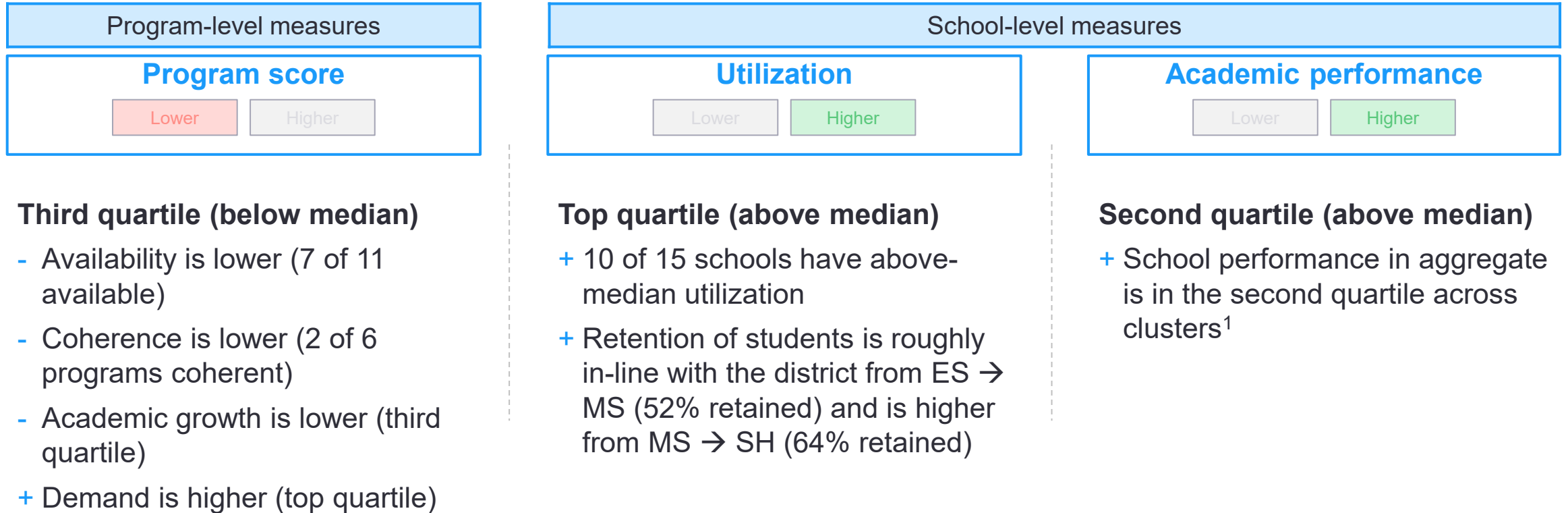


West Valley Ecosystem | Enrollment by school type in Canoga Park/Chatsworth



1. Span school enrollment is split across respective grade levels
Source: California Department of Education; LAUSD district internal data

West Valley Ecosystem | Canoga Park/Chatsworth assessment of program-level measures and school-level measures



1. Based on the School Identification Model used in the District's multi-tiered system of school support

West Valley Ecosystem | Canoga Park/Chatsworth program assessment

Program score: Assessment of programming landscape, by dimension

 4 = highest quartile
  3
  2
  1 = lowest quartile

Dimension	Assessment	Commentary
Availability	2	▶ 7 of 11 program types are available in the Neighborhood Cluster
Coherence	1	▶ 2 of 6 programs and pathways have coherence (i.e., provide the option for students to continue a program or pathway at the next school level once started)
Academic growth	2	▶ 50% of programs are in the top half of the district's programs for academic growth based on SBA math growth
Demand	4	▶ 70% of programs are in the top half of programs based on application volume per enrollment
Retention ¹	Mixed	▶ 52% of matriculating ES students stay in the cluster for middle school ▶ 64% of matriculating MS students stay in the cluster for senior high school

1. Retention includes both schools and programs, so is not a measure of solely the programming landscape within the cluster
 Source: LAUSD district internal data

West Valley Ecosystem | Canoga Park/Chatsworth program availability and coherence

Count of programs, by school level¹

Program type	Program sub-type	Elementary	Middle	Senior	Coherence ³
Magnet	▪ Career And Social Entr.	1	1	1	✓
	▪ Gifted/Highly Gifted	-	1	1	✓
	▪ Liberal Arts	-	-	-	N/A
	▪ New Media	-	-	1	N/A
	▪ STEM	-	1	-	✗
	▪ Center for Enriched Stud.	-	-	-	N/A
	▪ Visual and Performing Arts	-	-	-	N/A
Language ²	▪ Arabic	-	-	-	N/A
	▪ Armenian	-	-	-	N/A
	▪ French	-	-	-	N/A
	▪ Japanese	-	-	-	N/A
	▪ Korean	1	-	1	✗
	▪ Mandarin	-	-	-	N/A
	▪ Spanish	2	1	2	✓
College readiness	▪ Early / Middle college			-	N/A
	▪ IB (Primary/ Middle & Dip.)	-	-	-	N/A
	▪ IHP		-		N/A
	▪ SAS	2	-	-	✗
	▪ AVID	-	1	1	N/A

1. Span schools include each grade level they span, therefore the sum of programs on page is greater than program total

2. Advanced language courses can provide coherence in students' language pathways even when a formal dual language program is not present

3. Coherence is assessed based on the availability of an option for students to continue a program or pathway at the next school level once started

Source: LAUSD district internal data

Overall, the **West Valley ecosystem** has high program demand and competitive intensity; targeted expansions and additions could increase access and retention

West Valley ecosystem program recommendation summary

Key challenges



Waitlists

High demand for MS and SH programs

- Demand is highest for advanced learning options and other specialized programs that have a unique focus



Competitive intensity

Independent charter and private schools have a relatively high share of enrollment

