



ROY CLOUD
SCHOOL

Board Presentation

LCAP GOAL #1

By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

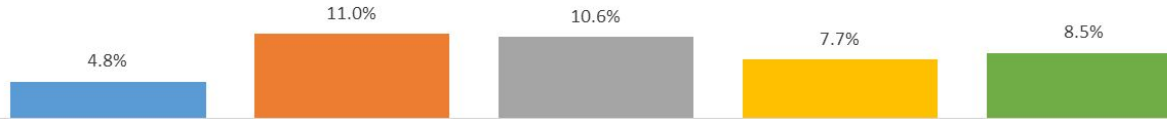
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

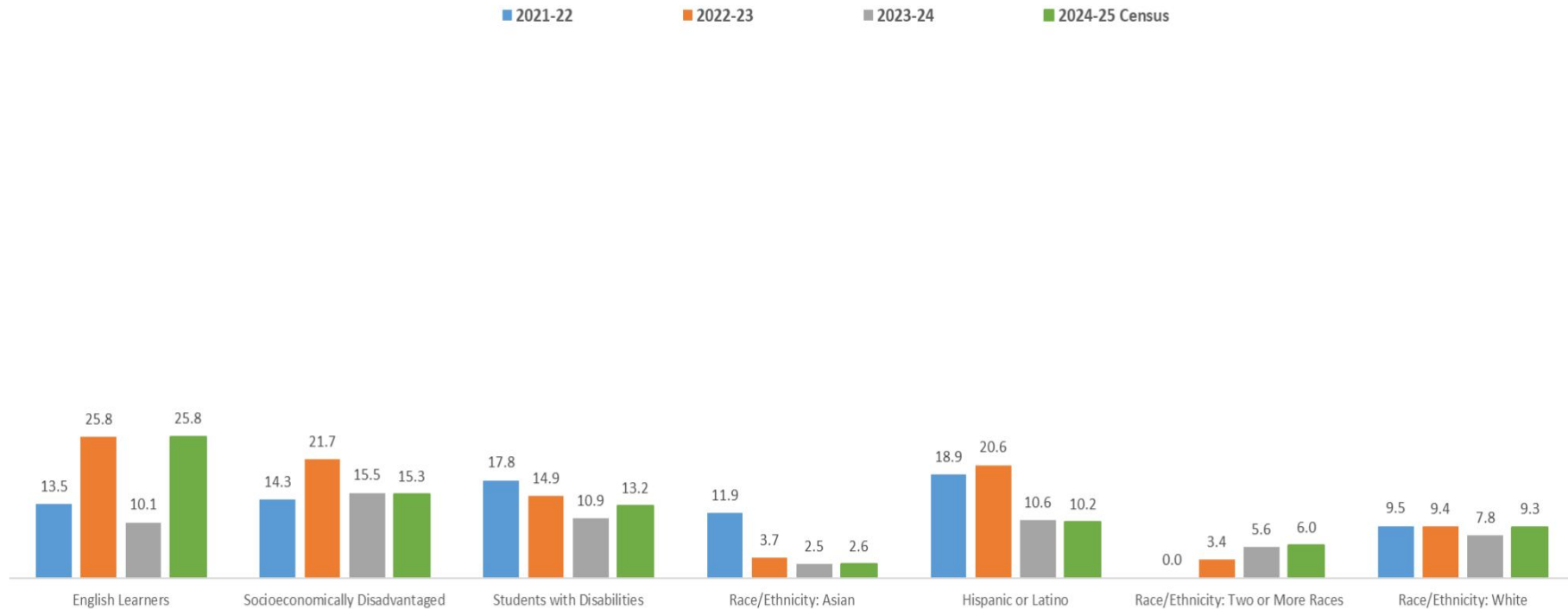
Yearly Comparision of Chronic Absenteeism

■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 Census



**SPSA
Target for
Spring 2025
2% lower**

Chronic Absence Rate by Student Group



SPSA TARGETS for Spring 2025: 2% lower

Yearly Comparision of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

0.8%

1.6%

1.8%

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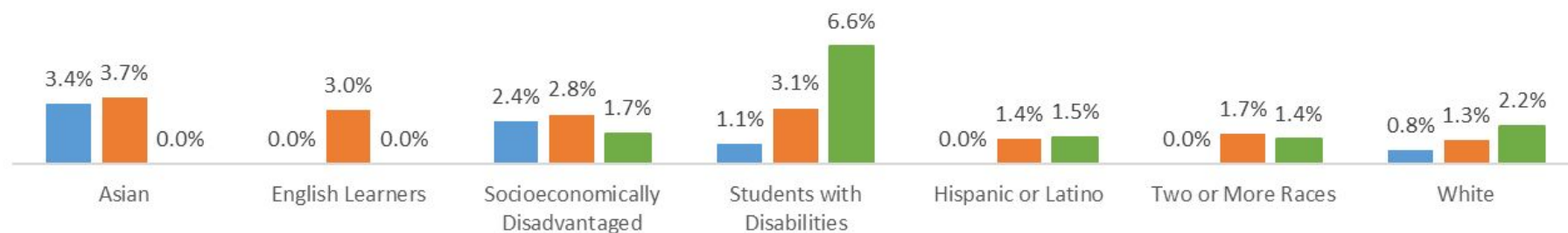
RCSD Schools

