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ABSTRACT

Project BASICS attempts to determine which of the successfully demonstrated reading and mathematics strategies will produce mastery learning for different types of students in terms of their individual characteristics and needs. It focuses on the discovery and implementation of alternative strategies for mastery learning with an innovative school setting. The overall objective is to provide solution strategies for students (K-3) to result in 90 percent of the project students achieving at the same mastery level as the top 20 percent of California students in normal classroom situations. The project seeks to resolve the problem of reading, communications skills, and mathematics deficiencies by using the seven basic steps of the scientific method in its system approach to education planning and problemsolving. This booklet, the first of a series, is devoted to step one: identify critical needs. Subsequent booklets deal with the succeeding steps. Described are the steps taken to identify needs in the South Bay area. These steps are presented graphically and each is treated separately. They are: (1) identify concerns about primary education, (2) isolate and publish the critical needs, (3) formulate an educational operational philosophy, and (4) compile a fact-policy data bank. To identify concerns, (5) opinion poll surveys were made of parents, pupils, teachers, and citizens; and (6) surveys were made of research experts, and forecasts. These data were then (7) analyzed and (8) utilized as a base for conducting interaction sessions on the data and the project goals. (Author/EA)

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BASICS

An Assessment of
Educational Needs in the

South (S. F.) Bay Area, Calif

1971

EA C05 410



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EDUCATION AND RESEARCH

Institute

ED 082304

AN ASSESSMENT OF EDUCATIONAL NEEDS
IN THE
SAN FRANCISCO SOUTH BAY AREA OF CALIFORNIA

Conducted for

**PROJECT
B A S I C S**

(Bay Area School Innovating Curricula Systematically)

Fremont Unified School District

40775 Fremont Blvd., Fremont, California 94538

Sponsored by a Consortium

of

Fremont Unified School District
San Jose Unified School District
Catholic Schools of the Archdiocese of San Francisco

by

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March, 1971

You can't change institutions unless you're willing to talk about details, unless you're really willing to dig in and learn some basic realities about the institutions you hope to change. And very few social critics want to go to that trouble. It's tiresome, it's boring, it means you have to do some homework.

-- JOHN W. GARDNER
Christian Science Monitor
September 30, 1969

FOREWORD

1. INTRODUCTION TO PROJECT BASICS

Which of the best¹ reading and mathematic strategies will produce mastery learning for what types of students in terms of their individual characteristics and needs?

Seeking the answer(s) to this question -- which poses a complex, basic educational problem-- lies at the heart of Project BASICS. The project focuses upon the discovery and implementation of alternative strategies for mastery learning within an innovative school setting. It seeks a "zero rejects" approach to education that will lead to pupil success in reading, mathematics and communicating.

The most germane model of school learning dealing with mastery learning strategies was developed by Carroll.² Bloom³ supports the Carroll model when he states, "If students are normally distributed with respect to aptitude but the kind and quality of instruction and the amount of time available for learning are made appropriate to the characteristics and needs of each student, the majority of students may be expected to achieve mastery of the subject. And the relationship between aptitude and achievement should approach zero." It is this hypothesis and learning theory upon which Project BASICS is focused.

The need for project BASICS was reflected in Governor Ronald Reagan's State of the State Message⁴ delivered on January 12, 1971. Referring to his Commission on Educational Reform he stated, "I can tell you of their dismay . . . over the functional illiteracy evidenced by so many of our high school graduates; far too many of these young men and women have failed to acquire the ability to

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1. "Best" means successfully demonstrated with primary students and/or best research findings.
 2. Carroll, John, "A Model of School Learning", Teachers College RECORD, 1963, 64: 723-733.
 3. Bloom, Benjamin, "Learning for Mastery", Evaluation Comment, Center for the Study of Evaluation, UCLA, Vol. 1, No. 2, May, 1968.
 4. Reagan, Governor Ronald, "State of the State Message", January 12, 1971.

read, to write, to compute, and to communicate. It is not enough to say they have failed; it is more pertinent to ask, 'has the system failed?' and if so, how can it be corrected?"

The need for project BASICS is further evidenced in the fact that less than 50% of the students in the project's target area are achieving mastery of reading skills at the primary level and less than 60% are achieving mastery in primary mathematics.

The project's mission objective to be achieved and the five procedural objectives to be followed are as follows:

Mission Objective.

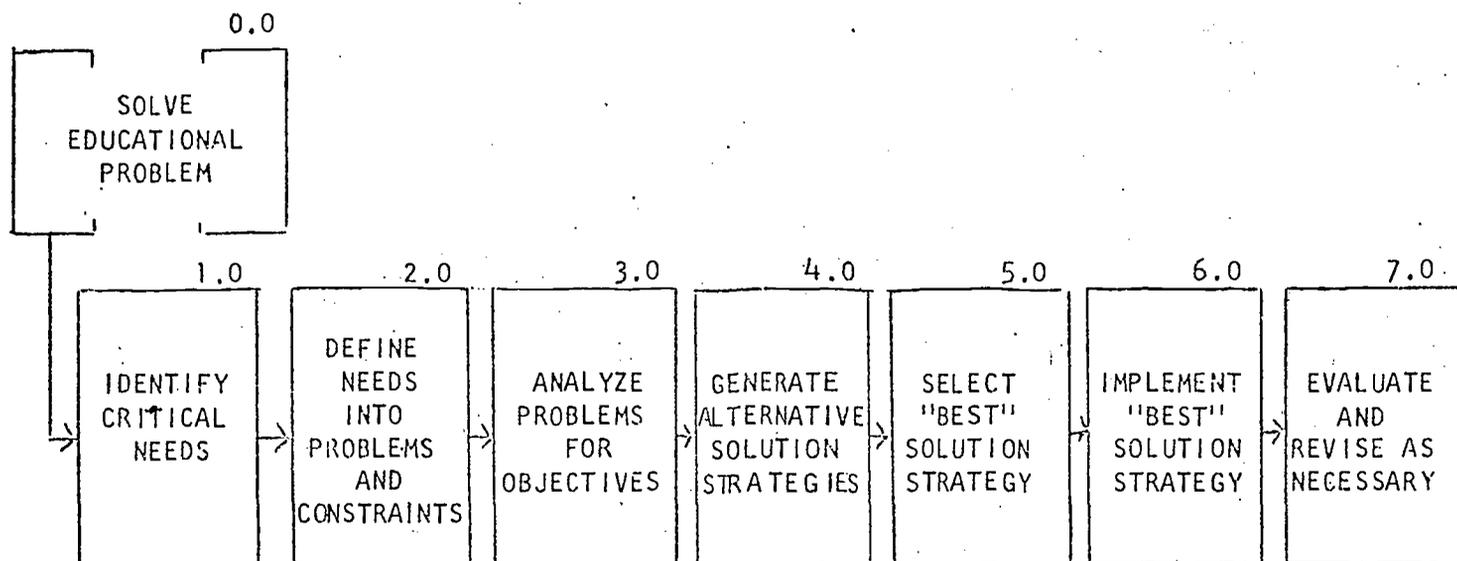
To provide solution strategies for students (normally distributed with respect to aptitude, in grades kindergarten, one, two and three) which will result in a minimum of 90% of the project's students achieving at the same level of mastery as the top 20% of students in normal classroom situations in the State of California at the end of three years of instruction and program implementation. These solution strategies will be implemented and this mission objective will be accomplished at the end of the three year period at a cost no higher than the average instructional cost per student in California schools.

Procedural Objectives.

- a. Identify both the exemplary school programs which lead to pupil success in school and the programs that fail to produce success.
- b. Examine the effectiveness of various instructional programs.
- c. Conduct research and experimentation on a clinical basis to seek improved methods of instruction.
- d. Measure the potential for self-sustained learning among pupils of varying aptitudes and characteristics.
- e. Discover ways to improve instruction in reading and communicating, and mathematics and creative problem solving.

