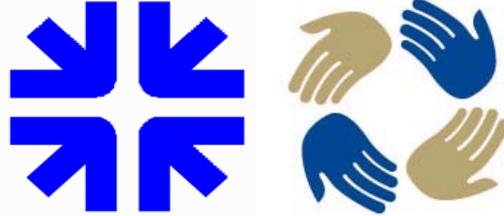


City/School Committee

Councilmember, Ruth Atkin Co-Chair
School Board Member, John Affeldt Co-Chair
Councilmember Jac Asher
Councilmember Kurt Brinkman
Councilmember Nora Davis
Councilmember Jennifer West
School Board Member Joshua Simon
School Board Member Joy Kent
School Board Member Melodi Dice
School Board Member Miguel Dwin
Student Member Jordan Taylor
Student Member VACANT



AGENDA

City/School Committee

Regular Meeting of the Advisory Committee

Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

March 7, 2013

5:30 pm

Ralph Hawley School

1275 61st Street

All Advisory Committee meetings are noticed as Special City Council and School District Board of Trustees Meetings so that any or all of the City Council or School District Board of Trustees may attend and participate in the Advisory Committee's deliberations. However, actions taken by Advisory Committees are not official actions of the City Council and School District Board of Trustees but must be ratified at a regular City Council and School District Board of Trustees Meeting. All writings that are public records and relate to an agenda item below which are distributed to a majority of the City/School Committee (including writings distributed to a majority of the City/School Committee less than 72 hours prior to the meeting noticed below) will be available at the Information Counter, 1333 Park Avenue, Emeryville, California during normal business hours (9am to 5pm, Monday through Friday, excluding legal holidays).

1. Roll Call
2. Public Comment
3. Approval of 2/7/13 Minutes
4. Staff/Committee Member Comments
5. Information Items
 - a. Adult Allies (Cory Wechsler - 30 mins)
 - b. Update from Emery Ed Fund (Powell - 5 mins)
 - c. COC Chair's Report (Rausch - 10 mins)
 - d. ED Program Overview (Allen - 30 mins)
 - e. ECCL Design Review (Nexus Partners - 30 mins)
 - f. Washington DC Trip (Brinkman/Dwin/Lindo - 30 mins)
 - g. Taskforce Update (Miller - 10 mins)
 - h. Reschedule April Meeting (Lindo/O'Keeffe-5min)
6. Action Items
None
7. Adjournment

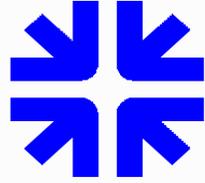
FURTHER INFORMATION may be obtained by contacting Cindy Montero, City/School Committee Secretary, at (510) 596-3770

Dated: 3/1/2013 _____ Karen Hemphill, City Clerk
 Post on: 3/1/2013 _____
 Post until: 3/8/2013 _____ Debbra Lindo, EUSD Superintendent

All documents are available in alternative formats, on request. In compliance with the Americans with Disabilities Act, a person requiring an accommodation, auxiliary aid or service to participate in this program should contact the sponsoring department at (510) 450-7813 or ADA Coordinator as far in advance as possible, but no later than 72 hours before the scheduled event. The best effort to fulfil the request will be made.

City/School Committee

Councilmember Jac Asher, Co-Chair
School Board Member Joshua Simon, Co-Chair
Councilmember Jennifer West
Councilmember Ruth Atkin
Councilmember Kurt Brinkman
Councilmember Nora Davis
School Board Member John Affeldt
School Board Member Melodi Dice
School Board Member Miguel Dwin
School Board Member Joy Kent
Student Member Jordon Taylor
Student Member VACANT



City/School Committee Action Minutes

Regular Meeting of the Advisory Committee
Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