SPSA Target for Spring 2025 1% lower



Yearly Comparision of Suspension Rate by Student Groups

■ 2021-22 ■ 2022-23 ■ 2023-24



SPSA TARGETS Spring 2025 : 1%

* Student groups of less than 10 are not presented

SEL

- School-wide CharacterStrong curriculum
- LiveSchool PBIS Tracker and Incentive System and BOLT Bucks PBIS Incentive System
- Culturally responsive teaching practices (POC, school-wide focus on engagement)
- DEI literature lift - with support from PTO and Roy Cloud Climate and Culture PLC
- Regular whole-school read alouds that promote inclusivity, representation, and kindness
- Support from Mental Health Counselor with small groups, 1:1 support, Middle School Inclusivity Student Committee and Peacemakers, Friendship Circles, Restorative Circles
- Counselor Minute Meetings, Lunch Bunch, Kindness Club, Office Hours, High School Articulation
- Rainbow Cloud
- Attendance at Social and Emotional Institute Conference in Burlingame over summer
- Restorative Practices - use of Learning for Justice and Zaretta Hammond resources
- Celebration and recognition of Inclusive Schools Week and Great Kindness Challenge
- Personalized outreach to families to provide multitude of services and support
- Parent Education, supported by PTO: documentaries, guest speakers, workshops

Attendance

- Personalized support for chronic absenteeism - brainstorming sessions on how to get students to school
- Attendance Challenges with fun and engaging incentives

Middle School

- Middle School interactive review of handbook and expectations
- Executive Functioning support for all scholars, focused attention in 6th grade
- Enhancing literature options in classrooms and libraries
- Targeted academic support for Middle School during Enrichment periods, while also providing scholars multiple options to engage in interests and passions.
 - Reading Buddy program

Enrichment

- Attendance at CASL and recipients of the CASL “Outstanding Leadership Program Award”
- Whole-School Talent Show, hosted by Middle School Community Service
- Ongoing musical performances and school play
- [Monthly BOLT Award Assemblies](#) and regular school spirit events

LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

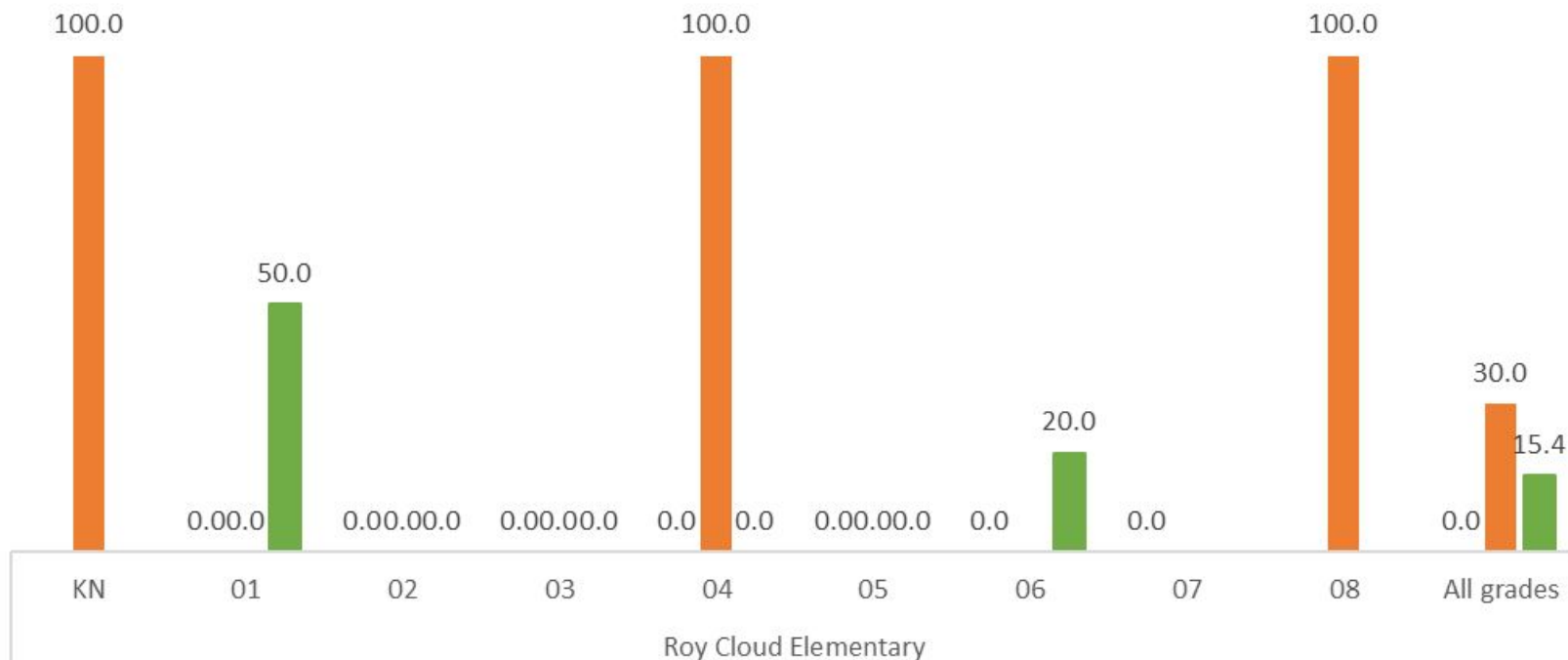
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC level growth

