

AGENDA

EDUCATING EVERY CHILD FOR SUCCESS

Join Virtually via Zoom:

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Servicios de Interpretación

Interpretación virtual en español:

Llame al 978-990-5137 y presione 8377041# para la contraseña.

Interpretación en persona en español:

Solicite un transmisor al fondo de la sala.

Public Comment: The public is invited to comment on agenda and non-agenda items.

If the item is:

- **On** the Agenda: You will be called to speak when the item is being considered by the Board
- **Not** on the Agenda: You will be called to speak during Public Comment.

Zoom Attendees:

Public comments may be made live via Zoom. Remote participants can submit virtual speaker cards during the open session using the links below, or use the "Raise Hand" function in Zoom to notify the Board of their desire to speak:

- Comment in English: <https://forms.gle/Rkk88sFyT569W43c8>
- Comentario en Español: <https://forms.gle/PVAePaXB6Gpx4Fxr9>

In-Person Speakers:

Speaker Cards are available at the entrance and can be submitted to the secretary.

Public comments are limited to 3 minutes per person per topic unless otherwise noted.

Additional Information

Accessibility: To request disability accommodation (including auxiliary aids or services) or translation services, please contact Evelyn Campos at ecampos@rcsdk8.net at least 48 hours before the meeting.

Meeting Recording: The meeting will be recorded and posted online within 24 to 72 hours.

Online Board Packets: As of March 2011, we no longer produce printed board packets. Any member of the public may access board documents at: https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030397. If you would like to follow along during the meeting, and you are inside the boardroom, you may utilize our Wi-Fi network: rcsdguest (no password required).

1. Call to Order - 1 min

The Board will call the meeting to order and establish a quorum by roll call.

1. Roll Call

2. Public Comment on Closed Session Items Only

The Board will limit comments to Closed Session items and will only be accepted in person. Speaker cards are available at the entrance and can be submitted to the secretary before the meeting begins. Alternatively, you may raise your hand prior to the start of the meeting to indicate your desire to speak.

None.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

3. Announcement of Closed Session Purpose - 1 min

Pursuant to the Brown Act, the Board is required to publicly disclose the item(s) to be discussed prior to convening any closed session.

4. Closed Session - 15 min

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION Government Code 54956.9(d)(1)

5. Reconvene to Open Session at approximately 7:00 p.m. - 2 min

The Board will call the open session to order and establish a quorum by roll call.

1. Roll Call
2. Report Out on Closed Session from March 25, 2026

6. Welcome - 1 min

Welcome by the School Board President, David Weekly.

1. Pledge of Allegiance

7. Changes to the Agenda - 1 min

The School Board will review and discuss any requested additions, deletions, or modifications to the agenda prior to its adoption.

8. Approval of the Agenda (Action Required) - 1 min

Motion to approve the agenda as submitted or amended.

9. Public Comment

The public is invited to comment on agenda and non-agenda items.

Zoom Attendees: If you have a public comment, please submit a speaker's card using the links available, prior to the Regular Board Meeting or immediately upon the meeting opening. Remote participants may also use the "Raise Hand" function in Zoom to indicate their desire to speak.

- Comment in English: <https://forms.gle/Rkk88sFyT569W43c8>
- Comentario en español: <https://forms.gle/PVAePaXB6Gpx4Fxr9>

In-Person Speakers: Speaker cards are available at the entrance and can be submitted to the secretary.

None.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

1. Labor Association Comments

RCTA and CSEA labor association leaders/representatives are invited to speak to the School Board on agenda and non-agenda items. Comments are limited to 3 minutes per person per topic unless otherwise noted.

10. Approval of the Bond Program Consent Items - 1 min

Items listed under the Bond Program Consent Agenda are considered routine and are acted upon by the Board in one motion.

It is the Administration's recommendation that the School Board approve all items listed under the Bond Program Consent Agenda, as submitted.

Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review.

There is no discussion of these items prior to the Board vote.

Only members of the Board and the Superintendent may remove items from the Bond Program Consent Agenda. Members of the public may provide comments at the start of the regular meeting, which may convince a Board member or the Superintendent to remove an item for further discussion.

1. Approval of Steel Casing Cost, Change Order #3 for Solar Phase 2 Project at Taft Community School with Holt Renewables (Measure T)

The Bond Program Team recommends approval of this Change Order to accommodate additional work required due to unforeseen subsurface conditions encountered during foundation drilling at the Taft site. Groundwater and unstable soils compromised the integrity of the drilled shaft excavation, making it necessary to install a permanent steel casing to stabilize the shaft and allow the foundation to be constructed in accordance with the project requirements.

It is the Bond Program Team's recommendation that the School Board approve the steel casing cost Change Order #3 for Taft Community School.

This Change Order is being presented for approval due to unforeseen subsurface conditions encountered during drilling operations at the Taft site. Groundwater and unstable, caving soil conditions were encountered at one of the foundation locations, which prevented the drilled shaft from reaching the required embedment depth. To stabilize the excavation and allow the foundation to be constructed to the required depth and structural requirements, the installation of a permanent steel casing was necessary. The casing provided the necessary support to prevent further soil collapse and groundwater intrusion, enabling the foundation work to be completed in compliance with project specifications.

\$39,952.63. Within budget.

Budget Source: Fund 21 - Measure T

Prepared by: Martín Cervantes, Bond Program Director; Will Robertson, Bond Program Manager

Approved by: John R. Baker, Ed.D., Superintendent

 [260325 RCSD Steel Casing Cost Change Order #3 for Taft Community School](#)

11. Bond Program Action Items

12. School/Community Reports - 30 min

1. Information on Financial Audit Report for Redwood City School District for the 2024–25 School Year

This item presents the District's 2024–25 independent financial audit, including any findings, recommendations, and corrective actions, in accordance with Education Code Section 35145.

Eide Bailly LLP conducted the audit in accordance with generally accepted auditing standards and Government Auditing Standards, evaluating the District's financial statements, internal controls, and compliance. The auditor will present results and respond to Board questions at the March 25, 2026 meeting (15-minute presentation; 15-minute discussion).

The annual audit provides independent verification of the District's financial statements and internal controls for the fiscal year ending June 30, 2025. The audit includes review of financial reporting, compliance, and any identified findings or recommendations, along with the status of prior year corrective actions.

District staff has reviewed the audit results and will address any findings through appropriate corrective action plans, as reflected in the audit report and accompanying management letter.

The 2024–25 Financial Audit Report, prepared by Eide Bailly LLP, is attached. The auditor will present key results and answer questions at the March 25, 2026 Board meeting.

The cost of the annual audit for the year ending June 30, 2025 is \$79,923 and is budgeted in the General Fund.

