



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruus Elementary School	01611926001127	May 13, 2024	May 22, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ruus Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Plan Description

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

This plan is being used by Ruus Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Ruus Elementary School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The Educational Partners involved in updating the school site plan were: The English Language Advisory Committee (ELAC), School Site Council (SSC), School Based Decision Making (SBDM), Instructional Leadership Team (ILT), AASAI, staff feedback, and The Coordination of Services Team (COST) This can be noted through SSC minutes from both October 2023 and April of 2024

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Students in grades K-2 need to be reading at the assigned grade level before moving to the next grade level in June. The EL Specialist is serving the 1st-5th grade English Learner students and all newcomers by providing intervention throughout the day. The Department of Educational Services hired a paraeducator to support reading fluency and comprehension in grades 3-6, which are the group that went through virtual learning during the COVID 19 . In order to provide intervention services to other English Learners and non English Learners, School Site Council (SSC) has approved the hiring of a part-time para-educator that can provide reading intervention in grades K through 2nd. Other grade levels may be included depending on the need demonstrated by both local assessments and CAASPP data.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### **California School Dashboard (Dashboard) Indicators**

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Performance Indicator (EL students orange), Chronic Absenteeism (Students with disabilities, Asian, Filipino- Orange),, Suspension Rate (All students school placement, English Learners, Hispanic, Students with disabilities, Socioeconomically disadvantaged- Orange) Mathematics Performance Indicator (All students school placement, English Learners, Hispanic

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ruus Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	75	73
Grade 1	46	50	54
Grade 2	53	42	51
Grade3	77	50	48
Grade 4	61	67	50
Grade 5	64	48	61
Grade 6	64	63	42
<b>Total Enrollment</b>	430	395	379

#### Conclusions based on this data:

1. Enrollment has steadily decreased in the past six years. We are on our fourth year being under 400 students. The decrease in enrollment has been across the district.
2. The percentage of Latinx students has increased and they now represent the largest student affinity group population at Ruus

3. We continue to offer combination classes at the 4/5 grade level and are looking to use upcoming funding sources (prop 28) to create culturally relevant offerings to families in our community to try and counteract declining enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	182	158	148	42.30%	40.0%	39.1%
Fluent English Proficient (FEP)	65	77	72	15.10%	19.5%	19.0%
Reclassified Fluent English Proficient (RFEP)	2	17	17	1.1%	10.75%	11.48

### Conclusions based on this data:

1. The number of English Learners has steadily decreased. This is also reflective of declining enrollment at the school across the board.
2. We saw a dramatic increase in students who reclassified between 20-21 and 21-22 and we continue to grow in 22-23 in terms of the percentage of EL students who reclassify.
3. As a school trying to maintain our enrollment, we welcome incoming students throughout the year. This often results in new comers joining us. The process to assess abilities and generate data can be impacted by the time of the year when these students are assessed.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	48	47	0	45	47	0	45	47	0.0	93.8	100.0
Grade 4	53	61	48	0	61	47	0	61	47	0.0	100.0	97.9
Grade 5	60	44	61	0	44	59	0	44	59	0.0	100.0	96.7
Grade 6	62	61	40	0	60	39	0	60	39	0.0	98.4	97.5
All Grades	246	214	196	0	210	192	0	210	192	0.0	98.1	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2344.		8.89	8.51		6.67	6.38		24.44	31.91		60.00	53.19
Grade 4		2413.	2386.		18.03	8.51		13.11	10.64		19.67	14.89		49.18	65.96
Grade 5		2465.	2446.		11.36	11.86		25.00	11.86		20.45	22.03		43.18	54.24
Grade 6		2491.	2478.		6.67	7.69		25.00	25.64		36.67	23.08		31.67	43.59
All Grades	N/A	N/A	N/A		11.43	9.38		17.62	13.02		25.71	22.92		45.24	54.69

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.67	6.38		48.89	48.94		44.44	44.68
<b>Grade 4</b>		11.48	10.64		54.10	42.55		34.43	46.81
<b>Grade 5</b>		9.09	10.17		59.09	59.32		31.82	30.51
<b>Grade 6</b>		8.33	5.13		53.33	51.28		38.33	43.59
<b>All Grades</b>		9.05	8.33		53.81	51.04		37.14	40.63

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.22	0.00		37.78	36.17		60.00	63.83
<b>Grade 4</b>		11.48	6.38		49.18	42.55		39.34	51.06
<b>Grade 5</b>		18.18	6.78		50.00	45.76		31.82	47.46
<b>Grade 6</b>		10.00	7.69		53.33	53.85		36.67	38.46
<b>All Grades</b>		10.48	5.21		48.10	44.27		41.43	50.52

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44	8.51		68.89	65.96		26.67	25.53
<b>Grade 4</b>		4.92	4.26		72.13	78.72		22.95	17.02
<b>Grade 5</b>		0.00	11.86		79.55	69.49		20.45	18.64
<b>Grade 6</b>		15.00	7.69		65.00	74.36		20.00	17.95
<b>All Grades</b>		6.67	8.33		70.95	71.88		22.38	19.79

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44	2.13		55.56	46.81		40.00	51.06
Grade 4		9.84	2.13		57.38	57.45		32.79	40.43
Grade 5		11.36	10.17		65.91	61.02		22.73	28.81
Grade 6		10.00	10.26		71.67	71.79		18.33	17.95
All Grades		9.05	6.25		62.86	58.85		28.10	34.90

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**Conclusions based on this data:**

1. For Grades 5 and 6 we have seen growth in the percentage of students who performing at or above grade level. Conversely, we have seen a decline in the percentage of students in grades 3 and 4 who are performing at or above grade level.
2. Overall for all grade levels we are at 51% of students who are approaching grade level or higher for all subject areas. Student scores in the realm of listening continue to be our highest performing subject area.
3. We see a 7% decrease between 21-22 and 22-23 in terms of students who are at or above standard with research and inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	48	47	0	45	47	0	45	47	0.0	93.8	100.0
Grade 4	53	61	48	0	61	48	0	61	48	0.0	100.0	100.0
Grade 5	60	44	61	0	44	59	0	44	59	0.0	100.0	96.7
Grade 6	62	61	40	0	60	39	0	60	39	0.0	98.4	97.5
All Grades	246	214	196	0	210	193	0	210	193	0.0	98.1	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.	2360.		4.44	6.38		8.89	8.51		20.00	21.28		66.67	63.83
Grade 4		2415.	2410.		11.48	6.25		11.48	8.33		22.95	29.17		54.10	56.25
Grade 5		2427.	2431.		9.09	6.78		2.27	10.17		31.82	18.64		56.82	64.41
Grade 6		2467.	2465.		5.00	5.13		6.67	15.38		38.33	20.51		50.00	58.97
All Grades	N/A	N/A	N/A		7.62	6.22		7.62	10.36		28.57	22.28		56.19	61.14