II. PROCEDURE OF PROJECT BASICS

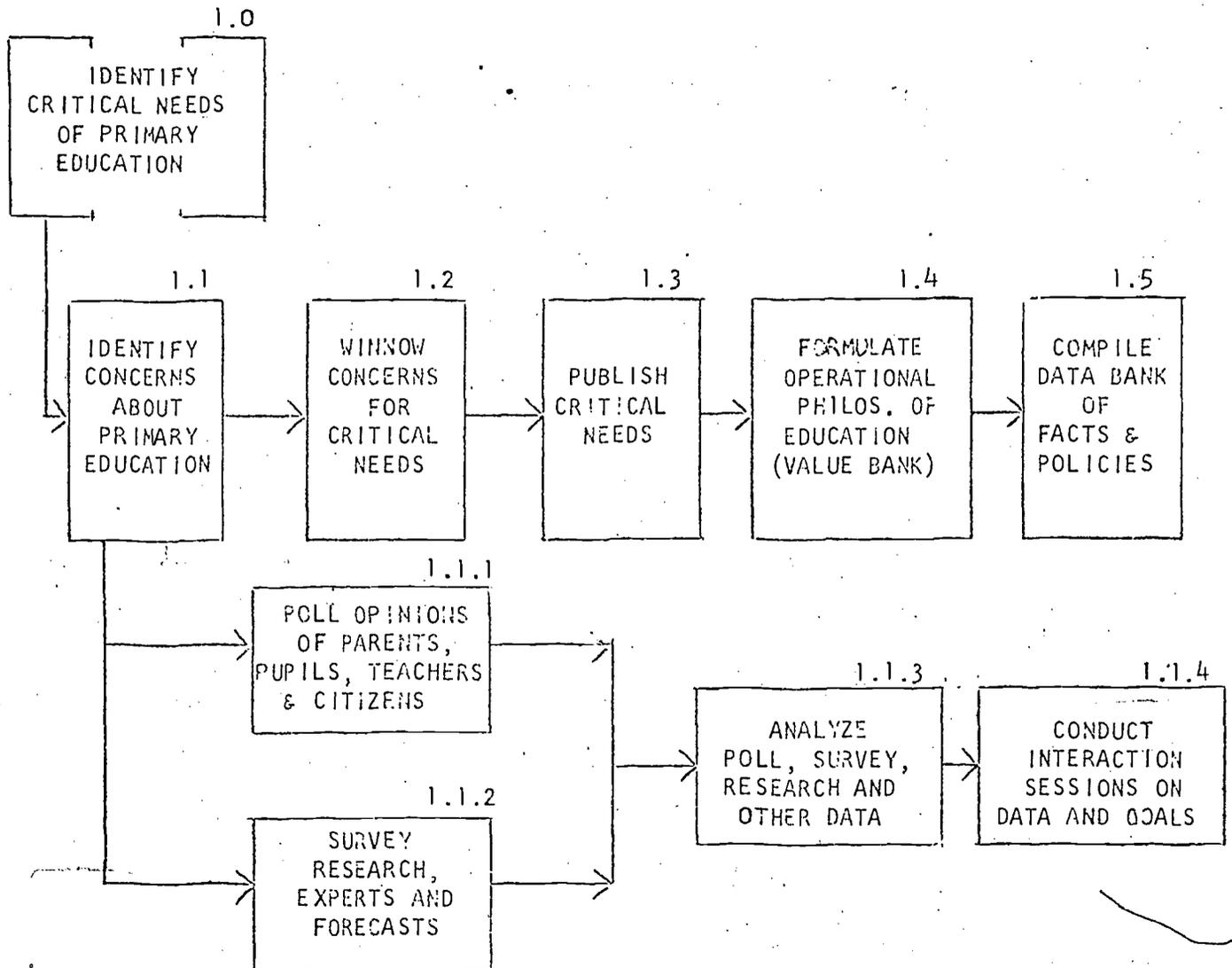
The obvious deficiencies of pupils in reading, the communication skills, and mathematics is recognized as a significant educational problem. Project BASICS seeks to resolve this problem by the best possible method--the scientific method. In essence, the project will use this underlying method in its "system approach to educational planning and problem solving." This consists of the seven basic steps of the scientific method which can be graphically shown as follows:



In keeping with the foregoing diagram or model of the scientific method, this booklet is devoted to the first step, box 1.0. Subsequent booklets published by the project will deal with the succeeding steps.

III. ORGANIZATION OF THIS STUDY

This booklet attempts in a systematic way to identify the critical needs of primary education in the San Francisco South Bay Area. The specific steps taken to identify these needs are similarly shown in graphic form in the following flowchart:



Each of the foregoing steps shown graphically are treated separately herein. In order to assist the reader in following the sequence and flow of these activities and the results derived therefrom, the chapter and appendix numbers correspond to those in the flowchart.

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ROSTER OF MEMBERS OF THE PROJECT BASICS
NEED ASSESSMENT COMMITTEE
(Convened in Fremont, Feb. 24 and 25, 1971)

<u>NAME</u>	<u>POSITION</u>	<u>COMMUNITY</u>
Cotine Ratliff	Child Welfare & Attendance Worker	San Jose
Sarah E. Jackson	Teacher	Fremont
Phyllis Zwissig	Teacher	Fremont
Alicia Castro	Teacher	San Jose
Marie Simbra	Instructional Aide	Fremont
John Mazzone	Principal	Fremont
Mary Gallardo	Parent	San Jose
E. Gallardo	Parent	San Jose
Marilyn Groat	Parent	Fremont
Sister Ann Garcia	Principal	Newark
Bonnie Siedentopf	Non-parent Citizen	Fremont
Virginia Aubry	Student	Fremont
Michael Fragoso	Student	Fremont
Rudy Aguirre	Student	San Jose
Sister Frances Marie	Principal	San Jose
Gail Law	Primary Reading Consultant	San Jose
Phil Brazil	Asst. Superintendent	Fremont

Chapter 1.1

THE IDENTIFICATION OF CONCERNS ABOUT PRIMARY EDUCATION

But the effective executive also knows that people do not start out with the search for facts. They start out with an opinion. There is nothing wrong with this. People experienced in an area should be expected to have an opinion. Not to have an opinion after having been exposed to an area for a good long time would argue an unobservant eye and a sluggish mind.

People inevitably start out with an opinion; to ask them to search for the facts first is even undesirable. They will simply do what everyone is far too prone to do anyhow: look for the facts that fit the conclusion they have already reached. And no one has ever failed to find the facts he is looking for. The good statistician knows this and distrusts all figures--he either knows the fellow who found them or he does not know him; in either case he is suspicious.

--PETER DRUCKER¹

This phase of Project BASICS (Bay Area School Innovating Curriculum Systematically) was an attempt to identify the most frequent concerns about education of the San Francisco South Bay Area. The procedures that were followed involved many educators and a large number of lay citizens and pupils. The basic data were obtained from three extensive studies which expressed concerns over the quality of education. A summary of each of these studies is now briefly presented.

Santa Clara County Study.

The Santa Clara County Supplementary Education Center conducted a comprehensive study involving approximately 3300 sixth, eighth and tenth grade school students; 800 parents; and 1600 teachers in 1968. The needs survey sampled the population at the indicated grade levels. Data were gathered, allowing for a

¹ Peter Drucker, The Effective Executive, (New York: Harper and Row, 1966). P. 144

calculation of discrepancy scores which indicated a difference between what schools ought to be teaching and what they were now teaching. The discrepancy scores were then used as determinants of the educational needs. High discrepancy scores were found in seven areas, including Communication Skills and Identifying and Solving Problems, the two areas of concern in this proposal. In addition, the need to build skills in both areas is indicated indirectly in the high priority need areas of Vocational Education and Personal Economics.²

Santa Clara Unified School District Study:

A subsequent needs assessment modeled after the Santa Clara County Pace Center's was completed by Santa Clara Unified School District. This subsequent needs assessment had broader participation from community, professional, business, and labor representatives. These representatives responded to written questionnaires modeled after the PACE center questionnaires. Using the questionnaire as the basis for analysis of needs they followed up by engaging in interaction sessions with students, teachers, and parents. From these sessions student educational needs were identified. These identified needs revealed that a consistently agreed-upon high priority need was that students should be encouraged and given opportunities to explore and try new instructional processes, curriculum and student activities. An experimental school as perceived by Project BASICS would serve optimally, it appears, to conceive and incubate such new instructional processes, curriculum and student activities.

Other high priority educational needs identified in this assessment which suggest both the need for an experimental school and how it might operate in terms of instructional processes and curriculum were as follows:

1. More opportunities should be provided for students to analyze problems

² An Assessment of the Educational Needs of Santa Clara County: A Summary, Santa Clara Co. SEC, 1968

and approach learning through inquiry and inductive processes.

2. Provide for more opportunities for students to exchange ideas with others and with instructors. Specific suggestions in this regard would be small group seminars.
3. Provide for more opportunities for increased participation in classroom discussions.
4. Provide for more opportunities for students to participate in the development of instructional methodology and curriculum.
5. Provide for curriculum and instructional methodology that includes activities that students feel will be of value to them in later life and that will create in them a desire to continue their education following high school graduation.
6. Provide opportunities wherein students will get to know and understand other students having background different from their own.
7. Create a feeling and provide for opportunities for students to discuss their school work and concerns with their teachers.
8. Help students develop a more positive attitude toward criticism.
9. Develop a grading policy which allows students to feel they can be successful and encourages them to work up to their capacities.

An additional output of the group interaction sessions was an appraisal of instructional objectives. The object of the appraisal was to establish preference or priorities. This appraisal clearly indicated that reading skill development in the primary grades held highest priority among students, parents, teachers, administrators and other representatives of the community such as labor, industry, and the professions.³

Fremont Unified School District Study:

A partial analysis of a needs assessment conducted in the Fremont Unified School District tends to validate both the PACE Center and Santa Clara district's needs assessment by identifying similar student needs.

³ Dennis Carmichael, editor, An Assessment of Educational Needs in the Santa Clara Unified School District (Santa Clara: Board of Education, 1969).

The Fremont study was compiled from a series of 400 interviews each of approximately 45 minutes duration and covering some 85 questionnaire items. The interviews were determined from a stratified random sample of approximately 23,000 resident addresses.⁴

A Preliminary Compilation of Critical Concerns.

The need assessment committee for Project BASICS reviewed the results of the three aforementioned studies together with the supporting statistical data. From this review and formal committee action, the following list of critical concerns was compiled for subsequent committee work.

