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	March 23, 2022	May 25th, 2022

School Mission and Vision Statements

Mission Statement
We will enable all students to reach their highest potential academically, socially and emotionally. Faculty, staff, parents, and students will work together to create a positive learning community based on mutual respect and personal responsibility. Through our professional development and grade level collaboration, we will target our instruction on specific educational and learning goals that will support students' academic and social emotional needs. Through the positive experiences, academic knowledge and skills as well as positive attitudes and abilities that our students will gain at Ruus Elementary they will be able to meet the 21st century demands and be productive members of the community.

Vision Statement
Ruus Elementary students will make a positive contribution to the world. They will be prepared for college and/or a career to meet the demands and expectations or our society. They will become responsible and respectful adults.

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)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to promote a holistic, culturally responsive approach to developing each child socially and academically. With the support from the district and community partners, our goal is to help students expand their horizons by providing them with instruction using high level academic standards so they can be successful in the 21st century and be participants in a safe, nurturing, relationship-centered environment. Engaging the community as a whole; educators, families and students will be informed through annual statewide and local assessments that can measure growth. With a focus on mental health and emotional well-being of the student, an effective positive change will be expected.

The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity.

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.

All students will reach their highest potential academically and social-emotionally. Faculty, staff, parents, and students will work together to create a positive learning community based on mutual respect and responsibility. Through our grade level collaboration, our instruction will target specific educational goals and state standards to be met by grade level. By making data accessible, and through the analysis of data, teachers will be informed of specific areas of need where students are not making progress. With the collaboration of different services, teams, parental involvement, and pupil achievement will go hand-in-hand, as we address the needs of our disadvantaged and high-needs students who will also receive services that can support family hardship and/or trauma as they develop positive social skills while we prepare all the students for success.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Ruus' principal met with staff and various parent groups monthly. Each meeting had a different focus. In meetings like Chat with the principal and the English Learner Advisory Committee (ELAC) we presented areas of our plan for parent input. Committees like Site Based Decisions Making (SBDM) and the Instructional Leadership Team (ILT) made decisions about professional development based on data analysis of the various assessment tools used like CAASPP, district benchmarks, Fountas & Pinnell and Leveled Literacy Intervention (LLI). The School Site Council (SSC) reviewed survey results and student data and made budgetary decisions that would support meeting the goals set on our SPSA and closing the achievement gap. Our monthly staff meetings were partly used for ongoing updates regarding assessment, surveys for the purpose of gathering suggestions to improve academically and services offered on site, grade level collaboration and other committees reports..

The district conducts a yearly survey for all fifth graders called the California Healthy Kids Survey (CHKS) to assess their perception on efficacy, safety and support services. Surveys go out to parents to get their input on support services, safety, home-school communication and student academic progress. ELAC conducts a survey about programs, reclassification, home-school communication to all the parents of our English Learners. The Youth Engagement Program also surveys participating parents around the efficacy of homework support, safety as well as the varied arts and sports programs offered.

The district provides each school principal with the specific site results as well as district-wide results. Principals share this information with the various educational partners and begin to get input for changes needed. This process is followed every year in order to have up to date data especially when having to edit and prepare the school site plans for the following year. This year many different surveys were offered to parents for input. Parent workshops were offered virtually on topics such as Parental control on social media and Cyberbullying.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal visited classrooms at least once a month. Observations were conducted at different times to capture ELA and Math as well as in the various prep classes.   Contractually, some teachers are to be formally observed twice a year.   The main focus for the observations was on student engagement and what strategies teachers were using to ensure students were all active participants after a year and a half of virtual learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Fountas and Pinnell(F&P), BPST and district benchmarks are used to monitor school and student progress and make modifications to the instructional practice.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

F&P is used to asses students' independent reading levels so that they are able to be placed correctly on IXL. Also used to set up instructional levels for small group guided reading instruction and Leveled Literacy Intervention (LLI).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Per Human Resources all our teachers are appropriately credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We organized professional development for teachers around relationship building and social emotional learning. We have had a full day, a half day and 3 of the minimum days of PD on how to build relationships with students and incorporate activities to build self esteem, respect for self and others, being sensitive towards others and respecting individuality. This was an unprecedented year where we had to focus on students reintegrating into the classroom and relearning to share our space and respecting others.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All the professional development throughout the year is planned with the SPSA goals in mind in order to prepare our teachers to more effectively teach the common core standards, assess student performance and use data to inform and adjust instruction to better meet the needs of the students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

HUSD employs Teachers on Special Assignment (TOSA) who serve as coaches and lead professional development training throughout the district. These TOSAs are considered experts in their field of study (i.e - Math, ELA, Art, etc.). These teacher leaders are available to school sites to support teachers, grade levels, departments and lead workshops at individual sites and district-wide. At Ruus, we have a half time coach for English Language Arts who supports staff with all professional development. The instructional coach helps lead the Instructional Leadership Team on planning all the PD for full and minimum days. The coach also supports with creating surveys for teachers to better meet their needs in the classroom.   School Site Council voted to use state and federal money to hire two part time paraeducators to support fourth through sixth grade students reading below grade level in an effort to increase the number of students scoring approaching and meeting standards on CAASPP.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Ruus follows contract language on Collaboration which calls for teachers to collaborate by grade level once per week. Teachers collaborate with other colleagues during minimum day PDs and other days.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Current materials have been adopted by the HUSD board. The most recent adoption was for Mathematics which is Common Core aligned. This year teacher swill select a focus group of students that will include students at varied academic levels and social-emotional and behavioral needs. They will collect data on students in the focus group and will design lessons to support theses students which will in turn support all students in class. Also, all teachers are increasing the use of technology for academic purposes and to enhance learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

HUSD requires a minimum of 150 minutes of English Language Arts instruction and 90 minutes of Math instruction daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers adhere to the district pacing guides following common crore standards. They also assess student's reading levels to place students in small groups for intervention during the day. Teachers have flexibility of scheduling the subjects to meet their students' needs as long as the mandated number of minutes are met daily according to. Kinder through third grade have a staggered schedule to allow for small group instruction both in the morning and in the afternoon.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All HUSD schools are held to the standards of the Williams Act which mandates that each student be provided with the appropriate district-adopted, state approved textbook for ELA, Math, Science and History/Social Science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

HUSD and Ruus Elementary School comply with state and federal regulations regarding the use of SBE-adopted and standards-aligned instructional materials. All curriculum and material used for small group intervention has been district approved and teachers receive specific professional development.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use the state and district adopted curriculum aligned with the common core standards which also provides supports for students at various levels. Teachers provide lessons that encompass the varying Depth of Knowledge Levels to ensure students have many opportunities to attain and retain the standards.