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44	10.64		42.22	36.17		53.33	53.19
<b>Grade 4</b>		18.03	8.33		26.23	33.33		55.74	58.33
<b>Grade 5</b>		4.55	5.08		36.36	33.90		59.09	61.02
<b>Grade 6</b>		6.67	10.26		45.00	35.90		48.33	53.85
<b>All Grades</b>		9.05	8.29		37.14	34.72		53.81	56.99

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		11.11	8.51		28.89	29.79		60.00	61.70
<b>Grade 4</b>		4.92	4.17		34.43	45.83		60.66	50.00
<b>Grade 5</b>		2.27	6.78		50.00	38.98		47.73	54.24
<b>Grade 6</b>		3.33	5.13		45.00	35.90		51.67	58.97
<b>All Grades</b>		5.24	6.22		39.52	37.82		55.24	55.96

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44	8.51		51.11	46.81		44.44	44.68
<b>Grade 4</b>		8.20	6.25		42.62	47.92		49.18	45.83
<b>Grade 5</b>		6.82	3.39		50.00	50.85		43.18	45.76
<b>Grade 6</b>		5.00	7.69		61.67	56.41		33.33	35.90
<b>All Grades</b>		6.19	6.22		51.43	50.26		42.38	43.52

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**Conclusions based on this data:**

1. For the 22-23 School year, 40% of students performed at approaching standard or better
2. Overall communicating reasoning is the strongest performing portion of the Math CAASPP with 57% of students who took the test at or near standard.
3. Concepts and procedures is the area with the greatest amount of room for growth with only 45% of students testing at near standard or above.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1449.0	1445.3	1435.4	1481.7	1467.7	1447.4	1372.3	1392.6	1407.5	24	35	34
<b>1</b>	1484.8	*	1441.1	1500.3	*	1442.0	1468.6	*	1439.7	21	10	22
<b>2</b>	1476.2	1469.6	1451.0	1493.7	1478.4	1471.8	1458.4	1460.2	1429.5	23	16	13
<b>3</b>	1452.7	1471.5	1471.3	1454.2	1479.3	1475.6	1450.7	1463.3	1466.5	42	22	18
<b>4</b>	1473.7	1504.9	1492.6	1459.3	1516.8	1492.0	1487.5	1492.4	1492.5	16	26	20
<b>5</b>	1511.9	1512.1	1521.1	1518.7	1516.0	1535.7	1504.8	1507.6	1506.0	28	16	23
<b>6</b>	1520.3	1529.8	1502.8	1524.3	1535.9	1497.2	1515.5	1523.5	1508.2	21	22	12
<b>All Grades</b>										175	147	142

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	34.78	22.86	26.47	34.78	51.43	32.35	17.39	22.86	29.41	13.04	2.86	11.76	23	35	34
<b>1</b>	23.81	*	18.18	57.14	*	18.18	14.29	*	45.45	4.76	*	18.18	21	*	22
<b>2</b>	14.29	12.50	7.69	28.57	50.00	30.77	47.62	6.25	38.46	9.52	31.25	23.08	21	16	13
<b>3</b>	14.63	9.09	0.00	19.51	18.18	38.89	36.59	40.91	38.89	29.27	31.82	22.22	41	22	18
<b>4</b>	0.00	11.54	5.00	33.33	34.62	40.00	53.33	42.31	45.00	13.33	11.54	10.00	15	26	20
<b>5</b>	21.43	18.75	13.04	28.57	43.75	30.43	39.29	18.75	47.83	10.71	18.75	8.70	28	16	23
<b>6</b>	14.29	13.64	0.00	52.38	50.00	50.00	14.29	31.82	25.00	19.05	4.55	25.00	21	22	12
<b>All Grades</b>	18.24	14.29	12.68	34.12	43.54	33.10	31.76	26.53	38.73	15.88	15.65	15.49	170	147	142

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	47.83	48.57	32.35	30.43	34.29	32.35	8.70	14.29	29.41	13.04	2.86	5.88	23	35	34
<b>1</b>	66.67	*	18.18	19.05	*	40.91	14.29	*	27.27	0.00	*	13.64	21	*	22
<b>2</b>	38.10	50.00	23.08	38.10	18.75	38.46	14.29	6.25	23.08	9.52	25.00	15.38	21	16	13
<b>3</b>	24.39	18.18	16.67	41.46	45.45	55.56	9.76	22.73	11.11	24.39	13.64	16.67	41	22	18
<b>4</b>	6.67	30.77	25.00	73.33	53.85	55.00	6.67	11.54	10.00	13.33	3.85	10.00	15	26	20
<b>5</b>	28.57	43.75	30.43	64.29	31.25	52.17	0.00	12.50	13.04	7.14	12.50	4.35	28	16	23
<b>6</b>	52.38	54.55	33.33	23.81	27.27	33.33	4.76	18.18	16.67	19.05	0.00	16.67	21	22	12
<b>All Grades</b>	37.06	41.50	26.06	41.18	36.73	43.66	8.24	13.61	19.72	13.53	8.16	10.56	170	147	142

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.70	2.86	11.76	13.04	25.71	23.53	60.87	48.57	35.29	17.39	22.86	29.41	23	35	34
<b>1</b>	9.52	*	13.64	38.10	*	13.64	42.86	*	45.45	9.52	*	27.27	21	*	22
<b>2</b>	4.76	0.00	0.00	23.81	43.75	30.77	38.10	18.75	15.38	33.33	37.50	53.85	21	16	13
<b>3</b>	7.32	0.00	0.00	14.63	13.64	16.67	41.46	36.36	38.89	36.59	50.00	44.44	41	22	18
<b>4</b>	0.00	0.00	5.00	0.00	15.38	15.00	73.33	46.15	45.00	26.67	38.46	35.00	15	26	20
<b>5</b>	10.71	6.25	4.35	14.29	12.50	13.04	42.86	37.50	39.13	32.14	43.75	43.48	28	16	23
<b>6</b>	4.76	4.55	0.00	28.57	13.64	16.67	28.57	59.09	50.00	38.10	22.73	33.33	21	22	12
<b>All Grades</b>	7.06	2.04	6.34	18.82	21.77	18.31	45.29	42.18	38.73	28.82	34.01	36.62	170	147	142

