Ruus Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Ruus Elementary School
Street	28027 Dickens Ave.
City, State, Zip	Hayward, CA 94544
Phone Number	(510) 723-3885
Principal	Samuel McClymont
Email Address	sm187@husd.k12.ca.us
School Website	https://ruus.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926001127

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Ruus Elementary is comprised of 416 Pre-6th grade students from diverse ethnic backgrounds. We have a total of 14 general education classes classes which are comprised of fourteen TK-6th grade SEI classes, and 4 SDC classes. Further we host a pre-school run in conjunction between HUSD and the state of California.Our teachers pride themselves on not only focusing on teaching literacy, mathematics, history and science, but on ensuring students' social emotional well being is a priority. We have highly qualified teachers that view creating relationships with their students and families at the core of student success. We strive to provide excellent service to our entire Ruus community and create a welcoming environment. We are fortunate to have a Family Engagement and Outreach Specialist, Community School Specialist, EL Specialist, 4 mental health clinicians along with community partners. Ruus is proud to use the Positive Behavior Intervention System (PBIS) to support student

2025-26 School Description and Mission Statement

behaviors and encourage respect, responsibility and safety amongst the entire community. We hold all community partners to high standards and are proud to be a relationship centered school serving the Ruus community.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	43
Grade 2	49
Grade 3	53
Grade 4	50
Grade 5	49
Grade 6	51
Total Enrollment	361

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.8
Asian	11.1
Black or African American	3.6
Filipino	8.9
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	5.8
Two or More Races	3
White	2.5
English Learners	38.8
Foster Youth	0.3
Homeless	0.6
Migrant	2.2
Socioeconomically Disadvantaged	79.2
Students with Disabilities	15.5

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.7	75.34	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	13.73	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	2	10.98	58.3	5.79	15831.9	5.67
Total Teaching Positions	18.2	100	1007.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.6	75.25	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	13.78	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.51	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	1	5.51	59.5	6.06	14303.8	5.15
Total Teaching Positions	18.1	100	982	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.6	71.71	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	17.01	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.67	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	1	5.67	48.3	4.99	13705.8	4.91
Total Teaching Positions	17.6	100	969.1	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	3
Misassignments	1.50	1.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	2.5	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6	11.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.7	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0%
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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

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

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

As of August 2025, the two main wings of the school building have completed their modernization refresh construction. Our 22 main classrooms have been upgraded with a state-of-the-art instructional wall including a large touchscreen monitor and the ability to seamlessly project images and support visual learning. In addition, each of these classrooms have upgraded speaker systems and amplification tools to support student auditory needs. Lastly floors, furniture and storage has all been upgraded to support the contemporary student and classroom with flexibility. Finally, two of our classrooms were upgraded to include ADA compliant restrooms complete with a hoyer lift located inside of the classroom. This was performed to make these classrooms more conducive to supporting special needs students who may require additional support with toileting.

Year and month of the most recent FIT report	December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	27	32	34	47	48
Mathematics (grades 3-8 and 11)	19	18	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	188	96.91	3.09	26.60
Female	94	90	95.74	4.26	27.78
Male	100	98	98.00	2.00	25.51
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	128	124	96.88	3.12	17.74
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	36.36
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	70	93.33	6.67	4.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	160	96.97	3.03	26.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	13.51

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	192	98.97	1.03	18.23
Female	94	93	98.94	1.06	16.13
Male	100	99	99.00	1.00	20.20
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	128	126	98.44	1.56	6.35
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	27.27
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	74	98.67	1.33	4.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	164	99.39	0.61	17.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.33	6.52	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00	0.00	6.52
Female	25	25	100.00	0.00	4.17
Male	22	22	100.00	0.00	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	3.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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

2025-26 Opportunities for Parental Involvement

Ruus Elementary School greatly benefits and appreciates its wonderful supportive faculty, parents and students who participate in the following school wide activities and/or committees. We offer most events in person and also attempt to provide hybrid style access via Zoom to support parents with health concerns or time constraints.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	386	373	99	26.5
Female	192	185	49	26.5
Male	194	188	50	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	6	14.6
Black or African American	14	14	8	57.1
Filipino	34	32	5	15.6
Hispanic or Latino	246	239	64	26.8
Native Hawaiian or Pacific Islander	23	21	9	42.9
Two or More Races	11	11	6	54.5
White	--	--	--	--
English Learners	155	151	31	20.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	324	314	87	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	23	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.73	3.61	2.59	4.9	5.4	4.97	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.59	0.00
Female	0.52	0.00
Male	4.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.63	0.00
Native Hawaiian or Pacific Islander	8.70	0.00
Two or More Races	9.09	0.00
White	0.00	0.00
English Learners	2.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for insuring student, support staff and faculty safety during a disaster. Fire, disaster, and lock down drills are conducted on a regular basis throughout the school year (i.e.: Monthly). Ruus' Comprehensive Site Safety Plan was approved by the School Site Council during the October 2025 meeting and received by the district to be submitted for board approval on 11/14/2025

