



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruus Elementary School	01611926001127	May 13, 2026	June 10, 2026

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:

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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 2025 and April of 2026

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.

As a school site, Ruus elementary is in the Orange color indicator for all students in the following categories: English Language Arts, English Learner Progress, Mathematics, Science, and Chronic Absenteeism

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.

None of the state indicators for any student population was two or more performance levels below the "all student" performance group.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.52%	0.83%	0.55%	2	3	2
African American	3.10%	3.60%	3.58%	12	13	13
Asian	12.40%	11.08%	11.85%	48	40	43
Filipino	9.30%	8.86%	7.44%	36	32	27
Hispanic/Latino	63.57%	63.71%	61.71%	246	230	224
Pacific Islander	5.17%	5.82%	7.71%	20	21	28
White	2.07%	2.49%	2.75%	8	9	10
Multiple/No Response	3.88%	3.05%	3.31%	15	11	12
Total Enrollment				387	361	363

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		18	20
Kindergarten	47	48	54
Grade 1	50	43	45
Grade 2	53	49	45
Grade 3	52	53	48
Grade 4	51	50	55
Grade 5	50	49	49
Grade 6	61	51	47
Total Enrollment	387	361	363

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 decreased slightly to 63.7%, but remain our largest student demographic group

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	152	140	128	39.1%	39.3%	35.3%
Fluent English Proficient (FEP)	78	60	54	19.0%	20.2%	14.9%
Reclassified Fluent English Proficient (RFEP)				11.9%		

Conclusions based on this data:

1. Our population of students who are identified as English Language Learners decreased slightly to 35.3% for the 2025-2026 school year.
2. The number of multilingual learners who identify as Initially Fluent in English (FEP) has decreased reflecting a greater percentage of multilingual learners needing targeted intervention with English language acquisition.
3. Based on current data trends, collaboration with the multilingual learner department and our EL specialist, this intervention needs to be accessible across multiple grade levels and in particular at the higher grade levels (3,4,5, and 6)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	47	47	47	45	44	47	45	44	100.0	95.7	93.6
Grade 4	48	49	40	47	49	40	47	49	40	97.9	100	100
Grade 5	61	50	46	59	45	44	59	45	44	96.7	90	95.7
Grade 6	40	52	49	39	50	49	39	50	49	97.5	96.2	100
All Grades	196	198	182	192	189	177	192	189	177	98.0	95.5	97.3

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2344.	2377.	2379.	8.51	13.33	9.09	6.38	13.33	20.45	31.91	22.22	18.18	53.19	51.11	52.27
Grade 4	2386.	2388.	2429.	8.51	2.04	15.00	10.64	12.24	17.50	14.89	24.49	22.50	65.96	61.22	45.00
Grade 5	2446.	2425.	2443.	11.86	8.89	6.82	11.86	17.78	22.73	22.03	8.89	20.45	54.24	64.44	50.00
Grade 6	2478.	2511.	2451.	7.69	18.00	8.16	25.64	26.00	8.16	23.08	22.00	30.61	43.59	34.00	53.06
All Grades	N/A	N/A	N/A	9.38	10.58	9.60	13.02	17.46	16.95	22.92	19.58	23.16	54.69	52.38	50.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.38	11.11	11.36	48.94	48.89	59.09	44.68	40.00	29.55
Grade 4	10.64	4.08	10.00	42.55	57.14	60.00	46.81	38.78	30.00
Grade 5	10.17	11.11	4.55	59.32	55.56	61.36	30.51	33.33	34.09
Grade 6	5.13	14.00	6.12	51.28	52.00	44.90	43.59	34.00	48.98
All Grades	8.33	10.05	7.91	51.04	53.44	55.93	40.63	36.51	36.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	8.89	11.36	36.17	51.11	47.73	63.83	40.00	40.91
Grade 4	6.38	0.00	10.00	42.55	46.94	55.00	51.06	53.06	35.00
Grade 5	6.78	6.67	13.64	45.76	31.11	43.18	47.46	62.22	43.18
Grade 6	7.69	22.00	10.20	53.85	48.00	34.69	38.46	30.00	55.10
All Grades	5.21	9.52	11.30	44.27	44.44	44.63	50.52	46.03	44.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	4.44	6.82	65.96	75.56	65.91	25.53	20.00	27.27
Grade 4	4.26	6.12	2.50	78.72	59.18	70.00	17.02	34.69	27.50
Grade 5	11.86	4.44	4.55	69.49	64.44	72.73	18.64	31.11	22.73
Grade 6	7.69	10.00	4.08	74.36	72.00	71.43	17.95	18.00	24.49
All Grades	8.33	6.35	4.52	71.88	67.72	70.06	19.79	25.93	25.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.13	15.56	6.82	46.81	51.11	63.64	51.06	33.33	29.55
Grade 4	2.13	2.04	10.00	57.45	65.31	62.50	40.43	32.65	27.50
Grade 5	10.17	6.67	6.82	61.02	51.11	61.36	28.81	42.22	31.82
Grade 6	10.26	12.00	4.08	71.79	70.00	65.31	17.95	18.00	30.61
All Grades	6.25	8.99	6.78	58.85	59.79	63.28	34.90	31.22	29.94

Conclusions based on this data:

1. Based on a year-to-year comparison, we are seeing an approximate 2% decrease in the number of students who are scoring in the lowest performance category quartile
2. In the four measured categories, our students perform the best in the listening and demonstrating effective communication skills with 70.6% of students falling into the "at or near standard" category.