% of students increase at least 1 ELPAC level

■ 2021-2022 ■ 2022-2023 ■ 2023-2024



Examples of how Roy Cloud is addressing Goal 2:

- Designated Emerging Multilingual Learner Support every day
- Celebration of multilingual learners - providing them a platform to feel empowered by strengths, interests, and knowledge
- Focused staff development on engaging with multilingual learners and families
- DesignThinking approach to learn more about Multilingual Learners' experiences at school and how to improve
- Shadow-a-Student Day (by educators) to inform practices and engagement
- Use of Ellevation and Language Power to drive instruction, support, and evaluate progress
- Outreach by administration and school personnel prior to school starting to connect with families and build community
- Use of technology to provide better access for Emerging Multilingual Learners to engage with class communities, curriculum, and learning



Student Shadow Program

B I U

Please fill out the form if you've been chosen to be your team's representative for our Student Shadow Program. Once we receive your form, we will send out guidelines for how to conduct your shadow day. Kristy Kious will be your sub for the day.

This form is automatically collecting emails from all respondents. [Change settings](#)

Name *

Short answer text

Grade Level/Department You Are Representing *



Student Empathy Interview Data

1. What trends do you see? Identify two that are most prominent.
2. What is the student impact regarding these challenges?
3. What structures/systems/policies are currently in place to address these challenges?
4. What systems and/or policies can we put in place to address these challenges?

Data [here.](#)



Multilingual Learners DesignThinking Project

To be completed throughout the year, we'll focus on one multilingual learner per person in the group and follow the design thinking process: interview, develop, iterate, design, present. Per Diem will be paid for each meeting outside of the work day.

mbowdoin@rsdk8.net [Switch account](#)



* Indicates required question

LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Yearly Comparision of SBAC ELA Performance % Met or Exceeded

