

Local Control Accountability Plan (LCAP) **REPORT**

June 17, 2026

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What is the LCAP?

The LCAP is a **three-year plan** that describes goals, actions, services, and expenditures to support positive student outcomes. It allows local educational agencies (LEAs) to share how and why programs are selected to meet local needs.

LCAP Implementation Timeline



Planning

Developed in Spring 2024 and adopted in June 2024.

Year 1

2024 - 2025

Review of data and updates for the new school year.

Year 2

2025 - 2026

Full implementation begins in August 2025.

Year 3

2026 - 2027


Cycle completion and development of the new LCAP.

Our Purpose

The LCAP Mission

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

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>	

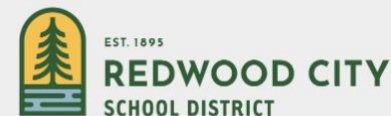
ATSI: Additional Targeted Support and Improvement

Unduplicated Pupils 2025/2026

School	Total Enrollment 25/26	Free & Reduced 24/25	Foster 25/26	Homeless 25/26	Migrant 25/26	Unduplicated pupils + F&R 25/26	English Learners 25/26	Total Unduplicated Pupils/ FR/ EL/PM	% 25/26 Percentage
North Star	551	28	0	2	0	45	7	49	8.89%
Roy Cloud	667	82	0	3	0	106	39	115	17.24%
Orion	548	112	0	16	0	126	60	135	24.64%
Clifford	663	274	0	27	2	293	131	311	46.91%
Adelante Selby	625	350	1	28	4	371	214	395	63.20%
Henry Ford	449	262	1	19	1	271	133	287	63.92%
Kennedy	776	506	1	46	2	531	183	553	71.26%
Roosevelt	345	224	0	30	1	239	134	248	71.88%
McKinley	409	347	0	44	4	369	171	379	92.67%
Taft	319	271	0	36	0	288	189	298	93.42%
Garfield	262	237	0	59	4	248	196	252	96.18%
Hoover	648	605	6	97	3	621	417	628	96.91%
Total	6276	3298	8	407	21	3512	1876	3655	58.24%

Unduplicated Pupils decrease from 25/26

- Adelante 1.8%
- Clifford 5 %
- Garfield 0.8%
- Henry Ford 6 %
- Kennedy 2%
- McKinley 0.3%
- NSA 0.1%
- Orion 7.3%
- Roy Cloud 1%
- Taft 3.5%
- District 3.7





Goal 1: Student Well-being & Engagement

Social-Emotional Support (MTSS)

By June 2027, every student in the RCSD will receive appropriate social-emotional support in an inclusive environment through the Multi-Tiered Systems of Support (MTSS) framework.

Chronic Absenteeism: Reduce by 3% annually LEA-wide, with a focus on African American students and English learners at Clifford and Henry Ford.

Attendance Rate: Target an improvement of 2% each year across all student groups.

Suspensions: Reduce by 0.5% annually for SED, ELs, and Homeless groups; and by 1% annually for African Americans, Students with Disabilities, and LTELs.

Attendance Rate

2023-2024 Baseline	2024-2025	2025-2026	2026-2027 Goal
District: 93.3%	District: 93.7 %	District: 94.5%	District: 99.7 %
EL: 92.5%	EL: 92.2%	EL: 93.2%	EL: 97.3%
LTEL: 93.6%	LTEL: 88.8%	LTEL: 90.8%	LTEL: 99.4%
Homelessness: 91.6%	Homelessness: 92%	Homelessness: 92.8%	Homelessness: 97.6%
Foster: 89.7%	Foster: 87.9%	Foster: 94.4%	Foster: 96.4%
SED: 93%	SED: 92.4%	SED: 93.3%	SED: 99%
SWD: 92.1%	SWD: 91.6%	SWD: 92.6%	SWD: 98.1%
AA: 92.1%	AA: 91.0%	AA: 90%	AA: 97.7%

