

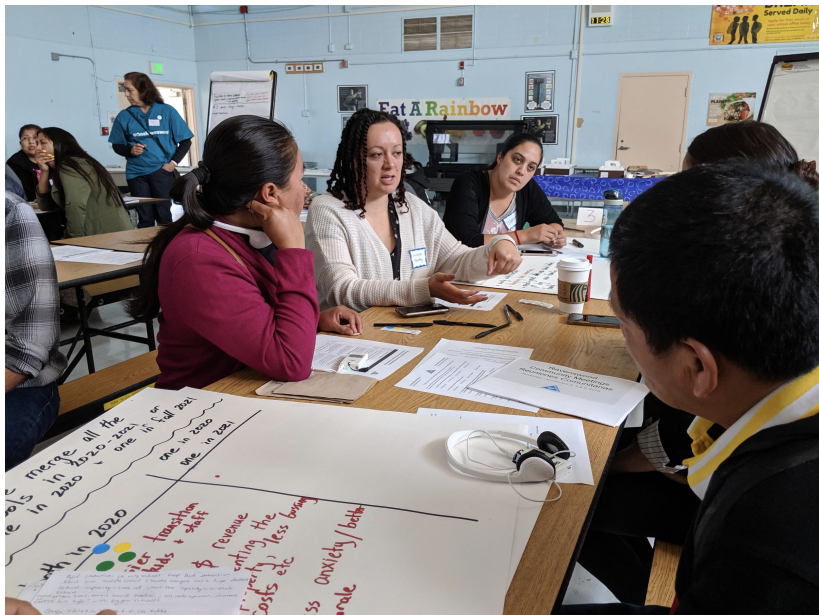
Superintendent Report



School Merger Proposal

Board Meeting - December 6, 2019

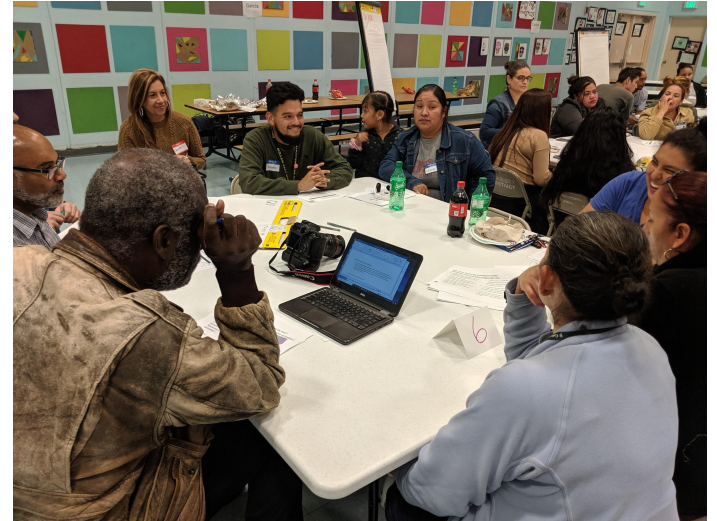
What we'll discuss tonight



- Why are we merging schools?
- How did we create the merger proposal?
- What is the proposal?
- What happens next?

Help us think this through...

- What questions do you have?
- What worries or excites you about this proposal?



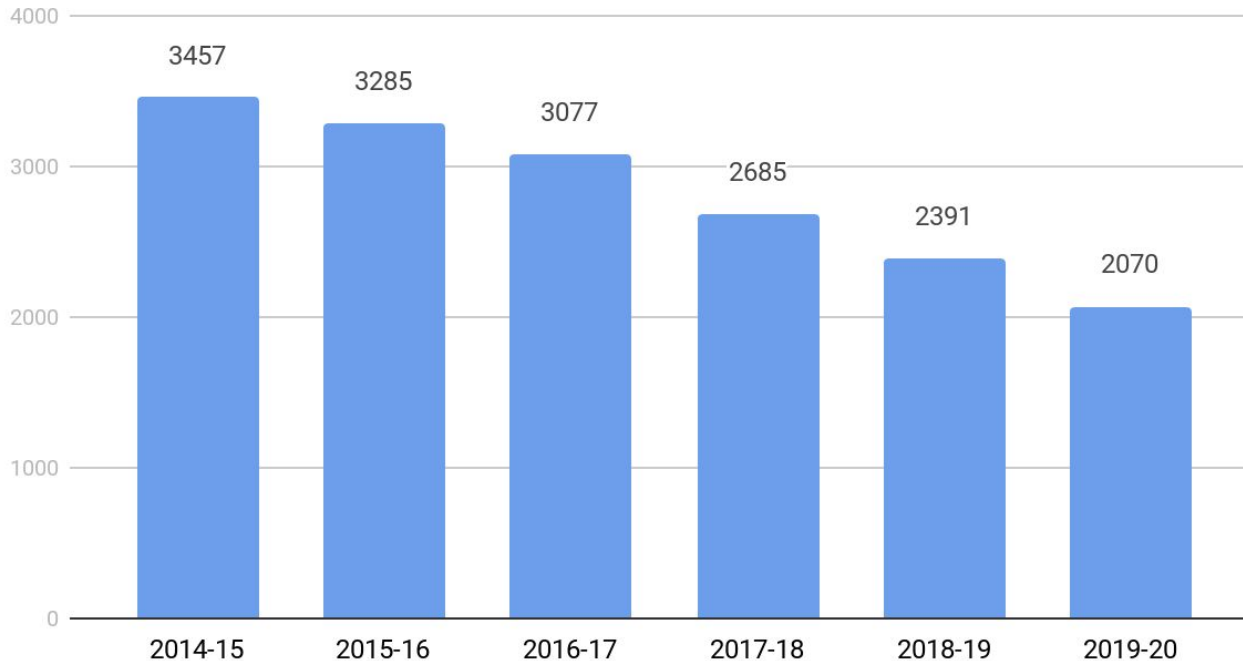
Why are we merging schools?

*Por qué estamos combinando
escuelas?*

Our enrollment has dropped significantly

Nuestra inscripción ha disminuido significativamente

Number of Students / Numero de Estudiantes



Fewer students means less state funding

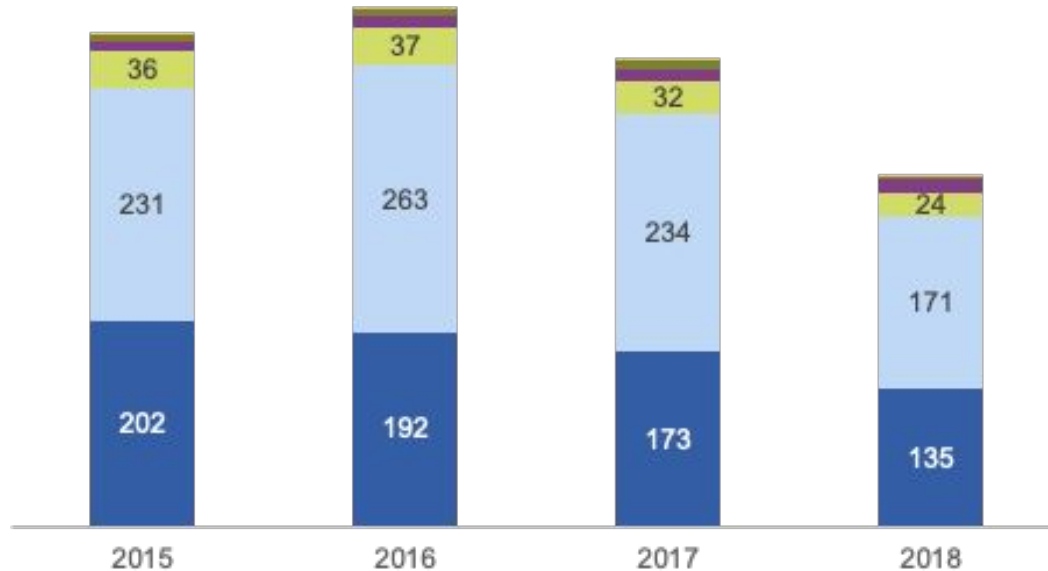
Menos estudiantes significa menos fondos estatales

- State funds are based on enrollment
- Donations from foundations and federal programs can only be spent on specific programs
- *Los fondos estatales se basan en la inscripción*
- *Las donaciones de fundaciones y programas federales solo se pueden gastar en programas específicos*

We have cut costs as enrollment decreased

Redujimos los costos a medida que disminuyó la inscripción

Number of employees | *Número de empleados*



% Reduction in #'s from 2015	Superintendent
	Confidential
	Classified Management
	Certificated Management
-33%	Classified Contract
-26%	Certificated Contract
-33%	
-27%	Enrollment

Goal for next year: Cut costs by \$1.35 million

Objetivo para el próximo año: Reducir el gasto en \$1.35 mil.

