

Santa Ana Unified School District Board of Education

Board Study Session Agenda

**Tuesday, February 28, 2017
5:00 p.m.**

**Board Room
1601 E. Chestnut Avenue
Santa Ana**



**Valerie Amezcua
Vice President**

**John Palacio
President**

**Cecilia "Ceci" Iglesias
Clerk**

**Alfonso Alvarez, Ed.D.
Member**

**Stefanie P. Phillips, Ed.D.
Secretary /
Superintendent**

**Rigo Rodriguez, Ph.D.
Member**

If special assistance is needed to participate in the Board meeting, please contact the Recording Secretary, at (714) 558-5515. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

Mission Statement

***We assure well-rounded learning experiences, which prepare our students for success in college and career.
We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.***

BOARD OF EDUCATION MEETING INFORMATION

Role of the Board

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

Board Meeting Documentation

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

Public Comments at Board Meetings

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The *Request to Address the Board of Education* cards are located on the table in the foyer.

Televised Meeting Schedule

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at <http://www.sausd.us>

BOARD OF EDUCATION
STUDY SESSION

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 EAST CHESTNUT AVENUE
SANTA ANA, CA 92701

TUESDAY
FEBRUARY 28, 2017

AGENDA

CALL TO ORDER

5:00 P.M. MEETING

PLEDGE OF ALLEGIANCE

PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

PRESENTATION

- PreK-12 Academic Programs and Pathways

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, March 14, 2017, at 6:00 p.m.

AGENDA ITEM BACKUP SHEET

February 28, 2017

Study Session

TITLE: PreK-12 Academic Programs and Pathways

ITEM: Presentation

SUBMITTED BY: David Haglund, Ed. D., Deputy Superintendent, CAO

PREPARED BY: Alfonso Jimenez, Ed. D., Assistant Superintendent, K-12 Teaching and Learning
Doreen Lohnes, Assistant Superintendent, Special Education / SELPA
Lucinda Pueblos, Assistant Superintendent, K-12 School Performance and Culture

BACKGROUND INFORMATION:

The purpose of this agenda item is to present an update on the District's PreK-12 Academic Programs and Pathways.

ITEM SUMMARY:

- Presented for discussion and informational purposes.

RATIONALE:

To support parent choice and ensure students have access to learning opportunities, that lead to multiple career and college options, the District has developed a wide range of academic programs and pathways in our schools. These programs exist at the preschool, elementary, intermediate, and high school levels. The goal of the Board study session is to provide a framework for the PreK-12 academic programs, structures and pathways, and the metrics employed to measure outcomes.

LCAP Goal 1.0

All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2.0

All students have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3.0

Students and staff will work in a healthy, safe, and secure environment that supports learning.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

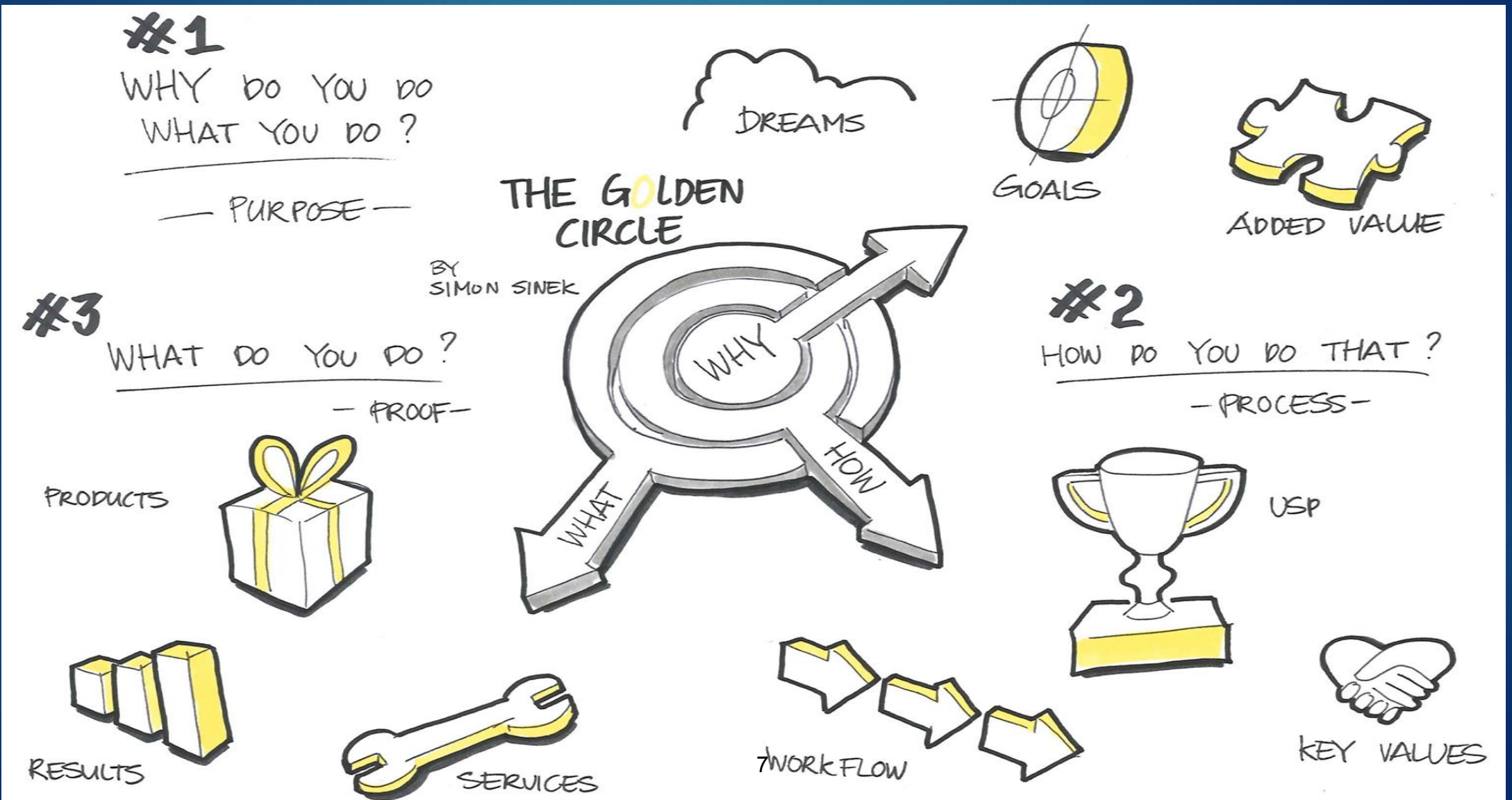
Presented for information.

PreK-12 Academic Programs and Pathways



Board Study Session
Educational Services
February 28, 2017

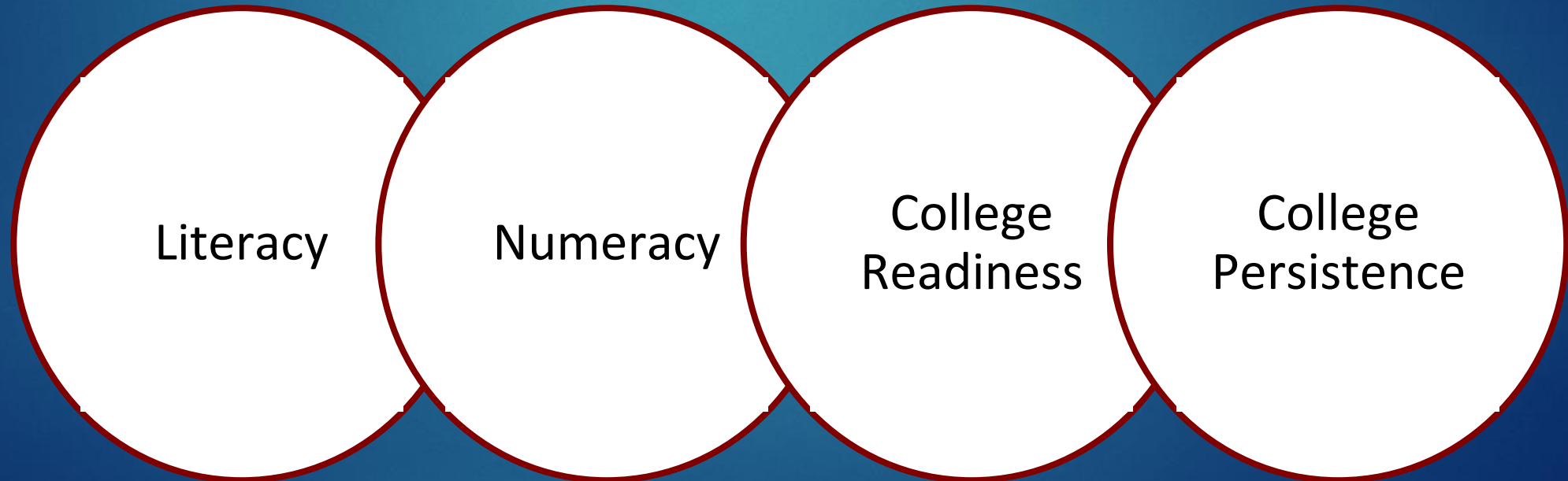
Getting to the “Why”





Goal 1: Teaching and Learning

Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century



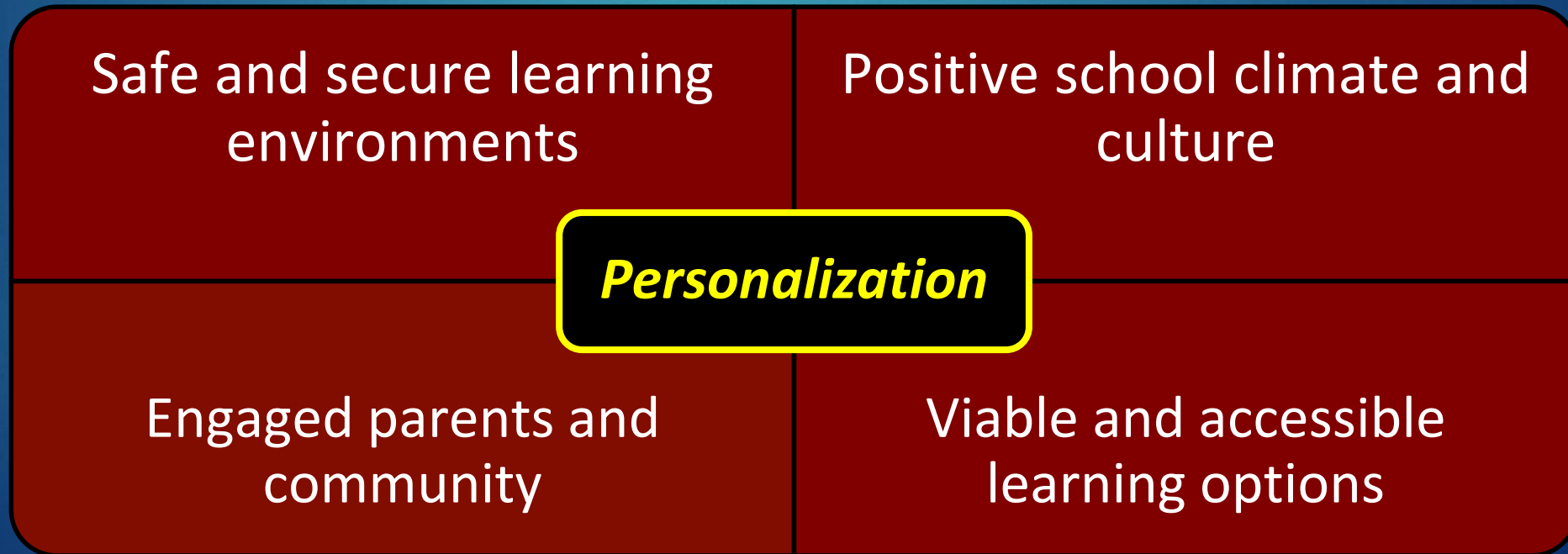
Goal 2: Engagement

Students will have equitable **access** to a high quality curricular and instructional program that is accessible from school and home

