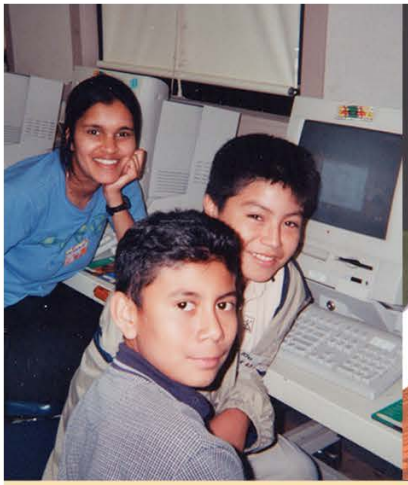

University-Community Links To Higher Learning

Annual Report 2005-2006

UC Links

University-Community

Links

To Higher Learning

Annual Report
2005-2006

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University-Community Links (UC Links): 2005-'06 Sites List [25 total]

UC Berkeley

Glynda Hull (Education) – 3 sites
- DUSTY Program, Hoover Elementary (Oakland)
- DUSTY Program, Cole Middle School (Oakland)
- DUSTY Program, Castlemont High School (Oakland)

Ruth Tringham, Margaret Conkey, Kent Lightfoot (Anthropology) – 1 site
- Expedition, Roosevelt Middle School (Oakland)

Deborah McKoy, Harrison Fraker (City and Regional Planning) – 2 sites
- Y-Plan, BEST & EXCEL McClymonds Educational Complex (Oakland)
- Y-Plan, Emeryville Unified Secondary School (Emery)

UC Irvine

Suzanne Charleton (Education) – 1 site
- The Cosmic Dimension, Wilson Elementary School (Costa Mesa)

Sue Cronmiller (Education), Jim McMichaels (English) – 1 site
- UCI Poetry Academy, El Sol Elementary School (Santa Ana)

UC Los Angeles

Kris Gutierrez (Education) – 1 site
- Las Redes, Moffett Elementary School (Los Angeles)

UC Riverside

Sharon Duffy (Education) – 1 site
- The Cybrary Connection, Riverside Eastside Public Library (Riverside)

UC San Diego

Mike Cole (Communication, Psychology) – 4 sites
- La Clase Magica, St. Leo's Mission (Solana Beach)
- The Fifth Dimension, Torrey Pines Elementary School (San Diego)
- The Fifth Dimension, Polster Boys and Girls' Club (San Diego)
- The Fifth Dimension , Mission Elementary School & Mira Costa College (Oceanside)

Olga Vasquez (Communication) – 6 sites
- Mi Clase Magica Head Start, St Leo's Mission (Solana Beach)
- La Clase Magica – Orange Place (Escondido)
- Mi Clase Magica y La Clase Magica, Bayside Elementary School (Imperial Beach)
- Pauma Elementary School (Valley Center, Pauma Indian Reservation)
- Tackle Program (San Pasqual Indian Reservation)
- Mi Clase Magica – La Casa Familiar (San Ysidro)

UC Santa Barbara

Richard Duran, Betsy Brenner (Education) – 2 sites
- Club Proteo, Goleta Boys and Girls' Club (Goleta)
- Parents, Children and Computers Program (Isla Vista)

CSU Long Beach

Alex Fey, Michael Godfrey (Computer Science) – 1 site
- Long Beach BLAST, Washington Middle School (Long Beach)

CSU Sacramento

Lynda Stone (Child Development) – 1 site

• The Magical Web, Deterding Elementary School (Carmichael)

Whittier College

Don Bremme (Education) – 1 site

• The Fifth Dimension, Whittier Boys & Girls' Club (Whittier)

UNIVERSITY OF CALIFORNIA
Student Academic Preparation and Educational Partnerships (SAPEP)
Annual Performance Report for AY/FY 2005-06

University-Community Links (UC Links) To Higher Education

SECTION I: EXECUTIVE SUMMARY

1. **Please provide a brief, one page description of your program. Describe: 1) your program's purpose and mission, 2) program goals and objectives, and 3) the extent to which you have implemented program activities to meet these purposes and goals.**

Purpose and Mission: UC Links is a multi-campus, intersegmental faculty initiative, linking community, school, and university partners in a network of after-school programs that provide academic preparation activities for K-12 youth, while offering quality educational opportunities for university students. The primary mission of UC Links is to close the achievement gap earlier in the academic pipeline, by providing academic preparation activities that build basic literacy, information literacy, English fluency, and overall academic preparation for elementary and middle school students, so that they are academically prepared for success in high school and college. An associated mission is to prepare undergraduate students for graduate and professional training. To accomplish this second mission, university faculty teach academic courses that place their students in practicum field training at after-school programs in local schools and communities. University students enrolled in these courses work with K-12 children in a variety of guided learning activities designed to promote literacy, math, science, and computer skills, as well as collaborative behavior and college-going identities.

Goals and Objectives: UC Links has several goals and objectives, but for the purpose of this report, we are reporting on the goals most relevant to SAPEP. (1) Increase the number of active K-8 program participants who are academically prepared to enter and successfully complete the "a-g" course pattern; (2) Increase the number of undergraduates who matriculate into graduate and professional schools; (3) Build a college-going culture and facilitate, from the early stages of the academic pipeline, an increased flow of qualified students ready to enter higher education. UC Links focuses primarily in the early stages of the K-12 pipeline in order to increase the number of California youth who are academically prepared to *enter* and complete the "a-g" high school course pattern. In this way, UC Links intervenes early, before students fall far behind, and thus serves to increase the pool of students who are academically prepared for high school completion and college entry. As a collaborative intersegmental program, UC Links also encourages and prepares university students to go on to graduate and professional schools, and in the past two years has begun to collaborate with community colleges to prepare CCC students for transfer to 4-year higher education institutions.

Implementation and Outcomes: In 2005-06, 17 UC Links faculty operated 25 program sites, which implemented a broad range of after-school teaching and learning activities designed to

accomplish the above mission and goals. Appendix A shows the range of these sites, their 45 feeder schools, and Appendix B shows the demographics of the student populations served (predominantly from low-income families). UC Links served 3,153 K-12 students and 802 undergraduates (37 graduate students) in 2005-06. Activities at these sites are structured through the content areas of history, English language arts (reading, writing, communicating), mathematics, science, and visual/performing arts.

Since SAPEP goals were established in 2005, UC Links programs have collaborated closely with partner schools and community organizations to try to secure available school data to indicate the success of these activities in promoting the academic preparation of participating students. These data indicate that participating children develop the knowledge and skills, especially in the area of English Language Arts and Math, needed to transition to higher levels of academic competency, as measured by students who score at Proficient or Advanced levels on STAR tests. Data in Appendix B show demographics of the student population served. The tables in Appendix C indicate that at the underperforming schools served by UC Links sites, students are scoring as Advanced and Proficient in Math and English Language Arts at higher percentages than demographically comparable elementary and middle schools (17 out of 23 elementary schools served, and 5 out of 7 middle schools served). In addition, at 11 out of 23 elementary schools served, these percentages have increased from 2005 to 2006. These results suggest the success of the collaboration between UC Links after-school programs and their school and community partners in increasing the literacy and basic academic preparation of participating students for higher learning.

SECTION II: NARRATIVE INFORMATION

1. Briefly describe how your project is furthering the SAPEP mission:

> SAPEP Mission: "The goal [mission] of the University of California's Student Academic Preparation and Educational Partnerships programs is to work in partnership with K-12, the business sector, community organizations and other institutions of higher education to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline so that a higher proportion of California's young people**,** including those who are first generation, socioeconomically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace." *Student Academic Preparation and Educational Partnerships Accountability Framework, p. 2.*

A collaboration between UC, CSU and other university campuses, together with local school and community organizations, UC Links works to prepare participants academically to enter the a-g course pattern when they reach the appropriate grade level, especially targeting literacy and English language arts skills by fostering their interest in attending college, builds their self-confidence and problem-solving skills, and increases their academic preparedness. The program addresses the preparation of elementary and middle school students (and in 2005-06 students at three high schools) and develops the basic academic skills and competencies and attitudinal

focus that will enable them to enroll in secondary school courses that prepare them to attend college.

Working with students near the beginning of the K-20 pipeline, UC Links furthers the SAPEP mission in five ways. First, university-community collaboration: UC Links implements a sustainable inter-institutional collaborative approach, linking university campuses with local schools and community organizations to improve the academic outcomes and positive motivational inclinations of K-12 students in low-income communities and low-performing schools. Second, guided after-school academic-preparation activities: UC Links provides low-achieving students with sustained informal yet purposeful learning activities, guided by trained undergraduate and graduate students, to develop a range of fundamental literacy skills as they engage in both computer-mediated and hands-on activities and communications. At most sites, these activities are structured through the content areas of history, English language arts (reading, writing, communicating), mathematics, science and visual/performing arts. Third, innovative content-based resources and curriculum: UC Links exposes participating students to academically rich, complex curricular materials, resources, and activities that encourage increasingly mature, critical thinking. In response, student writing increasingly reflects advanced levels of reading comprehension and literary analysis. Fourth, support for building literacy and English language arts: UC Links provides guided assistance with reading and writing and the production of finished written and multi-media products, enabling the children to develop literacy competencies, as they are simultaneously developing formative competencies in subject areas related to the a-g pattern. Fifth, support for technology and literacy skills of the 21st Century: UC Links provides opportunities for children to explore new technologies, thus building not only their facility with the technologies, but also developing their ability to use new technologies effectively for higher order thinking and complex instructional activities. This aspect of the program is especially important in preparing children who might have little access to these technologies in or out of school.

In 2005-06, 17 UC Links faculty operated 25 program sites working to raise the educational achievement of underserved students from low-income communities through homework assistance, tutoring, and other formal and informal learning activities. The statewide programs served 3,153 K-12 youth, linked with 801 undergraduate students, 37 graduate students, and 73 community college students. Of the 3,153 K-12 students, 70.8 percent (2,235) were Latino or Hispanic, 14 percent (445) were African American, and 3.3% (105) were Southeast Asian or Asian students (see Appendix B). UC Links program activities extend these students' daily time on both formal and informal academic learning tasks and prepare them for successful entry into the "a-g" college preparatory course curriculum and ultimately for postsecondary education. UC Links programs also create a college-going culture for the students they serve. Motivation and interest in attending college, and information about college, is provided for participating students through daily mentoring and instruction of students by trained and supervised college undergraduate (801) and graduate students (37). The UC Links program offers these university students quality teaching, curriculum, and practicum training in a variety of disciplines and prepares them academically to pursue higher levels of university training in graduate schools and professional schools.

2. What aspects of your program do you think are most successful (have the greatest impact) in achieving the SAPEP mission? Why?

UC Links sites have been most successful in two areas: (1) , program sites have shown success in providing academic preparation for K-8 youth, especially in the areas of basic literacy and computer literacy skills, and English Language Arts in general; (2), sites have been successful in preparing greater numbers of undergraduates from diverse backgrounds to continue on to graduate training and professional schools, including teacher credentialing programs.

At the K-12 level, the program is particularly effective in working with K-12 English language learners after school, and in helping prepare them for greater understanding and academic competence in the classroom. Most sites have been successful in showing that participating children develop the knowledge and skills, especially in the area of English Language Arts and Math, needed to transition to higher levels of academic competency, as measured by students who are better able to take standard-based exams successfully. The graphs in Appendix C indicate that at most schools served by UC Links sites, especially at the elementary school level, students are scoring at Advanced and Proficient in Math and English Language Arts at higher percentages than students at demographically comparable elementary schools. These graphs also show that these percentages have generally increased from 2005 to 2006. For example, at UC Links sites serving students at the elementary grade levels, the 2006 CST (STAR) test scores for 17 out of the 23 elementary schools with UC Links sites were higher than demographically comparable schools. At UC Links sites serving middle-school students, 5 out of 7 schools' eighth-grade Math and English scores were higher than at demographically comparable schools. Of the K-12 students for whom data were available from school partners (all low-performing schools serving socio-economically disadvantaged student populations), 59 percent (364 out of 616) scored at or above grade level. As of 2005-06, three former UC Links students have succeeded in gaining admission to UC Berkeley.

The content of formal and informal learning activities together with the routine practices of self-reflection about learning strategies, promotes a broad range of academic domain content – the content that is typically found in standardized tests – as well as test taking skills. UC Links sites address academic preparation and opportunity in three ways. First, they provide low achieving children with sustained engagement in after-school activities that promote content learning and complex thinking; the after-school site helps promote children's confidence and competence in academic pursuits. Second, participation in the after-school program in many cases ensures that low-achieving students interact with their more academically accomplished peers. When children of differing abilities interact and construct knowledge together, each child's learning strategies, content understandings, and inclinations to engage in challenging or complex tasks becomes a model and a resource for other participants. Third, UC Links connects underserved children with college students. Interaction with undergraduates provides children with on-going opportunities for developing larger vocabularies, more advanced cognitive strategies and skills, and flexible approaches to learning tasks. Additionally, undergraduates promote children's problem-solving skills. This process helps develop a motivational orientation crucial for low-achieving children to improve their academic standing and contributes to their development of a positive self-concept about academic endeavors. Work with undergraduates also provides opportunities for children to gain practical insight into the possibilities of college life. These insights also help children develop a sense of self as a student who is college bound.

UC Links is also highly successful in it second goal of providing quality undergraduate and graduate education. A relatively high proportion of UC Links undergraduates decide to matriculate into graduate and professional school (especially Teacher Education programs and Graduate Schools of Education) as a result of their experience in UC Links coursework and program participation. Out of 288 undergraduate seniors in UC Links classes for 2005-06 (out of a total of 802 undergraduates), 83 per cent (240) were reported to be applying to graduate programs or professional schools, 162 were reported admitted, and 49 UC Links undergraduates were known to be enrolling in graduate and professional programs, with an additional number estimated to reach a total approximating the 162 admitted (see Section IV).

3. What challenges have you encountered in reaching the SAPEP goals from the SAPEP Accountability Framework and how have you addressed these problems?

UC Links has faced a number of major challenges in 2005-06. In the area of evaluation, the challenges are: gaining access to school test score data; securing campus IRB (Human Subjects) approval in a timely way, in order to be able to collect K-12 student data; collecting methodologically sound evaluation data in a voluntary program; and gaining access to community-college student data. In the area of program development and sustainability, the challenges are: working with the most academically needy students in low-performing schools in economically unstable communities; supporting the significant costs of inter-institutional collaboration (insufficiently covered by UC Links funding and supplementary and in-kind funding); forging sustainable collaborative connections between four-year universities and two-year community colleges. As to the latter challenges, UC Links programs continue to grapple with these hard issues with their local school and community colleagues.

Regarding the challenges of standardized evaluation, gaining access to individual student performance data from low-performing schools which in many cases are undergoing reorganization at both the school and district levels, represent an especially formidable challenge. As a result of long-term, deep collaborative connections with schools at which sites are located, some UC Links programs have been able to secure basic school data. However, within the limited time frame of the SAPEP reporting period, securing the data from school administration remains somewhat problematic: in some cases, the schools (almost all of them low-performing schools) have themselves not adequately collected the data; in others, these schools are reluctant to share their data even with long-term university partners. Even with close collaborative relationships, obtaining this data requires both successive administrative meetings and significant staff time, on the part of both school and university personnel, to negotiate the procuring of the precise data needed. To date, the technical process of extracting demographically matched sets of students from school data, for comparison with that of the participating UC Links students attending those schools, has proved problematic for university and school staff working closely together to secure data within the present reporting time frame.

Another challenge in the attempt to secure student test score data lies in the necessity of university researchers to meet the rigors of their campus Human Subjects review, in order to do the research necessary to secure the student data. Again, this is a time-consuming administrative

process which slows down the ability of UC faculty and staff to secure the basic data required, in order to use test scores as an indicator of gains in students' performance. UC Links Principal Investigators and Site Coordinators are continuing to grapple with these challenges on a year-to-year basis. Working closely with school district and school administrators and their staff, they are endeavoring to lay the collaborative foundation for successfully securing this comparative data in the course of the current school year. Despite these challenges, several sites, have been successful in comparing gains in student test performance for schools served by UC Links from 2004-05 to 2005-06; although of course this does not demonstrate that those changes took place as a result of the after-school program alone, they do suggest that the ongoing collaboration between teachers and staff after-school and in-school has led to school-wide change in students' test scores.

A final extremely difficult challenge related to evaluation is acquiring community-college data as to their students' continuing on to four-year colleges, is limited by CC's own difficulty in securing that data. A related, and even more difficult challenge, involves working collaboratively with community colleges, a goal established for UC Links by SAPEP which does not directly pertain the te UC Links model, although some sites have taken it on. This proves difficult because of varying academic calendars and course scheduling procedures and differing administrative processes for decision-making and resource allocation, which limits the ability of UC Links faculty and staff from aligning UC Links courses and after-school activities with their faculty and staff colleagues at community colleges.

4. Describe how your program selects its target populations of students and/or schools/colleges/communities.

UC Links sites do not pre-select or target the students who participate in their after-school activities. Program sites are created by university faculty and staff establish in collaboration with local schools or community organizations, in order to serve children attending low-performing schools in low-income neighborhoods. The active support of school administrators, teachers, and/or community leaders or groups is a key element in site selection, to ensure program sustainability. In general, sites have been collaboratively selected on the basis of such indicators as neighborhood poverty, the relative lack of existing after-school resources for youth, and student demographics. In addition sites are selected because the standardized test scores for literacy and English languages skills are disproportionately low among the students in the schools and communities served, and because the students' access to technological and other education resources is relatively low. In particular, sites have been established by university and community partners where the schools are assessed by local districts as serving a predominantly socio-economically disadvantaged student population and where there are high percentages of children on free-lunch programs (see Appendix A). Out of 25 sites, 24 are located in schools and community organizations serving high percentages of English Language learners living in extremely low-income communities. At several sites, school administrators and teachers refer to the after-school program those students whom they assess as needing additional academic preparation and attention. However, most UC Links sites have open enrollment to students from the school or community being served.

In short, UC Links program sites accept all students who show up to participate in the program, usually within a specified range of ages or grade levels, as agreed upon by the local school, community, and university collaborators involved. Within these parameters, working parents often place their children in UC Links programs, to ensure that they have a safe place to be until their parents get off work. In most cases, the policy of open enrollment ensures that the student population in the after-school program is directly representative of the local student population being served. It also provides for a situation in which the participating students are of variable achievement levels, although the vast majority of participating students are achieving below grade level (in many cases, they are performing more than one year below their grade level) when they enter the program. The interaction of lower and higher achieving students – guided by their university student mentors – serves to break down stereotypes about each other, to learn from each other, and to acquire new academic preparation strategies from each other.

5. **Describe how your program has functioned as a change agent in the schools, community colleges, other IHE's, and/or communities it serves. Please also discuss how your program collaborates with other UC SAPEP programs and other academic preparation programs.**

UC Links serves as a school change agent in four ways: (1) direct services to students through after-school academic and social support; (2) innovative curriculum development and program design; (3) technology and infrastructure development and technical assistance; and (4) teacher professional development. In collaboration with local schools and community organizations, UC Links provides sustained services directly to students over the school year. Through engaging educational activities and interactions with university students as role models throughout the school year, UC Links helps school and community colleagues build local children's social confidence and academic competence and helps participating schools create an academically-oriented, college-going culture among its students. It also helps improve classroom behavior and performance, and in many cases, helps increase participating schools' overall performance on standardized tests. For example, at the UC Links program at Pauma Elementary School (on the Pauma Indian Reservation), a significantly higher percentage of fifth graders score at Proficient and Above levels in English and Math than at demographically comparable schools.

Working in collaboration with local community members and school teachers, UC Links faculty and their students also co-construct innovative curricular materials, resources, and activities specifically designed for the children and youth in particular programs. These resources and activities draw on the social, cultural, and linguistic backgrounds of local students, and build on their academic circumstances when they enter the program. These innovations are developed and tested out in the after-school program, then often adapted by teachers for in-class curriculum units and activities. Also, by conducting after-school assessments of individual students' English language literacy, math literacy, and information literacy, UC Links provides the basis for the development and adaptation of age- and grade level-appropriate materials and pedagogical strategies for the children and youth served.

UC Links faculty, staff, and students have also been instrumental in helping schools to improve their technological and infrastructural resources and to extend access to these resources for more students in the school. In particular, UC Links programs help schools in the upgrading of

computer hardware and software used for instructional purposes. This work also has implications for increasing schools' facilities and electronic capacities – an especially important function for low-performing, resource-poor schools serving socio-economically disadvantaged students. For example, at Roosevelt Middle School in East Oakland, the UC Links program was instrumental in securing new computers for the school, in successfully petitioning the school district for general upgrading of the school's electrical system, in bringing in both volunteer and hired technical support professionals to network the schools new computers, and in securing new educational software for use both after school and in class.

UC Links also works closely with teachers in the schools it serves. This ongoing collaborative work provides important meaningful professional development opportunities for teachers. It enables teachers to observe and participate in activities after school with their students, in the development of new teaching and learning activities specifically appropriate for the students they teach. It provides opportunities to increase their technical knowledge of computers and software, and to explore the academic potential of these resources for their students. It also provides the vehicle for more teachers to become comfortable with and adept at using the school's computer facilities productively. Finally, working with their students in the after-school program, teachers observe competencies that they did not previously know their students had and develop more effective social connections with them. In this way, UC Links enables teachers to raise their expectations for their students and to recognize how to make use of their student's sometimes hidden talents. For example, at the Las Redes UC Links program at Moffett Elementary School in Los Angeles, several teachers began to observe changes in the social behavior and classroom performance of their students who attended the after-school program. As a result, UC Links and these teachers initiated an ongoing activity in which teachers themselves participated in the after-school program with the results cited above.

6. Aside from the SAPEP goals your program selected, what other goals does your program pursue, and to which agency is this information reported?

UC Links has been successful in obtaining a number of grants from local, state, and national public and private funding agencies (see Question 7, below); however, the goals of these agencies are generally consistent with SAPEP goals. Other funding agencies generally focus more specifically on other goals, such as the development of accountability measures focused on student gains in basic literacy, computer literacy, and future aspirations. UC Links sites respond to these goals in the following ways: faculty and staff have developed several literacy-oriented assessment tools, including the UC Links Reading Assessment (being implemented in 2006-07), and the UC Links rubrics for assessing student writing and computer literacy, viewable in the "Resources" section of the UC Links website at http://uclinks.org. UC Links has also developed assessment tools for measuring attitudinal change and gains in college and career aspirations.

7. Describe your program's success at leveraging funds or resources in support of K-12 and community college education. Types of resources might include: a) financial resources, including matching funds; b) technical expertise including collaborative grant-writing or exchange of staff or personnel; c) other in-kind contributions, including the use of facilities, supplies or services.

UC Links has had notable success at leveraging funds and resources from a variety of sources. (a) UC Links sites have secured a number of grants, totaling $686,782 – funds that closely approximate the total of core funding UC Links received from the state for 2005-06. This total includes: $13,000 from community-based organizations such as the Kiwanis and the YMCA; $10,010 from businesses such as Verizon; $5,000 from local governments; $24,000 from community colleges; $289,000 from federal grants such as GEAR-UP, Twenty-First Century, and America Reads; and $213,000 from private foundations such as the B.C. McCabe Foundation, the Stuart Foundation, and the Gilbert Foundation; $57,772 from UC campus awards to local program sites; and $45,000 from other private sources. (b) Among the kinds of technical expertise leveraged was grant writing assistance, technical support for computers, and after-school consultation and support from community organizations staff and K-12 teachers working as program coordinators and assistants. (c) UC Links sites benefited substantially from other in-kind contributions. In particular, schools' and community organizations' contributions of facilities, including: computer labs and computers; classroom or other physical space for hands-on, recreational, and tutorial activities; full- or part-time salaries for program coordinators; supplies, utilities, and technical support for computers; and campus support for courses associated with sites and graduate student instructional and research assistants to support principal investigators' courses and research; and costs of fingerprinting undergraduate mentors.

7a) Please report on total amount of funds raised for the 2005-06 academic year and for the short term (e.g., next three to five years).

The total amount of additional non-core funding raised for 2005-06 is $686,782.

8. Please provide any additional information about your program that you think would be helpful to UCOP in understanding the contents of your annual report.

Academic preparation for higher education involves a complex array of social, cultural, economic, personal, and inter-personal factors and enablers. These factors, along with English literacy, combine to provide a major advantage to students whose parents or relatives went to college, who are surrounded at home by books and other educational resources, who are raised with the expectation that they can succeed in school and college, and who can afford professional tutoring to increase school performance. Without this aggregation of factors in place, many California children and youth struggle in school from the early elementary grades onward. UC Links after-school programs directly address these issues for the large numbers of socio-economically disadvantaged children living in California.

UC Links occupies a distinctive niche among the University's SAPEP programs. It primarily serves elementary and middle school students from low-income families. Many of these students are English Language Learners, at the earlier stages of their academic development, and very few have parents or any relatives who have attended college or university. UC Links serves not only students who are already performing adequately or well in school, but also (and in fact primarily) serves students who are struggling and performing poorly in school. UC Links provides a broad range of curriculum materials and resources that are both challenging and motivating, thereby enabling struggling students to gain a sense of confidence and power over their own learning and to see themselves as bright, intelligent learners – confident, competent, and stimulated to perform at higher levels in academically oriented activities both after school and in school.

When they enter UC Links, most student participants are performing a year or more below grade level, and have become disengaged from academic pursuits. To re-engage them in the path to higher learning, UC Links brings them together with university students, who help guide them through a variety of exciting age-appropriate learning activities, help them with homework, and offer sustained social support and role modeling for personal growth, as well as successful academic preparation and performance. Direct links and ongoing relationships with successful college students enables these children to see themselves reflected in the eyes of their older peers, and gives them the chance to talk about learning and life with students who have mastered the educational process. The program works strategically with individual students to gain their trust and interest, and to improve their confidence and competence, both socially and academically.

For English language learners, UC Links increases their language arts knowledge and skills significantly in a relative short time. UC Links keeps many of these underserved youth from choosing to give up school and drop out in despair. In a number of schools where UC Links programs exist, school attendance has increased and suspension rates have dropped. UC Links helps re-engage these students in academic pursuits, both in and out of school, and helps to increase their performance. Through these early interventions, UC Links enables more of California's youth to enter high school prepared for the a-g course pattern and the path to college. In addition, UC Links provides opportunities for children to explore new technologies, thus building not only their facility with the technologies, but also developing their ability to use new technologies effectively for higher order thinking and complex instructional activities. This aspect of the program is especially important in preparing children who might have little access to these technologies in or out of school.

In the process of serving these youth, UC Links also has developed a key strategy for the University's engagement with local communities and schools. UC Links has built up a statewide and indeed international network enabling university faculty, staff, and students to collaborate on a sustainable basis with both K-12 colleagues and community leaders in the areas of innovative curriculum development, teacher professional development, and research.

SECTION III: DEMOGRAPHIC DATA

1. **Demographic Data:** Please complete the following tables requesting demographic data on participants.

   A. Students Served: Please complete the following table indicating the number of students served by your program.

	Number of Participants
Actual number of participants during the reporting period (*i.e.,* number of students served)	3,153

   B. Participant Distribution by Ethnic Background: The following table regarding the ethnic background of participants is not mandatory, but is extremely helpful. These race/ethnicity categories are defined as follows:

Ethnicity	Number of Participants
American Indian or Alaska Native	20
Asian	105
Black or African American	445
Hispanic or Latino	2,235
White	312
Native Hawaiian or Other Pacific Islander	16
Other or Unknown	20
Total	**3,153**

   C. Participation by Gender: Complete the following table regarding gender of participants.

Gender:	Number of Participants
Male	1,587
Female	1,566
Unknown	0
Total Students Served	**3,153**

D. Participant Distribution by Grade: Please complete the following table indicating the number of participants in each grade.

Grade Level	Number of Participants
K-4	1,678
5	518
6	269
7	160
8	72
9	115
10	126
11	78
12	135
Community College	74
Four-Year Undergraduate	728
Graduate	37
Unknown	2
Total	**3,992**

E. Participants with Limited English Proficiency (English learners): Please complete the following table indicating the number of participants with Limited English Proficiency (English learners) served by your program during the reporting period.

	Number of Participants
Participants with Limited English Proficiency (English learners)	1,415

2. Participating Schools or Colleges:

a. Please complete the following table indicating the number of K-12 schools, post-secondary institutions, and community agencies served by your program. A participating school/college/agency is a partner in which program services are provided.