<u>PRIORITY FOR VALIDATION</u>	<u>STATED CONCERN</u>	<u>COMMITTEE'S BOX SCORE</u>
1.	Responsibility for own learning	64
2.	Recognize the value of learning	64
3.	Critical thinking	64
4.	Self esteem	64
5.	To be esteemed, loved and guided by parents	61
6.	Pupil participation in school affairs	60
7.	Where they stand, what progress they have made and where they are going	60
8.	Self discipline and self control	59
9.	Reading	59
10.	To be esteemed by teachers, pupils, parents, peers	59
11.	Beginning reading	56
12.	Parent education	56
13.	To have mature expert help in solving problems	56

⁴ Fremont Unified School District, Community Survey (Fremont: The Board of Education, 1966). 15 pp.

<u>PRIORITY FOR VALIDATION</u>	<u>STATED CONCERN</u>	<u>COMMITTEE'S BOX SCORE</u>
14	Readiness for school work	54
15	Communication skills	54
16	Social skills	54
17	Identify pupils talents	53
18	Arithmetic and computation	53
19	To be motivated, interested, challenged	53
20.	To succeed, discover own talents	52
21.	To know own environments and adapt to change	52

Chapter 1.2

WINNOWING CONCERNS FOR CRITICAL NEEDS

While it is futile to try to eliminate risk and questionable to try to minimize it, it is essential that the risks taken be the right risks.

-- Peter F. Drucker

Once the harvested concerns have been satisfactorily classified and documented,¹ it is necessary to analyze them. This process of analyzing concerns provides a large repository of useful values, policies, and facts that are essential for the screening of winnowing process.

The concerns analysis has many products and benefits. It was carried out by a representative group of residents. The analysis process itself provided a stimulation and interaction that assisted the group members in wrestling with basic issues and acquiring new insights. The group interaction allowed one idea to ignite another and thus elicit valuable information and group competence and unity.

The concerns analysis attempted to focus on "learner needs" and to penetrate at as deep a level as possible. This assured a focus on basic issues and relationships and opened the way for new and creative approaches to difficult and long-standing issues.

Identifying Relevant Facts and Policies

In conducting the concerns analysis, a recommended first step was to identify all relevant facts associated with the expressed

¹For this compilation and classification see, Appendixes B and C plus the need assessment reports of the five regional need assessment committees.

concern under consideration. This seemed to be most expeditiously done when the group examined the concern and individual members then volunteered what they considered to be relevant facts. The other group members either concurred or disagreed and a list of related facts was thus compiled. If disagreement occurred, or more information was required in order to proceed, then additional research had to be conducted and more data gathered, or agreed upon, estimates were made. As a checklist on the adequacy of its work, the committee would ask itself the following questions:

What is (present time)?

What could be (present time)?

What can be (future time with technological trends)?

As a check on the integrity of the factual surveys made, the following questions were useful:

What are the facts surrounding the present conditions?

Have the facts been carefully separated from assumptions?

Are the data free from any unintended bias?

Is the evidence objective?

It may thus be seen that as a result of the concerns analysis, the committee singled out a number of relevant policies as well as factual information and trends. These policies were verified with the factual information and trends.

Specifying Relevant Values

The facts and policies needed to be compared with value statements. When the difference could be clearly described between what is (facts and policies) and what ought to be (values), a

validated need had been identified.

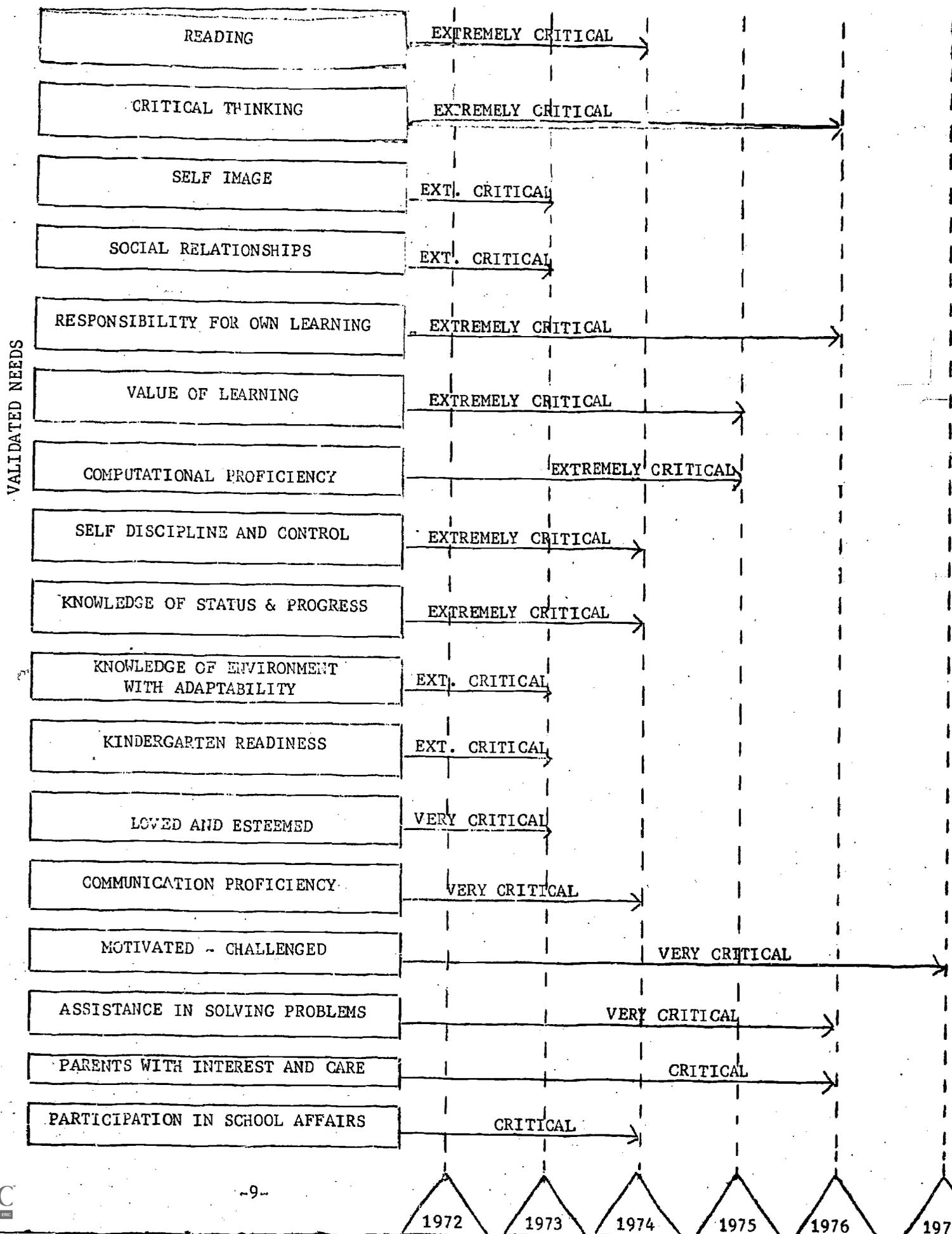
Thus, the relevant value expressions that were identified, were contrasted with the germane policies and factual information, and weighted as to their relative importance. It was this extensive process of extracting value implications, making explicit all value judgments, and systematically compiling and ordering these judgments, that eventuated in value statements that were used as evaluative criteria.

After these evaluative criteria (values, policies and facts) have been carefully defined from research, governing board action, and the concerns analysis, a match-mismatch was performed to identify discrepancies among them. It is these discrepancies or inconsistencies that constitute validated needs. The facts, values and policies thus served as the evaluative criteria for use in the conduct of the need assessment.

Essentially, the concerns analysis consisted of systematically applying the evaluative criteria to each of the harvested concerns. Subjecting each concern to the criteria was essentially a winnowing process because as a concern was found to be inadequate, it had to be either discarded or else modified until it was adequate.

All of the facts, values, and policies identified are shown in the working papers and products of the concerns analysis. These are presented in the Appendix (1.5) of this booklet.

Figure 1. VALIDATED NEEDS WITH CRITICALITY AND TARGET TIMES
IN THE SAN FRANCISCO SOUTH BAY AREA, 1971



Chapter 1.3

A HIERARCHY OF VALIDATED NEEDS IN THE CONTEXT OF TARGET TIMES AND CRITICALITY

Strategic planning is the process of deciding on objectives of the organization, on changes in these objectives, on the resources used to attain these objectives, and on the policies that are to govern the acquisition, use, and disposition of these resources.

--Robert N. Anthony
Planning and Control Systems A Framework
for Analysis. p.16

The need assessment committee conducted an analysis of educational concerns it classified as "critical". The detailed work sheets of the committee are presented in the appendix. The residual results, so to speak, are presented in this and the succeeding chapters.

The need assessment committee for Project BASICS was charged with the responsibility of considering all educational concerns with the South Bay area and then determining which of these represented educational needs. Designing a statement of educational need, however, is no simple task. A series of criteria were provided to the committee.

I. CRITERIA FOR A NEED STATEMENT

In designing a statement of education need, it is difficult to meet all optimum criteria. However, in long-range perspective, defining such needs correctly makes them more useful in educational planning and allows for more creative solutions in resolving them. By way of guidelines, the

following characteristics were held to be desirable in any statement of education need:

- a. Focus on learner needs--not on institutional needs which are dealt with when planning solutions
- b. Identify target groups of learners--include the identifying characteristics of the learners with the need, how many, and where located, etc.
- c. Criterion--include explicit criteria for judging:
 - (a) What is the status currently in relation to the need.
 - (b) Progress toward resolving the need.
 - (c) Eventual satisfaction of the need.
- d. Criticality of Need--In order to set priorities, an index of importance is required. This must stem from values placed on eliminating the need or at least reducing it. The following scale was used:
 1. Extremely critical
 2. Critical
 3. Important
 4. Not Critical
 5. Undecided
- e. Consistent level of Generality--The layer of abstraction of a need statement must conform with the appropriate jurisdiction of decision-making. Thus, a local school should not identify state level, regional level, or even district level of needs.
- f. Maximum time allowable--Specify the target date when the need must be satisfied.

