Roy Cloud School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 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

2025-26 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

2025-26 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 expectations, and offering meaningful opportunities for engagement, which are the necessary environmental supports leading

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	40
Kindergarten	79
Grade 1	73
Grade 2	74
Grade 3	65
Grade 4	55
Grade 5	57
Grade 6	62
Grade 7	53
Grade 8	78
Total Enrollment	636

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	7.9
Black or African American	0.3
Filipino	1.3
Hispanic or Latino	22.2
Two or More Races	11.9
White	56.4
English Learners	5.2
Homeless	0.5
Socioeconomically Disadvantaged	14.5
Students with Disabilities	17.3

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.

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)	25.1	86.68	267.9	71.82	234405.2	84
Intern Credential Holders Properly Assigned	1	3.45	10.4	2.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.69	39	10.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	5.52	20.7	5.56	11953.1	4.28
Unknown/Incomplete/NA	1	3.66	34.9	9.36	15831.9	5.67
Total Teaching Positions	28.9	100	373.1	100	279044.8	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.

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)	23.6	79.73	217.6	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	5.84	67.7	19.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	6.66	14.7	4.31	11746.9	4.23
Unknown/Incomplete/NA	2.2	7.7	35	10.27	14303.8	5.15
Total Teaching Positions	29.6	100	341.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22	68.49	223	60	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.9	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.8	24.41	100	26.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	3.97	23.5	6.35	12112.8	4.34
Unknown/Incomplete/NA	1	3.1	19	5.13	13705.8	4.91
Total Teaching Positions	32.2	100	371.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	1.7	7.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	1.7	7.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	1.9	1.2
Total Out-of-Field Teachers	1.60	1.9	1.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3	35.5
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	12.3

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

2025-26 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 2025-2026 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 2025 District Textbook Audit, in regards to student editions in use at Roy Cloud School during the current school year (2025-2026).

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023 Imagine Learning, Illustrative Mathematics 6th, 7th, 8th, Accelerated 6th, Accelerated 7th, Algebra ©2024 – Board Adopted in 2025	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	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	0%
Foreign Language	Autentico!	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	12/4/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			WO # 114369 Rug trip hazard WO # 114193 Missing rm number
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			WO # 114655 Toilet running WO # 114361 Faucet low pressure WO # 114394 Install paper towel dispenser WO # 14322 Automatic sensor needs replacement on toilet WO # 114334 Faucet Leaks WO # 11433 Faucet leaks

School Facility Conditions and Planned Improvements

				WO # 115069 Install sanitary box WO # 114197 Loose screw to sink WO # 114210 Back splash missing WO # 113595 Utility sink leaks
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			WO # 1113520 Install sweeps on door WO #114654 Hand rail loose WO # 114243 Screw protruding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			WO # 113821 Cracked Window WO # 114225 Window stuck WO # 113520 Sweeps on door for all restrooms WO # 114441 Replace closet door

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	67	65	42	46	47	48
Mathematics (grades 3-8 and 11)	59	63	35	38	35	37

2024-25 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	374	367	98.13	1.87	64.85
Female	172	168	97.67	2.33	71.43
Male	202	199	98.51	1.49	59.30
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	79.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	88	96.70	3.30	44.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	64.86
White	216	212	98.15	1.85	72.17
English Learners	14	13	92.86	7.14	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	44	95.65	4.35	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	78	95.12	4.88	20.51

2024-25 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	373	365	97.86	2.14	63.29
Female	172	168	97.67	2.33	61.31
Male	201	197	98.01	1.99	64.97
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	87	95.60	4.40	41.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100.00	0.00	66.67
White	216	212	98.15	1.85	71.23
English Learners	14	12	85.71	14.29	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	44	95.65	4.35	29.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	76	93.83	6.17	27.63

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.28	53.68	31.17	33.12	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	136	99.27	0.73	53.68
Female	67	67	100.00	0.00	52.24
Male	70	69	98.57	1.43	55.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	36.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	56.25
White	79	78	98.73	1.27	57.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	24.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	90%	97%	97%	97%	97%
Grade 7	100%	100%	98%	93%	96%

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.

