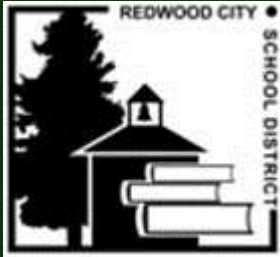# Roy Cloud Elementary School

3790 Red Oak Way • Redwood City, CA 94061 • (650) 369-2264 • Grades K-8
Dana Hardester, Principal
dhardester@rcsd.k12.ca.us

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Redwood City School District
750 Bradford Street
Redwood City, CA 9406
(650) 482-2200
www.rcsdk8.net

District Governing Board

Alisa MacAvoy, President

Hilary Paulson, Vice President

María Díaz-Slocum, Clerk

Dennis McBride, Member

Janet Lawson, Member

District Administration

Dr. John Baker
Superintendent

Dr. Linda Montes
Executive Director, Educational Services, Grades TK-5

Wendy Kelly
Executive Director, Educational Services, Grades 6-8

Wael Saleh
Chief Business Official

Leslie Crane
Director of Human Resources

School Mission Statement

Developing a community of students empowered with knowledge and skills for the future.

School Profile

Roy Cloud School is an excellent neighborhood school that provides a dynamic education with an emphasis on Investigative Learning and Technology. On a state of the art campus with modernized buildings, updated play structures, and attractive landscaping, Roy Cloud School offers an enriching, hands-on, and an excellent education to each of its kindergarten through eighth grade students. Middle school students discover, innovate and engage in science experiments in the school's renovated science lab, while kindergarten through fifth grade students learn about biology, healthy eating, and math in real-life applications through our Learning Garden filled with vegetables, herbs and flowers. Additionally, students have a variety of opportunities to participate in extracurricular activities beyond the school day, including drama, art, and coding.

Roy Cloud students thrive in an enriching educational environment that provides them inquiry learning and active learner involvement, which can allows students actively make observations, collect, analyze, and synthesize information, and draw conclusions while developing useful problem-solving skills. You will be confident that your child will learn and practice real-world problem-solving and critical thinking skills that they can use throughout their lives. Roy Cloud Elementary School flourishes because of its close-knit partnership of students, staff, parents and community. Students are empowered with the foundation of knowledge and skills they need to reach their fullest potential in a positive learning environment.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (650) 369-2264 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	82
Grade 1	87
Grade 2	89
Grade 3	79
Grade 4	84
Grade 5	91
Grade 6	95
Grade 7	81
Grade 8	88
Total Enrollment	776

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	0.6
Asian	5.8
Filipino	1
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.8
White	62.8
Two or More Races	5
Socioeconomically Disadvantaged	13.5
English Learners	8.6
Students with Disabilities	10.1
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Roy Cloud Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	31	32	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Redwood City School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roy Cloud Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.6
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)
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.

Additionally, EngageNY, http://www.engageny.org and elementary mathematics from Public Schools of North Carolina State Board of Education, http://maccss.ncdpi.wikispaces.net will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student's mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), http://mathshell.org.

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 2015-2016 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 2015 District Textbook Audit, in regards to student editions in use at Roy Cloud School during the current school year (2015-2016).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009 Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014 Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, 6th grade – State Approved, Board Adopted 2009 Glencoe / McGraw – Hill California Mathematics Concepts, Skills & Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009 Pearson Prentice Hall Algebra 1 Classic, Smith Charles ©2008 – State Approved, Board Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006
	Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006
	The textbooks listed are from most recent adoption: Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Roy Cloud School was originally constructed in 1957, and is currently comprised of 33 classrooms, two computer labs, one library/media center, one cafeteria/multi-purpose room, one staff lounge, the administrative/support office, a playground, 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/11/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				Rm 20: 2). Blocked HVAC Vent 10) High storage Rm 31: 2). Blocked HVAC Vent Rm 40: 2). Blocked HVAC Vent Rm 42: 2). Blocked HVAC Vent
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				MUB: 7). 1 egress light out Rm 18: 7). Loose light diffuser Rm 19: 7). Illegal extension cord to x-mas lights Rm 23: 7). Cover plate missing, right wall. Rm 24: 7). Light cover open.
Restrooms/Fountains: Restrooms, Sinks/ Fountains				Boys' RR: 8). Far right urinal does not flush. Girls' RR: 9). Far right faucet does not work. Rm 4: 9) Fountain sticks when on.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/11/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials				Rm 10: 10) No Evacuation Map Rm 11: 10) High storage Rm 12: 10) High storage Rm 13: 10) High storage 15) Adjust door closure Rm 20: 2). Blocked HVAC Vent 10) High storage Rm 7: 10) No Evacuation Map
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				Rm 13: 10) High storage 15) Adjust door closure Rm 14: 15) Adjust door closure

Overall Rating	Exemplary	Good	Fair	Poor	

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], Science California Standards Tests); and
- The percentage of pupils 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

	2014-15 CAASPP Results for All Students		
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
Subject	**School**	**District**	**State**
ELA	61	39	44
Math	51	31	33

* 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.

	CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	65	82	75	52	55	49	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	19.80	24.20	38.50
7	14.60	29.30	52.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	75
Male	81
Female	70
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	--
White	86
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown 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.

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	83	81	97.6	23	40	26	11
	4	84	82	97.6	17	27	30	26
	5	93	90	96.8	13	17	43	24
	6	94	94	100.0	9	26	36	29
	7	83	80	96.4	11	18	49	21
	8	88	84	95.5	6	24	52	18
Male	3		44	53.0	30	39	25	7
	4		49	58.3	16	35	29	20
	5		38	40.9	21	21	37	21
	6		47	50.0	11	36	26	28
	7		40	48.2	15	20	38	25
	8		38	43.2	11	32	45	13
Female	3		37	44.6	16	41	27	16
	4		33	39.3	18	15	33	33
	5		52	55.9	8	13	48	27
	6		47	50.0	6	15	47	30
	7		40	48.2	8	15	60	18
	8		46	52.3	2	17	59	22
Black or African American	5		1	1.1	--	--	--	--
	6		4	4.3	--	--	--	--
	7		2	2.4	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	6		1	1.1	--	--	--	--
	8		3	3.4	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		5	6.0	--	--	--	--
	5		4	4.3	--	--	--	--
	6		7	7.4	--	--	--	--
	7		3	3.6	--	--	--	--
	8		6	6.8	--	--	--	--
Filipino	4		1	1.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
	7		1	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		22	26.5	36	36	23	5
	4		18	21.4	44	22	22	11
	5		29	31.2	31	21	34	10
	6		16	17.0	6	38	25	25
	7		23	27.7	22	30	48	0
	8		21	23.9	14	43	33	10
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	6		1	1.1	--	--	--	--
	8		1	1.1	--	--	--	--
White	3		54	65.1	20	41	30	9
	4		52	61.9	12	27	33	29
	5		51	54.8	4	16	51	29
	6		60	63.8	7	25	35	33
	7		49	59.0	6	10	55	27
	8		50	56.8	2	16	60	22
Two or More Races	3		3	3.6	--	--	--	--
	4		5	6.0	--	--	--	--
	5		2	2.2	--	--	--	--
	6		4	4.3	--	--	--	--
	7		2	2.4	--	--	--	--
	8		2	2.3	--	--	--	--
Socioeconomically Disadvantaged	3		6	7.2	--	--	--	--
	4		11	13.1	64	18	18	0
	5		19	20.4	37	11	37	11
	6		6	6.4	--	--	--	--
	7		10	12.0	--	--	--	--
	8		15	17.0	27	33	40	0
English Learners	3		10	12.0	--	--	--	--
	4		4	4.8	--	--	--	--
	5		6	6.5	--	--	--	--
	6		2	2.1	--	--	--	--
	7		5	6.0	--	--	--	--
	8		4	4.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		7	8.4	--	--	--	--
	4		10	11.9	--	--	--	--
	5		10	10.8	--	--	--	--
	6		12	12.8	33	33	25	0
	7		17	20.5	29	18	35	12
	8		8	9.1	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	83	81	97.6	14	32	43	7
	4	84	82	97.6	15	38	26	21
	5	93	90	96.8	21	36	19	24
	6	94	94	100.0	14	23	27	35
	7	83	80	96.4	19	25	29	25
	8	88	84	95.5	17	33	27	23
Male	3		44	53.0	11	36	39	9
	4		49	58.3	14	37	27	20
	5		38	40.9	21	37	21	21
	6		47	50.0	13	23	26	38
	7		40	48.2	23	15	30	30
	8		38	43.2	18	26	26	29

