

Ruus Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Ruus Elementary School
Street	28027 Dickens Ave.
City, State, Zip	Hayward, CA 94540
Phone Number	(510) 723-3885
Principal	Soledad Padilla
Email Address	spadilla@husd.k12.ca.us
School Website	http://rus-haywardusd-ca.schoolloop.com
County-District-School (CDS) Code	01611926001127

2021-22 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne, Ed. D.
Email Address	mwayne@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2021-22 School Overview

Ruus Elementary is comprised of 392 students from diverse ethnic backgrounds. Our teachers pride themselves on not only focusing on teaching literacy, mathematics, history and science, but on ensuring students' social emotional well being is a priority. We have highly qualified teachers that view creating relationships with their students and families is at the core of success. We strive on providing excellent service to our entire Ruus community and create a welcoming environment. We are fortunate to have a Family Engagement Specialist, COST Specialist, EL Specialist, a partner teacher, various counselors and community partners which allows us to offer many services on site like social-emotional counseling, parenting classes, dental clinic, a technician to support with Medi-Cal and Covered California Services, support for English learners and Newcomers and so much more. Ruus is proud to use the Positive Behavior Intervention System (PBIS) to support student behaviors and encourage respect, responsibility and safety amongst the entire community. We hold all stakeholders to high standards and are proud to be a relationship centered school serving the Ruus community.

Ruus Elementary School's Mission Statement

Ruus Elementary School's mission is to enable all students to reach their highest potential academically and socially. Faculty, staff, parents and students will work together to create a positive learning community based on mutual respect and personal responsibility. Through the Cycle of Inquiry our instruction is to target specific educational goals. With academic knowledge, positive attitudes and abilities gained through their experiences at Ruus Elementary, our students will meet the demands of the twenty-first century.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	53
Grade 3	77
Grade 4	61
Grade 5	64
Grade 6	64
Total Enrollment	430

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
Asian	13.3
Black or African American	5.3
Filipino	8.8
Hispanic or Latino	61.4
Native Hawaiian or Pacific Islander	5.1
Two or More Races	3.3
White	2.8
English Learners	42.3
Foster Youth	0.5
Homeless	3.7
Socioeconomically Disadvantaged	66.3
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	C2010, Benchmark Adelante/Advance, (English & Spanish)	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw-Hill, California Math Course 1, c2015	Yes	0%
Science	Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish)	Yes	0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		January 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	33	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	152	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	12	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	109	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	38	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	33	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	152	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	12	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	109	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	38	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	252	222	88	12	15
Female	134	122	91	9	16
Male	118	100	85	15	13
American Indian or Alaska Native	0	0	0	0	0
Asian	33	30	91	9	30
Black or African American	11	6	55	45	0
Filipino	20	19	95	5	42
Hispanic or Latino	152	136	89	11	9

Native Hawaiian or Pacific Islander	12	11	92	8	9
Two or More Races	16	14	88	13	51
White	8	6	75	25	0
English Learners	109	94	86	14	5
Foster Youth	NA	NA	NA	NA	NA
Homeless	6	4	67	33	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	167	14	87	13	9
Students Receiving Migrant Education Services	10	10	100	0	0
Students with Disabilities	37	22	59	41	5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	252	220	87	13	20
Female	134	121	90	10	21
Male	118	99	84	16	21
American Indian or Alaska Native	0	NA	NA	NA	NA
Asian	33	32	97	3	44
Black or African American	11	6	55	45	0
Filipino	20	19	95	5	53
Hispanic or Latino	152	133	88	13	11
Native Hawaiian or Pacific Islander	12	11	92	8	18
Two or More Races	16	13	81	19	23
White	8	6	75	25	17
English Learners	109	95	87	13	12
Foster Youth	0	NA	NA	NA	NA
Homeless	6	3	50	50	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	166	144	87	13	15
Students Receiving Migrant Education Services	10	10	100	0	10
Students with Disabilities	37	22	59	41	5

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Ruus Elementary School greatly benefits and appreciates its wonderful supportive faculty, parents and students who participate in the following school wide activities and/or committees:

1. School Site Council (SSC) - contact Principal or FEOS
2. Site-Based Decision Making Team (SBDM) - contact Principal and HEA Rep. Marnie Buxbaum
3. English Language Advisory Committee (ELAC) - contact Khanh Yeargin
4. District English Language Advisory Committee Representative (DELAC) - contact Khanh Yeargin
5. Parent Teacher Conferences - contact your child's teacher
6. Parent Teacher Association (PTA) - contact Teacher, Marin Huff and Parent Ambassador, Pualani Martinez
7. Trimester Awards Assemblies - contact Principal
8. Back to School Night - contact Office
9. Open House - contact Office
10. School wide Assemblies and Activities - contact Principal and ASB Coordinator, Marisa Frame
11. Chaperones during study trips - contact Office Manager, Felecia Chapman
12. Yard Duty Supervisors - contact Principal
13. Parent volunteers in classrooms - contact Office Manager, Felecia Chapman
14. Principal Coffee Chats - contact Family Engagement Specialist, Maria Ramirez
15. Parent/Family Night - contact FES Maria Ramirez
16. Hayward Promise Neighborhood (HPN) Events - Day and Night - Contact Principal and Family Engagement Specialist, Maria Ramirez
17. Parent Nutrition Classes - Contact Person Family Engagement Specialist Maria Ramirez
18. Variety of Parenting classes including, early child development and English conversations-Family Engagement Specialist, Maria Ramirez
19. Dental Clinic - contact Felecia Chapman
20. Covered California and other related services - contact FES Maria Ramirez
21. Trimester Parent Awards Night events/celebrations - contact FES Maria Ramirez or Office Manager Felecia Chapman
22. Connecting student to Counseling or other services - contact COST Specialist Yadira Torres