Prepared by: Rick Edson, Chief Business Official

Approved by: John R. Baker, Ed.D., Superintendent

 [Redwood City SD Rpt. 25](#)

 [Redwood City School District - 2025 Governance Letter](#)

13. Action Items (Action Required) - 1 hr 30 min

1. Taft School Presentation and School Plan for Student Achievement (SPSA) Approval

Each school site will present key student outcome data, including suspension rates, attendance and chronic absenteeism, English Learner progress, CAASPP performance, and i-Ready growth, to provide the Board with insight into how the school is addressing student needs and improving outcomes. The presentations will highlight efforts to strengthen Tier 1 instruction, monitor student progress, and provide targeted supports for identified student groups.

The School Plan for Student Achievement (SPSA), required under California Education Code for schools receiving state and federal funds, is attached for Board review. The SPSA serves as a comprehensive site-level plan to improve student academic performance, with particular attention to English Learners, low-income students, and foster youth.

Following each presentation and discussion, the Board will be asked to consider approval of the school's SPSA. (15-min presentation; 15-min Board discussion)

It is the Administration's recommendation that the Board of Trustees review the school presentation and the attached SPSA and approve the SPSA for Taft School.

The purpose of the school presentations is to provide the Board of Trustees with an update on key student outcome indicators aligned with the district's Local Control and Accountability Plan (LCAP). Data presented includes student suspension rates, attendance and chronic absenteeism, English Learner progress, CAASPP performance, and i-Ready growth. These updates highlight current progress and identify areas requiring continued focus, giving the Board insight into how each school is addressing student needs and working toward improved outcomes.

School administrators regularly monitor indicators that reflect student engagement, access to instruction, and academic achievement. These indicators align with the California School Dashboard and the district's strategic priorities to improve outcomes for all students, with particular attention to English Learners and other unduplicated pupil groups.

Key Data Areas:

Student Behavior and Suspension

The district continues to implement Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to address student behavior proactively and reduce exclusionary discipline practices.

Current data includes:

- Suspension rates
- Disaggregated suspension data by student group

Attendance and Chronic Absenteeism

Regular attendance remains a critical factor in student academic success. School sites continue to implement strategies to improve attendance and chronic absenteeism.

Current efforts include:

- Site-based attendance monitoring teams
- Collaboration with community school coordinators and family centers
- Targeted support for students experiencing barriers to attendance
- Family outreach and communication
- Home visits when necessary

English Learner Progress

Supporting English Learners remains a central priority for the district. The district continues to focus on both designated and integrated English Language Development (ELD) instruction with an emphasis on improving English Learner progress, increasing reclassification rates, as well as reducing Long Term English Learners (LTEL).

Key areas of focus include:

- Monitoring English Learner Progress Indicator (ELPI)
- Implementation of designated ELD instructional blocks
- Continued use of Language Power supplemental curriculum
- Professional learning for teachers focused on integrated ELD strategies.

Data presented includes English learner progress toward English language proficiency and reclassification outcomes.

i-Ready Growth Data

The district continues to monitor student progress through the i-Ready Diagnostic assessments administered throughout the school year. The district goal is to achieve an average of 4% annual growth in i-Ready performance.

The i-Ready diagnostic provides educators with:

- Baseline and progress monitoring data
- Insight into specific skill development
- Opportunities for targeted instruction and intervention

Data shows progress toward growth targets and helps identify areas where additional instructional focus may be required.

Academic Achievement: CAASPP

CAASPP data continues to serve as a key indicator of student achievement in English Language Arts and Mathematics. The district is analyzing performance trends with particular attention to English Learners and other student groups.

District instructional priorities include:

- Strengthening Tier 1 instruction

- Increasing academic discourse and language development
- Implementation of adopted curricula with fidelity
- Ongoing professional learning aligned to reading comprehension and writing

This analysis helps guide instructional planning and targeted support across school sites.

The attached School Plans for Student Achievement (SPSAs) complement these presentations by outlining each school's goals, actions, services, and expenditures aligned to the district's Local Control and Accountability Plan (LCAP) priorities and student achievement data.

School site leadership teams worked collaboratively with staff, families, and community members to review student performance data and identify priority areas for improvement.

The SPSA development process included:

- Analysis of multiple data sources, including CAASPP, i-Ready diagnostics, English Learner progress, attendance, and suspension data
- Identification of instructional and student support priorities aligned with district LCAP goals
- Development of actions and services designed to improve student outcomes
- Alignment of site budgets to support identified priorities

Each SPSA was reviewed and approved by the school's School Site Council (SSC) prior to submission for Board approval.

Next Steps:

- Based on current data trends, SPSA plans continue to focus on the following areas:
- Strengthening Tier 1 instruction and curriculum implementation across all classrooms
- Expanding targeted academic support for English Learners and increasing reclassification rates
- Improve reading, writing, and mathematics achievement
- Monitoring and improving attendance, reducing chronic absenteeism, and improving student engagement
- Support positive student behavior and school climate through continued implementation of PBIS and MTSS supports
- Providing professional development aligned with the district curriculum and instructional priorities
- Using ongoing assessment data to guide instruction and interventions
- Provide targeted academic interventions and expanded learning opportunities

These strategies are designed to support continuous improvement and ensure that all students have access to high-quality instruction and appropriate support to achieve academic success.

Funding for SPSA actions and services is supported through a combination of LCAP resources, Title I funds, and other applicable site-based funding sources. Expenditures outlined in each plan align with allowable uses of funds and support the district's strategic

priorities.

Prepared by: Anna Herrera, Assistant Superintendent, Ed. Services

Approved by: John R. Baker, Ed. D., Superintendent

 [Taft 25-26 Board Presentation](#)

 [Taft SPSA 2025-26_\(Spring\)Elementary_School_20260315](#)

2. Garfield School Presentation and School Plan for Student Achievement (SPSA) Approval

Each school site will present key student outcome data, including suspension rates, attendance and chronic absenteeism, English Learner progress, CAASPP performance, and i-Ready growth, to provide the Board with insight into how the school is addressing student needs and improving outcomes. The presentations will highlight efforts to strengthen Tier 1 instruction, monitor student progress, and provide targeted supports for identified student groups.

The School Plan for Student Achievement (SPSA), required under California Education Code for schools receiving state and federal funds, is attached for Board review. The SPSA serves as a comprehensive site-level plan to improve student academic performance, with particular attention to English Learners, low-income students, and foster youth.

Following each presentation and discussion, the Board will be asked to consider approval of the school's SPSA. (15-min presentation; 15-min Board discussion)

It is the Administration's recommendation that the Board of Trustees review the school presentation and the attached SPSA and approve the SPSA for Garfield School.

The purpose of the school presentations is to provide the Board of Trustees with an update on key student outcome indicators aligned with the district's Local Control and Accountability Plan (LCAP). Data presented includes student suspension rates, attendance and chronic absenteeism, English Learner progress, CAASPP performance, and i-Ready growth. These updates highlight current progress and identify areas requiring continued focus, giving the Board insight into how each school is addressing student needs and working toward improved outcomes.

School administrators regularly monitor indicators that reflect student engagement, access to instruction, and academic achievement. These indicators align with the California School Dashboard and the district's strategic priorities to improve outcomes for all students, with particular attention to English Learners and other unduplicated pupil groups.