■ 2017

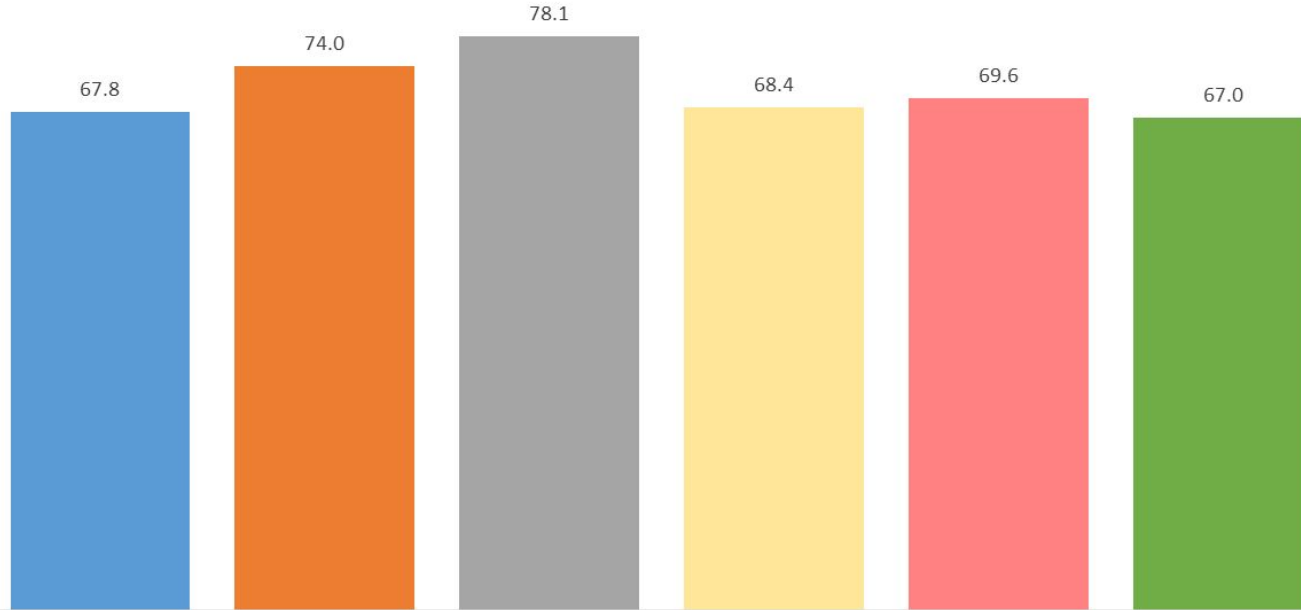
■ 2018

■ 2019

■ 2022

■ 2023

■ 2024

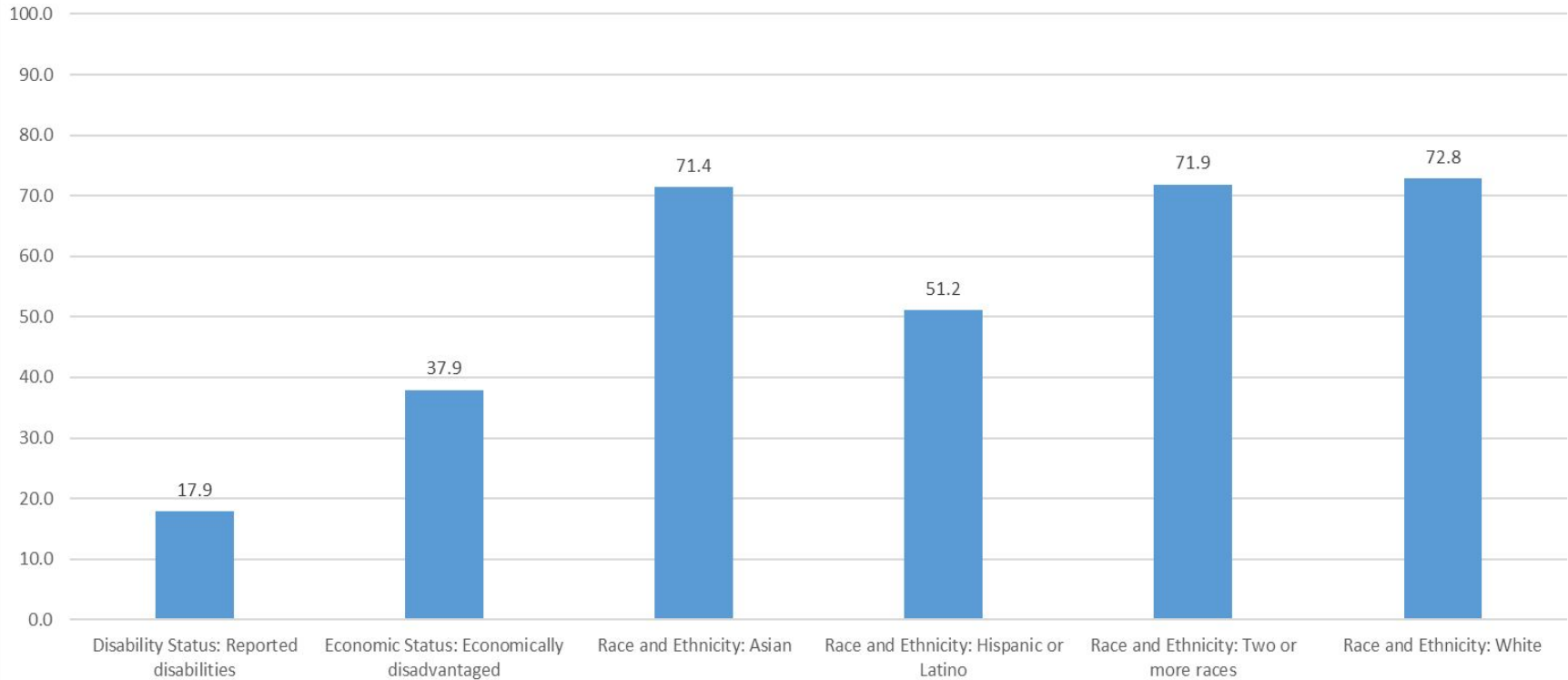


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RCSD Schools

SPSA
Spring
TARGET
2024
90%

2024 SBAC ELA Comparison by Student Groups % Met or Exceeded



SPSA Spring
2024 Target

45%

Not in SPSA

90%

55%

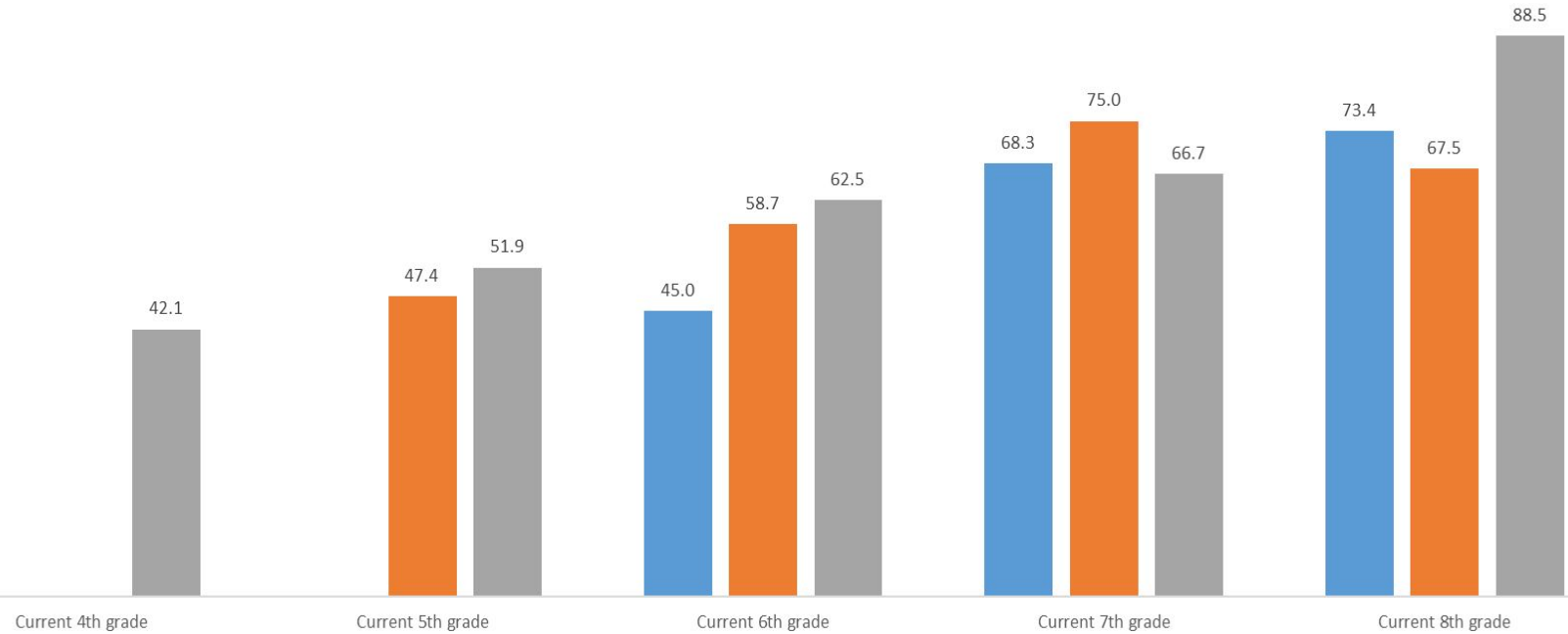
