

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mrs. Tracy Corbally
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Alameda Science and Technology Institute (ASTI)
(As it should appear in the official records)

School Mailing Address 555 Atlantic Avenue
(If address is P.O. Box, also include street address.)

City Alameda State CA Zip Code+4 (9 digits total) 94501-2109

County Alameda County State School Code Number* 01611190106401

Telephone 510-748-4021 Fax 510-748-4121

Web site/URL https://sites.google.com/site/alamed
asti/ E-mail tcorbally@alameda.k12.ca.us

Twitter Handle _____ Facebook Page _____ Google+ _____

Other Social Media Link

YouTube/URL _____ Blog _____ https://asti-alamedausd-
ca.schoolloop.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Sean McPhetridge E-mail: smcphetridge@alameda.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

District Name Alameda Unified School District Tel. 510-337-7060

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Barbara Kahn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	23	24	47
10	26	22	48
11	22	16	38
12	15	20	35
Total Students	86	82	168

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 55 % Asian
 - 6 % Black or African American
 - 11 % Hispanic or Latino
 - 14 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1	174
(5) Total transferred students in row (3) divided by total students in row (4)	0.086
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 5%
9 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Chinese (Cantonese), Spanish, Vietnamese, Tagalog, Arabic, Farsi (Dari), Nepali, Korean, Dutch, Chinese (Mandarin), Mien (Yao), Tamil, Thai
8. Students eligible for free/reduced-priced meals: 29%
 Total number students who qualify: 48

Information for Public Schools Only - Data Provided by the State

The state has reported that 28% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 3 %
5 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	100%	100%	97%	97%	89%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	42
Enrolled in a 4-year college or university	74%
Enrolled in a community college	14%
Enrolled in career/technical training program	2%
Found employment	2%
Joined the military or other public service	2%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: A rigorous and supportive Early College High School, ASTI equips historically under-represented students with knowledge, academic skills, leadership experiences, and technological proficiency so all succeed.

PART III – SUMMARY

Alameda Science and Technology Institute (ASTI) is located on the island community of Alameda within the greater San Francisco Bay Area. ASTI is located on the west end of the island which can be characterized as the less affluent side of the city and has a student population that is racially and ethnically more diverse than the eastern communities. The school district's population is comprised of a majority Non-Hispanic Whites (29%, followed by smaller percentages of Asians (28%), Hispanic/Latinos (16%), and African-Americans (10%). ASTI draws a significant number of students from the neighboring community of Oakland; these communities are largely Asian and Hispanic and include large immigrant populations. Interdistrict transfer students as a whole contribute substantially to ASTI's ethnic, linguistic, and parent/guardian education level diversity.

ASTI opened as a public high school serving grades 9-12 in August 2004. ASTI was founded through a grant from the Bill and Melinda Gates foundation; the school exists as a partnership between Alameda Unified School District and the Peralta Community College District (PCCD) and more specifically the College of Alameda. ASTI is a member of the Early College High School Initiative (ECHSI) sponsored by the nonprofit Jobs for the Future (JFF); one primary objective of ECHSI is to increase college retention of underrepresented groups, i.e., first-generation college bound students. ASTI's population contains a significant percentage of students who are both first generation college goers and speak English as a second language; 56.5% of students have a predominant primary language other than English; our most prominent non-English language groups are Cantonese, Spanish, Tagalog and Vietnamese. Forty-six percent (46%) of ASTI parents self-report that they hold a college degree of some sort, while another 46% do not hold a college degree. ASTI provides a school option that gives students the opportunity to experience college in a supportive small high school environment, as articulated in the Vision and Mission Statements:

Vision: To ensure ALL students, especially those who are underrepresented, are provided the resources to attain a college degree from the institution of their choice and become responsible, proactive, and empowered global citizens with a life-long love of learning.

Mission: ASTI will prepare a diverse population of students for early entrance and successful completion of college by facilitating their development of the required content knowledge, academic skills, leadership experience, and technological proficiency through providing them academic equality, highly-qualified teaching, rigorous instruction, and support in setting and attaining individual goals.

