

The Regents of the University of California

JOINT MEETING

**COMMITTEE ON EDUCATIONAL POLICY
COMMITTEE ON FINANCE
COMMITTEE ON GROUNDS AND BUILDINGS**

July 16, 1998

The Committees on Educational Policy, Finance, and Grounds and Buildings met jointly on the above date at UCSF-Laurel Heights, San Francisco.

Members present: Representing the Committee on Educational Policy: Regents Atkinson, Bagley, Chandler, Connerly, Davies, Espinoza, Khachigian, Miura, Montoya, Nakashima, and Willmon; Advisory members Taylor and Vining

Representing the Committee on Finance: Regents Atkinson, Bagley, Connerly, Davies, Johnson, Khachigian, Lee, Miura, Parsky, and Willmon; Advisory member Taylor

Representing the Committee on Grounds and Buildings: Regents Atkinson, Davies, Espinoza, Johnson, Khachigian, Lee, Montoya, Nakashima, Ochoa, and Willmon

In attendance: Regents Gould, Hotchkis, Kozberg, Preuss, and Sayles, Faculty Representatives Dorr and Weiss, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gurtner, Hershman, and Hopper, Chancellors Carnesale, Cicerone, Dynes, Greenwood, Orbach, Vanderhoef, and Yang, Vice Chancellor Bainton representing Chancellor Bishop, and Recording Secretary Nietfeld

The meeting convened at 3:10 p.m. with Committee on Educational Policy Chair Connerly presiding.

1. **AUTHORIZATION TO ENTER INTO AN AGREEMENT WITH THE SAN DIEGO UNIFIED SCHOOL DISTRICT TO ESTABLISH AND OPERATE A MODEL SCHOOL ON THE SAN DIEGO CAMPUS**

The President recommended that the San Diego campus be authorized to enter into an agreement with the San Diego Unified School District (SDUSD) to operate a Model School (MS) on the San Diego campus, contingent upon the SDUSD providing sufficient operating funds to enable the MS to achieve its educational mission and sufficient non-University funds being available to permit construction and equipping of the required school facility.

Chancellor Dynes recalled that at the March meeting the San Diego campus described its longstanding commitment to outreach and community service. The campus seeks to expand

and intensify its involvement in the K-12 community. The campus recently established the Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE) to enhance the effectiveness of its K-12 efforts. The UCSD model school is one of six initiatives comprising CREATE, a comprehensive program that was endorsed by the San Diego Division of the Academic Senate in November 1997.

Chancellor Dynes observed that the relatively low number of students from historically underrepresented and low-income communities who achieve eligibility for admission to the University is a serious problem, a concern shared by educational and public policy leaders throughout California. The 1997 UC Outreach Task Force reported that those populations least represented in higher education are heavily concentrated in public schools that are located in low-income, urban communities. Chancellor Dynes stressed that admission to the school would be in compliance with Regental policy and with Proposition 209. He then called upon Dean Paul Drake for a brief description of the campus' overall K-12 outreach, and Provost Cecil Lytle for an overview of the model school proposal.

Dean Drake explained that, in addition to the model school, the components of CREATE are the following:

- assessment of programs and services;
- teacher education and professional development;
- research in areas pertaining to educational equity;
- partnerships with local schools; and,
- extension of traditional outreach activities.

Since the presentation on outreach in March, the campus has expanded its K-12 partnerships in several ways, including the expansion of UC Links and the formation of cluster partnerships with high schools and their feeder middle and elementary schools in San Diego. Further, the campus is entering into negotiations for a global partnership with the San Diego Unified School District to assist its Superintendent in implementing far-reaching reforms.

Provost Lytle explained that the UCSD model school is designed to provide a high-expectations academic environment for low-income students in grades six through twelve. While these students will be the immediate beneficiaries of the school, it is also intended to serve as a model for the successful urban classrooms of the 21st century. This project is in the best tradition of the public land-grant university and aims to target the campus' research and teaching in service to the future economic prosperity of the state. The primary goal of the UCSD model school is to provide a highly enriched instructional program that will prepare students to distinguish themselves academically. The mission also includes the cultivation of its students both as scholars and as citizens through the development of personal character, healthy lifestyles, good judgment, and ethical behavior. Its programs will be based on those of the highest-performing secondary schools in the nation. The school's ultimate goal will be to discover and implement the best practices in order to make the

students competitively eligible for admission to the University of California and other selective institutions of higher education. The campus intends to disseminate its findings and procedures to local school districts and teachers as appropriate. Faculty research and assessment will strive to communicate replicable models.

