I. Sign-in & Approval of Previous Minutes: **ACTION ITEM**  approximate time 2:45 PM
   A. Sign-in
   B. Review of previous minutes
   C. Laurel Ruff Site Council Membership & By-Laws review as needed

II. New Business:  approximate time 2:50 PM
   A. Open Forum for new items (new items will move to ‘old business’ at next meeting)

III. Site plan & budget review and actions  approximate time 3:00 PM
   A. Site Plan – discuss and amend as necessary
      1. Site Plan Goals – mid year progress report (see packet)
         - Goal 1 – POSITIVE SCHOOL CULTURE
         - Goal 2 – POST-SECONDARY TRANSITION – INDEPENDENT LIVING SKILLS
         - Goal 3 - POST-SECONDARY TRANSITION – EMPLOYMENT & VOCATIONAL TRAINING
         - Goal 4 - POST-SECONDARY TRANSITION – EDUCATION
   B. LCAP – Local Control Accountability Plan – update & amend as necessary
      a. LCFF budget (Local Control Funding Formula) – update & amend as necessary
   C. Common Core State Standards
      1. $2030 available for curriculum & materials
      2. 9 hours of teacher staff development
   D. Special Education Strategic plan – review if available
   E. English Language Learner advisory committee (ELLAC)
   F. Assessment, Curriculum & Instruction
      3. Article 24 – school leadership team & ‘collaboration’ Thursdays update
      4. curriculum & assessment updates
      5. Staff development updates
      6. Project Search updates

IV. Component Reports  approximate time 3:30 PM
   A. Certificated
   B. Classified
   C. Parents
   D. Community

V. Old Business: (will delete from agenda if necessary)  approximate time 3:50 PM
   A. Laurel Ruff Team & Committee Reports
      1. Safety Committee & Grounds / Safety Plan Review as necessary
         ✷ Safety plan – annual review & approval: **ACTION ITEM** approximate time 3:50 PM
         - Site crime & safety report
      2. Facilities updates
         ✷ Measure N updates
         ✷ School Marquee
      3. Health & Attendance Updates
   B. Community, Climate & Culture  approximate time 4:00 PM
      1. accomplishments
      2. parent support updates
      3. Extracurricular events
      4. Laurel Ruff public relations
   C. district updates  approximate time 4:10 PM
      1. District changes / updates / strategic planning
      2. SJUSD Special Education Department
      3. Workability updates

VI. Correspondence and/or Public Comments  approximate time 4:25 PM

VII. Next Meeting Date/Time

VIII. Adjournment  **ACTION ITEM** approximate time 4:30 PM

At Laurel Ruff our mission is to educate students in the least restrictive environment as they attain their maximum potential.
I. Sign-in & Approval of Previous Minutes:
A. Sign in
In attendance: Julia Arreguin, LeAnn Thiele, Shari Studebaker, Laurie Hale, Cheryl Busman
B. Review of previous minutes – approved by Laurie Hale, Seconded by Shari Studebaker
C. Laurel Ruff Site Council Membership & By-Laws review as needed

II. New Business:
A. Open Forum for new items (new items will move to ‘old business’ at next meeting)
B. Laurel Ruff Transition School next steps – The Board approved our school name change on January 13th
An official sign out front will be our next step – self-help or a work order will be written up.

III. Site plan & budget review and actions
A. Site Plan – discuss and amend as necessary
   1. Site Plan Goals – mid year progress is now due – Due by 1/31 will share at next meeting. Work to be
      completed on next two staff collaborations on 1/22 and 1/29
      • Goal 1 – POSITIVE SCHOOL CULTURE
      • Goal 2 – POST-SECONDARY TRANSITION – INDEPENDENT LIVING SKILLS
      • Goal 3 - POST-SECONDARY TRANSITION – EMPLOYMENT & VOCATIONAL TRAINING
      • Goal 4 - POST-SECONDARY TRANSITION – EDUCATION
B. LCAP – Local Control Accountability Plan – update & amend as necessary
   a. LCFF budget (Local Control Funding Formula) – update & amend as necessary
C. Common Core State Standards
   1. $2030 available for curriculum & materials – staff has decided to spend the money on curriculum but have
      not decided specifically what curriculum
   2. 9 hours of teacher staff development – 6 hours have been completed
D. Special Education Strategic plan – review if available – no new info.
E. English Language Learner advisory committee (ELLAC) – our ELA population is increasing. Do we want to look
   at how we schedule students?
F. Assessment, Curriculum & Instruction
   3. Article 24 – school leadership team & ‘collaboration’ Thursdays update – Next 2 trainings are on mid-year
      site plan progress
   4. curriculum & assessment updates
   5. Staff development updates – still need to schedule 9-12 hours. Most staff have completed 8 hours
   6. Project Search updates – we have over 30 candidates for next year. We will be sending out invitations to
      candidates. Project Search Open House is on Monday, April 13th.