Type of School/College/Agency	Number of schools/colleges/agencies
Pre-K	4
K-5	12
K-8 (excluding K-5 listed above)	18
Middle Schools (excluding K-8 listed above)	6
High Schools	7
California Community Colleges	3
4-year colleges/universities	9
Other postsecondary institutions	0
Community agencies/CBOs	14
Other	0
Total Number of Schools/Colleges/Agencies	**73**

b. **Attach a .csv file containing a list of all the K-12 schools and/or community colleges participating in your program.** The list must include the following fields for each school/community college:

- Name of School/Community College
- CDS Code (available at: http://www.cde.ca.gov/re/sd/)
- City

3. Services Provided to Students: Please identify the types of services provided to students by indicating the number of students who received that service.

Type of Service	Number of Students Who Received the Service
Tutoring/homework assistance	2,590
Academic enrichment/supplemental learning	3,153
Mentoring	3,153
Counseling/advising/academic planning/career counseling	582
College visit/college student shadowing	677
Standardized test preparation/study skills development	488
College Application assistance/financial aid assistance	49
Educational field trips	436
Cultural events	204
Other (please specify): working with parents (12), tech skills/computer literacy (346), digital video & music editing (168), publications (106), multicultural education (250).	882

4. Services Provided to Parents: Please identify the types of services provided to parents and guardians by indicating the number of parents and guardians who received that service.

Type of Service	Number of Parents/Guardians Who Received the Service
Workshops on college preparation/financial aid	0
Workshops on academic preparation	0
College visits	30
Family events	126
Other (please specify): community presentations (16), family literacy (13), CAHSEE prep (12), poetry/photography presentations (200), computer training (33), English lessons (13), parental assistance re children's education (60).	347

5. Services Provided to Teachers: Please identify the number of teachers receiving professional development.

Type of School	Number of Teachers Who Participated in Program-sponsored Professional Development
Pre-K	5
K-5	10
K-8 (excluding K-5 listed above)	0
Middle Schools (excluding K-8 listed above)	9
High Schools	9
California Community Colleges	0
4-year colleges/universities	0
Other	0
Total Number of Teachers	**33**

6. Services Provided to Schools: Please identify the types of services provided to schools by indicating the number of schools that received that service. If the listed service is not offered, leave the field blank.

Type of Service	Number of Schools That Received the Service
Curriculum development	5
School reform efforts	7
Professional development	7
Technology development/assistance	17
College preparation activities (school-wide)	5
Research and evaluation	16
Resource development	8
Other (please specify): CAHSEE prep (3), publications (1)	4

SECTION IV: SAPEP OUTCOMES

1. SAPEP Goals and Indicators: Please list your SAPEP goals and indicators in the table below, activities that have taken place, baseline data, results thus far, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). ***You may have multiple indicators for each goal – if so, please report on each indicator separately***. You may extend this table on to another page as needed.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted.	Indicators: List the indicator(s) on which the goals are measured.	Objectives: Identify the objective you plan to pursue in meeting the goal. Include 2004-05 baseline data if available.	Activities: List the activities that have been conducted to meet the objective.	Results: What progress have you made in reaching the objective?	Actions required: What changes (if any) are you planning to make in order to meet your SAPEP goals?
1. Increase the number of active K-8 program participants who are academically prepared to enter the a-g course pattern.	a) CST (STAR)-English Language Arts (ELA) b) CST (STAR)-Mathematics c) Test score comparisons between UC Links schools & demographically similar schools.	a) Increase number of students for whom test score data are available from schools. b) 70% of participating students for whom data are available will perform at or above grade level on indicators. c) Increase number of UC Links school sites scoring higher than demographically similar schools.	a) Interactive projects building vocabulary & literacy skills b) Homework assistance c) Computer-based interactive activities (digital storytelling, digital music creation, etc.) d) Regular collaborative writing exercises	a) Number of students for whom data are available has increased from 411 in 2004-05 to 616 in 2005-06. b) 59% of participating students for whom data are available performed at or above grade level. c) Test data from most UC Links school sites show higher scores than at demographically comparable schools.	a) Continue to work with schools to collect required data. b) Continue to facilitate IRB (Human Subjects) approval on UC campuses. c) Improve data collection on participating students' subsequent a-g involvement & participation. d) Implement UC Links reading assessment for

					participants.
2. Increase the number of program participants who matriculate into graduate & professional schools.	Data on undergraduates applying, admitted, & enrolled in graduate & professional programs.	70% of participating undergraduate seniors will apply, be admitted to, & enroll in graduate & professional programs.	a) Challenging course content relevant to after school sites & student populations served. b) Practicum field experience related to the academic discipline taught. c) Mentoring by faculty & graduate students.	Have shown success in increasing percentage of undergraduate seniors applying to graduate & professional programs (83%, or 240 out of 288 graduating seniors).	Improve data collection on career paths of graduating undergraduates.

2. On the following eight (8) tables, ***fill in only those tables that specifically pertain to the Accountability Framework goals for which your program has been approved***. The UC Links Program was accountable for goals 1, 5, and 8.

If the data for one or more of your goals or indicators are unavailable, please explain why in the Explanatory Notes section at the end of the APR.

Goal 1: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.	**Indicator**		**Number of 12th Grade Participants (2005-06)**	**Number of 12th Graders Completing 'a-g' Course Pattern**
	Number and percent of participants who complete 15 'a-g' units with a grade of C or better by the end of 12th grade		135 (data available for 2)	2
	Indicator		**Number of 10th Grade Participants (2005-06)**	**Number Completing Algebra 1 by beginning 10th grade**
	Number and percent of participants who complete Algebra 1 by the beginning of 10th grade		126 (data available for 9)	9
	Indicator	**Grade Level**	**Number of Participants by Grade Level (2005-06)**	**Number Scoring At or Above Grade Level in Tests**
	Number and percent of participants academically prepared to enter and successfully complete the 'a-g' pattern, evidenced by scoring at or above grade level in standardized tests or pre-post student assessments	K-8	2,697* (data available for 616) *see Section IV for grade level breakdowns)	364 (out of 616)
		9-12	456* *see Section IV for grade level breakdowns)	Data unavailable (see explanatory note)

Goal 5: Increase the number of program participants who matriculate into graduate and professional schools.	**Sub-Program Name**	**Indicator**	**Number of Participants (2005-06)**	**Number Applying to Grad/Prof Program**	**Number Admitted to Grad/Prof Program**	**Number Enrolled in Grad/Prof Program**
	Law Programs	Number and percent of participants who apply to and are admitted to a grad/professional degree program				
	Medical Programs	Number and percent of participants who apply to and are admitted to a grad/professional degree program				
	Summer Research Institutes	Number and percent of participants who apply to and are admitted to a grad/professional degree program				
	UC LEADS	Number and percent of participants who apply to and are admitted to a grad/professional degree program				
	Other, specify UC Links	Number and percent of participants who apply to and are admitted to a grad/professional degree program	802 (288 seniors)	240 (out of 288)	162	49 known (estimated total = 160)

Goal 8: Increase the number of students from California Community Colleges who are transfer ready.[1]	**Number of CCC Participants (2005-06)**	**Number Completing Transfer Math by End of 3rd Year**	**Number Completing Transfer English by End of 3rd Year**	**Number Completing 30 Transferable Units by End of 3rd Year**	**Number Who are Transfer-Ready***
	74	Data unavailable (see explanatory note)	Data unavailable (see explanatory note)	Data unavailable (see explanatory note)	Data unavailable (see explanatory note)

Explanatory Notes: If needed, please provide any explanatory notes regarding the data submitted in Sections III or IV (e.g., if data were not available, please explain why).

1. See narrative response to Question #3 for challenges to data collection at K-12, undergraduate, and community college levels.

2. Goal 1: Total number of 12th grade participants for 2005-2006 was 135; however, data were available for only 2 students. The high schools served were low performing schools; it was not possible to obtain data from these schools during the time frame of this report.

3. Goal 1: Total number of 10th grade participants for 2005-2006 was 126; however, data were available for only 9 students. The high schools served were low performing schools; it was not possible to obtain data from these schools during the time frame of this report.

4. Goal 1: Total number of K-8 participants was 2,697; data were available for 616 students, out of which 364 scored at or above grade level. Again, data were very difficult to obtain from these low-performing schools.

5. Goal 1: Total number of 9-12 students was 456; no data were available for the number scoring at or above grade level for the same reasons cited above.

6. Goal 5: Total number of undergraduate participants in UC LInks was 802; however, only 288 of these were graduating seniors. Out of these 288, 240 applied to graduate or professional programs, 162 were admitted to graduate or professional programs.

7. Goal 5: Out of 288 graduating seniors, 49 were known to have enrolled in graduate or professional programs, although program PIs reported an estimated number of approximately 160 students as having enrolled.

8. Goal 8: Because of the difficulties cited in narrative question #3, data related to community college transfers were unobtainable.

[1] Transfer-ready defined as: a) completion of 60 transferable units and b) minimum 2.0 GPA.

LOGO

Univerisity-Community Links
Graduate School of Education
University of California, Berkeley

University of California Student Academic Preparation and Educational Partnerships (SAPEP)
Annual Performance Report for AY/FY 2005-06 -- *University-Community Links (UCLINKS)*

Participating K-12 Schools and Community Colleges

Participating K-12 Feeder Schools & Community Colleges in UC Links Afterschool Sites

University & Site Name	Name of School	County	School District	CDS Code [at: www.cde.ca.gov/re/sd]	Grade Levels Served	City	Zip Code
CSU Sacramento							
	Mary Deterding Elementary School	Sacramento	San Juan	34-67447-6034508	1-6	Carmichael	95608
UC Berkeley							
	Hoover Elementary School	Alameda	Oakland	01-61259-6057046	K-4	Oakland	94608
	Cole Middle School	Alameda	Oakland	01-61259-6001747	6-8	Oakland	94607
	East Oakland School for the Arts	Alameda	Oakland	01-61259-0102962	9-12	Oakland	94605
	Business & Information Technology High	Alameda	Oakland	01-61259-0102954	9-12	Oakland	94605
	Leadership Preparatory High School	Alameda	Oakland	01-61259-0107417	9-12	Oakland	94605
	Roosevelt Middle School	Alameda	Oakland	01-61259-6057087	6-8	Oakland	94606
	Emery Unified Secondary School	Alameda	Emery	01-61168-0132746	9-10	Emeryville	94608
(McClymonds)	EXCEL: Express, Excel, Comm., Empowr, Ldrshp	Alameda	Oakland	01-61259-0110189	10-12	Oakland	94607
(McClymonds)	BEST: Business, Entrepreneurial School of Tech.	Alameda	Oakland	01-61259-0110171	10-12	Oakland	94607
UC Santa Barbara							
	Isla Vista Elementary School	Santa Barbara	Goleta	42-69195-6045470	K-6	Goleta	93117
	La Patera Elementary School	Santa Barbara	Goleta	42-69195-6045496	K-6	Goleta	93117
	El Camino Elementary School	Santa Barbara	Goleta	42-69195-6045405	K-6	Santa Barbara	93111
	Goleta Valley Junior High School	Santa Barbara	Santa Barbara High	42-69286-6060032	7-8	Goleta	93117
	Santa Barbara Senior High School	Santa Barbara	Santa Barbara High	42-69286-4235727	10-12	Santa Barbara	93103
UC Los Angeles							
	Moffett Elementary School	Los Angeles	Lennox	19-64709-6014971	K-5	Lennox	90304
Whittier College							
	La Merced Elementary School	Los Angeles	Montebello	19-64808-6020598	4	Montebello	90640
	Lydia Jackson Elementary School	Los Angeles	Whittier City	19-65110-6023683	2-5	Whittier	90602
	Longfellow Elementary School	Los Angeles	Whittier City	19-65110-6023667	2-5	Whittier	90601
	Lincoln (Abraham) Elementary School	Los Angeles	Whittier City	19-65110-6023600	2-5	Whittier	90601
University	**Name of School**	**County**	**School**	**CDS Code**	**Grade Levels**	**City**	**Zip Code**

& Site Name	Name of School	County	District	[at: www.cde.ca.gov/re/sd]	Served	City	Zip Code
Whittier College con't							
	Dexter (Walter F.) Middle School	Los Angeles	Whittier City	19-65110-6023725	6-8	Whittier	90601
	North Park Middle School	Los Angeles	El Rancho	19-64527-6061287	7	Pico Rivera	90660
	Whittier High School	Los Angeles	Whittier Union	19-65128-1939701	9-10	Whittier	90601
	La Causa Youthbuild (HUD G.E.D. Site)	Los Angeles	N/A	N/A	12	E. Los Angeles	90022
CSU Long Beach							
	Washington Middle School	Los Angeles	Long Beach	19-64725-6061386	6-8	Long Beach	90813
	Long Beach City College (Liberal Arts)	Los Angeles	Long Beach	19-73494-1953371	N/A	Long Beach	90808
UC Riverside							
	Emerson Elementary School	Riverside	Riverside	33-67215-6032577	K-6	Riverside	92507
	Highland Elementary School	Riverside	Riverside	33-67215-6032635	K-6	Riverside	92507
	Longfellow Elementary School	Riverside	Riverside	33-67215-6032692	K-6	Riverside	92507
	Hyatt Elementary School	Riverside	Riverside	33-67215-6032643	K-6	Riverside	92507
	Taft (William Howard) Elementary Schoo	Riverside	Riverside	33-67215-6107957	K-6	Riverside	92506
	University Heights Middle School	Riverside	Riverside	33-67215-6059158	7-8	Riverside	92507
UC Irvine							
	Wilson Elementary School	Orange	Newport-Mesa	30-66597-6029524	2-5	Costa Mesa	92627
	El Sol Science & Arts Academy	Orange	Santa Ana	30-66670-6119127	3-5	Santa Ana	92701
UC San Diego							
	Torrey Pines Elementary School	San Diego	San Diego	37-68338-6040232	5	La Jolla	93037
	Solana Beach Head Start	San Diego	N/A	N/A	Pre-K	Solana Beach	92075
	Earl Warren Middle School	San Diego	San Dieguito	37-68346-6061998	6-8	Solana Beach	92075
	Torrey Pines High School	San Diego	San Dieguito	37-68346-3730033	9	San Diego	92103
	Carmel Creek Elementary School	San Diego	Solana Beach	37-68387-6112353	K-4	San Diego	92130
	Carmel Del Mar Elementry School	San Diego	Del Mar Union	37-68056-6110696	K-6	San Diego	92130
	Solana Highlands Elementary School	San Diego	Solana Beach	37-68387-6106140	K-6	San Diego	92130
	Sage Canyon Elementary School	San Diego	Del Mar Union	37-68056-6117923	K-6	San Diego	92130
	Torrey Hills Elementary School	San Diego	Del Mar Union	37-68056-6117923	K-6	San Diego	92130
	Solana Pacific Elementary School	San Diego	Solana Beach	37-68387-0105825	4-6	San Diego	92130
	Solana Vista Elementary School	San Diego	Solana Beach	37-68387-6070882	K-3	Solana Beach	92075
	Skyline Elementary School	San Diego	Solana Beach	37-68387-6040455	4-6	Solana Beach	92075
University	**Name of School**	**County**	**School**	**CDS Code**	**Grade Levels**	**City**	**Zip Code**

& Site Name	Name of School	County	District	[at: www.cde.ca.gov/re/sd]	Served	City	Zip Code
UC San Diego con't							
	Oceanside High School	San Diego	Oceanside	37-73569-3735206	9-12	Oceanside	92054
	Mira Costa Community College	San Diego	N/A	37-68247-3755097	N/A	Oceanside	92049
	Pauma Elementary School	San Diego	Valley Ctr-Pauma	37-75614-6038962	Pre-K, K-1	Valley Center	92061
	Bayside Elementary School	San Diego	South Bay Union	37-68395-6040463	K-5	Imperial Beach	91932
	Palomar Community College	San Diego	N/A	37-68270-3755428	N/A	San Marcos	92069
2006 Comparison Schools							
Elementary Schools	Calavera Hills Elementary School	San Diego	Carlsbad	37-73551-6120711	K-5	Carlsbad	92008
	Davis (Wallace R.) Elementary School	Orange	Santa Ana	30-66670-6114631	K-5	Santa Ana	92701
	Park Dale Lane Elementary School	San Diego	Encinitas Union	37-68080-6095046	K-6	Encinitas	92024
	Wilson Elementary School	Orange	Santa Ana	30-66670-6030449	K-5	Santa Ana	92706
Middle Schools	Hamilton Middle School	Los Angeles	Long Beach	19-64725-6057780	6-8	Long Beach	90805
	Madison Middle School	Alameda	Oakland	01-61259-6066450	6-8	Oakland	94603
High Schools	Century High School	Orange	Santa Ana	30-66670-3030491	9-12	Santa Ana	92705
	Richmond High School	Alameda	West Contra Costa	07-61796-0735902	9-12	Richmond	94804

University of California Student Academic Preparation and Educational Partnerships (SAPEP)
Annual Performance Report for AY/FY 2005-06 -- *University-Community Links (UCLINKS)*
Statewide Summary of Demographic Data for 25 Sites

Program Information:

1. University: University of California, University-Community Links Program (UC Links)
2. Principle Investigator: Charles Underwood
a. Address: UC Berkeley, Graduate School of Education, 2195 Hearst Avenue, Suite 101, Berkeley CA 94720
b. Phone Number: 510.642.5703
c. Fax Number: 510.643.8457
d. E-mail Address: underwood@berkeley.edu
3. Program/Site Name: UC Links Statewide Program Office

1. Demographic Data:

	Number of Participants			
A. Students Served:	**K-12**	**UG**	**G**	**Other/Adults**
Actual number of participants during the reporting period (i.e., number of students served):	3153	802	37	114

B. Participant Distribution by Ethnic Background:	**K-12**	**UG**	**G**	**Other/Adults**
American Indian or Alaska Native	20	2	0	0
Asian	105	204	2	0
Black or African American	445	50	2	37
Hispanic or Latino	2235	213	7	72
White	312	286	17	3
Native Hawaiian/Other Pacific Islander	16	11	0	0
Other or Unknown	20	36	9	2
Totals:	**3153**	**802**	**37**	**114**

C. Participation by Gender	**K-12**	**UG**	**G**	**Other/Adults**
Male	1587	218	3	19
Female	1566	539	29	52
Unknown	0	45	5	43
Totals:	**3153**	**802**	**37**	**114**

D. Participant Distribution by Grade Level	**K-12**

Grade Pre-K	74
Grade K-4	1604
Grade 5	518
Grade 6	269
Grade 7	160
Grade 8	72
Grade 9	115
Grade 10	126
Grade 11	78
Grade 12	135
Community College	74
Four-Year Undergraduate	728
Graduate	37
Unknown	2
Total:	**3992**

E. Participants with Limited English Proficiency (English learners)	**K-12**	**UG**		**Other/Adults**
Participants with Limited English Proficiency	1415	11		35

2. Participating School or Colleges

A. K-12 Schools, Post-Secondary Institutions, and Community Agencies Served

Type of School/College/Agency	Number of Schools/Colleges/ Agencies
Pre-K	4
K-5	12
K-8 (excluding K-8 listed above)	18
Middle Schools (excluding K-8 listed above)	6
High School	7
California Community College	3
4-Year Colleges and Universities	9
Other Post-Secondary Institutions	0
Community Agencies/CBOs	14
Other (please specify):	0
Total Number of Schools/Colleges/Agencies:	**73**

B. K-12 Feeder School(s) to Afterschool Site & Community Colleges (CDS code found at: www.cde.ca.gov/re/sd)

Name of School	CDS Code [at: www.cde.ca.gov/re/sd]	Grade Levels Served	Number of Participants	City	Zip Code
PLEASE SEE APPENDIX A					

3. Services Provided to Students:

Type of Service	Number of Students Who Received The Service
Tutoring/homework assistance	1590
Academic enrichment/supplemental learning	2385
Mentoring	1272
Counseling/advising/academic planning/career counseling	582
College visit/college student shadowing	677
Standardized test preparation/study skills development	488
College Application assistance/financial aid assistance	49
Educational field trips	436
Cultural events	204
Other (please specify):	882*
*Working with Parent (games and homework)	12
*TechSkills Computer Literacy	346
*Digital Music Editing	105
*Digital Video Editing	63
*Publication in UC Journal	106
*Multicultural Education	250

4. Services Provided to Parents:

Type of Service	Number of Parents/Guardians Who Received The Service
Workshops on college preparation/financial aid	0
Workshops on academic preparation	0
College visits	30
Family events	126
Other (please specify):	347*
*Community Persentations	16
*Family Literacy Skills	13

*Passing Exit Exams - CAHSEE	12
*Poetry Photography Presentation & talent show	200
*Computer Training	33
*English Lessons	13
*Assistance in Guiding Children's Education	60

5. Services Provided to Teachers (Program Sponsored Professional Development):

Type of School	Number of Teachers
Pre-K	5
K-5	10
K-8 (excluding K-5 listed above)	0
Middle Schools (excluding K-8 listed above)	9
High Schools	9
California Community Colleges	0
4-Year Colleges/Universites	0
Other (please specify):	0
Total:	**33**

6. Services Provided to Schools:

Type of Service	Number of Schools Receiving Service
Curriculum development	5
School reform efforts	7
Professional development	7
Technology development/assistance	17
College preparation activities (school-wide)	5
Research and evaluation	16
Resource development	8
Other (please specify):	4*
*CAHSEE PREP	3
*Publication / Promotion on UC Website	1

Explanatory Notes

***** Please See Individual SITE DATA Worksheets***

Appendix C – Elementary Schools

Appendix C – Middle Schools……Page 25
Appendix C – High Schools……..Page 33

Table Ia (UCB)

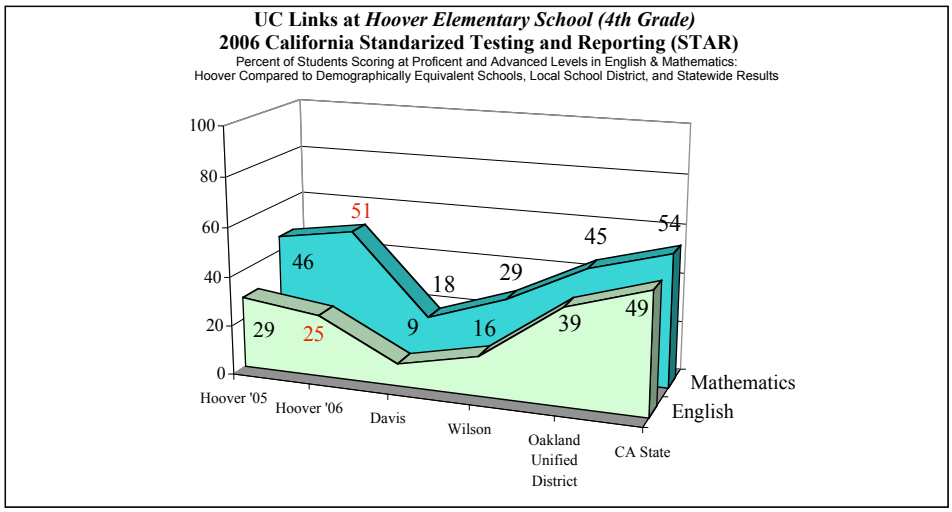


Table Ib (UCB)

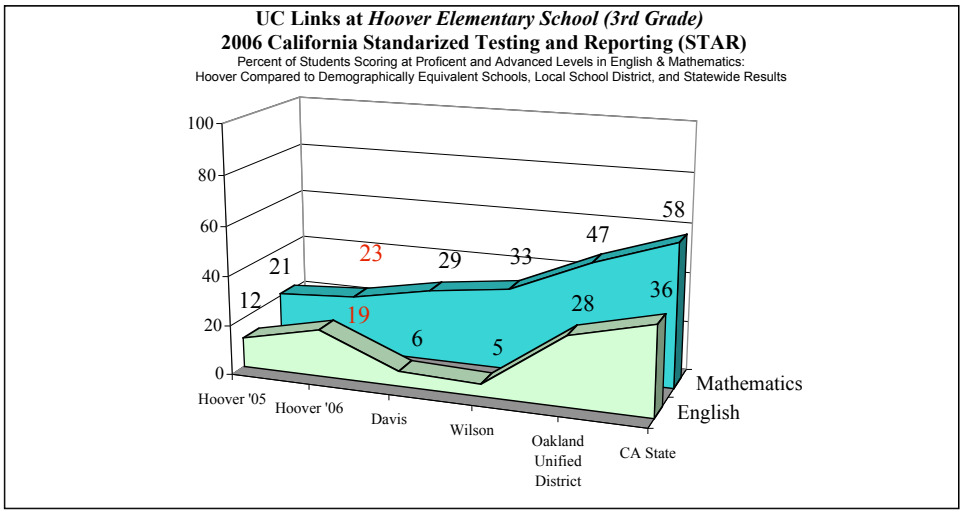


Table Ic (UCB)

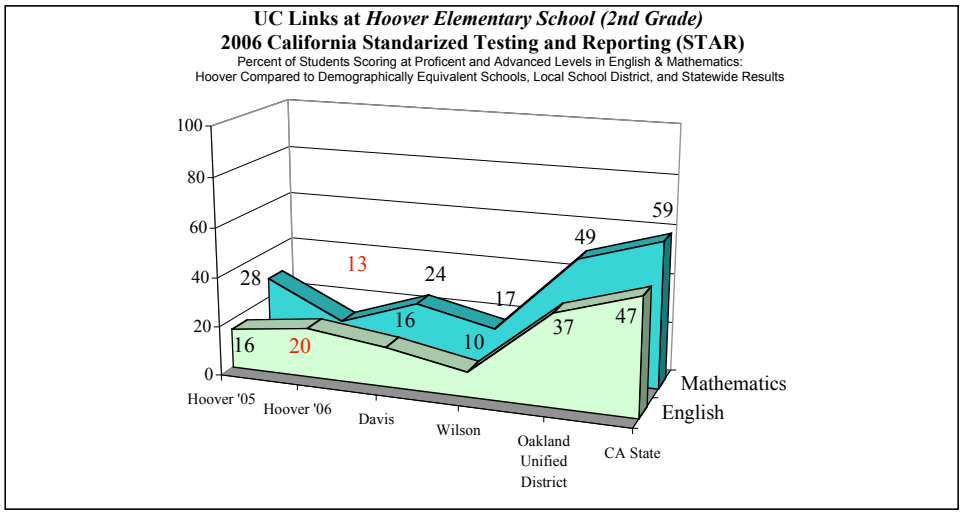
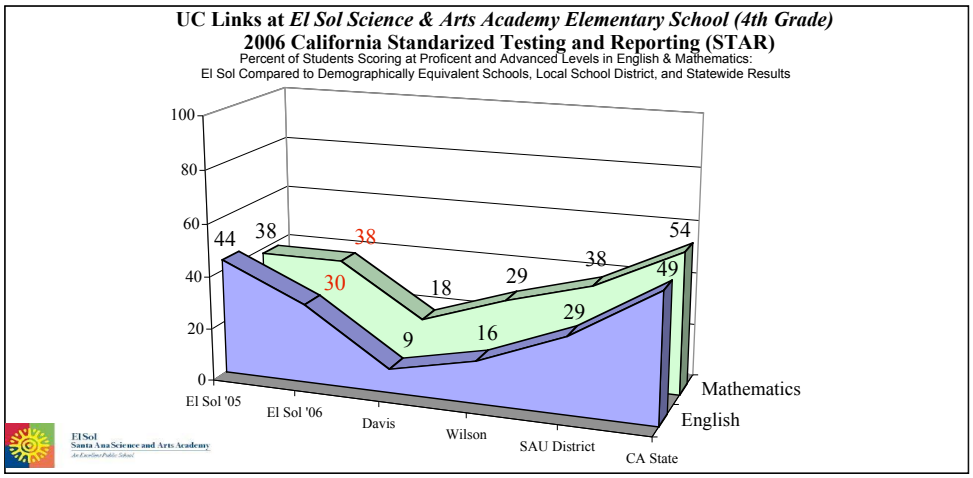


Table IIa (UCI)



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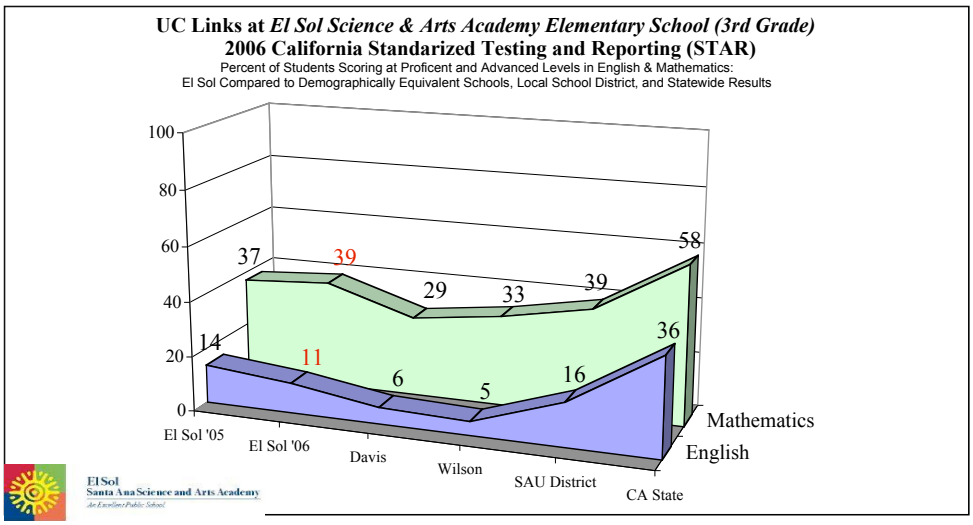

