

REDWOOD CITY SCHOOL DISTRICT
REDWOOD CITY, CA

RCSD MEMORANDUM

November 14, 2018

TO: SCHOOL BOARD
FROM: JOHN R. BAKER, Ed.D., SUPERINTENDENT
SUBJECT: Draft of Superintendent's Formal Recommendations: Planning for
Our Future Community Engagement Process

RCSD Goal: Work with community to engage, support, and take collective responsibility for our children and our schools

Regular Board Meeting	Regular Board Meeting
Wednesday, Nov. 14, 2018 Fox Theatre 2215 Broadway St. 7:00 pm	Wednesday, Nov. 28, 2018 Sequoia High School: Carrington Hall 1201 Brewster Ave. 7:00 pm

Introduction

Over the last six months, we have embarked on a process to *Plan for our Future* and rethink how to focus on our core mission: educating every child for success. We are doing this work because an independent financial consultant analyzed the Redwood City School District (RCSD) budget and concluded that with declining enrollment, RCSD cannot sustain 16 schools with 7,500 students and specifically schools with an enrollment of less than 400 students. Last spring the San Mateo County Office of Education gave us a December 15 deadline to come up with a three-year plan for a \$10 million reduction to our budget. As difficult as this work has been, we also see it as an opportunity to rethink how we educate our students and how we meet the needs of our community.

The Superintendent's Advisory Council, made up of parents and staff, worked from August-October to come up with community-generated ideas for finding ways to reduce our budget, "right-size" our district, and rethink how to meet the needs of our community. I gave the Council freedom to dream, as well as suggest budget cuts. Making our schools attractive to the community is part of maintaining our fiscal health, so in addition to thinking about areas to cut, we wanted to learn the community's priorities and needs.

I thank the Council for taking a difficult task very seriously, for studying detailed data on our finances, our enrollment trends, schools of choice transfer requests, and facilities, and for having the courage to suggest ideas that were unpopular.

We asked for their input because we knew they would bring a fresh perspective and not feel constrained by thinking of all the reasons an idea might not work or might meet resistance, as we educators sometimes do. I wanted to empower the Council to think outside the box and see what new ideas might emerge, and they met the challenge! Community-driven problem solving can be messy, and this one was at times, but I also believe that the recommendations that follow are stronger as a result of the process we have been through.

The work of the Council and their innovative thinking, as well as input from the broader community, was instrumental as I worked with staff on these recommendations, but I also want to make it clear that the final recommendations, which follow later in this document are my responsibility.

While the last few weeks have been difficult, they have also revealed some of the strengths of our district:

- Our students, teachers, and parents love their schools and feel a strong sense of community
- Our community cares about having great schools and is willing to help us get there
- Our parents are creative problem solvers with many good ideas on how we should move forward
- Our community is diverse, and all parents want the very best for their students
- Our district leaders and staff are willing to listen and hear feedback that is critical

These are all important factors that will help us as we move forward.

Background

Redwood City School District has been educating children for more than 100 years and the school district has continually adapted and changed as the standards for teaching and learning change and the community evolves. During some eras, such as the decade after the end of WWII, enrollment grew rapidly; in other periods, such as the late 1970s and early 1980s, the number of students declined. The size and demographics of the student body has shifted and shifted again over the last century.

We are facing changes in our community again:

- The district faces reduction of funding due to declining enrollment *and* increased pension costs
- Three new charter schools have opened in the last few years, and since we are funded on a per student basis, the loss of students to charters has created a corresponding loss in revenue

- The student population is shrinking and changing demographically as a regional economic boom both drives families out and brings new families in
- New ways of teaching and learning are changing the way schools and classrooms operate

Given the shift in enrollment, demographics, reduced funding and increased pension obligations, and the organization's philosophy for continuous improvement, we needed to plan for our future in order to keep providing a high-quality education to our students. We recognized from the beginning of this process that change is always difficult, and we operated on the principle that engaging the community and listening to their input would lead to innovative solutions that district leaders may not have been able to imagine on their own.

From the time we became aware of the need to reduce the budget by \$10 million, beginning with \$4 million in cuts for 2019-20, district leaders and staff members had many ideas for how we could accomplish this, but we believed that we needed to involve the entire community. Given the magnitude and the complexity of the challenges facing the district, I asked staff and board members to:

- Let the committee propose ideas and solutions before we suggest our own ideas
- Share data with the community, get their input and listen to what they have to say
- Avoid taking any action that affects the big picture before the process is over
- Remind the community that change is an opportunity for improvement

We wanted a process that would develop community-generated solutions to the following challenges:

- Budget: how to allocate resources and structure programs given declining enrollment while helping the district remain competitive
- Geographic access to programs and middle school options
- Community perception about rigor and level of challenge at neighborhood schools
- High number of requests to transfer out of some neighborhood schools, and long wait lists for requests to transfer into some neighborhood schools and schools without boundaries
- Evaluation of existing needs and programs to ensure that services are aligned with each individual school's community

Charge to the Council

We began the planning process last spring and the Council began meeting before the school year started in early August, and has met almost weekly since then. I asked the Council to provide at least three possible recommendations for solving each of the challenges above, and told them that the recommendations may include, but are not limited to:

- Suggested budget reductions
- Consolidation, relocation or repurposing of existing programs/campuses
- Proposed changes/additions to program offerings to attract students and families who might otherwise move or attend schools outside of the district
- Ideas for revitalizing neighborhood schools where enrollment has been declining or has a high percentage of requests to transfer to other programs or schools
- Options for providing more convenient middle school options for families who live in the Bayside neighborhoods
- Changes to school registration procedures to make it easier for families

Planning for Our Future Timeline and Process

- **May 30, 2018:** Independent consultant presented a financial analysis to the Board of Trustees. Consultant advised that RCSD cannot sustain 16 schools with 7,500 students and specifically schools with an enrollment of less than 400 students.
- **Spring and Summer of 2018:** District staff began to form Superintendent's Advisory Council by recruiting parents and staff from all sites. District staff designed and deployed a community-wide survey that was sent to all parents of enrolled students, posted on the City of Redwood City's newsletter, and posted on various social media sites.
- **August-October, 2018:** Superintendent's Advisory Council was charged with developing community-generated ideas. A wealth of data was presented to the Council before they generated ideas, including:

Data and Information that was Shared with the Council

- **Historical growth and program changes in RCSD:** An overview of the 1800s to Present. (View Presentation: [RCSD: 100 Years of Change](#))

Highlights:

- Migration in and out of Redwood City has defined RCSD from its earliest days
- Schools have opened and closed during key times of change in other eras
- 5 schools opened from 1916-32 and 13 schools opened from 1946-59
- 5 schools closed from 1969-1979
- The current Schools of Choice structure was introduced in the 1990's
- **State of the District 2018:** Academic gains, popular programs, sophisticated technology. (View Presentation: Included in RCSD: 100 Years of Change)

Highlights:

- Continuous gains in state assessments
- Sophisticated technology integration
- Innovative and unique popular programs
- Supportive community

- **Financial Overview:** Where our money comes from and where it goes; financial outlook. (View Presentation: RCSD: Budget Overview)

Highlights:

- 78% of our funding is from LCFF / State aid
- 80% of our total budget is used for teachers and staff salaries and benefits
- Enrollment and attendance drives funding: our enrollment is down by about 1400 students since 2012
- Every 30 students we gain brings in \$300,000; every 30 students we lose costs \$300,000
- Every 1% gain in average daily attendance generates \$700,000

- The cost to the district to pay for increased pension costs from 2017-18 to 2018-19 is approximately \$1.14 million
- RCSD is among the lowest funded districts in San Mateo County
- The only way for RCSD to increase funding is to enroll more students, improve attendance of enrolled students, advocate for increased state funding, seek additional grants and private donations, pass another parcel tax
- **Academic Overview:** Professional learning, common core instruction, instructional practices, platinum ticket. (View Presentation: [RCSD: Academics](#))

Highlights:

- Overview of student experiences in RCSD
- Components of Common Core Instruction
- Academic language and cognition
- English language arts instruction
- Mathematics instruction
- Science and social studies instruction
- Belief in the learner
- Social Emotional learning
- Professional development for RCSD teachers
- **Enrollment Overview:** Where RCSD students from each school live, enrollment history, enrollment projections from a professional demographer, kindergarten registration/enrollment at each school over time, Schools of Choice applications/enrollment over time, school transfer data. (View Presentation: [RCSD: Enrollment 2018](#))

