I. Attendance Role Call & Approval of Previous Minutes: ACTION ITEM approximate time 2:45 PM

II. Old Business:  
(note – will consider if any items can be deleted from the ongoing agenda as we proceed through agenda)  
A. Laurel Ruff Site Council Membership & By-Laws  
   1. Membership review - as necessary  
   2. By-law review (as needed)  
B. Laurel Ruff Team & Committee Reports  
   1. Safety Committee & Grounds / Safety Plan Review  
      • Safety Plan  
      • Site crime & safety report  
   2. Facilities updates  
      • Measure N updates- see attached site report  
   3. Health & Attendance Updates  
C. district updates  
   1. District changes / updates  
   2. SJUSD Special Education Department updates.  
D. Assessment, Curriculum & Instruction - suspend agenda items for the month  
E. Community, Climate & Culture - suspend agenda items for the month  

III. Site Plan - suspend agenda items for the month  
IV. Budget Review & Actions  
A. Character Education budget - $300 needs to be allotted ACTION ITEM approximate time 3:15 PM  
B. EIA – LEP funding - LCFF for 14/15 - see attached LCFF appropriate use guidelines - $18,364  

V. Component Reports - suspend agenda items for the month  
VI. New Business:  
LCAP COMMUNITY MEETING (see attachment) approximate time 3:30 PM  

IX. Next Meeting Date/Time  
April Site Council meeting is scheduled for April 8th at 2:45 PM  

X. Adjournment – will adjourn after the community meeting
I. Attendance Role Call & Approval of Previous Minutes:
Attendance: Julia Arreguin, Kim Willbee, Shari Studebaker, Laurie Hale, LeAnn Thiele
Approval of previous minutes – Shari motions approval, Kim seconds the motion. Vote is carried.

II. Old Business:
(note – will consider if any items can be deleted from the ongoing agenda as we proceed through agenda)
A. Laurel Ruff Site Council Membership & By-Laws
B. Membership review - as necessary –will include the need for members in the next school bulletin. We need parents and at least 1 teacher.
1. By-law review (as needed)
B. Laurel Ruff Team & Committee Reports
1. Safety Committee & Grounds / Safety Plan Review
   • Safety Plan Review – updated plan due to district by the end of March. We will add information about carrying your valuables with you during an evacuation if time allows and it is safe enough. We also need to add the instruction to not lock the doors during an evacuation. The cell phone list needs to be updated.
     o Motion to approve these changes to the plan by Laurie Hale.
     o Motion seconded by LeAnn Thiele.
     o Vote is unanimous.
   ♦ Site crime & safety report: The police were called for an intervention with a student.
2. Facilities updates
   ♦ Measure N updates
3. Health & Attendance Updates – Sign in & out policy to be written by March meeting. Until the policy is set students are not allowed to sign themselves out during lunch. If someone decides to do it anyway, transportation will be cancelled in the afternoon and whoever the student lives with will be called. We have 18 students with perfect attendance for the fall semester. We are planning two types of perfect attendance incentives. We will have an incentive program for students with using the time cards to show their perfect attendance. This will earn the students the coffee card. Certificates will be given to students based on the Zangle attendance list.

C. district updates
1. District changes / updates – The superintendent position has been posted internally only.
2. SJUSD Special Education Department updates. The CAC awardees are being announced this week.
3. Special Education Strategic planning (met on January 27) – updates and next steps – we need to completely align our plan with the special education strategic plan.

D. Assessment, Curriculum & Instruction
1. Article 24 – school leadership team & 'collaboration' Thursdays update – we are expanding our TPP program to include Project Search and other job-ready students.
2. 2013/14 master scheduling and updates – We will start our 2014/15 planning soon.
3. Curriculum & assessment updates – We will be collaboration around assessments and will plan a way to have a consistent way of providing IEP data that covers a students’ entire day.
4. Staff development updates – May 23 we will be discussing the Common Core Standards
5. Project Search updates – we are doing outreach with candidates. Open House is April 24 at Kaiser.
6. proposed Workability changes for 2014/15 – We are hoping to make the experience more individualized – quality versus quantity. The students can earn more and work less hours to provide more opportunities for more students.