Evidence-based educational practices to raise student achievement

Ruus follows the Systems of Strategic Actions Balanced Literacy Approach to teaching English Language Arts. Our teachers use Fountas and Pinnell and Leveled Literacy Curriculum for small group reading instruction and intervention.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

HUSD provides all schools with a part time Family Engagement and Outreach Specialist to support the effort of home-school connection and communication. Ruus SSC voted to increase the FES's hours by .5FTE to allow for greater support in increasing parent engagement in school activities. One goal for 22-23 is to form the African American Student Achievement Initiative (AASAI) parent committee again to support our African American student population close the achievement gap. We will also have a full time English Learner Specialist to provide further support and intervention to our underperforming ELs and offer parent meetings and workshops to support all ELs and students recently reclassified to fluent English proficient.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ruus has school committees, such as School Site Council (SSC), School Based Decision Making (SBDM), Instructional Leadership Team(ILT), and the English Language Advisory Committee(ELAC) that includes teachers, parents, community members, and other school staff, who participate in the planning, implementation, and evaluation of the school's programs and site plans.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

HUSD and Ruus Elementary School receive state and federal funds designated to support under-performing students. At Ruus these funds are used to purchase intervention curriculum such as Fountas and Pinnell and Leveled Literacy Intervention. Teachers are also offered extra pay for before and after school intervention. Also, for school year 2022/2023 we will hire 2 part time para-educators to support intervention in reading fluency in grades fourth through sixth grades.

Fiscal support (EPC)

Title 1 and LCFF funds

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The stakeholders 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), Coffee with the Principal, 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, SSC has approved the hiring of 2 part-time para-educators that can provide reading intervention in grades fourth through sixth. Other grade levels may be included depending on the need demonstrated by data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	78	75	65
Grade 1	78	49	46
Grade 2	70	78	53
Grade3	64	66	77
Grade 4	68	70	61
Grade 5	65	71	64
Grade 6	63	72	64
Total Enrollment	486	481	430

Conclusions based on this data:

1. Enrollment has decreased in the last two years. We have 56 students less than we did in 2018/19 school year. The decrease in enrollment continued into the 2020-2021 school year.

2. The percentage of Latinx students has increased even with lack of Bilingual Alternative Programs offered at Ruus.

3. Each year there is a significant decrease of kinder students returning for first grade from one year to the next.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	193	205	182	39.7%	42.6%	42.3%
Fluent English Proficient (FEP)	112	94	65	23.0%	19.5%	15.1%
Reclassified Fluent English Proficient (RFEP)	27	11	2	11.3%	5.7%	1.0%

Conclusions based on this data:

1. The number of Fluent English Proficient students has decreased the most.

2. The reclassification percentage of ELs to Fluent English Proficient is lower than previous years.

3. This is the most recent data due to the pandemic and school closure.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	65	71	66	64	0	66	64	0	95.7	98.5	0.0
Grade 4	67	68	53	65	68	0	65	68	0	97	100	0.0
Grade 5	71	62	60	71	61	0	71	61	0	100	98.4	0.0
Grade 6	73	63	62	71	60	0	71	60	0	97.3	95.2	0.0
All Grades	280	258	246	273	253	0	273	253	0	97.5	98.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2366.	2369.		6.06	7.81		15.15	12.50		30.30	31.25		48.48	48.44	
Grade 4	2404.	2413.		6.15	8.82		15.38	10.29		23.08	32.35		55.38	48.53	
Grade 5	2467.	2459.		8.45	6.56		30.99	27.87		19.72	24.59		40.85	40.98	
Grade 6	2487.	2527.		8.45	10.00		22.54	36.67		38.03	40.00		30.99	13.33	
All Grades	N/A	N/A	N/A	7.33	8.30		21.25	21.34		27.84	32.02		43.59	38.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.58	13.11		45.45	40.98		46.97	45.90	
Grade 4	10.94	6.06		46.88	48.48		42.19	45.45	
Grade 5	14.08	13.11		45.07	49.18		40.85	37.70	
Grade 6	7.14	13.33		50.00	61.67		42.86	25.00	
All Grades	9.96	11.29		46.86	50.00		43.17	38.71	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	6.06	8.33		36.36	45.00		57.58	46.67	
Grade 4	4.69	6.06		42.19	56.06		53.13	37.88	
Grade 5	18.31	8.33		52.11	55.00		29.58	36.67	
Grade 6	17.14	18.33		50.00	71.67		32.86	10.00	
All Grades	11.81	10.16		45.39	56.91		42.80	32.93	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	7.58	4.84		60.61	67.74		31.82	27.42	
Grade 4	1.56	5.97		73.44	67.16		25.00	26.87	
Grade 5	9.86	6.56		49.30	63.93		40.85	29.51	
Grade 6	5.71	8.33		61.43	71.67		32.86	20.00	
All Grades	6.27	6.40		60.89	67.60		32.84	26.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	12.12	6.56		42.42	42.62		45.45	50.82	
Grade 4	12.50	12.12		40.63	48.48		46.88	39.39	
Grade 5	12.68	13.11		50.70	52.46		36.62	34.43	
Grade 6	28.57	23.33		48.57	58.33		22.86	18.33	
All Grades	16.61	13.71		45.76	50.40		37.64	35.89	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Percentage of students who did not meet the standard has steadily declined over the last three years.

2. The claims of Reading and Research continue to be the areas that have the highest percentage of students that are below standard.

3. There is no data for the 2020-2021 school year due to Covid-19 and schools being on Distance Learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	65	71	67	65	0	66	64	0	97.1	100	0.0
Grade 4	67	68	53	65	66	0	65	66	0	97	97.1	0.0
Grade 5	71	61	60	71	61	0	71	61	0	100	100	0.0
Grade 6	73	63	62	71	58	0	71	58	0	97.3	92.1	0.0
All Grades	280	257	246	274	250	0	273	249	0	97.9	97.3	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2378.	2369.		3.03	6.25		18.18	7.81		27.27	25.00		51.52	60.94	
Grade 4	2421.	2439.		3.08	4.55		9.23	21.21		53.85	40.91		33.85	33.33	
Grade 5	2483.	2455.		11.27	4.92		28.17	14.75		21.13	31.15		39.44	49.18	
Grade 6	2490.	2557.		9.86	25.86		21.13	24.14		29.58	34.48		39.44	15.52	
All Grades	N/A	N/A	N/A	6.96	10.04		19.41	16.87		32.60	32.93		41.03	40.16	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.06	9.38		40.91	21.88		53.03	68.75	
Grade 4	7.69	16.67		23.08	34.85		69.23	48.48	
Grade 5	22.54	11.48		35.21	29.51		42.25	59.02	
Grade 6	18.57	46.55		34.29	27.59		47.14	25.86	
All Grades	13.97	20.48		33.46	28.51		52.57	51.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	9.09	10.94		37.88	32.81		53.03	56.25	
Grade 4	6.15	7.58		40.00	53.03		53.85	39.39	
Grade 5	12.68	3.28		46.48	44.26		40.85	52.46	
Grade 6	11.27	22.41		50.70	55.17		38.03	22.41	
All Grades	9.89	10.84		43.96	46.18		46.15	42.97	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	4.55	7.94		53.03	34.92		42.42	57.14	
Grade 4	6.15	7.58		43.08	43.94		50.77	48.48	
Grade 5	9.86	4.92		56.34	49.18		33.80	45.90	
Grade 6	9.86	29.31		49.30	51.72		40.85	18.97	
All Grades	7.69	12.10		50.55	44.76		41.76	43.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There have been slight declines in percentages of students who have met standards overall, most likely due to a new math curriculum recently adopted.