76%

82%

* Student groups of less than 10 are not presented

SBAC ELA cohort comparison % Met or Exceeded

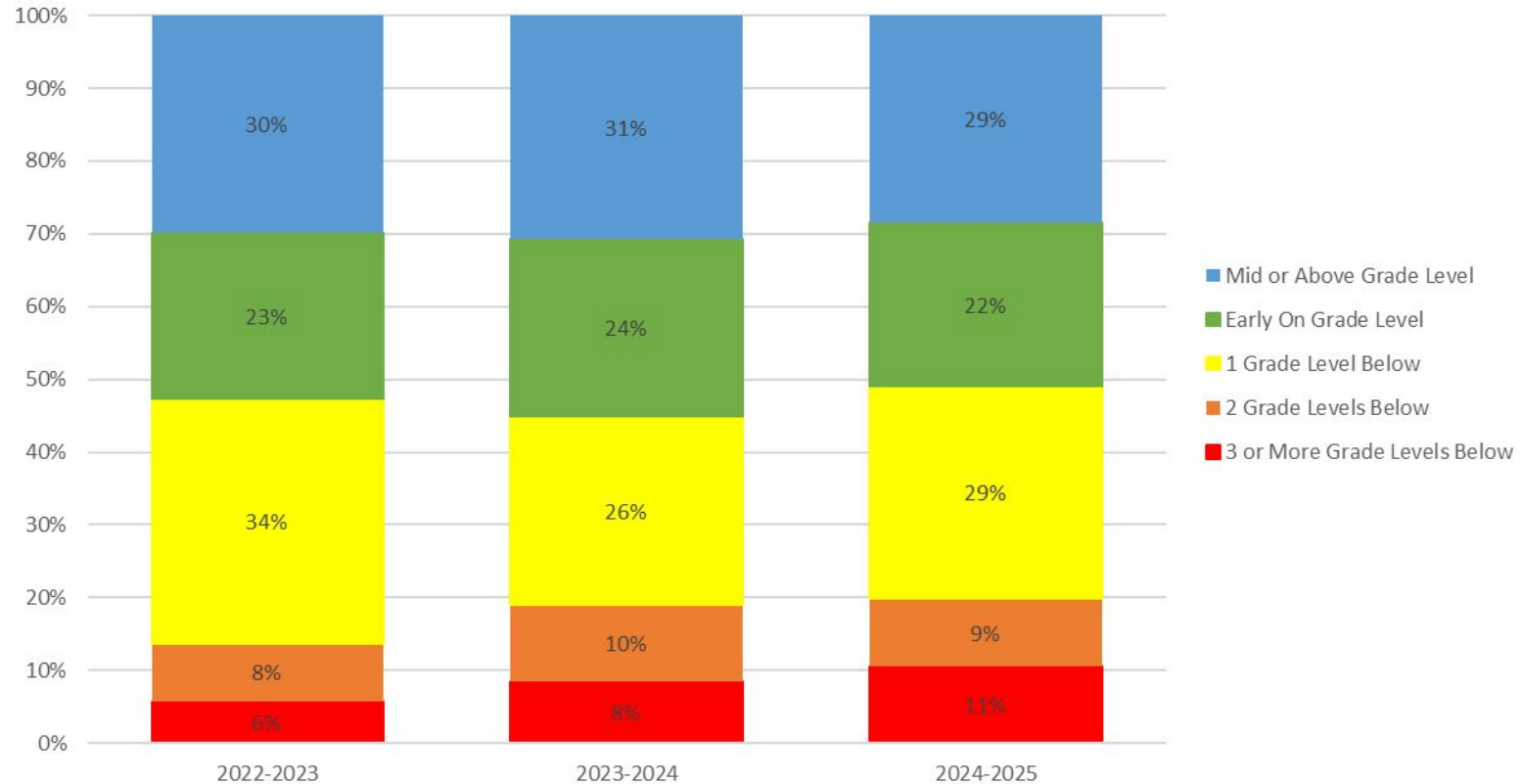
■ 2022 ■ 2023 ■ 2024



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RCSD Schools

I-Ready Reading - Fall Diagnostic Performance through the years



SPSA
Spring
2025
Target
65%