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		37	44.6	16	27	49	5
	4		33	39.3	15	39	24	21
	5		52	55.9	21	35	17	27
	6		47	50.0	15	23	28	32
	7		40	48.2	15	35	28	20
	8		46	52.3	15	39	28	17
Black or African American	5		1	1.1	--	--	--	--
	6		4	4.3	--	--	--	--
	7		2	2.4	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	6		1	1.1	--	--	--	--
	8		3	3.4	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		5	6.0	--	--	--	--
	5		4	4.3	--	--	--	--
	6		7	7.4	--	--	--	--
	7		3	3.6	--	--	--	--
	8		6	6.8	--	--	--	--
Filipino	4		1	1.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
	7		1	1.2	--	--	--	--
Hispanic or Latino	3		22	26.5	23	41	36	0
	4		18	21.4	39	33	17	11
	5		29	31.2	45	45	0	10
	6		16	17.0	31	31	25	13
	7		23	27.7	35	35	22	4
	8		21	23.9	43	38	14	5
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	6		1	1.1	--	--	--	--
	8		1	1.1	--	--	--	--
White	3		54	65.1	11	31	43	9
	4		52	61.9	8	42	25	23
	5		51	54.8	8	33	25	33
	6		60	63.8	7	20	27	45
	7		49	59.0	14	18	31	35
	8		50	56.8	6	30	32	32

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

		Number of Students		Percent of Students				
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Two or More Races	3		3	3.6	--	--	--	--
	4		5	6.0	--	--	--	--
	5		2	2.2	--	--	--	--
	6		4	4.3	--	--	--	--
	7		2	2.4	--	--	--	--
	8		2	2.3	--	--	--	--
Socioeconomically Disadvantaged	3		6	7.2	--	--	--	--
	4		11	13.1	55	45	0	0
	5		19	20.4	53	37	0	11
	6		6	6.4	--	--	--	--
	7		10	12.0	--	--	--	--
	8		15	17.0	47	40	13	0
English Learners	3		10	12.0	--	--	--	--
	4		4	4.8	--	--	--	--
	5		6	6.5	--	--	--	--
	6		2	2.1	--	--	--	--
	7		5	6.0	--	--	--	--
	8		4	4.5	--	--	--	--
Students with Disabilities	3		7	8.4	--	--	--	--
	4		9	10.7	--	--	--	--
	5		10	10.8	--	--	--	--
	6		12	12.8	33	33	17	17
	7		17	20.5	41	12	18	18
	8		8	9.1	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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C. Engagement

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

Opportunities for Parental Involvement
Roy Cloud is fortunate to have an involved parent community that is integral to the success of the school. Parents play a crucial role at Roy Cloud School through active participation and involvement in the Parent Teacher Organization (PTO), Art in Action, volunteering, and field trips. Parents and community members are encouraged to participate in school-sponsored committees and activities, as well as volunteer in classrooms. Parent volunteers participate regularly in a variety of school wide activities. After school enrichment programs are funded by community members and the PTO. The following are some of the after school programs offered at Roy Cloud School:

- Theater
- Art

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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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 2015. 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. Earthquakes are held yearly, and lock-down drills are twice yearly.

Safety of students and staff is a primary concern 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. All visitors to the school must sign in and out at the office and wear a badge while on campus. Visitors are welcome, but they must have prior authorization for classroom visits.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.43	2.74	2.50
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		84.6

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	28	27				3	3	3			
1	29	29	29				3	3	3			
2	28	29	30				3	3	3			
3	28	26	26				4	3	3			
4	29	30	28				3	3	3			
5	27	29	30				3	3	3			
6	26	23	30		3	1	21	17	16			1

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	25	24	5	2	1	10	12	6	2		
Math	25	22	18	1	4	4	6	3	4			
Science	27	30	28	1			4	5	6	2	1	
SS	29	25	24	1	1	1	11	6	6	1		

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.5
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	1.8
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,415	$43,091
Mid-Range Teacher Salary	$69,483	$70,247
Highest Teacher Salary	$88,384	$89,152
Average Principal Salary (ES)	$119,441	$112,492
Average Principal Salary (MS)	$119,441	$116,021
Average Principal Salary (HS)		$117,511
Superintendent Salary	$180,390	$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	8323.951068	3102.730184	5221.220883	70131.09535
District	♦	♦	$5,150	$70,822
State	♦	♦	$5,348	$72,993
Percent Difference: School Site/District			-4.4	0.0
Percent Difference: School Site/ State			-11.1	0.2

* Cells with ♦ do not require data.

Types of Services Funded

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

STATE:
- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.