

Alameda Science & Technology Institute (ASTI)
 Handbook 2016-17
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Vision Statement:

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.

Mission Statement:

To 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, research-based programs, and state-of-the-art technology.

Early College High School (ECHS) Core Principles

As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative. These core principles include:

- 1) Early College High Schools are committed to serving students underrepresented in higher education.
- 2) Early College High Schools are created and sustained by Local Education Agency (LEA), a higher education institution, and the community, all of whom are jointly accountable for student success.
- 3) Early College High Schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.
- 4) Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
- 5) Early College High Schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

遠景聲明:

為確保所有的學生，尤其是那些人數代表比率偏低的，給他們提供資源，實現他們可以入讀自選的大學，並成為負責任的，積極主動的，並成為終身熱愛學習的全球公民。

使命宣言:

ASTI 將會準備一個多元化的學生羣隊，通過促進其必須發展的課程知識、學術技能、領導經驗和技術的熟練程度，並且給他們提供學術平等、高素質的教學、嚴格的指令，及設置和實現個人目標支援，學生可以早日入學和成功地完成大學。

早期大學 (ECHS) 的核心原則

作為早期大學高中 (ECHS)，ASTI 是加州各地和全國各地計劃的一部分。每個計劃的核心原則相互關聯共同構成早期大學的基本信念，堅持倡議成立始創計劃。這些核心原則包括：

- 1) 早期大學高中學校致力服務於那些在高等教育中的代表人數偏低的學生。
- 2) 早期大學中學創建和本地教育機構 (LEA)、高等教育機構和社會，他們都共同負責學生的成功。
- 3) 早期大學高中及高等教育合作夥伴社區共同制定一個綜合學術課程，讓所有學生都賺取轉學一至兩年大學的學分，直此完成大學。
- 4) 早期大學高中所有學生都進行全面支援系統啟發學術和社交技能，以及符合完成大學的行為和必要的條件。
- 5) 早期大學高中及高等教育社區夥伴與中介機構合作，創造條件和支援政策，推進早期大學運動。

Expected Schoolwide Learning Results (ESLRs)

Alameda Science and Technology Institute will provide a curriculum that prepares students to be:

Effective Communicators who:

1. Utilize a variety of tools including the internet, speech, writing and other forms of technology
2. Understand that communication is shaped by one's audience and purpose
3. Know how and when to ask for help
4. Utilize their academic voice to express their thoughts clearly
5. Collaborate with peers to achieve common goals
6. Voice their own opinions and actively listen to others

Engaged Citizens who:

1. Are compassionate, empathetic and respectful of the views, qualities and life circumstances of others
2. Understand their connection to humanity and their environment as members of a global community
3. Possess a multicultural awareness of arts, literature and music
4. Function productively as integral parts of their community through service to others
5. Possess a strong sense of ethics and honesty
6. Empower and involve others through strong leadership

Quality Producers who:

1. Actively engage in the process of learning
2. Create products that reflect an investment of time, thought and care
3. Consistently give their best effort in all endeavors
4. Organize their time and materials
5. Effectively demonstrate their understanding in their work

Critical Thinkers who:

1. Problem-solve when confronted with a challenging situation
2. Evaluate the credibility of evidence and use evidence to make logical conclusions
3. Identify nuances, patterns and connections in data and text to find meaning
4. Connect what they are learning to a broader context or larger purpose
5. Understand and comprehend multiple sides of issues, ideas and concepts
6. Interpret data to develop individual and unique perspectives

Healthy Decision Makers who:

1. Interact appropriately with other students, staff and community members
2. Embrace positive dietary choices
3. Achieve emotional health through balance and metacognition
4. Maturely handle difficult social situations including peer pressure, confrontation and adversity
5. Can identify individual strengths and nurture a positive self image

Independent Learners who:

1. Build upon prior knowledge to create original ideas
2. Regularly and effectively self-assess and set personal goals
3. Possess intrinsic motivation and intellectual independence
4. Demonstrate active intellectual curiosity and flexibility
5. Willingly take on challenges and persevere through struggle

Successful in seeking and obtaining a college degree

**預期全校學習成果 (ESLRs) 阿拉米達科學技術學院將提供一種課程為學生作準備：
有效的溝通者：**

1. 利用各種工具，包括互聯網、演講、寫作和其他形式的技術
2. 瞭解溝通是由觀眾和目的所塑造
3. 知道何時以及如何尋求幫助
4. 利用他們學術的聲音，清晰地表達他們的思考
5. 與同目標的伙伴，共同行合作
6. 表達自己的意見，並積極聽取其他人

民衆參與是：

1. 屬於體恤、有同情心和尊重不同意見、素質和其他人的生活情況
2. 瞭解他們與人類和環境是有連接的，也是全球社會的成員
3. 具備多元文化意識的藝術、文學和音樂
4. 通過服務他人而成為他們社區的一部分
5. 具備強烈的道德和誠信意識
6. 通過擅長的領導才能授權和引進他人參與

優良成功者：

1. 積極參與學習的過程
2. 創建新製品，反映時間，思想和關心投資
3. 在所有的奮鬥歷程中，一切盡心努力行事
4. 適用其時間和資源
5. 有效地表明他們理解其工作

有鑒定力的思想家：

1. 遇到挑戰性的問題時可以應刃而解
2. 評估證據的公信力和使用證據，作出合乎邏輯的結論
3. 找出細微差別、模式、資料和文本，以查找含義中的連接
4. 廣泛連接他們所學到的東西或有更大的目標
5. 明白和理解多方面的問題、觀點和想法
6. 資料解釋後發表個人和獨特的觀點

健康決策者：

1. 適當地與其他學生、員工和社區成員相處
2. 接受積極的膳食選擇
3. 通過平衡和認識力；認知情緒健康
4. 成熟處理困難的社交情況，包括同儕壓力、對抗逆境
5. 可以識別個人的長處和培養一個積極的自我形象

獨立學習者

1. 從經驗學習知識，獨創自己的想法
2. 定期和有效地自行評估，並設置個人目標
3. 具備內在本能動力與獨立智慧
4. 展示活動的求知及好奇心和靈活性
5. 願意接受挑戰和堅持通過鬥爭

尋求和成功取得大學文憑

**Alameda Science and Technology Institute (ASTI)
2016-17 School Profile**

Background Information

Alameda Science and Technology Institute (ASTI) is located on the College of Alameda campus on the West End of Alameda, CA. First opened in 2004, ASTI is a small, public, Early College High School in the Alameda Unified School District. ASTI students may earn up to two years of college credit during their high school years. Many students complete California's IGETC (Intersegmental General Education Transfer Curriculum) requirements. Some also receive their Associate of Arts degrees by the time they graduate from high school.

2015-2016 Enrollment and Faculty Information

As an Early College High School (ECHS), ASTI adheres to ECHS core principles. Most important to ASTI is a stated priority of the national ECHS initiative "to serve low-income young people, first-generation college goers, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement." ASTI is committed to this principle.

State Testing

California Assessment of Student Performance and Progress (CAASP) Results for the Class of 2017:

Math: 61.4% Standard Exceeded
36.4% Standard Met
0% Standard Nearly Met
2.3% Standard Not Met

ELA: 68.2% Standard Exceeded
25% Standard Met
6.8% Standard Nearly Met
0% Standard Not Met

Student Body

Size: 183 Students

Demographic Information:

65.03% Asian/Asian American
2.19% Hawaiian Pacific Islander
16.39% White/Caucasian
9.29% Hispanic/Latino
3.83% Black/African American
3.28% Multiple

Students from outside Alameda Unified School District: 30%

Students Eligible for Free/Reduced Lunch: 20.8%

Students with a Home Language Other than English: 60.66%

First-Generation College Students: 40.43%

SAT/ACT Scores:

Most ASTI students take the SAT Reasoning Test, not the ACT. Therefore, only the averages for the new SAT have been provided. These scores reflect the middle 50% in a sample size of 61 student tests from the Class of 2017.

Critical Reading: 540-590

Math: 570-640

Accreditation

ASTI is fully accredited by the Western Association of Schools and Colleges through June 30th, 2022.

ASTI Course of Study (9th and 10th Grade)

ASTI students take a prescribed, college-preparatory course of study during the 9th and 10th grades, designed to prepare students for full-time college course loads during their 11th and 12th grade years. With the exception of math, every 9th and 10th grader takes the same coursework. We started offering Spanish at ASTI to the Class of 2015 during their 10th grade year. Most students completed their language requirement at the college because they were not able to fit Spanish 2 into their 11th grade high school schedule. Because of the added rigor, the UC system considers 1 semester of college language as 2 years of high school study.

Listed below are the course of study that this year's graduating class took during *their* 9th and 10th grade years.

9th grade Course of Study for Class of 2016:

- Biology
- English 1P
- Math: Geometry or Algebra 2
- Modern World History
- Physical Education
- Writing Composition

10th grade Course of Study for Class of 2016:

- Spanish 1
- English 2P
- Math: Algebra 2 or Precalculus (a few took college math)
- United States History
- Physical Education
- Physics

Class of 2016 Grade Point Averages and Ranks

ASTI transcripts reflect both high school and college coursework, even if they are not used for high school graduation. Every college class worth 3 college units or more is considered one year of study and given 10 high school credits. GPA's include all coursework for which the student has received a letter grade. Our computer program calculates withdrawals, or "W" marks, as "F" grades in the student's GPA, though we do not agree with this practice. **NO ADDITIONAL WEIGHT IS GIVEN FOR COLLEGE COURSEWORK.** Because of the philosophy and small size of the school, as well as the diversity of the students' schedules, students are not assigned a class rank. The Class of 2016 maintained an average 3.14 GPA in college courses.

Extracurriculars

ASTI has a student-centered, student-driven approach to education. We encourage and expect our students to engage in school-site planning. Students participate in Leadership/Advisory, School Site Council, and Parent Teacher Student Association. Almost all school-based clubs and organizations are founded by students. Students plan and execute many school traditions, such as Bonding Day and our Awards Nights.

ASTI's main mission is to prepare a diverse student body for college-level work. ASTI offers additional tutoring, academic seminars, counseling support, and leadership opportunities to reach that end. ASTI does not offer interscholastic sports or honors societies. In the junior and senior years, many students' high school and college schedules make it difficult to engage in the level of extracurricular involvement typically found in traditional high schools. Students may play sports for other schools if they maintain their GPA, live in the home district, and talk to the coach.

ASTI Grade Distributions during the Class of 2016's Freshman and Sophomore Years (Junior and senior year college grades are not reported due to the varied difficulty of classes, grading policies, instruction, and curricula.)

	A+	A	A-	B+	B	B-	C+	C	C-	D	F
English Dept.	1.6%	36.2%	13.4%	1.6%	26.0%	9.4%	0%	3.9%	2.4%	4.7%	0%
Foreign Lang. Dept.	6.7%	26.7%	26.7%	6.7%	11.7%	6.7%	5%	6.7%	0%	0%	0%
Math Dept.	0%	32.8%	7.8%	3.1%	18%	5.5%	1.6%	13.3%	3.1%	10.2%	0%
Science Dept.	1.6%	32.0%	8.6%	3.1%	28.9%	9.4%	1.6%	6.3%	5.5%	2.4%	0%
Social Studies Dept.	0%	19.7%	10.2%	9.4%	30.7%	6.3%	2.4%	15%	1.6%	3.2%	0%
Writing Dept.	0%	45.2%	0%	0%	45.2%	0%	0%	4.8%	0%	4.8%	0%

Peralta Community College District Course of Study (11th and 12th grade)

During 11th and 12th grade, ASTI students take most academic coursework in the Peralta community College District (PCCD). They create their own full-time course loads (at least 3 college classes per semester) with the help of the ASTI counselor. All upperclassmen take these college courses along with 3 ASTI classes, which may include subject-specific seminars, Media Studies, Current Life, Economics, or Leadership/Advisory. Some high school requirements, such as English, *must* be met at the college. Other courses are chosen based on personal interest, IGETC certification, or the pursuit of an AA degree. IGETC courses satisfy general education requirements transferrable to both the California State Universities and the Universities of California. Below is the most typical route students use to complete IGETC.

Here is the recommended coursework to complete IGETC. **ASTI students average 70 college units by high school graduation.**

English English 1A: Writing and Composition English 5: Critical Thinking	Math At least Pre-Calculus w/ Geometry or Introduction to Statistics	Arts & Humanities Foreign Language (at least one semester) Art 1 and Music 15A or 15B
Social and Behavioral Sciences Psychology 7B Political Science 1 History 7A or 7B (US History)	Biological and Physical Sciences Physical Science: Astronomy 1, Chemistry 30A, Chemistry 1A, Physics 10, or Physics 4A Life Science: Anthropology 1, Biology 10, Biology 11, or Biology 1A <i>Note: Chemistry 1A, Physics 4A, and Biology 1A represent the most rigorous college science classes offered</i>	

Matriculation Rates

ASTI has had 287 graduates thus far. 64% of the Class of 2008, 77% of the Class of 2009, 73% of the Class of 2010, 72% of the Class of 2011, 71% of the Class of 2012, 73% of the Class of 2013, 74% of the Class of 2014, 94% of the Class of 2015 and 74% of the Class of 2016 declared intent to attend a four-year college or university.

Faculty

Faculty Members: 8

Demographic Information:

50% White/Caucasian

25% Asian/Asian American

12.5% Hispanic

12.5% Multi-Racial

Faculty with Advanced Degrees: 75%

Average Number of Years of Teaching

Experience: 15.57

Student to Teacher Ratio: 26:1

Average Class Size: 24

The Alameda Unified School District (AUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The AUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

A Brief History of ASTI

- 2004-05
 - ASTI is founded by a partnership between the College of Alameda (COA) and the Alameda Unified School District (AUSD) and funded with grant money from the Bill and Melinda Gates Foundation with the belief that motivated students are capable of success beyond traditional high school expectations.
 - Beginning in a 'one-room schoolhouse' (old upholstery shop), the pioneer class (Class of 2008) of ASTI makes history as one of the first Early College High Schools in California.
- 2005-06
 - ASTI survives a period of uncertainty when many thought it would not. Though small, the very courageous class of 2009 enters as 9th graders.
- 2006-07
 - ASTI moves to a nearby parking lot – site of the present ASTI campus – and into our beautiful portable buildings.
 - The Class of 2008 begins their first year as full-time college students. COA faculty and staff are duly impressed by the caliber of ASTI students despite their age.
- 2007-08
 - Two more portables are added to the ASTI campus and the science portable is renovated to include running water and linoleum.
 - The Class of 2008 enters their senior year and prepares to graduate.
- 2008-09
 - The Class of 2008 graduates as the flagship class of ASTI and heads off to a variety of colleges including UC Berkeley, UCLA, Stanford, Cornell, St. Mary's, Santa Clara, and local community colleges.
 - ASTI makes the transition to a teacher-led model with teachers serving as administrators and counselor. Two additional staff are added.
- 2009-10
 - ASTI is awarded a Bronze Medal by US News & World Report.
 - The first WASC Accreditation process is completed – yielding a six-year term.
- 2010-11
 - ASTI weathers a number of challenging circumstances, including the death of a faculty member and loss of three others to motherhood, relocation, and school transfer.
- 2011-12
 - ASTI realigns its course of study to better facilitate the high school to early college transition and provide students more options in college course selection
- 2012-13
 - ASTI continues to rank among the top schools in the county and statewide
 - ASTI partners with ALRC, an east bay non-profit, to focus on increasing all students' SAT scores.
- 2013-14
 - ASTI celebrates its 10th year of operation and welcomes the class of 2017!
 - ASTI is awarded a Bronze Medal by US News & World Report and California Business for Education Excellence (CBEE) name ASTI 2013CBEE Honor Roll STEM School for its higher-than-average number of low-income students who perform highly in math and science.
 - Ground is broken for the ASTI Garden

- 2014-15
- ASTI is awarded a Bronze Medal by US News & World Report and is nominated by California to join the esteemed community of National Blue Ribbon Schools as an Exemplary High Performing School.
 - Students, Staff and Parents begin committee work and preparation for the WASC accreditation visit in March 2016
- 2015-16
- ASTI is declared a National Blue Ribbon School as an Exemplary High Performing School.
 - The WASC accreditation visiting committee awards the highest possible accreditation status to ASTI—6 years with midterm report.
 - California Business for Education Excellence (CBEE) name ASTI 2015 CBEE Honor Roll STEM School for its higher-than-average number of low-income students who perform highly in math and science.
 - The school gets a new sign, the office gets a facelift and new carpet is installed in four classrooms
 - Expansion begins on the ASTI school garden

Alumni Report

Students successfully completing ASTI's program have found themselves to be very competitive among their peers in seeking admission to prestigious universities. Students from ASTI graduating classes have been admitted to the following 4-year Universities and Colleges directly following their completion of the high school/early college program:

University of California, Berkeley (43)
University of California, Davis (21)
University of California, Irvine (12)
University of California, Los Angeles (10)
University of California, Merced (4)
University of California, Riverside (7)
University of California, San Diego (4)
University of California, Santa Barbara (3)
University of California, Santa Cruz (19)
California State University East Bay (15)
California State University Stanislaus (1)
California State University Sacramento (1)
California State University Los Angeles (3)
San Francisco State University (16)
San Jose State University (9)
Sonoma State University (2)
California Polytechnic University San Luis Obispo (4)
University of San Francisco (4)
University of Redlands (3)
St. Mary's University (3)
University of the Pacific (2)
University of Washington (3)
Mills College (3)
American University (2)
Vassar College (1)
Andrews University (1)
Carleton College (1)
Hampton University (1)
State University of New York at Albany (1)
Santa Clara University (1)
Stanford University (1)
Harvard University (1)
Cornell University (1)
Harvey Mudd University (1)
University of Oregon (1)
Pomona College (1)
Fisk University (1)
Wesleyan (1)
Emerson (1)
Hampshire College (2)
Smith College (1)
Northwestern University (1)
St. John's University (1)
And many more...

