EST. 1895
REDWOOD CITY
SCHOOL DISTRICT

OUR YEAR TOGETHER

RCSD 2025-26 Community Report



Photo credit: Jane Garrino

750 Bradford Street Redwood City, CA 94063 rcsdk8.net

GOVERNANCE & LEADERSHIP

Our Board of Trustees

The Redwood City School District (RCSD) Board of Trustees serves as the governing body of the school district, providing oversight, setting policy, and ensuring every student has access to a high-quality education. Trustees are elected by voters in each of five trustee areas and serve four-year terms.



David Weekly
Board President
Trustee Area II



Cecilia Márquez
Vice President
Trustee Area V



Jennifer Ng Kwing King
Trustee Area I



David Li
Trustee Area III



Mike Wells
Trustee Area IV

Board meetings are held the 2nd and 4th Wednesday of each month at 7:00 p.m. RCSD District Office and a virtual option · 750 Bradford Street, Redwood City · rcsdk8.net

OUR VISION, MISSION, AND VALUES

Who We Are

Our Vision

RCSD will be a thriving, dynamic, innovative, and nurturing community where each student realizes their unique gifts and strengths to achieve high intellectual performances for personal and academic success.

Our Mission

RCSD creates a safe and supportive, inspirational and rigorous, joyful and inclusive environment for all learners.

Our Values

RCSD has a collective responsibility to achieve our vision through a commitment to these values:

Innovation

Analyze systemic practices through an equity consciousness lens that dismantles barriers to student learning and well-being.

Equity

Instill passion in learning emphasizing student strengths for all learners: all abilities, ethnicities, LGBTQ+ youth, and multilingual learners.

Partnerships

Build family and community partnerships for student success.

Student Voice

Encourage students' bravery, voice and leadership.

Engagement

Offer opportunities and access to joyful, rigorous, and enriching instruction and resources.

OUR LEARNER FRAMEWORK

21st Century Education

The Learner Framework, woven into the fabric of daily lessons, equips RCSD students with tools and traits that foster lifelong success.

As they guide instruction, RCSD teachers create engaging and empowering classroom conditions that tap student curiosity, provide choice in demonstrating skill sets, promote creative thought, and elevate student voice and interaction. These student-centered strategies are designed to meet the diversity of all students' needs and to accelerate learning.

This framework, rooted in RCSD's mission and vision, focuses on ensuring that all students are prepared to be Empowered Learners, Knowledge Constructors, Effective Collaborators, and Creative Communicators. Building upon these characteristics serves students at school and well into their futures as the next generation of difference makers and problem solvers.

1

Empowered Learners

Understand different ways to gain knowledge and skills, actively manage their own learning, and see mistakes as opportunities to grow.

2

Knowledge Constructors

Curious learners who question, evaluate, and select information, building understanding through research and multiple perspectives.

3

Effective Collaborators

Deepen learning by working as part of a team, engaging with multiple viewpoints and listening to the voices of others.

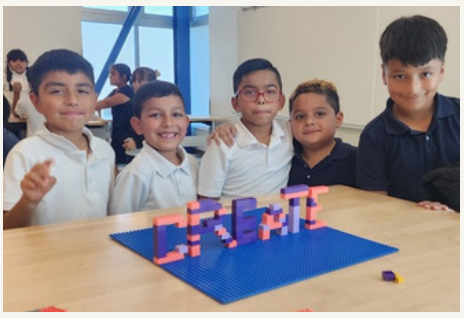
4

Creative Communicators

Use a variety of tools and skills to share thoughts, ideas, and perspectives with their unique voice and understanding.









Goal 1:
Student Well-Being & Engagement

Goal 2:
English Learner Success

Goal 3:
Academic Achievement

FROM PLAN TO PROGRESS

Local Control Accountability Plan (LCAP)

As Redwood City School District (RCSD) enters the final year of its current LCAP cycle, the district is reporting encouraging progress in attendance, student engagement, English Learner success, and academic achievement.