Trend from
Baseline

District: +0.6%
 EL: +0.7%
 LTEL: -2.8%
 Homeless: +1.2%
 Foster: +5.3%
 SED: +0.3%
 SWD: +0.5%
 AA: -2.1%



Chronic Absenteeism

Goal: 3% decrease

2023-2024 Baseline	2024-2025	2025-2026	2026-2027 Goal
District: 18.4%	District: 17.5%	<i>District: 13.4%</i>	District: 9.9%
EL: 26.2%	EL: 24.7%	<i>EL: 19.5%</i>	EL: 17.6%
LTEL: 24.2%	LTEL: 36.9%	<i>LTEL: 30.9%</i>	LTEL: 11.5%
Homelessness: 34.7%	Homelessness: 26.5%	<i>Homelessness: 20.8%</i>	Homelessness: 21.4%
Foster: 50%	Foster: 33.3%	<i>Foster: 14.3%</i>	Foster: 24.3%
SED: 24.8%	SED: 24.2	<i>SED: 19%</i>	SED: 14.8%
SWD: 25.9%	SWD: 28.5%	<i>SWD: 21.8%</i>	SWD: 17.1%
AA: 35%	AA: 36.4%	<i>AA: 30%</i>	AA: 26%

Trends from
baseline

District: -4.9%

EL:-6.9%

LTEL:+10.2%

Homeless:-9.6

Foster: -35.7%

SED:-5%

SWD: -3.6%

AA: -5%

Dashboard Red Indicators to monitor for attendance: June 6, 2025

Students with Disabilities: Chronically Absent				
	2022-2023	2023-2024	2024-2025	2025-2026
No Absence issues	37.14% (283 students)	52.29% (376 students)	55.28 (468 students)	45.62% (531 students)
Trending Chronic	19.29% (147 students)	19.46% (173 students)	20.72% (219 students)	21.99% (256 students)
Nearly Chronic	14.57% (111 students)	13.5% (120 students)	11.64% (123 students)	13.57% (158 students)
Chronically Absent	29.00% (221 students)	24.75% (220 students)	23.37% (247 students)	18.81% (219 students)

Note: Student numbers from 2022-2023 are only current active students in the system

Suspensions

Goal: Reduce 0.5% District, SED, EL, Homeless etc.
AA: reduce 1%

2023-2024 Baseline	2024-2025	2025-2026	2026-2027 Goal
District 2.5%	District: 1.1%	District: 1.4%	District: 0.2%
EL: 3.6%	EL: 1.6%	EL: 2.6%	EL: 0.7%
LTEL: 13.3%	LTEL: 7%	LTEL: 8.1%	LTEL: 3.0%
Homelessness: 4.8%	Homelessness: 2%	Homelessness: 2.6%	Homelessness: 0%
Foster: 0%	Foster: 0%	Foster: 0%	Foster: 0%
SED: 3.6%	SED: 1.6%	SED: 2%	SED: 0.8%
SWD: 4.3%	SWD: 1.9%	SWD: 3%	SWD: 0.8%
AA: 5%	AA:0%	AA: 3.2%	AA:3%

Trends from
baseline

District: -1.1%

EL:-1%

LTEL:-5.2%

Homeless:-2.2%

SED:-1.6%

SWD: -1.3%

AA: 1.8%

Local Indicator - Priority #6

School Climate - Elementary

2024-2025 (CHKS Spring Survey)

Grade 4-5

School Engagement and Supports

- Academic Motivation: 84%
- Caring adult relationships: 72%
- School connectedness: 74%

School Safety and Cyberbullying

- Perceived safety at school: 80%
- Cyberbullying: 26%

2025-2026 (CHKs Winter Survey)

Grade 4-5

School Engagement and Supports

- Academic Motivation: 85%
- Caring adult relationships: 74%
- School connectedness: 78%

School Safety and Cyberbullying

- Perceived safety at school: 84%
- Cyberbullying: 23%

Local Indicator - State Priority #6

School Climate - Middle school

2024-2025 (CHKS Spring Survey)

