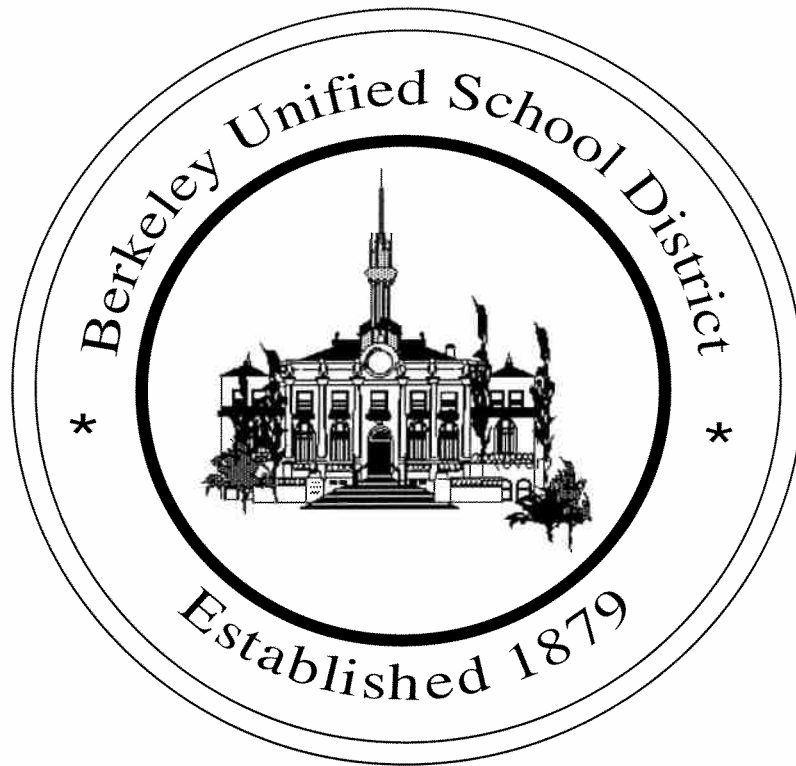


**BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
AND
SUPERINTENDENT OF SCHOOLS**



BOARD OF EDUCATION MEETING

APRIL 4, 2001

Queen Graham
Executive Assistant
to the Superintendent
& Board of Education

**BERKELEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION – AGENDA**

Wednesday, April 4, 2001, at 6:00 p.m.

District Administrative Offices, Board Meeting Room

2134 Martin Luther King Jr. Way

Berkeley, CA 94704-1180

CALL TO ORDER: The Meeting will be Called to Order by the Presiding Officer at 6:00 p.m. and immediately recess to Closed Session. The Meeting will reconvene in Public Session at 7:30 p.m.

1. BOARD ROLL CALL: President Terry S. Doran
Vice President Shirley Issel
Director Joaquin J. Rivera
Director Ted Schultz
Director John T. Selawsky
Student Director Niles Xi'an Lichtenstein*

Administration: Stephen A. Goldstone, Ed.D., Interim Superintendent, Secretary

2. Recess to Closed Session – Board Conference Room

- a. Conference with Legal Counsel – Existing Litigation (Government Code Section 54956.9(a)):
Case name unspecified—Disclosure would jeopardize:
☐ Service of Process ☒ Existing Settlement Negotiations
- b. Liability Claims (Government Code Section 54956.9) (**Page 1**):
- c. Collective Bargaining Session (Government Code Section 3549.1(d))
- d. Public Employee Discipline/Dismissal/Release (Government Code Section 54957)
- e. Public Employment (Government Code Section 54957) (**Pages 2-4**)

Certificated Transactions:

- 1. Head Baseball Coach.
- 2. Head Boys Soccer Coach.

Classified Transactions:

- 1. Substitutes, if and as needed: Instructional Assistant; Instructional Specialist; GATE Instructional Specialist; Instructional Technician; Noon Director; Intramural Director.
- 2. Student Worker.
- 3. Stipends.

RECONVENE IN PUBLIC SESSION - 7:30 p.m.

REPORT OF ACTION TAKEN IN CLOSED SESSION

COLLECT “REQUESTS TO ADDRESS THE BOARD OF EDUCATION” CARDS

*The Student Director does not attend Closed Session.

Regular Meeting of the Board of Education – Agenda
Wednesday April 4, 2001, at 6:00 p.m.
Page 2 of 6

PUBLIC TESTIMONY: 30 Minutes Maximum—3 Minutes Per Speaker

UNION REPRESENTATIVES 5 Minutes Each

ADVISORY COUNCILS 5 Minutes Each

SUPERINTENDENT’S REPORT

BOARD MEMBERS’ COMMENTS 5 Minutes Each

APPROVAL OF CONSENT CALENDAR	Placed on Agenda by	Disposition	Page(s)
3. Approval of Personnel Recommendations	D.Gomez 644-6150		2-4
4. Approval of Contracts and Purchase Orders in Excess of \$15,000.00	G.Sirogiannis 644-8911		5-7
5. Approval to Deny claims against the District: a. Claim filed by a staff person for items allegedly stolen from her classroom at Washington Elementary School. b. Claim filed by a delivery driver for injuries allegedly caused by a fall at Berkeley High School c. Claim filed by a staff person for damage to her vehicle while she was allegedly parked at Berkeley High School d. Claim filed by a parent for reimbursement for medical expenses incurred when a teacher allegedly backed his car into her child e. Claim filed by a parent for reimbursement of medical expenses incurred when a piece of a theatrical set allegedly broke while on stage at Longfellow Arts & Technology Magnet Middle School f. Claim filed by a parent for reimbursement of medical expenses incurred when her son’s arm was allegedly broken at Rosa Parks Environmental Science Magnet School g. Claim filed by a resident for reimbursement of expenses for window damages allegedly caused by students at Cragmont Elementary School.	C.E.James 644-6674		8

Regular Meeting of the Board of Education – Agenda
Wednesday, April 4, 2001, at 6:00 p.m.
Page 3 of 6

APPROVAL OF CONSENT CALENDAR (continued)	Placed on Agenda by	Disposition	Page(s)
6. Approval of Resolution No. A7261: Acceptance of base bid of Cleary Brothers Landscape Inc., for Berkeley High School Softball Field Turf Renovation and Irrigation System Project	C.E.James 644-6674		9-10
7. Approval of Resolution No. 7262: To establish the 2001-2002 tax rate for the “Berkeley Public Schools Educational Excellence Act of 1994” (BSEP)(Measure B, 1994—Schools Special Tax)	M.Thyberg 644-8749		11-13
8. Approval of One-time School Site Block Grant Expenditure Plans for: Berkeley Alternative High School, Berkeley Adult School, Berkeley Arts Magnet Elementary School, City of Franklin MicroSociety Magnet School, Emerson, Jefferson, John Muir and LeConte Elementary Schools, Martin Luther King, Jr. Middle School, Longfellow Arts & Technology Magnet Middle School, Malcolm X Arts & Academic Magnet School, Rosa Parks Environmental Science Magnet School, and Willard Middle School	C.Lim 644-6257		14-28
9. Approval of the Application for 21st Century Learning Center Grant Application for the following schools: John Muir, Emerson and Washington Elementary Schools; Malcolm X Arts & Academic Magnet School and Willard Middle School	J.Sinai 644-6959		29
10. Approval of 21st Century Grant Application being submitted by Longfellow Arts & Technology Middle School and Progressive Learning	J.Sinai 644-6959		30-69
11. Approval to schedule a Special Board of Education Meeting and a Budget Workshop on Wednesday, April 18, 2001	S.Goldstone 644-6147		Oral
12. Exemption Certification for Emergency Employment of Retired Member	D.Gomez 644-6150		Oral

Regular Meeting of the Board of Education – Agenda
Wednesday, April 4, 2001, at 6:00 p.m.
Page 4 of 6

PUBLIC HEARING AND ACTION - 8:30 P.M.	Placed on Agenda by	Disposition	Page(s)
13. Public Hearing and Approval of Waiver Request to Waive Education Code Section 44720-44725 (AB1331 Mathematics Professional Development)	C.Lim 644-6257		70-81

APPROVAL OF ACTION ITEMS	Placed on Agenda by	Disposition	Page(s)
14. Approval of Resolution No. 7263 , awarding the contract for Martin Luther King , Jr. Middle School, Project #832.9802 (to the low bidder, West Coast Contractors, Inc., for a total of \$17,976,000.00)	C.E.James 644-6674		82-85
15. Approval of “Adopt-A-School.”	S.Goldstone 644-6147		86-87

DISCUSSION/INFORMATION/REPORT	Placed on Agenda by	Disposition	Page(s)
16. Energy Conservation Committee Report	G.LeFevre 644-6526		Oral
17. Report on the Minority Student Achievement Network Youth Culture Survey	D.Pico 644-7764		88-115

ADDITIONAL PUBLIC TESTIMONY: 10 Minutes Maximum

BOARD MATTERS

18. Board Committee Appointments/Reports
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- | |
|--|
| <ul style="list-style-type: none">* Berkeley Arts in Education Steering Committee* Berkeley School Financing Corporation* Citizens Advisory Committee on Diversity* Citizens Budget and Finance Advisory Committee* Citizens Construction Program Advisory Committee* Facilities Maintenance and Security Advisory Committee* Music Program Committee* Peace and Justice Commission* Student Assignment Advisory Committee* Surplus Facilities Advisory Committee* Two-by-Two Committee* Youth Commission |
|--|

BOARD REQUESTS

Board Policy 9320.7: Adjournment Time for Meetings/Board Members' Comments Time Limit:

<p>It is the policy of this Board that meetings of the Board of Education shall be adjourned at 11:00 p.m. unless extended by a majority of three votes. To assist in reaching this goal, Board members speaking under the agenda item "Board Members' Comments", shall limit their remarks to five minutes under the first "Comments" item and to three minutes under the second "Comments" item.</p>
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ADJOURNMENT

**Board of Education Meetings are Broadcast live on KPFB/FM 89.3
and
Cable Television Channel 25**

Guidelines for Speakers at Board of Education Meetings

You are invited to participate in meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD** (located on the side of the Speaker's Stand) and give it to the **Board Recorder**. Your card must be submitted before the Presiding Officer calls for the item – **PUBLIC TESTIMONY**.

You will be called on to speak by the Presiding Officer.

A speaker has three minutes in which to make his/her remarks. (The Presiding Officer will extend the time allocation for those with special speech needs.)

Any subject related to the District or its educational programs may be discussed at Board of Education Meetings **except matters pertaining to individual employees of the Berkeley Unified School District**. There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

Supplement to Board Agenda April 4, 2001

APPROVAL OF CONTRACTS/PURCHASE ORDERS

ROLL: Motion Recommend: That the Board Authorized the Associate Superintendent, Business or Purchasing Manager to execute the following contracts and purchase orders.

EXPENSE:

SERVICES CONTRACTS IN EXCESS OF FIFTEEN THOUSAND DOLLARS (\$15,000)

Request by	Vendor	Funding	Amount	MBE*
1C. James Assoc. Supt. Support Services	URS 100 California Street San Francisco CA	Fire (decrease of \$177,537)	\$127,692	

Correction to purchase order.

2.C. James Assoc. Supt., Support Services	Alten Construction 44 Woodland Avenue San Rafael CA	Fire (increase of \$177,537)	\$1,577,644	
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An addition of a 4th modular unit to the Administration Building, new fire alarm work to Building B, required to complete the campus fire alarm loop required by DSA.

3.D. Gomez Assoc. Supt., Adm. Services	Pacific Care Behavioral Health Concord CA	General Fund (increase of \$12,000)	\$62,000	
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Annual premium EAP program for the period July 1, 2000 through June 30, 2001.

4.F. Lynch Principal Berkeley High	Machaels Transportation 140 Yolano Avenue Vallejo CA	General Fund (increase of \$20,000)	\$38,000	
--	--	--	----------	--

Transportation services as needed for the period July 1, 2000 through June 30, 2001.

5.G. Sirogiannis CFO Business Services	ACOE 313 W. Winton Avenue Hayward CA	General Fund	\$28,000	
--	--	--------------	----------	--

To provide services of a full time business administrator to assist in order to develop and process various business functions for the period March 21, 2001 through June 30, 2001 at a rate of \$8,000 per month.

6.C. James Assoc. Supt., Support Svcs	Ruiz & Sperow, LLP Watergate Tower II 2000 Powell Street Emeryville CA	General Fund (increase of \$130,000)	\$205,000	
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Legal fees for the period 2000/01 school year.

APPROVAL OF CONTRACTS/PURCHASE ORDERS

7.J. Owens Manager Property Mange.	6 th St. Incubatorsapce LLC 2100 Gordon Avenue Menlo Park CA	General Fund \$141,500 (increase of \$64,500)
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Monthly rental payments of \$16,500 for BUSD Transportation Bus parking lot.

8.E.L.Szeto Manager Food Services	GOLDSTAR 2315 55 th Street Vernon CA	Food Services \$95,000 (increase of \$25,000)
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Food items as needed for the period July 1, 2000 through June 30, 2001

9.D. Gomez Assoc. Supt., Adm. Services	Health Net P O Box 9103 Van Nuys CA	General Fund \$62,000 (increase of \$40,000)
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Annual premium COBRA GROUP for the 2000/01 school year.

10.E. L. Szeto Manager Food Services	SYSCO Food Services of San Francisco 5900 Stewart Avenue Fremont CA	Food Services \$145,000 (increase of \$25,000)
--	--	---

Food items as needed for the period July 1, 2000 through June 30, 2001.

11.E. Szeto Manager Food Service	The Danielsen Co 435 Southgate Court Chico Ca	Food Services \$70,000 (increase of \$25,000)
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Food items as needed for the 2000/01 School Year.

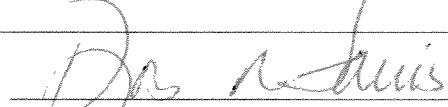
12.C. James Assoc. Supt., Support Services	RGA Environmental, Inc. 4701 Doyle Ste 14 Emeryville CA	Measure A \$24,955
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Provide abatement specifications, testing and monitoring reports at Longfellow, Jefferson and Franklin Schools.

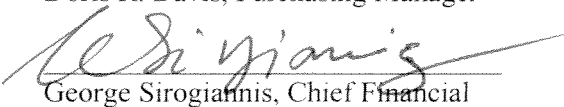
13.G.LeFerve Director Plant Operations	RGA Environmental, Inc. 4701 Doyle Street Emeryville VA	General Fund \$20,000
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To provide asbestos and lead abatement services for the 00/01 school year.

Prepared By:


Doris R. Davis, Purchasing Manager

Funds Available:


George Sirogiannis, Chief Financial
Officer

Recommend Approval:


Steve Goldstone, Acting Superintendent

APPROVAL OF CONTRACTS/PURCHASE ORDERS

EXPENSE:

A Minority Business Enterprise (MBE) is an independent and continuing business for profit, which performs a commercially useful function and which is owned and controlled by one or more minority persons residing in the United States or its territories. A Women Owned Business (WBE) is an independent and continuing business for profit, which performs commercially useful function and which is owned and controlled by one or more woman (women) residing in the United States or its territories.

The MBE/WBE as they appear on the April 4, 2001 Board Agenda is as follows:

MBE/WBE PERCENTAGE Analysis of Purchasing CONTRACT/PURCHASE ORDERS*

	Contracts/ Purchase Orders^	Construc- tion^	BIDS^	TOTAL	Total Dollars MBE/WBE*
This Meeting	0%	. 0%	0%	0%	\$0.00
FY2001 To Date	11%	. 003%	0%	03%	\$1,113,340
Total for FY 2000	09%	0%	0%	05%	\$738,046
Total for FY 1999	11%	26%	0%	22%	\$3,537,098

***Percentages are computed based on total purchases less those purchase of which there was no option for MBE/WBE purchases. For example we must purchase electricity from PG&E.**

^Contracts/Purchase Orders are listed on this document.

^Construction is a Resolution, not part of this document.

^Bids is a separate document, not a part of this document.

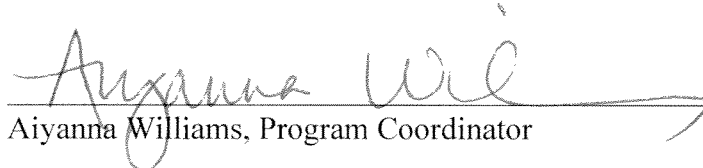
CLAIMS

Supplement to Board Meeting of April 4, 2001:

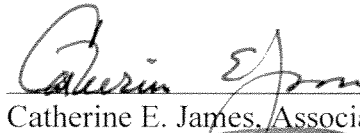
That the following claims be denied:

1. Claim filed by a staff person for items allegedly stolen from her classroom at Washington School.
2. Claim filed by a delivery driver for injuries allegedly caused by a fall at Berkeley High School.
3. Claim filed by a staff person for damage to her vehicle allegedly occurring while parked at Berkeley High School.
4. Claim filed by a parent for reimbursement for medical expenses incurred when a teacher allegedly backed his car into her child.
5. Claim filed by a parent for reimbursement of medical expenses incurred when a piece of a theatrical set allegedly broke while on stage at Longfellow Middle School.
6. Claim filed by a parent for reimbursement of medical expenses incurred when her son's arm was allegedly broken at Rosa Parks Elementary.
7. Claim filed by a resident for reimbursement of expenses for window damages allegedly caused by students at Cragmont School.

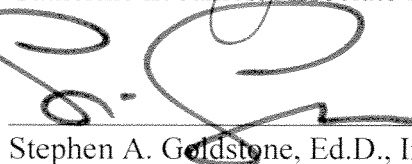
Prepared by:


Aiyanna Williams, Program Coordinator

Reviewed by:


Catherine E. James, Associate Superintendent

Approved by:


Stephen A. Goldstone, Ed.D., Interim Superintendent

RESOLUTION NO. A7261

RECEOMMENDATION

It is recommended that the Board accept the base bid of Cleary Brothers Landscape Inc., for BHS Softball Field Turf Renovation and Irrigation System Project in the amount of \$.44,440.00.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the BHS Softball Field Turf Renovation and Irrigation System Project on February 7, 2001 and bid opening date to be March 19, 2001. Three bids were picked up and three contractors turned in bids.

The Board as heretofore on February 7, 2001 adopted Resolution No. 7254 for the BHS Softball Field Turf Renovation and Irrigation System Project as more fully described in the specification of Bid Schedule No. 2259

The following bids were received on March 19, 2001.

<u>CONTRACTOR</u>	<u>Irrigation & Hydro Seeding</u>	<u>Tota Bid, Irrigation and Sod</u>
Cleary Bros. Landscaping	\$39,900	\$44,440
Shooter & Butts	46,075	50,915
By-Design Landscaping	51,350	63,450

FINANCIAL IMPLICATIONS

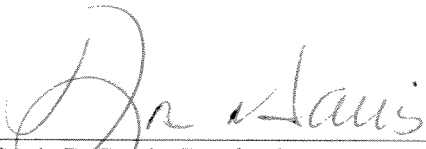
Project will be funded by insurance company claim for damage to field that resulted from fire in Building B.

RESOLUTION

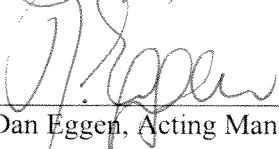
NOW, THEREFORE, BE IT RESOLVED, that the bid of Cleary Bros. Landscaping **in the amount of \$44,440.00** be and the same hereby accepted; and the Associate Superintendent and/or Purchasing Manager of this Board be and they are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

Resolution No. 7261
Continued

Prepared by:


Doris R. Davis, Purchasing Manager

Reviewed by:


Dan Eggen, Acting Manager of Facilities

Reviewed by:

Catherine James,
Associated Superintendent, Business

Recommend Approval:

Steve Goldstone, Interim Superintendent

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District
this 4th day of April, 2000.

