

**Strategic Update to the
Ravenswood City School District Board of Education**

June 27, 2019

Goals for This Presentation

To proactively share with and receive input from the board on the following:

1. Theory of Change
2. Key Priorities to Address Areas of Improvement
3. Timeline for Planning, Execution, and Reporting Out on Progress

District Snapshot



2,039
students



6
schools

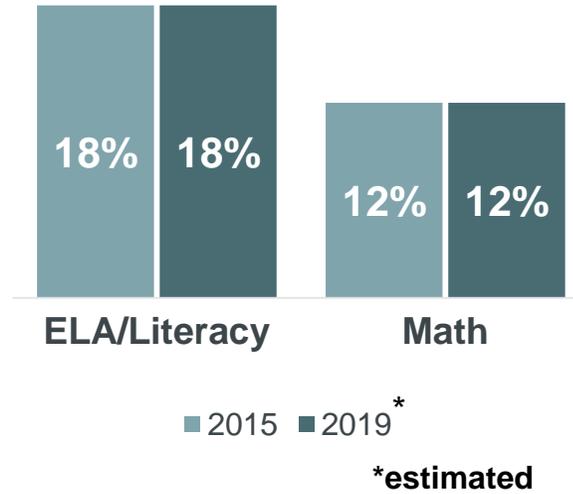


~132
teachers



6
principals

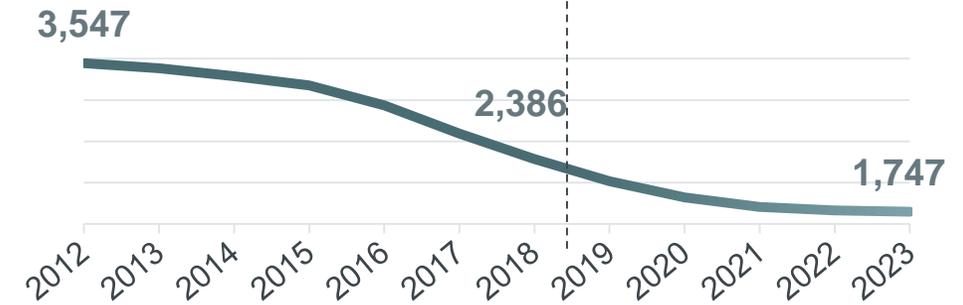
Students Meeting or Exceeding Standards



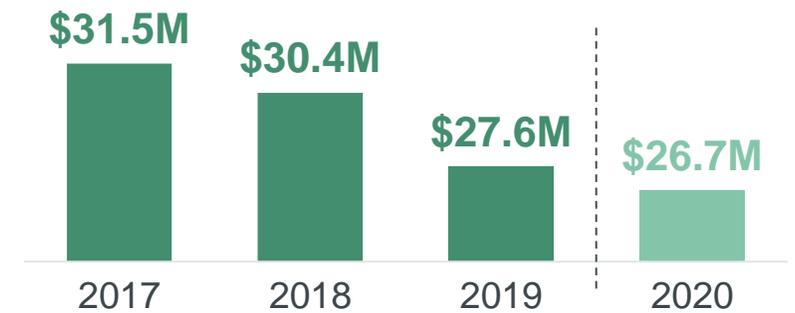
Student Demographics

- 83% LATINO
- 8% PACIFIC ISLANDER
- 7% AFRICAN AMERICAN
- 89% LOW INCOME
- 60% ENGLISH LEARNERS

Enrollment



State Revenue



Theory of Change



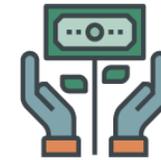
All students are prepared for success in high school, college, career, and life



Improve instruction with the right people in right places



Provide holistic support for students



Be fiscally responsible

Rightsizing/
consolidation to ensure we offer the best school programs of choice.

Competitive teacher compensation to recruit and retain exceptional teachers.