Provost Lytle noted that studies in the field of education have found that the most reliable predictor of academic achievement is family income. Income reflects many factors that contribute to a child's academic success, including access to technology and books in the home, dinner-table conversation, preventative healthcare maintenance, and immediate familial role models. The challenge is to create an educational and social environment where disadvantaged students will be guided to perform at a high level. Students will be admitted from low-income populations as defined by federal guidelines. The model school will admit only students whose parents or guardians are not graduates of a four-year college or university. Successful applicants must meet the profile and academic potential of students in the Achievement Via Individual Determination (AVID) program currently instituted in most secondary schools in the state. Once the campus has identified a pool of students meeting these criteria, one hundred students per grade level will be admitted through a lottery system. This procedure allows the campus to treat all qualified applicants fairly and it also creates a cohort of similarly profiled students for the longitudinal study.

Provost Lytle continued that the model school will offer a single-track, college preparatory curriculum comprised of those courses required for admission to the University of California and other comparable institutions. There will be no general or vocational track. When fully established, the model school will have an enrollment of seven hundred students, one hundred students per grade. Individual class sizes will range from 20 to 27 students per class; smaller class sizes will be concentrated in the early middle-school grades. In addition, each teacher will be assisted by a UCSD-trained tutor or intern, and UCSD student mentors will encourage and guide students with academic projects, performances, and other developmental activities. The model school proposal calls for high school students to tutor their middle schools compatriots, while home-room programs are intended to create intersections of home and neighborhood activities with the educational mission of the school. The campus intends to integrate the continued professional development of model school teachers with the cutting-edge research of UCSD faculty.

Because of its affiliation with the San Diego campus, model school students will benefit from services provided by tutors, interns, and mentors trained through UCSD's Teacher Education Program. Students will also benefit from access to libraries, teaching and research laboratories, visual and performing arts facilities, and recreational facilities; partnerships with the School of Medicine's adolescent health program, the California Space Institute's KidSat program, the San Diego Supercomputer Center, and the UCSD Birch Aquarium-Museum; and access to UCSD's cultural and entertainment events. It is further envisioned that UCSD faculty and staff would participate in instruction, assessment, and research activities involving

the model. Finally, model school students who meet the eligibility criteria associated with UCSD's Early Admissions Program would have opportunities to enroll in UCSD courses during their final years of secondary education.

Although the final schedule has not been established, the duration of the school day and length of the academic year will be greater than the time frames employed in San Diego public schools. Block scheduling will increase the instructional time of individual classes and enable teachers to present more material in greater depth.

Establishment of the model school is predicated on the expectation that operating funds sufficient to enable the school to achieve its educational mission will be provided by the SDUSD. The estimated value of the land on which the school will be sited is approximately \$8 million. Establishment of the model school is contingent on raising the necessary non-University funds to construct and equip permanent school facilities, estimated to cost approximately \$13.1 million. Occupancy of the permanent facilities is slated for fall 2000. The proposed 51,000 assignable square feet school facility includes 28 classrooms, a learning resources center/library, science laboratories, computer laboratories, administrative and teacher development space, and a multipurpose facility. The project will also develop necessary outdoor areas including play fields, covered eating areas, and outdoor seating.

During its first year of operation, the model school will be housed in temporary facilities, on or immediately adjacent to the San Diego campus. To accommodate the first year enrollment of one hundred, approximately 6,000 assignable square feet will be needed. The estimated cost to prepare existing facilities for use by the model school and lease additional modular classrooms is estimated to be \$110,000, which will be funded by monies already in hand.

In the 1999-2000 academic year, the model school will admit its first one hundred students to grades six, seven, and eight. In the second year, when it is expected that construction of the permanent facilities will be complete, the model school will add three hundred students, so that grades six through nine will each have one hundred students enrolled. Thereafter, the model school will add one hundred students to grade six each year to reach the steady state enrollment of seven hundred by fall 2003.

