School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruus Elementary School	01611926001127	April 19, 2023	June 14th, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

  The school plan must:

  - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

  - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

Schoolwide Program
Additional Targeted Support and Improvement
Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ruus Elementary School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The Educational Partners involved in updating the school site plan were: The English Language Advisory Committee (ELAC), School Site Council (SSC), School Based Decision Making (SBDM), Instructional Leadership Team (ILT), The Hayward Promise Neighborhoods Cradle to Career Educational Reform Network (HPN C2CERN), AASAI, staff feedback, and The Coordination of Services Team (COST).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Students in grades K-2 need to be reading at the assigned grade level before moving to the next grade level in June. The Leveled Literacy Intervention Program is being used for tutoring before, during or after school. The EL Specialist is serving the 1st grade English Learner students and all newcomers by providing intervention throughout the day. The Department of Educational Services hired a paraeducator to support reading fluency and comprehension in grade four, which is the group that went into virtual learning when the pandemic first hit. In order to provide intervention services to other English Learners and non English Learners, School Site Council (SSC) has approved the hiring of a part-time para-educator that can provide reading intervention in grades fourth through sixth. Other grade levels may be included depending on the need demonstrated by both local assessments and CAASPP data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.26%			1
African American	5.4%	4.05%	3.43%	23	16	13
Asian	13.3%	14.68%	11.35%	57	58	43
Filipino	8.8%	11.39%	9.76%	38	45	37
Hispanic/Latino	61.4%	59.49%	63.59%	264	235	241
Pacific Islander	5.1%	5.32%	5.28%	22	21	20
White	2.8%	2.03%	2.64%	12	8	10
Multiple/No Response	3.3%	3.04%	3.69%	14	12	14
			Total Enrollment	430	395	379

Conclusions based on this data:

Enrollment has steadily decreased in the past six years. We are on our third year being under 400 students. The decrease in enrollment has been across the district.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	182	158	148	42.30%	40.0%	39.1%
Fluent English Proficient (FEP)	65	77	72	15.10%	19.5%	19.0%
Reclassified Fluent English Proficient (RFEP)	2			1.1%		

Conclusions based on this data:

The number of English Learners has steadily decreased. Not having a bilingual program has played a role in the decreasing number of ELs that are Spanish speaking. A decrease in total enrollment has also played a part in this.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	48		0	45		0	45		0.0	93.8	
Grade 4	53	61		0	61		0	61		0.0	100.0	
Grade 5	60	44		0	44		0	44		0.0	100.0	
Grade 6	62	61		0	60		0	60		0.0	98.4	
All Grades	246	214		0	210		0	210		0.0	98.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.			8.89			6.67			24.44			60.00	
Grade 4		2413.			18.03			13.11			19.67			49.18	
Grade 5		2465.			11.36			25.00			20.45			43.18	
Grade 6		2491.			6.67			25.00			36.67			31.67	
All Grades	N/A	N/A	N/A		11.43			17.62			25.71			45.24	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			48.89			44.44	
Grade 4		11.48			54.10			34.43	
Grade 5		9.09			59.09			31.82	
Grade 6		8.33			53.33			38.33	
All Grades		9.05			53.81			37.14	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.22			37.78			60.00	
Grade 4		11.48			49.18			39.34	
Grade 5		18.18			50.00			31.82	
Grade 6		10.00			53.33			36.67	
All Grades		10.48			48.10			41.43	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			68.89			26.67	
Grade 4		4.92			72.13			22.95	
Grade 5		0.00			79.55			20.45	
Grade 6		15.00			65.00			20.00	
All Grades		6.67			70.95			22.38	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			55.56			40.00	
Grade 4		9.84			57.38			32.79	
Grade 5		11.36			65.91	https://s		22.73	
Grade 6		10.00			71.67			18.33	
All Grades		9.05			62.86			28.10	

Conclusions based on this data:

About 29% of our 3rd-6th grade students met or exceeded the standard. However, only about 10% is at exceeded level in each of the claims.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	48		0	45		0	45		0.0	93.8	
Grade 4	53	61		0	61		0	61		0.0	100.0	
Grade 5	60	44		0	44		0	44		0.0	100.0	
Grade 6	62	61		0	60		0	60		0.0	98.4	
All Grades	246	214		0	210		0	210		0.0	98.1	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.			4.44			8.89			20.00			66.67	
Grade 4		2415.			11.48			11.48			22.95			54.10	
Grade 5		2427.			9.09			2.27			31.82			56.82	
Grade 6		2467.			5.00			6.67			38.33			50.00	
All Grades	N/A	N/A	N/A		7.62			7.62			28.57			56.19	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			42.22			53.33	
Grade 4		18.03			26.23			55.74	
Grade 5		4.55			36.36			59.09	
Grade 6		6.67			45.00			48.33	
All Grades		9.05			37.14			53.81	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11			28.89			60.00	
Grade 4		4.92			34.43			60.66	
Grade 5		2.27			50.00			47.73	
Grade 6		3.33			45.00			51.67	
All Grades		5.24			39.52			55.24	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			51.11			44.44	
Grade 4		8.20			42.62			49.18	
Grade 5		6.82			50.00			43.18	
Grade 6		5.00			61.67			33.33	
All Grades		6.19			51.43			42.38	

Conclusions based on this data:

2022-23 was the second year of full implementation of the new math curriculum. Only about 15% of students in 3rd-6th scored Standard Met or Exceeded.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
395	**61.5**	**40.0**	**0.3**
Total Number of Students enrolled in Ruus Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	158	40.0
Foster Youth	1	0.3
Homeless	5	1.3
Socioeconomically Disadvantaged	243	61.5
Students with Disabilities	53	13.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	4.1
American Indian		
Asian	58	14.7
Filipino	45	11.4
Hispanic	235	59.5
Two or More Races	12	3.0
Pacific Islander	21	5.3
White	8	2.0

Conclusions based on this data:

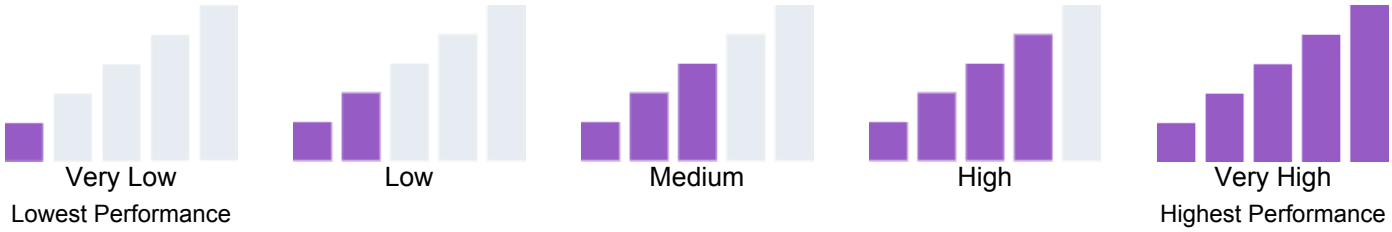
About 60% of our student population are Latinx,. Followed by 14 % Asian and 11% Filipino.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

Our students in third through sixth grade are performing below the standard on both ELA and Math.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

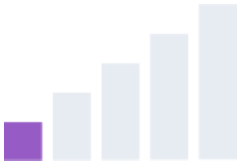
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
51.1 points below standard	69.8 points below standard	0 Students
208 Students	116 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	70.9 points below standard	80.6 points below standard
	132 Students	34 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students		Low 8.3 points below standard 33 Students	No Performance Level 25.3 points above standard 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 79.8 points below standard 123 Students	No Performance Level 8 Students	No Performance Level 4.8 points below standard 13 Students	No Performance Level 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.4 points below standard 86 Students	20.6 points above standard 30 Students	46.1 points below standard 71 Students

Conclusions based on this data:

English Learners and Socioeconomically Disadvantaged students score lower than the overall student population in grades 3rd-6th.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