- Competition is strongest at the senior high level in Reseda and Woodland Hills



Program considerations

Expand or Add Programs

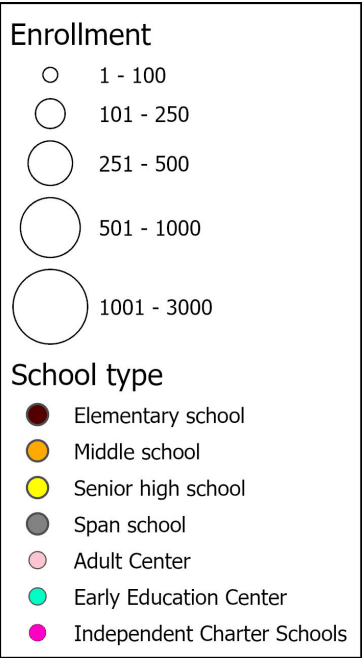
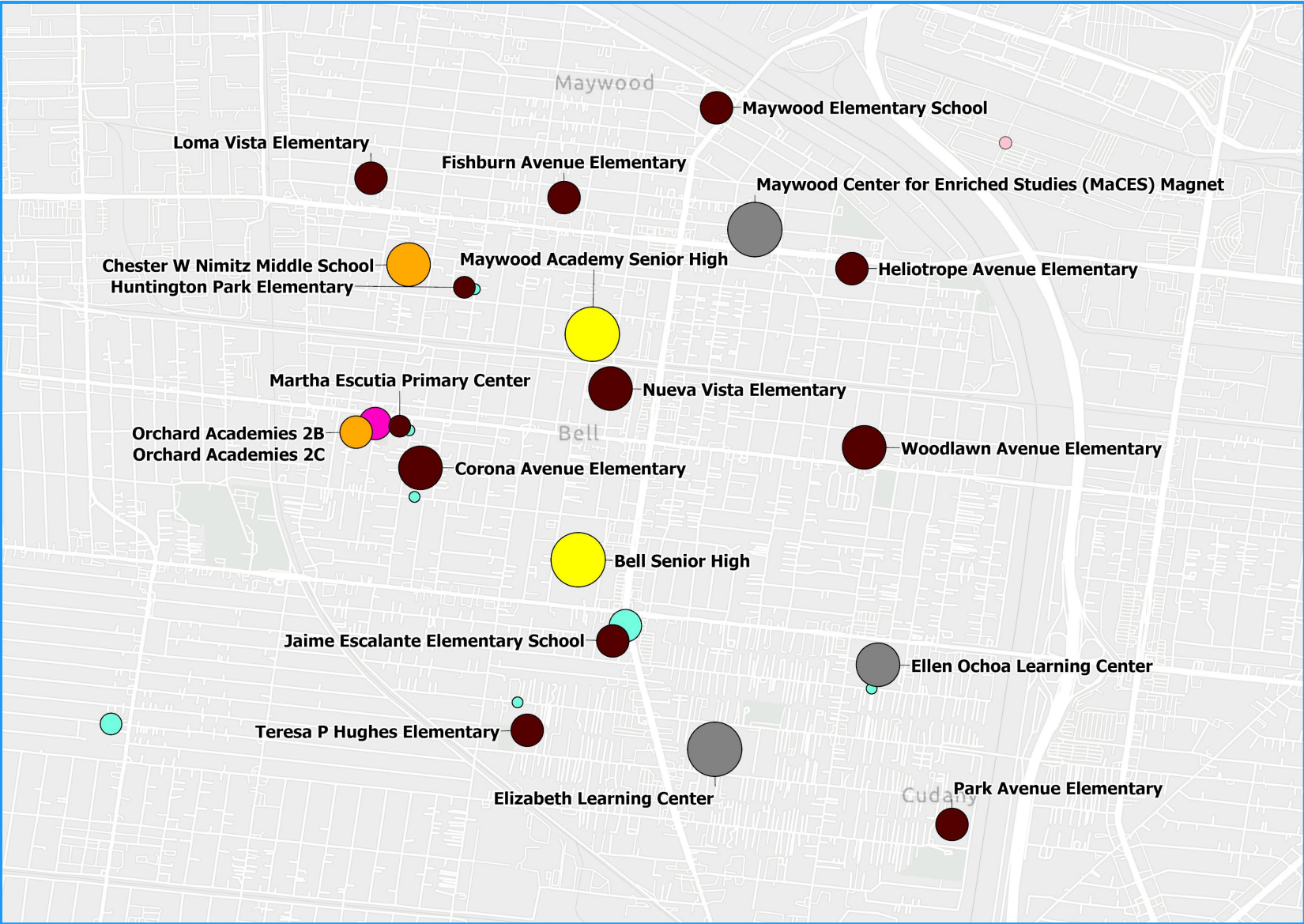
Consider expanding capacity (seats) in existing high-demand programs (where capacity allows), or adding programs in new locations, based on the origin of student demand (i.e., from this or other Neighborhood Clusters)

- *Example expansions for consideration¹:*
 - Advanced learning (e.g., Gifted / Highly Gifted, APs, Dual Enrollment)
 - Specialized programs (e.g., Visual & Performing Arts, Robotics, Engineering)

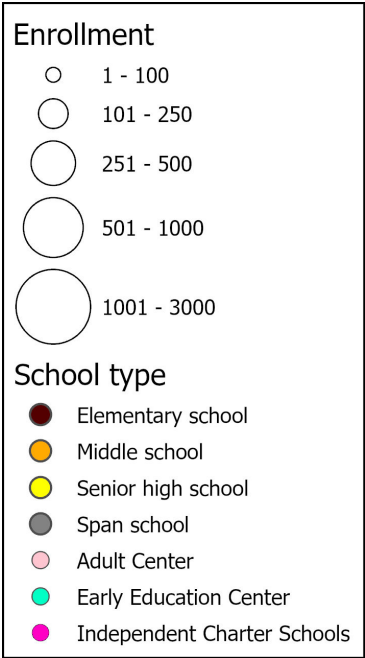
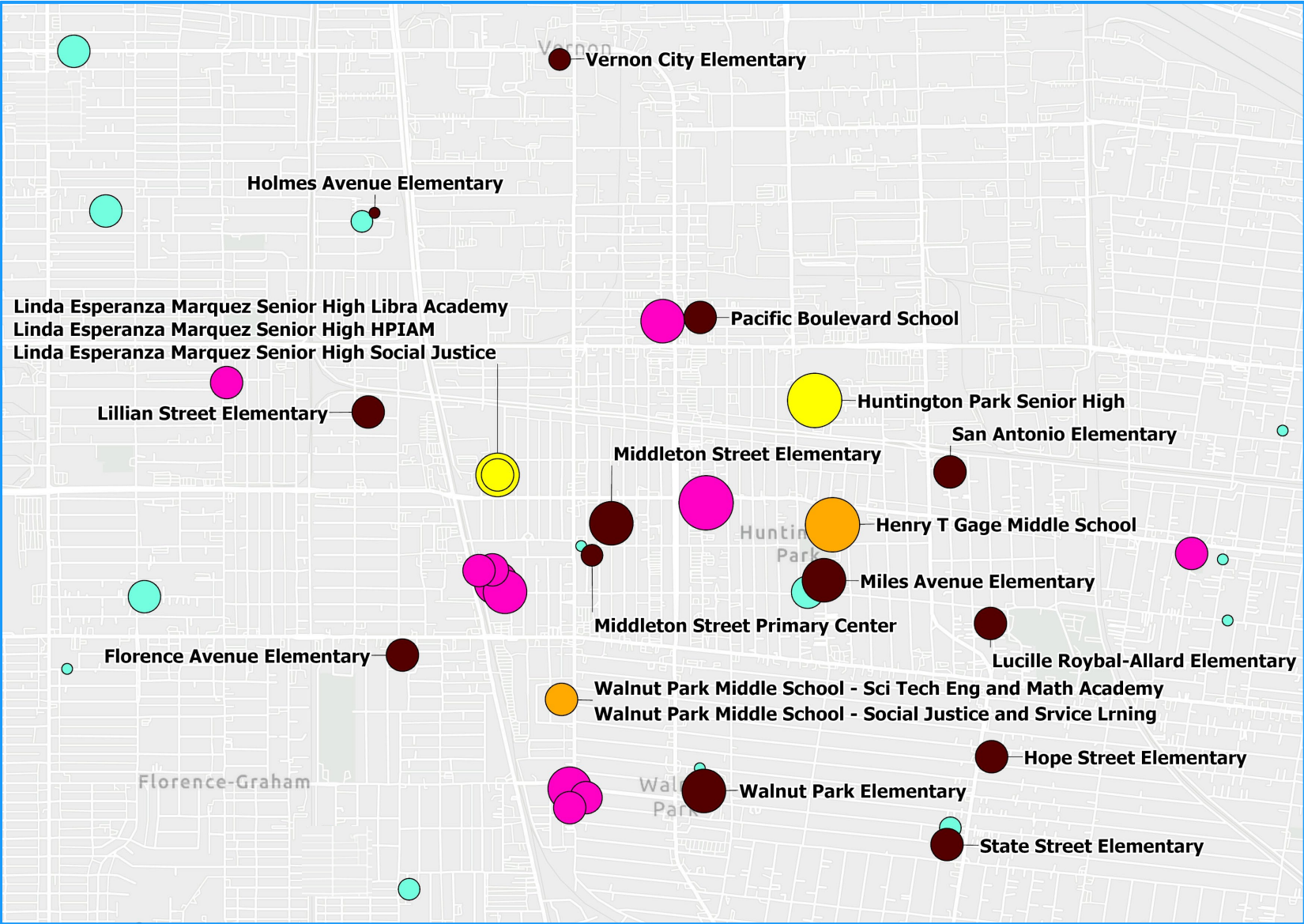
Consider adding new programs to better compete amid a robust choice environment