3. We are seeing the percentage of all students who fall into the below standard category decrease across all four of the ELA sub categories, reflecting a positive shift towards students demonstrating their learning at grade level in ELA.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	47	47	47	47	46	47	47	46	100.0	100	97.9
Grade 4	48	49	40	48	49	40	48	49	40	100.0	100	100
Grade 5	61	50	46	59	49	46	59	49	46	96.7	98	100
Grade 6	40	52	49	39	52	49	39	52	49	97.5	100	100
All Grades	196	198	182	193	197	181	193	197	181	98.5	99.5	99.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2360.	2357.	2361.	6.38	8.51	4.35	8.51	12.77	13.04	21.28	14.89	19.57	63.83	63.83	63.04
Grade 4	2410.	2395.	2409.	6.25	8.16	7.50	8.33	6.12	15.00	29.17	28.57	20.00	56.25	57.14	57.50
Grade 5	2431.	2394.	2440.	6.78	6.12	8.70	10.17	4.08	6.52	18.64	14.29	30.43	64.41	75.51	54.35
Grade 6	2465.	2491.	2439.	5.13	15.38	8.16	15.38	19.23	14.29	20.51	21.15	12.24	58.97	44.23	65.31
Grade 11															
All Grades	N/A	N/A	N/A	6.22	9.64	7.18	10.36	10.66	12.15	22.28	19.80	20.44	61.14	59.90	60.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.64	8.51	8.70	36.17	29.79	36.96	53.19	61.70	54.35
Grade 4	8.33	10.20	7.50	33.33	32.65	30.00	58.33	57.14	62.50
Grade 5	5.08	2.04	10.87	33.90	28.57	32.61	61.02	69.39	56.52
Grade 6	10.26	19.23	14.29	35.90	38.46	18.37	53.85	42.31	67.35
Grade 11									
All Grades	8.29	10.15	10.50	34.72	32.49	29.28	56.99	57.36	60.22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	10.64	6.52	29.79	34.04	36.96	61.70	55.32	56.52
Grade 4	4.17	6.12	12.50	45.83	34.69	40.00	50.00	59.18	47.50
Grade 5	6.78	6.12	6.52	38.98	28.57	54.35	54.24	65.31	39.13
Grade 6	5.13	11.54	2.04	35.90	38.46	46.94	58.97	50.00	51.02
All Grades	6.22	8.63	6.63	37.82	34.01	44.75	55.96	57.36	48.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	8.51	4.35	46.81	42.55	52.17	44.68	48.94	43.48
Grade 4	6.25	6.12	7.50	47.92	38.78	47.50	45.83	55.10	45.00
Grade 5	3.39	2.04	4.35	50.85	40.82	52.17	45.76	57.14	43.48
Grade 6	7.69	15.38	2.04	56.41	61.54	48.98	35.90	23.08	48.98
All Grades	6.22	8.12	4.42	50.26	46.19	50.28	43.52	45.69	45.30

Conclusions based on this data:

1. According to the California Dashboard, as a school we "maintained" our color designation of orange being 86.6 distance from standard points with a marginal 1.5 point decrease
2. According to the California Dashboard, there are three student population groups who fall into the "red" score: English Learners, LatinX/Hispanic, and Students with Disabilities with each student group being more than 20 DFS points beneath the school standard overall.
3. We are seeing improvement as a school in the testing category of "Concepts and Procedures" moving from 57% in 23-24 to 60% in 24-25

