



ROY CLOUD
SCHOOL

Board Presentation
April 1, 2026

LCAP GOAL #1

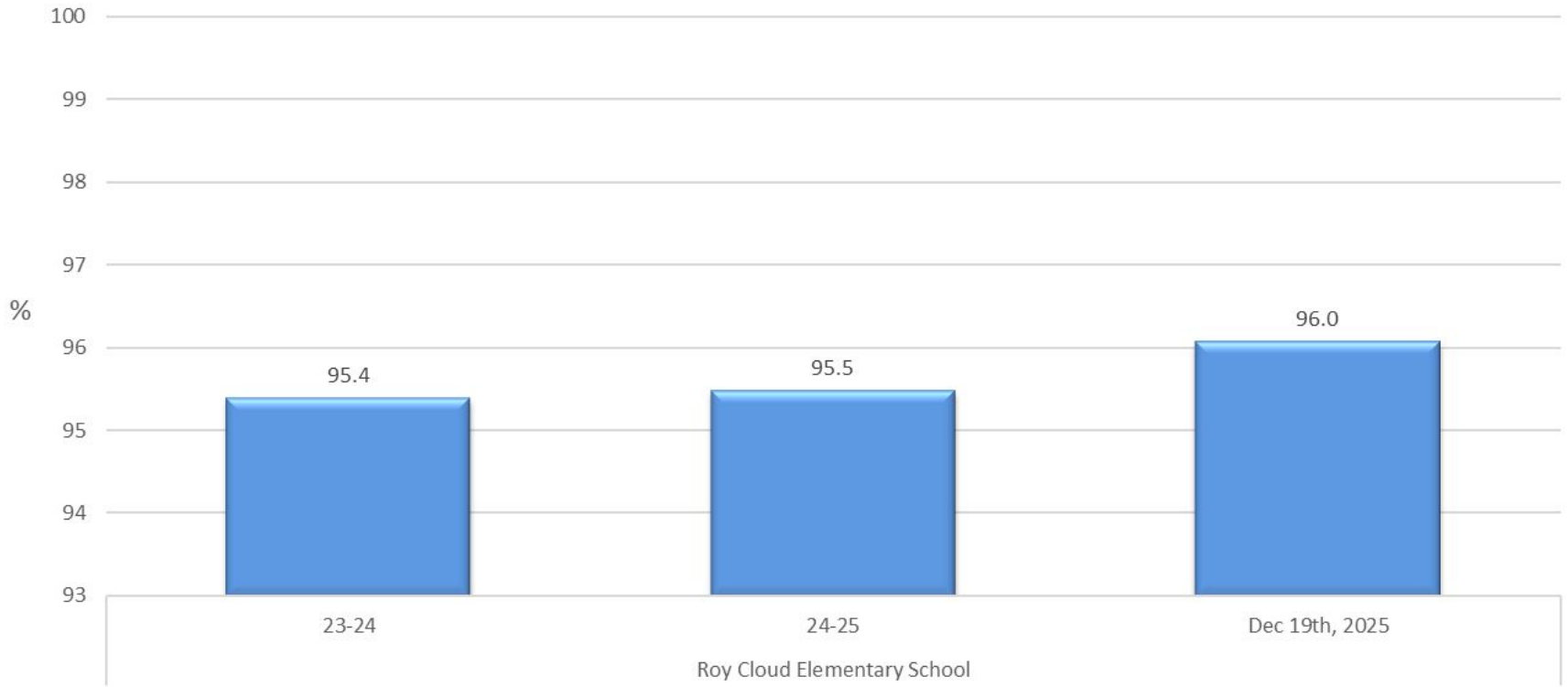
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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 at Clifford, Henry Ford.

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.