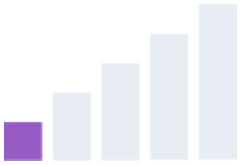
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low 80.8 points below standard 208 Students	Low 88.3 points below standard 116 Students	No Performance Level 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 4 Students	Very Low 98.0 points below standard 132 Students	Very Low 121.8 points below standard 34 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students		Medium 15.4 points below standard 33 Students	No Performance Level 7.8 points below standard 21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 113.0 points below standard 123 Students	No Performance Level 8 Students	No Performance Level 44.1 points below standard 13 Students	No Performance Level 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.3 points below standard 86 Students	5.3 points below standard 30 Students	86.0 points below standard 71 Students

Conclusions based on this data:

Higher percentage of English Learners perform below standards compared to English Only students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
45.3 making progress towards English language proficiency
Number of EL Students: 95 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7%	40.0%	0.0%	45.3%

Conclusions based on this data:

Close to 50% of ELs made progress of at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

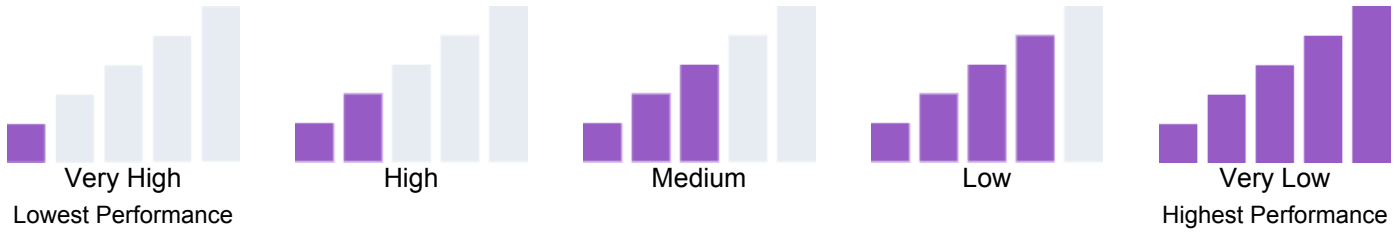
There is no data available because we are an elementary school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



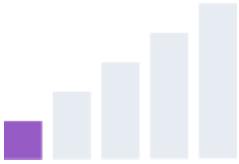
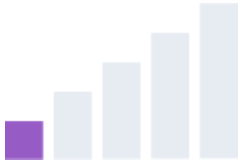
This section provides number of student groups in each level.

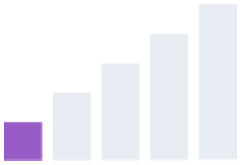
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
61.3% Chronically Absent	64.2% Chronically Absent	Less than 11 Students
413 Students	187 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	66.2% Chronically Absent	68.5% Chronically Absent
9 Students	263 Students	73 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	Very High	Very High
82.4% Chronically Absent	Less than 11 Students	43.1% Chronically Absent	51.1% Chronically Absent
17 Students	1 Student	58 Students	47 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	No Performance Level
68.6% Chronically Absent	46.2% Chronically Absent	45.8% Chronically Absent	Less than 11 Students
245 Students	13 Students	24 Students	8 Students

Conclusions based on this data:

Numbers are high for chronic absenteeism due to Covid-19 protocols where students had to stay home until test results were submitted and cleared by the Covid Response Team. Some families chose not to test and kept students out for the full 10 days each time.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

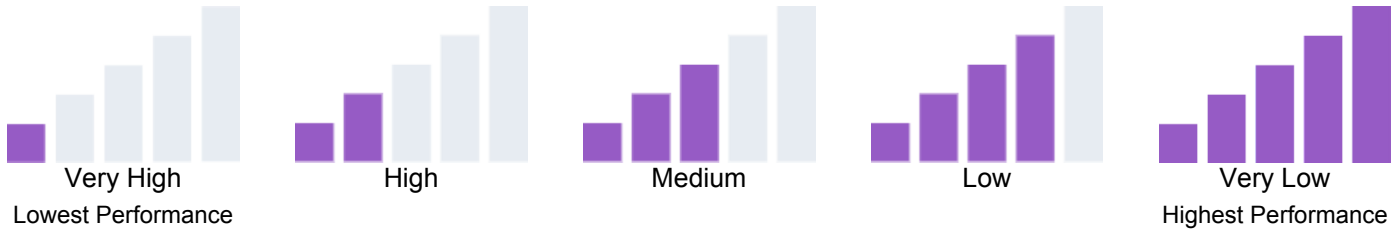
There is no data available because we are an elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