AYES:

NOES:

ABSENT:

ABSTAIN:

Jack McLaughlin, Superintendent
Secretary of the Board of Education
Of the City of Berkeley and of Berkeley Unified
School District of Alameda County, State of California

1310

U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, FAX-ON-DEMAND Phone 415-975-4567 Note: To receive an explanation on how to compute a percentage change between any two periods request FAX-ON-DEMAND Code 9255. To request information on using the CPI as an escalator on rental agreement and other contracts request FAX-ON-DEMAND Code 9256

FAX-ON-DEMAND
CODE 9240

YEAR	03/21/01	SAN FRANCISCO-OAKLAND-SAN JOSE												SEMIANNUAL	
		Consumer Price Index, All Items, 1982-84=100 for All Urban Consumers (CPIU)												1ST HALF	2ND ANNUAL HALF AVERAGE
		JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC		
1982			96.2		97.2		99.1		99.0		98.4		95.6		97.6
1983			96.7		97.4		98.6		99.5		99.4		100.0		98.4
1984			101.4		102.9		103.7		105.2		106.5		106.0	102.3	105.7 104.0
1985			106.9		107.5		108.4		109.2		109.5		109.4	107.4	109.3 108.4
1986			111.0		110.4		111.9		112.4		113.1		111.8	110.9	112.4 111.6
1987		112.5	113.4	113.7	114.8	115.0	115.0	115.8	116.1	116.6	117.1	117.3	117.4	114.1	116.7 115.4
1988		118.4	117.9	119.1	118.7	119.7	120.1	120.9	122.0	122.1	122.3	122.2	122.6	119.0	122.0 120.5
1989		124.0	124.0	125.9	125.4	126.3	126.2	127.4	128.1	126.8	127.5	127.2	127.4	125.3	127.4 126.4
1990		128.5	129.2	130.0	130.7	130.8	131.6	132.3	133.1	134.0	134.6	134.7	135.1	130.1	134.0 132.1
1991		136.7	136.1	136.3	135.8	136.2	137.6	138.2	139.1	139.7	139.6	139.8	139.8	136.5	139.4 137.9
1992		140.3	141.0	141.9	141.6	141.9	141.9	142.2	142.7	143.7	144.3	144.2	144.3	141.4	143.6 142.5
1993		145.1	145.5	145.7	146.8	146.9	146.1	146.1	146.2	146.5	147.0	147.2	147.0	146.0	146.7 146.3
1994		147.5	147.4	148.2	148.0	148.3	148.1	148.9	149.4	149.4	149.4	149.8	149.4	147.9	149.4 148.7
1995		150.3	150.5	151.1	151.5	151.3	151.7	151.5	151.5	152.3	152.6	152.4	152.1	151.1	152.1 151.6
1996		152.9	153.2	152.9	153.9	155.1	155.2	155.9	155.6	156.3	156.9	156.9	156.0	153.9	156.3 155.1
1997		157.0	157.9	159.2	159.6	159.8	160.0	160.6	161.2	161.6	162.5	162.6	162.6	158.9	161.9 160.4
1998		163.2	163.2		164.6		165.5		166.6		167.2		167.4	164.2	166.9 165.5
1999		169.4	169.4		172.2		171.8		173.5		175.2		174.5	170.8	174.2 172.5
2000		176.5	176.5		178.7(R)		179.1(R)		181.7		183.4		184.1	177.7	182.6 180.2
2001		187.9													

Table of over-the-year % increases. An entry for Feb. 2000 indicates the percentage increase from Feb. 1999 to Feb. 2000 (in this example 4.2%).

1983	0.5	0.2			0.2		-0.5		0.5		1.0		4.6		0.8
1984	4.9	5.6			5.6		5.2		5.7		7.1		6.0		5.7
1985	5.4	4.5			4.5		4.5		3.8		2.8		3.2		4.2
1986	3.8	2.7			2.7		3.2		2.9		3.3		2.2	5.0	3.4
1987	2.2	4.0			4.0		2.8		3.3		3.5		5.0	3.3	2.8
1988	5.2	4.0		4.7	3.4	4.1	4.4	4.4	5.1	4.7	4.4	4.2	4.4	4.3	3.0
1989	4.7	5.2		5.7	5.6	5.5	5.1	5.4	5.0	3.8	4.3	4.1	3.9	5.3	4.4
1990	3.6	4.2		3.3	4.2	3.6	4.3	3.8	3.9	5.7	5.6	5.9	6.0	4.4	4.9
1991	6.4	5.3		4.8	3.9	4.1	4.6	4.5	4.5	4.3	3.7	3.8	3.5	3.8	4.5
1992	2.6	3.6		4.1	4.3	4.2	3.1	2.9	2.6	2.9	3.4	3.1	3.2	4.9	4.0
1993	3.4	3.2		2.7	3.7	3.5	3.0	2.7	2.5	1.9	1.9	2.1	1.9	3.6	3.0
1994	1.7	1.3		1.7	0.8	1.0	1.4	1.9	2.2	2.0	1.6	1.8	1.6	1.3	1.6
1995	1.9	2.1		2.0	2.4	2.0	2.4	1.7	1.4	1.9	2.1	1.7	1.8	2.2	2.0
1996	1.7	1.8		1.2	1.6	2.5	2.3	2.9	2.7	2.6	2.8	3.0	2.6	1.9	2.8
1997	2.7	3.1		4.1	3.7	3.0	3.1	3.0	3.6	3.4	3.6	3.6	4.2	3.2	3.6
1998		3.4			3.1		3.4		3.3		2.9		3.0	3.3	3.4
1999		3.8			4.6		3.8		4.1		4.8		4.2	4.0	3.2
2000		4.2			3.8(R)		4.2		4.7		4.7		5.5	4.8	4.5
2001		6.5													

R: Revised

**RESOLUTION NO. 7262: TO ESTABLISH THE 2001-2002 TAX RATE FOR THE
"BERKELEY PUBLIC SCHOOLS EDUCATIONAL EXCELLENCE ACT OF 1994"
(Measure B, 1994, Schools Special Tax--BSEP)**

WHEREAS, in November 1994, the voters of the City of Berkeley adopted the Berkeley Public Schools Educational Excellence Act of 1994 (Measure B) which levies a special tax for particular uses by the Berkeley Unified School District, namely, reducing class sizes, providing school enrichment programs and a district-wide music program, procuring educational materials and equipment, and improving school building maintenance and security; and,

WHEREAS, Article 4D of the Act states: "Each year the rate imposed by this special tax may be increased by a percentage equal to the annual percentage increase in the Consumers' Price Index, All Urban Consumers, All Items, for the San Francisco-Oakland Metropolitan Area, published by the United States Department of Labor, Bureau of Labor Statistics, but in no event shall such percentage increase exceed 5% of the Special Tax rate for the previous year"; and

WHEREAS, the U.S. Department of Labor, Bureau of Labor Statistics, Consumers Price Index, all Items, for the San Francisco-Oakland Metropolitan Area officially reports that the annual Consumers Price Index increase from January 2000 thru December 2000 was **4.5%**; and

WHEREAS, the tax levy for the period of July 1, 2000 thru June 30, 2001, was at a rate of \$0.1103 for Residential Buildings and Improvements, and at a rate of \$0.1655 for all Commercial, Industrial and Institutional Buildings and Improvements;

NOW, THEREFORE, BE IT RESOLVED: that the authorized rate for the special tax established by the "Berkeley Public Schools Educational Excellence Act of 1994" be levied at the allowable annual inflation rate of **4.5%**, which results in a tax rate for July 1, 2001 to June 30, 2002, of **\$0.1153** on Residential Buildings and Improvements, and a rate of **\$0.1729** on all Commercial, Industrial, and Institutional Buildings and Improvements.

APPROVED AND ADOPTED by the Board of Education on the 4th day of April, 2001, by the following vote:

AYES: Directors Doran, Issel, Rivera, Schultz, Selawsky, (Student Director Lichtenstein)

NOES: None

ABSTAIN: None

ABSENT: None



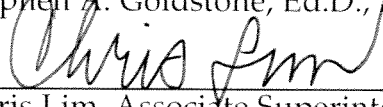
Stephen Goldstone, Ed.D., Interim Superintendent
Secretary of the Board of Education
Berkeley Unified School District
Alameda County, State of California

Berkeley Unified School District

DATE: April 4, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Approval of One-time School Site Block Grant Expenditure Plans for Berkeley Alternative High School, Berkeley Adult School, Berkeley Arts Magnet, City of Franklin, Emerson, Jefferson, John Muir, King, LeConte, Longfellow, Malcolm X, Rosa Parks and Willard Schools

RECOMMENDATION:

It is recommended that the Board approve the One-time School Site Block Grant expenditure plans for the following schools: Berkeley Arts Magnet, Berkeley Adult School, City of Franklin, Emerson, Jefferson, John Muir, King, LeConte, Longfellow, Malcolm X, Rosa Parks and Willard Schools

DISCUSSION:

The 2000-2001 Governor's Budget allocated funds for one-time site grants to be determined by the School Site Council and approved by the Board of Education. The bill provides for between \$27.00 and \$30.00 per ADA based on the P-2 ADA (1999-2000), or \$10,000, which ever is greater. The CDE has yet to determine the exact dollar amount per ADA. Sites were asked to plan on the range given to the district by the CDE.

If the use of the funds are not approved by the School Site Council and the Board of Education by May 1, 2001, funds must be returned to the State.

Berkeley Alternative High School

The attached form indicates the expenditures approved by the Berkeley Arts Magnet School Site Council for a range of \$ 2,286.00-2,540.00. The Berkeley Alternative High School allocation will be apportioned to the District as a portion of Berkeley High School's allocation.

Berkeley Adult School

The attached form indicates the expenditures approved by the Berkeley Adult School Site Council for a range of \$37,882 – 42,091.

Berkeley Arts Magnet

The attached form indicates the expenditures approved by the Berkeley Arts Magnet School Site Council for a range of \$11,059 – 12,288.

City of Franklin

The attached form indicates the expenditures approved by the City of Franklin School Site Council for a total of \$10,000.

Emerson

The attached form indicates the expenditures approved by the Emerson School Site Council for a total of \$10,000.

Jefferson

The attached form indicates the expenditures approved by the Jefferson School Site Council for a total of \$10,000.

John Muir

The attached form indicates the expenditures approved by the John Muir School Site Council for a total of \$10,000.

King Middle School

The attached form indicates the expenditures approved by the King Middle School Site Council for a range of \$23,406 – 26,007.

LeConte

The attached form indicates the expenditures approved by the LeConte School Site Council for a range of \$10,000 – 10,620.

Longfellow

The attached form indicates the expenditures approved by the Longfellow School Site Council for a range of \$10,754 – 11,949.

Malcolm X

The attached form indicates the expenditures approved by the Malcolm X School Site Council for a range of \$10,465 – 11,628.

Rosa Parks

The attached form indicates the expenditures approved by the Rosa Parks School Site Council for a range of \$10,000 – 10,391.

Willard

The attached form indicates the expenditures approved by the Willard Middle School Site Council for a range of \$18,495 – 20,550.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School: Berkeley Arts Magnet **Allocation: \$11,059 – 12,288.00**

Description of Expenditure	Amount
Math Professional Development with David Berg Substitutes Four teachers to attend workshop	\$1,251.00
	\$1,460.00
Staff Development	\$3,000.00
Materials: Supplies and photocopying (will be reduced should the lesser amount be received)	\$2,277.00
Noon-time Sports	\$5,000.00

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School: City of Franklin		Allocation: \$10,000.00
Description of Expenditure	Amount	
Personnel		
Kindergarten Aide – March – June	\$4,000.00	
Tutors to assist students in preparation for the SAT-9 test.	\$1,000.00	
Laminating Machine and Film	\$2,500.00	
Instructional Supplies – consumables such as crayons and markers for each classroom	\$700.00	
Leveled books for guided reading	\$1,200.00	
Assemblies (contract services)	\$700.00	

**Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan**

School: Emerson		Allocation: \$10,000
Description of Expenditure	Amount	
Instructional Materials	\$4,000.00	
Computer Software (including licenses)	\$2,800.00	
Instructional Aides/Tutors	\$2,200.00	
Teacher Hourly to train and prepare aides/tutors	\$1,000.00	

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School: Jefferson

Allocation: \$10,000

Description of Expenditure	Amount
Math professional development	\$1,000.00
Physical Education Teacher (a portion of the FTE)for 2001-2002	\$ 3,000.00
Science Teacher (a portion of the FTE) for 2001-2002	\$3,000.00
Vocal Music Teacher (part time/ hourly) for 2001-2002	\$3,000.00

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School: John Muir

Allocation: \$10,000

Description of Expenditure	Amount
Kindergarten Instructional Assistants	\$6,000.00
Technology and equipment for computer lab	\$3,000.00
Fifth Grade Outdoor School Fieldtrip	\$1,000.00

**Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan**

School: LeConte

Allocation: \$10,000-10,620

[illegible]

**Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan**

School: Longfellow Middle School **Allocation:** \$10,754 – 11,628

Description of Expenditure		Amount
Purchase of computer tests for the expansion of Accelerated Reading Program		\$1,500.00
Computer purchases to upgrade/expand teacher classroom computers and software as determined by Technology Coordinator (will be reduced should the lower amount be received).		\$ 11,195.00

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School:	Rosa Parks	Allocation: \$10,000.00 - \$10,391
Description of Expenditure		Amount
Fund one day a week science teacher position to work with K-3 students (.2 FTE - for one year only)		\$10,391

Berkeley Unified School District
2000-2001 One-time School Site Block Grant Plan

School: Willard		Allocation: \$18,495-20,550
Description of Expenditure		Amount
Equipment:		
Copier		\$9,000.00
Outdoor lights		
Outdoor eating tables		
T.Vs and VCRs		
Contracts:		
Lighting Contractor		\$4,000.00
Landscape Contractor		
Landscaping plants		\$3,882.00
Titanium cords to lock down iMacs		\$1,200.00
Personnel:		
Teacher Hourly (will be reduced if lesser amount is received)		\$2,468.00

Berkeley Unified School District

DATE: April 4, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Chris Lim
Chris Lim, Associate Superintendent, Instruction

Julie Sinai
Julie Sinai, Manager, School Linked Programs

SUBJECT: 21st Century Learning Center Grant Application

RECOMMENDATION:

It is recommended that the Board approve the application for 21st Century Learning Center Grant Application for the following schools: John Muir, Emerson, Malcolm X, Washington and Willard Schools.

DISCUSSION:

This grant will fund approximately \$135,000 a year per school for three years (2001-04). The focus of the grant is After School Literacy, Social Services/Mental Health, and Performing Arts. Four of the five schools will be building and expanding upon the strengths of their existing After School Learning Programs. Washington will be partnering with the Albany YMCA to expand the scope of the Kids Club program.

This grant will represent the third cluster of 21st Century Learning Centers in the district. Willard is included in this application as an expansion site, as their current 21st Century Learning funding expires December 30, 2001.

FINANCIAL IMPACT:

There is no financial impact to the general fund.

Berkeley Unified School District

DATE: April 4, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Chris Lim
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Longfellow/ Progressive Learning 21st Century Grant Application

RECOMMENDATION:

It is recommended that the Board approve 21st Century Grant application being submitted by Longfellow Arts and Technology Middle School and Progressive Learning.

DISCUSSION:

Progressive Learning of Los Angeles has written a 21st Century grant to provide 60 under-motivated and under-achieving students at Longfellow with a 16 week long program which provides them with one-on-one remote instruction by credentialed teachers as well as interaction with professionals in the career areas in which those students have shown interest. Progressive Learning has had extensive success in Southern California as well as in special trial in Compton. Progressive Learning will also provide on site computer educational technicians to help students get on line with their remote instructors.

This program is closely coordinated with and under the supervision of the Longfellow teachers involved and principal. All instruction is aligned with the District and State standards.

FINANCIAL IMPACT:

There is not financial impact to the General Fund.

**BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION PROJECT APPROVAL REQUEST**

TITLE OF PROJECT

Under-motivated and Under-Achieving Student Engagement Project

DESCRIPTION OF PROJECT

Progressive Learning of Los Angeles has written a 21st Century grant to provide SIXTY under-motivated and under-achieving students at Longfellow with a 16 week long program which provides them with one-on-one remote instruction by credentialed teachers as well interaction with professionals in the career areas in which those students have shown interest. Progressive Learning has had extensive success in Southern California as well as in special trial in Compton. Progressive Learning will also provide on-site computer educational technicians to help student to get online with their remote instructors.

This program is closely coordinated with and under the direction of the Longfellow teachers involved, thus keeping their remote instruction in line with the current goals of the Longfellow staff. All instruction is aligned with the District and State standards.

PROJECT ACTIVITIES

Students spend one hour per day interacting with their remote instructors over the Internet, regularly turning in homework assignments. Students with specific career interests will be matched with a professional in their area of interest. In one school in Los Angeles, for example, a young woman with an interest in fashion design was matched with a professional fashion designer in New York who managed to not only provide her with invaluable information on how to get into the fashion design industry, but also explained why completing the rest of the her school assignments was critical to her future success.

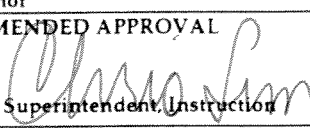
EVALUATION

Evaluation will be to Longfellow, District, and State standards. The remote instructor works with the Longfellow teacher at least once per week and usually on a daily basis. Evaluation will also be conducted as required by the 21st Century grant.

FINANCIAL IMPLICATIONS

Cost to the District - none

Value of Grant to District - \$450,000.00 (\$150,000.00 per year for 3 years)

Project Deadline Date 3/21/01	Prepared By	Date Prepared
Administered By Nancy Elnor	Nancy Elnor	3/15/01
Location of Program: Longfellow Art & Tech. Magnet MS	RECOMMENDED APPROVAL 	
Graded level: 6th-8th	Associate Superintendent, Instruction	
Submitted to: U.S.D.O.E.	RECOMMENDED APPROVAL	
New <input checked="" type="checkbox"/> Renewal <input type="checkbox"/> Year _____	Associate Superintendent, Business	
Duration 3 years	APPROVED	
Refunding Available? Yes <input type="checkbox"/> No <input type="checkbox"/>	Superintendent	

Application for Federal Education Assistance



Note: If available, please provide application package on diskette and specify the file format

U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 06/30/2001

Applicant Information

1. Name and Address

Legal Name: Berkeley Unified School District

Address: 2134 Martin Luther King Jr. Way

Organizational Unit

Berkeley CA Alameda 94704
City State County ZIP Code + 4

2. Applicant's D-U-N-S Number: 0161143100
☒ No

6. Is the applicant delinquent on any Federal debt? Yes

(If "Yes," attach an explanation.)

3. Applicant's T-I-N 94-6002113

Title: _____

4. Catalog of Federal Domestic Assistance #: 84.287 →

5. Project Director: Nancy Elnor

7. Type of Applicant (Enter appropriate letter in the box.) H

Address: Longfellow, 1500 Derby Street

Berkeley CA 94704

City State Zip code + 4
Tel. #: (510) 644-4552 Fax #: (510) 644-8707

E-Mail Address: nancy_elnor@berkeley.k12.ca.us

A - State H - Independent School District
B - County I - Public College or University
C - Municipal B County Private, Non-Public College or University
D - Township K - Indian Tribe
E - Interstate L - Individual
F - Intermunicipal M - Private, Profit-Making Organization
G - Special District N - Other (Specify): _____

8. Novice Applicant ☒ Yes ☐ No

Application Information

9. Type of Submission:

-PreApplication -Application
Construction Construction
☒ Non-Construction ☒ Non-Construction

10. Is application subject to review by Executive Order 12372 process?
Yes (Date made available to the Executive Order 12372 process for review): 9/1/2001

☒ No (If "No," check appropriate box below.)
☒ Program is not covered by E.O. 12372.
☐ Program has not been selected by State for review.