ASTI is located on the west side of the College of Alameda campus, where our high school resides in 8 modular classrooms ('portables') and is staffed by six certificated teachers, one counselor, one administrator, and one office manager. ASTI currently serves 168 students in grades 9 through 12. ASTI students spend their ninth and tenth grade years completing a rigorous academic program that is designed to prepare them for early college enrollment in eleventh and twelfth grades. This early college experience has translated into a track record of success that includes all graduates going on to pursue further college studies. In addition to earning their high school diploma, graduates routinely pursue higher goals, with 88% meeting UC 'a-g' requirements, 33% completing an Associate of Arts degree, and 58% completing requirements for the Intersegmental General Education Transfer Curriculum. In the course of their studies at Peralta Community College District campuses, ASTI students have maintained an average GPA above 3.00, with many students earning honors upon graduation. As a group, graduates have earned approximately 58 college units each during their 4 years at ASTI.

ASTI was designated a magnet program in May 2011. While most ASTI students take math at the college in 11th and 12th grade, some are limited in their course options by low scores on the COMPASS-- the college's required math course placement exam. To support those students and to maintain our school wide vision of providing each student with admission to a 4-year college of his/her choice, we offer math up through Calculus within the ASTI master schedule. To accommodate Calculus, ASTI's math sequence starts at Geometry in 9th grade; thus, eligible candidates must have completed Algebra 1 prior to admission as a

9th grader. ASTI admits 50 9th graders each school year. Candidates complete an application, which is screened for math, attendance and grades. If an applicant has a history of low grades or poor attendance but meets the math requirement, we will speak with that student and his/her family to ensure they understand the rigors of our program, and to determine how we might support them should they attend. If we have more than 50 applicants, we hold a lottery in which Alameda residents are given priority enrollment. Remaining applicants are placed on a waitlist.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

NOTE: college and career readiness is woven into this approximately 800 word response.

ASTI's dual enrollment program distinguishes it from traditional high school programs. Students matriculate toward a high school diploma by completing courses both at the high school and in the Peralta Community College District (PCCD). ASTI's structure follows a 2x2 Early/Middle College High School model: students enroll full time in ASTI courses for 9th and 10th grade, then enroll 180 minutes in ASTI courses for 11th and 12th grade and complete the remainder of their coursework at the community college; college course loads range between 9 and 17 units per semester. College courses include English, Math, Political Science, Physical or Biological Science, and Psychology; while these courses are not based on Common Core State Standards, they possess a high degree of rigor, relevance, and coherence, reflecting the purpose of preparing students for transfer into the four-year university system.

With an average GPA of 3.0 or above and in excess of 60 college units earned, the typical ASTI student performs at a high level in college courses. Since 2008, an average of 52% of ASTI students have earned AA degrees in addition to their high school diplomas. Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that California community college students complete to satisfy general education requirements at UC and California State University. Since 2008, an average of 70% of ASTI students have completed IGETC. ASTI students also complete UC/CSU four year college entrance requirements at high rates. In 2012-13, 100% of ASTI students met these requirements, compared with 51% in the district overall, 51% in the county, and 39% statewide.

All ASTI 9th and 10th graders are enrolled in a college preparatory program that adheres to Common Core State Standards. The course of study includes English 9 and 10, Biology and Physics, Modern World History and United States History, Geometry and Algebra II, and Physical Education. With a teacher to student ratio of 28:1, most contents have loops built in; this builds strong relationships allows teachers to focus on student development.

ASTI instructors strive to exceed the standards and unify expectations wherever possible; most have consistent policies regarding late work (rarely to never), extra credit (minimal to none), and quality of work expected (high). While students are acknowledged for completing tasks, superior marks are given only for work that also demonstrates content understanding. Students utilize rubrics to evaluate their own work as well as the work of others to ensure that it is meeting the required standards.

In English courses, students are exposed to a wide variety of texts and literacy instruction within the frame of thematic novel-based units. These include exploration of issues such as feminism and oppression by the dominant culture. Students are also engaged in the reading of outside texts through the activity of literature circles. Emphasis is placed upon tackling difficult texts and pairing nonfiction and fiction; for example, students read Sigmund Freud in relation to William Faulkner's *The Sound and the Fury*.

Social Studies courses are also arranged thematically and focus on developing a broad, multicultural awareness of the world. Students are exposed to cultural aspects of non-western civilizations and engaged in discussion of events designed to foster empathy. Critical thinking is emphasized throughout History courses. Students engage in a constant effort to understand larger historical trends through the identification of patterns and connections in historical events.