Key Data Areas:

Student Behavior and Suspension

The district continues to implement Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to address student behavior proactively and reduce exclusionary discipline practices.

Current data includes:

- Suspension rates
- Disaggregated suspension data by student group

Attendance and Chronic Absenteeism

Regular attendance remains a critical factor in student academic success. School sites continue to implement strategies to improve attendance and chronic absenteeism.

Current efforts include:

- Site-based attendance monitoring teams
- Collaboration with community school coordinators and family centers
- Targeted support for students experiencing barriers to attendance
- Family outreach and communication
- Home visits when necessary

English Learner Progress

Supporting English Learners remains a central priority for the district. The district continues to focus on both designated and integrated English Language Development (ELD) instruction with an emphasis on improving English Learner progress, increasing reclassification rates, as well as reducing Long Term English Learners (LTEL).

Key areas of focus include:

- Monitoring English Learner Progress Indicator (ELPI)
- Implementation of designated ELD instructional blocks
- Continued use of Language Power supplemental curriculum
- Professional learning for teachers focused on integrated ELD strategies.

Data presented includes English learner progress toward English language proficiency and reclassification outcomes.

i-Ready Growth Data

The district continues to monitor student progress through the i-Ready Diagnostic assessments administered throughout the school year. The district goal is to achieve an average of 4% annual growth in i-Ready performance.

The i-Ready diagnostic provides educators with:

- Baseline and progress monitoring data
- Insight into specific skill development
- Opportunities for targeted instruction and intervention

Data shows progress toward growth targets and helps identify areas where additional instructional focus may be required.

Academic Achievement: CAASPP

CAASPP data continues to serve as a key indicator of student achievement in English Language Arts and Mathematics. The district is analyzing performance trends with particular attention to English Learners and other student groups.

District instructional priorities include:

- Strengthening Tier 1 instruction

- Increasing academic discourse and language development
- Implementation of adopted curricula with fidelity
- Ongoing professional learning aligned to reading comprehension and writing

This analysis helps guide instructional planning and targeted support across school sites.

The attached School Plans for Student Achievement (SPSAs) complement these presentations by outlining each school's goals, actions, services, and expenditures aligned to the district's Local Control and Accountability Plan (LCAP) priorities and student achievement data.

School site leadership teams worked collaboratively with staff, families, and community members to review student performance data and identify priority areas for improvement.

The SPSA development process included:

- Analysis of multiple data sources, including CAASPP, i-Ready diagnostics, English Learner progress, attendance, and suspension data
- Identification of instructional and student support priorities aligned with district LCAP goals
- Development of actions and services designed to improve student outcomes
- Alignment of site budgets to support identified priorities

Each SPSA was reviewed and approved by the school's School Site Council (SSC) prior to submission for Board approval.

Next Steps:

- Based on current data trends, SPSA plans continue to focus on the following areas:
- Strengthening Tier 1 instruction and curriculum implementation across all classrooms
- Expanding targeted academic support for English Learners and increasing reclassification rates
- Improve reading, writing, and mathematics achievement
- Monitoring and improving attendance, reducing chronic absenteeism, and improving student engagement
- Support positive student behavior and school climate through continued implementation of PBIS and MTSS supports
- Providing professional development aligned with the district curriculum and instructional priorities
- Using ongoing assessment data to guide instruction and interventions
- Provide targeted academic interventions and expanded learning opportunities

These strategies are designed to support continuous improvement and ensure that all students have access to high-quality instruction and appropriate support to achieve academic success.

Funding for SPSA actions and services is supported through a combination of LCAP resources, Title I funds, and other applicable site-based funding sources. Expenditures outlined in each plan align with allowable uses of funds and support the district's strategic

priorities.

Prepared by: Anna Herrera, Assistant Superintendent, Ed. Services

Approved by: John R. Baker, Ed. D., Superintendent

 [_Garfield SPSA 2025-26_Elementary_School_20260318](#)

 [_Garfield 25-26 Data for Board presentation - DRAFT](#)

3. Approval of the 2025-26 Second Interim Budget Report for Redwood City School District

The Second Interim Budget Report for the 2025–26 fiscal year provides an update on the district’s financial status as of January 31, 2026, including adjustments to revenues, expenditures, and fund balances. Required by Education Code Section 42130, this report follows the state’s fiscal reporting standards and continues the financial update provided in the First Interim Report approved on December 17, 2025. (15-min presentation; 15-min Board discussion)

It is the Administration’s recommendation that the School Board approve the attached 2025-26 Second Interim Budget Report, with Positive Certification.

Education Code Section 42130 requires school districts to provide two interim financial reports annually to update the governing board on fiscal status: the First Interim reflects activity through October 31, and the Second Interim reflects activity through January 31.

The 2025–26 Second Interim Budget Report incorporates actual financial activity through January 31, 2026 and updated projections for revenues, expenditures, and fund balances. Based on these updated projections, the District maintains a Positive Certification and demonstrates its ability to meet financial obligations in the current and subsequent two fiscal years.

General Fund revenues are projected at approximately \$158.1 million and expenditures at \$159.8 million, resulting in an operating deficit of approximately (\$1.7 million), which is covered by available ending fund balance and consistent with planned budget assumptions. The District continues to maintain reserves above state-required minimum levels across all projection years.

As a Community-Funded (Basic Aid) district, the District’s financial position continues to be primarily supported by local property tax revenues. The Second Interim reflects updated assumptions since the First Interim and provides a current assessment of the District’s financial condition, supporting ongoing fiscal oversight and transparency.

General Fund revenues are projected at approximately \$158.1 million and expenditures at \$159.8 million, resulting in an operating deficit of approximately (\$1.7 million), which is covered by available ending fund balance. The District maintains reserves above state-required minimum levels in the current and projection years.

Prepared by: Rick Edson, Chief Business Official

Approved by: John R. Baker, Ed.D., Superintendent

 [_25-26 Second Interim Book](#)

 [_25-26 Second Interim - MYP](#)

 [_2025-26 Second Interim Presentation](#)

 [_Approved Fiscal Stabilization Plan 020426](#)

14. Discussion Items - 15 min

1. Second Reading and Discussion of Board Policy 3515.21: Unmanned Aircraft Systems (Drones)

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board read and discuss Board Policy 3515.21: Unmanned Aircraft Systems (Drones).

This policy was discussed on January 21, 2026 as a First Reading.

Paragraph 4 has been added to create regulations clarifying requirements that must be met to permit drone operations on district property.

Other edits have been made in the first three paragraphs for grammar.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3515.21 - Unmanned Aircraft Systems \(Drones\) - Second Reading - Marked](#)

 [BP 3515.21 - Unmanned Aircraft Systems \(Drones\) - Second Reading - Clean](#)

15. Approval of Consent Items (Action Required) - 1 min

Items listed under the Consent Agenda are considered routine and are acted upon by the Board in one motion.

It is the Administration's recommendation that the School Board approve all items on the Consent Agenda, as submitted.

