UNIVERSITY OF CALIFORNIA
Student Academic Preparation and Educational Partnerships (SAPEP)
Annual Performance Report for AY/FY 2004-05

COVER SHEET and INSTRUCTIONS

1. Name of Program: UC Links (University-Community Links)

2. Address: UCOP 1111 Franklin St. Oakland, CA 94607

3. Name of Program Director/Contact Person: Charles Underwood

Phone Number: 510 987-9495 Fax: 510 987-9612

E-mail Address: charles.underwood@ucop.edu

INSTRUCTIONS:

In complying with state mandates regarding accountability, this set of forms is the Annual Performance Report (APR) for Student Academic Preparation and Educational Partnership (SAPEP) programs. Beginning in 2005, the APR will be used by the UC Office of the President (UCOP) to determine whether progress has been made toward meeting the objectives of your program for this reporting period. Annual submission of the APR is a requirement for all SAPEP programs and will be used as part of the process to determine continued program funding and for reporting to the State Legislature and Department of Finance.

Who Must Fill Out this Report? All SAPEP programs that receive state funding through the UC Office of the President must complete this report, including statewide programs and campus P-20 alliances. The reporting process is as follows:

- Step 1: UCOP sends the APR to all statewide SAPEP and P-20 Alliance Program Directors. See Appendix A for the list of Program Directors/Representatives.

- Step 2: Program directors collect information and data from campus programs. Program Directors may use this APR to collect information and data from campus programs and are free to ask for additional information. Program Directors may set their own internal program due dates so that they can compile and submit the data to UCOP SAPEP by October 31, 2005. In submitting their campus reports to the statewide program directors, campus representatives are strongly encouraged to send copies of their reports to their campus APPL leaders.

- Step 3: Program directors return the complete APR to UCOP no later than October 31, 2005. Send a complete electronic copy via email to Elizabeth Halimah, Director of SAPEP Planning & Analysis, liz.halimah@ucop.edu.

What Period of Time is Covered in this Report? The report covers the 2004-05 academic and fiscal year.

What Information Must be Submitted? The APR consists of a cover sheet and four sections. The cover sheet must be completed. The "Program Director" is the person with primary responsibility for the ***entire*** SAPEP program. This may include the Statewide Director, Systemwide Program Manager, Executive Director or P-20 campus representative. This DOES NOT include individual site directors of programs with multiple sites nor campus representatives of multi-site programs.

This remainder of the report consists of four sections. Sections I and II request information on program mission, goals, accomplishments, and challenges; Section III requests demographic information on program participants; and Section IV requests information on outcomes.

Answer each question as completely as possible. If you are unable to answer a question, please respond as follows:

1) If the question pertains to your program, but the data are not yet available, please explain why, or
2) If the question does not pertain specifically to your program, e.g., your program does not provide services directly to teachers, write "Not Applicable" or "N/A".

Special instructions for Section IV: SAPEP Benchmark and Outcome Indicators. This Section addresses the specific Accountability Framework goals you have selected. You are required only to answer those questions that pertain to the approved goals for your program. For other questions, you may write "Not Applicable" or "N/A".

Whom do I contact for additional information? Please direct any questions to Elizabeth Halimah, Director of SAPEP Planning & Analysis, liz.halimah@ucop.edu or (510) 987-9589.

SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief 1 to 2 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. Also, highlight your major outcomes, successes, and concerns.

A. Purpose and Mission:

UC Links is a multi-campus, intersegmental faculty initiative, linking community 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 the basic literacy, information literacy, English fluency, and general academic preparation of 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 further graduate and professional training. To accomplish this dual mission, university faculty teach academic courses that place their students in practicum field training at after-school programs. University students enrolled in these courses take part in community-based after-school program sites where they help guide children at the sites through a variety of learning activities designed to promote literacy, math, science, and computer skills, as well as collaborative behavior and college-going identities.

B. Program Goals and Objectives:

- **Increase the number of active K-8 program participants who are academically prepared to enter and successfully complete the "a-g" course pattern and who are on track to be college prepared.** UC Links pursues this goal by linking K-8 youth, largely from low-income communities and underserved schools, with college and university students in face-to-face and online collaborative after-school learning activities. In implementing this goal, UC Links connects K-8 academic preparation with quality undergraduate and graduate education.
- **Increase the number of program participants who matriculate into graduate and professional schools.** UC Links prepares university students for higher-level graduate studies, and in the past year has begun to prepare CCC students for transfer to 4-year institutions. The program connects university-level academic coursework to practicum participation that provides university students with extensive writing, research, and mentoring experience (both face to face and online) in community-based after-school programs for K-8 students; for participating CCC students, it also provides (a) advisement and encouragement to transfer, (b) enrollment in a transferable course or set of courses, and (c) direct connections with faculty and students at four-year institutions.
- **Build local K-20 partnerships that create 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 brings K-12 institutions, together with community organizations, the business sector, and the three-tier system of higher education in California; in this way, it helps foster a cross-institutional collaborative network that fosters articulation across institutions and leverages increased educational resources for children from low-income communities and low-performing schools.

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. Because large proportions of the targeted audiences are generally unprepared for this course pattern, UC Links serves to provide them with the early academic support they need to pursue and complete the "a-g" course pattern and the path to college. In this way, UC Links intervenes early before students have fallen 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 for matriculation into graduate and professional schools, and recently has begun to prepare CCC students for transfer to 4-year higher education institutions.

C. Implementation and Outcomes:

In 2004-05, UC Links operated 26 program sites, which have implemented a broad range of teaching and learning activities designed to accomplish its mission and goals. Appendix A shows the range of these sites and the demographics of the student populations served. These program sites have created specific sets of activities by linking the academic preparation of underserved elementary and middle school students throughout California, (and recently students at two high schools in Oakland) with university student mentors and tutors, in school and community settings that are built on the collaborative connections among schools, community organizations, university campuses, and other public and private agencies. The activities at most sites are structured through the content areas of history, English (reading/writing/communicating), mathematics, science and visual/performing arts.

Since the specific SAPEP goals above were established in the Spring and Summer of 2005, UC Links programs have rapidly attempted to use their collaborative relationships with partner schools and community organizations in order to secure appropriate data to indicate the success of these activities in promoting the academic preparation of participating students. A number of sites, especially at the elementary school level, have been successful in securing data that indicates 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 B indicate that at a number of 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 schools. 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 mathematics preparation of participating students for higher learning.

Two significant challenges limit the productivity of UC Links as a network of programs sites. First, the institutional barriers to securing more compelling data limit UC Links' ability to demonstrate program impact. While to date, a number of sites have been able to show school-wide gains from year to year, it has not yet proven possible, especially within the time frame of this reporting period, to secure matched set comparison group data or data extracting UC Links students' standardized test scores from school scores in general. Second, the Human Subjects review process, an necessary first-step at each campus, often delays UC Links researchers' implementation of the data collection process. UC Links faculty and UCOP and campus administrators are working both internally and with school district administrators to establish

closer collaborative structures and thus to facilitate these data-collection processes for 2005-06 and the future.

SECTION II: NARRATIVE INFORMATION

Please limit your response in this section to no more than 6 pages.

1. **Briefly describe how your project is furthering the SAPEP mission (see below):**

> "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, socioeconomic ally 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.*

In 2004-05, 18 UC Links faculty operated 26 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 2,882 K-12 youth, linked with 914 undergraduate students, 62 graduate students, and 98 community college students. Of the 2,882 K-12 students, 96% (2775) were from first generation, socio-economically disadvantaged backgrounds, and 35.3% (1,019) were English language learners (see Appendix A). UC Links program activities extend these students' daily time on academic learning tasks higher school achievement 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 it serves. Motivation and interest in attending college, and information about college, is provided for grades participating students through daily mentoring and instruction of students by trained and supervised college undergraduate (914) and graduate students (62). The UC Links program offers these university students quality teaching, curriculum, and practicum training in a variety of disciplines and prepares academically to pursue further professional experience at higher levels of training in graduate schools and professional schools.

A collaboration between UC, CSU and other college and 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. The program addresses the preparation of elementary and middle school students (and in 2004-05 students at two high schools) and develops the basic academic skill and competencies and attitudinal focus that will enable them to enroll in secondary school courses that will prepare them to attend college. Working with students near the beginning of the K-20 pipeline, UC Links furthers the SAPEP mission in four ways. First, it implements a sustainable inter-institutional collaborative approach to the improvement of academic outcomes and positive motivational inclinations of school-aged students in low-income communities. At UC Links sites, low-achieving students have multiple opportunities to become academically prepared by working alongside graduate and undergraduate students to develop a range of fundamental literacy skills as they engage in

on-line and off-line computer-mediated activities and communications. At most sites, these activities are structured through the content areas of history, English (reading /writing /communicating), mathematics, science and visual/performing arts. Participating students are exposed to academically rich, complex reading material that encourages increasingly mature, critical thinking. In response, student writing increasingly reflects advanced levels of reading comprehension, literary analysis. Assistance with reading and writing and the production of finished products enables the children to develop literacy competencies, as they are simultaneously developing formative competencies in subject areas directly related to and feeding into the a-g pattern.

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: **First, program sites have shown success in providing academic preparation, especially in the area basic literacy and computer literacy skills, or English Language Arts in general; the program is particularly effective in working with English language learners and in helping prepare them for greater understanding and competence in the classroom.** A number of 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 B indicate that at a number of 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 demographically comparable elementary schools. These graphs represent the academic impact of one year of student participation in UC Links programs. For example, at El Sol Elementary in Santa Ana in 2005, 38% of 3rd grade students tested as Basic or better compared to only 29% in 2004. In 2005, 87% of El Sol fourth grade students, having completed two years of participation in the UC Links program tested at Basic or better compared to only 36% in 2004 (Note: in the tables in Appendix B, Torre Pines Elementary is not demographically comparable to other schools served by UC Links sites). Similarly, at Roosevelt Middle School in east Oakland, significantly higher percentages of both sixth and seventh graders participating in the after-school program scored at advanced and proficient levels, than did students in their school at large (see Appendix B). At Deterding Elementary School in Sacramento, English Language Arts (ELA) outcomes for participating UC Links children at the third grade level (349.6 vs. 302.5) and sixth grade levels (381. vs. 366.5) were greater than those of the demographically matched students at the school. However, the results were not consistent at all grade levels; at the fourth and fifth grade levels, the matched students displayed either greater gains (fourth grade) or the same ELA score (fifth). The CSU Sacramento Links program was thus most successful with the oldest and youngest students. Success for these children may be due to the frequency of tutoring that the program sponsored between older sixth grade students and the younger third grade students, as well as the amount of assistance given to the younger students. Consequently, in ELA, one of the successes of the program appears to be peer tutoring itself.

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 lower achieving children with sustained engagement in after-school activities that promote

content learning, complex thinking, and strategic reflection; the after-school site helps to 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 thinking strategies, content understandings, and inclinations to engage in challenging or complex learning tasks becomes a model and a resource for other participants. Third, UC Links connects underserved children with college students. As a consequence, children have 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 is crucial for low-achieving children to improve their academic standing and contributes to their development of a positive self-concept with regard to 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.

Second, UC Links is 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 approximately 400 undergraduate seniors in UC Links classes for 2004-05, 302 were reported to be applying, admitted, or enrolling in graduate and professional programs (see Section IV, Goal 5, and Appendix C).

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

There are two primary challenges that UC Links has faced, especially in 2004-05. First, gaining access to school data, and specifically to standardized test scores, represent a 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 (Appendix B). However, within the limited time frame of the present reporting period, without sufficient advanced notice of the need to secure such data, many sites are still in the process of obtaining this data. Even with close collaborative relationships, obtaining this data requires both preliminary administrative meetings and significant staff time, on the part of both school district 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 too difficult for university and school district staff working together to secure within the present reporting time frame. Several sites, however, have been successful in comparing gains in student test performance for schools served by UC Links from 2003-04 to 2004-05; 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 second 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 process which slows the process of getting the basic data required 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 through the 2005-06 academic year. 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.

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

UC Links sites do not pre-select the students who participate in their after-school activities. Program sites are created as university faculty and staff establish collaborative relationships with local schools or community organizations, in order to serve children from low-income neighborhoods. In some cases, school administrators and teachers refer to the after-school program those students whom they assess as needing additional academic preparation and attention beyond the school hours. However, most UC Links sites have open enrollment to students from the school or community being served. That is, the program site will accept all students who show up to participate in the program. In most cases, this fact ensures that the student population in the after-school program is representative of the local student population being served. It also provides for a situation in which the participating students are often of variable achievement levels; the interaction of lower and higher achieving students serves to break down stereotypes about each other and to acquire new academic preparation strategies from each other.

5. **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 for local sites a number of modest grants from external public and private funding agencies (see 6a, below); however, the goals of these agencies are consistent with SAPEP goals. Reported external funding for 2004-05 totaled $210,900.

6. **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 been moderately successful in securing resources to support program site activities. (a) Financial resources and matching funds are reported in individual site reports. Agencies that have provided modest funding include: San Francisco Foundation, Stuart Foundation, Verizon Foundation, MacCabe Foundation, and the U.S. and California Departments of Education Community Technology Center and 21st Century After-School grants. Matching funds augmenting UC Links statewide budget have general come from UC campus and departmental support for graduate students serving as teaching assistances for the undergraduate classes and research assistants serving as site coordinators and/or program researchers and evaluators. (b) In many cases, UC Links staff work closely with school teachers and staff, or with community organization staff, who volunteer their time to work with students in the program. School and community organization staff also participate actively in the training of university student mentors and tutors. Collaborations with other higher education

institutions also enable UC Links sites to serve more students. (c) In-kind contributions primarily include computer room facilities provided by host schools or community organizations. In some cases, UC academic and technical departments outside the lead department running the program contribute time to upgrade and network the host schools' and CBOs' computer facilities, and to provide research assistance in evaluation and assessment. At some sites, host schools and community organizations also contribute part-time support for staff serving as site coordinators. Host schools and organizations also at times provide copying, supplies, and loan out projectors and other equipment, and supervisory support during special events and presentations, as well as space and maintenance support.

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

UC Links occupies a distinctive niche among the University's SAPEP programs. It primarily serves first generation elementary and middle school students from low socio-economic backgrounds, many of whom are English Language Learners, at the earlier stages of their academic development. It serves not only students who are already doing well or moderately well in school, but also serves students who are struggling in school. Connecting these students to university student mentors and tutors, it provides a curriculum that is both challenging and motivating, enabling struggling students to gain power over their own learning and to see themselves as bright, intelligent learners, confident, competent, and stimulated to perform at higher levels both in school and after school. UC Links combines formal instructional practice (tutorial support and homework help related to in-class school work) with informal teaching and learning activities (project-based activities with student products); in this way, even struggling students learn to enjoy and be excited about doing well in school.

Questions 8-11 pertain to P-20 Regional Alliances (campus report).

8. Describe the current status of campus work in the development of P-20 Regional Intersegmental Alliances. NA

9. Provide an assessment of educational needs in your region, and the specific needs on which your Regional Alliance is focusing its efforts. NA

10. Describe the most difficult challenges associated with forming a Regional Alliance in your area. NA

11. Describe the importance of P-20 Regional Alliances in preparing students for postsecondary education, graduate/professional school, and/or success in the workplace. NA

SECTION III: DEMOGRAPHIC DATA

Data Submission

Repeating the procedure of prior years, EAOP, MESA and Puente are required to submit student-level data using the "Student Program Reporting Template" (also known as the 23-element report). Participant records for each EAOP campus program, MESA and Puente covering the 2004-05 academic year are due to the Office of the President by October 31, 2005.

Other SAPEP programs are encouraged to submit student-level data using the 23-element report format. For technical assistance on submitting student-level data, please contact Arthur Gong at arthur.gong@ucop.edu

Summary Data

Please provide summary data on program participants, schools, and services. If your program does submit the 23-element file, the data provided here should complement that data submission (e.g., the number of participants in the data submission should equal the number of participants summarized below). Please provide explanatory notes, if any, at the end of this section regarding answers (e.g., if the data are unavailable, please explain why).

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)	2,882 K-12 students; 914 Undergraduates; 100 Graduate Students

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	42 K-12, 12 Undergraduates, 0 Grad Students
Asian	68 K-12, 250 Undergraduates, 7 Grad Students
Black or African American	273 K-12, 29 Undergraduates, 1 Grad Student
Hispanic or Latino	2,055 K-12, 222 Undergraduates, 17 Grads
White	366 K-12, 383 Undergraduates, 18 Grads
Native Hawaiian or Other Pacific Islander	19 K-12, 13 Undergraduates, 0 Grads
Other or Unknown	59 K-12, 5 Undergraduates, 19 Grads
Total	2,882 K-12, 1012 Undergraduates, 62 Grads

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

Gender:	**Number of Participants**
Male	1,521 K-12, 327 Undergrads, 5 Grads
Female	1,361 K-12, 685 Undergrads, 57 Grads

Total Students Served	2,882 K-12, 1012 Undergrads, 62 Grads

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

Grade Level	Number of Participants
K-8	2,696
9-12	186
Community College	98
Four-Year Undergraduate	914
Graduate	62
Total	3,956

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

	Number of Participants
Participants with Limited English Proficiency	1,019

2. Participating Schools: Please list all schools participating in your program. A participating school is a partner school in which program services are provided. Add rows as needed, or include this list, with all identified columns, as a separate appendix in your APR submission. **PLEASE SEE APPENDIX A FOR COMPLETE LIST**

Name of School	Grade Levels Served by your program	Number of Participants	City	Zip Code
17 Elementary Schools	K-6	2,696		
5 Middle Schools	6-8			
4 High Schools	9-12	186		

3. Services Provided to Students: Please identify the types of services provided to students by indicating the number of students who received that service. If the listed service is not offered, leave the field blank. Add rows as needed.

Type of Service	Number of Students Who Received the Service
Tutoring/homework assistance	1,657
Academic enrichment/supplemental learning	1,956
Mentoring	1,620
Counseling/advising/academic planning/career counseling	722
College visit/college student shadowing	860
Standardized test preparation/study skills development	393
College Application assistance/financial aid assistance	117
Educational field trips	666
Cultural events	651
Other (please specify) *Please see individual site reports	*1,167

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. If the listed service is not offered, leave the field blank. Add rows as needed.

Type of Service	Number of Parents/Guardians Who Received the Service
Workshops on college preparation/financial aid	22
Workshops on academic preparation	10
College visits	122
Family events	198
Other (please specify) *Please see individual site reports	*323

5. Services Provided to Teachers: Please identify the number of teachers receiving professional development. If the service is not offered, leave the fields blank.

Type of School	Number of Teachers Who Participated in Program-sponsored Professional Development
Elementary	35
Middle / Junior High	2
High School	4
Community College	
Four-year college/university	54
Other *Please see individual site reports	*30
Total	125

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. Add rows as needed.

Type of Service	Number of Schools That Received the Service
Curriculum development	4
School reform efforts	3
Professional development	4
Technology development/assistance	12
College preparation activities (school-wide)	2
Research and evaluation	9
Resource development	8
Other (please specify) *Please see individual site reports	*2

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

SECTION IV: SAPEP OUTCOMES

Special Instructions: This Section addresses the Accountability Framework goals that your program selected. ***All programs are required to answer Question 1***. For Question 2, you are required to fill in only those tables that pertain specifically to the approved Accountability Framework goals for your program. See Appendix B for the Accountability Framework goals your program selected.

Please provide summary data on benchmark and outcome indicators based on your approved SAPEP goals. The data provided here is separate from any electronic data submissions sent to UCOP (e.g., the 23-element student file submission). If your program does submit the 23-element file, the data here should complement that data submission.

