

Redwood City School District
Local Control Accountability Plan
(LCAP)

Mid Year Report

February 11, 2026



What is the LCAP?

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

NEW LCAP GOALS

- Developed in Spring of 2024 and adopted in June 2024
- Second year of implementation started on August 2025-2026
- Third year of implementation will begin on August 2026-2027 and new LCAP will be developed this school year.

Reminder of the purpose of this work:

The LCAP is a document that communicates to internal and external stakeholders how our district plans to operationalize equity.

Agenda

1. What is LCAP?
2. LCAP Goals
3. Goal 1
 - a. Attendance, Suspensions
4. Goal 2
 - a. Multilingual Learners
5. Goal 3
 - a. Academics

CA Dashboard and Red Indicators

2022-2023	2023-2024	2024-2025
<p>District Wide English Learner Progress</p> <p>English Language Arts (ELA): (Orange)</p> <ul style="list-style-type: none"> Sub group: English Learner <p>Mathematics: (Yellow)</p> <ul style="list-style-type: none"> Sub Group: African American and English Learners <p>Chronic Absenteeism: (Orange)</p> <ul style="list-style-type: none"> Sub group: African American <p>Suspension: (Orange)</p> <ul style="list-style-type: none"> Sub group: African American 	<p>District Wide English Learner Progress (Yellow)</p> <p>English Language Arts (ELA): (Yellow)</p> <ul style="list-style-type: none"> Sub group in Orange: English Learners, Homeless, LTELs, and SWD <p>Mathematics: (Yellow)</p> <ul style="list-style-type: none"> Sub Group in Orange: Homeless, LTEL's, English Learners <p>Chronic Absenteeism: (Yellow)</p> <ul style="list-style-type: none"> Sub group in Red: AA, LTEL, PI, SWD <p>Suspension: (Green)</p> <ul style="list-style-type: none"> Sub group in yellow: LTEL, PI 	<p>District Wide</p> <p>Mathematics: (Yellow)</p> <ul style="list-style-type: none"> Sub Group in Red: Students with Disabilities <p>Chronic Absenteeism: (Yellow)</p> <ul style="list-style-type: none"> Sub group in Red: SWD
<p>ATSI: Taft, Hoover, McKinley Clifford, Roosevelt, Garfield, Henry Ford, Kennedy, Adelante</p>	<p>ATSI: Clifford, Mckinley, Taft CSI: Roosevelt & Garfield</p>	<p>ATSI: McKinley</p>



ATSI: Additional Targeted Support and Improvement

Unduplicated Pupils 2025/2026

School	Total Enrollment 25/26	Free & Reduced 24/25	Foster 25/26	Homeless 25/26	Migrant. 25/26	English Learners 25/26	Unduplicated pupils 25/26	25/26 Percentage
Adelante Selby	630	356	1	0	4	215	395	62
Clifford	665	282	0	0	1	127	303	45
Garfield	261	248	0	0	3	194	252	96
Henry Ford	461	282	1	1	1	137	302	66
Hoover	658	631	1	4	4	436	639	97
Kennedy	790	524	1	0	3	185	558	71
McKinley	401	359	0	0	4	169	369	92
North Star	552	28	0	3	0	7	47	8
Orion	549	115	0	0	0	58	135	25
Roosevelt	346	234	0	0	1	131	246	71
Roy Cloud	665	84	0	0	0	39	110	17
Taft	325	285	0	3	0	196	306	94
Non-Public Schools	11	0	0	0	0	2	3	
Total	6314	3428	4	8	21	2156	3665	58

Unduplicated Pupils decrease from 24/25

- Adelante 3%
- Clifford 7%
- Garfield 1%
- Henry Ford 4%
- Kennedy 2%
- McKinley 1%
- NSA 1%
- Orion 7%
- Roy Cloud 1%
- Taft 3%
- District 4%



Goal 1:



By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Attendance

Goal 2% increase overall in 3 years

2023-2024 Baseline	2024-2025 Year 1	2025-2026 Mid Year 2	2026-2027 Goal
District: 93.3% EL: 92.5% LTEL: 93.6% Homelessness: 91.6% Foster: 89.7% SED: 93% SWD: 92.1% AA: 92.1%	District: 93.7% EL: 92.2% LTEL: 88.8% Homelessness: 92% Foster: 87.9% SED: 92.4% SWD: 91.6% AA: 91%	District: 94.8% EL: 93.7% LTEL: 92% Homelessness: 92.8% Foster: 93.7% SED: 93.7% SWD: 93.2% AA: 89.5%	District: 97.7 % EL: 94.2% LTEL: 92.8% Homelessness: 96% Foster: 91.9% SED: 96.4% SWD: 95.6% AA: 95%