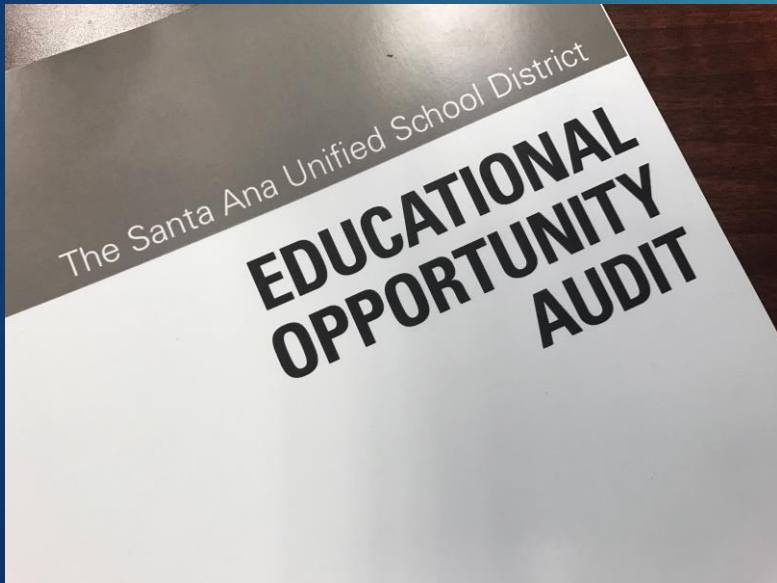
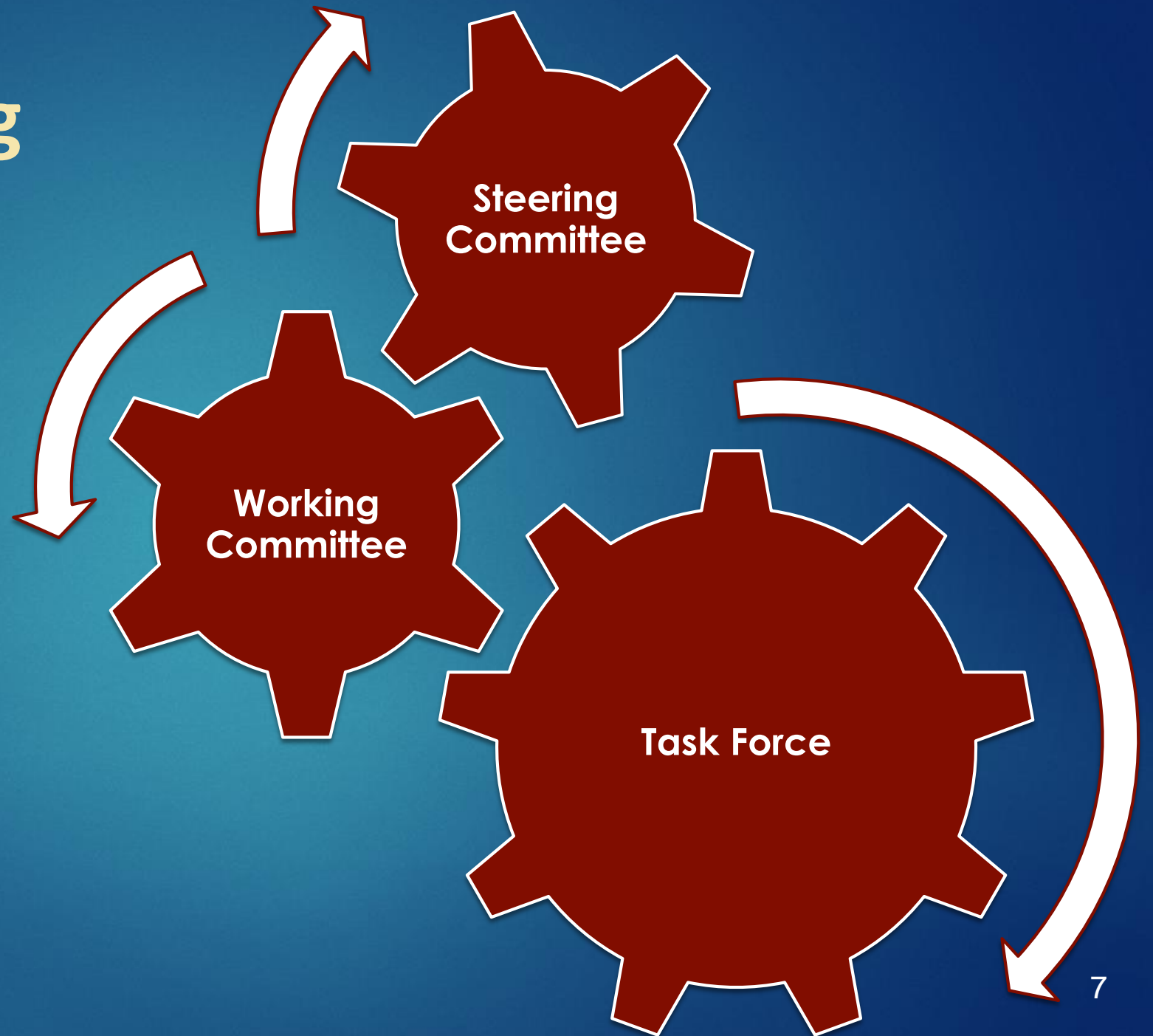


Goal 3: School Climate and Safety

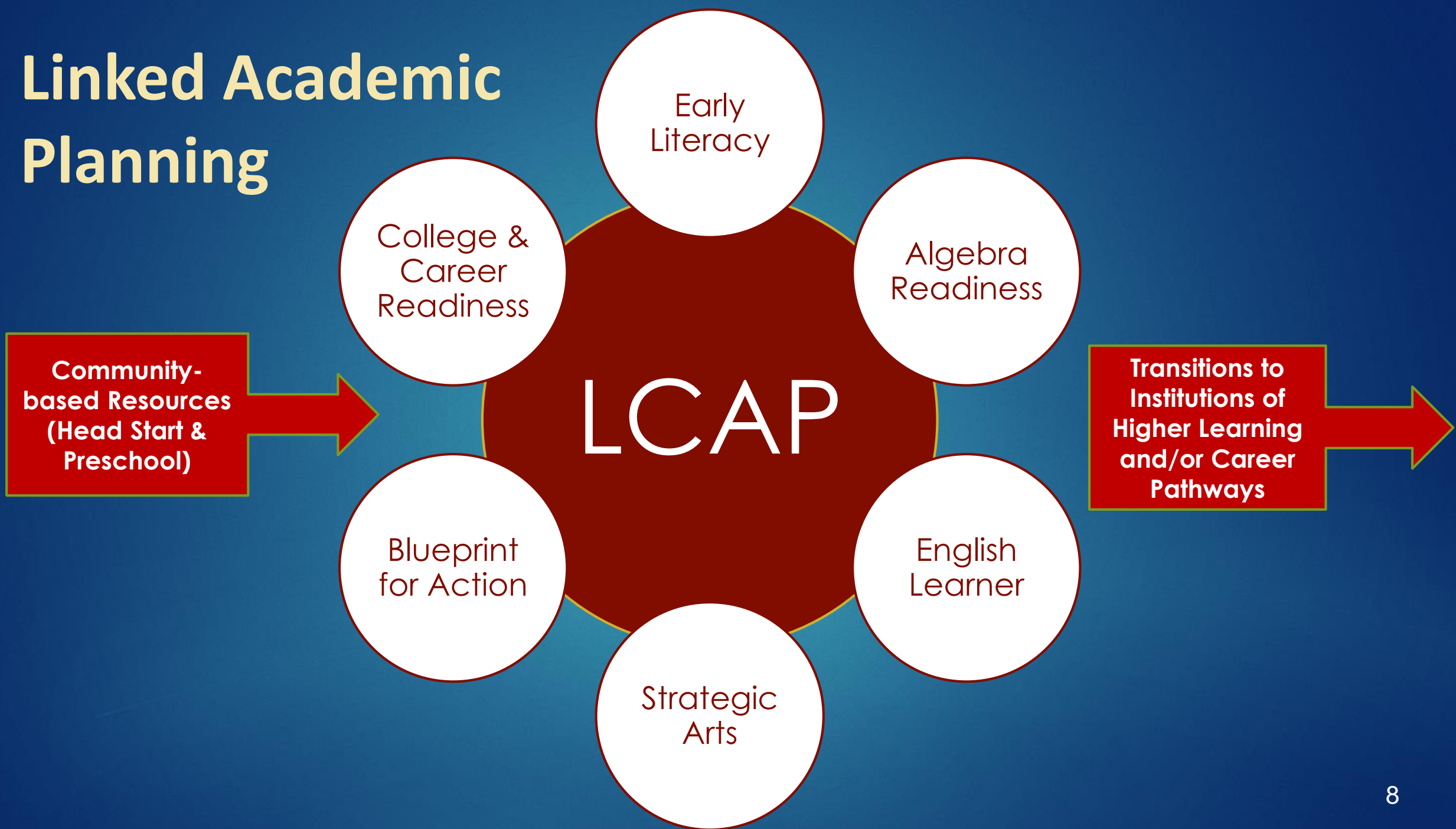
Students and staff will work in a healthy, safe, and secure environment that supports learning



Strategic Planning Process

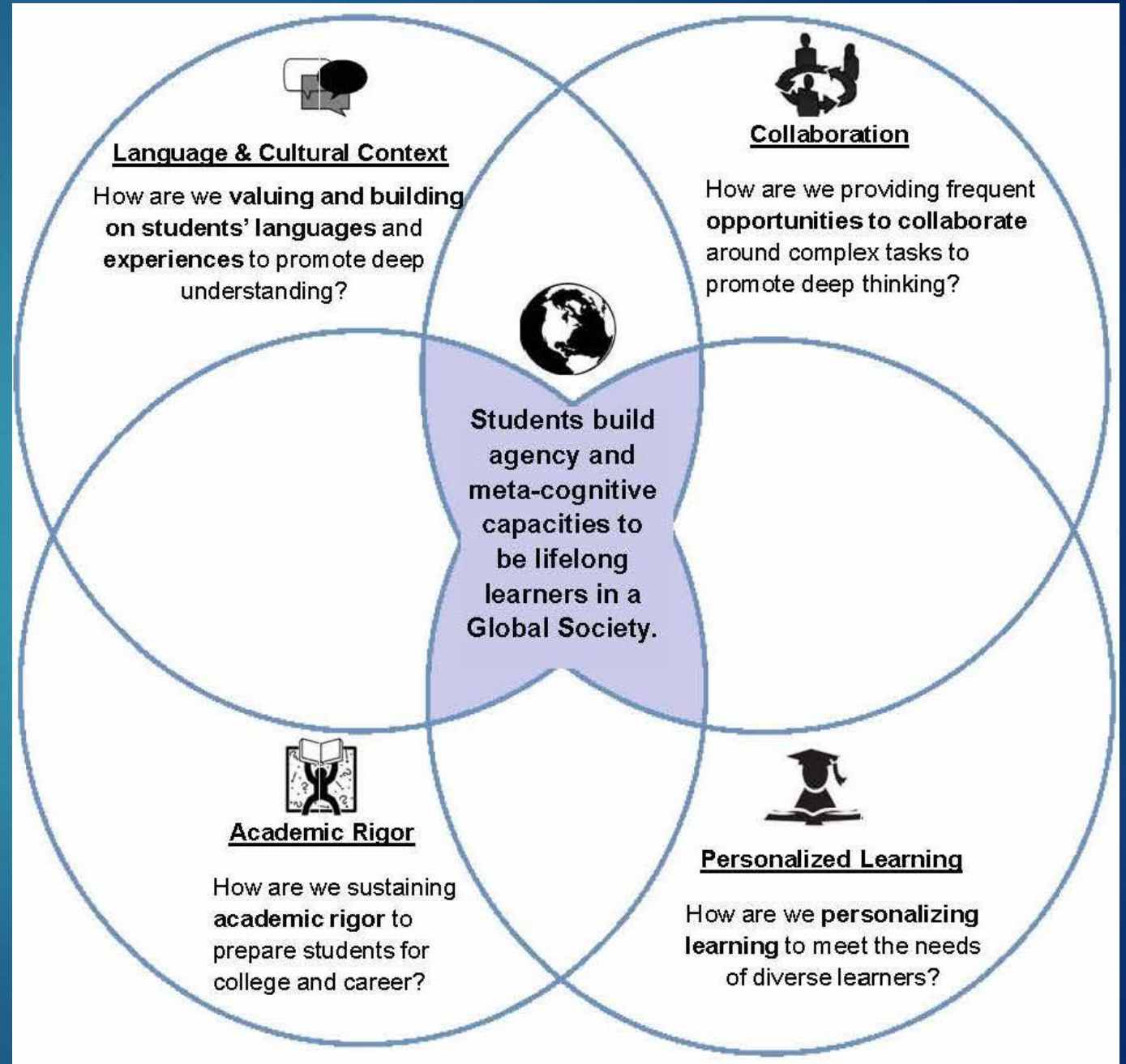


Linked Academic Planning

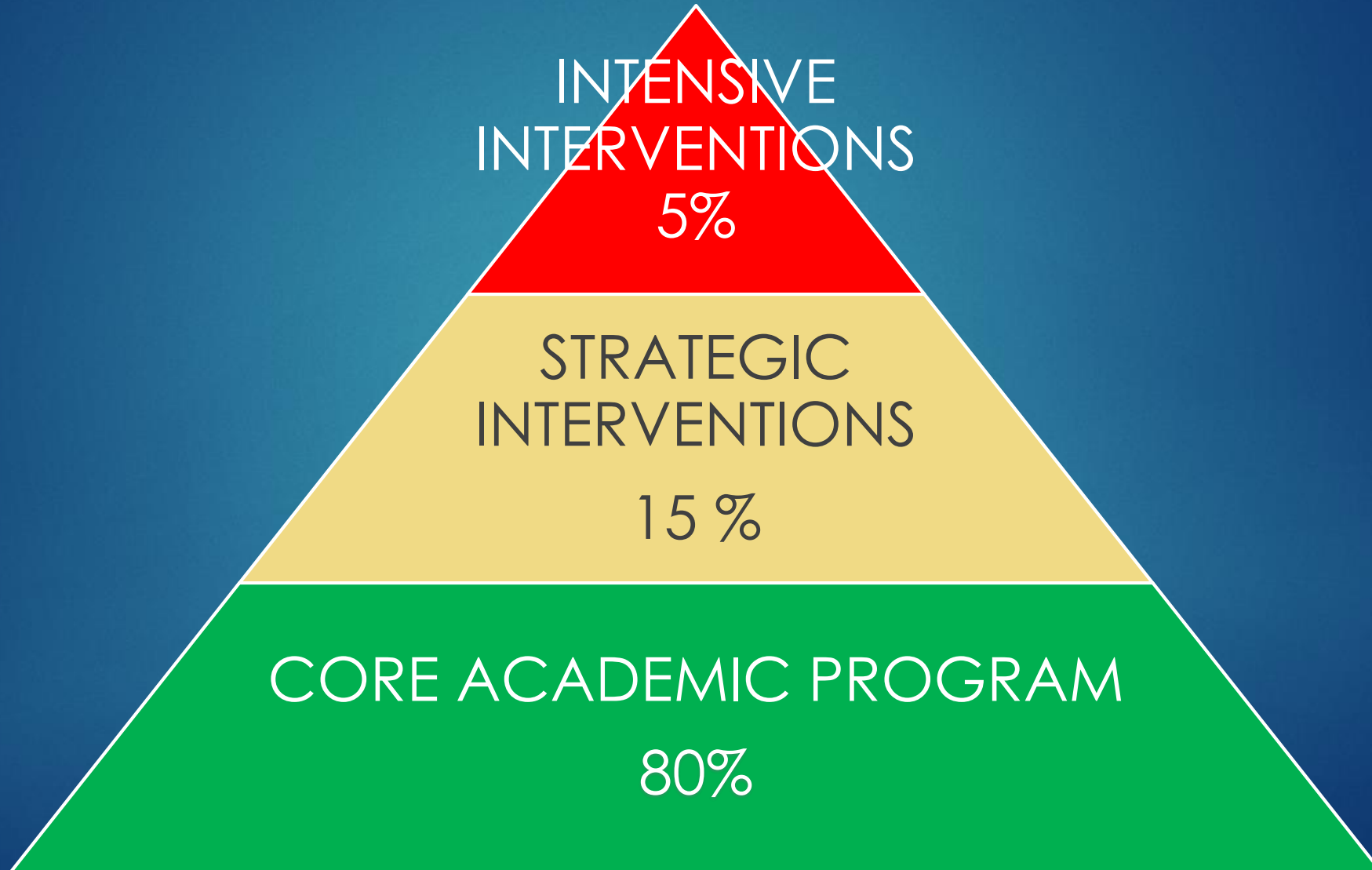


Framework for Teaching and Learning:

A foundation for our work



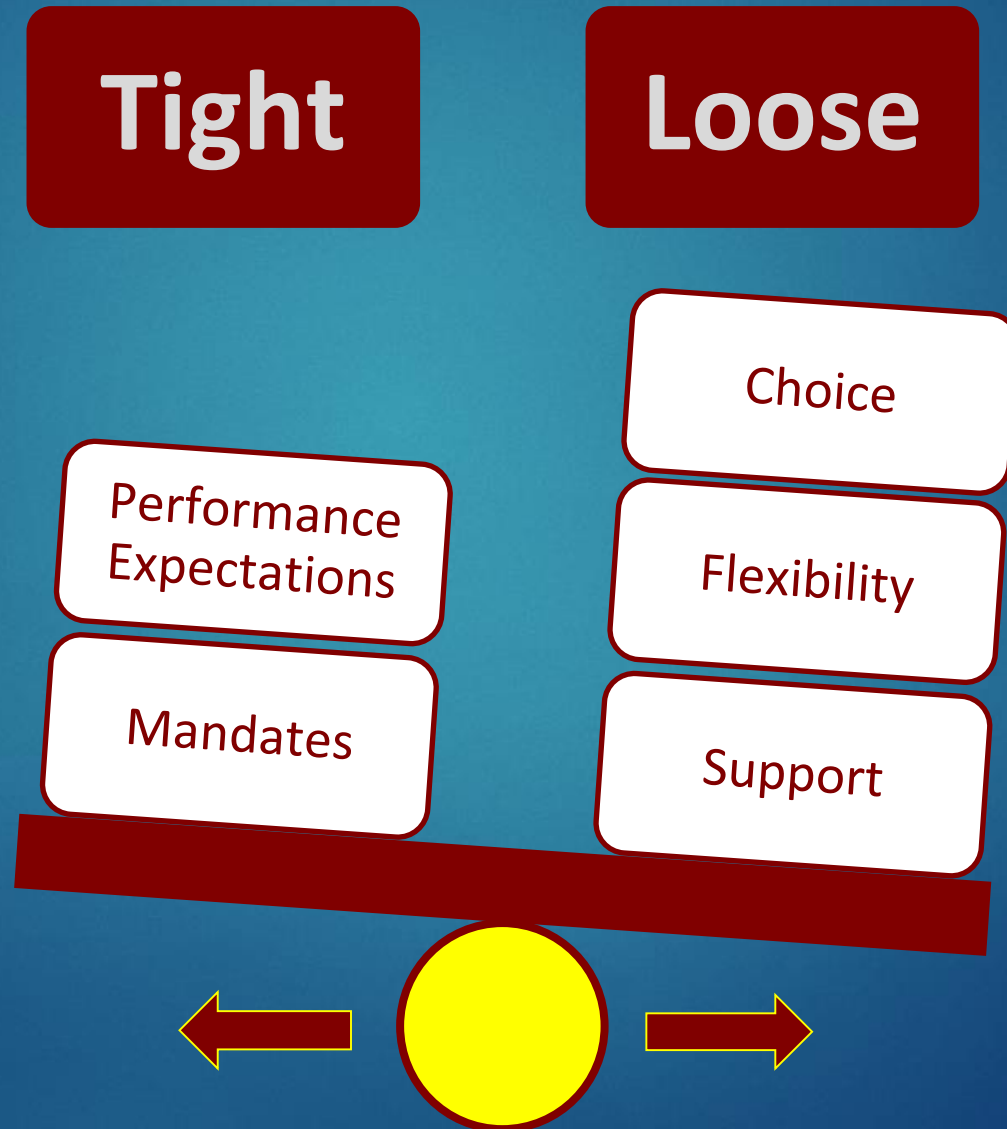
MULTI-TIERED SYSTEMS OF SUPPORT



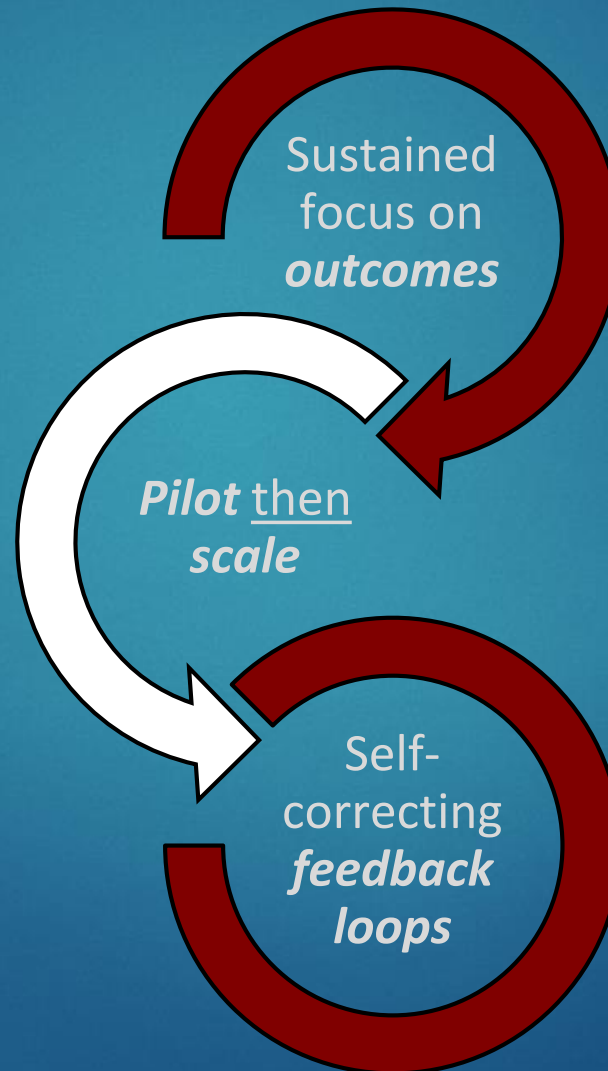
How do we get there from here?



Balancing Loose and Tight Controls



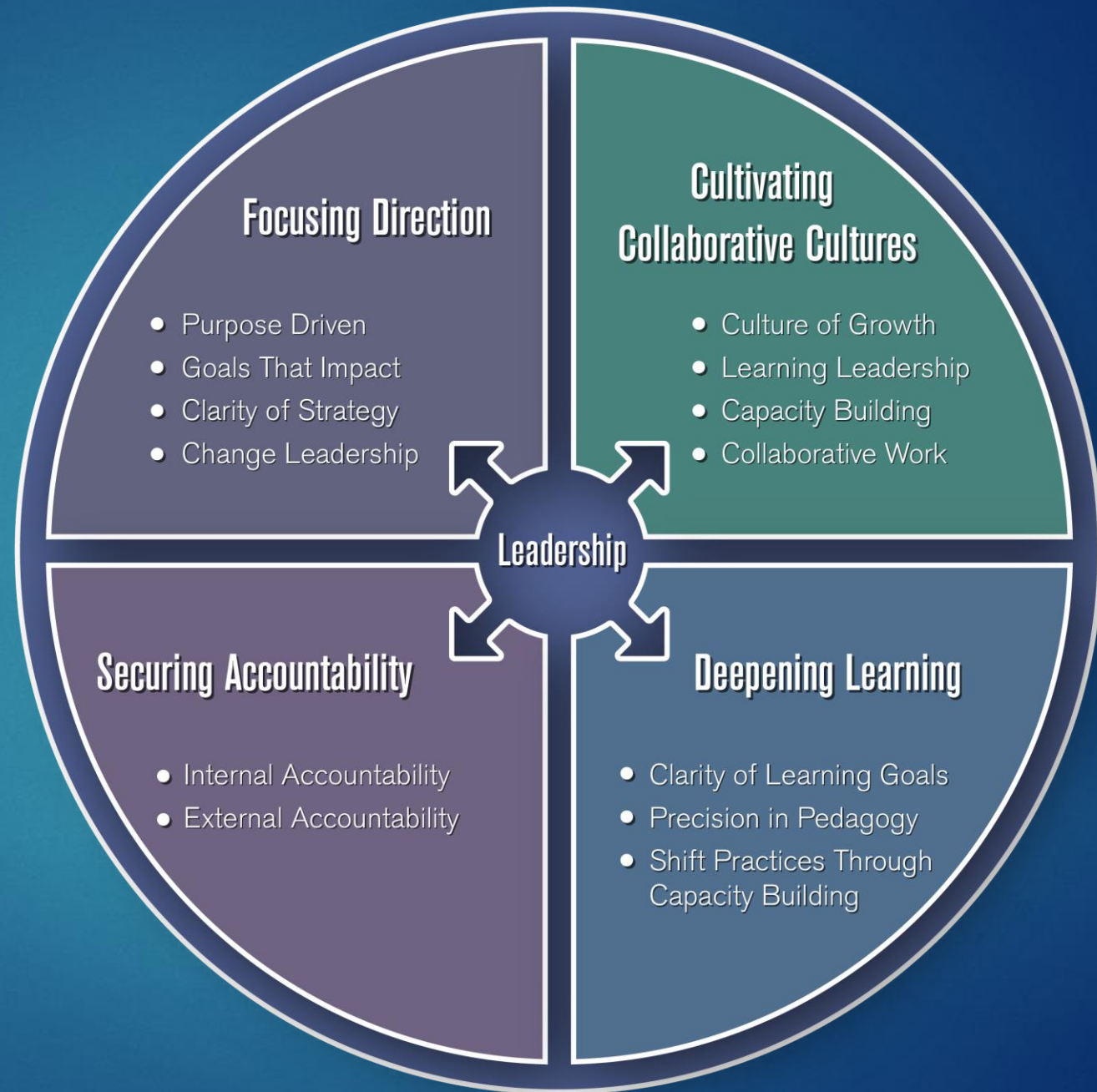
Taking a Developmental Approach to Change



Tending to Social Trust and Relationships



System Coherence



There are many
ways to solve
problems...

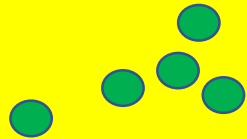


High impact

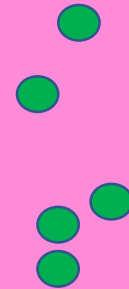
Limited impact

High
Capacity

Take these actions now!
What are we waiting for?

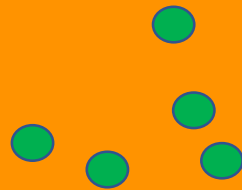


By doing these, we're
helping students,
but is it enough?

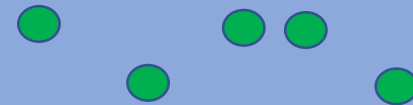


Limited
Capacity

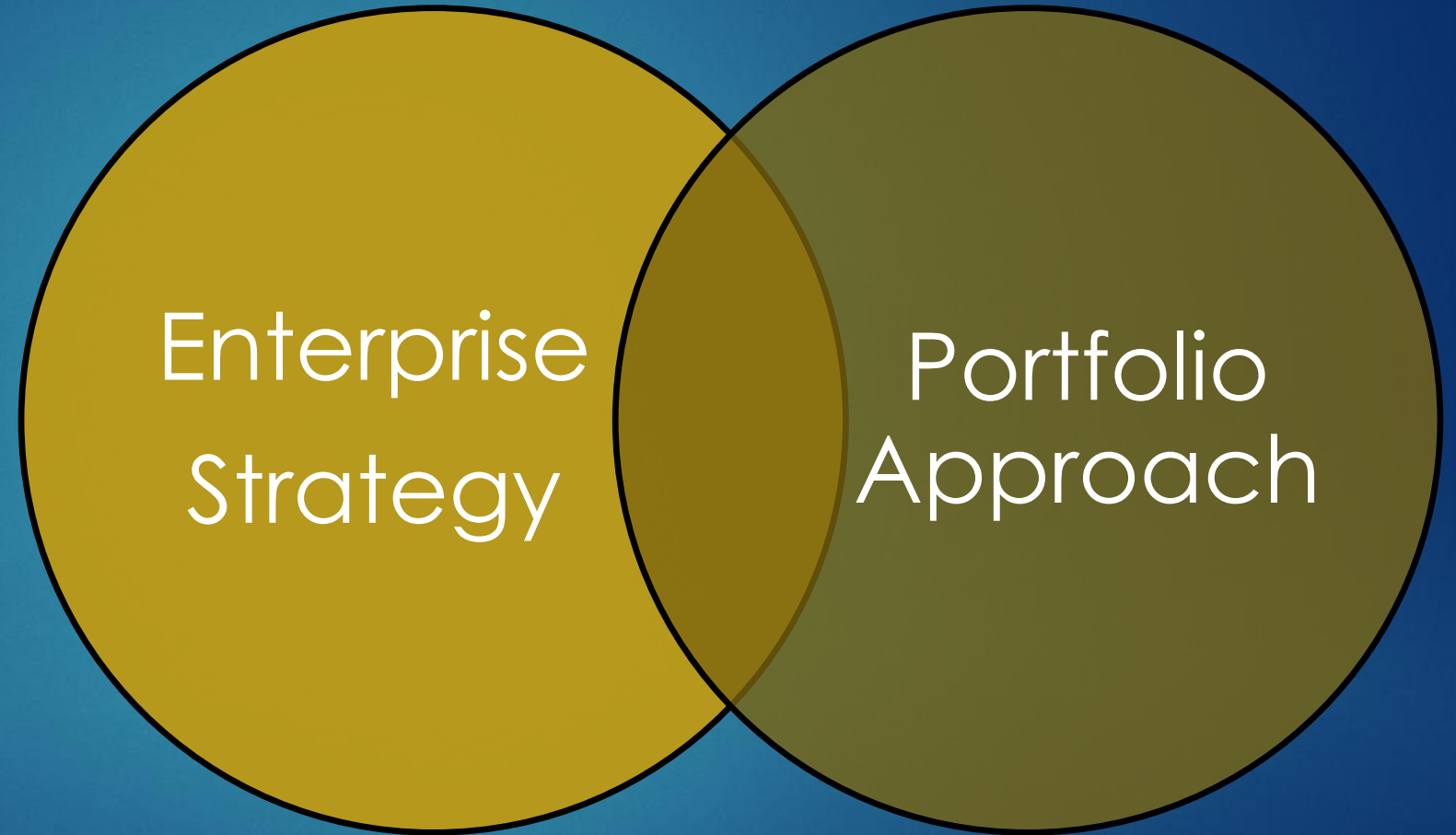
These might be hard
to do, but won't these
really help our students?