What Is the LCAP?

California's Local Control and Accountability Plan is a required three-year roadmap that outlines how school districts invest state funding to improve student outcomes. Each district establishes goals aligned with state priorities and reports annually on progress toward meeting those goals. The LCAP also serves as a key accountability tool, helping districts measure results, engage stakeholders, and identify areas for continuous improvement.

Why It Matters to Families?

For families and community members, the LCAP is more than a planning document — it's a public commitment.
It shows how resources are being invested to support students and how RCSD is measuring the effectiveness of those investments. This year's update shows meaningful progress across all three goals: attendance is up, chronic absenteeism is down, English Learners continue making gains, and student academic achievement is improving.

RCSD's LCAP Focuses on Three Goals

Goal 1

Student Well-Being & Engagement

Supporting attendance, school climate, social-emotional wellness, and the community systems that help every student feel safe and ready to learn.

Goal 2

English Learner Success

Improving English proficiency, increasing reclassification rates, and reducing Long-Term English Learners through coordinated language development and family partnership.

Goal 3

Academic Achievement

Strengthening reading, mathematics, and science outcomes for all students through evidence-based curriculum, instructional coaching, and data-driven supports.

Goal 1 Supporting Student Well-Being and Engagement

FROM PLAN TO PROGRESS · LCAP GOAL 1 · PAGE 1 OF 2

RCSD's Commitment by 2027

RCSD is committed to increasing attendance, reducing chronic absenteeism by 3% annually, and maintaining safe and supportive learning environments for all students. One of the district's primary strategies is the continued implementation of Multi-Tiered Systems of Support (MTSS). This proactive framework helps schools identify and respond to students' academic, behavioral, and social-emotional needs before challenges become barriers to success.

What is Chronic Absenteeism?

A student is chronically absent when they miss 10% or more of the school year for any reason, including excused and unexcused absences.

Research consistently shows that students who attend school regularly are more likely to succeed academically and remain connected to their school community. Improvements were seen across English Learners, students experiencing homelessness, foster youth, socioeconomically disadvantaged students, and students with disabilities.

Progress Made in 2025-26

94.5%	13.4%	1.4%	↑
Attendance Rate	**Chronic Absenteeism**	**Suspension Rate**	**School Climate**
↑ up from 93.7%	↓ down from 17.5%	↓ below 2.0% baseline	connectedness & safety improved

School climate data also showed positive trends. Elementary and middle school students reported stronger feelings of school connectedness, improved relationships with caring adults, and increased perceptions of safety at school.

What's Next in Goal 1

During 2026-27, RCSD will continue focusing on attendance and engagement, particularly for student groups that continue to experience attendance challenges. The district plans to expand attendance monitoring, strengthen family outreach, continue Student Success Team meetings, and provide wraparound supports that help remove barriers to learning. Mental health services, community school supports, restorative practices, and MTSS interventions will remain central components of this work.

Goal 1 Supporting Student Well-Being and Engagement

Community Supports & Wellness Services

Behind every attendance improvement is a network of supports. RCSD's community schools model, wellness services, food distribution program, counseling, and tutoring help remove barriers so students can show up, stay engaged, and thrive.

5,777 Households Participated in Food Distributions	**1,126** Students Received Backpacks & School Supplies	**594** Individual Counseling Sessions	**225** Students in Group Counseling
3,408 Student Wellness Check-Ins	**388** Students in Tutoring Services	**672** Referrals to Community-Based Services	**161** Crisis Interventions Districtwide

These supports reduce barriers to learning and strengthen student well-being.

Services span academic support, mental health care, basic needs, and family connections — reflecting RCSD's whole-child approach to student success and the Community Schools model.







Goal 2 Improving Outcomes for English Learners

FROM PLAN TO PROGRESS · LCAP GOAL 2 · PAGE 1 OF 2

RCSD's Commitment by 2027

RCSD committed to increasing the percentage of English Learners making annual growth on the ELPAC, increasing reclassification rates, and reducing Long-Term English Learners (LTELs) to 10% by 2027. LTELs are students who have attended U.S. schools for six or more years and are still working toward English proficiency. Reducing LTELs means more students are gaining access to the full academic curriculum.