Foundation of trust between and among all stakeholders

What's Working in Ravenswood

EXISTING STRENGTHS



Teacher Leadership and Coaching



Art and Music Programs



Mental Health Services



STEM Makerspaces

RECENT SUCCESSES



Improve instruction with right people in right places

- Reorganization of Administrative Team
- Filled A Principal Vacancy
- New experts retained to improve student achievement



Holistic Support for Students

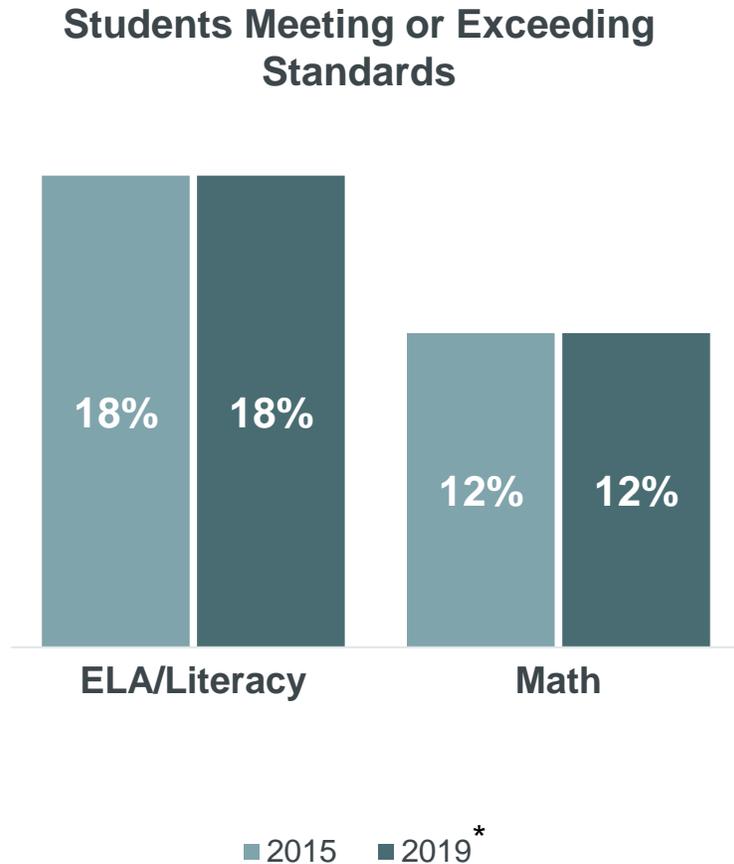
- **Mental Health Services**
 - New Partnership with Child Mind Institute on teacher professional development and resilience building sessions with students
 - Consolidate and increase CHC support at RMS (no cost to RCSD)
 - Maintain six CASSY counselors, one Star Vista, one county counselor
- **Mentoring**
 - Increase access to 49ers Academy for 100% of grade 6-8 students
- **New Partnership with BGCP for extended day programming at RMS**

Fiscal Responsibility



- **Tentative Agreements With Both RTA & CSEA**
- **Energy Efficiency**
 - Awarded \$700K - Prop 39 Energy Efficiency Funds – Lighting and HVAC upgrades
 - Awarded \$1.4M - Bay Area Air Quality Management – 7 new buses
 - Awarded \$1.18M – CA Energy Commission – 3 Electric Buses and Infrastructure
- **\$1.3M Increase in Philanthropic Dollars After Interim Superintendent Appointment**

There are key areas for improvement that must be addressed in order to improve instruction across the district



*estimated



Align instruction to grade-level expectations and curriculum to increase student success



