

# School Merger Update

RCSD Board Meeting  
June 25, 2020



# The Prep Work

## Pack “it”

- May 13 - May 16, 2020
- Boxes and Labels provided

## Purge “it”

- Encouraged to purge outdated and obsolete material.

## Pass “it” along

- Give away to fellow teachers and families



# Moving Timeline

## Internal Moves to Receive Brentwood and Willow

- Belle Haven completed May 20
- Costano School completed June 11
- Los Robles completed June 11

## The Big Move to 415 Ivy Dr. & 2695 Fordham St.

- Willow Oaks completed June 10
- Brentwood scheduled to be complete July 2



# Ravenswood City School District - 4 Schools

- Cesar Chavez Ravenswood Middle School
  - 2450 Ralmar Avenue, East Palo Alto
  - Grades 6-8
  - Projected enrollment in the fall - 629
- Los Robles Ronald McNair Spanish Dual Immersion
  - 2033 Pulgas Avenue, East Palo Alto
  - Grades K-5
  - Projected enrollment in the fall - 209 Students
- Belle Haven/Willow Oaks (New School Name TBD)
  - 415 Ivy Drive, Menlo Park
  - Grades TK-5
  - Projected enrollment in the fall - 482 Students
- Brentwood/Costano (New School Name TBD)
  - 2695 Fordham Street, East Palo Alto
  - Grades TK-5
  - Projected enrollment in the fall - 497 Students

# Developing New School Cultures

- **Lever 1: Shared Mission and Values**
  - Establishing shared school mission, values and behaviors focused on every student fulfilling their unique potential.
- **Lever 2: Relationships**
  - Building and maintaining meaningful relationships among teachers and staff, focusing on creating a culture where all students are value.
- **Lever 3: Family & Community Engagement**
  - Purposely engaging families and communities in the academic and social successes of students.



- “Breakthrough Principals”  
(New Leaders)

# Shared Mission and Values

- **Mission & Values:** Collaborate to create a clear and compelling mission and set of values.
- **Behavior Expectations:** Translate mission and values into specific behavioral expectations for adults and students that are described, taught and consistently implemented.
- **Adult & Student Efficacy:** Ensure that adults and students believe in their ability to reach ambitious academic goals through hard work, effective instruction, and feedback.
- **Social Emotional Learning Skills & Supports:** Teach behavioral and social emotional skills and ensure that supports are in place to guide students' navigation of their academic and personal lives.



Developing New School Culture

- “Breakthrough Principals”  
(New Leaders)

# Actions: Shared Mission and Values

- School staff members share a common understanding of mission and values in practice; can describe the mission and can explain how they are present in the daily life of the school.
- Create structures to implement frequent teaching and reinforcing of behaviors.
- Students and staff see challenges as part of the learning process and seek help when they need it.
- Ensure all teachers have some training and support in teaching social-emotional skills.



# Relationships

- **Supportive Adult/Student Relationships:** Build strong relationships with students.
- **Cultural Competency and Diversity:** Leverage the strengths of a diverse community to create an equity-focused school community.
- **Student Voice:** Create structural opportunities for students to provide input and leadership within the school.



Developing New School Culture

- “Breakthrough Principals”  
(New Leaders)



# Actions: Relationships

- Organize the student community into cohorts with supporting ritual and routines that build positive cohort identity and foster strong relationships among and between students and adults.
- Staff take responsibility for knowing each student's cultural background, asset and growth areas./ staff make learning about other cultural groups an ongoing part of the school's curriculum
- Create structures and developmental opportunities for children to show leadership voice (e.g. student council, student peer review board).



# Family & Community Engagement

- **Involving Family and Community:** Support student aspirations and success by engaging families and the community.

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	<p>Create a flexible engagement strategy that values multiple types of family and community interactions.</p> <p>Develop and implement short- and long-term plans for family and community engagement tailored to the school and community context.</p> <p>Identify two or three schoolwide practices to engage families based on an analysis of the community's need.</p>	<p>The leadership team builds awareness of biases about what family is and what family engagement means.</p> <p>At least one person, in addition to the principal, is designated as a lead in family and community engagement work.</p> <p>Systems are in place that engage families on a daily, weekly, and monthly basis about their child's performance (both positive and negative).</p>
STAGE 2	<p>Train the staff on how to engage with families and community members respectfully and effectively.</p> <p>Create multiple opportunities for engagement to ensure that interactions do not feel hierarchical to families or community members.</p> <p>Track and analyze whether all families are engaging in positive two-way exchanges.</p>	<p>Families are actively involved in key moments of student learning.</p> <p>Multiple communication strategies with families are integrated into teacher roles and responsibilities.</p> <p>Family and community engagement data are reviewed regularly, and plans are adapted as needed.</p>
STAGE 3	<p>Gather and evaluate data from families and community members about the quality of engagement.</p> <p>Provide ongoing and relevant training and supports for community members and families to support and foster high levels of engagement.</p>	<p>Families are viewed by all faculty and staff as critical partners in each student's academic and personal development.</p> <p>Staff members take collective responsibility to engage families and the community.</p>



# Actions: Family & Community Involvement

- Provide ongoing and relevant training and supports for community members and families to support and foster high levels and engagement.
- Multiple communication strategies with families are integrated into teacher roles and responsibilities.
- Staff members take collective responsibility to engage families and the community.
- At least one person, in addition to the principal is designated as a lead in family and community engagement work.



# Thank you.