- *Example additions for consideration¹:*
 - Individualized Honors Program

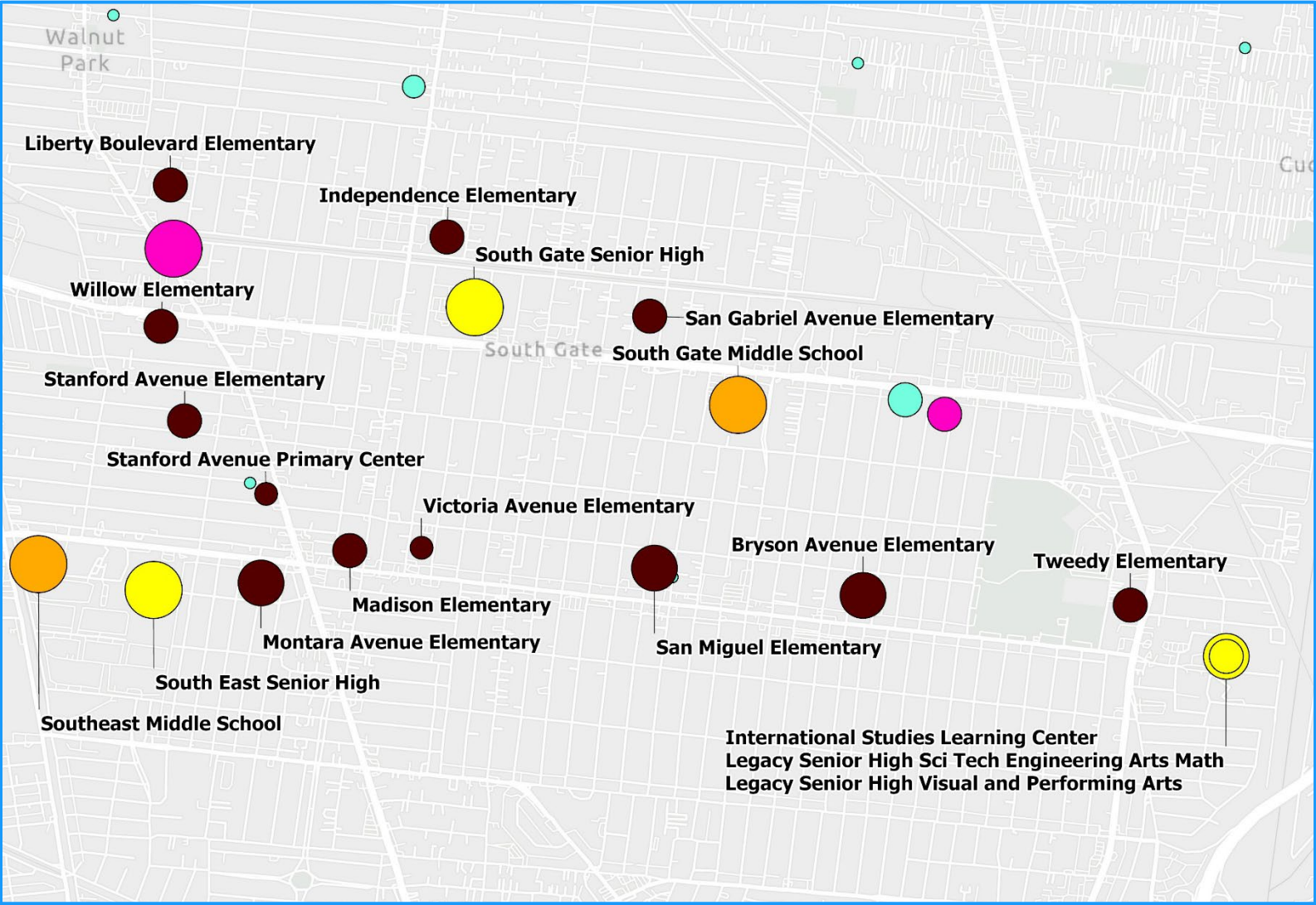
Southeast Ecosystem | Bell/Cudahy/Maywood Neighborhood Cluster