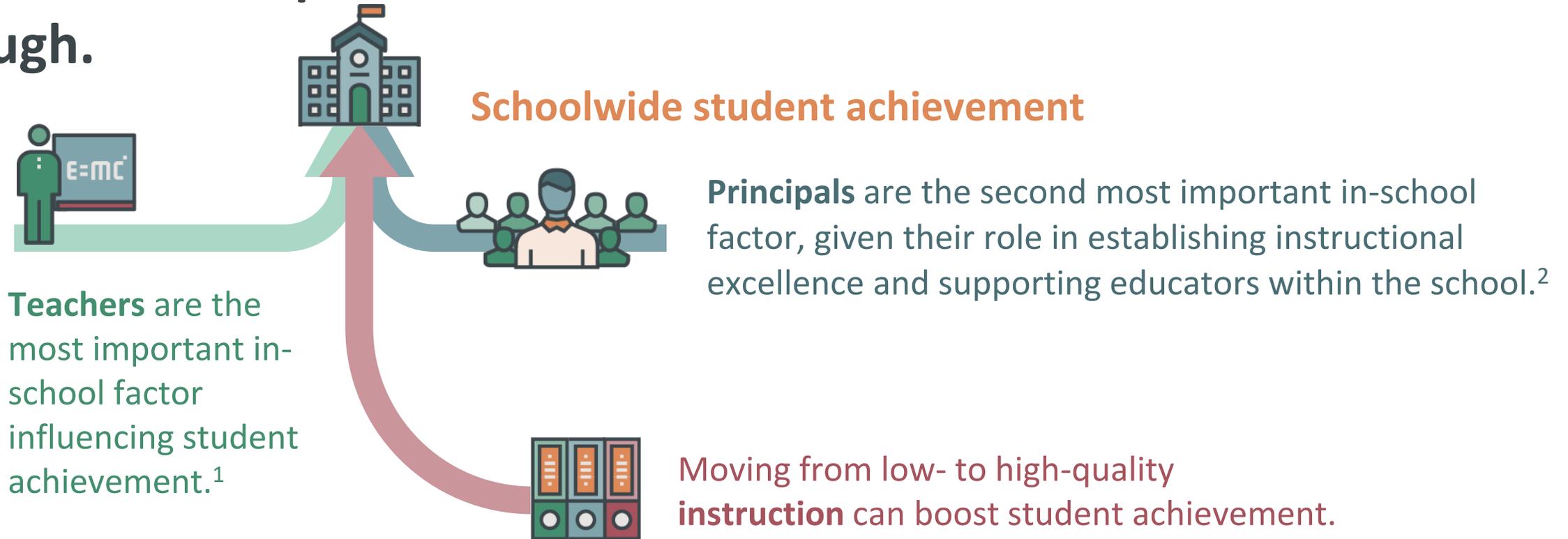
Ensure coherent professional development for systems and school leaders



Increase teacher and administrator morale



Research and experience show improving instruction requires great teachers, effective principals, and rigorous and engaging instruction. The presence of one or two of these elements is not enough.