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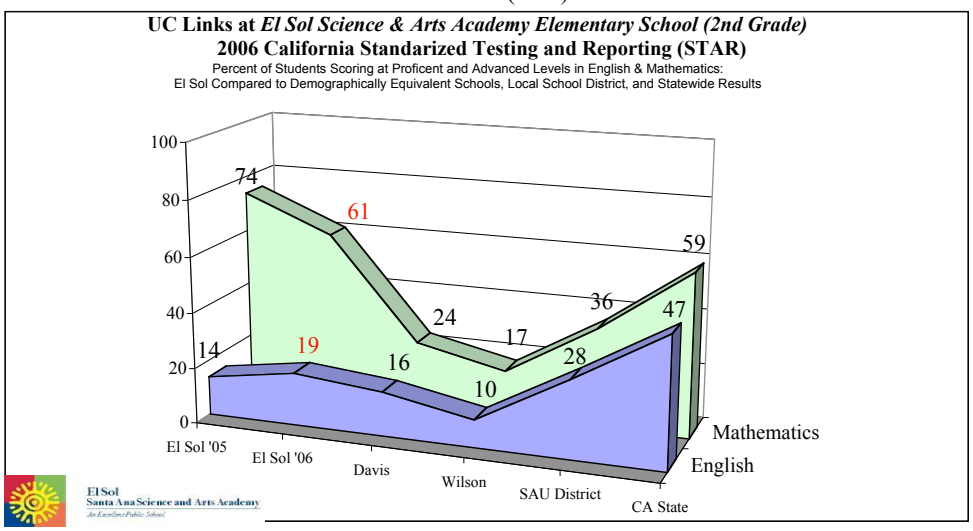

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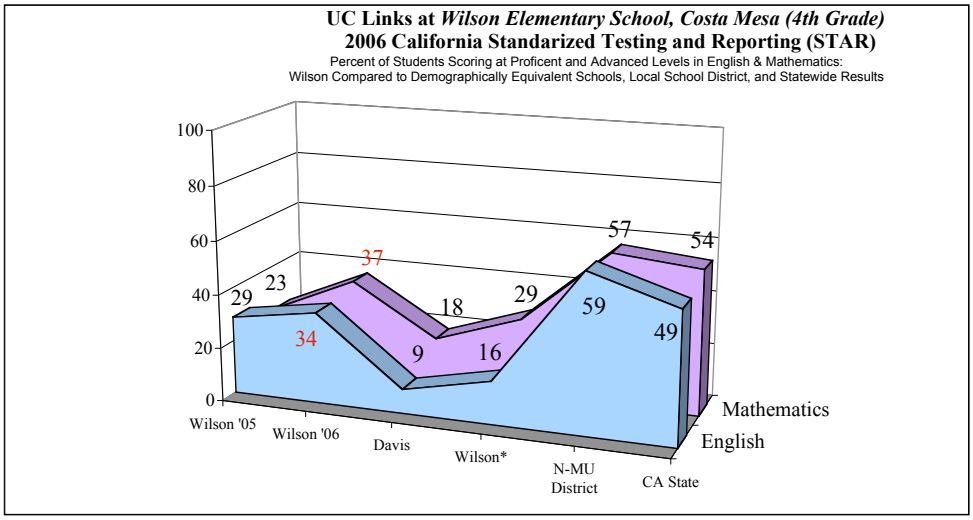

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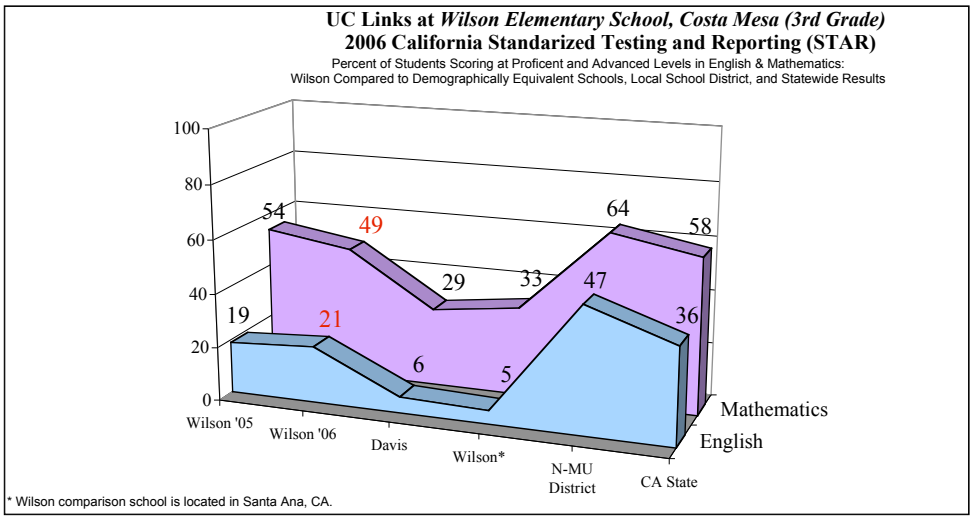

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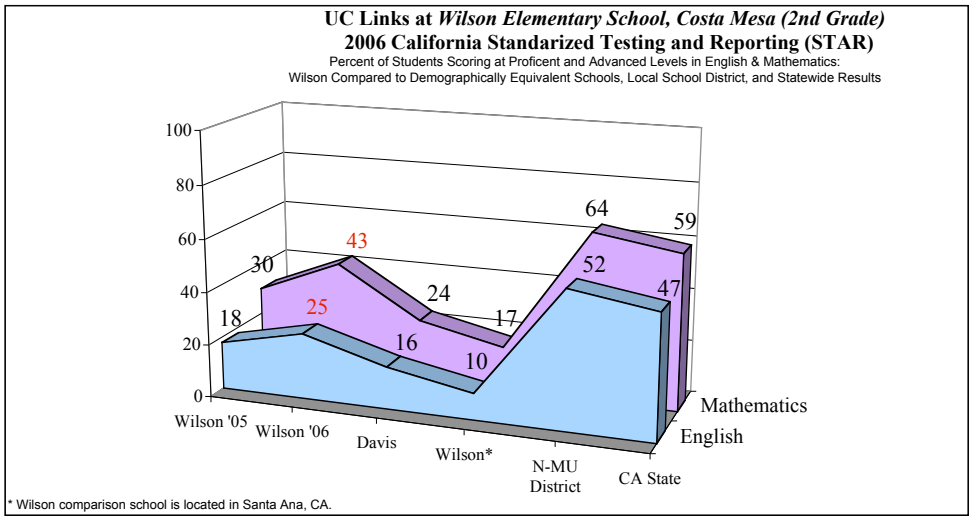

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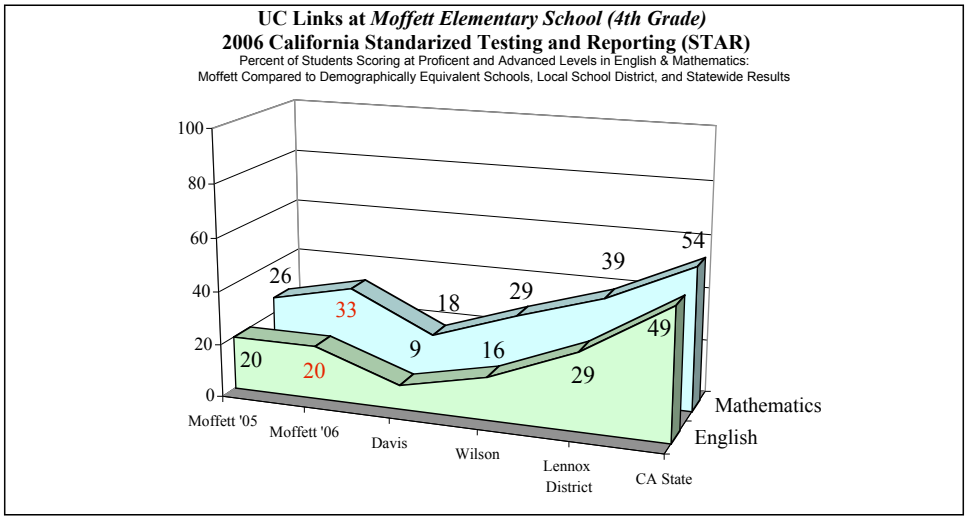

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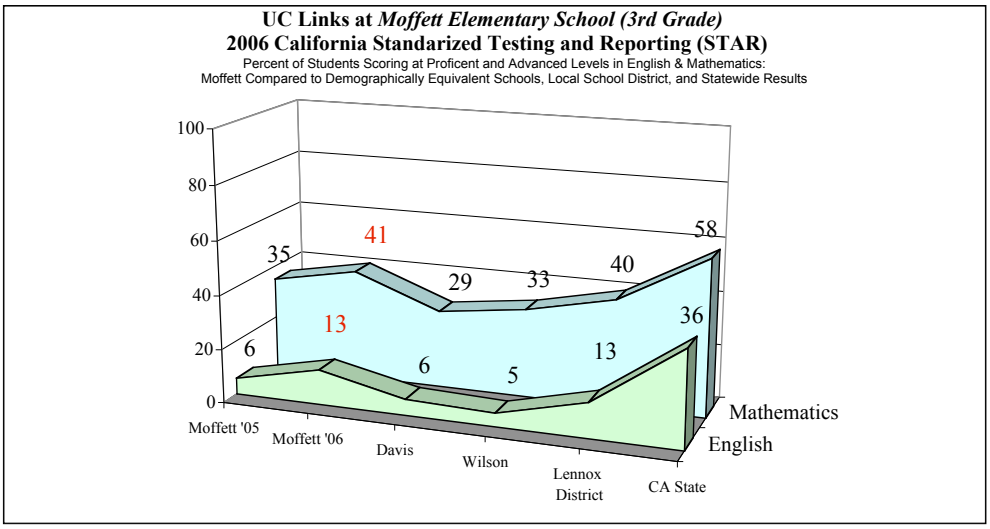


Table IVc (UCLA)

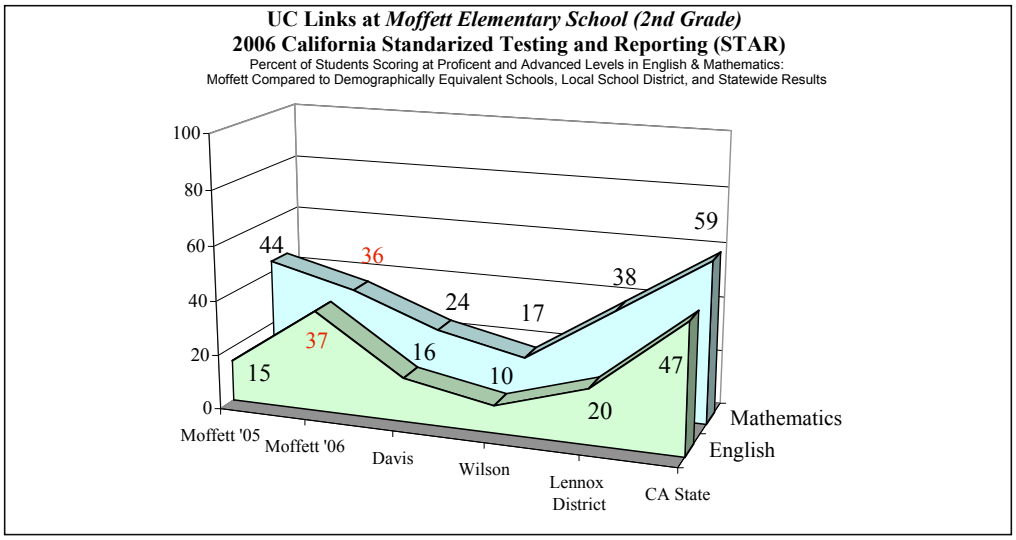


Table Va (UCR)

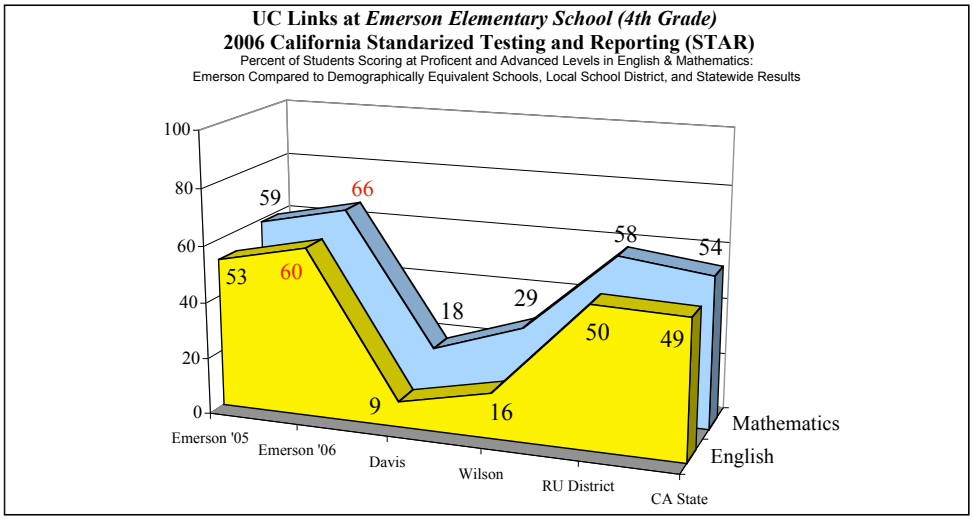


Table Vb (UCR)

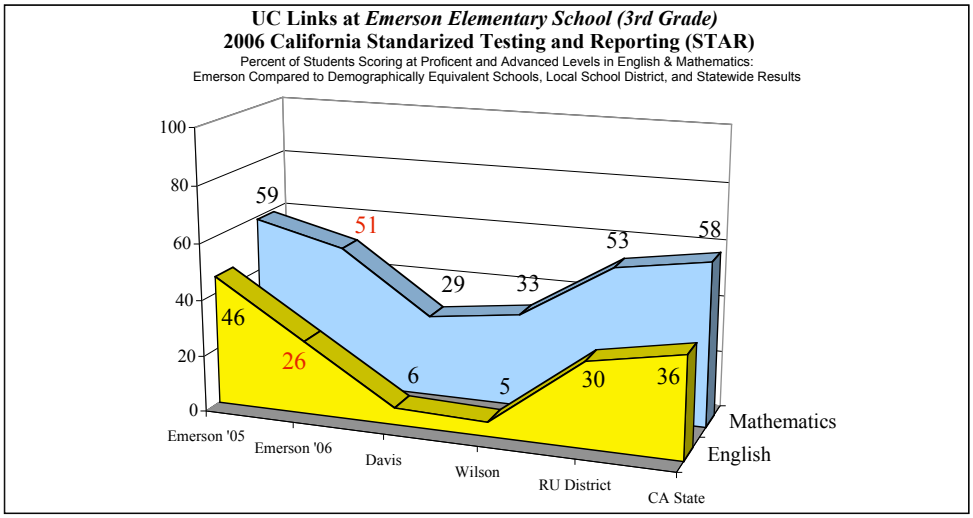


Table Vc (UCR)

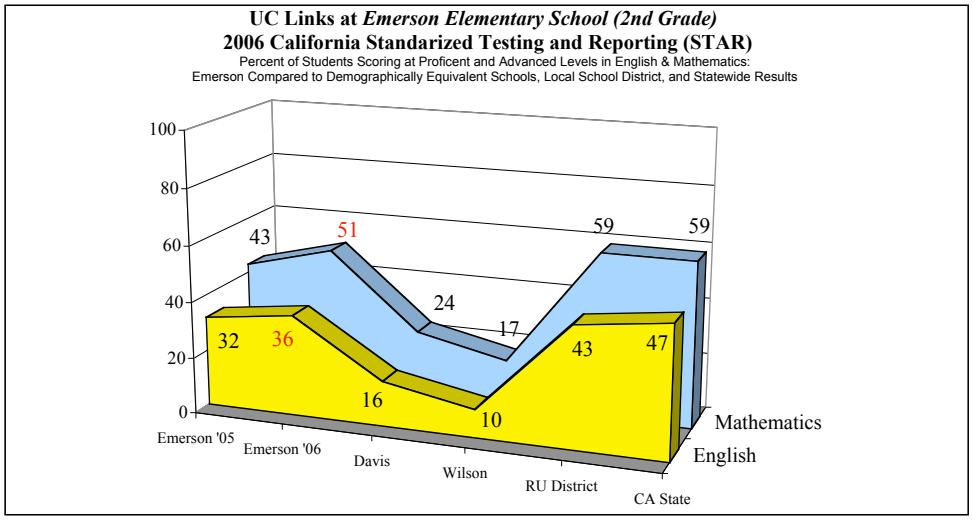


Table VIa (UCR)

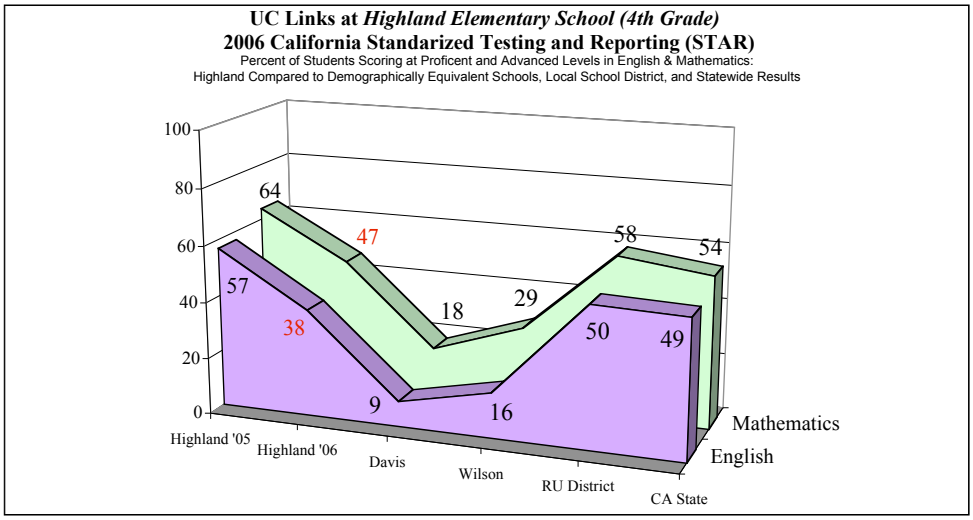
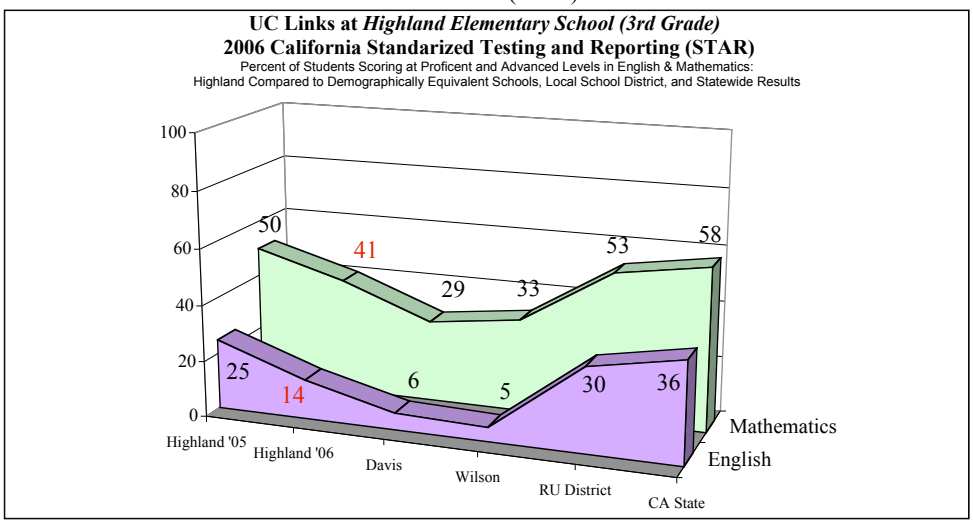


Table VIb (UCR)



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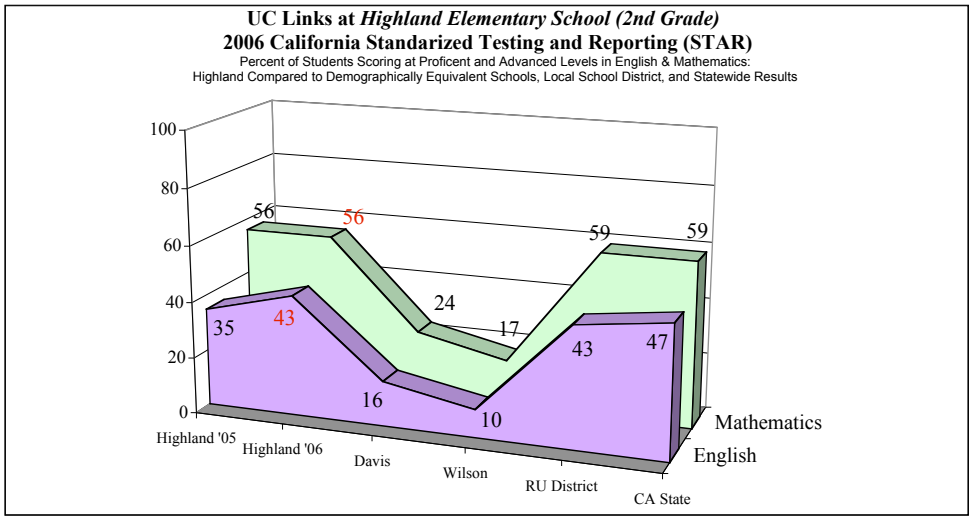


Table VIIa (UCR)

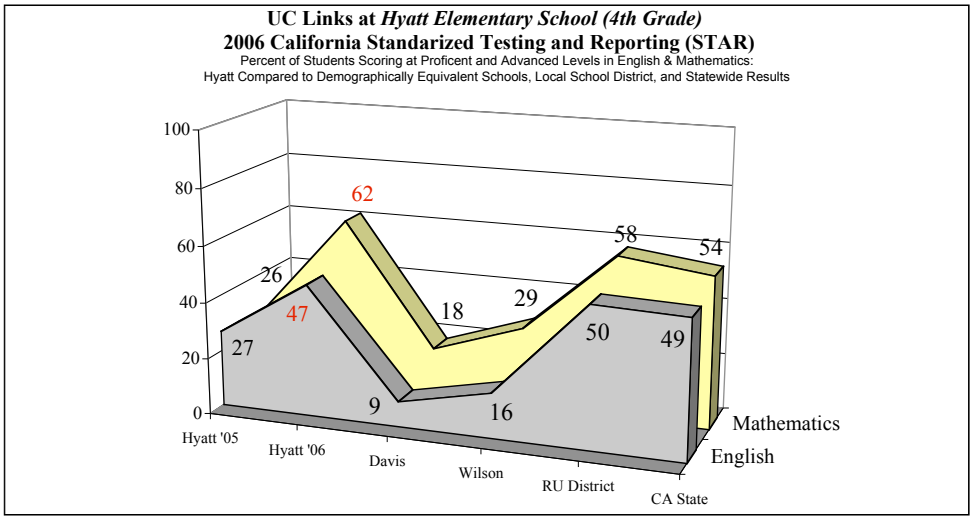
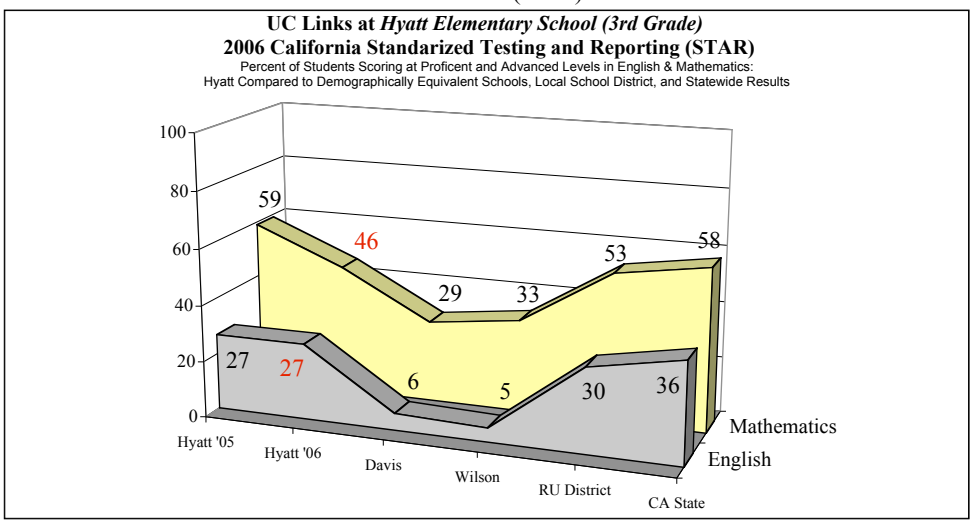


Table VIIb (UCR)



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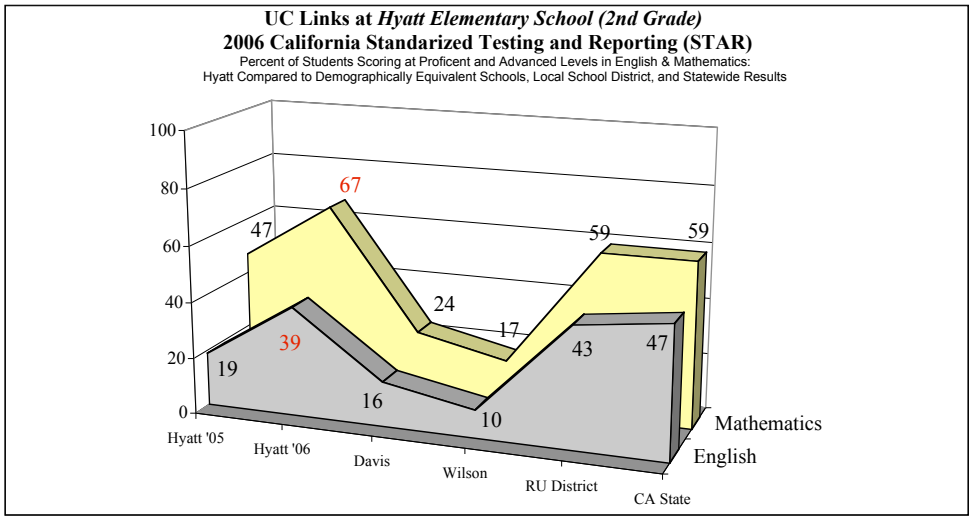


Table VIIIa (UCR)

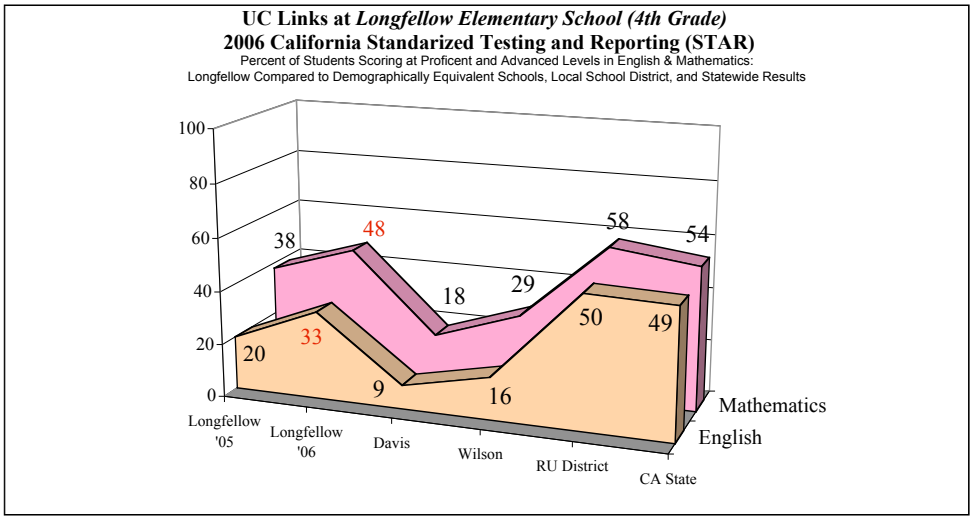
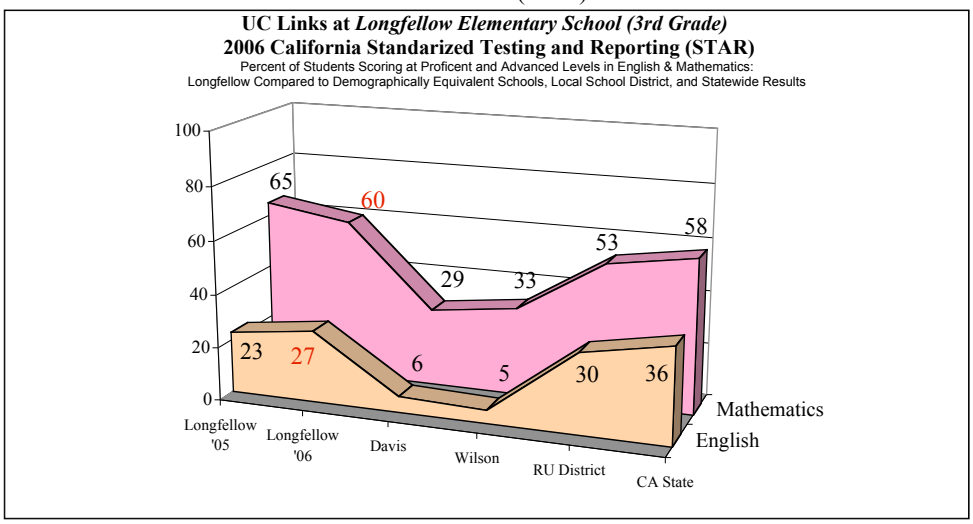