Understanding the Key Terms

ELPAC measures how well students are developing listening, speaking, reading, and writing in English.

Reclassification is an important milestone — it indicates a student has developed the English skills to participate in grade-level instruction without specialized language support. Together, ELPAC growth and reclassification rates tell us how successfully students are moving through the language development pipeline.

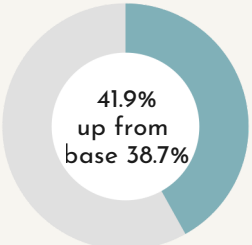
Progress Made in 2025-26

41.9%	11%	188	13.6%
ELPAC Growth	LTEL Rate	LTEL Students	Reclassification Rate
↑ up from 38.7% base	↓ down from 26%	↓ down from 246	257 pending RFEPs

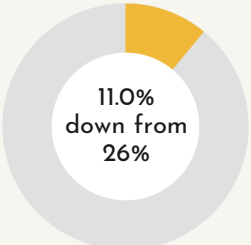
Long-Term EL Reduction – Approaching the 2027 Goal of 10%

Baseline: 26% ← 10% Goal (2027)

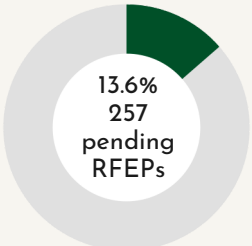
Key Metrics at a Glance



ELPAC Growth



LTEL Rate



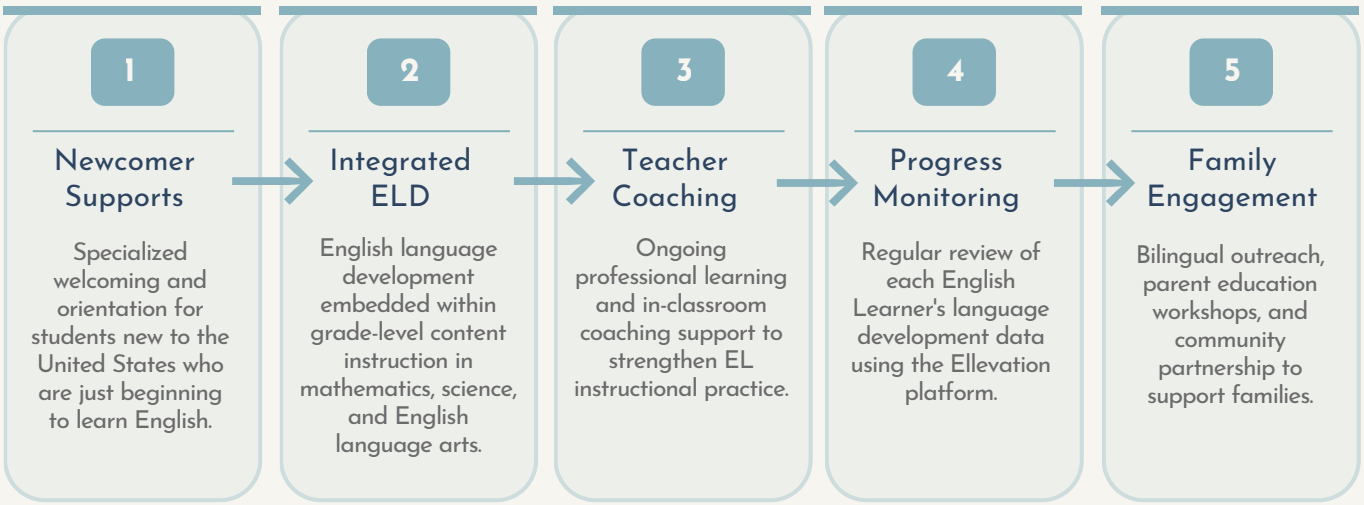
Reclassification

Goal 2 Improving Outcomes for English Learners

FROM PLAN TO PROGRESS · LCAP GOAL 2 · PAGE 2 OF 2

The English Learner Support Pathway

RCSD expanded supports for multilingual learners through newcomer support, bilingual staffing, and integrated English Language Development (ELD) instruction, and ongoing progress monitoring. Newcomer programs provide specialized support for students new to the U.S. Integrated ELD helps students develop English skills while learning grade-level content in math, science, and ELA.