The data requested in this section refer specifically to the SAPEP goals and indicators outlined in the Accountability Framework. Describe only those goals and indicators for which your program has been approved. This section of the report requests outcome information for 2004-05 participants.

In the table on the following page, 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).

SAMPLE -- SAMPLE -- SAMPLE -- Fill in the table on the next page.

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 baseline data where 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?**
Example: Goal: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern	Example: Indicator: Number and percent of program participants who complete 15 'a-g' units with a grade of C or better by the end of 12th grade.	Example: .Objective: 65% of program participants complete 15 'a-g' units with a C or better by the end of 12th grade. 2004-05 baseline: 50% of 12th grade graduates completed 15 'a-g' units with a C or better.	Example: Instructional support services, staff development to improve instruction.	Example: Percentage of 12th graders completing 15 'a-g' units increased from 48 %(960 of 2000) in 2003-04 to 50% (1,025 of 2,050) in 2004-05.	Example: Continue to identify students needing intervention services. Add algebra component to after school tutoring program.

All programs must complete Question 1 below.

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 baseline data where 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.	1- California Achievement Test (CAT)/6 for Reading. 2- California Achievement Test (CAT)/6 Language. 3 - California Achievement Test (CAT)/6 Mathematics. 4 - School attendance data.	70% of participating students will show positive gains in one or more of the indicators of academic preparation for the "a-g" course sequence.	1-Literacy projects involving vocabulary building, reading and writing; teaching project literacy components. 2-Homework assistance in reading, writing, and math. 3-College prep discussions. 4-Computer based collaborative activities (digital storytelling, digital music creation). 5-Regular collaborative writing exercises.	1-Initial standardized test score data from a number of UC Links sites have shown greater percentage of participating students at advanced and proficient levels in ELA and Math than among students in the school as a whole. 2-Program sustainability over time.	1-Will continue to develop systems to collect the required data and to improve relationships with school and district staff responsible for providing test results. 2-Will continue to facilitate IRB (human subjects) approval on campus. 3-Will begin to collect data relevant to participating students' subsequent "a-g" involvement and performance.
2. Increase the number of program	Collect data on undergraduates	70% of participating	1-Challenging course content.	Have already shown considerable success	Will begin to collect data through more

participants who matriculate into graduate and professional schools.	applying, admitted, and enrolled in graduate and professional programs.	undergraduate seniors will apply, be admitted to, and enroll in graduate and professional programs.	2-Practicum field experience related to the academic discipline taught. 3-Mentoring by faculty and graduate students.	in encouraging undergraduates to matriculate into higher levels of graduate and professional training: over 75% (n=400) are matriculating for graduate and professional training for 2004-05.	systematic questionnaires and develop longitudinal data collection measures for gathering this data.
3.					
4.					

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***. For all other questions, you may write "Not Applicable" or "N/A".

If the data for one or more of your goals or indicators is unavailable, please explain why.

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 (2004-05)**	**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			
	Indicator		**Number of 10th Grade Participants (2004-05)**	**Number Completing Algebra 1 by beginning 10th grade**
	Number and percent of participants who complete Algebra 1 by the beginning of 10th grade			
	Indicator	**Grade Level (Program Fills In)**	**Number of Participants by Grade Level (2004-05)**	**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: 2,696 9-12: 186	K-8: 2,696 9-12: 186	K-8: 272 out of 411 reported 9-12: 0 out of 25 reported *Test scores for most sites not available at this time due to limited time frame for collecting scores for school sites.

Goal 2: Increase the number of K-12 program participants who are college prepared, defined as 'a-g' course pattern and SAT Reasoning or ACT exam completion.	**Grade Level**	**Number Completing 'a-g' Course Pattern**	**Number Completing ACT Exam**	**Number Completing SAT Reasoning**	**Number Completing 'a-g' AND ACT or SAT**
	12th Grade	NA	NA	NA	NA
	Graduates	NA	NA	NA	NA

Goal 3: Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.	**Number of 12th Grade Participants (2004-05)**	**Number of Participants Enrolling in a community college**	**Number Applying to a 4-Year Institution**	**Number Admitted to a 4-Year Institution**	**Number Enrolling in a 4-Year Institution**
	NA	NA	NA	NA	NA
	Number of Transfer Intent Participants	**Number of Participants Enrolling in a 4-Year Institution (Fall 2005)**			
	NA	NA			

Goal 4: Reach the University's goal for achieving complete major articulation agreements with all 108 community colleges by 2005 and maintain these agreements.	**Number of Completed Articulation Agreements (2004-05)**	**Number of Missing / Incomplete Articulation Agreements (2004-05)**	**Percent Completed Articulation Agreements (2004-05)**
	NA	NA	NA

Goal 5: Increase the number of program participants who matriculate into graduate and professional schools.	**Indicator**	**Number of Participants (2004-05)**	**Number Applying to Grad/Prof Program**	**Number Admitted to Grad/Prof Program**	**Number Enrolled in Grad/Prof Program**
	Number and percent of participants who apply to and are admitted to a grad/professional degree program	914 total, 400 seniors	149 (of 400 seniors)	83 (of 400 seniors)	70 (of 400 seniors)

Goal 6: Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.	**Indicator**	**Number of 12th Grade Participants (2004-05)**	**Number Receiving High School Diploma at the End of 12th Grade**
	Number and percent of participants who receive a high school diploma by the end of 12th grade	NA	NA
	Indicator	**Number of 11th Grade Participants (2004-05)**	**Number Completing Algebra 1 by the End of 11th Grade**
	Number and percent of students on track for high school graduation by completion of Algebra 1 by end of 11th grade	NA	NA
	Indicator	**Number of 12th Grade Participants (2004-05)**	**Number Passing CAHSEE math and English by End of 12th Grade**
	Number and percent of students who pass CAHSEE in mathematics and English by the end of 12th grade	NA	NA

Goal 7: Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10th grade.	**Number of 10th Grade Participants (2004-05)**	**Number Passing CAHSEE Math Section by End of 10th grade**	**Number Passing CAHSEE English Section by End of 10th grade**	**Number Passing CAHSEE Math AND English by End of 10th grade**
	N/A	NA	NA	NA

Goal 8: Increase the number of students from California Community Colleges who are transfer ready.	**Number of CCC Participants (2004-05)**	**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***
	98	Data unavailable at this time.	Data unavailable at this time.	Data unavailable at this time.	Data unavailable at this time.

* Transfer-ready defined as: a) completion of 60 transferable units, and b) minimum GPA of 2.4. See Appendix C.

Appendix A: Composite Demographic Data

Data Summary Sheet, UC Links Program Sites, AY/FY 2004-2005

Site data

	Affiliated University / College	Affiliated Faculty	Program Name	Name of School Site	Grade Levels Served by Program	Number of K-12 Participants	Number of Undergraduate Participants	Number of Graduate Student Participants	Number of English Language Learners	City	Zip Code
1	UCLA	K Gutierrez	Las Redes	Moffett Elementary	Grades 2-5	225	90	30	169	Lennox	90304
2	UCSB	Brenner / Duran	Parents, Children, Computers	Isla Vista School	K-6	30				Goleta, CA	93117
3	UCSB	Brenner / Duran	Club Proteo	[Boys/Girls Club]	K-6	182	86		106	Goleta, CA	
4	UCSD	M Cole	5th Dimension	Solana Beach B&G	K-6	55	48			Solana Beach	92075
5	UCSD	M Cole	5th Dimension	Earl Warren Middle	7-8	35	29			Solana Beach	92075
6	UCSD	M Cole	5th Dimension	Mission Elem	3rd	30	98			Riverside	92054
	UCSD	M Cole	5th Dimension	" "	6-8	4	98		59		
	UCSD	M Cole	5th Dimension	" "	9-12	12			10		
7	UCSD	M Cole	5th Dimension	Torrey Pines Elem	5th	71	18			La Jolla	92037

8	UCI	S Cronmiller	Poetry Academy & Writing LAB	El Sol Academy of Arts and Science	Grades 3-4	83	33		64	Santa Ana, Ca	92701
9	UCI	S Charlton	Cosmic Dimension	Wilson Elementary	Grades 2-5	120	77		117	Costa Mesa	92626
10	UCD	J Grieshop	LEAP / SALTO	Dingle Elementary	Grade 1-6	180	17			Woodland	95695
11	UCD	J Grieshop	MANOS	Grafton Elementary in Knights Landing	Grades 9-11	8	1		80	Knights Landing	95645
12	UCB	R Tringham	Expedition	Roosevelt Mid Sch	6,7,8	34	31		9	Oakland	94606
13	UCB	D McKoy	Y-PLAN	McClymonds High Sch	10th and 11th	44	4	12	0	Oakland	94607
14	UCB	G Hull	DUSTY	Cole Middle School	6-8	21				Oakland	94607
15	UCB	G Hull	DUSTY	McKinley Elementary	K-5	120				San Francisco	94114
16	UCB	G Hull	DUSTY	Stege Elementary	1-5	25				Richmond	94804
17	UCB	G Hull	DUSTY	Castlemont High School	9-12	97	200	46	0	Oakland	94605
18	UCB	I Seyer-Ochi	Youth Sounds	McClymonds H.S.	Grades 9-12	25	6	1	4	Oakland	94607
19	Whittier College	D. Bremme	5th Dimension	Walter Dexter Middle	Grades 6-8	87				Whittier	90601
20	Whittier College	D. Bremme	5th Dimension	Central Elementary	Grade 6	27				Baldwin Park	91706
21	Whittier College	D. Bremme	5th Dimension	C. Chavez Elementary	Grades 4-5	28				Norwalk	90650
22	Whittier College	D. Bremme	5th Dimension	Eastmont Middle	Grades 7-8	55				Montebello	90640
23	Whittier College	D. Bremme	5th Dimension	5 other Whittier elementaries	Grades 2-5	787	27	4		Whittier	90601, 90602

24	CSU Long Beach	M Godfrey	BLAST	Washington Intensive Learning Center	Grades 6-8	67	38		52	Long Beach, CA	90806
25	CSU Sacramento	L Stone	Magical Web	Deterding Elementary School	1-6	24	6	1	9	Carmichael	95608
26	UCR	S Duffy	Cybrary	UC Riverside	K-10	100	17	1	80	Riverside	
27	UCSD	O Vasquez	Mi Clase Magica		Pre-K	77					
28	UCSD	O Vasquez	La Clase Magica		K-4	161					
29	UCSD	O Vasquez	Wizard Assistant Club		Elementary & Middle School	68					
30	UCSD	O Vasquez	La Gran Dimension				88	5	260		
					TOTALS	**2,882**	**1012**	**100**	**1,019**		

Ethnicity data

	Affiliated Faculty	Grade Levels Served by Program	Number of K-12 Participants	Amer Indian	Asian	Black	Latino	White	Hawaiian	Other
1	K Gutierrez	Grades 2-5	225	0	0	8	212	0	5	0
2	Brenner / Duran	K-6	30							

3	Brenner / Duran	K-6	182	0	7	0	158	47	0	0
4	M Cole	K-6	55							
5	M Cole	7-8	35							
6	M Cole	3rd	30							
	M Cole	6-8	4							
	M Cole	9-12	12							
7	M Cole	5th	71	0	4	4	66	109	1	6
8	S Cronmiller	Grades 3-4	83	0	0	6	66	11	0	0
9	S Charlton	Grades 2-5	120	2	12	3	72	16	4	11
10	J Grieshop	Grade 1-6	180	0	0	0	120	60	0	18
11	J Grieshop	Grades 9-11	8	0	0	0	5	3	0	0
12	R Tringham	6,7,8	34	0	11	8	14	0	1	0
13	D McKoy	10th and 11th	44	0	6	28	10	0	0	0
14	G Hull	6-8	21							
15	G Hull	K-5	120							
16	G Hull	1-5	25	1	8	84	42	18	1	12
17	G Hull	9-12	97	0	0	82	10	1	4	0
18	I Seyer-Ochi	Grades 9-12	25	0	3	13	5	0	0	4
19	D. Bremme	Grades 6-8	87							
20	D. Bremme	Grade 6	27							
21	D. Bremme	Grades 4-5	28							
22	D. Bremme	Grades 7-8	55							
23	D. Bremme	Grades 2-5	787	1	10	11	886	75	1	0
24	M Godfrey	Grades 6-8	67	0	0	15	50	0	2	0
25	L Stone	1-6	24	0	3	4	2	11	0	4
26	S Duffy	K-10	100	0	0	5	85	5	0	5
27	O Vasquez	Pre-K	77							
28	O Vasquez	K-4	161							

29	O Vasquez	Elementary & Middle School	68	38	4	2	252	10	0	0
30	O Vasquez									
TOTALS			**2882**	**42**	**68**	**273**	**2055**	**366**	**19**	**60**

Affiliated Faculty	Number of Undergraduate Participants	Amer Indian	Asian	Black	Latino	White	Hawaiian	Other
K Gutierrez	90	0	30	0	30	30	0	0
Brenner / Duran								
Brenner / Duran	86	0	9	5	24	47	1	0
M Cole	48							
M Cole	29							
M Cole	98							
M Cole	98							
M Cole								
M Cole	18	0	38	6	81	161	0	5
S Cronmiller	33	0	14	3	6	0	3	7
S Charlton	77	0	42	0	12	23	0	0
J Grieshop	17	0	0	0	0	0	0	0
J Grieshop	1	0	7	0	2	9	0	0
R Tringham	31	0	4	1	8	18	0	0
D McKoy	4	0	0	0	0	4	0	0
G Hull								
G Hull								
G Hull								
G Hull	200	12	84	8	22	64	8	2
I Seyer-Ochi	6	0	2	0	0	4	0	0
D. Bremme								
D. Bremme								

D. Bremme								
D. Bremme								
D. Bremme	27	0	0	1	16	9	1	0
M Godfrey	38	0	16	2	8	12	0	0
L Stone	6	0	1	2	3	0	0	0
S Duffy	17	0	3	1	10	2	0	1
O Vasquez								
O Vasquez								
O Vasquez	0	0	0	0	0	0	0	0
O Vasquez	88							88
	1012	**12**	**250**	**29**	**222**	**383**	**13**	**103**

Affiliated Faculty	Number of Graduate Student Participants	Amer Indian	Asian	Black	Latino	White	Hawaiian	Other
K Gutierrez	30	0	6	0	15	8	0	1
Brenner / Duran								
Brenner / Duran	0							
M Cole								
M Cole								
M Cole								
M Cole								
M Cole								

M Cole	0	0	0	0	0	0	0	0
S Cronmiller	0	0	0	0	0	0	0	0
S Charlton	0	0	0	0	0	0	0	0
J Grieshop	0	0	0	0	0	0	0	0
J Grieshop	0	0	0	0	0	0	0	0
R Tringham	0	0	0	0	0	0	0	0
D McKoy	12	0	1	1	2	8	0	0
G Hull								
G Hull								
G Hull								
G Hull	8	0	0	0	0	0	0	8
I Seyer-Ochi	1	0	0	0	0	1	0	0
D. Bremme								
D. Bremme								
D. Bremme								
D. Bremme								
D. Bremme	4							4
M Godfrey	0	0	0	0	0	0	0	0
L Stone	1	0	0	0	0	1	0	0
S Duffy	1	0	0	0	0	0	0	1
O Vasquez								
O Vasquez								
O Vasquez	0	0	0	0	0	0	0	0
O Vasquez	5							5
	62	**0**	**7**	**1**	**17**	**18**	**0**	**19**

Gender data

Affiliated Faculty	Grade Levels Served by Program	Number of K-12 Participants	Male	Female	Number of Undergraduate Participants	Male	Female	Number of Graduate Student Participants	Male	Female
K Gutierrez	Grades 2-5	225	113	112	90	22	68	30	0	30
Brenner / Duran	K-6	30								
Brenner / Duran	K-6	182	136	76	86	17	69	0	0	0
M Cole	K-6	55			48					
M Cole	7-8	35			29					
M Cole	3rd	30			98					
M Cole	6-8	4								
M Cole	9-12	12								
M Cole	5th	71	92	115	18	88	105	0	0	0
S Cronmiller	Grades 3-4	83	39	44	33	12	21	0	0	0
S Charlton	Grades 2-5	120	65	55	77	25	52	0	0	0
J Grieshop	Grade 1-6	180	78	102	17			0		
J Grieshop	Grades 9-11	8	1	7	1	1	17	0	0	0
R Tringham	6,7,8	34	18	16	31	8	23	0	0	0
D McKoy	10th and 11th	44	17	27	4	1	3	12	5	7
G Hull	6-8	21								
G Hull	K-5	120								
G Hull	1-5	25	89	77						
G Hull	9-12	97	86	11	200	93	107	8	0	8

I Seyer-Ochi	Grades 9-12	25	9	16	6	3	3	1	0	1
D. Bremme	Grades 6-8	87								
D. Bremme	Grade 6	27								
D. Bremme	Grades 4-5	28								
D. Bremme	Grades 7-8	55								
D. Bremme	Grades 2-5	787	491	493	27	6	21	4	0	4
M Godfrey	Grades 6-8	67	51	16	38	20	18	0	0	0
L Stone	1-6	24	13	11	6	1	5	1	0	1
S Duffy	K-10	100	55	45	17	7	10	1	0	1
O Vasquez	Pre-K	77								
O Vasquez	K-4	161								
O Vasquez	Elementary & Middle School	68			0			0		
O Vasquez			168	138	88	23	65	5	0	5
		2882	**1521**	**1361**	**914**	**327**	**587**	**62**	**5**	**57**

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***. For all other questions, you may write "Not Applicable" or "N/A".

If the data for one or more of your goals or indicators is unavailable, please explain why.

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 (2004-05)**	**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			
	Indicator		**Number of 10th Grade Participants (2004-05)**	**Number Completing Algebra 1 by beginning 10th grade**
	Number and percent of participants who complete Algebra 1 by the beginning of 10th grade			
	Indicator	**Grade Level (Program Fills In)**	**Number of Participants by Grade Level (2004-05)**	**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: 2,696 9-12: 186	K-8: 2,696 9-12: 186	K-8: 272 out of 411 reported 9-12: 0 out of 25 reported *Test scores for most sites not available at this time due to limited time frame for collecting scores for school sites.

