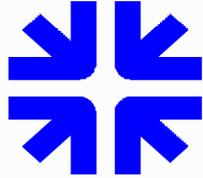


**City/School Committee**

Councilmember Ruth Atkin, Co-Chair  
 School Board Member Cheryl Webb, Co-Chair  
 Councilmember Jac Asher  
 Councilmember Jennifer West  
 Councilmember Kurt Brinkman  
 Councilmember Nora Davis  
 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

**January 5, 2012 – 5:30 pm**Emery Secondary School, 1100 47<sup>th</sup> Street, Emeryville, CA

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).

- I. Roll Call
- II. Public Comment
- III. Approval of 12/1/11 Minutes
- IV. Staff/Committee Member Comments
- V. Information Items
  - A. Rubicon Employment Services (Evans – 10 mins)
  - B. COC Chair's Report (Carver – 5 mins)
  - C. Roles and Responsibilities of Citizen's Oversight Committee for Measure J (Lindo – 30 mins)
  - D. EUSD Enrollment Report (Lindo – 10 mins)
  - E. RDA Update (O'Keeffe – 10 mins)
  - F. ECCL Project Report (Miller – 20 mins)
- VI. Action Items
  - A. EUSD Incubator Project: Contract with National Equity Project and Partners for School Innovation (Lindo – 20 mins)
- VII. Adjournment

**FURTHER INFORMATION** may be obtained by contacting Melinda Chinn, City/School Committee Secretary, at (510) 596-4314

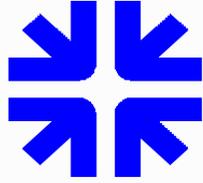
Dated: 12/29/2011 \_\_\_\_\_ Karen Hemphill, City Clerk  
 Post on: 12/29/2011  
 Post until: 1/6/2012 \_\_\_\_\_ Debbra Lindo, EUSD Superintendent

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.

Dominique B. Burton, ADA Coordinator  
 City of Emeryville 1333 Park Avenue Emeryville, CA 94608  
 Direct Line: 510.596.4380, Facsimile: 510.596.3724, TTY Relay: 711 [dburton@ci.emeryville.ca.us](mailto:dburton@ci.emeryville.ca.us)  
 596.3724, TTY Relay: 711 [dburton@ci.emeryville.ca.us](http://dburton@ci.emeryville.ca.us)

**City/School Committee**

Councilmember Ruth Atkin, Co-Chair  
School Board Member Cheryl Webb, Co-Chair  
Councilmember Jennifer West  
Councilmember Ken Bukowski  
Councilmember Kurt Brinkman  
Councilmember Nora Davis  
School Board Member Joshua Simon  
School Board Member Melodi Dice  
School Board Member Miguel Dwin  
School Board Member VACANT  
Student Member Jordon Taylor  
Student Member VACANT



## **City/School Committee Action Minutes**

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

**December 1, 2011 - 5:30pm**

Emery Secondary School, 1100 47<sup>th</sup> Street, Emeryville, CA

1. Roll Call at 5:34pm
  - a. School Board: Webb, Dice, Simon (Late, 5:41pm), Dwin (Late, 6:01pm)
  - b. Council: Atkin, Brinkman, West, Davis
  - c. School Staff: Allen, Miller
  - d. City Staff: O’Keeffe, Chinn, Laven
  - e. Students: Taylor
  - f. Excused: Lindo
  
2. Public Comment:
  - a. None
  
3. Approval of 11/3/11 Action Minutes
  - a. Move to approve from Davis, seconded by West.
  - b. Corrections from West:
    - i. Item 5c: Correct report to note that COC Chair Brian Carver also gave the COC Chair’s report after COC Member David Martinez.
  - b. Corrected minutes approved by Committee with voice vote.
  
4. Staff/Committee Member Comments
  - a. Miller reported a welcome event of Prop 84 second site visit with Webb, O’Keeffe, and Lindo. The City is in the final consideration round for possibly receiving \$3 million to upgrade the playing field as part of the ECCL project.
  - b. Allen discussed the new EUSD discipline program, which is changing away from a punitive model. The program is based from the 40 developmental assets to help students succeed. It also features a peer education program to teach students council their peers in middle and high school. As students get older, the social and emotional problems magnify. Students are to “stop to think about it” during classes to reflect on behavior instead of automatic referrals to the office. Also the system replaces negative referrals with positive referrals and feedback to encourage great behavior.