Documentation concerning these items has been provided to all Board members and the public in advance to ensure an extensive and thorough review. There is no discussion of these items prior to the Board vote.

Only members of the Board and the Superintendent may remove items from the Consent Agenda. Members of the public may provide comments at the start of the regular meeting, which may convince a Board member or the Superintendent to remove an item for further discussion.

1. Approval of the February 11, 2026, Regular Meeting Minutes

It is the Administration's recommendation that the School Board approve the February 11 Minutes for the Regular Meeting, as submitted.

The board meeting minutes have been reviewed by the Clerk, Superintendent, and the Administration.

No financial impact.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [2026.02.11 Minutes DRAFT - Closed.Regular](#)

2. Approval of the Addendum to the Measure U Application for North Star Academy for the 2025-2026 School Year

These funds support schools in strengthening core academic skills, attracting and retaining quality teachers, enhancing arts and music programs, and updating classroom technology. It is the Administration's recommendation that the School Board read and approve North Star Academy's Addendum to their 2025-2026 Measure U Application.

For Measure U, North Star Academy was given an allotment for 2025-2026 of \$134,564 and a carryover from 2024-25 of \$156,298 for a total of \$290,862. North Star Academy's School Site Council met on February 3, 2026, and approved its Measure U Addendum.

The following amendments are proposed to North Star Academy's Measure U Plan for the 2025-2026 school year:

- Increase funding for After School Homework Centers from \$13,500 to \$21,000 to open two additional elementary classes. These programs provide structured support for scholars to complete assignments and build strong study habits. Community survey feedback indicated a strong desire for expanded after-school support, and with these additions, North Star will offer a total of eight homework support opportunities each week.
- Increase funding from \$12,000 to \$16,000 to expand staffing support (current and retired educators) for overnight field trips, ensuring student safety, supervision, and meaningful learning experiences.
- Increase technology funding from \$5,000 to \$85,000 to support device purchases and repairs, allowing North Star to begin a thoughtful and strategic replacement of its aging fleet of classroom Chromebooks.
- Increase Planning and Release Time funding from \$23,126 to \$67,924. By giving teachers protected planning time and predictable release periods, schools reduce burnout, improve instructional quality and collaboration, and signal respect for professional practice—making it easier to attract, retain, and empower highly qualified educators, which directly strengthens academic outcomes.
- Allot \$15,000 for curriculum subscriptions to provide access to digital platforms that offer supplemental content and instructional support tools.
- Allot \$5,000 to support positive school culture initiatives, including materials for schoolwide monthly events, incentives for academic and learning-focused competitions, and supplies to recognize students who contribute positively to our academic community.

All of the members in attendance at the February 3, 2026, School Site Council meeting voted to approve the recommendations at the meeting. An updated application for Measure U funds is attached for review.

Please see the attached Addendum for details.

Prepared by: Erin Kekos, Principal, North Star Academy

Approved by: John R. Baker, Ed.D., Superintendent

 [2025-26 North Star Academy Measure U Addendum](#)

3. Approval of the Measure U Addendum for Henry Ford for the 2025-26 School Year

These funds support schools in strengthening core academic skills, attracting and retaining quality teachers, enhancing arts and music programs, and updating classroom technology. It is the Administration's recommendation that the School Board read and approve Henry Ford's Addendum to their 2025-2026 Measure U Application.

For Measure U, Henry Ford was given an allotment for 2025-2026 of \$116,271 and a carryover from 2024-25 of \$77,168 for a total of \$193,439. Henry Ford's School Site Council met on 02/24/2026 and approved their Measure U Addendum.

The following are amendments proposed for the 2025-26 Measure U for Henry Ford:

- Increase allocation for Mental Health from \$20,543 to \$30,292
- Change funding source of \$5,728 for Newcomer Instructional Assistant from Measure U to Title 1
- Allocate \$5,000 for One Life Mental Health Counseling
- Allocate \$5,456 for Assemblies
- Allocate \$7,500 for after-school academic support through Healthy Cities Tutoring
- Allocate \$10,000 for stipends for after-school academic support classes
- Allocate \$26,025 to offset the cost for MTSS TOSA(Multi-tiered Systems of Support Teacher on Special Assignment)
- Allocate \$19,166 for technology purchases and repairs

All of the members in attendance at the February 24, 2026, School Site Council meeting voted to approve the recommendations at the meeting. An updated application for Measure U funds is attached for review.

Please see the attached Addendum for details.

Prepared by: Jennifer Sanchez, Principal, Henry Ford

Approved by: John R. Baker, Ed.D., Superintendent

 [2025-26 Henry Ford School Measure U Addendum_signed](#)

4. Approval of Roy Cloud's Field Trip to Washington DC – May 18 - May 22, 2026

Field trips enhance academics by connecting classroom learning to real-world experiences, deepening understanding and engagement.

It is the Administration's recommendation that the School Board approve the proposed field trip to Washington DC on May 18–22nd for 8th-grade students from Roy Cloud.

This field trip provides a valuable educational experience that aligns with the curriculum in Social Studies and supports student development in historical context, American government, and civic engagement. Students will have the opportunity to tour the Capitol, visit the Smithsonian, Colonial Williamsburg, and hear from local government officials.

This activity will be funded by:

- Parent donations
- Scholarships available for students in need

Prepared by: Melissa Bowdoin, Principal, Roy Cloud
Approved by: John R. Baker, Ed.D., Superintendent

 [25-26 Roy Cloud. Washington DC](#)

5. Approval of Roy Cloud School Field Trip to Elks Club – June 1, 2026

Field trips enhance academics by connecting classroom learning to real-world experiences, deepening understanding and engagement.

It is the Administration's recommendation that the School Board approve the proposed field trip to Elks Club on June 1, 2026, for 8th-grade students from Roy Cloud School.

The 8th Grade Promotion Pool Party is intended to recognize a significant milestone in students' educational journey while reinforcing the school's commitment to social-emotional development. As students prepare to transition to high school, it is important to provide opportunities that foster connection, belonging, and positive peer engagement.

A structured, supervised celebratory event allows students to reflect on their middle school experience, strengthen relationships with classmates, and build a sense of closure as they move to the next stage of their education. These shared experiences contribute to a supportive school culture and promote key social-emotional competencies such as relationship-building, responsible decision-making, and community awareness.

By intentionally incorporating opportunities for positive social interaction and recognition of achievement, the event supports student well-being and underscores the district's commitment to educating the whole child while celebrating student accomplishment.

This activity will be funded by:

- PTO contributions
- Parent donations
- Scholarships available for students in need

Prepared by: Melissa Bowdoin, Principal, Roy Cloud

Approved by: John R. Baker, Ed.D., Superintendent

 [25-26 Roy Cloud. Elks Club](#)

6. Approval of Personnel Changes for the 2025–2026 School Year

Upon Governing Board approval, the Teacher of the Visually Impaired (VI Teacher) will be increased from 0.5 FTE to 1.0 FTE.

It is the Administration's recommendation that the Governing Board approve the following increase in the number of staff positions for the 2025–2026 school year.