Goal 2: Increase the number of K-12 program participants who are college prepared, defined	**Grade Level**	**Number Completing 'a-g' Course Pattern**	**Number Completing ACT Exam**	**Number Completing SAT Reasoning**	**Number Completing 'a-g' AND ACT or SAT**
	12th Grade	NA	NA	NA	NA

prepared, defined as 'a-g' course pattern and SAT Reasoning or ACT exam completion.	Graduates	NA	NA	NA	NA

Goal 3: Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.	**Number of 12th Grade Participants (2004-05)**	**Number of Participants Enrolling in a community college**	**Number Applying to a 4-Year Institution**	**Number Admitted to a 4-Year Institution**	**Number Enrolling in a 4-Year Institution**
	NA	NA	NA	NA	NA
	Number of Transfer Intent Participants	**Number of Participants Enrolling in a 4-Year Institution (Fall 2005)**			
	NA	NA			

Goal 4: Reach the University's goal for achieving complete major articulation agreements with all 108 community colleges by 2005 and maintain these agreements.	**Number of Completed Articulation Agreements (2004-05)**	**Number of Missing / Incomplete Articulation Agreements (2004-05)**	**Percent Completed Articulation Agreements (2004-05)**
	NA	NA	NA

Goal 5: Increase the number of program participants who matriculate into graduate and professional schools.	**Indicator**	**Number of Participants (2004-05)**	**Number Applying to Grad/Prof Program**	**Number Admitted to Grad/Prof Program**	**Number Enrolled in Grad/Prof Program**
	Number and percent of participants who apply to and are admitted to a grad/professional degree program	914 total, 400 seniors	149 (of 400 seniors)	83 (of 400 seniors)	70 (of 400 seniors)

Goal 6: Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.	**Indicator**	**Number of 12th Grade Participants (2004-05)**	**Number Receiving High School Diploma at the End of 12th Grade**
	Number and percent of participants who receive a high school diploma by the end of 12th grade	NA	NA
	Indicator	**Number of 11th Grade Participants (2004-05)**	**Number Completing Algebra 1 by the End of 11th Grade**
	Number and percent of students on track for high school graduation by completion of Algebra 1 by end of 11th grade	NA	NA
	Indicator	**Number of 12th Grade Participants (2004-05)**	**Number Passing CAHSEE math and English by End of 12th Grade**
	Number and percent of students who pass CAHSEE in mathematics and English by the end of 12th grade	NA	NA

Goal 7: Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10th grade.	**Number of 10th Grade Participants (2004-05)**	**Number Passing CAHSEE Math Section by End of 10th grade**	**Number Passing CAHSEE English Section by End of 10th grade**	**Number Passing CAHSEE Math AND English by End of 10th grade**
	N/A	NA	NA	NA

Goal 8: Increase the number of students from California Community Colleges who are transfer ready.	**Number of CCC Participants (2004-05)**	**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***
	98	Data unavailable at this time.	Data unavailable at this time.	Data unavailable at this time.	Data unavailable at this time.

* Transfer-ready defined as: a) completion of 60 transferable units, and b) minimum GPA of 2.4. See Appendix C.

Appendix A: Composite Demographic Data

Data Summary Sheet, UC Links Program Sites

Site data

	Affiliated University / College	Affiliated Faculty	Program Name	Name of School Site	Grade Levels Served by Program	Number of K-12 Participants	Num Underg Partic
1	UCLA	K Gutierrez	Las Redes	Moffett Elementary	Grades 2-5	225	9
2	UCSB	Brenner / Duran	Parents, Children, Computers	Isla Vista School	K-6	30	
3	UCSB	Brenner / Duran	Club Proteo	[Boys/Girls Club]	K-6	182	8
4	UCSD	M Cole	5th Dimension	Solana Beach B&G	K-6	55	4
5	UCSD	M Cole	5th Dimension	Earl Warren Middle	7-8	35	2
6	UCSD	M Cole	5th Dimension	Mission Elem	3rd	30	9
	UCSD	M Cole	5th Dimension	" "	6-8	4	9
	UCSD	M Cole	5th Dimension	" "	9-12	12	
7	UCSD	M Cole	5th Dimension	Torrey Pines Elem	5th	71	1
8	UCI	S Cronmiller	Poetry Academy & Writing LAB	El Sol Academy of Arts and Science	Grades 3-4	83	3
9	UCI	S Charlton	Cosmic Dimension	Wilson Elementary	Grades 2-5	120	7
10	UCD	J Grieshop	LEAP / SALTO	Dingle Elementary	Grade 1-6	180	1
11	UCD	J Grieshop	MANOS	Grafton Elementary in Knights Landing	Grades 9-11	8	
12	UCB	R Tringham	Expedition	Roosevelt Mid Sch	6,7,8	34	3
13	UCB	D McKoy	Y-PLAN	McClymonds High Sch	10th and 11th	44	
14	UCB	G Hull	DUSTY	Cole Middle School	6-8	21	
15	UCB	G Hull	DUSTY	McKinley Elementary	K-5	120	
16	UCB	G Hull	DUSTY	Stege Elementary	1-5	25	
17	UCB	G Hull	DUSTY	Castlemont High School	9-12	97	2
18	UCB	I Seyer-Ochi	Youth Sounds	McClymonds H.S.	Grades 9-12	25	

19	Whittier College	D. Bremme	5th Dimension	Walter Dexter Middle	Grades 6-8	87	
20	Whittier College	D. Bremme	5th Dimension	Central Elementary	Grade 6	27	
21	Whittier College	D. Bremme	5th Dimension	C. Chavez Elementary	Grades 4-5	28	
22	Whittier College	D. Bremme	5th Dimension	Eastmont Middle	Grades 7-8	55	
23	Whittier College	D. Bremme	5th Dimension	5 other Whittier elementaries	Grades 2-5	787	2
24	CSU Long Beach	M Godfrey	BLAST	Washington Intensive Learning Center	Grades 6-8	67	3
25	CSU Sacramento	L Stone	Magical Web	Deterding Elementary School	1-6	24	
26	UCR	S Duffy	Cybrary	UC Riverside	K-10	100	1
27	UCSD	O Vasquez	Mi Clase Magica		Pre-K	77	
28	UCSD	O Vasquez	La Clase Magica		K-4	161	
29	UCSD	O Vasquez	Wizard Assistant Club		Elementary & Middle School	68	
30	UCSD	O Vasquez	La Gran Dimension				8
					TOTALS	**2,882**	**10**

Ethnicity data

	Affiliated Faculty	Grade Levels Served by Program	Number of K-12 Participants	Amer Indian	Asian	Black	Latino	White	Hawaiia
1	K Gutierrez	Grades 2-5	225	0	0	8	212	0	5
2	Brenner / Duran	K-6	30						
3	Brenner / Duran	K-6	182	0	7	0	158	47	0
4	M Cole	K-6	55						
5	M Cole	7-8	35						
6	M Cole	3rd	30						
	M Cole	6-8	4						
	M Cole	9-12	12						
7	M Cole	5th	71	0	4	4	66	109	1

8	S Cronmiller	Grades 3-4	83	0	0	6	66	11	0
9	S Charlton	Grades 2-5	120	2	12	3	72	16	4
10	J Grieshop	Grade 1-6	180	0	0	0	120	60	0
11	J Grieshop	Grades 9-11	8	0	0	0	5	3	0
12	R Tringham	6,7,8	34	0	11	8	14	0	1
13	D McKoy	10th and 11th	44	0	6	28	10	0	0
14	G Hull	6-8	21						
15	G Hull	K-5	120						
16	G Hull	1-5	25	1	8	84	42	18	1
17	G Hull	9-12	97	0	0	82	10	1	4
18	I Seyer-Ochi	Grades 9-12	25	0	3	13	5	0	0
19	D. Bremme	Grades 6-8	87						
20	D. Bremme	Grade 6	27						
21	D. Bremme	Grades 4-5	28						
22	D. Bremme	Grades 7-8	55						
23	D. Bremme	Grades 2-5	787	1	10	11	886	75	1
24	M Godfrey	Grades 6-8	67	0	0	15	50	0	2
25	L Stone	1-6	24	0	3	4	2	11	0
26	S Duffy	K-10	100	0	0	5	85	5	0
27	O Vasquez	Pre-K	77						
28	O Vasquez	K-4	161						
29	O Vasquez	Elementary & Middle School	68	38	4	2	252	10	0
30	O Vasquez								
TOTALS			**2882**	**42**	**68**	**273**	**2055**	**366**	**19**

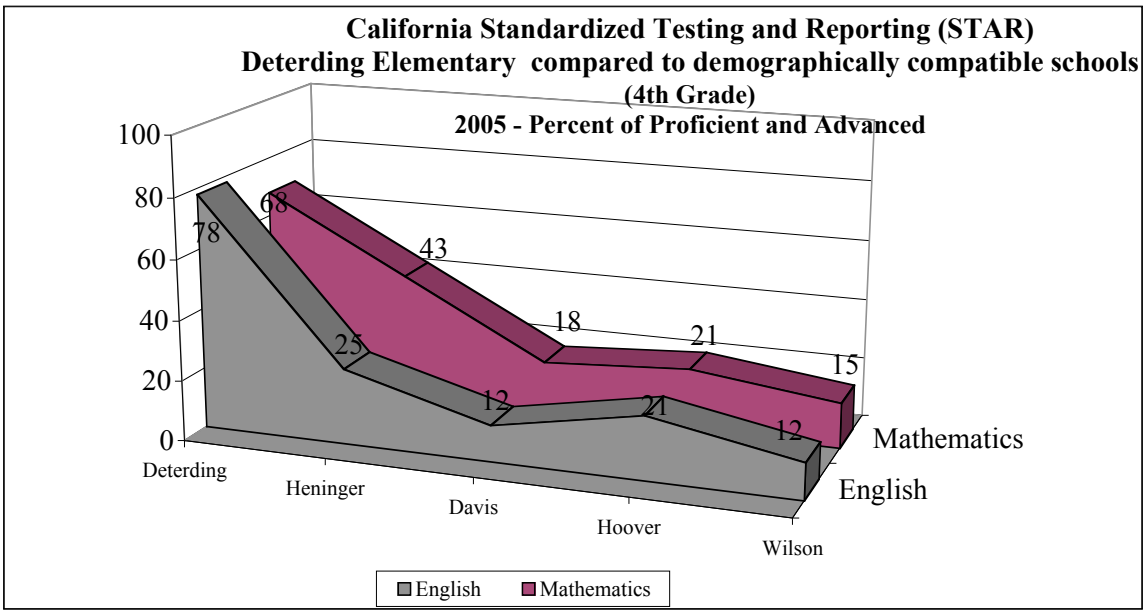
Gender data

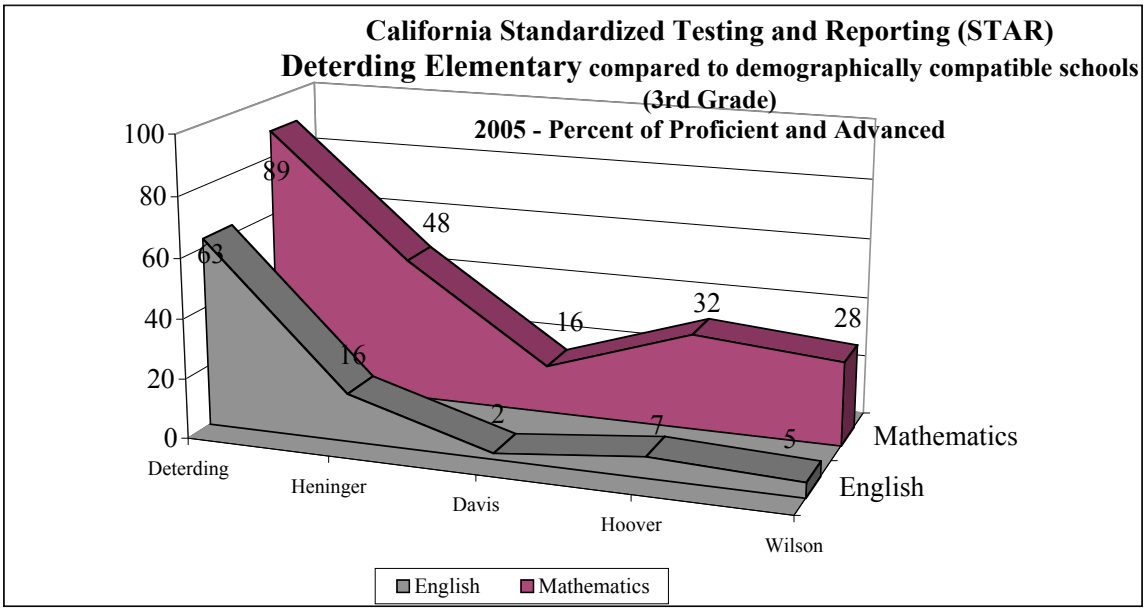
Affiliated Faculty	Grade Levels Served by Program	Number of K-12 Participants	Male	Female	Number of Undergraduate Participants	Male	Female	Number of Graduate Student Participants	
K Gutierrez	Grades 2-5	225	113	112	90	22	68	30	

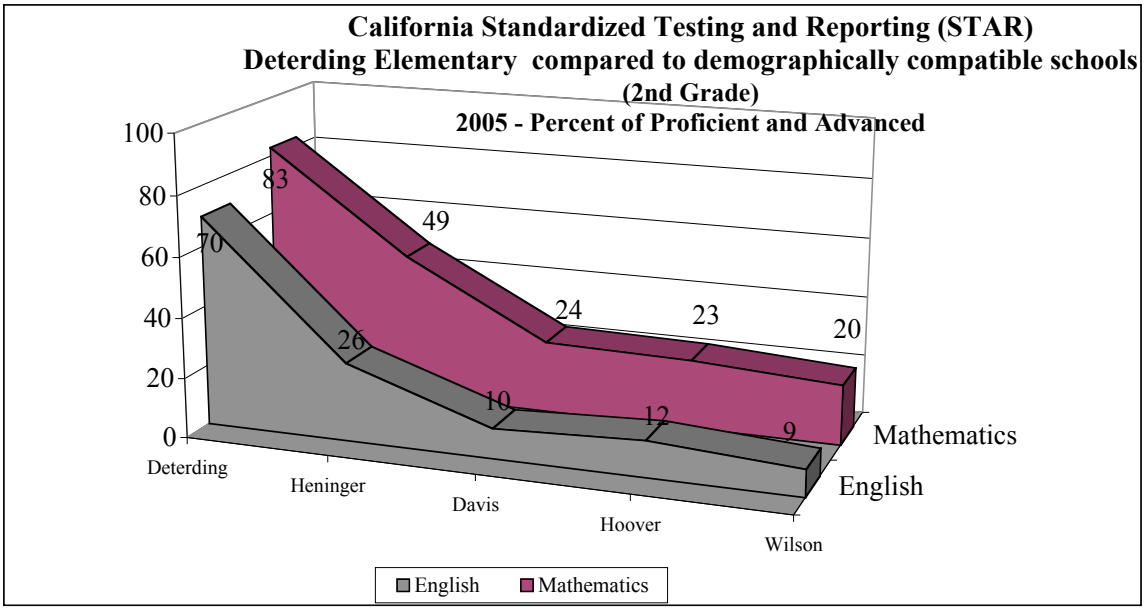
Brenner / Duran	K-6	30						
Brenner / Duran	K-6	182	136	76	86	17	69	0
M Cole	K-6	55			48			
M Cole	7-8	35			29			
M Cole	3rd	30			98			
M Cole	6-8	4						
M Cole	9-12	12						
M Cole	5th	71	92	115	18	88	105	0
S Cronmiller	Grades 3-4	83	39	44	33	12	21	0
S Charlton	Grades 2-5	120	65	55	77	25	52	0
J Grieshop	Grade 1-6	180	78	102	17			0
J Grieshop	Grades 9-11	8	1	7	1	1	17	0
R Tringham	6,7,8	34	18	16	31	8	23	0
D McKoy	10th and 11th	44	17	27	4	1	3	12
G Hull	6-8	21						
G Hull	K-5	120						
G Hull	1-5	25	89	77				
G Hull	9-12	97	86	11	200	93	107	8
I Seyer-Ochi	Grades 9-12	25	9	16	6	3	3	1
D. Bremme	Grades 6-8	87						
D. Bremme	Grade 6	27						
D. Bremme	Grades 4-5	28						
D. Bremme	Grades 7-8	55						
D. Bremme	Grades 2-5	787	491	493	27	6	21	4
M Godfrey	Grades 6-8	67	51	16	38	20	18	0
L Stone	1-6	24	13	11	6	1	5	1
S Duffy	K-10	100	55	45	17	7	10	1
O Vasquez	Pre-K	77						
O Vasquez	K-4	161						
O Vasquez	Elementary & Middle School	68			0			0
O Vasquez			168	138	88	23	65	5
		2882	**1521**	**1361**	**914**	**327**	**587**	**62**