Grade 6-8

School Engagement and Supports

- Academic Motivation: 63%
- Caring adult relationships: 62%
- School connectedness: 57%

School Safety and Cyberbullying

- Perceived safety at school: 58%
- Cyberbullying: 25%

2025-2026 (CHKS Winter Survey)

Grade 6-8

School Engagement and Supports

- Academic Motivation: 68%
- Caring adult relationships: 65%
- School connectedness: 64%

School Safety and Cyberbullying

- Perceived safety at school: 69%
- Cyberbullying: 25%

District Focus for 25/26 for Goal 1

Community School Supports	Mental Health Supports	Alternative Education
<ul style="list-style-type: none"> ● 388 students in tutoring services ● 1,126 students received backpacks and school supplies ● 514 families received holiday assistance ● 5,777 households received food distributions ● 564 transportation passes were provided ● 672 referrals were made to community-based services ● 3,338 resources were distributed to students and families 	<ul style="list-style-type: none"> ● 594 individual counseling sessions ● 225 students participating in group counseling ● 3,408 student check-ins ● 161 crisis interventions 	<ul style="list-style-type: none"> ● Total of 12 students attend the alternative program ● Range of attendance was from 18%- 87% ● All students worked with Wellness Counselor or Social Emotional Learning ● Parents met weekly with the Wellness Counselor ● Students attended online and in person ● Attendance range was from

District Takeaways: Goal 1 (Attendance) 25/26

More students are attending school regularly, and fewer students are chronically absent, resulting in stronger opportunities for academic success and student well-being.

The following systems are in place to support students:

- ✓ Attendance monitoring and early intervention systems
- ✓ Community Schools and Family Center supports
- ✓ Family outreach and engagement efforts
- ✓ Mental health and wellness services
- ✓ MTSS teams and student support structures
- ✓ Expanded learning opportunities and tutoring
- ✓ Strong partnerships between schools, students, and families

District Next Steps for to Address Attendance

26/27

GOAL: To improve attendance, strengthen engagement, and reduce barriers to learning.

Priority Students

- African American
- Long-Term English Learners (LTELs)
- Students with Disabilities (SWD)
- Students experiencing homelessness
- Foster youth

Intervention Strategies

The district will also continue utilizing attendance data reviews,

- Student Success Team meetings
- School Attendance Review processes
- Home-school communication
- Wraparound services to maintain strong connections to school

District Takeaways: Goal 1 (Suspension)

The district's low suspension rates suggest that several proactive systems and supports are positively impacting student behavior and school climate.

- ✓ Implementation of PBIS (Positive Behavioral Interventions and Supports) across school sites.
- ✓ Increased use of restorative practices to address conflict and repair relationships.
- ✓ Community School supports that address student and family needs before behaviors escalate.
- ✓ Mental health counseling, wellness services, and social-emotional learning supports.
- ✓ MTSS structures that identify and support students early.
- ✓ Student Success Team (SST) meetings and coordinated intervention planning.
- ✓ Increased family communication and engagement around student behavior.
- ✓ Expanded learning and enrichment opportunities that strengthen student connectedness.
- ✓ Consistent monitoring of behavior data to identify trends and provide targeted interventions.

District Next Steps to Address Attendance 26/27

GOAL: To continue to maintain low suspension rates while reducing disproportionately among student groups through prevention, intervention, relationship-centered practices and comprehensive student supports.

Priority Student Groups

- Long-Term English Learners (8.1%)
- African American Students (3.2%)
- Students with Disabilities (3.0%)
- English Learners (2.6%)
- Students Experiencing Homelessness (2.6%)

Targeted Practices to Implement

- Expand restorative practices and restorative circles as alternatives to exclusionary discipline.
- Provide targeted interventions and mentoring for student groups with higher suspension rates.
- Strengthen behavior data review processes to identify students needing early intervention.
- Monitor discipline outcomes by student group to ensure equitable practices and reduce disproportionality.
- Increase social-emotional and behavioral supports through MTSS.