Two additional--but optional--criteria were provided:

- g. Suggested Solutions--Any promising solutions that might resolve the need can be submitted, but are to be clearly identified as such.
- h. Required resources and fund commitments--Identifying costs in relationship to benefits (or need satisfactions) can assist in providing parameters for need resolution.

II. A HIERARCHY OF VALIDATED NEEDS

Figure 1 attempts to portray the identified educational needs in a context of critically and maximum allowable time to resolve the need. The validated needs are shown by title or key word in the rectangles. The arrows drawn toward the righthand side of each rectangle shows the time allowed to resolve the need. How critical the need was judged to be is shown along the arrow. Notice in the figure that the needs tend to be ranked in terms of placement. Those classified as "extremely critical" are shown toward the top of the page. Those judged as "very critical" are placed lower; and those assessed "critical" are placed lowest on the page. No ranking or priority has been made within the categories of "extremely critical", "very critical", or "critical" except in terms of time allowed to resolve the need.

III. CRITICAL NEEDS OF THE SOUTH BAY AREA

Using the concerns identified in the prior studies of the area plus any others identified by members of the Project BASICS need assessment committee, a priority was established for their separate consideration. As each concern was considered and analyzed, those which were found to represent valid needs were carefully defined in terms of the foregoing criteria. A listing of the defined needs for the region is presented as the remaining part of this chapter.

1. Reading Skills

Learner needs to acquire the proper skills, information, and positive attitude for proficient reading.

This need will be resolved when:

- Less than 25% of the students on a SAT (reading) fall in the lowest quartile (test results).
- A child has sufficient readiness necessary to apply phonics in the formal reading program. (External audit)
- Pre-school experiences are provided by school, Head Start, 1331, etc., whenever the home cannot provide these experiences. (Sample audit)
- 90% of the teachers learn and employ methods of Individualized instruction. (Established by independent audit)
- When 66-2/3% of the students and parents believe the reading is adequate. (Poll by external evaluator)
- A functional reading literacy is attained, the child should be promoted, through the grade to grade level at school.
- There is a 100% learning ability, inasmuch as reading provides a key to all other learning in various other fields.

This need is EXTREMELY CRITICAL and must be resolved prior to June 30, 1974

2. Critical Thinking

Learners need to be able to think critically regarding the merits of their own work and educational progress.

This need will be resolved when:

- Less than 10% of the K-12 students are unable to evaluate, apply, comprehend and analyse their own work critically. (Independent audit on sample of all schools)

Learners need to be able to apply critical thinking skills to problems and issues about which they are concerned and have to make decisions.

This need will be resolved when:

- 90% of the learners are able to cite the evidence gained through the analysis of an issue, and support their conclusions based on this evidence as judged by an independent audit on a sample of students in different schools.

Learners need to be more critical about ideas and beliefs to which they subscribe.

This need will be resolved when:

- 90% of the students are able to identify the effects of the beliefs they hold on all aspects of the idea.

These needs are held to be EXTREMELY CRITICAL and must be resolved prior to July 1, 1976.

3. Positive Self Image

The learner needs to develop a positive assessment of himself.

This problem exists in all grades at all socio-economic levels for various reasons, but it is most noticeable in the lower socio-economic level and in inner city schools.

This need will be resolved when:

- Less than 10% of the students continue with a poor attendance record.
- By observation, 90% of these students show improved attitude and behavior, by positive contribution to classroom activities.
- A random sampling of 100 students in the South Bay area in the culturally different schools, shows that less than 5% of these students were classified as slow learning students as measured by standardized tests, teacher observations, etc.

This need is EXTREMELY CRITICAL and will be resolved within the next school year by June, 1973.

4. Social Relationships

The learner needs to acquire skills that will enable him to establish good social relationships between himself and his peers, and between himself and his teacher.

This problem exists in all grades at all socio-economic levels for various reasons, but it is most noticeable in the lower socio-economic level and in inner city schools.

This need will be resolved when:

- Observation shows that 95% of the pupils respect each other's opinions during classroom discussions. (Independent observers in sampling of classrooms).

- Teacher poll reveals that 99% of the pupils are reported as being considerate of their teachers.
- Observations show that clothing, race, religion, and ability are not taken into account when making friends (sample audit).
- When it is observed that 90% of the classroom teachers are teaching social skills as a regular part of their assignment.

This need is EXTREMELY CRITICAL and must be resolved prior to June, 1973.

5. Responsibility for Learning

The learner needs to assume responsibility for his own learning. This problem exists among all grade levels, all socio-economic groups and all geographic areas of So. Bay Area - for different reasons.

- a. Middle Upper SES - "turned off", lack of opportunity, left on own, parents missing.
- b. Lower SES - lack of opportunity, left on own, parents missing.

This need will be resolved when:

- Less than 10% of the secondary school students demonstrate the inability to assume a systematic responsibility for learning through practice of cramming, not turning in homework, etc.
- Less than 10% of teachers in area are using only adopted texts and manuals that impose learning experiences,
- Random sample of teachers will show that 80% or more believe that at least 85% of their students would not flounder when put on own initiative to learn.
- When given the opportunity for learning under such systems as modular scheduling, individualized instruction, etc., less than 10% of students demonstrate an inability to adequately handle time, freedom, etc. (Sample audit by independent observers)
- A poll of teachers and parent opinions will show that more than 80% believe the study hall is successful for at least 80% of children as far as their assuming responsibility for their own learning.

This need is EXTREMELY CRITICAL and should be resolved prior to July 4, 1976.

6. Recognize value of Learning

Learners need to recognize the value of learning and what can be accomplished through learning for himself and for others.

This problem exists among all students especially from the middle grades on up. The problem exists among all socio-economic groups and all geographic areas of the South Bay area.

This need will be resolved when:

- 90% of Jr. High students attend school without being compelled to do so.
- 90% of students graduate from high school (per cent of dropouts decreases).
- Less than 2% of the students are getting expelled for disruptive behavior (because there is no disruptive behavior).

- 95% of students are actively involved with class participation.
- 80% of Jr. High students do class and homework and self satisfaction
- 80% of students in Jr. High report that they are doing their work to the best of their ability.

This need is held to be EXTREMELY CRITICAL. This need must be resolved prior to June 15, 1975.

7. Loved and Esteemed

The learner needs to be loved, esteemed and guided by parents and teachers.

This need will be resolved when:

- 75% of the families accept the responsibility of cooperating and supporting the school in the education of their children.
(i.e. respond when asked for help or to come to school to serve or give information)
- 50% of the students receive adequate parental help and guidance in their educational endeavors.
- 95% of the parents use a positive approach when helping and guiding their children.
- 95% of the students are motivated to set realistic goals.
- 75% of the students learn to compete with themselves.

This need is VERY CRITICAL and will be realized within two years -July, 1973.

8. Self Discipline and Control

Learners need to assume the responsibility for self-discipline or self-control.

This problem exists among all grade levels, all socio-economic groups and all geographic areas of the South Bay area for different reasons. Some parents do not care or take time with children.

This need will be resolved when:

- Less than 10% of the student population have discipline problems (as determined by a teacher poll.
- When in 80% of the schools in the South Bay Area, the students, teachers and parents can demonstrate that they have worked together to set up standards that are accepted both at home and at school.

This need is held to be EXTREMELY CRITICAL. This need must be resolved prior to July 4, 1974.

9. Knowledge of Status and Progress

The learner needs to know where he stands, his progress, where he's going, etc. (Testing).

This problem exists among all learners in the Bay Area K-12.

This need will be resolved when:

- 95% of teachers report that standardized test results are received within one month after tests are given.
- 99% of all students report that tests scores have been given to them and are interpreted to them.
- By observation, less than 100% of students talents go undiscovered by the time pupils have reached 9th grade (according to sample audit).
- 80% of teachers report that standardized tests are given frequently enough to be useful.
- 90% of all pupils are tested upon learning a specific skill and they know which skill must be attacked next.

This need is held to be EXTREMELY CRITICAL. This need must be resolved prior to June, 1974.

10. Knowledge of Environment with Adaptability

The learner should know his own environment and be able to adapt to changes within it.

Learners are all of those elementary school students in the South Bay area.

This need will be resolved when:

- 95% or more of all children no longer display emotional reaction to changes.

This need is EXTREMELY CRITICAL and must be resolved prior to September, 1973.

11. Kindergarten Readiness

Learners need certain readiness skills upon entering kindergarten.

This problem exists with kindergarten pupils of all socio-economic groups and in all regions for different reasons, but is more widespread in the low income groups in inner-city areas.

This need will be resolved when:

- 95% of all kindergarten pupils entering for the first time are ready for kindergarten activities (as measured by early kindergarten test)
- at least 95% of pupils in kindergarten are prepared to go on to first grade.

This need is held to be EXTREMELY CRITICAL. This need must be resolved prior to September, 1973.