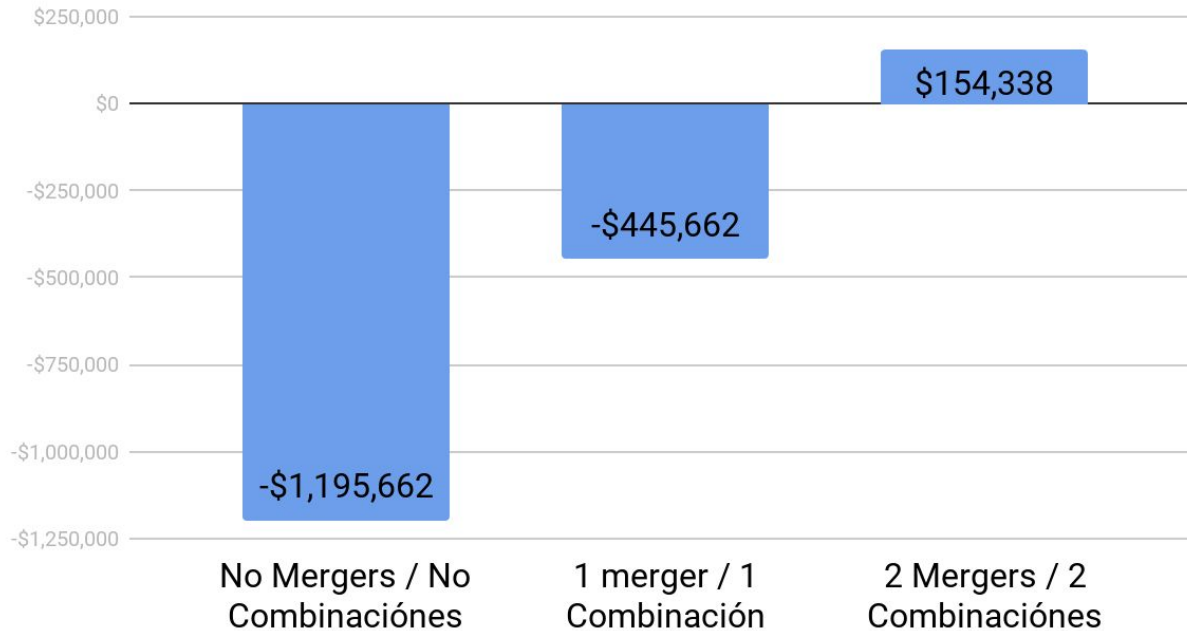
- District office and school administration cut this year
- Reduce legal fees next year
- Reduce transportation spending next year
- Reduce other contracts next year
- *La oficina distrito y la administración escolar se redujeron este año*
- *Reducir los honorarios legales el próximo año*
- *Reducir el gasto en transporte el próximo año*
- *Reducir otros contratos el próximo año*



We found more savings...but it's not enough without 2 mergers

Encontramos ahorros...pero no es suficientes sin 2 combinaciones

2020-21 Deficit or Surplus | Déficit o excedente



Our kids deserve the best *Nuestros niños merecen lo mejor*

We need to invest to make our
schools phenomenal

*Necesitamos invertir para que
nuestras escuelas sean
fenomenales*

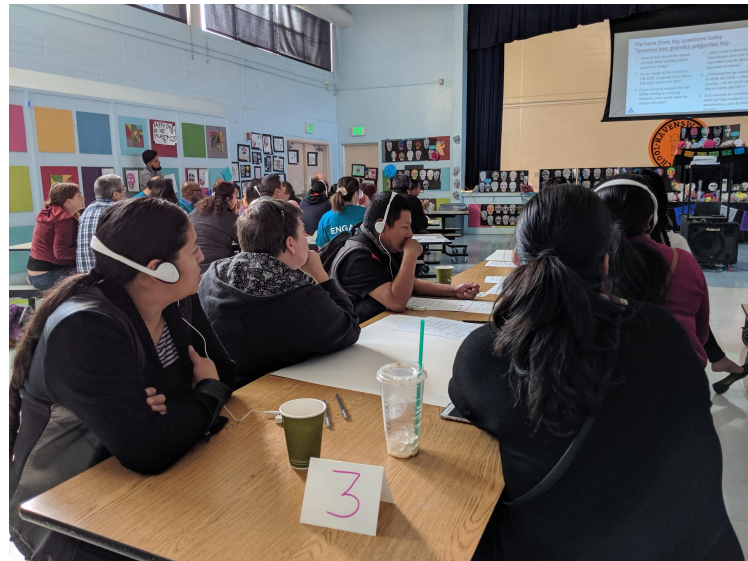


How did we identify our
priorities?

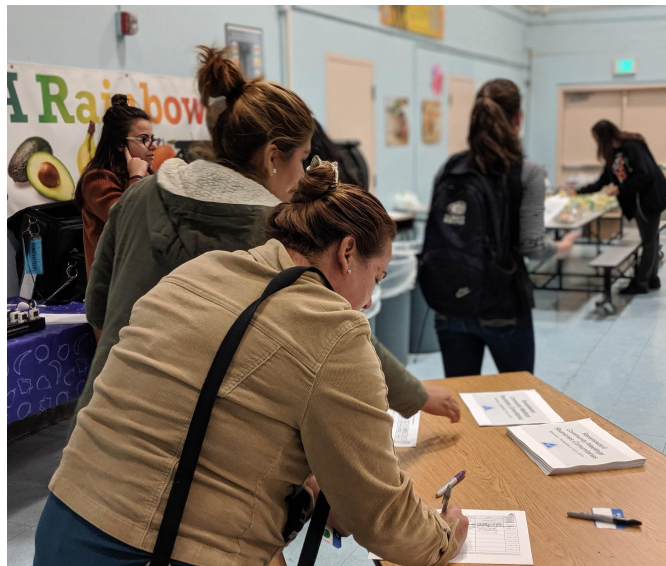
*¿Cómo identificamos nuestras
prioridades?*

We worked hard to engage community members about what our priorities should be

- Multiple ways to engage, for any schedule
 - Morning, evening & weekend community meetings
 - Office hours (if community meetings didn't work)
 - Online survey
 - Bilingual website with information
- Childcare and food at each meeting
- Everything bilingual
 - Interpreters & translation equipment at each meeting and at every table
 - All presentations and surveys bilingual



We did extensive outreach in Spanish and English



- RCSD reached out multiple times
 - Emails, text, auto-dialer messages
 - Video & social media
 - Paper flyers sent home in every backpack
 - Principals & afterschool coordinators reminded parents in-person
- Media helped spread the word
- Our partners also helped
 - Innovate staff canvassed at school sites, presented at parent meetings
 - Innovate sent emails or texts to >900 people, and follow-up texts to everyone who attended a meeting
 - Boys and Girls Club and 49ers Academy shared staff to facilitate small groups at community meetings

Meeting turnout was good, and feedback was positive

- >125 community members attended one of the meetings*
- >90% were parents or community members (vs. staff)
- About half used Spanish interpretation
- 99% of respondents agreed:
 - I had the opportunity to share my opinions
 - I felt heard / listened to
 - I would come to another community meeting like this in the future
 - I would tell a friend to attend a community meeting like this