Why bother?



System Reform



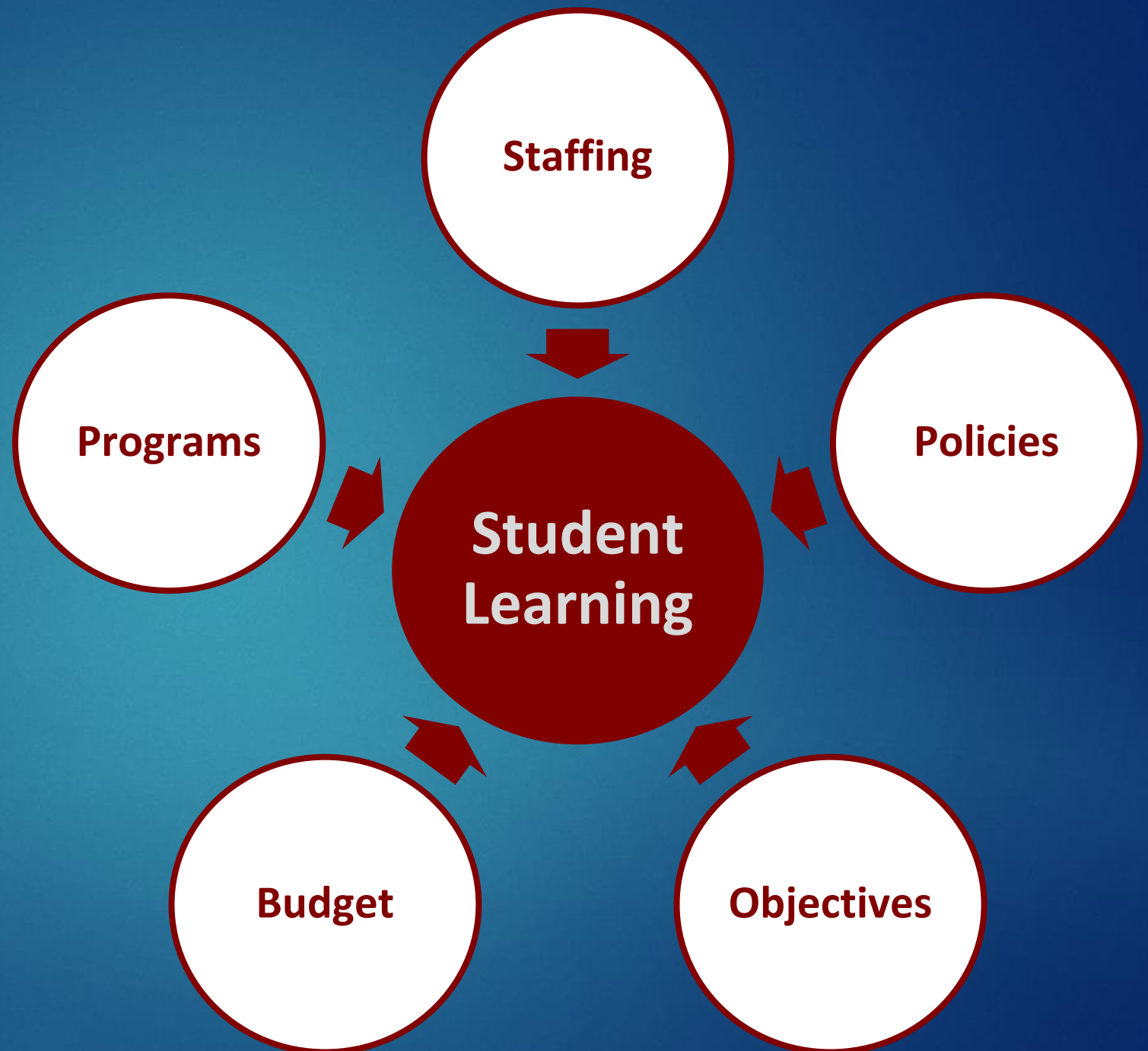
Components of a District Portfolio Strategy