What's Next in Goal 2

Continued Focus Areas

During 2026–27, RCSD will continue professional development focused on English Learner instruction, expand integrated ELD coaching for teachers, and strengthen support for newcomer students. The district will continue using the Ellevation platform to monitor English Learner progress and track language development.

Family Partnership

RCSD will work closely with families to help them better understand their children's English language development and academic growth. Bilingual outreach, translated communications, and family engagement events will continue to strengthen the connection between home and school.

Goal 3 Strengthening Academic Achievement

FROM PLAN TO PROGRESS · LCAP GOAL 3 · PAGE 1 OF 2

RCSD's Commitment by 2027

RCSD committed to increasing reading and mathematics performance by at least 4% annually on i-Ready and improving proficiency rates on CAASPP in English Language Arts, mathematics, and science. Particular attention is focused on closing gaps for English Learners, Long-Term ELs, African American students, and students with disabilities.

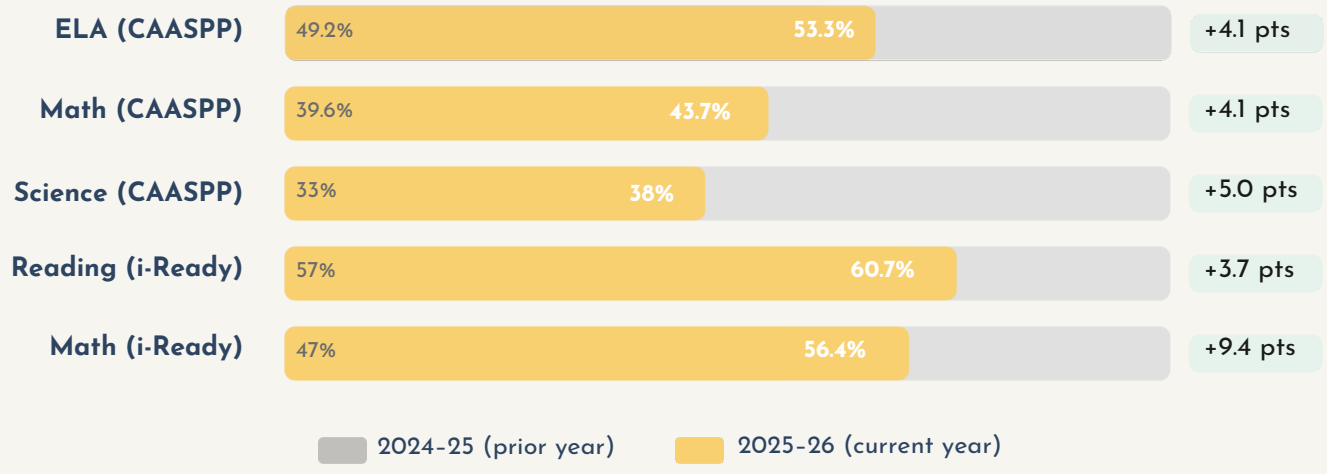
Understanding the Assesments

i-Ready is an online assessment used throughout the year to measure student progress and identify where additional support is needed. CAASPP is California's statewide assessment measuring how well students meet academic standards in ELA, mathematics, and science. Together, these tools give RCSD a complete, year-round picture of student learning across all grade levels and student groups.