2. There has been a steady decline in the percentage of students below standard in all areas.

3. There is no 19-20 and 20-21 data due to Covid-19 and schools being on Distance Learning.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1394.0	1381.7	1449.0	1406.9	1395.1	1481.7	1363.6	1350.3	1372.3	52	40	24
1	1461.6	1421.6	1484.8	1479.9	1430.8	1500.3	1442.8	1412.2	1468.6	32	45	21
2	1439.4	1478.7	1476.2	1450.9	1497.3	1493.7	1427.7	1459.7	1458.4	35	23	23
3	1488.5	1471.0	1452.7	1497.5	1467.7	1454.2	1478.8	1474.0	1450.7	26	29	42
4	1460.7	1479.0	1473.7	1472.3	1490.9	1459.3	1448.6	1466.7	1487.5	27	24	16
5	1521.6	1484.4	1511.9	1531.1	1498.3	1518.7	1511.5	1470.1	1504.8	18	26	28
6	1467.9	1494.9	1520.3	1474.0	1487.0	1524.3	1461.5	1502.4	1515.5	35	14	21
All Grades										225	201	175

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00	34.78	34.62	30.00	34.78	23.08	30.00	17.39	23.08	30.00	13.04	52	40	23
1	34.38	11.11	23.81	40.63	20.00	57.14	*	37.78	14.29	*	31.11	4.76	32	45	21
2	*	4.35	14.29	45.71	47.83	28.57	*	43.48	47.62	*	4.35	9.52	35	23	21
3	*	3.45	14.63	*	37.93	19.51	61.54	44.83	36.59	*	13.79	29.27	26	29	41
4	*	4.17	0.00	40.74	50.00	33.33	*	33.33	53.33	*	12.50	13.33	27	24	15
5	*	19.23	21.43	61.11	46.15	28.57		19.23	39.29	*	15.38	10.71	18	26	28
6	*	21.43	14.29	*	35.71	52.38	*	28.57	14.29	*	14.29	19.05	35	14	21
All Grades	20.44	9.95	18.24	37.78	35.82	34.12	25.33	34.33	31.76	16.44	19.90	15.88	225	201	170

Overall Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.54	15.00	47.83	28.85	35.00	30.43	*	22.50	8.70	25.00	27.50	13.04	52	40	23
1	68.75	24.44	66.67	*	24.44	19.05	*	31.11	14.29	*	20.00	0.00	32	45	21
2	51.43	34.78	38.10	*	60.87	38.10	*	4.35	14.29	*	0.00	9.52	35	23	21
3	*	10.34	24.39	50.00	55.17	41.46	*	20.69	9.76	*	13.79	24.39	26	29	41
4	40.74	29.17	6.67	40.74	58.33	73.33	*	0.00	6.67	*	12.50	13.33	27	24	15
5	77.78	53.85	28.57	*	30.77	64.29		0.00	0.00	*	15.38	7.14	18	26	28
6	45.71	35.71	52.38	*	42.86	23.81	*	7.14	4.76	*	14.29	19.05	35	14	21
All Grades	48.00	26.87	37.06	28.44	41.29	41.18	9.78	15.42	8.24	13.78	16.42	13.53	225	201	170

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	8.70	*	25.00	13.04	57.69	45.00	60.87	26.92	30.00	17.39	52	40	23
1	*	8.89	9.52	*	15.56	38.10	*	31.11	42.86	*	44.44	9.52	32	45	21
2	*	4.35	4.76	*	17.39	23.81	48.57	56.52	38.10	*	21.74	33.33	35	23	21
3		0.00	7.32	*	27.59	14.63	*	48.28	41.46	57.69	24.14	36.59	26	29	41
4		0.00	0.00	*	16.67	0.00	*	54.17	73.33	59.26	29.17	26.67	27	24	15
5	*	3.85	10.71	61.11	7.69	14.29	*	57.69	42.86	*	30.77	32.14	18	26	28
6	*	21.43	4.76	*	28.57	28.57	*	28.57	28.57	51.43	21.43	38.10	35	14	21
All Grades	8.89	4.48	7.06	17.78	19.40	18.82	37.33	45.27	45.29	36.00	30.85	28.82	225	201	170

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.08	10.00	39.13	28.85	65.00	56.52	23.08	25.00	4.35	52	40	23
1	71.88	28.89	57.14	*	48.89	42.86	*	22.22	0.00	32	45	21
2	37.14	17.39	25.00	42.86	73.91	70.00	*	8.70	5.00	35	23	20
3	*	10.34	14.63	50.00	48.28	53.66	*	41.38	31.71	26	29	41
4	*	20.83	21.43	74.07	66.67	64.29	*	12.50	14.29	27	24	14
5	*	11.54	10.71	*	73.08	78.57	*	15.38	10.71	18	26	28
6	*	0.00	23.81	40.00	71.43	61.90	37.14	28.57	14.29	35	14	21
All Grades	38.67	15.92	25.60	41.33	61.69	60.71	20.00	22.39	13.69	225	201	168

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.54	32.50	52.17	38.46	35.00	34.78	25.00	32.50	13.04	52	40	23
1	68.75	11.11	42.86	*	66.67	52.38	*	22.22	4.76	32	45	21
2	77.14	56.52	42.86	*	43.48	47.62	*	0.00	9.52	35	23	21
3	76.92	58.62	36.59	*	31.03	43.90	*	10.34	19.51	26	29	41
4	81.48	70.83	26.67	*	16.67	60.00	*	12.50	13.33	27	24	15
5	94.44	84.62	82.14		0.00	14.29	*	15.38	3.57	18	26	28
6	68.57	64.29	66.67	*	21.43	14.29	*	14.29	19.05	35	14	21
All Grades	67.11	47.76	50.59	18.67	34.83	37.06	14.22	17.41	12.35	225	201	170

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	71.15	62.50	82.61	21.15	37.50	17.39	52	40	23
1	*	17.78	28.57	43.75	37.78	57.14	*	44.44	14.29	32	45	21
2	*	4.35	4.76	42.86	65.22	66.67	48.57	30.43	28.57	35	23	21
3	*	0.00	9.76	*	55.17	34.15	65.38	44.83	56.10	26	29	41
4		0.00	0.00	*	54.17	66.67	66.67	45.83	33.33	27	24	15
5	*	7.69	14.29	66.67	61.54	42.86	*	30.77	42.86	18	26	28
6	*	14.29	9.52	*	42.86	38.10	74.29	42.86	52.38	35	14	21
All Grades	11.11	6.47	10.00	44.00	53.73	52.35	44.89	39.80	37.65	225	201	170

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	32.50	21.74	48.08	30.00	43.48	36.54	37.50	34.78	52	40	23
1	*	4.44	4.76	62.50	46.67	85.71	*	48.89	9.52	32	45	21
2	*	4.35	10.53	65.71	73.91	47.37	*	21.74	42.11	35	23	19
3	*	6.90	7.32	65.38	79.31	58.54	*	13.79	34.15	26	29	41
4	*	4.17	0.00	66.67	66.67	64.29	*	29.17	35.71	27	24	14
5	*	0.00	10.71	66.67	76.92	71.43	*	23.08	17.86	18	26	28
6	*	50.00	14.29	57.14	35.71	71.43	34.29	14.29	14.29	35	14	21
All Grades	11.56	12.94	10.18	60.00	56.72	62.87	28.44	30.35	26.95	225	201	167

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. More than 60% of our English Learners remain at levels 2 and 3 overall.