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	39.13	42.86	23.53	56.52	54.29	55.88	4.35	2.86	20.59	23	35	34
<b>1</b>	57.14	*	40.91	42.86	*	45.45	0.00	*	13.64	21	*	22
<b>2</b>	25.00	6.25	23.08	70.00	81.25	61.54	5.00	12.50	15.38	20	16	13
<b>3</b>	14.63	13.64	16.67	53.66	68.18	55.56	31.71	18.18	27.78	41	22	18
<b>4</b>	21.43	30.77	20.00	64.29	61.54	75.00	14.29	7.69	5.00	14	26	20
<b>5</b>	10.71	6.25	13.04	78.57	81.25	69.57	10.71	12.50	17.39	28	16	23
<b>6</b>	23.81	9.09	0.00	61.90	68.18	83.33	14.29	22.73	16.67	21	22	12
<b>All Grades</b>	25.60	24.49	21.13	60.71	63.95	61.97	13.69	11.56	16.90	168	147	142

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	52.17	44.12	44.12	34.78	52.94	44.12	13.04	2.94	11.76	23	34	34
<b>1</b>	42.86	*	9.09	52.38	*	77.27	4.76	*	13.64	21	*	22
<b>2</b>	42.86	62.50	38.46	47.62	12.50	46.15	9.52	25.00	15.38	21	16	13
<b>3</b>	36.59	40.91	38.89	43.90	50.00	44.44	19.51	9.09	16.67	41	22	18
<b>4</b>	26.67	57.69	45.00	60.00	38.46	45.00	13.33	3.85	10.00	15	26	20
<b>5</b>	82.14	75.00	78.26	14.29	6.25	21.74	3.57	18.75	0.00	28	16	23
<b>6</b>	66.67	72.73	50.00	14.29	27.27	33.33	19.05	0.00	16.67	21	22	12
<b>All Grades</b>	50.59	55.48	43.66	37.06	36.30	45.07	12.35	8.22	11.27	170	146	142

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	5.71	11.76	82.61	85.71	73.53	17.39	8.57	14.71	23	35	34
<b>1</b>	28.57	*	13.64	57.14	*	36.36	14.29	*	50.00	21	*	22
<b>2</b>	4.76	12.50	0.00	66.67	56.25	46.15	28.57	31.25	53.85	21	16	13
<b>3</b>	9.76	0.00	0.00	34.15	40.91	44.44	56.10	59.09	55.56	41	22	18
<b>4</b>	0.00	3.85	5.00	66.67	50.00	45.00	33.33	46.15	50.00	15	26	20
<b>5</b>	14.29	0.00	8.70	42.86	62.50	47.83	42.86	37.50	43.48	28	16	23
<b>6</b>	9.52	9.09	0.00	38.10	31.82	33.33	52.38	59.09	66.67	21	22	12
<b>All Grades</b>	10.00	6.12	7.04	52.35	55.78	50.00	37.65	38.10	42.96	170	147	142

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	21.74	26.47	41.18	43.48	50.00	20.59	34.78	23.53	38.24	23	34	34
<b>1</b>	4.76	*	18.18	85.71	*	59.09	9.52	*	22.73	21	*	22
<b>2</b>	10.53	6.25	15.38	47.37	50.00	30.77	42.11	43.75	53.85	19	16	13
<b>3</b>	7.32	0.00	5.56	58.54	68.18	55.56	34.15	31.82	38.89	41	22	18
<b>4</b>	0.00	0.00	20.00	64.29	73.08	55.00	35.71	26.92	25.00	14	26	20
<b>5</b>	10.71	18.75	4.35	71.43	56.25	73.91	17.86	25.00	21.74	28	16	23
<b>6</b>	14.29	18.18	0.00	71.43	72.73	75.00	14.29	9.09	25.00	21	22	12
<b>All Grades</b>	10.18	12.33	18.31	62.87	61.64	50.00	26.95	26.03	31.69	167	146	142

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. More than 75% of our English Learners remain at levels 2 and 3 overall.
2. The highest percentage of students in beginning are in the reading and writing domains.
3. The highest percentage of students scoring in "well-developed" is in the speaking domain

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>379</b>	<b>78.1</b>	<b>39.1</b>	
Total Number of Students enrolled in Ruus Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	39.1
Foster Youth		
Homeless	6	1.6
Socioeconomically Disadvantaged	296	78.1
Students with Disabilities	53	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.4
American Indian	1	0.3
Asian	43	11.3
Filipino	37	9.8
Hispanic	241	63.6
Two or More Races	14	3.7
Pacific Islander	20	5.3
White	10	2.6



**Conclusions based on this data:**

1. About 60% of our student population are Latinx,. Followed by 14 % Asian and 11% Filipino.
2. Our population of students who identify as socio-economically disadvantage has increased to 78%
3. Our enrollment continues to decline, but to counter this, we consistently work with the district to be a redirect school, are intentionally planning our prop 28 roll out to create culturally responsive offerings, and will be undergoing a campus renovation beginning summer of 2024 to ensure that our facilities full support 21st century learning needs.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b> N/A	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b> N/A		

**Conclusions based on this data:**

1. Our students in third through sixth grade are performing below the standard on both ELA and Math.
2. Chronic Absenteeism remains relatively static, but decreases have occurred within our students with disabilities, asian, and filipino populations. Increased linguistic support in outreach materials around student attendance will be provided (Tagalog, Urdu/Pashtu, and Vietnamese).
3. Targeted intervention at both grade level and by cultural community needs to be explored in order to make in roads with our diverse population.