11. Proposed Project Dates: 9/1/2001 6/30/2004
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period? Yes ☒ No
a. If "Yes," Exemption(s) #: _____ b. Assurance of Compliance #: _____

OR

c. IRB approval date: _____ Full IRB or Expedited Review

13. Descriptive Title of Applicant's Project:

Under-motivated and Under-Achieving and Under-Served Student Engagement Project

Estimated Funding

14a. Federal \$ 450,000.00
b. Applicant \$ 150,000.00
c. State \$ _____ .00
d. Local \$ _____ .00
e. Other \$ _____ .00
f. Program Income \$ _____ .00
g. TOTAL \$ 600,000.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

Dr. Steve Goldstone

b. Title: Superintendent

c. Tel. #: (510) 644-8764 Fax #: (510) 540-5358

d. E-Mail Address: steve_goldstone@berkeley.k12.ca.us

e. Signature of Authorized Representative

Dr. Steve Goldstone,
Superintendent,
Berkeley Unified School District

Date: 03/25/2001

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PROGRAM SUMMARY AND ABSTRACT

Name and address of applicant:

Contact information:

Name: Berkeley Unified School District

Phone:

Fax:

e-mail:

Name of each school that will become a CLC	Rural or Urban (R/U)	% Free or Reduced Lunch	% Limited English Proficient	# of students to be served by CLC	# of adults to be served by CLC
Longfellow Arts & Technology Magnet Middle School	U	43%	10%	60	30
For the entire grant --	Total # of centers: 1	Average %: 43	Average %: 10	Total: 60	Total: 30

(Note: If more space is needed to list schools and statistics, please include this chart on a separate piece of paper.)

Student Populations Served (check all that apply):

Elementary School ☐ Middle School ☒ High School

Types of Community Partners (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> National Organizations (e.g., Boys & Girls Clubs, YMCA/YWCA, Big Brothers/Big Sisters) | <input type="checkbox"/> County or Municipal Agencies (e.g., police, Parks & Recreation, Social Services) |
| <input checked="" type="checkbox"/> Community-Based Organizations (local non-profits or foundations) | <input checked="" type="checkbox"/> Colleges or Universities |
| <input checked="" type="checkbox"/> Libraries or Museums | <input type="checkbox"/> Faith-Based Organizations |
| <input checked="" type="checkbox"/> Businesses | <input type="checkbox"/> Hospitals/Clinics/Health Providers |

List the name of each partner with the 21st Century Community Learning Center:

Longfellow Arts & Technology Magnet Middle School, Progressive Learning, US Coast Guard, Sun Microsystems, Technology and Learning Magazine, Berkeley Symphony, and Epson America, Inc.

Page 2 -- Program Summary and Abstract

Services (check all that apply):

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Reading or Literacy | <input type="checkbox"/> Sports or Recreation | <input type="checkbox"/> Health, Nutrition |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Technology, Video or Media | <input type="checkbox"/> Youth Development |
| <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Community Service | <input type="checkbox"/> Services for Adults |
| <input checked="" type="checkbox"/> Art, Music, Dance, Theater | <input checked="" type="checkbox"/> Cultural Activities, Social Studies | |

Operating Hours: (check all that apply): ☒ Afterschool ☐ Weekend ☐ Summer ☐ Before school
2:30 p.m.-6:00 p.m., Monday-Friday

Abstract. (In the space below, briefly describe the programs' goals, services and activities, and planned participants):

Program Goals:

The 60 participants in the Longfellow Arts and Technology Magnet Middle School (LATMMS) After School Enrichment Program will participate in innovative, computer-based academic literacy and enrichment activities that facilitate student improvement in core academic subjects; improvement in SAT 9 scores; improvement in behavior; and increases in the completion of homework assignments.

LATMMS parents will be assisted with their language, academic and parenting skills, and take an active role in their children's LATMMS activities in support of their children's learning.

Program Services:

LATMMS After School Enrichment Program services will consist of after school literacy and academic enrichment activities, including tutoring, mentoring, academic coaching and homework completion assistance, from 2:30 p.m. to 6:00 p.m. daily.

Program Activities:

LATMMS After School Enrichment Program activities will include the development and implementation of an individualized and customized course of study, i.e., an individual educational development plan and service strategy designed for each student including assignment of an Academic Coach, specific curricula, and benchmarks and timelines for achievement of academic goals.

In the Progressive Learning educational enrichment component, students will receive one hour per day of intensive teaching and mentoring, five days per week for 16 weeks. Instruction will be delivered through one-on-one, customized, daily instruction combined with ongoing mentoring by an assigned Academic Coach linked to the student by computer.

Program Participants:

LATMMS After School Enrichment Program participants will be 60 of those LATMMS students most at risk of academic failure, i.e., the 25% of the student population (approximately 108, 6th-8th grade students) in LATMMS remedial reading and/or math programs.

PROGRAM NARRATIVE

1. Need for the Project:

Nestled in the affluent hills above Berkeley, California, is one of the most prestigious universities in the country--the University of California, Berkeley. The University owns substantial amounts of prime property in the City and makes plentiful use of City resources and services. The University is exempt from state taxation and many local ordinances, leading to a drain on local resources, which negatively impacts Berkeley's schools.

In the poorer "flatlands" below, along the San Francisco Bay, is an innovative educational project designed to give middle school students a hands-on introduction to the world of technology—Longfellow Arts and Technology Magnet Middle School (LATMMS).

The neighborhood that is home to LATMMS is characterized as low to middle income, and as having a significantly minority, largely immigrant and transient population.

A federal and District magnet public middle school in the Berkeley Unified School District, LATMMS is a public school of choice whose enrollment is representative of the demographics and socio-economics of its urban setting. Longfellow's student population of 434 consists of 247 female and 187 male, 6th-8th grade students. Forty-nine percent of the student population is African American; 21% are Caucasian; 13% are interracial; 10% are Latino; 6% are Asian or Pacific Islander; and less than 1% are Filipino. There is a small Native American population and a growing Asian population, i.e., Chinese, Indian and Pakistani. It is estimated that there are over 100 language groups in the Berkeley public school system. Approximately 25% (108) of LATMMS students are in remedial reading and math programs and 43% (187) are free/reduced lunch eligible.

According to the US Department of Education, schools with a significant percentage of students at risk for academic failure and large concentrations of economically disadvantaged students have limited access to technology resources. A recent New York Post article reports that the nation's poorest schools are "on the wrong side of the digital divide." Though no studies have been published yet, education specialists purport that technology-based instruction and Internet use in the classroom and in after school programming is positively affecting the capacity of students' learning ability as well as the teaching methods of educators.

Technology-based instruction results in educators and tutors spending less time lecturing and taking on more of a learning coach role. Students are reported to learn more about their studies through spontaneous discovery of related topics on the Web, rather than in the traditional, linear and sequential study methods currently used in today's classrooms.

LATMMS seeks the resources to bridge the digital divide that isolates economically disadvantaged children and inhibits their ability to compete in today's technology-based economy. As an adjunct to our current, successful technology program, we propose to incorporate the technology, curriculum and expertise necessary to enhance the academic achievement and development of our remedial education school population. A \$150,000 21st Century Community Learning Center grant (each year for three years), in conjunction with our ongoing pursuit of other funding (e.g., AOL Foundation, Community Technology Foundation of California, Best Buy Foundation, Bill and Melinda Gates Foundation, etc.), would afford us the opportunity to implement a computer-based, distance learning, after school academic enrichment component at LATMMS conducted by an experienced expert in the field--Progressive Learning.

According to a recent study conducted by the Heritage Foundation, teacher training, sophisticated software and increased attention to student behavior are the keys to improving the effectiveness of technology in the classroom. The study purports and LATMMS and Progressive Learning agree that computers can help students master basic skills but teachers and parents are still the most important factors in influencing children's education. We recognize that the effectiveness of technology depends on several factors, including the goals of the instruction, the design of the software, the implementation of the technology by educators and the characteristics of the students involved.

Though it may be too early to tell if computer use in schools could be a source of nationwide increases in test scores, West Virginia and Idaho attribute testing gains in their states to an increased use of education technology.

Other studies report that though 95% of schools in the country are wired to the Internet, disparities exist in how computers are used. Schools serving poor children were more likely to emphasize word processing and other simple tasks while those serving more affluent students are taught computer skills to promote problem-solving and a deeper understanding of an area of study. It is also reported that computers can be especially effective learning tools for children with disabilities, those with below average English language skills, "visual learners", and average and shy students.

As a National Model Technology Middle School Project site, LATMMS tests the educational applicability of technology—hardware, software and services—in an urban, public middle school. Every Longfellow student, whether in the two year computer science elective or not, receives the computer skills necessary to afford them an opportunity for long-term academic, personal and career success.

To that end, LATMMS seeks innovative approaches to improve the academic success of those most in need, i.e., the 25% of the student population (currently 108 students) in remedial reading and math programs.

A recent Carnegie Report-*Matter of Time: Risk and Opportunity in the Non-School Hours*- states that 85% of high-risk behavior among school age children (gang activity, teen sex, drug use) occurs during the after school hours of 3:00 p.m. through 6:00 p.m. After school literacy and academic enrichment activities are an effective method by which to enhance and/or improve student performance while providing a safe haven for children during the critical after school hours of 3:00 p.m. through 6:00 p.m.

Progressive Learning (www.PROGRESSIVELEARNING.COM), a unique and innovative distance learning and mentoring program, successfully combines computer technology and talented, homebound teacher/mentors with at-risk students resulting in exceptional improvement in academic achievement and social behavior. An educational supplement to be conducted in tandem with LATMMS remedial education programs, Progressive Learning will provide one-on-one instruction and adult mentoring by credentialed Academic Coaches for students participating in the LATMMS After School Enrichment Program. The program will employ the effective approach of combining mentoring, individualized instruction, motivation and self-discipline. Dedicated to providing the finest academic help, mentoring and motivation, Progressive Learning will develop a personalized curriculum for each student according to the student's ability in each subject area.

2. Quality of Project Design:

LATMMS and Progressive Learning have the demonstrated capacity to successfully conduct a 21st Century Community Learning Center Program, i.e., an innovative, computer-based LATMMS After School Enrichment Program.

LATMMS, designated as a federal and District magnet public middle school in the Berkeley Unified School District, is one of the leading website design centers, a global leader in computer science instruction, and an international model technology site. Based on its 14-year history as an outstanding technology program, LATMMS was recognized by the Berkeley Unified School District as its magnet technology school two years ago. In an article about the state of technology in education, the San Francisco Chronicle described Longfellow as "a school that is technologically tops in California."

As a participant in the National Model Technology Middle School Project, LATMMS serves to evaluate the educational applicability of various technologies (hardware, software and services) in an urban public middle school; is creating a national model for replication; and posts actual lesson plans using technology to assist teachers in schools, which have not yet integrated technology. Over the last decade, LATMMS has crafted a national and internationally recognized technology program reflective of the best practices of academia and industry. A fully project-based curriculum, LATMMS uses state-of-the-art technology tools in real world, professional projects, collaborating with outside businesses

and organizations in the creation of major websites, and application testing and evaluation (i.e., US Coast Guard Cutter Buttonwood web site creation, model site for Sun Microsystems for instructing 11-13 year olds in Java, building of an interactive music education for young adults for the Berkeley Symphony Orchestra, and test site for *Technology and Learning* magazine's software awards program).

Twenty five percent of the LATMMS student population is in need of basic skills remediation to enable them to fully participate in the unparalleled, multi-platform, technology demonstration site that LATMMS has become. LATMMS seeks every possible opportunity to afford its students with the computer skills necessary to allow them a future determined by choice, not by chance.

Like LATMMS, Progressive Learning believes that technology can serve as a facilitator of language arts, history, math, science, and fine and performing arts education.

Utilizing computer resources already available at LATMMS, 60 of the 108 students at risk of academic failure and will be selected to receive intensive, after school tutoring and mentoring, five days per week for 16 weeks. Instruction will be delivered in all core academic subjects through one-on-one, customized, daily instruction combined with ongoing mentoring from an assigned Academic Coach (AC) linked to the student by computer. Since the coaching function occurs on-line, ACs are recruited from a nationwide pool, one that is not limited to the teacher candidate population that is normally available to an inner-city school.

LATMMS and Progressive Learning will closely monitor and supervise the interaction between each student and their AC. Each AC will work as a team member in tandem with classroom teachers to meet specific, individual student goals and objectives. Every AC will instruct under the direction of and in collaboration with a qualified, experienced program supervisor.

Since students progress directly to the level at which they need help, the learning process is remarkably fast. In effect, the learning curve is customized to the student. Unlike a traditional classroom, no time is wasted reviewing materials already learned and no topic is put aside before a student absorbs its substance. The curriculum only moves forward when the student does. Students are acknowledged for their successes and exhorted to improve when their performance is lacking.

Each student participating in the After School Enrichment Program will be pre- and post-tested using the Psychological Corporation's nationally normed and standardized Adult Basic Literacy Examination (ABLE). ABLE is an

ideal tool to measure student growth over time and is useful for measuring enrichment program effectiveness as well as determining where participants are performing academically.

A customized course of study, i.e., an individual educational development plan and service strategy, will be designed for each student including assignment of an Academic Coach, specific curricula, and benchmarks and timelines for achievement of academic goals.

NovaNet is the interactive, electronic, curriculum to be used by the LATMMS After School Enrichment Program. The instructional curriculum offers thousands of hours of instruction in more than 100 subject areas. The entire catalog of lessons is constantly updated, extended, and enhanced to respond to changes in technology, education, and user needs. Lessons are continually improved by curriculum experts who use NovaNet with the help of teachers and students throughout the nation. The curriculum incorporates feedback from the community of learners, pilot testing and careful examination of national standards. SCANS skills, state curriculum frameworks, GED, SAT and ACT tests, High School Competency Examinations and other local and national tests help ensure the quality and validity of the curricula.

The instructional program includes a range of curricula including fundamental reading, writing and math skills, ESL, GED preparation, middle and high school subjects, life skills, study skills, career development, and keyboarding. Covering hundreds of educational subjects, these lessons are organized into a scope-and-sequence that maximizes objective mastery while minimizing teaming time.

Curricula are organized into units, each covering a distinct set of objectives. Each unit consists of a pre-test, lessons and a post-test. Because the Academic Coaches are actively engaged in the teaming process, they may override the system at any point to modify the prescription, reassign pre-and post-tests, or advance students to the next unit. Students will be required to achieve an 80% passing score in most subjects to advance to the next level of instruction.

For the past 3 years, Progressive Learning has successfully conducted its computer-based, distant learning, educational component (*Project Turn Around*) at three (3) school sites of the Los Angeles County Office of Education. Program participants' post-tests reveal dramatic gains in all areas; mathematics showed the greatest gains, with improvement up nearly five (5) grade levels. Similarly, reading scores showed improvement of up to three (3) grade levels during the same time period.

Los Angeles County Office of Education "Project Turn Around" Results

South Bay Academy

ABLE Summary

Subtest Name	Avg. Initial Grade Level	Avg. Ending Grade Level	Avg. Change in Grade Level	Avg. Days Program	No. of Students
Vocabulary	9.0	9.5	0.6	89.67	18
Reading Comprehension	9.1	10.0	0.9	92.29	17
Spelling	7.4	8.0	0.6	92.24	17
Language	7.1	7.3	0.2	91.82	17
Number Operations	8.7	9.8	1.1	92.06	17
Problem Solving	9.7	11.1	1.4	97.60	15

Riviera Village Academy

ABLE Summary

Subtest Name	Avg. Initial Grade Level	Avg. Ending Grade Level	Avg. Change in Grade Level	Avg. Days Program	No. of Students
Vocabulary	8.4	9.7	1.3	103.25	24
Reading Comprehension	8.7	10.6	1.9	103.17	24
Spelling	8.0	9.3	1.4	102.33	24
Language	6.6	8.1	1.5	102.88	24
Number Operations	7.5	9.6	2.0	102.79	24
Problem Solving	8.2	10.1	1.9	103.75	24

Centinela Valley Community Day School

ABLE Summary

Subtest Name	Avg. Initial Grade Level	Avg. Ending Grade Level	Avg. Change in Grade Level	Avg. Days Program	No. of Students
Vocabulary	5.0	7.3	2.4	141.71	14
Reading Comprehension	4.9	7.9	3.0	142.86	14
Spelling	3.9	6.4	2.6	142.86	14
Language	4.0	7.3	3.3	143.00	14
Number Operations	4.7	9.3	4.6	142.64	14
Problem Solving	5.2	10.1	4.9	142.79	14

Similar results, i.e., increases in vocabulary, reading comprehension, spelling, language, number operations and problem solving, are anticipated for LATMMS students participating in LATMMS After School Enrichment Program tutoring and homework assistance activities.

The goals of the LATMMS After School Enrichment Program include the following quantitative and qualitative outcomes:

- LATMMS students will be in an after school environment with positive adult supervision
- LATMMS students will meet or exceed State and local standards in core academic subjects upon graduation from 8th grade
- LATMMS students will develop positive character traits
- LATMMS students will make healthy lifestyle choices and participate in constructive recreational, enrichment and community service activities

- LATMMS Parents will improve their language, academic and parenting skills and take active roles in supporting school activities and their children's learning

A. ESL

The After School curriculum offered will include English as a Second Language (ESL) instruction. The comprehensive ESL curriculum includes beginning Reading and basic through advanced instruction covering Vocabulary and Grammar. It is designed to help students with English as their second language learn English. The ESL curriculum requires native language literacy and a modest comprehension of written English, or the assistance of a tutor. Included in the ESL curriculum is the highly acclaimed *Peter Adams Vocabulary and Culture Series*, which uses words, graphics and sound (digitized audio) to introduce common vocabulary to ESL students. Progressive Learning also accesses a vast resource of on-line material to provide students with supplemental material as required.

The written interaction that takes place during each session between AC and ESL student, presents an ideal medium for participants to practice and employ their newfound knowledge of English. The greatest gains are made when ESL students are offered the opportunity to use English in order to discuss topics that are most important to them. These topics include family, areas of special interest including hobbies as well as personal goals and ambitions.

B. SCANS

In addition to academics, LATMMS After School Enrichment Program activities will include workforce preparedness as appropriate, i.e., the Secretary's Commission on Achieving Necessary Skills (SCANS) workplace competencies and foundation skills:

- Workplace Competencies:
 - Resources-time, money, materials, space and staff management.
 - Interpersonal Skills-team member and/or leader as appropriate, teach others, serve customers, negotiate and interact with diverse groups.
 - Information-acquire and evaluate data, organize and maintain files, interpret and communicate, and computer literate.
 - Systems-understand social, organizational and technical systems.
 - Technology-select equipment and tools, apply technology to tasks, design and improve systems.
- Foundation Skills
 - Basic Skills-reading, writing, arithmetic and mathematics, speaking and listening.
 - Thinking Skills-ability to learn, to reason, to think creatively, to make decisions and to solve problems.
 - Personal Qualities-individual responsibility, self-esteem, self-discipline, sociability and integrity.

C. Arts Component

A program rich in arts content is known to stimulate academic achievement, and helps to produce a calming effect on aggressive behavior. The educational component of the curriculum contains 65 subjects that are arts related, covering

a broad range of areas including Music Fundamentals, Art History, Photographic Art, Poetry Composition and Dramatic Arts. Every child's artistic strengths and talents are continuously encouraged and nurtured by their personal, AC.

D. Photographic Component

Made possible by use of digital cameras provided Epson America, Inc., the Photographic Arts Component begins with a series of weekly assignments to encourage the creation of images from the student's environment. These include family, neighborhood, friends and activities from their lives. As the student begins to see his or her world through the lens of the camera he or she will undoubtedly encounter surprises. The difference between their view and a view shown by photojournalists will be a discovery. How they see their world is a key element toward advancing the relationship between the Academic Coach and the student.

The Photographic Arts Component was created to challenge and inspire students to express themselves visually, and to improve their performance in other areas of learning. The results of introducing the students to working with cameras are three-fold; 1) Students have the opportunity to intimately share their world with their instructors and Academic Coaches, 2) Students discover new ways to express their feelings in a constructive and creative manner and 3) Pupils learn a valuable new tool that can lead to career exploration. In addition, because all feedback is personally addressed, the students have to read to get the information and what reading material is more compelling than something directed specifically to you?

Once the students become more proficient with the digital camera as a means of expression, an Online Gallery will be established. This recognition both encourages pride in the student photographer and provides a forum for sharing photographs with other students, teachers, and mentors.

There will be live gallery shows every three months, culminating in a year-end show with prizes and awards of commendation.

