School Year: **2025-26**

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 30, 2025	June 11, 2025

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
> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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.

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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
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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 2024 and April of 2025

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.

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 and Asian are Orange), Suspension Rate (Asian, Filipino, and Socioeconomically disadvantaged- Orange, English Learners and Hispanic are red), Mathematics Performance Indicator (All students school placement and Socioeconomically Disadvantaged students are Orange, English Learners and Hispanic students are red

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0.26%	0.52%		1	2
African American	4.05%	3.43%	3.10%	16	13	12
Asian	14.68%	11.35%	12.40%	58	43	48
Filipino	11.39%	9.76%	9.30%	45	37	36
Hispanic/Latino	59.49%	63.59%	63.57%	235	241	246
Pacific Islander	5.32%	5.28%	5.17%	21	20	20
White	2.03%	2.64%	2.07%	8	10	8
Two or More Races	3.04%	3.69%	3.88%	12	14	15
Not Reported	%	0%	%		0	
			Total Enrollment	395	379	387

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	75	73	47
Grade 1	50	54	50
Grade 2	42	51	53
Grade3	50	48	52
Grade 4	67	50	51
Grade 5	48	61	50
Grade 6	63	42	61
Total Enrollment	395	379	387

Conclusions based on this data:

1. Enrollment has steadily decreased in the past six years although we did see a slight increase in enrollment as a result of redirection from other sites across the district. 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.   Opportunities to retain and recruit new families to Ruus need to be explored to combat declining enrollment, primarily resulting from the high cost of living in our community

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	158	148	152	40.0%	39.1%	39.3%
Fluent English Proficient (FEP)	77	72	78	19.5%	19.0%	20.2%
Reclassified Fluent English Proficient (RFEP)	40	45	52	10.1%	11.9%	13.4%

Conclusions based on this data:

1. The number of English Learners has remained static through the past 3 years. Additional analysis and targeted intervention is being explored to support long term English learners

2. We experienced a significant decline in reclassification. This is partly due to the fact that we had a higher concentration of newcomer EL's entering into ELD instruction as upper grade students. This means that they have less time for the intervention support that ELD provides to reclassify.

3. We need to explore differentiated intervention strategies to provide targeted support for students who enter into ELD as an upper grade student.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	47	47	45	47	45	45	47	45	93.8	100.0	95.7
Grade 4	61	48	49	61	47	49	61	47	49	100.0	97.9	100
Grade 5	44	61	50	44	59	45	44	59	45	100.0	96.7	90
Grade 6	61	40	52	60	39	50	60	39	50	98.4	97.5	96.2
All Grades	214	196	198	210	192	189	210	192	189	98.1	98.0	95.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2351.	2344.	2377.	8.89	8.51	13.33	6.67	6.38	13.33	24.44	31.91	22.22	60.00	53.19	51.11
Grade 4	2413.	2386.	2388.	18.03	8.51	2.04	13.11	10.64	12.24	19.67	14.89	24.49	49.18	65.96	61.22
Grade 5	2465.	2446.	2425.	11.36	11.86	8.89	25.00	11.86	17.78	20.45	22.03	8.89	43.18	54.24	64.44
Grade 6	2491.	2478.	2511.	6.67	7.69	18.00	25.00	25.64	26.00	36.67	23.08	22.00	31.67	43.59	34.00
All Grades	N/A	N/A	N/A	11.43	9.38	10.58	17.62	13.02	17.46	25.71	22.92	19.58	45.24	54.69	52.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	6.38	11.11	48.89	48.94	48.89	44.44	44.68	40.00
Grade 4	11.48	10.64	4.08	54.10	42.55	57.14	34.43	46.81	38.78
Grade 5	9.09	10.17	11.11	59.09	59.32	55.56	31.82	30.51	33.33
Grade 6	8.33	5.13	14.00	53.33	51.28	52.00	38.33	43.59	34.00
All Grades	9.05	8.33	10.05	53.81	51.04	53.44	37.14	40.63	36.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.22	0.00	8.89	37.78	36.17	51.11	60.00	63.83	40.00
Grade 4	11.48	6.38	0.00	49.18	42.55	46.94	39.34	51.06	53.06
Grade 5	18.18	6.78	6.67	50.00	45.76	31.11	31.82	47.46	62.22
Grade 6	10.00	7.69	22.00	53.33	53.85	48.00	36.67	38.46	30.00
All Grades	10.48	5.21	9.52	48.10	44.27	44.44	41.43	50.52	46.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	8.51	4.44	68.89	65.96	75.56	26.67	25.53	20.00
Grade 4	4.92	4.26	6.12	72.13	78.72	59.18	22.95	17.02	34.69
Grade 5	0.00	11.86	4.44	79.55	69.49	64.44	20.45	18.64	31.11
Grade 6	15.00	7.69	10.00	65.00	74.36	72.00	20.00	17.95	18.00
All Grades	6.67	8.33	6.35	70.95	71.88	67.72	22.38	19.79	25.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	2.13	15.56	55.56	46.81	51.11	40.00	51.06	33.33
Grade 4	9.84	2.13	2.04	57.38	57.45	65.31	32.79	40.43	32.65
Grade 5	11.36	10.17	6.67	65.91	61.02	51.11	22.73	28.81	42.22
Grade 6	10.00	10.26	12.00	71.67	71.79	70.00	18.33	17.95	18.00
All Grades	9.05	6.25	8.99	62.86	58.85	59.79	28.10	34.90	31.22