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1435.4	1404.9	1402.9	1447.4	1420.3	1401.7	1407.5	1368.7	1405.2	34	35	21
1	1441.1	1411.9	1453.9	1442.0	1425.4	1461.1	1439.7	1397.9	1446.3	22	21	16
2	1451.0	1466.3	1446.8	1471.8	1483.8	1463.9	1429.5	1448.5	1429.2	13	18	21
3	1471.3	1445.1	1474.2	1475.6	1436.2	1478.3	1466.5	1453.5	1469.6	18	14	18
4	1492.6	1493.9	*	1492.0	1498.1	*	1492.5	1489.3	*	20	19	10
5	1521.1	1492.9	1506.1	1535.7	1492.3	1506.4	1506.0	1493.0	1505.4	23	25	14
6	1502.8	1529.7	1518.8	1497.2	1538.6	1524.1	1508.2	1520.4	1513.0	12	20	27
All Grades										142	152	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.47	2.86	14.29	32.35	31.43	38.10	29.41	48.57	9.52	11.76	17.14	38.10	34	35	21
1	18.18	4.76	12.50	18.18	28.57	25.00	45.45	23.81	43.75	18.18	42.86	18.75	22	21	16
2	7.69	0.00	0.00	30.77	55.56	38.10	38.46	22.22	33.33	23.08	22.22	28.57	13	18	21
3	0.00	7.14	0.00	38.89	7.14	38.89	38.89	35.71	50.00	22.22	50.00	11.11	18	14	18
4	5.00	10.53	*	40.00	26.32	*	45.00	47.37	*	10.00	15.79	*	20	19	*
5	13.04	0.00	7.14	30.43	48.00	50.00	47.83	20.00	21.43	8.70	32.00	21.43	23	25	14
6	0.00	15.00	11.11	50.00	50.00	48.15	25.00	30.00	14.81	25.00	5.00	25.93	12	20	27
All Grades	12.68	5.26	7.09	33.10	36.18	39.37	38.73	33.55	29.13	15.49	25.00	24.41	142	152	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.35	11.43	19.05	32.35	37.14	33.33	29.41	31.43	4.76	5.88	20.00	42.86	34	35	21
1	18.18	28.57	25.00	40.91	23.81	43.75	27.27	23.81	18.75	13.64	23.81	12.50	22	21	16
2	23.08	22.22	23.81	38.46	50.00	42.86	23.08	27.78	14.29	15.38	0.00	19.05	13	18	21
3	16.67	7.14	11.11	55.56	28.57	72.22	11.11	28.57	5.56	16.67	35.71	11.11	18	14	18
4	25.00	26.32	*	55.00	47.37	*	10.00	21.05	*	10.00	5.26	*	20	19	*
5	30.43	40.00	35.71	52.17	28.00	42.86	13.04	12.00	7.14	4.35	20.00	14.29	23	25	14
6	33.33	40.00	48.15	33.33	50.00	25.93	16.67	5.00	7.41	16.67	5.00	18.52	12	20	27
All Grades	26.06	25.00	25.98	43.66	37.50	43.31	19.72	21.71	10.24	10.56	15.79	20.47	142	152	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	14.29		22.86	28.57		48.57	38.10		28.57	19.05		35	21
1		4.76	6.25		19.05	18.75		9.52	43.75		66.67	31.25		21	16
2		0.00	0.00		33.33	19.05		33.33	33.33		33.33	47.62		18	21
3		0.00	0.00		7.14	5.56		28.57	66.67		64.29	27.78		14	18
4		5.26	*		10.53	*		47.37	*		36.84	*		19	*
5		4.00	0.00		12.00	14.29		36.00	64.29		48.00	21.43		25	14
6	0.00	0.00	0.00	16.67	20.00	25.93	50.00	60.00	33.33	33.33	20.00	40.74	12	20	27
All Grades	6.34	1.97	3.15	18.31	18.42	18.90	38.73	38.82	43.31	36.62	40.79	34.65	142	152	127

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.53	5.71	23.81	55.88	71.43	38.10	20.59	22.86	38.10	34	35	21
1	40.91	23.81	43.75	45.45	47.62	50.00	13.64	28.57	6.25	22	21	16
2	23.08	5.56	23.81	61.54	88.89	71.43	15.38	5.56	4.76	13	18	21
3	16.67	0.00	0.00	55.56	42.86	66.67	27.78	57.14	33.33	18	14	18
4	20.00	10.53	*	75.00	78.95	*	5.00	10.53	*	20	19	*
5	13.04	4.00	7.14	69.57	64.00	78.57	17.39	32.00	14.29	23	25	14
6	0.00	30.00	18.52	83.33	35.00	55.56	16.67	35.00	25.93	12	20	27
All Grades	21.13	11.18	18.11	61.97	62.50	59.06	16.90	26.32	22.83	142	152	127

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	44.12	17.14	14.29	44.12	68.57	47.62	11.76	14.29	38.10	34	35	21
1	9.09	28.57	25.00	77.27	47.62	62.50	13.64	23.81	12.50	22	21	16
2	38.46	38.89	33.33	46.15	61.11	47.62	15.38	0.00	19.05	13	18	21
3	38.89	21.43	83.33	44.44	42.86	5.56	16.67	35.71	11.11	18	14	18
4	45.00	68.42	*	45.00	26.32	*	10.00	5.26	*	20	19	*
5	78.26	64.00	78.57	21.74	16.00	7.14	0.00	20.00	14.29	23	25	14
6	50.00	90.00	66.67	33.33	5.00	18.52	16.67	5.00	14.81	12	20	27
All Grades	43.66	45.39	48.03	45.07	40.13	33.07	11.27	14.47	18.90	142	152	127