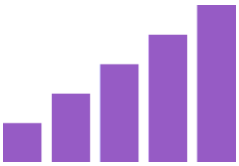
Very High	High	Medium	Low	Very Low
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
432 Students	197 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0.4% suspended at least one day	0% suspended at least one day
12 Students	277 Students	74 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Level	No Performance Level	Very Low	Very Low
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
17 Students	1 Student	64 Students	47 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
257 Students	13 Students	24 Students	9 Students

Conclusions based on this data:

In 2022-23 school year four students were suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Each student group will increase performance on CAASPP ELA by 5 points by Spring 2024.

Identified Need

Over 71% of our 3rd-6th grade students did not meet or nearly met the standard. Which means that only about 29% met or exceeded the standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	Based on 2022 Spring data an overall of 45% of students scored below standard. Overall 37% scored below standard in Reading and 41% in writing	A decrease of 5% scoring below standard in both reading and writing and in increase of 5%^ scoring Near or At standard.
Benchmark Assessments and/or Fountas and Pinnell	Over 60% of students are not reading at grade level.	Increase in each grade level by 5% students reading at grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Based on last year's data, all of our student groups have high percentages of students scoring below standard. Our English learner group has the highest percentage of students scoring below standard followed by socioeconomically disadvantaged students.

Strategy/Activity

Ruus Elementary school will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Training will include Guided Reading, Leveled Literacy Instruction, Strategies for scaffolding, differentiated instruction, frontloading and phonemic awareness. Teachers will create Focus groups based on data from CAASPP, IAB and other local assessments. Teachers will be able to provide afterschool intervention to groups of students.
All Kinder-3rd grade classroom teachers will teach under a staggered schedule to allow for small group instruction and intervention.

In the area of materials/supplies and resources: leveled libraries for classrooms will include curriculum for the purpose of diversity, equity, LGBTQ, Anti-Bias-Anti-Racism and SEL

A 6 hours/day general paraeducator will be hired to provide intervention to 4th-6th graders in the ELA Claims: reading and writing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Teacher extra hours for intervention, grade level and cross grade level collaboration, data talks
3000	LCFF - Supplemental 4000-4999: Books And Supplies leveled classroom libraries, supplemental material for intervention
13,000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries General paraeducator
12000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Library Tech
2500	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Substitutes for grade level and cross grade level collaboration, data talks and assessments
5000	LCFF - Supplemental 4000-4999: Books And Supplies Technology, library bools and Online Programs
2000	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures Printshop
4000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hours for afterschool intervention, activities and clubs

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The English Learner Specialist provided LLI small group intervention to First grade English Learners and all Newcomers.
Teachers provided small group instruction during the day for students below grade level standards
ILT provided Arts Integration professional development throughout the school year which enhanced the ELA strategies implemented regularly by classroom teachers.
The Partner teacher coached teachers by providing demonstration lessons, leveling classroom libraries, and supported teachers with assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major budget expenditure this year was to hire a paraeducator to provide reading intervention to students in 4th through 6th grade. Unfortunately, we have been unable to find a candidate for this position. SSC approved increasing the hours per day to 6 so that it is comparable to other paraeducator positions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The .50 FTE Partner Teacher focused on collaborating with the ILT on the Integrated Arts professional development and will in turn focus on coaching teachers on integrated small group intervention. The EL Specialist will continue to be at Ruus in a 1.0FTE capacity.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematic instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All student groups will increase performance on CAASPP Math by 5% overall score.

Identified Need

Over 50% of students in third through 6th grade are scoring at Standard Not Met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Grades 3-6	15.24% Standard Met or Exceeded	20.24% Standard Met or Exceeded

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will receive support in Mathematics as it has been chosen as a focus for the year. .

Strategy/Activity

Students will participate in math intervention groups before or afterschool. Students will have access to curriculum, tools, technology and manipulatives to be able to access grade level standards in Math.