Trend from year 1

District: +1.1%
 El: +1.5%
 LTEL: +3.2%
 Homeless: +0.8%
 Foster: +5.8%
 SED: +1.3%
 SWD: +0.8%
 AA: -1.5

Absenteeism

Goal: 3% decrease

Chronic Absenteeism			
2023-2024 Baseline	2024-2025 Year 1	2025-2026 Mid Year 2	2026-2027 Goal
District: 18.3% EL: 26.4% LTEL: 20.7% Homelessness: 30.4% Foster: 50% SED: 24% SWD: 25.4% AA: 35%	District: 17.5% EL: 24.7 % LTEL: 36.9% Homelessness: 26.5% Foster: 33.3% SED: 24.2% SWD: 28.5% AA: 36.4%	District: 13.2% EL: 18% LTEL: 28.1% Homelessness: 19.4% Foster: 33.3% SED: 18.7% SWD: 20.1% AA: 22.2%	District: 11.5% EL: 18.7% LTEL: 30.9% Homelessness: 20.5% Foster: 27.3% SED: 18.2% SWD: 22.5% AA: 30.4%

Trends from year 1

District: -4.3%
 EL:-6.7%
 LTEL:-8.8%
 Homeless:-7.1
 Foster:0
 SED:-5.5%
 SWD: -8.4%
 AA:-14.2%

Suspensions

Goal: District, SED, EL,
Homeless: reduce 0.5%
AA, SWD, LTEL: reduce 1%

2023-2024 Baseline	2024-2025 Year 1	2025-2026 Mid Year 2	2026-2027 Goal
District 2.2% EL: 2.2% LTEL: 7.8% Homelessness: 3.8% SED: 3.2% SWD: 4.4% AA: 5%	District: 1.1% EL: 1.6% LTEL: 7% Homelessness: 2% SED: 1.6% SWD: 1.9% AA: 0%	District: 0.5% EL: 1.2% LTEL: 3.5% Homelessness: 0.7% SED: 0.8% SWD: 1.3% AA: 0%	District: 0.1% EL: 0.6% LTEL: 5.0% Homelessness: 0% SED: 0.6% SWD: 0% AA: 0%

Trends from
year 1

District: -0.6%
 EL:-0.4%
 LTEL:-3.5%
 Homeless:-1.3
 SED:-0.8%
 SWD: -0.6%
 AA: 0%

**CA Healthy Kids Survey Results will be shared at
the end of the year report.
It is still in process.**

District Focus for 25/26 for Goal 1

Attendance and Chronic Absenteeism continue to be a focus for RCSD for next year as we did not meet our goals in this area.

- District wide campaign, consistent messaging about attendance is sent out via our communication departments as well as through principal messages and newsletters.
- District TOSAs continue to work with families to identify the barriers.
 - Barriers continue to be school refusal for middle school students
 - Students lack of engagement in school
 - Parents allowing students to stay home and not come to school
 - Excessive illness for some students
- Train staff on:
 - Chronic absenteeism vs. truancy
 - Early warning systems
 - Empathetic communication with families
- Continue to provide outreach to families through phone calls, home visits, and texting.

District Focus for 25/26 for Goal 1

Social Emotional Learning	Wayfinder is being used at: Garfield, North Star Academy, Taft, Hoover, Kennedy, McKinley, and Orion
Positive Behavioral Interventions and Supports (PBIS)	Training have been taking place at Adelante and Year 2 sites: McKinley, Roosevelt
Powerschool	Behavior focus for all school sites (Focus on Positivity points for students) Complements PBIS Powerschool Analytics- Data visualization platform
Behavior Specialist: Contracts	Services for intensive behavior of unduplicated pupils. (1 BCBA and 3 BTs)
Mental Health	Mental Health Counselors, One-Life counseling, school Psychologists, and Lead Mental Health Counselor
Trauma Based teacher training	Teachers from McKinley, Henry Ford, Clifford, Roosevelt

District Focus for 25/26 continued for Goal 1

Opportunity School	Focus this year has been on Chronic Absenteeism and re-engage students who are not attending. We have a small group of students attending, one of the students has returned to the site. Others continue to struggle. We will begin a new group with identified 6th graders.
Climate Survey	California Healthy Kids Survey
Homeless	Support transportation for homeless families or gift cards
Community Schools	Continue to support Coordinators and Office Assistants to support wrap around services.
Educational Services Personnel	Continue to support Director of Ed Services, Director of Multilingual Director, Office Assistants for Ed. Services, Coordinator of Assessment, District TOSAs for coaching support
MTSS TOSAs	Most sites have at least a 0.5 FT - 1.0 FTE to support Student Study Teams, 504s, Attendance, etc.



