

Ruus Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Ruus Elementary School
Street	28027 Dickens Ave.
City, State, Zip	Hayward, CA 94544
Phone Number	(510) 723-3885
Principal	Samuel McClymont
Email Address	sm187@husd.k12.ca.us
School Website	https://ruus.husd.us/
County-District-School (CDS) Code	01611926001127

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

Ruus Elementary is comprised of 391 TK-6th grade students from diverse ethnic backgrounds. We have a total of 17 classes which are comprised of fourteen TK-6th grade SEI classes, and 2 SDC classes. Further we host a pre-school run in conjunction between HUSD and the state of California. We also feature an SDC pre-school. 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 at the core of student success. We strive to provide 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 along with community partners which allow 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 community partners 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	54
Grade 2	51
Grade 3	48
Grade 4	50
Grade 5	61
Grade 6	42
Total Enrollment	379

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.3%
Asian	11.3%
Black or African American	3.4%
Filipino	9.8%
Hispanic or Latino	63.6%
Native Hawaiian or Pacific Islander	5.3%
Two or More Races	3.7%
White	2.6%
English Learners	39.1%
Homeless	1.6%
Migrant	4%
Socioeconomically Disadvantaged	78.1%
Students with Disabilities	14%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	10.5	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
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	Yes	0%

	Creating Effective Systems for English Learners (English) c2018		
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

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Ruus was constructed in 1959. This school has twenty-two (22) permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are ten (10) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and Infrastructures projects throughout HUSD. At Ruus Elementary these projects have included replacement of the Fire Alarm/PA System, Intrusion Alarm System re-paving/stripping of asphalted areas, replacing the roof system, new fencing, and exterior painting of the school. The site is also scheduled to begin a classroom modernization. All work described was completed by the end of the 2024/2025 school year.

Year and month of the most recent FIT report

February 2023

School Facility Conditions and Planned Improvements

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	22	36	35	47	46
Mathematics (grades 3-8 and 11)	14	16	19	20	33	34

2022-23 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	207	202	97.58	2.42	21.78
Female	98	97	98.98	1.02	23.71
Male	109	105	96.33	3.67	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	40.00
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	45.45
Hispanic or Latino	134	129	96.27	3.73	13.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	77	96.25	3.75	1.30
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	165	97.63	2.37	17.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	28	93.33	6.67	7.14

2022-23 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	207	203	98.07	1.93	15.76
Female	98	98	100.00	0.00	11.22
Male	109	105	96.33	3.67	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	44.00
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	31.82
Hispanic or Latino	134	130	97.01	2.99	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	78	97.50	2.50	1.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	165	97.63	2.37	14.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	28	93.33	6.67	3.57

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	16.95	17.77	16.99	29.47	30.29

2022-23 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	66	63	95.45	4.55	15.87
Female	24	24	100.00	0.00	20.83
Male	42	39	92.86	7.14	12.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	41	38	92.68	7.32	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	25	92.59	7.41	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	49	94.23	5.77	14.29
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	88	88	88	88	88

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.

2023-24 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. We offer most events in person and also attempt to provide hybrid style access via Zoom to support parents with health concerns or time constraints.

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 and/or principal
11. Parent/Family Night - contact FEOS and/or principal
12. Hayward Promise Neighborhood (HPN) Events - Day and Night - Contact Principal and FEOS
13. Connecting student to Counseling or other services - contact Community School Specialist (overseeing COST)

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	396	173	43.7
Female	201	197	90	45.7
Male	203	199	83	41.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	49	46	14	30.4
Black or African American	14	14	10	71.4
Filipino	37	37	11	29.7
Hispanic or Latino	256	251	113	45.0
Native Hawaiian or Pacific Islander	22	22	11	50.0
Two or More Races	15	15	8	53.3
White	10	10	6	60.0
English Learners	178	174	75	43.1
Foster Youth	0	0	0	0.0
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	331	328	143	43.6
Students Receiving Migrant Education Services	15	15	6	40.0
Students with Disabilities	67	66	38	57.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.23	1.73	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0
Female	0	0
Male	3.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.14	0
Filipino	0	0
Hispanic or Latino	1.17	0
Native Hawaiian or Pacific Islander	4.55	0
Two or More Races	6.67	0
White	0	0
English Learners	1.12	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.11	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.48	0

2023-24 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 2023-2024.

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. In order to promote student safety we have continued to limit the entrance of all other nonessential family and community members on school campus. All visitors check in at 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, shelter-in-place 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

2023-24 School Safety Plan

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 2023-24 school year, this has included all of the necessary safety, health and sanitizing protocols to keep our campus clean, safe, and promote wellness and good health for students and staff.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	0	3	0
1	25	0	2	0
2	24	0	2	0
3	24	0	2	0
4	24	0	2	0
5	23	0	2	0
6	26	0	1	0
Other	15	2	1	0

2022-23 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

2022-23 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	4.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$107,231
Percent Difference - School Site and District	N/A	N/A	1.5	-1.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-54.4	18.3

Fiscal Year 2022-23 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 funding provides 8 extra hours for our Library Media Technician. Following the SPSA from the 22-23 year, these funds also support a 30-hour para-professional providing small group intervention support for students in ELA components, English Language Development review, and Math intervention. We are also fortunate to have staff 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 continue to be 1-1 in terms of our technology device per student and are in the middle of the district's year-long plan to provide new devices for each student.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

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. Our Instructional leadership team has worked in tandem with the district to provide 3 ALL STAFF Anti-Bia/Anti-Racism for all training sessions designed to develop all student serving employees. This years trainings focused on supporting student who identify as LGBTQIA+, students who fall under the umbrella of neurodiversity, and supporting students and staff in being anti-bias and anti-racist. In between these trainings, our ILT has provided materials and lesson plans during each staff meeting to deepen our instructional practices around inclusivity.

In addition to our work around AB/AR, we voted as a school to focus on professional development with regards to instruction in mathematics. Working with the HUSD district math coach, teachers receive monthly and bi-weekly in-class support around math instructional strategies. These are augmented through 4-collaborative professional development sessions offered on specially designated minimum days.

Finally, in our efforts to encourage collaboration and data generation, we offer four minimum days where teachers are able to work 1-1 and in small groups to assess students using the Fastbridge ELA learning assessment tool. The data generated is used to inform teacher practice in lesson-planning, assessment design, and shared with families.

In total, we have 11 minimum days dedicated to professional development combined with 4 full days provided by the district and the site.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3