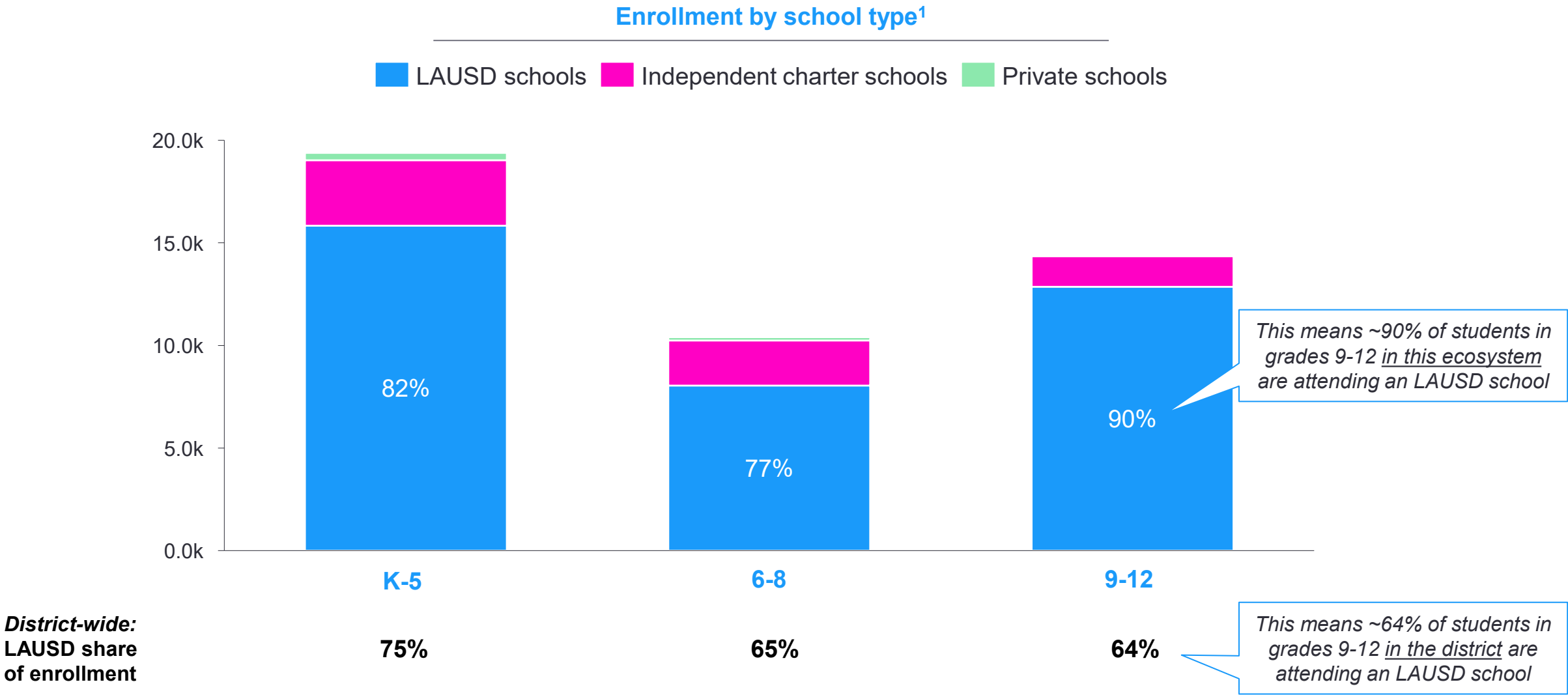
Southeast Ecosystem | Huntington Park/Vernon Neighborhood Cluster



Southeast Ecosystem | South Gate Neighborhood Cluster



Southeast Ecosystem | Enrollment by school type in the 3 Neighborhood Clusters in the Southeast ecosystem



1. Span school enrollment is split across respective grade levels
Source: California Department of Education; LAUSD district internal data

Southeast Ecosystem | Program assessment for the 3 Neighborhood Clusters

Program Score: Assessment of programming landscape, by dimension

4 = highest quartile 3 2 1 = lowest quartile

Dimension	Assessment: Three Neighborhood Clusters in Southeast ecosystem		
Availability	3	4	2
Coherence	3	4	4
Academic growth	1	3	2
Demand	1	1	2
Retention ¹	High	Mixed	High

1.Retention includes both schools and programs, so is not a measure of solely the programming landscape within the cluster
Source: LAUSD district internal data

Southeast ecosystem | Southeast ecosystem program and pathway availability and coherence

Count of programs, by school level^{1,2}

Program type	Program sub-type	Elem.	Middle	Senior	Coherence
Magnet	▪ Career And Social Entr.	-	-	1	N/A
	▪ Gifted/Highly Gifted	-	-	1	N/A
	▪ Liberal Arts	-	-	-	N/A
	▪ New Media	-	-	-	N/A
	▪ STEM	9	4	2	✓
	▪ Enriched Studies	-	1	1	✓
	▪ Visual & Performing Arts	1	-	-	✗
Language ³	▪ Arabic	1	1	1	✓
	▪ Armenian	-	-	-	N/A
	▪ French	-	-	-	N/A
	▪ Japanese	-	-	-	N/A
	▪ Korean	-	-	-	N/A
	▪ Mandarin	-	-	-	N/A
	▪ Spanish	21	4	7	✓
College readiness	▪ Early / Middle college			-	N/A
	▪ IB (Prim./ Middle & Dip.)	-	-	-	N/A
	▪ IHP		-		N/A
	▪ SAS	2	3	2	✓
	▪ AVID	2	7	6	N/A

Count of pathways, by school level^{1,2}

Pathway type	Pathway sub-type	Middle	Senior	Coherence
CTE or Linked Learning	▪ Arts, Media, & Ent.	1	9 2	✓
	▪ Building & Construction	-	3	N/A
	▪ Business & Finance	-	1	N/A
	▪ Education, Child Dev. and Family Services	-	1	N/A
	▪ Eng. & Architecture	1	2	✓
	▪ Health Science & Medical Technology	2	4	✓
	▪ Hospitality, Tourism & Recreation	-	3	N/A
	▪ Information & Comm. Technologies	3	4	✓
	▪ Manufacturing & Product Development	-	2	N/A
	▪ Marketing Sales & Service	1	1	✓
	▪ Public Services	-	1	N/A
	▪ Transportation	-	1	N/A

1. Span schools include each grade level they span, therefore the sum of programs on page is greater than program total

2. Programs that begin and end in high school are excluded from the coherence analysis

3. Advanced language courses can provide coherence in students' language pathways even when a formal dual language program is not present

4. Coherence is assessed based on the availability of an option for students to continue a program or pathway at the next school level once started

In the **Southeast ecosystem** there is opportunity to better align capacity with demand, given program challenges in senior high (waitlists) and elementary (low demand)

Southeast ecosystem program recommendation summary

Key challenges



Waitlists

High demand for senior high programs

- Program diversity and advanced learning options are available but relatively limited, likely contributing to higher demand at existing programs