ASTI Students have also been accepted to:

Boston University
University of Southern California
Syracuse University
John's Hopkins University
Carnegie Mellon University
Goldsmith's College
Mt. Holyoke University
Holy Names University
Beloit University
Chico State University
Goucher University
Wilberforce University
Boston University
Ithaca University
Dominican University
Occidental University
Lewis and Clark
Sonoma State
University of Washington
Pace University
Rutgers
Cal Lutheran
Bryant University
Willamette University
University of Vermont
Seattle University
Fordham University
Northeastern University
Juniata College
CSU Long Beach
Gettysburg College
Menlo College
Hult College
CSU Northridge
Xavier University
Biola University
Arizona State University
University of New Mexico
And many more...

ASTI Student College Selection:

UC System: +/- 40%

CSU System: +/- 15%

Privates/
Out of State: +/- 15%

**Overall 4-Year
University: 80%**

2-Year College with intent
to transfer: 20%

*The numbers in () represent the number of ASTI alumni who matriculated to each college.

General Contact Information

Alameda Science and Technology Institute (ASTI)
555 Atlantic Ave
Alameda, CA 94501

Note: Atlantic Ave. is also known as Ralph Appezato Memorial Parkway

Phone: 510-748-4021
Fax: 510-748-4121

Website: sites.google.com/site/alamedasti
School Loop site: <http://asti.alamedausd.ca.schoolloop.com/>
AUSD Website: <http://www.alameda.k12.ca.us/>
COA Website: www.alameda.peralta.edu

Use the website for general updates about ASTI, a schoolwide calendar, news about extracurriculars and student achievements, and all other ASTI happenings.

Use School Loop to check your student's assignments, class calendar, and scores. You can also communicate with staff and talk to other parents/guardians.

Administrator Tracy Corbally 510-748-4021 ext. 107 tcorbally@alameda.k12.ca.us
Office Manager Candie Krasky 510-748-4021 (Main Line) ckrasky@alameda.k12.ca.us
Counselor Kristen Jurkovich 510-748-4021 ext. 101 kjurkovich@alameda.k12.ca.us

Contact Ms. Krasky with questions about attendance, enrollment, and all other registration-related issues.

Contact Mrs. Corbally with questions or feedback about staff, school programs, or anything else!

Contact the counselor with questions about scheduling, college applications, and academic records.

Emergency Contact Numbers

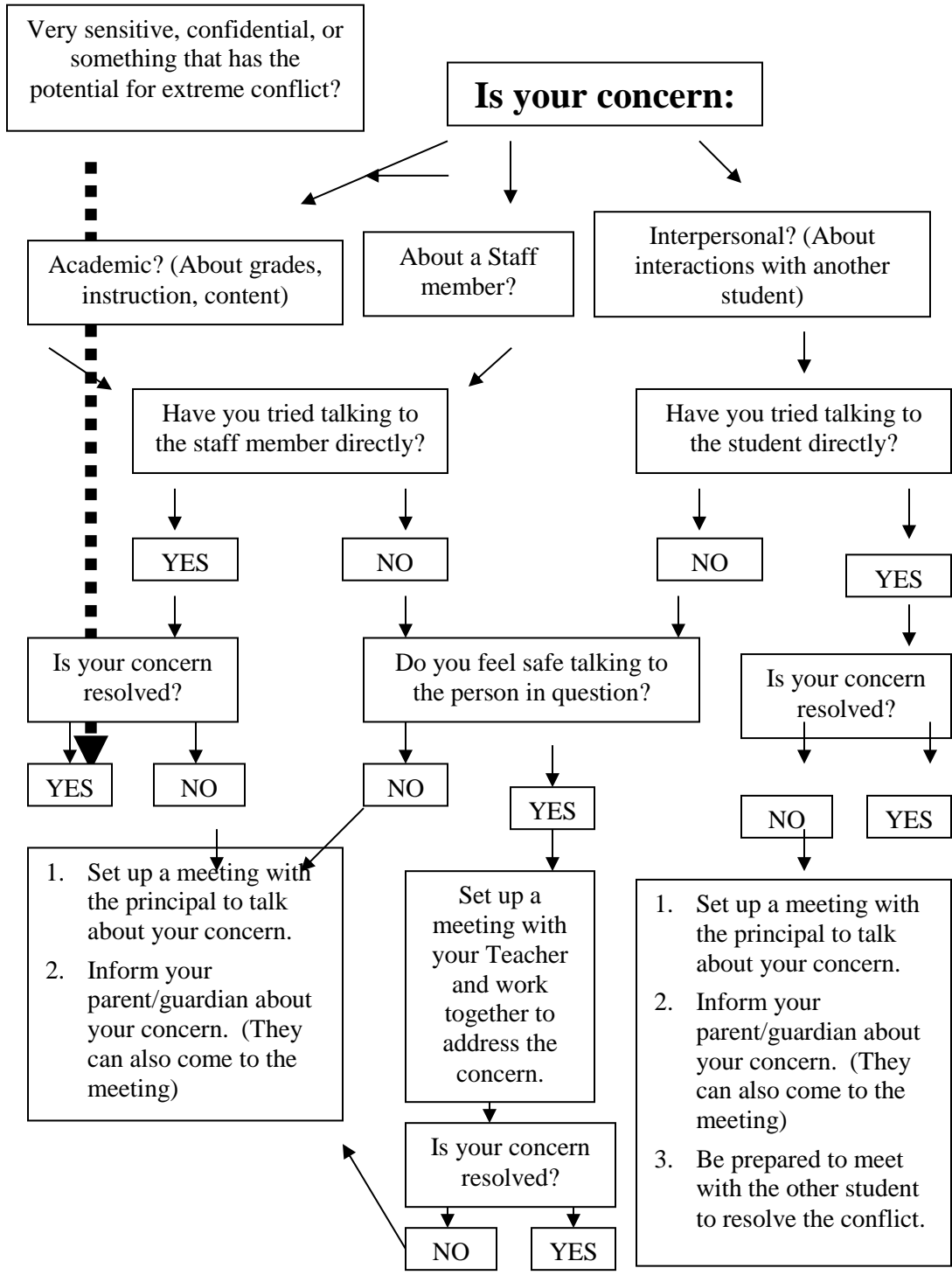
* All outgoing calls from an ASTI campus phone must be preceded by a 9. Ex: 9-911

* Dialing 911 from a cell phone will direct you to a Highway patrol office. To reach a 911 operator from a cell phone use the following number: (510) 522-2423

Emergency	911	
ASTI Main Line	(510) 748-4021	Call us!
ASTI Fax	(510) 748-4121	Send us Documents
AUSD District Office	(510) 337-7072	
AUSD Maintenance Operations and Facilities (MOF)	(510) 337-7090	
AHS Health Center	(510) 337-7006	
Encinal High School Health Center	(510) 748-4085	A great resource if your student has a health concern.
Peralta Police	(510) 466-7236	
COA Nurse	(510) 748-2320	
Peralta District Risk Management Office	(510) 466-7247	
COA Custodial Department	(510) 748-2154	
Alameda Police Department (non-emergency)	(510) 337-8340	
Alameda Fire Department (non-emergency)	(510) 337-2100	
Poison Control Center	1(800) 222-1222	
Child Abuse Reporting Hotline (24 Hour)	(510) 259-1800	
Oakland Emergency Number	(510) 777-3211	

Problem Solving: What to do when you have a concern

At ASTI each student is in charge of his/her own learning and needs to be their own strongest advocate. However, there are times when a concern arises that may require outside help. Please use the following flowchart to help you decide what steps to take when you have a concern.



MONTH	M	Tu	W	Th	F	Teaching Days	Cumulative Teaching Days	
Jul-2016	1	5	6	7	8			Jul 4: Independence Day
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29	0	0	
Aug-2016	1	2	3	4	5			Aug 2: 9th Grade Orientation Aug 3: PD Aug 4: PD
	8	9	10	11	12			Aug 5: Teacher Workday
	15	16	17	18	19			Aug 8: ASTI Classes Start Aug 22: COA/Peralta Classes Start
	22	23	24	25	26			
	29	30	31			18	18	
Sep-2016	5	6	7	8	9			Sep 5: Labor Day
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30	21	39	
Oct-2016	3	4	5	6	7			Oct 10: AUSD PD
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31					20	59	
Nov-2016	7	8	9	10	11			Nov 11: Veteran's Day
	14	15	16	17	18			Nov 21 to Nov 25: Fall Break
	21	22	23	24	25			Nov 24: Thanksgiving Day
	28	29	30			16	75	Nov 25: District Holiday
Dec-2016				1	2			Dec 12-16: COA Finals
	5	6	7	8	9			Dec 19-21: ASTI Finals
	12	13	14	15	16			Dec 22-Jan 13: Winter Break
	19	20	21	22	23			
	26	27	28	29	30	15	90	
Jan-2017	2	3	4	5	6			Jan 16: Martin Luther King Holiday Jan 17: ASTI Classes Start
	9	10	11	12	13			Jan 23: COA Classes Start
	16	17	18	19	20			
	23	24	25	26	27			
	30	31				11	101	
Feb-2017			1	2	3			Feb 17: Lincoln's Birthday District Holiday
	6	7	8	9	10			Feb 20: President's Day Holiday
	13	14	15	16	17			
	20	21	22	23	24			
	27	28				18	119	
Mar-2017	6	7	8	9	10			
	13	14	15	16	17			
	20	21	22	23	24			
	27	28	29	30	31	23	142	
Apr-2017	3	4	5	6	7			April 10-14: Spring Break COA & ASTI
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28	15	157	
May-2017	1	2	3	4	5			May 22-26: COA Finals
	8	9	10	11	12			May 29: Memorial Day
	15	16	17	18	19			May 30-Jun 1: ASTI Finals Jun 1: Last Student Day
	22	23	24	25	26			
	29	30	31			21	179	
Jun-2017				1	2			Jun 1: Last Student & Teaching Day
	5	6	7	8	9			Jun 2: Teacher Work Day Jun 2: Graduation
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30	1	180	

ASTI 2016-17
Regular Bell Schedule

Period 1:	8:00 - 9:00
Period 2:	9:03 - 10:03
Period 3:	10:06 -11:06
Period 4:	11:09 -12:09
Lunch:	12:09 - 12:57
Period 5:	12:57 -1:57
Period 6:	2:00 - 3:00
Period 7*:	3:03 - 4:15

* No 7th period on Fridays

Short Friday Schedules (Staff Meeting & Scheduled Schoolwide Events):

Staff Meeting

Late Start for Students
1 Friday per month

*Staff Meeting	8:00–10:00
Period 1	10:06–10:45
Period 2	10:48–11:27
Period 3	11:30–12:09
Lunch	12:09–12:57
Period 4	12:57–1:36
Period 5	1:39–2:18
Period 6	2:21–3:00

School Events Schedule

See Events Calendar for Dates

Period 1	8:00–8:40
Period 2	8:43–9:23
Period 3	9:26–10:06
Period 4	10:09–10:49
Period 5	10:52–11:32
Period 6	11:35–12:15
Lunch	12:15–1:00
School Event	1:00–3:00

* Students are NOT required to be present during this time.

Late Start Dates for Students: 8.19, 9.9, 10.14, 11.4, 12.9, 1.20, 2.10, 3.10, 4.7, 5.5

Directions to Campus

From East Alameda

Head west on any major westbound street.

Turn right on Webster Ave.

Turn left on Atlantic Ave/Ralph Appezato Memorial Pkwy

Continue on Atlantic Ave/Ralph Appezato Memorial Pkwy until the first stoplight

Turn right on West Campus Dr.

Continue through the small intersection and arrive at ASTI on your right. (Brown portable buildings)

Park in the parking lot and obtain a ticket from the pay station (\$2.00)

From West Alameda

Head west on Atlantic Ave/Ralph Appezato Memorial Pkwy

Turn left on West Campus Dr.

Continue through the small intersection and arrive at ASTI on your right. (Brown portable buildings)

Park in the parking lot and obtain a ticket from the pay station (\$2.00)

From Oakland/Outside of Alameda

Take CA-260 S/CA-61 S/Webster St Tube from Oakland to Alameda

(The College of Alameda will be on your right)

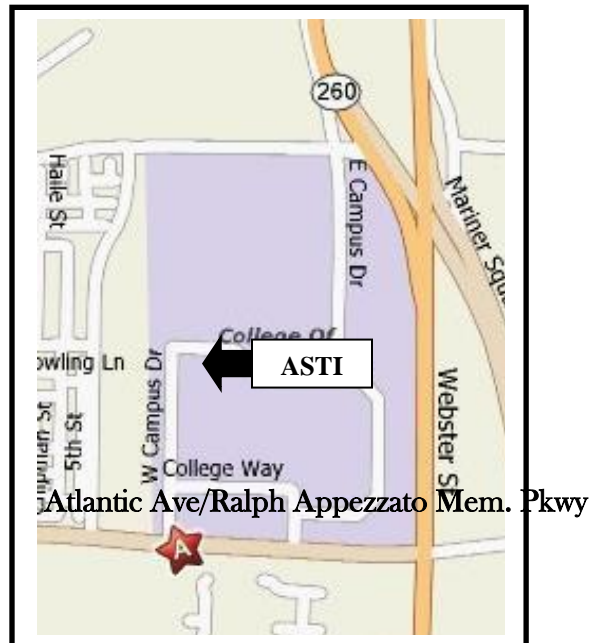
Turn right at Atlantic Ave/Ralph Appezato Memorial Pkwy

Continue on Atlantic Ave/Ralph Appezato Memorial Pkwy until the first stoplight

Turn right on West Campus Dr.