Attendance Rate



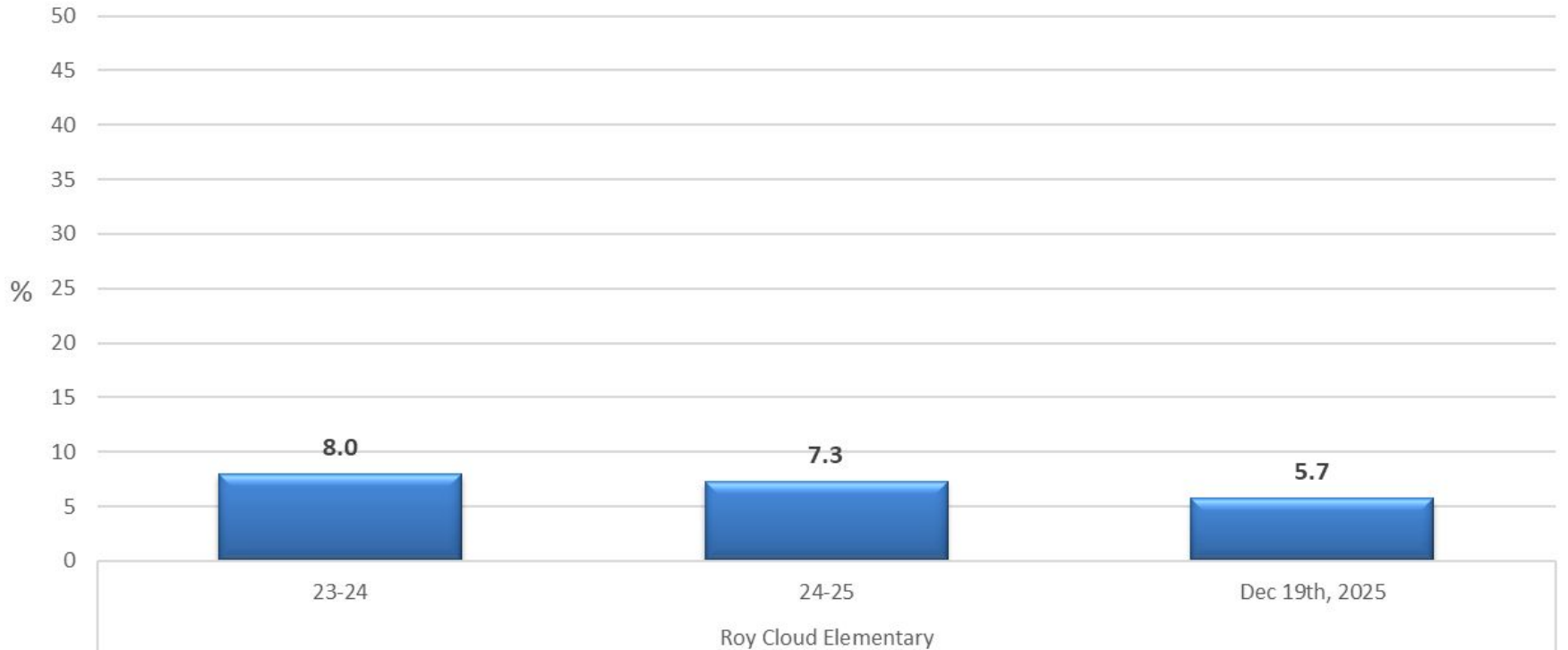
Roy Cloud Elementary School

Attendance Rate

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	95.3%	97.3%	95.3%	97.3%	96.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
95.3%	+0	+0.7

