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§ 15497. Local Control and Accountability Plan and Annual Update Template.

<u>**Introduction:**</u>

LEA: _____   Contact (Name, Title, Email, Phone Number):_____   LCAP Year:_____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes*: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
In order to complete this accountability plan, multiple methods of gathering data and allowing for input were developed.	Multiple methods of data collection ensured that maximum input across multiple stakeholders (internal, students, parents, and community) was collected, synthesized, and utilized.
Planning: On July 23, 2013, the Board of Education of the Santa Ana Unified School District approved a Strategic Plan aimed at clearly defining the goals our district strives to accomplish. On January 28, 2014, the board discussed priorities and needs of the district, as framed in the 8 state priorities. On February 24, the Board of Education approved the district's LCAP Community Engagement Plan.	The Board of Education was engaged in, supportive of, and participatory in the district process.

Involvement Process	Impact on LCAP
The district also entered into consulting agreements with Ed Trust West and WestED to give us feedback on and refinement of our process. We wanted an independent opinion on our process design, execution and whether it met the spirit and not just the letter of the law. Ed Trust West focused on community engagement groups and their trust in the process and provided formative evaluation to the district. WestED provided on-going support with data analysis and the LCAP writing process.	This lent an unbiased evaluation component to whether the data being collected and the processes used create an authentic conduit for parent and community input and engagement.
Process:	
During the months of February, March, and April 2014, a series of engagement opportunities for employees, students, parents and community members provided input on the educational priorities of the Santa Ana Unified School District. These opportunities included over 50 meetings, including planned and added sessions as requested by various stakeholders. Each stakeholder meeting was focused on a particular job-alike group, in the broad sense. In addition to formal responses for this document, several issues were raised during the various meetings which resulted in immediate responses from district officials. For example, computer keyboards were reported as missing keys. The district was able to respond immediately to address and resolve this concern. At another meeting, parents described issues with expired food served to students leading to an audit of food services programs to address this issue.	All data from the internal and community input sessions were compiled and synthesized by district staff and external support provider (WestEd). The data was synthesized into emerging themes for each of the eight priority areas. Those themes were used to guide the writing of sections 2 and 3 of this report. The goals of this plan as well as the choice of activities and expenditures are supported by the data gathered during the over 100 hours of direct stakeholder (internal, students, parent, and community) input meetings.
In an effort to make the process as transparent as possible, the district created an area within the district website to facilitate the process, including the capability of Google translation. This area includes 6 sections, each with a particular focus of the process. The first section is a "Welcome," with an overview of the district and the transcripts of the comments of every internal and community stakeholder meeting. The second section, "Funding for Schools," describes the LCAP/LCFF requirements, including the differences between the old funding formula and the new formula. A section labeled "Get Involved" includes all of the planned community outreach meetings (see description below). "Presentations and Updates" include a Board presentation. Additional feedback or comments are possible on the "Provide Input" page. Feedback is sent to the deputy superintendent of business operations. She then sends the information to relevant cabinet members. Anything that can/needs to be addressed immediately is. All comments are recorded as part of the community input. This page also provides information regarding a dedicated phone line which has a bilingual speaker and recording options, to facilitate further input. The final page, "Videos and Articles," provides various media documenting and highlighting the process. In addition, the district posted LCAP information to its' various social media sites.	The website and phone number allowed for an increased level of participation and a level of transparency to the community. Any stakeholder (internal, students, parents, or community members) were able to view the latest information and see feedback from all sessions. In addition, the phone number and website allowed for additional feedback as stakeholders were able to provide feedback after attending a session. The website and phone number also allowed for a level of anonymity. Stakeholders could leave feedback anonymously if desired which allowed for more honest and direct feedback from some that would not feel able to do so in a public forum.
Internal Stakeholders:	

Involvement Process	Impact on LCAP
Internal stakeholder meetings included Elementary/Secondary Principals, District Instructional Leadership Team, Classified Leadership Team, Assistant Principals, Classified Association Executive Board, Certificated Association Executive Board, Teachers of the Year, Classified Employees of the Month and Year, Certificated Learning and Achievement Staff Development Specialists, ASB Students, PTA board, Continuous Improvement Team, Curriculum and Program Specialists, Teachers on Special Assignment, Support Services Task Force, and Teacher meetings (including the teachers from the Special Education preschool) held at various sites. In addition, district sponsored parent groups, such as DAC/DELAC members and CAC (Special Education Parents) provided information during their meetings. All of the information from more than 20 internal stakeholder meetings was synthesized and added to the information from the community stakeholder and student meetings.	Internal stakeholders work at the school sites and with the students on a daily basis. Because of these daily interactions, these internal stakeholders provided valuable insight as to how students learn, effective programs, school environments/climates, needs for professional development for staff, and realistic goals.