E. Community, Climate & Culture
1. accomplishments – One of LRC graduate has been hired in a program aide position on campus.
2. parent support updates – nothing at this time.
3. Extracurricular events (e.g. Mighty Milers, Visual & performing arts, VIP & Special Olympic sports etc...) – Basketball tournament is this weekend – Feb. 16. We have 4 teams competing.
4. Laurel Ruff public relations – SMUD donated 25 trees that have been planted by our Landscaping group. We will have a dedication ceremony. The district communication office will be informed about the trees and the ceremony.

III. Site Plan
2013/14 Site Plan – review and amend as needed: See Strategic Planning
A. Goal 1 – POSITIVE SCHOOL CULTURE
B. Goal 2 – POST-SECONDARY TRANSITION – INDEPENDENT LIVING SKILLS
C. Goal 3 - POST-SECONDARY TRANSITION – EMPLOYMENT & VOCATIONAL TRAINING
D. Goal 4 - POST-SECONDARY TRANSITION – EDUCATION
IV. Budget Review & Actions
A. 2013/14 – site budget: We will need to plan for next year. We will have $12,600 that will cover the program aide in room 1 as well as other things we need to have in the budget.
B. EIA – LEP funding: this will merge with the LCFF next year.
C. Character Education budget: We still need to determine how the $300 is spent for incentives.
D. Family donations
E. Budget actions as necessary

V. Component Reports
A. Certificated: We are hoping to add another program next school year.
B. Classified
C. Parents
D. Community

VI. New Business:
A. Open Forum for new items

VII. Correspondence and/or Public Comments

VIII. New Agenda Items for Next Meeting
IX. Next Meeting Date/Time: March 11 at 2:45.

X. Adjournment
	♦ Motion by: Laurie Hale
	♦ Seconded by: Julia Arreguin
	Vote: Unanimous

Minutes submitted by Laurie Hale
At Laurel Ruff
Our mission is to educate students in their least restrictive environment as they attain their maximum potential.
Laurel Ruff Center School

5325 Garfield Avenue
Sacramento, CA 95841
Google Map Location

Statistics

Classification: Special Education
Grades Served: 12+(Transition School)
Year Built: 1954
Modernizations: 2002-2003
Additions: 1962, 1994
Portables: 1
Site Area: 19.7(Acres)
Building Area: 27,712 SF
Current Enrollment: Unavailable
Student Ratio: Unavailable

Interesting Factoid:
Laurel Ruff has four main programs: CTP - community transition programs, SDC-ILS - independent living skills, SDC-Autism - special day class providing best practices autism programming, and project search - vocational internship program at Kaiser Permanente Hospital.

API School Results

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Statewide</td>
<td>C</td>
<td>C</td>
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<tr>
<td>Similar Schools</td>
<td>C</td>
<td>C</td>
<td>C</td>
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</tbody>
</table>

2012 Growth API Score Comparison

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<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
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<tbody>
<tr>
<td>All Students</td>
<td>671</td>
<td>790</td>
<td>788</td>
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</table>

Principal: Julia Arreguin
Phone: 916.971.7586
Fax: 916.331.1634
Website: Click on Mascot Logo
Tigers
### Educational Facility Data

<table>
<thead>
<tr>
<th>Items</th>
<th>Description</th>
<th>SF</th>
<th>% Total SF</th>
<th>Comments</th>
</tr>
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<tr>
<td>Classrooms</td>
<td>11 General Classrooms</td>
<td>900-929</td>
<td>44.10%</td>
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</tr>
<tr>
<td></td>
<td>5 Interstitial Spaces</td>
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<tr>
<td>Administration</td>
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<td>257</td>
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<td></td>
<td>Principal's Office</td>
<td>191</td>
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<td></td>
<td>Conference Room</td>
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<tr>
<td></td>
<td>Teacher's Lounge</td>
<td>338</td>
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<tr>
<td></td>
<td>General Office</td>
<td>416</td>
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<tr>
<td>Multipurpose/Athletics</td>
<td>M.P. Room</td>
<td>2,606</td>
<td>32.70%</td>
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<td></td>
<td>Food Service</td>
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<td></td>
<td>Pool</td>
<td>5,806</td>
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<td></td>
<td>Locker Rooms</td>
<td>318</td>
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<tr>
<td>Community Transition</td>
<td>1 Classroom</td>
<td>638</td>
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<td></td>
<td>1 Private Office</td>
<td>173</td>
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<tr>
<td></td>
<td>Storage</td>
<td>51</td>
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<tr>
<td></td>
<td>Restroom</td>
<td>79</td>
<td></td>
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<tr>
<td>Building Support</td>
<td>General Support</td>
<td>772</td>
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<tr>
<td></td>
<td>Restrooms</td>
<td>1,269</td>
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# Measure J and Non DSA Certified Projects