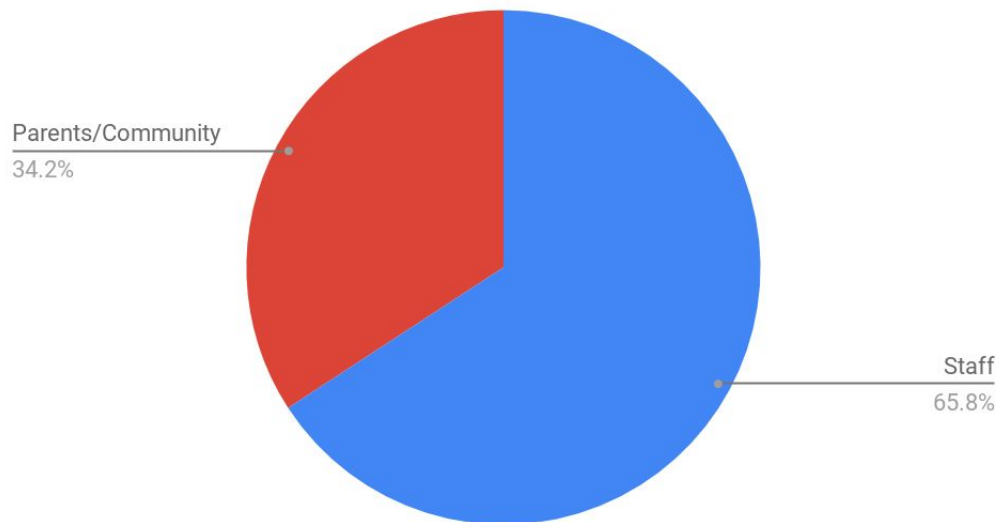
* Attendance excludes >20 district & partner staff who served as small group facilitators. 87% of attendees completed a feedback survey (109 surveys). All responses can be found online: <http://bit.ly/2No1pPK>



Nearly 200 people also shared their opinions through the online survey

- Same questions were asked at community meetings
- Offered in Spanish and English
- Open from Saturday 11/2 through Tuesday 11/12
- 66 parents / community members responded

Respondents



We also engaged DAC / DELAC



- We met with DAC/DELAC on Nov. 7
 - Shared presentation from community meetings
 - Each DAC/DELAC member took the online survey
 - Asked members for opinions on the process
- On November 20, we met again with DAC/DELAC to share what we heard from community through our meetings and surveys
- We will meet with DAC/DELAC again on December 5

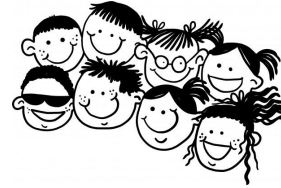
How did we use community input to create a proposal?

¿Cómo usamos los aportes de la comunidad para crear una propuesta?

Community and board members identified four major priorities:



Location



**Number of
Students**



**Facility Size
/ Features**



**Special
Programs**

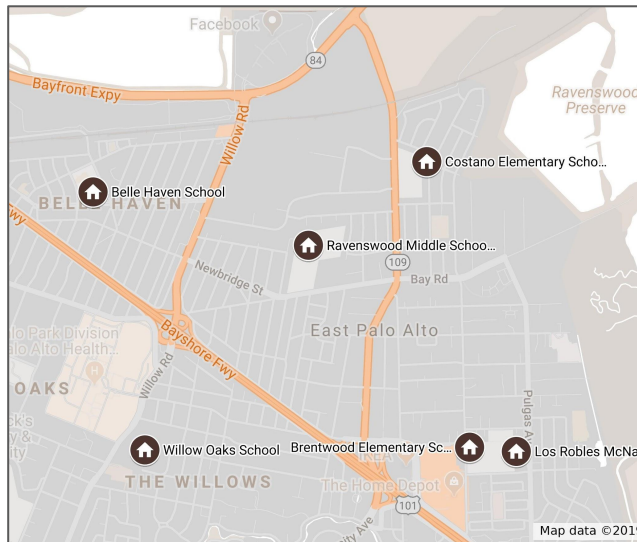
Special Programs: Protect programs like dual-immersion, turnaround arts, makerspace, music, school-based mental health supports

How did we define this?

- Dual Immersion: keep it intact, and ideally at the same site (Los Robles / McNair)
- Turnaround Arts: Keep it intact, and ideally at the same site (Costaño)
- Makerspace, music, art, school-based mental health supports: These exist at all schools sites - keep them

Location: Keep neighborhood schools

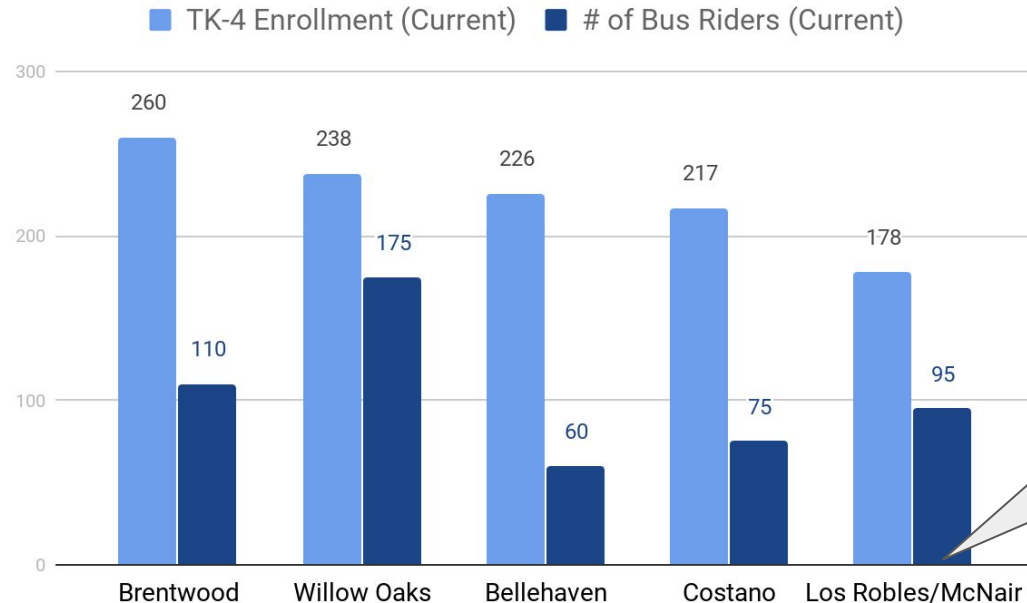
How did we define this? Spread the three schools out as much as possible, so more students have a school nearby



- Challenge #1: If choosing only 3 among Willow Oaks, Belle Haven, Costaño & Brentwood/McNair, any scenario leaves a neighborhood without a nearby school
- Challenge #2: Avoid disproportionately impacting either EPA or Menlo Park (Menlo Park = Willow Oaks & Belle Haven, EPA = Costaño, Brentwood, McNair)
- Challenge #3: Brentwood & McNair are too close to keep both sites

Number of Students: Reduce disruption for students

How did we define this? How many students would have to move sites (current TK-4th students), and how much would they be disrupted?



Note: Los Robles students were just moved to the McNair site



Facility size/features: Keep larger sites with more resources

How did we define this? Number of classrooms, special features (e.g., stage, large gym), condition (recently renovated?)

School	Classrooms			Features / Condition
	Permanent	Portables	Total	
Belle Haven	27	13	40	Near B&G Clubhouse
Brentwood	25	14	39	Near B&G Clubhouse, needs most renovations
Costaño	26	8	34	Large gym, full stage, no kitchen
Los Robles / McNair	19	4	23	Recent renovations, full stage, near B&G Clubhouse, district food warehouse, big kitchen
Willow Oaks	17	14	31	Has most acreage/green space

We considered >12 scenarios, and also checked the final scenario against extra factors

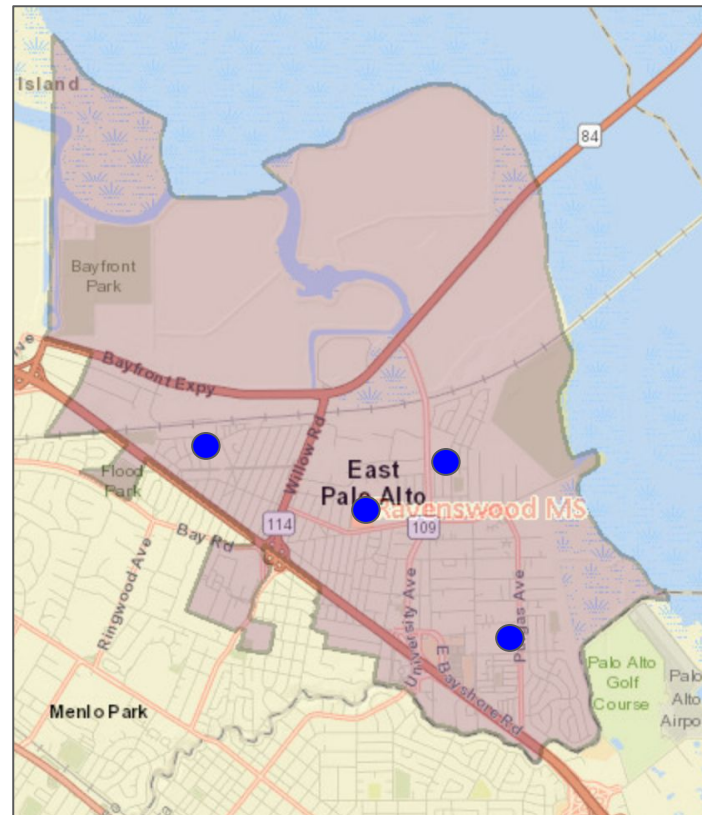
- Does each school has enough students to be sustainable long-term?
 - *At least two classes per grade in each school at the lower grade levels*
- Did this disproportionately impact any specific ethnic subgroup (e.g., Pacific Islanders, African American, Latino students)?
- Is there a significant difference in school performance?