It is important to note that a great many of our leading visual artists and musicians came from a population of students who didn't excel in writing, math and reading. This might be due to learning problems or simply might be that an individual's interest and talents lie elsewhere. With some students, it is important to find areas in which they excel, to enhance their self-esteem and engender pride. Photography can provide a way to encourage these qualities in students who may not feel especially accomplished in the school setting. Success in this visual program, good feelings about themselves, and positive feedback from others will add up to success in other areas.

E. Additional Resources

The educational component also affords students access to National Forums, i.e., instructor-moderated, national student discussion and writing forums including NovaNEWS and The Literary Café. These forums encourage the development of critical reading and writing skills and encourage interaction with other students in a safe and engaging environment.

The educational component includes educational and recreational games-- an index of activities for students to practice, improve and develop new skills. Many allow real-time student-to-student interaction.

Upon successful completion of the educational component, students will be allowed to return to the Progressive Learning educational component for additional instruction, reinforcement of skills learned or further remediation contingent on space availability for the duration of Program funding.

F. Staffing

Nancy Elinor, LATMMS Technology Education Coordinator

During her 17 years at the University of California, Ms. Elinor developed the concept of the real world projects as a stimulus to increased learning in the context of information technology. Her students, being taught courses in the use of online resources, including large databases, found themselves playing the role of aides to legislators, faced with the need to produce information to shape new laws in areas as diverse as children's literature and the safe transportation of nuclear waste. They moved from the dry exercises in keyword searching that would be normal for such a class to the dynamic and engaging need become critical thinkers, to justify with research the assertions that their simulated political employer had made in support of a bill being introduced. These lessons formed the basis for the project-based curriculum she would introduce when, having decided that the student learning model needed to be improved for students at a much earlier age, she came to Longfellow.

Once at Longfellow, she moved to utilize the power of the Internet in the service of one of America's most underserved student sectors: those with limited English proficiency. Ms. Elinor won the of the U.S. Secretary of Education's "Innovation in Technology" grant for her CAL-Net project, an Internet-available interactive database of lesson plans for students with limited English proficiency. The project, which Ms. Elinor both created and administered, introduced more than 100 teachers and faculty partners at St. Mary's College of Moraga, California, and throughout the Berkeley Unified School District to the use of Internet technology to build knowledge and community.

G. Academic Coaching

Progressive Learning matches each student with the best Academic Coach (AC) available anywhere in the country. Each AC is carefully selected and trained to develop trusting and positive relationships.

ACs are carefully selected from Progressive Learning's nationwide pool of retired, disabled, and remotely located teachers. Recruitment of these experienced and talented online teacher/mentors is not limited to the teacher candidate population that is normally available to the surrounding site. They must supply references, be fingerprinted, submit to a criminal background investigation and participate in an extensive training and evaluation program.

ACs initially assess each participant to determine their skills, knowledge and grade level by administering the ABLE test. Each session begins with a mentoring/motivational interaction between Coach and student. The Coach then comments on the student's work performed during the previous session and schedules new assignments for the current session.

Progressive Learning closely monitors and supervises the interaction between each student and AC to determine AC performance and efficacy with each participant. Each Coach is an experienced teacher, with special training as a mentor and motivator. ACs assist and facilitate the achievement of individual educational goals and objectives. Emphasis is placed on re-enforcing Learning Lab instruction, as well as teaching sound study habits.

Academic coaching, mentoring and instruction will be one-on-one; AC will instruct an average of 10 individual enrichment program participants.

H. Adult Mentoring

Academic Coaches are also adult mentors to educational component participants. Typically, the warm, caring, talented, human component of teaching and the latest technological resources have been mutually exclusive. The Progressive Learning educational component uniquely integrates daily, consistent, personal contact and distance learning with the best on-line resources available. Research by a number of organizations including the Carnegie Group, Johns Hopkins University, and National Center on Public Education and Social Policy, has affirmed that an ongoing relationship with a caring adult can be the critical element students need to succeed. A personal Academic Coach from Progressive Learning interacts as a mentor and motivator with each individual student. Students are applauded for their successes and exhorted to improve when their performance is lacking.

Communication and language skills improve dramatically. Since the educational program requires written communication, students quickly become more proficient at organizing their thoughts. Writing, reading, and keyboarding skills show rapid gains.

Parallel improvements in student attitudes and behavior are also accomplished. Most students who resisted traditional methods of instruction are eager to dialogue with their Academic Coaches via the computer. As a result, they experience pride in their ability to learn and demonstrate improved social behavior.

Students quickly develop a close relationship with their distance teachers and career mentors. On-line technology provides a safe and non-threatening place in which participants express their fears, frustrations and dreams. As a result, most are better able and equipped to handle their personal problems within the other settings, e.g., work, school, personal relationships, etc.

All communication between participant and Progressive Learning staff is kept strictly confidential with the exception of information involving homicide, suicide, illegal activity, abuse and/or neglect. Participants are informed of this policy at orientation and throughout Program participation. All participants will be required to sign a document stating that they have been advised of this policy.

I. Student Involvement

LATMMS students will play an active role in developing their individual, self-paced educational development strategy and plan. With the nurturing guidance and direction of Progressive Learning ACs and the Enrichment Program Technician, all participants will be encouraged and expected to maintain an acceptable level of performance, i.e., be on task when in the Enrichment Program Learning Lab, be punctual, have minimal absences, complete assignments on schedule and achieve academic benchmarks identified by their individual AC.

J. Family Involvement

The family members of LATMMS students will be invited and encouraged to attend and participate in special events and recognition ceremonies honoring the accomplishments of their family member.

K. Linkages

The LATMMS After School Enrichment Program and Progressive Learning educational assistance component will provide the opportunity for students to access a comprehensive array of educational services and resources, based upon assessed needs. Recognizing the limitations of resources, LATMMS and Progressive Learning will develop local linkages and form collaborative relationships with other entities that possess expertise and resources relevant to the needs of at-risk students and their families. Linkages will include connections to: law enforcement, public housing, education agencies, human service agencies, School-to-Career intermediaries with connections the local labor market and employers, and other public and private agencies serving youth in the local area.

The resources of our current partnerships will also be used to enhance and enrich after school program participation, i.e., US Coast Guard, Sun Microsystems, Berkeley Symphony Orchestra, and *Technology and Learning* magazine.

L. Epson America, Inc.

For the last 3 years, Epson America, Inc. has supported Progressive Learning's educational training programs with the donation of computer equipment valued at a minimum of \$5,000. Equipment donations include color printers, scanners and digital cameras. Epson America's corporate headquarters is located in Long Beach, California.

M. Outcomes

LATMMS anticipates that the 60, at-risk students participating in the educational enrichment component will attain gains of at least 1.5 grade levels in 1 to 3 of the following subjects as determined by pre and post testing:

- Reading Comprehension
- Spelling
- Language
- Number Operations: Computational Mathematic Skills
- Problem Solving: Mathematic Critical Thinking Skills

N. Customer Satisfaction

LATMMS and Progressive Learning will conduct periodic (30, 60, and 90 days, 6 months and/or 1 year) teacher, student and parent/guardian follow-up and satisfaction surveys to measure educational enrichment component effectiveness and to continuously improve service to internal customers (service providers) and external customers (participants and their family members, as appropriate).

Teachers, students and parents/guardians will be surveyed to ascertain the impact of LATMMS After School Enrichment Program participation on student homework, study and work habits, classroom behavior, academic performance, test preparedness, social skills development and overall satisfaction with the Program.

O. Parent Component

Many parents and other concerned adults at inner-city middle schools, who would like to do more to lend support to the schooling of children, have limited communication and/or academic skills to do so. Our community-based, family literacy, English tutoring program will enable parents and other concerned adults to lend better academic support to low achieving children.

A fundamental objective of the LATMMS/Progressive Learning community-based, family literacy, English tutoring program is to promote parental and community involvement in the education of their children, thereby promoting student achievement in school. This can be accomplished only to the extent to which that student's family is able:

1. To become involved in their children's education at school and in the community,
2. To create a home environment that encourages learning;
3. To effectively communicate high, yet reasonable, expectations for their children's achievement and future careers.

By having parents become more involved, their children will achieve more, regardless of socio-economic status, ethnic/racial background, or the parent's education level. The more extensive the parent involvement, the higher the student academic achievement. These children will have higher graduation rates and greater enrollment rates in post-secondary education. The Progress Learning program is designed to involve parents in full partnerships, so that disadvantaged student achievement not only improves, but reaches levels that are standard for other, more advantaged children.

We anticipate that teachers will have higher expectations of students whose parents collaborate with teachers. When parents are involved in their student's education, those students are expected to have higher grades and test scores, exhibit more positive attitudes and conduct, better attendance, and complete homework more consistently. In addition, the children who are farthest behind can be expected to make the greatest gains. Regardless of the diverse cultural backgrounds of the children, they will do better because their parents and professionals collaborate to bridge the gap between the culture at home and the learning institution.

To safeguard students from falling behind in academic performance, their parents will be encouraged to participate in school events, develop a working relationship with their child's educators, and keep up with what is happening in their child's school. It is essential that parents of elementary, junior and senior high students are actively involved so that their children can make better transitions, maintain the quality of their work, and develop realistic plans for their future. The program will also encourage well-planned, inclusive, and comprehensive family involvement in order to produce long-lasting gains for students, recognizing that students whose parents are not involved are more likely to drop out of school.

Expected outcomes of the LATMMS/Progressive Learning community-based, family literacy, English tutoring program also include encouraging a commitment from parents/volunteers to inculcate the following practices:

1. Use a variety of communication tools on a regular basis to facilitate two-way communication with principals, other administrative staff and teachers.
2. Initiate opportunities to share information with educators, such as student strengths and learning preferences and become involved in any related decision-making process involving their child.

3. Become consistently aware of and involved in student placement, school activities, student services, and optional programs, such as support services and parent/teacher conferences, and Interaction in informal activities with staff and community members.
4. Secure information on school reforms, policies, discipline procedures, assessment tools, and school goals; and request the translation of communication in the primary languages; and immediately contact teachers when concerns arise.
5. Encourage staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

The community-based, family literacy, English tutoring program will offer local parents and community volunteers not only tutoring and mentoring support, but also a comprehensive program that promotes the most positive and effective working relationship between the parents and the school.

P. Project Evaluation

Attendance and academic achievement records maintained by the child's teacher will measure students' progress. Teachers will also complete a questionnaire that evaluates the program from their perspective of the student's academic progress, study habits and attitudes. The goals of the program that will be evaluated by students, teachers, parents and community volunteers include:

- Qualities and expertise of the Academic Coaches: Quality and value of computer-based educational tools; helpfulness and expertise of onsite Supervisor; ease in using equipment; academic improvement in basic skills; and coordination of objectives between Teachers and program staff.
- The ability to complete homework assignments
- Effective communication skills: Greater comprehension and competence.
- Improved school support and involvement: Better relationship between student and parent; enhanced relationship between parent and teacher; and strengths and weaknesses of the overall program.

Each grading period, a comparison will be made of progress based on the student's regular report card. A final report will be developed annually based on the records of participant activity with each student tutored as it compares with the classroom progress recorded and maintained by the teachers involved.

Both Longfellow Middle School and Progressive Learning have been selected for nomination to the prestigious **Smithsonian Awards Program**, established to document the progress of the information technology revolution as it unfolds. Each year, the results of our Programs are presented to the Smithsonian Institution to add to its permanent research collection. This material captures for posterity a vital snapshot of a global revolution-in-progress; a revolution defined in terms of the astounding varieties of achievement of the men and women who are leading it.

The computer-based, Progressive Learning component of the LATMMS After School Enrichment Program will be an enhancement to Longfellow Arts and Technology Middle School's educational and technological development efforts designed to improve student academic achievement, and to facilitate further academic pursuits and long-term success.

3. Adequacy of Resources:

Together, LATMMS and Progressive Learning plan to implement and operate an innovative, effective and cost-efficient after school academic enrichment program focused on improving the basic skills needs of 60 LATMMS 6th-8th grade students most at risk of academic failure and most likely to benefit from the LATMMS After School Enrichment Program.

As the attached budget details, only the most essential costs are being charged to the project budget, i.e., the \$56,100 in costs for NovaNET curriculum software and hardware installation (\$8,500), training (\$3,500) and the annual licensing fee and support for the 30 computers (30 X \$1,470 each=\$44,100) to be used by the project. The Progressive Learning contractual fee of \$93,900 includes minimal annual consultant fees, travel costs, project oversight and technical assistance.

LATMMS is providing any additional required staffing costs, 30 computers already on-site and related expenses valued at \$150,000 in-kind.

4. Quality of Management Plan:

A. Involvement of Senior Management

The high-level visibility of the site as a National Model Technology Middle School Project site will help LATMMS optimize performance. The principal of LATMMS is fully committed to the program, as is Nancy Elnor, LATMMS Technology Education Coordinator. The core program components supplied were designed by Progressive Learning's director and founder. He has made a personal commitment to oversee the delivery of services.

LATMMS teachers will have daily exposure to their students' progress. The Academic Coaches will use NovaNET's built-in measurement tools to track the status of their students.

These measures, and any others that arise from program experience, will be reported regularly to and among the collaborating partners. LATMMS will solicit input from its parent network. Teachers will be encouraged to help shape and guide the developing program. LATMMS has a published policy that (1) encourages development of performance measures, and (2) requires results to be shared with all stakeholders. And finally, LATMMS will help publicize the program within the community.

B. Diversity of Perspectives

Several community service agencies will have a role in soliciting community viewpoints and reporting results back to the community. Accountability and responsiveness are designed into the program.

5. Quality of Project Evaluation:

A. Determining the Effectiveness of Project Implementation Strategies

This program is uniquely amenable to performance evaluation, in objective, quantifiable terms. All students will begin their participation by taking a battery of on-line assessment tests, giving the program an objective baseline against which to monitor performance. In conjunction with the individual case assessments prepared LATMMS and Progressive Learning staff, the excellent management data intrinsic to NovaNET will allow for strict performance evaluation and accountability. In comparison to Pre-tests, Post-tests will reveal specific performance outcomes for Vocabulary, Reading Comprehension, Spelling, Language and Grammar, Number Operations (Math Computation Skills), and Problem Solving (Math Critical Thinking Skills).

B. Ongoing Evaluations

1. NovaNET Management Data

Within the NovaNET framework, progress is automatically and meticulously documented. Students advance only after demonstrating their competence at the current course level. The courseware tailors the instructional progression to hone in on specific, identified deficiencies the student may have. Feedback from the program's management module allows each Academic Coach to repeat segments, or trigger an alternative learning, approach that gives every student a personalized and effective learning sequence.

2. Oversight by Progressive Learning

Using NovaNET management data, the Academic Coaches from Progressive Learning prepare a daily assessment of each assigned student. The coach generates an on-line message to the student each day to guide their subsequent work. Students are encouraged when they encounter difficulties; they are applauded for success. And if necessary, students are critiqued when their performance is below their potential. Progressive Learning bases its oversight on the pursuit of excellence. The resources will be targeted at students who are motivated to benefit from the program.

3. Evaluation by Program Monitors

Oversight of the proposed Center will be constant and broad-based. LATMMS will measure performance of its students within the regular academic framework of the school. Day-to-day performance of program participants will be monitored automatically by the NovaNET software itself. Successful completion of NovaNET modules will lead to similar success in the school system at large.

C. Indicators of Success

As with any new program, there is much to be learned by the "doing." Program managers will seek out quantifiable post-training measures that can be used to track student performance against objective external criteria. Program effectiveness can obviously be evaluated by tracking, students' grades in school. Subject matter proficiency, language skills, and performance on standardized tests (state and national) are readily available measures for program evaluation. As the program continues, students can also be monitored to determine program effects on drop-out rates, and graduation rates.

D. Guidance for Replication in Other Settings

Results of the LATMMS After School Enrichment Center Program are expected to duplicate the remarkable success recorded by Progressive Learning with at-risk student populations. The unique blending of software-based curricula and personal academic coaches has the potential to make the program readily expandable and exportable. Very little investment is required; the program can be installed at any school with a few computers, telephone lines, and electrical power.

The results achieved to date by both NovaNET and Progressive Learning, suggest that this program can readily be exported to overcome academic deficiencies in other target populations at risk of educational failure. Performance data will be readily available for consideration by educators in other districts.

Conclusion

In the most recent International Mathematics and Science Study, the dismal performance of American students prompted a flurry of media attention. As Mona Charen observed, "[it] has been 15 years since we were declared a Nation at Risk because of our failing education standards, but nothing has changed." This proposal for a 21st Century Community Learning Center offers an opportunity for meaningful, measurable change.

Our expanding population of homebound teachers represents an untapped national treasure that has demonstrated the potential to significantly improve public education for those students at risk of academic failure.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization
Berkeley Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	\$93,900	\$93,900	\$93,900			
7. Construction						
8. Other	\$52,600	\$52,600	\$52,600			
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training	\$3,500	\$3,500	\$3,500			
12. Total Costs (lines 9-11)	\$150,000	\$150,000	\$150,000			

Name of Institution Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	\$150,000	\$150,000	\$150,000			
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	\$150,000	\$150,000	\$150,000			
SECTION C - OTHER BUDGET INFORMATION (see instructions)						



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization
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7. Construction						
8. Other	\$52,600	\$52,600	\$52,600			
9. Total Direct Costs (lines 1-8)						
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11. Training	\$3,500	\$3,500	\$3,500			
12. Total Costs (lines 9-11)	\$150,000	\$150,000	\$150,000			

Name of Institution Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	\$150,000	\$150,000	\$150,000			
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	\$150,000	\$150,000	\$150,000			

SECTION C - OTHER BUDGET INFORMATION (see instructions)



COMMANDER
U.S. COAST GUARD PACIFIC AREA
COAST GUARD ISLAND
ALAMEDA, CALIFORNIA 94501-5100

Dear Ms. Elnor,

I am pleased to partner with Longfellow School in developing a WEB page featuring the Coast Guard Cutter **BUTTONWOOD**. I am providing information on the importance of aids to navigation for the WEB page as you requested.

The need for dependable aids to navigation can be traced to the beginnings of maritime commerce. Today, mariners in unfamiliar waters welcome the sight of lighthouses, buoys and beacons as guideposts to safe harbor. Vessel navigators rely on aids to navigation (AtoN) to assist in determining their position, follow a safe course, and avoid dangers and obstructions. The Coast Guard provides a mix of electronic navigation systems and short range aids to navigation to assist mariners. Electronic systems include Long Range Aids to Navigation (LORAN) and the differential Global Positioning System (dGPS). The short range aids to navigation system includes a combination of major lights, buoys, beacons, sound signals and radar beacons (RACONS).

The Coast Guard maintains aids to navigation to enhance the mobility of maritime commerce, and facilitate safe, efficient, environmentally sound transportation for large commercial vessels transporting everything from crude oil, to food and other needed supplies, through America's Ports. Aids to navigation also assist the thousands of recreational boaters transiting the nations waterways. Nationwide the Coast Guard maintains a system of nearly 50,000 aids to navigation, including more than 1100 in California.

One of the most demanding and exacting of Coast Guard operations is buoy tender work. The Coast Guard Cutter BUTTONWOOD, a buoy tender located in San Francisco, proudly maintains 184 buoys in Northern California. The BUTTONWOOD's busy schedule has the crew of fifty servicing buoys from Monterey to the Oregon border along the Coast of California. They also maintain buoys throughout San Francisco Bay and in the navigation channels leading to the ports of Stockton and Sacramento.

Please contact Lieutenant Junior Grade Desarae Atnip of my Aids to Navigation and Waterways Management staff at (510) 437-2969 with any questions you may have concerning aids to navigation.

Sincerely,



J. C. CARD
Vice Admiral, U. S. Coast Guard

Ms. Nancy Elnor
Technology Coordinator
Longfellow School
1500 Derby
Berkeley, CA 94703

United States Senate

HART SENATE OFFICE BUILDING
SUITE 112
WASHINGTON, DC 20510-0505
(202) 224-3553
senator@boxer.senate.gov
<http://www.senate.gov/~boxer>

May 29, 1998

Mr. Carl Brush, Principal
Longfellow Arts and Technology Middle School
Berkeley Unified School District
1500 Derby Street
Berkeley, California 94703-1899

Dear Principal Brush, Staff and Students:

I am delighted to congratulate Longfellow Arts and Technology Middle School on the completion of the website you created for the United States Coast Guard Cutter *Buttonwood*.