English and Social Studies complement each other. Both develop proficiencies in a number of communication styles and emphasize use of credible evidence to support a position. Debates, Socratic Seminars and Fishbowls occur regularly in both content areas, and the teachers collaborate to prepare kids for an annual city speech contest.

ASTI provides an opportunity for students to accelerate beyond the traditional high school curriculum by enrolling in high level Math and Science courses at College of Alameda. In 9th grade, students are enrolled in either Geometry or Algebra 2; they progress from 10th grade ASTI math courses into either Peralta College math courses or Precalculus or Calculus courses taught by ASTI teachers on the ASTI campus. Students take Biology in 9th grade and Physics lab class in 10th grade; they take core science courses at the college in 11th and 12th grades.

ASTI administers the Mathematics Diagnostic Testing Project (MDTP) Exam to all incoming students as an early assessment of their skills. This exam was developed by CSU and UC systems in ongoing effort to support math teachers to prepare students for success. Scoring provides the ASTI math teacher with individual reports of students' preparedness for Geometry or Algebra II and their performance in specific content strands, supporting development of content review.

In science, students regularly engage in critical thinking as part of each laboratory activity. In evaluating the given or experimental data, they must confirm or reject their hypothesis, form logical conclusions based in evidence, and provide an error analysis. 9th grade Biology courses utilize the school garden as a living classroom, and the course requires a research project on cancer and genetics; 10th grade Physics focuses on labs, manipulatives and math integration.

2. Other Curriculum Areas:

ASTI aspires to support all students in completion of not just the minimum high school graduation needs, but also the more strict entrance requirements for California State University and University of California. As mentioned previously, 100% of 2013 ASTI graduates completed these requirements. Certain majors, such as engineering, pre-med, and science, require additional courses in mathematics and science; ASTI's dual enrollment program enables students to take these courses at the college as elective credits.

In 9th and 10th grade, ASTI students take Physical Education (PE) and Spanish electives. PE provides an environment in which students are supported in identifying individual strengths and nurturing a positive self-image. Activities include track/field, volleyball, flag football, soccer, Ultimate Frisbee, and basketball. As part of a 6-7 member team, students learn the importance of interacting with peers of all temperaments and skill levels. Students are also introduced to other topics within PE, such as an overview of issues pertaining to body image and eating disorders by guest speakers brought in from the district's School Based Health Center. Spanish 1 introduces vocabulary, grammar, conversation and culture; Spanish 2 moves on to phrases, main ideas in listening and reading, dictation, and value of fluency; Spanish 3 is designed to build on the vocabulary and grammatical structures learned in Spanish 1 and 2, and is available to 11th and 12th graders as well.

While in their college courses, 11th and 12th grade ASTI students also enroll in a minimum of three ASTI courses including Seminars and electives. Science, Math and Writing Seminars are designed to assist students transitioning from high school to college. To help meet the requirements of advanced college courses, students plan coursework, track their progress, seek additional tutoring, engage in small-group discussions, and conferences with the teacher about their work. These classes also provide test preparation for the SAT and college-planning instruction. Finally, the class is a forum to discuss the content area in general. In Writing, this entails the characteristics of good writing, the relationship between reading and writing, and the critical thinking component of writing; in Math this entails problem solving using multiple methods, the relationship between mathematics and other fields of study, the history of mathematics and mathematical language, and the application of mathematics in contemporary society; in Science it entails specific skills such as test preparation, lab writing, note taking and how to best use a science textbook to increase student success in their future science courses. Though these are supplementary courses, students must participate, meet deadlines, and think critically about their work.