## Projects Completed Under Measure J

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<th>Description</th>
<th>Status</th>
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<tr>
<td>163-9285-1A</td>
<td>Low Voltage</td>
<td>Complete</td>
</tr>
<tr>
<td>163-9495-1A</td>
<td>Modernization</td>
<td>Complete</td>
</tr>
<tr>
<td>163-9535-1A</td>
<td>Paving</td>
<td>Complete</td>
</tr>
<tr>
<td>163-9568-1A</td>
<td>Portable</td>
<td>Complete</td>
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</tbody>
</table>

## Projects NOT Completed Under Measure J

## DSA Non-Certified Projects
ASSESSMENT SUMMARY

Laurel Ruff Center was established on this site in 1954; however, none of the structures remain from the original campus. Existing campus buildings were built in the years 1962 and 1985. The existing permanent buildings are built as a courtyard around a central hub; the multipurpose building. The buildings are painted and in decent condition considering their age.

SHELL

95% of the exterior wall systems on campus are concrete masonry units. The wall construction remains in decent shape in spite of the age of the structures.

All windows throughout the school are 50s/60s era steel angle framed windows with single-glazing. Few operable sections are present.

The permanent structures on campus have concrete floors that appear to be in good condition.

95% of the roofs on campus are low sloped; “flat” roofs. The roof over the multipurpose room is a “butterfly” roof. The roof systems throughout appear to be in decent shape for now and the immediate future; however, many of the roof-edge gutters are rusted and/or damaged.

INTERIORS

The interiors of the permanent classroom and administration buildings are in need of significant upgrades. Flooring systems are generally in poor condition and should be replaced virtually throughout the entire campus. Classroom interiors have poor quality of natural light and the artificial lighting systems throughout are dimly illuminated by old-style, energy inefficient fluorescent lights with wrap-around lenses. Ceiling systems throughout the campus are of varied types – plaster, gypsum board, glue-on tiles, and suspended acoustic tiles. The condition of most ceilings is generally acceptable, but approximately 80% of the ceilings are in need of replacement due to staining and general wear-and-tear. Most windows have mini-blind coverings that are old and in oftentimes, inoperable.

The Multi-Purpose building is a vintage mid-20th century design. The finishes in the building are in poor condition, requiring significant work or replacement. The age, condition and size limitation make this building a candidate for demolition and replacement.

The pool building, built in 1985 is in poor condition requiring significant work or replacement.

SERVICES

The inefficiencies of the HVAC system coupled with the lack of natural ventilation create environmental comfort issues in most spaces, as well as high energy bills. HVAC in the pool building has completely been abandoned and building gets much too hot during the summer months.

The Multipurpose, Administration, and Classroom buildings are served by packaged rooftop gas/electric units that are at or beyond their life expectancy. This equipment should be replaced in the very near future with energy efficient equipment. Two of the classroom buildings have two classrooms being served by a single rooftop unit with three classrooms served by one unit in another building. This should be corrected by an HVAC modernization replacement program. The portable building is served by two old Bard heat pumps that should be replacement.
The indoor pool building has a very old air handling system which no longer runs. The only operating ventilation system for this building is an old exhaust fan which pulls in outside air through wall louvers but is inadequate for the space leading to humidity and IAQ issues. Additionally, the pool water boiler is very old and in need of replacement.

Bathroom plumbing fixtures are very old, in poor condition, and should be replaced.

The energy management system is an antiquated Johnson system for the whole campus for which replacement parts are unavailable. The District would like to install a new Johnson EMS system.