# School and Student Performance Data

## Academic Performance English Language Arts

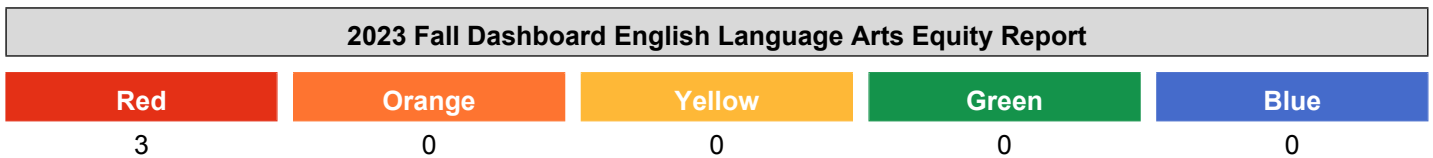
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 66.9 points below standard Decreased Significantly -15.8 points 185 Students	<p><b>English Learners</b></p>  Red 82.1 points below standard Decreased -12.2 points 98 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 73.5 points below standard Maintained -2.6 points 152 Students	<p><b>Students with Disabilities</b></p> <p>93.3 points below standard Decreased -12.7 points 23 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	 No Performance Color 0 Students	5.4 points below standard Maintained +2.9 points  22 Students	10.6 points above standard Decreased -14.8 points  20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 93.1 points below standard Decreased -13.4 points  120 Students	Less than 11 Students  5 Students	Less than 11 Students  8 Students	Less than 11 Students  5 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
117.4 points below standard Decreased Significantly -16 points  67 Students	5.6 points below standard Decreased Significantly -26.2 points  31 Students	58.3 points below standard Decreased -12.1 points  71 Students

**Conclusions based on this data:**

- English Learners and Socioeconomically Disadvantaged students score lower than the overall student population in grades 3rd-6th.
- English Learners and English Only students are both scoring below grade level standards.
- With regards to English learners, Reclassified English Learners continue to be our strongest performing student population out of the entire school's demographics.

# School and Student Performance Data

## Academic Performance Mathematics

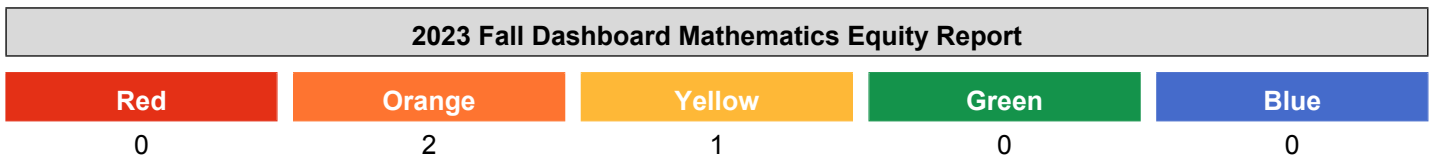
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 78.4 points below standard Maintained +2.4 points 185 Students	<b>English Learners</b>  Orange 87.9 points below standard Maintained +0.4 points 98 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 85.1 points below standard Increased +12.9 points 152 Students	<b>Students with Disabilities</b> 111.3 points below standard Increased +10.5 points 23 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	 No Performance Color 0 Students	1.7 points above standard Increased Significantly +17.1 points 22 Students	26.6 points below standard Decreased Significantly - 18.8 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 102.2 points below standard Increased +10.8 points 120 Students	Less than 11 Students  5 Students	Less than 11 Students  8 Students	Less than 11 Students  5 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.8 points below standard Decreased -7.5 points 67 Students	8.2 points below standard Maintained -2.9 points 31 Students	72.7 points below standard Increased +13.4 points 71 Students

**Conclusions based on this data:**

1. Higher percentage of English Learners perform below standards compared to English Only students.
2. Our Reclassified English Learners were our highest performing student population on Math state testing.
3. We saw an increase in the overall performance of socio-economically disadvantaged students on Math state testing.

# School and Student Performance Data

## Academic Performance English Learner Progress

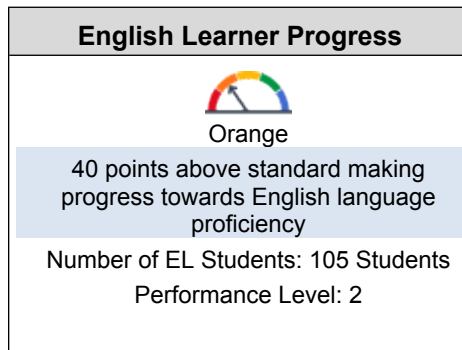
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	37	0	39

#### Conclusions based on this data:

1. Approximately 40% of our EL students progressed at least one ELPI level
2. Approximately 37 percent of our EL students maintained their current level between 1-3
3. Approximately 22 percent of our EL students decreased one ELPI level.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

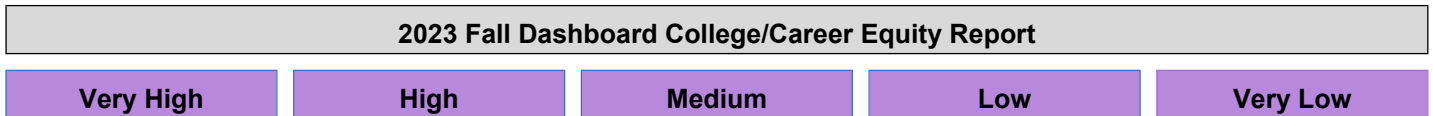
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A		
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

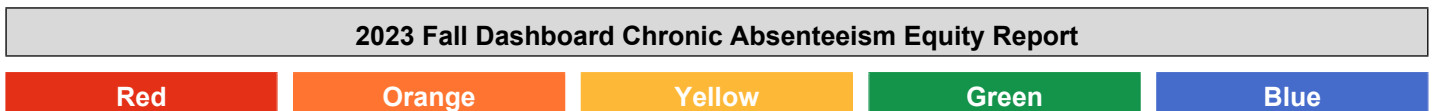
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 43.7% Chronically Absent Declined Significantly -17.6 396 Students	<p><b>English Learners</b></p>  Yellow 43.1% Chronically Absent Declined Significantly -21.1 174 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> 46.2% Chronically Absent 0 13 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 43.6% Chronically Absent Declined Significantly -22.6 328 Students	<p><b>Students with Disabilities</b></p>  Orange 57.6% Chronically Absent Declined -10.9 66 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>71.4% Chronically Absent</p> <p>Declined -10.9</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	 <p>Orange</p> <p>30.4% Chronically Absent</p> <p>Declined -12.7</p> <p>46 Students</p>	 <p>Orange</p> <p>29.7% Chronically Absent</p> <p>Declined -21.3</p> <p>37 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>Yellow</p> <p>45% Chronically Absent</p> <p>Declined Significantly -23.6</p> <p>251 Students</p>	<p>53.3% Chronically Absent</p> <p>Increased 7.2</p> <p>15 Students</p>	<p>50% Chronically Absent</p> <p>Increased 4.2</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>

**Conclusions based on this data:**

1. We have seen a dramatic improvement in student chronic absence rate across the board with all students compared to last year.
2. While the entire student population has shown significant improvement, African American, Asian, and Filipino students had less growth than their peers from other racial affinity groups.
3. Also, we saw an increase in chronic absence by students who identify as two or more races and students who identify as pacific islander.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