Conclusions based on this data:

1. We have seen significant increase and decrease across testable grade levels in terms of the percentage of students who are approaching or above grade level. Increases include 3rd grade and 6th grade while decreases include 4th and 5th grade.

2. Overall we saw a 5% improvement as school in terms of students who are below standard.

3. We see an overall increase of approximately 3% as a site in term of students who are either at, near, and above standard.

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.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	47	47	45	47	47	45	47	47	93.8	100.0	100
Grade 4	61	48	49	61	48	49	61	48	49	100.0	100.0	100
Grade 5	44	61	50	44	59	49	44	59	49	100.0	96.7	98
Grade 6	61	40	52	60	39	52	60	39	52	98.4	97.5	100
All Grades	214	196	198	210	193	197	210	193	197	98.1	98.5	99.5

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2356.	2360.	2357.	4.44	6.38	8.51	8.89	8.51	12.77	20.00	21.28	14.89	66.67	63.83	63.83
Grade 4	2415.	2410.	2395.	11.48	6.25	8.16	11.48	8.33	6.12	22.95	29.17	28.57	54.10	56.25	57.14
Grade 5	2427.	2431.	2394.	9.09	6.78	6.12	2.27	10.17	4.08	31.82	18.64	14.29	56.82	64.41	75.51
Grade 6	2467.	2465.	2491.	5.00	5.13	15.38	6.67	15.38	19.23	38.33	20.51	21.15	50.00	58.97	44.23
Grade 11															
All Grades	N/A	N/A	N/A	7.62	6.22	9.64	7.62	10.36	10.66	28.57	22.28	19.80	56.19	61.14	59.90

Table title: Overall Achievement for All Students

| Concepts & Procedures
Applying mathematical concepts and procedures | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	10.64	8.51	42.22	36.17	29.79	53.33	53.19	61.70
Grade 4	18.03	8.33	10.20	26.23	33.33	32.65	55.74	58.33	57.14
Grade 5	4.55	5.08	2.04	36.36	33.90	28.57	59.09	61.02	69.39
Grade 6	6.67	10.26	19.23	45.00	35.90	38.46	48.33	53.85	42.31
Grade 11									
All Grades	9.05	8.29	10.15	37.14	34.72	32.49	53.81	56.99	57.36

| Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	8.51	10.64	28.89	29.79	34.04	60.00	61.70	55.32
Grade 4	4.92	4.17	6.12	34.43	45.83	34.69	60.66	50.00	59.18
Grade 5	2.27	6.78	6.12	50.00	38.98	28.57	47.73	54.24	65.31
Grade 6	3.33	5.13	11.54	45.00	35.90	38.46	51.67	58.97	50.00
All Grades	5.24	6.22	8.63	39.52	37.82	34.01	55.24	55.96	57.36

| Communicating Reasoning
Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	8.51	8.51	51.11	46.81	42.55	44.44	44.68	48.94
Grade 4	8.20	6.25	6.12	42.62	47.92	38.78	49.18	45.83	55.10
Grade 5	6.82	3.39	2.04	50.00	50.85	40.82	43.18	45.76	57.14
Grade 6	5.00	7.69	15.38	61.67	56.41	61.54	33.33	35.90	23.08
All Grades	6.19	6.22	8.12	51.43	50.26	46.19	42.38	43.52	45.69

Conclusions based on this data:

1. For the 23-24 school year we saw a 2% improvement in the number of students who are below standard, with 6th grade experiencing a 5% gain in at or near and above standard.

2. We ensured that 99.5 of eligible students took and finished the assessment providing an accurate and valid data set for the entire site.

