

Roy Cloud School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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
County-District-School (CDS) Code	41-69005-6044432

2023-24 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

2023-24 School Description and Mission Statement

Roy Cloud 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	74
Grade 2	88
Grade 3	57
Grade 4	65
Grade 5	64
Grade 6	79
Grade 7	62
Grade 8	73
Total Enrollment	633

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	54%
Asian	8.5%
Black or African American	0.5%
Filipino	0.9%
Hispanic or Latino	21.5%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	9.3%
White	58.6%
English Learners	3.9%
Socioeconomically Disadvantaged	16.4%
Students with Disabilities	10.7%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023-2024 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 2023 District Textbook Audit, in regards to student editions in use at Roy Cloud School during the current school year (2023-2024).

Year and month in which the data were collected		August 2022	
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 CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016	Yes	0%
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	Yes	0%

	Teachers' Curriculum Institute, History Alive! ©2017/2018, 6th grade through 8th grade – State Approved, Board Adopted 2021		
Foreign Language	Autentico!	Yes	0%

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

12/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MUB: Broken T stat box WO # 103036
Interior: Interior Surfaces	X	X		Rm 10: HIGH STORAGE Rm 12: HIGH STORAGE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			TK Bathroom needs soap dispenser, gopher infestation, storage containers
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Rm 23: Ceiling panels damaged
Structural: Structural Damage, Roofs	X			Pipe on MUB missing brackets
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Little league grass area sopping wet, on-going gopher infestation on grass area by large playground

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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	70	43	44	47	46
Mathematics (grades 3-8 and 11)	61	61	33	35	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	395	388	98.23	1.77	69.85
Female	181	178	98.34	1.66	75.28
Male	214	210	98.13	1.87	65.24
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	96	97.96	2.04	51.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	70.97
White	226	222	98.23	1.77	77.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	75	97.40	2.60	45.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	34.55

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	395	390	98.73	1.27	60.51
Female	181	179	98.90	1.10	60.34
Male	214	211	98.60	1.40	60.66
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	32.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	74.19
White	226	223	98.67	1.33	69.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	76	98.70	1.30	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	29.09

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.05	61.36	29.85	34.22	29.47	30.29

2022-23 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	134	132	98.51	1.49	61.36
Female	57	56	98.25	1.75	64.29
Male	77	76	98.70	1.30	59.21
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	91.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	38.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	75	98.68	1.32	68.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	41.18

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	84%	84%	84%	84%	79%
Grade 7	88%	88%	86%	86%	88%

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.

2023-24 Opportunities for Parental Involvement

Roy Cloud is fortunate to have a generous and 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 participated 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	643	635	67	10.6
Female	297	293	30	10.2
Male	346	342	37	10.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	54	54	2	3.7
Black or African American	3	3	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	141	136	28	20.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	59	59	2	3.4
White	376	373	35	9.4
English Learners	33	31	8	25.8
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	108	106	23	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	94	14	14.9

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.78	1.56	0.07	3.02	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.56	0
Female	0	0
Male	2.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.7	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.69	0
White	1.33	0
English Learners	3.03	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.78	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.13	0

2023-24 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 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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	26		3	
1	14	3	3	
2	14	3	3	
3	9	5	3	
4	14	3	3	
5	15	3	3	
6	25	4	12	2
Other	14	2		

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	0
1	13	3	3	0
2	15	2	4	0
3	15	2	2	0
4	13	3	2	0
5	12	4	2	0
6	19	11	18	0
Other	11	1	0	0

2022-23 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	633

2022-23 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.

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$17,713	\$7,338	\$10,375	\$94,459
District	N/A	N/A	\$10,477	
Percent Difference - School Site and District	N/A	N/A	-1.0	7.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	44.6	7.9

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$54,215
Mid-Range Teacher Salary		\$86,843
Highest Teacher Salary		\$111,440
Average Principal Salary (Elementary)		\$140,851
Average Principal Salary (Middle)		\$147,065
Average Principal Salary (High)		\$142,189
Superintendent Salary		\$252,466
Percent of Budget for Teacher Salaries	28.02%	33.16%
Percent of Budget for Administrative Salaries	8.18%	5.15%

Professional Development

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

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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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5