The protocol for each of these internal stakeholder sessions included a brief overview of the changes to the funding process followed by a rotational "gallery walk" where participants provided input on programs, activities, instructional practices and/or measurement tools for each focus area. In each of these meetings, participants were randomly assigned to one of eight stations, designated for each of the state priority areas, as a starting point. Groups rotated through two sequential stations, and then were provided a third rotation in which they could provide input on any of the 8 stations. The entire stakeholder group was then provided an opportunity for additional discussion and feedback. The process was mirrored for community stakeholder meetings as well. In addition, community stakeholders were given a business card with information on the website and dedicated phone line to take home with them. Of note, between 30 – 50 district/school site staff members attended each community input meeting.	
Student Voice: Data was gathered from current 9th – 12th grade students through a series of student engagement meetings held at each of the High Schools, including the non-traditional sites. Students from our Community Day High School were invited to attend a meeting at one of the other sites. Principals were asked to select students to give input, with approximately 1700 students participating. In an interactive session with a deputy superintendent of educational services, students were asked to provide feedback on what they believed would be helpful for future students. As a result of parent input requesting additional student involvement, posters with QR codes were created and distributed to each secondary site to allow for all students to provide input.	Students were integral members in the engagement sessions. Students were able to provide unique insight in to educational programs they found to be beneficial and goals they felt were reflective of student needs. In addition, they were able to provide input as to goals and programs they felt would benefit the educational experience of younger and incoming students. Data gathered from QR surveys will impact future district actions.
Community and Parent Input: Currently, SAUSD is a provision 2 district through the National School Lunch Program and the School Breakfast Program, whereby all students in the district are eligible for breakfast and lunch	Parents and community members were able to provide input on what they felt was valuable for their students to not only achieve educationally but to also be successful, productive members of

Involvement Process	Impact on LCAP
at no charge. Also of consideration was the need for parents to have a location within walking distance. In addition, 82% of students in SAUSD are currently or formerly classified as limited English Proficient. Our unduplicated count, per LCAP criteria, is at 93%. These factors lead to a need for multiple community sessions offered at various times throughout the week including morning, evening and Saturday sessions. In total 24 parent and community sessions (see attachment A) were scheduled throughout the district. Within each location, 2-3 schools were targeted, although community members and other stakeholders were welcome to attend any or all of the sessions. Parents at each school site were sent a flyer in both English and Spanish inviting them to the location for their targeted site, with a tear off registration form to aid in district planning. In addition, some schools offered incentives for parent participation. The district provided free food and child care to facilitate higher attendance.	the community. Parents were able to provide insight as to the goals they have for their students and methods, processes, and programs they felt would be beneficial for their students. They were also able to provide information as to ways they would like to be involved and suggestions to the district on how they could better be utilized. Parents were also able to provide unique insights as to the struggles their students had and how these struggles could be overcome with district/school support. The district plan to offer the high number of sessions, food, and childcare lead to higher than expected parent participation. Parent and community participation at these events ranged from 75 - 400. Roughly 3,000 parents participated in one or more of these input sessions.
Employees from the targeted sites, including the site principals, assisted with registration, while district office personnel were responsible for facilitating the "gallery walk" process to maintain consistency throughout the 23 locations. In addition, a similar session was conducted at the district office specifically for parents of foster youth. The opening included time for registration, child care assignments, and socializing. After a brief time, the introductory presentation Power Point was broadcast in both English and Spanish (with two sessions also including Vietnamese). Each of the 8 stations included an English and Spanish poster and was led by a native language district staff member. The poster facilitators were instructed to record the responses of parents exactly as stated, in the language stated. In addition, a Vietnamese poster option was available at all sessions if needed. Parents were brought back together after the rotations, where the district micro-site "All Eyes on Learning" was demonstrated and then a question and answer period followed. The question and answer periods provided time for additional community input beyond what had been recorded on the charts. Various Cabinet members, including the superintendent, were available after the meetings for further discussion and comments. The posters were then transcribed, translated, and the resulting data posted on the website. In addition, the community feedback sessions were also videotaped, with transcriptions provided.	Having site employees at the community engagement sessions allowed for parents to feel comfortable and at ease. Parents were able to check-in for the session with a familiar face. In addition, the native Spanish speakers allowed parents to give feedback with the need for a translator which allowed for a free-flow of information and a level of comfort for the parents. In addition, parents were able to see site administrators which showed the level of involvement of the sites in the process. Having a videographer at each session allowed for videos of each session for archival purposes.