3. We are seeing a decline in performance of all students in the category of communicating reasoning of approximately 3% of the population.

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) web page or the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1445.3	1435.4	1404.9	1467.7	1447.4	1420.3	1392.6	1407.5	1368.7	35	34	35
1	*	1441.1	1411.9	*	1442.0	1425.4	*	1439.7	1397.9	10	22	21
2	1469.6	1451.0	1466.3	1478.4	1471.8	1483.8	1460.2	1429.5	1448.5	16	13	18
3	1471.5	1471.3	1445.1	1479.3	1475.6	1436.2	1463.3	1466.5	1453.5	22	18	14
4	1504.9	1492.6	1493.9	1516.8	1492.0	1498.1	1492.4	1492.5	1489.3	26	20	19
5	1512.1	1521.1	1492.9	1516.0	1535.7	1492.3	1507.6	1506.0	1493.0	16	23	25
6	1529.8	1502.8	1529.7	1535.9	1497.2	1538.6	1523.5	1508.2	1520.4	22	12	20
All Grades										147	142	152

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.86	26.47	2.86	51.43	32.35	31.43	22.86	29.41	48.57	2.86	11.76	17.14	35	34	35
1	*	18.18	4.76	*	18.18	28.57	*	45.45	23.81	*	18.18	42.86	*	22	21
2	12.50	7.69	0.00	50.00	30.77	55.56	6.25	38.46	22.22	31.25	23.08	22.22	16	13	18
3	9.09	0.00	7.14	18.18	38.89	7.14	40.91	38.89	35.71	31.82	22.22	50.00	22	18	14
4	11.54	5.00	10.53	34.62	40.00	26.32	42.31	45.00	47.37	11.54	10.00	15.79	26	20	19
5	18.75	13.04	0.00	43.75	30.43	48.00	18.75	47.83	20.00	18.75	8.70	32.00	16	23	25
6	13.64	0.00	15.00	50.00	50.00	50.00	31.82	25.00	30.00	4.55	25.00	5.00	22	12	20
All Grades	14.29	12.68	5.26	43.54	33.10	36.18	26.53	38.73	33.55	15.65	15.49	25.00	147	142	152

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	48.57	32.35	11.43	34.29	32.35	37.14	14.29	29.41	31.43	2.86	5.88	20.00	35	34	35
1	*	18.18	28.57	*	40.91	23.81	*	27.27	23.81	*	13.64	23.81	*	22	21
2	50.00	23.08	22.22	18.75	38.46	50.00	6.25	23.08	27.78	25.00	15.38	0.00	16	13	18
3	18.18	16.67	7.14	45.45	55.56	28.57	22.73	11.11	28.57	13.64	16.67	35.71	22	18	14
4	30.77	25.00	26.32	53.85	55.00	47.37	11.54	10.00	21.05	3.85	10.00	5.26	26	20	19
5	43.75	30.43	40.00	31.25	52.17	28.00	12.50	13.04	12.00	12.50	4.35	20.00	16	23	25
6	54.55	33.33	40.00	27.27	33.33	50.00	18.18	16.67	5.00	0.00	16.67	5.00	22	12	20
All Grades	41.50	26.06	25.00	36.73	43.66	37.50	13.61	19.72	21.71	8.16	10.56	15.79	147	142	152

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	11.76	0.00	13.04	23.53	22.86	60.87	35.29	48.57	17.39	29.41	28.57	23	34	35
1	9.52	13.64	4.76	38.10	13.64	19.05	42.86	45.45	9.52	9.52	27.27	66.67	21	22	21
2	4.76	0.00	0.00	23.81	30.77	33.33	38.10	15.38	33.33	33.33	53.85	33.33	21	13	18
3	7.32	0.00	0.00	14.63	16.67	7.14	41.46	38.89	28.57	36.59	44.44	64.29	41	18	14
4	0.00	5.00	5.26	0.00	15.00	10.53	73.33	45.00	47.37	26.67	35.00	36.84	15	20	19
5	10.71	4.35	4.00	14.29	13.04	12.00	42.86	39.13	36.00	32.14	43.48	48.00	28	23	25
6	4.55	0.00	0.00	13.64	16.67	20.00	59.09	50.00	60.00	22.73	33.33	20.00	22	12	20
All Grades	2.04	6.34	1.97	21.77	18.31	18.42	42.18	38.73	38.82	34.01	36.62	40.79	147	142	152