Continue through the small intersection and arrive at ASTI on your right. (Brown portable buildings)

Park in the parking lot and obtain a ticket from the pay station (\$2.00)



校園的交通指示

從東阿拉米達

向西任何各主要的街道西行線。

在 Webster 大道轉右

在 Atlantic 大道 / Ralph Appezzato Memorial Pkwy 轉左

繼續在 Atlantic 大道 / Ralph Appezzato Memorial Pkwy 直到第一個紅綠燈

在 West Campus Dr. 轉右

繼續通過小十字路口，到達 ASTI 在你的右邊。(棕色移動式課室)

停在停車場，付泊車站泊車費用 (\$2.00) 並索取泊車票放在汽車的儀表板上

從西阿拉米達

在 Atlantic 大道 / Ralph Appezzato Memorial Pkwy 向西行

在 West Campus Dr. 轉左

繼續通過小十字路口，到達 ASTI 在你的右邊。(棕色移動式課室)

停在停車場，付泊車站泊車費用 (\$2.00) 並索取泊車票放在汽車的儀表板上

從屋崙 / 阿拉米達以外

從 CA-260 S / CA-61 S / Webster St 墜道由屋崙去阿拉米達 (阿拉米達大學將會於你右邊)

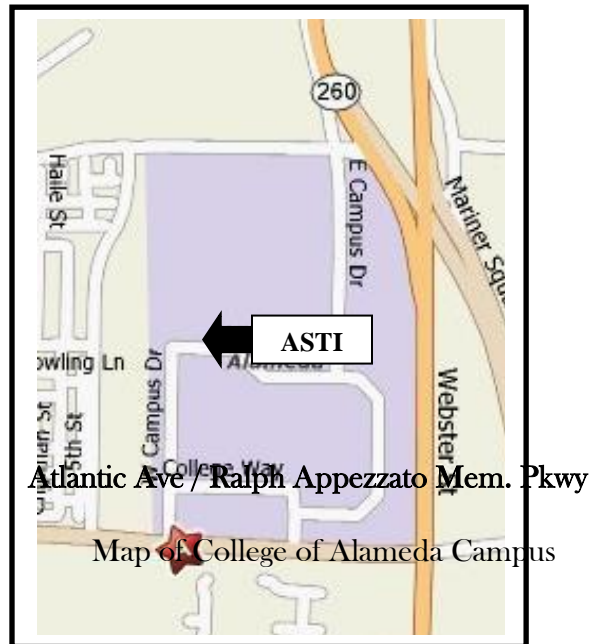
在 Atlantic 大道 / Ralph Appezzato Memorial Pkwy 轉右

繼續在 Atlantic 大道 / Ralph Appezzato Memorial Pkwy 直到第一個紅綠燈

在 West Campus Dr. 轉右

繼續通過小十字路口，到達 ASTI 在你的右邊。(棕色移動式課室)

停在停車場，付泊車站泊車費用 (\$2.00) 並索取泊車票放在汽車的儀表板上



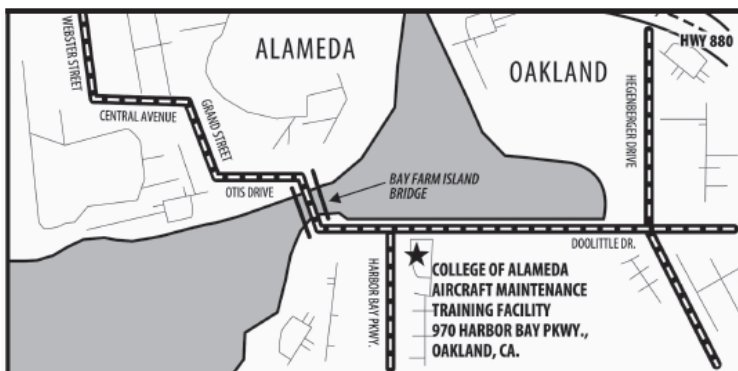
Campus Map



Building Guide

- A** 1st Level Administration, Business Office, Cashier, Office of Instruction, President's Office, Student Services, Welcome Center
2nd Level Business, Dental Assisting
 - B** 1st Level Auto Body, Automotive Technology
 - C** 1st Level Biological Sciences
2nd Level Liberal Arts, Social Science
 - D** 1st Level Chemistry, CIS, Physics, Programs & Services for Students with Disabilities
2nd Level Language, Liberal Arts, EOPS, Division I & II Offices
3rd Level Apparel Design & Merchandising, Art
 - E** 1st Level Diesel Mechanics
 - F** 1st Level ASCOA, Bookstore, Health Services, Police Services, Student Activities, Student Lounge
2nd Level Cafeteria, CalWORKS, Cybercafe
 - G** 1st Level Gym, Men's Locker Room, Music
2nd Level Women's Locker Room, Athletic Director, Coaches
 - L** 1st Level Library
2nd Level Assessment, Audio-Visual, Learning Resources Center, Open Computer Lab, Tutoring
 - P** One-Stop Career Center
 - S** Alameda Science and Technology Institute
- Cougar Village (CV) Adelante, Amandla, APASS, Classrooms
- 860 Atlantic Ave. Science labs and classrooms will move into this building, located three blocks from the main campus, in 2011.

College of Alameda Aviation Maintenance Training Facility 970 Harbor Bay Parkway, North Field T-Hangar



The College of Alameda Aviation Maintenance Facility is located at the North Field of Oakland Airport, .3 mile from the intersection of Harbor Bay Parkway and Doolittle Drive.

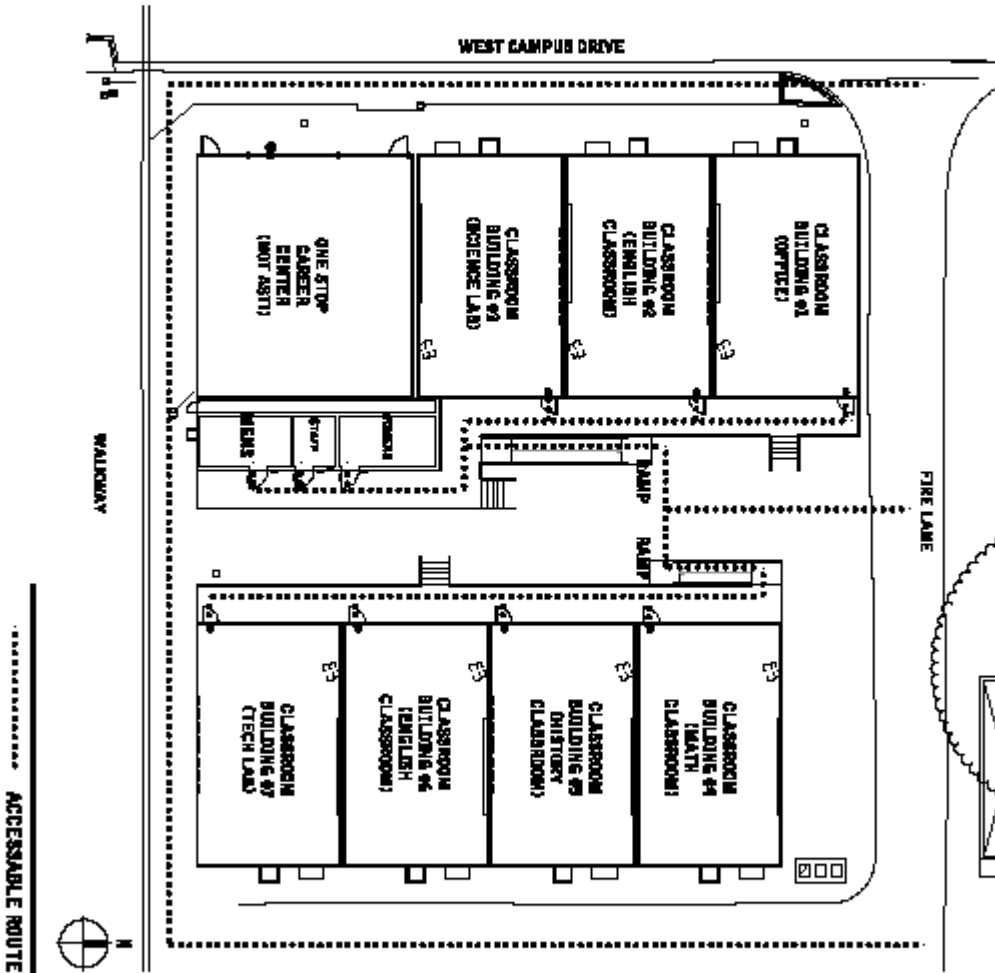
A.S.T.I. FACILITIES MAP

7 (SEVEN) CLASSROOMS WITH
1 (ONE) BATHROOM BUILDING

SERVING 129 STUDENTS IN
2007-2008

ALAMEDA SCIENCE &
TECHNOLOGY INSTITUTE
(AKA A.S.T.I.)

PHONE #: (925) 746-4021
EMAIL: ASTI@alameda.k12.ca.us
COLLEGE OF ALAMEDA CAMPUS
555 ATLANTIC AVENUE
ALAMEDA, CA 94501



CLASSROOM BUILDING 91 (OFFICE)	CLASSROOM BUILDING 92 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 93 (SCIENCE LAB)	CLASSROOM BUILDING 94 (MATH CLASSROOM)	CLASSROOM BUILDING 95 (HISTORY CLASSROOM)	CLASSROOM BUILDING 96 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 97 (TECH LAB)
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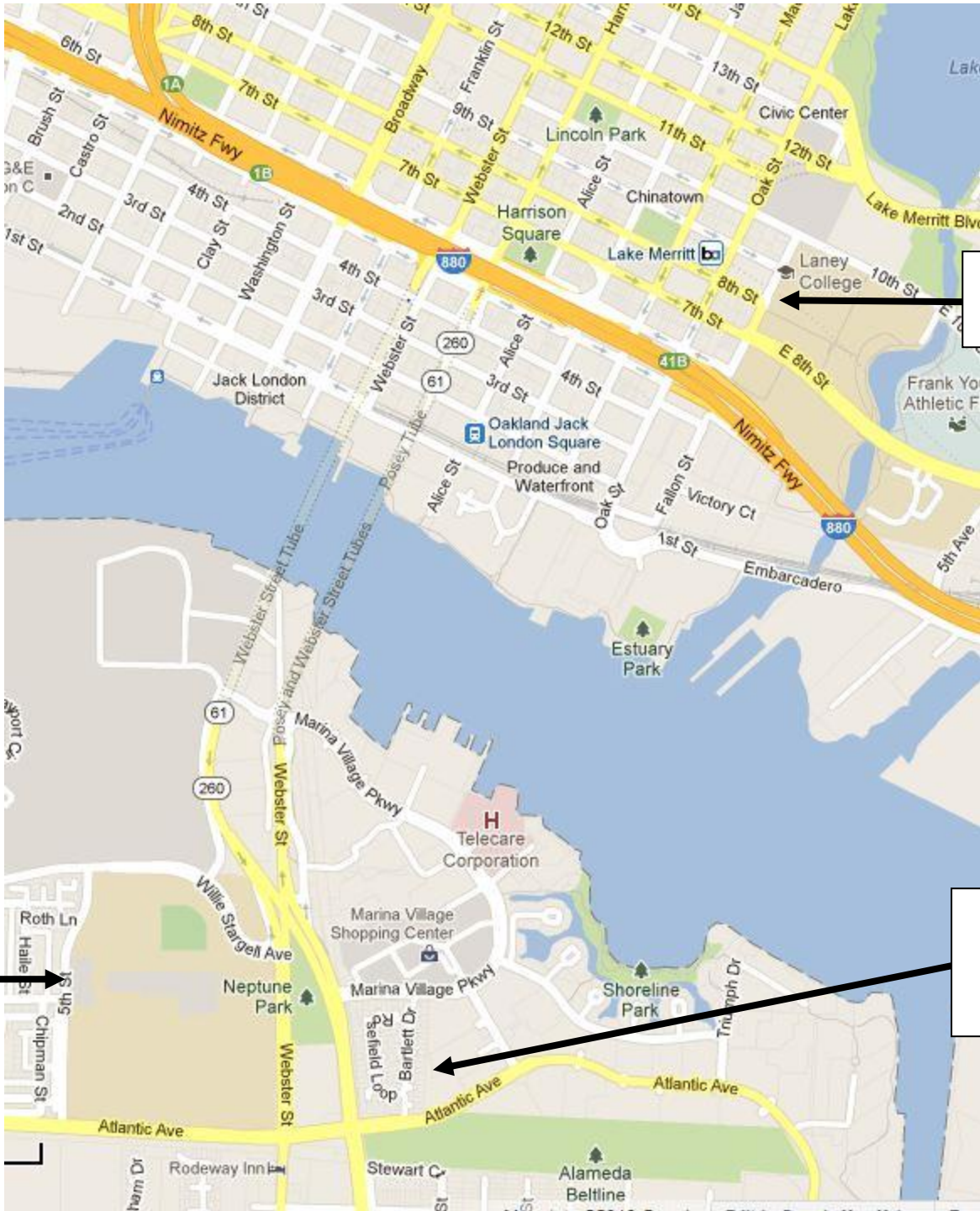
ALAMEDA SCIENCE AND TECHNOLOGY INSTITUTE
ALAMEDA UNIFIED SCHOOL DISTRICT
ALAMEDA, CA

CLASSROOM BUILDING 91 (OFFICE)	CLASSROOM BUILDING 92 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 93 (SCIENCE LAB)	CLASSROOM BUILDING 94 (MATH CLASSROOM)	CLASSROOM BUILDING 95 (HISTORY CLASSROOM)	CLASSROOM BUILDING 96 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 97 (TECH LAB)
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CLASSROOM BUILDING 91 (OFFICE)	CLASSROOM BUILDING 92 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 93 (SCIENCE LAB)	CLASSROOM BUILDING 94 (MATH CLASSROOM)	CLASSROOM BUILDING 95 (HISTORY CLASSROOM)	CLASSROOM BUILDING 96 (ENGLISH CLASSROOM)	CLASSROOM BUILDING 97 (TECH LAB)
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Location of Campuses attended by ASTI students



Laney College

ASTI High School Campus and

860 Atlantic science annex

College Campus Safety Tips for ASTI Students

Program Peralta Police into your cell phone now: 510-465-3514. Use this number if you or someone you know is being harassed or is in danger on a Peralta Campus. In emergencies off campus, call 911.

Program the ASTI Main Office number into your cell phone now: 510-748-4021. Call us to report any incidents on any PCCD campuses that frighten or concern you. If you call Peralta Police, please call us afterward to let us know that you called the police.

Campus Safety

- Walk purposefully, look confident and trust your instincts.
- Report all suspicious persons, vehicles and activities to Peralta Police immediately
- Use the "buddy system" and watch out for your ASTI classmates.
- If you see someone being victimized, immediately notify ASTI staff and Peralta Police.
- Whenever possible, avoid traveling alone.
- Avoid dark or vacant areas. Walk along well-lit, well-traveled routes.
- Be alert when walking to and from your car: have your keys ready when returning to your car; whenever possible, park in a well-lit area.
- Exercise common sense around strangers; differentiate between casual acquaintances and friends.
- Make sure that other students understand you are a minor; if a student persists in establishing an inappropriate or overly-friendly relationship with you after you have told him/her you are a minor, report it to ASTI office staff. IF you have ANY doubts or concerns, do not dismiss them. Trust your intuition and share it with us, your safe adults.
- Do not leave campus with casual acquaintances.
- If you think you are being followed, cross the street and, if necessary, keep crossing back and forth. If you are pursued, call for help and run to a campus building, business, residence, enlist the aid of a passerby, flag down a passing motorist, or as a last resort pull a fire alarm.

Using Electronics Safely and Avoiding Distraction

Always be aware of your surroundings. One big distraction to avoid is using your cell phone. Using electronics diminish awareness, making you more vulnerable; if visible, they may also attract thieves. While using your cell phone when you are traveling alone can be a distraction, having a cell phone with you at all times is definitely a good safety measure. Before traveling, always be sure that your phone is well charged so that you can easily contact the authorities if an emergency occurs.

Social Networking Safety

- Never post private or compromising information to social networking sites.
- Do not accept friend requests from casual acquaintances, especially if they make you uncomfortable.

Public Transit Safety

- Keep wallet, purse, electronics and valuables secured in interior pockets of backpacks and bags.
- Stay awake and alert on public transit
- If something does not feel right don't be afraid to alert the driver or move to a different seat
- Keep your personal or valuable items concealed and close to your body.

Remember, it is your personal responsibility to do everything in your power to keep yourself safe. College campuses are safe places for students, but you must take the proper precautions to protect yourself. Be prepared and aware of your personal safety.

Additional Social Networking Advice

Limit the amount of personal information you post online.

Do not post information that makes you vulnerable, including your address or information about your schedule.

Also be sure that your friends do not post information about you that you are not comfortable with or could impair your safety in any way. If you wouldn't post it, they shouldn't.

Remember that the Internet is a public resource

Only post information and photos that you are comfortable with anyone seeing.

Be cautious of strangers

The Internet makes it easy for anyone to misrepresent their identities and motives.

Evaluate your account settings

Take advantage of a social media site's privacy settings to guard yourself. The default settings for most social network sites generally allow anyone to see your profile—including Google. Fortunately you can customize your settings to restrict access to certain people or groups of people you are more familiar with.

Check privacy policies

Some social media sites share information such as email addresses or user preferences with third-party companies. In most cases you can set your account to block such sharing, however in some cases this is not an option and comes as a cost of using certain social media networks. As an emerging market, social media sites may change their privacy policies more frequently—often resetting your preferences, so stay aware of these changes to maintain optimum privacy. If you are uncomfortable with these policies, some sites offer a way to suspend or terminate your profile.