Highlights:

- District-wide map showing where RCSD students live

- Maps for each RCSD school showing where students live and the percentage of students attending from each neighborhood boundary
- Enrollment history for each grade level since 2008-09
- Enrollment projections for each year and grade level to 2027
- Kindergarten registration numbers in March and actual kindergarten enrollment in October, 2012-13 through 2018-19.
- Percent of kinder students requesting Schools of Choice transfers 2015-16 through 2018-19
- Kindergarten registration, transfer out and transfer in requests for each school for the 2018-19 school year
- K-5 Neighborhood School Transfer Data
- 6-8 Neighborhood School Transfer Data
- Out of District attend at each school during 2017-18
- **Facility Capacity:** Classrooms and capacity at each school. (View Presentation: [RCSD: Facilities and Bond](#))
Highlights:
 - Total number of classroom and total capacity of each school site
 - Breakdown of the number and type of classrooms for each school site
- **Community Survey:** Results of community survey taken by nearly 1500 community members. (View Presentation: [RCSD: Parent Survey](#))
Highlights:
 - 1473 responses from parents and community members from every school site
 - 86% of respondents indicated their child is attending their most preferred school

- Of the families not attending their school of choice the top reasons were limited space at the school (67%) or not meeting qualification criteria (26%)
- Top three considerations in choosing a school are:
 - The school is close to home (34%)
 - Test scores or rankings are high (33%)
 - Other parents I know tell me the school is good (29%)
- The three most popular program choices are:
 - STEAM program (94% very interested or interested)
 - Gifted/ high-achieving program (88% very interested or interested)
 - Project-based learning (85% very interested or interested)
- **August-Present, 2018:** RCSD community is updated after each meeting.
- **October 16, 2018:** Honoring the work of the Superintendent's Advisory Council, the Superintendent presented the raw ideas to Board of Trustees during a Board Meeting Study Session.
- **October 22 and 25, 2018:** District held two community forums to collect written feedback on raw ideas.
- **October 29, noon , 2018:** Deadline to provide written feedback via digital form.
- **October 29, evening, 2018:** The superintendent provided an evaluation of the ideas to the Superintendent's Council.
- **November 1, 2018, 8:30 am, 6 pm:** Superintendent presented Evaluation of Ideas to the Board during two Special Board Meetings, and heard community testimony.

Listening to the Community

We have done our best to listen to the community on how to best "*right size*" our district given lower enrollment. We know that some have questioned the process used to engage the community, and yes, as stated earlier in this document, it was bumpy at times. The process that we have been through, however, has led to a better understanding of what our community values. We have heard valid critique of some ideas throughout the process, and new ideas also came forth. We read and listened to all comments before preparing these recommendations.

While my Cabinet of career education professionals and I could have sat down in a conference room and drafted this plan ourselves, I want the Board and the

community to know that it was very important to me to give every parent, teacher, and staff member a voice and an opportunity to weigh in on how to right-size and improve our school district. This made the task more complicated, as it meant sharing detailed data with the community that is usually only studied and analyzed by staff.

In addition to the hard work of the Superintendent's Council, we have collected and read hundreds of pages of comments, and emails, and we listened to seven hours of testimony on November 1. We have greatly appreciated the community's input and careful consideration of the ideas that have been suggested. We, took all feedback very seriously, and all viewpoints were heard. The recommendations below look quite different than they would have if my staff had simply drafted a plan last spring -- the community input made a difference. We know that these recommendations will not be popular with everyone.

[English](#) [español](#)

Recommendations

The recommendations that follow were developed after completing the following steps:

- Presenting detailed data to the Superintendent's Advisory Council
- Updating the community after each Superintendent's Advisory Council meeting
- Giving the 5 sub-committees of the Council an opportunity to review all data, and come up with potential ideas and solutions that included pros and cons for each idea
- Presenting the Council's raw ideas to the Board during a study session, and hearing the Board's pros and cons for each idea
- Giving the community a chance to add to the pros and cons at two Community Forums
- Holding 2 Board Meetings on November 1 to present my evaluation of the Council's ideas
- Listening to 7 hours of public testimony at the November 11 board meetings
- Reviewing many hundreds of emails that were received
- Holding meetings with individual board members
- Reviewing of feasibility of implementation with Principals and Cabinet

- Considering new ideas from community and staff

Ideas from Superintendent's Advisory Council

Idea #1:

1: Cut more than \$4 million to allow bona fide programs to be offered.	Accepted
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Idea #2:

2. Close/merge 4-6 school sites.	Accepted
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Idea #A:

3A. Move the District Office and lease out Bradford St.	Accepted
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Idea #B:

3B. Close the District Office and move District Office to function out of MIT campus. Rent District Office.	Accepted
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Idea #4:

4. Find a renewable energy source for a lower cost and not increase the overall monthly energy bill.	Not recommended at this time	<i>Note:</i> RCSD is already pursuing renewable energy at feasible sites via Measure T bond construction.
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Idea #5:

5. Increase facility rentals--charters.	Not recommended at this time	<i>Note:</i> Not legally possible.
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Idea #6:

6. The summer school program should be closed.	Not recommended at this time	<i>Note:</i> Seeking another funding source to keep summer school, which is highly beneficial to students.
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Idea #7:

7. Make all neighborhood schools K-5 and 6-8.	Recommend for further study	<i>Note:</i> In 2019-20 a committee will study the middle school configurations in the district.
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Idea #8A:

<p>8A. Improve public perception by Reducing Internal competition.</p> <p>2-3 middle school options (Bayside, Hillside and North Star), with North Star as a middle school.</p> <p>RCSD is not a district of choice - neighborhood schools and Schools of Choice. Schools of Choice are Immersion schools, North Star, and Orion. (e.g. the Schools of Choice programs will only be language immersion, North Star and Orion) All immersion K-5s go to one middle school (not split between the three).</p> <p>K-5 have to be rich and have hooks for all (see Idea #24).</p>	Accepted with modifications	<i>Note:</i> In 2019-20 a committee will study the middle school configurations in the district.
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Idea #8B:

8B. One Bayside middle school at Hoover in order to expand choices to families so that students can have opportunity for electives that otherwise they couldn't have.	Not recommended at this time	<i>Note:</i> In 2019-20 a committee will study the middle school configurations in the district.
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Idea #8C:

8C: Consolidate Garfield, Taft, Fair Oaks and Hoover students at two locations for elementary (K-5). Create one middle school at Taft for grades 6-8.	Accepted with modifications
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Idea #8D:

8D. Middle Schools (MIT to move campus, 6-8 reduction at schools.	Not recommended at this time	<i>Note:</i> In 2019-20 a committee will study the middle school configurations in the district.
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Ideas #9A and 9B:

9A and 9B. Consolidate charter schools on one campus.	Recommend for further study	<i>Note:</i> Once it is decided which RCSD campuses are vacated, we will determine best placement for the charters
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Idea #10:

10. Combine both Spanish Immersion programs (Adelante, Selby Lane) and house at Selby Lane.	Accepted
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Idea #11:

11. Maintain K-5 PBL focus at Roosevelt, expand geographic enrollment boundary to grow student body.	Accepted with modifications
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Idea #12:

12. Expand North Star Academy to support more students in grades 3-8, utilizing more space in the MIT building.	Recommend for further study
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Idea #13:

Move Orion to John Gill campus and house with Mandarin Immersion. Keep Orion as a School of Choice.	Accepted
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Idea #14:

Close Clifford School and rezone existing students.	Not recommended at this time
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Idea #15:

Use for open spaces	Accepted with modifications
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Idea #16:

Full -Day Kindergarten. Expand all Kindergarten programs to be full day.	Possible future implementation
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Idea #17A and #17B:

#17A and #17B. Consistent and Equitable enrichment during school day.	Possible future implementation
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Idea #18:

District-wide pre-school	Possible future implementation
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Idea #19:

Expand After School Care	Possible future implementation
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Idea #20:

Music and art programs at every school	Possible future implementation
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Idea #21:

Create a maker space at each school site and Makers Fair	Possible future implementation
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Idea #22:

Social/Emotional support at each site	Possible future implementation
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Idea #23:

Gardens at each school	Possible future implementation
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Idea #24:

Highlight District strengths	Possible future implementation
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Guidelines for Implementation

The recommendations that follow adhere to the following guidelines:

- The idea must be legal (Ed Code, state & local laws, Partner MOU)
- The idea must be realistic to implement given staff capacity and community support
- The idea should promote racially and socioeconomically balanced schools and not further segregate our students
- The idea should save money or generate new revenue
- The idea should enable our progress toward innovation & excellences
- The idea will not cause loss of students, which would exacerbate financial difficulty
- The idea will not cause loss of grant dollars
- The changes will not contribute to inequity
- The changes will not not lead to academic decline

Phase I

Recommendation 1: Close 4-6 campuses/buildings

Rationale:

Over the last few weeks, I have read and heard many comments from the public wondering why we did not address the District's financial challenges sooner, and I want to provide some background that I hope will build community understanding on this point. In fact, we have cut the budget deeply and consistently during the last 10 years. During the years of the Great Recession beginning in 2008, the the district cut about \$13 million, including reducing district office administrators by 20%, reducing the pay of management employees, laying off more than 120 teachers and other staff, not providing increases to salaries or benefits, increasing the number of students in many classrooms by up to 50 percent, decreasing the number of years instrumental music instruction was offered, and reducing the number of hours that school libraries were open during the school day.

As funding from the state increased moderately beginning in 2013, (but still has not reached pre-recession levels), we were able to partially restore smaller class sizes in lower grades, and restore some critical programs, such as summer school. We also restored some positions, but the District Office and school sites run at a very lean level compared to many of our neighboring districts. After a decade of budget cuts, there are very few areas left to cut without impacting the important services we provide to our students. We cannot get to a reduction of \$4 million for 2019-20 on top of all the cuts made in the last 10 years without restructuring the size of our district, or increasing class sizes to a level that would be unacceptable to our community. Beyond the calculated savings, we believe that "*right-sizing*" the district will also make us stronger in ways that are difficult to quantify. Our lean district office staff will be able to give more support and attention to the remaining schools, and we will be in a better position to offer enhanced programs and services that will attract more families to our district.

Some comments from the community over the last few weeks suggested that we consider fundraising and reaching out to local businesses for financial support instead of closing schools. We wish that we could close this large funding gap with support from the private sector and partnerships, but while current and past fundraising efforts for the past 10 years have been intensive and have increased significantly, we have not yet reached a level that will yield an additional \$4 million+ per year. The Redwood City Education Foundation, and the District's strong connections with local foundations such as the Chan Zuckerberg Initiative, the Kwan Foundation, the Sobrato Foundation, have all contributed dollars that have allowed us to offer services that would otherwise have been eliminated years ago. We also have strong partnerships with the Sequoia Healthcare District, the Boys and Girls Club, and Redwood City 2020, which are making it possible for us to offer services that would not be possible with state funding alone.

Relevant Data:

- Each campus that closes saves the district \$500,000-910,000
- Currently, dollars from Measure U, the 2016 parcel tax, are divided on a per student basis among the schools. With fewer schools in operation, each school will receive a greater percentage of the funds, creating an opportunity to leverage the money to expand students programs and services.

Implementation Details:

The implementation details are the specific additional recommendations that follow, that detail which campuses are recommended for closure.

All incoming and current students at schools recommended for merging or closing will have priority in our Schools of Choice lottery, as described below in Recommendation 3.

At this point, I am not including recommendations for how each building might be utilized once vacated. Over the next few months we need to focus on helping students and families adjust to the move, ensure that all logistical details are handled correctly.

The closures recommended should not be considered legal boundary changes. The steps to make the changes permanent will come in Phase 2.

Cost Savings: \$3.6 million

Potential additional revenue:

- The District will be able to attract and retain more students after we go through this transformation of our district.
- We will generate about \$1 million for every 100 new students we attract to the district by expanding access to popular programs.

Recommendation 1A: Move Orion to the John Gill campus

(Council Idea #2 with modifications)

Rationale:

The Parent Participation Program, housed at Orion Alternative Elementary School, is a popular program without neighborhood boundaries. Requests for transfers into Orion from neighborhood schools is consistently high year after year, but the program is constrained from growing by the size of its small campus. In addition, anecdotal evidence gathered from the Schools of Choice office indicates that some families who are interested in Orion don't apply because they risk being on a waitlist since the campus can only accommodate 1 or 2 kindergarten classes per year. With greater capacity, Orion will be able to effectively market to a broader audience of potential students.

The current John Gill campus is slated for an extensive remodel under the Measure T bond construction, and will be a state-of-the-art-campus able to meet the needs of Orion. The campus is located in a vibrant neighborhood with many young families, yet most incoming kindergarten families who register in request a Schools of Choice transfer to another school (See Figure 1). The District competes with two private parochial schools in the neighborhood surrounding the John Gill campus. Between transfers to other RCSD schools and enrollment in private schools, John Gill is not the school of choice for most neighborhood families. Having a strong and popular program such as Orion's Parent Participation program will help the District recruit more neighborhood students.

Where John Gill students live

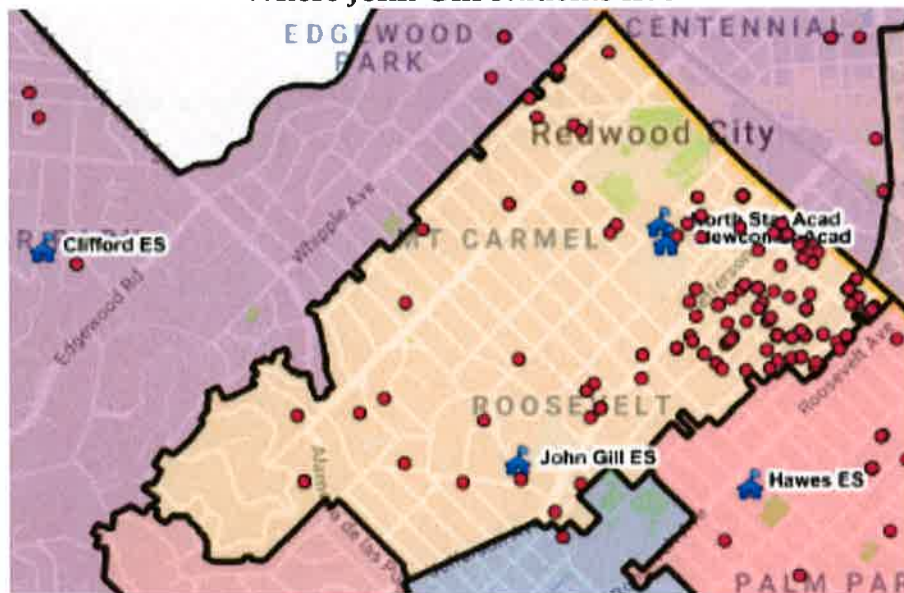


Figure 1

The Orion community has expressed strong support for this idea and has expressed their willingness to welcome the existing John Gill students to their program, if they wish to attend Orion.

We believe this move will give us the opportunity to recruit families in the immediate neighborhood who are currently opting to attend private schools, and thus offers the potential to strengthen our financial position even beyond the savings of vacating the Orion campus.

***Relevant Data:**

- For the 2018-19 school year, 71% of the kindergarteners registering in to John Gill requested choice to another program (52 of 73 who registered in). For the 2017-18 school year, 96% of the kindergarteners registering in requested choice to another program (49 of 52 who registered in). ***
- There are currently 470 students enrolled in RCSD schools who live in the John Gill attendance area. 315, or 67%, of these students attend schools other than John Gill. (This does not factor in the students who attend private schools in the neighborhood, and we do not have data on that.)
- About 288 students enrolled in John Gill. Of the enrolled students not in the Mandarin Immersion program, 155 students, or about 54%, live in the John Gill neighborhood. The rest come from Hawes (10%), Clifford (10%),
- 59% of the students attending Orion live in the John Gill boundary, or one of the 3 adjacent boundaries: John Gill (20%), Clifford (22%), Hawes (8%), and Roosevelt (9%). See Figure 2.
- In addition, 9% of Orion students live in the nearby Henry Ford boundary.
- The John Gill campus has a capacity of 660 students, with 288 enrolled currently, including the Mandarin Immersion program. Of those 88 are students in the Mandarin Immersion program, who will remain on the campus. Orion has just more than 200 students enrolled.