Appendix B: K-12 Student Outcome Tables

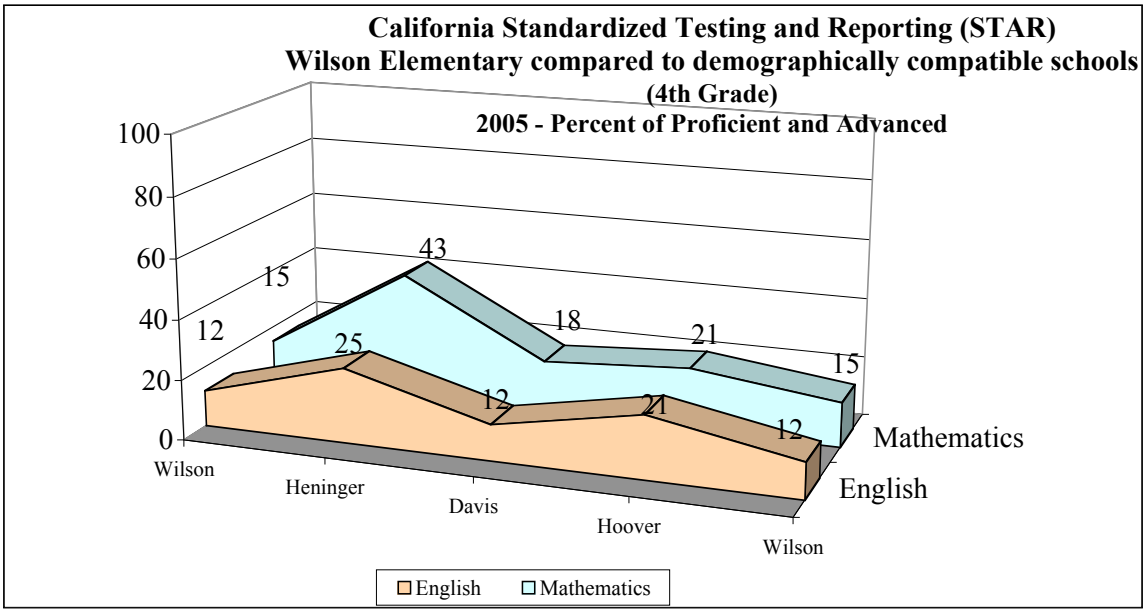
DETERDING ELEMENTARY

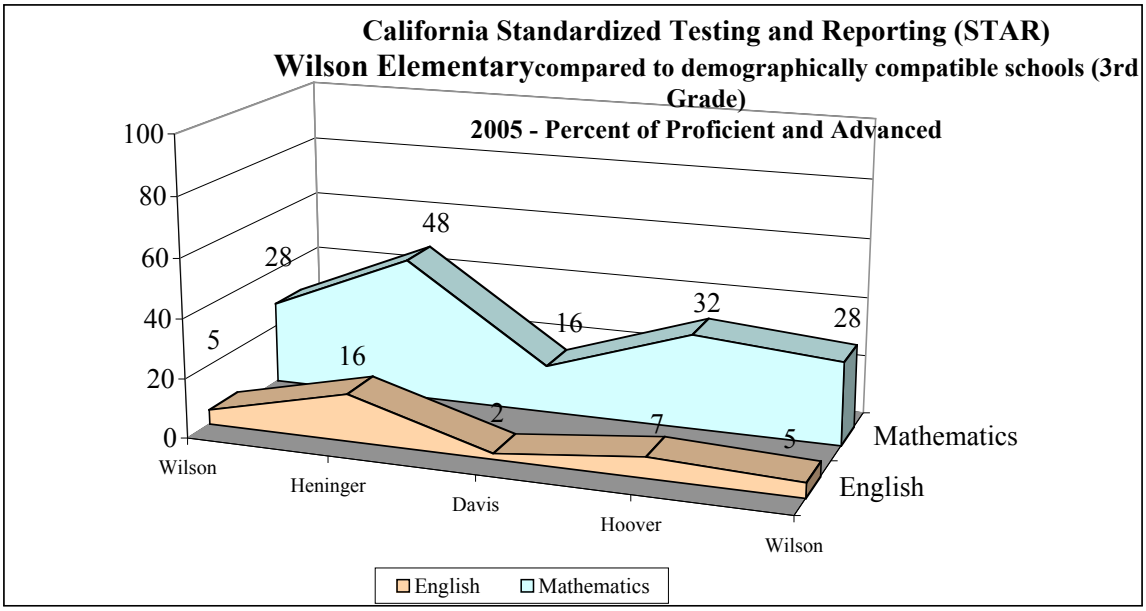


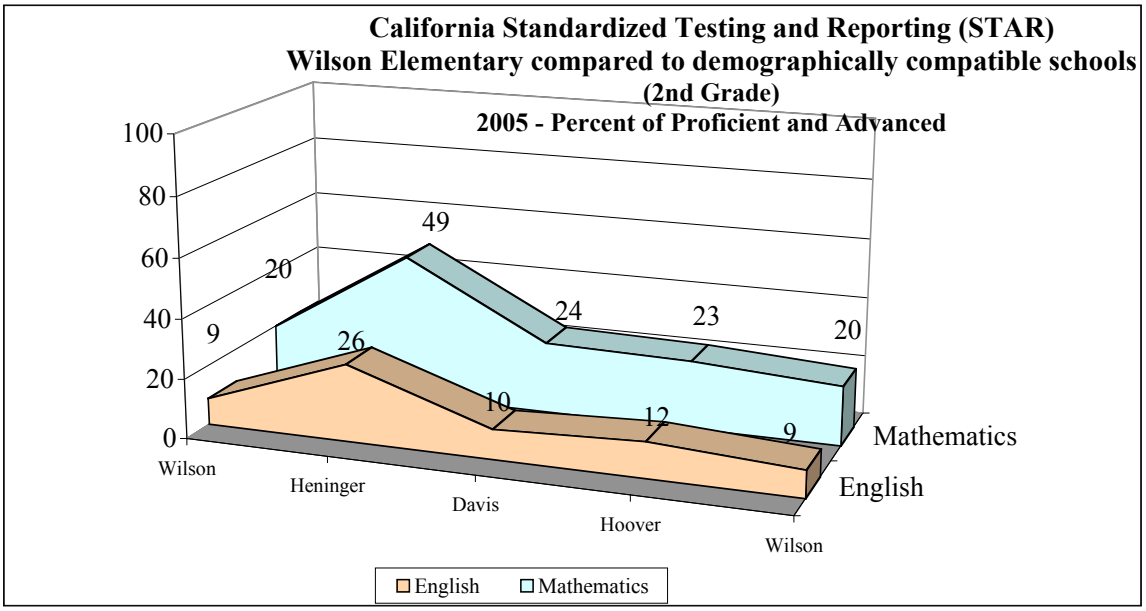




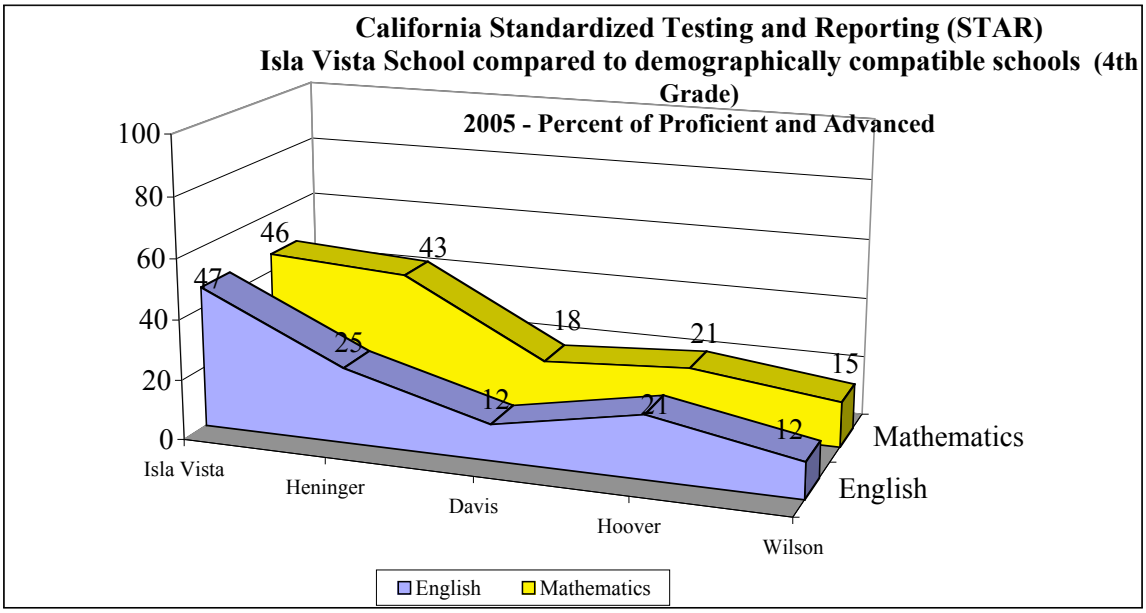
WILSON ELEMENTARY

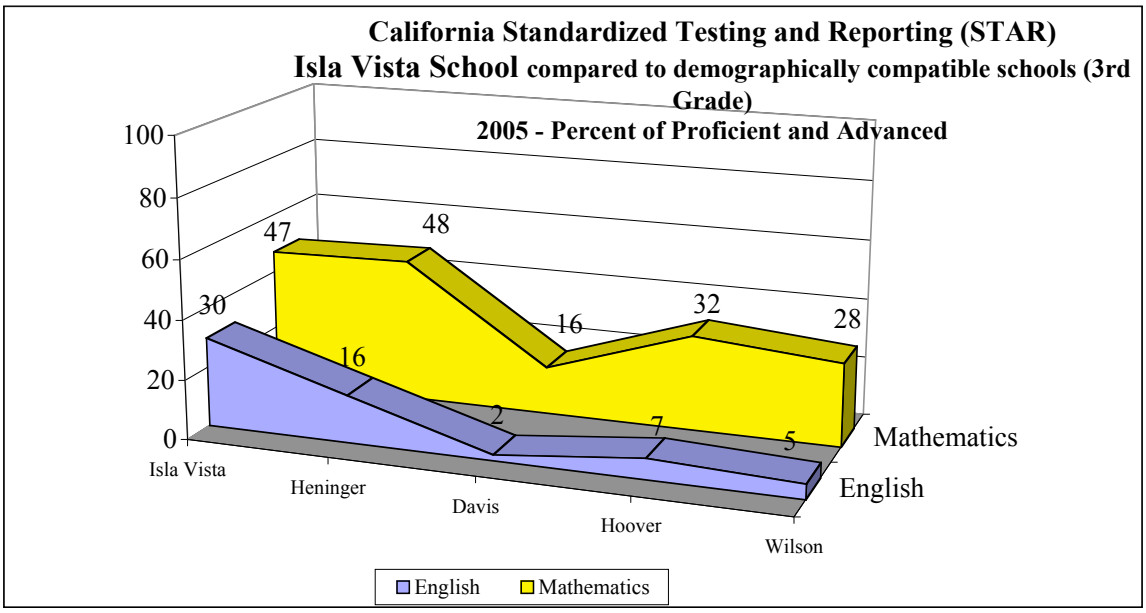


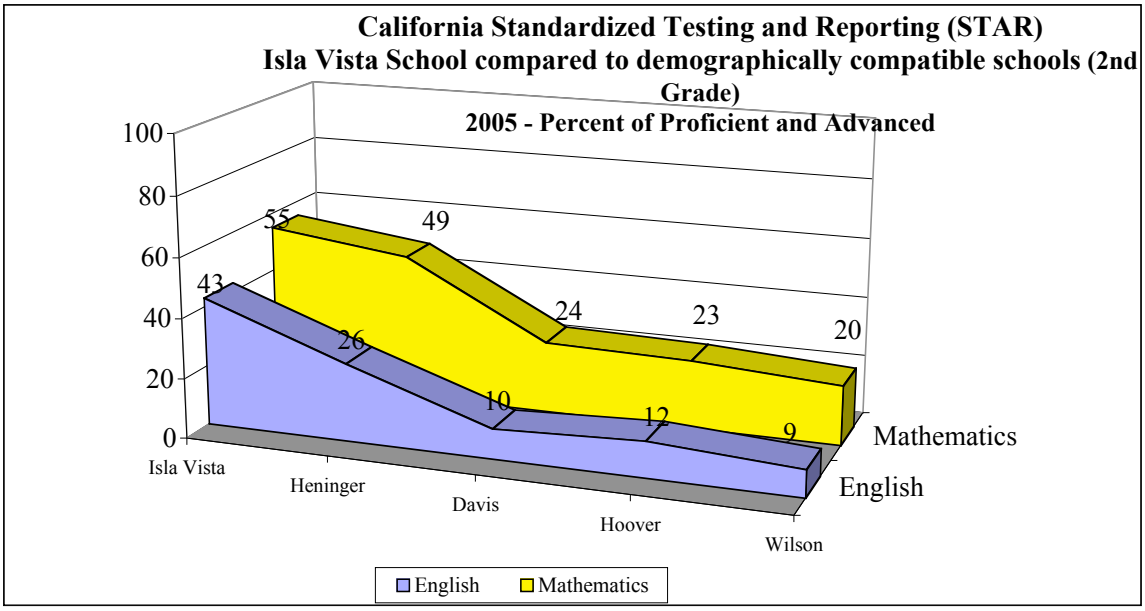

California Standardized Testing and Reporting (STAR)
Wilson Elementary compared to demographically compatible schools (3rd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
48
28
5
16
16
32
28
2
7
5
Mathematics
English
Wilson
Heninger
Davis
Hoover
Wilson
English
Mathematics


California Standardized Testing and Reporting (STAR)
Wilson Elementary compared to demographically compatible schools (2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
49
20
9
26
24
23
20
10
12
9
Mathematics
English
Wilson
Heninger
Davis
Hoover
Wilson
English
Mathematics

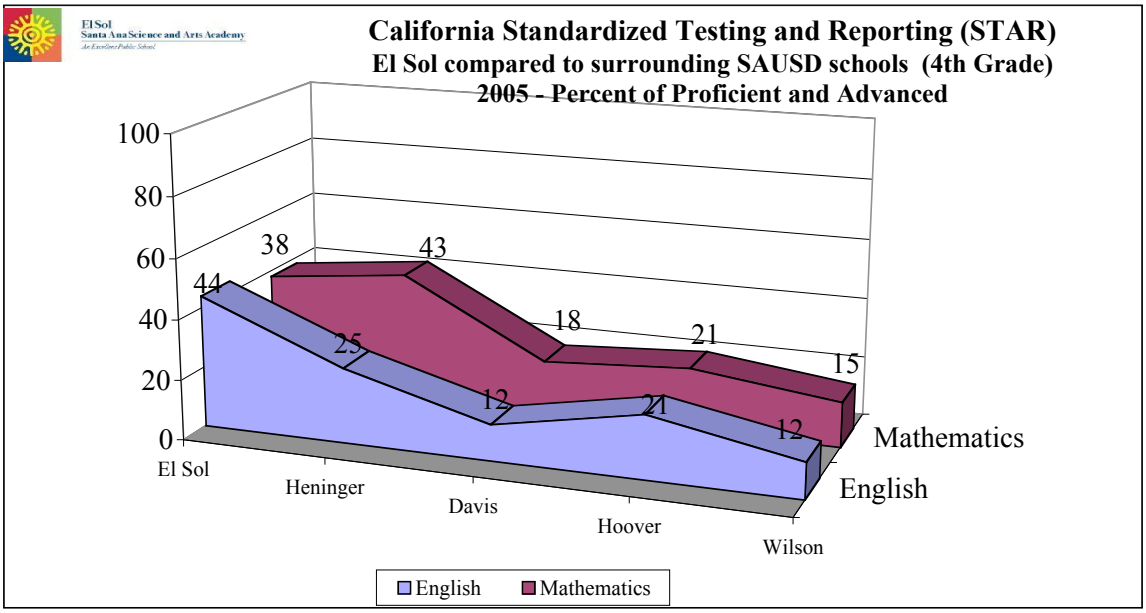
ISLA VISTA SCHOOL

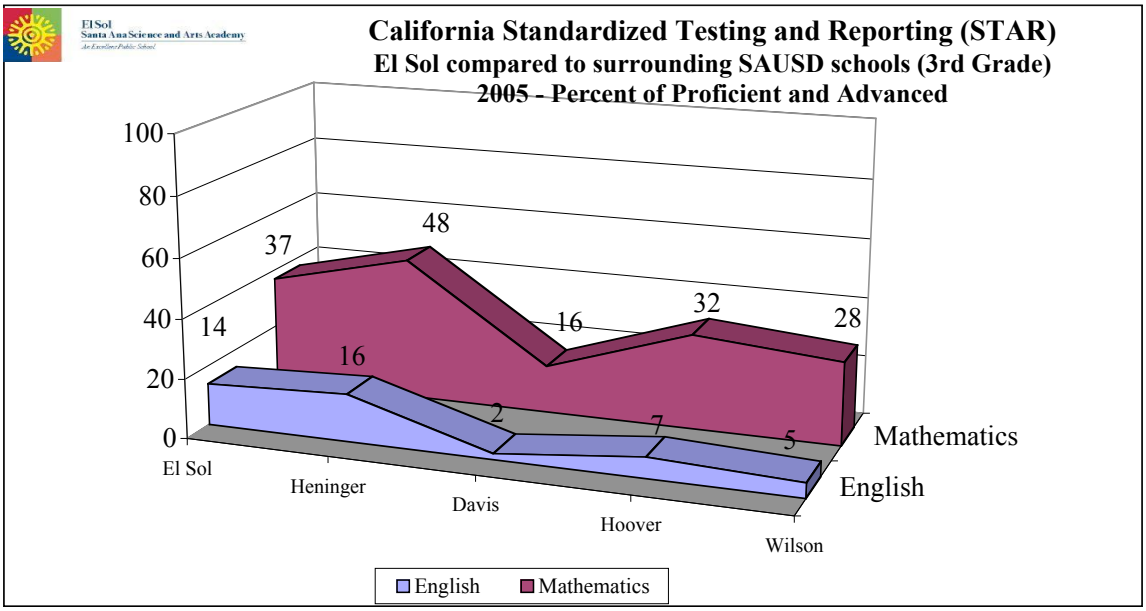




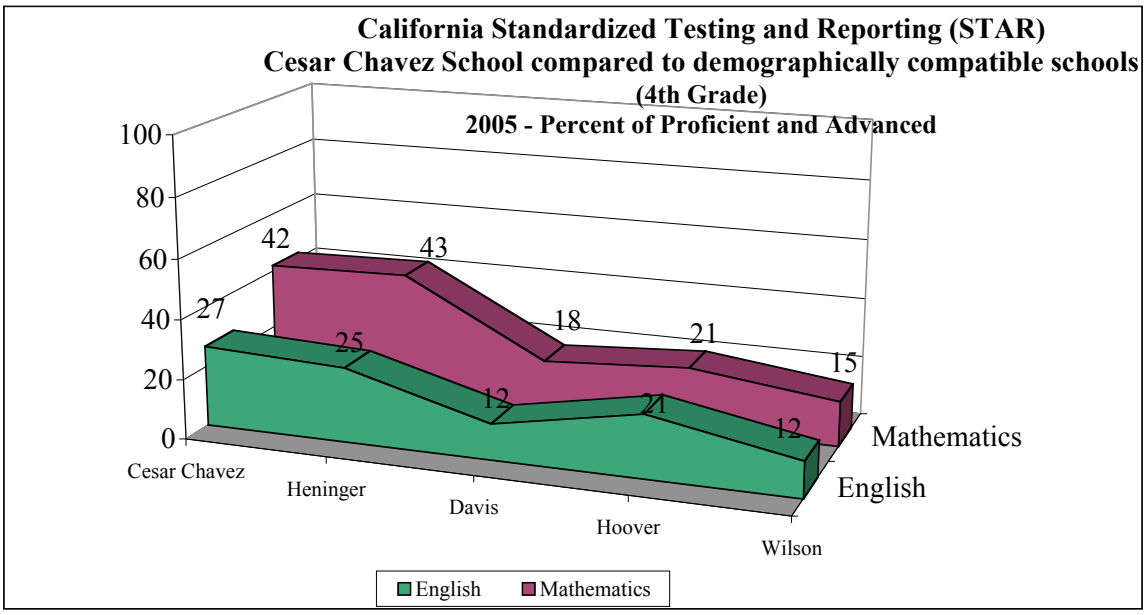

California Standardized Testing and Reporting (STAR)
Isla Vista School compared to demographically compatible schools (2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
55
49
24
23
20
43
26
10
12
9
Mathematics
English
Isla Vista
Heninger
Davis
Hoover
Wilson
English
Mathematics