ASTI Constitution

We the ASTI community, in order to maintain a supportive, positive and respectful teaching/learning environment, do hereby establish this Constitution for the Alameda Science and Technology Institute.

1. **Think before you speak or act**
 - a. Consider how your actions or words will impact others
2. **Include - don't exclude**
 - a. Be open and receptive to new people, ideas, and experiences
3. **Accept others for who they are**
 - a. Do not discriminate based on race, religion, gender, sexual orientation, age, class, language, culture, or any other personal characteristic
4. **Build mutual trust and respect**
 - a. Gossip stops with you - keep rumors and assumptions to yourself
 - b. Respect confidentiality - academic and social
5. **Assume positive intent**
 - a. Always listen to all sides of an issue before acting
 - b. Speak to people directly - not behind their back
6. **Speak up for yourself and for others**
 - a. Identify bullying/harassment at its source and hold people accountable
 - b. Stand up for your peers who have difficulty standing up for themselves
7. **Strive to understand where other people are coming from - Be empathetic**
8. **Take responsibility for your actions and words**
 - a. Apologize if you've hurt someone - admit when you're wrong
9. **Make a positive impact on the people and environment around you**
 - a. Do not actively or passively participate in bullying, harassment, threats, or intimidation
 - b. Do not use language that is offensive or abusive towards others
10. **Resolve conflict peacefully**
 - a. Use non-confrontational dialogue
 - b. Use a neutral, third party to help facilitate resolution

To ensure that ALL members of ASTI are supported in becoming full participants in our positive community, we do hereby establish the following set of consequences for any violations of the ASTI Constitution. These consequences may be applied in escalating order or on an incident-specific basis as determined by the community.

1. Verbal warning by staff member and direct apology
2. Call Home
3. Meeting with principal, staff, and other involved parties
4. Formal letter of apology to affected individual(s) and/or community
5. Conference with parent/guardian
6. Detention with assigned school service
7. Educational assignment about specific behavioral issue (essay, project)
8. Loss of privileges (school activities)
9. Suspension (on site or home)
10. Expulsion

This document was created by the 9th and 10th grade classes during the 2009-10 school year. All agreements and consequences were proposed by students and validated by staff.

ASTI 憲章

我們 ASTI 社區，以維持一個支援性的、積極的和相互尊重的教學/學習環境，特此做建立此 ASTI 科學和技術研究學院的憲章。

1. **說話或行事之前先思索**
 - a. 考慮你的行動或單詞將會如何影響其他人
2. **接納 - 不排除**
 - a. 開放和願意接受別人的想法和他們的體驗
3. **接納別人的獨特性**
 - a. 不歧視種族、宗教、性別、性取向、年齡、階級、語言、文化、或任何其他個人特徵
4. **建立相互信任和尊重**
 - a. 由您開始停止說閒話 - 不要傳達假設的謠言
 - b. 遵守保密規定 - 無論在學術和社交生活
5. **假定積極的意圖**
 - a. 總要聽各方面的問題然後才作行動
 - b. 直接與當事人說話- 不要在他們背後說他們
6. **為自己和他人發言**
 - a. 確定欺凌 / 騷擾源頭是誰，並追究責任
 - b. 為有困難堅定的同伴站起來
7. **努力去理解其他人的背境，予以設身體諒**
8. **為你的言行操作負責**
 - a. 如果你傷害了別人，必須道歉 - 當你做錯了必須要承認
9. **積極影響你周圍的人和環境**
 - a. 不主動做或被動地參與欺凌、騷擾、威脅、或恐嚇的事
 - b. 不要使用具有攻擊性或對他人侮辱性的語言
10. **和平解決衝突**
 - a. 使用非對抗性的對話
 - b. 使用一個中立的仲裁人協力幫助促進解決

為了確保所有 ASTI 成員都成為我們社區積極參與支持者，我們特此建立以下違反任何 ASTI 憲法行為的懲戒處分。這些後果將會順序升級或基於事故的情度，而由社區依據確定特定應用這些後果。

1. 工作人員的口頭警告，和需要直接的道歉
2. 致電話家裡
3. 與校長、工作人員、及其他有關各方舉行會議
4. 正式致歉意書信給受影響的個人和/或社區團體
5. 與家長 / 監護人會議
6. 留堂與指派的學校服務令
7. 教育工作分配有關特定行為論點 (文章，專案篇)
8. 損失特權 (學校活動)
9. 停學 (在學校或家裡)
10. 開除學藉

**The ASTI Dress code has been developed by students, parents/guardians, and staff and is in effect at all times on ASTI campus. This includes before school, during lunch, during passing periods, and after school.

Top:

- ✓ All 9th/10th grade students must wear a standard polo shirt at all times while on ASTI campus.
 - SSC-approved ASTI apparel items may be worn in lieu of a polo shirt.
- ✓ Tops must cover the torso, including midriff, lower back, and shoulders.
- ✓ Shirts must be opaque (no see-through, transparent, or mesh tops that reveal skin/undergarments).
- ✓ Long/baggy shirts must be tucked in.
- ✓ No plunging necklines

Bottom:

- ✓ All students must wear appropriate pants/shorts/skirts.
 - Shorts and skirts must be long enough to extend past the fingertips.
 - Pants, shorts, skirts and other 'bottoms' must be worn at the waist - no 'sagging.'
 - If pants or shorts cannot stay up on their own, students must wear a belt or suspenders.

General:

- ✓ Any logos must be appropriate for school: No profanity, drug/alcohol promotion, violent or weapons-related imagery, or lewd themes.
- ✓ No large holes, tears, markings, or decorations on pants.
- ✓ All hats and hoods must be removed when in the classroom or during official school events both on and off campus. (Exceptions: Head coverings for religious purposes)
- ✓ All students must wear close-toed shoes.

Accountability:

If a student chooses not to follow one or more of the stated dress code policies, they will be directed to the office. Here they will check-in with Ms. Krasky to have the incident recorded in Aeries (student records system) and call their parent/guardian .

Consequences for choosing not to follow one or more of the stated dress code policies are as follows:

- 1st violation: Warning
- 2nd violation: 2nd Warning
- 3rd violation: Principal phone conference with parent/guardian
- 4th violation: Assigned low priority in lottery-based lists including course registration
- 5th violation: Ineligibility for school activities including school-organized extracurriculars* and graduation ceremonies

*'Extracurriculars' includes events such as dances, movie nights, and other school-sponsored events. It also includes trips/travel and activities organized by clubs or organizations on campus.

Students who repeatedly choose not to follow one or more of the stated dress code policies may also be removed from leadership positions in which they represent their peers and the school at large. This includes positions as Teaching Assistants (TAs).

ASTI 服裝規範

**ASTI 服裝規範是由學生，家長 / 監護人，和工作人員所制定及現時正在校內實行中。這包括在上課之前，在午餐期間，轉堂期間，和放學後。

上衣:

- ✓ 所有學生必須都穿 ASTI 核准的 polo 衫或純色的與 ASTI 相似風格的 polo 衫。
- ✓ T-恤不可以穿在 ASTI polo 衫外面。
- ✓ 例外情況包括：
 - 體育 - 體育老師指定所需的服裝。
 - 阿拉米達大學
 - **當指定的**課餘活動、旅行和校外活動時。
- ✓ 鬆垮長襯衫，必須夾藏衫尾進褲子內
- ✓ 不可顯露腹部或後背部。

下衣:

- ✓ 所有學生必須穿適當的裙子 / 褲子 / 短褲。
 - 短褲和裙子必須延長過手指尖。
 - 褲、短褲、短裙和其他下衣物必須穿在腰間不可以鬆弛。
 - 如果褲或短褲是鬆弛的，學生必須穿皮帶或吊帶。
- ✓ 不可以有大洞、撕裂、標記或在褲子上有裝飾品。
- ✓ 所有學生必須都穿閉密趾鞋的高跟鞋或有綁帶的鞋。

一般性:

- ✓ 任何徽標必須是合適學校：不可以有褻瀆、推廣藥物 / 酒精，暴力或與武器相關的圖像，或淫穢的主題。
- ✓ 在教室裡或在校園內或校外正式活動，必須除去所有的帽子和頭罩。
(例外情況：宗教目的頭巾或頭罩)

理據:

作為早期大學高中，ASTI 採用的核心理念，絕不能低估我們的學生和他們的潛力。ASTI 不僅持有對學生學術的更高期望，

ASTI 還持有對學生出勤和服裝方面也有更高的標準。學生和家長 / 監護人代表協助建立以上提供的 ASTI 服裝規範。我們相信尊重和適當的衣服標準，有助於建立和保持一個積極的學校社區。

對違反行為的處分:

ASTI 的服裝是早期大學程式文化及期望的一個重要部分。我們希望我們的學校是教學和學習的焦點及服裝是最適當的高中和大學的園地。我們制訂了一系列的違反服裝規範的處分，將幫助傳達保持服裝作為一個社區的重要性。

若學生選擇違反服裝規定，每次他們違規將錄得並輸入到資料庫。由於這些積累，學生將接受以下的處分：

1. 一次違反：警告
2. 兩次違反：扣除所有額外的分數、遲到通行證和其他的課堂獎勵。
3. 三次違反：損失參加校外活動的資格，包括舞會和電影欣賞夜。
4. 四次違反：'排行後面' ASTI 學生的大學課程註冊。
5. 五次違反：喪失資格參加畢業典禮。

學生可以任何時間'一個服裝規定違過：需連續 15 天無違反服裝規定。學生的服裝規範記錄將累積結轉至下一學年。

Honor Code

A. INTRODUCTION

As a staff, school, and community, we believe that academic integrity and honesty are two of the most important qualities of a successful student. It is imperative that we be able to trust each student to produce their own, original work to the best of their ability. Plagiarism, cheating and other dishonest academic practices undermine the ability of our program to function and we individually and collectively will not accept their presence in our community. Part of our purpose as a school is to support each student's development as an academic and nurture their sense of academic ethics and morality. The ASTI Honor Code outlines the responsibility we have towards ourselves and our community in upholding the highest standards of academic honesty.

B. PLEDGE TO UPHOLD THE ASTI HONOR CODE

As a member of Alameda Science and Technology Institute (ASTI), I will not participate in or tolerate academic dishonesty.

C. STUDENT RESPONSIBILITIES

Personal Academic Behavior

The pledge to uphold the ASTI Honor Code includes an understanding that a student's submitted work, graded or ungraded - examinations, draft copies, papers, homework assignments, etc. - must be his or her own. The following serves as a guide for helping students understand appropriate academic conduct:

1. All work submitted for a course must be a student's own work, unless otherwise approved by the instructor.
2. Students may not, without proper citation and approval of the instructor, submit work that has been copied, wholly or partially, from another student's paper, notebook, or exam. Nor may students without proper citation submit work which has been copied, wholly or partially, from a book, article, essay, newspaper, the internet or any other written or printed or media source whether or not the material in question is copyrighted.
3. Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for a course. Ideas from books and essays may be incorporated in students' work as starting points or themes, but in each case the source must be cited.
4. Any on-line materials students use to gather information for a paper are also governed by rules about plagiarism, so students need to cite electronic sources as well as printed and other sources.
5. A student may not turn in the same work for two or more different courses (from the same or different terms) unless each instructor involved has authorized students to do so in advance.
6. Students must be aware that honor code violations are not limited to the actions prohibited in the guidelines above. Any kind of dishonesty related to academics is a violation. Other examples of academic dishonesty, apart from giving or receiving unauthorized aid as described by the instructor in each course, include but are not limited to listing false reasons for taking a make-up examination, falsifying data and failing to take responsible action as required in the section entitled 'Responsible Actions.'

Working With Other Students

Working on material with other students is of great value, and the Honor Code is not intended to discourage such work. Unless it is forbidden by an instructor, students may work with other students on assignments and present ideas and even written work to their peers for comment and criticism. Each student, however, should be guided by the following:

1. If an instructor explicitly permits or forbids certain sorts of work with other students, such work is permissible or forbidden as the instructor indicates. An instructor's explicit guidelines take precedence in determining whether certain actions are permissible.

2. It is assumed that ideas and expressions in a submitted paper or report originate from the writer unless otherwise indicated. Consequently, if ideas or expressions in written work originate from another, whether the person is an author or fellow student, that source should be cited in an endnote or footnote. If an idea or form of words arises from the common effort of two or more students in conversation, this fact should be cited.
3. If a student is unclear about whether certain forms of consultation or common work are acceptable or what the standards for citation are, the student is responsible for consulting his or her instructor.

Responsible Actions

Each student, as an integral member of the academic community, must make the ethical and moral commitment not to act dishonestly and not to tolerate academic dishonesty on the part of other students. If aware of a likely Academic Code of Honor violation, a student must take responsible action.

If the conduct involves a personal violation of the Academic Code of Honor, the student shall report him or herself to the instructor of the course or to a member of the Honesty Committee of the department or college in which the course is taught.

If a student witnesses a violation of the honor code or otherwise has reason to believe that a violation has occurred, the student may use discretion to choose among several possible courses of action. These possible actions include:

1. Talking with anyone suspected of violating the Honor Code and urging the person to report himself or herself to the instructor or principal.
2. Discussing the observed action(s) with the instructor of the course, not naming those involved, to obtain guidance and determine if, in fact, an observed act merits action under the Academic Code of Honor.
3. Reporting detection of possible dishonesty directly to the instructor of the course or principal.
4. Submitting a written report regarding possible dishonesty to the instructor or principal.

D. FACULTY RESPONSIBILITIES

Education of Faculty

1. All faculty are required to become aware of the policies and procedures as outlined in the Honor Code.

Communicating Standards to Students

1. Faculty are expected to explain the conditions under which students are to share their work, for example, outlines that can form the basis of an exam or paper, take-home exams, lab reports, and in-class examinations. Faculty should also offer guidelines when asking students to work in teams or groups, for example when inviting students to collaborate on problem sets, develop computer programs, and the like – either inside or outside of class.
2. Faculty are encouraged to distribute a handout with information about what constitutes plagiarism when assigning writing in their courses, keeping in mind that our goal is to teach students how to use and document sources appropriately. Learning to do so is part of a long on-going process.
3. In the event that students have not learned the conventions of documentation in early drafts of their work, faculty are encouraged to give students the opportunity to revise their work until any plagiarized material is eliminated.

Academic Environment

1. Each faculty member will strive to establish an environment in order to evaluate students in a fair and reasonable manner. The purpose of the Honor Code is not to test the students' ability to perform in a highly competitive and stressful environment, but to help them develop as academics.

2. Both students and faculty share in responsibility for maintaining the above 'fair and reasonable' learning environment. Faculty members must be present in classrooms during all learning activities, fostering an environment which does not create opportunities for dishonest action.

Responsible Actions

1. Anyone with the responsibility to teach or assist in a course will not tolerate dishonesty.
2. If aware of a situation in which dishonest behavior may have occurred, faculty must take the following actions:
 - i. Discuss the situation with the student(s) suspected of violating the Honor Code. If this discussion results in the decision that the initial suspicion was unjustified, no additional action need be taken. If there is still a reason to suspect dishonesty, regardless of the intent or severity, the instructor must inform the principal and counselor of the incident and assist in arranging appropriate follow-up with the student, parents/guardians, and administration.

E. PROCEDURES FOR RESPONDING TO AN ALLEGED VIOLATION OF THE HONOR CODE

1. Following notification from an instructor of an alleged violation of the Honor Code the principal and/or counselor will meet with the student(s) suspected of violating the code. If at this time it is decided that the initial suspicion was unjustified, no additional action will be taken. If there is a confirmation of dishonesty:
2. The principal and/or counselor will arrange a meeting with the parent(s)/guardian(s) of the student(s) who have violated the Honor Code, the student(s), and the instructor. At this meeting the parent(s)/guardian(s) of the student(s) suspected will be provided the facts of the situation and:
3. The parent(s)/guardian(s) of the student(s) who have violated the Honor Code, the student(s), the instructor, and the administration will collectively agree upon consequences for the violation and:
4. The parent(s)/guardian(s) of the student(s) who have violated the Honor Code, the student(s), the instructor, and the administration will collectively complete and sign an ASTI Honor Code Contract detailing consequences for any future violations of the Honor Code.

Frequently Asked Questions

What constitutes copying?

- The reproduction of the exact or very similar wording and/or program logic of another and submitting the paper/program as one's own work.