Ruus School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. Teachers need Professional Development throughout the year on using strategies to make math problem solving and concepts comprehensible and attainable to students. Training will include strategies for scaffolding, differentiated instruction, frontloading on math concepts and problem solving. Teachers will create focus groups based on data from CAASPP and

other local assessments. Teachers will be able to provide afterschool intervention to groups of students. Teachers will be able to purchase supplemental curriculum, math cards, manipulatives, etc., to help students understand math. Teachers will be offered Math training with district Math coach throughout the year.

A 6 hours/day general paraeducator will be hired to provide intervention to 4th-6th graders in the areas of basic math concepts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries After school intervention, extended collaboration time, Professional development
1000	LCFF - Supplemental 4000-4999: Books And Supplies Math Manipulatives, material and supplies
13000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries General Paraeducator
1000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures print shop
1693	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hours for intervention, activities and clubs

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Over 56% of our 3rd-6th grade students scored overall in math at the Standard Not Met level. Furthermore, 56% did not meet the standard in Concepts and Procedures, over 53% di not meet

the standard in Problem Solving and Modeling/Data Analysis and more than 42% scored Standard Not Met in communicating reasoning.

Students will have better tools and strategies to improve their skills in understanding math concepts and word problems.
Teachers will provide small group instruction during the day for students below grade level standards in Math.
We will continue to use other components of the math adoption.
HUSD will continue to purchased the license for IXL to be used to provide baseline data and monitor progress. This may be available to students throughout the on weekends, holidays, breaks and the summer .

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Grade level collaboration will be used to discuss data, create a plan to support students attaining new skills and strategies to solving math problems. Teachers continued to offer IXL as a tool to practice math standards both in class and home. This was also used to monitor students' progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes made to this goal included hiring a general paraeducator to support with intervention during and after school hours. This year's focus on math will increase professional development for teachers, increase time for grade level collaboration. Therefore, providing teachers with a variety of tools to teach math and make it more comprehensible to students. Small group intervention will be provided by teachers and paraeducator. This support will help increase reading skills so students can understand math concepts and solve word problems.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5%

Identified Need

Fourteen percent of ELs decreased one level on the ELPI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC: Students making Progress towards English Proficiency	45.3% of students making progress	50.3% of students making progress

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners that decreased one level in the ELPI will receive targeted ELD instruction.

Strategy/Activity

- Ruus School will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

- EL Academy may be offered to students on the cusp and those who decreased by one level or more in the ELPI.
- Reclassification Ceremony for all ELs reclassifying to Fluent English Proficient.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Extra hours for EL Academy
500	LCFF - Supplemental 4000-4999: Books And Supplies materials, supplies and certificates for ELs
300	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reclassification Ceremony, Speaker, Awards and Food

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The EL Specialist, who has been fulltime for a second year, provided LLI instruction to many more small groups of ELs and newcomers. This had a positive impact as more first grade ELs who needed the intervention were served. Also, teachers provided integrated ELD lessons during the day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences or expenses on ELD instruction or professional development as all material is already on site. All new teachers attended the 5 day Systematic ELD training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The EL Specialist will continue to be at Ruus 1.0 FTE. She will continue to support ELs, newcomers and teachers for this upcoming 23-24 school year. She will be available to teachers to

support data talks at grade level collaborations and provide PD on scaffolding and frontloading language. Last year we had over 45% of students increase a level on the ELPI.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities integrated into the daily routines regularly or as an afterschool activity per trimester using a variety of discourse techniques.

Identified Need

Students are eager to show their skills in more ways than academically in Math and ELA. We had more students that wanted to join the Art Club, Anime Club and Step Dance Classes after school than what we could accommodate. (Increase students accessing VAPA activities.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in afterschool VAPA activities. Attendance roster for each activity.	We currently have at least 3 VAPA activities in the 2022-23 school year and are looking to expand.	Offer more VAPA activities and have a greater number of students participating.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students wanting to join an after school VAPA activity.

Strategy/Activity

Ruus School will promote arts integration during the instructional day. Our teachers will participate in professional development on arts integration. Ruus will also offer a variety of afterschool VAPA activities. We will also have performances at the various family events and students' art work and products will be showcased.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies for Arts Integration and afterschool activities & clubs.
6000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After school activities and Clubs
1000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Showcase and evening events for VAPA

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal is new for 2023-24.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money will be allocated for a variety of VAPA activities for 2023-24 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goal for 2023-24.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a regular basis, either through standalone SEL curriculum or culture/climate initiatives. All student groups will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements. PBIS will support schoolwide efforts to promote Safety, Respect and Responsibility.