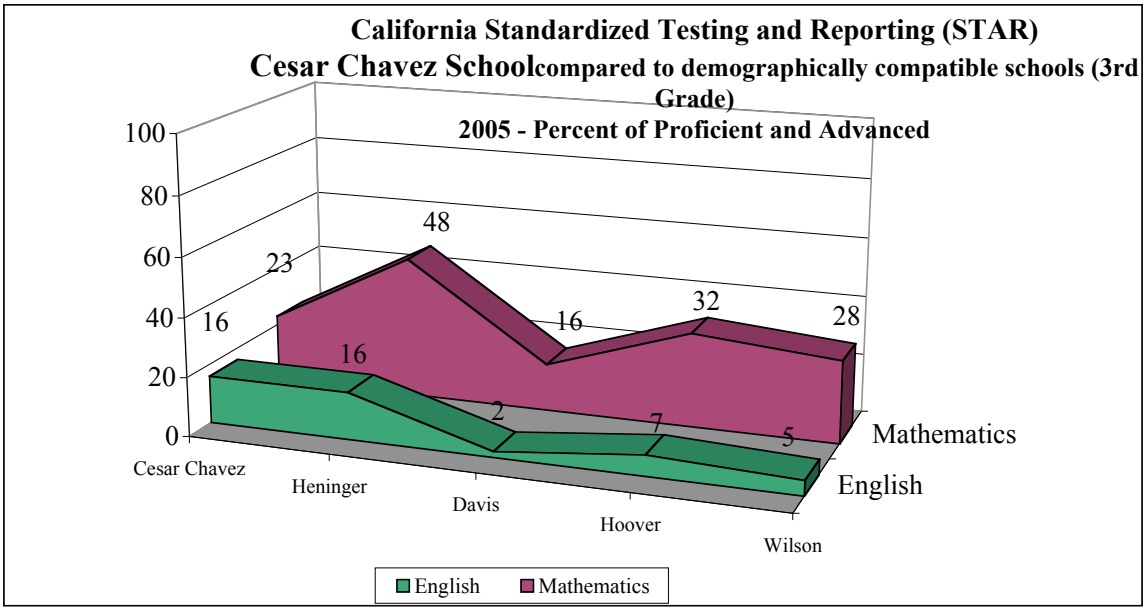
EL SOL ACADEMY OF ARTS AND SCIENCE

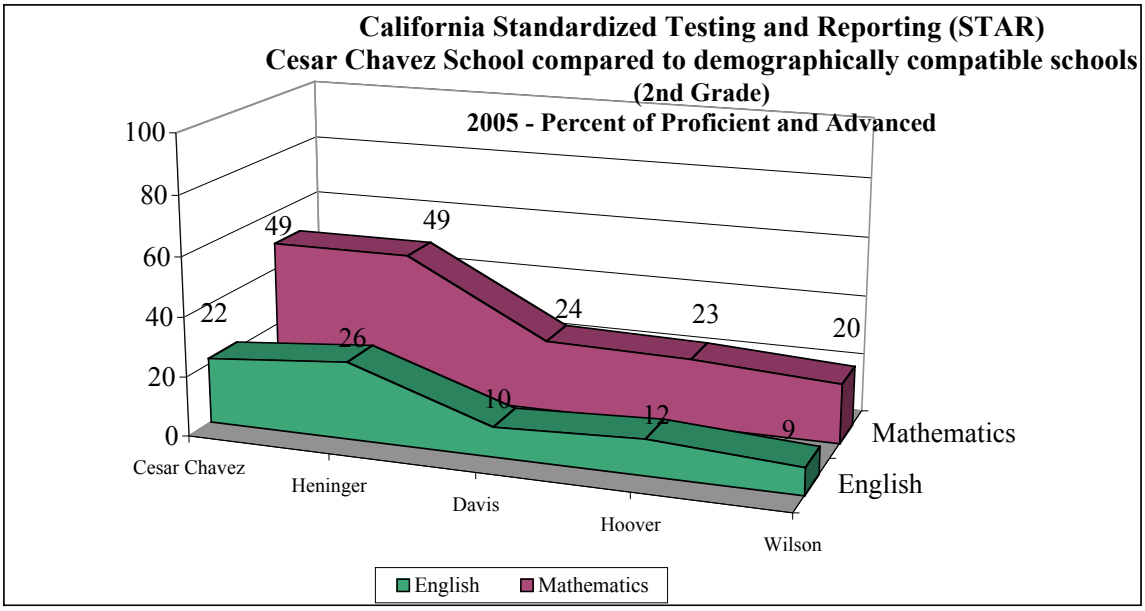




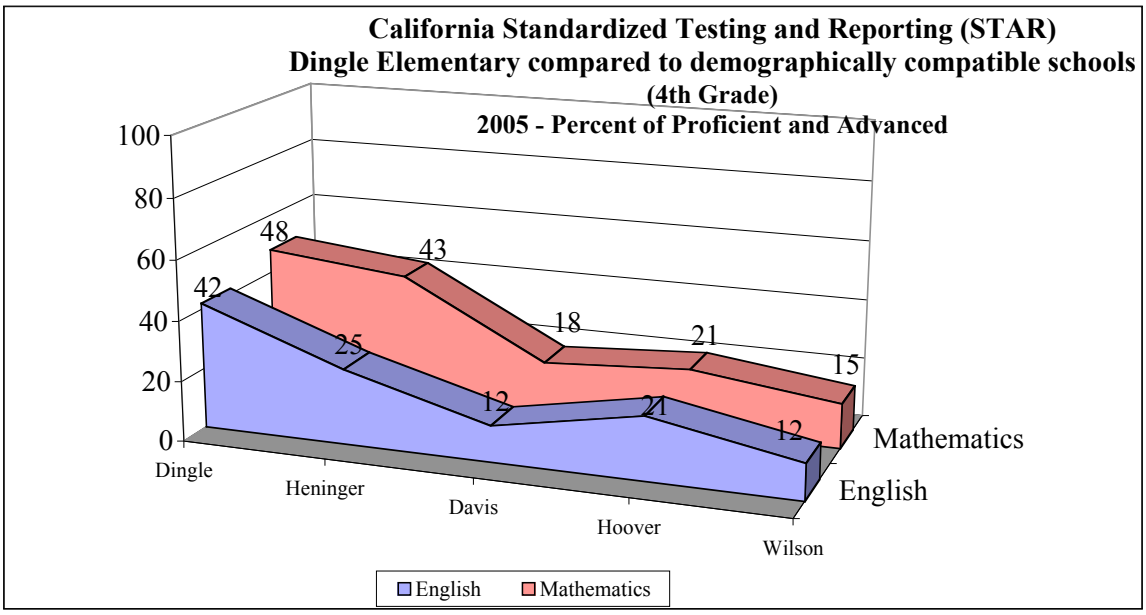
CESAR CHAVEZ SCHOOL

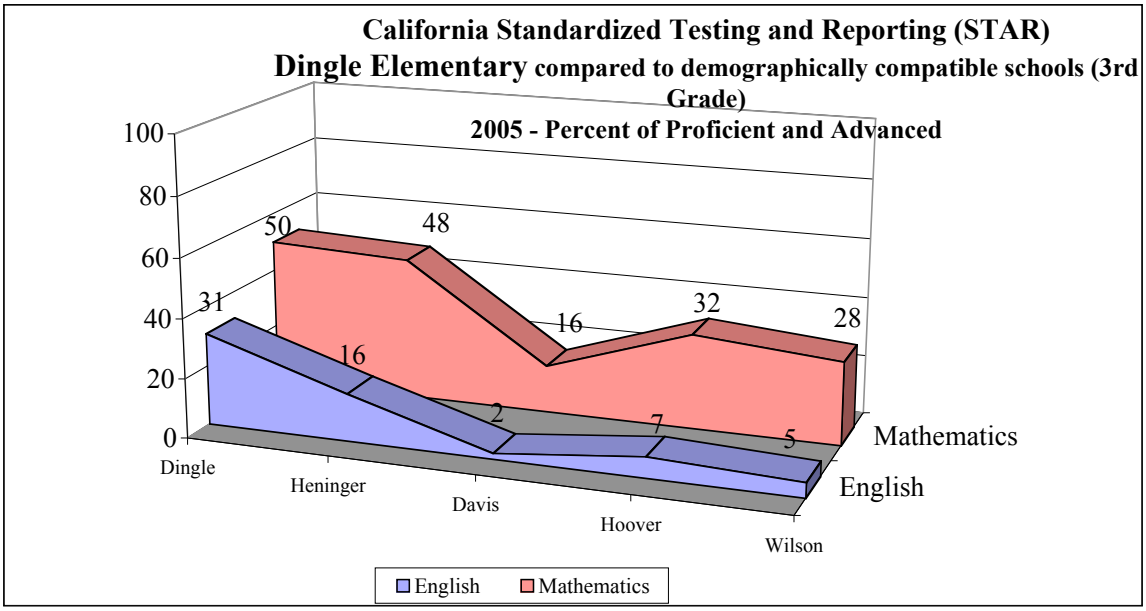


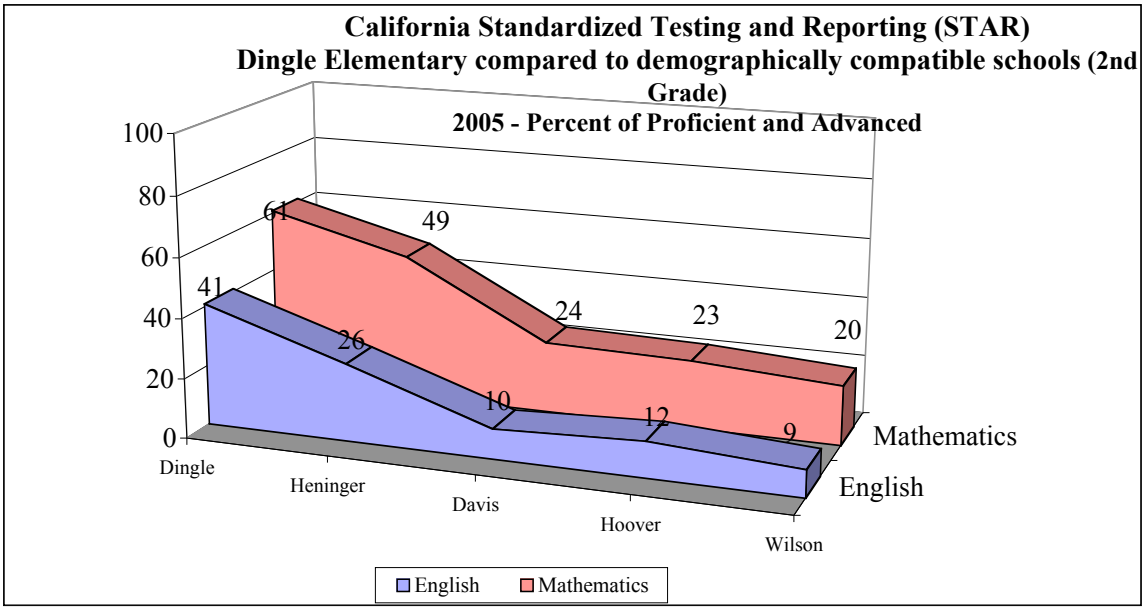



California Standardized Testing and Reporting (STAR)
Cesar Chavez School compared to demographically compatible schools
(2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
49
49
24
23
20
22
26
10
12
9
Mathematics
English
Cesar Chavez
Heninger
Davis
Hoover
Wilson
English
Mathematics

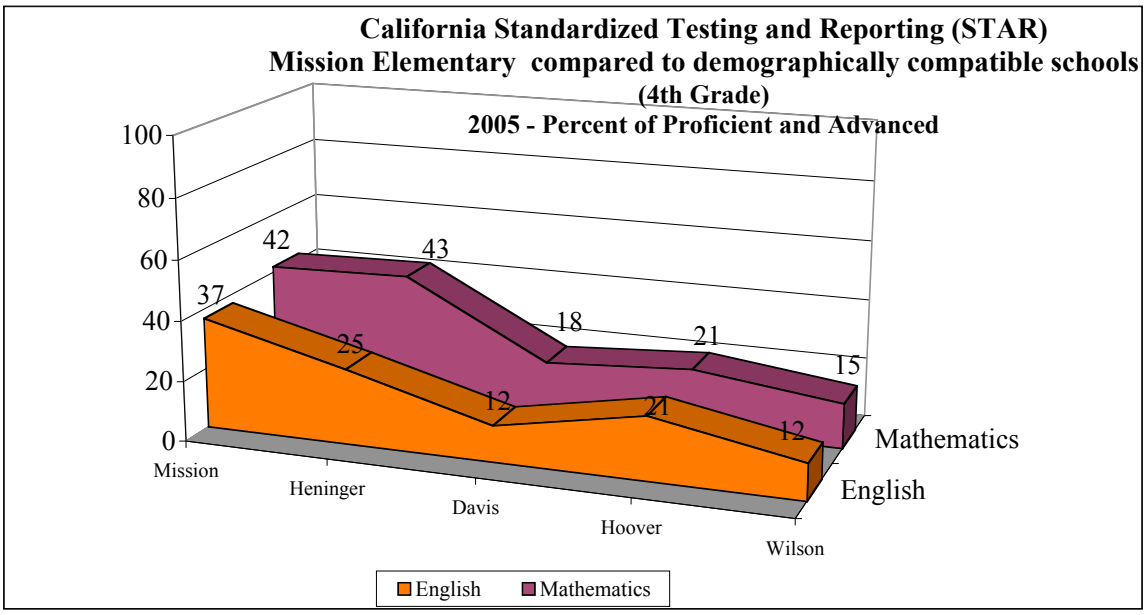
DINGLE ELEMENTARY

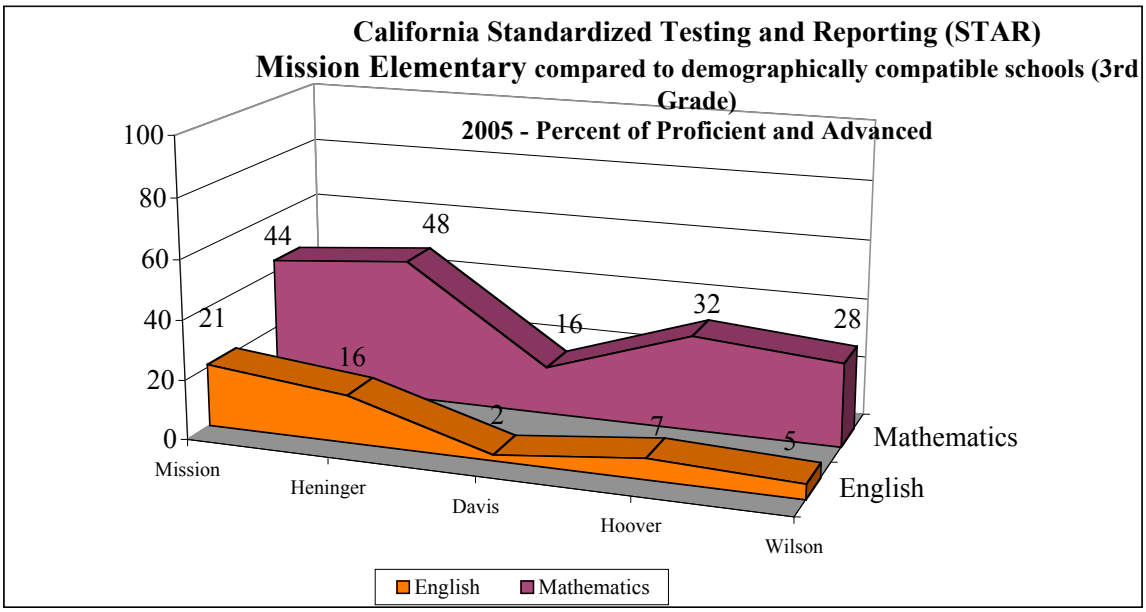


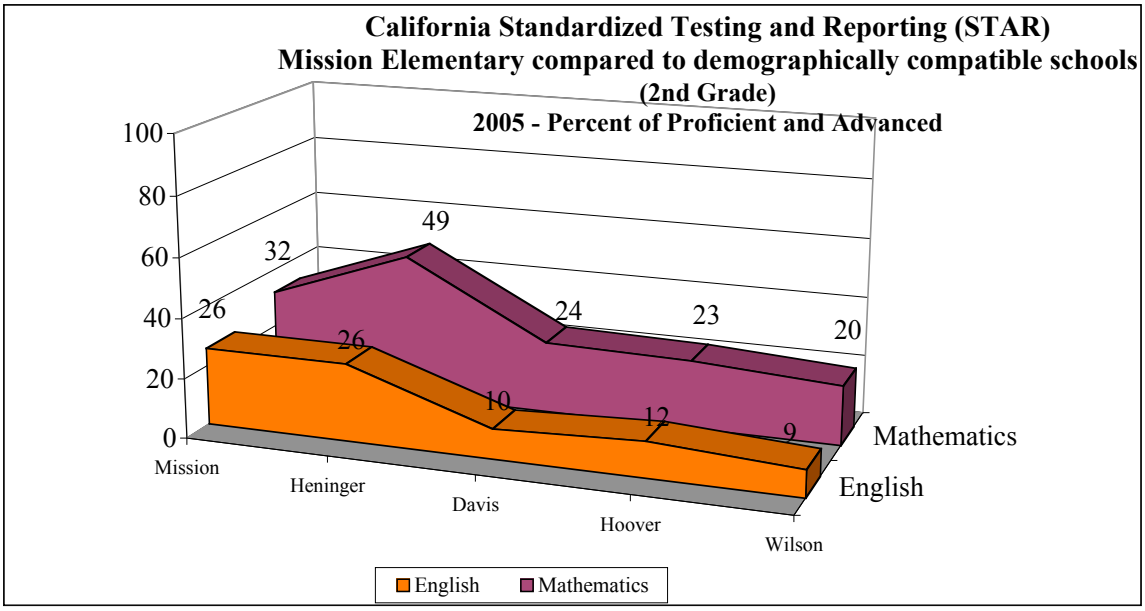



California Standardized Testing and Reporting (STAR)
Dingle Elementary compared to demographically compatible schools (2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
61
49
24
23
20
41
26
10
12
9
Dingle
Heninger
Davis
Hoover
Wilson
Mathematics
English
English
Mathematics