Due to changes in staffing needs within the Special Education department, the position change below is requested for the 2025–2026 school year.

Special Education Department:

New - FTE (0.5) VI Teacher – effective 1/6/26

The current FTE for the district VI Teacher is 0.5 FTE.

In order to effectively service the student caseload, this position needs to be increased to 1.0 FTE.

Approx. \$78,000 per year.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker Ed. D., Superintendent

7. Approval of the Second Amendment between Redwood City School District and Amergis Healthcare Staffing for One Additional Behavior Technicians for the School Year 2025-2026

It is the Administration's recommendation that the School Board approve the Second Amendment for Amergis Healthcare Staffing for contracted behavioral services for the 2025-2026 school year.

To reduce suspensions as outlined in the Local Control Accountability Plan (LCAP), Amergis Healthcare Staffing is contracting with RCSD to provide one additional Behavior Technician, which will increase the total number to three. The Behavior Technicians will teach new skills to students, reduce problem behaviors, collect data on student progress, and use positive reinforcement to encourage growth in areas like communication, social skills, and academic tasks. The term of this agreement is from August 13, 2025, through June 30, 2026. The previous contract was approved on August 13, 2025, for a total amount of \$163,800. The first amendment approved on September 9, 2026, increased the amount for this amendment by \$99,000, which brought the contract total amount to \$262,800. This Second Amendment increases the amount by \$17,000, which will bring the contract total amount to \$279,800.

The financial impact of this Second Amendment will be \$17,000, which will increase the total contract to \$279,800. The funding source will be Title 1 and Unduplicated Pupil Services.

Prepared by: Patrinia Redd, Director of Health and Wellness

Approved by: John Baker, Ed.D., Superintendent

 [Amergis Original Agreement_25.26](#)

 [Amergis Second Amendment Board 3.25.26](#)

 [Amergis First Amendment Board 9.18.25](#)

8. Second Reading and Approval of Board Bylaw 9324: Minutes and Recordings

It is the Administration's recommendation that the Board read and approve Board Bylaw 9324: Minutes and Recordings.

This policy was discussed as a First Reading at the January 21, 2026, board meeting.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D, Superintendent

 [BB 9324 - Minutes and Recordings - Second Reading](#)

9. Approval of Board Policy 1330.1: Joint Use Agreements

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 1330.1: Joint Use Agreements.

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 1330.1 - Joint Use Agreements - Marked](#)

 [BP 1330.1 - Joint Use Agreements - Clean](#)

10. Approval of Board Policy 3110: Transfer of Funds

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 3110: Transfer of Funds

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3110 - Transfer of Funds - Marked](#)

 [BP 3110 - Transfer of Funds - Clean](#)

11. Approval of Board Policy 3220.1: Lottery Funds

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 3220.1: Lottery Funds.

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent
Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3220.1 - Lottery Funds - Marked](#)

 [BP 3220.1 - Lottery Funds - Clean](#)

12. Approval of Board Policy 3312.2: Educational Travel Program Contracts

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 3312.2: Educational Travel Program Contracts

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3312.2 - Educational Travel Program Contracts - Marked](#)

 [BP 3312.2 - Educational Travel Program Contracts - Clean](#)

13. Approval of Board Policy 3314: Payment For Goods And Services

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the Board approve Board Policy 3314: Payment For Goods And Services

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation marked copy and clean copy has been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3314 - Payment For Goods And Services - Marked](#)

 [BP 3314 - Payment For Goods And Services - Clean](#)

 [AR 3314 - Payment For Goods And Services - Marked - Reference Only](#)

 [AR 3314 - Payment For Goods And Services - Clean - Reference Only](#)

14. Approval of Board Policy 3400: Management Of District Assets/Accounts

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the Board approve Board Policy 3400: Management Of District Assets/Accounts

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3400 - Management Of District Assets_Accounts - Marked](#)

 [BP 3400 - Management Of District Assets_Accounts - Clean](#)

 [AR 3400 - Management Of District Assets_Accounts - Marked - Reference Only](#)

 [AR 3400 - Management Of District Assets_Accounts - Clean - Reference Only](#)

15. Approval of Board Policy 3460: Financial Reports and Accountability

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 3460: Financial Reports And Accountability.

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.
Prepared by: Wendy Kelly, Deputy Superintendent
Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3460 - Financial Reports and Accountability - Marked](#)

 [BP 3460 - Financial Reports and Accountability - Clean](#)

 [AR 3460 - Financial Reports and Accountability - Marked - Reference Only](#)

 [AR 3460 - Financial Reports and Accountability - Clean - Reference Only](#)

16. Approval of Board Policy 3516.5: Emergency Schedules

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 3516.5: Emergency Schedules

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.
Prepared by: Wendy Kelly, Deputy Superintendent
Approved by: John R. Baker, Ed.D., Superintendent

 [BP 3516.5 - Emergency Schedules - Marked](#)

 [BP 3516.5 - Emergency Schedules - Clean](#)

17. Approval of Board Policy 7110: Facilities Master Plan

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 7110: Facilities Master Plan.

The Policy Committee and District Staff met to review this Board Policy at a previous Policy Committee meeting.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.
Prepared by: Wendy Kelly, Deputy Superintendent
Approved by: John R. Baker, Ed.D., Superintendent

 [BP 7110 - Facilities Master Plan - Marked](#)

 [BP 7110 - Facilities Master Plan - Clean](#)

18. Approval of Board Policy 7211: Developer Fees

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 7211: Developer Fees.

The Policy Committee and District Staff met to review this Board Policy at a previous Policy Committee meeting.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 7211 - Developer Fees - Marked](#)

 [BP 7211 - Developer Fees - Clean](#)

 [AR 7211 - Developer Fees - Marked - Reference Only](#)

 [AR 7211 - Developer Fees - Clean - Reference Only](#)

19. Approval of Board Policy 1445: Response to Immigration Enforcement

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 1445: Response to Immigration Enforcement.

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in February 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent
Approved by: John R. Baker, Ed.D., Superintendent

 [BP 1445 - Response To Immigration Enforcement - Marked](#)

 [BP 1445 - Response To Immigration Enforcement - Clean](#)

 [AR 1445 - Response To Immigration Enforcement - Marked - Reference Only](#)

 [AR 1445 - Response To Immigration Enforcement - Clean - Reference Only](#)

20. Approval of Board Policy 0500: Accountability

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 0500: Accountability.