Identified Need

CHKS survey (only 5th grade students) results indicate that 71% of fifth grade students feel connected to the school while 68% feel like they have a caring relationship with a trusted adult. 71% feel tat our school provides Social Emotional Learning supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	Some students reported not having an adult on campus they can turn to for support. Other students reported children are being unkind at recess and in class.	Next year's survey will show 10% more students feeling they have a trusted adult at school and feel connected.
School Wide Information System	students have higher rates of misbehavior at recess and upon returning to class after a break.	Less students displaying disruptive behavior at recess and in class.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

PBIS will continue to promote being Safe, Respectful and Responsible. Assemblies will be offered for antibullying, safety and SEL. Speakers will be invited to come to assemblies or classrooms.

Strategy/Activity

Ruus School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. PBIS Assemblies will continue to take place at the beginning of the school year and monthly for student of the month in each class.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Speakers for assemblies and classrooms
1000	LCFF - Supplemental 4000-4999: Books And Supplies Certificates and awards for various student assemblies and ceremonies.
1084	Title I: Schoolwide Program 4000-4999: Books And Supplies SEL

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are motivated and inspired when they are recognized and rewarded. We host trimester awards for perfect attendance. We have monthly student of the month morning assemblies. Students clap for and encourage each other.
Increased opportunities for our parents to participate in a wide range of school events that encompass the academics as well as celebratory events will improve the overall school culture and climate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding is needed mostly for materials and supplies to create monthly, trimester and yearly perfect attendance certificates. As well as purchase school logo pencils for the monthly acknowledgements. This year we will focus on celebrating the parents of students with perfect attendance. We also incorporated monthly student of the month assemblies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Family Engagement, Outreach and Equity Specialist will continue to be a 1.0 FTE and will be more available to support with parent communication. The Attendance Clerk will work closely together with the FEOES and administrator to increase student attendance at Ruus. We will have a Community Schools Specialist that will work closely with our school staff to increase parent participation to collaborate with us on how to improve our school climate to where all students feel connected and supported.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Ruus School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by at least 3 parents more per event as the year progresses.

Identified Need

This year we brought back a few events in person but limited participation. For school year 23-24 all events and activities at the parent center will be available. Families will feel more connected to the school if they are offered events to attend. The AASAI committee was formed late in 22-23 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Center Sign in rosters & Special Events Sign in Rosters.	This year we did not have in person workshops. However, next year we should return to ongoing workshops at the parent center and evening events for families.	A baseline will be developed this year when parents/guardians/caregivers attend the ongoing workshops. We expect more families to attend the trimester celebratory events and yearly events such as Concerts, Back to School and Open House events, ELAC Info Night, AASAI events and other schoolwide family events..

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Ongoing parent/guardian workshops, zumba or like physical activity, celebratory events like Perfect Attendance Award Night hosted at end of each trimester, African American Student Recognition Ceremony, Reclassification Ceremony,

Strategy/Activity

Ruus School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion as well celebratory events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Center workshops
1000	LCFF - Supplemental 4000-4999: Books And Supplies Food for parent/guardian meetings
4000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Extra hours for FEOES, Community schools Specialist and Childcare

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Increased opportunities for our parents to participate in a wide range of school events that encompass the academics as well as celebratory events will improve the overall school culture and climate. Family activities and events will encourage parents/guardians to take leadership roles in committees. Parent committees will encourage parents to take leadership roles.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were fewer parent workshops than expected due to the continued Covid-19 protocols. We did not host regular parent workshops, but hosted evening events for families such as Back to school night, Winter concert, Black History Month Celebration, Spring Concert and Open House.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2023-2024 school year more money will be set aside for parent engagement events to increase the amount of events that are offered including ongoing workshops for families. Trimester celebratory assemblies will be held in the evening for parents whose children have perfect attendance. Monthly AASAI meetings as well of an end of year African American Student Achievement Ceremony. As well as other celebratory events for students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Ruus School will decrease chronic absenteeism by 5% and increase the overall attendance average by 1% in the 23-24 school year.