This sounds like an exciting project. You have every reason to be proud of this achievement. As your Senator, I applaud your hard work and dedication.

Again, congratulations. Keep up the good work!

Sincerely,



Barbara Boxer
United States Senator

BB/ksg

061

Congress of the United States
House of Representatives
Washington, DC 20515-0509

May 15, 1998

Longfellow School
1300 Derby St.
Berkeley, CA

Dear Students, Faculty and Friends:


It gives me great pleasure to commend the students at Longfellow School today on a job well done in designing and developing the United States Coast Guard's local command's web-site. This is truly a momentous occasion to celebrate.

Because the information highway poses one of the greatest technological and communication challenges of the future, I am impressed that you have taken on this project to meet that challenge. It is an impressive example of how a learning environment integrates the practical skills necessary for functioning in today's society in it's curriculum. I commend you for successful achievement of that goal. It provides me confidence that each of you will continue to succeed in your future technologically based endeavors.

Your collaborative effort with the local Coast Guard command is a statement that the students at Longfellow school in Berkeley are rising above the challenges of being today's students, and are focusing on becoming our community's future leaders and innovators.

Again, congratulations on your accomplishment.

Sincerely,


Barbara Lee
Member of Congress

BL:mtr



DELAINE EASTIN

State Superintendent of Public Instruction

May 28, 1998

Longfellow Arts and Technology Middle School
1500 Derby Street
Berkeley, CA 94703-1899

Dear Longfellow students and staff:

I would like to offer my sincere congratulations on the completion of your Web site for the United States Coast Guard Cutter *Buttonwood*. I understand that you put much effort into this project, and I commend you on your success.

This was a wonderful learning experience for all of you -- not just for the legacy you've created for others who may follow in your footsteps (the creation of a useable Web site that is rich in information and American history), but also for the skills you have learned in the process of the site's construction. I am a strong supporter of technology in California schools, and this project is an excellent example of what our students can do, given the proper equipment and instruction.

The computing, research, and organizational skills that you have learned during this project will serve you well as you excel through your education and throughout your lives. I encourage you to expand on these skills and strive to learn even more. Remember, your imagination has no limit.

Again, congratulations on a job well done.

Sincerely,

A handwritten signature in cursive script that reads "Delaine Eastin".

DELAINE EASTIN
State Superintendent of Public Instruction



GOVERNOR PETE WILSON

June 24, 1998

**TO: STUDENTS AND STAFF OF
LONGFELLOW ARTS AND TECHNOLOGY MIDDLE SCHOOL**

Gayle and I are delighted to extend our congratulations on your recent completion of a website for the United States Coast Guard Cutter *Buttonwood*.

This accomplishment is a testament to your dedication and hard work, and to your outstanding academic achievements. We trust that every staff member, and the coordinator of the technology program, Nancy Elnor, take great pride in knowing that your efforts on behalf of education have been admirable. You have all helped to create a path for others to follow.

To the students, the world awaits you, and you can take great satisfaction in knowing that you have prepared yourselves well for the challenges that lie ahead. Congratulations on a job well done, and please accept our best wishes for every continued success.

Sincerely,

A handwritten signature in black ink that reads "Pete Wilson".

PETE WILSON

064



LONGFELLOW ARTS AND TECHNOLOGY MAGNET MIDDLE SCHOOL

WHEREAS, Longfellow Arts and Technology Magnet Middle School is an outstanding local educational institution which offers Berkeley youngsters a future by choice and the skills that allow them to fully participate in the technology-oriented environment of the Twenty-First Century; and

WHEREAS, Longfellow, has a diverse body of about 440 students, two 30-seat computer labs, 200 personal computers, and an outstanding group of faculty, administration, and advisors. Longfellow is the home-site of the National Model Technology Middle School Project, a project which tests and evaluates computer technologies for all of the 221,000 middle schools in the United States and, in effect, chooses tomorrow's educational technology; and

WHEREAS, among their many accomplishments, Longfellow students:

- created the largest website in the world about a ship, the Coast Guard Cutter Buttonwood. This website has been integrated into the Coast Guard's national website, an event that was acclaimed the Coast Guard Official Event of June, 1998, and
- are building an interactive music education system for young adults, focusing on the Berkeley Symphony Orchestra, including a webpage and professional video editing software; and

WHEREAS, Longfellow is the official Sun Microsystems International Java education site for young adults; and



WHEREAS, Longfellow has been chosen to exhibit at the highly-prestigious March 2001 Global Conference of the Association for Computing Machinery, whose exhibitors are rigorously selected for their ability to demonstrate the best in technology and technology education, and Longfellow is the first non-university school chosen to exhibit there; and

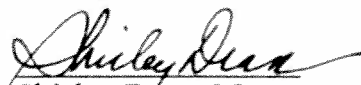
WHEREAS, Longfellow is a member of the Smithsonian Academic Council and has been nominated for a global Smithsonian Technology Innovation Award, one of only three middle schools in the entire world to be so honored.

NOW, THEREFORE, BE IT RESOLVED that I, Shirley Dean, Mayor of the City of Berkeley, on behalf of all of our residents, express our pride and joy in the accomplishments of Longfellow School, its students, faculty, administration, and advisors, and do hereby declare

LONGFELLOW ARTS AND TECHNOLOGY
MAGNET MIDDLE SCHOOL DAY

DECEMBER 5, 2000

in the City of Berkeley.


Shirley Dean, Mayor

December, 2000

Longfellow Arts and Technology Magnet Middle School Technology Awards Recognition

Whereas, Longfellow Arts and Technology Magnet Middle School is the site of a fourteen year technology program created and directed by Nancy Elnor, Technology Coordinator, who has expertise in information systems and a background in music and the arts; the middle school has received federal, state, local and corporate grants; and

Whereas, Longfellow middle school is home-site of the National Model Technology Middle School Project and is the official Sun Microsystems Java site for young adults; it is working to create a model for integrating technology across the curriculum as part of the current federal magnet grant; it serves as one of three national test locations for "Technology and Learning" magazine's software awards program and is a demonstration site; it has been selected to exhibit at the Association for Computing Machinery Global Conference (ACM) and Exhibition in March of 2001; ACM is the oldest and largest technology information and education organization which sets the instructional standards in technology for education in the U.S.; and

Whereas, the students of Longfellow created the largest website about a ship, the U.S. Coast Guard Cutter Buttonwood; the project was acclaimed by the U.S. Coast Guard as their national "Event of the Month," June, 1998, and is part of the Coast Guard's national website; national and state leaders acknowledged the dedication of the Longfellow students and the history and skills learned through technology; and

Whereas, Longfellow's computer science program aligns with the ACM standards and serves as feeder in the Berkeley High School AP program; computer science students also manage and trouble shoot the school's networks and servers; and

Whereas, Longfellow is in the second of a three phase project building an interactive music education website for young adults for the Berkeley Symphony Orchestra which includes the official web design for the symphony and professional video editing software; and

Whereas, as an arts and technology federal magnet, Longfellow students also enjoy enrichment programs such as "Electronic Music Composition," utilizing Cakewalk ProAudio and led by Carlos Olivera, the renowned Brazilian jazz guitarist; and

Whereas, the Smithsonian Institution presents annual world-wide awards to the most distinguished and innovative technology programs in several categories, including educational programs; Longfellow is only one of three middle schools nominated for this global **2001 Smithsonian Technology Innovation Award**;

Now, Therefore, Be it Resolved that the Board of Education and the Superintendent of Schools, congratulates Nancy Elnor in collaboration with Jim Rousey and the students and staff of **Longfellow Arts and Technology Magnet Middle School**, now a Smithsonian-affiliated institution and a member of the Smithsonian Academic Council, for their creative, academic and technological accomplishments and awards.

Passed and Adopted, December 6, 2000.



President, Board of Education
Berkeley Unified School District



Jack McLaughlin, Superintendent

THE COMPUTERWORLD HONORS PROGRAM

134 Beach Street, Suite 4, Boston, Massachusetts 02111
Telephone: 617.357.1977 Facsimile: 617-357-7085
www.cwheroes.org

Serial Number: 2001488

Dr. William Dwyer
Principle
Longfellow Arts and Technology Magnet Middle School
1500 Derby St.
Berkeley, CA 94703

11/8/2000

Dear Dr. Dwyer:

Congratulations. Scott G. McNealy, Chairman, President, and Chief Executive Officer of Sun Microsystems, Inc., has nominated Longfellow Arts and Technology Magnet Middle School's "Professional Projects using Professional Tools" website for middleschools for inclusion in the Computerworld Honors, "Search for New Heroes" Archives Online and Permanent Research Collections of the affiliated Academic Council.

Each year, The Computerworld Honors Program identifies and honors men and women from around the world whose visionary use of Information Technology produces and promotes positive social, economic and educational change. These innovators, true revolutionaries in their respective fields, are nominated by Chairmen of the world's leading Information Technology companies. Upon successful completion of their Case Studies, these visionaries are accorded a permanent place in global history at one of the Academic Councils' member institutions. Additionally, their case studies will become a part of the Computerworld Honors Archives Online, able to be viewed and studied around the world for generations to come.

We have contacted Nancy Elnor, Project Director at your organization and have requested that Ms. Elnor provide the Program with materials describing the impact of your innovative work. Once this submission is registered, Longfellow Arts and Technology Magnet Middle School immediately gains candidacy for a Computerworld Honor and a description of your project will be included in the Program's 2001 Collection. As a member of the research collection, details about your work will be available on the Internet at The Program's official site at www.cwheroes.org.

Simone Ross and her team will remain in contact with Ms. Elnor in the coming weeks to help secure Longfellow Arts and Technology Magnet Middle School's place in the 2001 Collection. If you have any questions, or would like to be more involved in the process, please call our program staff at 617.357.1977.

Sincerely,



Daniel S. Morrow
Executive Director
Computerworld Honors Program



March 26, 2001

James B. Rousey
President, Technology Advisory Board
Longfellow Arts and Technology Magnet Middle School
1500 Derby Street
Berkeley, CA 94703

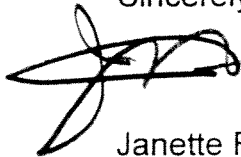
Dear Mr. Rousey,

On behalf of Epson America, Inc., we intend to assist Progressive Learning with the proposed implementation of the distant learning Arts Component at Longfellow Middle School.

We will donate six printers, four scanners and three digital cameras to be used by program participants. This equipment will be valued at approximately \$5,000. Our donation is contingent on the project receiving funding from a 21st Century Community Learning Center grant.

Epson has chosen to support this program in order to help increase student appreciation for the arts and because of the role that arts education plays in boosting academic achievement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janette Reynolds', with a stylized flourish extending to the left.

Janette Reynolds
Manager, Public Affairs

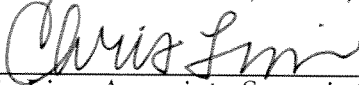
cc: Ralph Fagen, Progressive Learning

Berkeley Unified School District

DATE: April 4, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Public Hearing for Approval of Waiver Request to Waive EC 44720-44725 (AB1331 Mathematics Professional Development)

RECOMMENDATION:

It is recommended that the Board approve the General Waiver Request to waive EC 44720-44725.

DISCUSSION:

In March the District applied for additional AB1331 Mathematics Professional Development Funds. In order to fully implement the Mathematics Professional Development Plan as written in the grant proposal a General Waiver must be granted by the SBE.

Legal interpretation of the statute (EC 4720-44725) create by the AB1331 Mathematics Professional Development Program would limit fund expenditures for this program to actual training expenses, such as paying the trainer, purchase of materials, room rental, supplies, etcetera. However, in January 2001, the State Board of Education expressed a willingness to approve General Waivers so that grantees could use these funds for the payment of substitute teachers for "release time," as well as the payment of "stipends" for teachers (when training is offered outside of the normal teacher contract hours and days), and other related training expenditures.

The CDE has determined that there are occasions in which the 50 percent limit of total expenditure, previously thought to be sufficient, may not work for some grantees. Therefore, waivers will be approved based on the financial data provided in the grant application budget (the budget included with the application to receive increased AB1331 funding) rather than on any specific percentage or other limit.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

ANNOUNCING

Berkeley School Board Public Hearing

Date: April 4, 2001

Time: 8:30 p.m.

Location: Council Chambers

The Berkeley School Board will hold a Public Hearing, giving an opportunity for parents, staff, and community members to hold a discussion about the General Waiver Request that Berkeley Unified School District is requesting from the State Board of Education. The purpose of the waiver request is to waive EC 44720-44725 (AB1331 Mathematics Professional Development) to include expenditures other than training expenses such as release time and stipends for teachers.

The Public Hearing is scheduled for 8:30 p.m. on Wednesday, April 4, 2001, in the Council Chambers of the Berkeley Unified School District, 2134 Martin Luther King, Jr. Way, Berkeley. The hearing will be part of the regularly scheduled Board of Education Meeting on that date.

Should questions arise regarding the hearing, please call the Office of Instructional Services at 644-6257.

GENERAL WAIVER REQUEST Modified: Math Professional Development ProgramGW-1 (4/99) <http://www.cde.ca.gov/waiver/>**REVISED 3/14/01**

Page 1 of 2

Send original plus one copy to:

Waiver Office, California Department of Education
721 Capitol Mall, Room 609
Sacramento, Calif. 94244-2720

CDS CODE

0	1	6	1	1	4	3
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LEA: Berkeley Unified School District		Contact/recipient of approval/denial notice: Chris Lim, Associate Superintendent, Instr.	
Address: (City) (State) (ZIP) 2134 Martin Luther King Jr Way Berkeley, CA 94704		Phone (and extension if necessary): (510) 644-6257	
Period of Request: From: 1/1/01 To: 9/30/02	Local Board Approval date: (Required)	Date of Public Hearing: (Required) 4/4/01	

LEGAL CRITERIA

- 1. Under the General Waiver Authority of Education Code 33050-33053, the particular Education Code or California Code of Regulation Section(s) to be waived:** E.C. 44721(a) That funds received...only....those teachers. Circle one: E.C. or CCR

Topic of the waiver: To allow use of AB 1331 Grant funds for per-diem and release time for teacher training in mathematics instruction.

- 2. If this is a Renewal** of a previously approved waiver, please list Waiver Number: CDSIS - (NA) and date of SBE Approval _____

- 3. Position of the Bargaining Unit.** Does the district have any employee bargaining units? ☒ Yes ☐ No If yes, please complete below:

Date(s) the bargaining unit(s) was (were) consulted: 3/28/01 / _____ / _____

Name of bargaining unit person(s) consulted: Berk. Federation of Teachers, Barry Fike, President

The position(s) of the bargaining unit(s) was/were: ☐ Neutral ☒ Support ☐ Oppose (Please summarize below.)

Comments (if appropriate):

- 4. Public Hearing Requirement.** (A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district (modeled after E.C. Section 5362).

How was the required public hearing advertised?

☐ Notice in a newspaper? ☐ Notice posted at each school? ☐ Other: _____ (Please summarize below.)

- 5. Advisory Committee/School Site Councils.** Please identify the council(s) or committee that reviewed this waiver:

Site council approval - Not essential for this grant program.


Attachment C

Application to Revise the Mathematics Professional Development Plan and Budget Application Due: March 9, 2001

Grantee LEA or Consortium Lead	Berkeley Unified School District
County/District Code	01-61143
Contact Person	Christine Lim
Contact Person Telephone Number	(510) 644-6257
Contact Person FAX Number	(510) 644-8815
Contact Person E-Mail Address	Clim@berkeley.k12.ca.us

Certification of Local Educational Agency

I certify that the application to make adjustments to the Mathematics Professional Development (AB1331) Plan and Budget Justification is in accordance with the requirements of AB1331 (Chapter 315, Statutes of 1998) and the State Board of Education action (Attachment A) approved on January 10, 2001. The approved application and full records are available for audit for a five-year period.

Authorized LEA Signature (Original) 	Date
Name (Please Print) Steve Goldstone	Title Interim Superintendent

Projected Number of Teachers to be Trained	55+
Projected Number of Administrators to be Trained	2
Number of hours of grades 4-7 professional development (P/D) (not including follow-up)	30
Number of hours of grades 4-7 plus algebra professional development (not including follow-up)	
Number of hours of follow-up professional development including coaching and collaboration	20+

Return To: Joyce Evans, California Department of Education
Reading/Language Arts Leadership Office
830 S Street, Sacramento, CA 95814
Phone: (916) 323-4666

Attachment C

Professional Development Provider—Which State Board of Education Approved Provider is your agency using to provide the content professional development?

Core Math	<input type="checkbox"/>	Professional Development Institutes	<input checked="" type="checkbox"/>
Winning Equation	<input type="checkbox"/>	LEA/Consortium Employee	<input checked="" type="checkbox"/>

If you are using your own staff who have been trained by one of the SBE approved providers (and this person has been approved as a provider by the SBE) please attach a separate page and provide their name, when the SBE approved this educator as a trainer, and a brief description of their qualifications (you may attach a resume or summary of experience).

Program Description—Maximum 4 Pages It is strongly suggested that the basic content training be for a duration of at least 30 hours for grades 4-7, and 48 hours for grades 4-7 plus algebra. Please include in your description how the seven elements of AB1331 will be covered. Describe how this grant and other funds will be used to provide teachers with mathematics content knowledge and instructional strategies that will foster standards-based instruction in mathematics. Also discuss other mathematics professional development your local educational agency has implemented and how this grant enhances previous professional development. The description should cover the areas listed below:

1) Professional Development Content

- a) Describe what the professional development will look like: who will be trained and how many, who will deliver the training and how often, the length of your sessions (total number of hours for all sessions and the hours per session), when the professional development will take place), the frequency of the professional development sessions, the number of trainees and trainers per session, and where the sessions will occur. Please also describe whether the format of the training session will be a large group or small group.

Berkeley Unified School District is planning three strands of mathematics staff development for the 2001-2002 school year. Each of the three strands will extend what we have done previously to develop standards-based instruction and assessments in mathematics at the 2nd – 8th grade levels. Additionally, all strands will be covered under the umbrella of a District Math Teacher Leader who will be responsible for the implementation of all aspects of the staff development. Each teacher of mathematics in the Berkeley Unified School District will in some way benefit from the mathematics staff development planned.

STRAND 1

In house training of site Math Teacher Leaders

1. PROGRAM DESCRIPTION

Strand 1 will train a total of 30 teachers, one for each grade level at each school for grades 4-7. These teachers will be site, grade level Math Teacher Leaders. The Math Teacher Leader training will include the following:

- Introduction to the mathematics content standards and frameworks (all grade levels).
- Information on the relationship between grade level's standards and the dependence on standards-based instruction at all grade levels.
- How to use the adopted math materials (to be adopted by BUSD by June 2001) to teach grade level mathematics standards.
- How to identify the need for supplemental materials to ensure that all math standards are taught and understood by students.
- How to select the needed supplemental instructional materials.
- How to use "Mathematical Instructional Blocks" (grades 4 & 5) to focus instruction on the standards.
- Development of "Mathematical Instructional Blocks" for grades 6-8.
- How to use the districtwide assessments (administered 3 times a year) to guide mathematics instruction to ensure that all students are meeting grade level standards.
- Identify and use research based methods in mathematics instruction best practices.
- How to provide leadership, coaching and mentoring in mathematics instruction.

Each Math Teacher Leader will receive 30 hours of Staff Development and 20 hours of individual coaching and feedback time from the District Math Teacher Leader in addition to the scheduled meetings.

Site Math Teacher Leaders will be responsible for providing staff development at their site through department and whole staff meeting times.

This grant will be combined with Eisenhower and other professional development funds (AB115) to provide full funding of all strands of this staff development plan. Specifically, Eisenhower funds will be used to fund a major

portion of the District Math Teacher Leader, and Staff Development funds (AB1115) will be used to purchase training materials.