Progress Made in 2025-26

53.3%	43.7%	38%	60.7%	56.4%
+4.1 pts	+4.1 pts	+5.0 pts	+3.7 pts	+9.4 pts
ELA CAASPP	Math CAASPP	Science CAASPP	i-Ready Reading	i-Ready Math

Year-Over-Year Progress



Goal 3 Strengthening Academic Achievement

FROM PLAN TO PROGRESS · LCAP GOAL 3 · PAGE 2 OF 2

Growth by Student Group — i-Ready

While achievement gaps remain for some student groups, results suggest continued progress toward the district's long-term goals. The district remains committed to closing opportunity gaps and ensuring consistent outcomes for all student groups.

Student Group	i-Ready Reading		Change	i-Ready Math		
District wide	54% →	60.7%	+6.7pts	46% →	56.4%	+10.4pts
English Learners	49% →	60.8%	+11.8pts	42% →	57.7%	+15.7pts
Long-Term ELs	50% →	58.3%	+8.3pts	47% →	55.3%	+8.3pts
African American	48% →	63.8%	+15.8pts	50% →	35%	-15pts

■ African American math data reflects a small subgroup. The district remains committed to closing opportunity gaps for all students.

What's driving academic growth

The district continues strengthening literacy, mathematics, and science through evidence-based programs, instructional coaching, common assessments, and targeted professional learning — ensuring teachers have the tools and data to respond to every student's needs.

Benchmark Literacy

Evidence-based reading curriculum, including Benchmark Adelante (K-5) for Spanish-language foundational literacy and Amplify (6-8).

Illustrative Math

Rigorous K–8 math curriculum that encourages critical thinking, problem-solving, and deeper conceptual understanding.

FOSS Science

Hands-on, inquiry-based learning that helps students explore scientific concepts through experimentation and observation.

Instructional Coaching

Experienced coaches providing classroom support, modeling strategies, and helping teachers analyze data to improve instruction.

Common Assessments

Shared tools used throughout the year to monitor student progress, identify gaps, and provide additional support when needed.

MTSS Supports

Multi-Tiered Systems of Support providing targeted academic, behavioral, and social- emotional interventions for every learner.

MODERNIZATION IN MOTION

REDWOOD CITY SCHOOL DISTRICT



Measure T · 2015

Solar expansion and facility improvements

Measure S · 2022

HVAC, lighting, infrastructure, and classroom safety

MODERNIZATION IN MOTION



Creating Safe & Comfortable Learning Environment

HVAC Modernization — Measure S Bond Program

300+ Classrooms Now Equipped with Permanent Air Conditioning Districtwide

Phase I Complete

Adelante Selby
Hoover
Roosevelt
Taft

Phase II Summer 2026

Clifford
Kennedy
Orion Alternative

Phase III Summer 2027

Henry Ford
Roy Cloud

WHY THIS MATTERS

California's Bay Area is experiencing more frequent and more intense heat waves due to climate change. For students, a hot classroom is not just uncomfortable — it is harmful.

Research shows that student performance drops significantly when indoor temperatures rise above 77°F, and extreme heat can pose serious health risks, particularly for young children. Schools without modern HVAC have been forced to dismiss students early or close entirely during heat events, taking valuable instructional time away from the students who need it most. HVAC also improves air quality by filtering dust, allergens, and wildfire smoke — a growing concern as smoke events become more common across the region. Investing in HVAC through Measure S means every RCSD student can learn in a safe, healthy, and climate-controlled environment year-round.



MODERNIZATION IN MOTION

Sustainable Schools



$1.1M
Already saved by Phase 1 since 2019 (through August 2025)

$762K
Estimated Phase 2 first-year savings

$3.88M
Federal Tax Credit Reimbursement

Phase 1

Solar Sites (2019-2024)

Adelante Selby
Clifford
Roosevelt
District Office

Estimated 25-year savings:

$5.6M

Phase 2

Solar Sites (2025-2027)

Garfield
Henry Ford
Hoover
Kennedy
MIT/North Star
Orion Alternative
Roy Cloud
Taft

Estimated 25-year savings:

$21.1M



2,383 KW Total solar capacity across both phases – enough to power all 12 campuses