IV. Component Reports
A. Certificated - Teachers can take off 2 days this year to work on IEPs, within contract parameters
B. Classified - A new head custodian, Sam Nath, was hired and started in the beginning of January.
C. Parents – Thank you for your continued support
D. Community – Considering merging a Transition Fair with Open House

V. Old Business: (will delete from agenda if necessary)
A. Laurel Ruff Team & Committee Reports
   1. Safety Committee & Grounds / Safety Plan Review as necessary
      ♦ Site crime & safety report – Young people (Jr. High age) caught on campus during Winter Break. The alarm
      system worked and police responded.
   2. Facilities updates
      ♦ Measure N updates - no new information
      ♦ School Marquee – no new info
   3. Health & Attendance Updates – Assembly honored 70 students who had at least 1 month of perfect
      attendance and received a certificate and LR pin. 20 students had perfect attendance for the entire first
      semester and received a certificate and gift cards from Target (cards donated by anonymous donor).
B. Community, Climate & Culture
   1. accomplishments – see above
   2. parent support updates
   3. Extracurricular events – basketball practice has started, with 4 teams.
   4. Laurel Ruff public relations – a new brochure needs to be drafted, designed and updated Leadership team can
      work on it.
C. district updates
   1. District changes / updates - District strategic planning starts next week
   2. SJUSD Special Education Department – New Assistant Sup. Dr. Debra Calvin is now in charge our department
   3. Workability updates

VI. Correspondence and/or Public Comments

VII. Next Meeting Date/Time  March 17th

VIII. Adjournment

♦ Motion by: LeAnn Thiele
♦ Seconded by: Laurie Hale
 Vote: approved
Annual Program Evaluation for 2014-15 Goals & Actions

**Planned Improvement Goal #1:**
In support of SJUSD Strategy 6, Special Education Department Tactics 1, 2, 3 & 4, and implementation of the California Common Core State Standards, as we prepare our students for their least restrictive college and/or career path, all Laurel Ruff students and staff (classified and certificated) will identify, model and exhibit positive character traits across all on-campus and off-campus settings.

**Related Objective and how it will be Measured:**
By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the interpersonal/social domain, as measured by documented progress using one or more of the site developed multiple measures that include data related to site plan goal 1:
- a.) tabulation of individual progress made on IEP Social Emotional and Behavioral goals
- b.) skill acquisition on the interpersonal/social domain of Laurel Ruff Young adult transition assessment.
- c.) anecdotal reports from staff, students and families

**Mid-Year Data: Analysis/Findings:**
Please report student achievement based on the latest assessments in respect to the identified measures noted above
January 2015 - Per mid-year assessment, 69.23% of social/emotional IEP goals met, and per anecdotal informal assessment 95% of our students are making progress in this domain.
Attendance incentives seem to have a positive impact and will continue.
Per anecdotal review most behavior issues occur during unstructured times; will consider actions to address this observation.
Please report progress in actions implemented this year:

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal (Do Not Edit)</th>
<th>Progress in Actions</th>
<th>Additions/Modifications based on Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug-Jan</td>
<td>Jan-June</td>
</tr>
<tr>
<td>1.0 By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the interpersonal/social domain.</td>
<td>Social Emotional (behavioral) goal progress to date Soc. emot. Written = 13 / Soc.emot. Mastered = 9 69.23% mastered Anecdotal report (per review on 1/22/15): - 6 students not making progress school wide (116 of 122 are making progress) • staff notice a trend regarding a group of students who tend to be 'passive'</td>
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<tr>
<td>1.1 Laurel Ruff will re-visit the school's systematic school wide behavior intervention system designed to increase positive behavior and decrease bullying and other anti-social behaviors.</td>
<td>Laurel Ruff staff reviewed the current school wide behavior plan during a collaborative session in October 2014 (have not edited the document at this time).</td>
<td>• add 'safe zones for students to engage in peer interaction &amp; work out issues with staff overseeing' • having activities for students to have positive interaction during student free time/lunch (e.g. foosball, ping-pong)</td>
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<tr>
<td>1.2 Laurel Ruff's whole school monthly and annual attendance incentive program will continue.</td>
<td>program immediately implemented 37 students had perfect attendance (0 periods missed) in September 2014 and were awarded tickets to the BooBash 70 students had perfect attendance for at least one month (Sept, Oct, Nov, Dec) - were awarded pins &amp; certificates 20 students had perfect attendance for the entire fall semester and were awarded $15 Target gift cards (donated to the school for this purpose)</td>
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<td>1.3 Will review and revise the existing Laurel Ruff parent involvement policy to address the needs of the changing Laurel Ruff population.</td>
<td>all teacher staff to review and revise current parent policy and plan • issues to consider: students not conserved having a student sign a permission to share info. with parents</td>
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<tr>
<td>1.4 Will review site assessment annual data in the areas of social / emotional and behavior.</td>
<td>TBD - spring 2015</td>
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<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Progress in Actions</td>
<td>Additions/Modifications based on Findings</td>
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<td><strong>1.5</strong> Will implement positive behavior and instructional supports specifically addressing the needs of our English Language learning students. (Increase hours from .20 to .30 for a part time program aid to support the behavioral, learning and vocational training needs of ELL students in room 1.)</td>
<td>Program Aid position time increased in October 2014. Program Aid supports students during vocational block training time</td>
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<tr>
<td><strong>1.6</strong> Will add part time staff to increase campus supervision during student lunch and social time.</td>
<td>completed - extended Program Aid hours to cover lunch</td>
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<td><strong>1.7</strong> Teachers will collaborate around developing and implementing school wide monthly lessons around positive character traits.</td>
<td>positive character traits for the month calendared across the year; teachers were each assigned a month</td>
<td></td>
</tr>
<tr>
<td><strong>1.8</strong> School team will develop a plan for helping our young adult students deal with sexual harassment.</td>
<td>informal plans in place but will incorporate into school wide behavior intervention plan</td>
<td></td>
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<tr>
<td><strong>1.9</strong> Courses will be offered each semester that support this goal (e.g. social skills, life time sports, sign language, theater arts).</td>
<td>courses offered first semester included social skills, life time sports, sign language, theater arts and art workshop</td>
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<tr>
<td><strong>1.10</strong> Every student will have at least one opportunity per month to participate in an off campus community based event.</td>
<td>CBI Fridays scheduled once per month with each teacher planning events (e.g. trips to museums, industrial tours, post secondary program visits etc.) each block incorporates CBI into block time: ARC shopping trips laundry recycling off campus vocational training (set up by WorkAbility)</td>
<td></td>
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<tr>
<td><strong>1.11</strong> All students will have opportunity to participate in @ 120 minutes per month of a social communication session facilitated by speech therapy staff.</td>
<td>fully implemented during Life Management 6th period classes for students who choose to participate (alternate activities are provided as warranted)</td>
<td></td>
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<tr>
<td><strong>1.12</strong> Administration and instructional staff will collaboratively consider the positive behavior support needs of students during every collaboration and staff meeting, and collaboratively develop individual behavior support plans when necessary.</td>
<td>practice is systemic - implemented at every staff meeting and collaboration session behavior support is discussed with IA teams at least monthly</td>
<td></td>
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</tbody>
</table>
Planned Improvement Goal #2:
In support of SJUSD Strategy 1 and Special Education Department Tactics 1,3,4 & 6: and implementation of the California Common Core State Standards, as we prepare our students for their least restrictive college and/or career path, our goal is to maximize each student's acquisition of independent living skills, so students will achieve their post-secondary goals in the independent living domain.