Low demand

Low demand for most elementary programs, suggesting excess capacity

- Many elementary schools offer the same program type, creating within-district competition



Program considerations

Expand or Add Programs

Consider expanding capacity (seats) at existing high-demand programs¹

- *Example expansions for consideration²:*
 - Career-connected programs (e.g., Computer Science, Public Service, Biomed)

Consider adding new offerings to increase access to advanced learning

- *Example additions for consideration²:*
 - SAS or Gifted, Middle College, Accelerated Math

Consolidate / reconfigure programs

Consider reducing program capacity by consolidating / reconfiguring among a subset of redundant programs, prioritizing those with the highest demand and growth

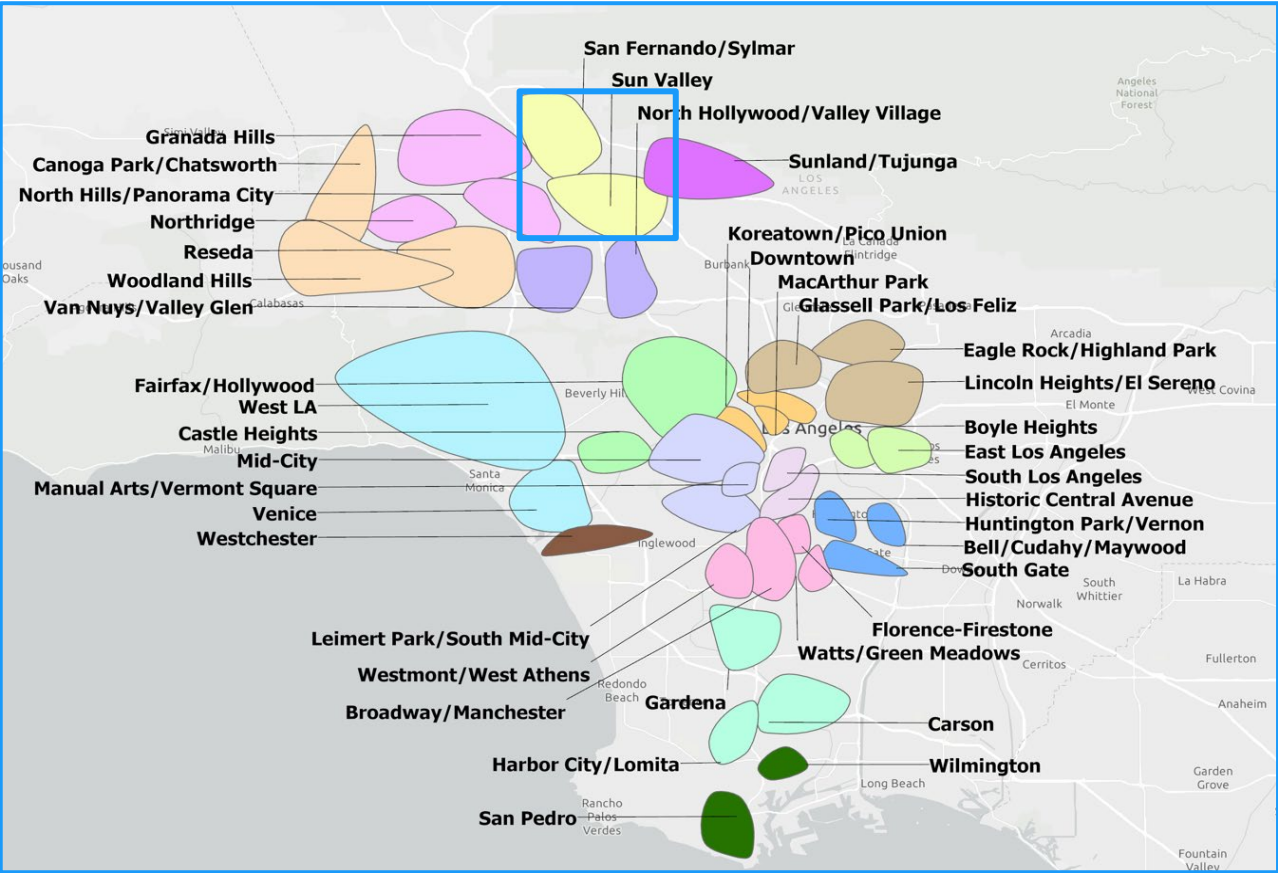
- *Example consolidations for consideration²:*
 - 21 ES Spanish Dual Language programs
 - STEM programs with low demand and declining enrollment
 - CTE pathways with redundancy across schools, with a focus on maintaining different Linked Learning pathways

1. Or adding new programs in a different location, based on the origin of student demand

2. Program recommendations/options for district consideration are examples, not a comprehensive list

East Valley Ecosystem | The East Valley ecosystem contains 2 Neighborhood Clusters that collectively serve ~24k TK-12 students across 46 schools