2021-22 Opportunities for Parental Involvement

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	441	72	16.3
Female	233	230	31	13.5
Male	216	211	41	19.4
American Indian or Alaska Native	1	1	0	0.0
Asian	63	61	2	3.3
Black or African American	23	23	12	52.2
Filipino	40	38	1	2.6
Hispanic or Latino	274	270	54	20.0
Native Hawaiian or Pacific Islander	22	22	1	4.5
Two or More Races	14	14	1	7.1
White	12	12	1	8.3
English Learners	206	202	37	18.3
Foster Youth	6	6	3	50.0
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	302	299	61	20.4
Students Receiving Migrant Education Services	17	17	0	0.0
Students with Disabilities	57	56	14	25.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.89	0.00	4.62	0.01	3.47	0.20
Expulsions	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.95	3.48	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for insuring student, support staff and faculty safety during a disaster. Fire, disaster, and lock down drills are conducted on a regular basis throughout the school year (i.e.: Monthly). Ruus's Site Safety Plan has been forwarded to Risk Management for the year 2021-2022.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and noon duty supervisors. There is a designated area for student drop off and pick up. Currently we are not allowing visitors on campus due to Covid-19 District Protocols. However, when we do return to having visitors, they need to check in the front office and receive a badge. Badges have been made specifically for all day substitute teachers as well. Faculty, students and support staff are able to identify substitute teachers as well as other visitors or volunteers.

We understand the importance of a cohesive school wide Safety Plan for all members of our school community. Our site specific Safety Committee prides itself on a sustained and on-going approach to school safety. Ruus Elementary School is a warm, healthy and safe learning environment. Emergency preparedness drills have been calendared for the academic school year. These include: Fire drill, earthquake drill, and lockdown drill.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrator, teachers, maintenance, noon supervisor, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2021-22 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19. Ruus follows all district guidelines.

In August 2021 HUSD opened for in person learning at all sites. HUSD developed district wide safety plans with schools also having plans specific to their site. The Safety Plan was created in August 2021 and it addresses questions/guidelines regarding face masks, daily health screenings using the Frontline Health Portal, social distancing, and cleaning procedures. Notifications of the plans were sent out to all staff and families and are posted on our school website for the entire HUSD community to access.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	24		3	
2	27		2	
3	26		3	
4	27		2	
5	25		3	
6	31		2	
Other	8	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	23		2	
2	25		3	
3	25		2	
4	30		2	
5	29		2	
6	28		2	
Other	16	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	23		2	
2	25		2	
3	24		3	
4	26		2	
5	30		2	
6	31		2	
Other	12	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	2.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,175.84	\$1,958.37	\$6,217.47	\$110,957.61
District	N/A	N/A	\$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-21.9	-5.8
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-30.4	24.9

2020-21 Types of Services Funded

The Local Control Funding Formula funds are used to insure all students graduate college and/or career ready. Our district insures that all students have access to and success in a broad curriculum. In addition to students mastering Common Core State Standards, the mission is to promote educational excellence by empowering students to become dynamic leaders in a global society. LCFF funds various positions such as Library Media Tech, small group intervention teacher, paraeducators to also provide small group intervention. Our purpose for providing intervention is to support our students in reaching the appropriate grade level in Reading. We have also updated and expanded the district's technological infrastructure and obtained more technology. We now have 1:1 technology per student.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$52,562
Mid-Range Teacher Salary		\$83,575
Highest Teacher Salary		\$104,166
Average Principal Salary (Elementary)		\$131,875
Average Principal Salary (Middle)		\$137,852
Average Principal Salary (High)		\$150,626
Superintendent Salary		\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers staff development full days as well as 15 minimum days for Anti-Bias/Anti-Racism professional development in 2020-21 school year. In addition, Ruus has 5 minimum days to use for site needs. This year our school voted on having Circle Up provide teachers with professional development to support with social-emotional learning activities. These services are paid for by Hayward Promise Neighborhood (HPN).

The transition to Common Core standards and integrating the varied arts in teaching and learning is supported by administration, instructional coaches ILT and grade level teams.

In the 2020-21 school year the focus for our Professional Development has been on Social Emotional Learning tools and techniques to better support our students and families. We have also focused on districtwide initiatives and school board policies which include Anti Bias/Anti Racism. All full days and minimum days have been used to learn and participate in these two areas. We have 3 full days and 20 minimum days for all the professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	6

Hayward Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne, Ed. D.
Email Address	mwayne@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT	NT	NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	1392	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT		NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	1392	NT	NT	NT	NT