

RAVENSWOOD EDUCATION FOUNDATION
GIVING CLOSE GOES FAR

ANNUAL REPORT 2017-2018

RAVENSWOOD
EDUCATION
FOUNDATION



Dear Friends:

Each year, REF strengthens our local schools and narrows the opportunity gap for 2700 students in East Palo Alto and eastern Menlo Park.

In a community fraught with issues that lead to uncertainty and unpredictability for children and families, the importance of REF's strong and consistent presence cannot be overstated.

I'm proud to share this year's Annual Report, highlighting the stories of individuals that make up our wonderful school community. REF's impact changes lives. Art and music teachers, Makerspaces and science labs, mental health counselors, summer academies, and guidance counselors improve school every day, for *all* students. At the same time, we recognize that we have more work to do to support our students academically. This past year REF launched a bold new literacy intervention pilot. Our students must learn to read so they can read to learn.

I continue to be inspired by the teachers, students, families, and administrators of the Ravenswood community, and I am incredibly proud of our team. None of this would be possible without our generous donors and volunteers.

Warmly,

A handwritten signature in black ink that reads "Renu Nanda". The signature is fluid and cursive, with a light blue shadow effect behind the text.

Renu Nanda

(650) 539-9577

rnanda@ravenswoodef.org

EDUCATIONAL OPPORTUNITIES

COMMUNITY

LITERACY INTERVENTION

VOLUNTEER IMPACT

ENGAGEMENT

STEM ARTS & MUSIC

WE ARE RAVENSWOOD

COLLABORATION

ACADEMIC SUCCESS

“YOU IMAGINE ANYTHING,
AND PEOPLE CAN’T REALLY
JUDGE YOU BECAUSE ART
CAN BE ANYTHING.”

MS. KARAMIAN
COSTAÑO SCHOOL ART TEACHER

KEILA, 6TH GRADE

“I wanted to learn to play the violin so I started this year. I’m getting better and better every time I play. I want to be a professional violinist and be really famous. It just matters how much you practice and how much you really want to be a violinist. I really like music because it is kind of a way to get away from reality. I have a hard time in math a lot. I learned this trick; when you’re nervous, there’s this beat [singing softly]. It calms me down. If there wasn’t any music, I would be really sad.”

MS. KARAMIAN, COSTAÑO SCHOOL
ART TEACHER

“The Arts are empowering. This population needs to feel empowered. Our students walk out of here and feel really proud about making something. Everybody can have some successes in my classroom. There is one 7th grader, she struggles with reading. She was on stage, singing, and she memorized all her lines. She is not doing so well in the classroom, and her classmates know that. For her to have the courage to go up on stage in front of strangers and sing, that is so empowering. This year I am incorporating the 8 Studio Habits of Mind developed by Harvard’s Project Zero. They provide a framework for critical thinking and articulating learning. Having kids reflect on their work, stretch and explore, and think outside the box, are the kind of skills that are necessary in their academic classes.”



KEILA

I AM RAVENSWOOD

STEM

“I’M JUST HERE AS A GUIDE OR A RESOURCE. MY GOAL IS TO EMPOWER STUDENTS TO LEAD OTHERS.”

MR. HICKS
RAVENSWOOD MIDDLE SCHOOL
MAKERSPACE TEACHER

SERGIO, 6TH GRADER

“Makerspace is actually pretty cool because we get to build stuff. It’s very interesting, I didn’t really understand it that much but I do now. I’m good at building stuff on the computer. I’m really good at coding. Since I’m helping people, it’s actually really cool. It makes me feel good.”

TASH, 6TH GRADER

“Once we finish with a project, we just walk around to see if anybody needs help. Mr. Hicks tells us to ask other people before we ask him so we get comfortable with asking people about things. We help each other. That’s what I like about this class. It makes me feel smart and welcome. I like the projects that we do because it helps me learn how to create things in life and use technology and everything. My favorite was making a purse, because I didn’t know how to sew. Making the bag taught me how to sew. I would like to make a phone case.”

I AM RAVENSWOOD

SERGIO



TASH

I AM RAVENSWOOD

A SAFE PLACE FOR GROWING READERS TO SHINE.

“It’s easier to learn.” “I like reading now.” “I like it better because it’s small.” “It’s not so loud.” These are opinions shared by the students in Ms. Dellamano’s pilot literacy intervention group. These 4th grade students, who started the year reading below grade-level, have now reached grade level proficiency. One student exemplifies the growth of the group stating, “It’s about comprehension. We’re not just reading the words. We’re reading stories.”

Literacy intervention teacher, Ruby Dellamano, points to a quiet girl with long thick braids swinging behind her back. “She has so much potential but she either has become self conscious or reluctant in the classroom setting. In a small group I can more effectively see where they are and take them one step further. This is a safe place for them to take risks. She can shine here.”