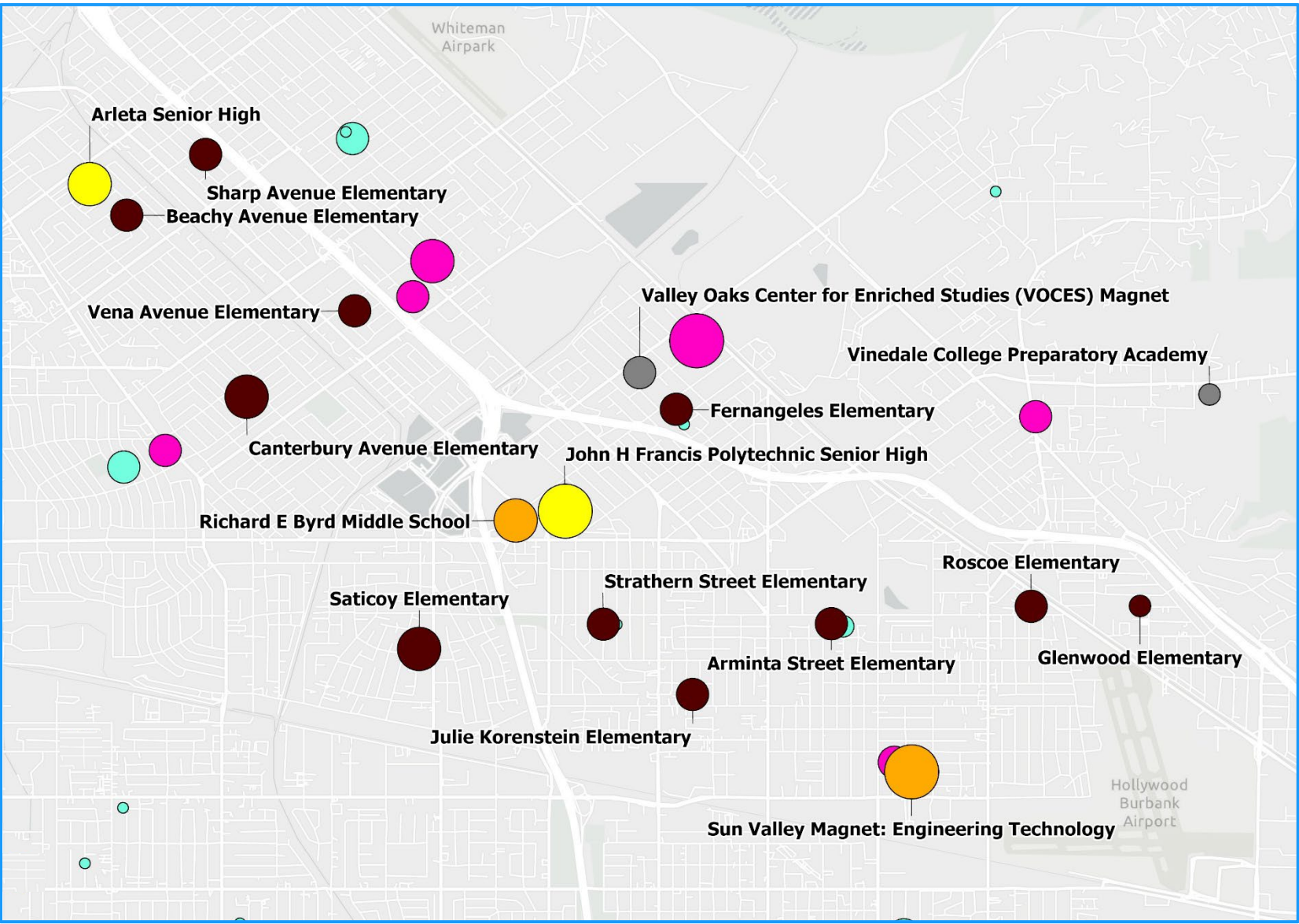
Ecosystem	Core challenges				
	Program deserts	Coherence	Waitlists	Competitive intensity	Low demand
Southeast	✓			✓	✓



Neighborhood Clusters	San Fernando / Sylmar Sun Valley
Schools	46 schools 27 ES 7 MS 9 SH 3 SPAN
Enrollment SY26	~24k TK-12 students 6% of LAUSD enrollment
Enrollment trend SY24 – SY26 ¹	(7.3%) enrollment loss