February 7, 2013 - 5:30pm

Ralph Hawley School, 1275 61st Street, Emeryville, CA

1. Roll Call at 5:34pm
 - a. School Board: Dice, Dwin, Kent (late, 5:38pm), Affeldt (Late, 5:38pm), Simon (Late, 5:45pm)
 - b. City Council: Asher, Brinkman, Atkin, Davis, Brinkman
 - c. School Staff: Lindo, Miller
 - d. City Staff: O’Keeffe, Montero, Laven
 - e. Students: None
 - f. Excused: Dwin, Taylor, West
 - g. Unexcused: None
2. Public Comment:
 - a. Joe Tulley, father of ECDC child, wanted to let the Committee know that he dropped off his child at ECDC and found officers with guns drawn in the ECDC parking lot over a stolen car. He asked that the City please take into consideration the location of schools when making decisions to draw firearms in the future.
3. Approval of 12/6/12 and 1/10/13 Action Minutes
 - a. Brinkman motioned to approve the 12/6/12 action minutes as amended* and Dice seconded the motion. Approved by Committee with Atkin abstaining.
 - i. *Amendment to Item 6c on the 12/6/13 minutes. Committee requested that the words “decided to” change to “discussed moving.”
 - b. Dice motioned to approve the 1/10/13 action minutes and Brinkman seconded the motion. Approved by Committee with Davis/Affeldt abstaining.
4. Staff/Committee Member Comments
 - a. Lindo noted that EUSD received a positive certification for the first financial report and plans to file a second positive certification for the next report. Positive certifications signify the school district is projecting fiscal stability for the current and next fiscal years. Lindo also announced Assembly Member Skinner is seeking letters of support for two bills that will provide more school funding and that even year elections are continuing to

move forward in tandem with the City's progress on the same matter. Finally Lindo reported that Measure A oversight committee found that all 2012 funds were spent appropriately.

5. Informational Items

- a. Update from Emery Ed Fund
 - i. Phillip Powell , Emery Ed Fund Executive Director, reported on the Emery Ed Funds actions and impacts to the schools in the past month.
- b. COC Chair's Report
 - i. Tom Rauch, COC Chair, updated that the COC meetings and actions undertook in the month of December.
- c. EUSD & Stopwaste.org "Priority Partner for Waste Reduction" Presentation
 - i. Stopwaste.org presented a presentation on school waste and programs for the school district reduction plan.
- d. ETV Live Meeting Broadcast Plans for ECCL
 - i. Miller announced the planned location currently for the ETV ready room for live broadcasts in the ECCL.
- e. Taskforce Timeline
 - i. Miller presented the ECCL timeline for launching a new taskforce for new uses of the Anna Yates and Ralph Hawley School Sites once the ECCL opens.
 - 1. Rodney Wong, COC Member, spoke about the City's General Plan that looks at the whole fabric of life and diaspora of the community. Make sure to take a look at the General Plan to use it as a resource for these matters in the future.

6. Action Items

- a. Nomination and election of Chair and Vice-Chair
 - i. Davis nominated Affeldt for Chair, Atkin for Vice-Chair. Committee approved unanimously via voice vote.

7. Adjournment at 6:50pm

March 7 Council Study Session

5:30-6:00pm

The overarching purpose of this study session is to prepare council and board members for the April 13th Student-Board Member Convening. During this session we will:

- Revisit the original intent of board/ council youth seats
- Assess successes/ challenges to date (of the current structure, of student participation, of student-adult relations, etc.)
- Discuss individual and group skills and experiences that can be tapped into to increase youth participation and to create meaningful youth engagement

Attached you will find a set of readings about youth participation from the Community Network for Youth Development. We offer these resources to you in hope that you will read through them before March 7. Among other things, these readings provide a broader youth development context for our conversation about youth participation. They also offer a language and understanding about the different dimensions of youth participation from which we can draw.

Thank you all.

Cory Wechsler

ECCL Student Engagement Consultant

Preface: Making It Happen: Youth Participation Training Materials

The Use of These Materials

Making It Happen: Youth Participation was originally developed by Community Network for Youth Development as part of a blended learning youth development training course. This curriculum, which included both on-line and in-person training, focused in-depth on relationship building, one of the five youth development supports and opportunities that CNYD's *Youth Development Framework for Practice* highlights. Courses were similarly developed for two other *Framework* supports and opportunities, Relationship Building and Skill Building. The courses were intended for adults working with young people, especially youth workers in community and afterschool settings.