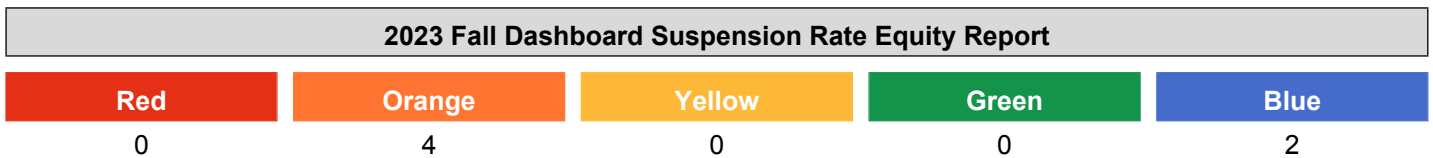
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.5 404 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1 178 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 1.8 331 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5 67 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>7.1% suspended at least one day</p> <p>Increased 7.1 14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 49 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 37 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center"> Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.8 256 Students</p>	<p>6.7% suspended at least one day</p> <p>Increased 6.7 15 Students</p>	<p>4.5% suspended at least one day</p> <p>Increased 4.5 22 Students</p>	<p>Less than 11 Students 10 Students</p>

**Conclusions based on this data:**

1. There has been an increase in suspensions compared to last year across all student groups.
2. Students with Disabilities have a high suspension rate followed by the socioeconomically disadvantaged students.
3. For each suspension, alternative methods to correct were utilized when appropriate, re-entry meetings were held post suspension, and professional development and support for tier 1 interventions are being provided to prevent behavioral escalations

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Language and Literacy**

Deeper Learning -- Language Arts and Literacy- All students will receive literacy instruction that is tailored to their needs, through an equity lens, and measured During the 2024-25 school year, the percentage of Ruus Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in ELA will increase by 5% from 22% to 27% as measured by the 2024 CAASPP.

The 2023 data was used as baseline data because 2024 data is not yet available. The School Site Council (SSC) will review 2024 CAASPP data in fall 2024 and, if necessary, make adjustments to our ELA goal and intervention strategies.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELA

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

In the area of professional development, we will continue working on and providing PD around:

Benchmark ELA curriculum

Using sitewide AVID strategies around instruction and engagement strategies in ELA

Scaffolding Strategies - SDAIE (Specifically Designed Academic Instruction in English)

Differentiation Instruction Strategies

Frontloading Strategies

Training on Reading and Writing Common Core Standards for all new teachers

Continue training teachers and providing online programs such as IXL and RazKids and other online tools used by teachers

K-2 material on phonemic awareness (Sipps, Core Learning)

Continue our Anti-Bias/Anti-Racism professional development throughout the year to provide teachers with tools and strategies that can be used to identify and dismantle bias and racist views and actions.

Teachers will identify and call out White Supremacy Tenets

Keep all marginalized and oppressed at the center of our work

In the area of materials and collaboration time, we will need to provide the following:

Leveled Libraries for classrooms will include curriculum for the purpose of diversity, equity, LGBTQ and Anti-Bias/Anti-Racism (AB/AR) and social emotional learning.

Online platforms and tools including AVID supplied instructional materials

Ongoing analysis of the data (local and statewide)

Creating leveled groups and focus groups

Collaboration/release time to lesson plan, analyze data and PD as needed

Purchase supplemental curriculum to address Equity and Diversity, Anti-Bias/Anti-Racism and LGBTQ



## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	Based on 2024 Spring data an overall of 22% of students scored at grade level above on CAASPP ELA assessments.	An increase of students at grade level measuring at 27%
Benchmark Assessments, Fountas and Pinnell, and Fastbridge Universal Screener	Over 60% of students are not reading at grade level.	Increase in each grade level by 5% students reading at grade level.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Ruus Elementary school will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students, Strategies for scaffolding, differentiated instruction, frontloading and phonemic awareness. Teachers will create Focus groups based on data from CAASPP, Fastbridge and other local assessments. Teachers will be able to provide afterschool intervention to groups of students.</p> <p>All Kinder-3rd grade classroom teachers will teach under a staggered schedule to allow for small group instruction and intervention.</p> <p>We share a Library Media Technician with another site, but believe in the importance of access to library and texts that support culturally responsive pedagogies around reading acquisition for all students.</p> <p>In the area of materials/supplies and resources: leveled libraries for classrooms will include curriculum for the purpose of diversity, equity, LGBTQ, Anti-Bias-Anti-Racism and SEL.</p> <p>A 6 hours/day general paraeducator will be hired to provide intervention to K-3rd graders in Reading Fluency and Decoding Support.</p>	<p>Based on last year's data, all of our student groups have high percentages of students scoring below standard. Our English learner group has the highest percentage of students scoring below standard followed by socioeconomically disadvantaged students.</p>	<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>13,000 Title I 2000-2999: Classified Personnel Salaries General paraeducator 12000 Title I 2000-2999: Classified Personnel Salaries Library Tech</p> <p>None Specified None Specified</p> <p>2000 General Fund 4000-4999: Books And Supplies Technology, library books and Online Programs</p> <p>None Specified None Specified</p> <p>None Specified</p>

1.2	YIS will work with general ed para to support ELA intervention with on a 6-12 week cycle and by analyzing data and creating homogeneous groups, collating data, and sharing with COST, ILT, and SBDM to inform site practices and professional development		15,000 Title I 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator
1.3	YIS will spend 5 hours per week with tier 3 intervention students who are not in RSP based on benchmark data/fastbridge/sipps data, who have not been making adequate progress with tier1 and tier 2 supports on a 6-12 week cycle.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator
1.4	YIS will collaborate with YEP to review intervention programs offered to unduplicated students to collect and disaggregate data with ILT, ELAC, and other community partner organizations.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator
1.5	Additional hours for classified staff to provide push-in support during ELA/Math instruction		1,500 General Fund 2000-2999: Classified Personnel Salaries Additional hours for classified

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Having a site based paraprofessional provided an incredible benefit in terms of being able to collect regular and responsive data and allow for timely adjustment in intervention methods and groups. Having an additional day of service from our Library Media technician provided 20% more access hours for our library and improved responses on CHKS survey as a result of increased cultural competency

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

This year represented a change in administration as well as the first year with a site controlled paraprofessional. Due to state requirements, we had to use our para to support in out TK classroom resulting in a delay in our ability to begin interventions. Once interventions began, we used fastbridge data to formulate intervention groups and pilot district approved materials SIPPS to improve phonemic awareness. This intervention has received positive anecdotal feedback from K-2 teachers and will be continued during the 24-25 school year.