1. Enrollment loss for the district overall was (5.9%) SY24-SY26

East Valley Ecosystem | Sun Valley Neighborhood Cluster



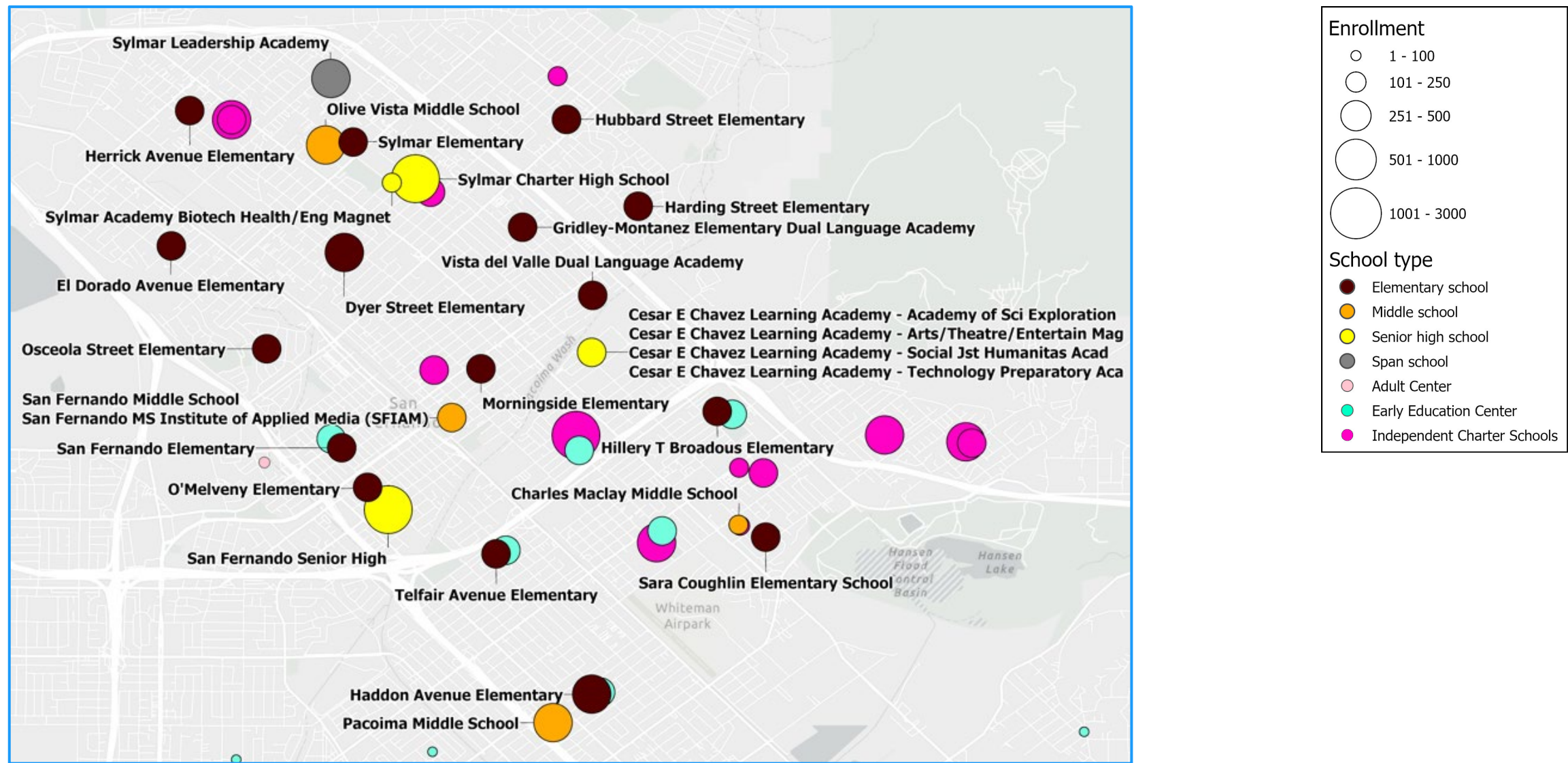
Enrollment

- 1 - 100
- 101 - 250
- 251 - 500
- 501 - 1000
- 1001 - 3000

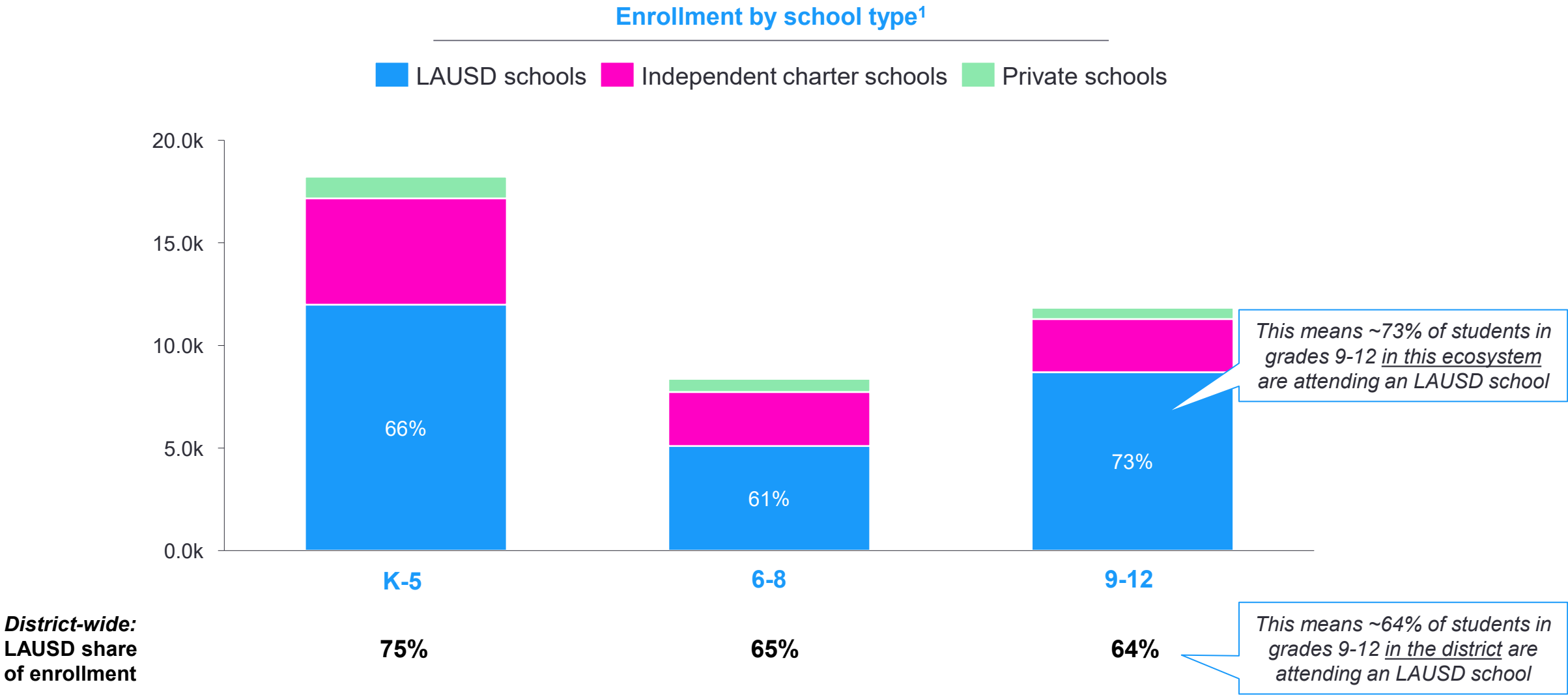
School type

- Elementary school
- Middle school
- Senior high school
- Span school
- Adult Center
- Early Education Center
- Independent Charter Schools

East Valley Ecosystem | San Fernando / Sylmar Neighborhood Cluster



East Valley Ecosystem | Enrollment by school type in the 2 Neighborhood Clusters in the East Valley ecosystem



1. Span school enrollment is split across respective grade levels
Source: California Department of Education; LAUSD district internal data

East Valley Ecosystem | Program assessment for the 2 Neighborhood Clusters

Program Score: Assessment of programming landscape, by dimension

4 = highest quartile 3 2 1 = lowest quartile

Dimension	Assessment: Neighborhood Clusters in East Valley ecosystem	
Availability	2	3
Coherence	4	4
Academic growth	4	1
Demand	2	2
Retention ¹	Mixed	High

1.Retention includes both schools and programs, so is not a measure of solely the programming landscape within the cluster
Source: LAUSD district internal data

East Valley ecosystem | East Valley ecosystem program and pathway availability and coherence

Count of programs, by school level^{1,2}

Program type	Program sub-type	Elem.	Middle	Senior	Coherence
Magnet	▪ Career And Social Entr.	-	1	1	✓
	▪ Gifted/Highly Gifted	2	-	-	✗
	▪ Liberal Arts	-	-	-	N/A
	▪ New Media	-	-	-	N/A
	▪ STEM	3	5	3	✓
	▪ Enriched Studies	-	1	1	✓
	▪ Visual & Performing Arts	-	1	1	✓
Language	▪ Arabic	-	-	-	N/A
	▪ Armenian	1	-	-	✗
	▪ French	-	-	-	N/A
	▪ Japanese	-	-	-	N/A
	▪ Korean	-	-	-	N/A
	▪ Mandarin	-	-	-	N/A
	▪ Spanish	6	1	2	✓
College readiness	▪ Early / Middle college			-	N/A
	▪ IB (Prim./ Middle & Dip.)	-	-	-	N/A
	▪ IHP		-		N/A
	▪ SAS	4	1	2	✓
	▪ AVID	1	4	1	N/A

Count of pathways, by school level^{1,2}

Pathway type	Pathway sub-type	Middle	Senior	Coherence
CTE or Linked Learning	▪ Agriculture and Natural Resources	-	2	N/A
	▪ Arts, Media, and Entertainment	1	7	✓
	▪ Building & Construction	-	1	N/A
	▪ Ed., Child Development and Family Services	-	1	N/A
	▪ Engineering and Arch.	6	3	✓
	▪ Health Science and Medical Technology	1	5	✓
	▪ Hospitality, Tourism and Recreation	1	4	✓
	▪ Information and Com. Technologies	1	3	✓
	▪ Marketing Sales and Service	1	1	✓
	▪ Transportation	-	4	N/A

1. Span schools include each grade level they span, therefore the sum of programs on page is greater than program total

2. Programs that begin and end in high school are excluded from the coherence analysis

3. Coherence is assessed based on the availability of an option for students to continue a program or pathway at the next school level once started

Source: LAUSD district internal data

The **East Valley ecosystem** could be prioritized for new advanced learning options and high-demand pathways with coherence