What is the proposal?

Cual es la propuesta?

Proposal for Fall 2020

- **Los Robles / McNair remains at current site as dual immersion**
- Brentwood & Costaño merge, locate **at Costaño**
- Willow Oaks and Belle Haven merge, locate **at Belle Haven**
- *No change to the middle school*
- *District explores options to lease out Brentwood and Willow Oaks sites and address Prop 39 Charter Request*



Why?

Special Programs	<ul style="list-style-type: none">• Dual Immersion (at Los Robles) & Turnaround Arts (at Costaño) stay put• All three elementary schools keep makerspaces, music, art, school-based mental health supports
Number of Students / Minimize Disruption	<ul style="list-style-type: none">• Avoid more disruption for Los Robles students who moved recently• Downside: Willow Oaks students have to bus to Belle Haven, but more Willow students already ride a bus (175) than at any other school• Downside: Brentwood students have to move, but their students are already spread more throughout the district than other elementaries
Location / Neighborhood Schools	<ul style="list-style-type: none">• Keep the three elementary schools spread across the district• Keep a school in Menlo Park• Downside: no longer have a site west of 101
Facilities Size / Features	<ul style="list-style-type: none">• Keep McNair site (best renovated, even though it is smaller)• Minimize use of portables• Ensures there are enough classrooms for all projected students, with room to grow in the future



What does this mean for current students?

- No changes for any students during this school year
- In Fall 2020:
 - Current Brentwood K-4th grade students would be at the Costaño site
 - Current Willow Oaks K-4th grade students would be at the Belle Haven site
 - Los Robles/McNair, Belle Haven and Costaño students would stay at their current sites
 - Current 5th-8th graders aren't affected: they will attend middle school or high school
- Transportation: Students can get a bus to their new site if needed

What choices will students have?

- Choice for current students (For Fall 2020):
 - Brentwood and Willow Oaks students may choose a different school for Fall 2020 if they wish (we will have open enrollment this spring)
 - Students at other schools can choose to transfer after Brentwood & Willow Oaks students are accommodated
- Choice for new students:
 - All new students will have choice of which elementary school to attend (there will be no “default” school)
 - There will be one TK class each at Costaño and Belle Haven next year



What does this mean for staff?

- No changes during this school year
- Staff will generally follow students (e.g., Willow Oaks staff to Belle Haven site, Brentwood staff to Costaño site)
- Some classified positions will be eliminated in Fall 2020
- We are not implementing any teacher layoffs (any reductions will be covered by natural attrition)

Staff Timeline

Classified Staff

- December 16: Share seniority list with CSEA Executive Board
- December 20: Share seniority list with CSEA Unit Members via email
- January: Negotiate reduction of classified services with CSEA
- Early February: Informal notification to staff impacted by reduction of classified services
- February 27: Board approval of Resolution regarding reduction of classified services
- February 28: Formal notification to staff impacted by reduction of classified services

Certificated Staff:

- January 10: Distribute Intent to Return Forms
- January 31: Deadline to return Intent to Return Forms
- February 14: Preliminary assignments made (*subject to change*)
- March 2: Vacant positions opened to external candidates



Classified: Reduction of Services

The District and CSEA agree to meet and negotiate regarding the effects of any layoff in accordance with law.

Pursuant to Education Code section 45308(a), if a classified employee is laid off, the order of layoff within the class shall be determined by date of hire.

Pursuant to Education Code section 45308, “length of service” shall mean date of hire into a probationary or permanent classified position.

Unit members laid off because of lack of work or lack of funds are eligible for reemployment for a period of thirty-nine (39) months.

Unit members who take voluntary demotions in lieu of layoff shall retain eligibility to be considered for reemployment for an additional period of up to twenty-four (24) months.



Certificated: Criteria for Assignments

Unit members being transferred as a result of a school closure will be given an opportunity to express grade level, subject area and site preferences on the Intent to Return Form and will be given priority for vacancies.

In making a decision about changing a unit member's assignment* the site administrator shall consider the following:

- The unit member's preference(s) as stated on the Intent to Return Form
- The basis of certification and/or major and minor subject areas of the affected bargaining unit members
- Experience and training of the affected unit members
- Program needs in the school.

After consideration of the above factors by the site administrator, and if two (2) or more unit members are deemed by the site administrator to be equally qualified, seniority will then become a major factor for selection. Seniority, as used in this section, shall be defined as the first date of paid service in a probationary status.

** Involuntary assignment changes will not exceed two (2) grade levels from the grade presently taught by the affected unit member.*



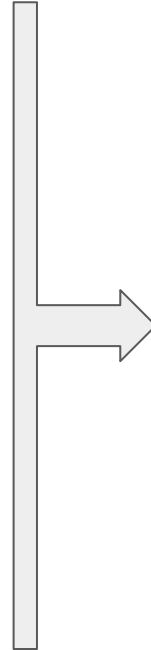
What happens next?

¿Qué pasa después?

Share this proposal and get feedback before the board vote

Timeline

- Meeting with staff: Wednesday 12/4
- Proposal on website: Wednesday 12/4 PM
- Flyer sent to every family: Thursday 12/5
- DAC/DELAC meeting: Thursday 12/5
- Board meeting: Friday 12/6
- School-based meetings: 12/9-12/17
- Board meeting: Thursday 12/12
- Board meeting & vote: Thursday 1/9/2020

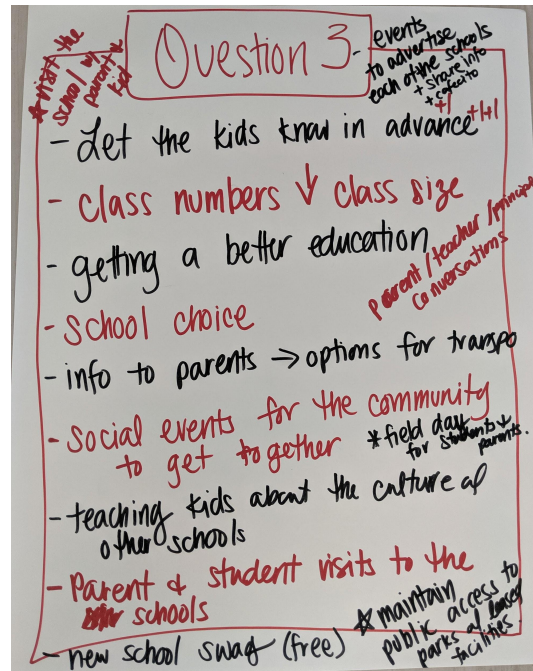


Update Question & Answer document

Share feedback
and final proposal
for Board vote
1/9/2020

Our community has already started helping us plan for a smooth transition

- Communicate early and often!
- Engage parents, students and staff
- Have a clear plan to implement the moves
- Build relationships and excitement within the new school community
- Keep school communities together
- Offer choice for families



We plan to keep engaging our community to guide our transition

Meeting feedback and survey results can be found online: <http://bit.ly/2No1pPK>

After a decision: engage our community to plan and implement a smooth transition

Student Enrollment &
Transportation

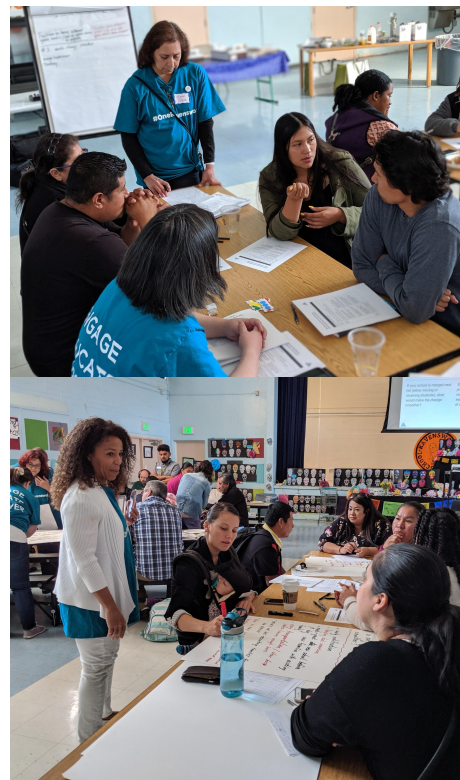
Manage the Move

Staffing

Redefining our
Schools

How we will engage communities in the transition?