All three curriculums have since been edited and reformatted and are now available as an online training resource in the public domain. It is the hope of CNYD that these materials can support the professional development efforts of afterschool programs and other youth serving organizations.

Making It Happen: Youth Participation is broken down into five chapters. You can use it in its entirety to guide your professional development efforts or you can pull out the readings, activities or tools that work best as supplements to what you are already doing.

Copyright Waiver

The *Making It Happen: Youth Participation* curriculum was originally developed as copyrighted material. However, the curricula is now being released in the public domain and the copyright is being waived so that these materials may be used as broadly as possible to promote higher quality programming and youth development support for young people. We encourage you to use and reproduce this material freely. However, these materials are not intended to be sold or used for profit.

1.2 Concept Definition: UNDERSTANDING YOUTH PARTICIPATION



Youth Participation

In order to successfully promote youth participation, it helps to have a strong understanding of this concept. Research has shown that meaningful youth participation occurs when young people have opportunities to:

1. Participate in decision making
2. Develop and practice leadership
3. Experience a sense of belonging

These three areas are relevant to any program that promotes youth learning and development, whether it features academic instruction, enrichment, employment training, sports, recreation, the arts, and / or other program content.

These elements of youth participation are also developmentally relevant and important across the environments in which youth find themselves – at school or home, in peer gatherings and groups, and in extracurricular programs and activities.

The three dimensions of youth participation:

1. Decision Making.

What does **youth decision making** look like in youth programs?

Youth

- choose activities** to be involved in
- participate in **program planning**
- have input in establishing **program rules**
- feel like **their ideas count**

Decision making in action:

“We’re working to build more decision-making into the program,” says Whitney Morris, Manager of Volunteers at Girls, Inc. of Alameda County. “We started

small by asking the girls to do things like select the snack. Later on they selected their own representative for a public speaking engagement. Then we did a big project where they organized a scavenger hunt for the younger girls. They did everything—it took weeks! It would have been a lot easier for the staff to organize this ourselves, but we really let them do it. It was a lot of fun, and they felt successful.”

Opportunities for decision-making exist at all levels of youth programs and organizations. While these opportunities take different forms depending on the age of the young people, the goal of fostering youth decision-making is appropriate for all ages.

2. Develop and practice leadership.

What does **youth leadership look like** in youth programs?

Youth

- direct themselves** in activities;
- take significant **responsibility**;
- support one another**;
- plan and lead** projects;
- solve** their own **problems**.

Youth leadership in action:

Destiny Arts Center in Oakland, CA, is a multi-age (3-18), multi-cultural program that promotes violence prevention with young people from the inner city through martial arts, dance, and youth leadership. Destiny develops youth leadership across age categories by providing logical “stepping stones”. “We encourage lots of peer mentoring. We might ask a young person who has only been here for six months to lead a familiar part of the warm-up routine with adult supervision. Then they might move on to teaching a basic skill to a new member of the group. Later on they may lead a smaller group in practicing a specific skill. Teens (ages 12-18) can take part in a teacher training program, and then lead workshops in the community for youth and adults. We gauge a youth’s development, and seize the moment to ask young people to step into a new leadership role.”

3. Experience a sense of belonging.

What activities can support a **sense of belonging** in youth programs?

Youth

- experience a sense of **program ownership**;
- participate in **setting up** or decorating **program space**;
- share **rituals** or chants;
- name** their group;
- act as mentors** for new youth entering the program;

wear or carry **program identifying** clothing or articles such as badges or membership IDs.

Youth belonging in action:

At an after-school program in Richmond, CA, youth begin every meeting by taking a carpet square and setting up a check in circle. The room quiets as each young person sits cross-legged on their square. A designated youth brings the Amandala Awetu, a talking stick, to the circle and begins the check in with a call and response. “Amandala” the youth says. “Awetu” the group responds. Together everyone says, “The power is ours”.

While strategies to promote belonging may differ across ages and groups, **a sense of belonging is fundamental** for meaningful youth participation.

Environments that Support Youth Participation

Youth Participation is one of five interdependent [Supports and Opportunities](#) identified by the Youth Development Framework for Practice. These are the building blocks for creating an environment that fully supports youth development.

