Roy Cloud School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

EST. 1950

ROY CLOUD
SCHOOL

General Information about the School Accountability Report Card (SARC)

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

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

2024-25 School Contact Information

School Name	Roy Cloud School
Street	3790 Red Oak Way
City, State, Zip	Redwood City, CA 94063
Phone Number	(650) 482-2414
Principal	Melissa Bowdoin
Email Address	mbowdoin@rcsdk8.net
School Website	https://roycloud.rcsdk8.net
Grade Span	K-8
County-District-School (CDS) Code	41-69005-6044432

2024-25 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker, Ed.D.
Email Address	jbaker@rcsdk8.net
District Website	www.rcsdk8.net

2024-25 School Description and Mission Statement

Roy Cloud School is a TK-8 grade neighborhood school providing all students with a well-balanced, challenging, student-centered learning environment. Character Development and social and emotional learning development are top priorities. Our Learner Focused Classrooms are communities where ALL students experience authentic tasks that provide opportunities for collaboration, innovation, and self-reflection.

Our professional staff and parent community collaborate to provide the optimal learning environment promoting safe, respectful, and responsible behaviors. At Roy Cloud, we are committed to fostering supportive relationships, establishing high

2024-25 School Description and Mission Statement

expectations, and offering meaningful opportunities for engagement, which are the necessary environmental supports leading to a positive school climate in which students thrive. Staff and students appreciate individual and collective strengths and recognize the value of building self-esteem while developing empathy through genuine accomplishments and interactions.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	76
Grade 3	55
Grade 4	54
Grade 5	65
Grade 6	61
Grade 7	79
Grade 8	59
Total Enrollment	615

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	7.5
Black or African American	0.5
Filipino	1
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.2
White	59.8
English Learners	3.4
Socioeconomically Disadvantaged	11.4
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	78.43	264.40	71.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	1.25	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	33.90	9.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	6.67	30.20	8.20	12115.80	4.41
Unknown/Incomplete/NA	4.40	14.87	35.00	9.51	18854.30	6.86
Total Teaching Positions	30.00	100.00	368.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	86.68	267.90	71.82	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.45	10.40	2.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.69	39.00	10.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	5.52	20.70	5.56	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.66	34.90	9.36	15831.90	5.67
Total Teaching Positions	28.90	100.00	373.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	79.73	217.60	63.75	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.20	1.83	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	5.84	67.70	19.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	6.66	14.70	4.31	11746.90	4.23
Unknown/Incomplete/NA	2.20	7.70	35.00	10.27	14303.80	5.15
Total Teaching Positions	29.60	100.00	341.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.20	1.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.20	1.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	1.00	1.60	1.9
Total Out-of-Field Teachers	2.00	1.60	1.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2024-2025 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2024 District Textbook Audit, in regards to student editions in use at Roy Cloud School during the current school year (2024-2025).

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017 Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	Yes	0%

	CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016		
Science	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008 Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
Foreign Language	Autentico!	Yes	0%

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

School Facility Conditions and Planned Improvements

Roy Cloud School was originally constructed in 1957, and is currently comprised of 35 classrooms, one STEAM Lab, one library center, one cafeteria/multi-purpose room, one staff lounge, the administrative/support office, two playgrounds, and a play field.

The school was completely modernized in 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by January 2002 and included the addition of eight new classrooms, three reclaimed classrooms, and a new library/media center, cafeteria/multipurpose room, and administrative support center. Measure B projects have been completed at variable times over the past three years and have included: roofing replacements; installation of energy efficient lighting and lawn/landscaping; resurfacing of the parking lot, playground, and various walkways; replacing of window coverings, baseball and kickball backstops, fencing, concrete, and asphalt; new painting; and campus-wide American Disabilities Act (ADA) improvements.

At the start of the 2006-07 school year, two additional portable classrooms were installed on-site. In summer of 2009, an additional portable was installed as well. An amphitheater and a Learning Garden are a new addition to the school site. The following chart displays the results of the most recent school facilities inspection.

Year and month of the most recent FIT report	12/1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			WO#110081 - HEATER IN RM 14 NOT WORKING, BLOWING COLD AIR
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		WO#110133 RM 16 WALL PLATE LOOSE; WO#109986 MEET FIRE TECH TO RESET THE PIV VALVE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			WO#110021 SINK IN RM 15 NOT WORKING; WO# 110076 - REPLACE VACUUM BREAKER IN SINK IN

School Facility Conditions and Planned Improvements

			KITCHEN; WO#110135 RM 4 ADJUST WATER TIME; WO#110132 RM 15 LOW PRESSURE WATER
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		WO#110134 ROM 20 DOOR SWEEP; WO#110082 EXTERIOR BLDG A&C A FEW LIGHTS OUT
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		WO#110084 PLAY GROUND - ONE OF THE STEPS FROM THE BIG PLAYGROUND BROKE OFF.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	67	44	42	46	47
Mathematics (grades 3-8 and 11)	61	59	35	35	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	371	98.93	1.07	66.85
Female	173	173	100.00	0.00	75.72
Male	202	198	98.02	1.98	59.09
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	87	97.75	2.25	50.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	71.88

White	219	217	99.09	0.91	72.81
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	37.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	17.65

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	371	98.93	1.07	59.03
Female	173	173	100.00	0.00	57.80
Male	202	198	98.02	1.98	60.10
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	87	97.75	2.25	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	62.50
White	219	217	99.09	0.91	69.12
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	60	59	98.33	1.67	27.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	17.65