Reflecting on the improvement in her students’ reading levels during each intervention cycle, Ms. Dellamano adds, “It really felt like they were hungry for learning. They wouldn’t leave my classroom. I literally had to kick them out. I expect that next year will be even better.”



MS. DELLAMANO

I AM RAVENSWOOD

SUMMER LEARNING

“YOU’D THINK KIDS WANT TO STAY AT HOME, BUT WHEN THEY GET HOME FROM SUMMER SCHOOL, THEY TALK ABOUT THEIR DAY, ABOUT HOW MUCH FUN THEY’VE HAD, OR WHAT SCIENCE PROJECT THEY’RE WORKING ON. THEY’RE VERY TALKATIVE. I CAN’T WAIT FOR THEM TO COME BACK.”

ROSALINDA, MOTHER AND AUNT

“My nieces and daughter come home from summer school excited. Esther in particular is very enthusiastic about what she’s learning. Right now she’s fascinated with outer space, so we went out and bought a telescope. Every night before she goes to bed we go out and she says goodbye to the moon. We’ll sit there and we’ll look out. It gets her mind going on how she can be better to the Earth. Mariella did a bunch of things with the art museum and Makerspace. It’s these little things that help them develop their personalities. They have something to talk about because they’re learning, they’re hungry to learn more and they’re excited to express what they’re learning which is good. I would like to continue to encourage them to communicate that with their mom or me.”



ROSALINDA

I AM RAVENSWOOD

PROFESSIONAL DEVELOPMENT

**“I FEEL LIKE WE
COULD BE ON THE
CUSP OF SOMETHING.”**

MS. KWON, 4TH YEAR TEACHER
COSTAÑO ELEMENTARY

“There are so many opportunities for growth that are funded by REF. Despite my commute, which is over two hours every day, working in Ravenswood is so worth it to me because I am observing measurable results, not just in my own practice, but also with my students in their academic growth, as well as their feeling safe and successful.

So much of the work that I’ve been able to do is supported by REF, like instructional coaching and professional development, to the point where I am now co-presenting afterschool PD with the support of a coach.

Working in this district has a bounty of challenges. So many of our students are experiencing daily trauma. The things that they bring in...it can be emotionally fatiguing because you just want to hold everything for them. The work here is really hard but I have not heard of any 4th year teachers in other districts that get the level of support that I get.

I would never leave this district. Even though there are so many problems, our location and our size poises us to do some really incredible, radical things. I feel like we could be on the cusp of something.”

I AM RAVENSWOOD

MS. KWON



COMMUNITY ENGAGEMENT

CREATING CONNECTIONS WITH COMMUNITY VOLUNTEERS

JENNIFER GRAVEM, PRINCIPAL
BRENTWOOD ACADEMY

"Many parents are working hard, and working at several jobs and not able to come in the classroom. The Adopt-a-Teacher program allows our teachers to have the equivalent of a room parent, like at other schools. Teachers get the support they need, and the kids see the volunteers as other caring adults from the community. The volunteers come in and do projects like watercolors, green pancakes for St. Patrick's Day, and flower pots for Mother's Day. It's a value add for the people who come in because they make relationships with people and kids they wouldn't otherwise know.

We teach to the whole child and sometimes that means food, and sometimes that means clothing – we try to meet all their needs at school. We have outside the box needs, and with the Adopt-a-School program there is somebody to meet them. My dream was to have a fully stocked closet of uniforms, so new students, or parents without access to money could have access to uniforms on a day-to-day basis. Volunteers started a drive and now the uniforms no longer fit in the space provided! With the help of volunteers, we were able to show appreciation for our teachers with an ice cream bar, sandwich bar and more. Our teachers work hard every day to give as much heart as they can to our students. We show them that their hard work is not only noticed, but very much appreciated."



ADOPT-A-TEACHER

WE ARE RAVENSWOOD

REF Connects Community Volunteers to Makerspaces, Libraries and Science Labs,
Supports Teachers Through the Adopt-A-Teacher Program

REF'S I

ACCOUNTABLE

CONSIS

ART & MUSIC

100%

of students have art and music teachers

5

electives for middle school students at the new Ravenswood Middle School, including art, band, orchestra, and Makerspace

STEM

100%

of students access 7 Makerspaces

90%

K-5th grade classroom teachers access Makerspaces regularly

10-20

science labs per year provided for middle school students

LITERACY

208

(0 last year) students in 3rd-5th grade received literacy intervention support

35%

Additional growth over the course of a school year for 3rd-5th graders who received reading intervention compared to those who did not



