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RE: Here is some sort of list that I just typed up off the top of my head. Hopefully, many are basic questions that require little effort to find answers. For some questions, I am aware that you can't get the information (like what happens to BUSD kids who transfer out of the system); however, I included everything I could think of (so please make a note on questions that you don't have information access to). Some questions I know you already have the answers to. As an overall goal, all questions should be answered in terms of the school district, Berkeley high school, the city of Berkeley and minorities. This is a preliminary list but should there be additional questions, they shouldn't be much more technical than the following:

DEMOGRAPHICS

School District:

1. Number of children in BUSD? Number in each grade? Numbers of each age? Compare this with number of children in Berkeley, and number in each age group. Also get minority children figures. Chart the changing size of classes each year (eg. If 300 fifth graders and 200 sixth graders this year, how will sixth grade accommodate the extra 100 kids? Is this a typical trend where class sizes of different grades are so varied? Are there currently more third graders than fourth graders necessitating expansion for the 4-6 grade school?)
2. Number of new students? Number of new students per grade (minus interdistrict transfers)? How many of these are transfers from other districts? private schools? What ethnic groups are coming/going in the community compared to the school district?
3. Number of interdistrict transfers?
4. Number of students who leave the district each year? What are all possible reasons for this (transferring out, moving away, dropping out...)?
5. How many students have been with the district for at least 5 years? 10 years? 15 years?
6. How many students are enrolled in special education (per grade and race)? How many kids in city should be enrolled but aren't?
7. Numbers of students enrolled in English as a Second Language classes? How many in each grade and what is their race? How many don't speak English in school at all or very little?
8. Numbers of foreign students? How long do they stay? Grades and race? How many non-US citizens attend the schools?
9. How would you account for the dwindling class size in the public school system as kids grow older? Why the high numbers of incoming 9th graders?
10. How far do students live from schools? From their designated school?
11. How many fictitious addresses are in the system? Average over the years? How many out-of-district kids got special permission to attend the Berkeley district?

City of Berkeley:

1. Populations numbers: in the whole city? in different neighborhoods? Number of annual births, deaths, new residents, former residents? Same questions for minorities. Growth rates?
2. Neighborhoods: Where are people living? Minority information -- where are blacks, asians, whites... living?
3. Number of children living in Berkeley? Divided into age groups? Where do the children live (eg. How many children live in downtown?) What are the different neighborhoods? What ages live where (eg. How many 8-year-olds live in downtown?) Same questions for minorities (eg. Where do 8-year old Latino kids live?)
4. Numbers of homeless? Homeless families? Homeless minorities? Homeless children (under 18)?
5. Numbers of latch key kids? Any way to find out if how many, if any, juveniles live alone/on their own?

6. Number of residents who are employed full-time? Part-time? Number of kids employed (after-school jobs)?
7. How many families live in Berkeley? Average size family?
8. Any idea of how many children in Berkeley are home-schooled? Is there a more popular age for this to happen or not happen?
9. What are the income distributions geographically? Unemployment numbers?

Ethnicity:

1. How many minority children live in Berkeley?
2. How many Berkeley natives? Numbers of kids who are natives? Numbers of foreign born in community? Kids?
3. Languages spoken at home? Numbers of families who don't speak English at home? Numbers who speak Spanish/French/Chinese... at home? Numbers who don't speak English at all or very little? Numbers of children who don't speak English or very little?

Academics (If you even have this information):

1. Compare test scores of BUSD students with those of private, home-schooled students.
2. Drop out rates: How many kids repeat a grade? What grades? Races? What are the drop-out numbers for each grade and school level (elementary, middle, and high school)? How many drop out after 9th, 10th, 11th, 12th grade? Can real drop-out rates be calculated (eg. freshman who enter high school minus transfers and relocators compared to senior class graduates 4 years later?) Can you calculate this by race?
3. How many BHS students are enrolled in college prep courses? How many are in advanced placement and honors classes? Compared to similar high schools and the state average?
4. What are the SAT scores for BHS seniors? What about CAP scores?
5. What are the A-F course completion rates for BHS students? Compared to other high schools?
6. Number of BHS grads who go on to 2-year/4-year colleges? State colleges? UC system? How about numbers of those who go out of state? The ivy leagues? Private colleges? Other state colleges? Vocational schools? Within two years of graduation? What is their cumulative grade point average? What is the average GPA for BHS students per year?
7. How many BHS seniors take the GED? Compared to Berkeley residents who do? How many finish up at community colleges?
8. Any way of finding out numbers of students who don't go on to any sort of higher education? How many stay in the area?
9. How many students require more than the 13 years (K-12) in school? How many take more than 4 years in high school? How many need less -- elementary through high school?
10. GPA-wise, where do BUSD students rank when compared to similar schools? Note grades, ages, curriculum, assets.