Creating an environment that truly promotes youth participation also requires the presence of the other Supports and Opportunities:

- a solid **relationship** between adults and young people that encourages trust;
- a sense of **safety** so that differences in opinion and making mistakes are okay;
- a set of **skills** that help youth in making decisions, becoming leaders and in creating a sense of belonging;
- opportunities to participate in **community** as leaders and decision-makers.

The youth development approach draws on a substantial body of research about young people’s developmental needs along with years of evidence from the field about what works in promoting young people’s healthy development and **learning**.

The practice of youth participation can promote young people’s active participation in the learning process, fostering resiliency and greater success in school. “There is much evidence that when children are given more opportunity to participate in decisions about schoolwork they miss school less, are more creative, put more time on task, and complete tasks in less time.” (*Phi Delta Kappan, Bloomington, IN: Phi Delta Kappa Foundation, September 1993, 75 (1), p.12.*)

2.3 Concept Exploration: DEFINING ADULT ALLY

What is an Adult Ally?

"Fresh ideas, new perspectives, creativity and energy are popular terms tossed around by adults who embrace the philosophy that young people have a lot to offer. Of course, young people don't just open up and reveal everything they know and imagine. Depending on the individuals involved, asking for reactions to proposed services and policies may only elicit a compliant nod of approval. It takes time to gain trust, especially with young people who are conditioned to wait to be called on by adults and rarely encouraged to think outside the box." (The Youth Activism Newsletter May 2004)

It is important youth workers recognize opportunities to engage young people more fully in our programs and to support them in developing the skills they need to participate in more meaningful ways. In taking on this role, you act as adult ally to your youth. Being an adult ally to an elementary age youth may take a different form than if you work with teenagers, but your belief in a young person's ability and your role in establishing structures that support their development are the same.

Adults as Allies: What is the Role?

The following passage is taken from Adults as Allies by Barry Checkoway, School of Social Work, the University of Michigan.

Adapted with permission from Dorothy Stoneman, Leadership Development, 1988.

"The adult organizer must **genuinely respect the ideas and abilities of the teenagers**, and must make this constantly clear. In meetings, the role is to **draw out the ideas of every member** of the group, **take them utterly seriously, compliment them, and let them make the decisions** themselves. In action, the role is to **stand back, let the young people do the work and make the decisions**, but provide essential information as needed so they can make informed decisions.

This is not easy for most adults. Most adults fall into authority roles without even noticing it. They consider their opinions and mode of operation to be automatically superior to those of teenagers. The adult organizer must be an exception to this pattern."

Adult Ally Resources:

- Access this and other great adult ally resources at [The Freechild Project](#) website.
- Further advice for adult allies is available at the [Youth Activism Project website](#).

2.4 *Concept Exploration: ADULTS AS ALLIES*

Listen to Youth:

Directions to Adults on How to be an Ally from Youth:

Below is a list of examples generated by youth of how adults can be allies:

- ✓ Treat young people as partners rather than clients.
- ✓ Take risks to interrupt racism, sexism and homophobia when you see them.
- ✓ Adults must be willing to share power.
- ✓ Create opportunities that allow us to solve problems and bring about change in our community.
- ✓ Eliminate patronizing and aggressive language from your conversations with us.
- ✓ Look beyond how we look.
- ✓ Listen to us.
- ✓ Pay attention, believe in and respect young people.
- ✓ Keep your word, makes yourself available.
- ✓ Help open doors. Help us to explore options, resources and support. Provide us with useful information and share your resources and connections.
- ✓ Take chances – even if you are afraid you might say the wrong thing. An ally is bold. They take a chance and reach out.

4.1 Concept Definition: UNDERSTANDING LEVELS OF YOUTH INVOLVEMENT

5 Levels or Categories of Youth Participation

A. Youth Led: In this type of participation, youth lead the decision-making and implementation processes. Adults serve as facilitators, advisors, and consultants, and typically take on key administrative roles. Youth have the final say in key decisions.