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

This year, Ruus will review components of the AVID program in order to potentially adopt their curriculum, practices, and pedagogy towards improving instruction in ELA. During ILT professional learning sessions, we will backwards map a professional development plan for each staff meeting and minimum day looking to focus on schoolwide instructional practices and strategies around literacy instruction using materials from CORE and other district adopted materials. We will measure effectiveness through a variety of assessments including the CAASPP, the Fastbridge universal screener and other local assessments.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Mathematics

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in Math:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In order to ensure a 5% increase of students meeting the standard, Ruus staff will focus on Concepts and Procedures. We will need to use all components of the adopted curriculum and material, especially in our 3rd through 6th grade classrooms.

In the area of professional development, we will address the following:

Scaffolding Strategies - SDAIE (Specifically Designed Academic Instruction in English)

Differentiated Instruction Strategies

Frontloading Strategies

Training on the use of all the components of the adoption

Continue training teachers on online programs such as IXL to access all math standards.

In the area of materials and collaboration time, we will need to provide the following:

Online platforms (IXL)

Ongoing analysis of the data (Trimester benchmark assessments and IXL reports)

Setting up small groups for targeted instruction and focus groups

Collaboration, release time and extra hours to support lesson planning targeted instruction and standards

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Students will participate in math intervention groups before or afterschool. Students will have access to curriculum, tools, technology and manipulatives to be able to access grade level standards in Math. This support will be augmented through an HUSD Expanding Learning funded grant aimed at supporting unduplicated students.</p> <p>Ruus School will provide teachers with additional collaboration time during staff meetings monthly to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. Teachers need Professional Development throughout the year on using strategies to make math problem solving and concepts comprehensible and attainable to students. Training will include strategies for scaffolding, differentiated instruction, frontloading on math concepts and problem solving.</p> <p>A 6 hours/day general paraeducator will be hired to provide intervention to 3rd-6th graders in the areas of basic math concepts.</p>	All students in grades 3-6 will receive support in Mathematics.	<p>None Specified None Specified</p> <p>1000 Title I 4000-4999: Books And Supplies Math Manipulatives, material and supplies 13000 LCFF 2000-2999: Classified Personnel Salaries General Paraeducator 1000 Title I 5000-5999: Services And Other Operating Expenditures print shop</p> <p>None Specified None Specified</p>
2.2	YIS will collaborate with YEP/afterschool program as needed to support students in ela/math.		<p>10,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator</p>
2.3	YIS will work with general ed para to support Math intervention with on a 6-12 week cycle and by analyzing data and creating homogeneous groups, collating data, and sharing with COST, ILT, and SBDM to inform site practices and professional development		<p>15,000 Title I 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Although teachers participated in staffwide mathematics professional development trainings on minimum days throughout the year, there were mixed results in terms of teacher engagement with ongoing in-classroom support since this support was not mandatory

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

Although funding was available throughout the school year, we were not able to identify a certificated or classified staff member who was able to provide afterschool intervention support until after winter break. Approximately midway through the school year, Ruus was made aware of a grant secured by expanded learning benefiting unduplicated students. This happened coincidentally with a certificated instructor returning from leave who was interested in facilitating the afterschool intervention. We were able to secure both training and funding for this intervention group and are piloting elevate mathematics with students in 4th and 5th grade twice per week afterschool with plans to expand capacity into the next school year.

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

We are reviewing data and diagnostic tools to create our focus groups of students who will be participating in math intervention during the instructional day via our general paraeducator and will use a combination of district and local benchmark assessments as well as CAASPP data to measure the effectiveness of the intervention.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- English Language Development

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success for English Learners

An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:

2 - Implementation of State Standards

All teachers will use the adopted curriculum and supplemental material to curriculum to address Equity and Diversity, Anti-Bias/Anti-Racism, LGBTQ and social emotional learning.

LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELPAC scores from Spring 2023: ELPAC has four language domains: listening, speaking, reading and writing. Our current 2022-2023 data shows 71% of our ELs are at levels 2 and 3 with only about 15% at level 1 and approximately 12% are at level 4. The Written Language section has highest percentages at level 3. Both Reading and Writing Domains have the highest percentages by grade levels at the Somewhat/Moderately level followed by Beginning level. A very small percentage of students are at level 4, thus the small number of students reclassifying to fluent English proficient..

The EL Specialist will need to convene small groups within the newcomer population (newly arrived students who have been enrolled less than two years in the US) to provide Leveled Literacy Intervention in small groups.

Reclassified students are not making satisfactory progress as indicated through the monitoring process and thus will need to be a focus for EL Specialist to collaborate with teachers on ways to support this group of students through integrated instruction while simultaneously providing direct instructional services to our lowest performing EL's and newcomers.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Ruus School will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. EL Specialist will join ILT in order to provide monthly professional development to instructional staff around English language acquisition.</p> <ul style="list-style-type: none"> <li>Reclassification Ceremony for all ELs reclassifying to Fluent English Proficient.</li> </ul>	All English Learners but specifically newcomers and level 1, 2, and 3 directly.	<p>None Specified None Specified</p> <p>500 LCFF 4000-4999: Books And Supplies materials, supplies and certificates for ELs 300 LCFF 5000-5999: Services And Other Operating Expenditures Reclassification Ceremony, Speaker, Awards and Food</p> <p>None Specified None Specified</p>
3.2	Additional hours for classified personnel to provide push-in support with ELD students		<p>1,000 LCFF 2000-2999: Classified Personnel Salaries Additional hours for ELD push-in support</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our EL specialist has been a critical tool in how we support growth with our EL population. As one of the primary providers of ELD instruction, the main assessment coordinator of students taking the ELPAC, and lead PD person for supporting ELD instruction in mainstream classrooms; her presence is critical. The data shows a decrease in students at lowest performing levels requiring intensive ELD support. It also shows an increase in students from the middle (levels 2 and 3) reflecting positive impact from the ELD intervention. The data does not reflect a number of youngest EL learners (TK) nor students who recently joined Ruus as newcomers. Often these students start out without their levels being known and require inclusion into the level ELD groups supported directly by the EL specialist.