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	0.00	9.52	73.53	68.57	61.90	14.71	31.43	28.57	34	35	21
1	13.64	14.29	18.75	36.36	19.05	43.75	50.00	66.67	37.50	22	21	16
2	0.00	0.00	0.00	46.15	66.67	57.14	53.85	33.33	42.86	13	18	21
3	0.00	0.00	0.00	44.44	28.57	27.78	55.56	71.43	72.22	18	14	18
4	5.00	0.00	*	45.00	47.37	*	50.00	52.63	*	20	19	*
5	8.70	8.00	0.00	47.83	36.00	71.43	43.48	56.00	28.57	23	25	14
6	0.00	0.00	3.70	33.33	50.00	40.74	66.67	50.00	55.56	12	20	27
All Grades	7.04	3.29	4.72	50.00	47.37	48.82	42.96	49.34	46.46	142	152	127

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.18	17.14	28.57	20.59	57.14	57.14	38.24	25.71	14.29	34	35	21
1	18.18	4.76	6.67	59.09	52.38	73.33	22.73	42.86	20.00	22	21	15
2	15.38	5.56	9.52	30.77	66.67	42.86	53.85	27.78	47.62	13	18	21
3	5.56	0.00	0.00	55.56	35.71	83.33	38.89	64.29	16.67	18	14	18
4	20.00	15.79	*	55.00	63.16	*	25.00	21.05	*	20	19	*
5	4.35	12.00	0.00	73.91	48.00	78.57	21.74	40.00	21.43	23	25	14
6	0.00	25.00	3.70	75.00	65.00	85.19	25.00	10.00	11.11	12	20	27
All Grades	18.31	12.50	7.94	50.00	55.92	69.05	31.69	31.58	23.02	142	152	126

Conclusions based on this data:

1. We continue to see approximately 70% of our English learners scoring in the level 2 and 3 categories overall

2. We are seeing a decrease in the number of students who are scoring in the level 4 category and an increase in the number of students who are scoring in the level 1 category.
3. We saw a significant decline in the overall number of students taking the ELPAC assessment.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
361	79.2%	38.8%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	38.8%
Foster Youth	1	0.3%
Homeless	2	0.6%
Socioeconomically Disadvantaged	286	79.2%
Students with Disabilities	56	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.6%
American Indian	3	0.8%
Asian	40	11.1%
Filipino	32	8.9%
Hispanic	230	63.7%
Two or More Races	11	3%
Pacific Islander	21	5.8%
White	9	2.5%

Conclusions based on this data:

1. The largest race/ethnicity group at Ruus are students who identify as Hispanic.

2. We saw a 6% decline in the number of students who identify as socioeconomically disadvantaged, but still feature 4 out of every 5 students falling into this category indicating a continued need for "whole child" supports
3. In spite of continued challenges with declining enrollment, we will be adding a 5th extensive needs Special Education classroom to support our ever evolving student population.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Green
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. Our suspension rate improved school wide, moving into the green category for 2024-2025
3. Students who identify as Hispanic and English Learners continue to represent the largest portion of our population in need of intervention support in both ELA and Math

School and Student Performance Data

Academic Performance English Language Arts

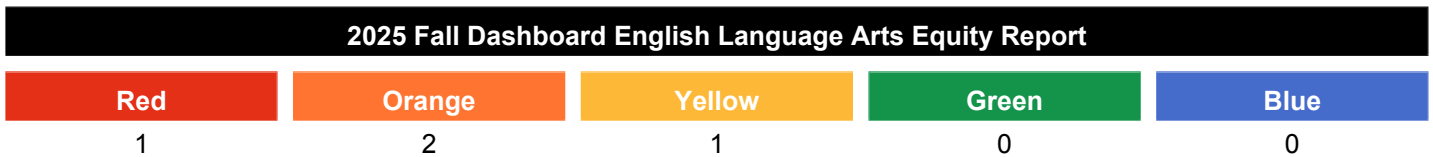
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>55.3 points below standard</p> <p>Maintained 1 points</p> <p>184 Students</p>	<p>English Learners</p> <p>Red</p> <p>85.1 points below standard</p> <p>Declined 5.6 points</p> <p>92 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>56.2 points below standard</p> <p>Increased 8.7 points</p> <p>158 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>80.3 points below standard</p> <p>Increased 24.7 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>23.6 points below standard</p> <p>Declined 21.2 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>6.3 points above standard</p> <p>Declined 21.3 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>77 points below standard</p> <p>Increased 6.6 points</p> <p>121 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>37.8 points below standard</p> <p>Increased 10.3 points</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. We saw an increase in performance indicators for students who identify as Hispanic, Socioeconomically disadvantaged, Students with disabilities, and Students who identify as Pacific Islander
2. We saw a decrease in performance indicators for students who identify as Asian, Filipino, and English Learners
3. As a school site, we are in the Orange color band for all learners.