Feedback and revisions: As the LCAP plan was being written, it was distributed to various stakeholders for review and further input. This process included providing the Board of Education with periodic updates. The plan was formally presented to the DAC/DLAC groups at their May meeting, with ongoing written responses provided by the superintendent to this group. The draft plan was publicly viewable for a length of time to allow parents to provide additional feedback before final approval. In addition, the web forms for community members and the QR code for students will remain available as ongoing feedback to inform the revisions and updates of this plan.	Internal and Community stakeholders provided feedback, concerns, and questions on sections 2 and 3, with revisions made based on feedback. The input from our community engagements set the foundation for the actions and metrics that the district identified within the LCAP plan. Recurring themes in the feedback center around the follow four ideas: Parental Involvement and training, classroom technology, extracurricular activities and increasing instructional outcomes. We took those ideas and created action plans in each of our three goals that would address them and make a significant impact on student

Involvement Process	Impact on LCAP
	outcomes.
Approval Process: The finalized Local Control Accountability Plan for 2013-14 was presented during the Public Hearing at the May 27, 2014 Board of Education meeting. All updates to the Board of Education during the regular general session meeting were under the presentations of the district website.	This plan was submitted to the Orange County Department of Education in May 2014 for support and feedback prior to final adoption. The Santa Ana Unified School District Local control and accountability plan was adopted by the School Board on June 24, 2014. It shall be updated on or before July 1 of each subsequent year.
Future Process: Target monitoring and annual review will be an on-going process. It is the intention of the district to maintain the feedback options which will continue to inform the feedback process.	Feedback from stakeholders will continue to refine the on-going revisions. All stakeholder input was recorded, organized as possible under each of the goals, and discussed by the district leadership team. Not all of the services and actions suggested could be included as the top priorities to be identified in this first planning cycle due to fiscal constraints, impact on student outcomes, and/or limited evidence-based data. All of the comments will be kept to consider in the following years as the LCAP is annually reviewed and updated.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student Learning Outcomes								
Our students need the knowledge, skills, and values to become productive citizens in the 21st century.	**Goal 1:** All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century	**Goal 1:** All students	**Goal 1:** All schools	**Goal 1:** Establish baseline	**Goal 1:** Demonstrated annual growth on each metric	**Goal 1:** Demonstrated annual growth on each metric	**Goal 1:** Demonstrated annual growth on each metric	**Goal 1:** 2.Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course access 8. Other Pupil Outcomes
Metric: Early Literacy	1a: All students will be proficient readers by the end of third grade	All elementary students	All elementary schools	2013: 49% of 3rd graders read at the proficient level as scored with DIBELS	Establish new baseline based on the initial DIBELS Next assessment	10% growth above the base in 3rd grade reading proficiency based on 2014-15 DIBELS Next performance	10% growth from 2015-16 3rd grade reading proficiency on DIBELS Next	
Metric: EL Redesignation Rate	1b: All English learners will be	EL Students	All schools	2013: 55% of EL students	65% of EL students will be reclassified	70% of EL students will be reclassified	75% of EL students will be reclassified	

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress Baseline: 2013-14 | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Reclassified within 5 years of entering program			were reclassified within 5 years of entering school	within 5 years of entering school	within 5 years of entering school	within 5 years of entering school	
Metric: Algebra Readiness	1c: All students will demonstrate readiness for Algebra I before entering 9th grade	All students	All schools	Establish growth baseline (RIT=235) on the Measures of Academic Progress (MAP)	65% of entering 9th grade students will score of 235 (RIT) or higher on MAP assessment	75% of entering 9th grade students will score of 235 (RIT) or higher on MAP assessment	85% of entering 9th grade students will score of 235 (RIT) or higher on MAP assessment	
				2013: 64% of students will demonstrate competency in Algebra I by the end of 9th grade	69% of students will demonstrate competency in Algebra I by the end of 9th grade	74% of students will demonstrate competency in Algebra I by the end of 9th grade	79% of students will demonstrate competency in Algebra I by the end of 9th grade	
Metric: A-G Course Completion	1d: All students will complete the required course sequence for entrance into the	All students	All schools	2013: 37.2% of 2013 graduates met UC A-G requirement	47% graduates will meet UC A-G requirements	60% graduates will meet UC A-G requirements	70% graduates will meet UC A-G requirements	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	California university system							