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and noon duty supervisors. There are two designated areas for student drop off and pick up. In order to promote student safety we have continued to limit the entrance of all other nonessential family and community members on school campus. All visitors check in at the front office which recently was supported with the installation of a video doorbell device allowing us to identify visitors and purpose prior to admission to campus as an additional measure of safety.. Everyone is greeted at the main entrance door and, if essential business is warranted they receive a visitor's badge. Badges have been made specifically for all day substitute teachers as well. Faculty, students and support staff are able to identify substitute teachers as well as other visitors or volunteers on school grounds.

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

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

Our school has an active School Safety Committee that includes administrator, teachers, maintenance, noon supervisor, and other staff members. The committee works together in forming and revising the comprehensive school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the CSSP, all revisions were communicated to both the classified and certificated staff. During the 2025-2026 school year, this has included all of the necessary safety, health and sanitizing protocols to keep our campus clean, safe, and promote wellness and good health for students and staff.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	25	0	2	0
2	24	0	2	0
3	24	0	2	0
4	24	0	2	0
5	23	0	2	0
6	26	0	1	0
Other	15	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	33	0	0	0
5	32	0	1	0
6	28	0	2	0
Other	18	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	21		2	
2	23		2	
3	24		2	
4	22		2	
5	24		2	
6	25		2	
Other	10	2		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15705.29	6677.62	9027.67	96977.64
District	N/A	N/A	11202	$119,254
Percent Difference - School Site and District	N/A	N/A	-21.5	-20.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-21.0	-6.7

Fiscal Year 2024-25 Types of Services Funded

The Local Control Funding Formula funds are used to promote activities that help ensure all students graduate college and/or career ready. The school district provides all the common core curriculum that our staff and students need. Our state and federal funds are also used to provide specific professional development support for all teachers TK-6 in literacy instruction. In response to a severe budget deficit resulting in staffing reductions at the district level, Ruus has used some of these funds to support positions that were reduced (such as our Attendance technician) in order to ensure that the school is appropriately staffed in critical areas that support student learning and safety. In addition to students mastering Common Core State Standards, the mission is to promote educational excellence by empowering students to become dynamic leaders in a global society. We are also fortunate to have staff provide a pull out reading intervention program to support reading fluency and comprehension. Our purpose for providing intervention is to support our students in reaching the appropriate grade level in Reading. We have also updated and expanded the district's technological infrastructure and obtained more technology. We continue to be 1-1 in terms of our technology device per student. Currently, the district provides a new device to every student in the district in grades 5 and 9 that they are expected to maintain and use for school purposes as they transition through the district using it in each grade level. Beginning in 5th grade students are responsible to bring their devices to and from school as well as when they matriculate into 6 grade and beyond. For students in grades TK-4, a chromebook cart is provided to each classroom that students are able to use and borrow at teacher discretion.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$82,468	$62,783
Mid-Range Teacher Salary	$115,190	$97,783
Highest Teacher Salary	$137,376	$128,020
Average Principal Salary (Elementary)	$170,657	$160,224
Average Principal Salary (Middle)	$186,320	$166,992
Average Principal Salary (High)	$203,092	$180,971
Superintendent Salary	$320,943	$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

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

In response to a substantial budget deficit experienced district wide, several shifts were made at the district and site level that impacted professional development. In order to ensure that the district-wide plan for shared decision making at each site, days that had been reserved for certain professional learning topics have now been repurposed to allow each site based decision making team to meet during contract hours to review data and make decisions impacting students, family, and staff. The district continues to provide differentiated district wide professional learning days that tailor themselves to the needs of the different grade levels and content areas. Beginning this school year, teachers in K-2 were required to provide a new assessment designed to screen for challenges related to reading acquisition requiring professional development around the process for proctoring the assessment and how to interpret the data.

In addition to district provided PD, Ruus staff also received professional learning opportunities and support with literacy instruction. During the 24-25 school year, the district provided sites with the opportunity to partner with a literacy instruction organization called CORE. Due to district budgetary constraint, the partnership was not able to continue. When faced with this reality, Ruus staff and the school site council advocated and approved to create a unique hybrid partnership between the site and CORE in order to continue growing Ruus' staff capacity in literacy instruction.

In total, we have 11 minimum days dedicated to professional development combined with 3 full days provided by the district and the site.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3