12. Computational Proficiencies

Learner needs to acquire computation skills in each grade level in order to gain competency in adult life. This problem exists throughout the South Bay area.

This need will be resolved when:

- State Dept. of Education mandated tests verify that 60% of pupils are on grade level.
- The pupils start mastery computational skills at their present grade level with 90% accuracy then they will attain the desired behavior.

This need is CRITICAL and must be resolved in 1974.

13. Communication Proficiency

The learner needs to acquire proficiency in the concepts, skills, and positive attitudes toward communications with others.

This need will be resolved when:

- 90% of the students develop the listening skills to the extent that constant repetition is not necessary.
- 75% of the students can express themselves clearly.
- 50% of the class has sufficiently mastered the writing skills so that they can write an effective paragraph.

This need is VERY CRITICAL and will be resolved within three years, by June, 1974.

14. Motivated and Challenged

Learners need to be motivated by classes that are interesting and challenging.

All learners K-6, in all areas, need to be motivated to work without pressures.

This need will be resolved when:

- 90% of students participate in all class activities.
- 90% of students are motivated to work by the lessons presented.
- 90% of students report that they find classes interesting.
- 90% of students find they are challenged by the work presented to them.

This need is held to be VERY CRITICAL and must be resolved prior to July 1, 1977.

15. Assistance Available for Solving Problems

Learners need to have mature expertise readily available to help them solve their problems.

Learners (K-12) in all geographical areas should have psychological and counseling services available.

This need will be resolved when:

- 80% of students find they can solve some of their problems with the help of a counselor (revealed through a pupil poll).
- 90% of students find their counselor readily available when they need him (pupil poll).
- 90% of students find they have been well guided in selecting the courses they need for what they intend to do in the future (pupil poll).
- 95% of students are guided in solving their problems through the help of a counselor (pupil poll and log of pupil conferences).

This need is held to be VERY CRITICAL and must be resolved prior to June 15, 1976.

16. Parents with Interest and Care

The learner needs parents who are aware of school curriculum and care and development of children.

This problem exists among all grade levels K-6, but particularly among the middle and low socioeconomic groups and inner city areas in the South Bay Area for different reasons (middle SES and lower SES - lack of knowledge and parents missing).

This need will be resolved when:

- 85% of the parents become aware of the school curriculum and teaching methods, and development and welfare of their children (revealed through a random sampling -- poll -- conducted by an external evaluator).

This need is held to be CRITICAL and must be resolved prior to July 1, 1976.

17. Participation in School Affairs

The learner needs to participate in school affairs. This problem exists among all learners in Bay Area - K-6.

This need will be resolved when:

- 90% of teachers and pupils surveyed will respond that students' ideas are utilized in setting up classroom standards.
- Survey indicates that 90% of the students are involved in student government.
- Principals begin using the Flanders Study to substantiate that teachers are involving more students through the inquiry method.
- A sampling of schools reveals that at least 70% of all elementary schools are using methods of teacher sensitivity to pupil participation and meeting regularly (at least bi-monthly) as a faculty to discuss the results.

This need is held to be CRITICAL and resolved prior to June 30, 1974.

Chapter 1.4

THE BEGINNING OF AN OPERATIONAL PHILOSOPHY OF EDUCATION

There is no system of philosophy to spin out. There are no ethical truths; there are just clarifications of particular ethical problems. Take advantage of these clarifications and work out your own existence. You are mistaken to think that anyone ever had the answers. There are no answers. Be brave and face up to it.

--Donald Kalish, Philosopher
U. C. L. A.

An operational philosophy of education should be a dynamic, practical instrument that is used periodically or continuously for making decisions on school matters at all organizational levels and by all personnel.

The answer, of course, is that the typically published statements cannot meet such requirements. Instead, we must revise our notions about the descriptive characteristics of an operational philosophy of education.

Perhaps the best way to describe the new concept of an operational philosophy is to refer to it as a "value bank." This has the same meaning as we assign to the storage and retrieval of facts and information and refer to it as a "data bank." The "value bank" idea has, by necessity, become mandatory for modern use in the same way that the "data bank" idea has had to replace the voluminous factual reports that were previously published annually. The fermenting factors that brought about the replacements were rapid changes, new technological developments such as the

computer and the emergence of modern management principles that demand a continuous flow of information for sound decision-making. Thus the biennial and annual reports, which have long served as baseline data and were required by law, are obsolete in concept, woefully inadequate for modern management information systems, and have been replaced by data banks and instant communication devices.

In much the same way, and basically because of the same fermenting factors, an enlightened educational leadership now requires far more than a "once-per-decade" officially adopted statement of educational philosophy to serve as a basis for sound decisions. In the setting of constant innovation, pressures for newly funded programs, new dimensions of personnel militancy, and a host of other challenges that bombard a modern school system, the concept of a dynamic "value bank" appears as an absolute necessity for the policy-makers and decision-makers. Linking this conclusion to the position that these functions should be shared by all school personnel makes the establishment and maintenance of a value bank an item of first priority.

The Beginnings of a Value Bank. As the Project BASICS need assessment committee analyzed each concern into a critical need, it made explicit all of its agreed-upon value statements. By collecting all such statements and then reclassifying them according to functional categories, a value bank has been organized. Hopefully, this may serve as the basis--a skeleton--for a more complete value bank or operational philosophy that can be compiled in the future for this area. It can be helpful in decision making and can serve as a guidance mechanism in long-range planning.

1. ADMINISTRATION AND MANAGEMENT

We believe: ... a. There should be another way to discipline other than expulsion. Special classes should be formed to help such students.

2. ADULT AND CONTINUING EDUCATION

We believe: ... a. If parents are aware of child development, children will reach more success in life.

... b. Parents should be advised by professionals, such as teachers, counselors, social workers, etc. as to the methods and materials used in school.

... c. Parents should realize the need for thorough health care, immunization and dental care.

3. COMMUNITY RELATIONS

We believe: ... a. The child's success depends on the cooperative effort of the home and school.

... b. The parent has an obligation to become informed of his child's educational progress and to assist in its continuous development.

... c. That self-discipline must start in the home.

... d. That home and school should cooperate on all discipline problems so that children are not confused between home and school standards.

4. CURRICULUM AND CONTENT

We believe: ... a. The school must recognize and understand the values of the individual student and bring all other value systems into perspective.

4. CURRICULUM AND CONTENT (cont.)

- We believe:
- ... b. The school must provide curriculum that is meaningful and dictated by the interests of the student.
 - ... c. It is the responsibility of the elementary and high schools to teach effectively the skills of communication.
 - ... d. More effective reading programs will enable pupils to score higher on standardized Achievement Tests.
 - ... e. The formal reading program should be delayed until the learner has achieved a mental age of 6.5. (This will provide a proficiency in reading readiness to utilize phonics in the reading program.
 - ... f. The formal reading program should stress the value of recreational reading to broaden the students' horizon.
 - ... g. Listening is a skill which is a prerequisite to the intelligent discussion of any concept.
 - ... h. More emphasis should be placed on computation skills (text books, curriculum materials, additional instructional time).
 - ... i. Children at all grade levels can and should be taught to accept differences of opinion.
 - ... j. Children can and should be taught to see the value of another person regardless of that person's manner of dress, race, religion, and ability.
 - ... k. Children should be taught the skills and concepts of human relationships in the classroom to reinforce what is taught at home.

5. DIDACTIC METHODS AND MATERIALS

- We believe: ... a. Children should not always have direction; should be self-starters, etc.
- ... b. There should be a systematic procedure for learning independently.
- ... c. Pupils should have the opportunity to pursue learning on their own and in terms of their own interests throughout the grades.
- ... d. Pupils should develop to where they can handle new structures and learn effectively on their own-- handle the freedom of such systems as modular scheduling, etc.
- ... e. Each pupil should know how to take advantage of a good learning environment.
- ... f. Each child must be accepted as worthwhile.
- ... g. Students must be given the opportunity of a recognized achievement.
- ... h. Each child has his own unique style of learning which could better be met with the Individualized approach.
- ... i. A more positive attitude should be used in teaching and correcting.
- ... j. Expectations should be realistic and in keeping with the child's abilities and talents.
- ... k. Each child should be treated as a personality in his own right, and not compared one with another.

5. DIDACTIC METHODS AND MATERIALS (cont.)

- We believe: ... l. Present standardized tests should not be used to label or to classify students into achievement groups, and that teacher judgment must not solely be made from test results but determined in part from personal observation.
- ... m. A criterion-based immediate feedback/correction system should be operational which requires 90% of all students to acquire mastery level skills before proceeding to the next skill level.
- ... n. Students should have the training and the opportunity of frequent interaction in the classroom.
- ... o. All students should be encouraged to become involved in class activities.
- ... p. Lessons should be presented in an interesting and challenging way so that students are motivated to work without pressure.
- ... q. Students and teachers should discuss what would make classes more interesting to the students.
- ... r. Students should be challenged according to their individual abilities.
- ... s. That teachers should not label discipline problems as troublemakers.
- ... t. That teachers should challenge children and appeal to the interests of children to eliminate discipline problems.
- ... u. Lessons should be so interesting that students want to be involved.