Metric: College Readiness	1e: All students will demonstrate College readiness as indicated by Early Assessment Program (EAP), Measures of Academic Performance (MAP), or Smarter Balanced Assessment Consortium (SBAC) as it is released	All students	All schools	2013 ELA: 14% of 11th grade students met college ready ELA standard on EAP; RIT score of 250	20% of 11th graders will evidence college ready or conditional status on ELA EAP; RIT score of 250	30% of 11th graders will evidence college ready or conditional status on ELA EAP; RIT score of 250	35% of 11th graders will evidence college ready or conditional status on ELA EAP; RIT score of 250	
				2013 Math: 5% of 11th grade students met college ready ELA standard on EAP; RIT score of 255	10% of 11th graders will evidence college ready or conditional status on Math EAP; RIT score of 255	15% of 11th graders will evidence college ready or conditional status on Math EAP; RIT score of 255	20% of 11th graders will evidence college ready or conditional status on Math EAP; RIT score of 255	
Metric: Post-secondary persistency	1f: All students will demonstrate persistent post-secondary enrollment via	All students	All schools	82% of graduates enrolled in post-secondary education persisted into their second	85% of graduates enrolled in post-secondary education persisted into their second	88% of graduates enrolled in post-secondary education persisted into their second	91% of graduates enrolled in post-secondary education persisted into their second	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	National Clearing House			year of school	year of school	year of school	year of school	
Engagement								
Our students need equitable access to a high quality curricular and instructional program that is accessible from school and home.	Goal 2: All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home	Goal 2: All students	Goal 2: All schools	Goal 2: Establish baseline	Goal 2: Demonstrated annual growth on each metric	Goal 2: Demonstrated annual growth on each metric	Goal 2: Demonstrated annual growth on each metric	Goal 2: 1. Basic services 2.Implementation of State Standards 5. Pupil Engagement 7. Course Access
Metric: Student access to technology	2a: All students will have routine access to internet-enabled Technology at home and school	All students	All schools	Establish baseline percentage of students who have access to technology at home and school	50% of students who have access to technology at home and school	75% of students who have access to technology at home and school	100% of students who have access to technology at home and school	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Extracurricular participation Rates	2b: All students will participate in more than one extracurricular activity	All students	All schools	Create mechanism to track student engagement in extracurricular activities	Establish baseline percentage of students who participate in more than one extracurricular activity	To be determined using 2014-2015 data	To be determined using 2014-2015 data	
Metric: Hiring, training, and retaining of highly-qualified teachers and leaders	2c/d: All students will receive instruction from highly qualified instructional staff	All students	All schools	2013: 99.4% of teachers meet HQT criteria	100% of teachers meet HQT criteria	Maintain 100% of teachers meet HQT criteria	Maintain 100% of teachers meet HQT criteria	
				Create system to track employee engagement in professional development that is guided/selected by the individual	Establish baseline percentage of instructional staff and leaders that exceed 15 hours of self-selected professional development during the academic year	60% of instructional staff and leaders have participated in more than 15 hours of self-selected professional development during the academic year	75% of instructional staff and leaders have participated in more than 15 hours of self-selected professional development during the academic year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Baseline: 2013-14	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Conditions of Learning								
Our students and staff need healthy, safe and secure environments in which to learn.	**Goal 3:** All students and staff work in a healthy, safe, and secure environment that supports learning	**Goal 3:** All students	**Goal 3:** All schools	**Goal 3:** Establish baseline	**Goal 3:** Demonstrated annual growth on each metric	**Goal 3:** Demonstrated annual growth on each metric	**Goal 3:** Demonstrated annual growth on each metric	**Goal 3:** 1. Basic Services 3. Parent Involvement 5. Pupil Engagement 6. School Climate
Metric: California Healthy Kids Survey (CHKS)	3a: All students will report feeling safe or very safe at school on the California Healthy Kids Survey (CHKS)	All students in grades 5, 7, 9, and 11	All schools	2013: Students reported feeling safe at school: 76% Gr 5 59% Gr 7 64% Gr 9 66% Gr 11	10% increase at each grade level of students who feel safe or very safe at school (2015 survey data)	Survey not administered this school year	10% increase at each grade level of students who feel safe or very safe at school (2017 survey data)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: California School Parent Survey (CSPS)	3b: All parents will report they agree or strongly agree that school is a safe place for my child on the California School Parent Survey (CSPS)	All parents	All schools	2013: 88% of surveyed parents indicated that school was a safe place for children	10% decrease in the number of Parents who Disagree or Strongly Disagree that School is a safe place for their child	10% decrease in the number of Parents who Disagree or Strongly Disagree that School is a safe place for their child	10% decrease in the number of Parents who Disagree or Strongly Disagree that School is a safe place for their child	