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.86	23.53	5.71	54.29	55.88	71.43	2.86	20.59	22.86	35	34	35
1	*	40.91	23.81	*	45.45	47.62	*	13.64	28.57	*	22	21
2	6.25	23.08	5.56	81.25	61.54	88.89	12.50	15.38	5.56	16	13	18
3	13.64	16.67	0.00	68.18	55.56	42.86	18.18	27.78	57.14	22	18	14
4	30.77	20.00	10.53	61.54	75.00	78.95	7.69	5.00	10.53	26	20	19
5	6.25	13.04	4.00	81.25	69.57	64.00	12.50	17.39	32.00	16	23	25
6	9.09	0.00	30.00	68.18	83.33	35.00	22.73	16.67	35.00	22	12	20
All Grades	24.49	21.13	11.18	63.95	61.97	62.50	11.56	16.90	26.32	147	142	152

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	44.12	44.12	17.14	52.94	44.12	68.57	2.94	11.76	14.29	34	34	35
1	*	9.09	28.57	*	77.27	47.62	*	13.64	23.81	*	22	21
2	62.50	38.46	38.89	12.50	46.15	61.11	25.00	15.38	0.00	16	13	18
3	40.91	38.89	21.43	50.00	44.44	42.86	9.09	16.67	35.71	22	18	14
4	57.69	45.00	68.42	38.46	45.00	26.32	3.85	10.00	5.26	26	20	19
5	75.00	78.26	64.00	6.25	21.74	16.00	18.75	0.00	20.00	16	23	25
6	72.73	50.00	90.00	27.27	33.33	5.00	0.00	16.67	5.00	22	12	20
All Grades	55.48	43.66	45.39	36.30	45.07	40.13	8.22	11.27	14.47	146	142	152

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.71	11.76	0.00	85.71	73.53	68.57	8.57	14.71	31.43	35	34	35
1	*	13.64	14.29	*	36.36	19.05	*	50.00	66.67	*	22	21
2	12.50	0.00	0.00	56.25	46.15	66.67	31.25	53.85	33.33	16	13	18
3	0.00	0.00	0.00	40.91	44.44	28.57	59.09	55.56	71.43	22	18	14
4	3.85	5.00	0.00	50.00	45.00	47.37	46.15	50.00	52.63	26	20	19
5	0.00	8.70	8.00	62.50	47.83	36.00	37.50	43.48	56.00	16	23	25
6	9.09	0.00	0.00	31.82	33.33	50.00	59.09	66.67	50.00	22	12	20
All Grades	6.12	7.04	3.29	55.78	50.00	47.37	38.10	42.96	49.34	147	142	152

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.47	41.18	17.14	50.00	20.59	57.14	23.53	38.24	25.71	34	34	35
1	*	18.18	4.76	*	59.09	52.38	*	22.73	42.86	*	22	21
2	6.25	15.38	5.56	50.00	30.77	66.67	43.75	53.85	27.78	16	13	18
3	0.00	5.56	0.00	68.18	55.56	35.71	31.82	38.89	64.29	22	18	14
4	0.00	20.00	15.79	73.08	55.00	63.16	26.92	25.00	21.05	26	20	19
5	18.75	4.35	12.00	56.25	73.91	48.00	25.00	21.74	40.00	16	23	25
6	18.18	0.00	25.00	72.73	75.00	65.00	9.09	25.00	10.00	22	12	20
All Grades	12.33	18.31	12.50	61.64	50.00	55.92	26.03	31.69	31.58	146	142	152

Conclusions based on this data:

1. More than 70 % of our English Learners remain at levels 2 and 3 overall.

2. Across all grade levels, total composite scores decreased on the summative ELPAC test.

3. There was a 10% increase in the percentage of EL students in the category of level English language learners.

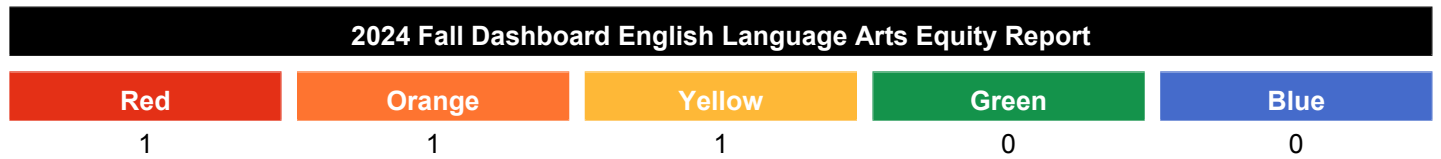# School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
387	**85.5%**	**39.3%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	152	39.3%
Foster Youth	0	0.0%
Homeless	8	2.1%
Socioeconomically Disadvantaged	331	85.5%
Students with Disabilities	64	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	3.1%
American Indian	2	0.5%
Asian	48	12.4%
Filipino	36	9.3%
Hispanic	246	63.6%
Two or More Races	15	3.9%
Pacific Islander	20	5.2%
White	8	2.1%