Goal 2: English Learner Progress

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.



Reclassification Rate

20% Target

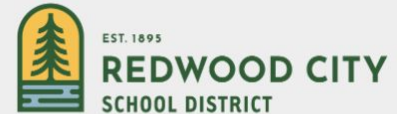
Increase overall reclassification rate.



Long Term English Learners

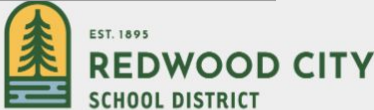
10% Target

Decrease the percentage of LTEL students.



Summative ELPAC

2023-2024	2024-2025	2025-2026 (97% scores released)
Gr 2-8 ELs making 1 year progress: 38.7%	Gr 2-8 ELs making 1 year progress: 41.6 %	Gr 2-8 ELs making 1 year progress: 41.9 %
Sum ELPAC Levels (All) Level 4: 9.7% Level 3: 28.4% Level 2: 30.3% Level 1: 31.6%	Sum ELPAC Levels (All) Level 4: 13% Level 3: 27.8% Level 2: 29.3% Level 1: 29.9%	Summative ELPAC (All) Level 4: 13.7% Level 3: 30.6% Level 2: 30% Level 1: 25.7%



Goal 2

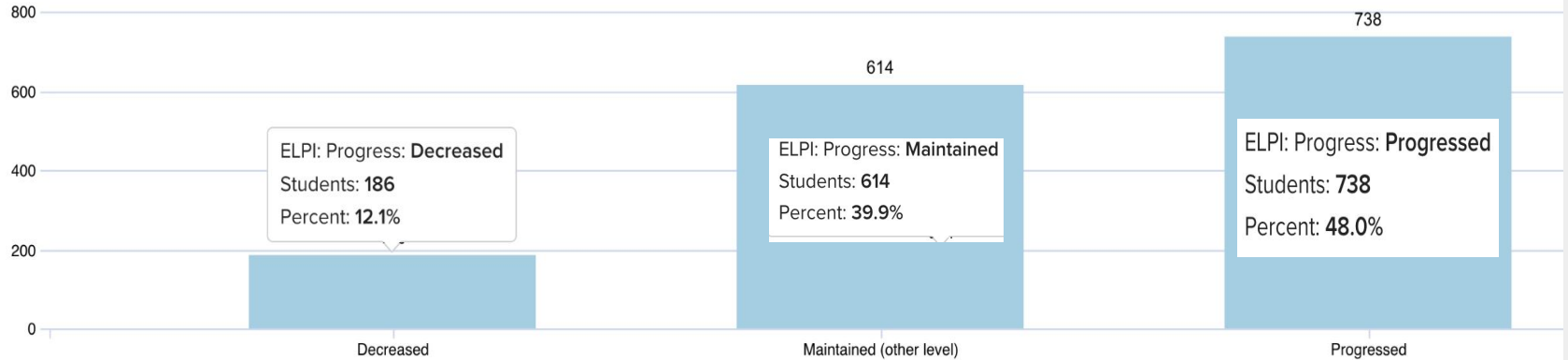
ELPAC: 5.6% growth each year
Reclassification:

	2023-2024 Baseline	2024-2025	2025-2026 <i>(97% scores released)</i>	2026-2027 Goal
ELPAC (level growth)	38.7%	41.6%	41.9%	55%
Reclassification rate	15.3%	16.5% (355 RFEPs)	13.6% (257 pending RFEPs)	20%
Long Term English Learner	26%	12% (246 LTELs)	11% (188 LTELs)	10%

ELPI - English Learner Performance Indicator for Summative ELPAC

ELPI Progress

Shows whether students progressed, decreased, maintained a top score, or maintained another score on the most recent two ELPAC tests