Chronic Absenteeism Rate

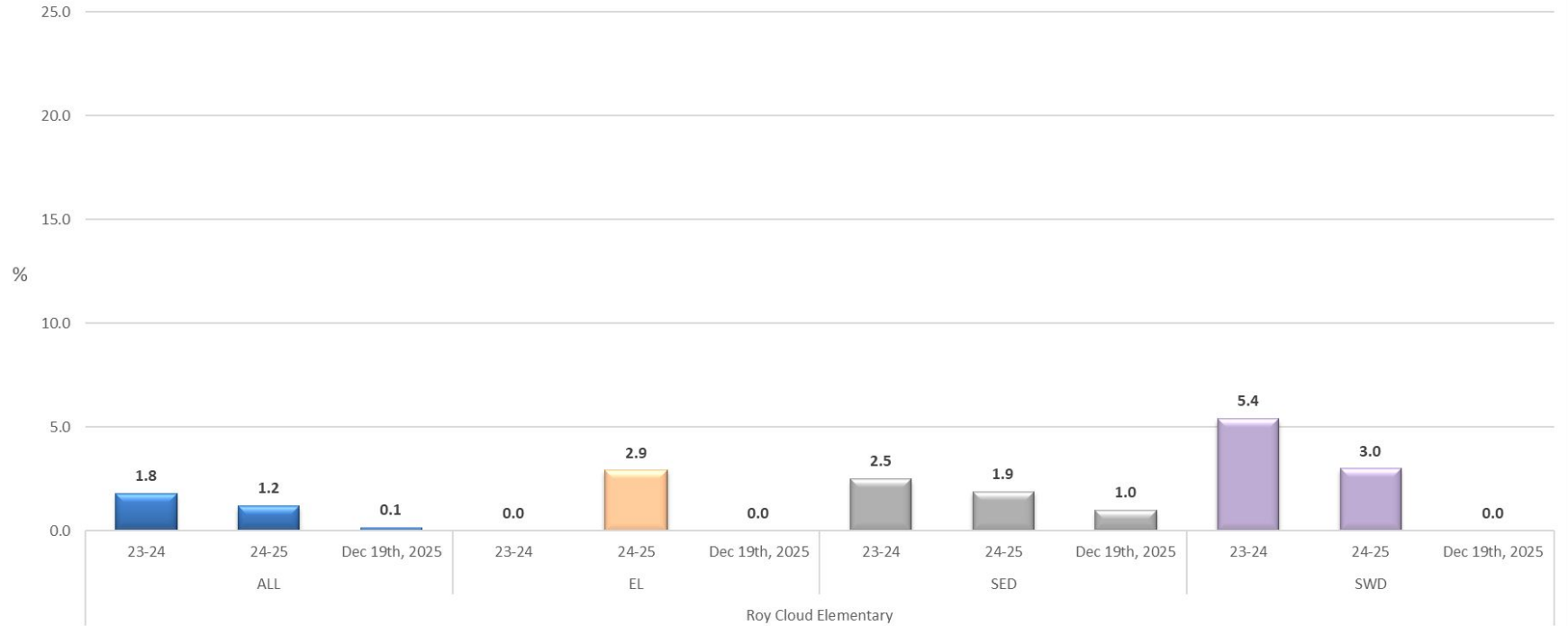


Chronic Absenteeism

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	8.0%	5.0%	7.3%	4.3%	5.7%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
8.0%	-0.7	-1.6

Suspension Rate



* Student groups of less than 10 are not presented

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Suspension Rate <small>* Student groups of less than 10 are not presented</small>	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	1.8%	1.3%	1.2%	0.7%	0.1%
		Social Economically Disadvantaged	Decrease	2.5%	2.0%	1.9%	1.4%	1.0%
		EL	Decrease	0.0%	0%	3.0%	2.5%	0.0%
		Homeless	Decrease	0%	0%	0.0%	0%	0.0%
		SWD	Decrease	5.4%	4.4%	3.1%	2.1%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	1.8%	-0.6	-1.1	Homeless	0	0	0
SED	2.5%	-0.6	-0.9	SWD	5.4	-2.3	0
EL	0%	+3.0	0	LTEL			

Goal 1: Takeaways and Next Steps

- Early outreach to families.
- Personalized, empathetic, compassionate support and strong partnerships with families.
 - Develop gradual return plans with parents as partners; easing back into a full day of school.
- Supportive, understanding, accommodating teachers as students return to school.
 - Help students identify a trusted adult on campus
- Proactive monitoring.
- Engaging school activities where students want to be present for: Guest speakers, assemblies, celebrations.
- Interactive, enriching lessons and projects in the classrooms that students do not want to miss out on.
- Attendance-monitoring competitions.
- Reflection over consequences.
 - Help students reflect on their actions, repair harm, and learn strategies for making better choices.
- Increase in students coming forward and sharing conflict and concern more often with teachers, counselors, and administration.
- Utilizing community resources like: Unity Days, Community Matters - Safe School Ambassadors, PTO-supported films as “Like,” “Upstanders,” and “Are The Kids Alright? Understanding Racism” with student, parent, and staff speaker-panels
- Rainbow Cloud
- Student-led clubs
- Enrichments in middle school
- ASB and Community Service
- Art and Garden, supported by PTO and Parents
- Full time Music teacher

Goal 1: Takeaways and Next Steps, Continued...

Regular Check ins with:

- Admin, Counselors, School Psychologist
- Academic, behavioral, social emotional, SpEd, attendance
- Teachers provide input as needed

Social Emotional Learning:

- CharacterStrong and LiveSchool
- Curricula support grade level instruction
- Kindness Clubs
- Friendship Circles
- Open Sessions
- Kindness Week
- School Inclusion Week
- Neurodiversity Awareness

PBIS

- Schoolwide incentive program
- Monthly character traits and recognition during BOLT Award Ceremonies
- Academic Achievement assemblies for Middle School - celebrates Honor Roll and Growth

Mentoring

- Middle School students work with 1st-3rd graders during enrichment to build connections and academic confidence

Suspensions

- Alternatives to suspension
- Re-entry meetings
- Mental health check-ins and/or services

All actions to continue for 2026-27

Goal 1: Healthy Kids Survey Results

- High levels of (4th/5th Grade):
 - School connectedness (82-85%)
 - Academic motivation (87-89%)
 - Adult-Student relationships (82-83%)
 - High expectations from adults (83-89%)
 - Sense of safety (85-89%)
 - Treated with respect (95%)
 - PBIS implementation (96%)
- High levels of (Middle School):
 - Sense of safety (75-87%)
 - Academic motivation (65-83%)
- High levels of (Parent Survey)
 - Parent participation (67%)
 - Attendance at general meetings (93%)
 - Attendance at school events (89-96%)
 - Volunteering (76-79%)
 - Supportive and caring environment (96%)
 - Teachers go out of their way (92%)
 - Teacher responsiveness to social and emotional needs (90%)
- Opportunities for growth:
 - Supporting peer:peer conflict
 - Student voice
 - Engagement