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

Due to the ability levels of the ELD student population, the EL specialist has seen a reduction in time in terms of ability to provide PD to other staff as she has taken lead on providing daily ELD instruction to several small groups throughout the day.

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

While we continue to provide support for all language learners, we want to focus on improving the capacity of our teaching staff to support EL's inside of the classroom. To this point, our EL specialist will be invited to join the site instructional leadership team (ILT) to be a collaborative partner in designing our professional learning that is held during monthly staff meetings and teacher collaboration time. Simultaneously, the EL specialist will resume supporting targeted intervention with our level 1's and our younger EL learners.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

5 - Pupil Engagement

LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Having opportunities for students to express their creativity remains a critical component that impacts multiple student outcomes: Absenteeism, engagement, behavior, and to an extent, enrollment. Providing targeted intervention and opportunities for students to engage in both instruction and enrichment opportunities remains a priority. Partnering with our extended school year program through the district has provided the opportunity to pilot several afterschool clubs engaging in VAPA including Step, Yearbook, and Art. We will additionally be utilizing the 24-25 school year to explore how to utilize newly approved prop. 28 funds to strategically provide additional learning opportunities in VAPA with the expected outcome to implement beginning in the fall of 2025. An intentional focus of this planning will be to ensure that Ruus' VAPA offerings include culturally responsive opportunities that promote inclusivity and equity with a specific focus on historically underserved affinity groups such as our African-American students, English Learners, and Students with low socioeconomic status.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in afterschool VAPA activities. Attendance roster for each activity.	We currently have at least 3 VAPA activities in the 2023-24 school year and are looking to expand.	Offer more VAPA activities and have a greater number of students participating.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Ruus School will promote arts integration during the instructional day with various projects that will be showcased throughout school on a monthly basis.</p> <p>A VAPA plan will be developed to address how the Proposition 28 funds will be used.</p>	All students	<p>2000 LCFF 4000-4999: Books And Supplies Supplies for VAPA instruction during the school day.</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

To support a variety of VAPA themed enrichment opportunities, three after school clubs were created/continued this school year: The Ruus Steppers (dance club), The Ruus Yearbook Club, and Art club. Each of these clubs averages 20-30 students attending per session

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

At the beginning of the year, soliciting interested staff to supervise and support these clubs was challenging. Multiple clubs and instructional staff leaders from the year prior were no longer at site or not available to supervise and pivots had to occur with most of these clubs not beginning in earnest until the winter of the 23-24 school year.

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

With Prop 28 being approved, the 2024-2025 school year will look at infusing new VAPA activities into both the instructional day as well as afterschool. There will also be exploration about how to increase VAPA offerings as enrichment that can occur during student recess. Additionally, Ruus has a dynamic relationship with our Youth Enrichment Program (YEP) that recently received a grant supporting unduplicated students. This grant will allow us to partner with our current VAPA clubs and staff into future school years and expand our offerings to include additional culturally relevant VAPA programs such as Ballet Folklorico, Theatre Arts, and more.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

5 - Pupil Engagement

LCAP Goal:

Increase average daily attendance by 1%

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Infinite Campus Reports indicate attendance is reflecting how many students are satisfactory and how many students are at risk. The percentage of students that have moderate to severe absences are the highest in Transitional Kinder (TK) followed by Kinder. The highest percentages demonstrating satisfactory attendance are grades 4th through 6th. Further differentiated motivation needs to be explored to promote positive behavior between younger and older students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	35% students reported not having an adult on campus they can turn to for support. 33% of students reported children are being unkind at recess and in class.	Next year's survey will show 10% more students feeling they have a trusted adult at school and feel connected and a 10% decrease in experience with unkind behavior

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ruus School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. PBIS Assemblies will continue to take place at the beginning of the school year and monthly for student of the month in each class. YIS will continue to monitor and implement Ruus' MTSS SEL support system by working with SEL clinicians and classroom instructors.	All students. PBIS will continue to promote being Safe, Respectful and Responsible. Assemblies will be offered for antibullying, safety and SEL. Speakers will be invited to come to assemblies or classrooms.	3000 Title I 5000-5999: Services And Other Operating Expenditures Speakers for assemblies and classrooms 1000 Title I 4000-4999: Books And Supplies Certificates and awards for various student assemblies and ceremonies. 1084 Title I 4000-4999: Books And Supplies SEL
5.2	YIS will conduct restorative conversations/mediations with students who are struggling to meet PBIS expectations. YIS will work with and support SEL counselor and other site based clinicians to support SEL work with students. YIS will model and provide training with support personnel around district AB/AR initiatives to ensure inclusive practices are utilized when providing restorative support around student behavior		10,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator  None Specified None Specified
5.3	YIS will lead the PBIS tier 1 and tier 2 teams and train people to use the swiss referral system so referral data can be utilized to observe trends and find out where more support is needed.		10,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator
5.4	YIS will provide admin support to the asb/student council so we have student voice in our school wide pbis/school community events.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator
5.5	YIS will work with the attendance clerk to incentivize/celebrate student attendance and work with families through the SART process.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator
5.6	Principal will attend professional development in order to provide ongoing professional development around inclusivity practices with instruction and classroom management practices as seen through the district's AB/AR lens in order to improve SEL and academic outcomes for historically marginalized students including African-American, Latin X, Students with Disabilities, and Low Socio-Economic status		5,000 General Fund 5000-5999: Services And Other Operating Expenditures Staff/Administrator attendance at professional development conference(s) supporting AB/AR and Inclusivity PD for staff

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Student behavior has reduced for many of the classes on campus following our recesses. Our PBIS assemblies and rewards continue to generate traction and motivate positive behaviors, especially for our younger classes. We have looked for more fun experiences such as assemblies, additional recess release time, and in-class celebrations to motivate students in our older grade levels.

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

While there have been decreases in student behavior during recess periods and classroom instructional time directly after for our lower grade levels (TK-3), We continue to have challenges with grades 4-6. Part of this is attributed to placement flexibility impacted by having only one 4th grade and one 5th grade class, along with a 4/5 combo thus reducing our ability to strategically group children. Additionally, we are exploring motivational items that support PBIS initiatives for the upper grade levels. We will also be continuing our work with AB/AR and inclusivity

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

Further exploration of motivational activities and events will be explored to reduce poor student behavior and increase PBIS achievement metrics for grades 4-6 including additional quarterly field days and upper grade specific assemblies. Data will be gathered using formal survey's for upper children as well as quarterly in-person check ins. Regular professional development around instruction and classroom management practices that promote our AB/AR and inclusivity work will be provided to staff via Principal and ILT.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

N/A

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Center Sign in rosters & Special Events Sign in Rosters, Data from parent link messages, and social media engagement responses.	This year we featured a combination of virtual parent engagement meetings as well as in person outreach sessions.	Parents responding to a combination of in-person and online sessions that will average 20 or more attendees per event. .