School and Student Performance Data

Academic Performance Mathematics

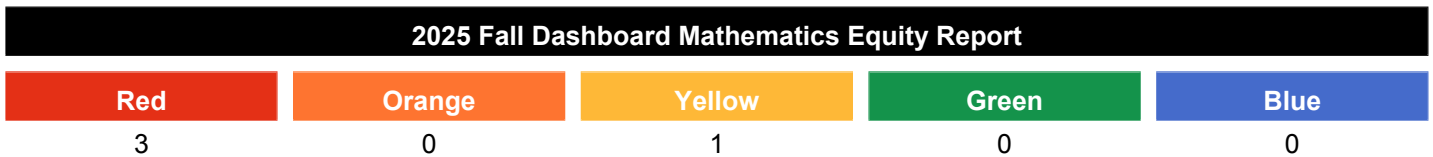
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>86.6 points below standard</p> <p>Maintained -1.5 points</p> <p>188 Students</p>	<p>English Learners</p> <p>Red</p> <p>105.7 points below standard</p> <p>Declined 3 points</p> <p>96 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>86.4 points below standard</p> <p>Increased 3.7 points</p> <p>162 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>118.7 points below standard</p> <p>Declined 6 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>33.7 points below standard</p> <p>Declined 6.8 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>11.5 points below standard</p> <p>Increased 5.2 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>113.5 points below standard</p> <p>Maintained -1 points</p> <p>123 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>48.1 points below standard</p> <p>Increased 31.7 points</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. As a school site, we remain static in our growth with all students falling into the orange band.
2. Students who identify as Socioeconomically disadvantaged experienced a 3.7 point improvement in their distance from standard.
3. Students who identify as English Learners, Students with disabilities, and Asian all experienced a decline in overall performance.

School and Student Performance Data

Academic Performance Science

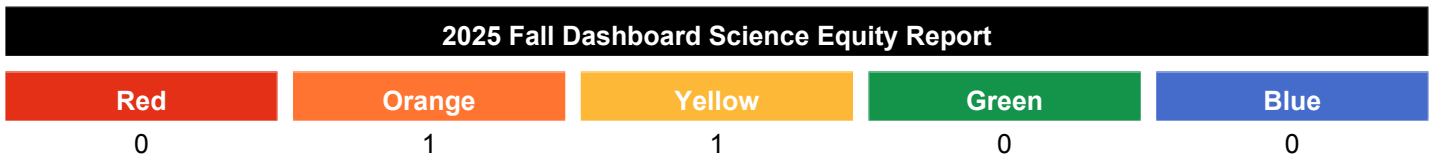
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>37.1 science points</p> <p>Maintained -1 points</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>32.9 science points</p> <p>Maintained -0.4 points</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.9 science points</p> <p>Increased 2.1 points</p> <p>43 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Hispanic</p>  <p>Orange 34.4 science points Increased 5.1 points 30 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. As a school, we maintained our performance level in the color band orange
2. We maintained our performance level in spite of the having a vacancy in our Science prep position.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 37.6 making progress. Number Students: 101 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 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.

2025 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
20.4%	41.8%	0%	37.8%

Conclusions based on this data:

1. Approximately 37.8 percent of our EL students progressed at least one ELPI level
2. Approximately 42 percent of our EL students maintained their current level between 1-3
3. Approximately 20 percent of our EL students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange <p>26.5% Chronically Absent</p> <p>Declined 2.1</p> <p>373 Students</p>	<p>English Learners</p>  Yellow <p>20.5% Chronically Absent</p> <p>Declined 6.5</p> <p>151 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange <p>27.7% Chronically Absent</p> <p>Declined 0.8</p> <p>314 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>33.3% Chronically Absent</p> <p>Increased 5.2</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>57.1% Chronically Absent</p> <p>Increased 15.5</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>14.6% Chronically Absent</p> <p>Declined 7.8</p> <p>41 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>15.6% Chronically Absent</p> <p>Increased 7.3</p> <p>32 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>26.8% Chronically Absent</p> <p>Declined 4.5</p> <p>239 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>42.9% Chronically Absent</p> <p>Declined 7.1</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>42.9% Chronically Absent</p> <p>Increased 12.9</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. As a school site, we showed improvement with a 2% decrease in the number of students who are chronically absent overall.
2. There was an increase in chronic absenteeism for students who identify as Pacific Islander, Filipino, Students with Disabilities, and African American
3. There was significant improvement in attendance for two of our highest needs student populations: Students who identify as Hispanic and Students who identify as English Learners.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 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