IMPACT

TENT STUDENT-FOCUSED

SUMMER LEARNING

25%
of 1st-5th grade students accessed summer school

85%
of students maintained or improved reading level

PROFESSIONAL DEVELOPMENT

15
experienced teachers accessed a new professional development fund

28
teacher leaders received additional funding to professionalize teaching staff

3
collaboration meetings/week for K-5th classroom teachers

COMMUNITY ENGAGEMENT

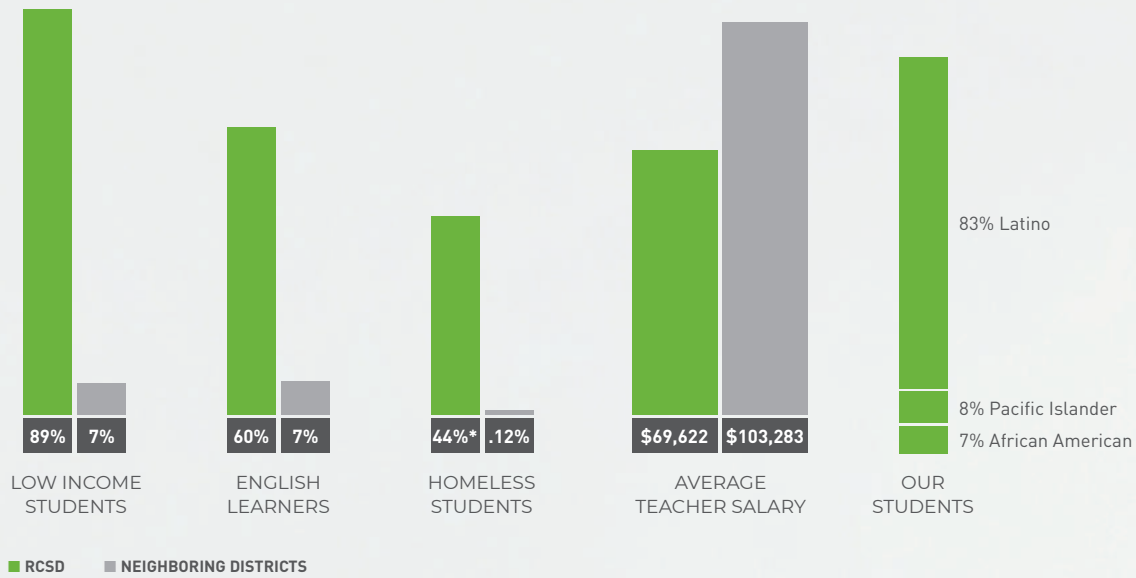
3
school libraries supported with REF volunteers

100%
of K-5 classroom teachers engage in 2-3 collaboration meetings per week

116/116
teachers were adopted by volunteers providing classroom supplies and support throughout the year



DEMOGRAPHICS



Source: www.ed-data.org, 2016-2017 school year; Neighboring Districts is an average of Menlo Park, Palo Alto, Las Lomas, Woodside, and Portola Valley
 * Source: Ravenswood Student Services Dept





REF REVENUE

4.5%

Increase in Annual Revenue From Last Year

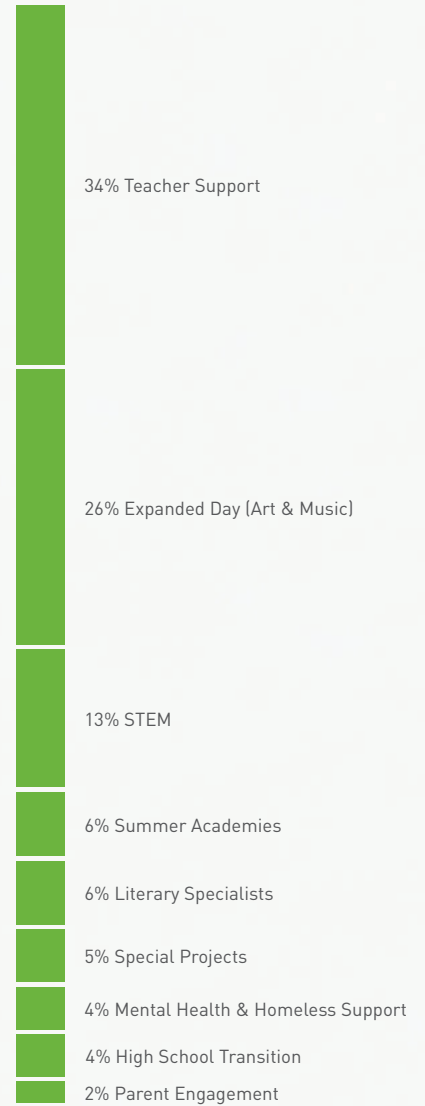
\$3,700,000

2017-2018 Budgeted

\$3,929,316

2017-2018 Actual

PROGRAM EXPENSES







SUPPORT

A 5-WEEK SUMMER
ACADEMY FOR ONE
STUDENT
\$400

ALL REF PROGRAMS
FOR ONE STUDENT
\$1,200

ART AND MUSIC
TEACHERS FOR
10 STUDENTS
\$3,000

MAKERSPACES
FOR 50 STUDENTS
\$6,000

MENTAL HEALTH
COUNSELORS
FOR 300 STUDENTS
\$11,000

HOW YOU CAN HELP

STAY INFORMED

Learn how you can support libraries, Makerspaces, science labs, classrooms, and teachers.