For the past two years we have had a core of math teachers at the elementary level along with a district administrator that have developed standards-based assessments and the grades 2-5 Mathematical Instructional Blocks. This group of teachers has been instrumental in aligning our math instructional program to the standards. This group has also provided assistance on the math adoption and the revisions of the elementary report cards, to align theory with the standards. The proposed staff development plan for next year will take what they began with assessment and instructional blocks and begin to institutionalize standards-based instruction and reporting throughout our district in the area of mathematics.

A similar group was put together for the 6th-9th grade levels during the 1999-2000 school year. This group restructured the middle school math program to ensure that all 8th graders would have access to algebra. Additionally, they developed challenge tests for students who want to demonstrate mastery of the standards in their Pre- Algebra and Algebra courses and receive credit. The professional development plan would continue the work of this group by providing time to articulate the elementary and middle school programs to ensure that all students arrive in middle school ready to meet the challenge of Algebra in the 8th grade as well as developing mathematical instructional blocks for the 6th -8th grade levels to standardize standards-based instruction at the middle school level.

2. SUSTAINED PROFESSIONAL DEVELOPMENT

The in-house training of Math Teacher Leaders will be conducted in a group of 30 teachers to one trainer for at least the first and final sessions. It is at the first session that the group will be given an overview of what is to come and will decide which of the remaining sessions should be divided into grade level clusters. It is vital that all of the sessions be relevant to all of the teachers. Therefore, the group being trained will need to determine which topics are better covered in grade level clusters and which session topics will provide an optimum time for articulation between the grade levels.

A total of thirty hours of group training will occur as follows:

- Three six-hour Saturday sessions will be held in August, February, and May.
- Six two-hour afternoon sessions will be held in October, November, January, March, April, and June.

A total of twenty hours of individual coaching and feedback time will be provided by the District Math Teacher Leader throughout the school year. Each participant will receive at least two coaching/feedback sessions a month from the District Math Teacher Leader, totaling at least 20 hours. These coaching sessions will involve a demonstration lesson taught by the District Teacher Leader while being observed by the classroom teacher. The District Teacher Leader will also get to observe the classroom teacher teaching a lesson. Feedback time will be provided following each session either during the coached teacher's release time or during collaboration time provided after the students are

dismissed (Note: at least 25 minutes of collaboration time are provided daily due to the of the length of the teacher duty day). Each participant will have the option of using up to two half-day substitutes to release them from their class(es) to observe other teachers at their site, or at another site implementing lessons and/or units that were presented at the staff development sessions

Each site will be required to hold a family math event that will be led by the site's Teacher Leaders. The math event will provide parents with grade level math standards and some practical advice for parents on how to assist their child in learning the standards. Hands on activities for parents to do with their child will also be included. Title VI Innovative Program funds will be used to purchase materials for each site's event.

This staff development program will expand work that has already been started by a small group of teachers. The goal of our three strand staff development plan is to build a wealth of knowledge and resources within our own staff so that our staff development efforts become self-sustaining and draw off the expertise of our own staff members.

3. ACCOUNTABILITY

The success of our program will be evaluated by the success of our students. We have several mechanisms in place by which we plan to evaluate our students and math staff development program.

- Student performance on the locally developed standards-based assessments. This assessment is given three times a year and is an indicator of student's mastery of grade level standards.
- Student performance on the Stanford 9 and math content standards tests. These scores are analyzed annually by District and site staff.
- Teachers' knowledge of the math standards will be surveyed by the District Teacher Leader at the first and final training sessions.

It is expected that students of the participating teachers will make significant gains in math.

4. INSTRUCTIONAL MATERIALS

Berkeley Unified School District is in the process of adopting new math materials. Our adoption process will be complete by the end of June and new materials will be in the hands of teacher by the beginning of the school year, Fall 2001. Participating teachers will be provided training on how use the new materials. Additionally, teachers will be taught how to augment the materials to better teach all of the content standards.

STRAND 2

Site Math Teacher Leaders

1. PROGRAM DESCRIPTION

As described above, each site will have two math Teacher Leaders. Teacher Leaders at the sites will provide leadership in the area of mathematics to all

teachers at their site. This will be done in the form of department or grade level meetings and full staff meetings. The topics will include many of the same topics as given above adapted to individual site need. The topics that must be covered with the staff at their sites are:

- The math content standards and frameworks
- How to use and augment the adopted math materials to teach the standards
- How to use the Districtwide math assessment to guide instruction
- How to use "Mathematical Instructional Blocks" at grades 2-5

Eisenhower and Staff Development funds will be used to fund one day of substitute coverage for each Teacher Leader at each site. Substitute days are to be used to provide coaching and model lessons for teachers at their site and may be used in whole or half day increments.

The site teacher leader model is an expansion of what is currently being done at grades 2-5 in math. Each site currently has one Teacher Leader who serves on the districtwide math task force. The math task force is charged with developing grade level standards-based assessments (given three times a year) and grade level "Mathematical Instructional Blocks". Our staff development plan will provide each site two teacher leaders that will receive additional instruction on how to coach with teachers in implementing best practices for teaching math.

2. SUSTAINED PROFESSIONAL DEVELOPMENT

Each teacher of math will receive staff development from the site Teacher Leaders. Site Teacher Leaders will be required to provide the information outlined above to their colleagues at their school sites. The delivery of the information will vary from school to school. The suggested delivery methods are grade level or department level meetings to provide staff development in standards-based math instruction and workshops presented to the whole staff during a faculty meeting. At least 4 sessions must be held at each school.

Each Teacher Leader will be provided with two substitute days to release them from their classrooms to provide coaching to teachers at their site. Feedback following these coaching sessions will be held during the coached teacher's release time and/or during collaboration time after the students are dismissed.

- As explained in Strand 1, this is an expansion of the work of a small group of teachers who participated in our districtwide math task force. Again our districts goal is to build a wealth of expertise and resources with our own staff to create self sustaining, on-going staff development.

3. ACCOUNTABILITY

The same accountability methods in Strand 1 will be used.

4. INSTRUCTIONAL MATERIALS

As stated in Strand 1, district adopted math materials will be used.

STRAND 3

Professional Development Institutes

Program Description

Last summer 10 of our teachers participated in the Math Professional Development Institute (MPDI) through the University of California at Berkeley, Lawrence Hall of Science. Twenty more participants will be recruited for participation this summer. Our District Math Teacher Leader will be one of the participants.

The Math Professional Development Institutes will provide 20 Berkeley Unified School District teachers intensive training in math instruction with follow up sessions held throughout the school year. The Professional Development Institutes are another way for our district to reach all of our teachers and improve their skills, thus improving our student's performance.

Our District Teacher Leader's participation will ensure that our in-house program is aligned with that of the MPDI and that all teachers are using consistent language and strategies.

Attachment D

Budget Line-Item Detail

Budget Line-Item Detail: Applicants must complete a Budget Line-Item Detail form and Budget Summary Narrative and Justification (Attachment D). **Note:** Since this grant program is funded from both general (AB 1331) and federal funds (Goals 2000), restrictions from both funding sources must be applied to this grant program. For example, food cannot be purchased with these funds because it is not allowed with General Fund dollars.

Object Codes		Object Code Description	Proposed Grant Expenditures As Submitted in Your AB1331 Grant ¹ Application	Proposed Revised Expenditures
SACS	Pre-SACS			
1000	1000	Certificated Salaries	22,000	56,570
2000	2000	Classified Salaries		
3000	3000	Employee Benefits		5,892
4000	4000	Books and Supplies		
4300	4300	Materials and Supplies		
5200	5200	Travel		
5500	7000	Utilities (<u>not</u> communication)		
5600	5600	Building and Room Rentals		
5700	5300	Photocopying/Printing and Copying		
5800	5100	Professional Consulting Services		8,000
5900	7000	Communication: Phones, Postage		
6400	6400	Equipment		
_____	_____	Other (Specify)		
7300	7300	² Indirect (<u>6.44</u> %, 2000-2001 Expenditures)		4,538
7300	7300	² Indirect (<u>6.44</u> %, 2001-2002 Expenditures)		
Total Proposed Expenditures				75,000.00

¹ If you have submitted a revised budget that was approved by the CDE, you should use the budget figures included on your revised budget summary.

² Indirect costs should be calculated using the indirect cost rate approved by the California Department of Education for the year of the expenditure.

BUDGET JUSTIFICATION

The chart below outlines our planned expenditures for all strands of our math professional development plan. It is a multi-funded program that will have a large impact on how mathematics instruction is delivered in our district. Please note that Berkeley Unified School District is requesting the appropriate waiver from the SBE.

<i>Expense</i>	<i>Amount</i>	<i>Source</i>	<i>Explanation</i>
Teacher . Stipends	\$36,000	AB1331	Each of the thirty participants will receive a \$1,200 stipend to complete the training sessions/follow up coaching and fulfill the responsibilities as site Teacher Leaders. $\$12,000 \times 30 \text{ participants} = \$36,000$
District Teacher Leader	\$20,570	AB1331	This will pay for .33 FTE of the District Math Teacher Leader. Additional Funds will be provided by Eisenhower and Staff Development funds (AB1115)
Related Benefits	\$5,892	AB1331	Benefits costs for teacher stipends and District Math Teacher Leader.
District Teacher Leader	\$60,000	Eisenhower/ Staff Development	The remaining .67 FTE and benefits of the District Math Teacher Leader will funded through these sources to provide full time Math Teacher Leader.
Substitute Costs (Strand 1)	\$3,900	Eisenhower	Two half-day subs will be provided for each participant for follow up coaching sessions. $\$130 \text{ (daily sub cost)} \times 30 \text{ participants} = \$3,900$
Substitute Costs (Strand 2)	\$3,900	Eisenhower	One day of substitute coverage per site Teacher Leader for coaching and lesson modeling sessions. $\$130 \text{ (daily sub cost)} \times 30 \text{ participants} = \$3,900$
Instructional Materials	\$ 3,000	Staff Develop- ment (AB1331)	Approximately \$100 per participant will be used for instructional materials, including but not limited to the duplication of research materials, and purchasing of the state frameworks for each participant.
Family Math Event	\$3,000	Title VI Innovative Programs	Each site will be allocated \$200 to sponsor a family math event. This allocation can be used for teacher hourly or materials.
Professional Development Institutes	\$8,000	AB1331	20 math teachers will be recruited to participate in the Summer Math Professional Development Institute sponsored by the University of California at Berkeley, Lawrence Hall of Science. The District Math Teacher Leader will also attend.

Berkeley Unified School District

DATE: March 27, 2001
TO: Board of Education
FROM: Steven A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: Catherine James, Associate Superintendent Support Services
Bob Rudometkin, Senior Construction Coordinator
SUBJECT: Resolution 7263 for King Middle School, Project #832.9802

RECOMMENDATION

It is recommended that the Board approve resolution number 7263 awarding the contract for the construction of the King Middle School Project (#832.9802) to the low bidder, West Coast Contractors, Inc. It is recommended that the base bid of \$17,325,000 and all seven alternates totaling \$651,000 be accepted for a total cost of \$17,976,000.

SUMMARY AND DISCUSSION

The Board authorized advertisement for the purpose of bidding the King Middle School Project on January 17, 2001. This bid is to modernize and do a structural upgrade to the Main Building at King Middle School. The bid also calls for the grading of the yard at King for the placement of portables to house the students during construction, the construction of an amphitheater, a new fire alarm system throughout the campus, and a new access road to serve the future Dining Commons. There were several alternates to the bid. These Alternates are:

Alternate 1 – Provide and install sinks with cold water in all classrooms. (Base bid calls for sinks in science classrooms 101, 102, 103, and 104.)

Alternate 2 – Provide and install teaching wall cabinets in classrooms. Provide and install chair rail wood trim, finished plywood wainscoting, and wood base as shown in drawings. Provide and install display cases in the Main Lobby and Corridor.

Alternate 3 – Provide and install upgraded lighting fixtures for classrooms.

Alternate 4 – A– Add rated clerestory windows in walls of classrooms on second floor and add skylights in corridor ceilings on third floor.
B– Provide and install window shades/blinds at classrooms.

Alternate 5 – A– Refinish existing wood classroom floors on second and third floors.
B– Provide and install new portico at northwest corner of school and new entry signage to the school.

The following delineates the bids:

Contractor	Base Bid	Alt. 1	Alt. 2	Alt. 3	Alt. 4A	Alt. 4B	Alt. 5A	Alt. 5B
WEST COAST CONT.	\$17,325,000	\$120,000	\$267,000	\$13,000	\$50,000	\$25,000	\$100,000	\$76,000
PACIFIC CONST. CORPS	\$17,434,000	\$135,000	\$252,000	\$5,000	\$139,000	\$25,000	\$80,000	\$97,000
S. J. AMOROSO.	\$18,297,000	\$105,000	\$321,000	\$18,000	\$151,000	\$28,000	\$20,000	\$97,000
FEDCON.	\$19,300,000	\$175,000	\$190,000	\$25,000	\$55,000	\$30,000	\$15,000	\$147,000
ROEBBELEN CONST.	\$19,825,000	\$145,000	\$235,000	\$10,000	\$100,000	\$28,000	\$180,000	\$225,000

All bidding contractors were deemed qualified

FINANCIAL IMPLICATIONS:

The bids for this project were all in excess of the amount budgeted. However, it is proposed that bond and bond interest resources be allocated as follows to cover the cost of the proposed contract:

Approved construction budget	\$16,000,000
Reserved for inflation	826,000
Furniture and Equipment (Interest)	150,000
Available Balance	1,000,000
Total	\$17,976,000

This proposal for reallocation of the available construction program balance leaves a remaining available balance of \$284,000.

In addition, the contingency budget for this project will be increased to provide approximately 10%. This increase of \$508,000 will come from monies currently allocated for the future King Gym project and related inflation. This will provide a total contingency for construction of \$1,758,000.

RESOLUTION NO. 7263

NOW, THEREFORE, BE IT RESOLVED, that the bid of West Coast Contractors in the amount of \$17,976,000 be and the same hereby accepted; and the Associate Superintendent and/or Purchasing Manager of this Board be and they are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

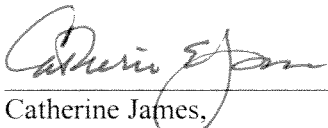
Resolution No. 7263
Continued

Prepared by:



Doris R. Davis, Purchasing Manager

Reviewed by:



Catherine James,
Associate Superintendent, Business

Recommend Approval:

Steve Goldstone, Interim Superintendent

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District
this 4th day of April, 2001.

AYES:

NOES:

ABSENT:

ABSTAIN:

Steve Goldstone, Interim Superintendent
Secretary of the Board of Education
Of the City of Berkeley and of Berkeley Unified
School District of Alameda County, State of California

Berkeley Unified School District

DATE: April 4, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Interim Superintendent
SUBJECT: Adopt-a-School

RECOMMENDATION

It is recommend that the Board of Education approve the attached Adopt-a-School assignments for the remainder of the 2000-01 school year and for the 2001-02 school year.

BACKGROUND

The most important work of a school district occurs in the classrooms, between teachers and students, at the individual schools. Consequently, the participation of members of the Board of Education at the school sites is an important part of their role in understanding, encouraging, and supporting student achievement and student learning.

Because Board members are busy with a variety of responsibilities, attend numerous meetings, prepare themselves for Board meetings, read voluminous information, are contacted by members of the community, and also have their own personal and professional lives, it is often possible that without an organized system of visiting schools, some schools may not be visited by a single Board member while other schools may have visits by all five Board members. This Adopt-a-School proposal is presented as part of an effort to emphasize and support the importance of school visitations and connections by members of the Board of Education.

This proposal is not meant to be limiting in any way. Thus, Board members are encouraged to visit schools other than their own Adopt-a-School assignments whenever possible.

FINANCIAL IMPACT

None

BERKELEY UNIFIED SCHOOL DISTRICT

Office of the Superintendents

Adopts – A - School Assignments 2000-01 and 2001-02

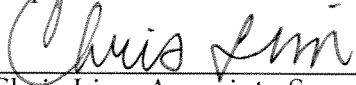
Board Member	School
Shirley	Adult
Joaquin	BHS
Ted	BAHS
Terry	King
John	Longfellow
Terry	Willard
Ted	BAM
Joaquin	City of Franklin
John	Cragmont
Shirley	Emerson
Shirley	Jefferson
Ted	John Muir
Terry	LeConte
John	Malcolm X
Shirley	Oxford
Joaquin	Rosa Parks
Joaquin	Thousand Oaks
Terry	Washington
John	ECE

Berkeley Unified School District

DATE: April 4, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Minority Student Achievement Network Youth Culture Survey

RECOMMENDATION:

It is recommended that the Board accept the report on the Minority Student Achievement Network Youth Culture Survey for information.

DISCUSSION:

The disparity in the achievement gap in Berkeley between white students and students of color (African American and Hispanics) has long been recognized, though not specifically defined. Many school programs using many funding sources have been in place over the years to address this gap. Despite these monies an achievement gap continues to exist.

In February 1999, Berkeley Unified School District joined a unique national consortium of 15 urban-suburban school districts from across the United States known as the Minority Student Achievement Network (MSAN). Network districts have many things in common:

- A history of high academic achievement by certain students,
- Connections with major research universities, and
- Resources that generally exceed their neighboring districts.

The MSAN also recognizes the profound disconnect between university research and practice. Therefore a main component of the MSAN is the bringing together of 15 university researchers who are actively engaged in the minority achievement gap. These researchers join with representing each school district to engage in further discussions and action research. The idea is that practice will inform research, and research, in turn, will be used to affect practice. Many planning grants have been set in place to finance aspects of MSAN administration and research.

It is recognized that there are many variables that may affect academic achievement of students of color. Some of these variables that the MSAN may decide to pursue in research include:

• Youth Peer Culture	• Early childhood & secondary literacy
• Teach expectations	• Parent involvement
• School Structure	• Instructional delivery
• Curriculum design	• Assessment practices

The first plan of action for the MSAN was in the area of MSAN students and youth culture:

- A national student conference was held October 2000 in Cincinnati, Ohio, in which 6 Berkeley High School Students attended, and
- A youth culture survey was given in all MSAN districts during November/December. A summary of the survey results is attached.

A Teacher Conference is planned for September 2001 in Madison, Wisconsin. The agenda will include:

- District Sharing Sessions – action research projects underway in network districts
- Shaping the Research Agenda – teacher input concerning effective approaches to research
- Best Practices – models and strategies to support school-based dialogue addressing the gap
- Research Findings – MSAN Youth Culture Survey results and related research
- Reflective Talks - individual opportunities to share reflections and professional growth

The Emerson School Results Project has submitted an application to be presenters at this conference to share their successes with the Results Project early literacy program.

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Berkeley Unified School District Assessment Office

Preliminary Board Report
MINORITY STUDENT ACHIEVEMENT NETWORK SURVEY
Ed-Excel Assessment of Secondary School Student Culture
April 4, 2001

Introduction

Attached is a report summarizing the results of a survey that was administered during late November and early December 2000 to Berkeley students in grades 7 through 11. The survey was conducted as a result of a decision made by the Minority Student Achievement Network (MSAN) of which Berkeley Unified School District (BUSD) is a member. The survey itself is also attached.

Schools within the 15 school districts participating in the MSAN have conducted the survey. However, only preliminary BUSD results have been received, and these in hard copy only. BUSD district results have been included in this report. Individual BUSD school results are available in the District's Assessment Office. Individual schools have been sent their results.

Background

The survey was administered anonymously and consisted of::

- 49 questions from a youth culture survey known as Ed-Excel Assessment of Secondary School Student Culture (questions 1-49)
- Six research questions added by the MSAN Practitioner's Council (questions 50-55)
- One question (question 56) added by Berkeley. Four questions could have been added.

Questions on sensitive issues such as sex, alcohol, and drugs were not included.

The survey was administered in English. Spanish speaking students received a translated paper version but had to mark the English version in order for their survey to be scored. The survey took approximately one class period. Many students did not complete all 56 questions.

There were 3113 survey responses—a 77% completion rate for students in grades 7 to 11. Not all of those responding were in grades 7 to 11. The table that follows provides information on how the survey was administered at each school, how many students responded to the survey, and approximately how many should have been surveyed.