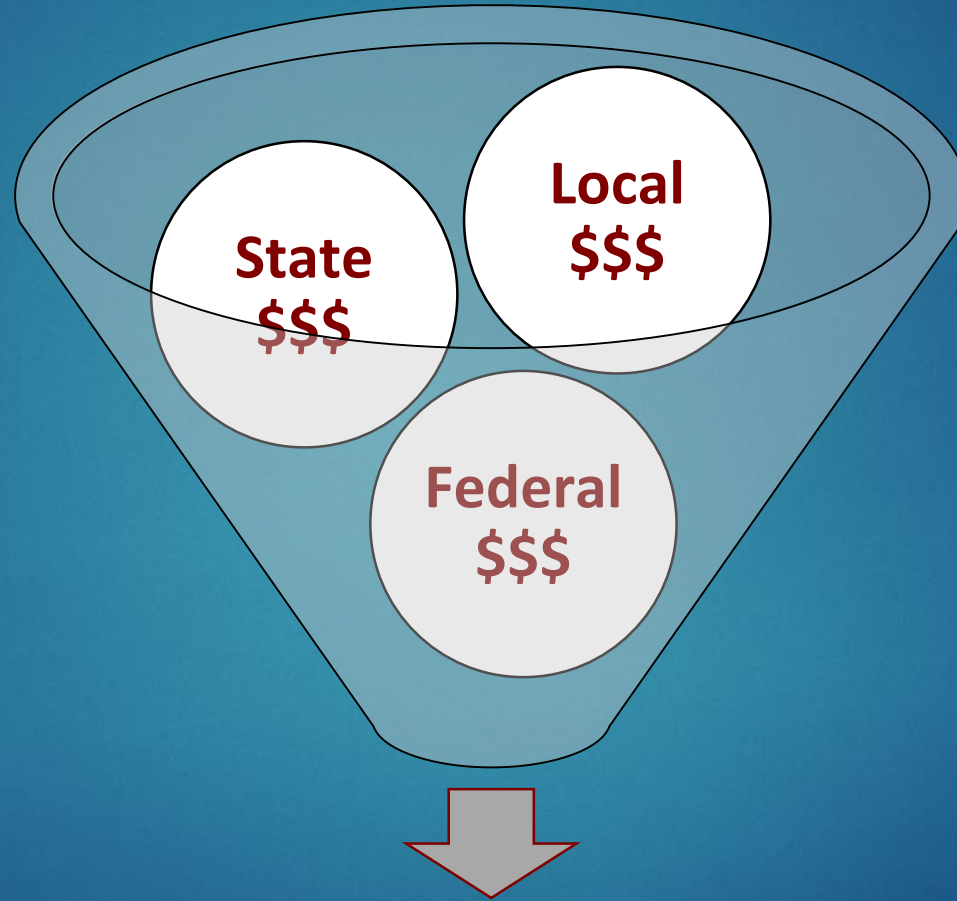
Multiple Options for Families



Site-Based Decision Making

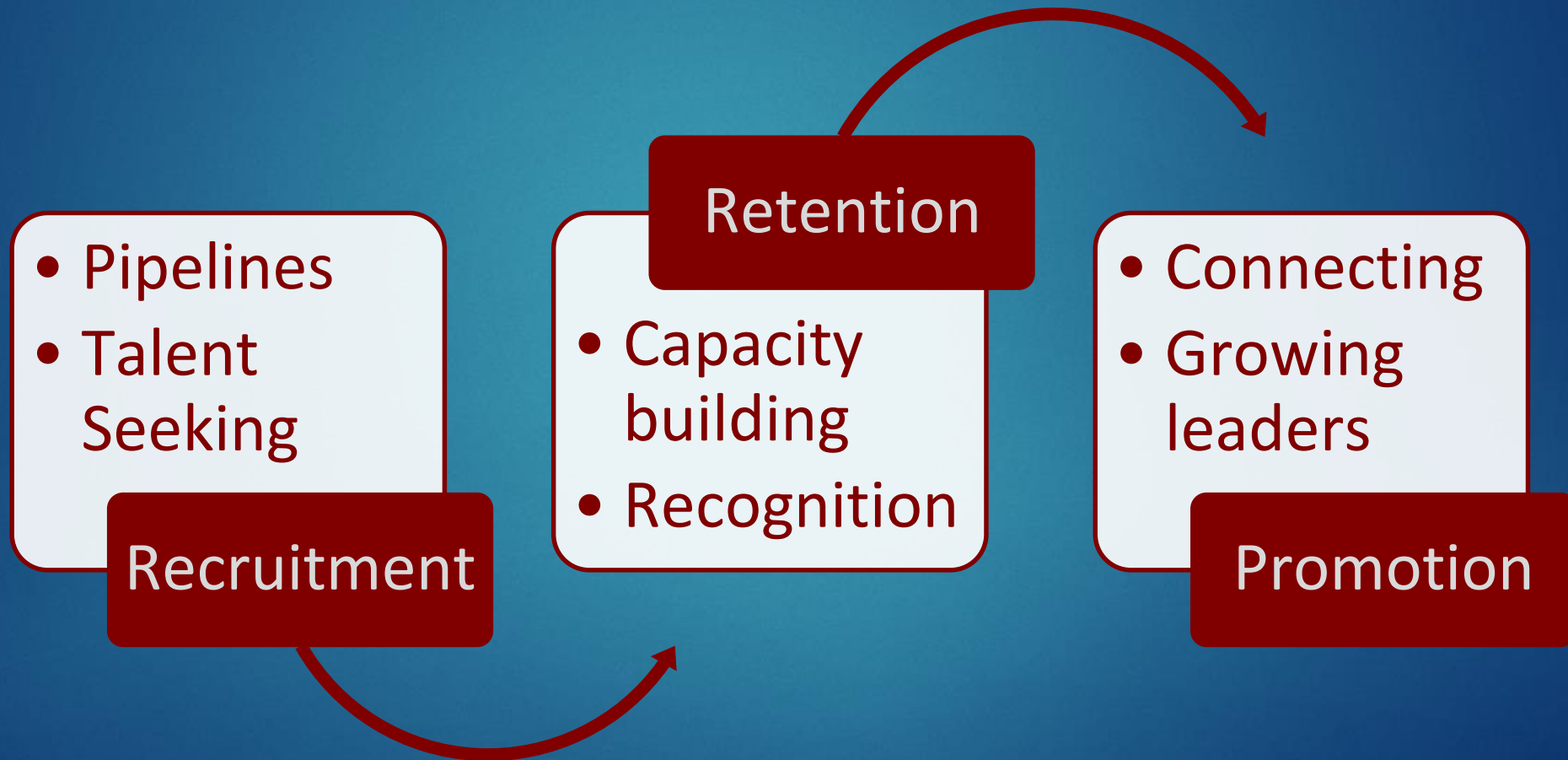


Funding Follows the Student

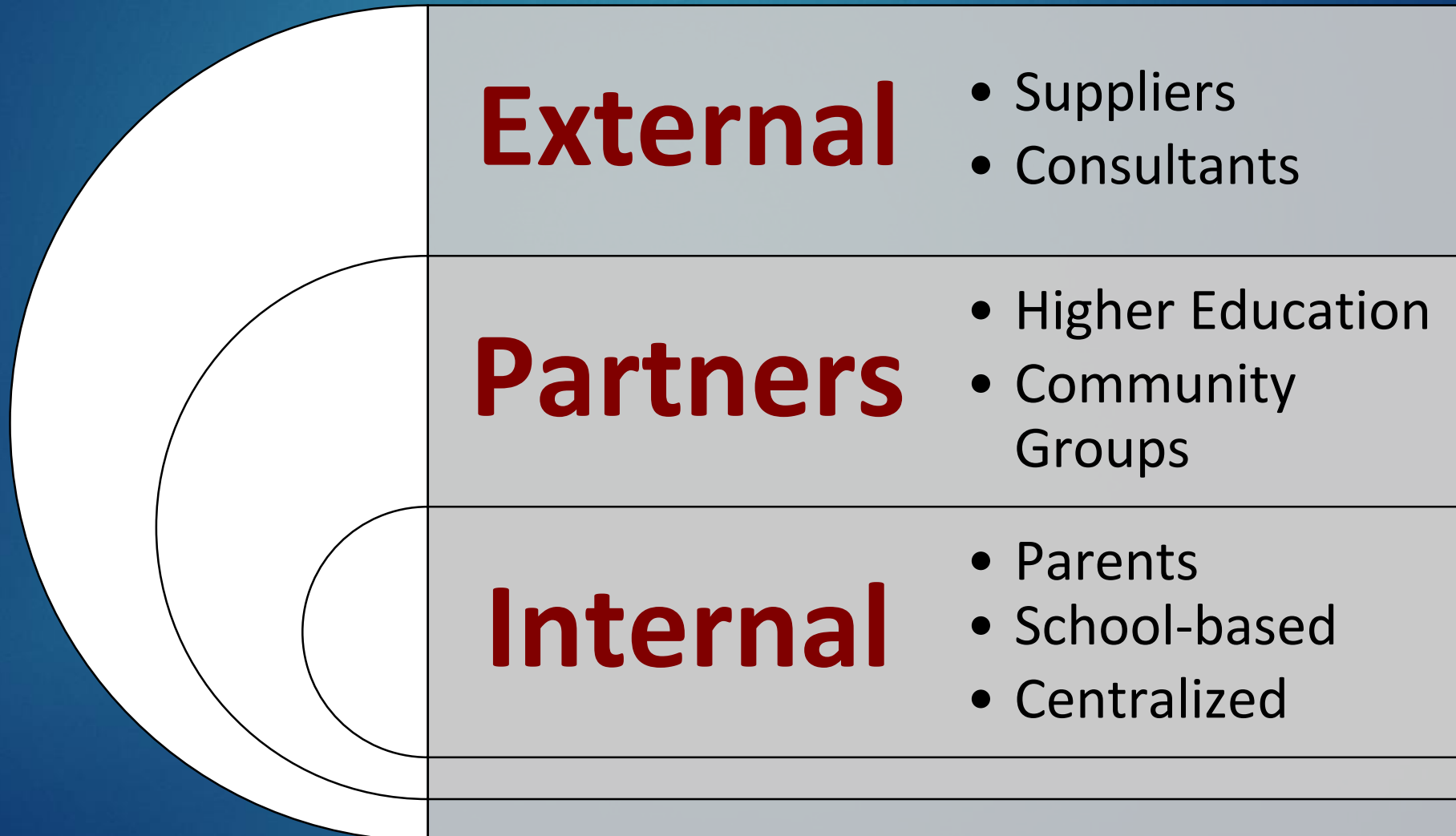


Individual Student Needs

Growing Leaders: Classified, Certificated, Management



Sources of Support



Focus on Growth



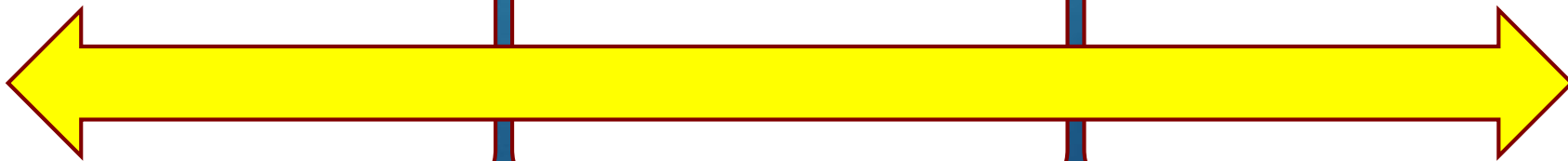
Access to rich
and timely
information



Use of multiple
assessment
measures



Data-based
decision
making



Public Engagement



Coalition Building

Parents as Partners



Telling Our Stories



Listening Sessions



School of Choice available to ALL students through the same processes.

All students are subject to school impact.

Students with disabilities are subject to program impact.

Access for ALL Students and Families

Preschool for Students with Disabilities: Mitchell Child Development Center

566 Students
7 Satellite Schools

Welcome to Holland

- Emily Perl Kingsley

But everyone you know is busy
coming and going from Italy...
And from the rest of your life,
you will say, "Yes, that's where I
was supposed to go. That's
what I had planned."

So you must go out and buy
new guidebooks and learn a
whole, new language.



Supporting Parents through
Grieving/Acceptance

Establishing a
Culture of Trust

Rigorous Child Find
Outreach

Connections to Resources

Santa Ana Schools Inclusion Changes Culture Districtwide

The class was winding down. After a lesson on the letters of the alphabet—"Whose name starts with an H?"—and the storing of supplies and art materials, the 20 students, ages three to five, gather in a circle on the floor for a bit of show-and-tell, sharing the things they learned or made that morning. As they sing their daily good-bye song, what is obvious is that the children are attentive and engaged. What is not obvious is that half of them are students with disabilities.

This is what inclusive preschool looks like in the Santa Ana Unified School District.

These children are in one of three blended inclusion classes at the Mitchell Child Development Center where Principal Mark Bello says, "You can't tell who is who. These are all our kids; they are all students first."

When students with disabilities and students without disabilities are integrated at an early age, the students with disabilities see role models, establish patterns of social interaction, and, says Doreen Lohnes, assistant superintendent for special education, "they demonstrate better behavior, have better academic outcomes, and avoid the need for more intensive services later on." The students without disabilities serve as role models, "build tolerance, and see that differences are okay," says Keely Orlando, Santa Ana's coordinator of early childhood education.

Inclusion, says Lohnes, "conveys a message of support and acceptance to all students." It is, she says, "an important component of our comprehensive, districtwide, positive school climate initiative" and contributes to the district's goal of creating a safe, supportive learning environment for all students.

Collaboration

Once established in preschool, these positive patterns can persist throughout

The Special EDge

Informing and supporting
parents, educators, service
providers, and policymakers
on topics related
to special education

Volume 30, No. 1
Autumn-Winter 2016-17

the students' educational experience. But the success of inclusion requires buy-in, support, coordination, and collaboration from all stakeholders at all levels: administrators, principals, teachers, parents, and community partners. Lohnes says both the district administration and the school board are supportive and that school principals "are believing in inclusion." At Mitchell and other district schools, preschool inclusion is a partnership between the district and the State Preschool Program or Head Start, the programs that place the community children in the classes.

The first inclusive preschool programs in Santa Ana began in the early 2000s in partnership with Head Start. Initially only three students with disabilities were in the classes. Then eight years ago the district and the State Preschool Program jointly offered classes for 20 children: ten with disabilities

(*Santa Ana* continued on page 18)

To subscribe

► *The Special EDge* newsletter is available free of charge to California residents. To subscribe, send your name, postal address, position (parent, educator, speech and language therapist, policymaker, etc.), and contact e-mail and/or phone number to CalSTAT, 5789 State Farm Drive, Suite 230, Rohnert Park, CA 94928. Or phone 707-849-2275; or e-mail giselle.bloug@calstat.org. Or subscribe online at www.calstat.org/publications/subscribe_form.php. Request an e-subscription from Giselle at giselle.bloug@calstat.org.

Preschool Focus on Inclusive Practices

California Department of Education featured SAUSD Inclusive Practices

- Behavioral and Academic Progress
- Improved Kinder Readiness
- CDE Officials, March 2017 Visit