Conclusions based on this data:

1. 63.6% of our population identifies as hispanic

2. Our population of students who identify as socio-economically disadvantage has increased to 85%

3. Our enrollment continues to decline, but to counter this, we consistently work with the district to be a redirect school and will be adding an additional SDC class offering for grade levels 2-4

School and Student Performance Data

Overall Performance

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

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 decreased by more than 15% in 2023-2024 compared to the year prior.

3. In spite of limited resources due to state and district wide budget cuts, targeted intervention in ELA and Math needs to be provided to our Hispanic and Multilingual learners.

School and Student Performance Data

Academic Performance
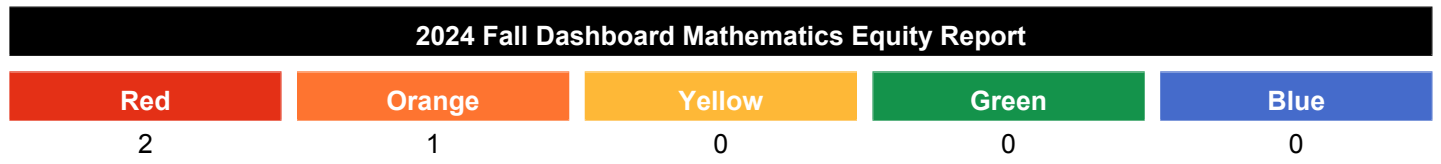## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
56.3 points below standard	79.5 points below standard	72.1 points below standard
Increased 10.6 points	Maintained 2.5 points	11 Students
196 Students	103 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	64.8 points below standard
	3 Students	Increased 8.6 points
		168 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
105.0 points below standard	Less than 11 Students	0 Students
Declined 11.7 points		
33 Students	3 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
2.4 points below standard	27.6 points above standard	83.6 points below standard
Increased 3.0 points	Increased 17.0 points	Increased 9.5 points
20 Students	22 Students	127 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	48.2 points below standard	Less than 11 Students
	12 Students	
6 Students		6 Students

Conclusions based on this data:

1. All measureable student groups experienced and overall increase in performance in ELA except our population of students with disabilities.

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

3. While we moved into the yellow score category as a whole school, we are still placed in the red band for English Language Learners.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
85.1 points below standard	102.7 points below standard	106.9 points below standard
Declined 6.7 points	Declined 14.8 points	11 Students
200 Students	107 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	90.0 points below standard
	3 Students	Declined 4.9 points
		172 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
112.7 points below standard	Less than 11 Students	0 Students
Maintained 1.4 points		
33 Students	3 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
26.9 points below standard	16.7 points below standard	112.6 points below standard
Declined 28.6 points	Increased 9.9 points	Declined 10.3 points
20 Students	23 Students	129 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	79.8 points below standard	Less than 11 Students
	12 Students	
7 Students		6 Students

Conclusions based on this data:

1. Higher percentage of English Learners perform below standards compared to English Only students.

2. Students with disabilities experienced marginal growth categorized as maintaining compared to a decline for students as a whole.

3. We saw a smaller decline in the performance of students who identify as socioeconomically disadvantaged compared to the decline experienced by students as a whole

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
41.6% making progress.	making progress.
Number Students: 113 Students	Number Students: 10 Students

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.

2024 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**
19.5%	33.6%	0.9%	38.1%

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 2024 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.
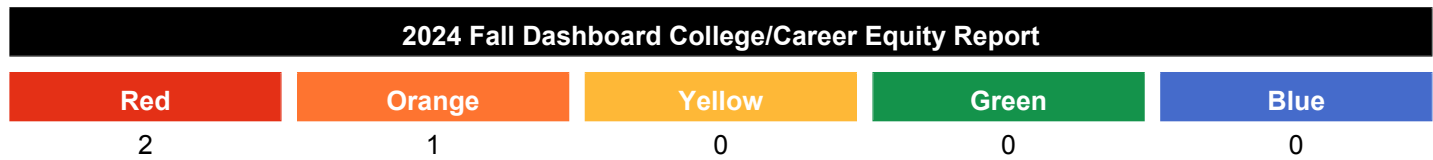
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**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