Related Objective and how it will be Measured:
By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the independent living domain, as measured by documented progress using one or more of the site developed multiple measures that include data related to site plan goal 2:

a.) tabulation of individual progress made on IEP annual goal mastery in the areas of recreation / leisure; motor/mobility; functional academics; and self-help
b.) skill acquisition on the SELF-ADVOCACY / LIFE MANAGEMENT; PERSONAL CARE / INDEPENDENT LIVING; COMMUNITY SKILLS; and RECREATION / LEISURE domains of Laurel Ruff Young adult transition assessment.
c.) anecdotal reports from staff, students and families

Mid-Year Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above January 2015 - Per mid-year assessment, 61.98% of IEP goals met (cumulative for applicable goal areas), and per anecdotal informal assessment 98% of our students are making progress in this domain.

Team notes that we face challenges supporting the successful post secondary transition of students when their families are not able to help facilitate the process.
Please report progress in actions implemented this year:

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal (Do Not Edit)</th>
<th>Progress in Actions</th>
<th>Additions/Modifications based on Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug-Jan</td>
<td>Jan-June</td>
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<tr>
<td>2.0 By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the independent living domain.</td>
<td>goal progress as of 1/22/15</td>
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<tr>
<td></td>
<td>Self Help Written = 45</td>
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<td></td>
<td>Self Help Mastered = 26</td>
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<td>57.78% mastered to date</td>
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<td></td>
<td>Rec/leis Written = 5</td>
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<td>Rec/leis Mastered = 4</td>
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<tr>
<td></td>
<td>80.00% mastered to date</td>
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<tr>
<td></td>
<td>Mob/Motor Written = 16</td>
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<td></td>
<td>Mob/Motor Mastered = 12</td>
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<td></td>
<td>75.00% mastered to date</td>
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<tr>
<td></td>
<td>Func. acad Written = 55</td>
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<tr>
<td></td>
<td>Func. acad Mastered = 33</td>
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<td></td>
<td>60.00% mastered to date</td>
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<td></td>
<td>cumulative for all goal areas considered: written = 121 mastered = 75 61.98% mastered to date</td>
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<td></td>
<td>Anecdotal report (per review on 1/29/15): - 2 students not making progress school wide; (120 of 122 are making progress)</td>
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<tr>
<td>2.1 Will collect and review annual data in the self-help/independent living domain.</td>
<td>in progress, goal collection continues</td>
<td></td>
</tr>
<tr>
<td>2.2 All Laurel Ruff transition students will maintain a personal portfolio that provides evidence of their acquisition of independent living skills.</td>
<td>Continuing students have portfolios. Implementation is not consistent across all caseloads;</td>
<td></td>
</tr>
<tr>
<td>2.3 All transition aged students will take a self-advocacy course taught by their case managing teachers.</td>
<td>completed - all full time students enrolled in life management course practice is systemic &amp; fully implemented</td>
<td></td>
</tr>
<tr>
<td>2.4 A part time Program Aid will be hired to specifically support the needs of our English Language learning students.</td>
<td>completed (program aid hired in February 2014)</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Progress in Actions</td>
<td>Additions/Modifications based on Findings</td>
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</tbody>
</table>
| **2.5** Upon graduation (program exit) data will be collected to describe the imminent post-secondary living arrangements for each student. This data will be reviewed and summarized annually to provide longitudinal data. | **Aug-Jan**<br>per review of midyear post-secondary placement data there is a lag between graduation and placement in post-secondary programming | **Jan-June**<br>  
Increase visits to adult programs, information for students and parents. Continue to build our collaboration with agencies that support post secondary employment (e.g. DOR). Start working on this earlier - particularly to support pending graduates whose families are not pro-active. |
**Planned Improvement Goal #3:**
In support of SJUSD Strategy 1 and Special Education Department Tactics 1,3, 4 & 6; and implementation of the California Common Core State Standards, as we prepare our students for their least restrictive college and/or career path, our goal is to maximize each student's pre-vocational and vocational skill-set, so post-secondary employment/vocational goals are achieved.

**Related Objective and how it will be Measured:**
By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the vocational domain, as measured by documented progress using one or more of the site developed multiple measures that include data related to site plan goal 3:
- a.) tabulation of individual progress made on IEP annual goal mastery in the vocational/post-secondary employment domain
- b.) skill acquisition on the PRE-VOC/EMPLOYMENT domain of Laurel Ruff Young adult transition assessment.
- c.) anecdotal reports from staff, students and families

**Mid-Year Data: Analysis/Findings:**
Please report student achievement based on the latest assessments in respect to the identified measures noted above
January 2015 - Per mid-year assessment, 75.00% of IEP goals met, and per anecdotal informal assessment 97.75% of our students are making progress in this domain.
Team notes that we face challenges supporting the successful post-secondary transition of students when their families are not able to help facilitate the process.