- Support parent groups at each elementary school to plan transition activities, including joint meetings between Brentwood/Costano and Willow Oaks/Belle Haven communities
- Engage DAC/DELAC monthly to share transition updates and get input
- Work with our union partners to engage staff at each school, working to build a sense of community and collective vision for Fall 2020



Appendix

Apéndice

Appendix | *Apéndice*

1. Where current students live (by school)
2. Capacity & classrooms at each elementary school
3. Projected enrollment and staffing by school

1. *Dónde viven los estudiantes actuales (por escuela)*
2. *Capacidad y aulas en cada escuela primaria*
3. *Inscripción proyectada y personal proyectado por escuela*

Where current students live (by school)

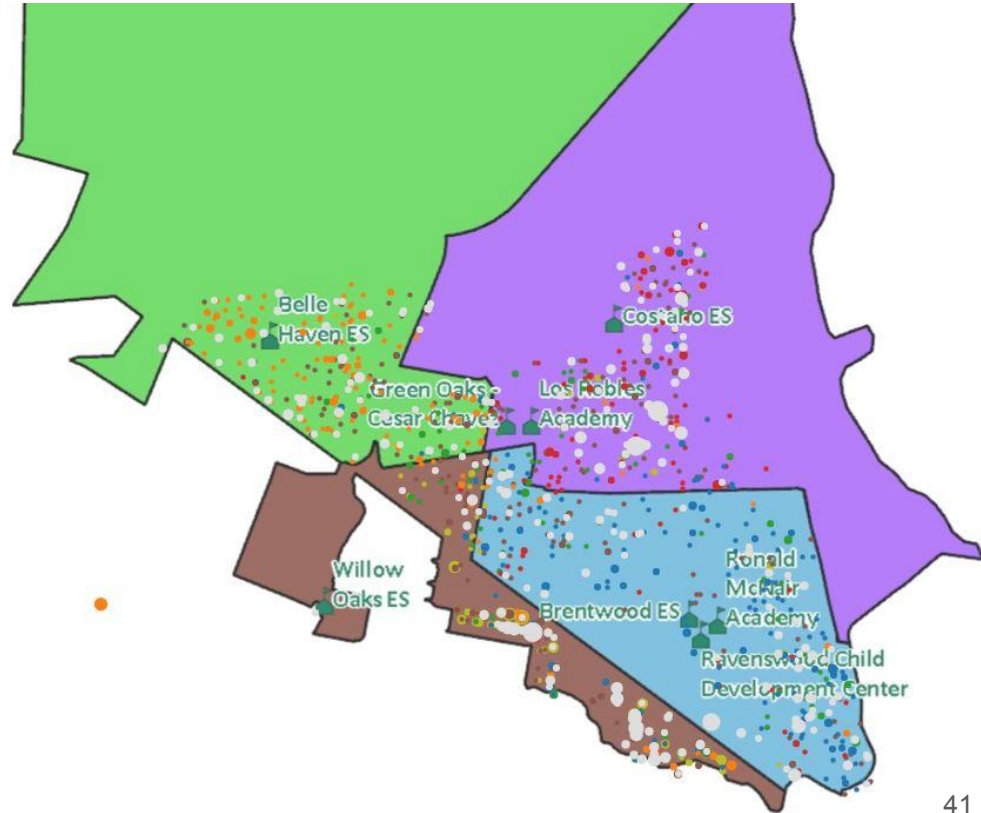
*Dónde viven los estudiantes actuales
(por escuela)*

Appendix 1: Where do current students live?

Apéndice 1: ¿Dónde viven los estudiantes actuales?

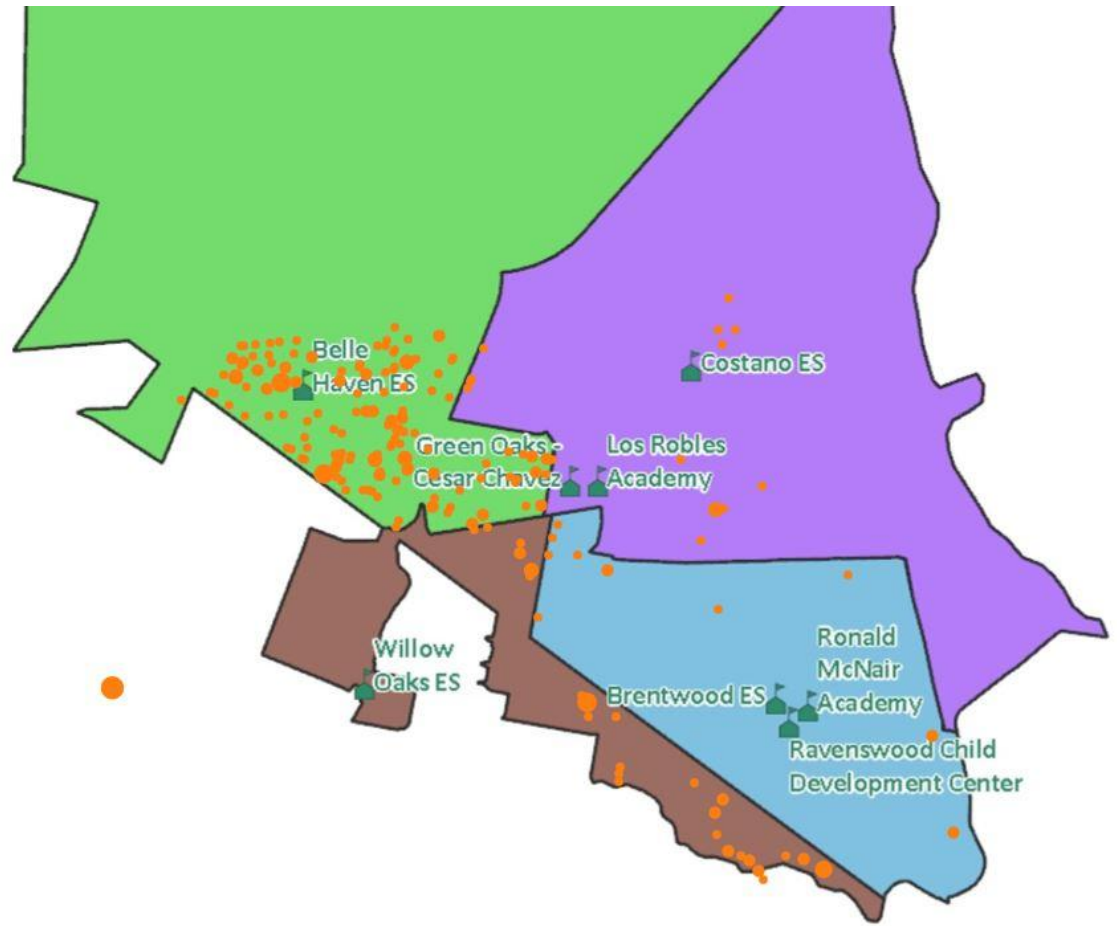
Where do Ravenswood students live (all schools)?

¿Dónde viven los estudiantes de Ravenswood (todas las escuelas)?