Goal 2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%



Goal 2

ELPAC: 55% of EL students will increase at least 1 ELPAC level
Reclassification:

	2023-2024 Baseline	2024-2025 Year 1	2025-2026 <i>Projection if increase/decrease</i>	2026-2027 Goal
ELPAC	38.5%	41.6%	48.3%	55%
Reclassification rate	15.3%	16%	18.5%	20%
Long Term English Learner	16%	12%	11%	10%

Summative ELPAC

2023-2024	2024-2025
EL making 1 year progress: 38.5% ELPAC Levels Level 4: 9.5% Level 3: 28.1% Level 2: 30.6% Level 1: 28.5%	EL making 1 year progress: 41.6% ELPAC Levels Level 4: 15.5% Level 3: 32.4% Level 2: 28.4% Level 1: 23.7%

District Focus for 25/26

RCSD continues to focus on our English Learners as they continue to need support.

Professional Development Focus:

- Administrators on learning about the EL Roadmap and with a renewed focus on the ELA/ELD framework.
- Administrator completed two walk throughs at Adelante and Kennedy this year to have a common understanding among all principals.

Administrators provided feedback in mini-observations on strategies for English Learners.

Middle School ELD teachers administered new assessment SUMMIT this year to their students. Results were mixed as the assessment took more time than initially anticipated.

Two Language Power assessments were administered this year to monitor students.



District Focus for 25/26

ELD (Language Power)	Integrated ELD focus continues at Roosevelt, Hoover, and McKinley with coaching supports Two Assessments were given prior to ELCAP testing
Personnel	Director of Multilingual Learners, Bilingual Testing Specialist, Interpreters, Outreach Specialist
Field Trips	Continue to support unduplicated pupils for Outdoor Education and other field trips
Newcomer Staff	Newcomer Teachers at Hoover, McKinley and Kennedy Instructional Assistants to support Newcomers at Hoover, Mckinley, Kennedy Part time at Taft, Roosevelt, Garfield, and Clifford

District Focus for 25/26

Ellevation	Platform to monitor students identified as English Learners
Dually Identified Students	Collaboration with Special Education Department to meet the needs of dually identified students.
Professional Development	For new teachers to RCSD Integrated ELD and Roadmap with Administrators Integrated ELD Coaching and planning for 2-5 at Roosevelt and Hoover and 6-8 Science and Social Studies teachers at McKinley

Goal 3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.



i-Ready Assessment Local Data

Goal: 4% growth each year

From Baseline

From Spring 24-25

DW: +6.7
EL: +11.8
LTELs: +8.3
AA:15.8

DW: +3.7
EL: +6.8
LTELs: +6.3
AA:+28.8

i-Ready Reading Growth

2023-2024 Baseline Spring	2024-2025 Spring	2025-2026 Winter	2026-2027 Goal
District wide: 54% EL's: 49% LTEL's: 50% African American: 48%	District wide: 57% EL's: 54% LTEL's: 52% African American: 35%	District wide: 60.7 % EL's: 60.8% LTEL's: 58.3 African American: 63.8%	District wide: 66% EL's: 59% LTEL's: 62% African American: 60%



i-Ready Assessment Local Data

Goal: 4% growth each year

From Baseline

From Spring 24-25

DW: +10.4
EL: +15.7
LTELs: +8.3
AA: -15

DW: +9.4
EL: +14.7
LTELs: +9.3
AA: -10

i-Ready Math Growth

2023-2024 Spring	2024-2025 Spring	2025-2026 Winter	2026-2027 Goal
District wide: 46% EL's: 42% LTEL's: 47% African American: 50%	District wide: 47% EL's: 43% LTEL's: 46% African American: 45%	District wide: 56.4% EL's: 57.7% LTEL's: 55.3% African American: 35%	District wide: 58% EL's: 54% LTEL's: 57% African American: 64%

CAASPP Assessment

Goals: District: 4.8%
 EL 4.91 %
 LTEL: 5.7%
 AA: decrease of 4.7%
 SWD: decrease of 4.8%

ELA Data		
2023-2024 Baseline	2024-2025 Year 1	2026-2027 Goal
District wide: 45.2% EL's: 5.3% LTEL's: 1.2% African American: 32% SWD: 16.4%	District wide: 48.8 % EL's: 8.8% LTEL's: 5.3% African American: 32% SWD: 16.5%	District wide: 59.7% EL's: 20% LTEL's: 18.3% African American: 46.1% SWD: 31%

CAASPP Assessment

Goal: District: 2.94%
 EL : 2.94 %
 LTEL: 4%
 AA: 2.6%
 SWD: 2.9%

Mathematics Data		
2023-2024 Baseline	2024-2025 Year 1	2026-2027 Goal
District wide: 37.2% EL's: 7.2% LTEL's: 0% African American: 25% SWD: 14.3%	District wide: 37.6% EL's: 7.2% LTEL's: 3.0% African American: 19.3% SWD: 12.9%	District wide: 46% EL's: 16% LTEL's: 12% African American: 33% SWD: 23%