The campus' initial estimate of operating costs was \$4.2 million, or \$5,995 per student (expressed in 1997-98 dollars). This estimate included all salaries and benefits, equipment and furnishings, transportation, instructional materials, administrative costs, operation and maintenance of physical plant, professional development, and assessment. That projection, however, provided higher than the average expenditure per pupil for the SDUSD. As a result, the San Diego campus is currently in negotiations with SDUSD officials in an effort to reach an agreement that will provide a combination of direct funding and district services acceptable to the SDUSD and sufficient to permit the model school to achieve its educational mission.

Provost Lytle reported that California charter school legislation permits an entity such as the University of California to subcontract with the local school district to establish and be responsible for running a specialized public school. In order to govern the school, Chancellor Dynes will appoint a Board of Directors consisting of the following members:

- No fewer than three members of the UCSD Academic Senate
- No fewer than three members of the campus administration
- A college provost
- A San Diego Unified School District representative
- Ex officio members to represent parents, teachers, UCSD tutors and mentors, and community interest groups

The campus has been encouraged to create a Parents Council to work towards effective community-school interactions. Provost Lytle observed that the school presents certain social risks for students and families away from the values of their own communities. The campus hopes that the Parents Council will help the school to connect with the many communities represented in the student body.

Chancellor Dynes concluded the presentation by recalling that the campus had been working with the school district and with private citizens to raise the funds to support the model school. He was optimistic that the campus would be successful in these endeavors.

Regent Preuss observed that the model school represents a strong commitment to outreach on the part of the San Diego campus, and he expressed his appreciation to Provost Lytle for persisting with the project. As was mentioned by the Provost, the project is not aimed solely at the seven hundred students who will be enrolled; one purpose of the school is to test and to develop methodologies for success which can be exported to schools throughout the state.

Regent Khachigian wondered whether there might be situations in which a legal challenge could be made to the requirement that all students come from families where neither parent had graduated from a four-year college, for example if the parent were estranged from the family and did not contribute to it in any way. Chancellor Dynes believed that the intent to identify those criteria that handicap students should be clearly stated. Regent Khachigian suggested that the criterion not be used in an overly restrictive way. Provost Lytle added that the intent is to define "needy" not only in terms of family income but also the socio-economic environment in which a child is raised.

In response to a question from Regent Miura regarding the size of the model school, Provost Lytle explained that, with seven hundred students in grades six through twelve, it represents a fraction of the average urban high school. The size is based upon the best research in the field of education on what an urban high school should look like. In response to a further

question from Regent Miura, Mr. Lytle responded that the school would have an athletic program, including team sports.

In response to a question from Regent Ochoa regarding the distinction between a model school and a magnet school, which draws from a wider demographic population, Provost Lytle explained that the campus will try to create a school for students who normally would not attend selective universities. The campus believes that the school will attract a cross-section of low-income students. The campus hopes to demonstrate that students from low-income populations can perform at a high level. Dean Drake added that it was not the campus' intent to draw off the top students from the local high schools but rather to attract underachieving students who show academic promise.

Regent Ochoa expressed concern about the lack of preparation on the part of some teachers and asked how classes at the model school would be taught. Chancellor Dynes noted that, as part of CREATE, the model school is coupled to the campus' partnerships with San Diego County. The school will serve as a laboratory where experiments will be performed. The campus will try various approaches to teaching in order to determine what works best.

In response to a question from Regent Espinoza regarding the campus' interaction with the school district, Chancellor Dynes explained that the Superintendent views the model school and CREATE as integral parts of his effort to improve K-12 education in San Diego County. Dean Drake offered as examples of this cooperation the partnership which the campus has formed with the district. The campus will participate by training teachers and by sending UCSD mentors and tutors into the local high schools.

Regent Johnson raised the issue of the ongoing operating expenses which are to be provided by the SDUSD. Chancellor Dynes reported that the campus and the district are in pre-negotiations, pending Regental approval of the project. If appropriate funding is not forthcoming, the campus will not open the school. He was optimistic, however, that an agreement would be reached.

Regent Lee suggested that, rather than operating its own model school, the campus should help low-income students attend high schools that perform well. He believed that the cost per student for the model school was too high. Provost Lytle pointed out that placing students in high-performing schools is already in practice; it has been shown that the performance of students who are bussed is no better than those who are not. What the San Diego campus is attempting to do is to identify students who do not profile as college track and to provide an academic and social atmosphere where they will prosper intellectually. Chancellor Dynes stressed that the campus will operate the school with funding provided by the school district within the brackets of the wide variation of cost per student that is found in San Diego County.