Dr. John Bishop, faculty member of Cornell University and director of the Educational Alliance, contracted with the MSAN to provide the surveys, score them, and provide both a hard copy and CD-ROM of the resulting data at a cost of \$1.00 per student. Once the data is available on CD-

ROM, disaggregated reports by ethnicity, gender, and grade will be reported to the school sites and the Board of Education.

Survey Administration and Number of Students Responding

School	Administered Through	Grade	Number of Students Responding	Approximate Number to Be Surveyed
King MS	Elective Teachers	7	286	320
		8	247	271
Longfellow MS	Science Teachers	7	118	149
		8	107	120
Willard MS	English Teachers	7	196	221
		8	213	257
Berkeley High	History Teachers	9	648	863
		10	564	800
		11	520	744
		12	158	
Berkeley Alternative	Teachers	9	16	21
		10	18	37

Note: One hundred fifty-eight 12th graders at Berkeley High were given the survey as they were enrolled in the history class through which the survey was administered. Their responses have been included in the chart above and in the summary results. Twenty-two other documents marked out of the grades 7 to 11 range were not included in the above chart. Their responses, however, were included in the summary results.

What will be done with this data?

MSAN: An analysis of the aggregate responses by the entire network will be presented at the annual MSAN conference in June in Cambridge, Massachusetts.

BUSD: Secondary principals at their March 20, 2001 meeting committed themselves to discussing this survey information with their School Site Councils and possibly their School Safety Committees. They plan to incorporate this information in their School Action Plans.

Summary Highlights of the District Report

Q5:	I am happy to be at this school	82%	agree + strongly agree
	My teachers grade me fairly	71%	agree + strongly agree
	Too many students get away with being late and not doing their work.	42%	agree + strongly agree
Q50:	How many of your teachers know how well you are capable of doing academically?	28%	all of my teachers
		35%	many of my teachers
Q19:	Reason student works hard in school (14 reasons possible)	78%	need good grades for college courses (#1 response)
		59%	prepare for tough college (#2 response)
		59%	please parents (#3 response)
Q20:	Reasons did not study for test or complete homework: (16 reasons possible)	50%	did not understand materials (#1 response)
		47%	not enough time due to work or school activities (#2 response)
		47%	I forgot the assignment (#3 response)
Q23:	How often happened:		
	I have copied homework from another student	27%	almost every day + once/week
	I was insulted, teased, made fun of	8%	almost every day
	Someone threatened to hurt me at school	4%	almost every day
	I was pushed, tripped, hurt by other students	5%	almost every day
Q37:	What is the highest level you would like to go to in school?	81%	4-yr. college degree to post graduate degree
Q21:	My friends think it important for me to:		
	Do well in science	57%	agree + strongly agree
	Do well in sports	45%	agree + strongly agree
Q22:	How important do your friends think it is to:		
	Continue education past high school	66%	very important
	Get good grades	50%	very important
	Go to parties	29%	very important

Q10:	On week days, after school, how many hours:	
	Studying and doing homework	59% 2 to 8+ hours
	Working for pay	23% 2 to 8+ hours
Q9:	Percent of time teacher makes subject interesting:	
	English	44% 65 to 100% of the time
	Social Studies	42% 65 to 100% of the time
	Science	41% 65 to 100% of the time
	Math	27% 65 to 100% of the time
Q12:	How many hours/week would you prefer to get tutoring?	60% want 1 hour or more

For further details about the survey and the MSAN, contact Marianne Splenda, Assessment Resource Teacher, at 644-6196. Mariane Splenda, and Diane Pico, Program Manager, Curriculum and Assessment (644-7764) prepared this report.

Attachments

- (1) Copy of questionnaire + additional questions (6 pages)
- (2) Copy of BUSD district results for all grades (15 pages)

STUDENT DIRECTIONS

Administration of the Ed-Excel (Educational Excellence) Secondary School Student Culture Survey
Fall 2000
Berkeley Unified School District

Thank you for your assistance!

To all students in grades 7 through 11:

- 1) Know that all of your answers are **CONFIDENTIAL**. No one will know which answers you give because your answers will be added together with those of other students in your school. By answering questions honestly, you will be helping to make your school a better place.
- 2) It is important that you answer **ALL** of the questions on this survey. We need complete input from every student **in order to fully understand what can be done to improve your school experience**.
- 3) It is OK to ask your teacher to help you understand these questions, but they are **NOT** to see your answers or look over your shoulder as you answer these questions.
- 4) **When you are finished**, you are to give your **BLUE** answer sheets and these Directions to the **STUDENT** designated by the teacher who will place these sheets in the Manila Envelope.

TO HELP YOU ANSWER SURVEY QUESTIONS:

Please...Be sure to:

- ❖ Use a #2 pencil only (do not use ink, ball point or felt tip pens)
- ❖ Cleanly erase any answers that you change
- ❖ Make no stray marks on the form
- ❖ Take care not to fold, tear or crumple this form

To answer questions # 3 AND #4:

For Question #3- Which elementary school did you graduate from?

#1 school = Arts Magnet	#5 school = Jefferson	#9 school = Oxford
#2 school = Columbus (Franklin)	#6 school = John Muir	#10 school = Thousand Oaks
#3 school = Cragmont	#7 school = Leconte	#11 school = Washington
#4 school = Emerson	#8 school = Malcolm X	#12 school = other public school

For Question #4 – If you are in high school, which junior high/middle school did you graduate from?

#1 school = King Middle School	#4 school = Home School/ Independent Study
#2 school = Longfellow Middle School	
#3 school = Willard Middle School	Last bubble: = other public school

Note: One word is misspelled in each of the following questions: (see correct word in bold print)

Question #10: one word is misspelled: (see answer “b”) this should read:

- b) **Hanging** out and/or talking on phone with friends

Question #21: one word is misspelled: (see last part of the question) this should read:

“Create a list in **your** head of your six closest friends.

Note: Possible misunderstanding:

Question #40: What does the word “attach” mean here?

Universities have admission policies that decide whether or not a student can attend that university.

They rank certain admission requirements (some are more important than others). This question asks you to rank what you think they use in their decision to accept or decline a student application.

ADDITIONAL SURVEY QUESTIONS: Numbers 50-56
Administration of the Ed-Excel (Educational Excellence) Secondary School Student Culture Survey
Fall 2000
Berkeley Unified School District

Answer these questions first (before answering #1-49). Place ALL answers on your BLUE bubble sheet. Do NOT mark on this page!

- 50) How many of your teachers know how well you are capable of doing academically?
- a) All of my teachers
 - b) Many of my teachers
 - c) Some of my teachers
 - d) None of my teachers
- 51) How often do you read for fun? Include reading of magazines, newspapers, poetry, books, etc.
- a) Almost every day
 - b) 1-2 times per week
 - c) 1-2 times per month
 - d) a few times a year
 - e) never/hardly ever
- 52) How much of the material that you are asked to read for school do you understand very well?
- a) very little or none
 - b) some
 - c) about half
 - d) a lot
 - e) all or nearly all of it
- 53) How often do you understand why it is important to learn the things you are studying?
- a) Less than half the time
 - b) About half the time
 - c) More than half the time
 - d) Almost always
- 54) At what grade level did you enter this school system?
- a) Kindergarten - 4th grade
 - b) 5th - 6th grade
 - c) 7th - 8th grade
 - d) 9th - 10th grade
 - e) 11th grade
- 55) How many different schools have you attended (not including pre-school or nursery school)?
- a) 3 or less
 - b) 4 or 5
 - c) 6 or 7
 - d) 8 or 9
 - e) 10 or more
- 56) If your school site offered an elective "skills improvement" course designed to build your skills in reading, grammar, vocabulary, spelling and punctuation, would you sign up?
- a) No
 - b) Yes
 - c) Maybe

- [illegible]

- [illegible]

- | 10% or less | 11% to 35% | About Half the time | 65% to 89% | 90% or more |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. We would like to ask about what your closest friends think and do. To help you answer these questions, create a list in you head of your six closest friends.

My friends make fun of people who try to do really well in school.
My friends think it's important for me to do well in science at school.
My friends think it's important for me to be good at sports.
My friends think it's important for me to be placed in a high achieving class.

Do you think your friends would agree or disagree that:

It's **NOT** cool to frequently volunteer answers or comments in class
It's **NOT** cool to study really hard for tests & quizzes
It's annoying when other students talk or joke around in class.
It's annoying when students try to get teachers off track.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How IMPORTANT do your FRIENDS THINK IT IS TO:

Study hard to get good grades
Participate actively in class
Go to parties
Continue their education past high school
Go to one of the best colleges in the U.S.

Very Important	Somewhat Important	Not too Important	Not at all Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How often have each of these things happened so far in this school year?

My friends and I talked outside of class about things we learned in school.
My friends joked around and annoyed the teacher.
I didn't try as hard as I could at school because I worried about what my friends might think.
My friends and I studied together (outside of class)
I was insulted, teased or made fun of to my face.
Do you think you were insulted or made fun of behind your back.
Someone threatened to hurt me at school.
I was pushed, tripped or hurt by other student(s)
I cut a class or skipped school
I copied homework from another student

Almost every day	About once a week	Once a month	Once/twice a term	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. During the 1st yr of middle or junior high school, the members of the most popular crowd (your gender) were:
(mark all that apply)

☐ Really Smart ☐ Attractive ☐ Funny ☐ Self confident ☐ Outgoing ☐ Tough ☐ Cool clothes
☐ Very good in sports ☐ Attentive in class ☐ Not attentive in class ☐ Worked hard to get good grades
☐ Made fun of those who studied a lot ☐ Mostly from my elementary school ☐ Not from my elementary school

25. Which courses are you taking this Year?
I am taking this year.

English	Soc. Stud.	For. Lang.	Science	Math	Vocational
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MARK at what level? Mixed/Untracked/Heterogeneous
Advanced Placement
Honors
College Prep/Regular/Regents
Basic/Remedial

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Mark if this class meets more than 5 periods a week?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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27. Which of the following courses have you taken since 6th grade (mark all that apply):

☐ Band/Orchestra ☐ Intro to Computers ☐ Shop/Industrial Arts ☐ Business ☐ Course #1
☐ Theater ☐ Word Processing ☐ Intro. to Occupations ☐ Agriculture ☐ Course #2
☐ Remedial Math ☐ Computer Programming ☐ Intro to Technology ☐ Medical Careers ☐ Course #3
☐ Remedial English ☐ Other Computer Courses ☐ Construction Occup. ☐ Coop Education ☐ Course #4
☐ Religion/Ethics ☐ Retail/Distributive Ed ☐ Auto Mechanics ☐ Other Voc/Tech courses

28. At any time since 6th grade, have you done any of the following (mark all that apply):

☐ Gifted Education ☐ Bilingual Education ☐ Tutored other students ☐ Apprenticeship/Intern
☐ Special Education ☐ English as 2nd Lang. ☐ School-based store/enterprise ☐ Work-Study ☐ Program #1
☐ Job Shadow ☐ Program #2

29. At any time since 6th grade, have you had a Mentor or Big Brother/Sister (unrelated adult you met regularly with)

☐ No ☐ Yes for less than 6 months ☐ Yes, for a year ☐ Yes for 2 years ☐ Yes, for 3+ years

30. Which parent(s) or guardians do you live with during the school year? (mark all that apply)

☐ My Mother ☐ Stepmother ☐ Other relative/Guardian or foster parent
☐ My Father ☐ Stepfather ☐ Alone or with friends

31. How many books are there in your home? ☐ 0 to 10 ☐ 11-24 ☐ 25-100 ☐ 100-250 ☐ more than 250
32. Is there a Personal Computer at home that you have access to? ☐ No ☐ Yes, only one ☐ Yes, More than one
33. What is your Race/Ethnicity? (mark all that apply) ☐ White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American
34. Are any of your six closest friends of a different race/ethnicity than yourself? ☐ Most ☐ Some ☐ None
35. How many brothers and sisters do you have? ☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more
36. Do your parents speak a language other than English at home? ☐ No ☐ Seldom ☐ Half the time ☐ Mostly
37. What is the highest level that you would like to go to in school? I would like to:
- ☐ Leave before graduating ☐ 4-year college degree
- ☐ Finish high school ☐ 4-yr college degree plus some further training
- ☐ Technical certificate after high school ☐ Post Graduate degree (medical, law, PhD, MBA)
- ☐ 2-year college degree ☐ Haven't thought about it

38. Indicate the HIGHEST level of education completed by the parents or guardians you live with. (mark only one answer for each column.)

Some or finished grade school
Some high school
Finished high school
Some college or 2-year degree
4-year college graduate
Some school beyond college
Professional or graduate degree
Don't know or not applicable

Mother/Stepmother	Father/Stepfather
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

39. When you apply for jobs after leaving high school, do you expect employers to ask about high school grades or ask to see a transcript?

☐ Never ☐ Seldom ☐ Sometimes ☐ Usually ☐ Always

40. What importance do you think admissions officers at the public universities in your state attach to each of the following characteristics. PLEASE RANK THEM.

SAT-I or ACT Scores
Grade Point Average/Rank in Class
Leadership/Participation in Sports & Extra-Curricular Activities
Number of Honors and Advanced Placement Classes Taken
Grades on State Exams, SAT-II Subject exams and AP exams

	1st	2nd	3rd	4th	5th
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Do you agree or disagree with the following statements:

In this school, getting better grades than others tends to make you less popular.
I take a positive attitude towards myself.
Good luck is more important than hard work for success.
People who accept their condition in life are happier than those who try to change things.
It is best to live each day to the fullest and let tomorrow take care of itself.
I DON'T LIKE to do any more school work than I have to.
Even if I don't work hard in school, I can make future plans come true.
I could do a lot better in school.
My friends want me to study harder than I do.
My friends DO NOT want me to study harder than they do.
My friends DON'T ASK for help even if they need it.
My parents DON'T PAY much attention to my grades.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Which types of music do you listen to the most? (Mark one, two or at most three categories)

☐ Classical Music ☐ Classic Rock ☐ Jazz ☐ Modern Rock ☐ Pop ☐ Rap/hip-hop

☐ Country ☐ Dance & Techno ☐ Metal ☐ Musicals ☐ Salsa or Latin ☐ Rhythm & Blues

Additional Questions

- | | | | | |
|---|---|---|---|---|
| 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 51. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 53. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 55. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 57. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 59. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

PLEASE DO NOT WRITE IN THIS AREA



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100

Q1. What grades are you in?

	Q1--Grade in Secondary School	
	Count	%
6	3	.1%
7	600	19.3%
8	568	18.2%
9	665	21.4%
10	582	18.7%
11	535	17.2%
12	160	5.1%
Total	3113	100.0%

Q5 Do you agree or disagree?

	Strongly agree	Agree	Disagree	Strongly disagree
Q5--I am happy to be at this school	19.8%	61.7%	13.7%	4.8%
Q5--I do not feel safe in this school	4.4%	18.5%	57.7%	19.4%
Q5--Studying a lot tends to make you less popular	5.2%	13.5%	52.7%	28.7%
Q5--Not spending time to socialize and hang out tends to make you less popular	14.3%	44.0%	29.9%	11.8%
Q5--My teachers maintain good discipline in the classroom	9.3%	58.3%	25.0%	7.4%
Q5--My teachers grade me fairly	13.4%	57.1%	22.1%	7.4%
Q5--I don't feel close to any of my teachers this year	9.7%	29.1%	47.4%	13.8%
Q5--Many of my courses are not challenging	8.4%	27.6%	49.4%	14.6%
Q5--I find the history and science textbooks interesting	6.3%	26.6%	35.9%	31.1%
Q5--I like the books and plays we read for English	9.5%	42.7%	29.1%	18.7%
Q5--I enjoy doing math problems	12.4%	31.7%	31.5%	24.4%
Q5--If I didn't need good grades, I'd put little effort into my classes	14.7%	30.8%	37.2%	17.3%
Q5--Too many students get away with being late & not doing their work	13.2%	29.1%	40.4%	17.3%
Q5--If others study hard, it is harder for me to get good grades	5.0%	14.5%	49.9%	30.6%
Q5--If most of the class did not understand a concept, some of my teachers do not put it on a test	6.2%	30.4%	45.5%	17.9%
Q5--What I don't learn in high school, I can always pick up later	7.2%	29.7%	42.6%	20.5%
Q5--Slacking off in high school wouldn't make college more difficult for me	8.2%	9.3%	33.1%	49.3%

Q6 Everyone gets a poor grade sometimes. When you get a poor grade, which reason usually causes the poor grade?

	Percent
'Q6-Bad Luck reason for bad grade	7.4%
'Q6 Class was hard is reason for bad grade	37.0%
'Q6-Did not work hard reason for bad grade'	61.7%
Q6-Not good in subject reason for bad grade	35.3%
Q6-Teacher unfair reason for bad grade	15.5%

Q7 How often?

	Never	Seldom	Fairly Often	Often	Usually	Always
'Q7--Do you really pay attention in class	1.5%	4.5%	13.3%	17.4%	49.3%	13.9%
'Q7--How often does your mind wander	3.8%	28.3%	22.1%	21.7%	14.0%	10.1%
'Q7--How often do you joke around in class?	12.7%	34.0%	20.5%	15.6%	10.6%	6.6%
'Q7--Do you contribute to class discussion?	5.0%	14.9%	16.2%	19.0%	24.8%	20.1%
Q7--Do teachers call on students whose hands are not raised?	5.5%	19.5%	20.3%	21.7%	18.4%	14.6%

Q8. When teachers assign homework/after school work, how much of it do you usually do?

	None of it	Some of it	Most of it	All of it	More than required
Q8--When teachers assign MATH homework, how much do you usually do?	3.1%	15.9%	30.4%	43.1%	7.5%
Q8--When teachers assign ENGLISH homework, how much do you usually do?	3.0%	15.9%	29.8%	45.8%	5.5%
Q8--When teachers assign SOCIAL STUDIES homework, how much do you usually do?	4.3%	15.0%	29.8%	47.0%	3.8%
Q8--When teachers assign SCIENCE homework, how much do you usually do?	6.2%	16.9%	27.5%	43.4%	6.0%
Q8--When teachers assign VOCATIONAL/TECH homework, how much do you usually do?	7.6%	12.2%	24.4%	46.7%	9.0%

Q8. Percentage homework is never assigned.

	Percent
Math	1.4%
English	2.1%
Social Studies	9.8%
Science	10.4%
Vocational/Tech	34.5%

Q9. What percent of the time does your teacher make the subject interesting?

	10% or less	11% to 35%	About Half the Time	65% to 89%	90% or more
Q9--% of time MATH is interesting	33.3%	19.0%	20.7%	15.2%	11.8%
Q9--% of time ENGLISH is interesting	16.0%	17.0%	23.3%	25.6%	18.1%
Q9--% of time SOCIAL STUDIES is interesting	17.0%	15.6%	25.4%	23.7%	18.3%
Q9--% of time SCIENCE is interesting	19.2%	16.9%	23.3%	22.5%	18.1%
Q9--% of time VOCATIONAL/TECH is interesting	34.1%	12.9%	23.4%	16.2%	13.4%

Q10. On week days after school, how many HOURS PER DAY are you:

	No time	Half an Hour	1 Hour	2 Hours	3-4 Hours	5-7 Hours	8+ Hours
Q10--How many hours per day are you? Studying and doing homework	4.6%	11.4%	25.3%	32.5%	21.0%	3.7%	1.6%
Q10--How many hours per day are you? Talking with friends	14.1%	24.2%	20.7%	17.0%	14.9%	4.7%	4.3%
Q10--How many hours per day are you? Watching TV, listening to music or playing video games	7.3%	14.5%	19.9%	20.9%	20.1%	8.3%	8.8%
Q10--How many hours per day are you? Engaged in sports	24.7%	10.8%	16.0%	24.2%	17.8%	3.4%	3.2%
Q10--How many hours per day are you? Working for pay	64.5%	7.1%	5.9%	6.4%	8.7%	4.0%	3.6%

Q11. How many hours do you typically study for an end of marking period exam in history?