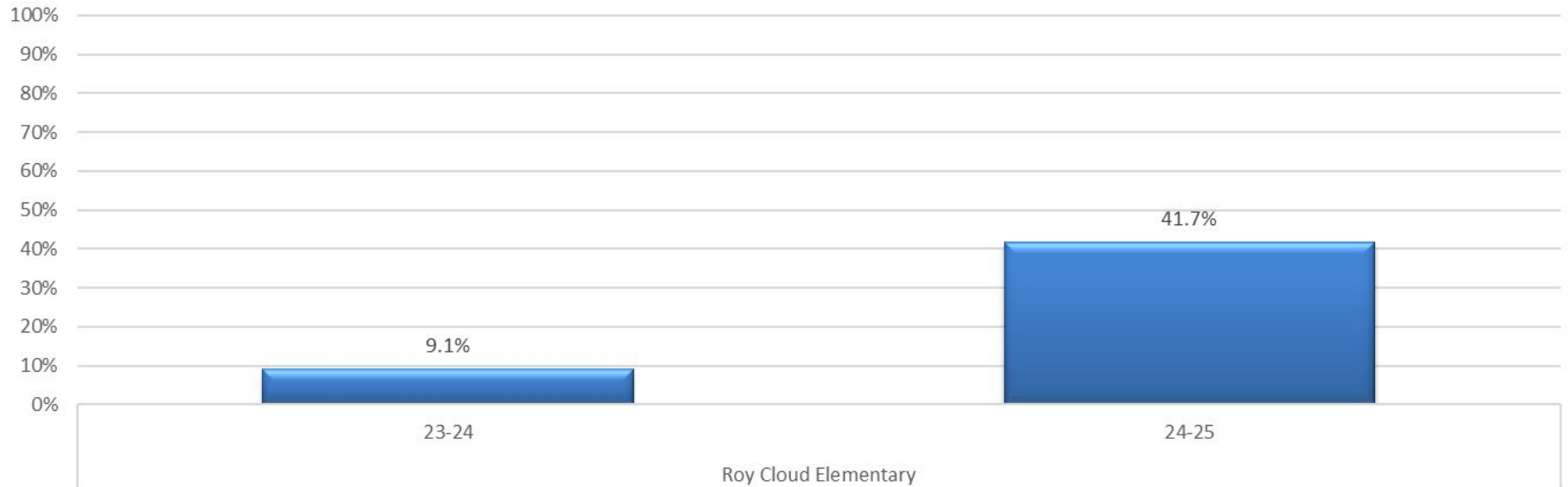
LCAP Goal #2

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.

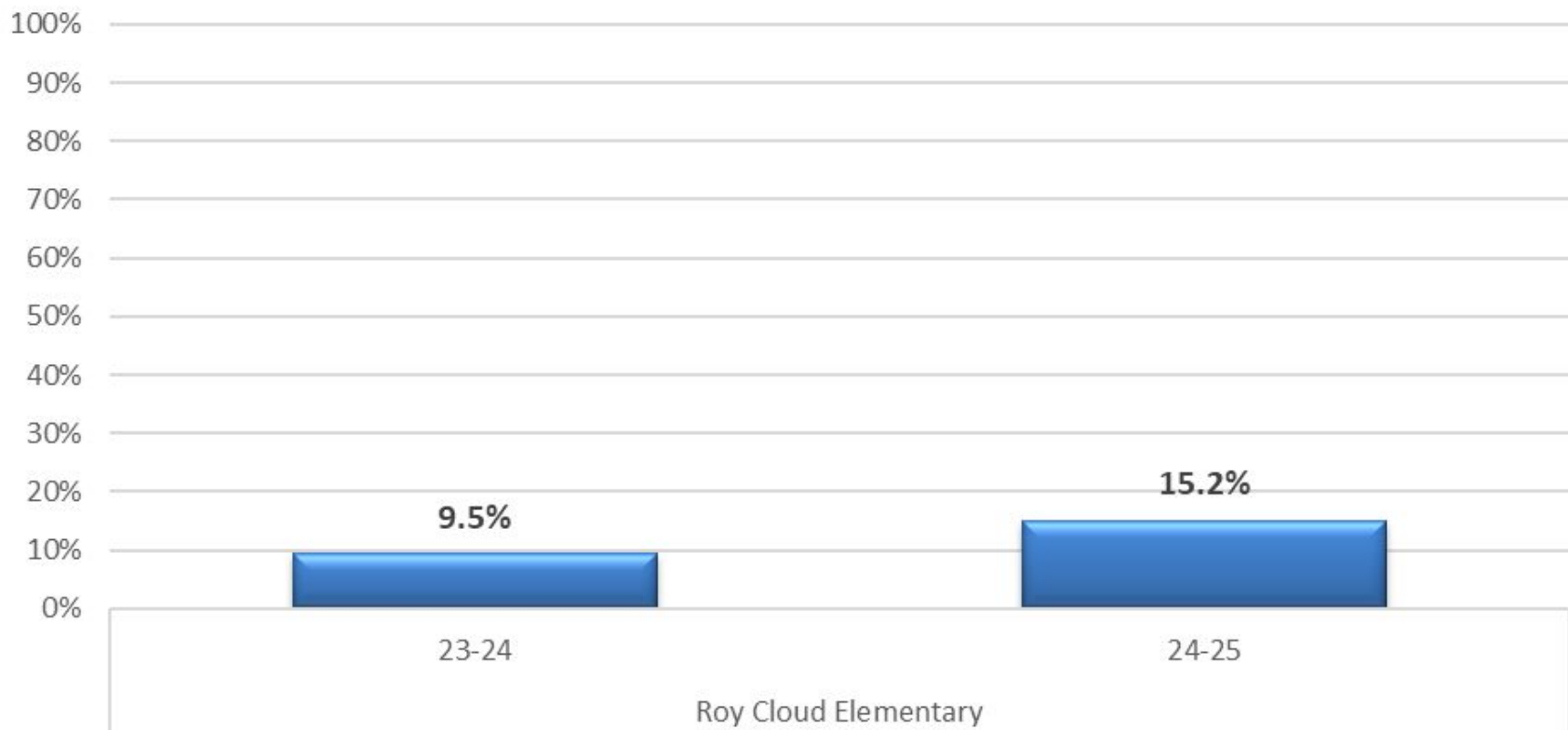
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