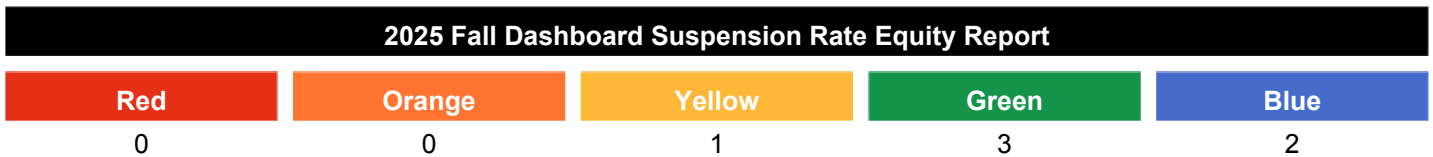
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>2.6% suspended at least one day</p> <p>Declined 1%</p> <p>386 Students</p>	<p>English Learners</p> <p> Green</p> <p>2.6% suspended at least one day</p> <p>Declined 1.5%</p> <p>155 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>2.2% suspended at least one day</p> <p>Declined 1.5%</p> <p>324 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined 1.1%</p> <p>42 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>34 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.7%</p> <p>246 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>8.7% suspended at least one day</p> <p>Increased 8.7%</p> <p>23 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. There was a 1% decline in suspensions across all student groups for the 24-25 school year.
2. Students who identify as Hispanic, English Language Learners, and as Students with Disabilities all saw a 2% decrease in suspensions.
3. Consistent reviews of tier 1 interventions combined with professional development around social emotional learning pedagogy will help to maintain this data trend.

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 and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Overall, students will increase performance on CAASPP ELA and FASTBRIDGE Screener as measured by a 5 point improvement in distance from standard points from 55.3 to 50.3. In addition to English language arts, Multilingual students at Ruus will increase proficiency in English as measured by a 4% increase in students progressing one or more ELPI standard according to data provided through the California State Dashboard and ELPAC performance data.

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.

ELA achievement data reflects a 0.98% decrease in the percentage of students categorized as proficient (Standard Met and/or Exceeded)

standards from the 23-24 to the 24-25 school year.

According to the 2024–2025 California Dashboard, ELA performance is distributed as follows:

- Standard Exceeded: 9.6%
- Standard Met: 16.95%
- Standard Nearly Met: 23.16%
- Standard Not Met: 50.28%

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 and California Dashboard	Based on 2025 Spring data an overall of 26 % of students scored at grade level above on CAASPP ELA assessments and a sitewide score of being 55.3 distance from standard points below standard.	A 10 point increase in the overall score of the school site in distance from standard points resulting in a 45.3 DFS score on the CA dashboard

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	Students in grades 3-5, those eligible for taking the CAASPP, have shown static progress in ELA with 50% or more of students falling into "Standard Not Met" over the past 3 school years. With staff turnover and an increase in the number of combo classes, additional Tier 1 and Tier 2 intervention around ELA are necessary. To do this, we are proposing to provide all students in grades 3-5 with access to the software platform Lexia in conjunction with teacher access for the impacted grade levels and professional learning sessions to support implementation.	Students in grade levels 3-5	6440 Title I 4000-4999: Books And Supplies 140 Lexia Core 5 Reading Student subscriptions 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development Session: Lexia Core5 reading Live online training. None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified
1.2			None Specified None Specified
1.3			None Specified None Specified
1.4			None Specified None Specified
1.5			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

The school will be in the first year of implementation of this intervention during the 26-27 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.

The school will be in the first year of implementation of this intervention during the 26-27 school year

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

The school will be in the first year of implementation of this intervention during the 26-27 school year

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 accomplish a 10 point improvement in "Distance From Standard" points for all students, Ruus will provide all students with access to the online math platform ST Math as a tier 1 intervention

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

One of the challenges that we have discovered with regards to student performance on standardized testing is the impact that english fluency can have. Since students who are multilingual learners are expected to develop their mathematical skills and learning by solving problems requiring textual decoding abilities in English often this can lead to misunderstanding, frustration, or apathy resulting in low test results. ST Math's platform shifts the learning from being visual to becoming conceptual through the usage of puzzles and game that require minimal textual prompting to engage with.

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	In the category of "All Students" Ruus is currently 86.6 DFS (distance from standards points)	All students needs to improve to 76.6 DFS or better.
CAASPP Mathematics: EL student group	EL students currently fall into the red category indicating that they are 91.1 DFS points or lower	EL students will improve their DFS points by 10 points or more.

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	All K-6 students will have access to the ST (Name of software) Math digital learning platform as a tier 1 intervention. Through the purchase of a sitewide license, all students, teachers, and admin will have access to the software platform. In addition, teachers will receive professional learning provided by ST math to support implementation.	All students in grades K-6	6500 Title I 5000-5999: Services And Other Operating Expenditures ST Math sitewide license: Students and Teachers. 750 Title I 5800: Professional/Consulting Services And Operating Expenditures Online implementation training/professional development for teachers around usage and implementation. None Specified None Specified None Specified None Specified None Specified None Specified
2.2			None Specified None Specified
2.3			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

The school will be in the first year of implementation of this intervention during the 26-27 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.

The school will be in the first year of implementation of this intervention during the 26-27 school year.

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

The school will be in the first year of implementation of this intervention during the 26-27 school year.

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% from 36.4 to 41.4

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.

37.8% of English Learners progressed at least one proficiency level, reflecting a 4% decrease from the previous year. Additionally, 20.4% regressed by one level (a 3.9% decrease), while 41.8% maintained their level. This data highlights a continued need for increased support for English Learners, as fewer than half are demonstrating growth toward English proficiency. This also reflects a need for additional support outside of small group support provided by the EL specialist that students can access during tier 1 instruction as a scaffolded support.