- c. Laven acknowledged the staff and parents from Anna Yates Elementary School, Fire Department, and everyone who helped make the City's Tree Lighting Event a success.
5. Informational Items
  - a. Civic Pride Recognition
    - i. Anakarita Allen noted that Civic Pride recognized Sharon Wasserman and six students at the previous EUSD board meeting.
  - b. Emery Educational Foundation Update
    - i. Eugenia Bowman gave the Emery Ed Fund report on numerous updates, funding, and support for the foundation and schools.
  - c. COC Chair's Report
    - i. Brian Carver gave a monthly activity report prepared by the COC.
  - d. ECCL Project Report
    - i. Miller updated the Committee on the current status of the project; including a review of the most recent conceptual phased designs and the financial status.
6. Action Items
  - a. None
7. Adjournment at 7:00pm.

Prepared by: Kevin Laven, Administrative Analyst for the City of Emeryville, 12-1-2011



NATIONAL  
**EQUITY**  
PROJECT

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Deliver on the promise  
of a quality education



## **PROPOSAL FOR COLLABORATIVE SERVICES** *ECCL Program Design/K-12 Incubation Process*

PRESENTED TO:

**Emery Unified School District**

Debra Lindo, Superintendent

4727 San Pablo Ave.

Emeryville, CA 94608

[debra.lindo@emeryusd.org](mailto:debra.lindo@emeryusd.org)

PROPOSAL CONTACT:

**Chinyelu Martin, Senior Director**

The National Equity Project

510.208.0160 x338 | [cmartin@nationalequityproject.org](mailto:cmartin@nationalequityproject.org)

**Belinda Liu, Discrete Services Director**

Partners in School Innovation

919.800.7141 | [bliu@partnersinschools.org](mailto:bliu@partnersinschools.org)

## EXECUTIVE SUMMARY

The Emery Unified School District is committed to provide each student a rigorous education in a welcoming, safe school and community environment rich in different cultures, backgrounds, and beliefs. The National Equity Project (NEP) and Partners in School Innovation (PartnerSI) have tailored a design process for the development of a Full Service Community School model for the Emeryville Center of Community Life.

**The National Equity Project** works to improve educational experiences, outcomes, and life options for underserved students by building the capacity of leaders and teachers to meet the academic, social and emotional needs of every student. We believe that every child in America deserves the right to a quality education and we coach leaders to make good on that promise. Since 1999, more than 1500 leaders have been trained in our signature Leading and Coaching for Equity Programs. The National Equity Project has supported the establishment of 40 new school communities designed to better serve poor, black, and brown students through transformed relationships, enhanced designs and research-based pedagogy and approaches to student learning. The National Equity Project is a core partner to more than 70 clients in 20 districts across the country.

The National Equity Project offers a unique blend of technical expertise in best practices for school and district improvement, such as data-driven assessment and planning, and relational expertise and cultural competence that work together to transform our approach to educating children, especially children of color, to make lasting, positive changes in schools that have for too long failed our young people.

**Partners in School Innovation** is a leading nonprofit organization committed to eliminating the achievement gap by transforming teaching and learning in the lowest performing American urban public schools. Since its founding in 1993, the organization has partnered with 12 public school districts and 62 public schools to accelerate student achievement. PartnersSI staff work alongside school and district colleagues to achieve significant gains in student achievement as well as build organizational capacity required to sustain these results. They partner to:

- **Build** a strong core instructional program, ensuring that all students learn at high levels;
- **Create** an integrated system for professional learning so that all teachers are able to deliver excellent instruction;
- **Strengthen** leaders' ability to focus on student outcomes and align school resources, structures and ways of working to achieve their goals.

The primary way PartnersSI measure its impact is by looking at **student achievement outcomes**. In 2010-2011 PartnersSI schools achieved literacy gains greater than those of their respective districts and more than three times that of the state of California. They also measure how well they are building each **school's capacity** to engage in and sustain the practices that accelerate student learning. Twice a year, they use their School Transformation Rubric (STR) in partner schools to assess growth in adult capacity to utilize specific, research-based best practices in leadership, instruction and teacher professional learning.

## **PROPOSED SCOPE OF WORK**

The following proposal outlines a process to support the Emery Unified School District and City of Emeryville's ongoing efforts to implement the Emeryville Center of Community Life's full services community schools model. The resulting design and implementation plan will integrate feedback from City and District leaders, staff, community partners, and neighborhood residents.