The Policy Committee and District Staff met to review this Board Policy in January 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 0500 - Accountability - Marked](#)

 [BP 0500 - Accountability - Clean](#)

21. Approval of Board Policy 5145.3: Nondiscrimination/Harassment

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the Board approve Board Policy 5145.3: Nondiscrimination/Harassment

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in January 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 5145.3 - Nondiscrimination_Harassment - Marked](#)

 [BP 5145.3 - Nondiscrimination_Harassment - Clean](#)

 [AR 5145.3 - Nondiscrimination_Harassment - Marked - Reference Only](#)

 [AR 5145.3 - Nondiscrimination_Harassment - Clean - Reference Only](#)

22. Approval of Board Policy 5145.7: Sexual Harassment

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the Board approve Board Policy 5145.7: Sexual Harassment

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in January 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 5145.7 - Sexual Harassment - Marked](#)

 [BP 5145.7 - Sexual Harassment - Clean](#)

 [AR 5145.7 - Sexual Harassment - Marked - Reference Only](#)

 [AR 5145.7 - Sexual Harassment - Clean - Reference Only](#)

23. Approval of Board Policy 6115: Ceremonies And Observances

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 6115: Ceremonies And Observances

The Policy Committee and District Staff met to review this Board Policy at the Board Policy Committee meeting in January 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 6115 - Ceremonies and Observances - Marked](#)

 [BP 6115 - Ceremonies and Observances - Clean](#)

 [AR 6115 - Ceremonies and Observances - Marked](#)

 [AR 6115 - Ceremonies and Observances - Clean](#)

24. Approval of Board Policy 6141.2: Recognition Of Religious Beliefs And Customs

Revisions resulted from changes from the California School Boards Association (CSBA) and suggestions from Redwood City School District (RCSD) staff.

It is the Administration's recommendation that the School Board approve Board Policy 6141.2: Recognition Of Religious Beliefs And Customs.

The Policy Committee and District Staff met to review this Board Policy at the Policy Committee meeting in January 2026.

The Board of Trustees has requested that a marked version and a clean copy be attached to each board memo. The marked copy contains the edits reviewed by the Policy Committee. The red edits in the marked copy indicate changes from the CSBA. The highlighted texts indicated in the board policy are suggestions made by RCSD staff and the Board Policy Committee. The clean version contains no markups.

The administrative regulation's marked copy and clean copy have been added for reference only.

No financial impact on the District at this time.

Prepared by: Wendy Kelly, Deputy Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [BP 6141.2 - Recognition of Religious Beliefs and Customs - Marked](#)

 [BP 6141.2 - Recognition of Religious Beliefs and Customs - Clean](#)

 [AR 6141.2 - Recognition of Religious Beliefs and Customs - Marked - For Reference Only](#)

 [AR 6141.2 - Recognition of Religious Beliefs and Customs - Clean - For Reference Only](#)

25. Approval of the Application for Exemption from Required Classroom Teachers' Salary Expenditures (Education Code 41372)

RCSD did not meet the Education Code requirement to expend 60% of Current Expense of Education (CEE) on classroom teacher salaries, reporting 55.54% in 2024-25—a shortfall of 4.46% (approximately \$5.7 million). This variance is driven by structural expenditure factors, including investments in student support services, rising operational costs, and restricted LCFF funding requirements. The District is requesting a waiver from the San Mateo County Office of Education due to financial hardship, as redirecting \$5.7 million would significantly impact reserve levels and essential educational programs.

It is recommended that the Governing Board approve and certify the Application for Exemption from the Required Expenditures for Classroom Teacher Salaries and authorize submission of the associated waiver request letter for fiscal year 2024–25, pursuant to Education Code Section 41372.

Education Code Section 41372 requires elementary school districts to expend at least 60% of their Current Expense of Education (CEE) on classroom teacher salaries.

For fiscal year 2024–25, RCSD reported classroom teacher salary expenditures of 55.54% of CEE, resulting in a shortfall of 4.46%, or approximately \$5.7 million, as identified in Form CEA and the District’s annual audit.

The District’s inability to meet the required percentage is primarily due to structural and fiscal factors:

1. Program and Service Expenditures Outside the Statutory Definition of Classroom Teachers

A significant portion of District resources supports instructional aides, intervention staff, counselors, and other student services personnel who do not meet the statutory definition of “classroom teacher” under Education Code Section 41011 but are essential to delivering educational programs.

2. Rising Operational and Program Costs

The District continues to experience increased costs related to employer pension contributions, special education services, transportation, and other operational expenditures necessary to maintain student services, which are not included in the classroom teacher salary calculation.

3. LCFF Programmatic Requirements

RCSD receives Supplemental and Concentration funding based on its unduplicated pupil population. These funds are legally required to support targeted services for students and are frequently expended on programs and staff that are not included in the classroom teacher salary calculation.

4. Limited One-Time Resources

The District utilized limited one-time revenues to support student programs and operational needs; however, these funds are not ongoing and cannot be used to sustainably increase classroom teacher salary expenditures.

Absent approval of the waiver, the District would be required to redirect approximately \$5.7 million in expenditures, which would significantly impact its ability to maintain the required reserve for economic uncertainties and sustain essential educational programs.

Request for Waiver

In accordance with Education Code Section 41372, RCSD requests an exemption from the minimum classroom teacher compensation requirement for fiscal year 2024–25 due to financial hardship. Approval of this waiver will allow the District to maintain fiscal stability while continuing to provide high-quality educational programs and student support services.

None at this time.

Prepared by: Rick Edson, Chief Business Official

Approved by: John R. Baker, Ed.D., Superintendent

 [Application for Exemption CEA 24-25](#)

 [Waiver Request Letter SMCOE CEA Exemption 24-25](#)

 [24-25 Unaudited Actuals_Form CEA](#)

 [25-26 Adopted Budget_Form MYP](#)

26. Approval of the Purchase of 650 Acer Chromebooks for Incoming 6th Grade Students for the 2026–2027 School Year

Purchasing 650 Acer Chromebooks for incoming sixth graders in the 2026–2027 school year to support equitable access to digital learning, improve engagement, and build digital literacy.

It is the Administration’s recommendation that the School Board approve the purchase of 650 Acer Chromebooks for all sixth graders for the 2026–2027 school year.

Redwood City School District will purchase Acer Computers for the incoming sixth-grade classes for the 2026-2027 school year. The purchase is a strategic investment that ensures equitable access to curriculum, supports digital literacy, and enhances student engagement. Below are the key reasons for this purchase:

Equitable Access to Curriculum

- Ensures all sixth graders have access to digital instructional materials, including online textbooks, Google Classroom, and supplemental learning platforms.
- Supports English learners, foster youth, and low-income students by providing consistent access to technology, reducing barriers to learning.

Alignment with District Initiatives

- Supports the implementation of Tier 1 instruction and differentiated support as part of a Multi-Tiered System of Supports (MTSS).
- Facilitates Integrated and Designated ELD instruction by allowing students to use language-learning platforms and digital tools.
- Promotes engagement with district-adopted curriculum and interventions, ensuring alignment with instructional priorities

Improving Student Outcomes

- Increases student engagement and participation through interactive learning tools.
- Supports blended learning models that allow teachers to differentiate instruction.
- Provides opportunities for students to develop research and critical thinking skills through project-based learning.