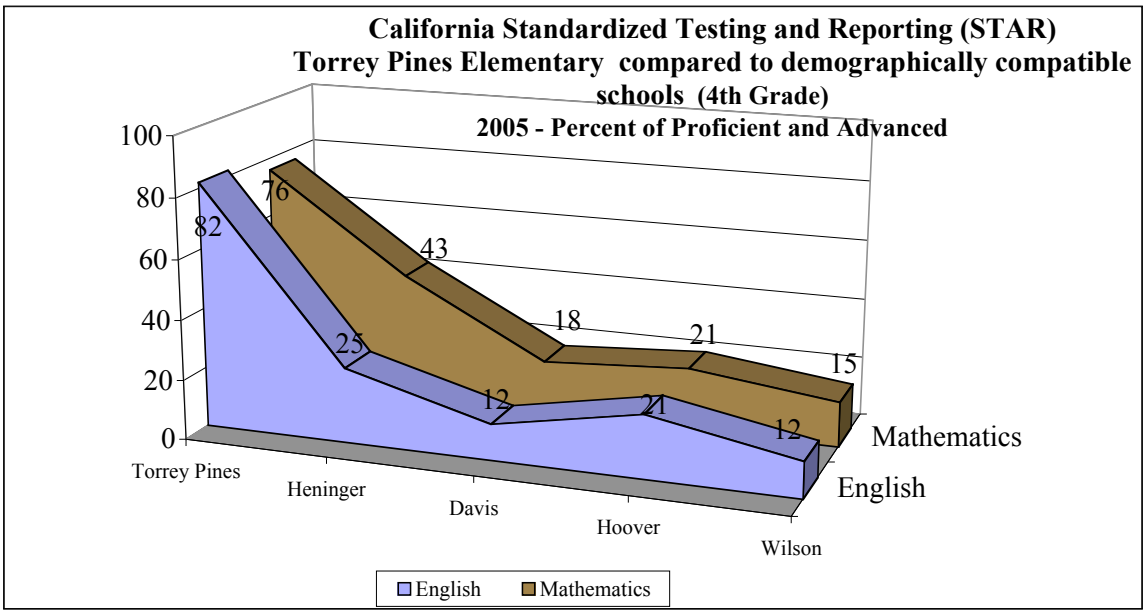
MISSION ELEMENTARY

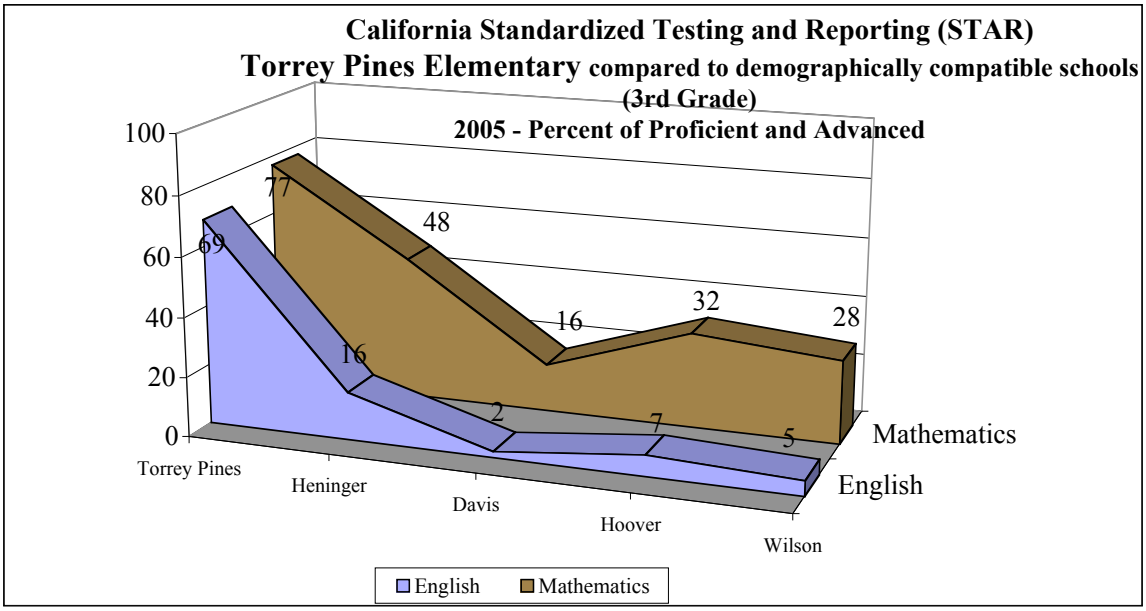


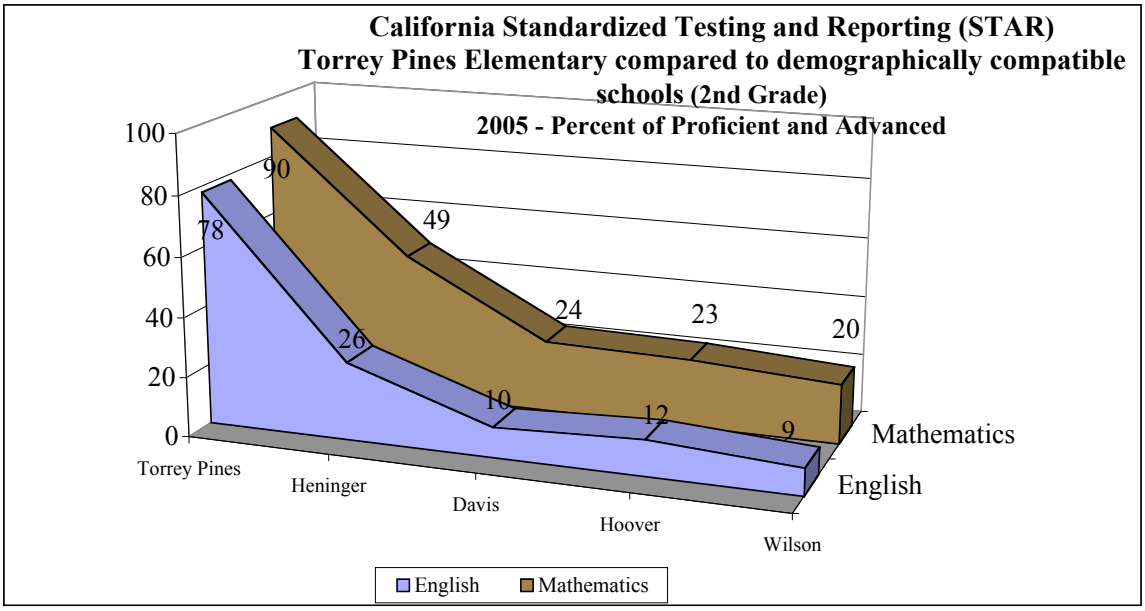


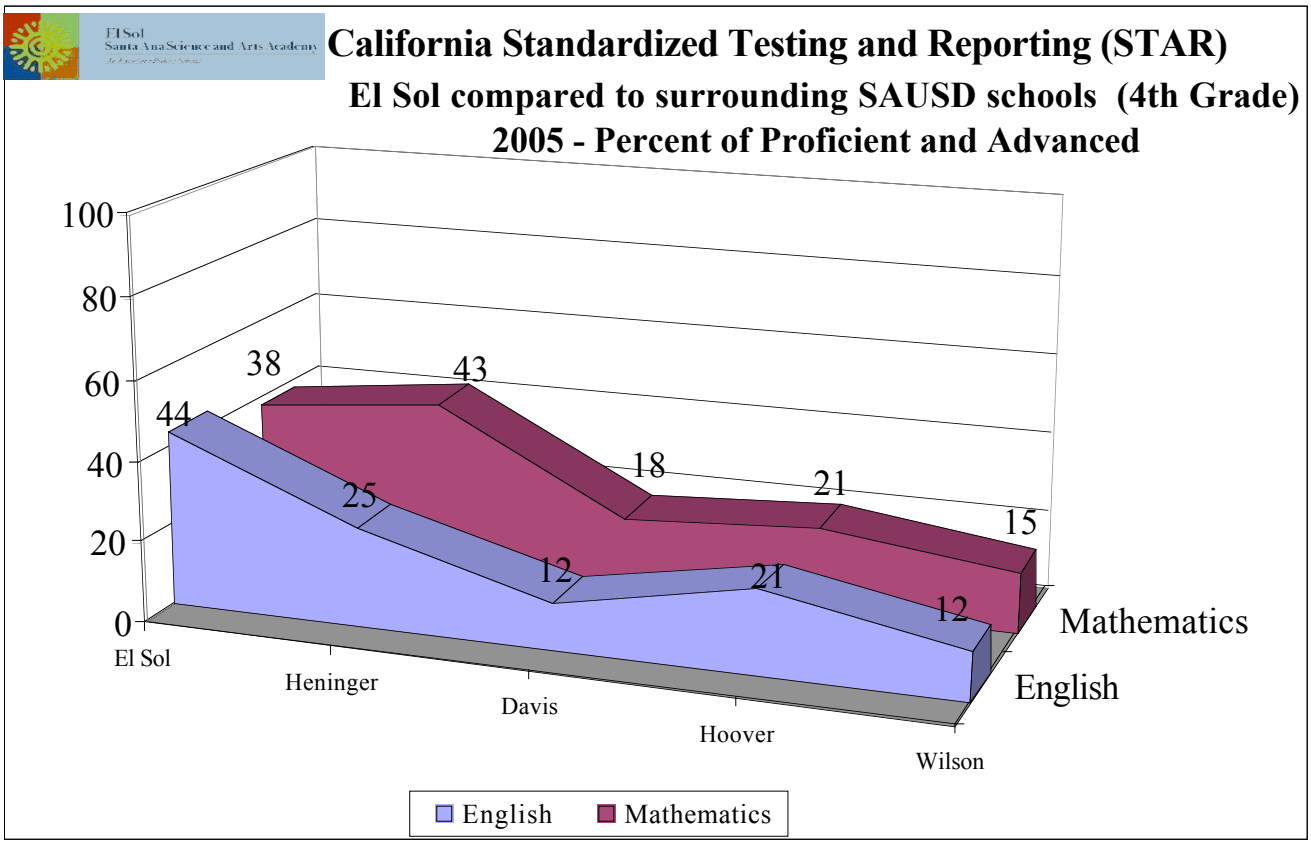

California Standardized Testing and Reporting (STAR)
Mission Elementary compared to demographically compatible schools
(2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
49
32
26
24
23
20
26
10
12
9
Mathematics
English
Mission
Heninger
Davis
Hoover
Wilson
English
Mathematics

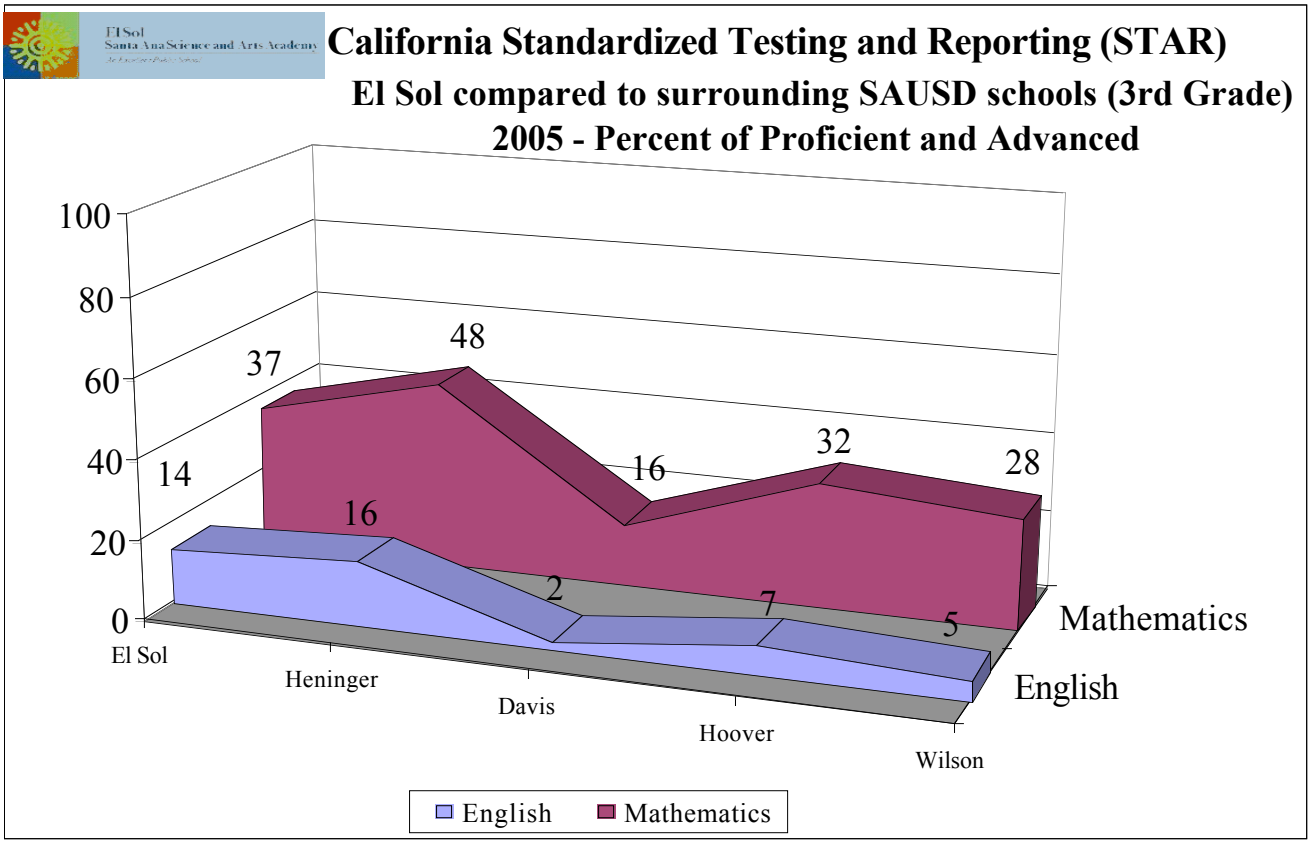
TORREY PINES ELEMENTARY

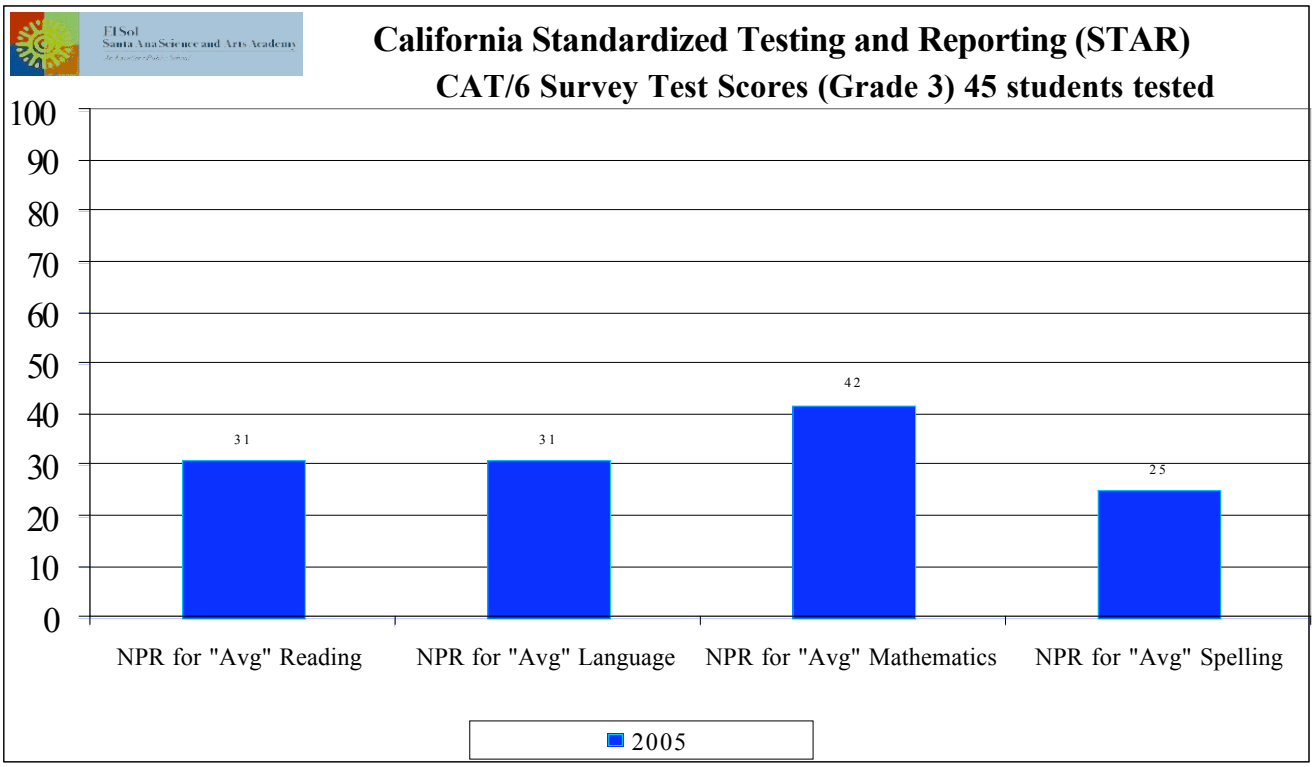


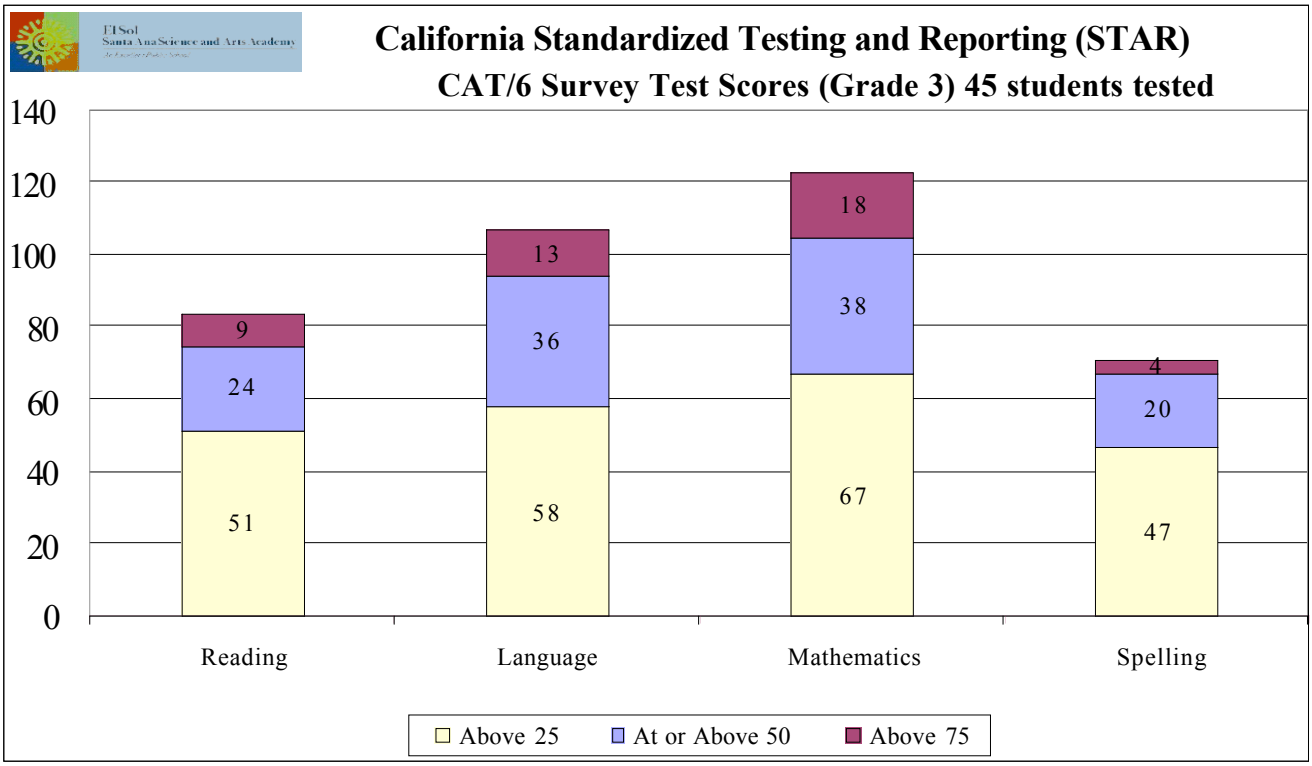


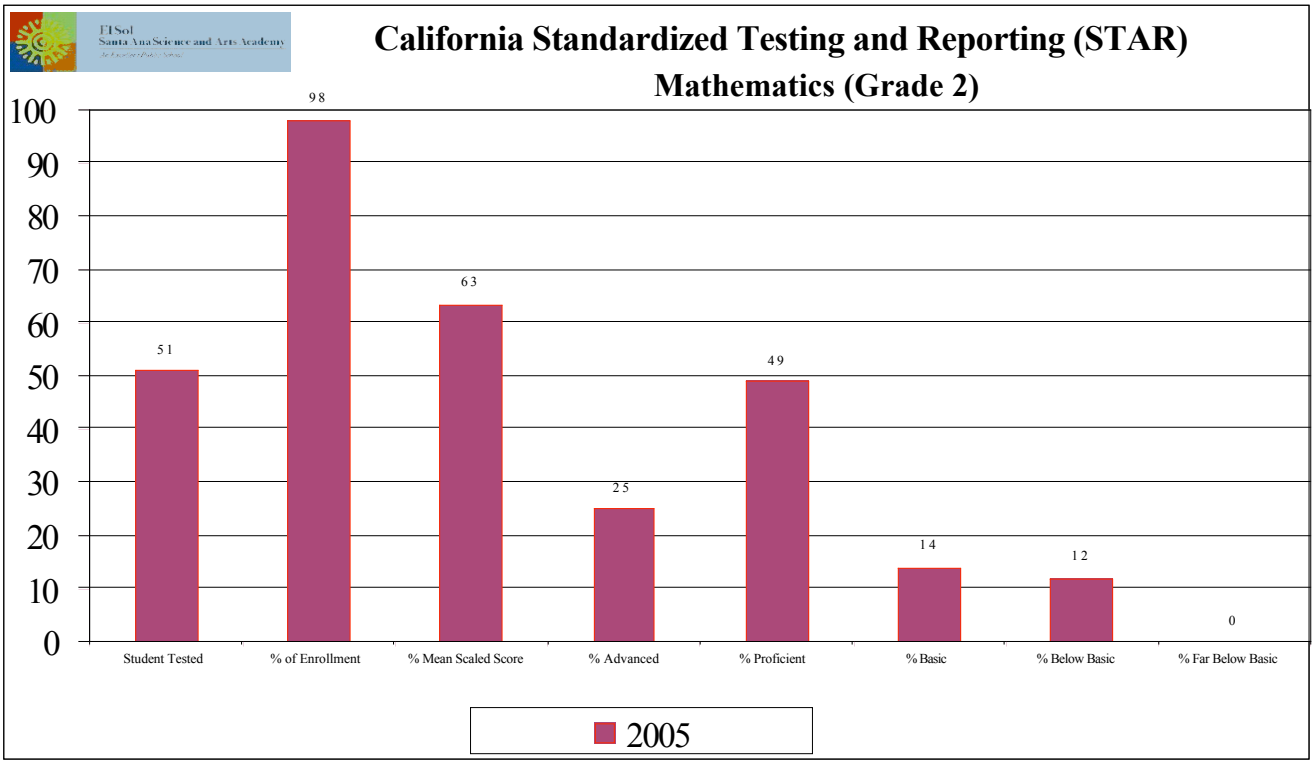

California Standardized Testing and Reporting (STAR)
Torrey Pines Elementary compared to demographically compatible schools (2nd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
78
90
26
49
10
24
12
23
9
20
Mathematics
English
Torrey Pines
Heninger
Davis
Hoover
Wilson
English
Mathematics