The National Equity Project and Partners in School Innovation proposes to collaboratively facilitate and lead an "Incubation" model that considers what the core components are of a "new learning day" in Emery Unified.

The concept of an "incubator" borrows from private sector entrepreneur models which establish a professional learning environment to help nurture and grow new business ideas. Through the "incubator" processes, entrepreneurs are able to learn about various models, refine their technologies, and better define their business models. Translated to the education sector, incubation models facilitate collaborative conversations amongst broad school and community stakeholders as part of sharing ideas and learning about best practices. The National Equity Project has facilitated several Incubators for various schools and school districts who have made a commitment to redesigning their educational models.

For EUSD and the City of Emeryville, the Incubator will encourage innovative thinking, and increase leader and team capacity to design, develop, implement, and operate an innovative and effective community school model. This requires learning from and building upon past program development and planning initiatives, including (but not limited to) the valuable work with Western Association of Schools and Colleges (WASC), National Center for Urban School Transformation (NCUST), and the district's Local Educational Agency (LEA) plans and Comprehensive School Health Framework.

The following proposed scope of work details services to facilitate and support the ECCL Incubator process to produce a comprehensive community school design and implementation plan. This ECCL Design Plan will be integrated with and essential to the architectural design and planning process.

### **Equity & Community Services Analysis (K-12, Emeryville Community Services)**

The Equity Analysis will reveal specifics about the types of achievement and experience gaps occurring across the district and community, helping to answer the question: *"What does the data tell us about the specific problems and challenges for students and community members that could be the focus of an improvement effort?"*

The National Equity Project and PartnersSI Partnership (Hereafter referred to as *The Support Providers*) will work collaboratively in conjunction with site and district leadership, will collect and analyze targeted student outcomes and experience data. In addition, we will assess both schools' capacity (structures, time, human resources, etc) in order to draw connections between student achievement data and the adult practice outcomes and institutional practices for necessary for improvement. (2 days).

The equity analysis will begin with a "Listening Campaign" protocol (5 days) with the District's leadership, site-based leadership, teachers and teacher leadership, City Council & City Staff members, and other key stakeholders as advised (board members, community leaders,

parents, students, etc.). The purpose of the individual and group interviews will be to hear varied perspectives, particularly those that might otherwise be silent or muted and that might have valuable information about the influence of race, class, and culture on disparate educational and community outcomes.

Key elements of the Equity Analysis include:

- Listening campaign interviews with teachers, staff, and city and district administrators (individual and group, primarily in person but also by phone as needed or strategically appropriate);
- Organization and analysis of the data, including previous data collection initiatives;
- Presentation of findings through a series of workshops for school, district, and city leaders to:
  - Determine key focus areas for establishing strong instructional and professional learning systems for the incubation process and for accelerating student achievement;
  - Determine key focus areas for cross-sector communication, practices and professional development to best support a community-approach to learning and enrichment;
  - Craft a theory of action for supporting teachers and community-serving practitioners to improve student achievement, transform community relationships and services, and manage school, district, and community change (3 days).

We will use the *Theory of Aligned Contributions Framework* to conduct a **Community Services Analysis** to understand how many youth, families, and community members are being served to ensure that services are aligned with and advance the shared goals and vision of the ECCL.

The Equity Analysis & Community Services Analysis concludes with a written report including a synopsis of the District and City's views on the future direction and priorities of education, recreation and enrichment programs for youth and the community. The final Equity Analysis Report and findings will be presented to the Transitional Leadership Team.

*Timeline: November 2011 - February 2012*

### **Transitional Leadership Team: Development and Capacity Building**

The Transitional Leadership Team (TLT) will be a *site and central-office based team* that is responsible for defining a community school program design for the elementary and secondary school and the City's Department of Community Services, that maximizes the educational and enrichment opportunities presented by the Center for Community Life. The role of the TLT is to provide operational leadership of the planning and implementation work for district and City staff.

The Support Providers will design, develop, and facilitate the agenda and activities for members of the TLT. Coaches will support the formation of the TLT as well as helping members outline and agree upon the team's objectives. The Transitional Leadership Team will be guided by three purposes:

1. To build the leadership capacity of the members;

2. To manage operational progress towards the transition to the full implementation of the ECCL programs and facilities;
3. To assess and improve the city, district, and school operating systems.