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FOR MORE INFORMATION

Renu Nanda, Executive Director
rnanda@ravenswoodEF.org
(650) 539-9577

Email info@ravenswoodEF.org to learn about volunteering and other questions.

Ravenswood Students Depend on You.

THANK YOU.

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MAKING A DIFFERENCE TOGETHER

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Renu Nanda

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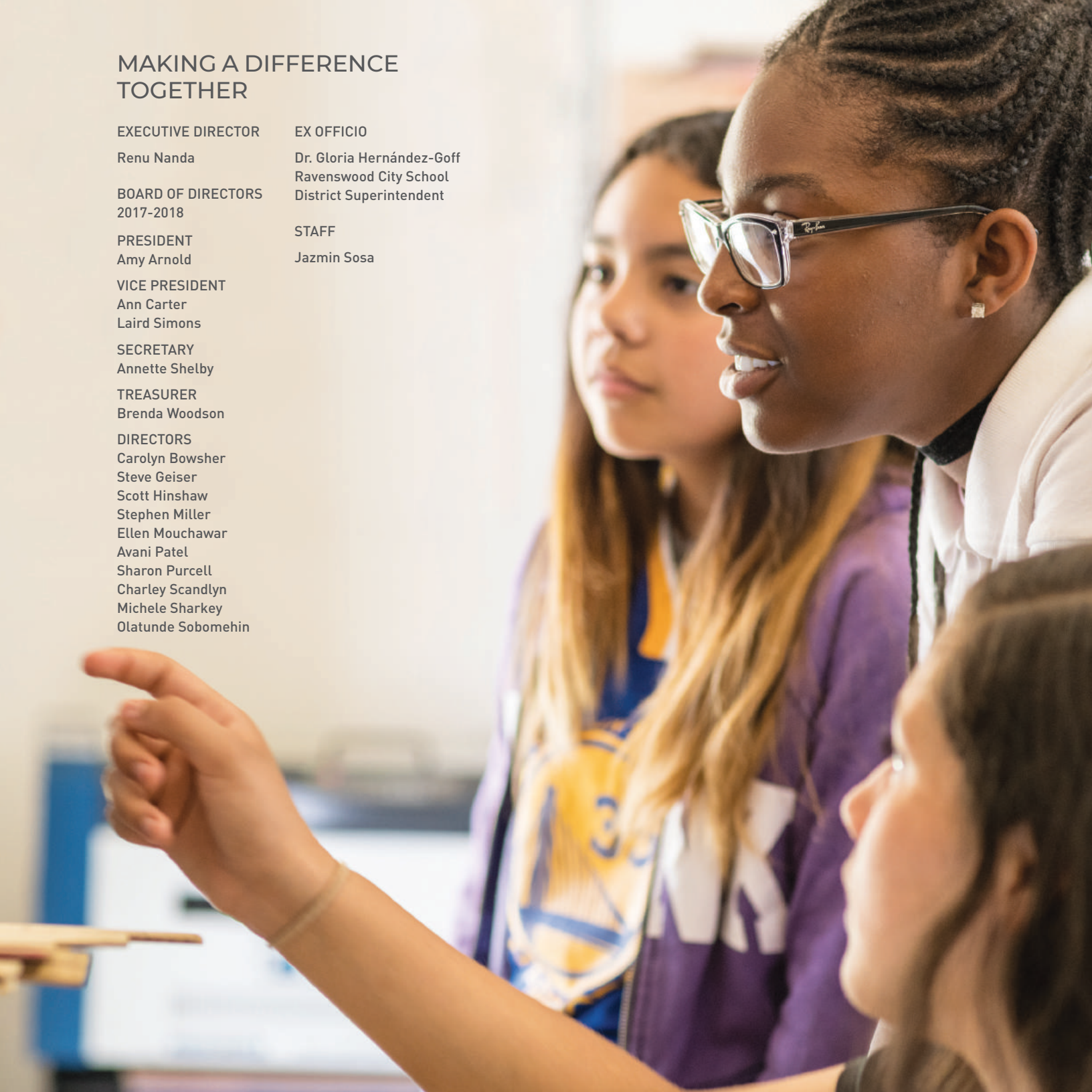
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EDUCATIONAL OPPORTUNITIES

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LITERACY INTERVENTION

VOLUNTEER IMPACT

ENGAGEMENT

STEM ARTS & MUSIC



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