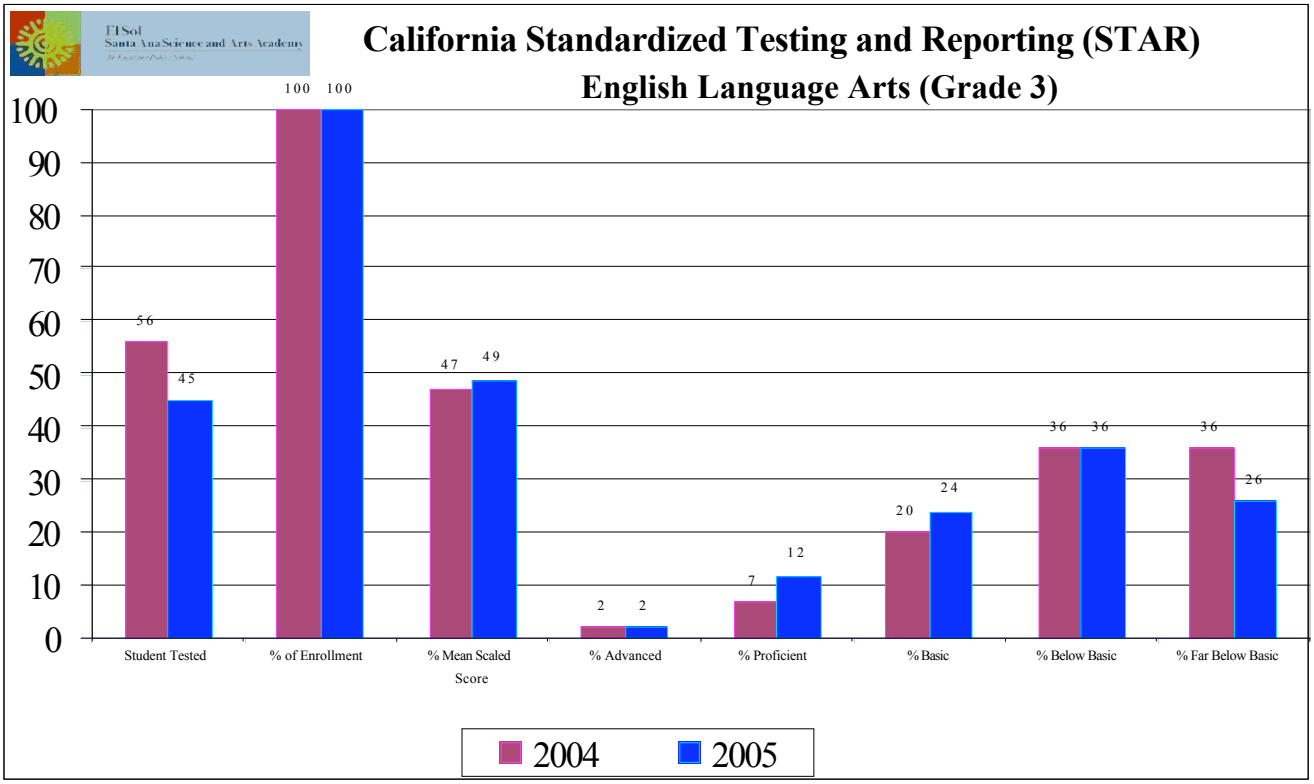

El Sol Santa Ana Science and Arts Academy
California Standardized Testing and Reporting (STAR)
El Sol compared to surrounding SAUSD schools (4th Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
44
38
25
43
12
18
21
21
15
12
Mathematics
English
El Sol
Heninger
Davis
Hoover
Wilson
English
Mathematics

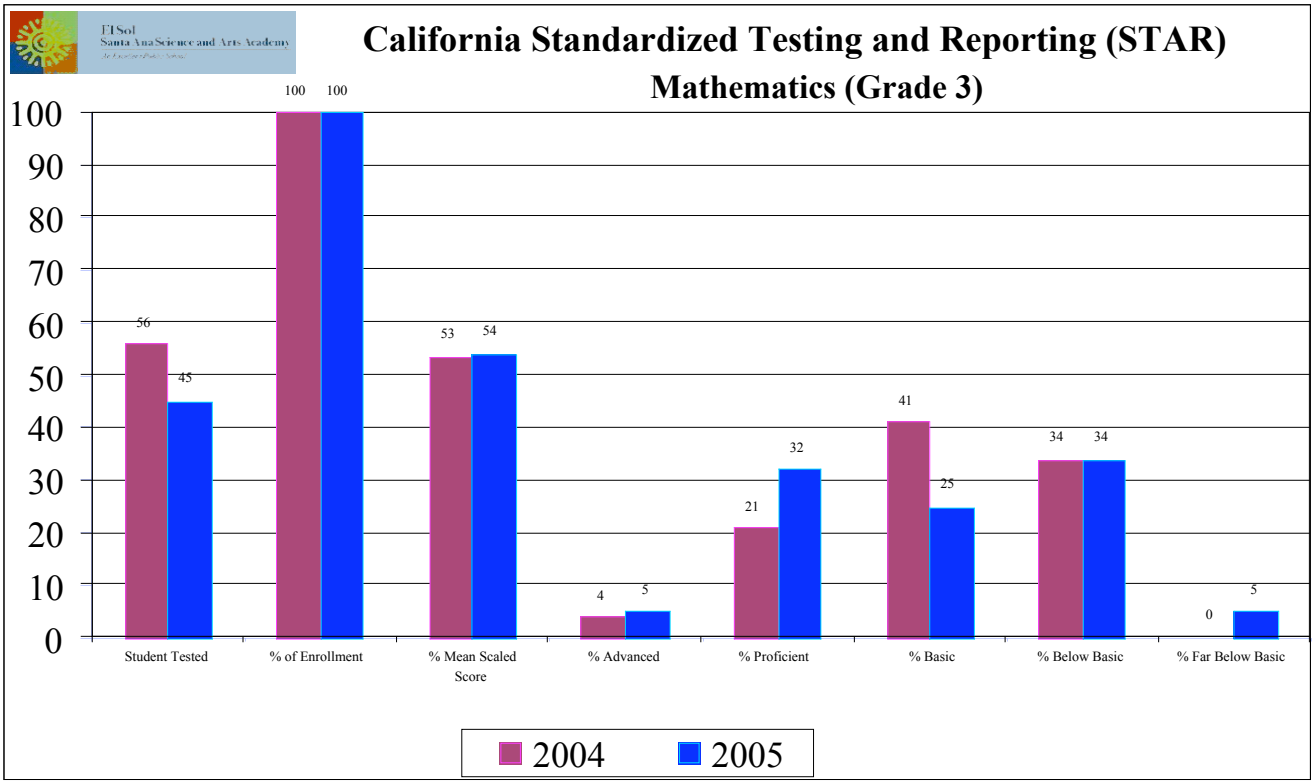

El Sol Santa Ana Science and Arts Academy
California Standardized Testing and Reporting (STAR)
El Sol compared to surrounding SAUSD schools (3rd Grade)
2005 - Percent of Proficient and Advanced
100
80
60
40
20
0
37
48
14
16
16
32
28
2
7
5
El Sol
Heninger
Davis
Hoover
Wilson
Mathematics
English
English
Mathematics

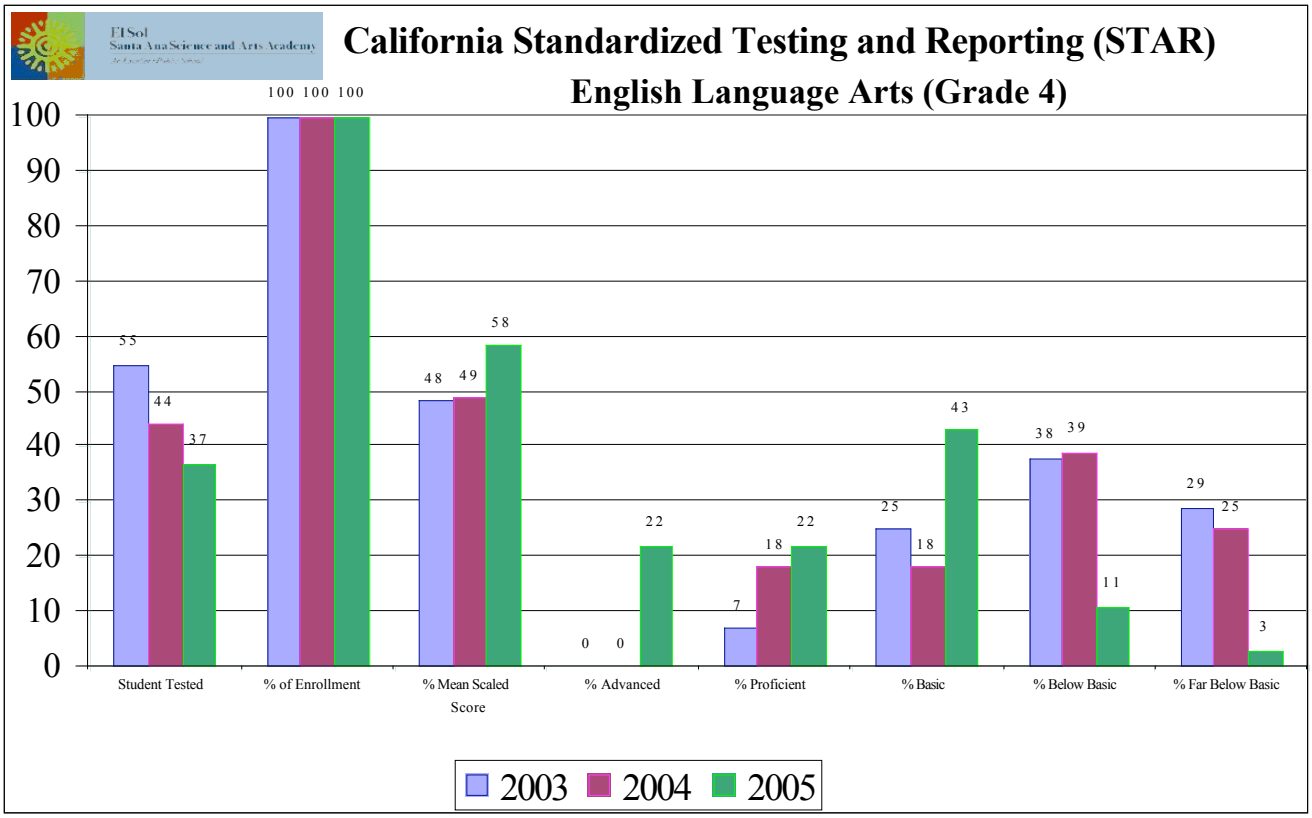

El Sol Santa Ana Science and Arts Academy
California Standardized Testing and Reporting (STAR)
CAT/6 Survey Test Scores (Grade 3) 45 students tested
100
90
80
70
60
50
40
30
20
10
0
31
31
42
25
NPR for "Avg" Reading
NPR for "Avg" Language
NPR for "Avg" Mathematics
NPR for "Avg" Spelling
2005

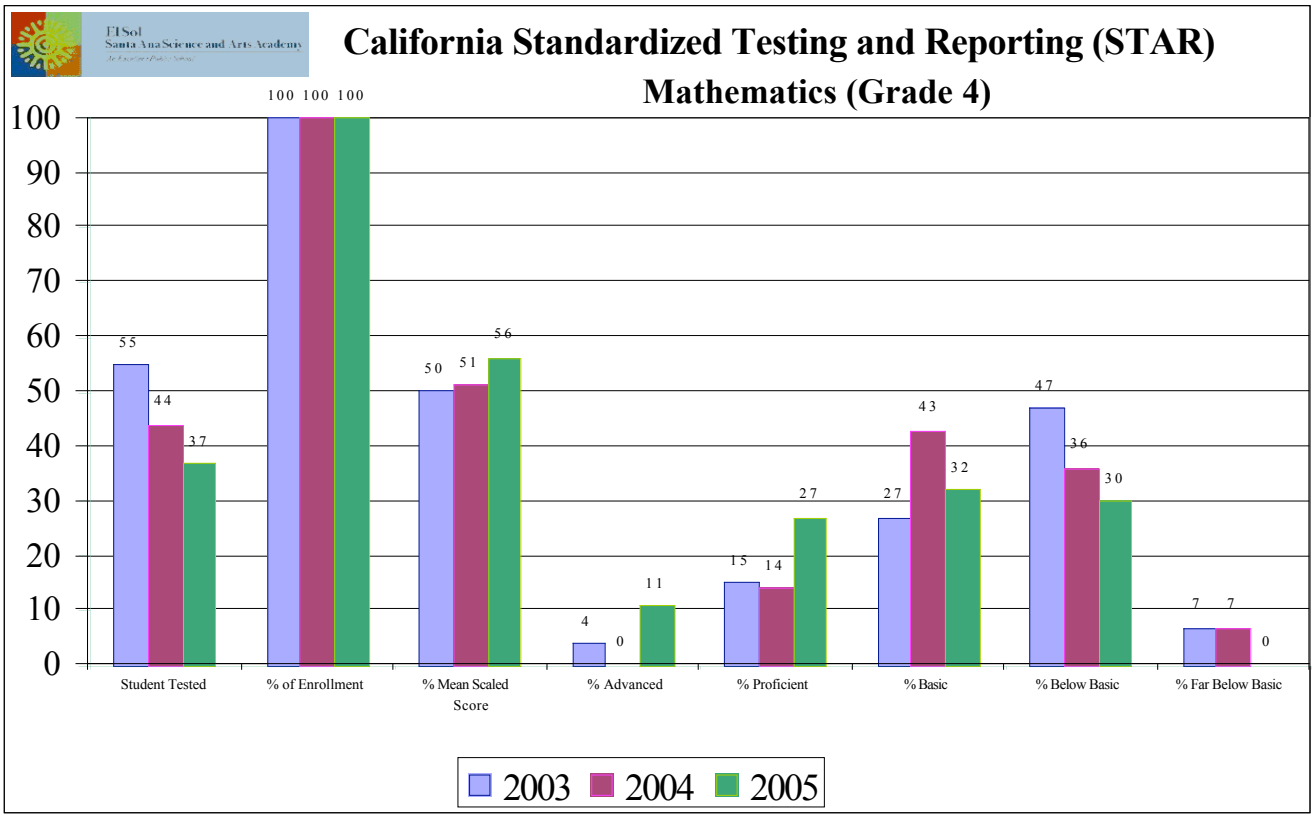

California Standardized Testing and Reporting (STAR)
CAT/6 Survey Test Scores (Grade 3) 45 students tested
140
120
100
80
60
40
20
0
9
24
51
13
36
58
18
38
67
4
20
47
Reading
Language
Mathematics
Spelling
Above 25
At or Above 50
Above 75


California Standardized Testing and Reporting (STAR)
Mathematics (Grade 2)
100
90
80
70
60
50
40
30
20
10
0
51
98
63
25
49
14
12
0
Student Tested
% of Enrollment
% Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic
2005

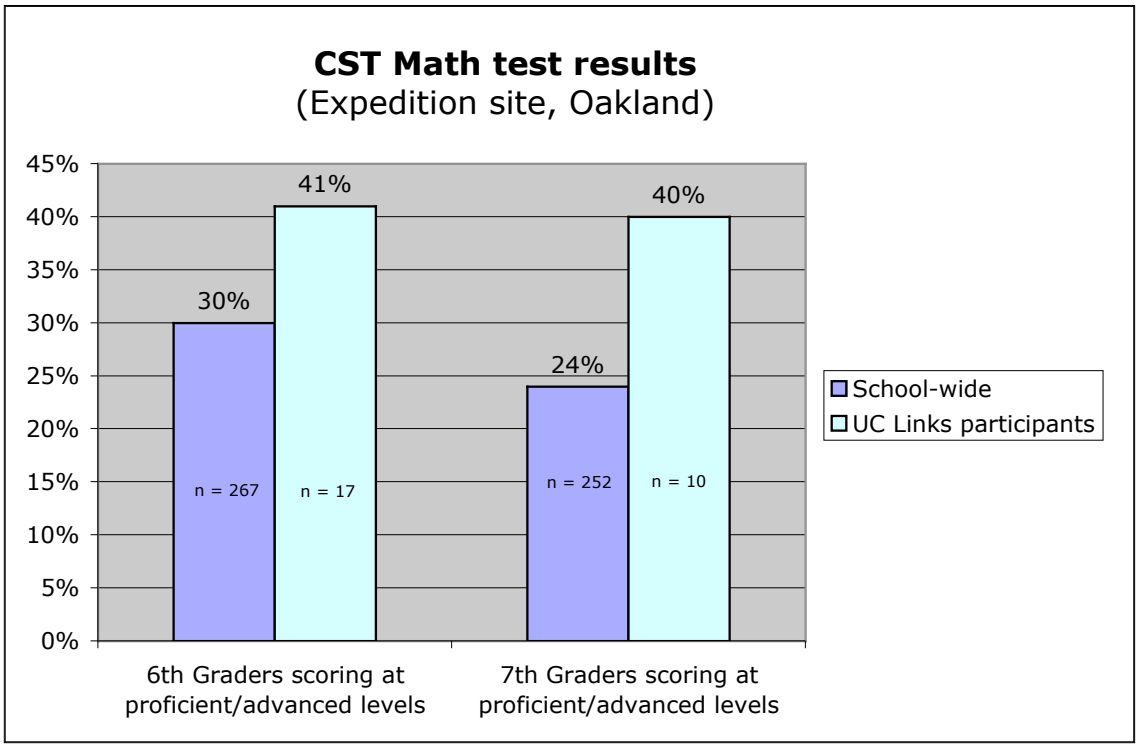

California Standardized Testing and Reporting (STAR)
English Language Arts (Grade 3)
100
90
80
70
60
50
40
30
20
10
0
56
45
100
100
47
49
2
2
7
12
20
24
36
36
36
26
Student Tested
% of Enrollment
% Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic
2004
2005