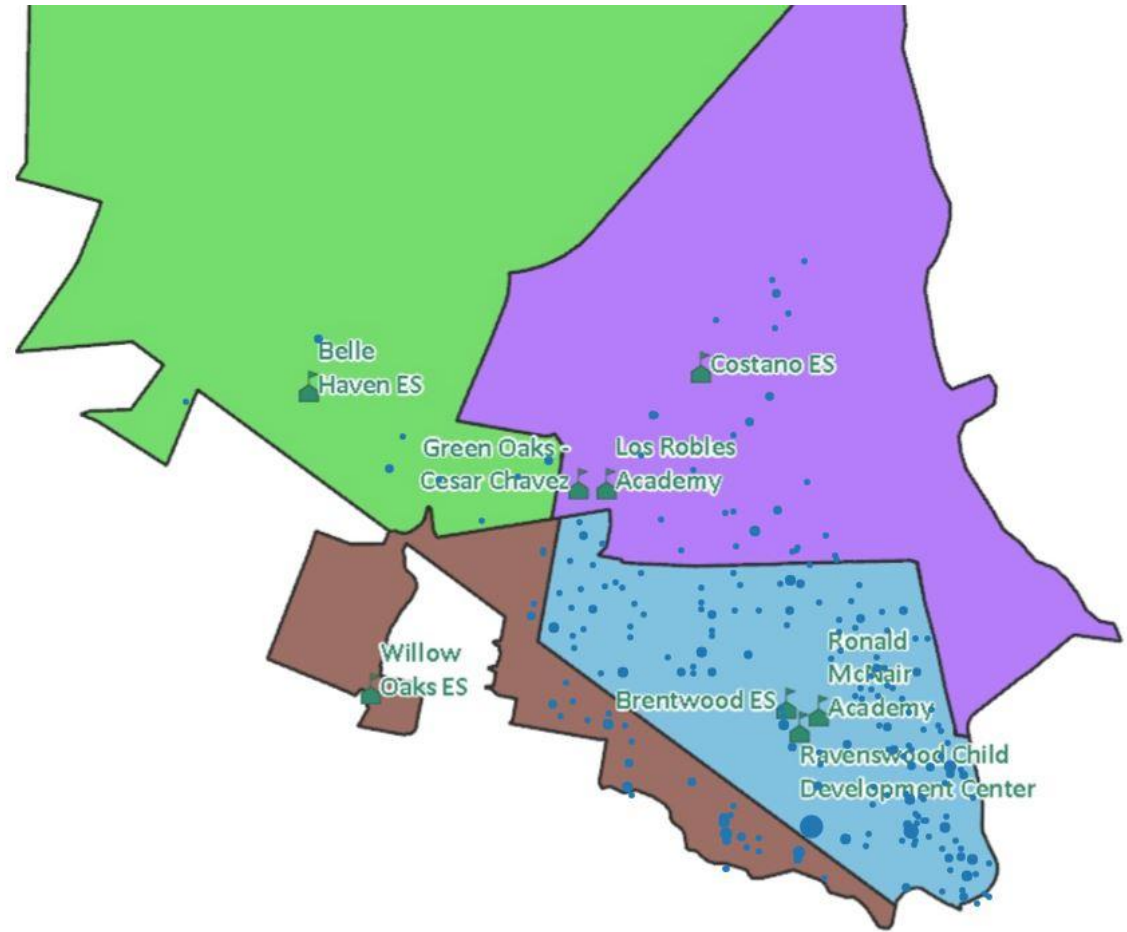
Where do Belle Haven students live?

¿Dónde viven los estudiantes de Belle Haven?



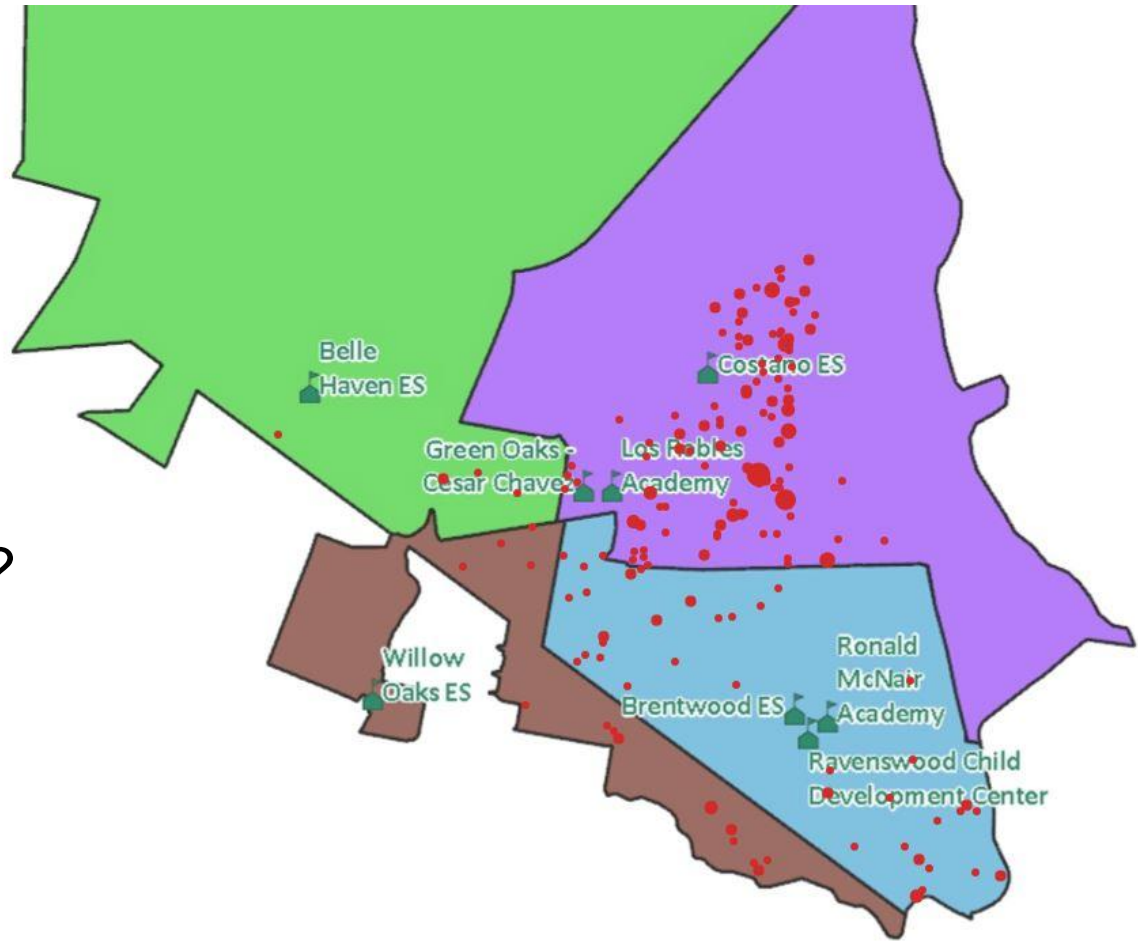
Where do Brentwood students live?

¿Dónde viven los estudiantes de Brentwood?



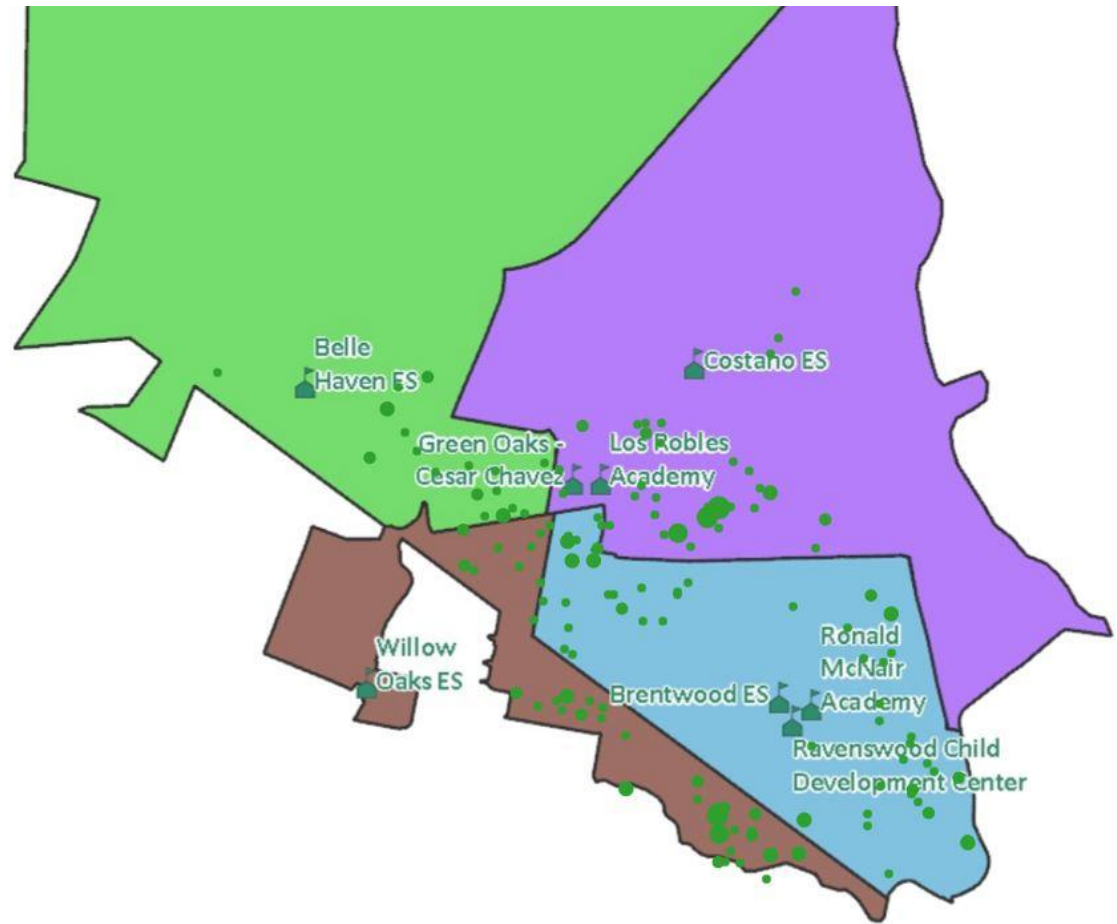
Where do Costano students live?