The Support Providers will build the leadership capacity of the Transitional Leadership Team by training them in a Results-Oriented Cycles of Inquiry (ROCI) process pertaining to the instructional and enrichment program design work. Training and facilitation will take place during 4 of their key meetings during the year (6 days), including joint district and City leadership meetings.

*Timeline: November 2011 - May 2012*

### **Program Design Team: Planning for the Emeryville Center of Community Life**

The Program Design Team will be a *multi-stakeholder (district, parent, city, business, and other community leaders) team* that will be responsible for participating in and contributing to the necessary learning, planning and engagement required to develop an ECCL Community School Design Plan.

The Support Providers will work with a Program Design Team (PDT) to plan, deliver, manage, and monitor the development of an ECCL Community School Design Plan. This structure will hereafter be referred to as the “Incubator.”

The Support Providers will provide recommendations on how to form a Program Design Team (application and selection criteria) as well as the ideal composition, roles and responsibilities for that PDT. We will lead the team through the Incubator using a program design template, and include processes for collective decision-making, broad community information dissemination, staff and community input, relevant approval structures, and timelines.

In order for EUSD to transform into a Full Service Community School District, the leaders of the District, the City, and the community will need to develop a shared vision, explore various school models, and adopt leadership and professional practices that leverage shared resources of students, families, residents and the business community. The Support Providers will design, develop, and facilitate eight (8) three hour Incubator Sessions for the Program Design Team to create the ECCL community schools model.

The Program Design Team will understand the key concepts of school and community transformation by using the PartnersSI’s School Transformation Framework and Rubric as anchors (2 days). Additionally, to ensure that all community, school and district initiatives positively impact achievement and healthy development, we will assess models that align curriculum, enrichment, assessment, and data management systems (3 days).

Successful Incubator sessions will require members of the school and city community to share, understand, and align their visions, needs, and expected outcomes. The process will allow for discussion and consensus building among team members, and encourage creative thinking around ways to interrupt inequitable practices and systems in the school and in the community.

The Incubator process will culminate in an ECCL Design Plan that articulates:

- the educational, recreational and community vision and mission of the ECCL;

- instructional foci, including meeting the needs of English Language learners and their families;
- family and community partnership strategies and programs;
- professional development priorities (including collaborative programming/practices with the City of Emeryville)
- methods of assessment and
- the recommended size, structure, and leadership of the K-12 school district and its collaborative relationship with the City's Department of Community Services.

*Timeline: November 2011 - May 2012*

Both structures (Transitional Leadership Team and The Program Design Team) will complete designs that will be presented as recommendations for approval by appropriate bodies (i.e., EUSD School Board and City Council).

### Organizational Capacity Building

NEP will facilitate study sessions with the Emeryville City/Schools committee to understand the organizational implications of the ECCL full service community schools model, including developing District and City policies and practices that support the ECCL's desired educational and community goals.

### Estimated Budget

Activity/ Deliverable	Organization	Coaching Resource	# of Days (including planning)	Cost
<b>Listening Campaign (teachers, staff, administrators)</b>	National Equity Project	Coach	15	\$22,500
<b>Equity and Community Services Analysis</b>	National Equity Project PartnersSI	Coach Senior Associate Data Analyst	20	\$37,000
		Director School Innovation Partner		
<b>Transitional Leadership Team: Development and Capacity Building</b>	National Equity Project/ PartnersSI	Senior Director Senior Associate	18	38,600
		Director School Innovation Partner		
<b>Program Design Team: Planning for the ECCL</b>	National Equity Project PartnersSI	Senior Director Senior Associate	30	56,000
		Director School Innovation Partner		
<b>Organizational Capacity Building</b>	National Equity Project/ PartnersSI	Senior Director	22	\$40,800

Activity/ Deliverable	Organization	Coaching Resource	# of Days (including planning)	Cost
		Director School Innovation Partner		
<b>TOTALS</b>			<b>105</b>	<b>\$194,900</b>

## RESOURCES

The National Equity Project Senior Director, **Chinyelu Martin** will take responsibility for the timely completion of all project deliverables and for effectively meeting the stated contract objectives. A National Equity Project and PartnersSI team will be assigned to deliver services described in the above scope of work.

- National Equity Project & PartnersSI coaching fees include planning time, materials development and production and coaching.
- PartnersSI will be a sub-contractor of the National Equity Project to deliver identified services in the above scope of work
- This contract will be invoiced **monthly** unless otherwise specified and agreed upon.
- Expenses will be invoiced based on actual costs.