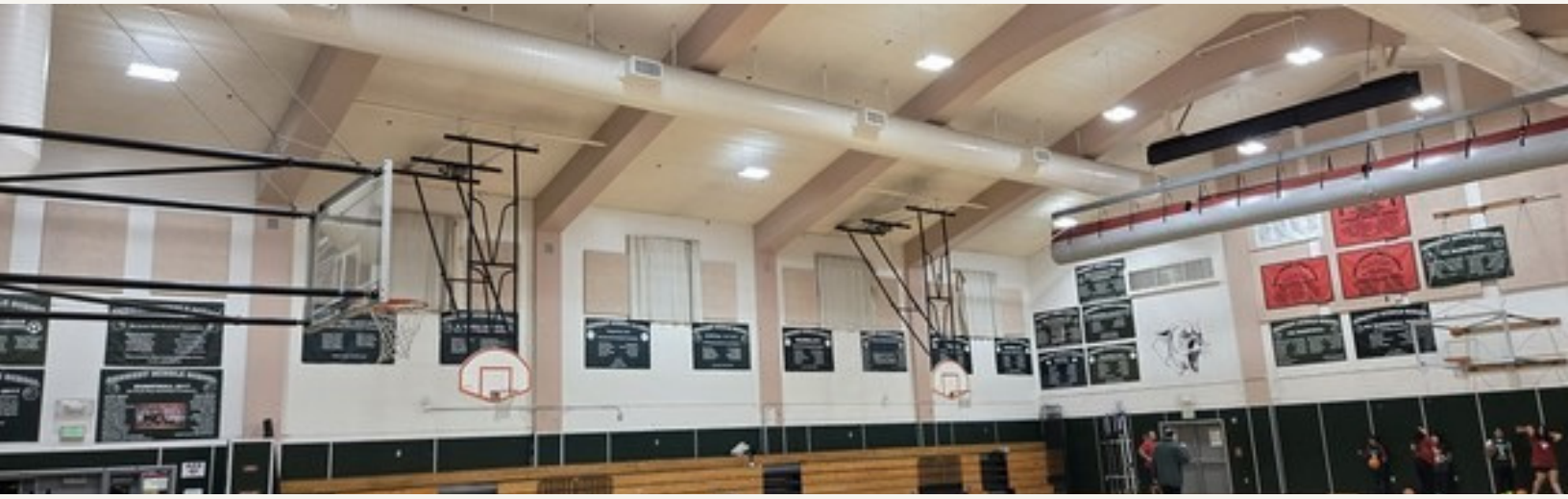
WHY THIS MATTERS

These investments support environmental stewardship, responsible fiscal management, and California's clean energy goals.

MODERNIZATION IN MOTION

Lighting the Future

A district-wide LED conversion is transforming every RCSD campus with safer, brighter, and more energy-efficient learning environments.



Kennedy Middle School Gym – LED Lighting Completed

All Schools – LED conversion completed districtwide

52%

Projected reduction in lighting energy

$200K

Estimated annual utility savings

Project Benefits

Better Visibility
Improved classroom and campus lighting quality

Enhanced Safety
Improved indoor and outdoor lighting

Greater Sustainability
Lower energy consumption districtwide

Reduced Maintenance
LED fixtures last significantly longer

Regulatory Compliance
Meets CA fluorescent phase-out requirements

Annual Savings
$200,000 in estimated utility savings

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RCSD

Together We Shine







TOGETHER WE SHINE

Recognition & Achievement

Celebrating students, staff, programs, and schools — Part 1 of 2



Counseling & Mental Health Program
2025 Golden Bell Award

RCSD's Counseling and Mental Health Program received the California School Boards Association (CSBA) Golden Bell Award for its innovative, trauma-informed approach to supporting student mental health, well-being, and academic success.



North Star Academy
2025 California Distinguished School

North Star Academy was named a 2025 California Distinguished School — one of only 336 statewide — for strong academic achievement, student growth, attendance, and positive school climate. The honor was presented by State Superintendent Tony Thurmond.