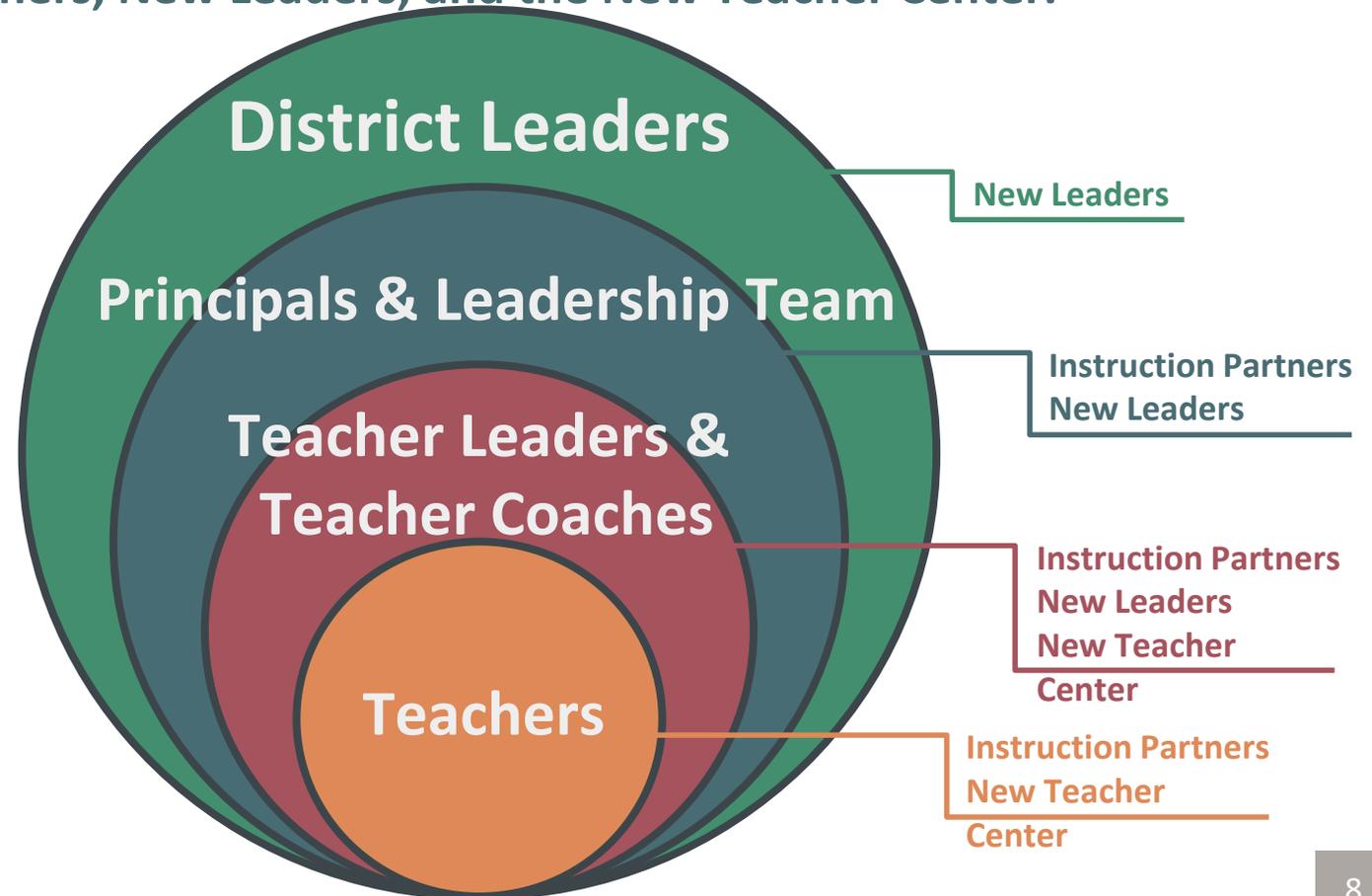
1. Leithwood, K., et al. (2004). How Leadership Influences Student Learning. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx>
2. Leithwood, K.



Improving instruction will require vertically-aligned professional development across the district, from teachers to cabinet members.