B. Youth-Adult Partnership: In this type of participation, youth and adults work collaboratively to make and implement decisions. Sometimes the adults take the lead role, and sometimes youth take the lead role, but the final decision is shared by all.

C. Adult Managed with Youth Input: In this type of participation, youth serve as advisors and consultants to adult staff. Adult staff make the final decision, but listen to the voices of youth before making the decision. Adults supervise implementation of the decision.

D. Adult Directed: In this type of participation, adults make all the decisions in this area. Youth do not participate in decision-making or implementation, and the program is not trying to involve youth.

E. Tokenism: In this type of participation, youth are typically invited to give input to decision-making and implementation groups, but the ideas of youth are not listened to or taken seriously by adults.

The first four types of participation are valid in different types of situations depending on circumstances and conditions. However, it is harder to imagine situations where “tokenism” is desirable.

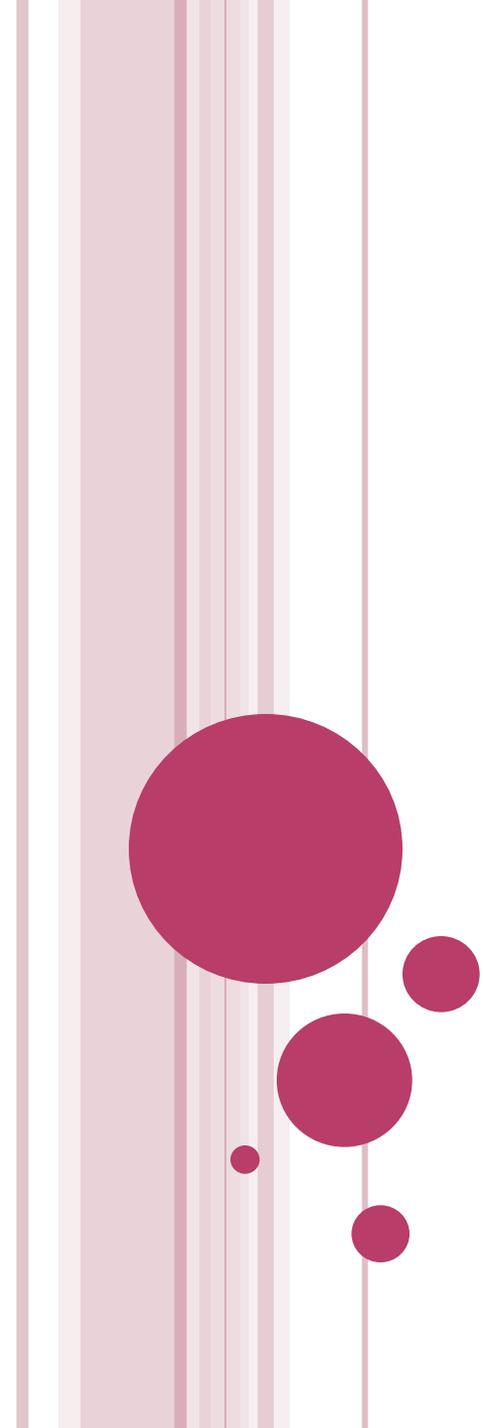
4.4 Concept Exploration: EXAMINING READINESS FOR YOUTH PARTICIPATION

While many people believe that meaningful youth participation has significant impact on young people, few programs succeed in engaging them in a significant way. Why is this the case? First, engaging young people in this way is not easy, and requires a great deal of thought and planning. Second, adult staff may find it difficult to shift from a directive role.

Readiness for Youth Participation

Adults who intend to incorporate youth participation more fully into their programs need to deeply consider their own readiness. Making the shift to more actively engaging young people requires not only a deep commitment to the young people in your program, but a strong belief that meaningful youth participation offers many benefits. Adult staff need to be prepared for the difficulties and trade-offs of youth participation. One key trade-off to consider is that the active participation of youth as leaders and decision-makers is not always efficient. The activity or product may at first be of a lesser quality or have a different outcome than if adult staff maintained full control. However, the process of involving young people helps them learn new skills and gives them a sense of ownership.