The main electrical service at Laurel Ruff is the original campus gear from 1963 in a dedicated room with significant code required clearance issues. The Main Switchboard is old, at the end of its serviceable life, and its capacity is only 400 amps - barely adequate for even this small campus. A second electrical service for the pool building, also approaching the end of serviceable life, is located outside the building. Two SMUD transformers are located in plain view directly in front of the school. Even though a few newer panels have been added in storage rooms around the campus as part of small renovations over the years, this campus is in need of a significant electrical service system upgrade.

Parking lot lighting is SMUD HID “cobra” area lights on wood poles for which the Owner pays the utility directly. Building mounted CFL light fixtures are mounted under canopies and in decent condition. With two CFL lamps each, these fixtures provide excessive quantity of light with several fixtures having been “de-lamped” to only one lamp to compensate. Exterior lighting is controlled by time clock; this has no astronomical feature, so maintenance has to manually adjust on/off settings.

Most interior lighting is fairly new surface mounted 1x4 fixtures. While in good condition, these are not high performing, energy efficient fixtures. 2x4 fixtures in portable buildings still use T12 lamps as do fixtures in the pool building. A lighting fixture replacement program should be undertaken in classrooms. Lighting in the MP building includes newer T5HO high bay fixtures, and T8 cove lights. Typical classrooms include line voltage switches and occupancy sensors.

The school has few technology systems present. Consideration should be given to the installation of a complete IT program at the school.

Past electrical and mechanical service upgrades at the school relied on installation of exposed conduits on the exterior and interior of campus. Consideration should be given to the removal of unused conduit runs and the protection of exposed, active conduits within chases or behind permanent construction.

**EQUIPMENT AND FURNISHINGS**

Classroom cabinetry is old, and in many cases damaged to the point of being unusable due to broken doors and shelves. Some cabinetry may be able to be fixed, but 80% of casework in regular classrooms requires replacement. Consideration should be given to installing all new cabinetry in classrooms.

Food service equipment is old but remains serviceable. Several of the older and inefficient pieces of equipment should be replaced.

**OTHER BUILDING CONSTRUCTION**

Student restrooms are planned to be upgraded in the summer of 2014 using measure J funds. The staff restrooms are ADA non-compliant and require complete removal and reconfiguration to create adequate space for accessibility compliance. There are several other ADA issues on campus.

There are several non-conforming storage buildings on the school site.

There is one non-conforming trailer on the school site designated as “Community Transition Program Trailer”. The building should be removed and replacement if the space is needed.

**SITE WORK**

The asphalt play court areas are generally in poor condition and consideration should be given to their complete replacement. Basketball standards at exterior hard courts are in poor condition and consideration should be given to their replaced. Play fields and baseball/softball backstops are in poor condition and replacement is suggested.
## Facility Assessment School Report Card

### Laurel Ruff Center School

### Overall Grade

![Overall Grade C-](image)

1.67

### Grading by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shell</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>Interior</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>Services</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>Equipment &amp; Furnishings</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Other Building Construction</td>
<td>C</td>
<td>2.00</td>
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<tr>
<td>Site Work</td>
<td>C-</td>
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</table>
## Replacement Cost Index Calculation

### Cost Summary – Laurel Ruff Center School

**Facility Square Footage = 27,700**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Costs</th>
<th>Total Project Cost (plus 35%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Shell</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level 3 general exterior modernization</td>
<td>27,700</td>
<td>sf</td>
<td>$12.50</td>
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<td>Replace window systems</td>
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<td>Modifications to roof drainage system</td>
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<td>Improvements to roofing systems</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td></td>
<td>$1,800,500</td>
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<td><strong>B. Interiors</strong></td>
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<td>Level 3 interior modernization program</td>
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<td>sf</td>
<td>$65.00</td>
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<td><strong>Total</strong></td>
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<td><strong>C. Services</strong></td>
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<td>HVAC system upgrades</td>
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<td>21st Century Learning Environment Upgrades</td>
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<td>Clean-up abandoned conduits</td>
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<td><strong>D. Equipment and Furnishings</strong></td>
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<tr>
<td>Replace cabinetry in classrooms</td>
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<td>Replace cabinetry in other areas</td>
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<tr>
<td><strong>E. Other Building Construction</strong></td>
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<tr>
<td><strong>F. Site Work</strong></td>
<td></td>
<td></td>
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<tr>
<td>Replace baseball backstops</td>
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<td>ea</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$401,220</td>
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<td>Replace basketball standards</td>
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<td>$7,500</td>
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<tr>
<td>Recondition playfields</td>
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<td>Improvements to asphalt parking areas</td>
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<tr>
<td>Install new perimeter fencing</td>
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<td>Misc. ADA site upgrades</td>
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<td><strong>Total</strong></td>
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<td><strong>Total Construction Cost</strong></td>
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<td></td>
<td></td>
<td>$6,360,930</td>
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**Replacement Cost Index Calculation**