Additional ASTI electives include Media Studies, Economics, Current Life and Leadership and allow students to learn high-level skills in context and apply those skills in the creation of real products. Leadership has two aims—to cultivate responsible, thoughtful, innovative leaders and to provide enriching experiences for ASTI as a community. Students learn about different fundamental leadership skills in areas

such as communication, teamwork, and problem-solving. These skills are applied as students work collaboratively to create and lead events. Media Studies focuses on understanding and practicing the academic use of current media, including appropriate use of web-based tools such as search engines and Boolean logic, on-line reference use from authoritative sources, proper parenthetical citation, and research. Students are taught the academic understanding of film as a literature form, as well as the techniques to use gold-standard, modern productivity/office, web and creative software. Students learn image creation and manipulation applications (e.g., Photoshop and Illustrator), slideware (MS PowerPoint and OpenOffice Presenter), web authoring tools (Fireworks, Dreamweaver, Flash), and audio-video programs such as Adobe Premiere. Current Life is a district required course covering emotional health, well-being; topics include personal finances, nutrition, healthy relationships and substance abuse. Economics is a survey of fundamental economic principles, looking at both domestic & international systems; students study the fundamentals of economics, supply & demand, pricing, employment & labor, government's role in policy making, money & banking, business & financial markets, trade & development, and economic global policy.

ASTI Students also take electives at the college; popular choices include accelerated math and science, Psychology, Sociology and Art History.

3. Instructional Methods and Interventions:

ASTI Instructors use a wide variety of instructional strategies and, when needed, differentiated instruction to reach many learning types. Curriculum frequently contains multiple entry points to material that challenge students of all skill levels; examples include written warmups, oral response, group check-ins and visuals, and explicit teaching of multiple methods in Math. Common practices are used to scaffold student success, including common language between departments, thinking tools such as student whiteboards and think-pair-share, shared rubrics, and a similar board formats for daily agenda, objective and homework. Technology is regularly used to enhance curriculum across content areas and students are provided extensive opportunities to gain proficiency in a variety of applications during Media Studies courses; in History courses, students comment on each other's blogs, and in Science and Math they perform online research and practice. Students are regularly engaged in monitoring their own learning through self-assessment and self-reflection; for example, error analysis is at the core of the Math program, and students set goals between drafts in English. Teachers actively engage students in the practice of metacognition. Teachers use a variety of student-centered activities including Socratic Seminar and Literature Circles to encourage student construction of meaning.

ASTI teachers often apply a blend of strategies within one lesson or activity. These approaches are designed to reach a wide range of learning styles and incorporate both our native English speakers and our English Language Learners. For example, in English and Spanish, when students read a new text, they are asked to write or share verbally their response to the text. They may see a historic photograph and then create a narrative or storyboard a novel or deliver a speech. Struggling students are supported by teacher-guided pre-reading activities, supplemental readings, teacher and student-led discussions, peer reading groups, and manageable, multi-step projects. Math lessons might feature an example by the instructor followed by students working in pairs or trios to solve and share a math problem, with error analysis when appropriate. In Science, students may hear a short lecture with PowerPoint visuals, followed by hands-on application in a lab or in the garden, our living classroom. In History, the advent of the common core means more group based projects, and thus has created many more opportunities to drill down to essential concepts, moral issues, and philosophical underpinnings of history. To this end, students engage in debates, Socratic Seminars, class act-it-outs, poetry, art projects and reflective writing to engender high student engagement.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

ASTI's small, personalized program of self-selected students facilitated a 100% testing attendance rate in the years 2010-2014. The school's small numbers can also present a special challenge when analyzing subgroup data; in any given year of data provided in the table tracing 10th grade Math and ELA performance from 2010-2014, up to 7 out of the 10 subgroups represented might have five or fewer student members. The two largest subgroups across all years represented are Asian American and Socio-Economically Disadvantaged. Faculty size and course offerings also influence student assessment scores; for instance, ELA scores in 2010 show no 10-point gaps, but 10-point gaps do appear the following year and in all years following. This correlates with the elimination of an additional composition course for 9th and 10th graders. Conversely, Math sees a reduction in the frequency of 10 point gaps over the same period; this correlates with the increase in the number of math course offerings. Staff turnover can make it difficult to achieve consistency and establish any significant momentum. With six faculty members spanning all departments, most ASTI teachers function as departments of one; the overall increase in scores and reduction in 10 point gaps during the years 2010-2014 correlates with consistent teaching by one math teacher and one English teacher who remained the entire time and built up the curriculum in those departments (the school opened in 2004).