Regent Gould raised the issue of mandatory parental involvement in the school. Provost Lytle responded that the campus' intention would be to create an environment where parents would feel welcome and would want to be involved. The district and the campus currently run a summer program for the same population that will attend the school, and parental involvement is 97 percent. Provost Lytle did not think that it would be possible for the campus to enforce required participation due to such elements as the distances that are involved and physical handicaps.

Regent Chandler urged the campus to share its model school findings with other communities, and Chancellor Dynes affirmed that it was in fact the intention of the campus to do so. Regent Preuss reported that President Clinton had supported the placing of a model school on the campus of every major research university in the country.

Upon motion duly made and seconded, the Committees approved the President's recommendation and voted to present it to the Board.

2. **AMENDMENT OF THE BUDGET FOR CAPITAL IMPROVEMENTS AND THE CAPITAL IMPROVEMENT PROGRAM, UCSD MODEL SCHOOL, SAN DIEGO CAMPUS**

The President recommended that the 1998-99 Budget for Capital Improvements and the 1998-2001 Capital Improvement Program be amended to include the following project, contingent upon Regental approval of Item 1. above, which authorizes the San Diego campus to enter into an agreement with the San Diego Unified School District to establish and operate a model school on the San Diego campus:

- San Diego: A. UCSD Model School -- preliminary plans, working drawings, construction, and equipment -- \$13,132,000 total project cost to be funded from gift funds.

The Committee was informed that the site for the project is an eight-acre undeveloped parcel of land located east of Interstate 5 at the periphery of the campus. It is approximately one-quarter mile from Warren field recreation facilities, UCSD Thornton Hospital, and the La Jolla Country Day School, a private K-12 school which would form academic partnerships with the model school. The site is bounded by Genesee Avenue to the north.

Project Description

The project consists of the following physical components, summarized below:

Instructional Space (30,660 asf) This space will include a mix of general classrooms, science and computer laboratories, and a support area to provide adequate teaching space for seven

hundred students. Also included are resource and tutoring alcoves to serve as breakout areas for individual and small group tutoring and teacher workrooms.

Learning Resource Center/Library (6,760 asf) This area will serve as the learning hub of the model school, providing space for 18,000 volumes, table seating for fifty, a computer area, an online card catalog and resource area, a student activity workroom, and support which includes a control desk, librarian and computer technician office, small tutoring/conference room, and a media control and preparation room.

Administration and Instructional/Student Support (4,275 asf) This area includes office and conference space for school staff, office support, health services, and teacher development space.

Multipurpose Facility (9,290 asf) The multipurpose room, which includes a stage and storage room, will serve a variety of activities including school performances and indoor sports. A kitchen will provide a preparation and queuing area for food services. Physical education and recreational activity is supported with shower and locker rooms, two activity coordinator offices, and equipment storage. A student store will help support school fundraising activities.

Outdoor Facilities Several outside areas will be developed to complete the model school. Parking will be provided on a surface lot of approximately 75 spaces. A greenhouse and garden will be located outdoors and will enhance the students' subject knowledge and appreciation of botany, ecology, and other life and environmental sciences.

Additional outdoor development will include two sets of play fields and hard courts to serve the middle and high school in separate locations on the site. Hard courts will provide space for basketball and volleyball activities. This represents approximately 170,000 square feet of outside developed space.

A modest amphitheater with seating for eight hundred, carved into existing topography, will accommodate additional performance and gathering space. The proposed indoor multipurpose facility is not large enough to serve both the middle and high school; therefore, the amphitheater will provide the school with additional flexibility to bring the entire school together for an event and enable the middle and high school to hold separate events simultaneously.

Project Capital Cost. The total project cost of \$13,132,000 will be entirely funded from gifts. The San Diego campus will proceed with this project only if sufficient non-University funds are raised to permit construction and equipping of the school facility.

Environmental Impact Classification. In accordance with University procedures for the implementation of the California Environmental Quality Act, environmental documentation will be prepared to determine if the project may have a significant impact on the environment. Environmental analyses will be brought to The Regents at a future meeting in conjunction with design approval.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board.

The meeting adjourned at 4:05 p.m.

Attest:

Secretary