- **Modernization Project Cost**: $6,360,930
- **Replacement Cost**: $10,941,500
- **Replacement Cost Index**: 58.1%
Any **DIRECT service** to students based on **analysis of data and SPSA goals**:

1. What were your goals/activities in 13-14?
2. Mid-year program evaluation completed?
   a. How will this inform your decision making NOW?
   b. What revisions, additions, deletions are you anticipating?
3. End of year program evaluation (May through September)
   a. align with LCAP MAY require additional changes
      i. anticipated goals: student achievement (school-wide and subgroup), parent engagement to improve academic achievement, EL services

4. **Examples of Direct Services:**
   - Instructional support staff (ELIS, BIA, IA, coach, literacy teacher, TOSA)
   - TARGETED instruction for low achieving and/or EL students
     - Extended Day Classes/Tutoring
       - Any number of days per week; any number of hours per day
       - Smaller groups of students for intensive instruction
         - Rogers/San Juan SES math project
         - Elementary SES reading recovery project
     - Additional sections/classes added at beginning or end of the day
       - Smaller groups of students for intensive instruction
   - Professional Development focused on SPSA goals
   - Parent Education/Academic Parent Teacher Teams (FACE)
   - Extra assignment pay for home visits/phone calls before school starts
   - Teacher release time for frequent collaboration
     - Common unit/lesson planning (including benchmark assessments)
     - Data analysis and adjustments to instructional plans
   - Translation services for parent meetings/conferences
   - Class size reduction (CSR) **IF you can describe how instruction will change as a result** (research does not support CSR if changes are not made to instructional program)
   - Counseling services
   - PBIS services

5. **Examples of Indirect Services** (which should be a minor portion of budget expenditures):
   - Technology and programs which support specific learning needs (e.g., EL, reading, math)
   - Classroom libraries (any teacher or student materials which supplement the core, e.g., literature from diverse cultures)
   - Field Trips related to SPSA goals and curriculum (e.g. college visits)
   - Materials to support parent engagement activities focused on improving student achievement
   - LIMITED FOOD and water (only “light snacks” (no meals) for after school/evening teacher meetings; or parent meetings any time)
Local Control Accountability Plan

What is it?
Why does it matter?

http://www.sanjuan.edu/lcap

In this Presentation...

- What is the Local Control Funding Formula (LCFF)?
- What is the Local Control Accountability Plan (LCAP)?
  - Areas of Accountability
  - The LCAP Development Process
  - Data Snapshot: How are we doing in San Juan?
- How you can participate in creating San Juan Unified’s LCAP

Local Control Funding Formula (LCFF)

Adjustments for:

Demographics
- Low Income
- English Learner
- Foster Youth

Supplemental Grant

Base Funding by Grade Range:
- K-3
- 4-6
- 7-8
- 9-12

K-3 Class Size

HS Career Tech
Local Control Accountability Plan (LCAP)

The LCAP details how the District plans to align its resources with efforts to improve student achievement for all students in eight areas:

- Student Achievement
- Parental Involvement
- Student Engagement
- Basic Services
- Other Student Outcomes
- Implementation of Common Core
- School Climate
- Course Access

More information on each of the eight areas is available online at www.sanjuan.edu/lcap.