Winter 2017

PreK-12 Pathways

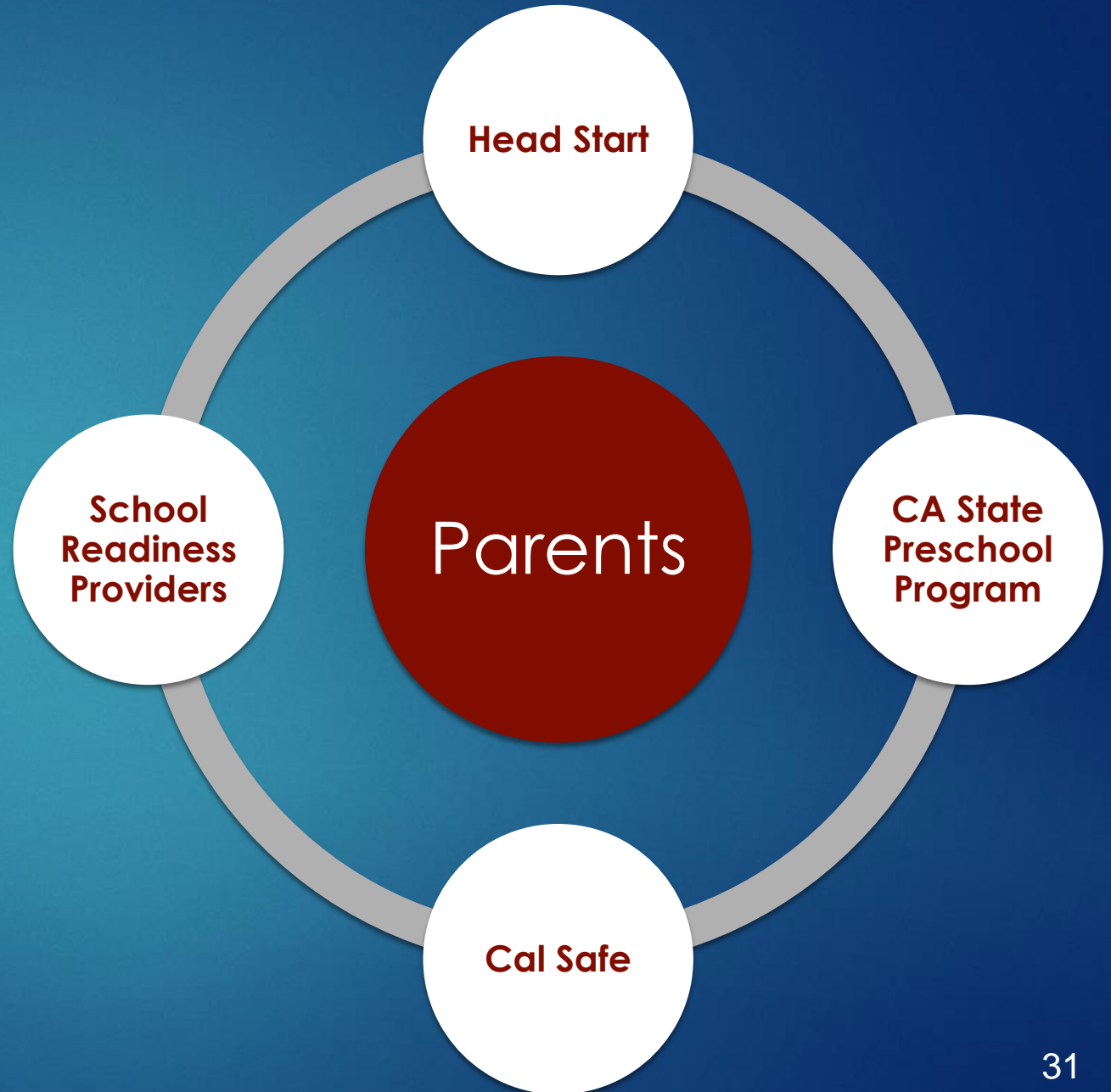
Preschool

Elementary
School

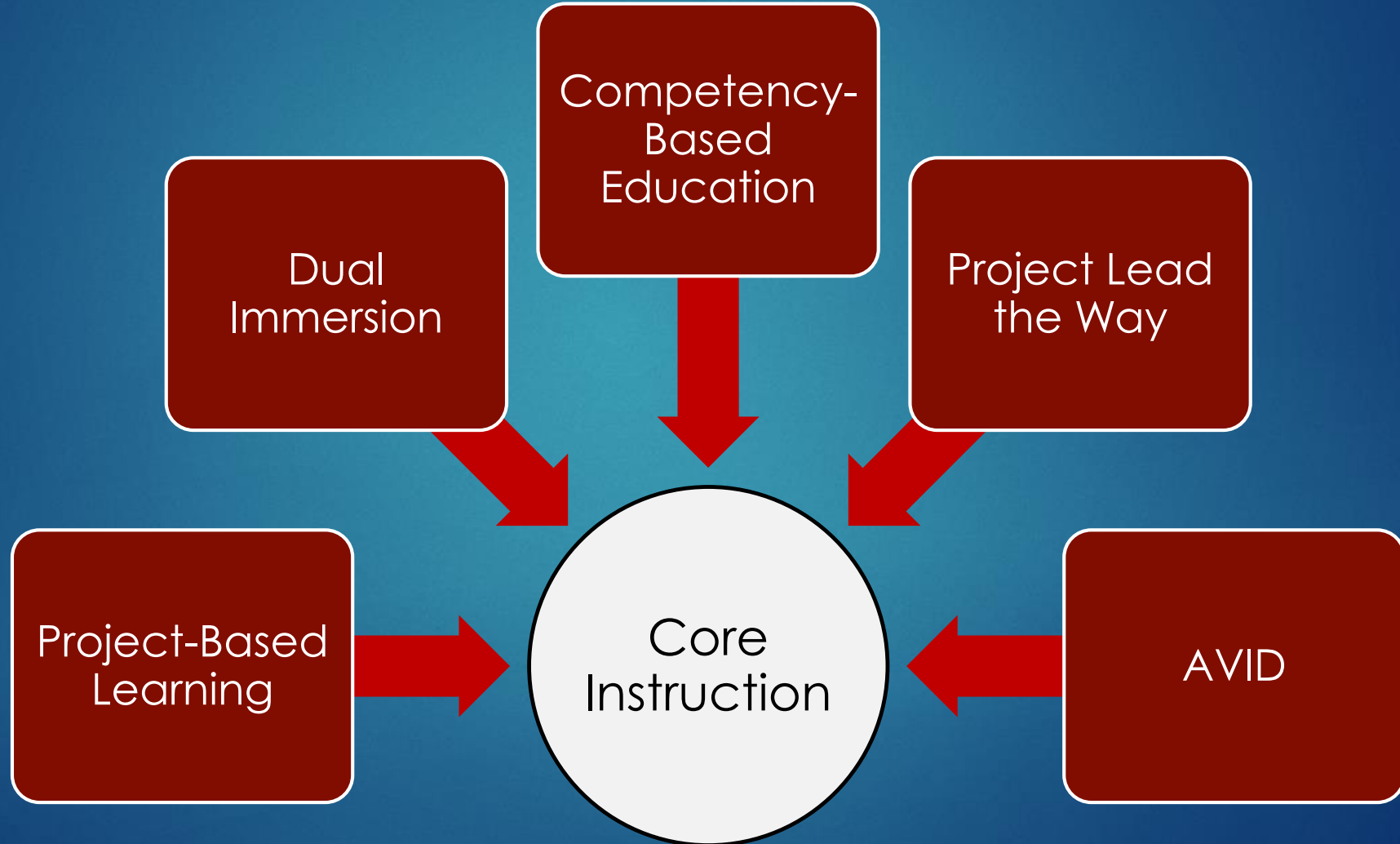
Secondary
School

Post
Secondary
Opportunities

Early Childhood Education Programs



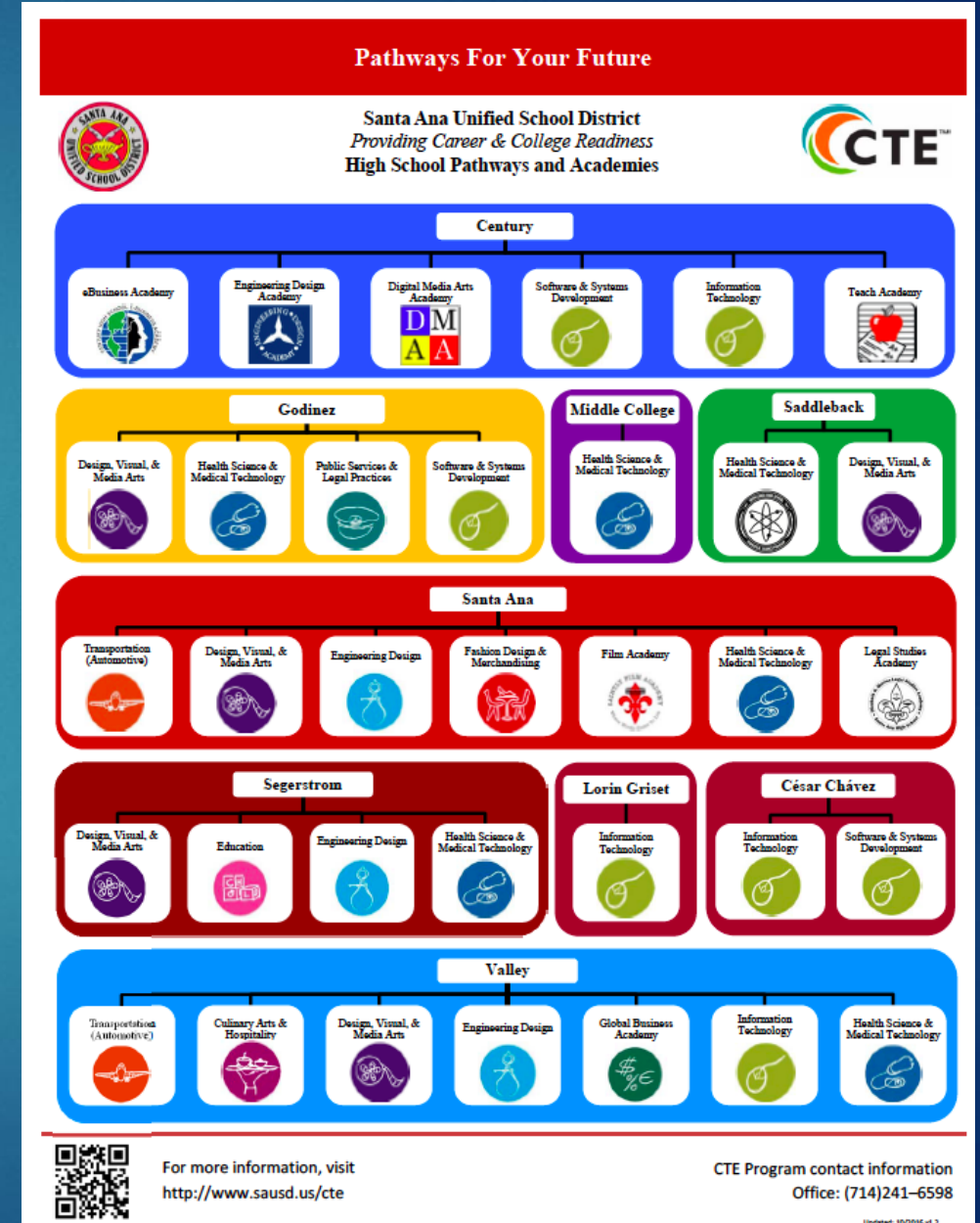
Accessing the Core



High School Anchored Pathways

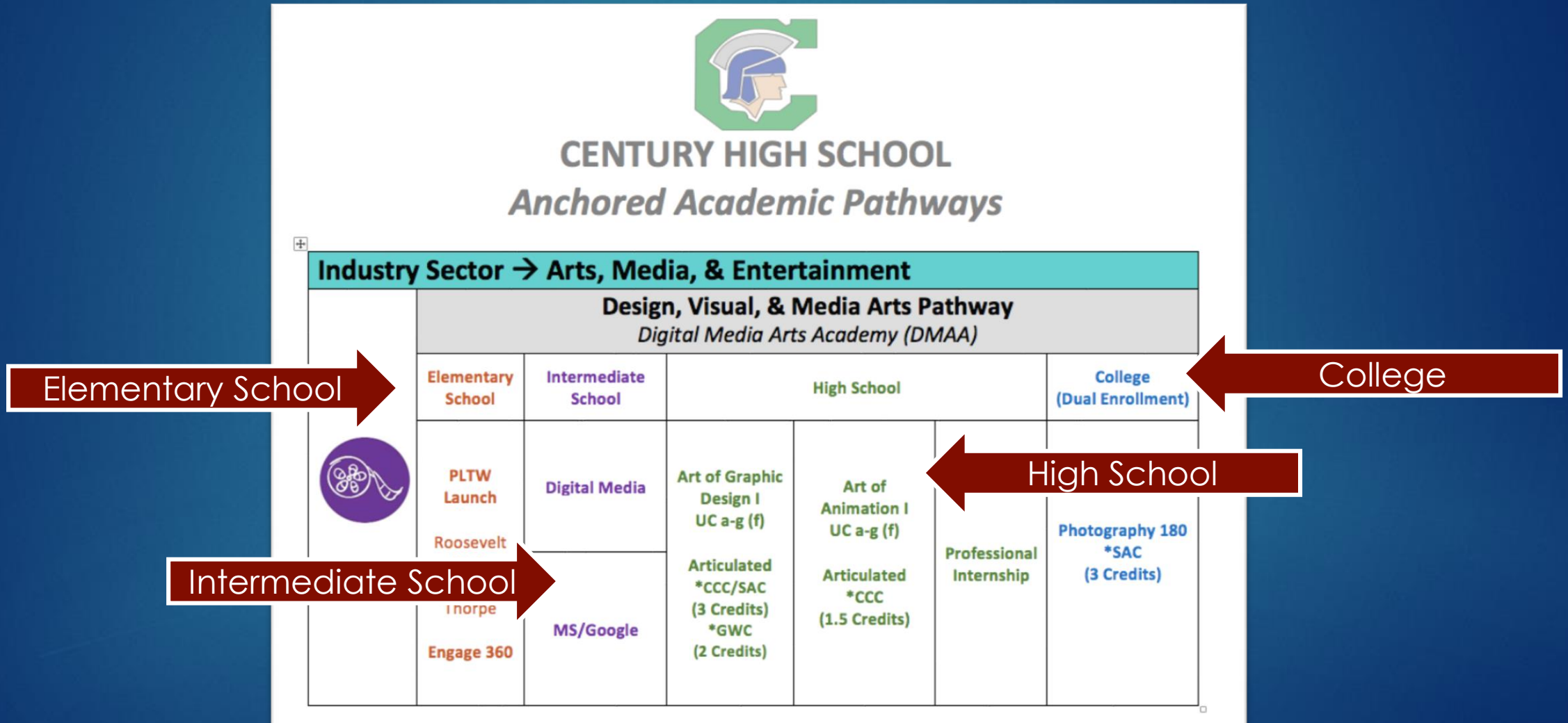
Thirty-Two Options

4 Engineering (PLTW)
2 Transportation
3 Software and System Development
6 Design, Visual Media Arts
5 Health Sciences
3 Information Technology
3 Software and System Development
2 Public Services and Legal Practices
Culinary Arts
Fashion Design and Merchandising
Film Academy
Education



Anchored Academic Pathway

Example





Century High School



Lathrop

Engineering Design, Computer Science, Automation/Robotics, Design & Modeling
Medical Detectives, Performing Arts

Sierra

Woodshop, Introduction to Computer Science, Performing Arts

Villa

Automation/Robotics, Design & Modeling, MS Google, Technology, Digital Media, Performing Arts



Software &
Systems
Development

Early College

Engineering &
Design

E-Business

Digital Media

TEACH

Speech & Debate, NJROTC,
Nicholas Academic Centers III
(NAC)



Godinez Fundamental High School



Lottery

All students across the district may submit an application for the lottery process



Biomedical

Law

Design Visual
& Media Arts

Software
Systems
Development

Early College, Nicolas
Academic Center II
(NAC)



Santa Ana High School



Advanced Learning Academy

Engineering

Heninger

Performing Arts, Engineering,
Automation/Robotics, Coding

Lathrop

Performing Arts, Engineering Design,
Computer Science, Automation/Robotics,
Design & Modeling, Medical Detectives

Mendez

Performing Arts, Design Visual & Media
Arts, Automation/Robotics, Coding

Santiago

Automation/Robotics, Medical
Detectives

Sierra

Performing Arts, Woodshop, Introduction
to Computer Science

Willard

Performing Arts, Digital Media



Automotive

Film &
Screenwriting

Public Service
& Legal
Practice

Fashion
Design

San Arts

Health
Science

Speech & Debate,
NJROTC, HALO, Nicholas
Academic Center I (NAC)



Saddleback High School



Esqueda

Robotics, Coding, MESA

McFadden

Performing Arts, Design,
Visual & Media Arts,
Automation/Robotics,
Medical Detectives, Flight
& Space, Coding, Dual
Immersion

MacArthur

Performing Arts,
Automation/Robotics,
Medical Detectives,
Coding



Biotech (UCI)

International
Baccalaureate
(IB) - (7-12)

Design Visual &
Media Arts

Academic Decathlon, Model United
Nations, Simon Scholars,
International Baccalaureate,
NJROTC



Segerstrom High School



Neighborhood + Lottery

MacArthur

Performing Arts,
Automation/Robotics, Medical
Detectives, Coding

McFadden

Performing Arts, Design, Visual &
Media Arts, Automation/Robotics,
Medical Detectives, Flight &
Space, Coding, Dual Immersion



Engineering

Education

Digital Arts

Health/Science
& Medical
Technology

American Sign
Language,
Simon Scholars



Valley High School



Carr

Performing Arts
Dual Immersion

McFadden

Performing Arts, Design, Visual &
Media Arts,
Automation/Robotics, Medical
Detectives, Flight & Space,
Coding, Dual Immersion

Spurgeon

Performing Arts
Coding
MESA



Culinary

Automotive

Medical Core

Global Business

Animation/Design

UCI-Anteater
Academy

Nicholas Academic Center II (NAC)
High School Inc.



Middle College High School



Lottery

All students across the district may submit an application for the lottery process



Dual Enrollment

Medical Pathway

AA Degree

Film Club

Art and Drama Club

Engineering Club

Santa Ana College,
Nicholas Academic
Center I (NAC)

Special Pathways Open to Students with Disabilities

Valley High School



Auto Shop

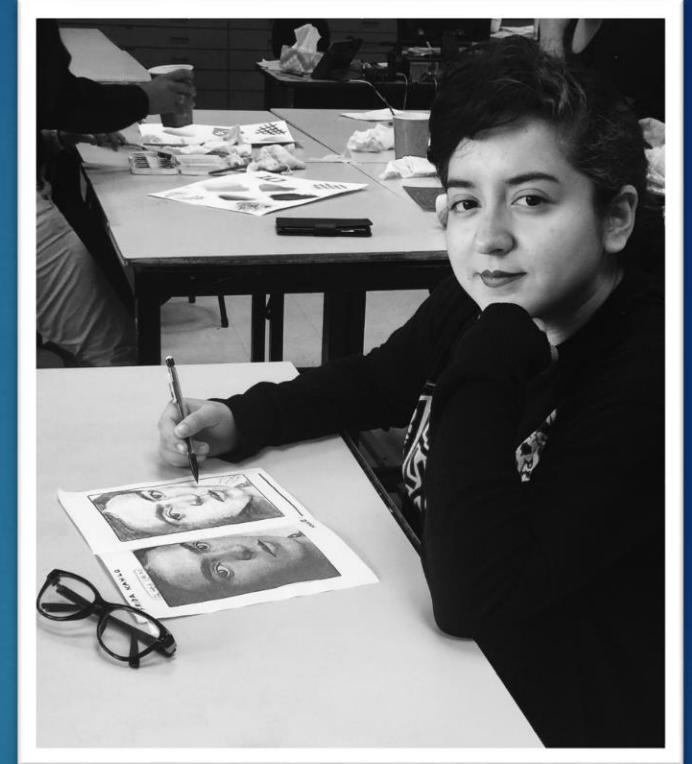
Student: Clemsio Santoyo
Grade: 12
Age: 18 years



Culinary

Student: Raymond Ramirez
Grade: 12
Age: 18

Santa Ana High School



Performing Arts

Student: Karen Farias
Grade: 12th
Age: 18

Special Education Continuum of Services

Related services only, e.g. Speech and Language therapy

General Education Classroom with or without accommodations per IEP

Inclusive Practices K-12

Pull-Out Specialized Academic Instruction per IEP

K-12+

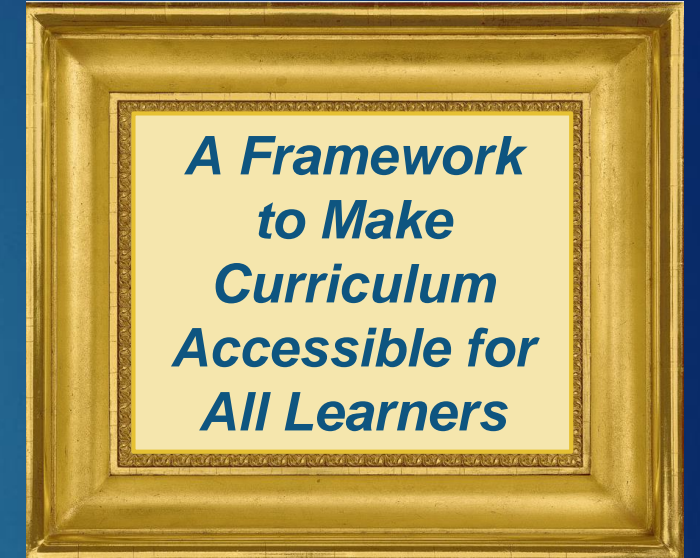
- **Accommodated courses** taught by Special Education teachers, e.g. English
- **Co-taught classrooms**

- **Full-day Special Education Classes** for students with severe disabilities

Inclusive Practices

Special Education in the General Education Classroom

- ▶ **Preparing students** to successfully exit special education through:
 - ▶ Co-Teaching
 - ▶ Individualized Accommodations
- ▶ **Universal Design for Learning** provides a framework of accommodations/adaptations to make curriculum accessible to all students.