Academic Engagement
Chronic Absenteeism

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
28.6% Chronically Absent	27% Chronically Absent	33.3% Chronically Absent
Declined 15	Declined 16.1	0
405 Students	189 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	36.4% Chronically Absent	28.5% Chronically Absent
	Declined 9.8	Declined 15.1
	11 Students	347 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
28.2% Chronically Absent	41.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 29.4	Declined 29.8	
71 Students	12 Students	2 Students

Asian	Filipino	Hispanic
Orange	Green	Yellow
22.4% Chronically Absent	8.3% Chronically Absent	31.3% Chronically Absent
Declined 8	Declined 21.4	Declined 13.7
49 Students	36 Students	262 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
50% Chronically Absent	30% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 3.3	Declined 20	
16 Students	20 Students	8 Students

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. We see this as a result of dedicated intervention provided chiefly by our attendance technician.

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. Although homeless students experienced a 9% decline in chronic absenteeism, this was the smallest decrease across all of our measurable student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**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
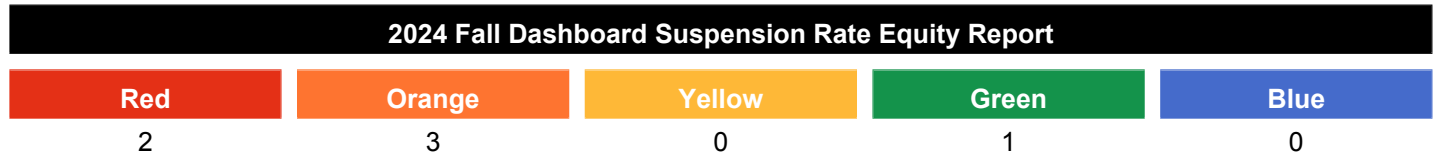## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	1	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
3.6% suspended at least one day	4.1% suspended at least one day	0% suspended at least one day
Increased 1.9%	Increased 3%	12 Students
416 Students	194 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0% suspended at least one day	3.7% suspended at least one day
	Maintained 0%	Increased 1.5%
	11 Students	355 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
2.8% suspended at least one day	7.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.7%	Maintained 0%	2 Students
71 Students	14 Students	

Asian	Filipino	Hispanic
Orange	Orange	Red
5.9% suspended at least one day	2.8% suspended at least one day	3.4% suspended at least one day
Increased 5.9%	Increased 2.8%	Increased 2.2%
51 Students	36 Students	268 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 6.7%	Declined 4.5%	9 Students
16 Students	20 Students	

Conclusions based on this data:

1. There has been an increase in suspensions compared to last year across all student groups.

2. Students who are English Learners and/or Hispanic saw an increase in the percentage of students who were suspended.

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 28% to 32% as measured by the 2024-2025 CAASPP.

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
> Scaffolding Strategies - SDAIE (Specifically Designed Academic Instruction in English)
> Differentiation Instruction Strategies
> Frontloading Strategies
> 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.
> 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 28% of students scored at grade level above on CAASPP ELA assessments.	An 5% increase of students at grade level measuring at 33%
District and state approved reading assessment tool, fastbridge	Unknown until assessment is approved at district level. In the interim, site will use fastbridge results (standardized assessment used in 24-25)	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	Ruus Elementary school will provide teachers with 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. All Kinder-3rd grade classroom teachers will teach under a staggered schedule to allow for small group instruction and intervention. . 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.	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.	1000 General Fund 4000-4999: Books And Supplies Technology, library bools and Online Programs None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified
1.2	Additional hours for classified staff to provide intervention support for students outside of the instructional day		2500 Title I Classified Hourly Additional hours for classified
1.3	Additional hours for certificated staff to provide ELA intervention support for students outside of the instructional day including EL students,		5000 Title I Certificated Hourly

				Additional hours for certificated
1.4	Beginning of the school year professional learning seminar around the creation of AI prompts for whole staff as well as specialized session to provide deeper training for 3 teachers who will share during collaboration in order to support all students, but particularly EL's and socioeconomically disadvantaged students.			2800 Title I 5800: Professional/Consulting Services And Operating Expenditures The Right Path Educational Consulting Inc providing PD around AI prompt writing.
1.5	Release hours for staff to provide professional development and feedback to teachers around integration of literacy and AI prompt writing.			1000 General Fund Certificated Hourly Additional hours for PD design integrating CORE literacy strategies with AI prompt writing to streamline collaboration and curriculum design.