Orion

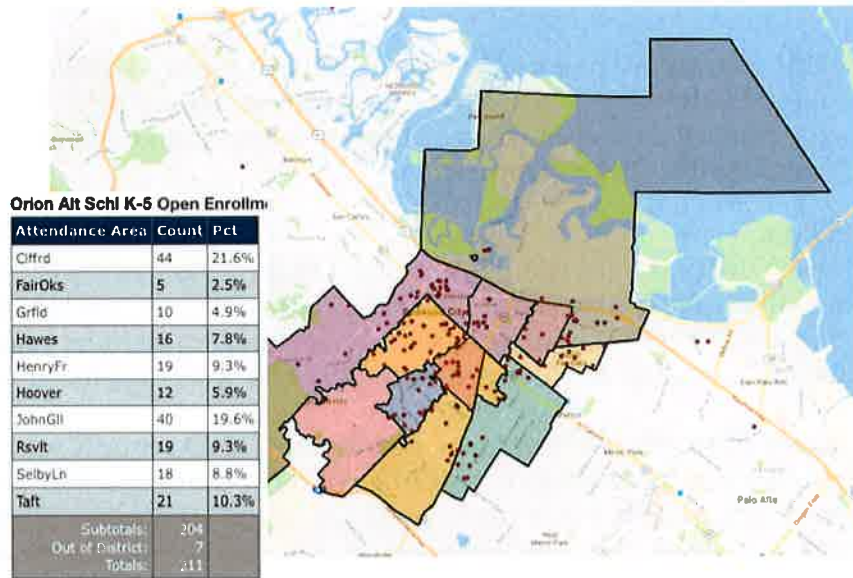


Figure 2

** Please note that enrollment, registration and Schools of Choice data can change daily, and the data cited here was compiled earlier the fall. Some numbers may have changed since then.*

***Please note that due to the way our Schools of Choice lottery program works, John Gill neighborhood students who apply to attend the Mandarin Immersion program are counted as requesting choice out.*

Implementation Details:

- The campus currently housing Orion's Parent Participation program, 815 Allerton St. will be repurposed in the future in a manner yet to be determined
- John Gill Elementary School will no longer exist as a neighborhood school
- The Mandarin Immersion program will continue on the current John Gill campus
- Existing John Gill students will be invited to join the Orion community, or will have the option of requesting choice to another program (see Recommendation #3 below).

Cost Savings: \$723,000

Potential additional revenue:

Every 30 students we attract will generate an additional \$300,000. If we grow the Orion program by 1 kindergarten class per year for 5 years from neighborhood

students who would otherwise not enroll, we would generate \$300,000 each year; in 5 years these additional students would generate \$1.5 million in revenue.

Recommendation 1B: Merge the two Spanish Immersion programs from Adelante Spanish Immersion School and Selby Lane School on the Selby Lane campus

(Council Idea #10 with modifications)

Rationale:

RCSD has earned the reputation of a leader in language acquisition at the state, national, and international level having been recognized with an award from the Embassy of Spain honoring the school district's Dual Language Immersion in Spanish program.

The district opened the new strand on the Selby Lane campus as a result of a recommendation from a committee in 2012 that was charged with studying enrollment and program demand throughout the school district. At that time, the Adelante Spanish Immersion School campus had an extremely long wait list of an average of 70 students and families typically waited for an average of two school years to be accepted. The strand on the Selby Lane campus created access for additional families to have the opportunity for their children to become fully bilingual, biliterate, and bicultural, which is a 21st Century skill as identified by the California Department of Education (CDE).

The Spanish Immersion program on the Selby Lane campus continues to grow, and expanded from one kindergarten class to two kindergarten classes in year three of its existence. By merging both programs on the largest of the two campuses with room to grow, RCSD will be once again be listening to the needs of its parents and community by creating access to the award-winning program.

Relevant Data:

- The student capacity on the Selby Lane School campus is 1,290 while the capacity for the Adelante Spanish Immersion School campus is 550.
- *The award-winning Dual Language Immersion in Spanish program at Adelante Spanish Immersion School currently serves 464 students and another 21 students are on the waitlist. Selby Lane School's Dual Language Immersion in Spanish strand currently serves an additional 250 students and another eight students are on the waitlist.
- *Twenty-seven students in both programs combined are students who reside out of district, currently bringing in to RCSD an additional \$270,000 in revenue annually.
- Should both programs merge, the Selby Lane campus would serve 714 Spanish Immersion students with room to grow as RCSD's language programs are some of the most popular programs.

- The Selby Lane campus is RCSD's third largest campus following Kennedy and Hoover. This campus is the ideal location for a program that continues to be high in demand.

** Please note that enrollment, registration and Schools of Choice data can change daily, and the data cited here was compiled earlier the fall. Some numbers may have changed since then.*

Implementation Details:

1. The Adelante campus will no longer be in use after the 2018-19 school year as Adelante students would start the 2019-20 school year on the Selby Lane campus.
2. All non-Spanish immersion students currently attending Selby Lane will transition out of Selby Lane. This is a total of 460 students, all of whom would have priority to attend any other RCSD school of their choice.
3. The PreK (preschool) and TK (transitional kindergarten) programs on the Selby Lane campus become Spanish Immersion for the 2019-20 school year.

Cost Savings: \$910,000 to vacate the Adelante campus

Potential additional revenue:

- The neighborhood around Selby Lane School is changing with new families moving in. Having an award-winning program at this site will help attract new students. A third Dual Language Immersion in Spanish class at any grade level would bring \$300,000 in revenue to the district.

Recommendation 1C: Close Taft school during bond construction and when the new modernized, state-of-the-art facility is complete, re-open it as a new school with a new name, a new vision and a new program. Engage the community in designing the new school.

(This is a new recommendation not proposed by the Superintendent's Advisory Council, but was recommended by Superintendent's Cabinet.)

Rationale:

The Taft campus is located in a beautiful and vibrant, multi-ethnic neighborhood. This creates an opportunity to create a school with an innovative, academically rigorous program that would serve a culturally and socio-economically diverse group of students supported by a strong parent community that would appeal to established families and new families alike. Similar to John Gill, many neighborhood students in the Taft boundary are choosing to attend schools outside the boundary -- either other schools in RCSD, charter schools or private schools.

Because of the campus location near 101 at the southern boundary of the district near the campuses of Facebook, Google and other high-tech companies, we believe that if we offer a desirable program, we will attract out-of-district students whose parents work at nearby companies.

Implementation Details:

- Students currently zoned to Taft will have the opportunity to request choice to another program or school in the district starting with the 19-20 school year. Once the new school is open, they would have a new neighborhood school and would have first priority to return to the new school should they choose to do that.
- We would plan and implement a community engagement process designed to collect input from current Taft parents and bring in new voices from the neighborhood. The entire RCSD community will be invited to participate since our strong Schools of Choice program means families outside of the current boundary may be interested in attending.
- Once the new program is determined through a community engagement process, we will design and implement a strong marketing outreach campaign to attract new students.

Relevant Data:

- Currently, nearly 50 percent of the students who live in the Taft boundary attend other schools in RCSD.
- For the 2018-19 neighborhood, 65% of the kindergarteners who registered in to Taft requested School of Choice transfers to other schools.

Cost Savings: \$830,000 per year for up to two years while the school is closed for construction.

Potential additional revenue: If we could attract 100 new students who currently attend charter and /or private schools, we would generate \$1 million in revenue.