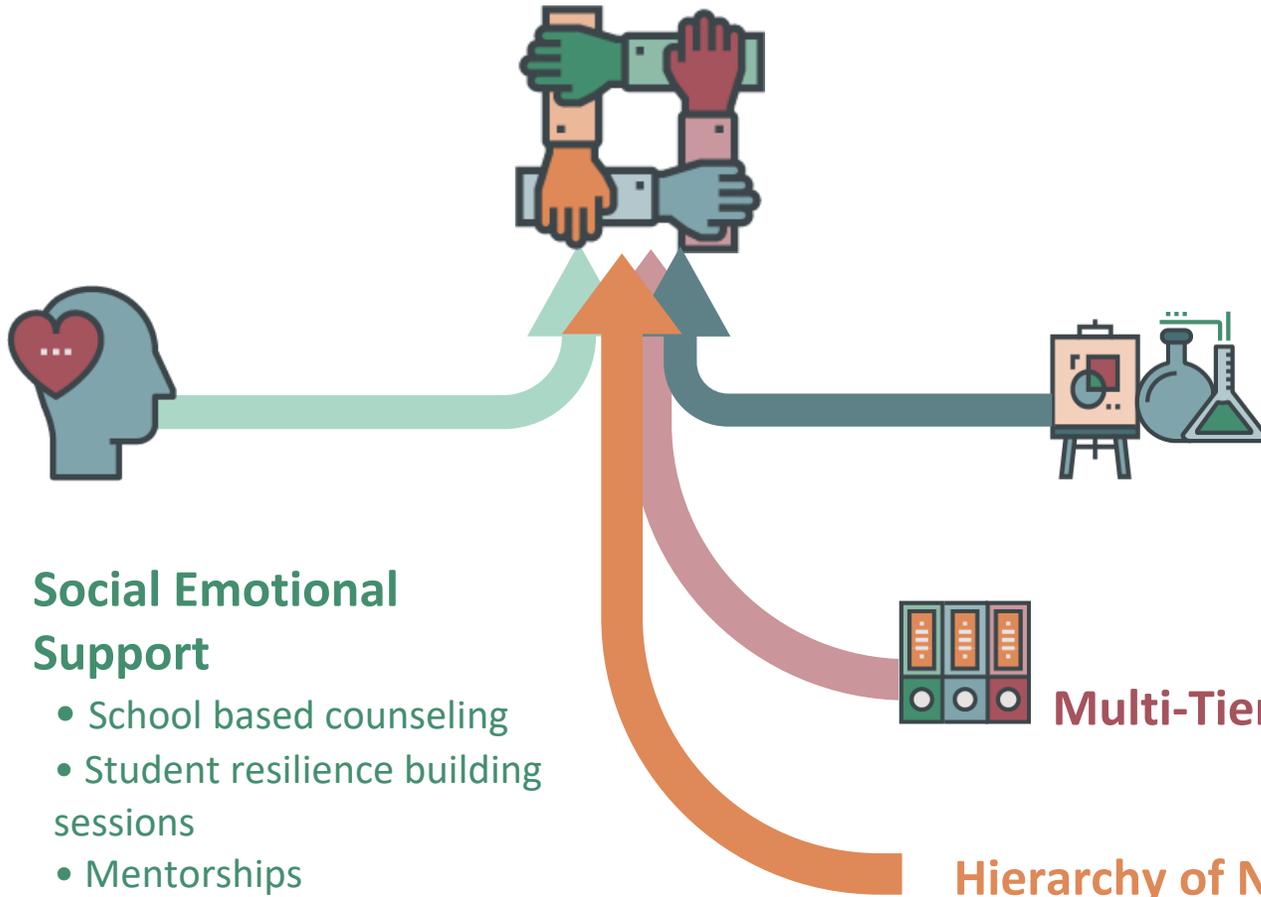
We will provide aligned support to educators and leaders at every level through partnering with Instruction Partners, New Leaders, and the New Teacher Center.

Teacher leaders, principals, and district leaders need the right training and support in order to coach and foster excellent teaching in the classroom. And we need to develop them together, so they work from the same playbook to address gaps and accelerate student learning.





Holistic Support for Students



Social Emotional Support

- School based counseling
- Student resilience building sessions
- Mentorships
- Teacher professional development

Programs that allow students to connect to school, build 21st century skills, and compete in a global society.

- Art • Music • STEM • Sports • After-School Programs

Multi-Tiered Support Systems

Hierarchy of Needs

- Clothing support
- Food program- 2nd Harvest, Summer Food Corp
- Homeless family support flexible

Fiscal Responsibility

Rightsizing the District



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The school consolidation process will be a major, time-consuming undertaking. I envision spending 25-30% of my time over the next six months on developing and executing our school consolidation strategy.

It also presents unavoidable challenges. As we saw in Redwood City, district officials reluctantly—and with great opposition from the community—made the extremely difficult decision to close four schools after it became clear that there were no other options for reducing their budget gap.

At the same time, it is a key step towards reaching fiscal solvency. We will embark on this work cognizant of the multifaceted political framework at play, with the emotional and community impact in our hearts, and with our commitment to our students' success in college, career, and life as our engine.