Annual Review

SPSA Year Reviewed: 2024-25

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. Unfortunately due to statewide and districtwide budget reductions, the funding does not exist for either of these positions. Funds are being allocated to pay both certificated and classified staff to provide intervention opportunities outside of the contractual day.

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

We were more successful in utilizing site staff and providing targeted intervention in both Math and ELA after school

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.

Due to budget constraints, we will be restructuring the way that professional learning is provided to our staff as there is not funding to support the existence of an instructional leadership team. The site will lean on and leverage district provided professional learning combined with professional learning in the domain of using AI as an augmentative tool for teachers to develop literacy skills learned and practiced during the 24-25 school year. We will measure effectiveness through a variety of assessments including the CAASPP and other local assessments. We are awaiting final approval from the district and professional training around a state-approved literacy assessment tool that will be replacing fastbridge.

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	20% Standard Met or Exceeded	25% 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	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. 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.	All students in grades 3-6 will receive support in Mathematics.	1000 LCFF 4000-4999: Books And Supplies Math Manipulatives, material and supplies None Specified None Specified 1000 Title I 5000-5999: Services And Other Operating Expenditures print shop None Specified None Specified None Specified None Specified
2.2	Additional hours for classified staff to provide tier 2 and 3 intervention to students in Math outside of school hours.		2500 Title I Classified Hourly Additional hours for classified staff
2.3	Additional hours for certificated staff to provide tier 2 and 3 intervention to students in math outside of school hours.		5000 Title I Certificated Hourly Additional hours for certificated staff.

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, much of the professional development was focused on small group targeted intervention utilizing PD provided by ILT. Staff also voluntarily committed to giving the Fastbridge Math Assessment. We were notified, mid-year, that budget cuts may cause Fastbridge to be a discontinued resource in the following year. In spite of this pivot, we did see growth in math scores on state wide assessments

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

While extended learning funding was offered (non-SPSA funds), the site was unable to secure a certificated instructor who was able to support afterschool math intervention.

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.

Given the budget crisis that the site is facing for the 25-26 school year, we are allocating funding for additional hours with the intention of providing after hours intervention. A focus will be to target this intervention support for math with intervention support for multi-lingual learners as this remains a demographic that is struggling to progress in both math and ela.

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 2024: ELPAC has four language domains: listening, speaking, reading and writing. Our current 2024-2025 data shows 71% of our ELs either moved up a level or maintained a level. 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..
>
> Parent outreach is sharing that many of our EL families struggle to support their learners through the academic process including homework, social-emotional learning, and decoding skills that support students in demonstrating their mastery of linguistic acquisition.

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	Ruus School will offer an afterschool community homework club focused on EL students and their families held weekly. EL specialist will pilot targeted intervention for LTEL students (long-term English learners), other classified and certificated staff will provide support in ELA/Math. -Reclassification Ceremony for all ELs reclassifying to Fluent English Proficient. Will feature ongoing afterschool ELPAC academy led by EL specialist.	All English Learners but specifically newcomers and level 1, 2, and 3 directly.	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 5000 Title I Certificated Hourly Additional hours for intervention work (ELPAC academy) None Specified None Specified
3.2			LCFF None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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 date 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 Russ 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 abilitiy 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.

We are still seeing limited growth academically from our EL students, specifically at higher grade levels. We will be working to create a community based afterschool homework club specifically for Spanish-speaking students. To increase efficacy, we will be seperately piloting a weekend ESL class targeted towards parents of students using funding from the community schools grant (non-SPSA). This decision is based on community feed back indicating parents not having a linguistic or content area understanding of their students academic work, and therefore being unable to support their students. The goal will be to have this group of parents attend a weekly session after school (with their students) where they will be able to use their developing language skills, and staff support, to help their children with homework. Additionally, one of these sessions will be an ELPAC academy, led by our EL specialist to help parents and students break down prompts.

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. Ruus was on a trajectory to increase our VAPA offerings through a prop 28 exploratory committee. Unfortunately due to district and statewide funding shortages, the use of these funds is delayed. Ruus staff will work to include VAPA work into the instruction offerings at all grades levels in order to augment our two current offerings in vocal music and instrumental music.

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
Quarterly grade level art projects site wide reflecting standards based instruction, SEL components, and district anti-racism/anti-bias work. As funding permits, the prop 28 committee will be reconstituted to explore the expansion of of VAPA offerings at Ruus	Based on funding, the majority of VAPA participation by students will be shifting to occur during the instructional as opposed to a variety of opportunities that students receive outside of the instructional day.	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	Ruus School will promote arts integration during the instructional day with various projects that will be showcased throughout school on a monthly basis.	All students	2000 Title I 4000-4999: Books And Supplies Supplies for VAPA instruction during the school day. None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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. The funding for these after school came through the extended learning day funding grant (ELOP). This funding will not be available during the 25-26 school year.