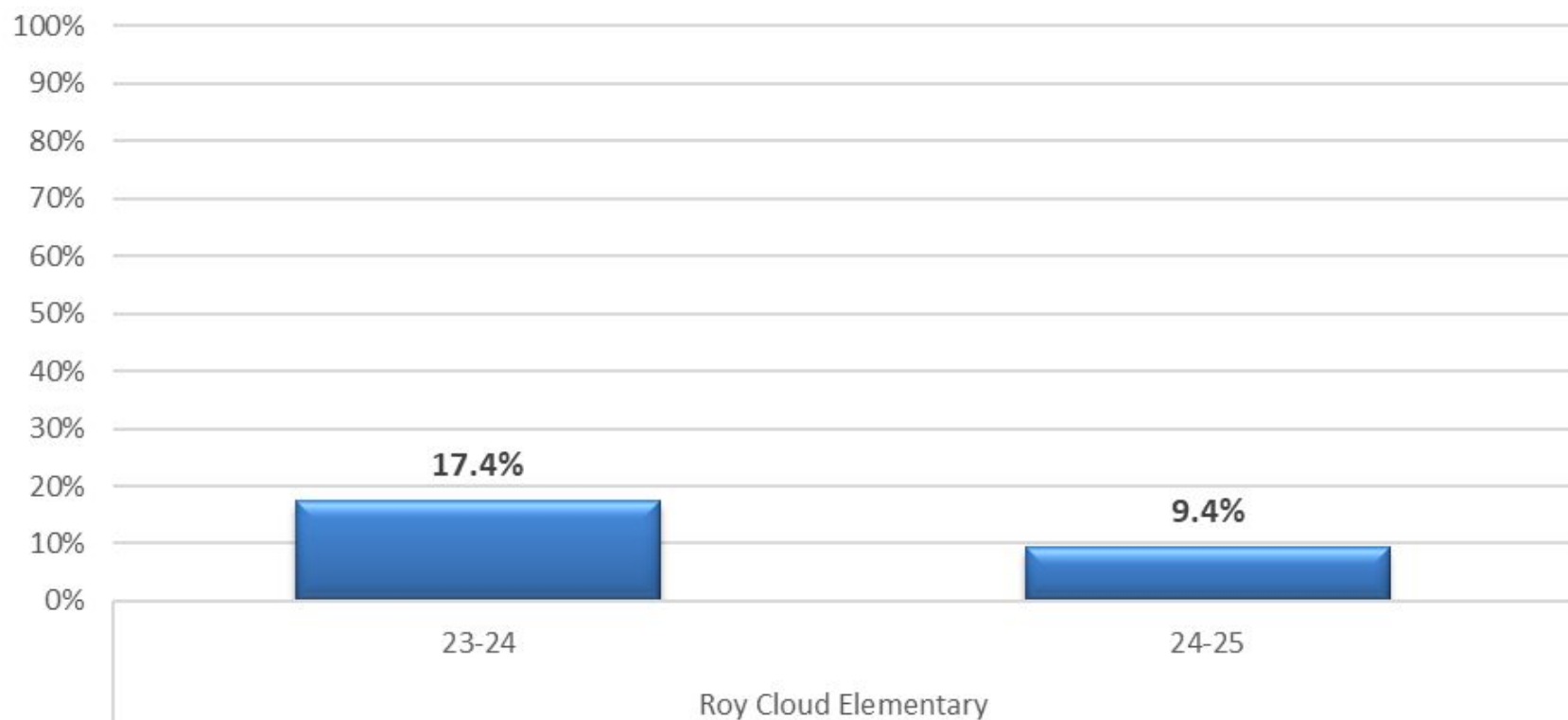
ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