¿Dónde viven los estudiantes de Costano?



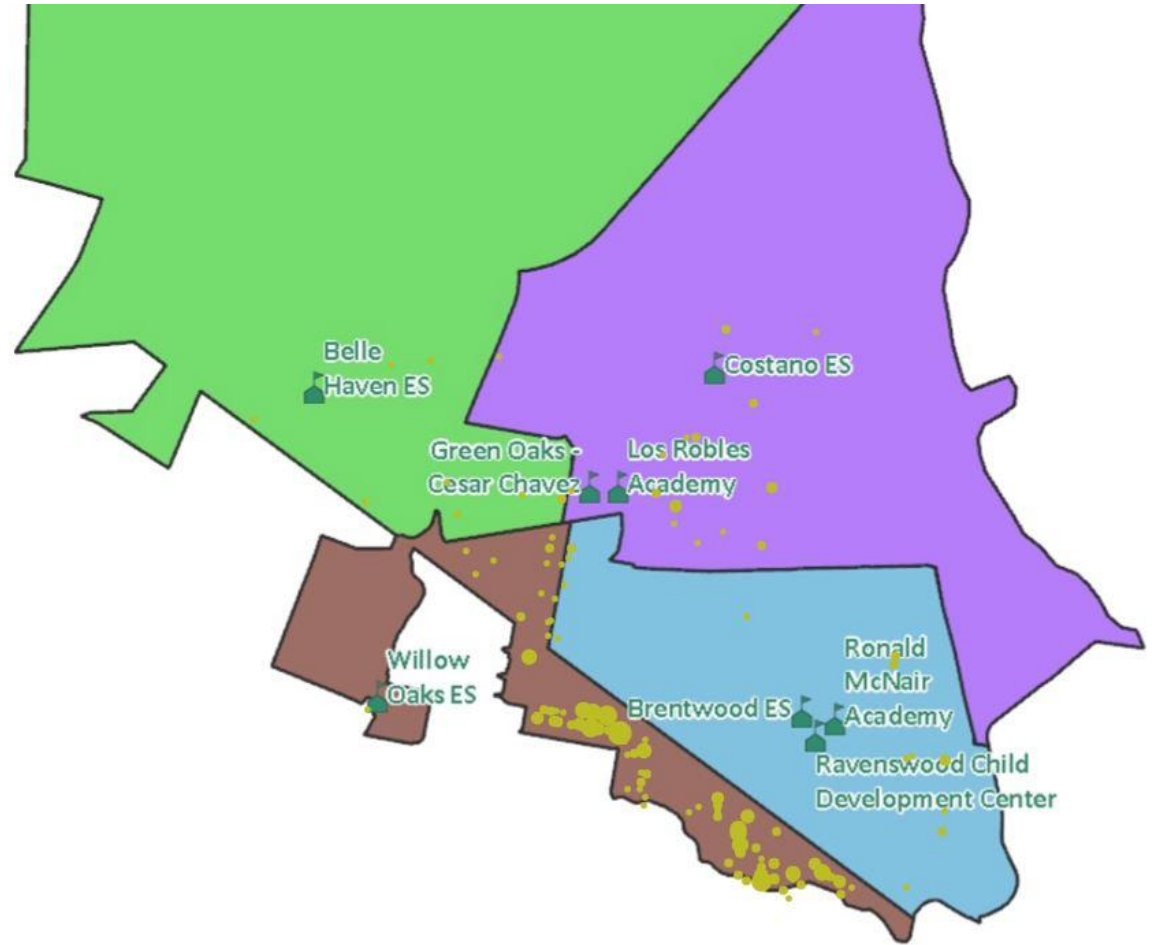
Where do Los Robles McNair students live?

¿Dónde viven los estudiantes de Los Robles McNair?



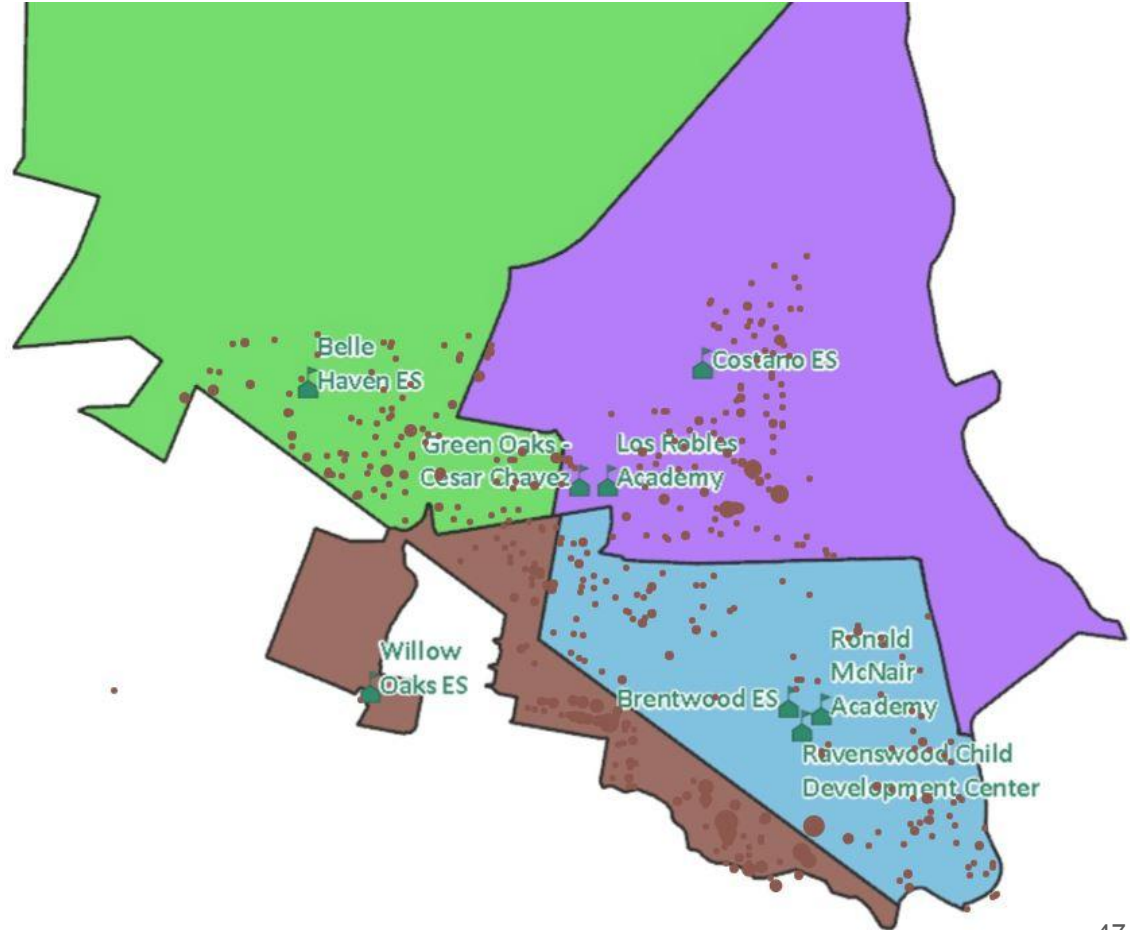
Where do Willow Oaks students live?