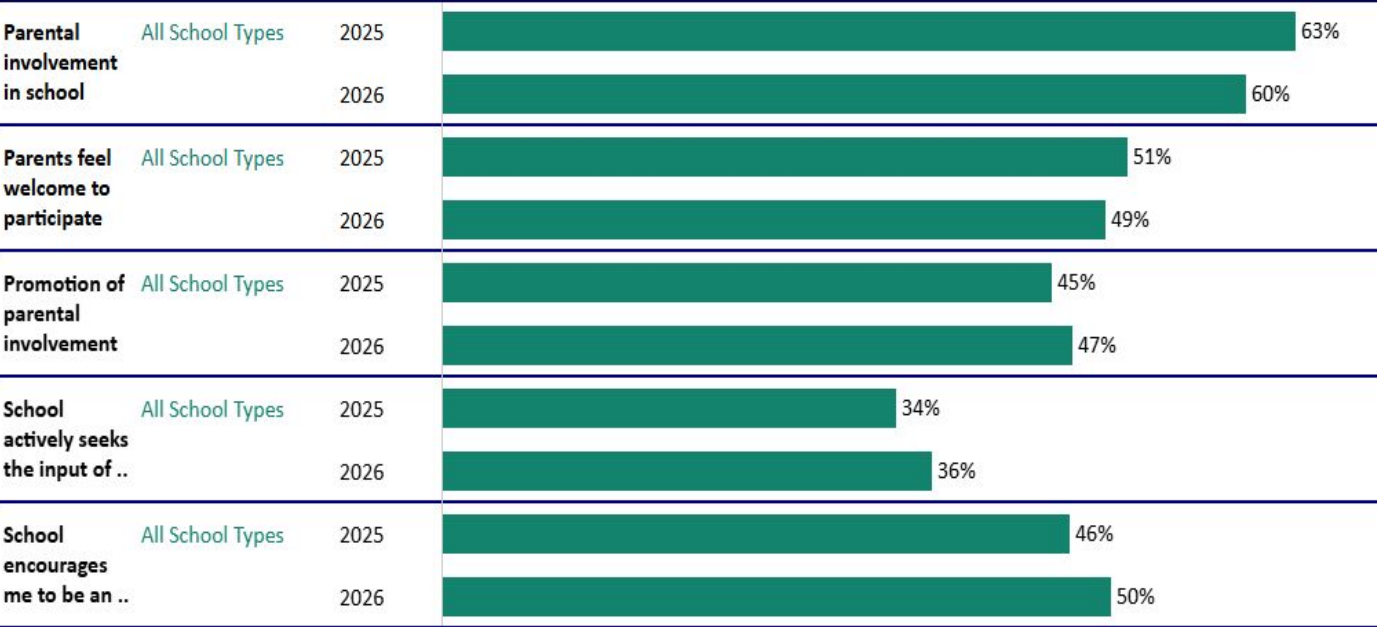


Local Indicator Priority #3

Parent Engagement

District: Redwood City Elementary

Parental Involvement | Results by: All Parents

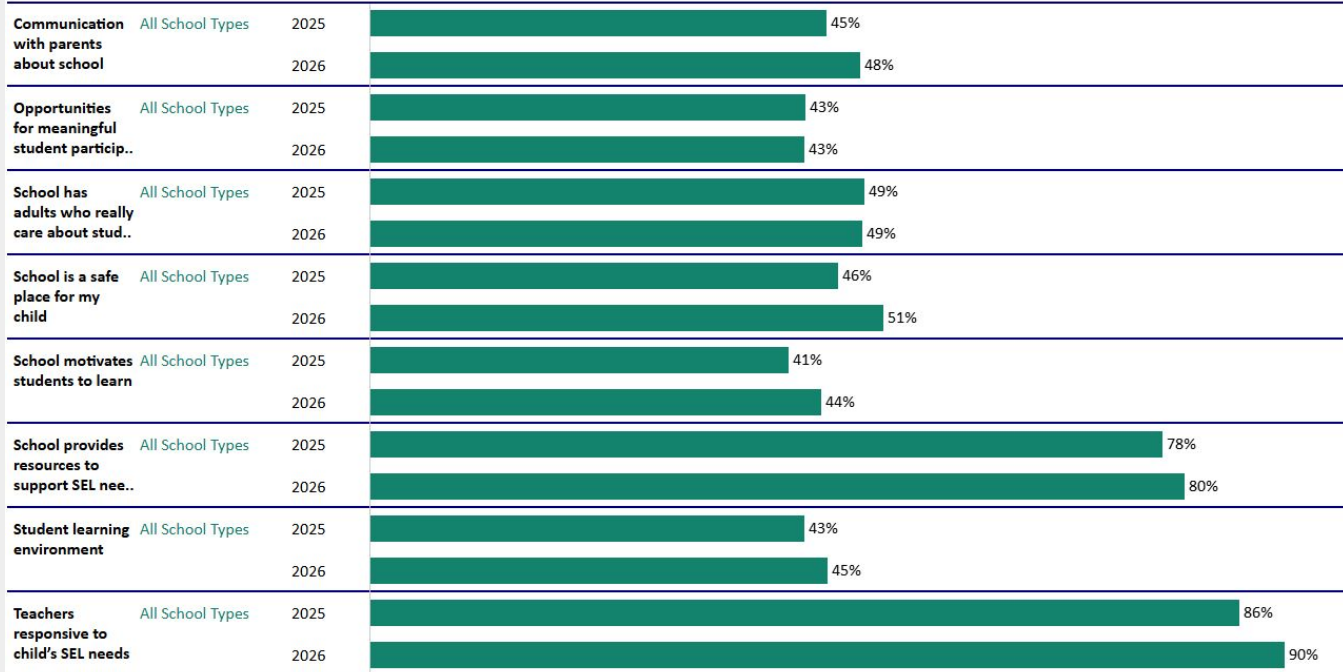


Local Indicator Priority #3

Parent Engagement (continue)

District: Redwood City Elementary

School Supports for Students | Results by: All Parents



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT

DELAC Parent Engagement 2025-26

School Site	Number of times a Rep. was in Attendance: meaning at least one parent representative from that school site must be present at each delac meeting	Total DELAC Meetings	Attendance rate for 25-26
Adelante	9	9	100%
Garfield	9	9	100%
Hoover	9	9	100%
Clifford	7	9	78%
Kennedy	7	9	78%
MIT	6	9	67%
Henry Ford	5	9	56%
Taft	5	9	56%
Orion	4	9	44%
Roosevelt	0	9	0%



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT

District Takeaways for 25/26

RCSD continues to prioritize English Learners, recognizing the ongoing support needed to accelerate language development and academic achievement.

Professional Development

- **EL Roadmap & ELA/ELD Framework:** Administrator-focused training with renewed emphasis on English Learner instruction.
- **Admin Walkthroughs:** Administrators participated in instructional rounds at different sites to build program alignment shared understanding among all principals.
- **Mini-Observations:** Principals provided feedback on EL instructional strategies aligned to learning and focus from the EL Roadmap.
- **SUMMIT Assessment:** New tool administered by Middle School ELD teachers. Results were mixed — took more time than anticipated.
- **Integrated ELD Coaching:** Ongoing at Roosevelt, Hoover & McKinley.

District Takeaways for 25/26 continued

Personnel

- **Newcomer Teachers and Instructional Assistants:** Hoover, McKinley, Kennedy
 - Less newcomer students this year
- **Part-Time Newcomer Support:** Taft, Roosevelt, Garfield, Clifford

Monitoring and Assessment

- **ELD Benchmark Assessments:** Fall and Winter assessments for grades 1-8.
- **Ellevation Platform:** Used to monitor all students identified as English Learners.
- **Dually Identified Students:** Ongoing collaboration with Special Education and Stanford partnership to meet EL/SpEd needs.
- **Teacher PD:** Integrated ELD & Roadmap training for teachers across all sites.
- **OPTEL Introduction:** Observation Protocol for Teachers of English Learners implemented for Reclassification.