2. The highest percentage of students in beginning are in the reading and writing domains.

3. Data for 19/20 and 20/21 is limited due to Covid 19 and only being able to give the assessment virtually.

School and Student Performance Data
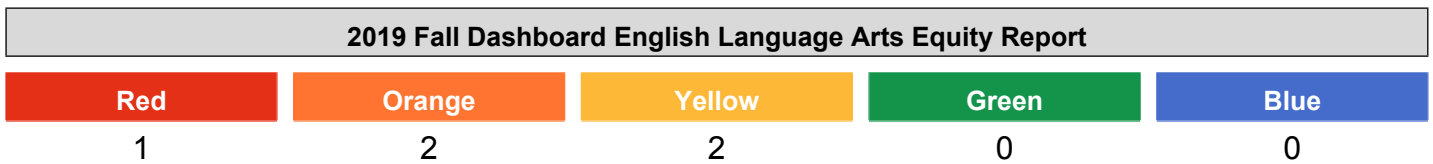
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
430	**66.3**	**42.3**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	182	42.3
Foster Youth	2	0.5
Homeless	16	3.7
Socioeconomically Disadvantaged	285	66.3
Students with Disabilities	49	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	5.3
American Indian or Alaska Native		
Asian	57	13.3
Filipino	38	8.8
Hispanic	264	61.4
Two or More Races	14	3.3
Native Hawaiian or Pacific Islander	22	5.1
White	12	2.8

Conclusions based on this data:

1. About 82 % of our student population are Latinx, Asian and Filipino, which may indicate there's a large majority with a primary language in the home other than English.

2. Our student population consists of 74% socioeconomically disadvantaged, 40 % are English Learners and 10% are Students with Disabilities.

3. Our enrollment continues to decline.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. Our students in third through sixth grade are scoring in the mid range for approaching standards on ELA and Math on academic tests.

2. Chronic absenteeism may be a result of our student population being over 74% socioeconomically disadvantaged. However, an attendance committee has been formed to support families.

3. There is no 19-20 and 20-21 data due to Covid-19.

School and Student Performance Data

Academic Performance
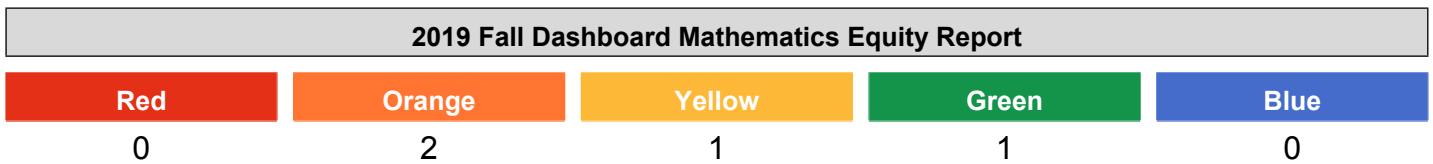## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
39.4 points below standard	56.3 points below standard	0 Students
Increased ++9 points	Maintained ++2.8 points	
248	135	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	52.9 points below standard	82.3 points below standard
	Increased ++10.1 points	Declined -9.4 points
5	182	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
53.6 points below standard	0 Students	12.9 points below standard	24.5 points above standard
Increased Significantly ++43.3 points		Maintained ++0.9 points	Increased Significantly ++18.6 points
15		34	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
53.4 points below standard	34.8 points below standard	23.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.7 points	Declined -7 points	14	4
148	14		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.2 points below standard	3 points above standard	34.3 points below standard
Maintained ++2.1 points	Increased ++4 points	Increased ++3.1 points
84	51	80

Conclusions based on this data:

1. English Learners maintain at below standards while Students with Disabilities continue to decline.

2. English Learners and English Only students are both scoring below grade level standards.

3. Reclassified English Learners score higher than English Learners and English Only students.   There is no data for the 19-20 and 20-21 school years due to Covid-19.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
44.2 points below standard	55.7 points below standard	
Increased ++9 points	Maintained ++2.6 points	
244	133	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	59.7 points below standard	101 points below standard
	Increased ++5 points	Declined Significantly -20.4 points
4	178	28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	No Performance Color
52.9 points below standard		2.8 points below standard	18.7 points above standard
Increased Significantly ++52.8 points		Increased ++13.2 points	Increased ++8.2 points
14		34	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
63 points below standard	35.2 points below standard	31.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2 points	Increased Significantly ++18 points	14	4
145	14		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.7 points below standard	7.5 points below standard	42.7 points below standard
Maintained ++2.1 points	Maintained ++2.9 points	Increased ++14.3 points
82	51	78

Conclusions based on this data:

1. Students with Disabilities perform over 100 points below standard, declining over 21 points from the year before.

2. Our African American student population increased 52.8 points. However, are at 52.9 points below standard.

3. There is no data for school years 19-20 and 20-21 due to Covid-19.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.3 making progress towards English language proficiency
Number of EL Students: 149
Performance Level: Low
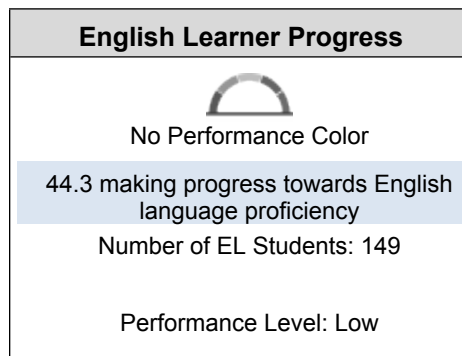
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
18.1	37.5	1.3	42.9

Conclusions based on this data:

1. Over 55% of ELs are not at an adequate English Level.

2. A a little over 40 percent of ELs progressed at least one proficiency level.

3. There is limited data in the past 2 years due to COVID 19 and administering assessments virtually.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	1	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
12.7	10.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Increased +0.5	0
510	221	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
63.2	15.2	24.6
Increased +10.5	Maintained +0.4	Increased +2.1
19	381	57

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	Blue
41.9	Less than 11 Students - Data Not Displayed for Privacy	4.5	0
Increased +16.1	0	Declined -1.1	Declined -5.8
31		67	47
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
13.4	13	12	16.7
Declined -0.9	Declined -5.1	Declined -4.7	Increased +3.6
305	23	25	12

Conclusions based on this data:

1. Our homeless population has the highest percentage of students with chronic absenteeism. Twelve out of the 19 students in this subgroup do not attend school regularly.

2. Students with Disabilities have a high absence rate. Fourteen out of 57 students have chronic absenteeism. This may be due to lack of participation during virtual learning as well as not being able to attend in person if medically fragile.