RFEP Rate



LTEL rate



English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
ELPAC Level Progress	55% of EL students will increase at least 1 ELPAC level	EL students 2-8	Increase	9.1%	24.4%	38.5%	46.8%
Reclassification Rate	20%	ELs	Increase	10.0%	13.3%	15.0%	17.5%
LTEL Rate	10%	ELs	Decrease	17.0%	11.3%	9.0%	*

	Base	Year 1 difference
ELPAC Progress	9.1%	+29.4
Reclassification Rate	10.0%	+5.0
LTEL Rate	17.0%	-7

Goal 2: Takeaways and Next Steps

- Strong collaboration between classroom teachers and our English learner support staff.
- Encouraged more families to join the Roy Cloud community
- Personalized connection with our multilingual learners
- Family meetings to review ELPAC and Reclassification
- Directed, targeted language instruction from Intervention teacher
- Strong classroom support
- Individualized support from our academic counselor
- Encouragement from all teachers to steadily built both confidence and language skills.
- Student shadowing - “A day in the life of a multilingual learner”

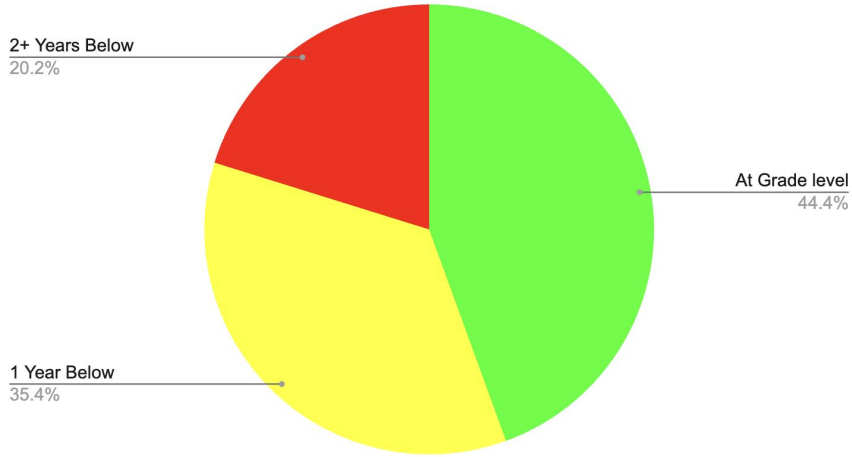
LCAP Goal #3

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.

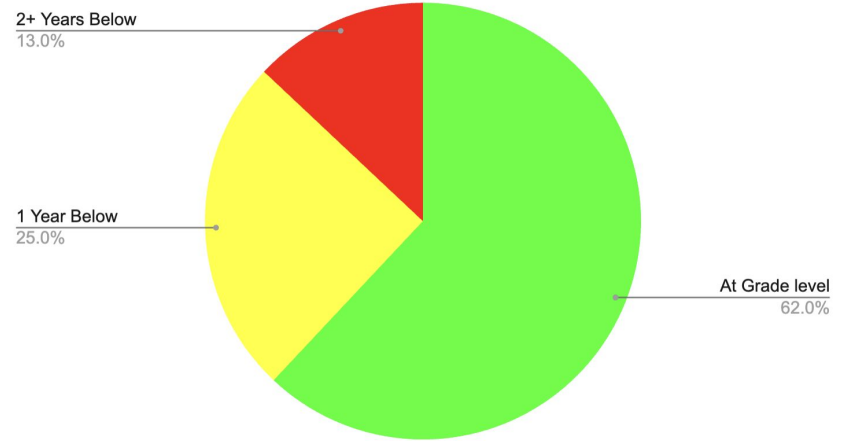
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

i-Ready ELA Overall

ELA Roy Cloud Fall 2025



ELA Roy Cloud Winter 2026



	Fall	Winter	Difference
At Grade Level	44.4%	62.0%	+17.6
1 Year Below	35.4%	25.0%	-10.4
2 + Year Below	20.2%	13.0%	-7.2