5. DIDACTIC METHODS AND MATERIALS (cont.)

- We believe: ... v. Children should be given the opportunity to learn to adjust to change through making reasonable adjustments in classroom environment, scheduling, etc., while they are in elementary school.
- ... w. Children should be exposed to many experiences outside their immediate environment.
- ... x. Children should be taught to evaluate critically applying analysis and standards in the evaluation of their own work.
- ... y. Children should be taught to apply critical thinking skills (such as analysis, weighing evidence, evaluating alternatives, making conclusions based on the evidence) in problem solving and decision-making.
- ... z. Children should be taught to hold opinions and beliefs based on knowledge of the facts and an analysis of the effects of the ideas or doctrines in question.

6. FACILITIES AND PLANT

7. FINANCE

8. GENERAL AND MISCELLANEOUS

- We believe: ... a. All students should attend school because they recognize the value of learning and what can be achieved for themselves through it.
- ... b. People should attend school through 12th grade.

8. GENERAL AND MISCELLANEOUS (cont.)

- We believe: ... c. Children should be able to work and play together without quarreling.
- ... d. Children should do class or homework for the satisfaction derived from learning.
- ... e. Students should be so convinced of the value of learning that they are motivated to work to their full potential.

9. LIBRARIES

10. PLANNING AND RESEARCH

11. POLICY MAKING

- We believe: ... a. Students should be involved in setting classroom standards.
- ... b. Student government should not be limited to the upper 10% of the students because of grades, time restrictions, and social element.
- ... c. That economics should not influence or restrict pupil participation in school affairs.
- ... d. That methods of discipline in high schools and junior high schools are out-dated. Students need to be consulted on setting up rules.

12. PRE-SCHOOL AND KINDERGARTEN

- We believe: ... a. The home (or pre-school) has the primary responsibility for providing a wide range of first-hand experiences to enhance and enrich pupils' vocabulary.

12. PRE-SCHOOL AND KINDERGARTEN (Cont.)

- We believe: ... b. Virtually all entering kindergarten pupils should have certain skills (ABC's, tying shoes, etc.).
- ... c. Children should have pre-school experiences that would prevent retention in kindergarten.
- ... d. Children should not enter kindergarten until they reach a prescribed stage, determined by a test, such as an early kindergarten test.
- ... e. Skills should be taught and provisions made for experiences necessary for kindergarten in pre-school situations, if the family for some reason cannot provide these experiences or teach these skills.

13. PUPIL PERSONNEL AND GUIDANCE

- We believe: ... a. The reporting of test results take so long that they are of no use to the learner.
- ... b. Pupils cannot establish goals or objectives if they don't know where they stand.
- ... c. Student talents go undiscovered due to the fact that there does not exist any test that would reveal these talents, or if they do exist, are not used.
- ... d. Pupils need frequent testing on specific skill taught.
- ... e. That special counseling should be given to those children who seek attention.
- ... f. Children should have appropriate guidance available from a person they can trust.

13. PUPIL PERSONNEL AND GUIDANCE (cont.)

- We believe: ... g. That some children can confide to a counselor what they cannot confide to their parents.
- ... h. That children should be given as much help as possible in planning their junior high and high school programs.
- ... i. That students "in trouble" should receive the help necessary to find the cause of their trouble, rather than just being diciplined.

14. SPECIAL PUPIL SERVICES

15. STATE, FEDERAL AND REGIONAL SERVICES

16. SCHOOL LUNCH

17. SUMMER SCHOOL AND EXTENDED DAY

18. TEACHERS AND STAFF

- We believe: ... a. Teachers should be proficient in drawing out pupils in group discussions.

19. TRANSPORTATION

20. VOCATIONAL EDUCATION

APPENDIX (5.1)

ANALYSIS OF CONCERNS FOR VALIDATED NEEDS

OF THE

SAN FRANCISCO SOUTH BAY AREA

FREMONT, FEB. 24 and 25, 1971

ICERN: Learners need to attain better reading skills throughout the elementary school

FACTS

1. With the introduction of the (Reading) S.A.T. throughout California, more than 50% of public school students fall in the lowest quartile.
2. The Washburn study revealed that a great deal of readiness is necessary for the learner to attain a mental age of 6.5 so that he can utilize phonics for decoding (word attack).
3. Michigan State studies reveal that 40% of the learners (SES) come to school with few (or none at all) experiences which relate to beginning reading.
4. Dr. Samuel P. Downs, an advocate of individualized reading instruction, has observed that 90% of the teachers use a formal reading program (groups) as opposed to an individualized approach.

VALUES

We believe:

1. More effective reading programs will enable pupils to score higher on standardized Achievement Tests.
2. The formal reading program should be delayed until the learner has achieved a mental age of 6.5. (This will provide a proficiency in reading readiness to utilize phonics in the reading program.)
3. The home (or pre-school) has the primary responsibility for providing a wide range of first-hand experiences to enhance and enrich his vocabulary.
4. Each child has his own unique style of learning which could better be met with the Individualized approach.
5. The formal reading program should stress the value of recreational reading to broaden his horizon.

VALIDATED NEED:

1. Learner needs to acquire the proper skills, information, and positive attitude for proficient reading.

This need will be resolved when:

- less than 25% of the students on a SAT (Reading) fall in the lowest quartile (test results).
- a child has sufficient readiness necessary to apply phonics in the formal reading program. (External audit)
- pre-school experiences are provided by school, Head Start, 1,31, etc., whenever the home cannot provide these experiences. (Sample audit)
- 90% of the teachers learn and employ methods of individualized instruction. (Established by independent audit)
- when 66 2/3% of the students and parents believe the reading is adequate. (Poll by external evaluator)
- a functional reading literacy is attained, the child should be promoted, through the grade to grade level at school.
- there is a 100% learning ability, inasmuch as reading provides a key to all other learning in various other fields.

This need is **EXTREMELY CRITICAL**.

This need must be resolved prior to June 30, 1974.

CONCERN: Learner needs to be able to think critically regarding the merits of his own work and educational progress.

FACTS

1. About 40% of the students in the K-12 schools do not evaluate their work critically.
2. About 90% of the students do not apply critical thinking in problem solving and decision-making as evidenced by teacher observation and achievement tests scores.
3. 80% of the students hold opinions and beliefs with insufficient knowledge of the subject or idea.

VALUES

We believe:

1. Children should be taught to evaluate critically applying analysis and standards in the evaluation of their own work
2. Children should be taught to apply critical thinking skills (such as analysis, weighing evidence, evaluating alternatives, making conclusions based on the evidence) in problem solving and decision-making.
3. Children should hold opinions and beliefs based on knowledge of the facts and an analysis of the effects of the ideas or doctrines in question.

VALIDATED NEED:

1. Learners need to be able to think critically regarding the merits of their own work and educational progress.

This need will be resolved when less than 10% of the K-12 students are unable to evaluate, apply, comprehend and analyze their own work critically. (Independent audit on ample of all schools)

2. Learners need to be able to apply critical thinking skills to problems and issues about which they are concerned and have to make decisions

This need will be resolved when 90% of the learners are able to cite the evidence gained through the analysis of an issue, and support their conclusions based on this evidence as judged by an independent audit on a sample of students in different schools.

3. Learners need to be more critical about ideas and beliefs to which they subscribe

This need will be resolved when 90% of the students are able to identify the effects of the beliefs they hold on all aspects of the idea

These needs are held to be **EXTREMELY CRITICAL**
These needs must be resolved prior to July 1, 1976.

CONCERN: The learner needs to attain a positive self-image.

FACTS	VALUES
<p>1. According to counselor observations, approximately 35% of elementary and 30% of High School students in low SES areas, having low esteem, evidence poor attendance.</p> <p>2. Teacher observation shows that approximately 90% of those students exhibit disruptive act while 10% withdraw and make no attempt to achieve.</p> <p>3. Recent studies revealed that approximately 50% of the culturally different students were labeled as low ability achievers, as based on standardized tests. (See South San Francisco Study & others.)</p>	<p>We believe:</p> <ol style="list-style-type: none">1. Each child must be accepted as worthwhile.2. Students must be given the opportunity of a recognized achievement.3. The school must recognize and understand the values of the individual student and bring all other values systems into perspective.4. The school must provide curriculum that is meaningful and dictated by the interests of the students.5. Mastery tests, surveys, standardized tests and teacher judgment from observation should be used to help determine learning levels.

VALIDATED NEED:

This need will be resolved when:

- less than 10% of the students continue with a poor attendance record.
- by observation, 90% of these students show improved attitude and behavior, by positive contribution to classroom activities.
- A random sampling of 100 students in the South Bay area in the culturally different schools, shows that less than 5% of these students were classified as slow learning students as measured by standardized tests, teacher observations, etc.

This need is **EXTREMELY CRITICAL**.

This need must be resolved within the next school by June, 1973.

CONCERN: Learner needs to acquire skills that will enable him to establish good social relationships between himself and his peers, and between himself and his teachers.

FACTS	VALUES
<ol style="list-style-type: none"> 1. Observations show that 70% of the pupils are rude to each other in and out of the classroom. 2. 10% of the pupils are rude to the teacher. 3. 80% of the pupils do not respect another pupil's difference of opinion. 4. 90 % of the pupils do not respect another pupil who is different (clothing, race, religion, ability). 	<p>We believe:</p> <ol style="list-style-type: none"> 1. Children should be able to work and play together without quarreling. 2. Children at all grade levels can and should be taught to accept differences of opinion. 3. Children can and should be taught to see the value of another person regardless of that person's manner of dress, race, religion, and ability. 4. Children should be taught these skills in the classroom to reinforce what is taught at home.