Taft

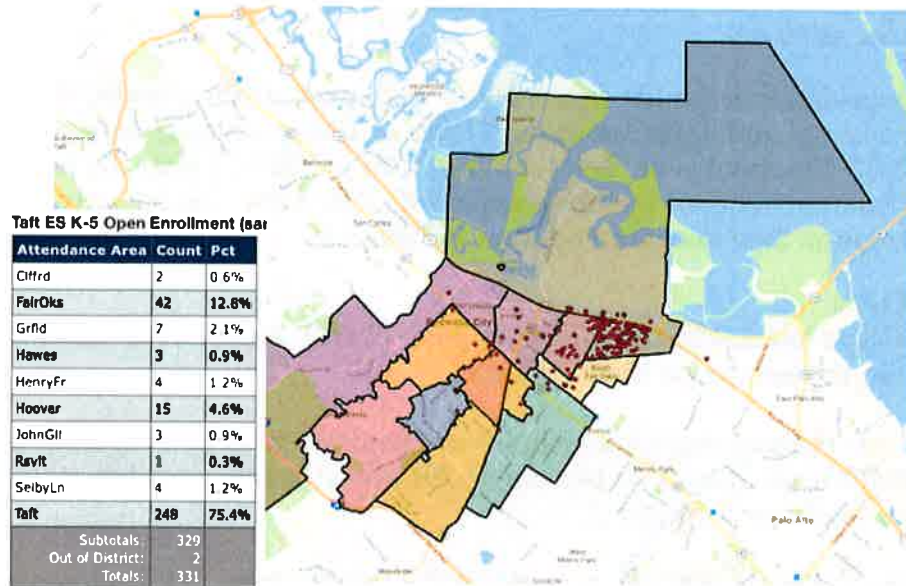


Figure 3

Recommendation 1D: Consolidate the four Bayside schools

(Council Idea #8C with modifications)

Rationale:

RCSD has lost close to 2,000 students in recent years and while all 16 schools have seen the enrollment decline, the Bayside area of the school district is the zone that has experienced significant impact as a result of families moving out of the Bay Area due to the high cost of living and three charter schools that operate within the RCSD attendance zone.

The Bayside includes the Friendly Acres, North Fair Oaks, and Redwood Village neighborhoods of Redwood City served by Fair Oaks Community School, Garfield Community School, Hoover Community School, and Taft Community School. These four schools were built to serve more than 4,500 RCSD students altogether. That enrollment has dwindled down to just 1,800 students during the 2018-19 school year, with Garfield and Hoover community schools serving the majority of the students.

This recommendation is for the two smallest and most costly schools, Fair Oaks Community School and Taft Community School, to stop offering services at the end of the 2018-19 school year. Taft would reopen in 2021-22 after the new modernized, state-of-the-art facility is complete with a new vision, new name and new program. (See Recommendation 1C above)

***Relevant Data:**

- RCSD has lost 1,700 students since 2011-12 with most of our enrollment decline happening on the Bayside.
- *We currently operate four schools on the Bayside with a capacity for 4,530 students altogether but only 1,791 are currently enrolled at these four school sites combined.
- *Hoover (PreK-8 school) currently is the largest with an enrollment of 669 of which 425 are at the K-5 level, Garfield (PreK-8) school serves 570 of which 361 are at the K-5 level, Taft (K-5) serves 331 at the K-5 level, and Fair Oaks (K-5) is the smallest serving 221 at the K-5 level.
- Both Hoover and Garfield community schools currently enroll students from out of district with the majority, 29 students from neighboring districts, attending Hoover Community School. This is an additional \$290,000 in revenue to RCSD.
- *During the 2008-09 school year, 478 students attended Fair Oaks Community School compared to the 221 students presently attending the school. A total of 331 students currently attend Taft Community School compared to 520 in 2008-09.

- Fair Oaks Community School has the capacity for 960 students while 1,080 students can attend Taft Community School.
- Fair Oaks and Taft are currently the district's most costly facilities to operate. Fair Oaks operates at a cost of \$2,118 per student compared to the district average of \$1,346 per student. Taft Community School is the second most expensive site to run at \$1,641 per student followed by Orion Alternative Elementary School at \$1,639 per student. North Star Academy is the district's most cost-effective school at \$944 per student.
- The following is the distance between Fair Oaks and Taft to the other two Bayside schools:
 - Fair Oaks to Garfield - .09 miles (driving) and 1.1 miles (walking)
 - Fair Oaks to Hoover - .08 miles (driving) and 1.0 miles (walking)
 - Taft to Garfield - 2.0 miles (driving) and 1.5 miles (walking)
 - Taft to Hoover - 1.4 miles (driving) and 1.7 miles (walking)

** Please note that enrollment, registration and Schools of Choice data can change daily, and the data cited here was compiled earlier in the fall. Some numbers may have changed since then.*

Implementation Details:

- Fair Oaks Community School will stop offering its services at the end of the 2018-19 school year.
- Taft Community School would halt its services at the end of the 2018-19 school year and reopen in 21-22 after a community engagement process to redesign a new school with a new vision and rigorous program.
- Existing Fair Oaks and Taft students will have the opportunity to request choice to another program or school in the district starting with the 2019-20 school year.

Cost Savings: \$568,000 for Fair Oaks Community School and \$830,000 for Taft Community School for a total savings of \$1.4 million annually.

E: Expand the Roosevelt School Attendance Zone to Include All or Parts of the Hawes Elementary School Attendance Zone

(Council Idea #11 with modifications)

Rationale:

Implemented a decade ago during the 2008-09 school year, RCSD's Project Based Learning (PBL) program, housed at Roosevelt School, continues to grow in popularity attracting families from throughout Redwood City and the Peninsula.

The district has seen a trend in that families from nearby attendance areas, such as John Gill and Hawes, choose to transfer into the Roosevelt attendance zone. In fact, 30% or 105 K-5 students who currently attend Roosevelt live within the Hawes attendance boundary. Another 15% or 55 K-5 students are from the John Gill attendance zone. See Figure 4. As RCSD families choose to leave these two adjacent neighborhood schools for Roosevelt, the district can facilitate access to additional families and reduce operational costs by expanding the school's attendance zone into the Hawes and/or John Gill areas and having Hawes Elementary School stop services.

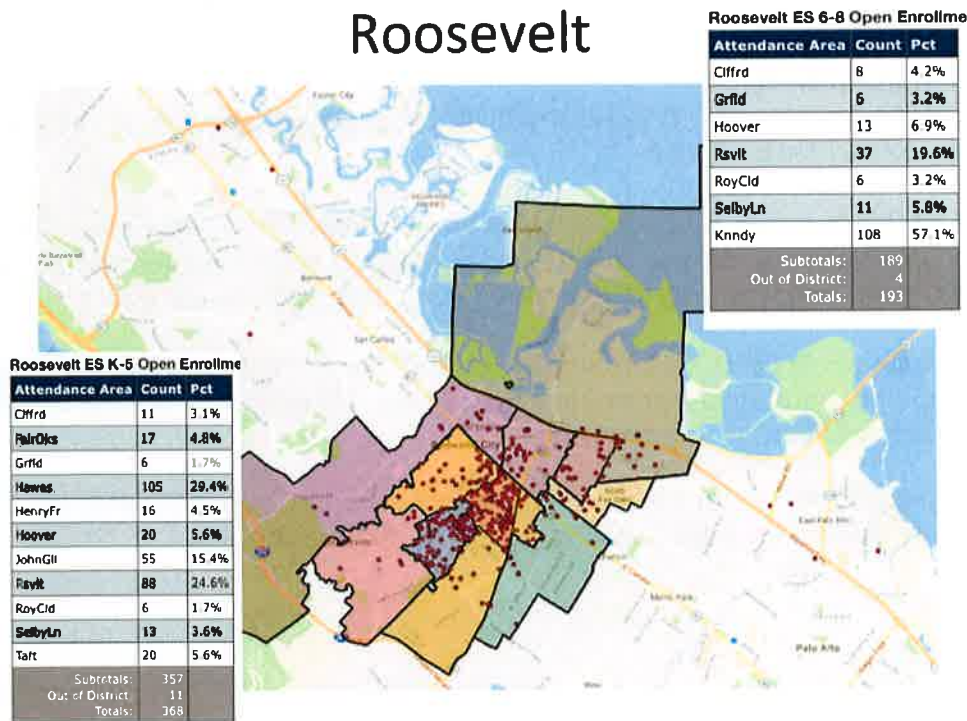


Figure 4

Hawes

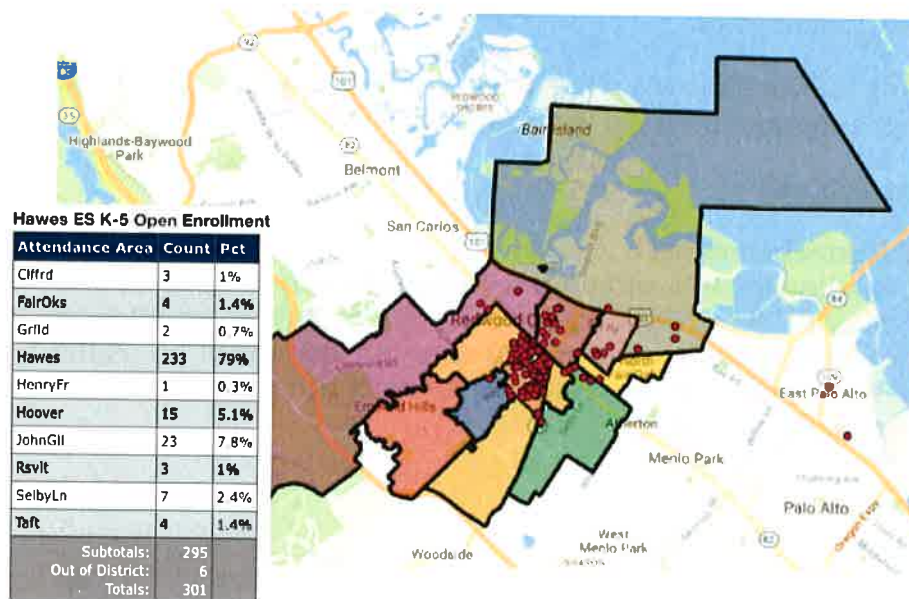


Figure 5

*Relevant Data:

- Roosevelt School's Project-Based Learning (PBL) program continues to grow in popularity attracting families from across the school district and from nearby communities on the Peninsula such as Belmont, East Palo Alto, Foster City, San Carlos, and San Mateo.
- *The Roosevelt campus is larger than Hawes or John Gill with a capacity for 1,110 students. With a current enrollment of 550 students, Roosevelt has the space to welcome additional students.
- *There is a total of 602 RCSD students who live in the Hawes Elementary School attendance zone. However, 369 students have requested to transfer out of their neighborhood school meaning that 233 students choose to attend Hawes.
- *Roosevelt School's 30% of its student body is made up of students who already live in the Hawes Elementary School attendance zone and another 15% are from the John Gill boundaries.
- During the 2018-19 school year, 101 kindergarten students enrolled at Hawes Elementary School and 61 requested to transfer to another program or school.

** Please note that enrollment, registration and Schools of Choice data can change daily, and the data cited here was compiled earlier the fall. Some numbers may have changed since then.*

Implementation Details:

- Hawes Elementary School will stop offering its services at the end of the 2018-19 school year.
- Existing Hawes students will have the opportunity to request choice to another program or school including nearby Roosevelt School.

Cost Savings: \$560,000

Potential additional revenue:

- By expanding the PBL program with the addition of students and teachers from other RCSD schools, we have the opportunity to create access to an already very popular program that currently has a wait list. A third class at Roosevelt School at any grade level would bring about \$300,000 in revenue to the district.

F: Close the District Office and rent out the building

(Council Idea #3A with modifications)

Rationale:

This recommendation came from the Council and was not previously under consideration prior to their study of issues. This is a sound idea, and an example of the fresh thinking we sought in forming the Council.

In 1997, when the District Office was located at the current Orion School campus on Allerton Street, RCSD purchased land on Broadway to build a new District Office so that Orion could have its own campus. Shortly thereafter the City of Redwood City Redevelopment Agency offered to purchase the land on Broadway from RCSD for above market value in order to develop the parcel that is now occupied by the Century theaters. The district used the profit from the sale of the Broadway property to purchase the land on Bradford Street and build the new offices. At the time this arrangement was made, the Bradford Street site was not a prime real estate location as it is today. Many or most of the workers in downtown Redwood City at that time were employed in County or City offices.

Today we are in a different situation altogether. With the revitalization of downtown, the influx of new high-tech businesses and popular restaurants, and low vacancy rates, downtown Redwood City commercial properties have a much higher lease potential. Placing the District Office at a vacated school site, and leasing the Bradford Street building makes good sense and could provide a source of ongoing revenue.

Implementation Details:

Moving the District Office requires following a specified legal process that takes 6-8 months. I have already consulted with our legal counsel about how to accomplish this, and should you approve this recommendation, we will immediately begin the process.

The next steps are:

- Complete all necessary legal steps
- Confirm that the costs connected with this move do not negate the financial benefit of relocating
- Identify the vacated school site most appropriate for the District Office
- Work with a real estate broker to prepare the building for lease
- Potentially move in the early winter of 2020

Cost Savings: The benefit of this is not cost savings, but generation of additional revenue, as stated below.

Potential additional revenue: \$1.6 million annually

Recommendation 2: Staffing Reductions

(This is a new recommendation not proposed by the Superintendent's Advisory Council, but was recommended by Superintendent's Cabinet as a way to generate additional savings beyond what can be achieved with the program and school mergers.)

Rationale:

The Superintendent's Advisory Council presented to the Superintendent and Board of Trustees the idea to merge and/or close 4-6 school sites.

The Superintendent's Cabinet agreed and verified that Adelante Spanish Immersion School, Orion Alternative Elementary School, Hawes Elementary School, and Fair Oaks Community School can merge or stop services at the end of the 2018-19 school year while Taft Community School should halt services temporarily to reopen in 2021-22. These schools were identified as they are some of the smallest sites in the district. With the exception of the Adelante campus, these sites are also the most expensive to operate with Fair Oaks Community School being the most expensive of all 16 sites.

Because Taft's annual cost of \$830,000 is only temporary for two school years, the Superintendent's Cabinet still had the difficult task to identify another \$400,000 in costs to reduce in order to meet the \$4 million requirement for the 2019-20 school year.

RCSD has already made more than \$13 million in staffing reductions since the great recession, which included the elimination of 120 teachers across the school district and 20% of district office staff. As difficult as it is to reduce an already light organization, the school district will be making \$430,000 in staffing reductions for 2019-20.

Implementation Details:

- Staff affected would finish out their current 2018-19 school year with RCSD on June 30, 2019.

Cost Savings: \$430,000

Recommendation 3: All incoming and current students at schools merging will have priority in the Schools of Choice lottery.

(This is not an idea recommended by the Council, but is an implementation detail necessary to implement the school mergers and combinations recommended above.)

Rationale: In recognition of the difficulty and disappointment facing students and families whose schools will merge or stop offering services, we will offer priority in our Schools of Choice lottery for students from these schools. This does not mean there is a guarantee that every family will get to attend their top choice, however, we will try to accommodate families' preferred options as much as possible. Students applying from schools that are merging or discontinuing services will be able to select choices and will have priority over current waitlisted students for the 2019-20 school year only.

Implementation Details:

- Displaced students from Fair Oaks Community School, Hawes Elementary School, John Gill Elementary School, Selby Lane School, and Taft Community School will have the opportunity to fill out a Schools of Choice application for the 2019-20 school year
- These students will have priority in the lottery over current waitlisted students, and students applying from other schools
- Neighborhood students will still have priority to their assigned neighborhood school
- Siblings will still have priority over displaced students
- The district will provide counseling and emotional support to displaced students and teachers during their transition to their new sites
- The district will look into the possibility of providing transportation to displaced students from Fair Oaks Community School, Hawes Elementary School, John Gill Elementary School, Selby Lane School, and Taft Community School

Recommendation 4: Form a committee to review K-8 versus K-5 and 6-8 grade configuration model

(Related to Council Ideas 7, 8A, 8B, 8D, 9B and 11)

Rationale: Several sub-committees from the Superintendent's Council submitted ideas related to changing the structure of the middle school programs we offer in RCSD. The Council was attempting to solve two challenges:

- **The lack of a dedicated middle school on the Bayside.**
As you can see in Figure # 6 we have a high concentration of 6-8 students who live east of El Camino. Bayside students who live in the Taft and Fair Oaks boundary for K-5 are in the Kennedy boundary for 6-8 grade. Students who live in the Fair Oaks and Taft attendance zones and currently attend 6-8th grade must either travel across town to Kennedy, or transfer to Hoover or Garfield at 6th grade. As noted in Figure # 6, more than 36% of the 6-8th grade students who attend Garfield live in the Kennedy boundary, and 20% 6-8th grade students who attend Hoover live in the Kennedy boundary.
- **With the declining enrollment we don't have enough students to fill our K-8 schools *and* offer 2-3 dedicated middle schools.**
The suggestion of changes to our middle school structure drew some of the most passionate responses from the community in our forums, online comments and emails. It is clear that we need to do more research and allow a larger segment of the community to help us address these challenges so that we can come up with a solution that serves the needs of our students and community.