**Please report progress in actions implemented this year:**

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
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<th>Additions/Modifications based on Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.0</strong> By June 2015, 100% of Laurel Ruff students will demonstrate improvement in the vocational domain.</td>
<td>goal progress to date - Voc Written (14/15) = 48 Voc Mastered (14/15) = 36 75.00% of vocational goals mastered to date Anecdot al report (per review on 1/29/15): 3 students school-wide not making progress (119 of 122 are making progress)</td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> Will collect and review site assessment annual data in the vocational domain.</td>
<td>in progress, goal collection continues</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Progress in Actions</td>
<td>Additions/Modifications based on Findings</td>
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<td>(Do Not Edit)</td>
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<tr>
<td><strong>3.2</strong>  All Laurel Ruff transition students will maintain a personal portfolio that will provide evidence of their acquisition of vocational skills and related technical training.</td>
<td>Continuing students have portfolios. Implementation is not consistent across all caseload.</td>
<td></td>
</tr>
<tr>
<td><strong>3.3</strong>  Laurel Ruff will offer at least 4 vocational training academies specifically targeting the post-secondary employment goals or our students.</td>
<td>action completed practice is systemic &amp; fully implemented</td>
<td></td>
</tr>
<tr>
<td><strong>3.4</strong>  All transition aged students will participate in a self-advocacy course taught by their case managing teachers.</td>
<td>action completed practice is systemic &amp; fully implemented</td>
<td></td>
</tr>
<tr>
<td><strong>3.5</strong>  Site Council will implement vocational training supports specifically addressing the needs of our English Language learning students.</td>
<td>Program Aid position time increased in October 2014.</td>
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<tr>
<td><strong>3.6</strong>  Will evaluate and reconfigure elective course offerings each semester to reflect the post secondary employment goals of our students.</td>
<td>practice is systemic &amp; fully implemented</td>
<td></td>
</tr>
<tr>
<td><strong>3.7</strong>  Upon graduation (program exit) data will be collected to describe the post-secondary employment outcome for each student. This data will be reviewed and summarized annually to provide longitudinal data.</td>
<td>per review of midyear post-secondary placement data there is a lag between graduation and placement in post-secondary programming</td>
<td>Start working on this earlier - particularly to support pending graduates whose families are not pro-active.</td>
</tr>
</tbody>
</table>
**Planned Improvement Goal #4:**
In support of SJUSD Strategy 1 and Special Education Department Tactics 1, 3, 4 & 6: and implementation of the California Common Core State Standards, as we prepare our students for their least restrictive college and/or career path, Laurel Ruff students for whom college attendance is a post secondary goal will dually enroll in a post secondary program (e.g. American River College), complete initial assessment (e.g. DSPS) and successfully complete one or more courses.

**Related Objective and how it will be Measured:**
Students dually enrolled at Laurel Ruff and American River College will attend all ARC class sessions and successfully complete all ARC courses, as measured by review of student ARC grade postings and transcripts.

**Mid-Year Data: Analysis/Findings:**
Please report student achievement based on the latest assessments in respect to the identified measures noted above
75% of ARC classes were passed.
Increased enrollment in college classes by 5 students for spring semester.
Redefining what it means to be a college student; it is not just taking 'PE'.
Students are self-advocating to determine their post secondary education plans.
### Please report progress in actions implemented this year:

<table>
<thead>
<tr>
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<th>Aug-Jan</th>
<th>Jan-June</th>
<th>Additions/Modifications based on Findings</th>
</tr>
</thead>
</table>
| **4.0** Students dually enrolled at Laurel Ruff and American River College will attend all ARC class sessions and successfully complete all ARC courses, as measured by review of student ARC grade postings and transcripts. | Fall semester: 16 ARC classes  
APE Swimming (1)  
APE Weights, 2 sections (6)  
PE Weights (1)  
Archaeology (1)  
American Sign Language (1)  
English (1)  
Computers (1)  
Theater arts (1)  
ECE (1)  
History (1)  
History online (1)  
75% passing  
12 ARC classes passed, 3 unknown, 1 dropped. | Spring semester: 21 ARC classes  
spring courses (# enrolled on 1/15/15)  
APE Weights (8)  
APE Personal Safety (7)  
ECE (1)  
Fitness 381 (1)  
Math 32 (1)  
HCD (3) | |
| **4.1** 'Vocational Block' will be expanded to two sections to support initial enrollment and support for students who are dually enrolled at American River College | completed - implemented in fall 2014  
January 2015 - reconfigured block into 2 different sections  
• mobility/registration/testing  
• support for dually enrolled students. | | |
| **4.2** Implement a modified scheduling option for students transitioning into American River College for two or more courses. | implemented on an individual basis and working well for students who need this flexibility | | |
| **4.3** Upon graduation (program exit) data will be collected to describe the post-secondary educational (vocational training) outcome for each student. This data will be reviewed and summarized annually to provide longitudinal data. | Mid-year Dec. 2014 grads: one student in this block exited at age 22, and is now enrolled in college classes at ARC independently. | | |
Laurel Ruff invites you to join us on
Wednesday, April 8th
4:00 - 8:00 PM
Laurel Ruff Transition School Open House
& Annual Community Information Fair
Laurel Ruff Transition School
5325 Garfield Ave.,
Sacramento, Ca.  95841

This is an excellent opportunity for parents, educators and students (of all ages) to explore Laurel Ruff, while learning more about the resources, services and post-secondary programs available in the Sacramento area.

• Each organization will be available to answer questions and provide information about their services.
• We will have a concession stand open selling snack items.
• Laurel Ruff’s Open House family raffle will be held at 6:30PM

Organizations invited to this event include:

- Access Leisure Skills
- Aim Higher
- Adult Day Experience
- Always Home Nursing Services
- California Eagles Golf
- Camp ReCreation
- College-2-Career
- Crossroads/Sacramento Works
- Developmental Disabilities Service Organization
- Department of Rehabilitation/TPP
- Easter Seals Disability Services
- Futures Explored / VTE
- In Alliance
- Mind Institute
- My Friends
- On the Go
- Placer ARC
- Pathways to Choices
- Pride Industries
- Reach
- Regional Transit
- RCCA
- Schools Federal Credit Union
- SJUSD – Project Search (Kaiser program)
- SJUSD - The White House Counseling Center
- SJUSD - WorkAbility
- Special Olympics
- STEP
- Studio 700, Center for the Arts
- Therapeutic Recreation Services
- Training Toward Self-Reliance Inc.
- The Workforcetoday.com
- United Cerebral Palsy
- VIP Sports
- Warm Line Family Resource Center
- Young Life

Please plan to join us for this important event! 😊←←←←
Join us on Monday, April 13, 2015
At 5:30 p.m.
At Kaiser Permanente Sacramento
2025 Morse Avenue
Sacramento, CA 95825
Conference rooms 1 & 2

Project Search Interns, supported by San Juan USD and Futures Explored staff, will spend a year receiving job training in a hospital.

Eligibility criteria include:

• 18-22 years old
• In last year of school
• Desire to work in a health care setting
• Willing to travel independently
• Ability to communicate and respond to feedback
• Appropriate social skills and hygiene

Please join us to learn more about this exciting opportunity and how to apply for it.

If you have any questions, please contact Julia Arreguin
at Laurel Ruff Transition School at (916) 971-7586, JArreguin@sanjuan.edu.
Please Join Us!
Get ready for some serious fun with the 5th annual Race for the STARS. This is your opportunity to support our children and raise money for innovative, direct to teacher grants funded for innovative learning projects in the San Juan Unified schools.

If you don’t know about us, here is who we are and what we do:
The San Juan Education Foundation is an independent, non-profit organization led by passionate parents and business leaders who want to provide all students with an excellent education that enables them to be competitive in the challenging workplace of the future. Providing a child with the tools for success not only develops a strong workforce, it contributes to the strength and safety of our community. Please support education by running, walking, and collecting pledges for this day of family fun and fitness.

Can’t Join Us?
If you are unable to participate in the actual race but would like to help out and raise funds for the cause, simply register as a virtual runner either online or on a mailed entry form and we will send you official race “swag” to say “THANKS”!