CAASPP Assessment

District: 4%
 EL: 4%
 LTEL: 4%
 AA: 4 %
 SWD: 3.7%

Science Data		
2023-2024	2024-2025	2026-2027 Goal
Baseline		
District wide: 31.2% EL's: 0.3% LTEL's: 0% African American: 11% SWD: 12.2%	District wide: 33.7% EL's: 1.5% LTEL's: 0% African American: N/A SWD: 12.1%	District wide: 43.2% EL's: 12% LTEL's: 12% African American: 23% SWD: 23.4%

Reading and Math Support

Link for data is only from September 2025- January 2026:

Type of Intervention	# students
Reading Intervention Students	395
Air Reading/ CAP Tutoring in Reading	115
CAP Tutoring in Math	34

Note:

- Teacher small group afterschool tutoring for Math and Reading just started in January.
- Air Reading second group will begin in February and end in May.
- Reading Intervention students continue to change as students are exited at the site level

Goal 3 District Focus For 25/26

Professional Development

California Reading Literacy Project (CRLP) focus was on reading comprehension for 3-5, and 6-8 Science and Social Studies Teachers.

Expository Reading and Writing Curriculum training for middle school language arts teachers

6-8 Illustrative Math training for new adoption.

Common assessments in both Reading and Math are implemented district wide.

Four professional development days with Solution Tree for administrators and site leads to support Professional Learning Community work this school year.

Professional Learning Communities had a built in calendar for the school year with additional minimum days to provide staff additional time to continue analyzing their students data and plan for new assessments.



Goal 3 District Focus For 25/26

English Language Arts (Benchmark Adelante Curriculum)	Focus for K-8 will be Reading Comprehension K-2: Benchmark focus 3-5: (CRLP)California Reading Literacy Project 6-8 Science/ Social Studies: CRLP Middle Language Arts: Expository Creative Reading and Writing
Mathematics (Illustrative Mathematics)	K-5: Continue with implementation and focus on formative and summative assessments on all chapters. Middle School: Training for Illustrative Mathematics
Science (FOSS)	4th and 5th grade training on FOSS in August
PILOT	Taft and Garfield Piloted the new Benchmark Adelante version
New PILOT	Dedicated Planning weekly planning at Taft for 3-5

Goal 3 District Focus For 25/26

Personnel	District TOSAs continue Coaching support at school sites Instructional Assistant at Hoover, Garfield, Taft, and Roosevelt Two Guest Teachers to provide release time for planning for McKinley and Hoover Reading Intervention Teachers at Roosevelt, Taft, Garfield, Hoover, Orion, Adelante, Henry Ford, Clifford Music Teachers: for K-5 students at Roosevelt, Taft, Orion, Adelante Selby, and Hoover
Expanded Learning	Tutoring (ongoing through the year) Summer School (2025) approximately 400 students attended
Technology Apps and Assessments	I-Ready Diagnostic Assessment and ELA lessons Book Creator, Brain Pop, Learning A-Z (K-3), Newsela (3-8), Literably, Read/Write for chrome, Typing Club 2-3, Flocabulary, Reflex and Frax (2-8), Khan Kids (K-1), and online License for Heggerty

Key Take Aways 25/26

- **Suspensions are significantly reduced** across nearly all student groups, indicating effective MTSS, PBIS, and restorative practices.
- **Attendance is improving districtwide**, with notable gains for English Learners, LTELs, Foster Youth, and Students with Disabilities.
- **Chronic absenteeism is decreasing** overall and for most subgroups, showing positive impact from outreach.
- **Academic growth on i-Ready exceeds the 4% expected target** in both ELA and Math, especially for English Learners and LTELs.
- **ELPAC progress, reclassification rates, and LTEL reduction** are trending in the right direction, reflecting stronger ELD and integrated instruction.

Areas of Focus for 25/26 and 26/27

- **African American student outcomes** show continued challenges in attendance and math achievement, requiring more targeted and differentiated supports.
- **Homeless students' chronic absenteeism continues to be a focus as it is a small group of students.**
- **State assessment (CAASPP) gains lag behind local measures,** reinforcing the need for sustained instructional focus and time for full implementation.
- **Implementation consistency varies by site,** which impacts the pace of progress toward 2027 goals.

Areas of Focus for 25/26 and 26/27

What we need to do to close equity gap?

Prioritizing, intensifying, and monitoring the students with the greatest need.

- **Earlier, targeted support** for students most at risk (African American students, Students with Disabilities, Homeless Youth, LTELs).
- **Increased instructional time** in literacy and math where gaps are largest.
- **Consistent use of high-impact practices** (reading comprehension routines, integrated ELD, formative assessment).
- **Stronger coaching and accountability** to ensure strategies are implemented with fidelity across all sites.
- **More frequent progress monitoring** so adjustments are made during the year—not after.

QUESTIONS