Table VIIIb (UCR)



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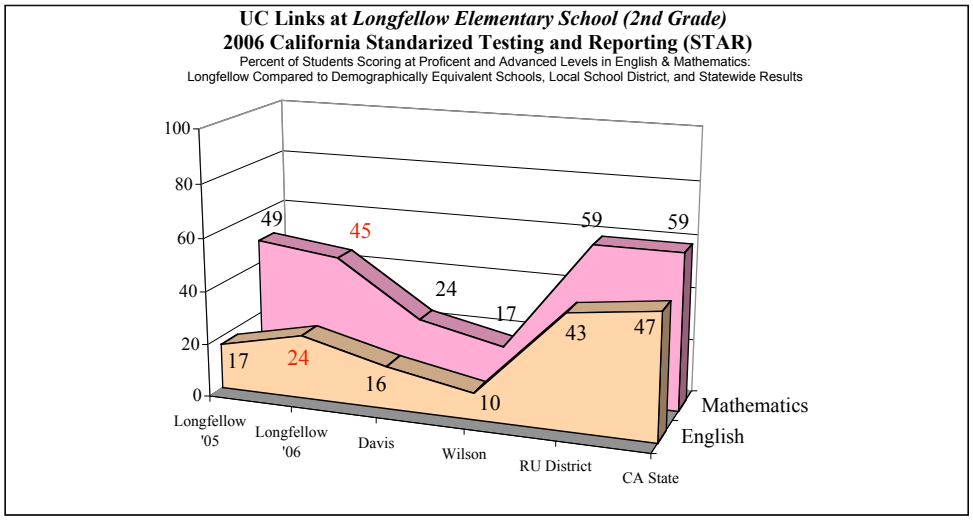


Table IXa (UCR)

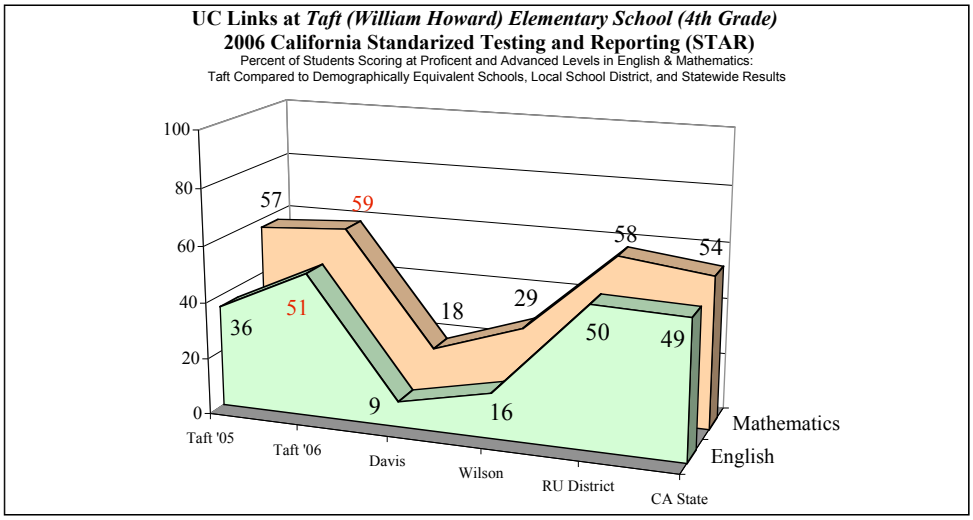


Table IXb (UCR)

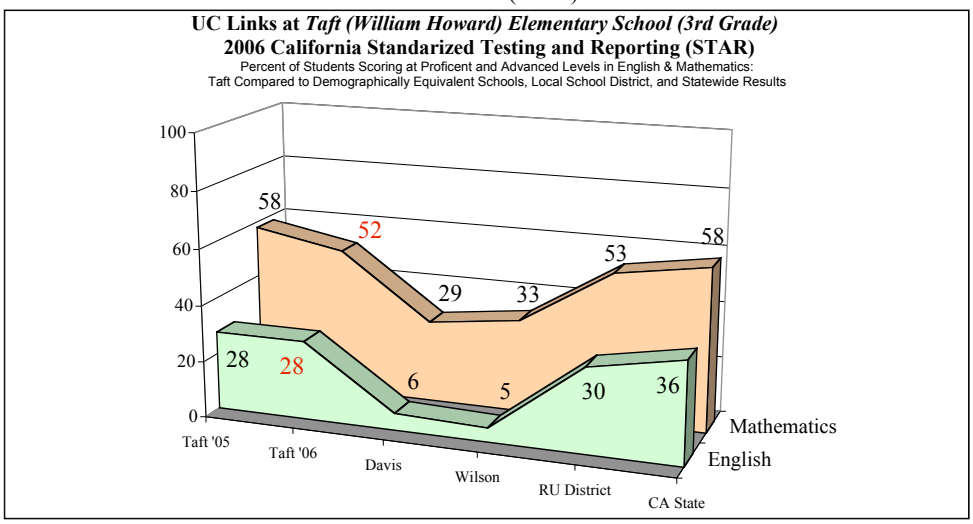


Table IXc (UCR)

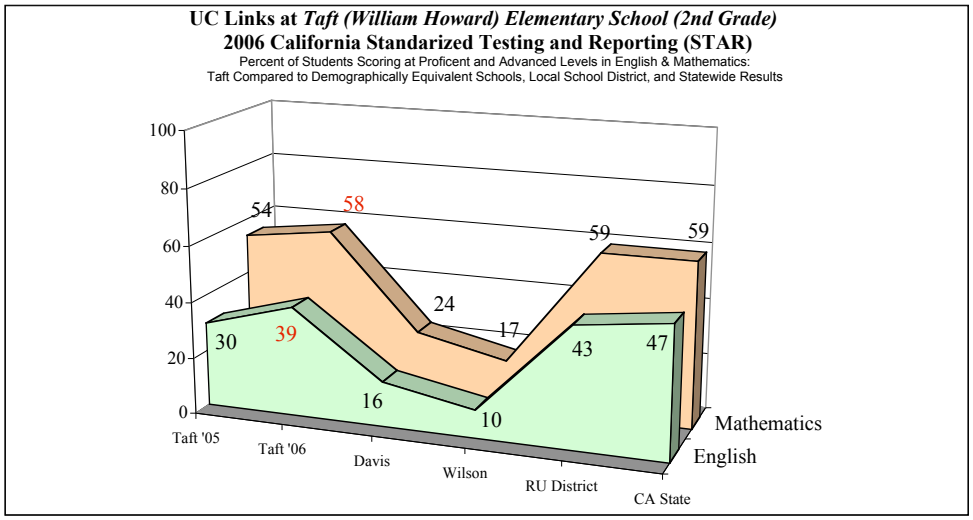


Table Xa (UCSD)

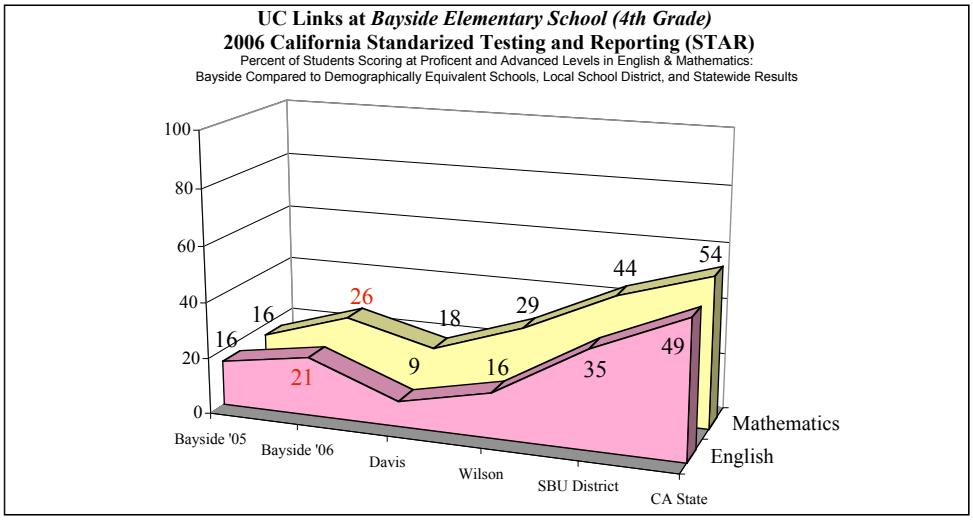


Table Xb (UCSD)

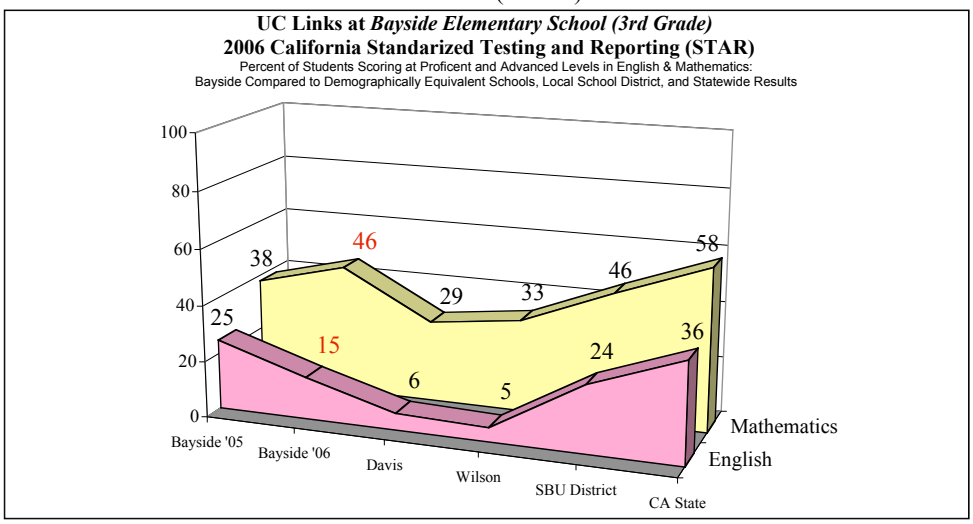


Table Xc (UCSD)

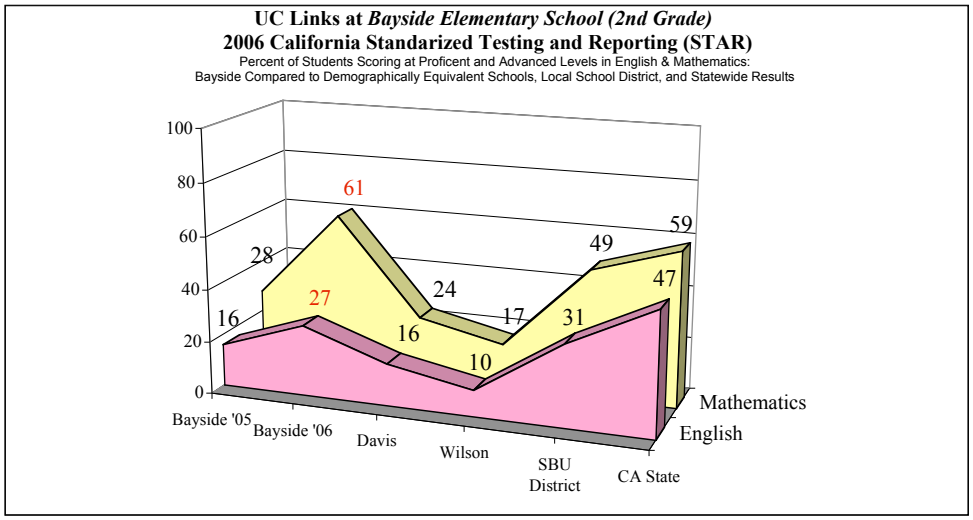


Table XIa (UCSD)

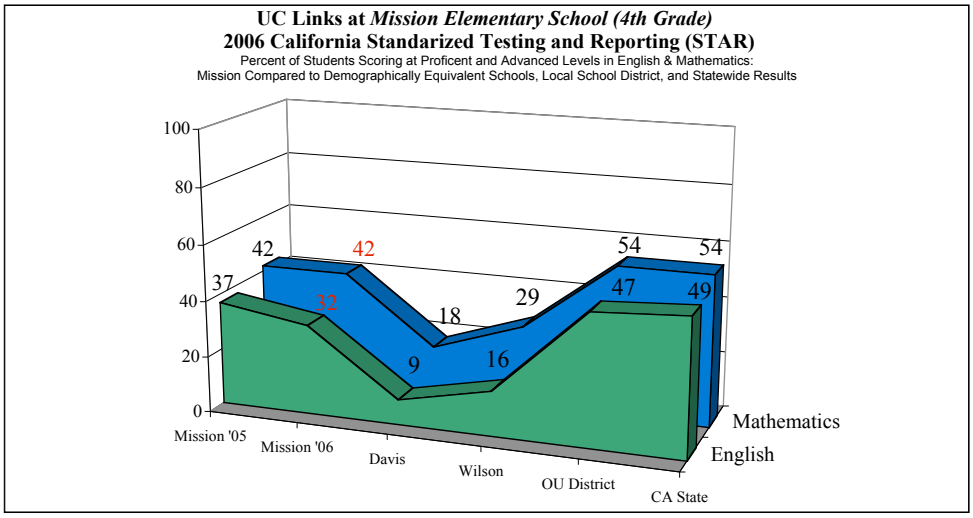


Table XIb (UCSD)

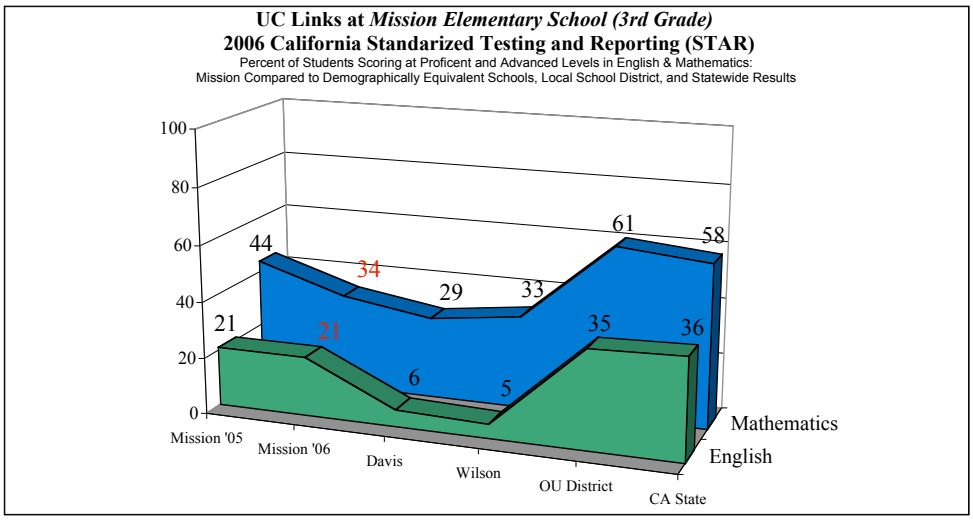


Table XIc (UCSD)

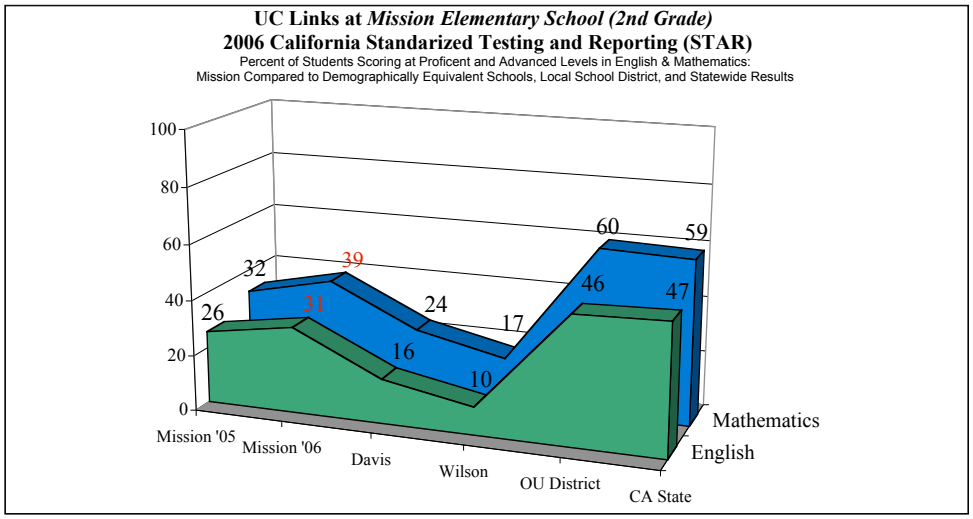


Table XIIa (UCSD)

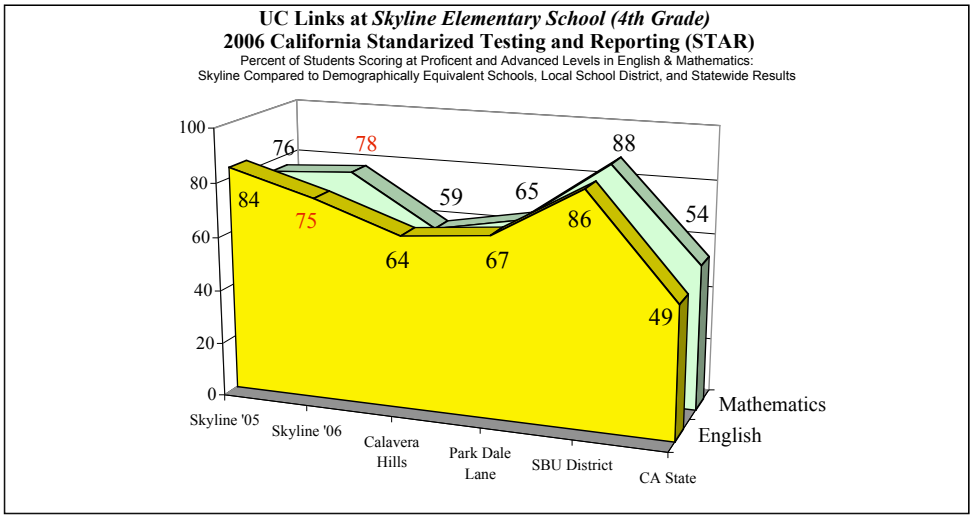


Table XIIb (UCSD)

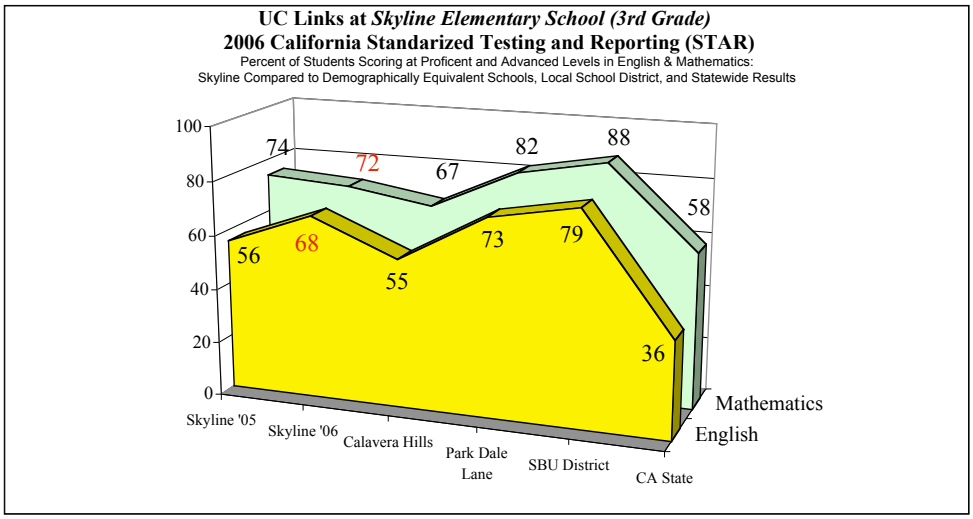


Table XIIc (UCSD)

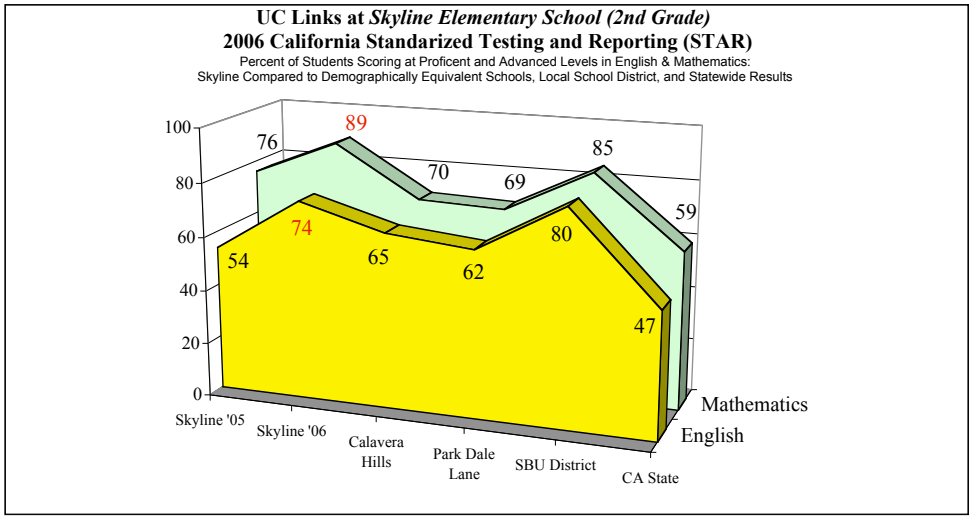


Table XIIIa (UCSD)

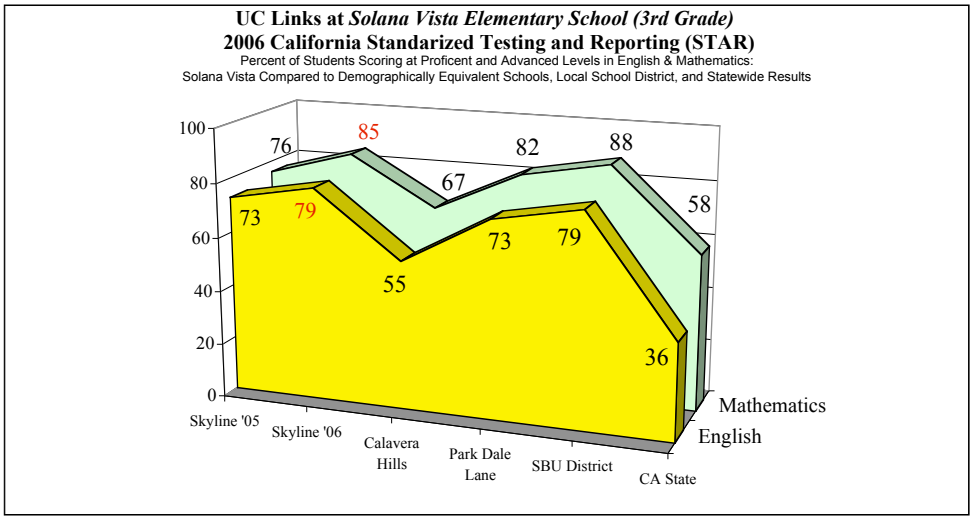


Table XIIIb (UCSD)

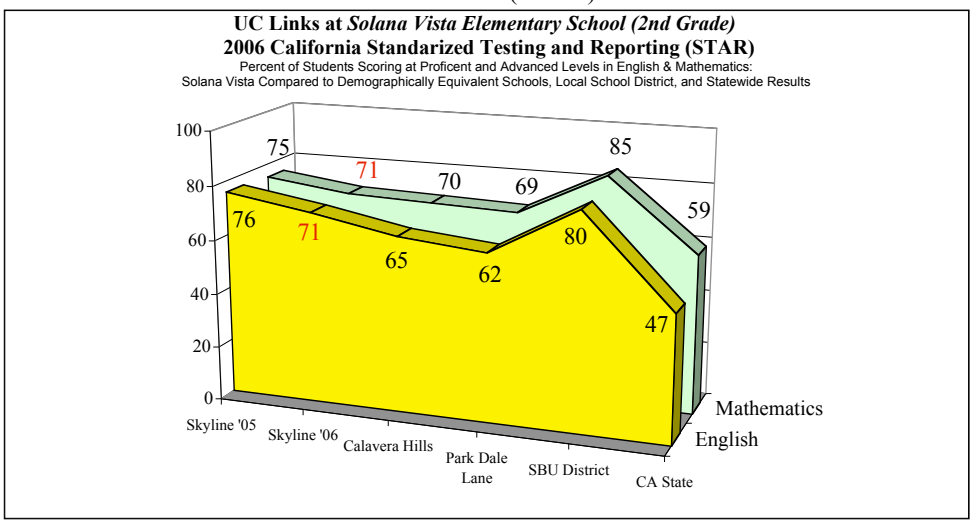


Table XXIVa (UCSD)

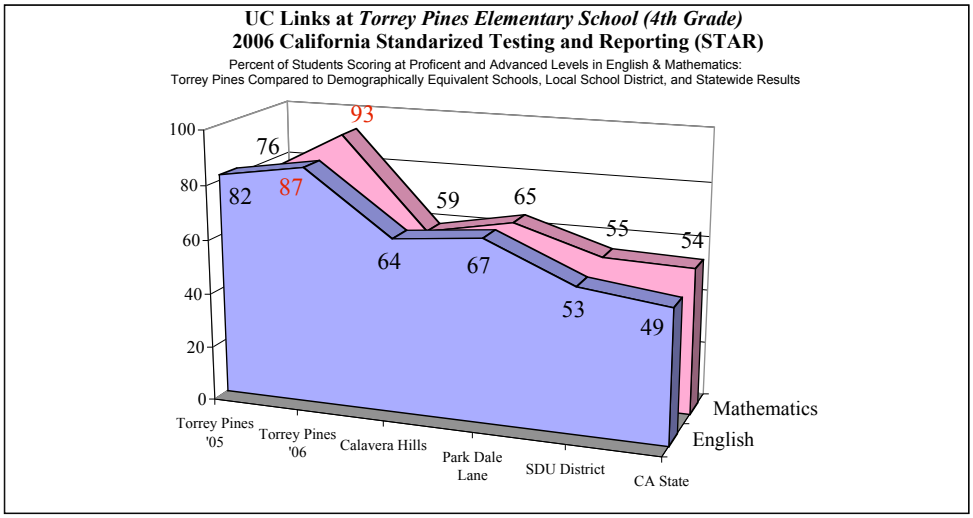


Table XXIVb (UCSD)