3. From our ethnic subgroups, our African American students have the highest percentage of absenteeism. During Distance Learning the way attendance was taken varied from class to class. Some of the major issues was technology and WiFi in students' homes.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

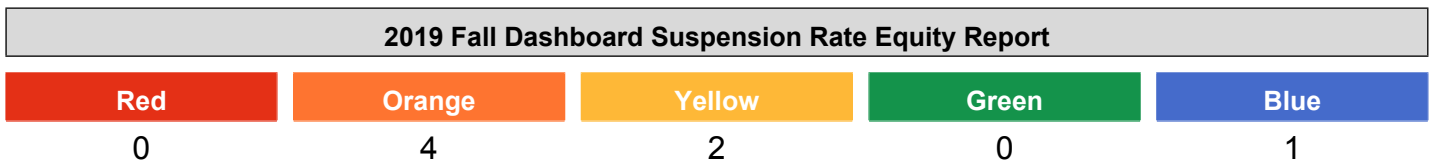## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
1.9	1.7	
Maintained +0.2	Increased +0.5	
528	233	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
4.8	2	3.3
Increased +4.8	Maintained -0.1	Increased +2.1
21	392	60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange		Orange	Blue
3.1		1.4	0
Increased +0.3		Increased +1.4	Maintained 0
32		73	48
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.5	0	0	0
Maintained +0.2	Maintained 0	Declined -4.2	Maintained 0
314	23	25	13

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	1.9

Conclusions based on this data:

1. Our homeless population has the highest suspension rate.

2. Students with Disabilities have a high suspension rate followed by the socioeconomically disadvantaged students.

3. From the subgroup population, African American subgroup has the highest percentage of suspension. During Distance Learning we had no suspensions. Teachers communicated with parents any behavior concerns.

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

English-Language Arts

LEA/LCAP Goal

21st Century Success in ELA

LCAP Goal: All Students will master common core State Standards as demonstrated on the ELA CAASPP

Goal 1

All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.
The activities and curriculum will be included for the purpose of Equity and Anti-biased/Anti-racism (AB/AR) and LGBTQ based academics.
Deeper Learning in Language Arts will be reflected in growth of 5 points toward standards in ELA, as measured on the CA Dashboard, by Spring 2023.
Our focus as a school will be on the claims in Reading and Writing. Our goal is to have the percentage of students below standards decrease by 5% at all grade levels in both the Reading and Writing Claims.

Identified Need

In order to ensure a 5% growth in both the Reading and Writing Claims, as a school site there are multiple areas of need. These areas of need fall into two categories: Materials and Supplies and Professional Development for our staff.

In the area of professional development, we will continue working on and providing PD around:
Guided Reading (Including Fountas and Pinnell Assessments, BPST for K-1)
Leveled Literacy Instruction (K-6th)
Scaffolding Strategies - SDAIE (Specifically Designed Academic Instruction in English)
Differentiation Instruction Strategies
Frontloading Strategies
Training on Reading and Writing Common Core Standards for all new teachers
Continue training teachers and providing online programs such as IXL and RazKids and other online tools used by teachers
K-2 material on phonemic awareness
Continue our Anti-Bias/Anti-Racism professional development throughout the year to provide teachers with tools and strategies that can be used to identify and dismantle bias and racist views and actions.
Teachers will identify and call out White Supremacy Tenets
Keep all marginalized and oppressed at the center of our work
Identify social emotional needs and provide professional development through Circle Up.

In the area of materials and collaboration time, we will need to provide the following:
Leveled Libraries for classrooms will include curriculum for the purpose of diversity, equity, LGBTQ and Anti-Bias/Anti-Racism (AB/AR) and social emotional learning.
Online platforms and tools

Ongoing analysis of the data (local and statewide)
Creating leveled groups and focus groups
Collaboration/release time to lesson plan, analyze data and PD as needed
Purchase supplemental curriculum to address Equity and Diversity, Anti-Bias/Anti-Racism and LGBTQ

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from CAASPP 2019	Based on the CAASPP data, only 21 % Ruus of students met the standard and 7% of students exceeded Standard.	Ruus students at the standards met will increase by 5% to increase the number of total students to 26% . Also, 12% of Ruus students will exceed the standard by June of 2023.
Fountas and Pinnell Benchmark Assessment System Kinder-6th grade	At Grade & exceeding Reading level - 24% of 1st-3rd and 1 sixth grade class Approaching Reading Level- 6.% Not at Reading level- 68.8%	By June 2023, we should have an increase of at least 15% of students at or exceeding reading level. We should also see a decrease of at least 20% in the not at reading level group.

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 including English learners, Socioeconomically Disadvantaged, Special Education and African-American and Hispanic students. A specific group of students not meeting grade-level standards will be identified and selected as a focus group by their teacher.

Strategy/Activity

Ruus staff will administer F& P Assessments every trimester, review baseline data, form leveled reading groups, create a schedule during ELA time to allow for small group instruction. Every trimester staff will implement assessments to identify growth and to continue to identity instructional reading level needs.

Leveled Literacy Intervention will be implemented for students who are below grade level in reading. We will increase the number of students who are served because Ruus has increased their .50 EL Specialist to 1.0. In addition, SSC has approved the funds to hire 2 .50 FTE para educators to support with reading fluency and intervention in grades 4th-6th under the guidance of a certificated staff member.

Teachers will receive staff development training and collaborate in the area of Common Core Reading and Writing. Staff development will be on-going and sustained. Teachers will use the Common Core Instructional Framework lesson design to plan ELA lessons collaboratively. They

will then determine which standards to focus on lesson planning based on student achievement results.

Create Focus groups of students who perform borderline on CAASPP, Interim Assessment Benchmarks (IAB) and/or F & P assessments.

All Kinder-Third grade classrooms will teach under a staggered schedule to allow for small group instruction and intervention.

Teachers and the Instructional Leadership Team will receive instructional coaching with support from a .5 FTE Partner English Language Arts Teacher. In addition, the Partner Teacher(s) will provide site coaching support through demonstration lessons, classroom visitations, collaborative analysis of student work data, and professional development. The Instructional Leadership Team (ILT) will meet monthly to discuss how to improve student achievement in ELA. Professional development provided by the ILT will enhance teacher practice and support grade-level collaboration by discussing important focus areas that will support effective instruction, depth of knowledge and culturally responsive teaching.

Supplemental and Hayward Promise Neighborhood (HPN) monies will be used to support the standards-based instructional program by providing supplemental materials and services, i.e. computer software usage (RazKids, Scholastic News and IXL), printing services at the district office, equipment, para-educator, and staff development to support teachers and the administrator, as well as attending conferences throughout the school year. In addition, provide Ready Common Core Books for ELA as well as provide supplemental tutoring before or after school throughout the year.

Student data will be collected, analyzed, charted and used in monthly grade-level collaboration meetings to inform and modify curriculum and instruction based on results. Analysis of strengths/challenges in instruction will be done. Goals will be established. Instructional strategies will be set and/or revised. Measurable results will be determined. Teachers will discuss the progress of their focus group and identify challenges. Further analysis of the entire group can be done to compare progress.

Paraeductaor will work with 4th through 6th grade students in small intervention groups to support progress in reading fluency, comprehension and writing.

Teachers will focus on creating rigor by incorporating depth of knowledge 3 and 4.

An English Learner Specialist will be provided by district to provide Leveled Literacy Intervention during the day for students in first grade and all new comers(students new to this country).

Create opportunities via Coordination Of Services Team (COST), Student Success Teams (SST) to provide support in academics and social-emotional development.