VALIDATED NEED:

1. The learner needs to acquire skills that will enable him to establish good social relationships between himself and his peers, and between himself and his teacher.
2. This problem exists in all grades at all socioeconomic levels for various reasons, but it is most noticeable in the lower socioeconomic level and in inner city schools.

This need will be resolved when:

- Observation shows that 95% of the pupils respect each other's opinions during classroom discussions. (Independent observers in sampling of classrooms).
- Teacher poll reveals that 90% of the pupils are reported as being considerate of their teachers.
- Observations show that clothing, race, religion, and ability are not taken into account when making friends (sample audit).
- When it is observed that 90% of the classroom teachers are teaching social skills as a regular part of their assignment.

This need is **EXTREMELY CRITICAL**.
This need must be resolved prior to June 1973.

CONCERN:: Learner needs to assume responsibility for his own learning.

FACTS	VALUES
<p>1. Pupils will not always have someone to give direction.</p> <p>2. 50% of pupils who get A's and B's in 6th grade receive C's and D's in Jr. High the first grading period.</p> <p>3. 80% of students from middle grades flounder when put on their own initiative to learn.</p> <p>4. 90% of teachers use adopted texts, manuals, etc. that impose learning.</p> <p>5. Given the opportunity for this under such systems as flexible modular scheduling, individual instruction, etc., approximately 35% - 60% cannot handle the time, freedom, etc.</p> <p>6. Study halls in schools are not judged successful (responsibility) in more than 75% of cases.</p>	<p>We believe:</p> <p>1. Children should not always have direction; should be self-starters, etc.</p> <p>2. There should be a systematic procedure for learning independently.</p> <p>3. Pupils should have the opportunity to pursue learning on their own & in terms of their own interests throughout the grades.</p> <p>4. Pupils should develop to where they can handle new structures & learn effectively on their own-- handle the freedom of such systems as modular scheduling, etc.</p> <p>5. Each pupil should know how to take advantage of a good learning environment.</p>

VALIDATED NEED:

1. The learner needs to assume responsibility for his own learning.
2. This problem exists among all grade levels, all socioeconomic groups and all geographic areas of So. Bay Area - for different reasons.
 - Middle Upper SES - "turned off", lack of opportunity, left on own, parents missing.
 - Lower SES - lack of opportunity, left on own, parents missing.

This need will be resolved when:

- less than 10% of the secondary school students demonstrate the inability to assume a systematic responsibility for learning through practice of cramming, not turning in homework, etc.
- random sample of teachers will show that 80% or more believe that at least 35% of their students would not flounder when put on own initiative to learn.
- given the opportunity for learning under such systems as modular scheduling, individual instruction, etc., less than 10% of students demonstrate an inability to adequately handle time, freedom, etc. (Sample audit by independent observers.)
- a poll of teacher and parent opinions will show that more than 80% believe the study hall is successful for at least 80% of children as far as their assuming responsibility for their own learning.

CONCERN: Learner needs to recognize the value of learning.

FACTS	VALUES
<ol style="list-style-type: none"> 1. It is estimated that 50% of Jr. High students would not attend school if not compelled. 2. It is estimated that 25% of students drop out when they reach age 16. 3. 10% of high school students are expelled for disrupting learning of others in classroom. 4. It has been proved through observation that 40% of students in a classroom do not participate. 5. Teachers report that about 30% of Jr. High students do not do class or homework if not compelled by "reward or punishment." 6. Students report that an estimated 80% of Jr. High students do the minimum amount of work on class assignments. 	<p>We believe:</p> <ol style="list-style-type: none"> 1. All students should attend school because they recognize the value of learning and what can be achieved for themselves through it. 2. People should be motivated to attend school through 12th grade. 3. There should be another way to discipline other than expulsion. Special classes should be formed to help such students. 4. Lessons should be so interesting that students want to be involved. 5. Children should do class or homework for the satisfaction derived from learning. 6. Students should be so convinced of the value of learning that they are motivated to work to their full potential.

VALIDATED NEED:

1. Learners need to recognize the value of learning and what can be accomplished through learning for himself and for others.
2. This problem exists among all students especially from the middle grades on up. The problem exists among all socioeconomic groups and all geographic areas of the South Bay area.

This need will be resolved when:

- 90% of Jr. High students attend school without being compelled to do so.
- 90% of students graduate from high school (per cent of dropouts decreases).
- less than 2% of the students are getting expelled for disruptive behavior (because there is no disruptive behavior).
- 95% of students are actively involved with class participation.
- 80% of Jr. High Students do class and homework and self satisfaction is derived from doing the work.
- 80% of students in Jr. High report that they are doing their work to the best of their ability.

This need is held to be EXTREMELY CRITICAL;
This need must be resolved prior to June 15, 1975.

CONCERN: The Learner needs computation skills to operate in actual life.

FACTS

1. State Dept. of Education mandated tests indicate that 60% of the California students are at least 1 year below public school norms for computation skills.
2. The state-adopted curriculum sequence in the state-adopted texts places too little emphasis on mastery skill attainment as students progress through higher math skill levels. The state curriculum assumes that mastery occurs through a spiral curriculum; that is, skill deficiencies for some will be remediated at a subsequent grade level.

VALUES

We believe:

1. More emphasis should be placed on computation skills (text books, curriculum materials, additional instructional time).
2. A criterion-based immediate feedback/correction system requiring 90% of students to acquire mastery level skills before proceeding to the next skill level is needed. (Block, Bloom)

VALIDATED NEED:

1. Learner needs to acquire computation skills in each grade level in order to gain competency in adult life.
This problem exists throughout the state of California.

This need will be resolved when:

- State Dept. of Education mandated tests verify that 60% of pupils are on grade level.
- the pupils start mastery computational skills at their present grade level with 90% accuracy then they will attain the desired behavior.

This need is **EXTREMELY CRITICAL.**

This need must be resolved in 1974.

CONCERN: The learners need to assume the responsibility for self-discipline or self-control.

FACTS

1. 50% of today's K-6 children are recorded as discipline problems because of lack of self discipline.
2. School standards differ from the standards at home in 75% of the cases.
3. 35% of children are labeled as trouble makers in schools.
4. About 50% of the discipline problems arise in classes in which children are not challenged, or interested in subjects being taught, according to observers.
5. 50% of the children who have discipline problems are seeking attention, according to trained teachers.
6. 90% of the students in Jr. High and High schools feel that better methods of discipline can be adopted and that they should be consulted.

VALIDATED NEED:

1. Learners need to assume the responsibility for self-discipline or self-control.
2. This problem exists among all grade levels, all socioeconomic groups and all geographic areas of the South Bay area for different reasons. Parents do not care or take time with children.

This need will be resolved when:

- less than 10% of the student population have discipline problems (as determined by a teacher poll).
- in 30% of the schools in the South Bay Area, the students, teachers and parents can demonstrate that they have worked together to set up standards that are accepted both at home and at school.

This need is held to be **EXTREMELY CRITICAL**.

This need must be resolved prior to July 4, 1974.

VALUES

We believe:

1. That self-discipline must start in the home.
2. That home and school should cooperate on all discipline problems so that children are not confused between home and school standards.
3. That teachers should not label discipline problems as troublemakers.
4. That teachers should challenge children and appeal to the interests of children to eliminate discipline problems.
5. That special counseling should be given to those children who seek attention.
6. That methods of discipline in high schools and junior high schools are out-dated. Students need to be consulted on setting up rules.

CONCERN: Learner needs to know where he stands, his progress, and which direction he is going educationally.

FACTS

1. 95% of teachers in Bay Area report a six-eight month delay between the time the standardized tests are given and scores reported.
2. 99% of all students are never informed of test scores and what they mean.
3. 75% of students' talents go undiscovered.
4. 80% of teachers report that standardized tests come too infrequently.
5. 99% of all students are not shown the errors they made on the tests.

VALUES

We Believe:

1. The reporting of test results take so long that they are of no use to the learner.
2. Pupils cannot establish goals or objectives if they don't know where they stand.
3. Student talents go undiscovered due to the fact that there does not exist any test that would reveal these talents, or if they do exist, are not used.
4. Pupils need frequent testing on specific skill taught.
5. Learners should be shown their errors and tests thereby become learning experiences.

VALIDATED NEED:

1. The learner needs to know where he stands, his progress, where he's going, etc. (testing).
2. This problem exists among all learners in the Bay Area K-12.

This need will be resolved when:

- 95% of teachers report that standardized test results are received within one month after tests are given.
- 99% of all students report that tests scores have been given to them and are interpreted to them.
- by observation, less than 100% of students talents go undiscovered by the time pupils have reached 9th grade (according to sample audit).
- 80% of teachers report that standardized tests are given frequently enough to be useful.
- 90% of all pupils are tested upon learning a specific skill and they know which skill must be attacked next.

This need is held to be extremely critical.

This need must be resolved prior to June, 1974.

CONCERN: The learner should know his own environment, and be able to adapt to changes within it.

FACTS

1. It has been observed by professionals that 75% of students display emotional reactions to changes (classroom environment, scheduling, etc.)
2. 90% of elementary students are unaware of the world beyond their immediate environment.
3. It is observed that there is too much of a gap between elementary schools and junior highs.