RCSD 6-8 students

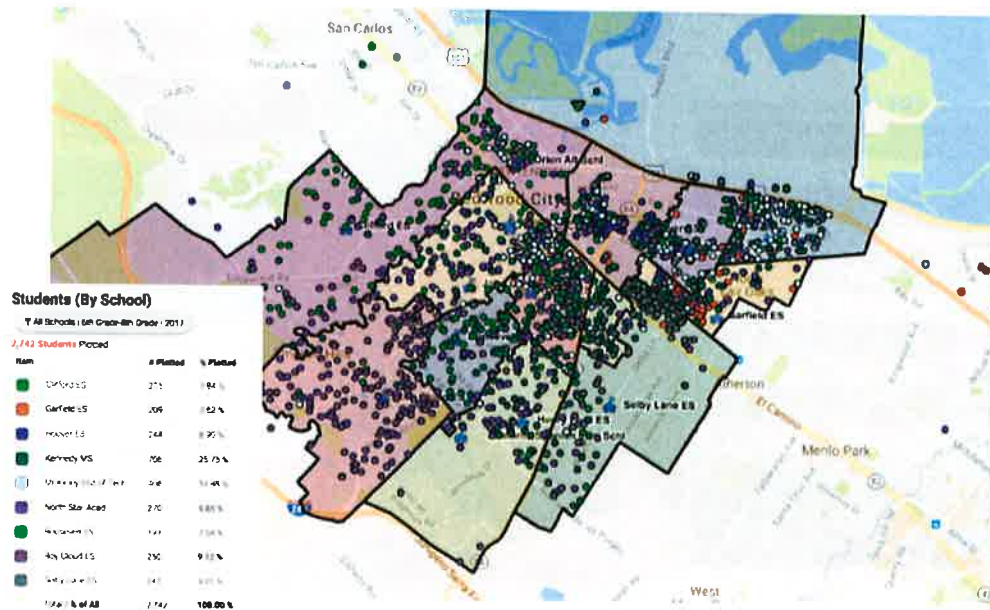


Figure # 6

Garfield

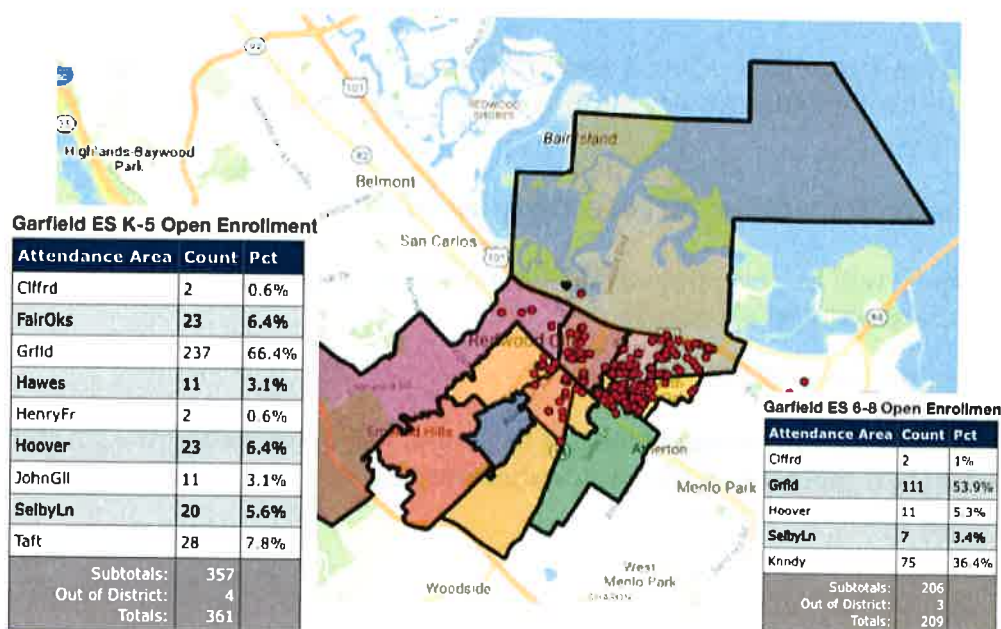


Figure # 7

Hoover

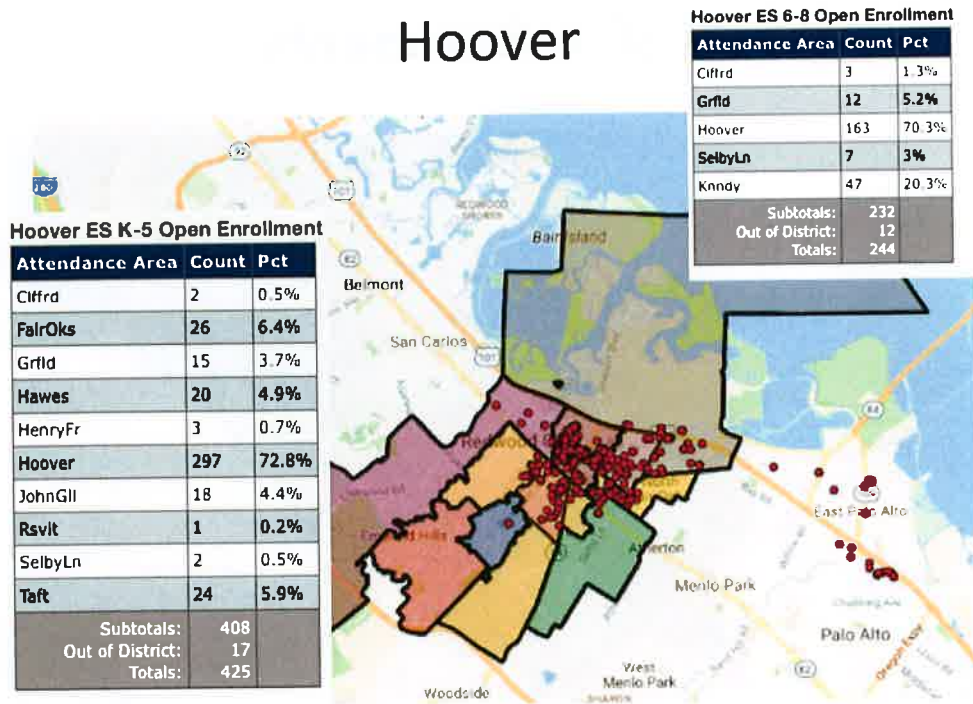


Figure # 8

Implementation Details:

- Form a committee of parents and staff from K-5, K-8 and 6-8 schools. The committee will be led by myself and Cabinet members.
- The committee will visit all of our 6-8 sites to understand the programs we have in place already.
- The committee will conduct a community survey to collect information from our parents and community members about their views of K-5, K-8 and 6-8 programs.
- The committee will conduct and study academic research.
- The study will review some of the data on program demand that was used by the Superintendent's Council.

Cost Savings: None at this time.

Potential additional revenue: None at this time, but determining the programs we need to best meet the needs of our students and our community may help us attract students in the future.

Recommendation 4: Form a committee of North Star Academy parents and staff to study solutions to areas of concern

(Related to Council Ideas 8A, 12)

Rationale:

Throughout the discussions of the various sub-committees the topic of North Star Academy prompted intense discussion, as it did in 2012, the last time the district went through a similar process of examining programs. Some community members expressed the strong opinion that North Star operates to the detriment of the District and should be disbanded. Others argued that the school meets the unique needs of students who are able to progress through curriculum at an accelerated rate. The community survey conducted over the summer shows North Star to be one of the top three most popular programs in the District, and the school has enrolled 67 students from outside of the district, bringing in more than \$600,000 in revenue that supports in-district students.

Two different subcommittees Superintendent's Advisory Council suggested several ideas related to North Star Academy, and an additional idea was generated by District leaders:

- Offer 2-3 middle school options (Bayside, Hillside and North Star), with North Star as a middle school.
- Expand North Star Academy to support more students in grades 3-8, utilizing more space in the MIT building. Leave at existing campus, and offer the *option* to grow /expand into the existing MIT building. This option also suggested the possibility of adding some K-2 classes at North Star.
- Move North Star to the Taft campus to give it room to grow in a newly remodeled state-of-the-art facility, located near a freeway making it easier for families to travel and where it can attract more out-of-district students.