Provide ongoing Anti-Bias/ Anti-Racist Professional Development during minimum days.

Our Library will provide a variety of supplemental literature for teachers to check out on on equity, anti-bias/anti-racism, diversity, LGBTQ and social emotional learning.

Use other minimum days to provide professional development on social emotional learning through our Partners in Circle Up paid by HPN grant.

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)
2,000.00	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Consultation for Intervention/Acceleration Program
2,000.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Books for library & for teacher check out books
7,214.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Supplies, books and material and technology
2,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Print Shop Services
2,000.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Substitutes
6,000.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Family Engagement Specialist
12,000.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Extra Hours: Library Technician to service all classes
9,043.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Paraeductaor

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Enlgish Learner Specialist provided LLI small group intervention to First grade English Learners and Newcomers.
Teachers provided small group instruction druing the day for students below grade level standards
ILT provided Arts Integration professinal development throughtout 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 person to provide reading intervention to students in 3rd through 5th grade.

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 include second year of our EL Specialist at a 1.0 FTE therefore she was able to provide LLI to a greater number of English Learners and newcomers. The intention was to hire two .50 FTE Paraeducators to provide small group intervention however due to limited people available to hire for that position, a full time person was hired to provide reading and writing intervention to support the expected increase of 5% of our students increasing in ELA overall as identified by CAASPP. 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.

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

Mathematics

LEA/LCAP Goal

21st Century Success in Math:

All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

Goal 2

Mathematics -- All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.
Deeper Learning in Mathematics will be reflected in growth of 8 points toward standards in Math, as measured on the CA Dashboard, by Spring 2023.
Currently, 40% of our students do not meet standard and 32% nearly met standards. Ruus staff will work to decrease each by 10% and increase the number of students meeting the standard by at least 10%.

Identified Need

In order to ensure a 10% increase of students meeting the standard, Ruus staff will focus on Concepts and Procedures. We will need to use all components of the adopted curriculum and material, especially in our 3rd through 6th grade classrooms.

In the area of professional development, we will address the following:
Scaffolding Strategies - SDAIE (Specifically Designed Academic Instruction in English)
Differentiated Instruction Strategies
Frontloading Strategies
Training on the use of all the components of the adoption
Continue training teachers on online programs such as IXL to access all math standards.

In the area of materials and collaboration time, we will need to provide the following:
Online platforms (IXL)
Ongoing analysis of the data (Trimester benchmark assessments and IXL reports)
Setting up small groups for targeted instruction and focus groups
Collaboration, release time and extra hours to support lesson planning targeted instruction and standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from CAASPP 2019	Based on the CAASPP data, only 16 % of Ruus students met the standard and 10% of students exceeded the Standard.	By June 2023, Ruus students at the standards met level will increase by 10%. This will help increase the number of total students meeting standard to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		26% and those exceeding standard to 20%.

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 including English learners, Socioeconomically Disadvantaged, Students with disabilities, African-American and Latinx students. A specific group of students not meeting grade-level standards will be identified and selected as a focus group by their teacher.

Strategy/Activity

Ruus staff will administer the District Benchmark Assessments every trimester, review baseline data, form leveled small groups for intervention, create a schedule during Math time to allow for small group instruction. Every trimester staff will implement assessments to identify growth and to continue to identity additional needs.

Teachers will receive professional development during scheduled minimum days as well as collaborate during Wednesday grade level collaboration time on IXL Math and Benchmark results. Staff development will be on-going and sustained. Teachers will use the Common Core Instructional Framework lesson design to plan Math lessons collaboratively. They will then determine which standards to focus based on student achievement results.

Create Focus groups of students who perform borderline on CAASPP and review and include the IXL and benchmark assessments and reports.

All Kinder-Third grade classrooms will teach under a staggered schedule to allow for small group instruction and intervention.

Supplemental and Hayward Promise Neighborhood (HPN) monies will be used to support the standards-based instructional program by providing supplemental materials and services, i.e. computer software usage (IXL), printing services at the district office, equipment, para-educators, and staff development to support teachers and the administrator, as well as attending conferences throughout the school year. In addition, teachers will use the different components offered in the current Math adoption. Our staff will also provide supplemental tutoring before or after school throughout the year.

Student data will be collected, analyzed, charted and used in monthly grade-level collaboration meetings to inform and modify curriculum and instruction based on results. Analysis of strengths and challenges in instruction will be done. Goals will be established. Instructional strategies will be set and/or revised. Measurable results will be determined. Teachers will discuss the progress of their focus group and identify challenges. Further analysis of the entire group can be done to compare progress.

Paraeducator will work with groups of students in small intervention groups to support in attaining basic math skills.

Teachers will focus on creating a variety of opportunities for students to learn.

Create opportunities via Coordination Of Services Team (COST), Student Success Teams (SST), and Circle UP to provide support in academics and social-emotional development.

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)
3,000.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Materials and Supplies
7,000.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries general paraeducator
1,000.00	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Printing Services Print Shop

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teachers provided small group instruction during the day for students below grade level standards in Math.
We continue to use other components oft he math adoption.
Hayward Promise Neighborhood purchased the license for IXL to be used to provide baseline data and monitor progress. This may be available to students throughout the summer also.

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 was used to discuss data, create a plan to support students in closing the achievement gap, especially after a full year of virtual learning. 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 include an increase of our EL Specialist from .50 FTE to 1.0 FTE and will be able to provide LLI to a greater number of English Learners and newcomers so that they may access other curriculum like math and social studies in English. Small group intervention was provided during the day in reading comprehension to support students. This support will help increase reading skills so students can access math and other other subjects that are provided to them at grade level.

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

English Language Development

LEA/LCAP Goal

LEA Goal:
21st Century Success for English Learners
An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:
2 - Implementation of State Standards
All teachers will use the adopted curriculum and supplemental material to curriculum to address Equity and Diversity, Anti-Bias/Anti-Racism, LGBTQ and social emotional learning.

LCAP Goal:
All students master the Common Core State Standards as demonstrated on the Smarter Balanced Assessment

Goal 3

Our English Learners (ELs) will thrive by having access to Deeper Learning activities, where they will feel safe and welcomed as they continue to master English alongside their other content areas. ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the CA Dashboard. ELs making progress toward proficiency will increase by 5%, by Spring 2023.

Identified Need

ELPAC scores from Spring 2023: ELPAC has four language domains: listening, speaking, reading and writing. Our current 2020-2021 data shows 70% of our ELs are at levels 2 and 3 with only about 20% at level 1. The Written Language section has highest percentages at level 3. Both Reading and Writing Domains have the highest percentages by grade levels at the Somewhat/Moderately level followed by Beginning level. A very small percentage of students are at level 4, thus the small number of students reclassifying to fluent English proficient..

The EL Specialist will need to convene small groups within the newcomer population (newly arrived students who have been enrolled less than two years in the US) to provide Leveled Literacy Intervention in small groups.
Reclassified students are not making satisfactory progress as indicated through the monitoring process and thus will need to be a focus for EL Specialist to collaborate with teachers on ways to support this group of students through integrated instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The ELPAC scores from Spring 2020 and Spring 2021	Data shows that the highest percentage of students are at levels 3 and 2. Small	By May of 2023, the percentage of English learners advancing at least one

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	percentage are at level 4 and 20% are at level 1, which are mostly Kinder through 2nd graders.	proficiency level will increase by 10%, in order to move toward state defined growth expectations as measured by ELPAC.