	No time	Half an Hour	1 Hour	2 Hours	3-4 Hours	5-7 Hours	8+ Hours
Q11--How many hours do you study for an end of marking period exam in history?	8.8%	18.2%	26.3%	23.1%	14.9%	5.3%	3.4%

Q12. How many hours a WEEK do you get tutoring or extra academic help from teachers, tutors, or older students during free periods or outside of school hours?

	No time	Half an Hour	1 Hour	2 Hours	3-4 Hours	5-7 Hours	8+ Hours
Q12--How many hours per Week do you get CURENTLY tutoring?	51.2%	12.9%	16.5%	9.3%	6.0%	2.8%	1.2%
Q12--How many hours per Week WOULD YOU PREFER to get tutoring?	29.1%	14.3%	21.7%	18.1%	10.1%	4.0%	2.6%

Q13. How many study halls or free periods (including lunch) do you have per week?

	0-2	3-4	5	6-7	8-9	10	11-13	14-15	16+
Q13. How many free periods do you have per week?	41.4%	8.0%	28.7%	5.0%	2.0%	10.5%	.9%	2.2%	1.3%

Q14. About what % of the time:

	10% or less	11% to 35%	About Half the Time	65% to 89%	90% or more
Q14--What % of the time do you listen to a disk/walkman during free periods in school?	74.4%	9.4%	8.3%	3.1%	4.9%
Q14--What % of the time do you listen to music while doing homework?	27.3%	14.7%	20.9%	13.6%	23.4%
Q14--What % of the time do you listen to TV while doing homework?	51.0%	13.8%	14.3%	7.8%	13.2%
Q14--What % of the time do you completely understand the teachers lesson?	5.8%	7.9%	24.7%	35.7%	25.9%

Q15. In middle school did you take accelerated or advanced classes in any subject?

	Percent
Q15--Advanced Classes in Middle School? - No	43.5%
Q15--Advanced Classes in Middle School? - Yes in all classes	5.2%
Q15--Advanced Classes in Middle School? - Yes in Math	36.3%
Q15--Advanced Classes in Middle School? - Yes in Science	5.0%
Q15--Advanced Classes in Middle School? - Yes in another subject	20.9%

Q16. Have you attended summer school at any time since 5th grade?

	Percent
Q16--attended summer school?--No	57.7%
Q16--Attended summer school?--Once	21.9%
Q16--Attended summer school?--Twice	10.8%
Q16--Attended summer school?--3+times	10.9%

Q17. Grade Point Average

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-/F
Q17--What was your grade point average last term?	19.6%	19.0%	15.1%	12.9%	9.3%	9.1%	6.6%	3.8%	1.9%	.8%	2.1%
Q17--What GPA do you think is needed to get into the nearest public university?	38.5%	20.6%	18.2%	10.9%	3.9%	3.8%	2.5%	.7%	.1%	.2%	.5%
Q17--What is the lowest GPA you can get without upsetting your parents?	3.1%	7.6%	11.6%	16.4%	20.3%	12.5%	11.8%	10.3%	2.7%	1.1%	2.7%

Q18. How quickly do you learn things?

	SLOWER THAN MOST	2	3	4	AVERAGE	6	7	8	9	FASTER THAN ANYBODY ELSE
Q18--How quickly do you learn things?	1.9%	.7%	2.6%	4.0%	12.3%	18.1%	19.7%	25.2%	11.1%	4.4%

Q19. When you work really hard in school, which of the following reasons are most important for you?

	Percent
Q19--My parents put pressure on me - Reasons for working hard?	47.3%
Q19--My friends put pressure on me - Reasons for working hard?	9.6%
Q19--I don't want to embarrass my family - Reasons for working hard?	22.8%
Q19--I want to learn the material - Reasons for working hard?	55.0%
Q19--I want to keep up with my friends - Reasons for working hard?	24.4%
Q19--The teacher demands it - Reasons for working hard?	23.3%
Q19--I enjoy doing the assignment/project - Reasons for working hard?	32.9%
Q19--Help me get a better job - Reasons for working hard?	57.1%
Q19--To please or impress my parents - Reasons for working hard?	58.6%
Q19--To please or impress my teacher - Reasons for working hard?	26.1%
Q19--I need the grades to get into college - Reasons for working hard?	78.4%
Q19--My teacher encourage me to work hard- Reasons for working hard?	34.7%
Q19--The subject is interesting - Reasons for working hard?	39.1%
Q19--Prepare myself for tough college courses - Reasons for working hard?	59.4%

Q20. Reasons most important for not studying or completing homework during the last year

	Percent
Q20--I could get good grade without studying - Reasons for NOT working hard?	45.5%
Q20--The assignment was boring or pointless - Reasons for NOT working hard?	43.5%
Q20--I preferred to party or hang out with friends - Reasons for NOT working hard?	28.2%
Q20--I didn't understand the material - Reasons for NOT working hard?	50.0%
Q20--The assignment too long and difficult - Reasons for NOT working hard?	37.5%
Q20--I didn't care about the grade in that course- Reasons for NOT working hard?	10.1%
Q20--No one to help me - Reasons for NOT working hard?	21.6%
Q20--The teacher didn't care - Reasons for NOT working hard?	12.5%
Q20--Not enough time because of work and/or school activities - Reasons for NOT working hard?	47.0%
Q20--The teacher did not collect and grade homework - Reasons for NOT working hard?	20.6%
Q20--My friends wanted me to do something else - Reasons for NOT working hard?	11.5%
Q20--Started too late. Poor planning - Reasons for NOT working hard?	40.7%
Q20--I disliked the teacher - Reasons for NOT working hard?	16.3%
Q20--I got distracted at home- Reasons for NOT working hard?	36.9%
Q20--I forgot the assignment - Reasons for NOT working hard?	46.8%
Q20--The teacher was very disorganized - Reasons for NOT working hard?	16.8%

Q21. What your closest friends think and do.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Q21--What friends do - My friends make fun of people who try to do well in school	5.2%	12.6%	38.1%	44.1%
Q21--What friends do - My friends think it's important for me to do well in science at school	11.9%	45.1%	31.4%	11.7%
Q21--What friends do - My friends think it's important for me to be good in sports	12.5%	32.5%	39.1%	15.8%
Q21--What friends do - My friends think it's important for me to be placed in a high achieving class	12.4%	35.1%	39.3%	13.2%
Q21--What friends think - It's NOT cool to frequently volunteer answer or comments in class	4.2%	12.1%	51.9%	31.8%
Q21--What friends think - It's NOT cool to study really hard for tests & quizzes	3.4%	8.3%	49.0%	39.3%
Q21--What friends think - It's annoying when other students talk or joke around in class	9.7%	31.5%	42.9%	15.9%
Q21--What friends think - It's annoying when students try to get teachers of track	13.3%	36.3%	36.0%	14.3%

Q22. How IMPORTANT do your FRIENDS THINK IT IS TO:

	Very Important	Somewhat Important	Not too Important	Not at all Important
Q22--What friends think is important - Study hard to get good grades	50.4%	41.9%	6.1%	1.7%
Q22--What friends think is important - Participate actively in class	20.2%	48.8%	27.7%	3.3%
Q22--What friends think is important - Go to parties	28.8%	35.9%	29.6%	5.7%
Q22--What friends think is important - Continue their education past high school	66.3%	26.9%	4.9%	1.9%
Q22--What friends think is important - Go to one of the best colleges in the U.S.	35.9%	36.7%	21.5%	5.9%

Q23. How often have each of these things happened so far in this school year?

	Almost every day	About once a week	Once a month	Once/twice a term	Never
Q23--How often happened - My friends and I talked outside of class about things we learned in school	22.6%	36.2%	15.3%	13.1%	12.8%
Q23--How often happened - My friends joked around and annoyed the teacher	22.2%	30.7%	16.7%	15.1%	15.3%
Q23--How often happened - I didn't try as hard as I could at school because I worried about what my friends would think	3.5%	5.0%	6.1%	6.5%	78.9%
Q23--How often happened - My friends and I studied together (outside of class)	7.9%	22.9%	24.4%	20.5%	24.4%
Q23--How often happened - I was insulted, teased or made fun of to my face	8.0%	12.5%	12.6%	22.7%	44.2%
Q23--How often happened - Do you think you were insulted or made fun of behind your back	14.1%	17.1%	18.7%	27.3%	22.7%
Q23--How often happened - Someone threatened to hurt me at school	4.2%	5.7%	8.0%	14.9%	67.2%
Q23--How often happened - I was pushed, tripped or hurt by other student(s)	5.5%	6.2%	7.3%	15.8%	65.2%
Q23--How often happened - I cut a class or skipped school	6.4%	14.5%	14.8%	19.3%	44.9%
Q23--How often happened - I copied homework from another student	7.8%	19.3%	21.1%	25.8%	26.1%

Q24. During the 1st. year of middle or junior high school, the members of the most popular crowd (your gender) were:

	Percent
Q24--Popular crowd in MS - Smart	17.1%
Q24--Popular crowd in MS - Attractive	50.9%
Q24--Popular crowd in MS - Funny	53.0%
Q24--Popular crowd in MS - Self-confident	45.1%
Q24--Popular crowd in MS - Outgoing	43.2%
Q24--Popular crowd in MS - Tough	28.5%
Q24--Popular crowd in MS - Cool clothes	59.5%
Q24--Popular crowd in MS - Good in sports	42.7%
Q24--Popular crowd in MS - Attentive in class	19.5%
Q24--Popular crowd in MS - Not attentive in class	22.2%
Q24--Popular crowd in MS - Work hard for grades	21.6%
Q24--Popular crowd in MS - Make fun of those who study	15.4%
Q24--Popular crowd in MS - From same elementary school	21.8%
Q24--Popular crowd in MS - Not from same elementary school	34.3%

Q27. Which of the following courses have you taken since 6th grade?

	Percent
Q27-- Courses taken since 6th grade -- Band	22.3%
Q27-- Courses taken since 6th grade -- Theater	19.8%
Q27-- Courses taken since 6th grade -- Remedial math	23.6%
Q27-- Courses taken since 6th grade -- Remedial english	21.8%
Q27-- Courses taken since 6th grade -- Religion/ethics	11.8%
Q27-- Courses taken since 6th grade -- Intro computers	27.9%
Q27-- Courses taken since 6th grade -- Word processing	18.1%
Q27-- Courses taken since 6th grade -- Computer programming	15.7%
Q27-- Courses taken since 6th grade -- Other comp course	17.8%
Q27-- Courses taken since 6th grade -- Retail/distributive ed	1.0%
Q27-- Courses taken since 6th grade -- Shop/industrial arts	10.0%
Q27-- Courses taken since 6th grade -- Intro occupations	1.9%
Q27-- Courses taken since 6th grade -- Intro technology	6.7%
Q27-- Courses taken since 6th grade -- Construction occup.	1.2%
Q27-- Courses taken since 6th grade -- Auto mechanics	2.0%
Q27-- Courses taken since 6th grade -- Business	3.6%
Q27-- Courses taken since 6th grade -- Agriculture	4.2%
Q27-- Courses taken since 6th grade -- Medical careers	1.8%
Q27-- Courses taken since 6th grade -- Coop education	1.6%
Q27-- Courses taken since 6th grade -- Other Voc/Tech courses	5.2%
Q27-- Courses taken since 6th grade -- Other course #1	1.3%
Q27-- Courses taken since 6th grade -- Other course #2	1.1%
Q27-- Courses taken since 6th grade -- Other course #3	1.0%
Q27-- Courses taken since 6th grade -- Other course #4	1.2%

Q28. At any time since 6th grade, have you done any of the following?

	Percent
Q28-- Have done since 6th grade -- Gifted education	17.1%
Q28-- Have done since 6th grade -- Special education	4.3%
Q28-- Have done since 6th grade -- Bilingual education	11.2%
Q28-- Have done since 6th grade -- English as a 2nd language	7.8%
Q28-- Have done since 6th grade -- Tutored others	36.8%
Q28-- Have done since 6th grade -- School based enterprise	2.5%
Q28-- Have done since 6th grade -- Apprenticeship	4.1%
Q28-- Have done since 6th grade -- Work study	13.6%
Q28-- Have done since 6th grade -- Job shadow	5.1%
Q28-- Have done since 6th grade -- Program # 1	.5%
Q28-- Have done since 6th grade -- Program # 2	.6%

Q29. At any time since 6th grade, have you had a mentor or Big Brother/Sister?

	Percent
Q29-- Had mentor -- No	70.1%
Q29-- Had mentor -- Less than 6 month	10.4%
Q29-- Had mentor -- For a year	8.8%
Q29-- Had mentor -- For 2 years	4.8%
Q29-- Had mentor -- For 3+ years	6.4%

Q30. Which parent(s) or guardians do you live with during the school year?

	Percent
Q30-- Parents/Guardian live with -- Mother	89.0%
Q30-- Parents/Guardian live with -- Father	64.3%
Q30-- Parents/Guardian live with -- Stepfather	7.9%
Q30-- Parents/Guardian live with -- Stepmother	5.3%
Q30-- Parents/Guardian live with -- Other relative	9.8%
Q30-- Parents/Guardian live with -- Alone or with friends	1.1%

Q31. How many books are there in your home?

	0	0-10	11-24	25-100	100-250	> 250
Q31-- Number of books at home	8.5%	5.3%	8.6%	20.9%	19.7%	37.0%

Q32. Is there a Personal Computer at home that you have access to?

	Percent
Q32-- PC access - No	12.0%
Q32-- PC access - Yes, one	45.4%
Q32-- PC access - Yes, more than one	43.2%

Q33. What is your Race/Ethnicity?

	Percent
Q33-- Race - White	49.2%
Q33-- Race - Black	38.6%
Q33-- Race - Hispanic	18.4%
Q33-- Race - Asian	17.6%
Q33-- Race - Native American	11.0%

Q34. Are any of your six closest friends of a different race/ethnicity than yourself?

	Most	Some	None
Q34-- Friend other Race?	28.0%	57.2%	14.9%

Q35. How many brothers and sisters do you have?

	None	1	2	3	4
Q35 -- Number brothers and sisters ?	39.5%	24.3%	16.1%	8.5%	11.7%

Q36. Do your parents speak a language other than English at home?

	Percent
Q36 -- Language other than English spoken at home -- No?	59.9%
Q36 -- Language other than English spoken at home -- Seldom?	15.9%
Q36 -- Language other than English spoken at home -- Half the time?	9.1%
Q36 -- Language other than English spoken at home -- Mostly?	15.1%

Q37. What is the highest level you would like to go to in school?

	Percent
Q37 -- Highest level aspired -- Leave before graduating	.8%
Q37 -- Highest level aspired -- Finish high school	3.2%
Q37 -- Highest level aspired -- Technical certificate	.4%
Q37 -- Highest level aspired -- 2-year college degree	3.4%
Q37 -- Highest level aspired -- 4 year-college degree	19.4%
Q37 -- Highest level aspired -- 4 year-college degree + training	25.8%
Q37 -- Highest level aspired -- Post graduate degree?	35.7%
Q37 -- Highest level aspired -- Not thought about it	11.2%

Q38. What is the highest level of education completed by the parents or guardians you live with?

	Percent
Q38 -- MOTHER Highest level education -- Some or finished grade school	4.1%
Q38 -- MOTHER Highest level education -- Some high school	4.0%
Q38 -- MOTHER Highest level education -- Finished high school	9.9%
Q38 -- MOTHER Highest level education -- Some college	17.9%
Q38 -- MOTHER Highest level education -- 4-year college	18.0%
Q38 -- MOTHER Highest level education -- Beyond college	10.1%
Q38 -- MOTHER Highest level education -- Professional degree	28.4%
Q38 -- MOTHER Highest level education -- Don't know	7.6%

Q38. What is the highest level of education completed by the parents or guardians you live with?

	Percent
Q38 -- FATHER Highest level education -- Some or finished grade school	4.6%
Q38 -- FATHER Highest level education -- Some high school	4.1%
Q38 -- FATHER Highest level education -- Finished high school	12.6%
Q38 -- FATHER Highest level education -- Some college	13.8%
Q38 -- FATHER Highest level education -- 4-year college	16.1%
Q38 -- FATHER Highest level education -- Beyond college	8.5%
Q38 -- FATHER Highest level education -- Professional degree	30.7%
Q38 -- FATHER Highest level education -- Don't know	9.7%

Q39. When you apply for jobs after leaving high school, do you expect employers to ask about high school grades or ask to see a transcript?

	Percent
Q39 -- Employer interested in grades -- Never	8.7%
Q39 -- Employer interested in grades -- Seldom	12.5%
Q39 -- Employer interested in grades -- Sometimes	30.6%
Q39 -- Employer interested in grades -- Usually	30.2%
Q39 -- Employer interested in grades -- Always	18.1%

Q41. Do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Q41 -- In this school, getting better grades than others tends to make you less popular	7.3%	12.2%	55.4%	25.1%
Q41 -- I take positive attitude towards myself	28.5%	55.8%	11.6%	4.0%
Q41 -- Good luck is more important than hard work for success	5.1%	11.6%	51.8%	31.4%
Q41 -- People who accept their condition in life are happier than those who try to change things	13.9%	36.4%	37.4%	12.3%
Q41 -- It is best to live each day to the fullest and let tomorrow care for itself	20.4%	45.2%	29.3%	5.1%
Q41 -- I DON'T LIKE to do more school work than I have to	23.4%	47.5%	24.1%	5.0%
Q41 -- Even if I don't work hard in school, I can make future plans come true	10.5%	31.4%	44.3%	13.8%
Q41 -- I could do a lot better in school	26.7%	42.7%	24.9%	5.7%
Q41 -- My friends want me to study harder than I do	7.4%	25.1%	52.2%	15.3%
Q41 -- My friends DO NOT want me to study harder than I do	4.4%	13.7%	58.1%	23.8%
Q41 -- My friends DON'T ASK for help even if they need it	5.3%	18.7%	58.7%	17.3%
Q41 -- My parents DON'T PAY much attention to my grades	4.6%	10.1%	32.9%	52.4%

Q42. Which types of music do you listen to the most?

	Percent
Q42 -- Types of music listen to -- Classical	11.8%
Q42 -- Types of music listen to -- Country	4.0%
Q42 -- Types of music listen to -- Classic rock	9.1%
Q42 -- Types of music listen to -- Dance & techno	13.3%
Q42 -- Types of music listen to -- Jazz	14.9%
Q42 -- Types of music listen to -- Metal	8.5%
Q42 -- Types of music listen to -- Modern rock	27.6%
Q42 -- Types of music listen to -- Musicals	6.1%
Q42 -- Types of music listen to -- Pop	29.0%
Q42 -- Types of music listen to -- Salsa or latin	13.3%
Q42 -- Types of music listen to -- Rap/hip-hop	75.0%
Q42 -- Types of music listen to -- Rhythm & blues	23.1%

Berkeley Unified, CA (ID: 1125-1129; Ed-Excel Survey Fall 2000); all grades (cleaned data)

Q50-Q59 Additional Questions for Ed-Excel Assessment?

	A		B		C		D		E	
	Count		Count		Count		Count		Count	
Q50 -- Additional question #1	727	28.2%	911	35.3%	778	30.1%	149	5.8%	17	.7%
Q51 -- Additional question #2	1097	42.8%	792	30.9%	270	10.5%	193	7.5%	214	8.3%
Q52 -- Additional question #3	111	4.3%	403	15.7%	483	18.8%	813	31.7%	755	29.4%
Q53 -- Additional question #4	578	25.6%	801	35.4%	746	33.0%	136	6.0%		
Q54 -- Additional question #5	1316	52.2%	340	13.5%	349	13.8%	450	17.8%	67	2.7%
Q55 -- Additional question #6	1407	55.7%	810	32.1%	175	6.9%	78	3.1%	54	2.1%
Q56 -- Additional question #7	981	39.1%	472	18.8%	1008	40.2%	29	1.2%	16	.6%
Q57 -- Additional question #8	41	24.6%	36	21.6%	42	25.1%	27	16.2%	21	12.6%
Q58 -- Additional question #9	539	45.3%	232	19.5%	420	35.3%				
Q59 -- Additional question #10	52	2.7%	1907	97.3%						