Expanded Learning Opportunities Program (ELOP)
2026 Kent Award

RCSD's ELOP received the Kent Award from the San Mateo County School Boards Association for its whole-child approach to after-school learning — academic support, enrichment, wellness, and meaningful connections. Also named an Exemplary Program.



Patricia Alcocer
Principal of the Year

Adelante Selby Spanish Immersion School principal Patricia Alcocer received the 2025 Acknowledge Alliance Principal of the Year Award for her leadership promoting equity, belonging, student well-being, and bilingual education.



Gilberto Guzmán
San Francisco Coalition of Essential Small Schools Ally Award

Coordinator of Expanded Learning Equity and Staff Development Gilberto Guzmán received the San Francisco Coalition of Essential Small Schools (SF-CESS) Ally Award for his leadership advancing educational equity, strengthening family engagement, and expanding opportunities for students.



Maizha Mendoza
Elementary Educator Specialist Award

Roosevelt Elementary School Transitional Kindergarten (TK) teacher Maizha Mendoza was recognized by San Mateo County Special Education Local Plan Area (SELPA) for exceptional work supporting young learners with disabilities through inclusive, student-centered instruction.

TOGETHER WE SHINE

Recognition & Achievement

Celebrating students, staff, programs, and schools — Part 2 of 2



Orion Alternative's Cristina Ryffel Classified Library Staff Award

Orion Alternative Elementary School librarian Cristina Ryffel received the California School Library Association award for outstanding contributions to student learning, literacy, and the school community.



Kennedy Middle and Orion Alternative 2025 Mandarin Speech Contest

Students from Orion Alternative and Kennedy Middle schools earned top honors at the statewide Chinese Language Teacher Association of California (CLTAC) Mandarin Speech Contest, demonstrating excellence in Mandarin language proficiency, public speaking, and cultural literacy.



Kennedy Middle and North Star Academy 2025 Science Olympiad

Students from Kennedy Middle School and North Star Academy earned top honors at the 2025 Science Olympiad Regional Competition in science, engineering, teamwork, and problem-solving across STEM events.



Kennedy Middle and Orion Alternative 2026 Asian Pacific Islander Heroes Legacy Award

Students from Orion Alternative and Kennedy Middle received this award for student leadership, cultural performances, and contributions to celebrating Asian American and Pacific Islander Heritage Month.

Adelante Selby, Kennedy Middle, and Orion Alternative Bay Area Parent 2025 Family Favorites Awards

Adelante Selby earned Silver for Best Language Immersion School. Kennedy Middle earned Gold for Best Public Middle School. Orion earned Gold for both Best Language Immersion and Best Public Elementary School.

ADELANTE SELBY EST. 1996 ALEBRIJES

KENNEDY EST. 1951 COUGARS

ORION STARS



Sustainable & Climate Resilient Schools Challenge Leader

RCSD was recognized by the San Mateo County Office of Education for Kennedy's Share Care Project, North Star's Seeds to Systems, and the district's Measure T Solar Expansion.

691 8th-grade graduates
38 Biliteracy Attainment Recognitions
A Golden Bell Award
A Kent Award
An Exemplary Program Distinction
Five National Communication Awards
Four California Communication Awards

One School District.

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SCHOOL DISTRICT

LOOKING AHEAD

Building On a Strong Foundation



> I am deeply committed to building on the strong foundation that exists in RCSD — and to working alongside our community to create even more opportunities for every student to thrive.
>
> — Dr. Christian Rubalcaba, Superintendent, Redwood City School District

As RCSD begins a new chapter, the district's legacy of innovation, community partnership, and student-centered investment provides a powerful foundation for continued growth. The progress achieved in 2025–26 reflects the dedication of everyone who contributes to making RCSD exceptional.

The students, families, staff, and community partners who make RCSD extraordinary will continue to drive the work ahead. The district looks forward to building on this momentum, staying true to its mission: a safe, inspirational, joyful, and inclusive environment for every learner.

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