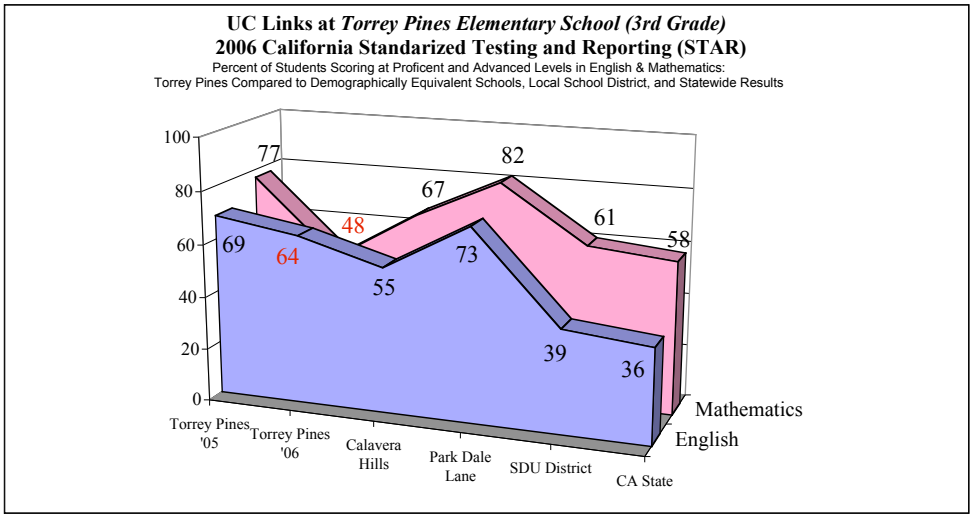


Table XXIVc (UCSD)

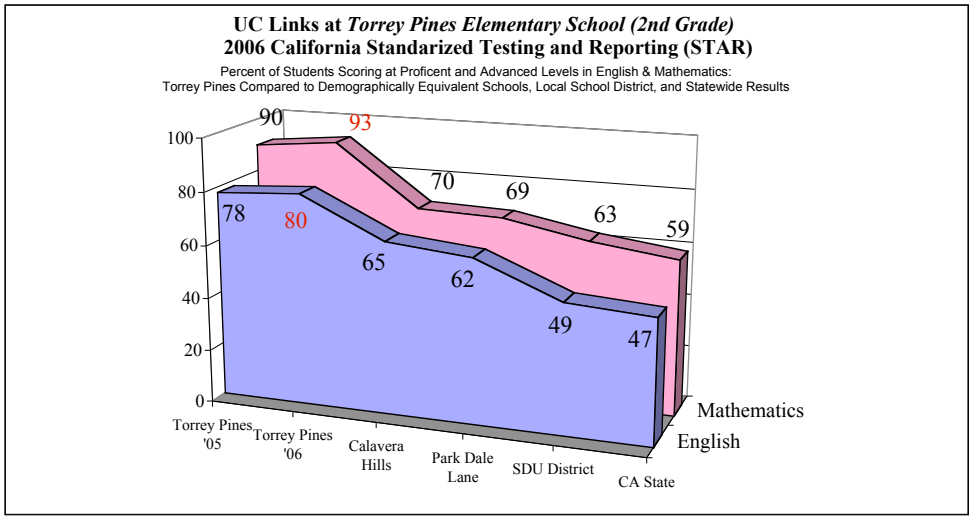


Table XVa (UCSB)

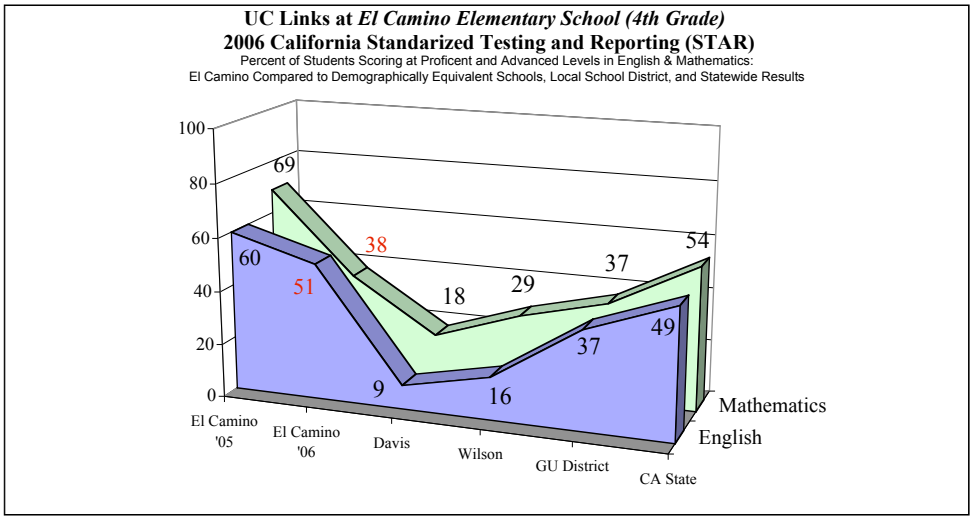


Table XVb (UCSB)

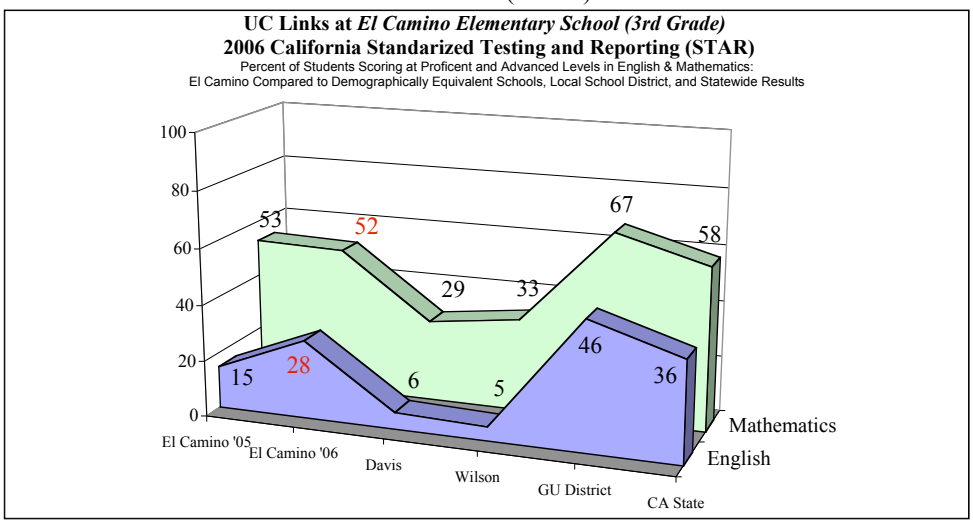


Table XVc (UCSB)

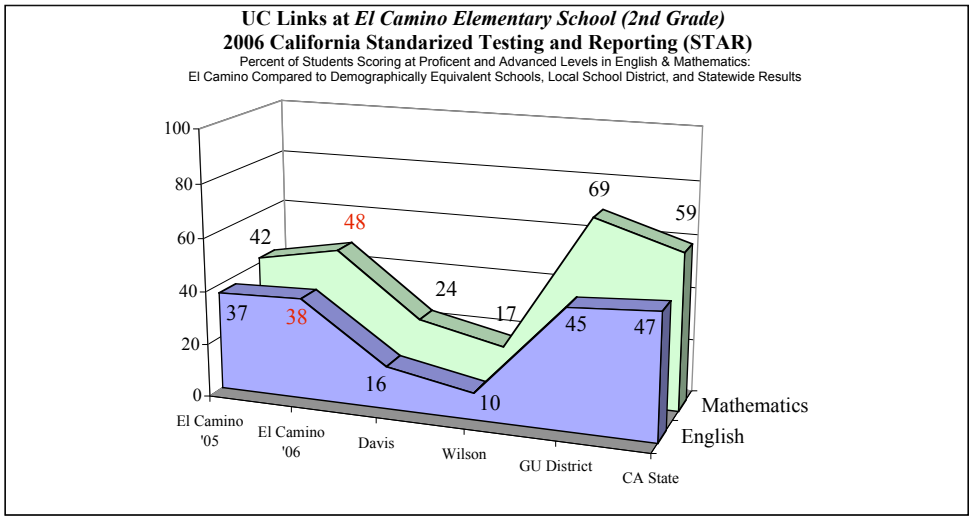


Table XVI a (UCSB)

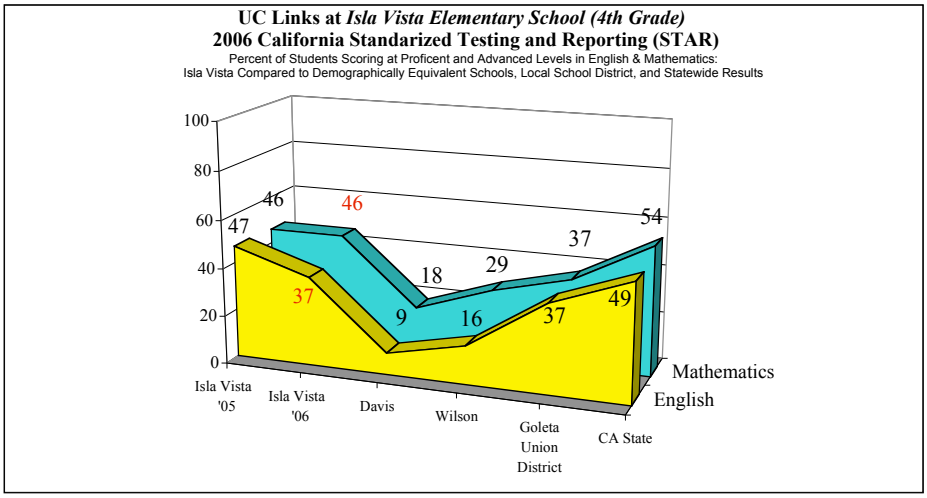
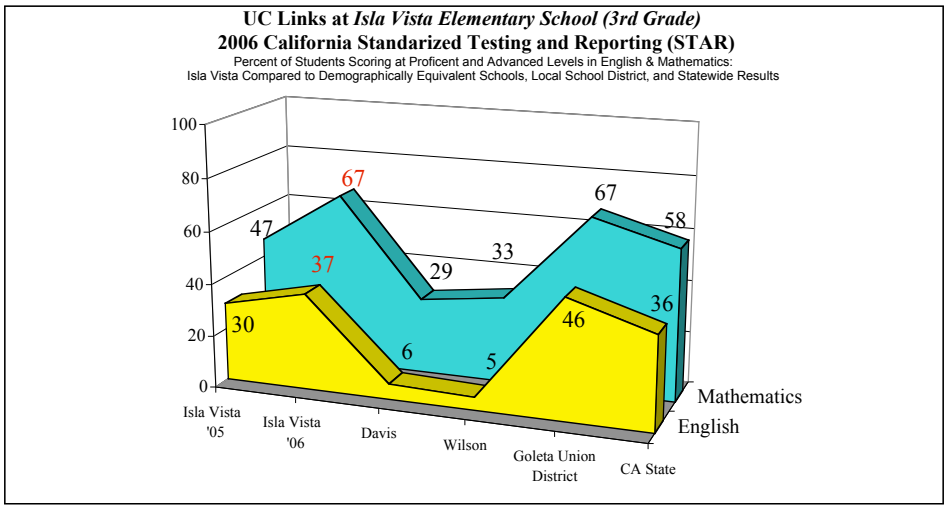


Table XVIb (UCSB)



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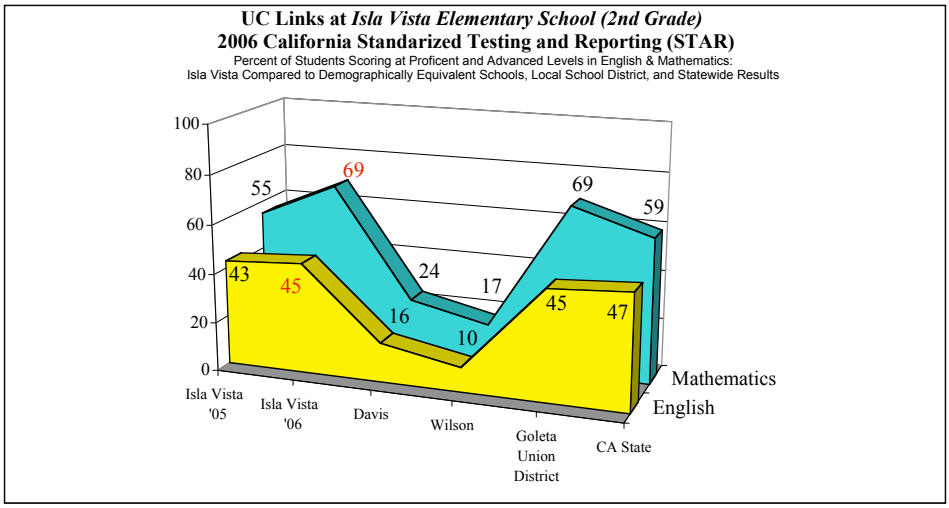


Table XVIIa (UCSB)

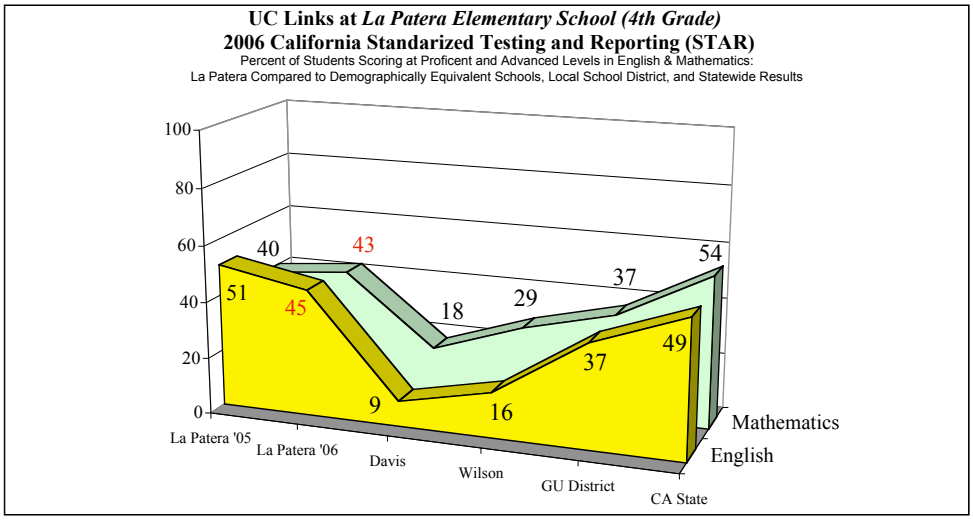


Table XVIIb (UCSB)

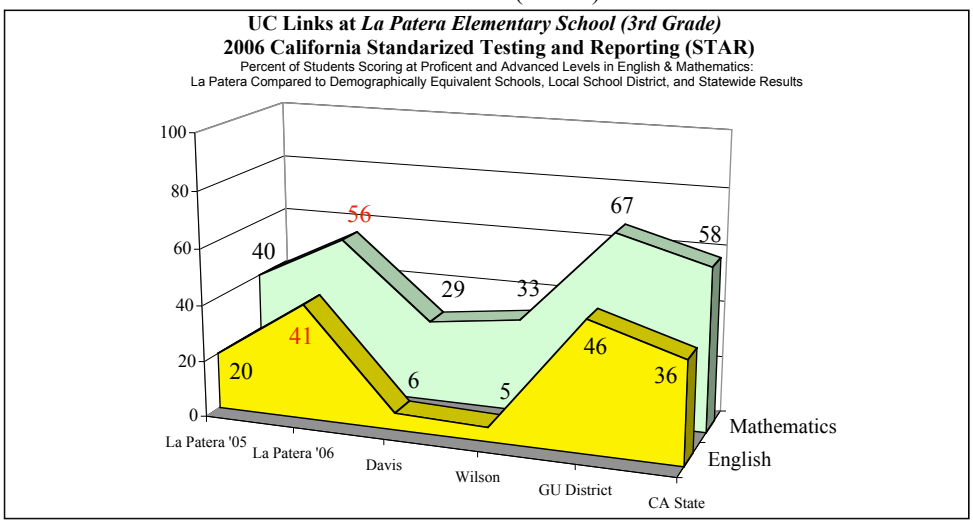


Table XVIIc (UCSB)

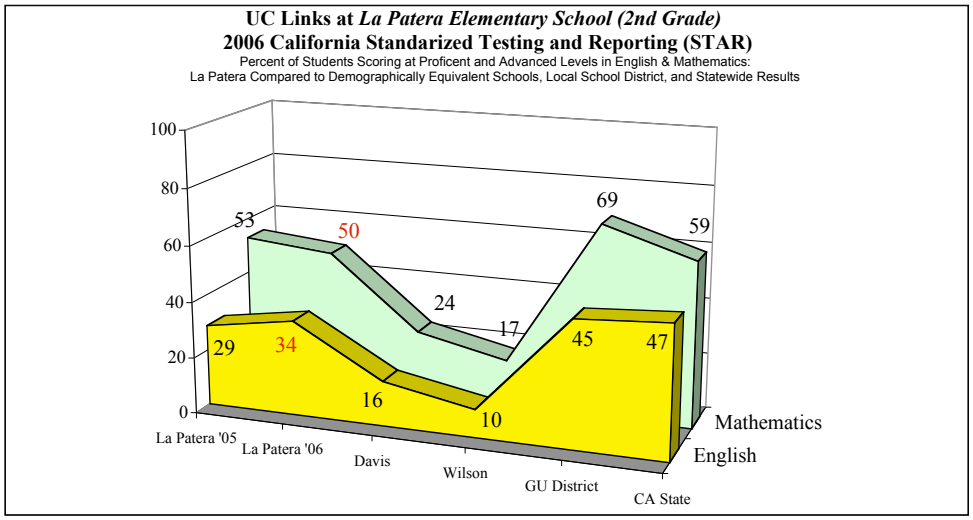


Table XVIIIa (CSU Sacramento)

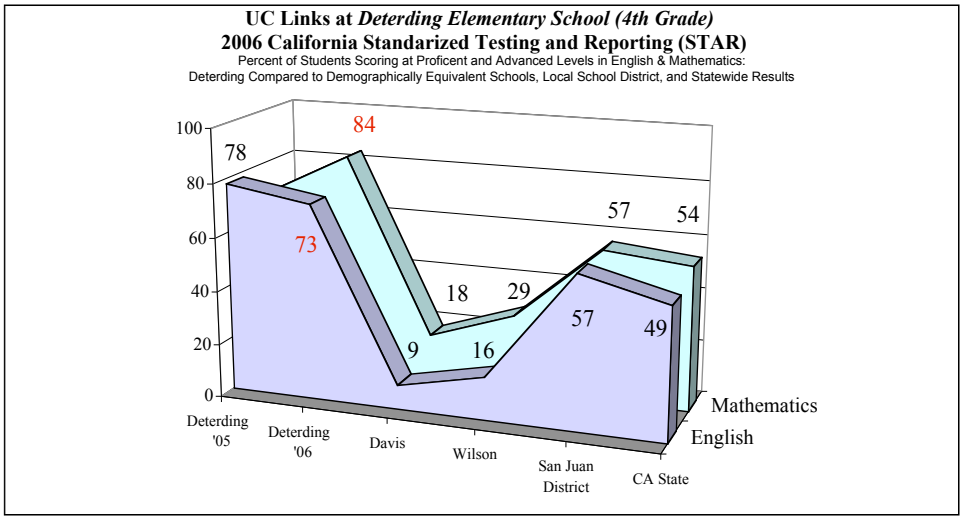


Table XVIIIb (CSU Sacramento)

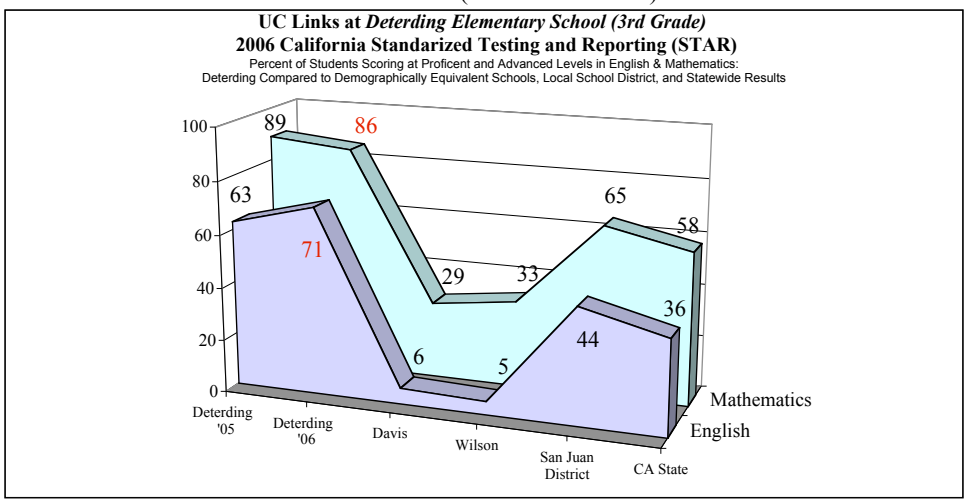


Table XVIIIc (CSU Sacramento)

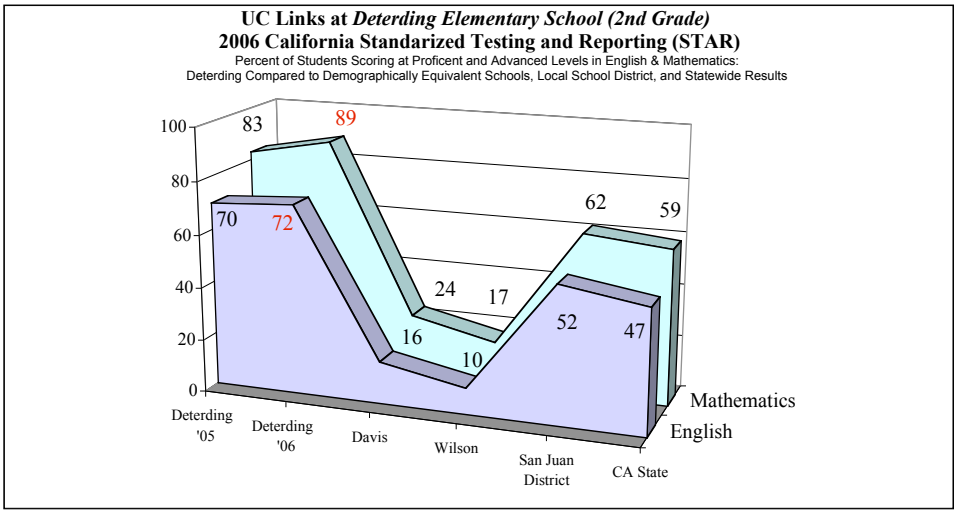


Table XIXa (Whittier)

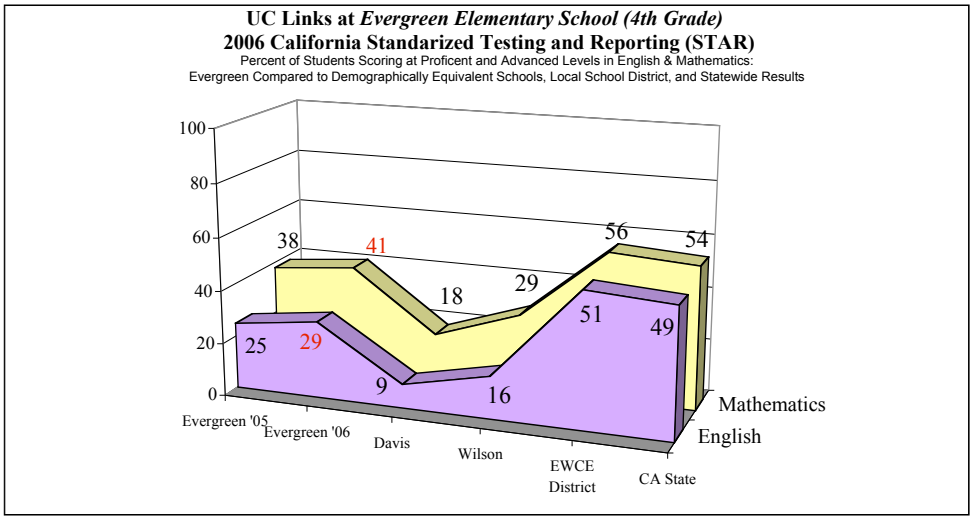


Table XIXb (Whittier)

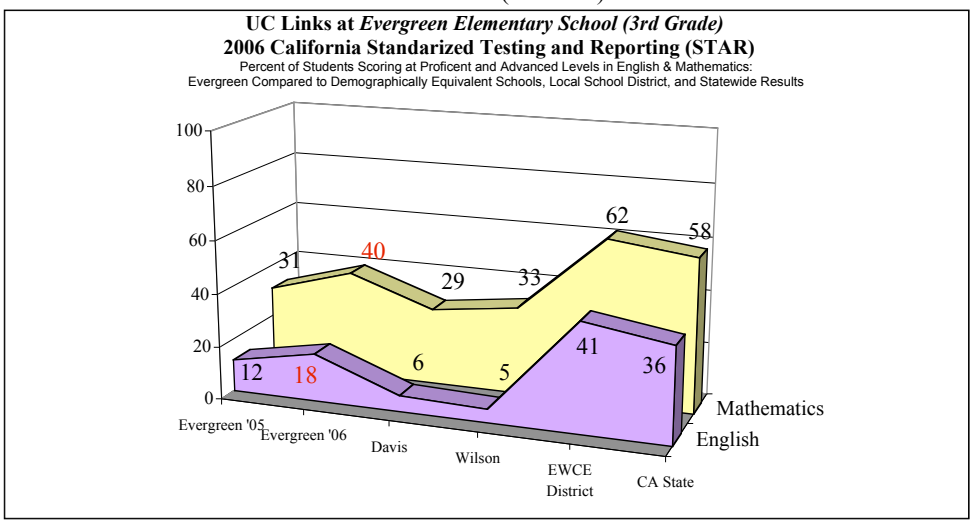


Table XIXc (Whittier)

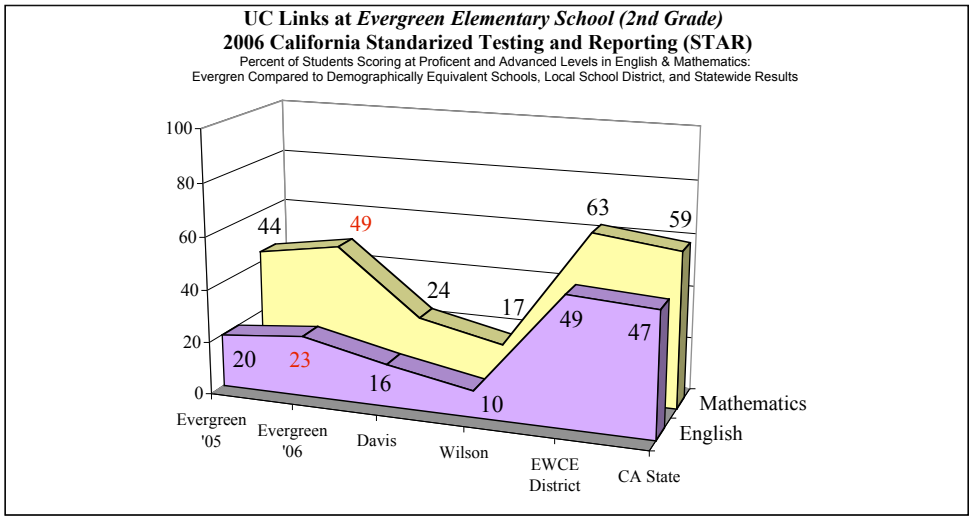


Table XXa (Whittier)

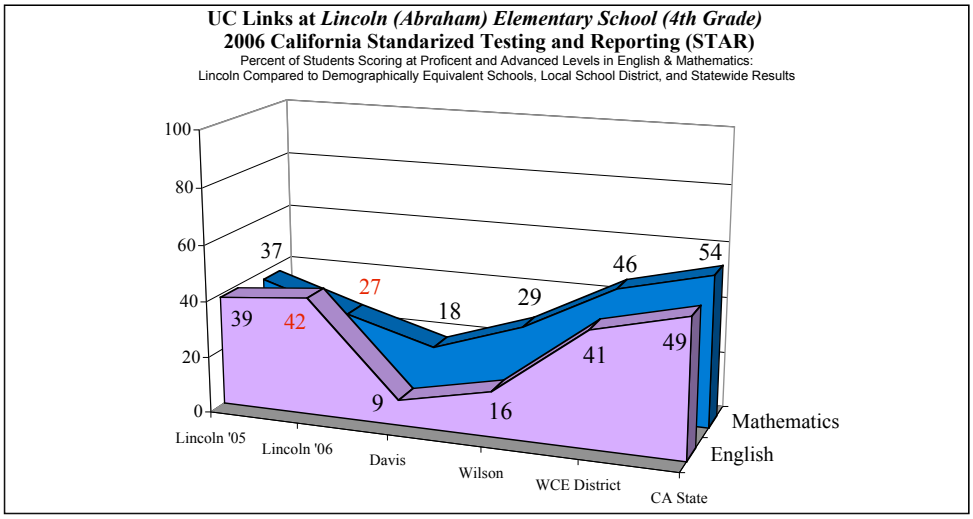


Table XXb (Whittier)