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Ruus School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion as well celebratory events. Move monthly conversations with administration to after work.	Ongoing parent/guardian workshops, zumba or like physical activity, celebratory events like Perfect Attendance Award Night hosted at end of each trimester, African American Student Recognition Ceremony, Reclassification Ceremony,	3000 LCFF 5000-5999: Services And Other Operating Expenditures Parent Center workshops 1000 LCFF 4000-4999: Books And Supplies Food for parent/guardian meetings 506.00 Title I 4000-4999: Books And Supplies

			Title 1 allocation for parent engagement
6.2	Ruus will specifically partner with parent groups representing historically underserved student groups in effort to differentiate and provide targeted intervention towards improving feelings of school connectedness with students and families of color. In particular, and as part of Ruus and the HUSD's commitment to improving academic outcomes for students of color, Ruus will foster stronger relationships with parents from different cultural affinity groups (ELAC/AASAI). To this, we will continue to provide parents with the opportunity to attend a parent directed professional learning opportunity offered by the California Association of African-American Superintendents and Administrators.	African-American students are the targeted group, but the inclusivity and anti-bias training serves all students of color, approximately 70%	600.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Parent attendance at CAAASA conference
6.3	YIS will work with the attendance clerk and FES to incentivize/celebrate student attendance and work with families who need assistance around attendance.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator
6.4	YIS will work with FES to support parent workshops around SEL, Cyber Safety, Healthy Eating/Living, Bullying and parent requested workshops.		5,000 LCFF 1000-1999: Certificated Personnel Salaries .50 FTE YIS Coordinator

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

While monthly offerings of parent engagement seminars, coffee and conversations, and other parent and community events have been offered; they continue to receive low attendance. An area of strength has been the response of families attending ELAC meetings. We are working to leverage these families to encourage others to attend our events, promoting through a variety of methods including social media and our marquee. We will also work to facilitate events at different times and through digital platforms such as zoom to be more accessible .

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

Additional focus will be provided on establishing stronger communication with families including monthly parent updates, allocating additional time during back to school night to provide in-depth information around school participation activities, and collaboration with staff around creation of opportunities to have parent volunteers supporting on a regular basis in classrooms.

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

Parent Engagement: Ruus School will increase the number of parent participation in school activities by 150%. This will include: 150% increase in monthly Coffee & Conversation (both in person and digital) attendance from 4 to 10, Monthly family engagement opportunities and celebrations with an increase to at least 15 parents.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Ruus staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. Attendance Clerk will give teachers monthly attendance reports. Truancy meetings will be held regularly to provide families with needed support to improve attendance. Students with chronic absenteeism will be referred to COST. Attendance Clerk will acknowledge students for monthly perfect attendance. Trimester celebrations will be held for students and families for perfect attendance.	All students in Transitional Kinder through sixth grade will improve attendance.	1000 LCFF - Supplemental 4000-4999: Books And Supplies Certificates, supplies and material  None Specified None Specified



7.2	YIS will work with the attendance clerk and FES to incentivize/celebrate student attendance and work with families through the SART process.		10,000 Title I 1000-1999: Certificated Personnel Salaries .50 FTE YIS coordinator

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Attendance continues to be monitored. Truancy meetings are held monthly between Principal, CWA, and attendance technician with consultation from FES or Community Schools specialist and other COST representatives.

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

With new administration in place, attendance has been monitored and addressed through a MTSS lens focusing on tier 2 and tier 3 needs, but additional work and recognition needs to happen to support tier 1 intervention including recognition opportunities for students with positive attendance.

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

Attendance will become a highly measured metric in terms of students receiving COST referrals so that additional supports and resources can be allocated to work with both children and families to create improvement. Greater focus around improving attendance with our younger grade levels will be a focal point for the early part of the 2024-2025 school year and additional time will be allocated at Back to School Night for a presentation in conjunction with Child Welfare and Attendance to set a clear and high expectation. This data and importance will also be reviewed with our community partner groups including, SSC, SBDM, ELAC, and AASAI.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$184515.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,490.00
Total Federal Funds Provided to the School from the LEA for CSI	\$N/A

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$72,590.00

Subtotal of additional federal funds included for this school: \$72,590.00

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

State or Local Programs	Allocation (\$)
General Fund	\$8,500.00
LCFF	\$81,400.00
LCFF - Supplemental	\$1,000.00

Subtotal of state or local funds included for this school: \$90,900.00

Total of federal, state, and/or local funds for this school: \$163,490.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	81,144.00	-256.00
Title I	69,262.00	-3,328.00
General Fund	34,109.00	25,609.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	8,500.00
LCFF	81,400.00
LCFF - Supplemental	1,000.00
Title I	72,590.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100,000.00
2000-2999: Classified Personnel Salaries	40,500.00
4000-4999: Books And Supplies	10,090.00
5000-5999: Services And Other Operating Expenditures	12,300.00
5800: Professional/Consulting Services And Operating Expenditures	600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	1,500.00
4000-4999: Books And Supplies	General Fund	2,000.00

5000-5999: Services And Other Operating Expenditures	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF	60,000.00
2000-2999: Classified Personnel Salaries	LCFF	14,000.00
4000-4999: Books And Supplies	LCFF	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	40,000.00
2000-2999: Classified Personnel Salaries	Title I	25,000.00
4000-4999: Books And Supplies	Title I	3,590.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,500.00
Goal 2	40,000.00
Goal 3	1,800.00
Goal 4	2,000.00
Goal 5	40,084.00
Goal 6	15,106.00
Goal 7	11,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Samuel McClymont	Principal
Hunter Hodges	Classroom Teacher
Marisa Perez-Frame	Classroom Teacher
Ruben Au	Classroom Teacher
Maria Ramirez	Other School Staff
Vanessa Lopez Zamarripa	Parent or Community Member
Julieta Guizar	Parent or Community Member
Juan Orosco	Parent or Community Member
Cornegria Washington	Parent or Community Member
Joceylyn Cruz	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/24.

Attested:



Principal, Samuel McClymont on 05/13/24

SSC Chairperson, Marissa Frame on 05/13/24