Raise Money for Your School
San Juan Unified schools can make Race for the STARS a fundraiser for their individual school. Schools will receive $10 for every adult registration and $5 for every student and child registration. Participants must identify a San Juan Unified school at the time of registration for the school to receive credit.

Volunteer
We need your help planning the event and the after race party. We also need help on race day. Please let us know if you can help us raise money for San Juan schools.

Safety Rules
We love dogs but please leave fido at home. District rules prohibit dogs on school property. Please leave your roller blades, skateboards, and bicycles at home for the safety of all participants. Strollers begin to the rear of the group.

The Course
The Race for the STARS is a fast flat course that starts and finishes on the Rio Americano High School track. It winds along American River Drive and on the levee.

Send your race registration and/or tax deductible check made payable to the San Juan Education Foundation to:
P.O. Box 1247, Carmichael, CA 95609.

For more information, check the website:
raceforthestars.com
or email us at sanjuaneducationfoundation@gmail.com

Three Ways to Register
1. Register Online at raceforthestars.com.
2. Register by Mail: P.O. Box 1247, Carmichael, CA 95609
   Complete the Registration Form. Mail-in entry forms must be postmarked by midnight April 15, 2015.
3. Register as a Virtual Runner online at raceforthestars.com

San Juan teacher discount available. Teachers can receive a $10 discount on the registration fee. Note, teachers who take a discount will not receive the $10 credit for their school.
**Registration**

$5 to $10 to Your SJUSD School for Each Registration in Your School's Name

School name must be entered for a donation to be given to the school. If a school is not entered, all proceeds will be donated to SJEF for direct-to-teacher grants in SJ schools.

<table>
<thead>
<tr>
<th>PARKING CATEGORY</th>
<th>DATES</th>
<th>5K ADULTS</th>
<th>5K STUDENTS</th>
<th>KIDS RUN (12 YRS AND UNDER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Registration</td>
<td>1/1/2015 - 4/19/2015</td>
<td>$20.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late Registration</td>
<td>4/20/2015 - 4/26/2015</td>
<td>$30.00</td>
<td>$15.00</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

All entries are non-refundable and non-transferable. Event happens rain or shine.

**Event Schedule**

- Race Day Registration and Packet Pickup: 7:00 AM to 8:00 AM
- 1/4 Mile Kids Fun Run (0-5 years old): 8:00 AM
- 1/2 Mile Kids Fun Run (6-10 years old): 8:15 AM
- 5K Main Event: 8:30 AM

**Awards**

- Male and female Age Divisions: 8 and under, 9-10, 11-12, 13-14, 15-16, 17-18, 19-29, 30-39, 40-49, 50-59, 60-69, 70+
- Award to top boy and girl kids race participant.
- Finisher medal to all kids race participants.
- Award plus 2 tickets to a 2015-16 Kings game to all Age Division winners.
- Awards for top male and female finisher in the 5K race.
- Award for top male and female SJUSD student.
- Award for top male and female SJUSD teacher or other certificated staff.
- Award for top male and female SJUSD employee (classified).
- Award for top male and female SJUSD administrator.

**Packet Pickup**

Race packet pickup and in person registration will be available at Sports Authority (5995 Birdcage Ln, Citrus Heights, CA 95610) between 10 AM and 5 PM on Saturday, April 25, 2015. Packets will not be mailed. You may also pick up race materials on race day from 7:00 AM to 8:00 AM.

**Register Online**

Register online using your credit card by clicking [here](raceforthestars.com).

**Virtual Runner**

You can participate virtually by entering the race from anywhere! You can enter in the 5K race or the Kids Run. You must enter your age division, grade, and school name in the comments to be eligible for Age Division Awards.

**Waiver**

In consideration of my participation in this event, I acknowledge that I have read and understand all of the above. I agree to abide by all of the rules and regulations of the race. I hereby agree to release and forever discharge SJUSD, SJUSD School District, Capital Road Race Management, and all sponsors, volunteers, representatives and successors, from all claims or liabilities of any kind arising out of my participation in this event even though that liability may arise out of negligence or carelessness on the part of the persons named in this waiver.

I acknowledge that I have read and understand all of the above.

**Conclusion**

Don’t wait! Register online today and join us for the SJUSD Race for the Stars on April 25, 2015!