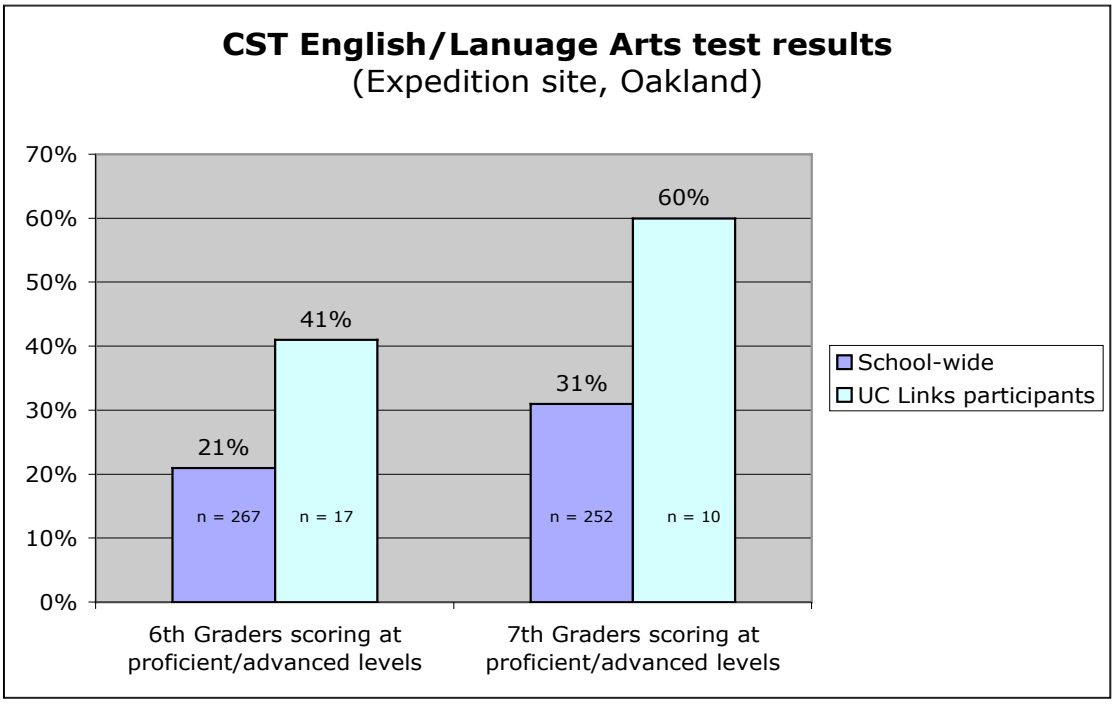

California Standardized Testing and Reporting (STAR)
Mathematics (Grade 3)
100
90
80
70
60
50
40
30
20
10
0
56
45
100
100
53
54
4
5
21
32
41
25
34
34
0
5
Student Tested
% of Enrollment
% Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic
2004
2005

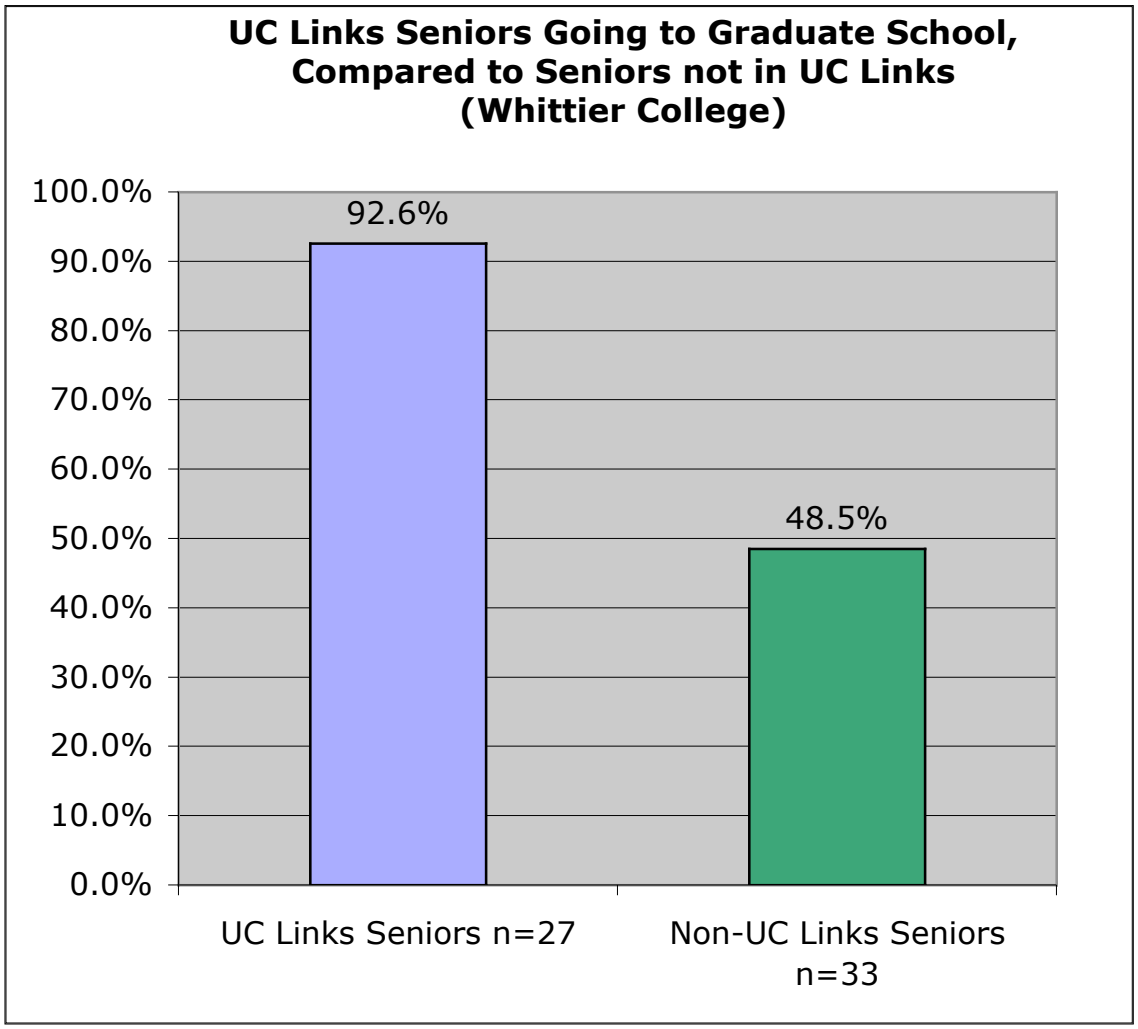

El Sol
Santa Ana Science and Arts Academy
California Standardized Testing and Reporting (STAR)
English Language Arts (Grade 4)
100 100 100
55
44
37
48 49
58
0 0
22
7
18
22
25
18
43
38 39
11
29
25
3
Student Tested
% of Enrollment
% Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic
2003 2004 2005


El Sol
Santa Ana Science and Arts Academy
California Standardized Testing and Reporting (STAR)
Mathematics (Grade 4)
100 100 100
55
44
37
50 51
56
4
0
11
15 14
27
27
43
32
47
36
30
7 7
0
Student Tested
% of Enrollment
% Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic
2003 2004 2005

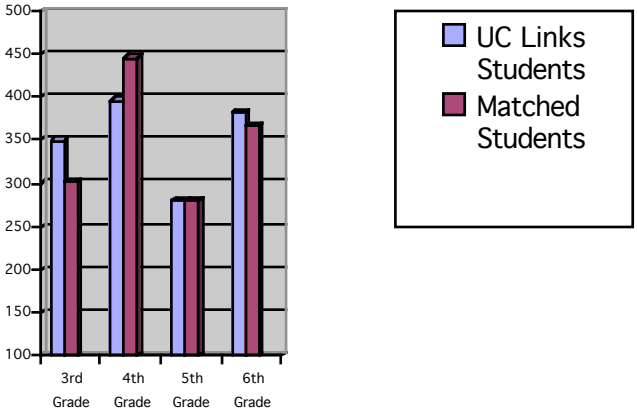
UC Berkeley Links – Expedition Program
Roosevelt Middle School




CST English/Lanuage Arts test results
(Expedition site, Oakland)
70%
60%
50%
40%
30%
20%
10%
0%
21%
41%
31%
60%
n = 267
n = 17
n = 252
n = 10
6th Graders scoring at proficient/advanced levels
7th Graders scoring at proficient/advanced levels
School-wide
UC Links participants

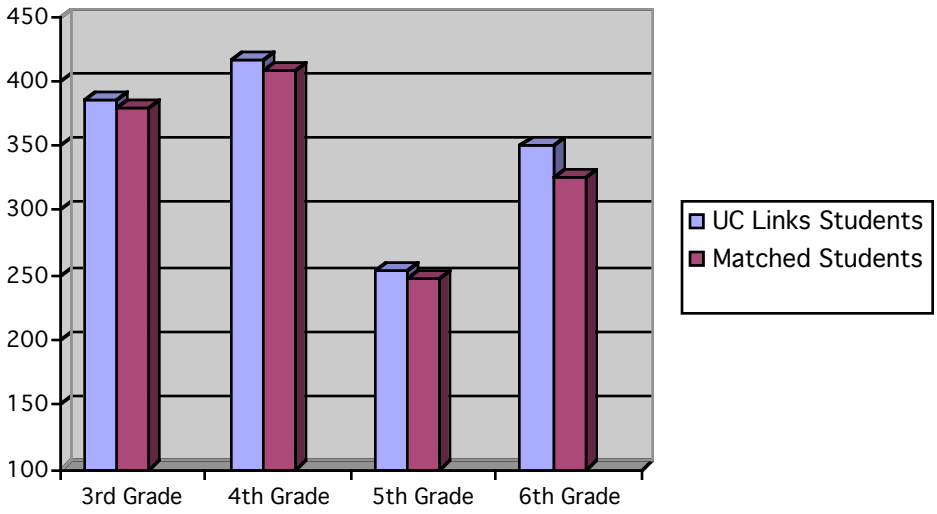

UC Links Seniors Going to Graduate School, Compared to Seniors not in UC Links (Whittier College)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
92.6%
48.5%
UC Links Seniors n=27
Non-UC Links Seniors n=33

UC Links- ELA (English Language Arts) Outcomes A Sample Comparison with Matched Deterding Elementary Students (Sacramento, CA)

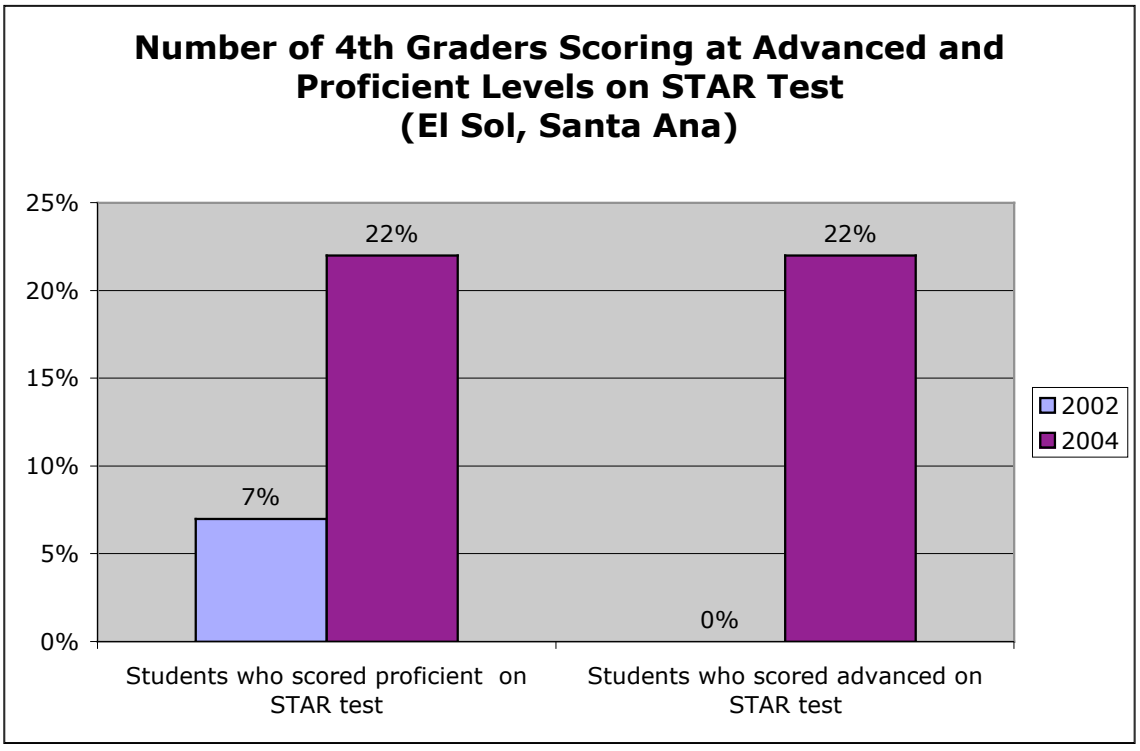


In English Language Arts (ELA) outcomes for children at the 3rd level (349.6 vs. 302.5) ar
(381. vs. 366.5) were greater than those of the matched students. However, the 4th an
the matched students displayed either greater gains (4th grade) or the same ELA score
UCLP was most successful with the oldest and youngest students. Success for these ch
to the frequency of tutoring that older 6th grade students provided younger students a
assistance given to younger students. Consequently, in ELA one of the successes of th
appears to be peer tutoring.

UC Links Math Outcomes A Sample Comparison of Matched Students with Deterding Elementary Students
(Sacramento, CA)

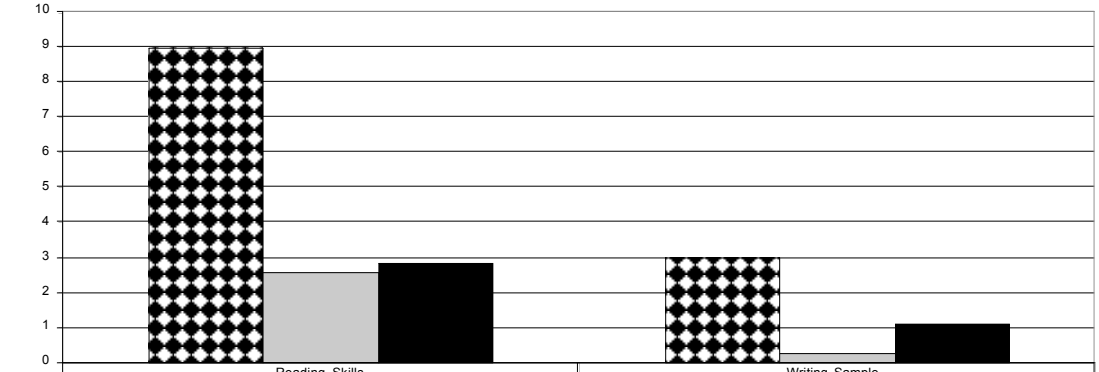


In mathematics there was an overall gain in scores for the after-school participants (367.65 vs. 352.8), compared to the matched students, and this improvement was reflected at all levels. This difference, although slight, may point to a future success of the CSUC-UCLP in structuring improvement in mathematics achievement through game play.



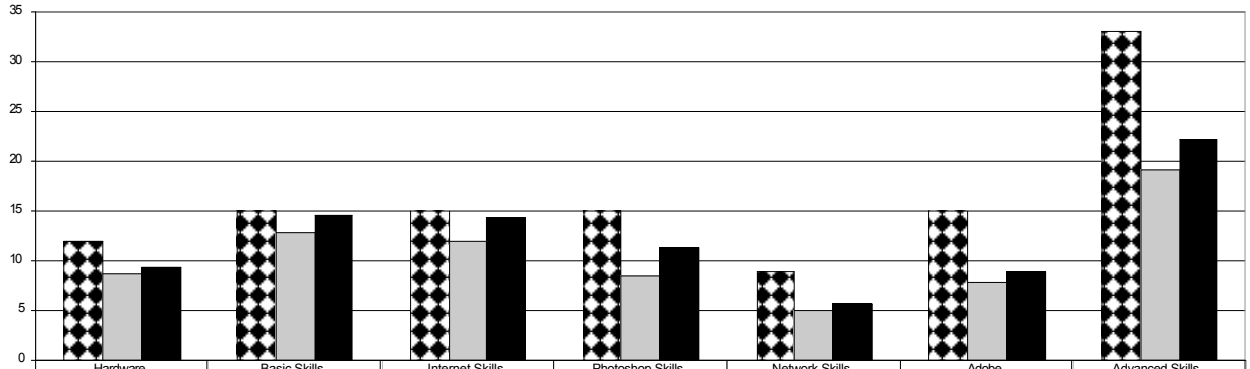
UCB Links (DUSTY)

UCB Links (DUSTY) Reading and Writing Inventory: Top Possible Scores with Pre/ Post Scores
Cole Middle School (Oakland)
Matched Pairs (N=7)



	Reading Skills	Writing Sample
Top	9	3
Pre	2.57	0.29
Post	2.86	1.14

Castlemont Technology Skills: Top Possible Scores with Pre/ Post Scores
Matched Pairs (N=8)



	Hardware	Basic Skills	Internet Skills	Photoshop Skills	Network Skills	Adobe	Advanced Skills
Top	12	15	15	15	9	15	33
Pre	8.8	12.8	11.9	8.4	5	7.8	19.1
Post	9.4	14.5	14.4	11.4	5.6	8.9	22.1

	Affiliated University / College	Affiliated Faculty	Program Name	Name of School Site	Number of Undergraduate Participants	Number Applying to Grad/Prof Program	Number Admitted to Grad/Prof Program	Number Enrolled in Grad/Prof Program
1	UCLA	K Gutierrez	Las Redes	Moffett Elementary	90	Unknown	Unknown	Unknown
2	UCSB	Brenner / Duran	Parents, Children, Computers	Isla Vista School				
3	UCSB	Brenner / Duran	Club Proteo	[Boys/Girls Club]	86	43	15	Unknown
4	UCSD	M Cole	5th Dimension	Solana Beach B&G	48			
5	UCSD	M Cole	5th Dimension	Earl Warren Middle	29			
6	UCSD	M Cole	5th Dimension	Mission Elem	98			
	UCSD	M Cole	5th Dimension	" "				
	UCSD	M Cole	5th Dimension	" "				
7	UCSD	M Cole	5th Dimension	Torrey Pines Elem	18	10	Unknown	Unknown
8	UCI	S Cronmiller	Poetry Academy & Writing LAB	El Sol Academy of Arts and Science	33	12	10	10
9	UCI	S Charlton	Cosmic Dimension	Wilson Elementary	77	30	25	25
10	UCD	J Grieshop	LEAP / SALTO	Dingle Elementary	17			
11	UCD	J Grieshop	MANOS	Grafton Elementary in Knights Landing	1	6	Unknown	Unknown
12	UCB	R Tringham	Expedition	Roosevelt Mid Sch	31	8	6	Unknown
13	UCB	D McKoy	Y-PLAN	McClymonds High Sch	4	1	1	1
14	UCB	G Hull	DUSTY	Cole Middle School				
15	UCB	G Hull	DUSTY	McKinley Elementary				
16	UCB	G Hull	DUSTY	Stege Elementary				
17	UCB	G Hull	DUSTY	Castlemont High School	200	Unknown	1	8
18	UCB	I Seyer-Ochi	Youth Sounds	McClymonds H.S.	6	1	Pending	0
19	Whittier College	D. Bremme	5th Dimension	Walter Dexter Middle				
20	Whittier College	D. Bremme	5th Dimension	Central Elementary				
21	Whittier College	D. Bremme	5th Dimension	C. Chavez Elementary				
22	Whittier College	D. Bremme	5th Dimension	Eastmont Middle				
23	Whittier College	D. Bremme	5th Dimension	5 other Whittier elementaries	27	27	25	25
24	CSU Long Beach	M Godfrey	BLAST	Washington Intensive Learning Center	38	2	Unknown	Unknown
25	CSU Sacramento	L Stone	Magical Web	Deterding Elementary School	6	4	Unknown	1

26	UCR	S Duffy	Cybrary	UC Riverside	17	5	Unknown	Unknown
27	UCSD	O Vasquez	Mi Clase Magica					
28	UCSD	O Vasquez	La Clase Magica					
29	UCSD	O Vasquez	Wizard Assistant Club					
30	UCSD	O Vasquez	La Gran Dimension		88	Unknown	Unknown	Unknown
					914	**149**	**83**	**70**