Enhancing Digital Literacy and College/Career Readiness

- Prepares students for future academic and career opportunities by developing proficiency in digital tools and platforms.
- Supports writing, collaboration, and research skills essential for middle school and beyond.
- Ensures students are familiar with the technology needed for state assessments and digital learning environments

Integration with Existing Supports

- Chromebooks provide a platform for students to access intervention programs, tutoring services, and district-supported resources.
- Enables efficient progress monitoring through Ellevation for English Learners and other assessment tools.

Cost-Effective and Sustainable Solution

- Acer Chromebooks offer a reliable, durable, and budget-friendly option.
- Cloud-based functionality reduces maintenance and software update costs.
- Ensures longevity and scalability to support future student cohorts

Providing Chromebooks to all sixth-grade students will bridge the digital divide, enhance curriculum access, and support district-wide instructional goals. This investment aligns with our commitment to equity, academic success, and technology integration in education.

\$323,886.06; The purchase will be funded through the AMIM Discretionary Block Grant. The Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant is a California state initiative established to provide funding to local educational agencies (LEAs) for enhancing various educational programs and addressing specific needs within schools.

Prepared by: Anna Herrera, Assistant Superintendent Ed. Services
Approved by: John R. Baker, Ed.D., Superintendent

 [Quote for Acer Computer Purchase. 2026.03.25](#)

27. Approval of the Agreement between Redwood City School District and AT&T to provide Internet Connectivity to the IMC building through E-Rate

The District conducted a competitive E-Rate bidding process for internet service at the Instructional Materials Center (IMC) with support from its consultant, Infinity Communications. Two bids were received. AT&T, the current provider since 2021, was recommended based on the evaluation criteria. With the current contract expiring July 1, 2026, staff recommends continuing service with AT&T.

The Administration recommends that the School Board approve the continuation of internet

service for the Instructional Materials Center (IMC) with AT&T.

AT&T has provided reliable internet service to the IMC since July 1, 2021, under an E-Rate agreement that included a three-year term with two optional extensions. The final extension expires July 1, 2026.

To ensure compliance with E-Rate requirements and evaluate market options, the District initiated a competitive bidding process through its consultant, Infinity Communications. Following the required posting period, two bids were received. Based on the evaluation of cost and service criteria, AT&T was identified as the most responsive and cost-effective provider.

Continuing with AT&T ensures uninterrupted service, maintains E-Rate eligibility, and reflects the most advantageous proposal received through the competitive process.

The federal E-Rate program, administered by the Universal Service Administrative Company (USAC), provides discounts to schools and libraries for eligible telecommunications and internet services. Funding is awarded based on a district's student demographics, with RCSD qualifying for approximately an 80% discount. Participation in E-Rate requires a competitive bidding process and adherence to specific program rules to ensure cost-effective procurement.

The annual cost is \$5,506.20. Over the initial three-year term, the total cost is \$16,518.60. E-Rate is expected to cover approximately 80% (\$13,214.88), resulting in an estimated District cost of \$3,303.72 over the three-year period, equating to approximately \$1,101.24 per year.

Prepared by: Rick Edson, Chief Business Officer, and Carlos Reyna, Director of Technology

Approved by: John Baker, Ed.D., Superintendent

 [Erate Board Recommendation Letter- 395-26A5 Dedicated ISP](#)

 [AT&T Bid Response](#)

 [395-26A.5 Internet Access- Materials Center- Bid Eval](#)

16. Board and Superintendent Reports - 10 min

The School Board and Superintendent Baker will report out on meetings, attended events, upcoming events, school site visits, etc.

None.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

17. Information - 15 min

1. AI-Assisted Literacy and Numeracy: Current Landscape and Framework for Evaluation

This item is presented for information only. No Board action is requested. The purpose is to provide trustees and the superintendent with context on the current state of AI-assisted learning tools as we plan instructional priorities for 2026-27 school year. Any future steps would go through the superintendent and Education Services department.

RCSD has made meaningful progress on student achievement. Our December 2025 California School Dashboard results showed ELA scores up 11.1 points (Yellow to Green) and

math up 8.6 points, while chronic absenteeism and suspensions both declined. However, equity gaps persist, particularly for homeless students and African American students.

Over the past two years, the Board has invested in a range of instructional tools and programs to support literacy and numeracy, including i-Ready diagnostic assessments (K-8), Imagine Learning Illustrative Mathematics (grades 6-8), the Benchmark 2022 ELA pilot (Taft and Garfield), California Reading Literacy Project teacher training, the RCSD Cohesion Plan for instructional alignment and targeted reading PD (grades 3-5), College Advising Prep math tutoring at Kennedy and McKinley, and Multitudes dyslexia screening (K-2). In November 2025, the Board also heard a presentation on AI in education, covering how teachers are using AI for lesson plans, rubrics, differentiated instruction, and IEP drafting.

The question before us is whether AI-powered adaptive learning platforms have matured to the point where they can meaningfully accelerate student progress in literacy and numeracy – particularly for students who are behind grade level.

Charlie Van Norman, an ed tech specialist, will present a 10-minute overview of the current landscape and a practical framework for evaluation. Mr. Van Norman's background includes:

- Creator of Super Math World, reaching over 100,000 students
- Founder of MathBreakers.com, a 3D puzzle-based math platform for grades 5-8
- Founding CTO of StarCoach AI, building AI-assisted K-12 math assessment tools

Mr. Van Norman will outline a four-stage approach for districts considering AI-assisted learning tools:

1. Research: Survey what other California districts have implemented, what worked, and how their experience maps to RCSD's student population and existing programs.
2. Discovery: Work with teachers to validate the approach, select vendors, and design a pilot. Success hinges on teacher buy-in and ownership throughout the process.
3. Pilot: A structured 10-12 week pilot with pre-agreed success metrics and single-threaded ownership for day-to-day execution.
4. Rollout: Scope and timeline to be determined based on pilot results.

None.

Prepared by: David Weekly, Board President

Approved by: John R. Baker, Ed.D., Superintendent

 [RCS AI Literacy Program](#)

2. Redwood City School District Review of Connect's Audit Report for FY 2024–25

The Board is asked to receive a letter detailing the District's review and findings of Connect's Audited Financial Report for fiscal year 2024–25 as part of its charter fiscal oversight responsibilities.

In accordance with the Memorandum of Understanding with the District, Connect shall provide a copy of the Audited Financial Report to the District, the San Mateo County Superintendent of Schools, the State Controller's Office, and the California Department of


Education. The District is required to review the audit report as part of its fiscal oversight obligations and duty to monitor the fiscal health of the charter schools.

Attached is the letter from the Redwood City School District regarding the review of and findings concerning Connect's Audit Report for fiscal year 2024–25.

None.

Prepared by: Rick Edson, Chief Business Official

Approved by: John R. Baker, Ed.D., Superintendent

 [Connect 24-25 Audit Report Review Letter](#)

 [Connect Community Charter School Final Audit Report 2024-25](#)

3. Learning Communities for School Success Program End-of-Project Information

Outcomes of the Learning Communities for School Success Programs grant.