Identified Need

Families kept students home for longer periods of time due to the ongoing Covid-19 protocols. Kinder students had greater number of absences however, overall we had many more students in all grade levels absent than in prior years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Infinite Campus reports: Attendance and Truancy data from School Innovations and Achievement (SIA) reports	In previous years the average attendance percentage is around 96%. Typically upper grades have better attendance and the kinder students have greater absenteeism. However, these passed two years absenteeism has increased in all grade levels.	All grade levels will increase by 1% in monthly attendance as reported on Infinite Campus and SIA reports

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Transitional Kinder through sixth grade will improve attendance.

Strategy/Activity

Ruus staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Attendance Clerk will give teachers monthly attendance reports. Truancy meetings will be held regularly to provide families with needed support to improve attendance. Students with chronic absenteeism will be referred to COST.
Attendance Clerk will acknowledge students for monthly perfect attendance. Trimester celebrations will be held for students and families for perfect attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF - Supplemental 4000-4999: Books And Supplies Certificates, supplies and material
1500	Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures Food and material for 3 trimester celebrations

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are motivated and inspired when they are rewarded. That is why we acknowledge our perfect attendance students monthly. Students encourage each other.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money is needed mostly for materials and supplies to create monthly, trimester and yearly perfect attendance certificates. As well as purchase school logo pencils and other rewards for the monthly acknowledgements. This year we will focus on celebrating the parents of students with perfect attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Family Engagement, Outreach and Equity Specialist will continue to be a 1.0 FTE and will be more available to support with parent communication, meetings and events. The Attendance Clerk will work closely together with the FEOES and Administrator I to increase attendance at Ruus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$96,177.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$36,093.00
Title I: Schoolwide Program	$60,084.00

Subtotal of state or local funds included for this school: $96,177.00

Total of federal, state, and/or local funds for this school: $96,177.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	36,093.00	36,093.00
Title I	60,084.00	60,084.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	36,093.00
Title I: Schoolwide Program	60,084.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,500.00
2000-2999: Classified Personnel Salaries	47,693.00
4000-4999: Books And Supplies	15,184.00
5000-5999: Services And Other Operating Expenditures	11,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,693.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,100.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,300.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	15,500.00

2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	42,000.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	1,084.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,500.00
Goal 2	20,693.00
Goal 3	3,800.00
Goal 4	9,000.00
Goal 5	5,084.00
Goal 6	8,000.00
Goal 7	2,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Soledad Padilla	Principal
Medenha Mojaddidy	Classroom Teacher
Amanda Garcia	Classroom Teacher
Ruben Au	Classroom Teacher
Hunter Hodges	Other School Staff
Vanessa Lopez Zamarripa	Parent or Community Member
Elizabeth Garcia	Parent or Community Member
Virginia Ibal Rincon	Parent or Community Member
Maria Mendoza	Parent or Community Member
Crystal Rankins	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/19/2023.

Attested:

	Principal, Soledad Padilla on 04/19/2023
	SSC Chairperson, Medenha Mojaddidy on 04/19/2023

Title I School-Level Parent and Family Engagement Policy

Ruus Elementary School

School year 2023-2024

With approval from the local governing board, Ruus Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Ruus Elementary School, the following practices have been established:

a) Each year, Ruus presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.

c) Ruus has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Ruus Student Handbook.

d) The school provides parents of participating children with the following:

   1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.

   2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student

progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how to best monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a bilingual Family Engagement Specialist housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level

through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 60%+ of our Ruus population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents.

Accessibility

Ruus Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

Ruus School
Student/Parent/Family/Teacher
School Compact

Name _____ **Room #** _____

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school and class rules, which includes the use of cell phones
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and video use and instead study or read every day after school
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

_____ Date_____

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes his/her homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the Ruus Code of Conduct and cell phone/technology use
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's TV viewing and video use
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)

- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families (no bullying)
- Read school newsletter and other communication via Class Dojo and other means

Parent's Signature

_____ Date_____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21st century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date_____