East Valley ecosystem program recommendation summary

Key challenges



Program desert

Limited advanced learning options

- Gifted / Highly Gifted available, but only in ES



Competitive intensity

High ES & MS enrollment in independent charters

- Enrollment share is below the district average



Low demand

Low demand for select programs across grade levels

- Demand is below the median in both clusters



Program considerations

Add programs

Consider adding new advanced learning options, with a focus on MS and SH

- *Ex. additions for consideration¹:*
 - Gifted / Highly Gifted, Accelerated Math Pathways, Middle College

Expand or Add programs

Consider expanding capacity (seats) in existing high-demand programs or adding new programs to strengthen LAUSD's competitive positioning, with a focus on coherence

- *Ex. expansions / additions for consideration¹:*
 - Armenian Dual Language pathway
 - ES Visual & Performing Arts

Consolidate / reconfigure programs

Consider consolidating among low-demand, low-growth programs to redirect resources to other existing or new programs

- *Ex. consolidations for consideration¹:*
 - 5 MS & 3 SH STEM Magnet programs
 - CTE pathways with redundancy and low demand

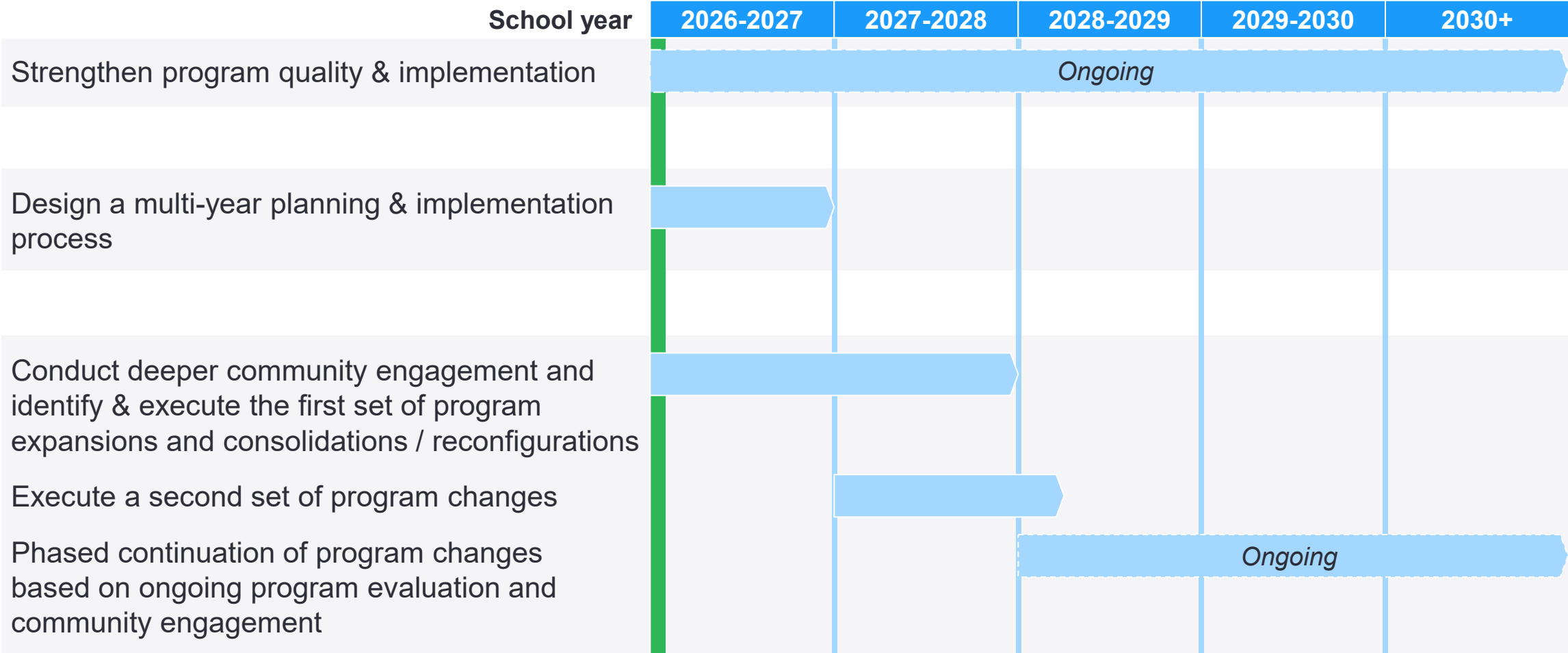
Landscape Analysis

- 1 Landscape analysis overview
- 2 Community engagement & current state of programming
- 3 Programs for prioritization
- 4 Summary of approach and recommendations
- 5 Next steps



The landscape analysis represents Step 1 of a multi-year process; effective implementation will require sequencing, coordination, and deeper community engagement

Proposed: potential phased approach to implementing programmatic changes



LAUSD is here

LAUSD could design a multi-year planning and implementation process in line with leading practices from other districts

Potential next steps for effective execution

-  **Assemble a team**
 - Formalize a cross-functional team (similar in coverage to the Landscape Analysis teams) to guide the process
-  **Create a budget**
 - Align on an annual budget allocation to invest in programming
-  **Develop a prioritized list of programming actions**
 - Use the program landscape analysis, supplemented with additional considerations (e.g., safety, facilities requirements, etc.), to develop a prioritized list of programming actions
-  **Seek community input**
 - Engage the community and other stakeholders to align on recommendations
-  **Finalize implementation plan and sequencing**
 - Prepare a detailed implementation plan for each program change that considers goals, actions to minimize disruption to families and students, measures of success, and implementation timing

Other initiatives aimed at aligning LAUSD program strategy and administration to leading practices could be done in parallel

Supporting initiatives

1	Strategy & management	2	Choice & enrollment system	3	Partnerships
1a	Implement a coordinated program strategy	2a	Streamline enrollment processes	Simplify partnership processes for external organizations	
1b	Centralize ownership	2b	Simplify design of the choice system structure		
1c	Align resources (staffing, facilities, budget) and operations with strategy	2c	Improve enrollment communication		

Overall, the analysis shows that LAUSD has a strong programming foundation, alongside clear opportunities to address uneven access and to advance equity across the district

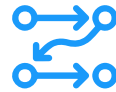
Summary findings across the three objectives of the landscape analysis



Develop a shared understanding of the current state of programs across LAUSD



LAUSD has a strong foundation to build upon, as there is a substantial amount of high-quality programming already in place across LAUSD



Identify gaps, redundancies, and inequities in LAUSD's program pathways



There is an opportunity to increase student access to programs, as the current landscape has gaps and redundancies that limit equitable access



Generate actionable, equity-centered recommendations



Recommendations in this report focus on expanding access to diverse, high-demand programs for all student groups, with a priority on actions that advance equity

Landscape Analysis



Questions