What constitutes unpermitted collaboration?

- Copying solutions from others; Discussion of strategies to such an extent that you and your collaborator submit exactly the same solution. Use of solutions posted to websites, such as at other schools; writing words, performing calculations, or creating any product for someone else.
- In laboratory assignments students submitting work (including work on protocols, problems sets, and lab reports) that is identical or very similar to your partner's work, either in organization or structure, is a violation of the Honor Code.

What constitutes plagiarism?

- For purposes of the ASTI Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).

What constitutes representing as one's own work the work of another?

- Inserting a portion of an essay or program logic that you found on the Internet and/or another source into your paper and submits the paper as one's own work.

A. 介紹

作為工作人員、學校及社區，我們相信學術上的廉潔和誠信，是一個成功學生需具備最重要的兩個素質。我們能夠相信每個學生展示他們自己盡其所能的工作。抄襲、作弊和其他不正當學術做法而損害我們計劃功能的操作，不論是我們個人及團體都不會接受他們出現在我們的社會。我們學校計劃目的之一是支持每個學生的發展，並培養他們的學術倫理和道德觀念。ASTI“正直規則”概述了我們自己要保持我們最高標準的學術誠信及社會的責任。

B. 承諾堅持 ASTI “正直規則”

作為阿拉米達科學及技術研究所 (ASTI) 的成員，我不會參與或容忍學術不誠實的行為。

C. 學生的責任

個人學術行為

ASTI “正直規則” 維護承諾包括瞭解學生的提交作業，有記分數或不記分數的 - 考試、草稿、論文、作業等，

必須是他或她自己所做的。以下的指南，是幫助學生認識適當的學術行為：

7. 所有課程提交的作業，必須是學生自己的工作，除非獲得教師批准。
8. 學生不可以提交沒有正確引證及教師所批准的作業，不可以提交複製的作業，全部或部分從另一名學生的論文、筆記本、或考試卷。學生也不可以提交任何已經複製而沒有正確引證的，全部或部分的，書本、文章、筆記、報紙、互聯網或任何其他書寫或印刷媒體而受版權保護的工作材料。
9. 任何書寫或列印材料未經確認的釋義，作業是不可以提交。從書籍及文章的思想可以列入學生的作業作為起始點或主題，但在每個情況下必須引源。
10. 學生使用任何網上收集的資訊也受抄襲他人作品規則，所以學生要示出電子資料之來源以及印刷和其他的來源。
11. 學生不可提交同樣的作業給兩個或多個不同的課程(相同或不同的學期)除非學生事先得到每個教師授權這樣做。
12. 學生必須意識到，“正直規則” 違法行為並不限於上述準則所禁止的操作。任何一種在學術不誠實相關的行為就是違法。其他學術不誠實行為的例子，除了每個課程導師給予或接受未經授權的援助，包括但不限於虛假理由來取得的補考、偽造資料和不採取負責任的行動，及列出在規定章節的“負責任的行動”中。

與其他的學生工作

與其他學生一起工作是很有價值，“正直規則”不是要阻止這樣工作。除非是教師禁止，學生是可以分配工作

甚至是書寫的作業和介紹自己的想法、及讓同伴批評及發表意見。但是每個學生，應遵循以下規則：

4. 如果教師明確地允許 (或禁止) 某些種類與其他學生一起工作，這種工作是允許 (或禁止) 在於教師指示。教師清晰指引的指示是優先確定是否允許某些操作。

5. 假定想法和提交的作業或報告是源於作者的手筆，除非另有註明外。因此，如果理念或書面作業是來自另一個人，該人是否作者或其他同學，該來源應引在註腳或章節附註。如果兩個或更多學生共同努力的想法，或文字詞句、或從對話中引起的討論，都應該附註事實。
6. 如果一個學生是不清楚有關某些形式或共同工作的作業、是否可以被接受或引文的標準是什麼，學生負責諮詢他或她的教師。

採取負責任的行動

每一個學生都是學術整體的一部分，作為組的成員也為者其他學生，必須承諾不可採取在學術上有任何不誠實的行動，作出不誠信，不倫理和不道德的事。如果意識到可能在學術上有違反“正直規則”的，學生必須為違反的行動負責任。

如果該行為涉及個人違反學術“正直規則”，學生應當報告給他或她課程的教師、或部門或大學課程的誠信委員會的成員。

如果學生目擊有人違反了“正直規則”或有理由相信已發生了違法，學生可以選擇使用行動。這些行動包括：

5. 知道任何人涉嫌侵犯行為守則，並敦促他或她向教師或校長舉報自己。
6. 與課程的導師討論觀察到的行為、可用匿名方式而不提及有關人仕的姓名，確定獲取指導，事實上，遵守了“正直規則”的功績行動。
7. 直接向課程的導師或校長報告可能有不誠實的行為。
8. 提交一份書面的報告給教師或校長關於可能有不誠實的行為。

教師責任

全院教師的教育

2. 所有教職員都必須知道“正直規則”中所述的政策和程序。

與學生通訊的標準

4. 教職員必須解釋在如何情況下，學生可以進行分享他們的作業，例如，可以構成考試或論文大綱的基礎、帶回家的考試、實驗室報告和在課堂上的考試。教職員要求學生團隊或小組合作時，應提供指引，例如：邀請學生合作解決不同的問題時，編寫電腦程式，和在課堂內或課堂外的活動時。
5. 鼓勵教職員分發資訊課程時附加何謂抄襲的講義，請牢記我們的目標是教導學生如何使用檔文的來源。學習這樣做需要持續較長的時間。
6. 在學生還未學會怎樣在他們早期草稿作文獻的編集時，鼓勵教師讓學生有機會修改他們的作業，直至刪除任何抄襲的資料。

學術環境

3. 每位老師將努力建立以公平和合理的環境去評估學生。“正直規則”的目的不是在一個高度競爭和壓力的環境中測試學生的能力，而是要幫助他們在學術上發展。
4. 學生和教師有共同的責任去維護上述公平和合理的學習環境。所有在教室學習活動期間教職員必須出席、促進環境不能採取不誠實行動的機會了。

採取負責任的行動

3. 任何教師或協助課程的人有責任不能容忍不誠實的行為。
4. 如果知道可能發生任何不誠實行為的情況，教師必須採取以下行動：
 - i. 與涉嫌違反行為守則的學生討論情況。如果這次討論的結果，初步懷疑是不合理的決定，不需要採取任何其他行動。如果仍有理由懷疑不誠實的行為，無論意圖或嚴重的程度，教師必須告知校長和事件的輔導員及協助與學生、家長 / 監護人和行政管理員安排適當的後續行動。

D. 涉嫌違反“正直規則”的回應過程

5. 從教師涉嫌違法“正直規則”的通知後，校長及 / 或輔導員將會見涉嫌違反本守則的學生。若在此時決定，初步懷疑是不合理，則會不採取任何額外的行動。如果有不誠實的確認消息：
6. 校長及 / 或輔導員將安排與違法“正直規則”生的家長 / 監護人及教師舉行一次會議。懷疑違法學生的家長 / 監護人在這次會議將被提供真實的情況，並：
7. 違法行為守則學生的家長 / 監護人，教師及行政管理員將集體商定違反的後果和：
8. 違法行為守則學生的家長 / 監護人，教師及行政管理員將集體填妥並簽署 ASTI “正直規則”合約，詳細說明未來違反“正直規則”的後果。

常見的問題

什麼是複製？

- 複製完全相同或十分類似的辭詞和 / 或另一個計劃的邏輯並提交他人的論文 / 計劃作為自己的工作。

什麼是不允許的協作？

- 拿其他人的方案複製作解決；您和您的合作夥伴提交相同的解決方案策略。使用網站解決方案，如在其他學校；書寫文字、執行計算，或為其他人創建的任何產品。
- 在實驗室工作分配學生提交工作 (包括工作協定、問題組合和實驗室報告) 就是相同或類似您的合作夥伴的工作，不論在組織或結構，都是違法“正直規則”。

什麼是抄襲？

- ASTI 的“正直規則”抄襲的定義為，使用他人的原作品，無論這組工作是代碼、公式、意見、語言，研究、策略、寫作或其他表格。而不給於作者適當合理的功勞或感謝。
-

什麼是使用他人的工作作為自己的工作？

- 加插您在互聯網和 / 或另一篇文章或計劃的邏輯的一部分放到你的論文，並將提交作為自己的論文。

來源:

聖母大學的“正直規則”，聖母大學 (University of Notre Dame) 學術理事會的學術“正直規則”
斯坦福大學“正直規則”，斯坦福大學 (Stanford University) 司法事務辦公室

District Anti-Harassment Policy

Board of Education Code of Conduct

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" below:

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

Bullying/Cyberbullying The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Hate-Motivated Behavior The Board of Education affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

ASTI Behavioral Expectations and Disciplinary Consequences

Our goal as educators is to work closely and collaboratively with ASTI students and parents/guardians to guarantee a respectful, safe and secure learning environment for all. In order to create and support a learning community at ASTI where every student can succeed in rigorous and accelerated college preparatory coursework, it is necessary to uphold high standards with regard to school expectations and consequences for failure to meet those standards. To ensure all students succeed in an Early College High School, each and every student is held to higher standards in achievement, behavior and dress.

It is the responsibility of the student and the parent/guardian to work with teachers to ensure student behavior does not become an impediment to academic progress for the student or for his/her peers. Because ASTI is a school of choice, students who do not live up to ASTI's higher standards may be asked to leave the ASTI school community. ASTI expects parents/guardians to cooperate with school staff to help hold students accountable for their personal behavior. Some consequences are outlined below. Consequences for other infractions are covered by California Education Code and AUSD District Policy.

Tardiness and Truancy

Students are expected to be punctual and on time, each and every day. No exceptions.
Students are expected to come to every class, each and every day. No exceptions.

If a student is truant and fails to provide a note from the parent/guardian excusing the absence, ASTI staff and administration will enforce disciplinary consequences, ranging from detention or community service to suspension. Because student attendance and participation is crucial to the learning of all, truancy is considered a serious impediment to expectations of an Early College High School and can result in dismissal from ASTI.

Electronic devices

ASTI considers personal electronics (such as video games, CD/DVD players, iPods, etc.) to be a distraction from the learning environment. California Education Code states that students are allowed to bring cell phones to school, but they must remain silenced and kept out of sight unless needed for outgoing emergency calls. Students who disrupt the learning environment with electronic devices or cell phones will have those items confiscated by any teacher who discovers their use. A first confiscation will result in a warning and return of the item at the end of the school day. A second confiscation will require a parent/guardian to retrieve the device. Any other disruptive use of electronic devices may result in parent/guardian conferences or other disciplinary action as determined by the administration. Parents are encouraged to call the school directly if necessary.

ASTI Non-Negotiables

The following are examples of unacceptable behaviors/actions for Early College High School Students. Students engaging in such behaviors/actions will experience disciplinary consequences up to and including expulsion.

- 15 days of absences (excused or unexcused) in a school year. Regular attendance is essential for academic success due to ASTI's rigorous and accelerated program.
- Any graffiti or vandalism of ASTI, AUSD or College of Alameda property.
- Any form of harassment of ASTI or College of Alameda students and/or staff.
- Failure of three or more classes at the end of the semester grading period.
- Suspension for three or more school days during the academic year.
- Any act of robbery, extortion or any manipulation to take advantage of anyone.
- Any use of intimidation, force or violence upon any other individual.
- Possession, sale or use of any alcohol, drug or drug paraphernalia.
- Possession of any weapons, knives, explosives or firearms.
- Repeated incidents of plagiarism, cheating or any other academic dishonesty.

ATTENDANCE

Parents—In order to avoid truancy notifications, remember to call 510-748-4021 or email Ms. Krasky ckrasky@alameda.k12.ca.us whenever your student is absent.

Attendance—ASTI follows AUSD policies & procedures, including but not limited to:

Excused Absences

A student's absence shall be excused for the following reasons:

- Personal illness
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometrical, or chiropractic appointment
- Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.

Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to:

- Appearance in court
- Attendance at a funeral service
- Observation of a holiday or ceremony of his/her religion
- Attendance at religious retreats not to exceed four hours per semester
- Attendance at an employment conference
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- Service as a member of a precinct board for an election
- Participation in religious exercises or to receive moral and religious instruction in accordance with district policy

a. In such instances, the student shall attend at least the minimum school day.

b. The student shall be excused for this purpose on no more than four days per school month.

When a student has had 14 absences in the school year for illness, any further absences for illness shall be verified by a physician.

Truancy

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.

Upon his/her third truancy within the same school year, a student shall be classified as a **habitual truant**. Students who are habitual truants, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a **school attendance review board**.

Upon making a referral to a school attendance review board or the probation department, the principal shall provide the student and parent/guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral.

Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court.

Withdrawal from Classes A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise determined by the principal or designee due to extenuating circumstances.

Junior / Senior Expectations

Alameda Science and Technology Institute

Juniors and seniors serve an integral role at ASTI. They are role models, leaders, and community members. As such, expectations of ASTI juniors and seniors increase. Failure to meet these expectations will result in appropriate reprimands and may lead to expulsion.

ASTI upperclassmen must meet, at minimum, the following expectations:

1. **COA coursework:** All juniors and seniors should take, at minimum, three COA courses a semester, for a total minimum of 9 units. Any student who intends to enroll in less than 9 units should speak with the counselor.
2. **College Conduct:** In college classes, students are expected to behave in a professional, academic manner that reflects positively on themselves and ASTI.
3. **Safety:** The expectation ASTI students will exercise good judgment regarding safety and behavior at all times whether on the ASTI campus, on Peralta campuses, or in transit between campuses. Drive cautiously and defensively; fasten your seatbelt and do NOT ride on top of cars in the parking lot or anywhere else. Use crosswalks and signal lights when crossing streets. Stay out of the maintenance driveway adjacent to ASTI, and be alert to bicycles and maintenance vans as you cross the COA campus. Do not loiter or engage in horseplay in stairwells or on the C/D building roof. Use caution when riding bikes or skateboards on the COA campus. Do not go swimming at nearby pools. Consumption of drugs, tobacco or alcohol is prohibited.
4. **Adding/Dropping COA Classes:** All students must gain approval from the counselor before adding OR dropping a college class. As a general rule, dropping classes is not recommended.
Dropping without permission: If you drop a class without the counselor's permission, you may be responsible for compensating ASTI for the cost of the book/materials if they are not returnable for a full refund.
5. **Schedule Changes:** Any scheduling changes must be communicated to the counselor and all impacted teachers. Failure to do so may result in a failing grade in ASTI coursework.
6. **Books:** Each junior and senior will be allocated funds for college texts. However, students should first check the ASTI library to see if a text is available. If a student purchases a new book, that book is the property of ASTI. They should not be marked or highlighted. At the end of each semester, every book must be returned to the ASTI library. If a book is not returned, the student must pay the balance; otherwise, that student will not be allocated any future funds.
7. **Attendance and Tardiness:** All students are required to attend all COA and ASTI courses on time. ASTI and COA have dedicated many resources to the early college experience; failure to attend class is a gross violation of trust and a waste of these resources.
8. **Physical Presence:** All students are required to remain on ASTI campus during their school day. When not in an ASTI seminar or COA class students should find a location to study on the ASTI or COA campus.
9. **Workshops/meetings:** If there is a junior/senior workshop or meeting, such as SAT prep or college information night, every student is required to attend. Students must tell the appropriate teacher if there is a scheduling conflict.
10. **Dress code:** On campus, ALL students, including juniors and seniors, must be in dress code.
11. **Cell Phones/Electronic devices:** All cell phones and electronic devices are not allowed in class. Upperclassmen who violate this policy will be subject to the same ASTI consequences as lowerclassmen.
12. **Eating in class:** Unless approved by the instructor, ASTI students are not allowed to eat in ASTI classrooms. Purchasing lunch and eating it during class hours is not acceptable.
13. **General attitude:** Upperclassmen are expected to be courteous in class. A positive, productive, professional attitude must be maintained with all students and staff on campus. As stated above, juniors and seniors are the leaders of ASTI and should act accordingly.

ASTI faculty and staff afford its upperclassmen a great deal of freedom because they trust that the above expectations will be met. Abuse of this freedom will lead to a loss of trust and appropriate consequences.