1. Dolph, David Alan. (2008) Coming Together: The Pros and Cons of School Consolidation. Educational Leadership Faculty Publications.
Retrieved from: https://ecommons.udayton.edu/eda_fac_pub/209

Fiscal Responsibility

Rightsizing the District



School consolidation will also allow us to provide more—and higher quality—curricular offerings and programming for our students. By combining resources, consolidated schools can provide more student services, such as mental health supports and electives, and lead to greater teacher collaboration and upgraded facilities.¹

To inform this work, we will look to best practices from successful school consolidation efforts from across country. We are highly committed to engaging with all stakeholders early and often during this process.

1. Dolph, David Alan. (2008) Coming Together: The Pros and Cons of School Consolidation. Educational Leadership Faculty Publications. Retrieved from: https://ecommons.udayton.edu/eda_fac_pub/209

The Ravenswood Education Foundation has ensured the additional necessary resources to carry out this work.

EXTERNAL		Timeline for SY 2019-20													
Organization	Cost	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		
New Leaders*	\$389,000			●	→										
				Site, Superintendent, District Coaching											
ERS	\$100,000		Human Capital Strategy Compensation Analysis												
		●	Phase I				●	Phase II (cost TBD)							
					●			●							
New Teacher Center	N/A		●	TOSA Coaching						●					
									●	New \$100K					
Instruction Partners	\$294,972			●	→										
				Instructional planning & implementation											
Attuned (pending)	\$107,000		●	→											
				Development of strategic plan											

* New Leaders: Year 1 - \$389,000; Year 2 - \$389,000; Year 3 - \$150,000

Continued...

The Ravenswood Education Foundation has ensured the additional necessary resources to carry out this work.

INTERNAL		Timeline for SY 2019-20											
Organization	Cost	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Strategy Officer	TBD	●											
		Align and coordinate new resources											
PE/Rhythm Moves	\$339,500			●									
		Ensure teacher collaboration time with Organization that hires PE teachers											
Mental Health	N/A			●									
		Explore strategies to support SEL with CMI											
Signing Bonuses	\$100,000	●			●								
		For new management and principals											
											TOTAL COST	\$1,342,500*	

Timeline: Accomplishments to Date

**March -
June**

- ✓ \$1.3M increase in funding after the appointment of the Interim Superintendent
 - ✓ Forged and renewed partnerships to improve instruction and advance student achievement
 - ✓ Reorganized administrative team
 - ✓ Tentative agreements with unions in place
 - ✓ Filled a principal vacancy
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Timeline and Leading Indicators Toward Progress

June-August	Lay the foundation and plan for: <ul style="list-style-type: none">• Improving instruction (partnerships)• School consolidation Finalize TA agreement around compensation
August	Share updates on June-July foundational work and outcomes of strategic planning launch
September-November	Execute on: <ol style="list-style-type: none">1. Improving instruction (partnerships)2. TA agreement around compensation3. Stakeholder Meetings4. Strategic planning5. School consolidation
November	Share updates on work; initial report on leading indicators from Instruction Partners, New Leaders, and New Teacher Center

By November, we will be able to report on initial progress towards building foundational skills for advancing instruction across the range of educators and leaders we will train, such as:

- **Strengthening and implementing a strategic plan** to develop, empower, and retain existing talent across the district, particularly **highly effective instructional leaders**
- **Building a common language and calibrating on what effective, rigorous, standards-based instruction** looks like in order to **drive teacher coaching**, professional development, and data analysis
- **Creating and implementing systems and structures** that ensure instructional practices meet the learning needs of all students and **advance student achievement across the district**

Commitment to Community Stakeholders

Today is just the beginning of a continuous dialogue.

- Over the fall, I will **engage with and seek input from different stakeholders**—parents, community members, the leadership team, and the Board—on our key strategies.
- I will also keep and honor an **open and transparent line of communication** with the Board to check in on the progress of our work.
- I will **continuously revisit the strategic plan in reports and follow up meetings.**



Right people in the right places to improve instruction



Holistic social-emotional support for students



Fiscal responsibility to ensure we provide competitive school programs of choice retaining effective teachers