YOUR METHODS

1. How often is your information updated? Such as, when a student transfers
2. Percent of error?
3. How do you base "projections" for upcoming years?

CIR Report/3

California Bank has decided to make the documentary required viewing for all trainees. The United States Civil Rights Commission held hearings in Chicago on the day it aired there and decided to include the documentary in a report they are preparing on racism and discrimination. We are working with public-interest groups to distribute the documentary to a diverse national audience, and are preparing a resource guide to be packaged with the documentary, aimed at helping citizens investigate bias in lending.

CIR co-produced a half-hour radio documentary on lending discrimination with American Public Radio's national program *Soundprint*. The program will air nationally in August.

The Social Justice Project also reported on the disproportionate number of African American troops fighting in the Gulf War. In an article for *The Nation*, CIR noted the link between shrinking civilian opportunities for African Americans with their disproportionate numbers in the military. We also produced a report on the "race gap" in polling that often lead to unpredictable results in racially charged contests, such as David Duke's gubernatorial campaign. Pollsters find that many respondents lie about their vote to avoid appearing racist.

Financial Regulation and Oversight

In October 1991, CIR produced "The Great American Bailout," a one-hour documentary on the government's bungled bailout of the savings-and-loan industry. So complex and confusing was the scandal that our colleagues in the networks called it "the story from hell." It took a CIR team nearly a year to put together the full story of bureaucratic incompetence and political cover-up in what has become the nation's worst financial disaster. The program, broadcast on the PBS series *Frontline*, was seen by seven million viewers and reported on by newspapers nationwide. The *New York Times* described "Bailout" as a story about "the biggest mugging in American history." The executive producer of the PBS documentary series P.O.V. called it "one of the most important programs on television this year."

"The Great American Bailout" has been awarded a George Polk Award, one of the most prestigious national journalism awards. It was selected as one of the top ten "Best Censored" stories of 1991 and received an Investigative Reporters and Editors national reporting award. In addition, "Bailout" received a CINE "Golden Eagle," a "Gold Apple" from the National Educational Film and Video Festival, a "Red Ribbon" from the American Film and Video Festival and an "Excellence in Financial Journalism" Broadcast Award from New York State Society of CPAs.

CIR wrote print stories for the *Sacramento Bee* and the McClatchy News service on the S&L bailout, in addition to a feature story in our Spring 1992 issue of *Muckraker*, which was reprinted in the *Sacramento Bee*. We collaborated with *The West/In America* to produce a commercial television news story about the affordable housing aspects of the bailout. Two days following the national PBS broadcast, William Seidman, former head of the Resolution Trust Corporation, was questioned about the documentary in congressional hearings. Organizations such as the Center for Community Change and Financial Democracy Campaign have used the

I. Narrative Description of Programs and Reporting

In January of 1991, CIR developed a two-year plan to report on state-of-the-nation issues that should be part of the 1992 electoral debate. Our objective was to foster government accountability and help provide citizens with the information they need to make intelligent choices in the voting booth. We chose those issues that most clearly illustrate American democracy in crisis and then pursued a broad cross-section of stories that examine the root causes of problems facing American society. Among the issues we chose: the government's bailout of the savings-and-loan failures; the growing crisis in U.S. health care; the continued impact of racism on our society; the absence of a sound U.S. energy policy; and the growing influence of big money on political campaigns.

We have completed major investigations on three of these issues and are currently at work on the others. Central to our plans is the dissemination of our reporting to the widest possible audience. This includes a series of documentaries for PBS *Frontline*, radio documentaries for the public radio program *Soundprint*, commercial television stories, and newspaper and magazine articles. In addition, the Center's work with public-interest groups and educational organizations further distribute our research.

In June of 1991, we completed the first project of our ambitious agenda: our investigation of the U.S. health-care crisis was featured on the PBS program *The Health Quarterly* with Peter Jennings. Building on more than three years of reporting, CIR's investigation examined why health care in this country now borders on collapse. *The Health Quarterly* also looked at why public policy is paralyzed on this issue and how hope for reform is stymied by powerful special interests like the American Medical Association and health insurance corporations. *The Boston Globe* called the program one of "the best moments on TV." Our segment of *The Health Quarterly* was recently nominated for an Emmy Award.

CIR also supplied the research and reporting for a CBS *60 Minutes* story on Oregon's proposal to provide state-wide health care by limiting some of the services available. In addition to this widely viewed commercial television program, CIR produced three major articles for *The Washington Post (Health Section)*, as well as stories in *The Nation*, *Columbia Journalism Review*, *Metro Times*, *LA Weekly*, and the *San Francisco Examiner*. The debate about health-care reform has now moved to the forefront of the public agenda, and CIR will continue to monitor proposed solutions to the crisis. We plan to publish a major story on health-care reform in the November/December 1992 issue of *Mother Jones*.

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