Freshmen/Sophomore Expectations

Alameda Science and Technology Institute

Freshmen and Sophomores take on the challenges of academic rigor at ASTI; this self-reliance and independence bring added personal responsibility. As such, expectations of ASTI freshmen and sophomores are high. Failure to meet these expectations will result in appropriate reprimands and may lead to expulsion.

ASTI lowerclassmen must meet, at minimum, the following expectations:

1. **College Conduct:** On the College of Alameda (COA) campus, students are expected to behave in a professional, academic manner that reflects positively on themselves and ASTI. This includes picking up litter, sitting in designated eating areas rather than outside classrooms, and listening to COA employees when given instructions regarding COA behavior and policies.
2. **Safety:** ASTI students need to observe common sense and safe behavior at all times whether on the ASTI campus, on the COA campus, or nearby for open-campus lunch. Use crosswalks and signal lights when crossing streets. Stay out of the maintenance driveway adjacent to ASTI, and be alert to bicycles and maintenance vans as you cross the COA campus. Do not loiter or engage in horseplay in stairwells or on the C/D building roof. Use caution when riding bikes or skateboards on the COA campus. Do not go swimming at nearby pools. Consumption of drugs, tobacco or alcohol is prohibited.
3. **Lunch:** Like other AUSD high schools, ASTI has an open campus at lunch; the expectation is that you will exercise good judgment regarding safety and behavior during lunch and devote the time to eating a healthy lunch.
4. **Books:** Teachers will check out textbooks for ASTI classes. If a student loses or damages an ASTI textbook, he/she is responsible for either paying for it or for replacing it. Lost/damaged books may be replaced with "Like New" or better condition books.
5. **Attendance and Tardiness:** All students are required to attend all ASTI courses on time. ASTI has dedicated many resources to the early college experience; failure to attend class is a gross violation of trust and a waste of these resources.
6. **Physical Presence:** All students are required to remain on ASTI campus during their school day; students may not leave the ASTI campus during 3-minute passing periods.
7. **Workshops/meetings:** If there is a freshmen/sophomore workshop or meeting, such as SAT prep or college information night, every student is required to attend. Students must tell the appropriate teacher if there is a scheduling conflict.
8. **Dress code:** On campus, ALL students must be in dress code.
9. **Cell Phones/Electronic devices:** All cell phones and electronic devices are not allowed in class.
10. **Eating in class:** Unless approved by the instructor, ASTI students are not allowed to eat in ASTI classrooms. Purchasing lunch and eating it during class hours is not acceptable.
11. **General attitude:** ASTI students are expected to be courteous in class. A positive, productive, professional attitude must be maintained with all students and staff on campus.

ASTI faculty and staff afford its lowerclassmen a great deal of freedom because they trust that the above expectations will be met. Abuse of this freedom will lead to a loss of trust and appropriate consequences.

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. As a PBIS participant along with all other AUSD schools, ASTI is developing schoolwide, systematic approaches to support student wellbeing and foster a positive school climate. The core of PBIS for any school is a set of school behavioral expectations; these expectations are detailed for different areas of the campus. To coordinate with the ASTI mascot, a Phoenix rising from the ashes, ASTI behavioral expectations form the acronym RISE; 2016-17 will feature the start of RISE awards to students in acknowledgement of positive behavior. Our expectations matrix is still in development; here are the drafted components in place to date:

REFLECTIVE:

- Prepared with all materials
- Attentive
- Engaged in classroom activities & discussions
- Open to growth
- Participate appropriately
- Care for plants in quad and garden
- Appropriate voice modulation
- Mindful of athletic differences

INTEGRITY-FOCUSED:

- Original work
- Maintain positive attitude
- Focus on learning
- Clean up after self and throw trash away
- Recycle and compost waste

SAFE:

- Know emergency procedures and follow safety guidelines
- Follow science classroom procedures
- Keep bodies to yourself
- Secure all valuables
- Stay off skateboards and bicycles
- Avoid driveway and traffic areas
- Appropriate activities in appropriate places
- Keep stairway clear
- Follow all PE safety procedures
- Secure belongings in locked locker
- Wear athletic footwear
- Bring hats and sunblock
- Wear bike helmets
- Eat healthy & hydrate
- Appropriate precautions in online community

EMPATHETIC

- Respectful of differences
- Listen actively
- Respectful of different learning styles
- Contribute to positive group interactions
- Be proactive in peer relationship building
- Encourage effort and participation from all classmates
- Practice cyber responsibility

ASTI's Environmental and Sustainability Framework

Campus

ASTI strives to keep our campus environment healthy and to minimize our carbon footprint on the world by adopting green policies and practices. These include:

- Encourage correct recycling and composting of waste.
- A no-idling policy for waiting vehicles to improve our local air quality
- Providing a school garden as a backdrop for environmental education
- Supplying bicycle racks to encourage clean transportation to and from school

Classrooms

Teachers and staff actively work towards keeping our classrooms environmentally friendly by

- Adopting asthma-safe cleaning products and methods in classrooms
- Purchasing alternate green products when fiscally possible
- Looking at ways to reduce use of paper and supplies
 - Using refillable dry erase pens
 - Using online technology for worksheet distribution
- Encourage reuse
 - Using both sides of paper
 - Buying rechargeable batteries instead of disposable ones
- Encourage correct recycling and composting of waste.

Curriculum

ASTI takes an integrated approach to environmental literacy. Students are exposed to environmental concepts and issues through a variety of pathways including community engagement, collaboration, and service components. Our program aims to address all facets of sustainability and to provide students with a holistic understanding of environmentalism and the ability to view actions and issues through an environmental lens. ASTI's teachers aim to achieve this by

- weaving ecoliteracy principles and sustainability topics/issues and themes throughout subject areas.
- teaching Environment Initiative (EEL) modules in appropriate subjects.
- collaborating with other schools and sharing of best practices.
- adopting green technologies when fiscally possible.

Community

Student opportunities for environmental and sustainability learning experiences outside of school are promoted through clubs, community partnerships, environmental excursions, research, and interactive projects by

- Maintaining partnership with local green nonprofits to provide students with volunteer opportunities, education, and/or internships. These include:
 - Stopwaste www.stopwaste.org
 - CASA Community Action for a Sustainable Alameda www.casa-alameda.org
 - Alameda Point Collaborative www.apcollaborative.org
 - Green Festival Expo in San Francisco www.greenfestivals.org
 - Ploughshares Nursery and Farm www.ploughsharesnursery.com
- Encourage students to be stewards of earth on field trips and student events.
- Taking these principles beyond the classroom into future living and workspaces.

**Meeting High School and College Requirements at COA
2016-17**

Subject	HIGH SCHOOL	UC / CSU	IGETC	AA
A. History / Social Science	3 years of History 1. MW History (ASTI) 2. US History (ASTI) 3. American Government (Political Science 1) 4. Economics (ASTI)	2 years of History See High School Requirements	Area 4: Social and Behavioral Sciences (3 sem) 1. Political Science 1 2. Any other Area 4 class 3. Any other Area 4 class	Area 2: Social and Behavioral Science (1 sem) Political Science 1
B. English	4 years of English 1. English 9 (ASTI) 2. English 10 (ASTI) 3. English 201A OR 1A 4. English 201B, 1A, OR 5	4 years of English See High School Requirements English 1A (COA) English 5 (COA)	Area 1: English Communication (UC: 2 sem of English CSU: 3 sem of English) 1. English 1A 2. English 5 (3. Comm 1A: CSU Only)	Area 4: Language and Rationality (4 sem) 4a. English Composition English 1A, 1B, OR 5 4d. Oral or Written Comm. or Literature Comm 1A OR 1B, English 1A, 1B, OR 5
C. Math	2 years of Math 1. Geometry (ASTI) 2. Algebra 2 (ASTI) 3. PreCal (ASTI) 4. Calculus (ASTI)	3 years of Math, 4 Rec. See HS Requirements 1. Stats OR Trig 2. Pre-calculus w/ Geo 3. Calculus 1 (COA science may have math prerequisite.)	Area 2: Math Concepts and Reasoning (1 sem) 1. Precalculus w/Geometry or HIGHER (Math 2 or HIGHER)	Area 4: Language and Rationality (4 sem) 4b: Mathematics See IGETC Requirements
D. Lab Science	2 years of Science <i>Biological Science</i> 1. Biology (ASTI) <i>Physical Science</i> 1. Physics (ASTI)	2 years of Biological and Physical Lab Science required, 3 Rec. See HS Requirements Chemistry 30A (COA) Chemistry 50 (COA) Chemistry 1A (COA) <i>*All must include lab ASTI strongly encourages a 4th year of science, esp. for engineering/pre-med students.</i>	Area 5: Physical and Biological Science (2 sem *) 1. <i>Physical Science:</i> Chem 1A(L) or Chem 30A (L), Physics 4A 2. <i>Biological Science:</i> Anthro 1/1L, Bio 1A(L) or Bio 1B(L), Bio 10(L) <i>*at least 1 must include lab</i>	Area 1: Natural Science (1 sem) See IGETC Requirements

E. Foreign Language	<p><i>2 years of Foreign Language OR Art</i> FOREIGN LANGUAGE: 1. Spanish 1 (ASTI) 2. Spanish 2 (ASTI) 3. Spanish 3 (ASTI)</p>	<p><i>2 years of Foreign Language, 3 Rec.</i> See High School Requirement</p>	<p><i>Area 3: Arts and Humanities (3 sem *)</i> ART: 1. Art 1, 2, 3, OR 4 2. Music 9, 10, 15A, OR 15B</p>	<p><i>Area 3: Arts/Humanities (1 sem)</i> See IGETC Requirements</p>
F. Visual and Performing Arts	<p>ART: 1. Art 1 2. Music 1A 3. Music 15A or 15 B</p>	<p><i>1 year Visual and Performing Arts</i> See High School Requirement</p>	<p>HUMANITIES: 1. Chin 10B, 11A, OR 11B 2. English 1B 3. French 1B 4. German 1B 5. Humanities 1, 2, OR 3 6. Spanish 1B 7. Vietnamese 2A or 2B 8. Philosophy 1 or 2</p>	<p>Area 5: Ethnic Studies (1 sem) Afro-Am 5, Anthro 14, Asian-Am 45A or 45B, History 17, Sociology 5, Music 15A OR 15B, Psych 18</p>
G. Electives	<p><i>7 years of Electives</i> 1. Current Life Issues (ASTI) 2. ALL other Junior and Senior ASTI classes</p>	<p><i>1 year of College Prep Elective</i> Any "A-G" approved COA course</p>		<p><i>Area 4: Language and Rationality (4 sem)</i> 4c. Computer Literacy: MOST Computer Info Systems classes over 1 unit</p>

COA and ASTI Two Year Plan

Name: _____ COA SID: _____ ASTI SID: _____
 ASTI Ed Goal: _____ Future Goal(s): _____

College Courses taken before Junior year:

- | | |
|----------------|----------------|
| 1. _____ Units | 5. _____ Units |
| 2. _____ Units | 6. _____ Units |
| 3. _____ Units | 7. _____ Units |
| 4. _____ Units | 8. _____ Units |

TOTAL UNITS EARNED: _____

YEAR	SUMMER	FALL	SPRING
COA	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ Total Units: ____ Other plans: _____ _____ _____	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ 4. _____ Units Grade: __ 5. _____ Units Grade: __ 6. _____ Units Grade: __ Total Units: ____	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ 4. _____ Units Grade: __ 5. _____ Units Grade: __ 6. _____ Units Grade: __ Total Units: ____
ASTI		1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
COA	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ Total Units: ____ Other plans: _____ _____ _____	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ 4. _____ Units Grade: __ 5. _____ Units Grade: __ 6. _____ Units Grade: __ Total Units: ____	1. _____ Units Grade: __ 2. _____ Units Grade: __ 3. _____ Units Grade: __ 4. _____ Units Grade: __ 5. _____ Units Grade: __ 6. _____ Units Grade: __ Total Units: ____
ASTI		1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

Parent/Guardian Signature: _____ Date: _____

COA and ASTI Sample Two Year Plan

Name: Oski Bear COA SID:12345678 ASTI SID:12345

ASTI Ed Goal: IGETC (General Education for UC/CSU systems)

Future Goal(s): UC Berkeley Chancellor

College Courses taken before Junior year:

- | | |
|--|----------------|
| 1. <u>Art 1</u> _____ <u>3</u> Units | 5. _____ Units |
| 2. <u>Political Science 1</u> _____ <u>3</u> Units | 6. _____ Units |
| 3. <u>Communications 1A</u> _____ <u>3</u> Units | 7. _____ Units |
| 4. _____ Units | 8. _____ Units |

TOTAL UNITS EARNED: 9 units

YEAR	SUMMER	FALL	SPRING
COA	1. _____ _____ Units Grade: __ 2. _____ _____ Units Grade: __ 3. _____ _____ Units Grade: __ Total Units: _____ Other plans: _____ _____ _____	1. <u>English 1A</u> _____ <u>4</u> Units Grade: __ 2. <u>Chemistry 30A (Lab)</u> _____ <u>4</u> Units Grade: __ 3. <u>Other class</u> _____ <u>3</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>11</u> units	1. <u>English 5</u> _____ <u>3</u> Units Grade: __ 2. <u>Music 15A</u> _____ <u>3</u> Units Grade: __ 3. <u>Sociology 5</u> _____ <u>3</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>9</u> units
ASTI		1. <u>Spanish 2</u> 2. <u>Precalculus</u> 3. <u>Seminar</u>	1. <u>Spanish 2</u> 2. <u>Precalculus</u> 3. <u>Economics</u>
COA	1. _____ _____ Units Grade: __ 2. _____ _____ Units Grade: __ 3. _____ _____ Units Grade: __ Total Units: <u>3</u> units Other plans: <u>Summer internship</u> _____ _____	1. <u>Math 13 (Statistics)</u> _____ <u>4</u> Units Grade: __ 2. <u>Humanities 1</u> _____ <u>3</u> Units Grade: __ 3. <u>Other class</u> _____ <u>3-4</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>10-11</u> units	1. <u>Psychology 7B</u> _____ <u>3</u> Units Grade: __ 2. <u>Anthropology 1 (w/ lab)</u> _____ <u>4</u> Units Grade: __ 3. <u>Other class</u> _____ <u>3</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>10</u> units
ASTI		1. <u>Calculus</u> 2. <u>Current Life Issues</u> 3. <u>Spanish 3</u>	1. <u>Calculus</u> 2. <u>Seminar</u> 3. <u>Spanish 3</u>

COA and ASTI Sample Two Year Plan

Name: Oski Bear COA SID:12345678 ASTI SID:12345
 ASTI Ed Goal: IGETC & A.A. in Liberal Arts w/ emphasis in Arts & Humanities
 Future Goal(s): UC Berkeley Professor of Communications

College Courses taken before Junior year:

1. Art 1 3 Units 5. _____ Units
 2. Political Science 1 3 Units 6. _____ Units
 3. Communications 1A 3 Units 7. _____ Units
 4. _____ Units 8. _____ Units
 TOTAL UNITS EARNED: 9 units

YEAR	SUMMER	FALL	SPRING
COA	1. <u>Music 15A</u> <u>3</u> Units Grade: __ 2. <u>Sociology 5</u> <u>3</u> Units Grade: __ 3. _____ _____ Units Grade: __ Total Units: <u>6 units</u> Other plans: _____ _____ _____	1. <u>English 1A</u> <u>4</u> Units Grade: __ 2. <u>Chemistry 30A (Lab)</u> <u>4</u> Units Grade: __ 3. <u>Humanities 1</u> <u>3</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>11 units</u>	1. <u>English 5</u> <u>3</u> Units Grade: __ 2. <u>Math 13 (Statistics)</u> <u>4</u> Units Grade: __ 3. <u>Music 15 B</u> <u>3</u> Units Grade: __ 4. <u>Computer Info Systems 1</u> <u>1</u> Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>11 units</u>
ASTI		1. <u>Spanish 2</u> 2. <u>Precalculus</u> 3. <u>Seminar</u>	1. <u>Spanish 2</u> 2. <u>Precalculus</u> 3. <u>Economics</u>
COA	1. <u>Psychology 7B</u> <u>3</u> Units Grade: __ 2. _____ _____ Units Grade: __ 3. _____ _____ Units Grade: __ Total Units: <u>3 units</u> Other plans: <u>Summer internship</u> _____ _____	1. <u>French 1A</u> <u>5</u> Units Grade: __ 2. <u>Anthropology 1 (L)</u> <u>4</u> Units Grade: __ 3. _____ _____ Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>9 units</u>	1. <u>French 1B</u> <u>5</u> Units Grade: __ 2. <u>Art 4: History of Modern Art</u> <u>3</u> Units Grade: __ 3. <u>Humanities 2</u> <u>3</u> Units Grade: __ 4. _____ _____ Units Grade: __ 5. _____ _____ Units Grade: __ 6. _____ _____ Units Grade: __ Total Units: <u>11 units</u>
ASTI		1. <u>Calculus</u> 2. <u>Current Life Issues</u> 3. <u>Spanish 3</u>	1. <u>Calculus</u> 2. <u>Seminar</u> 3. <u>Spanish 3</u>