¿Dónde viven los estudiantes de Willow Oaks?



Where do Ravenswood Middle School students live?

¿Dónde viven los estudiantes de Ravenswood Middle School?



Impact on specific ethnic subgroups

	Pacific Islander	African American	Latino	Other
Belle Haven	11%	9%	74%	4%
Brentwood	15%	8%	75%	2%
Costano	20%	10%	66%	4%
Los Robles/McNair	1%	5%	94%	0%
Willow Oaks	7%	5%	86%	2%

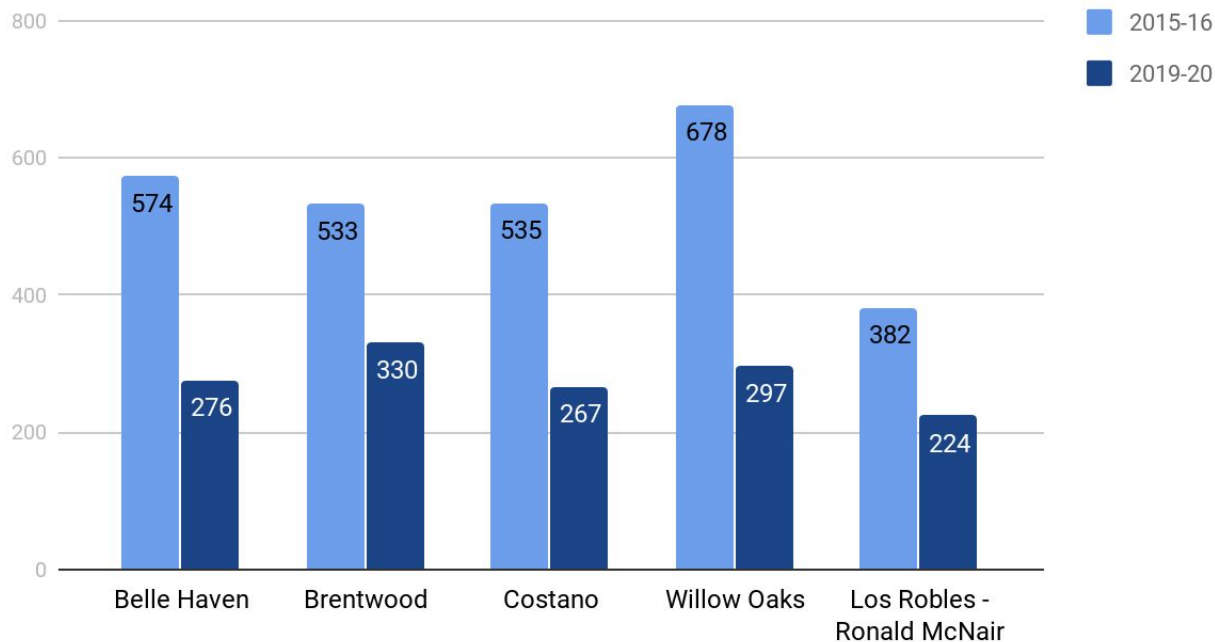


Capacity & classrooms at
each elementary school

*Capacidad y aulas en cada
escuela primaria*

Just five years ago, most of our sites held twice as many students
Hace solo cinco años, la mayoría de nuestros sitios tenían el doble de estudiantes

Enrollment per school | Inscripción por escuela



How many students can fit in a school?

¿Cual es la capacidad de una escuela?

Grade Level <i>Nivel de grado</i>	# of Sections <i>No. de secciones</i>	Students <i>Estudiantes</i>
Kinder	4	96
1st	4	96
2nd	4	96
3rd	4	96
4th	3	93
5th	3	93
Total	22 classrooms	570 students

Any school with
22 rooms can fit
570 students

*Cualquier escuela con 22
salas tiene capacidad
para 570 estudiantes*

What other spaces are needed?

¿Qué otros espacios se necesitan?

We need 9 rooms for electives:

- Art
- Makerspace
- PE
- Music
- Special Education (2 rooms)
- After School Program Office
- Coaches (2 rooms)

Necesitamos 9 aulas para cursos electivos:

- Arte
- Makerspace
- Educación física
- Música
- Educación Especial (2 aulas)
- Oficina del programa después de la escuela
- Entrenadores (2 aulas)

Appendix 2: Classrooms at each school

Apéndice 2: Aulas en cada escuela

Elementary School Escuela Primaria	# Classrooms # Aulas	# Homerooms (subtract 9 for elective rooms) # Aulas (menos 9 para aulas electivas)
Willow Oaks	31	22
Belle Haven	40	31
Brentwood	39	30
Costano	34	25
Los Robles Ronald McNair	23	17 * (PE is in gym, ASP is in office, coaches room is shared)

Enrollment and homerooms: 2015-16 vs. 2019-20

Inscripción y aulas: 2015-16 vs. 2019-20

School <i>Escuela</i>	2015-16 Enrollment = 3,432 (K-8)	2015-16 Homerooms	2019-20 Enrollment = 2,070 (TK-8)	2019-20 Homerooms
Belle Haven	574 (K-8)	23	276 (TK-5)	13
Brentwood	533 (only K-5)	22	330 (K-5)	14
Costano	535 (K-8)	21	267 (TK-5)	12
Willow	678 (K-8)	26	297 (K-5)	13
Los Robles - McNair	McNair Site 196 (only 6-8) Los Robles (382 at Green Oaks)	McNair 9 Los Robles 17	224 (K-5)	10

Projected enrollment &
staffing at each school

*Inscripción proyectada y
personal proyectado por
escuela*

Projected TK-5 enrollment & teachers in Fall 2020 (without mergers)

Proyección de matrícula TK-5 y maestros en otoño de 2020 (sin combinaciones)

# Students / Estudiantes	TK	K	1	2	3	4	5	Total
Belle Haven	14	35	35	47	42	42	46	261
Brentwood		24	24	42	48	69	77	284
Costaño	20	24	24	43	44	44	42	241
Los Robles/McNair		37	37	23	24	35	59	215
Willow Oaks		40	40	43	44	49	62	278
TOTAL	34	160	160	198	202	239	286	1279

# Core Teachers / Maestros Centrales	TK	K	1	2	3	4	5	Total
Belle Haven	1	2	2	2	2	2	2	13
Brentwood	0	1	1	2	2	3	3	12
Costaño	1	1	1	2	2	2	2	11
Los Robles/McNair	0	2	2	1	1	2	2	10
Willow Oaks	0	2	2	2	2	2	2	12
TOTAL	2	8	8	9	9	11	11	58

Assumes TK and Kinder enrollment is the same as November 2019. All current K-4th graders move up to next grade |
*Asume que las inscripciones en TK y Kinder son las mismas que en noviembre de 2019. Todos los estudiantes
 actuales de K-4to grado pasan al siguiente grado*



Projected TK-5 enrollment & staffing in Fall 2020 after proposed mergers

# of Students / # de Estudiantes	TK	K	1	2	3	4	5	Total
Los Robles/McNair		37	37	23	24	35	59	215
Belle Haven + Willow Oaks	14	75	75	90	86	91	108	539
Costaño + Brentwood	20	48	48	85	92	113	119	525
Total	34	160	160	198	202	239	286	1279

# Core Teachers / Maestros Centrales	TK	K	1	2	3	4	5	Total
Los Robles/McNair	0	2	2	1	1	2	2	10
Belle Haven + Willow Oaks	1	4	4	4	3	3	4	23
Costaño + Brentwood	1	2	2	4	3	4	4	20
Total	2	8	8	9	7	9	10	53

Assumptions: TK and Kinder enrollment is the same as November 2019. All current K-4th graders move up to next grade. All Willow students move to Belle Haven, all Brentwood students move to Costaño.

Suposiciones: la inscripción en TK y Kinder es la misma que en noviembre de 2019. Todos los estudiantes actuales de K-4to grado pasan al siguiente grado. Todos los estudiantes de Willow se mudan a Belle Haven, todos los estudiantes de Brentwood se mudan a Costaño.