Next steps for 2026-27

The following priorities reflect RCSD's continued commitment to accelerating outcomes for English Learners in the coming year

Professional Development

District-wide D-ELD PD (ongoing): New resource rollout with task type alignment in curriculum to mirror ELPAC question formats.

Administrator coaching and instructional support staff: Continue coaching in both D-ELD and I-ELD.

Mini-Observations: Principals will continue to provide feedback on EL instructional strategies aligned to the EL Roadmap.

Site Integrated ELD coaching at: MIT, Hoover, Roosevelt (continuing) and Clifford (new site added).

Personnel

Newcomer Teachers and Instructional Assistants: Staffing adjusted due to decreased enrollment; shifting to a push-in bilingual support model.

Next steps for 2026-27

Monitoring and Assessment


- **ELD Benchmark Assessments:** Continue Fall and Winter assessments for grades 1-8.
- **Ellevation Platform:** Continue to monitor all students identified as English Learners.
- **Dually Identified Students:** Ongoing collaboration with Special Education and Stanford partnership to meet EL/SpEd needs.
- **OPTEL Introduction:** Introduce in August and train ELD teachers on the Observation Protocol for Teachers of English Learners two times a year.

Parent Engagement

- Engage English Learner families in understanding their child's language development by reviewing ELPAC results during September conferences and discussing strategies to support academic and linguistic growth.
- Expand family engagement opportunities for English Learner parents through collaboration with the Parent Institute for Quality Education (PIQE) at Hoover, MIT, and Clifford, building parent capacity to support student learning and advocate for educational success.

Goal 3

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

English learner students in grades 3-8 will increase in meeting or exceeding  the standard on the CAASPP:

- ELA: increase to **20%**
- Math: increase to **16%**



i-Ready Assessment Local Data

Goal: 4% growth

i-Ready Reading Growth			
2023-2024 Spring - Baseline	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

i-Ready Math Growth			
2023-2024 Spring - Baseline	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

ELA Data

LCAP goal: English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

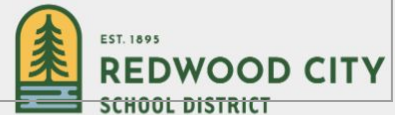
2023-2024 Baseline	2024-2025	2025-2026 As of 6/5/2026 75% release	2026-2027 Goal
<p>District wide: 45.2%</p> <p>EL's: 5.3%</p> <p>LTEL's: 1.2%</p> <p>African American: 32%</p> <p>SWD: 16.4%</p>	<p>District wide: 49.2%</p> <p>EL's: 8.8%</p> <p>LTEL's: 3.4%</p> <p>African American: 26.3%</p> <p>SWD: 16.1%</p>	<p>District wide: 53.3%</p> <p>EL's: 6.8%</p> <p>LTEL's: 5.3%</p> <p>African American: 37.5%</p> <p>SWD: 17.6%</p>	<p>District wide: 59.7%</p> <p>EL's: 20%</p> <p>LTEL's: 18.3%</p> <p>African American: 46.1%</p> <p>SWD: 31%</p>

CAASPP Assessment

Math Data

LCAP goal: English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

2023-2024 Baseline	2024-2025	2025-2026 As of 6/5/26 97% release	2026-2027 Goal
<p>District wide: 37.2%</p> <p>EL's: 7.2%</p> <p>LTEL's: 0%</p> <p>African American: 25%</p> <p>SWD: 14.3%</p>	<p>District wide: 39.6%</p> <p>EL's: 7.2%</p> <p>LTEL's: 0.4%</p> <p>African American: 15.8%</p> <p>SWD: 15.1%</p>	<p>District wide: 43.7%</p> <p>EL's : 2.6%</p> <p>LTEL's: 3.1%</p> <p>African American: 26.3%</p> <p>SWD: 14.9%</p>	<p>District wide: 46%</p> <p>EL's: 16%</p> <p>LTEL's: 12%</p> <p>African American: 33%</p> <p>SWD: 23%</p>