While I am not recommending any of these ideas, the ideas generated pages and pages of passionate discussion about the role of North Star Academy in the Redwood City School District. However one feels about North Star, the volume and tone of comments suggest that the issues surrounding North Star warrant further study and must be addressed. These are not new issues, and have been under the surface since 1997, when North Star first opened. Contrary to perception, North Star is one of the most ethnically diverse schools in the district (48% white; 19% Latino, 18% Asian, 11% 2 or more races, 2% Filipino, 1% African American) We want to strengthen and maintain the schools that have a diverse student population, but we must also address issues related to North Star that are affecting other schools in the district. Several areas of concern emerged over and over again, and I would like North Star families and staff to help me think about how to address these:

- **The disruption caused to other schools when students move to North Star at 3rd grade.**

The other schools must scramble to fill classrooms in 4th grade on up, which then has a domino effect throughout the district as students move off of waitlists. Parents speak of painful separations of friendships and feelings of awkwardness between families, when one child is accepted into North Star and his or her friend is not.

(Note: As I understand the Council's work, the idea of changing North Star to a middle school was intended to address the issue of students leaving in 3rd grade. Members of the Council believed that operating North Star as a middle school would eliminate that problem.)

- **Lack of access to North Star by students who live on the Bayside, especially those whose parents do not have access to transportation.**
In addition, many families are unaware of the application process and how to navigate through it, so some students who might thrive at North Star never have a chance to attend.

(Note: The idea of moving North Star to Taft, which emerged from discussions with district leaders and staff, attempted to address the issue of access by making North Star more accessible to Bayside students with limited transportation, while at the same time placing it in a larger facility slated for an extensive state-of-the-art renovation with the Measure T bond construction.)

- **Perception of elitism that is a by-product of the requirement to "test in", and the impact on test scores at neighborhood schools when high-performing students move to North Star in 3rd grade, when testing begins.**

None of the ideas from the Council or staff addressed this concern, but it does deserve further thought and study as it was mentioned over and over again in the submitted comments.

Implementation Details:

- In early 2019, form a Superintendent's committee of North Star parents and staff to study the areas of concern, conduct additional research, and develop potential solutions to address the concerns.
- I will be an active part of this committee along with the North Star Principal.

Relevant Data:

- According to the survey conducted over the summer, 67% of survey respondents indicated that they are very interested or somewhat interested in a “gifted and high-achieving program that moves through curriculum at fast pace, allowing students time to explore specific areas of interest through an elective enrichment class each quarter.”
- North Star has the highest number of students (67) enrolled from outside the district of any school in the district, generating more than \$600,000 in revenue benefitting in-district students.
- North Star draws students from every neighborhood boundary in the district, with the largest numbers coming from neighborhood boundaries west of El Camino:

North Star Acad K-5 Open Enrollment

Attendance Area	Count	Pct
Clffrd	32	15%
FairOks	1	0.5%
Grfld	9	4.2%
Hawes	13	6.1%
HenryFr	42	19.7%
Hoover	3	1.4%
JohnGll	21	9.9%
Rsvlt	22	10.3%
RoyCld	49	23%
SelbyLn	17	8%
Taft	4	1.9%
Subtotals:	213	
Out of District:	53	
Totals:	266	

North Star Acad 6-8 Open Enrollment

Attendance Area	Count	Pct
Clffrd	43	16.8%
Grfid	16	6.2%
Hoover	6	2.3%
Rsvlt	18	7%
RoyCld	46	18%
SelbyLn	18	7%
Kndy	109	42.6%
Subtotals:	256	
Out of District:	14	
Totals:	270	

Cost Savings: Not applicable.

Potential additional revenue:

- If we address concerns around North Star, we may attract more out-of-district students, and may retain more students in our neighborhood schools.

Phase 2

- Determine best use for vacated school sites: Adelante, Fair Oaks, Hawes, Orion.
- Determine where to place charter schools based on further study
- Officially change boundaries for schools that are no longer offering services.

Winter and Spring of 2019-20
<p>District works to complete legal steps for leasing of District Office on 750 Bradford St.</p> <p>RCSD students from Fair Oaks Community School, Hawes Elementary School, John Gill Elementary School, Selby Lane School, and Taft Community School apply for their top choices for the school they will attend in 2019-20. The Schools of Choice office places them.</p>
Summer of 2019
<p>Fair Oaks Community School and Hawes Elementary School stop services at the end of the 2018-19 school year.</p> <p>Immediate Cost-Savings: \$1.12 million</p>
<p>Taft Community School halts services for two school years until it reopens in 2021-22.</p> <p>Immediate Cost-Savings for two school years: \$830,000</p>
Fall of 2019
<p>Parent Participation Program, housed at Orion Alternative Elementary School - 815 Allerton St., starts the 2019-20 school year on the John Gill campus - 555 Avenue del Ora.</p> <p>Immediate Cost-Savings: \$723,000</p>
<p>Adelante Spanish Immersion Program, housed at 3150 Granger Way, starts the 2019-20 school year on the same campus with the Selby Lane Spanish Immersion strand - 170 Selby Lane in Atherton.</p> <p>Immediate Cost-Savings: \$910,000</p>

<p>RCSD launches the following initiatives:</p> <ul style="list-style-type: none"> • Committee to review K-8 versus K-5 and 6-8 grade configuration model • Committee of North Star Academy parents and staff to study solutions to areas of concern • District demographer redraws attendance zones for new neighborhood schools
<p>District works to decide occupancy/ leasing for District Office and Adelante, Fair Oaks, Hawes, and Orion campuses.</p>
<p>Winter of 2019-20</p>
<p>Target date for District Office staff to vacate downtown building on 750 Bradford St.</p> <p>Potential annual revenue: \$1.6 million</p>
<p>Spring of 2020</p>
<p>Committees present to Superintendent findings of grade configuration and North Star Academy</p> <p>District demographer presents to Superintendent redrawn lines for expanded neighborhood school attendance zones</p>
<p>Fall of 2020</p>
<p>District implements recommendations from committees as presented by Superintendent and approved by Board of Trustees</p> <p>District implements recommendations from demographer for redrawn lines as presented by Superintendent and approved by Board of Trustees</p>

SUMMARY

As stated at the beginning of the recommendations, we have an approximately \$10 million structural deficit in the General Fund for the next 2 years, if we do not take action. The recommendations above are critical to our long-term financial health so that we:

- Maintain long-term fiscal solvency and stability; avoid State take-over of our schools
- Continue to provide excellent educational programs for our students
- Provide safe and positive learning environments for our students
- Provide competitive salaries and benefits to attract and retain highly qualified teachers and staff

Many comments and suggestions to improve our fiscal health were made during the community forums, on the online form and via email, so I want to share some of the steps we have been taking for the last 10 years to keep our budget balanced and address the funding shortages:

- Marketing to attract, recruit and retain students with our Meet, Choose, Love RCSD campaign
- Focusing on improving student attendance
- Advocating to state legislators for higher funding for education
- Analyzing every area where possible reductions or revenue enhancements can be made
- Educating parents, teachers and staff about the reasons for budget challenges
- With community support, successfully passed Measure U to bring extra funding directly to school sites
- Modernizing and enhancing sites with Measure T Bond Program, approved with community support.

Finally, many community members have asked me how to help, and I would like to conclude with these suggestions for the community:

- Stay actively involved and please continue to share your ideas with us. We are committed to listening
- Promote our schools to friends and neighbors -- help us enroll more students!
 - Enrollment and tours for the 2019-20 school year launch January 11, 2019

- Bring your child to school every day, unless they are ill!
- Ask questions so you understand why decisions are made
- Make sure you get the facts and share them with your friends -- when in doubt, don't hesitate to ask!
- Help change California's funding formula -- Write to your state legislator to let them know funding is not adequate and visit the Full and Fair Funding website (fullandfairfunding.org) to sign the petition (gopetition.com).

FINANCIAL IMPACT: \$4,030,000 million in savings to RCSD.

Prepared by: John R. Baker, Ed.D., Superintendent

Approved by: John R. Baker, Ed.D., Superintendent

Regular Board Meeting	Regular Board Meeting
<p>Wednesday, Nov. 14, 2018 Fox Theatre 2215 Broadway St. 7:00 pm</p>	<p>Wednesday, Nov. 28, 2018 Sequoia High School: Carrington Hall 1201 Brewster Ave. 7:00 pm</p>