LCAP – Process and Timeline

1. Convene with stakeholders (Jan – March)
2. Present draft LCAP and seek input (March – May)
3. Revise LCAP and seek input (May – June)
4. Adopt final LCAP and District Budget (June)

LCAP Data Snapshot: Areas of Opportunity

- The state has identified data points for each of the LCAP’s eight areas to measure performance
- San Juan Unified’s data shows multiple areas for possible improvement
Student Engagement: Graduation Rates

School Attendance: Average percent of days attended for year
Chronic Absence Rates: Percent of students who are absent more than 10% of their school year
HS Cohort Graduation: Percent of student in a graduation cohort who graduate within 4 years
HS Dropout: Percent of students in a graduation cohort who dropped out prior to or at the end of 4 years (2011-12)
MS Dropout: No data available yet

Student Engagement: School Connectedness

Suspension Rates: Number of suspension incidents per 100 students enrolled throughout the year
Expulsion Rates: Number of expulsions per 100 student enrolled throughout the year
School Connectedness: Percent of students indicating high degree of school connectedness on CA Healthy Kids Survey (gr 7, 9 and 11)
School Safety: Percent of students (gr 5-11) and parents indicating feeling safe at school on District survey

Pupil Achievement: Academic Performance Index

Academic Performance Index: as calculated by the state based on student performance on standardized tests in multiple subjects.
Grades 2-8: Just over 55 percent of students in grades 2 through 8 score proficient or above on standardized tests in English language arts and math.

English Learners: While 53 percent of English learners show growth on the California English Language Development Test (CELDT), just under 12 percent are reclassified each year as English proficient.

Pupil Achievement: Grades 2-8 & English Learners

Course Access

LCAP Data Snapshot: Areas of Opportunity

- San Juan Unified’s data shows multiple areas for possible improvement:
  - Graduation Rates
  - Attendance Rates
  - Achievement Gaps
  - Course Access
- What other areas?
LCFF & LCAP Recap

You come in…
San Juan Unified has opportunities for improvement:
- Achievement Gap
- Graduation Rates
- Course Completion Rates

Discuss what opportunities you see in each of the eight state priority areas and how they relate to the LCAP.
Stay engaged!

Step 1: Consult
Step 2: Draft Plan and Seek Input
Step 3: Revise Plan and Seek Input
Step 4: Conduct a public hearing for final input before approval of the plan

How can you participate in creating the LCAP?

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
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<tbody>
<tr>
<td>NOW</td>
<td>Discuss current actions and possible new actions at each site to include in the LCAP</td>
</tr>
<tr>
<td>April</td>
<td>Review draft LCAP and provide feedback</td>
</tr>
<tr>
<td>Late May &amp; early June</td>
<td>Review revised LCAP and provide feedback</td>
</tr>
<tr>
<td>June 10</td>
<td>Provide final input at public hearing on proposed LCAP and District budget</td>
</tr>
<tr>
<td>June 24</td>
<td>Help celebrate completion and approval of the LCAP and District budget</td>
</tr>
<tr>
<td>Beyond</td>
<td>Ask how you can help support implementation of the LCAP and the District's community-developed strategic plan.</td>
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For more information and to complete the LCAP Actions Input Survey, visit [http://www.sanjuan.edu/lcap](http://www.sanjuan.edu/lcap).

Potential LCAP Actions Input

- Tonight your principal or other staff member will lead conversation about this presentation and the LCAP
- Review each of the guiding statements being used in developing the LCAP and current actions that are detailed in existing plans
- Brainstorm what other actions might be considered for inclusion in the LCAP

Stay up-to-date by visiting: [http://www.sanjuan.edu/lcap](http://www.sanjuan.edu/lcap).
- We will improve and support student achievement at all levels (Early Childhood Education, Elementary, and Secondary) through quality instruction by focusing resources and professional development to close achievement gaps to ensure all students are college and career ready.

- We will ensure all students have access to challenging, meaningful educational programs and social and academic support services that will improve equity and achievement across the district.

- We will acknowledge and respect the cultural and economic diversity within San Juan Unified School District’s population and implement research-based instructional and support practices to meet students’ individual needs. [or it should say, “to meet each student’s …”]

- We will actively engage ALL students in their learning process by providing safe school environments that honor and respect all students’ strengths, meet their academic and social/emotional needs, and inspire them to pursue their own rigorous learning goals.

- We will collaborate with family, students, and community stakeholders in our decision-making processes and raise expectations of what we ask of our education community to support closing achievement gaps and preparing our students to be college and career ready.

- We will utilize valid data at the school site and district level to align our resources in support of student success.