Yearly Comparision of SBAC Math Performance % Met or Exceeded

2017

2018

2019

2022

2023

2024

59.3

66.4

72.3

60.7

60.5

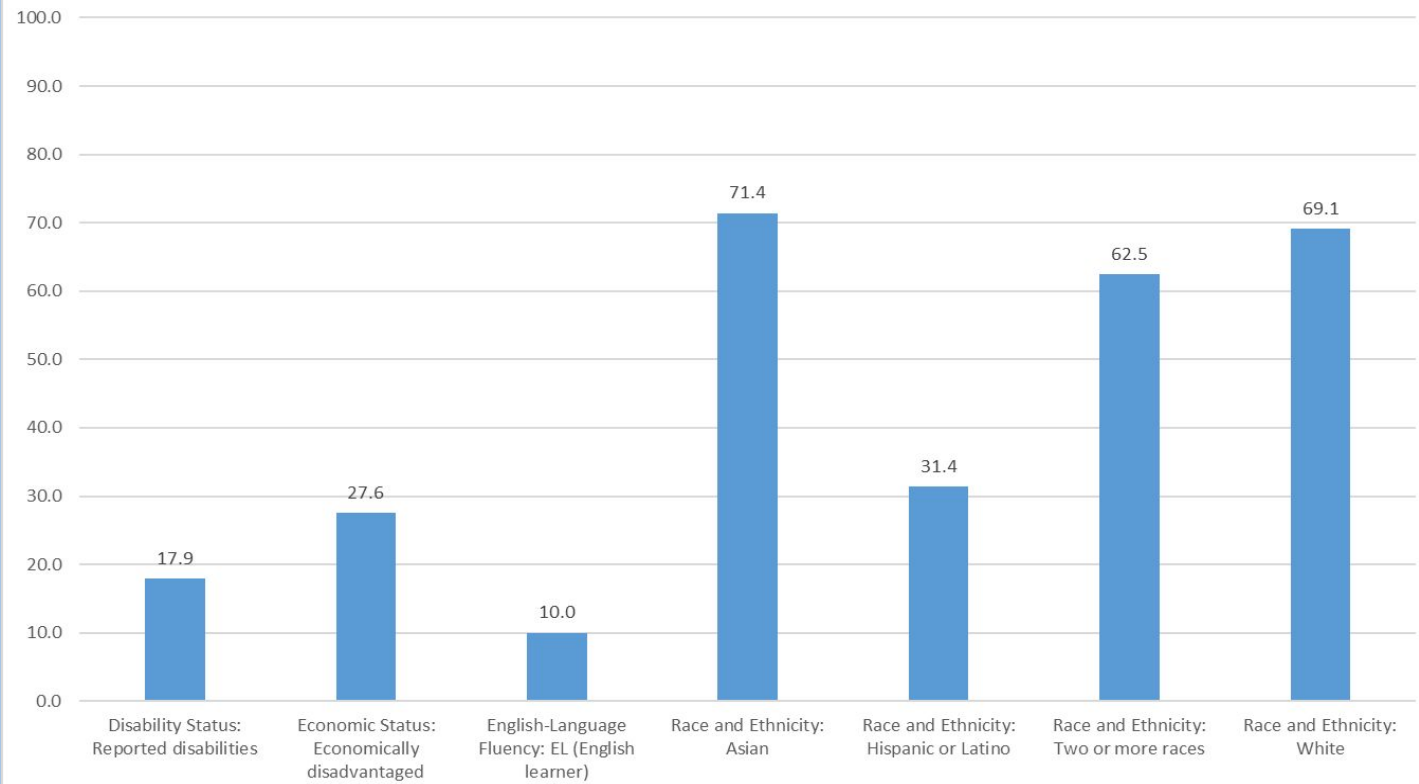
59.2

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RCSD Schools

SPSA
Target
2024
52%

2024 SBAC Math Comparision by Student Groups
% Met or Exceeded



SPSA Spring
2024 Targets

70%

NOT IN SPSA

15%

80%

38%