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)

Increase the number of students moving up one proficinecy level as identified by ELPAC.

Strategy/Activity

- Use weekly collaboration meetings to analyze street level data from Systematic ELD classes to guide instruction and identify need for professional development.
- Kinder-4th grade teachers will teach to the ELD common core standards during designated 45 minute ELD block and instruct students at their language proficiency level.
- 5th-6th grade teachers will provide integrated ELD lessons throughout the day if unable to divide groups into levels due to low numbers of ELs in those grades.
- EL Specialist will provide PD on scaffolding strategies.
- 1.0 FTE EL Specialist will be on site to provide LLI to a greater number of students in 1st grade as well all newcomers in the upper grades.
- Supplemental and HPN monies will be used to support the standards based instructional program by providing supplemental materials and services, i.e. printing services at the district office, technology and equipment.
- All teachers will need to have received the 5-day System ELD Professional Development PD offered throughout the year.

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)
500.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Material and supplies, certificates
300.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Reclassification ceremony, awards and food

Annual Review

SPSA Year Reviewed: 2021-22

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 full time at Ruus this upcoming 22-23 school year to be able to provide LLI to more groups of first grade ELs and newcomers at other grade levels. She will also provide data talks at staff meetings as well as short PD on scaffolding. Two .50 FTE para-educators will be hired to work with students of whom can be students who have reclassified to Fluent English Proficient that are not making satisfactory progress as identified by CAASPP and benchmark assessments.

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

School Climate/Family Engagement

LEA/LCAP Goal

LEA Goal:
21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students.

State Priorities:
5 - Pupil Engagement

LCAP Goal:
Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 4

All of our students will feel safe and supported at school every day and will attend and engage in classes daily, as a result of our staff's ongoing work on AB/AR, diversity and equity as well as LGBTQ and social emotional learning and continued efforts to create a supportive and welcoming environment that honors and appreciates all students.
All staff will work towards providing a healthy, safe and inclusive social emotional learning environment for all students.
Parents will have ample opportunities to attend a variety of workshops that will include district policies around Anti-Bias/Anti-Racism, diversity and LGBTQ. Our FES will provide parents with multiple services to promote parent participation in school events and in their child's education.

Identified Need

According to our School Wide Information System (SWIS) data from the 2019-2020 school year, the most referrals were given in class between 10 a.m. and 11 a.m. which was right after recess. Tuesday and Thursdays had the highest numbers of referrals. November had the highest number of referrals which is a concern because it is a shorter month due to the week we have off. The referrals were mostly for physical aggression and defiance followed by disrespect.

In the 2019/2020 school year Infinite Campus Behavior Report shows 22 of the most severe behavior for which students received a referral for physical aggression and defiance. The suspension data is for the most severe cases of physical aggression like 2 for fighting, 1 for possession of a small self-made weapon and 2 for obscene gestures.

There is no data for the 2020-2021 school year as we were on Distance Learning.

In the 2021-2022 school year there was only one suspension for a knife brought to school and small number of referrals. However, around February 2022 students' behavior began to increase in aggression towards each other and classroom disruptions. We do not have a behaviorist this year to support teachers with strategies. However, our consultant from Center for Healthy Schools and Communities /Alameda County Health Care Services Agency was able to provide support to teachers as well as work with students in small groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The School Wide Information System (SWIS) and Infinite Campus reports	Data revealed that some of the students who have been referred to the office are repeat misbehaviors. Students are being sent to the main office on a referral for major infractions: classroom disruption, defiance and physical aggression towards others. In 2019-2020 the highest frequency of disruption and defiance is in the classroom. However, this 2021-2022 school year much of the physical aggression occurs in the playground.	Reduction of referrals given for physical aggression and defiance at or right after recess. Students will follow the PBIS rules at recess and in the classroom.

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)

Improving Student Behavior Outcomes through positive interactions, social emotional learning and Anti Bias/Anti Racist work

Strategy/Activity

- All staff members will receive staff development training in using the Positive Behavioral Interventions and Support System (i.e.: PBIS) at the beginning of the school year and ongoing.
- A PBIS Kickoff Assembly for all students to become familiar with the support system and school expectations will be held in August.
- Teachers will be expected to take their students around to the various locations and discuss appropriate behavior. This will be followed by classroom presentations, discussions and community circles. PBIS assemblies will be held when the need arises to review rules and procedures.
- All classrooms will be encouraged to have 'buddy' classes so that they can become used to students of different age groups. Buddy classes will also take part in monthly activities.
- School, classroom, and community environments will provide equitable learning spaces where every student can feel successful. Staff, students and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed; social skills and competency are modeled and practiced; interactions and anti bias/anti racist instruction are intentionally

planned and structured to develop a sense of community, self-determination, trust, and democracy.

- Circle Up is a program paid by HPN that will support social emotional learning in the classroom, promote positive interaction between students and staff and encourage community building.
- PBIS team 1 will work to ensure that all students display appropriate behavior and be held accountable for their behavior. Also, we will work to provide a safe and inclusive environment where students can feel safe, welcomed, and valued.
- PBIS team 2 will focus on identified students that need higher levels of intervention such as Check In/ Check Out (CICO) where a student will be paired with an adult that can support them in meeting daily goals to improve behavior. In some special instances a student who feels they need this type of support to feel safe on campus will be paired with an adult of their choice, if possible.
- Paw Points will be issued to students exhibiting the three principles of the PBIS program (Be Safe, Be Respectful, Be Responsible).
- Our student Paw Mart will be open every other week at recess for students to be able to exchange paw points for prizes.
- Students will receive incentives throughout the year for adhering to the PBIS rules.
- Recess equipment will be purchased so there are many more activities for students to participate in as we learned that students play tag or chase each other and tag too hard. This will give them more organized games they can play leading to less physical activity of chasing and tagging.
- An "Ally Week" will be held twice a year and teachers will incorporate lessons to engage in safe and inclusive practices throughout the school year.
- 'Students of the Month" will be recognized with certificates. These students are selected from the paw points entered in box outside of office.
- The STARS, 'Our Kids' counseling program and CSUEB counselors will be available for students who qualify for services for social emotional needs..
- Categorical monies will be used to provide support for a safe and inclusive learning environment. This includes culturally and linguistically responsive literature books, Teachers and administrator will receive staff development as well as be able to attend conferences and workshops on AB/AR, Diversity and Equity as well as LGBTQ. Discretionary monies and donations will be used to purchase prizes for the Paw Mart.
- The PBIS Teams will meet regularly to discuss how to implement and maintain a positive, safe and inclusive climate throughout the school community. Continuous dialog and activities will be created to reinforce the effective implementation of PBIS Tier 1 and the Check In/Check Out System through Tier 2 as well as discuss counseling services.
- Add support to Transitional Kinder (TK), Kindergarten and 1st grade classes the first 2 weeks of schools in the form of personnel to help students adjust to school.
- FES will host parent workshops and support services for parents of students a difficult time adjusting to school.
- Parent workshops will be provided to inform and educate our families of the work our staff has been doing around the school board policy on Anti Bias/Anti Racism, Diversity, LGBTQ and social emotional learning.