College Course Enrollment Timeline 11th and 12th grade years

Checkpoint	Date(s)
<p><i>College Assessment Exams</i></p> <ul style="list-style-type: none"> Take COMPASS test in English and Math Submit COMPASS results to ASTI counselor 	March of 10 th grade (ASTI arranges appointments)
<p><i>Planning</i></p> <ul style="list-style-type: none"> Consult 2 year plan for graduation status, UC A-G requirements, and AA/IGETC requirements Identify potential courses/sections in schedule of classes Meet with ASTI counselor with questions 	<p>October/November for Spring Enrollment</p> <p>March/April for Fall & Summer Enrollment</p>
<p><i>Complete ASTI/College Planning Documents</i></p> <ul style="list-style-type: none"> Complete concurrent enrollment form <ul style="list-style-type: none"> -Use pen! -Enter your personal information and all course information -Obtain parent/guardian signature -Submit form to counselor Complete ASTI Course Schedule Planners with course preference requests <ul style="list-style-type: none"> -Map out college courses with ASTI course schedule planner -Submit form to counselor; revise and resubmit to counselor if college courses change 	<p>November for Spring Enrollment</p> <p>April for Fall & Summer Enrollment</p> <p>*ASTI counselor will communicate specific deadlines with students and families</p>
<p><i>Register for classes</i></p> <ul style="list-style-type: none"> Bring approved concurrent enrollment form and COA ID to the Admissions & Records Office at the COA A Building 	<p>December for Spring Enrollment</p> <p>April for Fall and Summer Enrollment</p> <p>*ASTI counselor will communicate specific date as the enrollment date approaches</p>
<p><i>Complete BOGW Application (if student believes s/he may qualify)</i></p> <ul style="list-style-type: none"> Forms available with ASTI counselor Take completed BOGW application and copy of parent tax returns to College of Alameda Financial Aid Office 	As soon as enrolled in over 11.0 units
<p><i>Print and submit college schedule to counselor</i></p> <ul style="list-style-type: none"> College schedules may be printed at www.passport.peralta.edu College schedules must be resubmitted to counselor if courses change ASAP 	<p>December and April</p> <p>Ongoing if courses change</p>
<p><i>Enrolling in a full college course</i></p> <ul style="list-style-type: none"> High school students are not allowed on a waitlist Contact professor via email and in-person on first day of class to express interest in enrolling If space is available, obtain course add code from professor Take add code to Admissions & Records to enroll in course Attend all class meetings even if not enrolled Print and submit new college schedule to counselor 	As soon as student discovers desired course is full
<p><i>Last day to drop college courses <u>without</u> receiving a "W;" Last day to add regular session courses</i></p> <ul style="list-style-type: none"> Consult with ASTI counselor before adding or dropping <u>any</u> college course 	Check college course catalogue for specific date—generally around 2 nd or 3 rd week of college classes
<p><i>Last day to drop college courses <u>and</u> receive a "W"</i></p> <ul style="list-style-type: none"> Consult with ASTI counselor before adding or dropping <u>any</u> college course 	Check college course catalogue for specific date—generally around 6 th week into college courses
<p><i>Petition for AA Degree</i></p> <ul style="list-style-type: none"> Pick up AA petition at COA Counseling Office Schedule appointment with COA Counselor to file AA petition 	Spring of <u>12th grade year</u> —check college catalogue and consult ASTI counselor for specific deadline
<p><i>Print and submit Unofficial College Transcript to ASTI counselor</i></p> <ul style="list-style-type: none"> Final college course grades must be printed from www.passport.peralta.edu 	December/January and June—As soon as final semester grades post

COA Enrollment Policies, Fees, Textbooks, etc.

Per Unit Fees: Unit Caps & Policies

Alameda Science and Technology Institute (ASTI) encourages students to challenge themselves by pursuing a rigorous academic course load in preparation for admission and entrance to four year colleges and universities. ASTI students are able to take up to 11.0 units at the College of Alameda (COA) without any charge.

ASTI students are charged per unit fees for all units in which they are enrolled if they exceed 11.0 units in a semester. COA currently charges \$46 per semester unit. For example, a student enrolled in 13 semester units would be charged approximately \$598. ASTI cannot pay any per unit fees for students who enroll in over 11.0 units.

Intersession & Summer Courses: ASTI does NOT pay for Intersession and Summer courses—families are responsible for all fees and tuition incurred during Intersession and Summer terms.

Clipper Card: Students enrolled in 6 or more units will receive a Clipper Card. Clipper Cards are activated approximately 2 weeks after the start of college classes. If enrollment slips below 6 units, the Clipper Card will deactivate.

Passport: If you see fees on your account and are 100% certain you have not enrolled in more than 11.0 units, email Mrs. Corbally or Ms. Jurkovich a screenshot of your Passport fees page and a screenshot of your Peralta schedule; include your Peralta ID number in the email.

Students who enroll in over 11.0 units must acknowledge the following ASTI/COA policies:

- 1) ASTI cannot pay *any* portion of per unit fees for students enrolled in over 11.0 units, but ASTI does pay the regular student fees (health, transit, etc.) for **all** students in Spring and Fall.
- 2) Per unit fees may be paid in one of two ways:
 - a. Board of Governors Fee Waiver (BOGFW):
 - Eligibility is *not* guaranteed and must be determined by the COA Financial Aid Office. Students who wish to determine if they qualify for BOGFW (based on demonstrated financial need) may pick up a BOGFW form from the ASTI counselor, attach a copy of his/her parent's most recent tax returns, and visit the College of Alameda's Financial Aid Office. Students who qualify for BOGFW must have a family income that falls within the BOGFW designated income bracket. ASTI cannot determine if a student is BOGFW eligible; eligibility must be determined by COA's Financial Aid Office.
 - b. Out of pocket by the student/family.
- 3) Students with unpaid fees will accrue a hold on their Peralta accounts, inhibiting their ability to register for future courses or receive grades.
- 4) ASTI expects course completion without any "W's."

Students and parents/guardians agree to assume responsibility for fees accrued by taking over 11.0 units, and must pay for those fees. Students who qualify for BOG fee waivers may enroll in more than 11 units without incurring per unit fees, but parents/guardians must understand that BOG Fee Waiver eligibility is not guaranteed, and that final eligibility determination will be made by the COA Financial Aid office with completion of the BOGFW Application, a copy of parents' most recent tax return forms, and/or any other income verification required.

Enrolling In Over Four Classes or Over 15 Units

In order to ensure a balance of rigor and support, ASTI recommends that students take no more than four College of Alameda (COA) courses or more than 15 units per semester, particularly when these include a rigorous math and/or science course.

Colleges and universities reward students when they take demanding courses, but this should not be done at the expense of academic excellence. In addition, colleges and universities are looking for leadership and citizenship. Rather than focusing solely on coursework, ASTI prefers that its students combine academic achievement with extra-curricular activities that demonstrate depth and commitment.

Students who enroll in over four classes or over 15 units must acknowledge the following:

- ASTI expects course completion with no 'W's.
- ASTI cannot pay for all of the appropriate textbooks.
- ASTI cannot provide additional academic support.
- ASTI coursework must continue to be completed with excellence.
- ASTI does not excuse preexisting duties and obligations because of this increase in COA coursework.
- ASTI cannot pay per unit fees if a student's units exceed 11.0 units. Fees must be paid either through BOGFW (eligibility determined by COA's Financial Aid Office) or out of pocket by the family.

Dropping College Classes

Any student who wishes to drop a college course *must* first seek permission from the ASTI counselor. ASTI recognizes that students may need to drop originally planned college courses due to scheduling conflicts, but those drops must first be communicated with the ASTI counselor, and must take place during the College of Alameda's add/drop period.

At any point in the semester, a student who is considering dropping a college course must speak with the ASTI counselor before any action is taken. Students who drop classes after COA's designated deadline to drop regular session classes without a "W" will receive a "W" on both their high school and community college transcripts. "W's" are permanent, and are calculated into the high school G.P.A. the same way an "F" is calculated. A student with a "W" receives zero credit for the course.

Generally, the deadline to drop a college class without receiving a "W" falls within two weeks of the start of the college semester. Students who drop a class *after* this deadline will receive a "W." Students who withdraw from regular session classes after the deadline to drop a course and receive a "W" (approximately two months into the semester) will receive an "F." Students will receive notification via their Peralta email accounts of each semester's add/drop deadlines, and these deadlines will also be communicated through the Peralta website, ASTI school wide announcements, School Loop, and the ASTI website. It is the student's responsibility to be aware of each semester's add/drop deadline, and to communicate any circumstances which might lead to dropping a course with the ASTI counselor *before* the college's add/drop deadlines.

"W's" become part of a student's permanent academic record. Any "W's" should be explained to four year colleges when students apply during their senior year. If a student who has applied to a four year college/university receives a "W" during the senior year, the student should immediately communicate this with the admissions office of each university in which he/she applied. Students who receive a "W" in the senior year risk having their four year college admissions decisions rescinded.

If an ASTI student accumulates enough "W's" at the College of Alameda, COA reserves the right to place an ASTI student on "progress probation." Any student placed on "progress probation" is blocked from enrolling in future courses at COA, and should immediately meet with the ASTI counselor. Students on "progress

probation” may also need to meet with a COA counselor to discuss their status. After “progress probation,” if a student continues to accumulate “W’s,” or receives less than a 1.75 GPA in college coursework, this student risks “progress dismissal” and “academic dismissal” from COA, which could result in an inability to register for future college classes.

Students who drop a course and receive a “W” will be required to pay ASTI for any textbooks that were purchased for the course.

Concurrent Enrollment Forms

ASTI students must enroll in College of Alameda courses by filling out a concurrent enrollment form. ASTI students are not permitted to enroll in college classes online. Concurrent enrollment forms may be found in the ASTI office and/or with the ASTI counselor.

Concurrent enrollment forms must be filled out by the student in pen, and should indicate each college course, including the amount of units, in which the student plans to enroll. Concurrent enrollment forms must be signed by both the student and the parent/guardian, and must match the student’s 2 Year Plan on file in the office. Signed concurrent enrollment forms must then be given to the ASTI counselor for a counselor signature, initials, and ASTI stamp. The ASTI counselor will only sign concurrent enrollment forms that have been signed by both the student and parent/guardian. *It is the responsibility of the ASTI student, and his/her parent/guardian, to monitor the number of units in which a student plans to enroll.* As a reminder, students who enroll in over 11.0 units are charged for all of those units, and ASTI is not able to pay any portion of those unit fees.

Once the student’s concurrent enrollment form has been signed and stamped by the ASTI counselor, the student must visit the Admissions and Records Office at the A Building on COA’s campus to enroll in the courses. Admissions and Records will only allow ASTI students to enroll who have signed and stamped concurrent enrollment forms.

9th/10th Grade College Classes

ASTI does not require students to take college courses until their 11th grade year. ASTI 9th and 10th graders take a full course load at ASTI and that is their priority.

9th graders will have their first opportunity to take college courses over the summer between 9th and 10th grade; registration for these classes generally occurs in April of 9th grade year. 9th graders who wish to pursue a summer college course should understand that this is not encouraged by the ASTI program and is purely optional. We value the emotional and developmental growth that happens during the 9th grade and want freshmen to become well-adjusted to their transition at ASTI before taking on an added college class.

10th graders who wish to enroll in a community college class must have a minimum 3.0 high school GPA. Interested students should first meet with the ASTI counselor to determine eligibility, and to determine an appropriate class. 10th grade students are not allowed to enroll in any community college class that would conflict with an ASTI class (during the hours of 8:00am to 4:15pm). Enrolling in college courses in 10th grade is voluntary and must be done without compromising performance in ASTI classes. ASTI does not encourage nor require students to take college classes early since it does add extra work for the student. ASTI instructors are not expected to make accommodations for college classes taken at 10th grade.

Enrolling in a community college class in the 10th grade can bring both costs and benefits. By challenging themselves and performing well in a college class, students demonstrate an ability to handle a rigorous academic course load early in their academic career, which can be beneficial in four year college admissions. Students can also gain exposure and insight into the community college system before becoming a full time community college student during the 11th and 12th grades. Students who wish to satisfy AA requirements upon high school

graduation may also wish to enroll in college courses during the 10th grades to meet unit requirements. However, enrolling in a college class in addition to a full 10th grade academic course load will require careful time management and organization.

To sign up for a college class in the summer after 9th grade or in 10th grade, students must obtain a concurrent enrollment form from the ASTI counselor, and fill the form out in pen, indicating which community college course they plan to take, the days/times of the course, and the total amount of units of the course. The concurrent enrollment form must be signed by the student and the parent/guardian, and returned to the ASTI counselor. Once the ASTI counselor has approved the course, the form will be returned to the student on ASTI's registration to enroll at the A Building.

High School Requirements, A-G, IGETC, and Associate of Arts Degree and Attainment

ASTI's goal is to prepare students to meet high school graduation requirements, A-G requirements for the University of California (UC) and California State University (CSU) systems, and entrance to four year colleges/universities. As students at an early college high school, ASTI students also have the option of satisfying general education requirements for the UC and CSU systems—Intersegmental General Education Transfer Curriculum (IGETC)—and/or Associate Degree (AA) requirements. ASTI does not require students to complete IGETC or AA requirements, but some students may wish to challenge themselves by satisfying these requirements. While satisfying IGETC and AA requirements could demonstrate additional academic rigor and enrichment in the four year college admissions process, it does not guarantee admission. Colleges and universities evaluate students based on their GPA, rigor of courses, SAT scores, extracurricular achievements and sustained involvement, demonstration of leadership, and personal contexts. A student's academic GPA is weighted most heavily in college admissions decisions; depth of academic achievement is always more important than breadth.

Completion of IGETC satisfies all lower division general education requirements at most UC and CSU campuses, and at *some* independent colleges and universities. It is not an admissions requirement to four year colleges, and does not guarantee earlier four year college completion. IGETC may not be the best option for transfer, particularly for majors including engineering, computer science, biology, and business. IGETC requires community college coursework across five subject areas totaling twelve community college courses: English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. IGETC courses must be completed with a "C" or better. Completion of IGETC requires careful planning with the ASTI counselor, and may require summer school coursework. Completing IGETC requirements over the 11th and 12th grades years may be possible without enrolling in over 11.0 units each semester with careful 2 year planning.

An AA degree is a two year college degree. AA degrees are not required for four year college admissions, and do not lead to a four year degree. The Associates Degree in Liberal Arts aligns closest to IGETC requirements. Candidates for the Associate Degree must complete at least 60 units which include courses in a major, general education, and electives. A minimum 2.0 is required for overall grade-point average and general education requirements. A minimum grade of "C" or better is required for each course, and at least 12 units must be completed at the College of Alameda. AA degree requirements may be completed with careful planning, summer school coursework, and college coursework before the 11th and 12th grades. It may be possible to complete AA degree requirements without enrolling in over 11.0 units per semester, but this would require extensive coursework to be completed before the 11th grade and it would require extensive summer school coursework after 9th grade, 10th grade, and 11th grade. Students interested in satisfying AA degree requirements should speak with the ASTI counselor early.

Family Educational Rights and Privacy Act (FERPA)

<https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

ASTI College Textbook Policies & Procedures for STUDENTS

Steps to get your textbooks:

1. Turn in your old books—new books will **NOT** be issued to students with books outstanding.
2. Complete a *Blank* Textbook Request Form—incomplete forms will be delayed for processing, so be sure to complete all steps and read all instructions **CAREFULLY**.
3. Place your form in the *Complete* box in the office.
4. Pick up books from the office when they are ready—check back frequently; you will **NOT** be notified when books are ready. Check the office for books **BEFORE** going to the college store. Check the *Incomplete* box to make sure you did not miss something on your form.
5. For remaining books on your form that we did not have in inventory, a credit account will be set up under your COA ID number and name at the college bookstore. Bookstore accounts are created about every two days; you will **NOT** be notified when accounts are set up, so check the bookstore about two days after you turn in the Form. You must buy **USED** books whenever available; do **NOT** make any unauthorized purchases—the receipts are reviewed before we pay the invoice.
6. **After getting books from the college bookstore, immediately bring them to Ms. Krasky to be barcoded.**
7. **IF YOU NEED TO REQUEST MORE BOOKS:** Find your original textbook request form in the binder, add your new books, and place the form in the *Complete* box.