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	61.36	46.28	34.22	31.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	121	96.80	3.20	46.28
Female	62	62	100.00	0.00	51.61
Male	63	59	93.65	6.35	40.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	31	93.94	6.06	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	72	70	97.22	2.78	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	95%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Roy Cloud is fortunate to have a highly involved parent community that is integral to the success of educating the "Whole Child". Parents play a crucial role at Roy Cloud School through active participation and involvement in the Parent Teacher Organization (PTO) and School Site Council (SSC). Qualified, credentialed parents substitute in the classroom, and online. Roy Cloud holds scheduled hybrid PTO meetings, in person SSC meetings, in person Principal Meet Ups, Parent Ed nights and Family Art events. Parents volunteer for field trips and classroom support and participate regularly in a variety of school wide activities. Roy Cloud welcomes parent volunteers with various topics such as diversity, equity, and inclusion. During the day, enrichment activities were also provided online through PTO: Character Strong (Social Emotional Learning), Counseling, Spanish, Science from Scientists, Garden, PE, Music, and STEAM. Before and after school enrichment programs coordinated by the PTO include: Theater, Coding Club, Dance, Web Design, Art, Spanish, Keyboarding and Chess.

Parents also host Welcome Back BBQs, Science Nights, Overnight Campouts on the Field, a Jog-a-Thon, Book Fairs. Parents also host an outdoor Eight Grade Promotion ceremony.

Parents who wish to participate in Roy Cloud School's School Site Council, school committees, school activities, or become a volunteer may contact the school at (650) 482-2414. The school's website also provides a variety of resources and helpful information.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	627	626	50	8.0
Female	293	293	15	5.1
Male	334	333	35	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	46	1	2.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	134	16	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	64	4	6.3
White	372	372	29	7.8
English Learners	23	23	2	8.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	81	81	12	14.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	110	12	10.9

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

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.78	1.56	1.75	3.02	3.39	2.52	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75	0.00
Female	0.00	0.00
Male	3.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.56	0.00
White	2.15	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	0.00

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

2024-25 School Safety Plan

The School Site Safety plan is evaluated and revised annually at our Site Council Meetings by administrators, staff, and parents. Revisions to the Safety Plan are communicated to all staff members annually. Our safety plan was last reviewed, updated, and discussed in March of 2023 with the principal. A School Site Council parent and a staff member attended a safety planning meeting sponsored by the county office of education to support the updating of the school safety plan. Key elements of the safety plan focus on disaster preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held monthly. Earthquake and evacuation drills are

2024-25 School Safety Plan

normally held yearly and lock-down drills are twice yearly.

The safety of students and staff is of primary importance at Roy Cloud School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. Additional supervision is provided through district funding and our PTO. A security fence surrounding the school was completed and all gates are locked throughout the school day. All visitors to the school must sign in and out at the office, sanitize, and wear a badge while on campus.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3	3	
1	14	2	3	
2	13	3	3	
3	12	3	2	
4	11	4	2	
5	16	2	3	
6	13	21	10	
Other	14	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	3	
1	13	3	3	
2	15	2	4	
3	15	2	2	
4	13	3	2	
5	12	4	2	
6	19	11	18	
Other	11	1		

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	3	
1	13	3	3	
2	16	2	3	
3	12	3	2	
4	14	2	2	
5	14	3	2	
6	12	40	6	
Other	16	1	1	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	615

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,391	$8,159	$11,232	$100,170
District	N/A	N/A	$11,482	$95,778
Percent Difference - School Site and District	N/A	N/A	-2.2	4.5
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	4.2	3.9

Fiscal Year 2023-24 Types of Services Funded

Federal Funding:
Title I: Migrant Education
Special Education
Title II: Part A Teacher Quality
Title III: Limited English Proficiency
Medi-Cal Billing Option

State Funding:
Lottery: Instructional Materials
Special Education

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,926	$58,553
Mid-Range Teacher Salary	$93,211	$93,924
Highest Teacher Salary	$118,571	$119,489
Average Principal Salary (Elementary)	$169,852	$149,898
Average Principal Salary (Middle)	$162,335	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$259,190	$270,432
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

2024-2025
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The MTSS focus is to create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

2023-2024
The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. Adding onto this, the district is now focusing on amplifying student voices through student-led goal setting conferences. Much of the professional development that occurred at the beginning of the year focused on supporting teachers on the implementation of this new initiative. Furthermore, middle school focused on learning UDL practices while elementary focused on the new math and phonics curriculum.

2022-23
The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional

Professional Development

Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2021-22
The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving "Student Learner" profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through "Lead Learner" structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

2020-21
The focus for PD during a school year in which the majority of instruction took place virtually, was on providing excellent distance learning opportunities for all students, regardless of grade level. All students were provided with the necessary devices and hot spots to be able to participate in daily synchronous and asynchronous instruction. Teachers received 5 days of training at the beginning of the school year in a variety of online tools and applications. Throughout the year, Doug Fisher, of Corwin Press, presented key aspects of designing high quality distance learning lessons: clarity, engaging, feedback, and supporting the students as drivers of their own learning.

National Urban Alliance (NUA) mentors and coaches worked with teachers in grades 4-8 across the district to develop rigorous, student-centered instruction through opportunities for collaboration, creativity, communication, and critical thinking.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5