While ASTI students overall perform above average in the areas identified, the school recognizes the need to continue additional personalized support for individuals in subgroups who experience a 10-point gap; beginning in September staff analyzes quantitative and qualitative data to identify students for Student Success Team meetings. These meetings include the student, parents, faculty, counseling and administration; example outcomes include tutoring, mental health referrals, or time management support.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment data drives the ASTI program at multiple levels. Teachers use a variety of assessments, including checks for understanding, quizzes/tests (closed book, open book or open note), labs and lab reports, note-taking guides, group presentations, essays (both drafted and on-demand), research projects, interactive blogs and speeches. Teachers continuously monitor students results to craft responsive curriculum; examples include re-teaching a writing skill after reviewing essays, feedback from peers using a rubric (common for oral presentations), individual goal setting by students between drafts, or quiz retakes that require peer tutoring or a teacher conference.

ASTI's small size facilitates faculty collaboration to provide support for students. Twice monthly, staff meeting agendas include time for student focus and analysis of qualitative (student/ parent feedback, teacher/principal/counselor observation,) or quantitative data (CELDT, SAT, CAHSEE, district benchmarks, COMPASS, MDPT, teacher developed quizzes/tests); this year, faculty noted two areas of need - English Language Learners who struggle with writing mechanics and vocabulary, and a gap in Algebra foundations. In response, faculty and School Site Council (students/parents/staff) approved use of Title III funds to purchase ELAchieve discussion cards for school-wide use, and the math and physics teachers identified skills to reteach before proceeding with the paced curriculum. The principal observed these re-teaching sessions, and students responded that they were helpful.

The meaning of assessments is explained in course syllabi. ASTI teachers post information to School Loop; parents and teachers communicate via School Loop email; some teachers also utilize email to send regular updates to all parents. Deeper meaning is communicated during mandatory grade level information nights held by the counselor: 9th grade focuses on transition into the rigorous program, 10th graders develop a 2-year plan for college courses in 11th and 12th grade, take CAHSEE and the COMPASS test, which places them in college math and English courses, 11th and 12th grade focus on SAT and course selection for specialization or completion of AA degrees.

Part VI School Support

1. School Climate/Culture

High expectations are the foundation of ASTI's program. With only two years to transition students from middle school to college, instructors craft curriculum that challenges students from the start. The school's culture is built around academic, social and emotional support for students and their families. Academic supports include a 9th grade orientation prior to the start of school, peer and teacher tutoring programs, and scaffolded curriculum that increases in rigor--as students progress toward the end of the 10th grade, teachers remove some of the scaffolding and expect a greater amount of academic independence and initiative.

Concern for students emotional well-being is a priority at ASTI. The majority of staff teach all 9th and 10th graders as well as a significant portion of the 11th and 12th grade. This creates an environment in which staff gain a deep understanding of each student including their strengths, challenges, and specific learning needs. Twice monthly, teachers meet and identify students who struggle academically or emotionally; ASTI students frequently have high expectations of their own performances, and often internalize stress, anger and anxiety. Students in need of additional support will be scheduled for a Student Success Team (SST) meeting to identify student needs and develop a plan for improvement. These meetings include parent/guardian, student, administrator, counselor, and staff input.

Staff and student leaders collaborate to implement a wide variety of programs and activities intended to build positive community. These include Bonding Day, Day of Motivation, Spirit Week, Cultural potluck, Spelling Bee, Speech Contest, Prom, Graduation, Amazing Race, Movie and Karaoke Nights, Fall and Spring Dances, Sports-O-Rama, Tournament of Mad Skills. ASTI has various clubs on campus, including Robotics, Music Club, Garden Club, and ASTI for Humanity. ASTI students have ample opportunities to take on leadership roles in PTSA, SSC, Student Advisory Committee and Advisory.

Survey results, teacher discussion, parent/guardian feedback, and all other data sources indicate that one of the most frequently identified assets of ASTI is the community and culture of respect that has been built. Major disciplinary action is almost nonexistent. Inappropriate student behavior is dealt with on a case-by-case basis via direct contact with the student and parents/guardians. Campus is safe and secure, allowing for all to focus on teaching and learning. Teacher collegiality is supported by regularly lunching together and teaching in a ring of portables facing a small quad. Students plan four teacher appreciation lunches per year, and SST support for students ensures that no teacher, student or parent is isolated in struggle.