2025-26 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. Roy Cloud holds scheduled hybrid PTO meetings, in person SSC meetings, in person school tours, Parent Ed nights and Family events throughout the year. Parents volunteer for field trips and classroom support and participate regularly in a variety of school wide activities, such as supporting our art and garden program. Roy Cloud welcomes parent volunteers with various topics such as diversity, equity, and inclusion, and is planning a Heritage event for the Spring. During the day, enrichment activities were also provided online through PTO: Character Strong (Social Emotional Learning), Counseling, asynchronous World Language for Middle School, 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, Overnight Campouts on the Field, a Jog-a-Thon, Book Fairs. Parents also host an outdoor Eighth Grade Promotion ceremony and celebration.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	644	47	7.3
Female	298	296	22	7.4
Male	352	348	25	7.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	2	4.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	145	144	18	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	78	78	5	6.4
White	366	362	22	6.1
English Learners	35	35	7	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	105	104	17	16.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	132	18	13.6

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.56	1.75	1.23	3.39	2.52	1.27	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.00	0.00
Male	2.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.96	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	0.55	0.00
English Learners	2.86	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.01	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.

2025-26 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 at the beginning of the year, and resides in the school's handbook. Our safety plan was last reviewed, updated, and discussed in March of 2025 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, Fire, Secure Campus drills, and evacuations are normally held monthly with 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. 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.

2022-23 Elementary Average Course Size and Course Size Distribution

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

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses 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

2023-24 Elementary Average Course Size and Course Size Distribution

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

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	12	3	3	0
1	13	3	3	0
2	16	2	3	0
3	12	3	2	0
4	14	2	2	0
5	14	3	2	0
6	12	40	6	0
Other	16	1	1	0

2024-25 Elementary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	15	5	6	
1	10	5	3	
2	19	2	6	
3	13	4	6	
4	11	3	2	
5	14	4	4	
6	16	19	15	1
Other	14	2	1	

2022-23 Secondary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	17	7	2	0
Mathematics	22	2	4	0
Science	22	2	4	0
Social Science	22	4	2	0

2023-24 Secondary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	19	4	4	
Mathematics	20	4	3	
Science	18	4	4	
Social Science	23	1	5	

2024-25 Secondary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	13	7	5	
Mathematics	18	4	4	
Science	22	2	4	
Social Science	26		5	

2024-25 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

2024-25 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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$22,582	$9,706	$12,876	$98,860
District	N/A	N/A	$12,840	$98,083
Percent Difference - School Site and District	N/A	N/A	0.3	3.2
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	17.8	2.6

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,041	$61,597
Mid-Range Teacher Salary	$97,976	$98,902
Highest Teacher Salary	$124,633	$126,340
Average Principal Salary (Elementary)	$160,238	$158,383
Average Principal Salary (Middle)	$160,238	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,000	$288,332
Percent of Budget for Teacher Salaries	26.06%	31.29%
Percent of Budget for Administrative Salaries	8.11%	5.38%

Professional Development

2025-26
During the 2025–26 school year, the district implemented a comprehensive professional development plan aligned to instructional priorities and adopted curricula. Middle school teachers (grades 6–8) received training on the newly adopted Illustrative Mathematics curriculum, while K–2 teachers participated in professional development focused on implementing math centers and using math assessments to better support student learning. Teachers in grades 3–5, as well as 6–8 Social Studies and Science teachers, engaged in training through the California Reading and Literature Project (CRLP). Additionally, 6–8 English Language Arts teachers received training in ECRW. New teachers across grades K–8 were provided professional development on the Language Power curriculum.

School leaders engaged in ongoing professional development through Solution Tree, with an emphasis on establishing and leading effective Professional Learning Communities (PLCs) at their sites. Six school sites also participated in PBIS training provided through a partnership between Santa Clara County and San Mateo County Offices of Education. Administrators received training on best practices from the California English Learner Roadmap and the ELD Framework through Komir Minds. This training also supported targeted professional development at selected school sites to enhance instructional practices for English learners.

2024-25
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.

2023-24

Professional Development

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

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. MTSS focus is 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 MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5