Metric: California School Climate Survey (CSCS)	3c: All staff will report they agree or strongly agree that their school is a safe place for students on the California School Climate Survey (CSCS)	All staff	All schools	2013: 38% of surveyed staff indicated that school was a safe place	10% decrease in the number of Staff who Disagree or Strongly Disagree that School is a safe place for students	10% decrease in the number of Staff who Disagree or Strongly Disagree that School is a safe place for students	10% decrease in the number of Staff who Disagree or Strongly Disagree that School is a safe place for students	
Metric: Student suspension and expulsion Data	3d/e: Efforts to engage students in school will result in a reduction in the	All students	All schools	2012-13: 9,118 of instruction were lost due to suspension	Restore 912 instructional days by reducing the total number of	Restore 1,733 instructional days by reducing the total number of	Restore 2,471 instructional days by reducing the total number of	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-14	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	number of lost instructional days due to suspension and expulsion				suspensions by 10% to 8,206	suspensions by 10% to 7,385	suspensions by 10% to 6,647	
				2012-13: 79 students expelled	Reduce the number of expulsions by 10% to 71	Reduce the number of expulsions by 10% to 64	Reduce the number of expulsions by 10% to 58	
Metric: Parent survey data	3f: All parents will participate in an annual school satisfaction survey	All	All	Create or secure a parent survey tool and conduct initial pilot survey.	Establish baseline parent participation rate based upon survey administered in Spring 2015	75% of SAUSD parents will participate in annual survey.	85% of SAUSD parents will participate in annual survey.	
Metric: Facilities Inspection Tool (FIT)	3g: Annual facility surveys will ensure that issues are brought forward and addresses quickly	All	All	N/A	Establish baseline number of schools meeting exemplary standard on 2014-15 FIT survey	To be determined using 2014-2015 baseline data	To be determined using 2014-2015 baseline data	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.	**Goal 1:** 2.Implementation of State Standards	1.1: Provide *equitable student access* to a rigorous, standards-based, instructional program that includes, but is not limited to *high-quality instruction*, instructional materials, academic supports, and *technology-based resources*.	District wide				
	4. Pupil Achievement	1.2: Implement *progress monitoring (growth) assessments* for all academic programs.	District wide				
	5. Pupil Engagement	1.3: Maintain *partnerships* with institutions of higher education and community organizations that support desired student-learning outcomes.	District wide				
	7. Course access						
	8. Other Pupil Outcomes						
Goal 2: Students need equitable access to a high quality curricular and instructional program that is accessible from school and home.	**Goal 2:** 1. Basic Services	2.1: Ensure *access to the core instructional program* by providing *highly qualified teachers* at each site and ongoing *professional development* for all staff.	District wide				
	2.Implementation of State Standards	2.2: Support learning opportunities for current special education students as provided in their Individualized Education Plans (IEPs).	District wide				
	5. Pupil Engagement	2.3: Increase **resources to schools** to support **extracurricular programs** for students, **instructional materials** and other programs and supplies to enhance student outcomes	District wide				
		2.4: Ensure equitable *access to technology* in classrooms, on campus, and at home.	District wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	7. Course Access	2.5: Ensure equitable access to the core instructional program, including *Visual and Performing Arts* (VAPA), and physical education courses.	District wide				
Goal 3. All students and staff will work in a healthy, safe, and secure environment that supports learning.	**Goal 3.** 1. Basic Services 3. Parent Involvement 5. Pupil Engagement 6. School Climate	3.1: Provide adult supervision/staff during transition periods.	District wide				
		3.2: Support learning opportunities for all stakeholders such as, but not limited to, providing *family events*, i.e. Open House and Back to School Nights.	District wide				
		3.3: Establish processes that support maintaining current facilities (*school safety and maintenance*).	District wide				
		3.4: Support school and district operations to create welcoming and productive school environments	District wide				

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.	**Goal 1:** 2.Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course access 8. Other Pupil Outcomes	1.4: Conduct an Equal Opportunity Study (transcript review and blueprint for action) to determine where equity issues exist within current practices and how to reduce their impact.	High Schools				
		1.5: Ensure access for low-income pupils to the core instructional program by increasing *early literacy and reading intervention* programs, expanding *credit recovery options*, and building the *Advancement Via Individual Determination (AVID)* program.	District-wide				
		1.6: Provide equity of *access to Advanced Placement* (AP) course options, *AP training for teachers*, and AP summer boot camp, and implement an *International Baccalaureate (IB)* program.	High Schools				
		1.7: *Expand access to math and science programs* by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (*STEM/STEAM*) programs at all schools.	District-wide				