2. Engaging Families and Community

ASTI's small size offers parents/guardians an available staff to address concerns and support students. Parents have access to the counselor and administrator on a walk-in basis. As described previously, parents/guardians attend regular counseling nights that cover academic requirements and college planning; School Loop expands communication between parents, staff and students. In fall 2014, administration campaigned to sign up more parents for School Loop, resulting in an increase from 60% to 89% participation. Weekly announcements for students include a section for ASTI events and a section for internships, scholarships, and college visits. These are read in class and then emailed to parents; informal polling of parents showed positive response. Progress reports are mailed home every five weeks, and SSTs are scheduled at parent request (in addition to staff recommendation).

A range of opportunities are available for parents/guardians interested in school involvement, including PTSA, SSC, and club leadership. In the early years of our young school, ASTI's PTSA executive board was student-dominated. In 2012, two parents stepped forward to take prominent roles and recruited peers to ensure that the next year's board was comprised of a majority of parents/guardians. In recent years, this strengthened PTSA has planned numerous fundraisers to benefit ASTI, including cookie dough and candle sales; PTSA also hosts the annual Legacy Gala Auction, which simultaneously raises money and local

awareness of our school. PTSA adults prioritize mentoring of student leaders: they guide students in contacting local businesses to organize gift wrapping during the holidays and dine for dollars evenings, and in soliciting items for the annual auction. In collaboration with ASTI staff and students, PTSA invites ASTI parents to chaperone events and trips, and to attend morning coffee talks, back to school and awards nights.

ASTI maintains close ties to College of Alameda as equal partners in the Early College High School (ECHS) model. The ASTI administrator and counselor regularly communicate with COA staff, including the Dean of Student Services, and the Director of Business & Administrative Services to problem solve and strategize program improvements. Meetings have also included the AUSD administrative liaison to the district as well as the COA president. As part of the larger ECHS community ASTI continues to maintain contact with intermediary organizations such as Jobs for the Future and umbrella groups such as the California Coalition of Early/Middle Colleges.

ASTI works with a number of community programs, including the Alameda Education Foundation, which raises money and provides support to local schools. Another supporter is the Alameda Rotary Club which has funded grants at ASTI including a science literacy library, NAVIANCE counseling software, and field trips.

3. Professional Development

As a small, cohesive unit ASTI staff demonstrate a high degree of collegiality and professionalism and work towards the common goal of improving student learning. The common thread in all professional development efforts has been growth of individuals as professional educators, sharing of best practices, and collaboration across staff to build curriculum that supports needs of our population and move them towards realization of the common goal of college-readiness. Activities have included individual attendance at discipline-specific conferences, peer observation cycles, and the staff-wide Action Research project carried out in collaboration with the National Center for Restructuring Education, Schools and Teaching (NCREST) in the Teachers College at Columbia University. Carried out in 2008-09, the NCREST project focused on building college readiness in students through the process of self-assessment. Together, staff constructed a rubric to assess each student's progress toward a standard of college readiness. After implementing the rubric across all disciplines, the results were used to help guide future curricular design. Although staff turnover has meant the departure of most staff who participated in that event, faculty continue to revisit the rubric and use it as a departure point for inquiry into classroom work and teaching.

Despite the gap in assessment data prompted by the shift from previous state standards testing to standardized statewide Common Core State Standards (CCSS) assessments, ASTI staff continue to seek out relevant qualitative data to inform our practice. During staff meetings and professional development days, staff examine data from sources including student surveys, D/F analyses, California English Language Development Test, California High School Exit Exam, SAT/PSAT, and COMPASS (Peralta Math & English placement) assessments. These data provide a starting point for conversations about potential areas for school improvement. As all staff members share the same students, they also share their own observations and experiences from the classroom regarding classes, groups, and/or specific students.

The current focus of ASTI's staff development centers upon integration of CCSS into our college-readiness model; staff generally agree that the CCSS focus on depth and critical thinking segues smoothly with the school's ongoing goals. Since many teachers function as a department of one, attendance at district-led content area specific events is supported whenever relevant and possible. Staff and administration are structuring additional paid collaboration time to support "unduplicated" (UD) students -- low Socio-economic, English Learners and foster youth. This time will enable teachers to develop interdisciplinary strategies and curriculum, share best practices, examine student work, and engage in peer observation and conferencing. These observations have the overarching goal of sharing best practices, better understanding individual students, identifying opportunities for interdisciplinary collaboration, and supporting peers in their professional growth.