Engagement...



Representation...



Actions and Expression...

Inclusive Practices: *Continued Improvement of Service Delivery*

- ▶ **Positive student outcomes:**
 - ▶ Social and behavioral
 - ▶ IEP goals
- ▶ **Recent staff feedback supports inclusive practices**

Before

Teaching in Separate Classrooms



After

Co-Teaching
with General Education Teachers

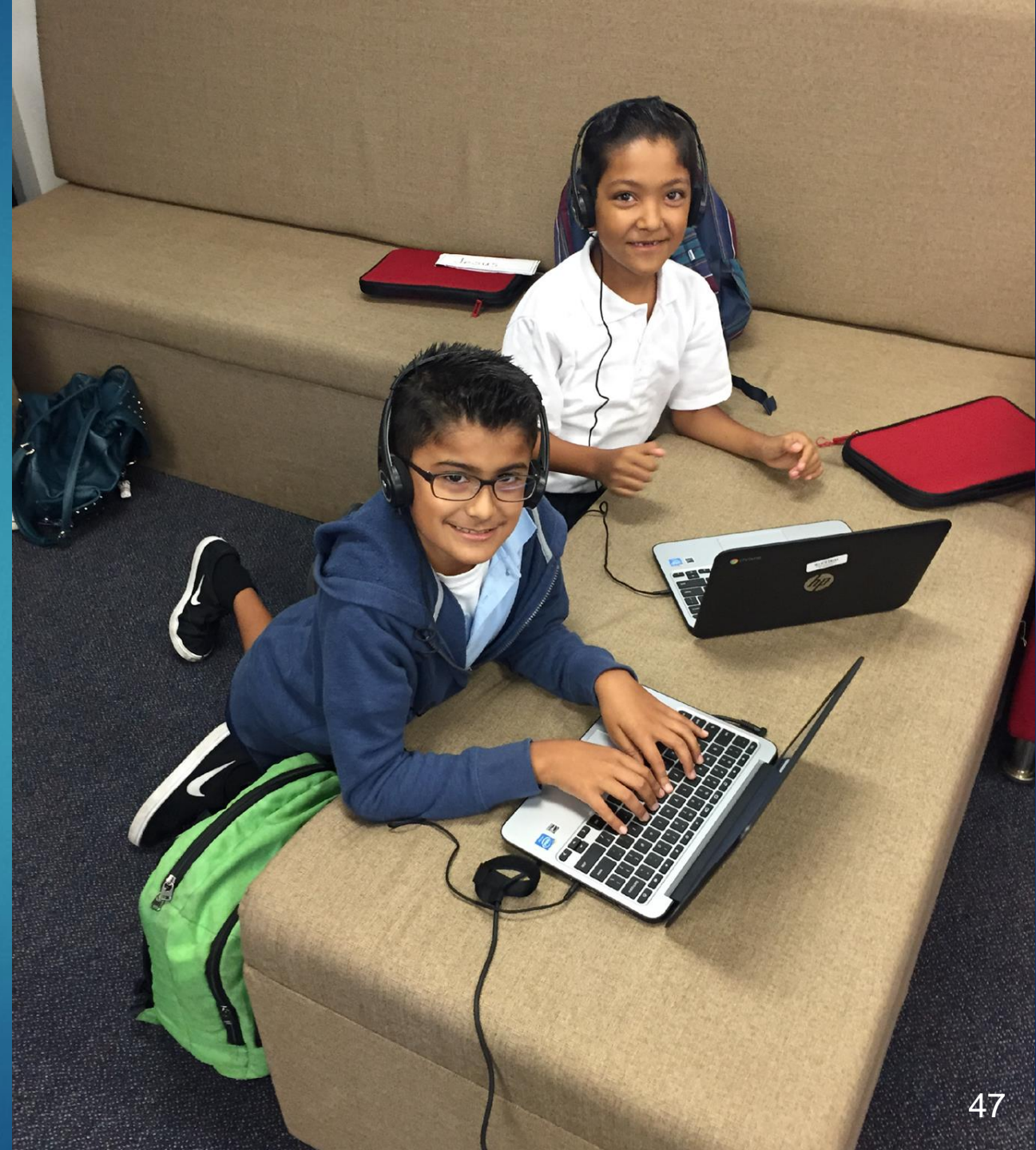




Strategic Projects

Our Purpose

TO DESIGN SCHOOL PROGRAMS
THAT ACCELERATE LEARNING,
DEEPEN ENGAGEMENT, RECAPTURE
ENROLLMENT, AND INSPIRE OUR
STAFF AND COMMUNITY TO
RECONSIDER WHAT IS POSSIBLE IN
A PUBLIC SCHOOL DISTRICT



“If students leave school less curious than when they started, we have failed them.”

- GEORGE COUROS



Motivation for School Redesign

A new vision
creates momentum
within a school

Provides student and
parent access to a
variety of options

Directly targets local
context

Energizes and
empowers a network
of support around a
school

Addresses
underperforming
schools in a positive
manner

Provides
opportunities for
entrepreneurial
teachers, parents and
community members

Projects Underway



UC Irvine School of Education,
Stanford University, Buck
Institute, SAC

Advanced Learning Academy

REDEFINING COMPETENCY-BASED LEARNING

Vision: A district-dependent charter school that provides a school option where students learn 21st Century Skills through meaningful hands-on experiences that prepare them for college and career.

- Capture new enrollment
- Evidence of accelerated learning outcomes for students
- Expansion of early college options for SAUSD students and families
- Evidence of organizational impact as an incubator space for designing competency-based learning pedagogies and support systems that spread into other schools.

RECYCLING PLASTIC PBL!

FIRIZBET
ISFAAC, JE

Hypothesis

Our team is going to ask Mr. Irving if we could put recycling bins out in the lunch area. If we can then we could probably make the school area clean. We will also put recycling bins on the classes that don't have recycling bins so they can start recycling. We will start to encourage other people to start recycling to make this a better world. What we will do is we will help the janitor with his job so that the school will now look nice.

Jou

Date	
September 8	Watched the
September 15	The class used in 48 h
September 19	The class fig use per galic
October 1	I started to m and other thir
October 6	We created a re-imagine wa
October 19	We researched make different clothing
October 21	We got new ide from the water c
November 9-13	Our teams met w projects and get
November 11	We created weath about how the wa
November 1-9	We completed our tri-fold poster to sh

Advance Learning Academy and
Spurgeon (whole school model),
PBL 2.0 Cohort Schools

PBL Cohort

SHIFTING PEDAGOGIES TO REFLECT MORE RIGOROUS STANDARDS IN A PROJECT BASED WORLD.

Vision: Equip school teams with instructional skills and mindsets necessary to plan and execute high quality projects that enhance student engagement and accelerate student learning

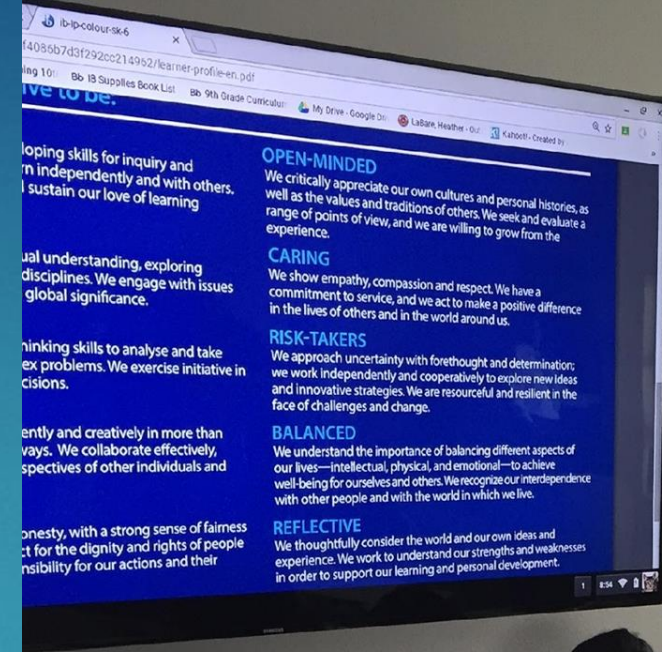
- Increase of quality professional development available to teachers
- Connect classroom learning to real-world issues
- Accelerated achievement rates for students in PBL courses
- Provide a more personalized, interest-driven high school experience for students

Pathway to IB

A RIGOROUS, LIBERAL-ARTS EDUCATION FOR A GLOBALIZED WORLD

Vision: A school-within-a-school IB diploma-granting program that prepares students in grades 7-12 for academic success at the most demanding higher education institutions

- Capture new enrollment
- Increased GPA, accelerated achievement rates for IB students
- Increased A-G completion rate and 4-year college-going rate for IB graduates
- A high profile school choice project that highlights our commitment to providing high quality school options to parents and students




Saddleback, Madison,
McFadden
UC Irvine School of Medicine

Pathway to the Arts: *SanArts*

THE NEXT GENERATION ART SCHOOL

Vision:

A school-within-a-school art conservatory magnet that meets our community need for a high quality, accessible arts education while capturing back enrollment to SAHS and feeder schools .



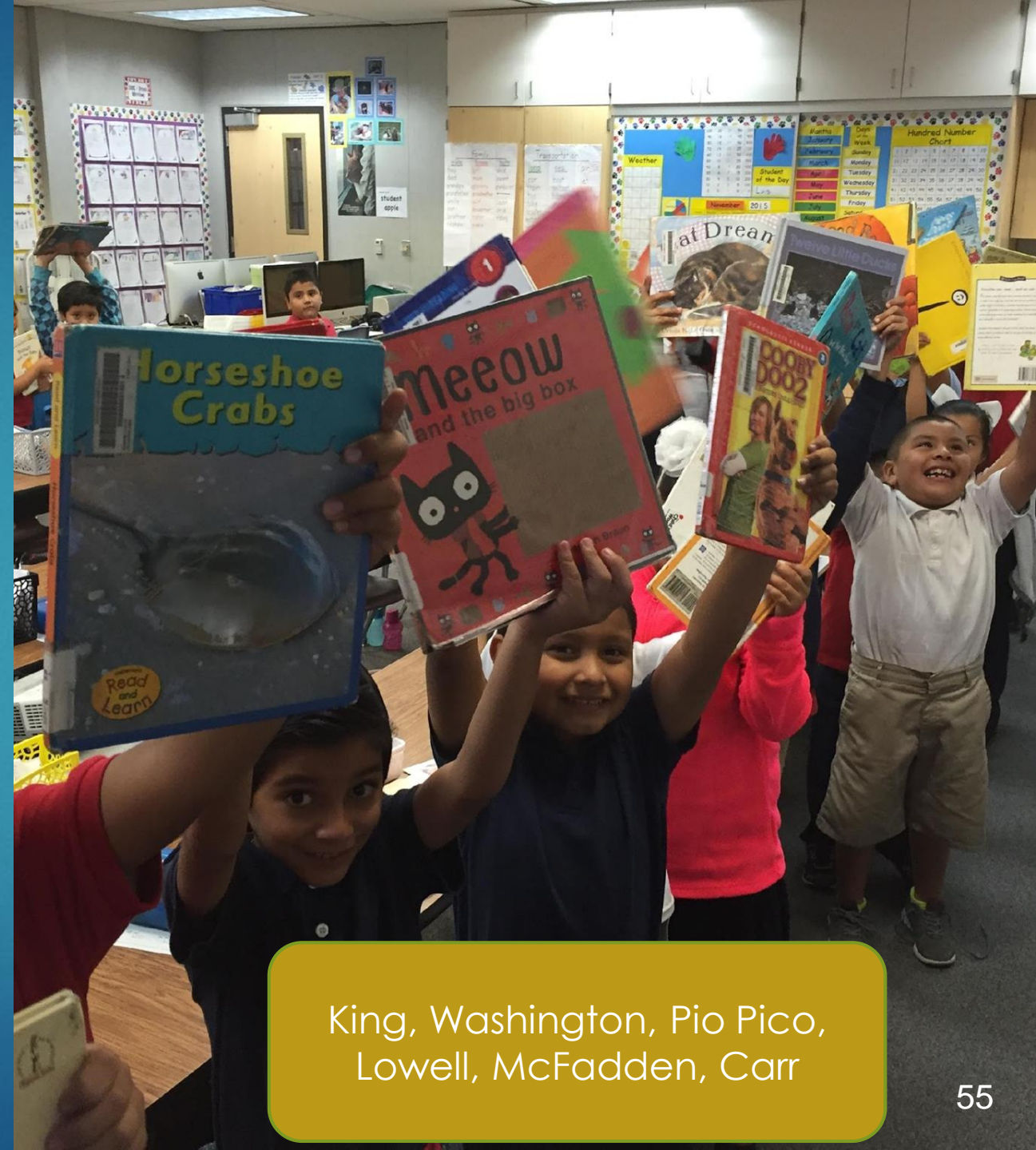
Heninger, Sierra, Willard,
Advance Learning Academy,
Mendez, Santiago, Lathrop