		1.8: Increase availability of *Career Technical Education* (CTE) & *Regional Occupational Program* (ROP) courses and *academies*.	High Schools				
		1.9: Create course options by establishing a *virtual school* that promotes *course choice* at the high school level and enhances *personalized learning* options across all grade levels.	District-wide				
		1.10: Support *extended learning opportunities* for low-income pupils by providing *early childhood education*, *before and after school programs* and *tutoring*, academic *summer school programs*, and *transportation services*.	District-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1.11: Ensure success for low-income pupils by providing transition support (**bridge programs**) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	District-wide				
		1.12: Provide EL student services including, but not limited to, newcomers programs and summer English Language Development (ELD) academy. Provide Long term English Learner (LTEL) **teacher training**,	District-wide				
		1.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide				
		1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Educational Plans (IEPs) for additional students above 2013-2014 baseline numbers.	District-wide				
Goal 2: **S**tudents need equitable access to a high quality curricular and instructional program that is accessible from school and home.	**Goal 2:** 1. Basic Services 2. Implementation of State Standards 5. Pupil Engagement 7. Course Access	2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, implementing **project-based learning**, increasing **Visual and Performing Arts** (VAPA) and other **elective classes**,	District-wide				
		2.7: Increase **access to technology** that is available to students at school and at home.	District-wide				
		2.8: Provide **professional development for teachers** in implementation of the new State standards and technology integration strategies.	District-wide				
		2.9: Support and extend learning opportunities for low-income pupils by **increasing library access** (staffing and hours of operation) and access to computer resources on campus. Provide **computer training for parents**.	District-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2.10: Support student learning via science camps and experiential *field trips*, and offering *summer enrichment programs* for elementary and intermediate schools.	District-wide				
		2.11: Establish *partnerships* that ensure student success including, but not limited to, creating a Program Development Office (grant writer), partnering with non-profit organizations to provide *Internet access* at low cost to families and *Internet-enabled devices for student check-out*.	District-wide				
		2.12: Ensure access for EL students and parents to Rosetta stone licenses, provide *parent English classes*, and develop *native language translations* of website (Spanish & Vietnamese).	District-wide				
		2.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide				
Goal 3: All students and staff will work in a healthy, safe, and secure environment that supports learning.	**Goal 3.** 1. Basic Services 3. Parent Involvement 5. Pupil Engagement 6. School Climate	3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, *Positive Behavior Interventions and Supports* (PBIS) training, expanding *drop-out prevention* and retention efforts, *mentoring*, increasing *nursing services*, *nutritious food*, *intramural sports*, and other *wellness programs*.	District-wide				
		3.6: Support extended learning opportunities for low-income pupils by providing *parent training* on accessing the student information system (attendance, grades, progress reports, etc.).	District-wide				
		3.7: Establish *parenting programs* that support student success by working with community partners and organizations and other family services (e.g., *parent trainings*, links to *community social service resources*, *parenting workshops*), expand the use of school-based *Parent and*	District-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Community Liaisons, expanding *structured recess* at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with *transportation* and *childcare*.					
		3.8: In addition to services provided to low-income students, parents of EL students will receive assistance including *translation services* and *English and computer classes*.	District-wide				
		3.9: Redesignated Fluent English Proficient (RFEP) students will receive services including, but not limited to, the services provided to all low-income students.	District-wide				
		3.10: Support the enhancement of **school climate** through smooth operations and processes.	District-wide				

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Santa Ana Unified believes that a strong instructional program should be the entry point for supporting all students—especially at risk students. For this reason, Santa Ana Unified has chosen to use the majority of its proportionate share of the total LCFF increase ($56.3 million) for the current LCAP year) to strengthen core instructional programs. We meet requirements of providing services district-wide due to our unduplicated count of 93%. A complete and detailed explanation of resources can be found in Sections 3A and 3B of this LCAP document.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Currently, in Santa Ana Unified, the increase in proportionality for English Learners, Low Income Students and Foster Youth is 15.8% in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The actions stated in section 3b go above and beyond the proportionality requirement for the District.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.