4. School Leadership

From its inception in 2004 until 2008, a series of four principals oversaw ASTI; the school found more stability in 2008, when it began functioning under a teacher-leader model. Operations were overseen by the teacher-leader, and a district liaison helped resolve larger issues regarding fiscal sustainability, human resources, and legal matters; the liaison also handled formal evaluation. As ASTI evolved into a successful high school, the district recognized the need to have an onsite Principal responsible for ASTI. In 2011 the teacher-leader was named Principal, with the charge of continuing the success that ASTI had enjoyed.

As described previously, ASTI's small size affords frequent collaboration, and the community enjoys a high level of closeness and mutual respect. Promotion from within is well-valued at ASTI; when the previous teacher-leader-turned-principal took a position at the district office, a longstanding ASTI teacher stepped into the role of principal. Whenever possible, the principal serves as facilitator rather than authority in whole group meetings, and tends to school operational matters via email, in person or by classroom visits. Continual effort is put toward reserving time in meetings for teachers to lead colleagues in best practices and reflection. In school wide efforts such as WASC Self-Study and visitation, the entire staff functions as a committee of the whole.

The principal has an open door policy—in fact, the principal has no door at all, since the main office is a portable shared with the Office Manager and Counselor. The Office Manager and Counselor play key roles in school leadership; ASTI office staff strive to support students' emotional needs and promote positive behavior so that teachers may focus on their work as professional educators. According professional respect to teachers and colleagues is a priority for ASTI leadership. Formal evaluations embrace the coaching model.

Each ASTI teacher takes one or more leadership role as his/her interests and time permit. ASTI faculty members serve as club advisors, district Common Core liaisons, Activities Director, SAFE Schools district Liaison, TUPE (tobacco abatement) Coordinator, Math Tutoring Supervisor, Yearbook Coordinator, Garden Club leader and liaison with College of Alameda for garden and PE facilities.

Students take a tremendous amount of initiative in our school's leadership and operation. The driving force of most activities is ASTI's Leadership class, where students work to develop systems and activities that support student learning, personal development, school spirit and the overall sustainability of the program. Over the years, students have served in numerous roles, including President and Vice-President of PTSA, Chair of School Site Council, founders of a mentor program at a nearby elementary school, and composers of a section of the WASC self-study.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California High School Exit Exam</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	97	92	92	83
Advanced	80	77	64	49	24
Number of students tested	41	35	47	47	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	100	85	100	80
Advanced	75	73	65	53	20
Number of students tested	12	12	20	19	25
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	67	100	89	86	40
Advanced	33	75	44	71	20
Number of students tested	3	8	9	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	95	100	92
Advanced	87	83	75	70	33
Number of students tested	23	13	20	20	24

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100		80	60
Advanced	83	83		0	20
Number of students tested	6	4	0	5	5
9. White Students					
Proficient and above	100	100	91	88	100
Advanced	80	100	82	25	0
Number of students tested	6	5	11	8	3
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Some subgroups qualify as 10% in some, but not all, years in the table. I inquired with the Blue Ribbon coordinators, and was advised to report data for any subgroup with 10% enrollment for this current school year; please contact me at tcorbally@alameda.k12.ca.us if the gaps are unclear or need to be filled. Thank you, Tracy Corbally, ASTI Principal.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California High School Exit Exam</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	100	89	92	98
Advanced	73	85	67	70	66
Number of students tested	41	35	47	47	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	100	90	84	100
Advanced	58	91	55	58	60
Number of students tested	12	12	20	19	25
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	67	100	89	100	80
Advanced	33	75	67	71	40
Number of students tested	3	8	9	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	95	90	100
Advanced	83	100	60	70	63
Number of students tested	23	13	20	20	24
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100	0	80	100
Advanced	33	75	0	40	80
Number of students tested	6	4	0	5	5
9. White Students					
Proficient and above	100	100	91	100	100
Advanced	80	100	91	100	100
Number of students tested	6	5	11	8	3
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Some subgroups qualify as 10% in some, but not all, years in the table. I inquired with the Blue Ribbon coordinators, and was advised to report data for any subgroup with 10% enrollment for this current school year; please contact me at tcorbally@alameda.k12.ca.us if the gaps are unclear or need to be filled. Thank you, Tracy Corbally, ASTI Principal.