VALUES

We believe:

1. Children should be given the opportunity to learn to adjust to change through making reasonable adjustments in classroom environment, scheduling, etc., while they are in elementary school.
2. Children should be exposed to many experiences outside their immediate environment.

VALIDATED NEED:

1. The learner should know his own environment and be able to adapt to changes within it.
2. Learners are those elementary school students in the area.

This need will be resolved when:

--Children no longer display emotional reaction to changes.

This need is **EXTREMELY CRITICAL**.

This need must be resolved prior to September, 1973.

CONCERN: Learner needs certain readiness skills upon entering kindergarten.

FACTS	VALUES
<ol style="list-style-type: none"> 1. 30% of kindergarten pupils enrolled for this first time are not ready for kindergarten activities. 2. Kindergarten teachers report that 25% of all entering pupils should or do repeat kindergarten. 3. 90% of all pupils who were not ready for kindergarten and who were sent on to first grade, experienced difficulty. 	<p>We believe:</p> <ol style="list-style-type: none"> 1. Virtually all entering kindergarten pupils should have certain skills (ABC's, tying shoes, etc.). 2. Children should have pre-school experiences that would prevent retention in kindergarten. 3. Children should not enter kindergarten until they reach a prescribed stage, determined by a test, such as an early kindergarten test. 4. Skills should be taught and provisions made for experiences necessary for kindergarten in pre-school situations, if the family for some reason cannot provide these experiences or teach these skills.

VALIDATED NEED:

1. Learners need certain readiness skills upon entering kindergarten.
2. This problem exists with kindergarten pupils of all socioeconomic groups and in all regions for different reasons, but is more widespread in the low income groups in inner-city areas.

This need will be resolved when:

- 95% of all kindergarten pupils entering for the first time are ready for kindergarten activities (as measured by early kindergarten test).
- at least 95% of pupils in kindergarten are prepared to go on to first grade.

This need is held to be extremely critical.

This need must be resolved prior to September, 1973.

CONCERN: The learner needs to be esteemed, loved, guided, helped and taught by parents.

FACTS

1. Poor communication between home and school show:
That 75% of parents fail to recognize the mutual responsibility of the home and the school for the education of the student.
2. 50% of the learners lack adequate guidance from the home, due to outside employment, lack of interest, or little parental education.
3. 85% of the learners are taught in the home with a negative approach.
4. 50% of the students have unrealistic expectation levels set by their parents.
5. 90% of the parents make sibling achievement comparisons, without recognizing the individual talent of each child.

VALUES

- We believe:
1. The child's success depends on the cooperative effort of the home and school.
 2. The parent has an obligation to become informed of his child's educational progress and to assist in its continuous development.
 3. That a more positive attitude should be used in teaching and correcting.
 4. That expectations should be realistic and in keeping with the child's abilities and talents.
 5. That each child should be treated as a personality in his own right, and not compared one with another.

VALIDATED NEED:

This need will be resolved when:

- 75% of the families accept the responsibility of cooperating and supporting the school in the education of their children. (Respond when asked for help or to come to school to serve or give information).
- 50% of the students receive adequate parental help and guidance in their educational endeavors.
- 95% of the parents use a positive approach when helping and guiding their children.
- 95% of the students are motivated to set realistic goals.
- 75% of the students learn to compete with themselves.

This need is **VERY CRITICAL**.

This need will be realized within two years - July, 1973.

CONCERN: The learner needs facility in the skills of communication.

FACTS

1. Teacher observation shows that approximately 90% of the students fail to listen with understanding, as shown by the necessity of repeating instructions.
2. Inability of 75% of the students to express themselves adequately shows a lack of fluency of oral communication.
3. 50% of the college freshmen must take basic English, which shows that the skills required for effective writing are not adequately mastered.

VALUES

We believe:

1. Listening is a skill which is a prerequisite to the intelligent discussion of any concept.
2. Students should have the training and the opportunity of frequent interaction in the classroom.
3. It is the responsibility of the elementary and high schools to teach effectively the skills of communication.

VALIDATED NEED:

This need will be resolved when:

- 90% of the students develop the listening skills to the extent that constant repetition is not necessary.
- 75% of the students can express themselves clearly.
- 50% of the class has sufficiently mastered the writing skills so that they can write an effective paragraph.

This need is **VERY CRITICAL**.

This need will be resolved within three years, by June, 1974.

CONCERN: The learner needs to be motivated, interested and challenged.

FACTS

1. 40% of the students do not participate in class activities.
2. 60% of students work in school because they are pressured to do so.
3. 60% of Jr. High and High School students report that classes are boring and routine.
4. 50% of students "turn off" learning because they find no challenge or do not understand what is going on.

VALUES

- We believe:
1. All students should be encouraged to become involved in class activities.
 2. Lessons should be presented in an interesting and challenging way so that students are motivated to work without pressure.
 3. Students and teachers should discuss what would make classes more interesting to the students.
 4. Students should be challenged according to their individual abilities.

VALIDATED NEED:

1. Learners need to be motivated by classes that are interesting and challenging.
2. All learners K-12, in all areas, need to be motivated to work without pressures.

This need will be resolved when:

- 90% of students participate in all class activities.
- 90% of students are motivated to work by the lessons presented.
- 90% of students report that they find classes interesting.
- 90% of students find they are challenged by the work presented to them.

This need is held to be **VERY CRITICAL**.

This need must be resolved prior to July 1, 1977.

CONCERN: The learner needs to have mature expertise readily available to help him in solving problems.

FACTS

1. An estimated 25% of students are having serious personal problems in school.
2. 40% of Jr. High or high school students report they cannot discuss problems with their parents.
3. 50% of students find out later that they have not taken the necessary classes for what they want to do in the future.
4. Less than 30% of the students now depend on a counselor for guidance, when in trouble.

VALUES

We believe:

1. Children should have available guidance from a person they can trust.
2. That some children can confide to a counselor what they cannot confide to their parents.
3. That children should be given as much help as possible in planning their Jr. High and high school programs.
4. That students "in trouble" should receive the help necessary to find the cause of their trouble, rather than just being disciplined.

VALIDATED NEED:

1. Learners need to have mature expertise readily available to help them solve their problems.
 2. Learners (K-12) in all geographical areas should have psychological and counseling services available.
- This need will be resolved when:
 --80% of students find they can solve some of their problems with the help of a counselor (revealed through a pupil poll).
 --90% of students find their counselor readily available when they need him (pupil poll).
 --90% of students find they have been well guided in selecting the courses they need for what they intend to do in the future (pupil poll).
 --95% of students are guided in solving their problems through the help of a counselor (pupil poll and log of pupil conferences).

This need is held to be **VERY CRITICAL**.
 This need must be resolved prior to June 15, 1976.

CONCERN: The learner needs parents who are aware of school curriculum, and care and development of children.

FACTS

1. According to HEW, 50% of today's parents are unaware of the process of child development.
2. 50% of today's parents are not aware of learning materials, curriculum or teacher methods which help their child develop mentally, socially, emotionally, educationally, etc.
3. 35% of the parents do not realize the importance of thorough health care, immunization, and dental care, according to County Health Departments.

VALUES

- We believe:
1. If parents are aware of child development, children will reach more success in life.
 2. Parents should be advised by professionals, such as teachers, counselors, social workers etc. as to the methods and materials used in school.
 3. Parents should realize the need for thorough health care, immunization and dental care.

VALIDATED NEEDS:

1. The learner needs parents who are aware of school curriculum and care and development of children.
2. This problem exists among all grade levels K-6, but particularly among the middle and low socioeconomic groups and inner city areas in the South Bay Area for different reasons (middle SES and lower SES - lack of knowledge and parents missing).

This need will be resolved when:

--85% of the parents become aware of the school curriculum and teaching methods, and development and welfare of their children (revealed through a random sampling--poll--conducted by an external evaluator).

This need is held to be CRITICAL.

This need must be resolved prior to July 1, 1976.

CONCERN: The learner needs to participate in school affairs.

FACTS

1. Studies by Ned Flanders reveal that 90% of teachers prescribe classroom (standards) behavior instead of involving students.
2. Santa Clara Needs Assessment Survey revealed that student government was limited to the upper 10% because of grades, time restrictions, and social element.
3. Santa Clara Needs Assessment revealed that economic limitations restrict pupil participation in school affairs.
4. The Flanders study tend to illustrate that teachers are limited in the skill of drawing out pupils in oral discussions.

VALUES

- We believe:
1. Students should be involved in setting classroom standards.
 2. Student government should be limited to the upper 10% of the students because of grades, time restrictions, and social element.
 3. We believe that economics should not influence or restrict pupil participation in school affairs.
 4. Teachers should be proficient in drawing out pupils in group discussions.

VALIDATED NEED:

1. The learner needs to participate in school affairs. This problem exists among all learners in Bay Area - K-12.
This need will be resolved when:
--90% of teachers and pupils surveyed will respond that students' ideas are utilized in setting up classroom standards.
--survey indicates that 90% of the students are involved in student government.
--principals begin using the Flanders Study to substantiate that teachers are involving more students through the inquiry method.
--a sampling of schools reveals that at least 70% of all elementary schools are using methods of teacher sensitivity to pupil participation and meeting regularly (at least bi-monthly) as a faculty to discuss the results.
This need is held to be **CRITICAL**.
This need must be resolved prior to June 30, 1974.