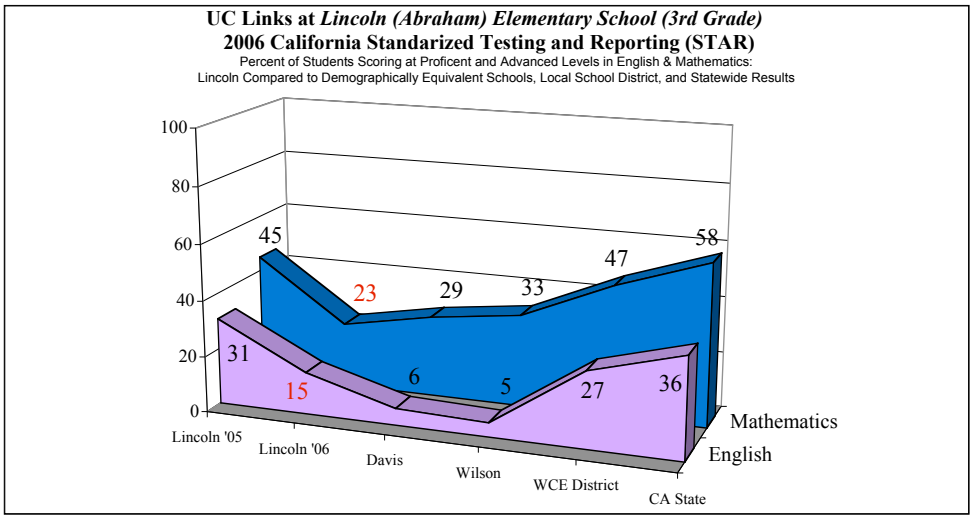


Table XXc (Whittier)

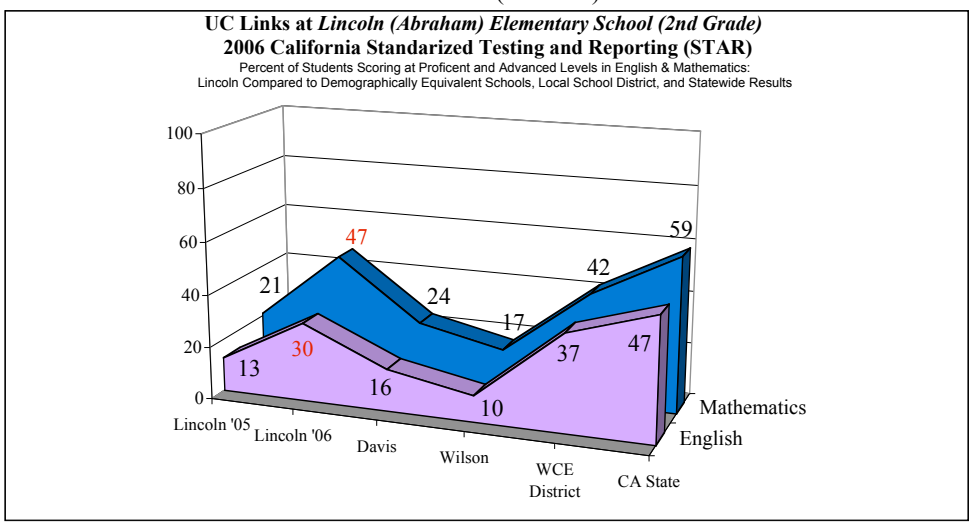


Table XXIa (Whittier College)

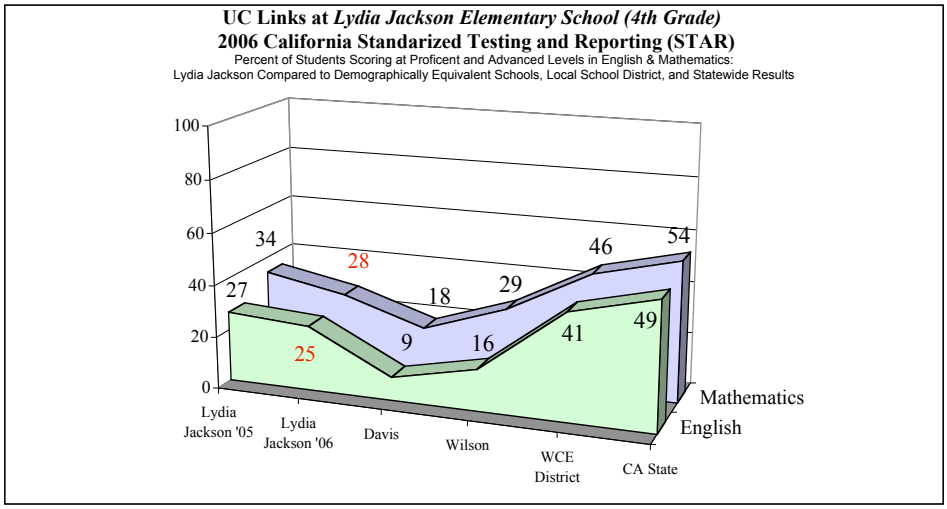


Table XXIb (Whittier College)

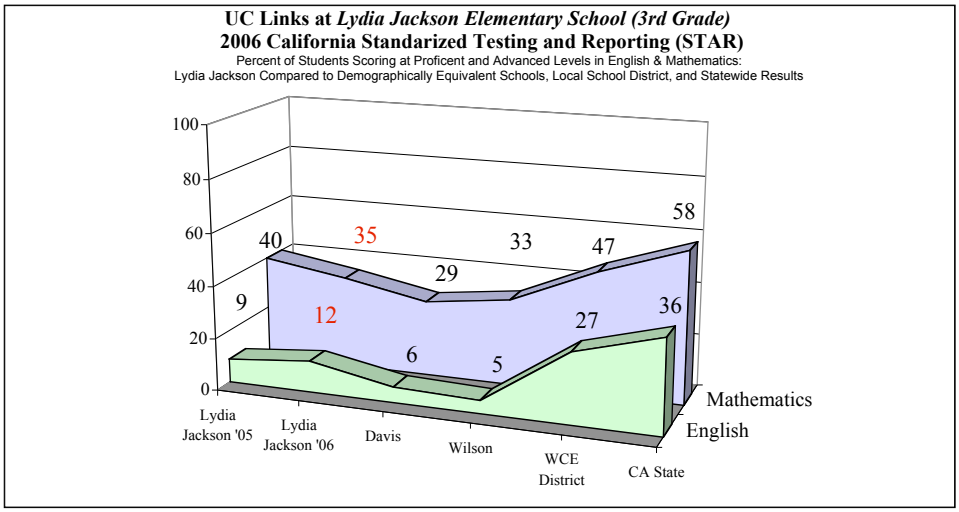


Table XXIc (Whittier College)

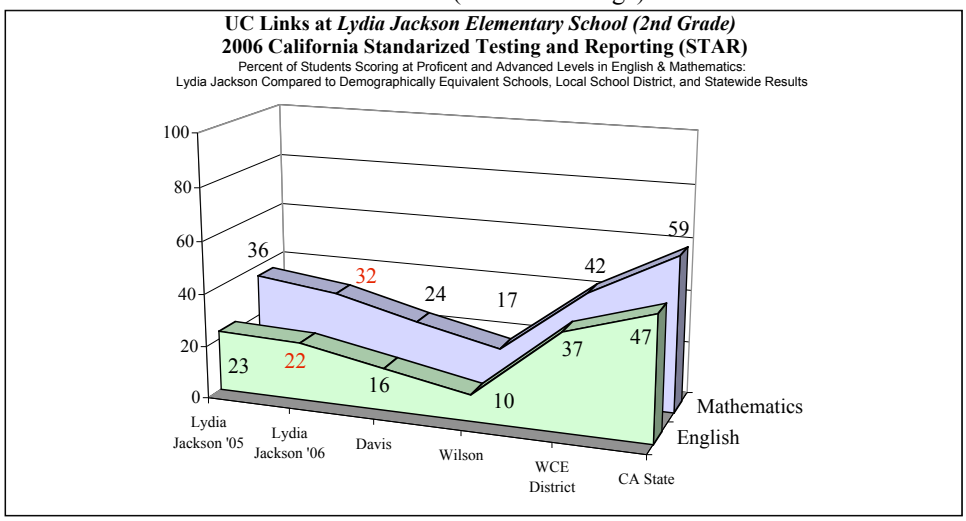


Table XXIIa (Whittier College)

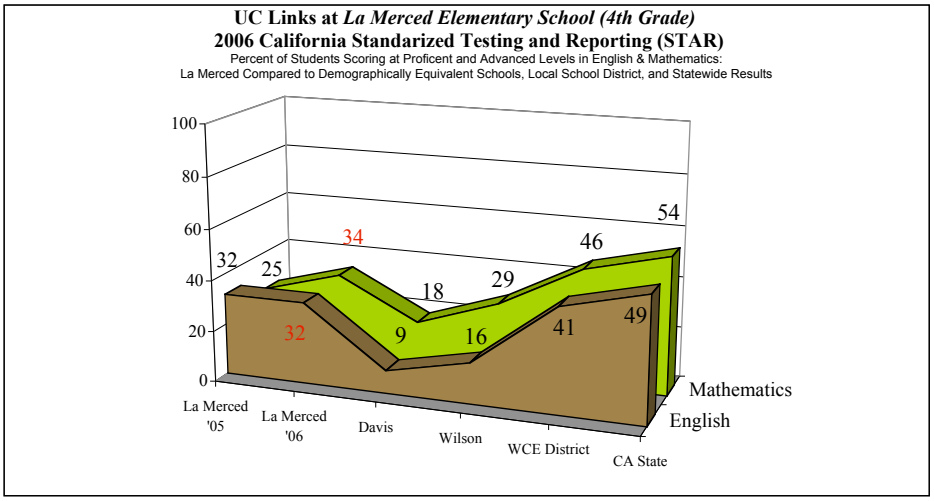


Table XXIIb (Whittier College)

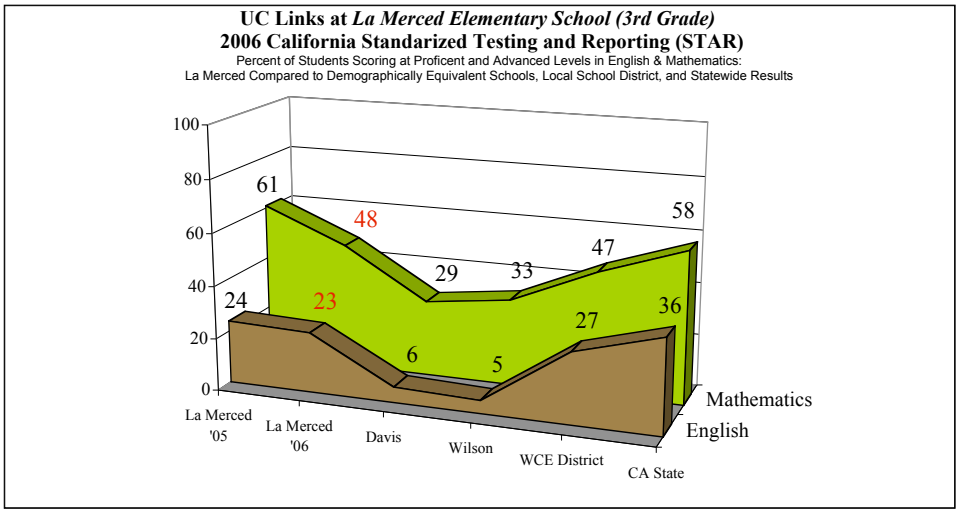


Table XXIIc (Whittier College)

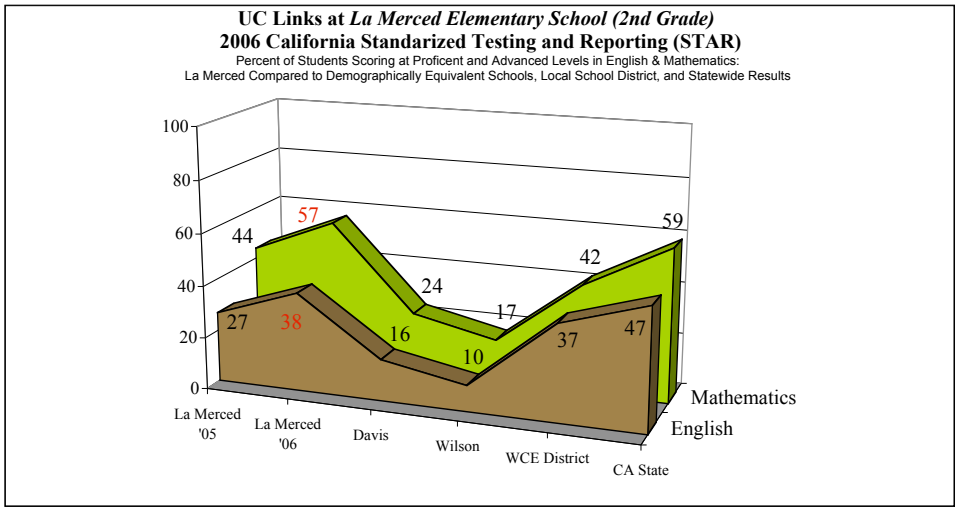


Table XXIIIa (Whittier College)

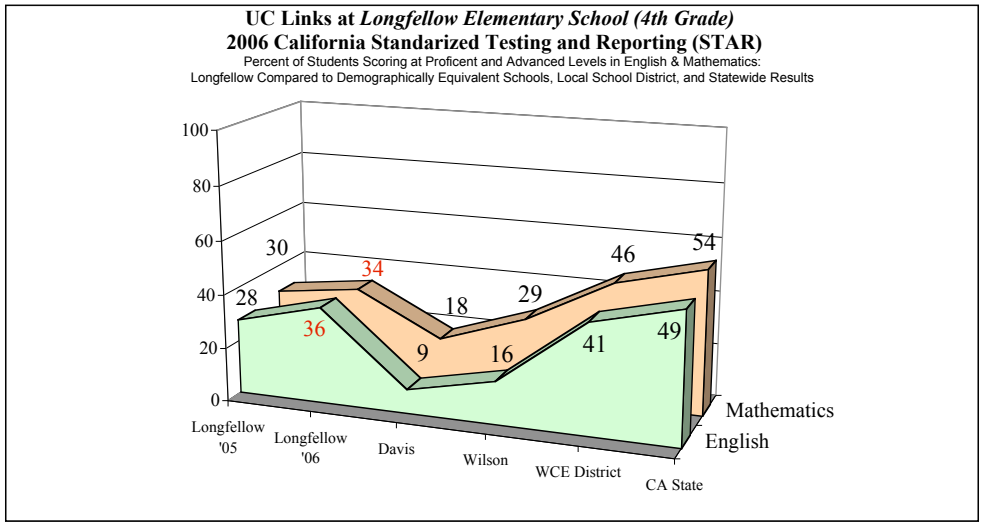


Table XXIIIb (Whittier College)

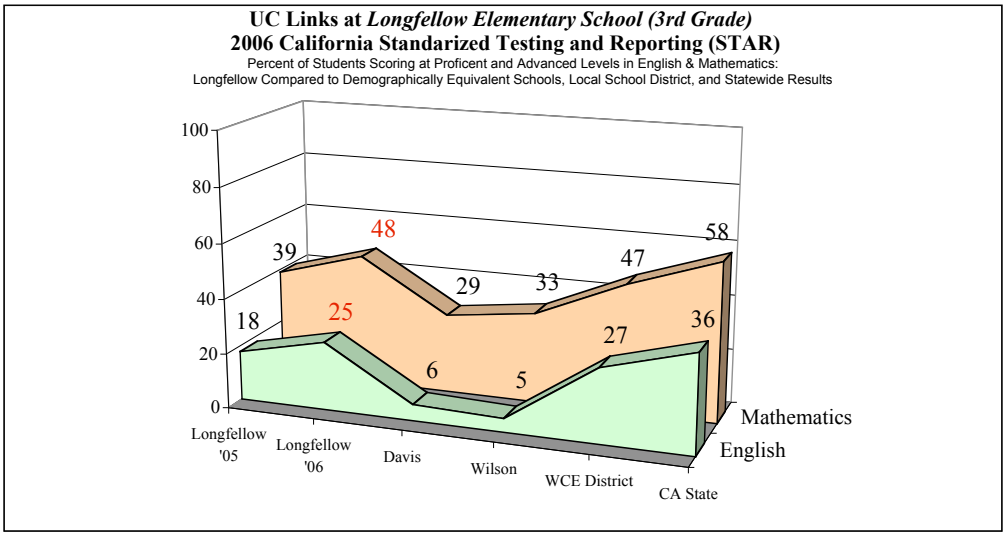
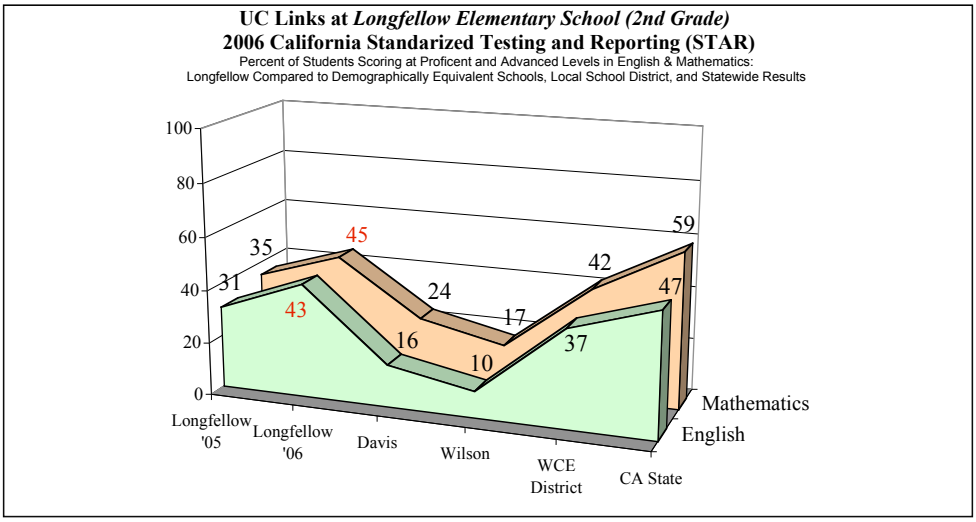


Table XXIIIc (Whittier College)



Appendix C – Middle Schools

Table Ia (UCB)

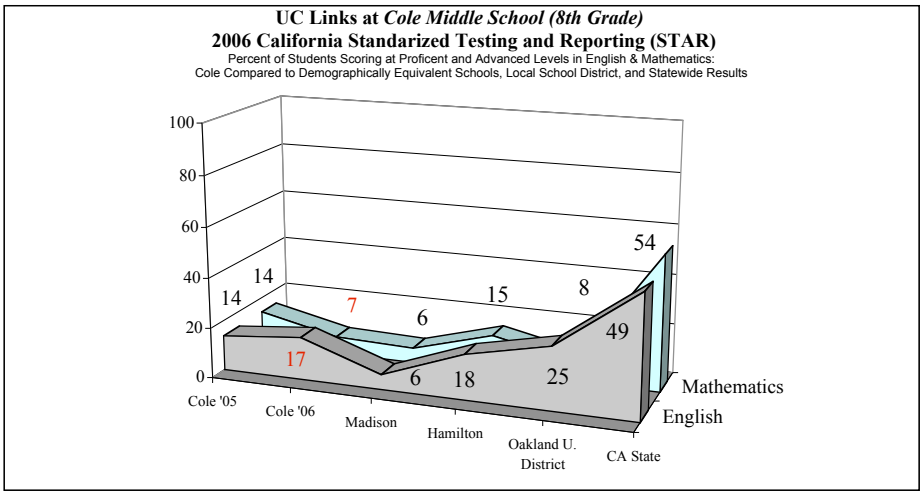


Table Ib (UCB)

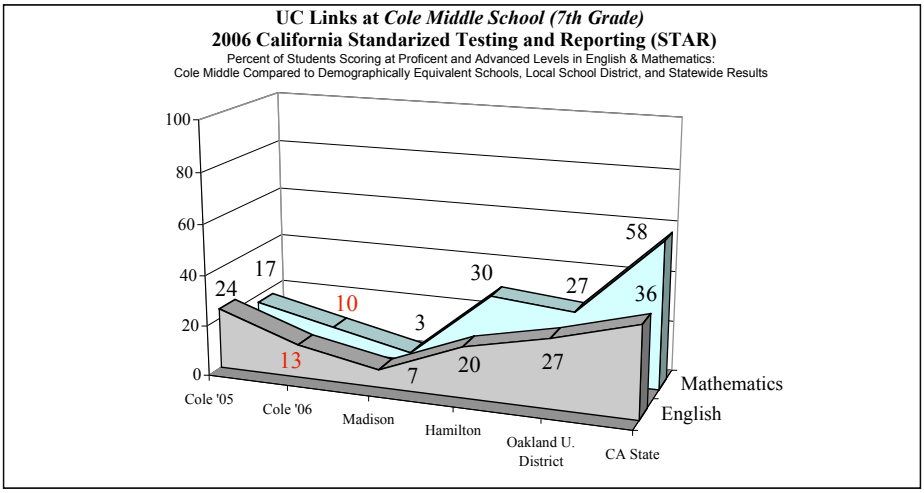


Table Ic (UCB)

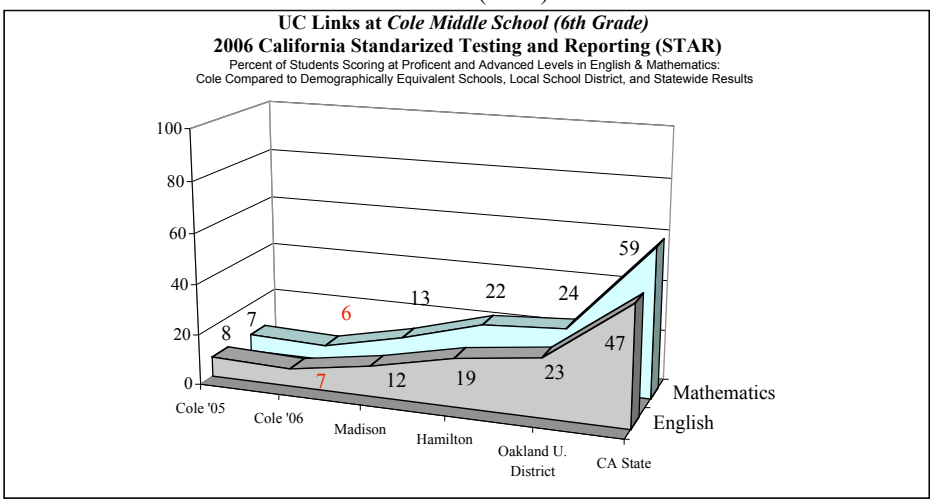


Table IIa (UCB)

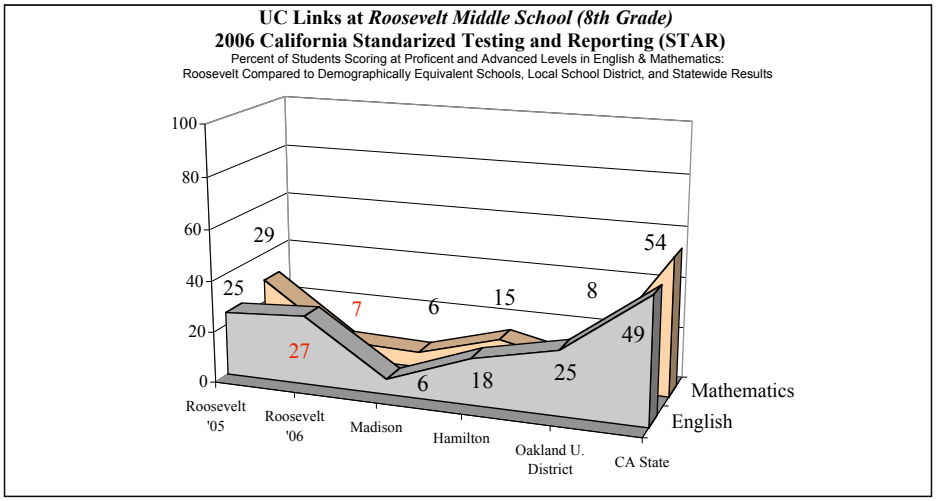


Table IIb (UCB)

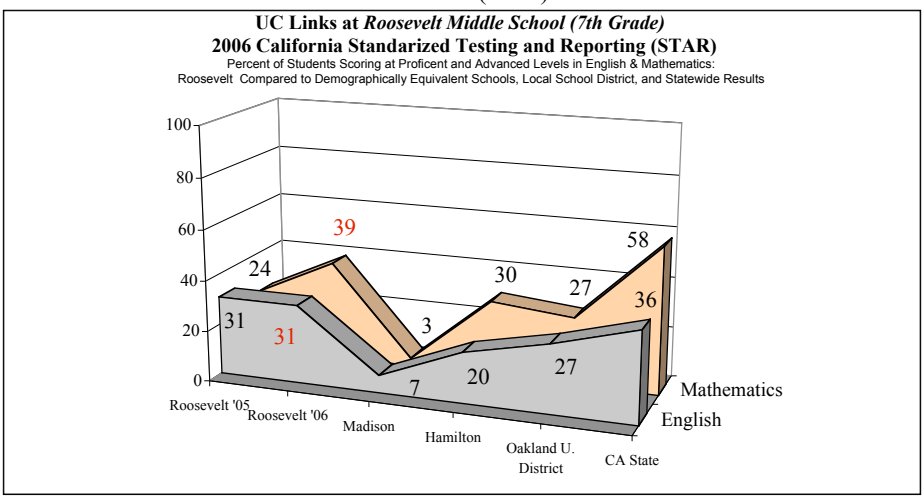


Table IIc (UCB)

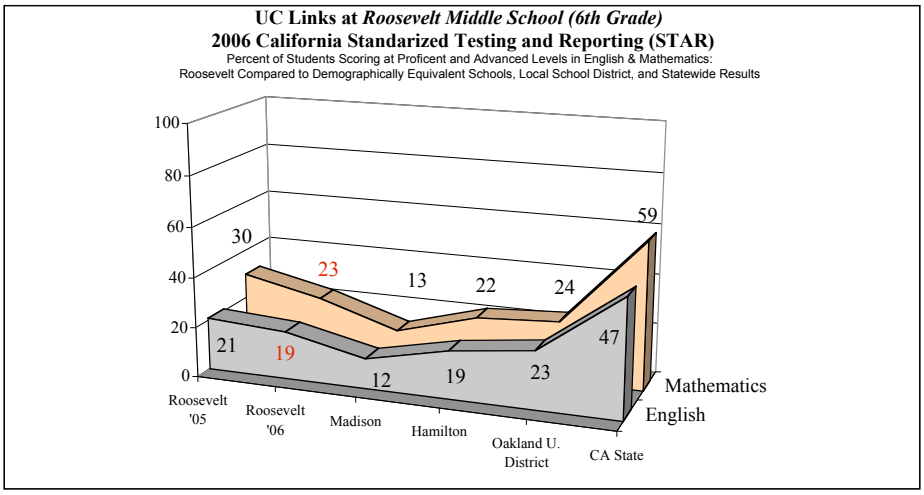


Table IIIa (UCR)

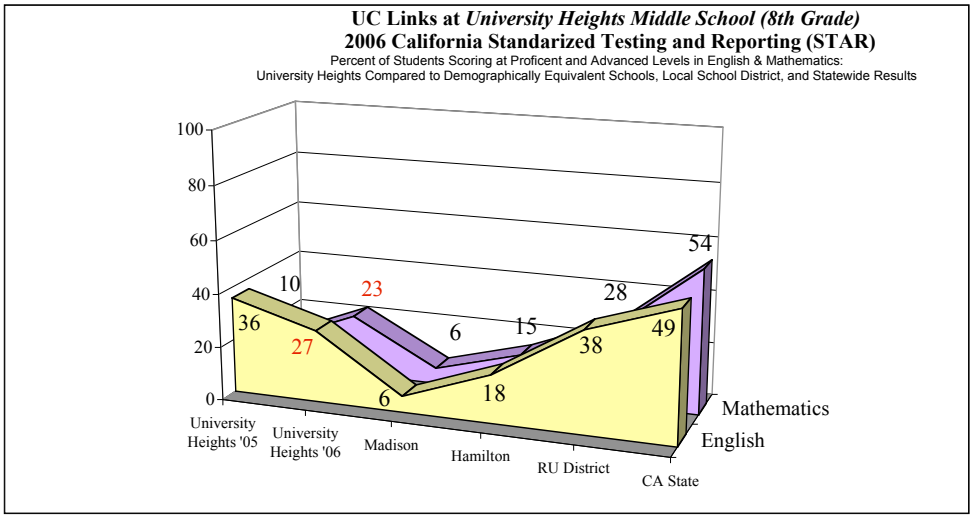


Table IIIb (UCR)