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)
500.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies books,material and supplies for parent center
1300.00	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra hours: Professional development/Classified staff
7,000.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries .5 FTE Family Engagement and Outreach Specialist
1000.00	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra hours for childcare parent meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Improving Parent Engagement

Strategy/Activity

- Pay for the other >5FTE of the Family Engagement, Outreach and Equity Specialist's (FEOES) to be 40 hours a week.
- Collaborate with EL Specialist to provide support with English Learner Advisory Committee (ELAC) meetings to increase participation.
- Participate in SSC to support with translation and participation of Spanish speaking parents.
- Support to reestablish the African American Student Achievement Initiative (AASAI) committee to increase the participation of our African American community as well as provide equitable opportunities for more parents to participate.
- Support the participation of parent leaders in ELAC and AASAI to represent Ruus Elementary School at the district level.
- Our FEOES will be available to support in the office with Spanish speaking parents since the office staff does not speak Spanish.
- The FEOES and our COST Specialist will be paid hourly to translate documents that are sent home, as needed.
- A Parent Center space is provided at the school where parents have access to various workshops, resources and supports. The Family Engagement Specialist works with district leaders, community agencies and other school resources to support the various challenges and needs faced by our community.
- The FEOES will support with the annual Title I parent meeting that must be held every year to inform the parents about the federal programs available in HUSD.
- The FEOES will support with various workshops that are offered to parents through ELAC, AASAI, SSC, PTA, Parent University and Parent Ambassador to help parents navigate the educational system.

- Fingerprinting costs will be covered by the school site so that parents may volunteer in school and/or classrooms and accompany classes on field trips.
- Principal's Coffee Chat will be held monthly to give parents the opportunity to speak informally to the site principal about any concerns they may have regarding the school.
- Various workshops will be provided throughout the school year to inform, educate and empower our parents to be strong advocates for their child's education.
- A Parent Teacher Association will meet throughout the year to support the planning and enhancement of family/parent involvement through activities, events and fundraisers.
- Ongoing communication to parents will be provided through newsletters, school website, class dojo and social media pages with the support of the site's Parent Ambassador. Parent Ambassador will support family engagement activities, participate in school community groups and promote school activities. Parent Ambassador will attend monthly meetings, workshops and conferences organized and coordinated by the district to increase knowledge and skills around community schools, increasing attendance, and parent engagement.

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)
22,000.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Family Engagement and Outreach Specialist .5 FTE
3,000	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra Hours: Library technician and Family events
1500.00	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Food Expense for Parent Meetings

Annual Review

SPSA Year Reviewed: 2021-22

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. 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 many activities and tasks that were included in the 19-20 plan that were not possible due to the lack of availability of the .50 FTE Family Engagement, Outreach and Equity Specialist. There were fewer parent workshops than expected and the AASAI committee was not formed. In the 20-21 and 21-22 school years we were not able to host community events or parent workshops due to the pandemic.

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 2022-2023 school year more money will be set aside for parent engagement events to increase the amount of events that are offered. Including paying for the other .50 FTE of the FEOES. Trimester celebratory assemblies will be held in the evening for parents whose children have perfect attendance every trimester. Monthly AASAI meetings will be held. 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

Attendance

LEA/LCAP Goal

LEA Goal:
21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:
5 - Pupil Engagement

LCAP Goal:
Increase average daily attendance by 1%

Goal 5

Ensuring Daily Attendance
All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.
Our school's Chronic Absenteeism rate will decrease by 5% as measured on the CA School Dashboard by Spring 2023.

Identified Need

Infinite Campus Reports indicate attendance is reflecting how many students are satisfactory and how many students are at risk. The percentage of students that have moderate to severe absences are the highest in Transitional Kinder (TK) followed by Kinder. The highest percentages demonstrating satisfactory attendance are grades 4th though 6th.

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 our average attendance percentage is around the 96th percent. Usually an upper grade classroom will have the highest attendance percentage and TK or Kinder will have the lowest percentage. Also, student attendance is better in the beginning of the year and then begins declining as the year progresses. However, this year due to various factors related to Covid-19 students in	All grade levels will increase at least 1% in monthly attendace as reported on IC and SIA reprots.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	all grade levels had higher absences than usual.	

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 Kindergarten through 6th grade.

Strategy/Activity

- Attendance Clerk will give teachers monthly class reports at staff meetings and discuss strategies encouraging students to attend.
- attendance and truancy data will also be discussed at COST and SST meetings, and periodically ELAC and SSC meetings.
- Attendance Clerk and administration will collect data and analyze it for trends, then goals will be established, attendance strategies will be revised, and measurable results will be determined.
- Truancy meetings are held with an administrator, as needed, throughout the year.
- Regular communication will be sent out to parents, students and teachers to stress the importance of daily attendance.
- Daily absence call outs go to all parents whose child is not in school.
- Truancy letters get sent out when a child reaches his/her third unexcused absence. When attendance is severe parents and students get referred to the School Attendance Review Board (SARB).
- Students with perfect attendance each trimester will be acknowledged through a perfect attendance awards assembly.
- Followed by an Attendance Celebration with the parents of those students in the evening.
- Students who have perfect attendance each month will receive a school mascot pencil.
- The classroom with the highest attendance percentage is announced school-wide and celebrated by receiving a popcorn party.
- Classroom monthly attendance will be displayed in the main school hallway indicating the percentage of students that attended school for each month.
- Students who have perfect attendance for the entire school year will receive a perfect attendance certificate and school souvenir.
- Monthly school newsletter will have updates on attendance including tips and resources for families.
- The Family Engagement, Outreach and Equity Specialist (FEOES) will support by providing parents with workshops and resources to help their children attend school regularly.
- FEOES will be available to make phone calls or home visits to families of students with chronic absences.
- COST specialist will work with counselors when student with chronic absenteeism is referred to COST

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)
600.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplies/Materials
1500.00	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures food and material for perfect attendance celebrations

Annual Review

SPSA Year Reviewed: 2021-22

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 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. 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	$92,457.00

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 ($)
Title I Part A: Basic Grants Low-Income and Neglected	$67,043.00

Subtotal of additional federal funds included for this school: $67,043.00

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 and Concentration Funds	$25,414.00

Subtotal of state or local funds included for this school: $25,414.00

Total of federal, state, and/or local funds for this school: $92,457.00

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 and Concentration Funds	25,414.00
Title I Part A: Basic Grants Low-Income and Neglected	67,043.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	68,343.00
4000-4999: Books And Supplies	14,114.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	5,300.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	14,114.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	2,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	63,043.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,257.00
Goal 2	11,000.00
Goal 3	800.00
Goal 4	36,300.00
Goal 5	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
Dianne Arenas	Parent or Community Member
Brenda Montiel-ELAC	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

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 04/27/2022.

Attested:

	Principal, Soledad Padilla on 0427/2022
	SSC Chairperson, Medenha Mojaddidy on 04/27/2022