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 (Per CA dashboard)	36.4% of students making progress	46.3% 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 purchase the necessary licensing and software for all identified EL students (150) to access Summit K12, a district approved	All English Learners	6142 Title I

	<p>intervention supporting EL development in order to improve EL student performance as measured by the ELPAC, the California Dashboard, and EL performance on the CAASPP. Additionally, each grade level teacher will receive access to the Summit K-12 instructor platform in order to provide differentiated instruction around ELA to EL learners and professional learning around implementation and progress monitoring.</p>		<p>4000-4999: Books And Supplies Summit K-12 software and licensing. 735.9 LCFF 5800: Professional/Consulting Services And Operating Expenditures Summit K-12 teacher accounts to support in class EL intervention 2280 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Learning for staff K-6 around using teacher platform and progress monitoring.</p> <p>None Specified None Specified</p>
3.2			<p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our EL specialist has been a critical tool in how we support growth with our EL population. As one of the primary providers of ELD instruction, the main assessment coordinator of students taking the ELPAC, and lead PD person for supporting ELD instruction in mainstream classrooms; her presence is critical. The data shows a decrease in students at lowest performing levels requiring intensive ELD support. It also shows an increase in students from the middle (levels 2 and 3) reflecting positive impact from the ELD intervention. The data does not reflect a number of youngest EL learners (TK) nor students who recently joined Ruus as newcomers. Often these students start out without their levels being known and require inclusion into the level ELD groups supported directly by the EL specialist. Additional targeted intervention was provided to students in grade levels 3-6 around access to the online testing platform for both the ELPAC and the CAASPP.

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 variance of ability levels of the ELD student population, the EL specialist has seen a reduction in time in terms of ability to provide PD to other staff as she has taken lead on providing daily ELD instruction to several small groups throughout the day. This will be supplemented by providing all staff with access and training around implementing the online platform.

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 looking at ways to differentiate how intervention for multilingual students occurs. While there is district approved curriculum and an EL specialist, those resources and their efficacy can be very impacted by the number of students needing the support. By providing an engaging and robust platform that appeals to students combined with training to staff on how best to use it; we increase the opportunities for access to tier 2 interventions.

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, 80% of classroom will display an Anti-Bias/Anti-Racism connected art project outside of their classroom	100% of classrooms displayed ABAR connected art projects outside of their classroom quarterly	90% of classrooms displayed ABAR connected art projects outside of their classroom quarterly

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 at each grade level per trimester with a focus on celebrating the cultural contributions of our community partners.	All students	1000 LCFF 4000-4999: Books And Supplies Supplies for VAPA AB/AR projects

			None Specified None Specified
			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

As the district continues to navigate a budget shortfall, funding for VAPA is allocated at the district level in order to provide the core level of instruction. We will continue to explore funding opportunities to create VAPA learning opportunities outside of the instructional day.

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.

The California Healthy Kids Survey, Infinite Campus Data, and the California Dashboard all provide data that can be used to evaluate the school's climate and culture around being a relationship centered school. When students feel safe, seen, and heard, they tend to attend school more often, perform better academically, and have less behavioral challenges. While student behavior is not predictable and unfortunately can result in a mandated suspension, an increase in the suspension rate demonstrates a need to review MTSS practices and PBIS to better serve the needs of students before a suspendable offense is taken. Students who were suspended, fell into chronic absenteeism, or received an office referral will receive targeted tier 2 intervention by accessing the intervention lead's instructional space and activities.

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	65% of students indicate having a trusted adult on campus.	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
California Dashboard	22.65% of students were chronically absent, meaning 10 or more absences per school year	Next years dashboard will reflect a 3% reduction in students being chronically absent.

California Dashboard/Infinite Campus	Suspensions declined in 24-25 to 2.6% of students being suspended at least 1 day. Preliminary data indicates that this number has increased in 25-26	Reviewing monthly data during the 26-27 school year that indicates a reduction in the 25-26 suspension rate.
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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 elementary will create a .20 certificated FTE intervention lead teacher position to provide support for students around academic and socioemotional learning needs to include small-group instruction support, push-in instructional support, and academic and SEL enrichment opportunities based on data from the 24-25 CHKS survey, 25-26 suspension data, student referral data in infinite campus, and through the COST referral process throughout the year.	Students receiving a suspension, students with chronic absenteeism, students receiving disciplinary referrals, and additional students as identified through the COST referral process for targeted academic and behavioral intervention.	21000 Title I Certificated Hourly .20 fte certificated intervention lead support position None Specified None Specified None Specified None Specified SEL
5.2	Staff and administration will attend professional learning events to support in the areas of MTSS intervention to include suspension reduction training, Tier 1 interventions in the younger grade classroom, and developing cultural competency's in the classroom that reflects the district's commitment to anti-bias/anti-racism and restorative practices.		2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development for staff around MTSS intervention strategies related to climate and culture 2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional development for staff around MTSS intervention strategies related to student behavior and attendance.
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
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Annual Review

SPSA Year Reviewed: 2025-26

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, there was an overall decline in student climate and culture as measured by student response on CHKS, Infinite Campus referral data, and Community Schools Grant survey data; as a reflection of the loss of funding for interventions that had previously been provided. PBIS continues to see limited traction with our upper grade students and funding to support the PBIS rewards system for lower grade students is also a challenge.