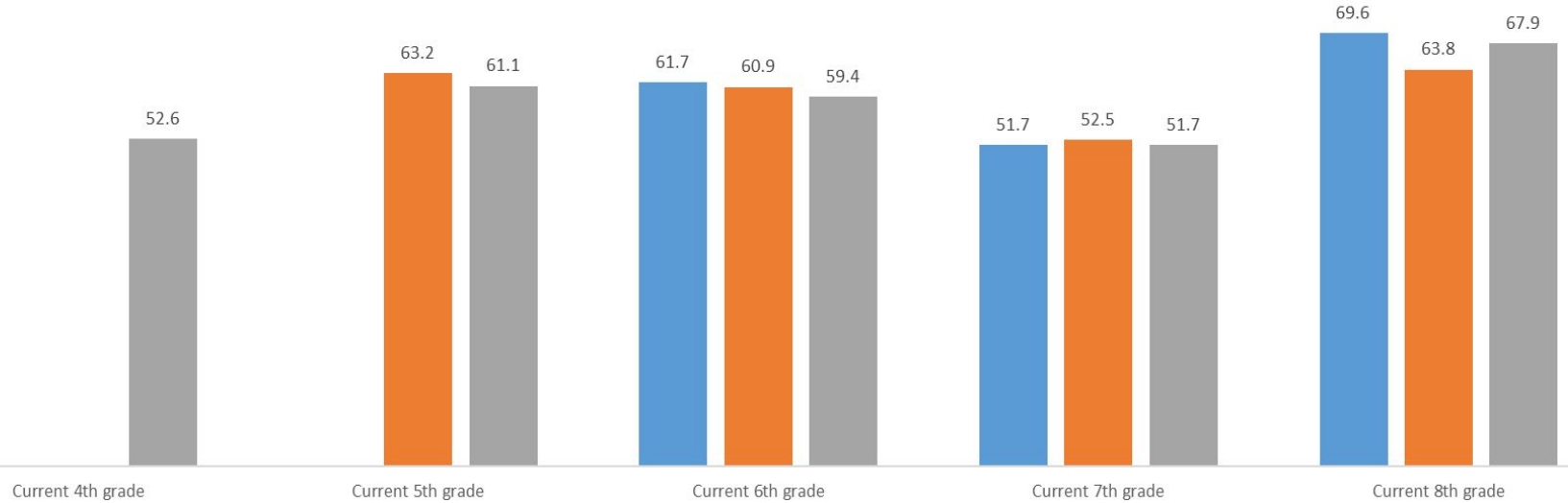
80%

80%

* Student groups of less than 10 are not presented

SBAC Math cohort comparison % Met or Exceeded

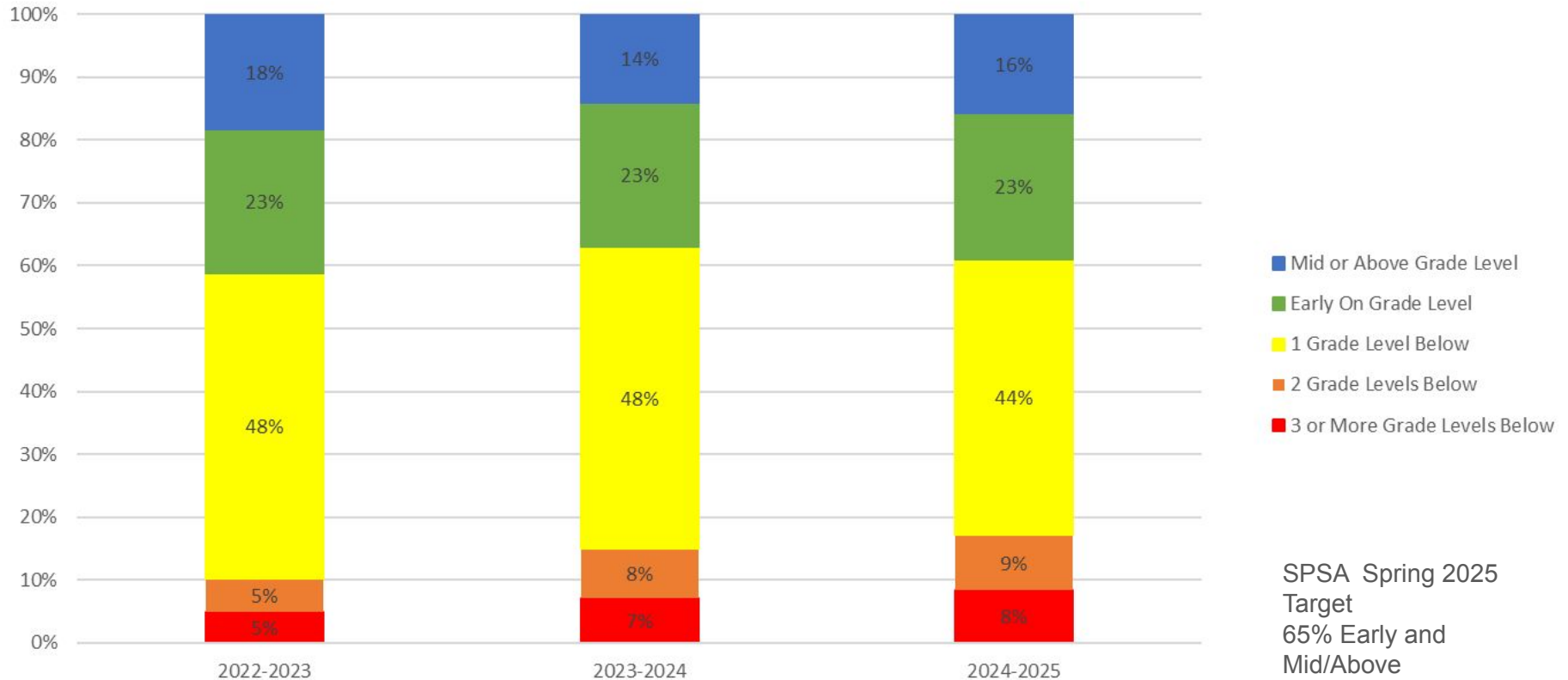
■ 2022 ■ 2023 ■ 2024



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RCSD Schools

I-Ready Math - Fall Diagnostic Performance through the years



Examples of how Roy Cloud is addressing Goal 3:

Demonstration lessons

- Modeling lessons that promote Universal Design for Learning, Project Based Learning, and high levels of engagement
- Administrators teach units from board-adopted curriculum in an effort to support teachers' development of practices and to be better informed on structure and sequence of units and lessons
- Allocate staff meetings to discuss learner profiles, data, and next steps in supporting scholar success

Data Collection and Assessment

- Use of SMART goals to drive success rates, following up with site-specific next steps to collect more in-depth data to inform practices (writing and math assessments)
- Use of resources in iReady for focused, interim assessments

Academics

- Use of Silicon Valley Math Initiative (SVMI), Mathematics Assessment Resource Service (MARS), Problem of the Month (POM) resources to supplement math enrichment
- Implementation of Math Olympiad program for 3rd-5th grade scholars
- Academic Study Buddies
- Continuation of Pedagogy Of Confidence (POC) practices
- Walk Through History Simulations
- Use of audiobooks to support equitable access towards novel studies
- 3rd-5th Literature Circles, Book Studies
- Middle School Book Clubs

Enrichment

- Annual STEAM Fair
- Academic driven field trips



MOEMS®
Mathematical Olympiads for
Elementary and Middle Schools

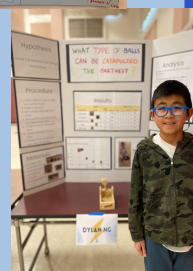
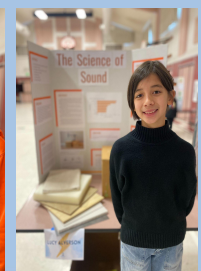
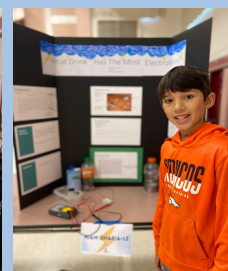
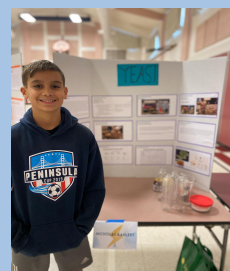
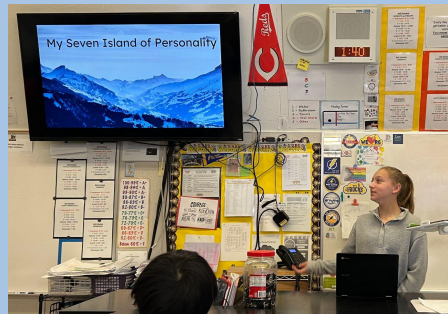
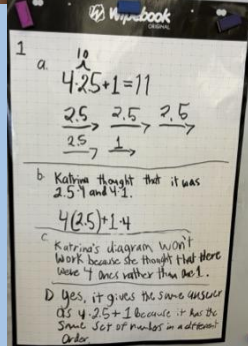
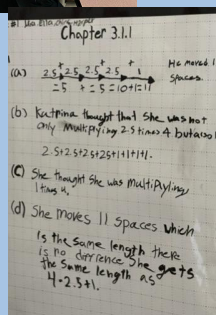
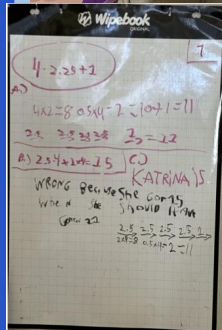
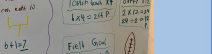
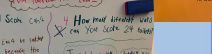
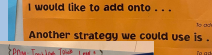
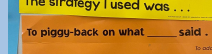
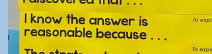
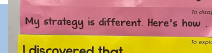
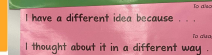
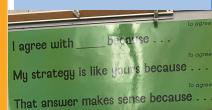
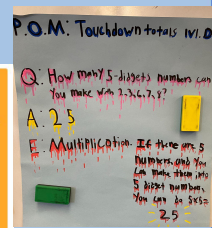


Mission Statement

The Silicon Valley Mathematics Initiative (SVMI) is a comprehensive effort to improve mathematics instruction and student learning. The initiative is based on high performance expectations of all students, ongoing professional learning, and the examination of student work to inform and improve instruction.

Vision Statement

Our goal is to support rigorous, engaging, and equitable mathematics learning spaces that are highly interactive, robust, and focused on instruction that centers student agency and identity.



Instructional Strategies to try:

Instructional Strategies to try:

Instructional Strategies to try:

to help prepare for CAASPP

Instructional Strategies

to try [Daily 5]

Instructional Strategies:
to try:

Instructional Practices to try:

- Structure of thought

Instructional Practices to try: - peer/peer share

Instructional Practices