In November 2014, California voters approved Proposition 47 (Government Code Section 7599), the Safe Neighborhoods and Schools Act. Subsequent legislation (Assembly Bill 1014 and Senate Bill 527), provided the statutory language to implement the Proposition 47 grant program and established the Learning Communities for School Success Program (LCSSP), setting forth the following:

- Funding provided to K–12 education should be used to help build the capacity of local educational agencies (LEAs) or a consortium of LEAs to identify and implement evidence-based, non-punitive programs and practices to keep our most vulnerable pupils in school, consistent with each LEA’s Local Control and Accountability Plan (LCAP), including, but not limited to, goals for pupil engagement and school climate.
- Funding available to provide resources to LEAs/consortia for establishing community schools and addressing pupil attendance problems in K–12. LEAs participating in the LCSSP grant program, whether applying as a single LEA or a member of a consortium, are to report and evaluate outcomes using multiple measures while engaging in a broader community of practice that disseminates promising and proven strategies to LEAs statewide.

The goals of the LCSSP are to support evidence-based, non-punitive programs and practices aimed at keeping the state’s most vulnerable pupils in school. These programs and practices must complement and enhance the actions and services identified to meet the LEA’s goals as provided in their LCAP, regardless if the LEA is applying alone or part of a consortium. This grant was awarded to the Redwood City School District in August 2022 and ended in December 2025.

LCAP Goal	Key Activities
Goal 1: Student Well-Being and Attendance	Monitored "at-risk" students, provided direct outreach (home/school visits), offered targeted transportation, and connected students with Mental Health Services.
Goal 2: Improving Outcomes for English Learners	Opportunity School Teacher provided specialized tutoring for academic catch-up, grade improvement, and increased ELPAC scores.

Goal 3: Boosting Academic Achievement	Opportunity School Teacher proctored i-Ready exams for high-priority students to ensure robust, reflective data.
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LCSSP Impact and Key Results

The grant had a moderate impact, primarily enhancing teacher capacity and evolving student support as well as impacting the LCAP data.

Area	Key Results (2024-2025)
Behavior and School Climate	Provided a Behavioral Support Manual and professional development on Tier 1/2 strategies (like PBIS), leading to fewer office referrals and suspendable offenses. A strategic shift to preventative on-site support in 2024/2025 resulted in zero referrals to the Opportunity School or Multi-disciplinary Team in the first half of 2025/2026.
Chronic Absenteeism Re-engagement	Focused on students with 70% or more days of chronic absenteeism. Re-engagement efforts led to 65% transitioning to virtual/hybrid attendance and 88% of parents accepting case management and family wellness counseling.
Suspension Rate	No suspensions led to a student being referred to the Opportunity School Program in the 25/26 school year.
ELPAC & Reclassification	We do not have data regarding specific EL students tutored and their ELPAC and reclassification rates. Their information is factored into the total district rate, which is the Long-Term English Learner (LTEL) rate, dramatically contracted from 26% to 12%. Additionally, 39.6% of students demonstrated a full year of ELPAC progress.
Attendance	General attendance rose marginally (93.3% to 93.7%), but chronic absenteeism slightly increased (18.3% to 19%), notably among English Learners and African American students district-wide. Students in the Opportunity School Program chronic absenteeism decreases significantly by 50%.
i-Ready (Reading)	District-wide proficiency rose (54% to 57%), with strong English Learner growth, but a concerning dip for African American students (to 35%), which includes students supported by LCSSP.
Statewide Assessments (CAASPP)	Proficiency increased in ELA (49%) and Math (39.9%), but remains below 2027 benchmarks, with persistent achievement gaps for EL and LTEL students. This also includes students supported by LCSSP.

The financial impact of the LCSSP grant was \$899,000, which was paid out during years 1 and 2 of the grant.

Prepared by: Patrinia Redd, Director of Health and Wellness

Approved by: John Baker, Ed.D., Superintendent

4. Information on San Mateo County Investment Fund - February 2026

In compliance with Education Code requirements, all district funds are deposited into the County Treasury, pooled with other public agencies in the County Investment Pool. The County Treasurer manages investment decisions, and earnings or losses are distributed proportionally to participants, a standard practice among San Mateo County school districts.

Pursuant to Education Code Sections 41001 and 41002, all funds received by or apportioned to a school district must be deposited into the county treasury and credited to the appropriate district fund.

In accordance with Education Code Section 41015, a school district may invest all or a portion of the funds held in a Special Reserve Fund, as well as any surplus monies not immediately needed for operational purposes, in authorized investments outlined in Government Code Sections 16430 and 53601.

Historically, school districts in San Mateo County, including this District, have deposited all funds with the County Treasury. The County Treasurer has managed investment decisions on behalf of the districts, a practice that is common throughout California. These district funds are pooled with those of other public agencies in the County Investment Pool, with earnings and losses distributed proportionally based on each participant's investment share.

Gross pool earnings for

Month ending February 28, 2026: 3.89%

The current average maturity of the portfolio is 2.70 years, with an average duration of 2.44 years. The portfolio continues to hold no derivative products.

Prepared by: Rick Edson, Chief Business Official

Approved by: John R. Baker, Ed.D., Superintendent

[February 2026](#)

[Compliance Reports 2026](#)

18. Correspondence - 1 min

The Board of Trustees regularly receives written correspondence from members of the community, staff, or partner agencies. This agenda item is provided to formally acknowledge receipt of these communications and, when appropriate, to make them part of the official record.

19. Other Business/Suggested Items for Future Agenda - 1 min

The attached Schedule of Agenda Items for the 2025–26 School Board meetings serves as a planning tool and will continue to be reviewed and updated regularly to ensure alignment with district priorities and timelines.

None.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [25-26 Schedule of Board Agenda Items](#)

20. Board of Trustees Meeting Reflection - 10 min

As part of the Board's commitment to continuous improvement, this item provides an opportunity to reflect on the board meeting and consider ways to enhance effectiveness moving forward. This opportunity for reflection supports ongoing improvement in how the Board conducts its work and serves the community.

None.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

21. Board of Trustees Meeting Calendar - 1 min

The 2025–2026 Board Meeting Calendar is attached.

Changes to the calendar:

Addition of Closed Session Board Meetings

- Wednesday, March 25, 6:40 – 7:00 PM
- Wednesday, April 1, 6:00 – 6:50 PM
- Wednesday, April 22, 6:00 – 6:50 PM

Upcoming Board Meetings:

Date/ Time	Meeting Type
April 1, 2026 6:00 PM	Closed
April 1, 2026 7:00 PM	Regular
April 22, 2026 6:00 PM	Closed
April 22, 2026 7:00 PM	Regular
May 13, 2026 7:00 PM	Regular

This calendar outlines the scheduled regular meetings of the Board for the upcoming school year and serves as a planning tool for trustees, staff, and the public. Please note that the calendar may be updated periodically as needed to reflect changes in scheduling or district priorities.

Prepared by: Evelyn Campos, Administrative Assistant to the Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

 [25-26 RCSD Board Meeting Calendar](#)

22. Adjournment (Action Required)

Motion to adjourn the meeting.