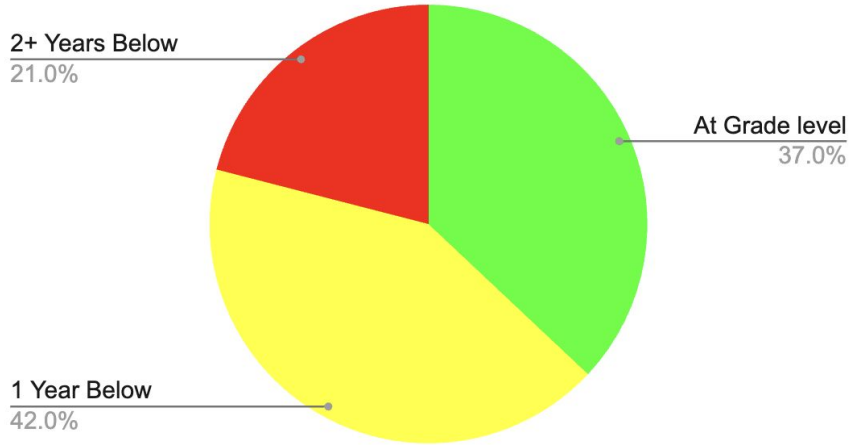
i-Ready ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Reading Expected Growth	4% increase each year	All students	Increase	48.4%	52.4%	55.4%	59.4%	64.0%

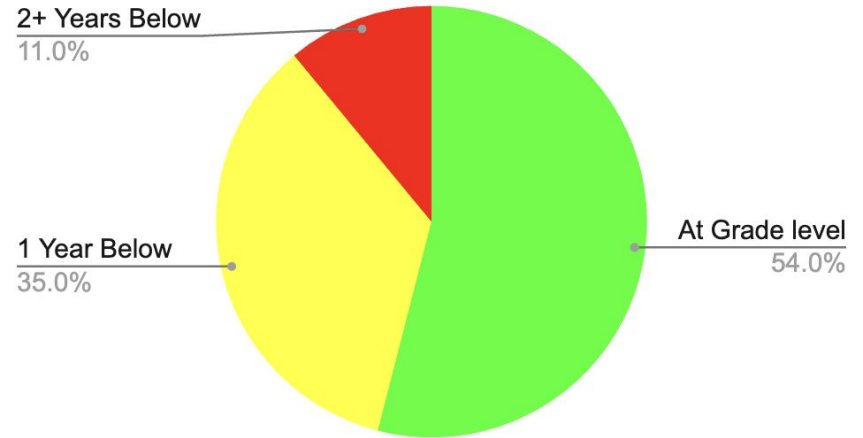
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
48.4%	+7.0	+8.6

i-Ready Math Overall

Math Roy Cloud Fall 2025



Math Roy Cloud Winter 2026



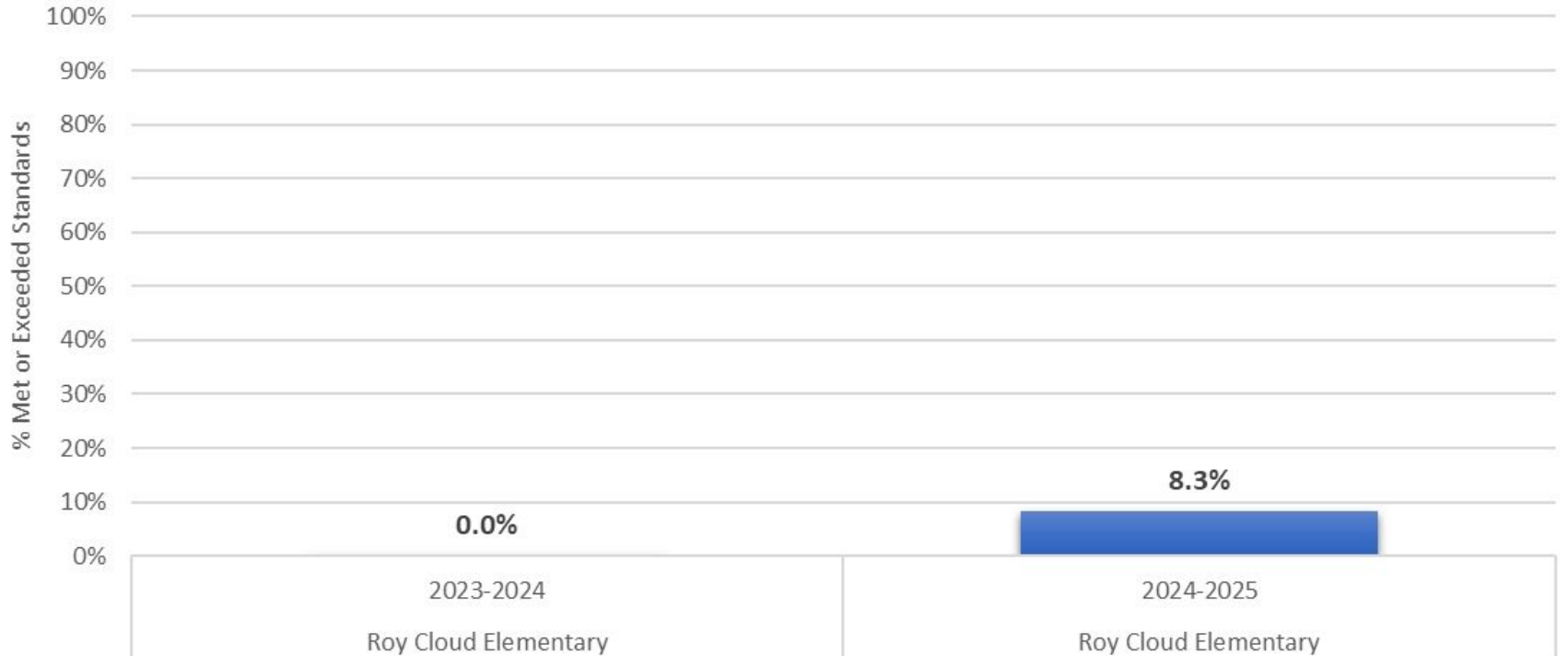
	Fall	Winter	Difference
At Grade Level	37%	54%	+17
1 Year Below	42%	35%	-7
2 + Year Below	21%	11%	-10