The level of participation possible also depends on the experience and skills of both adult staff and young people involved. Important skills for adults include active listening, group facilitation, techniques for building consensus, project planning and conflict resolution. Children and youth need to learn skills for greater self-reliance and to take on leadership roles in age-appropriate ways, while adults need to embrace the role of adult ally.

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PROGRAM DEVELOPMENT

COC Inquiry Session
January 16, 2013

STUDENT GOALS

ALL STUDENTS WILL.....

1. Improve their academic performance each year
2. Be prepared for college and university studies
3. Experience a successful internship before they graduate
4. Exhibit strong critical thinking, problem-solving, and creative skills
5. Demonstrate leadership skills and participate in community and public service
6. Exhibit advocacy for justice and principles that respect the dignity of all persons
7. Fluent in a second language



HOW DOES A COMMUNITY SCHOOLS MODEL HELP STUDENTS MEET DISTRICT EXPECTATIONS?

- A thriving system of community schools focuses on joint community and school resources on student success thus educating “the whole child.”
- Two examples:
 - Learning environment to help students succeed
 - Alignment of resources



BUILDING OFF OF OUR SUCCESS

815 API

- Deliberate intentions to design the K-6, K-8 model for effective teaching and learning (phase I)
- Lessons learned to build a 6-8 model (phase II)
- Turning our efforts to build a 9-12 model to improve teaching learning conditions (phase III)



K-6 MODEL – PHASE I

PRACTICES THAT CONTRIBUTE TO AN 815 API

○ Teaching Conditions

Embedded Staff Development

- Professional Learning Communities (cultures of collective responsibility)
- Whole Staff Collaboration
- Protected, facilitated, teacher team collaborations
- On-Site Coaching
- School Leadership Teams (ILT)
- Silicon Valley Math Initiative
- Equity Learning/ Cultural Relevance
 - BayCES, National Equity Project
 - Enid Lee
 - Sharroky Hollie

○ Learning Conditions

- Looping
- Support Classes/ Services
- Wellness (educating the whole child)
- Workshop for targeted instruction
- Differentiated Instruction
- English Learner Resource Teacher
- Learning Center for intervention
- Social Development
 - **Love and Logic Guiding Philosophy**
 - 2nd Step
 - Peace Makers
 - 180 Program



K-8 MODEL – PHASE II

Lessons Learned – What Matters

- School Culture
 - Stability; teacher retention; critical mass; collective responsibility
- Design – CORE
 - Targeted Instruction + Time = Learning
- Formative Assessments
- Standards Based Grading
- Teaching Support
 - Embedded staff development (structured and resourced)



9-12 MODEL PHASE III

*Building from our strengths and learning from our lessons
Turning our efforts to 9-12*

- School Culture – Stability!!! (Starting over every 1-3 years is not stable)
- Focus on building an effective, sustainable, embedded staff development structure to support school leadership teams; teacher collaboration teams; and school intervention teams (not how many students are enrolled in the school) – build critical mass
- Bandwidth versus capacity
- Design - Block Master Schedule
- Rapid Cycles of Assessment to respond to the needs of all students
- Standards Based Teaching and Assessment support
- Counseling Support (Current ratio 1:224)
- RTI framework (Response To Instruction and Intervention)



WHAT IS RTI?

A framework for K-12 instruction based on data-driven decisions which provides access to quality and accelerated learning for ALL students both academically and socially



WHY RTI?

1. Provides structure (container)
2. Focuses on the goal to accelerate learning for all students
3. Provides systematic preventions and interventions to address the needs of each child
4. Aligns researched-based teaching and learning practices
5. Provides strategic professional development emphasizing job-embedded collaboration



WHY RTI?

6. Makes teaching and learning visible
7. Focuses on equitable outcomes for students



K-12 PROGRAM ALIGNMENT/ INITIATIVES

○ **How do community resources help support:**

- - scope and sequence
- - Common Core implementation
- - instructional strategies
- - socially developmental strategies
- - technology and media
- - extra-curricular opportunities
- - instructional materials
- - instruction design (loop, core, block)
- - assessments and evaluation
- - alternative education



QUESTIONS, COMMENTS