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

Currently there is not funding enough to cover the expense of supervision and materials for these afterschool interventions. We will shift expenditures to be around trimesterly VAPA projects connected to AB/AR and inclusivity themes.

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.

Due to budgetary constraint, the district has taken the lead of prop 28 funding allocation. We will use community events such as back to school night, open house, and our multi-cultural event as a forum to showcase our VAPA work.

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 though 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.Additional hours will be provided to certificated staff to support PBIS planning and intervention	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.	2000 Title I Certificated Hourly Additional hours for PBIS intervention efforts and planning. 3000 Title I 4000-4999: Books And Supplies Certificates, awards, SEL/PBIS manipulative, for various student assemblies and ceremonies. None Specified None Specified SEL
5.2	Ruus school will provide targeted intervention in the form of outreach to families of highest chronic absence grade levels and demographics including EL students and MKV students including phone banking, mailers, and Family engagement events to support attendance improvement.		1000 Title I 2000-2999: Classified Personnel Salaries Additional hours for additional outreach
5.3			None Specified None Specified None Specified None Specified
5.4			None Specified None Specified
5.5			None Specified None Specified
5.6			None Specified None Specified

Annual Review

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.

> 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."

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.

> Additional targeted outreach and events for multi-lingual families to share information and parent support opportunities.

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, After School family learning workshops.	3000 Title I 5000-5999: Services And Other Operating Expenditures Parent Center workshops 1000 LCFF 4000-4999: Books And Supplies Food for parent/guardian meetings 381.50 Title I 4000-4999: Books And Supplies Title 1 allocation for parent engagement

6.2			None Specified None Specified
6.3			None Specified None Specified
6.4			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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 50%. This will include: 50% increase in monthly Coffee & Conversation (both in person and digital) attendance from 4 to 5, 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.

We will continue to partner with our attendance technician and case managers for outreach to support students with disabilities in decreasing chronic absenteeism.

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 Title I 4000-4999: Books And Supplies Certificates, supplies and material None Specified None Specified

7.2	Ruus will use site funds to cover the .25 reduction in FTE to ensure that we have a full time 1.0 FTE attendance technician. These funds will enable our site to continue to provide impactful outreach and efforts to continue reducing chronic absenteeism.	All students Pre-Sixth grade	9000 LCFF 2000-2999: Classified Personnel Salaries .25 FTE attendance technician 6000 General Fund 2000-2999: Classified Personnel Salaries .25 FTE attendance technician

Annual Review

SPSA Year Reviewed: 2024-25

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 opportunites 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 conjuction 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	$50,619.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55,981.50
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	$36,181.50

Subtotal of additional federal funds included for this school: $36,181.50

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	$8,000.00
LCFF	$11,800.00

Subtotal of state or local funds included for this school: $19,800.00

Total of federal, state, and/or local funds for this school: $55,981.50

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	13345.00	1,545.00
Title I	38150.00	1,968.50
General Fund	26609.00	18,609.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	8,000.00
LCFF	11,800.00
Title I	36,181.50

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	16,000.00
4000-4999: Books And Supplies	9,881.50
5000-5999: Services And Other Operating Expenditures	4,300.00
5800: Professional/Consulting Services And Operating Expenditures	2,800.00
Certificated Hourly	18,000.00
Classified Hourly	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	6,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
Certificated Hourly	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	LCFF	9,000.00

4000-4999: Books And Supplies	LCFF	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	300.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	6,381.50
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,800.00
Certificated Hourly	Title I	17,000.00
Classified Hourly	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,300.00
Goal 2	9,500.00
Goal 3	5,800.00
Goal 4	2,000.00
Goal 5	6,000.00
Goal 6	4,381.50
Goal 7	16,000.00

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Samuel McClymont	Principal
Hunter Hodges	Classroom Teacher
Marisa Perez-Frame	Classroom Teacher
Katherine Light-Valrey	Classroom Teacher
Maria Ramirez	Other School Staff
Isabel Garcia	Parent or Community Member
Julieta Guizar	Parent or Community Member
Juan Orosco	Parent or Community Member
Tiana Menis	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 04/30/2025.

Attested:

	Principal, Samuel McClymont on 04/30/2025
	SSC Chairperson, Marissa Frame on 04/30/2025
	ELAC Representative, Julieta Guizar on 04/30/2025