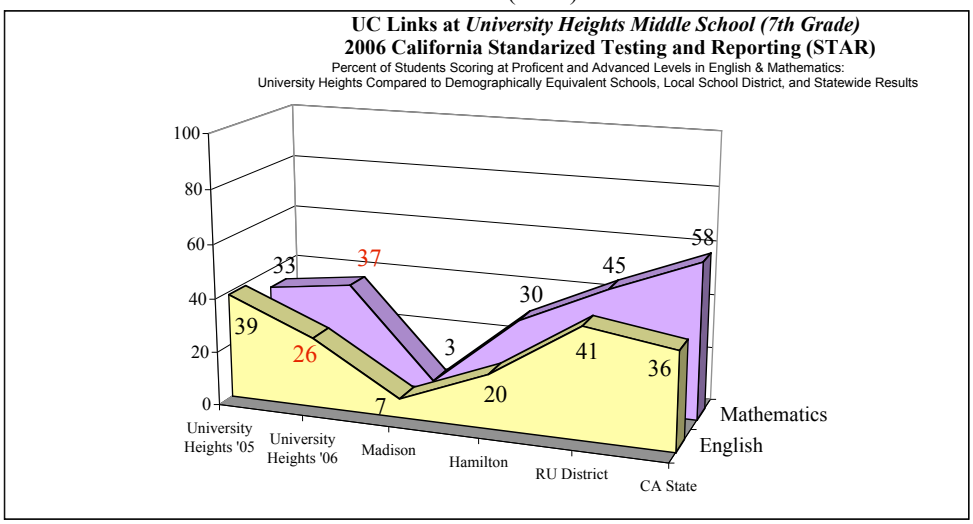


Table IVa (UCSB)

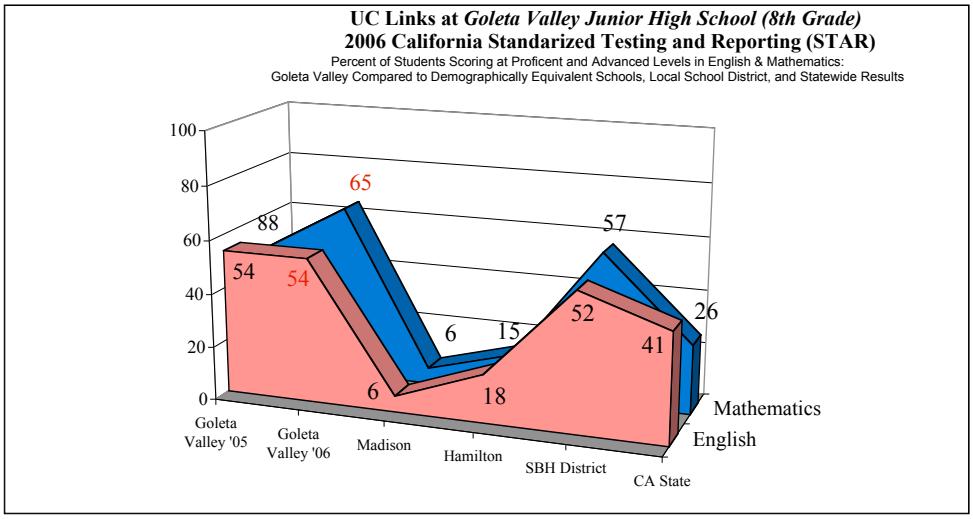


Table IVb (UCSB)

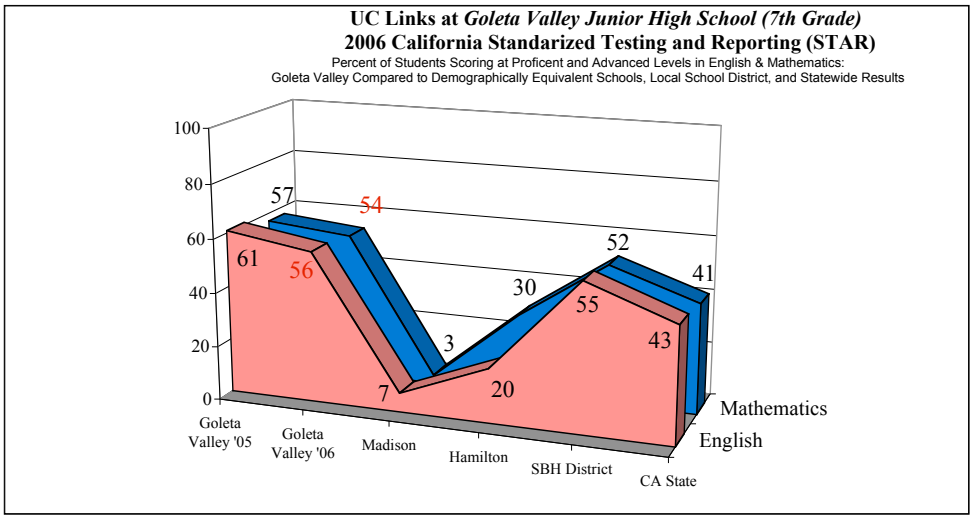


Table Va (CSULB)

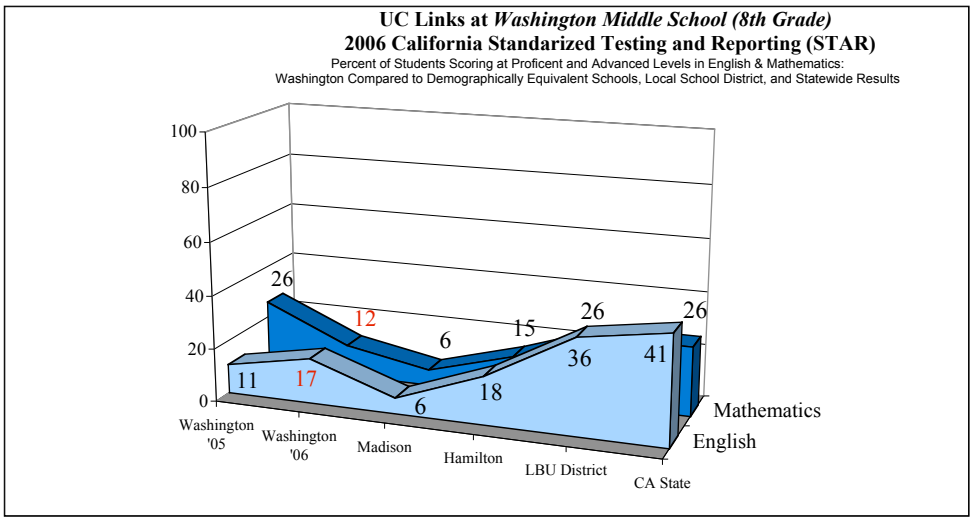


Table Vb (CSULB)

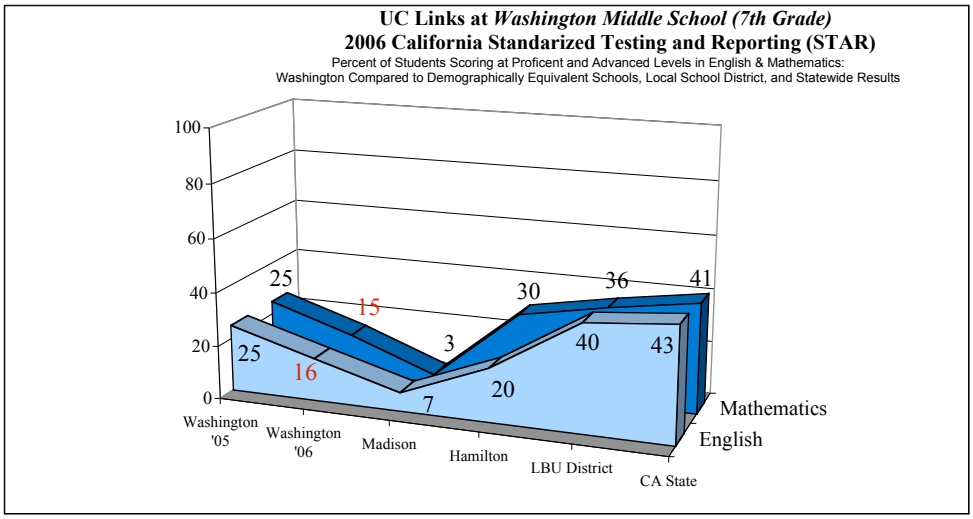


Table Vc (CSULB)

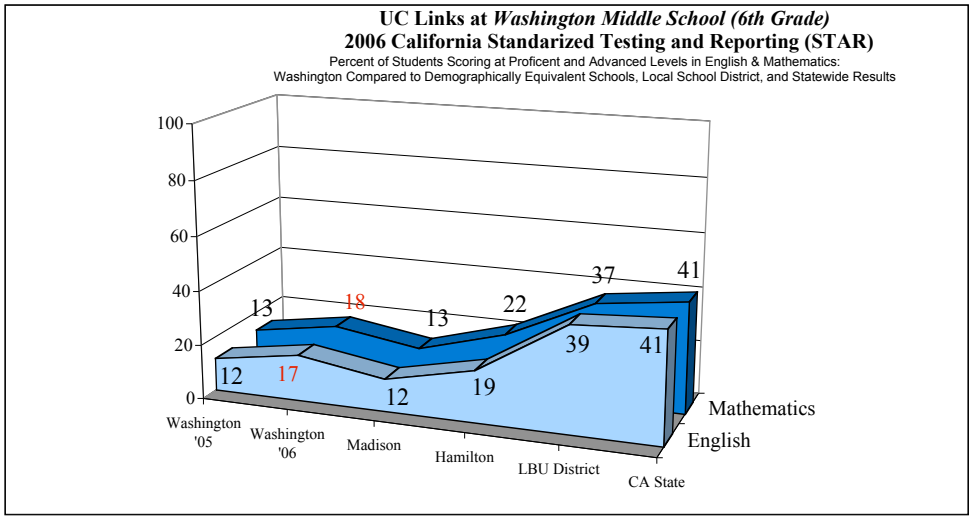


Table VIa (Whittier)

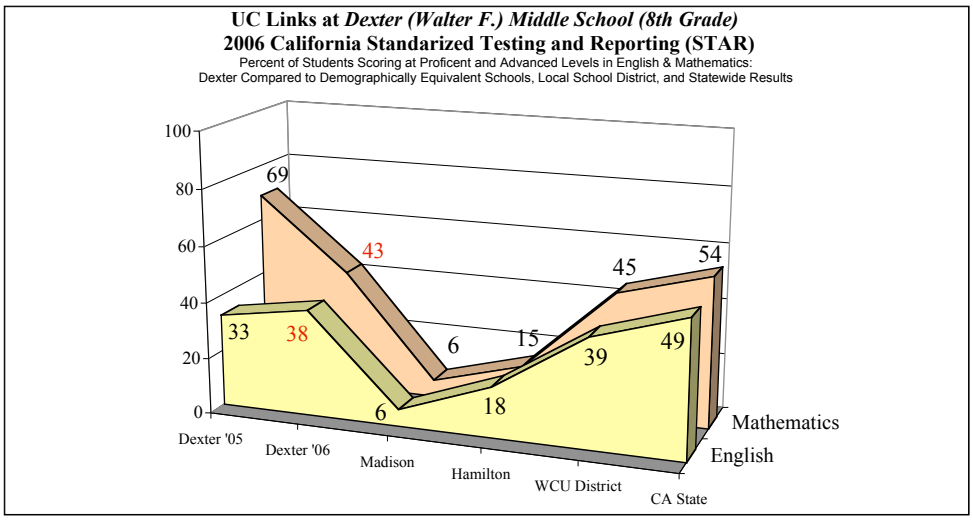


Table VIb (Whittier)

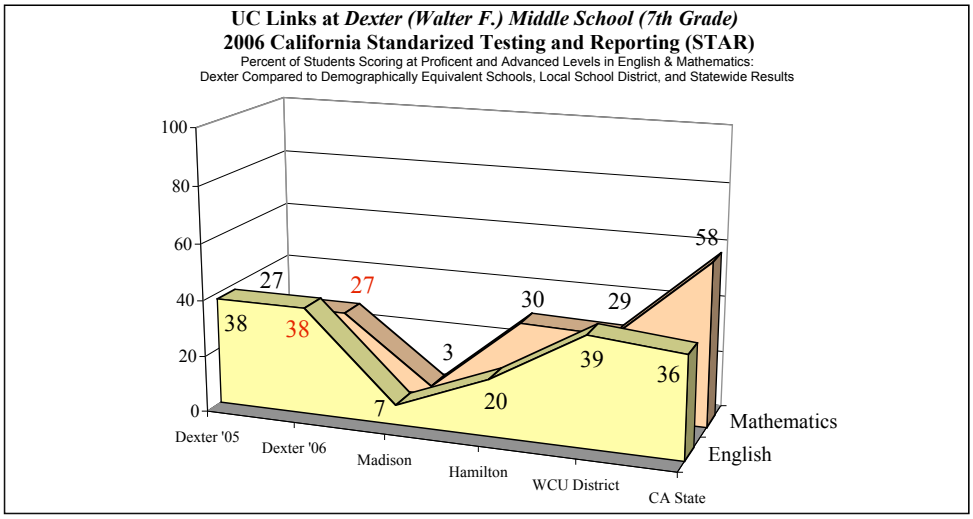


Table VIc (Whittier)

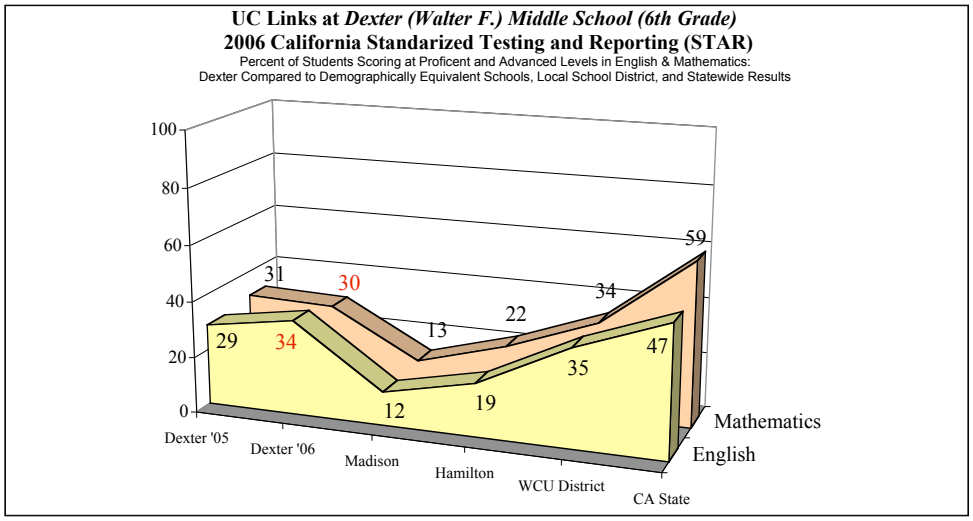


Table Table VIIa (Whittier)

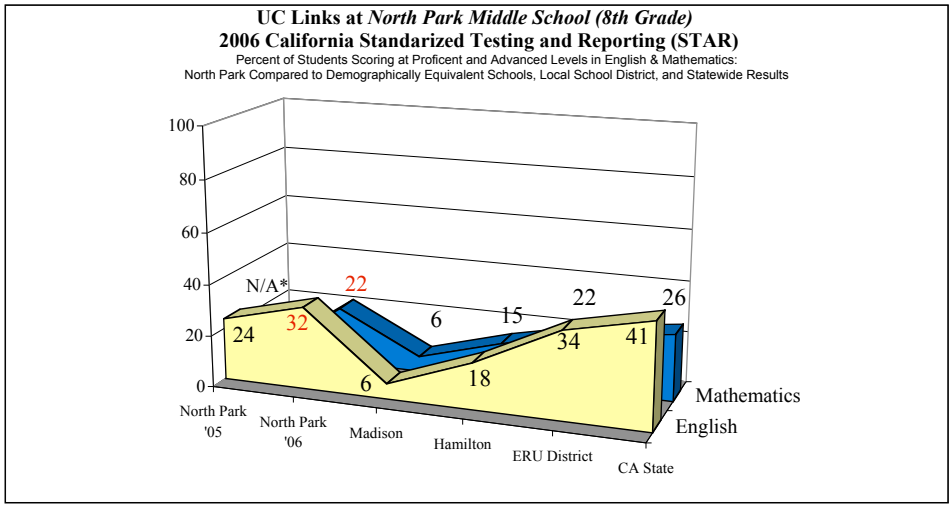


Table VIIb (Whittier)

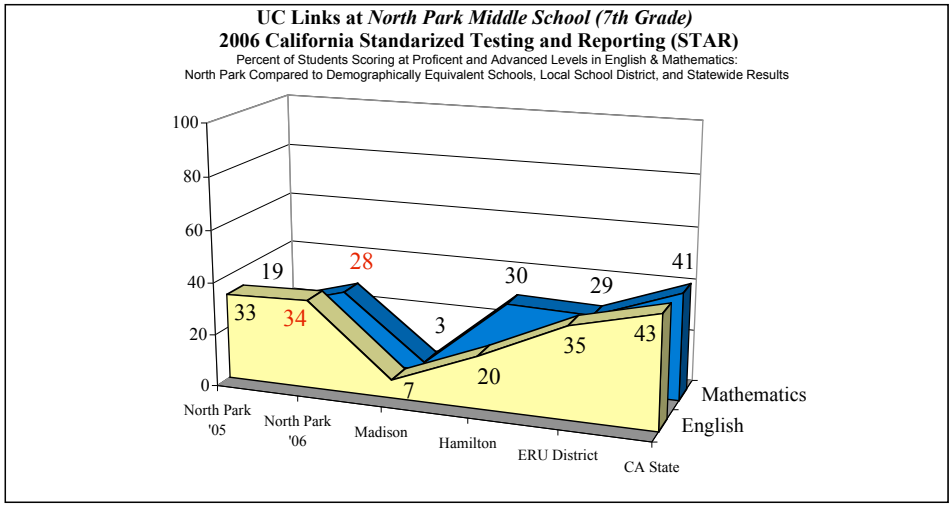
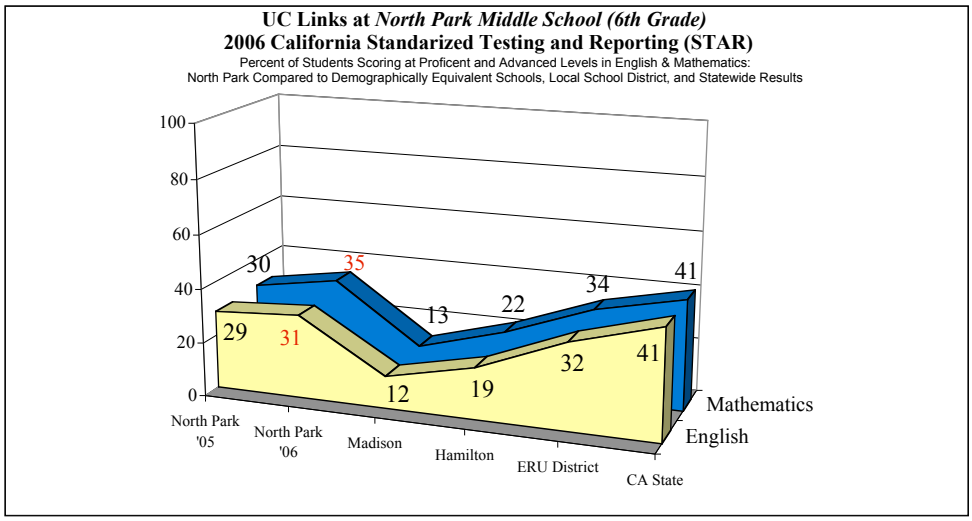


Table VIIc (Whittier)



Appendix C – High Schools

Table Ia (UCB)

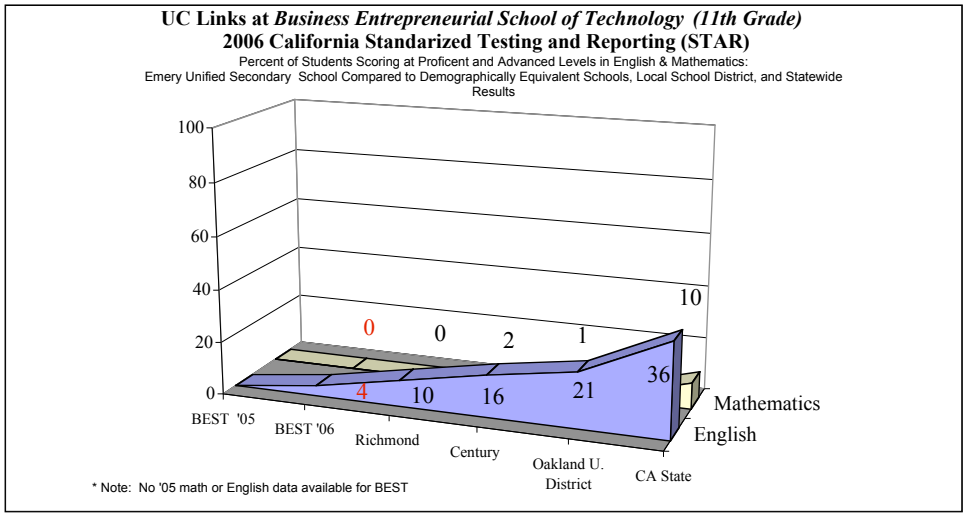


Table Ib (UCB)

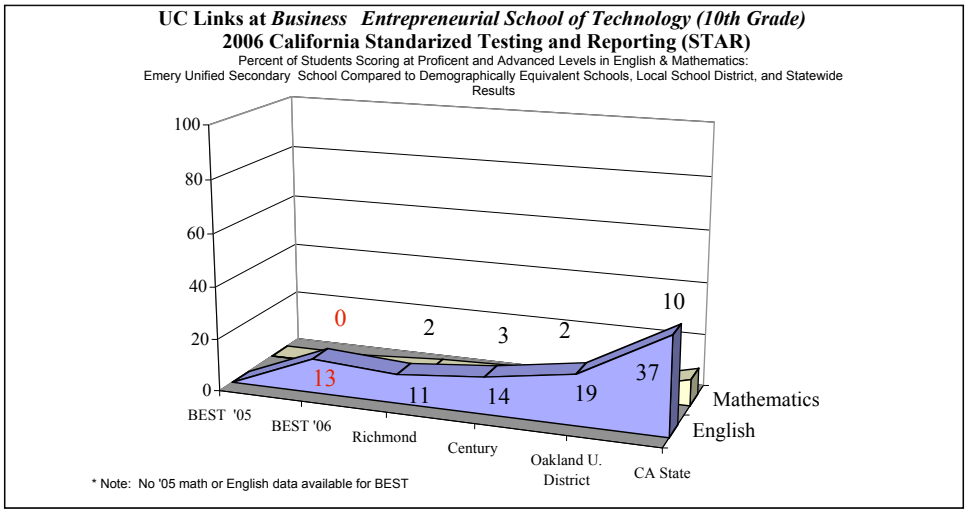


Table Ic (UCB)

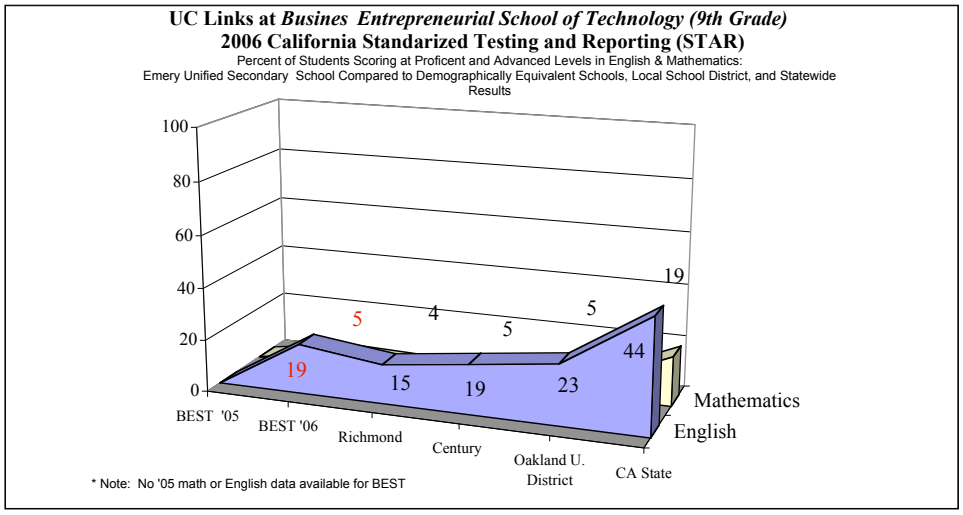


Table IIa (UCB)

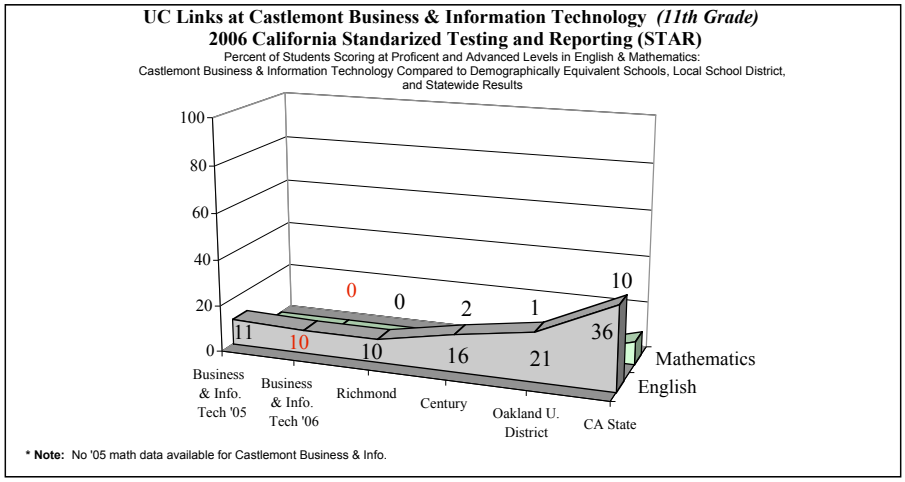


Table IIb (UCB)

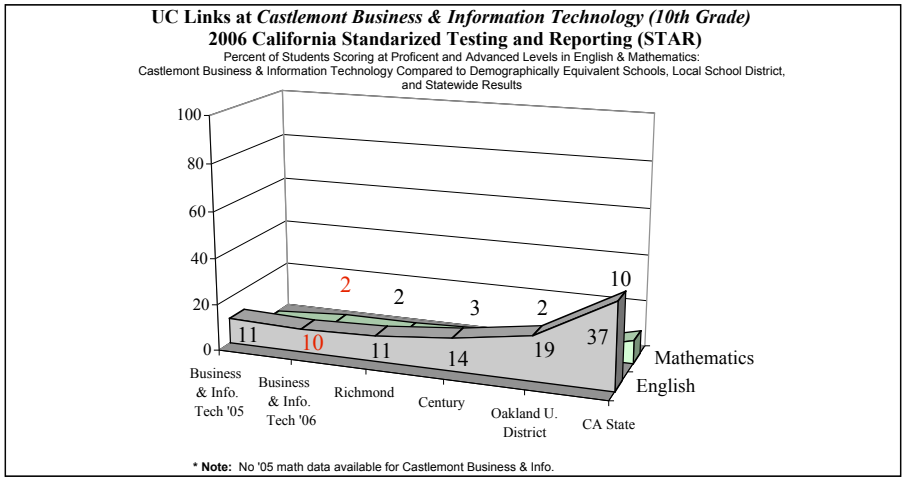


Table IIc (UCB)

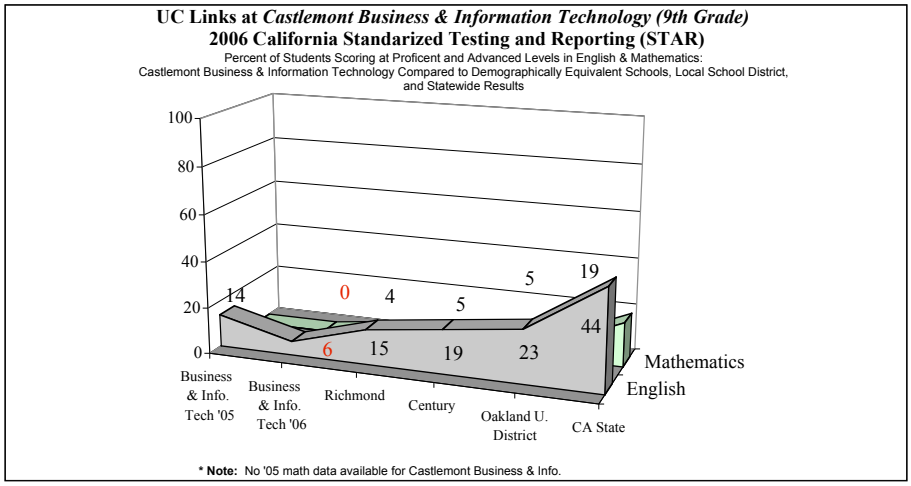


Table IIIa (UCB)