CAASPP Assessment

Science Data			
2023-2024 Baseline	2024-2025	2025-2026 As of 6/5/26 96% release	2026-2027 Goal
District wide: 31.2% EL's: 0% LTEL's: 0% African American: 11% SWD: 12.2%	District wide: 33% EL's: 1.5% LTEL's: 0% African American: 10% SWD: 12.1%	District wide: 38% EL's : 9.5% LTEL's: 3.5% African American: 0% SWD: 11.1%	District wide: 43.2% EL's: 12% LTEL's: 12% African American: 23% SWD: 23.4%

Local Indicator Priority # 1

Basic Services

Standard

Local Education Agency (LEA) annually measures its progress in meeting the Williams settlement requirements at **100%** at all school sites and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

Reflection Tool

Williams Audit

(Sufficient curriculum materials, facilities in good repair)

Local Indicator Priority # 2

Implementation of State Academic Standards

Standard

Local Education Agency (LEA) measures its progress implementing state academic standards.

Overall Score

3 - Initial Implementation

Self-Reflection Tool

District credentialed staff survey

(55 participants)

[Staff survey - score tally](#)

Local Indicator Priority # 7

Broad Course of Study

Standard

Students have access to standards-aligned core academic subjects, as well as enrichment, visual and performing arts, STEM, leadership, technology, and elective opportunities. The district also monitors enrollment in intervention, EL support, and Sped programs to ensure that unduplicated pupils and students with exceptional needs have access to both required services and the broader educational program. Annual master schedule reviews help verify equitable access to academic, enrichment, and support programs across grade spans and student groups.

Reflection Tool

Review of Master schedules and attendance in district SIS

Goal 3 District Takeaways for 25/26

Implementation for this school year resulted in:

Strengthened Literacy Framework

- Continued implementation of Benchmark Adelante curriculum (K–8).
- Increased focus on reading comprehension as a priority.
- Strong Tier 1 instruction contributed to ELA gains.

Targeted Professional Learning

- CRLP partnership supported literacy in grades 3–5.
- Coaching strengthened comprehension across content areas.
- Middle school implementation of ERWC strategies.

Data-Driven Instruction

- Regular benchmark assessments and data analysis cycles.
- PLC collaboration supported instructional planning and interventions.

Targeted Student Supports

- Reading intervention and additional support for below grade level.
- Focused support for ELs, LTELs, and SWDs.

Next Steps for 2026–2027

English Language Arts • Districtwide Focus: Reading Comprehension

K–2

- Continue strengthening implementation of Benchmark Adelante.
- Focus on foundational literacy skills and early reading comprehension.

Grades 3–5

- Continue partnership with CRLP.
- Expand instructional practices that support close reading, vocabulary development, and academic discourse.

Grades 6–8

- Continue implementation of CRLP strategies within Science and Social Studies.
- Strengthen Expository Reading and Writing practices to improve comprehension of complex texts and evidence-based writing.

Next Steps for 2026–2027

Mathematics • Illustrative Mathematics

K–5

- Continue curriculum implementation with increased emphasis on formative and summative assessments.
- Provide dedicated planning time for teachers to review lesson planning and
- Utilize assessment data to monitor student understanding and guide intervention.

Middle School

- Provide additional professional development and coaching focused on Illustrative Mathematics implementation.
- Strengthen mathematical discourse, problem-solving, and conceptual understanding.

Next Steps for 2026–2027

Areas of Continued Focus

While districtwide performance remains strong, targeted efforts will continue to support these key student populations:

6.8%

English Learners

5.3%

Long-Term English
Learners

17.6%

Students with Disabilities

37.5%

African American
Students

Through continued investment in high-quality curriculum, professional learning, instructional coaching, collaborative planning, and targeted interventions, RCSD will focus on accelerating achievement, closing opportunity gaps, and increasing the number of students meeting or exceeding grade-level standards.

QUESTIONS