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

Not having the funding during the 25-26 school year to support positions and materials that support behavior (loss of YIS, FES position cut by half, etc.) has reduced the school's ability to motivate and support positive behavior. We have worked since January 2026 to collaborate with the Community School Site Team (after it was fully constituted with the required bargaining unit representation) to provide limited opportunities during the 25-26 school year.

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

With the creation of the intervention lead position, we will create opportunities for small-group instruction, tier 2 and 3 intervention, and other activities to target a decrease in behavior, particularly during unstructured times such as recess.

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 with 12 attendees per event.	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.	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 None Specified None Specified

6.2	Ruus will provide additional hours to members of our classified staff to communicate with families who struggle with chronic attendance issues, behavioral issues, or who are struggling to make academic progress as measured on CAASPP, Fastbridge, and ELPAC	TK-6 students with chronic attendance issues	1500 Title I Classified Hourly Outreach and intervention with families
6.3			None Specified None Specified
6.4			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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 Google Meets 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 will hold monthly outreach sessions focusing on 5 students and families to improve attendance, behavior, and other family connected issues.

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.

Ruus regularly communicates the importance of school attendance to students, staff, and families. This is done through monthly newsletters, parent committees, weekly staff bulletins, and student recognition for positive attendance at each trimester. In addition, daily phone calls are placed when students are not in school or on time. In accordance with HUSD procedures, attendance letters are sent home at incremental stages to keep families informed when their children are absent/late for school, and when they are considered chronically absent. Our Coordination of Services Team works closely with school staff and Child Welfare and Attendance to support families in improving their child's school attendance.

Group data to be collected to measure gains:

Ruus will continue to regularly monitor and evaluate student attendance data. On a regular basis Attendance data will be presented to parent committees and groups, and in the monthly parent newsletter, to encourage parent involvement in improved student attendance. Further, school staff and students will receive weekly updates through school announcements. Students will be recognized on a monthly basis through a recognition recess for positive attendance, which is in addition to the trimester recognition for perfect attendance.

Strategy:

See action tasks.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), and Socioeconomically Disadvantaged(SD) students.

Anticipated annual growth for each group:

The percentage of students attending school each day will increase by 1.0%, as measured by monthly ADA reports.

Means of evaluating progress toward this goal:

This will be measured through the analysis of monthly attendance reports.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

The analysis of the data has shown a slight increase in our attendance rate We expect to see additional improvement in 2026-2027

Which community partners were involved in analyzing data and developing this goal?

ELAC, SSC, COST.

Actions to improve achievement to exit program improvement (if applicable).

See Action tasks

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	Additional hours will be provided to specific classified staff to provide targeted intervention supports and communication for students with chronic absence as measured in infinite campus.	All students Pre-Sixth grade	1500 Title I 2000-2999: Classified Personnel Salaries Additional hours to support family outreach around attendance. None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$55,229.40
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	\$50,493.50

Subtotal of additional federal funds included for this school: \$50,493.50

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 (\$)
LCFF	\$4,735.90

Subtotal of state or local funds included for this school: \$4,735.90

Total of federal, state, and/or local funds for this school: \$55,229.40

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	12011	7,275.10
Title I	51467	973.50
General Fund	10703	10,703.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	4,735.90
Title I	50,493.50

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	15,963.50
5000-5999: Services And Other Operating Expenditures	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,765.90
Certificated Hourly	21,000.00
Classified Hourly	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,735.90
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	13,963.50
5000-5999: Services And Other Operating Expenditures	Title I	6,500.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	6,030.00
Certificated Hourly	Title I	21,000.00
Classified Hourly	Title I	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,440.00
Goal 2	7,250.00
Goal 3	9,157.90
Goal 4	1,000.00
Goal 5	25,000.00
Goal 6	2,881.50
Goal 7	2,500.00

School Site Council Membership

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

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

Name of Members	Role
Samuel McClymont	Principal
Amanda Garcia	Classroom Teacher
Marisa Perez-Frame	Other School Staff
Katherine Light-Valrey	Classroom Teacher
Natalie Bensky	Classroom Teacher
Isabel Garcia	Parent or Community Member
Julieta Guizar	Parent or Community Member
Juan Orosco	Parent or Community Member
Osama Saleh	Parent or Community Member
Maria Chavez Diaz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/26.

Attested:



Principal, Samuel McClymont on 05/13/26

SSC Chairperson, Natalie Bensky on 05/13/26

ELAC Representative, Osama Saleh on 05/13/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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