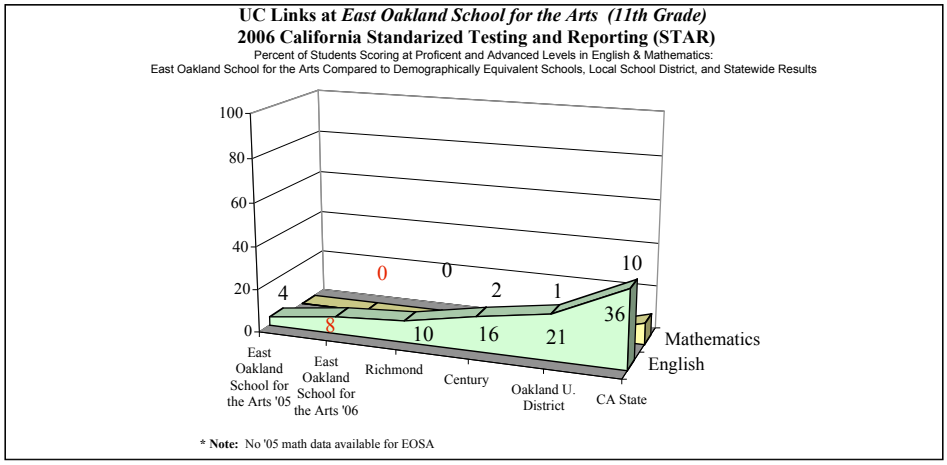


Table IIIb (UCB)

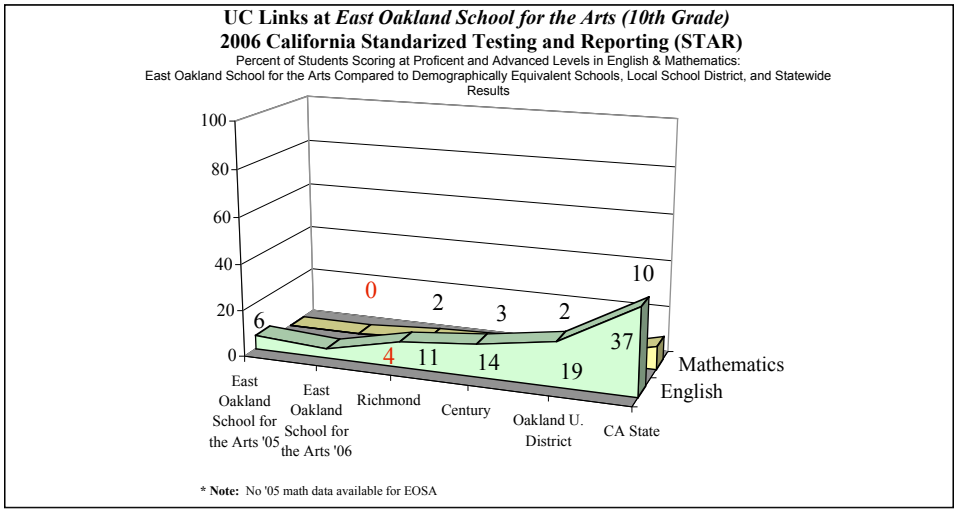


Table IIIc (UCB)

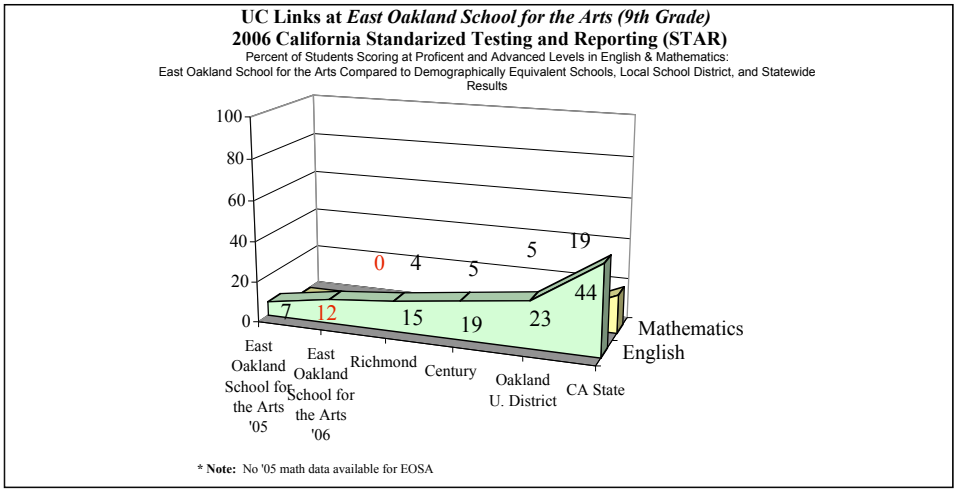


Table IVa (UCB)

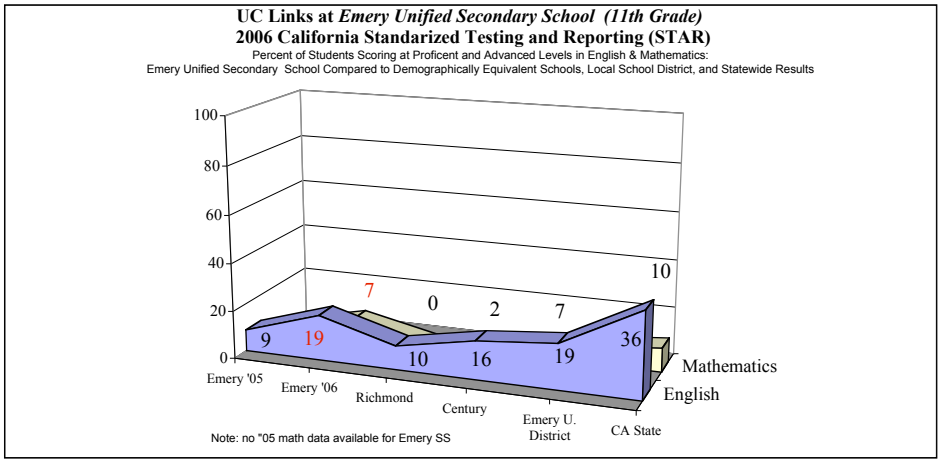


Table IVb (UCB)

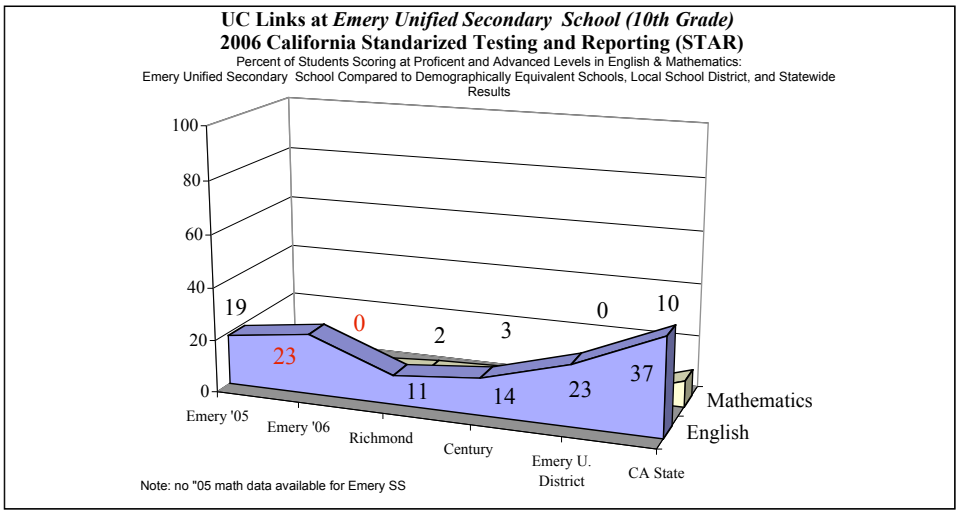


Table IVc (UCB)

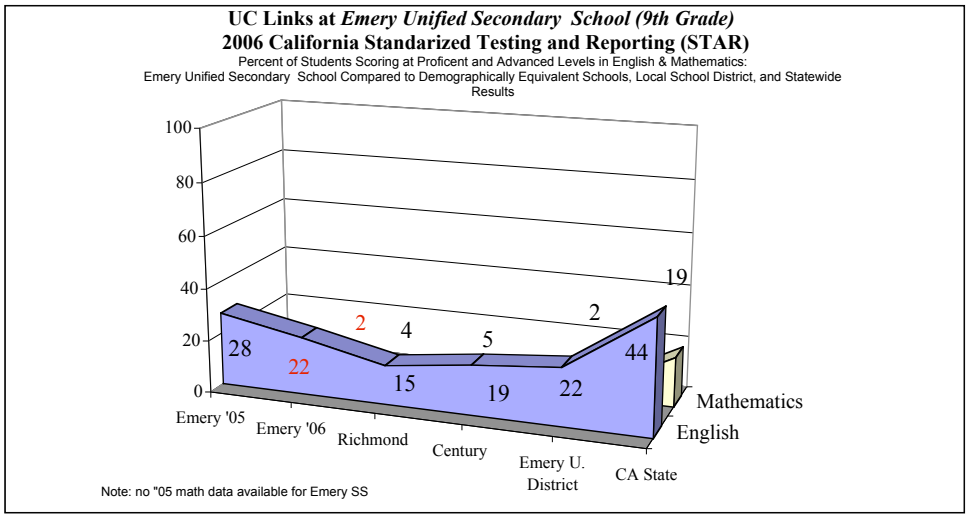


Table Va (UCB)

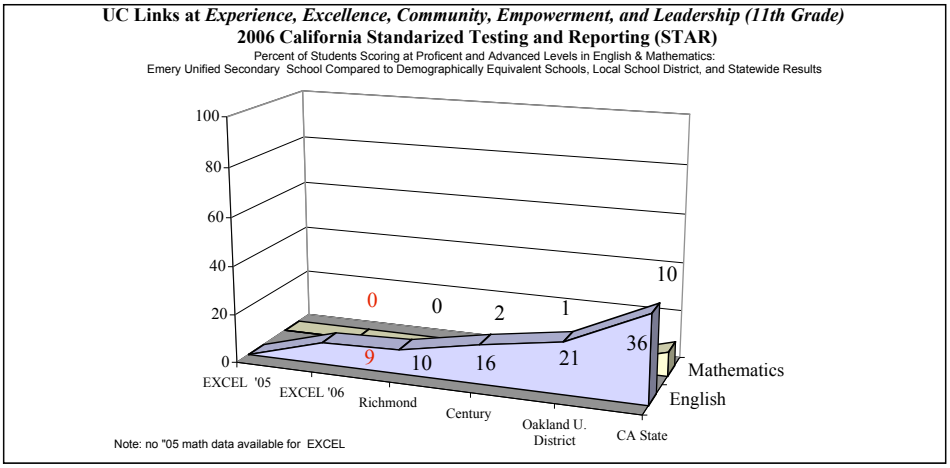


Table Vb (UCB)

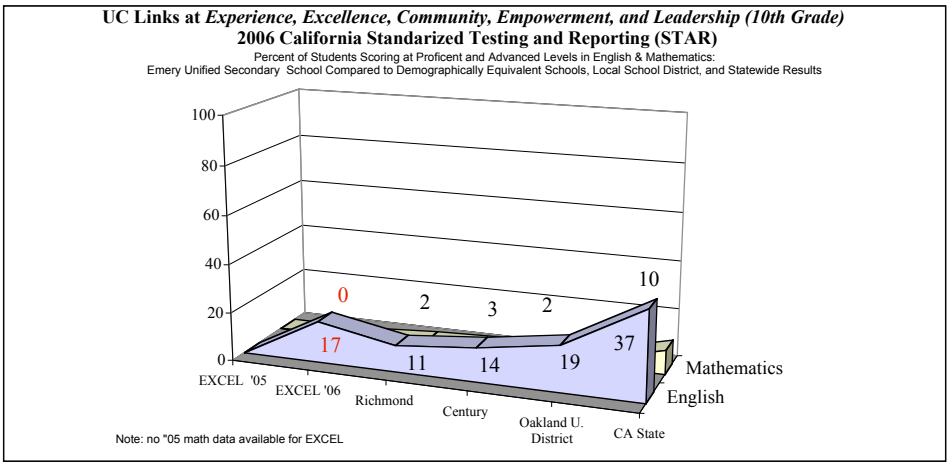


Table Vc (UCB)

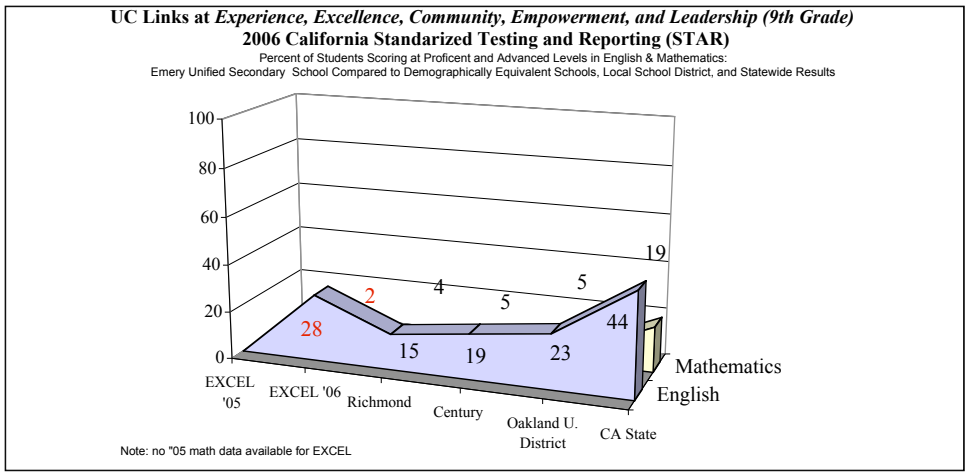


Table VIa (UCB)

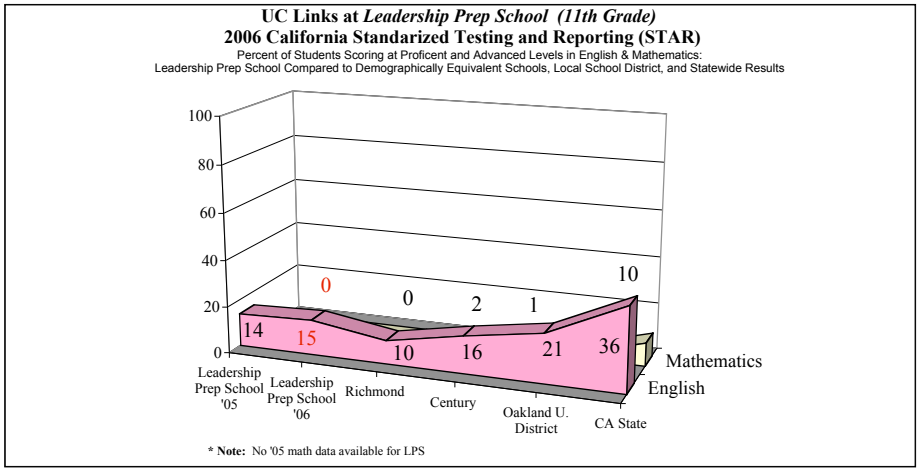


Table VIb (UCB)

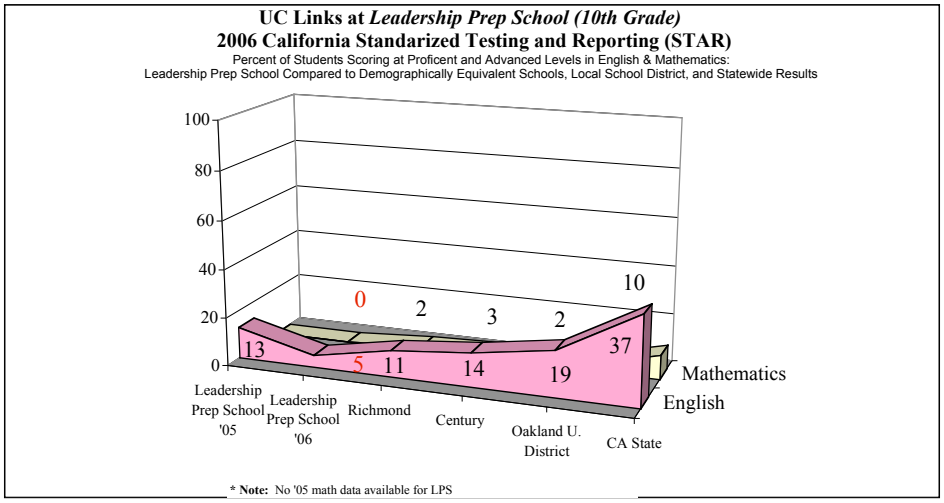


Table VIc (UCB)

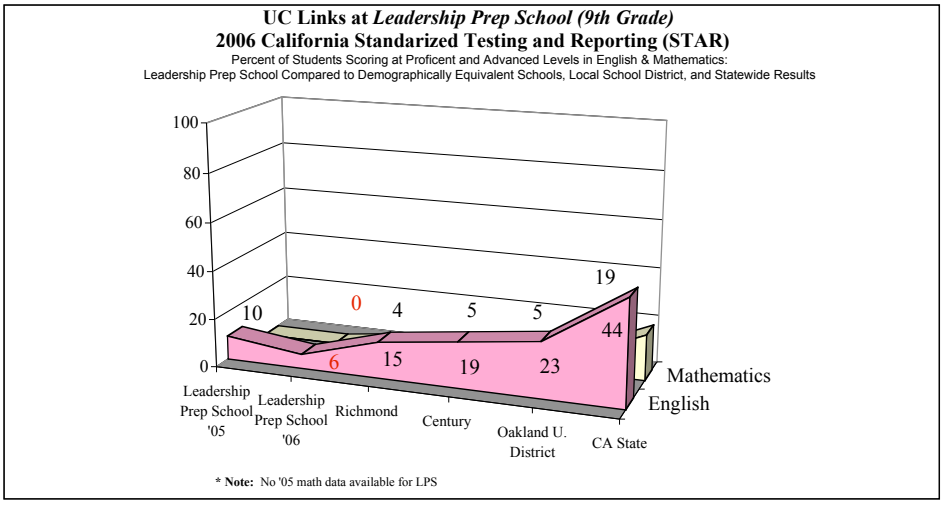


Table VIIa (UCSD)

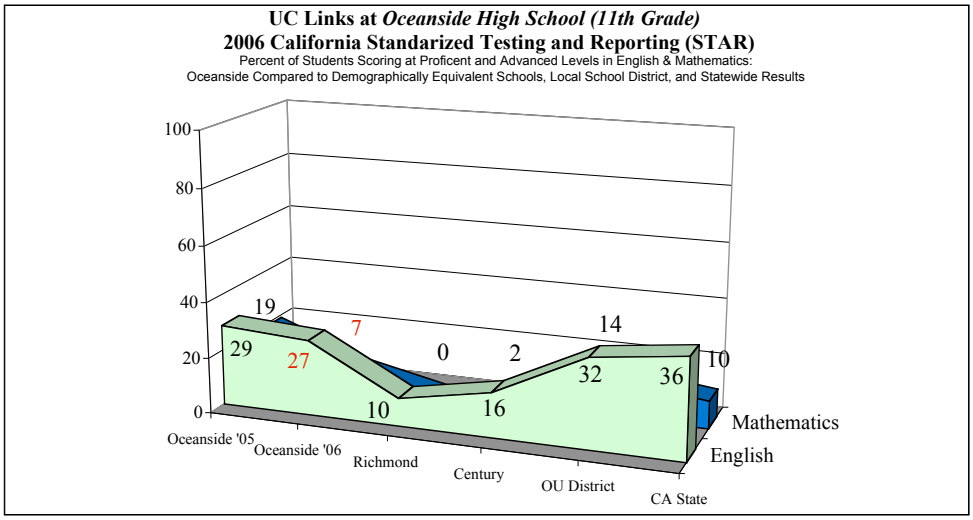


Table VIIb (UCSD)

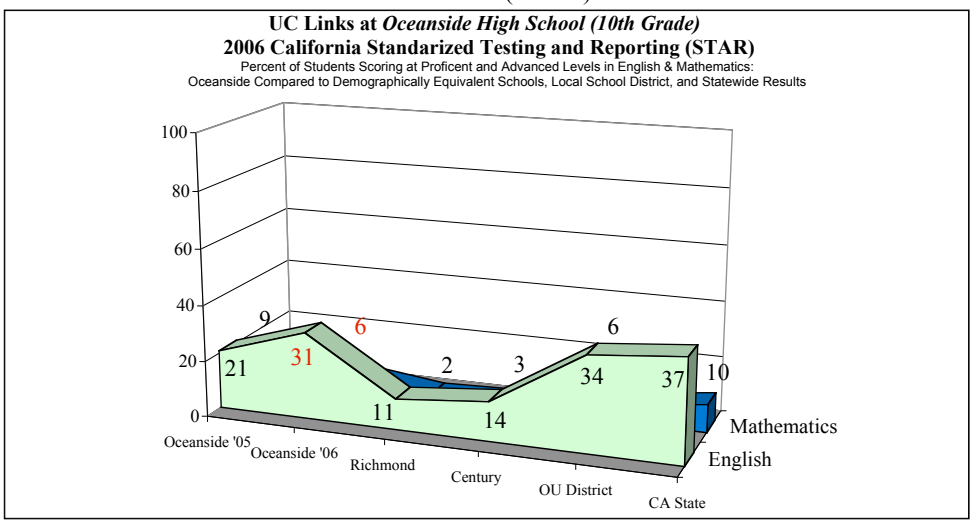


Table VIIc (UCSD)

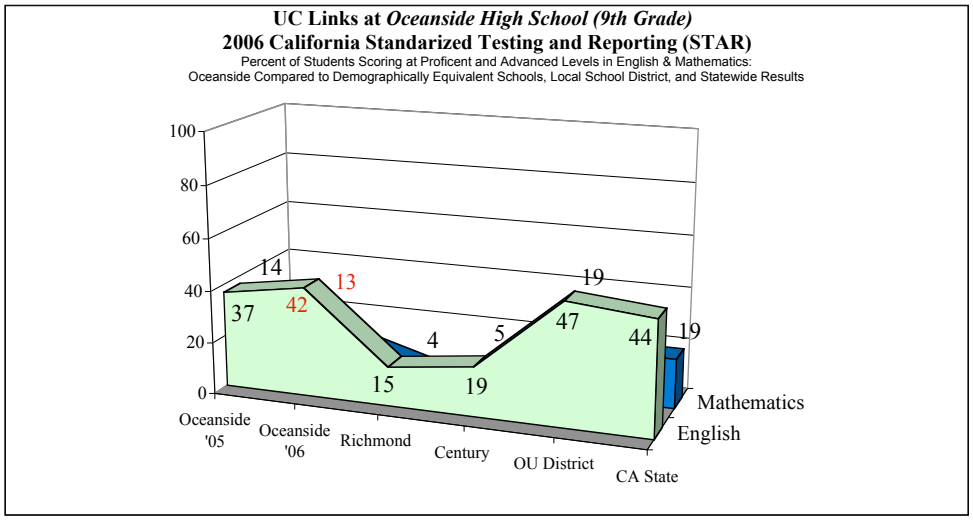


Table VIIIa (Whittier)

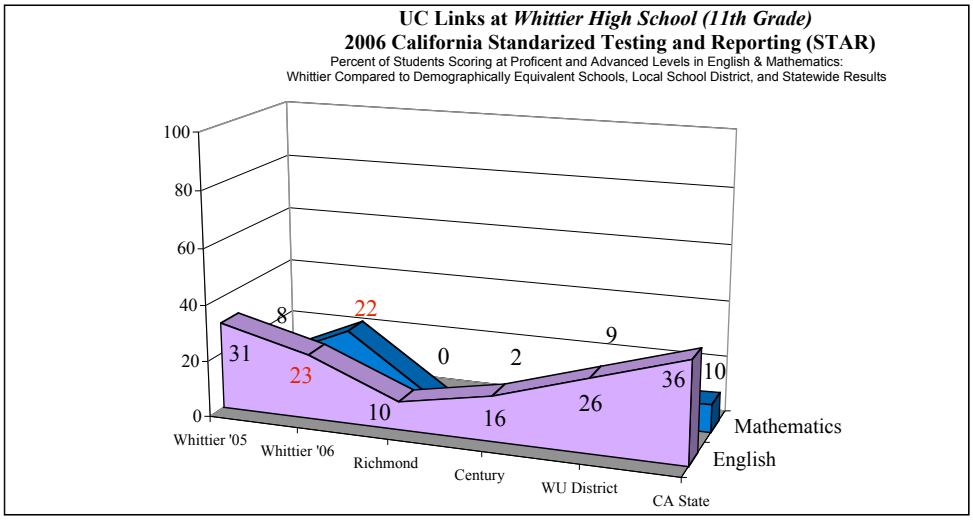


Table VIIIb (Whittier)

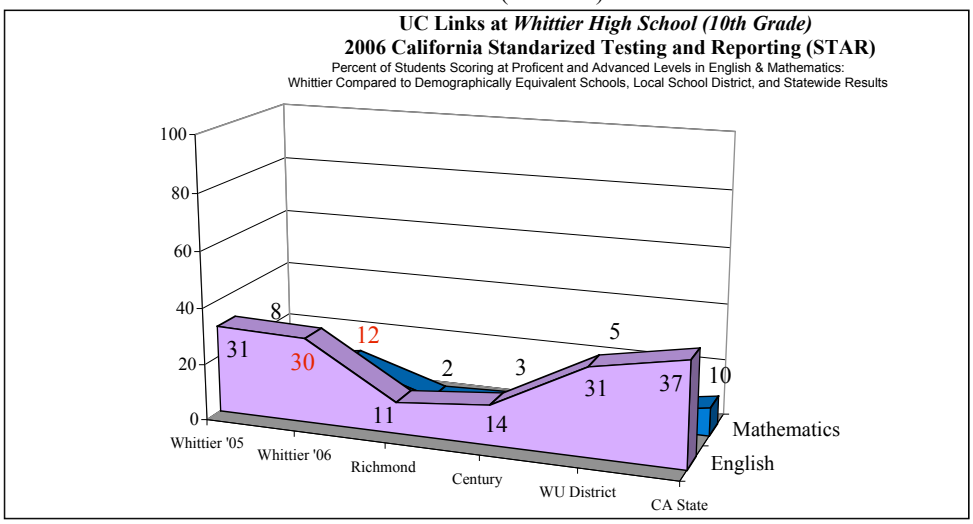
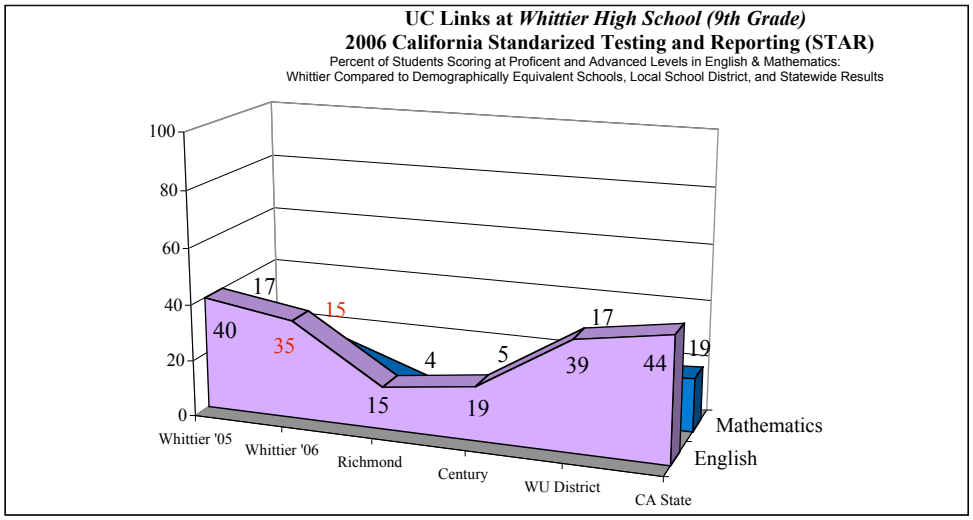



Table VIIIc (Whittier)