Pathway to Biliteracy: Dual Immersion

BUILDING ON OUR COMMUNITY STRENGTHS FOR BOTH LOCAL AND GLOBAL SUCCESS

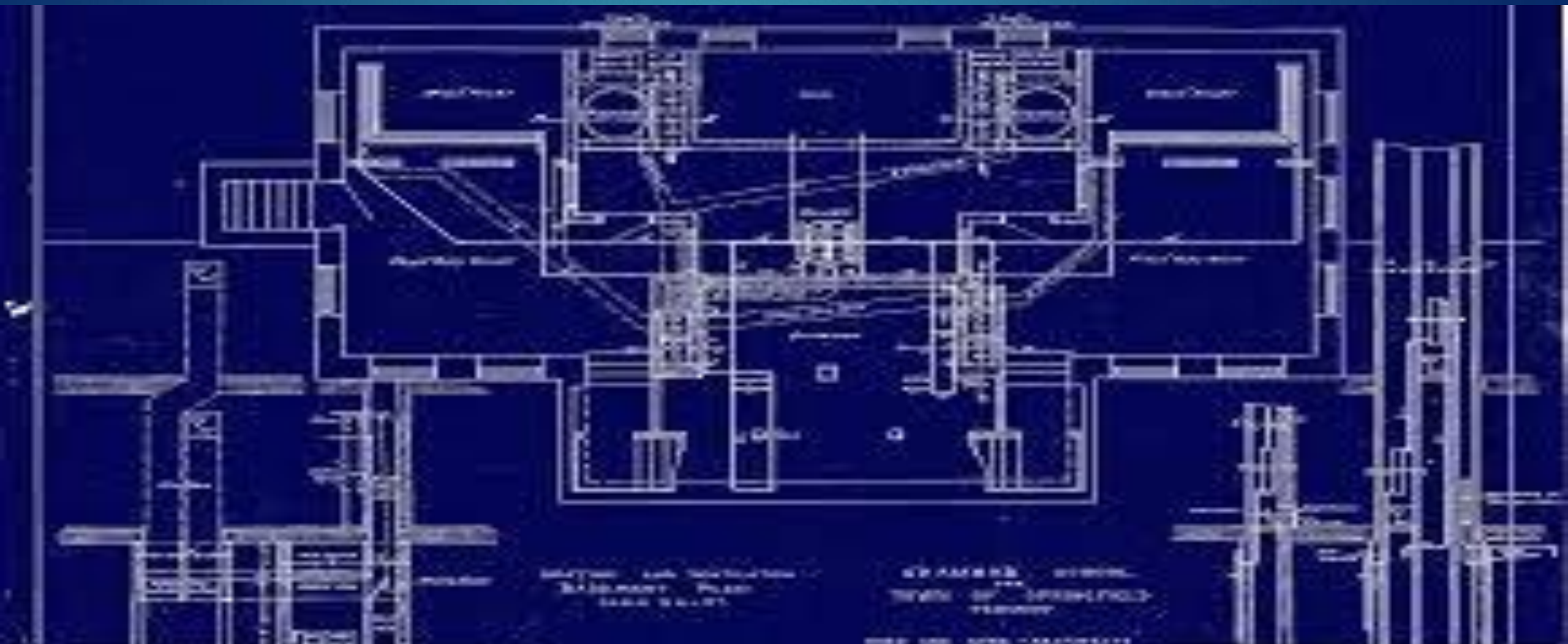
Vision:

A system of dual-immersion schools that strengthens bi-literacy, multilingual skills, and bi-culturalism while simultaneously meeting community demand for dual-language options.



King, Washington, Pio Pico,
Lowell, McFadden, Carr

Future Planning



Century 2.0

A HYBRID, PERSONALIZED PATHWAY IN A COMPREHENSIVE HIGH SCHOOL

Vision: A school-within-a-school hybrid learning experience that provides a personalized pathway that increases access to high-interest personal projects.

- Increased GPA, academic achievement rates for 2.0 students.
- Increased A-G completion rates for Century 2.0 students through personalized advising and progress-monitoring
- Provide a more personalized, interest-driven high school experience for students
- A high profile school choice project that highlights our commitment to providing high quality school options to parents and students.





In Planning Stages with SAC,
UC Irvine, and CSU Fullerton
(location TBD)

Social Justice Institute

A SPECIALIZED COLLEGE PATHWAY

Vision: A partnership academy with SAC and community partners that engages students in an exploration of the nexus between Restorative Practices, Criminal Justice, and the Social Sciences.

- Increased GPA, academic achievement rates for Institute students.
- Increased A-G completion rates for Institute students through personalized advising and progress-monitoring
- Provide a more personalized, interest-driven high school experience for students
- A high profile school choice project that highlights our commitment to providing high quality school options to parents and students.

The Lab School

A UCI PARTNERSHIP SCHOOL

Vision: To provide a laboratory school where new pedagogies and educational systems can be developed in service of personalized learning in partnership with the UCI College of Education.

- Capture new enrollment from INDA area near UCI campus
- Formalize a partnership with UCI to create a deeply student-centered learning environment where competency-based learning can be developed and researched.
- A high profile school choice project that highlights our commitment to providing high quality school options to parents and students.
- Potential for credentialing pipeline for teachers and administrators





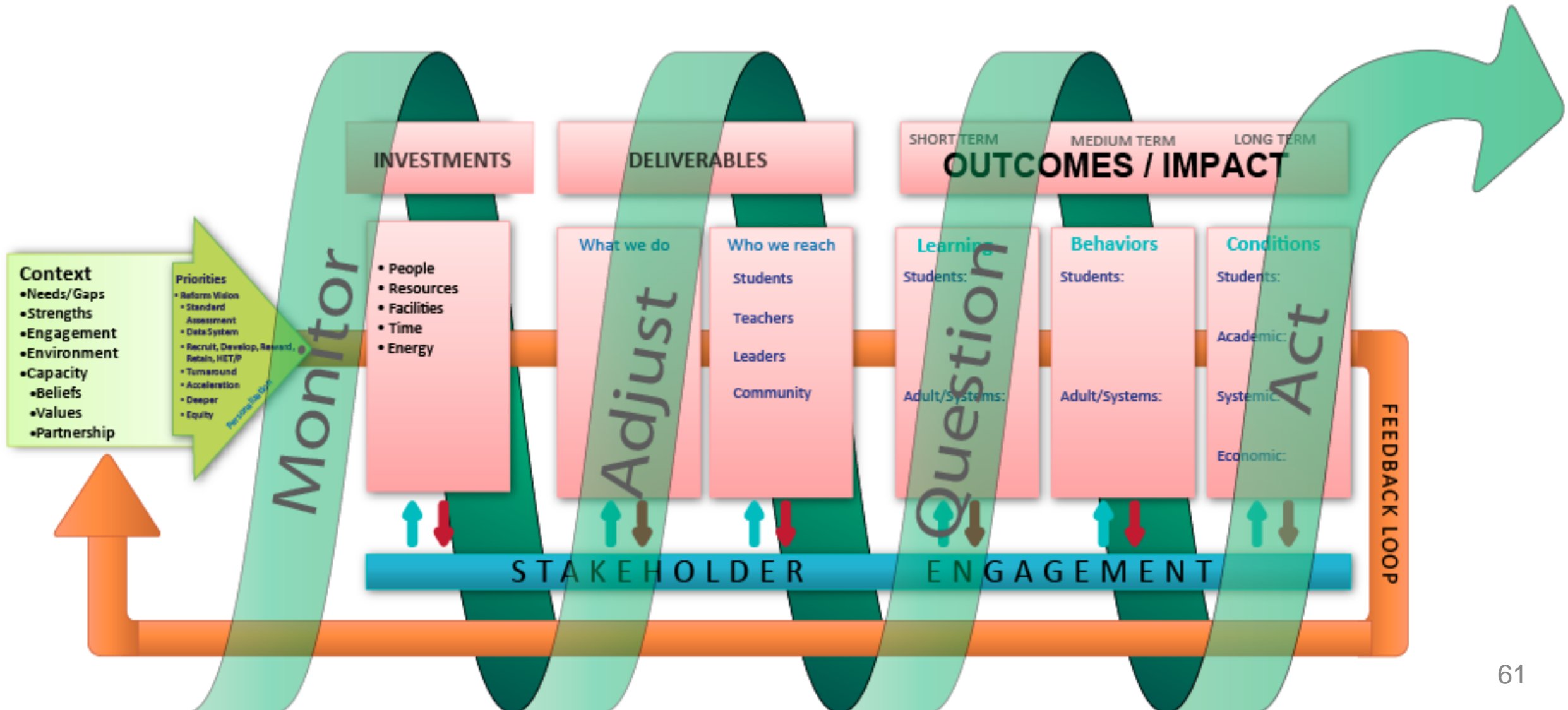
CÍRCULOS

**A SCHOOL THAT BRINGS TOGETHER THE POWER OF
SOCIAL ENGAGEMENT AND ACADEMIC DISCOURSE**

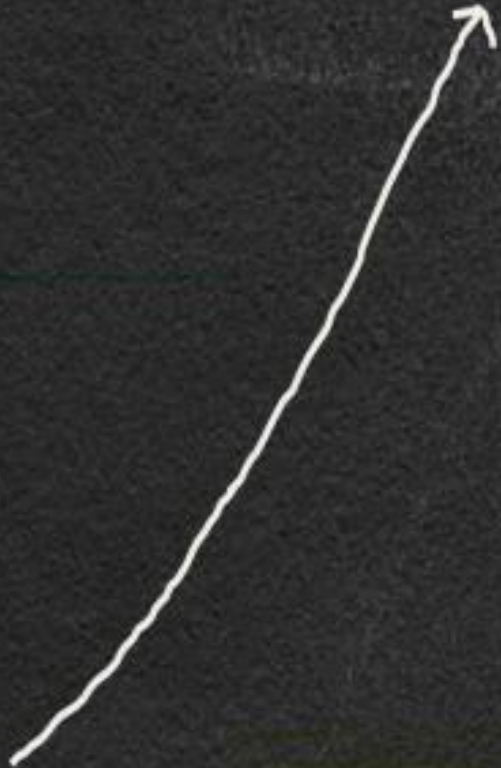
Vision: A University of California aligned, competency-based course of study within the country's most ambitious project-based learning environment

- Re-capture enrollment around the city of Santa Ana
- Increased A-G completion rates for Círculos students through personalized advising and progress-monitoring
- Provide a more personalized, interest-driven high school experience for students
- A high profile school choice project that highlights our commitment to providing high quality school options to parents and students.

Logic Model – Continuous Improvement



SUCCESS



What people think it
looks like



SUCCESS



What it really looks
like

Backup Slides

Linked Pathways by Feeder Pattern

Century	Godinez	Santa Ana	Saddleback	Segerstrom	Valley
Software & Systems Development Engineering - Design Digital Media TEACH E-Business Early College	Early College Design Visual & Media Arts Software Systems Development	Automotive Public Service & Legal Practice San Arts Film & Screenwriting Fashion Design Health/Science	Biotech IB Design Visual & Media Arts	Engineering Digital Arts Health/Science & Medical Technology Education	Culinary Medical Core Animation/Design Automotive Engineering Global Business UCI-Anteatr Academy
Lathrop → Performing Arts, Engineering Design, Computer Science, Automation/Robotics, Design & Modeling, Medical Detectives Sierra → Performing Arts, Woodshop, Introduction to Computer Science Villa → Performing Arts, Automation/Robotics, Design & Modeling, MS Google, Technology, Digital Media	All Students - Lottery	Advanced Learning Academy Heninger → Performing Arts, Engineering, Automation/Robotics, Coding Lathrop Mendez → Performing Arts, Design Visual & Media Arts, Automation/Robotics, Coding Santiago → Automation/Robotics, Medical Detectives Sierra Willard → Performing Arts, Digital Media	Esqueda → Robotics, Coding, MESA, Coding McFadden → Performing Arts, Design, Visual & Media Arts, Automation/Robotics, Medical Detectives, Flight & Space, Coding, Dual Immersion Mac Arthur → Performing Arts, Automation/Robotics, Medical Detectives, Coding	Neighborhood + Lottery Mac Arthur McFadden	Carr → Performing Arts, Dual Immersion McFadden Spurgeon → Performing Arts, Coding, MESA

Academic Programs for All Students

Century	Godinez	Santa Ana	Saddleback	Segerstrom	Valley	Middle College
Speech & Debate Nicholas Academic Centers III (NAC) Early College NJROTC	Early College	Speech & Debate NJROTC HALO	Academic Decathlon Model United Nations Simon Scholars International Baccalaureate NJROTC	American Sign Language Simon Scholars	Nicholas Academic Center II (NAC) High School Inc.	Early College
<div><div><div>Full Access for Students with Disabilities</div></div><div><div>Seal of Biliteracy</div><div>Advanced Placement</div><div>Nicholas Academic Center I * Downtown</div><div>Night School</div><div>Achievement Institute of Scientific Studies</div></div><div><div>College Now</div><div>AVID</div><div>Independent Study</div><div>UCI Saturday Academy of Law Youth & Government</div></div></div>						
Lathrop Sierra Villa	All Students - Lottery	ALA Heninger Lathrop Mendez Santiago Sierra Willard	Esqueda McFadden MacArthur	Neighborhood + Lottery MacArthur McFadden	Carr McFadden Spurgeon	All Students – Lottery