

Ruus Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 School Contact Information

School Name	Ruus Elementary School
Street	28027 Dickens Ave.
City, State, Zip	Hayward, CA 94544
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

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

Ruus Elementary is comprised of 395 TK-6th grade students from diverse ethnic backgrounds. We have a total of 18 classes which are comprised of fifteen TK-6th grade SEI classes, one 4th grade Bilingual Alternative class, and 2 SDC classes. 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 and Outreach Specialist, COST Specialist, EL Specialist, a partner teacher, various counselors and community partners which allows us to offer services like social-emotional counseling, support for English learners and Newcomers as well as reading intervention. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	50
Grade 2	42
Grade 3	50
Grade 4	67
Grade 5	48
Grade 6	63
Total Enrollment	395

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.0
Asian	14.7
Black or African American	4.1
Filipino	11.4
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	5.3
Two or More Races	3.0
White	2.0
English Learners	40.0
Foster Youth	0.3
Homeless	1.3
Migrant	3.8
Socioeconomically Disadvantaged	61.5
Students with Disabilities	13.4



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.60	86.97	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.42	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.60	3.38	12115.80	4.41
Unknown	0.50	2.61	34.00	3.43	18854.30	6.86
Total Teaching Positions	19.10	100.00	994.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	75.34	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	13.73	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown	2.00	10.98	58.30	5.79	15831.90	5.67
Total Teaching Positions	18.20	100.00	1007.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.00	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.50

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50	16.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	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	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		January 2022			
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				

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	19	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	223	98.24	1.76	28.25
Female	114	111	97.37	2.63	40.54
Male	113	112	99.12	0.88	16.07
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	34	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	56.00
Hispanic or Latino	131	129	98.47	1.53	16.28
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	40.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	92	98.92	1.08	10.87
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	140	137	97.86	2.14	21.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	10.53

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	223	98.24	1.76	14.35
Female	114	111	97.37	2.63	15.32
Male	113	112	99.12	0.88	13.39
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	34	100.00	0.00	41.18
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	36.00
Hispanic or Latino	131	129	98.47	1.53	5.43
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	13.33
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	92	98.92	1.08	2.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	140	137	97.86	2.14	8.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	2.63

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25	--	17.77	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100	0	25
Female	28	28	100	0	28.57
Male	16	16	100	0	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100	0	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100	0	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100	0	13.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.9%	83.9%	83.9%	83.9%	83.9%

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.

2022-23 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. Some of these events were held on zoom during the 2021-22 school year due to

1. School Site Council (SSC) - contact Principal or Family Engagement and Outreach Specialist (FEOS)
2. Site-Based Decision Making Team (SBDM) - contact Principal and HEA Representative
3. English Language Advisory Committee (ELAC) - contact EL Specialist
4. District English Language Advisory Committee Representative (DELAC) - contact EL Specialist
5. Parent Teacher Conferences - contact your child's teacher
6. Parent Teacher Association (PTA) - contact Teacher and Parent Ambassador
7. Trimester Awards Assemblies - contact Principal & Attendance Clerk
8. Back to School Night - contact Office
9. Open House - contact Office
10. Principal Coffee Chats - contact FEOS
11. Parent/Family Night - contact FEOS
12. Hayward Promise Neighborhood (HPN) Events - Day and Night - Contact Principal and FEOS
13. Connecting student to Counseling or other services - contact COST Specialist Yadira Torres

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	413	253	61.3
Female	221	212	131	61.8
Male	211	201	122	60.7
American Indian or Alaska Native	1	1	1	100.0
Asian	64	58	25	43.1
Black or African American	17	17	14	82.4
Filipino	47	47	24	51.1
Hispanic or Latino	257	245	168	68.6
Native Hawaiian or Pacific Islander	24	24	11	45.8
Two or More Races	13	13	6	46.2
White	9	8	4	50.0
English Learners	197	187	120	64.2
Foster Youth	1	1	1	100.0
Homeless	12	9	7	77.8
Socioeconomically Disadvantaged	277	263	174	66.2
Students Receiving Migrant Education Services	16	15	10	66.7
Students with Disabilities	74	73	50	68.5

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.23	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.47	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	0.39	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	0.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 Comprehensive 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 are two designated areas for student drop off and pick up. Due to the continued Covid-19 District Protocols we limited the entrance of all other nonessential family and community members on school campus. All visitors check in the front office and ring the doorbell. Everyone is greeted at the main entrance door and if essential business is warranted they receive a visitor's 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 on school grounds.

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 comprehensive school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the CSSP, 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. At Ruus we 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. Since Covid-19 was still highly present in our Hayward community, The Safety Plan included guidelines regarding face masks, social distancing, and cleaning procedures and exposure notification. The CSSP and other related safety plans are shared with all school staff and families. It is also 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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		3	
1	14	3	1	
2	21	1	1	
3	24		2	
4	21	1	2	
5	23		2	
6	30		2	
Other	6	3		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	3.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$16,240	\$8,237	\$8,003	\$99,380
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	1.5	-1.0
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-54.4	18.3

2021-22 Types of Services Funded

The Local Control Funding Formula funds are used to promote activities that help ensure all students graduate college and/or career ready. The school district provides all the common core curriculum that our staff and students need. Our state and federal funds are also used for afterschool intervention. 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 8 extra hours for our Library Media Technician and 50% of our Family Engagement Specialist. As well as a staff to provide a pull out reading intervention program to support reading fluency and comprehension. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	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 2021-22 school year. In addition, Ruus Elementary has 5 minimum days to provide professional development that meet the site's needs. This year our school voted on having Circle Up Education provide teachers with professional development to support with social-emotional learning activities and relationship building. 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 2021-22 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 had 6 full days and 14 minimum days for all the professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3