i-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Math Expected Growth	4% increase each year	All students	Increase	45.0%	49.0%	43.5%	47.5%	59.4%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
45.0%	-1.5	+15.9

English Learners ELA - Met or Exceeded Standards

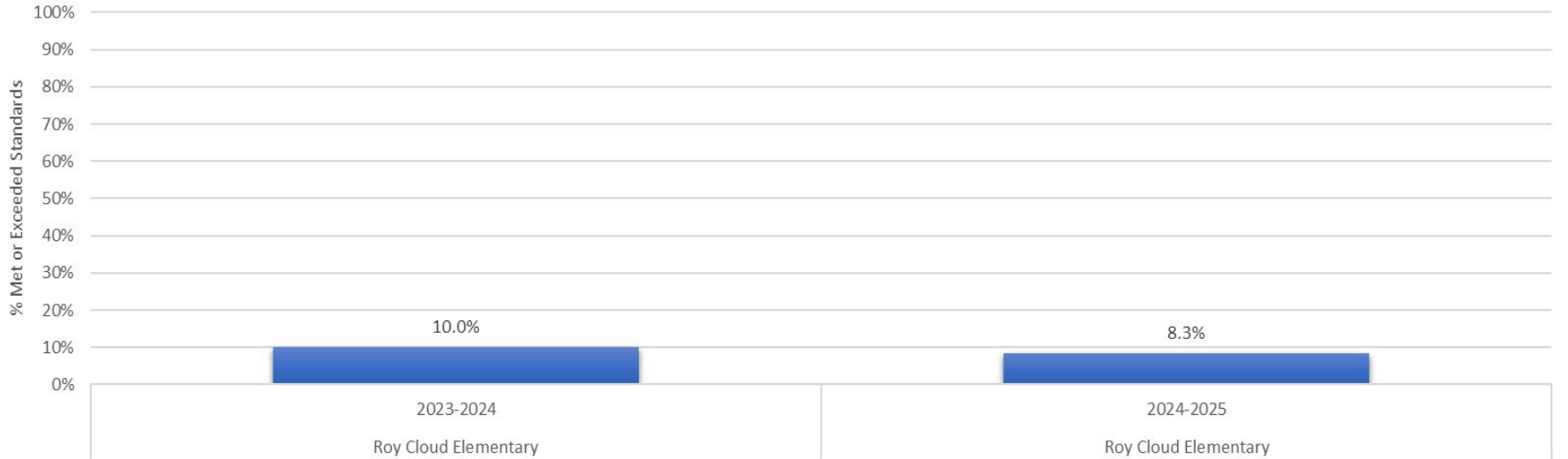


CAASPP ELA: English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	0.0%	6.7%	8.3%	14.2%

Base	Year 1 difference
0.0%	+8.3

English Learners Math - Met or Exceeded Standards



CAASPP Math: English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	10.0%	12.0%	8.3%	12.2%

Base	Year 1 difference
10.0%	-1.7

Goal 3: Takeaways and Next Steps

- Focused literacy instruction/Delivering phonics instruction, that aligns with the Science of Reading.
- Targeted intervention
- Repetitive analysis and discussion around student support with teachers and support staff.
- Reading Intervention Teacher led professional learning opportunities on the benefit of small group instruction
- Reading Intervention Teacher's fluid approach to graduating students out of her program and welcoming students in.
- Upper elementary teachers and middle school teachers engage in vertical articulation
- Holistically analyzing written work
- Focusing on building understanding through problem-solving and mathematical discussion.
- Utilize board-adopted curriculum, and receive support from administrators
- Utilized Pedagogy of Confidence in the past, and this year UDL to meet the needs of all learners
- Silicon Valley Math Initiative
- Math Olympiad
- Walk Through History events
- Family Heritage Events
- Ask important question: *How do we celebrate the student who may have started the year two grade levels behind but has worked tirelessly to close that gap?*
 - We created Academic Growth Certificates at Roy Cloud

Questions? Thank you!