Additional Information:

- **You may be given an older edition of a textbook for a course**—if so, then check with the professor to see if he/she will accept use of this older edition; if not, then let Mrs. Corbally know.
- **Do not request books until you are actually enrolled in a course**—if you are waitlisted for a course, request the books once you are admitted.
- **If a professor assigns a book with access code** and we have the textbook in inventory, put the standalone access code fee on the Textbook Request Form and we will put it on account at the bookstore.
- **Pick up books immediately** when they are ready in the ASTI office- failure to do so may mean we check them out to someone else and your books are delayed as a result
- **ASTI provides textbooks for only Fall and Spring** semester terms including dynamically dated (AKA “late start”) semester courses. **ASTI does NOT provide textbooks for Intersession or Summer terms**; you may check out a book for these courses if we have it in inventory, but any purchases will be your family’s personal expense.
- **Some books are only available at a specific bookstore**, i.e. books for a course taught only at Laney may only be available at Laney, but your account will work at all Peralta bookstores.
- **If you encounter difficulty getting any item at any Peralta bookstore**, speak to Mindy the Manager at the COA Bookstore—she can order most items for you, *including* standalone access codes that may not appear in the Follett online system. And be sure to thank her warmly—Mindy is an awesome advocate for ASTI students!
- **If your professor requires an item that Mindy cannot obtain for you**, email the reason, title, vendor and price to Mrs. Corbally and arrangements will be made.
- Unfortunately, **ASTI cannot reimburse** you for textbooks you purchase on your own.
- **ASTI welcomes donations of textbooks you purchase for Summer or Intersession courses**, since your donation will help future enrollees in those courses.
- **If you have questions** or specific problems about anything related to textbooks, a detailed email to Mrs. Corbally is the most efficient and preferred way to resolution.
- **If you damage or lose a book**, you must replace it with a like new or better copy.

Success in College Courses
a.k.a. How College is Different than High School &
What Needs to be Done Differently

As 9th and 10th graders ASTI students spend two years preparing for the moment they enroll full-time in community college courses. And even though they possess a wide range of academic skills and strategies, many are still surprised by how different college is from high school. The most important differences are usually in the areas of EXPECTATION, RESPONSIBILITY, and INDEPENDENCE.

High School at ASTI	College at COA
Class with teacher every day Know each teacher and classmate well Frequent Homework/Small Assignments Teachers regularly checking progress Teachers regularly asking if help needed Lots of scaffolding for difficult tasks Access to grades, course progress	Class a few times/week New professors/classmates each class Fewer, larger assignments worth more Minimal interaction with professors Must seek help when needed Little to no scaffolding No access to grades in progress by parent/guardian or school

A typical college class might grade a student based on three major papers/projects and three exams. There might not be any participation points or small assignments that are often helpful in ‘catching up.’ To succeed in college, students must be disciplined in their work habits and use high-level strategies. We have summarized some of the ‘Step to College Success’ that we feel ALL students should be practicing every day:

Step 1: Time Management and Organization

- ✓ College students manage their time and materials effectively.
- ✓ Keep all materials for each class organized by topic or chronologically.
- ✓ NEVER throw anything away.
- ✓ Map out the entire semester on a calendar or in a planner. Note your due dates and exam days.
- ✓ Create a study schedule for the week. When will tasks be completed?
- ✓ Take advantage of ‘dead times.’ The little gaps in the day can be very valuable or completely wasted.

Step 2: Ask for Help when you Need it

- ✓ ASTI teachers are there to work with students in seminars.
- ✓ Professors and teaching assistants have office hours.
- ✓ COA has a math lab, writing lab and other tutors.
- ✓ The longer you go without asking for help, the further you fall behind.
- ✓ There is NOTHING wrong with not knowing something. There is no such thing as a stupid question except for the one that is never asked.

Step 3: Use Study Groups

- ✓ You COULD do it alone, but WHY?
- ✓ Studying in groups has a TON of advantages
 - Sharing the Load
 - Hearing different viewpoints
 - Instant feedback
 - Synergy!

Step 4: Have a Plan of Attack for your Learning

1. Preview*

- a. Read/Skim the chapter or text **BEFORE** lecture.
 - b. This provides a 'roadmap' of what to expect
- 2. Lecture**
- a. Be on time, prepared, and focused.
 - b. Take detailed notes on key points. **NOTE:** This does **NOT** mean copying word for word.
 - c. Take special note of examples, recommendations, connections.
 - d. Remember: Handwriting does matter. If you can't read it, it's useless.
- 3. Review Lecture***
- a. Do this within 24 hours of a lecture.
 - b. Spend 15 minutes going over the notes/handouts reviewing lines of thinking, examples, areas of emphasis.
 - c. This is a great thing to do in a study group.
- 4. Close Reading**
- a. Closely read the chapter/text.
 - b. Take notes as needed - you can add these to lecture notes or create a new outline.
 - c. Take special note of examples - these can sometimes pop up as exam questions.
- 5. Application**
- a. **USE** your knowledge!
 - b. Complete all HW assignments.
 - c. Do the lab, essay, or other tasks that go along with the section.
 - d. Work in your study group!
 - e. If you have time, go beyond what is assigned. Do **EXTRA** questions to prepare yourself. What has been assigned represents the bare minimum.
 - f. Practice exam-style questions - these tell you what areas you need more studying in!
- 6. Synthesis***
- a. Using your **TEXT, NOTES, HW, and OTHER** materials, synthesize the key concepts into a cohesive understanding.
 - b. This often takes the form of a 'Master Review Sheet' that pulls together all the important pieces from the unit.
- 7. Further Exam Review**
- a. Practice as many exam-style questions as possible.
 - b. Anticipate questions based on your knowledge of the professors and notes.
 - c. Obtain old exams - if possible.

Each of the above steps represents an investment of **TIME**. All of the steps can be done by **ANY** student if they have the motivation and dedication.

*Steps that are less used among high school students but **VERY** important for college success.

How to Understand your Student's Grades

One of the most important parts of high school is understanding how grades work. A teacher's grading system is the set of 'rules' they are using for the 'game' of their class. Most of us wouldn't dream of playing a sport or game without first knowing the rules. Why should school be any different?

Step 1: Categories or One Big Pot?

Some teachers create specific categories for different types of assignments. Examples include: Homework, Exams, Projects/Quizzes, etc... Each of these categories is assigned a weight or value ranging from very little (5%) to a LOT (60%).

Other teachers put everything into one big pot (essentially one category).

Important:

- ✓ When a teacher uses categories, the point total of an assignment is not its 'true' value.
- ✓ The fewer assignments there are in a category, the more they are worth.
- ✓ Example: In a class where the 'Project' category is 25% of the grade and only two projects are assigned, the points for those two projects are REALLY valuable. If each project is worth 100 points, then the 200 total project points are 25% of the grade - missing 40 project points would be losing 5% of your entire grade! In the same class, if Homework is also worth 25% and there have been 1000 homework points throughout the grading period, 40 Homework points would only be worth 1% of the grade.
- ✓ Lesson:
 - Find out if a teacher is using categories
 - Find out what the categories are and how much they are worth
 - Find out how many assignments will be in each category

HINT: Most teachers at ASTI **DO** use categories.

Step 2: Late Work and Make-Up Policies

All teachers have a policy about late work and make-up work. Parents/guardians and students NEED to know what these are to make sure things are turned in to get as much credit as possible. Most teachers do not like and do not accept late work. Some do so only with a late pass (a limited number are given each semester). Others will deal with late work on a case-by-case basis.

Important:

- ✓ Find out what each teacher's late policy is.
- ✓ Find out what each teacher's make-up policy is.
- ✓ Use e-mail/school loop/other methods to make sure you find out what assignments are missed and turn assignments in on time.
- ✓ **THE FASTEST WAY TO LOWER A GRADE IS TO RECEIVE 'ZEROES' ON ASSIGNMENTS**

Hint: ASTI Teachers **DO NOT** allow late work.

Step 3: Running Total or Average of Quarters

Teachers usually calculate semester grades (the only grades that go on a student's transcript) in one of two ways:

1. Two separate quarter grades that are averaged together.
2. A 'Running total' that is added to throughout the semester

In situation 1, if a teacher is averaging letter grades in their class, an 'F' in the first quarter and an 'A' in the second quarter would average to a 'C.' However, teachers often average specific percentages. Therefore a 90% in the first quarter and a 40% in the second quarter would average to a 65% - a 'D.'

In situation 2, a teacher continues to add assignments/points into one big total. This can result in a very different grade than situation 1 since both quarters do not always have an equal amount of work. In situation 2, if the second quarter has many more points (which is often true with projects and the final exam), the second quarter is far more important to the grade. In situation 1, the effect of averaging the two quarters makes them 'equal' to each other regardless of their actual value.

Important:

- ✓ In a running total, it is harder to 'catch-up' from a poor first quarter when the first quarter is heavily or equally weighted.
- ✓ Example: A student who has a 'D'/68% in the first quarter would benefit more from averaging that 'D' with an 'A' in the second quarter than a student who has their second quarter assignments continuously added to the 'D.'

An Example:

In this example, the teacher is using four categories which are all equally weighted. Below are three 'sample students' and their grades as calculated by using the four categories:

STUDENT 1:

Student 1 successfully completes ALL their Homework/Classwork, does well on their projects and labs, but struggles with exams/quizzes. In fact, they average a 60% (D) on all their exams and quizzes. However, because exams/quizzes only represent one of four equally-weighted categories, Student 1 is still able to score highly in the class.

Category	Score	Category Weight	'TRUE' Points
Homework/Classwork	100%	.25	25
Exams/Quizzes	60%	.25	15
Projects	90%	.25	22.5
Labs	90%	.25	22.5
Total 'TRUE' Points = OVERALL GRADE →			85

Grading Scale
Homework/Classwork
25%
Exams/Quizzes
25%

STUDENT 2:

Student 2 does VERY well on all of their exams/quizzes but often forgets to turn in their homework and does not always complete projects and labs. This student, even though they are scoring a near perfect on each exam/quiz, ends up with a lower total grade than Student 1.

Category	Score	Category Weight	'TRUE' Points
Homework/Classwork	60%	.25	15
Exams/Quizzes	95%	.25	23.75
Projects	75%	.25	18.75
Labs	80%	.25	20
Total 'TRUE' Points = OVERALL GRADE →			77.5

Grading Scale
Homework/Classwork
25%
Exams/Quizzes
25%

STUDENT 3:

Student 3 is someone who does 'OK' on tests, turns in all their Homework/Classwork, and gets most of the points on their labs/quizzes. This Student gets an 'A!' Many of our students might find this to be an example that reminds them of themselves. This Example student has a hard time with exams, but is willing to put in the effort to make sure their Homework/Classwork, Projects, and Labs are all high-quality work and turned in on time.

Category	Score	Category Weight	'TRUE' Points
Homework/Classwork	100%	.25	25
Exams/Quizzes	75%	.25	18.75
Projects	95%	.25	23.75
Labs	95%	.25	23.75
Total 'TRUE' Points = OVERALL GRADE →			91.25

Grading Scale
Homework/Classwork
25%
Exams/Quizzes
25%

VERY IMPORTANT:

- ✓ Since most teachers use categories, it is **VERY** rare that a student is failing a course because of any **ONE** category. Example: if a student says, "I can't pass this class because the tests are too hard," this is usually **NOT** true since they should be able to pass the class without scoring strongly on the exams.
- ✓ In this example the teacher has weighted exams/quizzes as 60% and Homework/Classwork as 40%. This is a big change from our first example. There are only 2 categories and each is worth a lot. Let's look at a sample student who does not perform well on tests in a class that weights tests heavily:

STUDENT 4:

Student 4 turns in all their Homework/Classwork and averages a failing grade on their exams/quizzes. This student will still pass the class with a 'C' grade. Any improvement in their exam/quiz scores will raise their grade.

Category	Score	Category Weight	'TRUE' Points
Homework/Classwork	100%	.40	40
Exams/Quizzes	50%	.60	30
Total 'TRUE' Points = OVERALL GRADE →			70

Grading Scale
Homework/Classwork
40%

Junior Year Timeline Preparation for College Applications

Checkpoint	Date(s)
<i>Attend Junior Info Night at ASTI</i>	September/October
<i>Sign up and take PSAT at ASTI</i>	October
<i>PSAT Results Arrive</i> <ul style="list-style-type: none"> • Assess results and consult with family/counselor to determine appropriate SAT preparation plan 	December
<i>SAT Preparation</i> <ul style="list-style-type: none"> • Free SAT Prep with Khan Academy when PSAT scores return • Consider SAT prep course at ASTI in Spring 	January through March
<i>Register for college entrance exams</i> <ul style="list-style-type: none"> • SAT Reasoning Test with Writing or ACT with Writing • SAT Subject Tests (optional for UC's—recommended or required by some private colleges and/or majors) 	Spring (April/May/June)
<i>Schedule initial college planning meeting with counselor</i> <ul style="list-style-type: none"> • Develop college list • Discuss remaining graduation and A-G requirements 	February/March
<i>Research colleges with fervor</i> <ul style="list-style-type: none"> • Attend college fairs • Schedule college visits, if possible • Revise and modify college list 	March/April
<i>Begin asking teachers/professors and counselor for letters of recommendation</i> <ul style="list-style-type: none"> • Obtain letter of recommendation planning sheet from counselor • Create letter of recommendation packets for recommenders 	April/May
<i>Research and apply for summer internship and/or summer school</i>	January-April
<i>Begin drafting Personal Statement and college essays</i> <ul style="list-style-type: none"> • Meet with counselor if need help getting started 	April/May

Senior Year Timeline

College Applications and Financial Aid

Checkpoint	Date(s)
<i>Solidify college list</i> <ul style="list-style-type: none"> Meet with counselor to discuss list—make sure it includes a balance of reach and match schools 	August/September
<i>University of California (UC) and California State University (CSU) Applications Open Online</i>	August 1 st & October 1 st
<i>Draft and revise UC Insight Questions and college essays</i> <ul style="list-style-type: none"> Schedule meetings with ASTI counselor for feedback and revision early 	September/October
<i>UC and CSU Applications Due</i> <ul style="list-style-type: none"> Attend Senior Info Night Attend college application workshops during fall semester at ASTI 	UC/CSU Applications Due November 30 th
<i>Confirm letters of recommendation for private colleges</i> <ul style="list-style-type: none"> See ASTI counselor for appropriate protocol when asking for letters of recommendation Letters from teachers/professors (usually at least 2) Letter from counselor 	<u>At least</u> one month before letter is due
<i>Private college/university applications due</i> <ul style="list-style-type: none"> If considering Early Action or Early Decision, check deadlines 	Varying Fall deadlines—check college websites
<i>Take college entrance exams</i> <ul style="list-style-type: none"> SAT Reasoning Test and/or ACT with Writing SAT Subject Tests (optional for UC’s—recommended/required by some private colleges) 	September/October test dates Final test date in December
<i>Send SAT/ACT/SAT Subject Test scores to colleges</i> <ul style="list-style-type: none"> Use CSU Mentor Code “3594” to send SAT to CSU’s Send one ACT score to CSU and use ACT Score Manager to release scores to other CSU’s Send one SAT score and one ACT score to UC’s Send all scores individually to private/out of state colleges 	October/November
<i>FAFSA Application Opens Online</i> <ul style="list-style-type: none"> www.fafsa.gov 	Opens October 1 st (File by March 2 nd)
<i>Complete CSS Profile</i> <ul style="list-style-type: none"> Required for some private colleges/universities—check individual college/university websites 	Varying deadlines—many colleges require CSS Profile by January/February
<i>FAFSA Application & Cal Grant Forms Due</i> <ul style="list-style-type: none"> Submit Cal Grant forms to counselor mid-February Attend FAFSA workshops at ASTI early for help 	March 2 nd
<i>Meet with COA Counselor if planning to transfer</i> <ul style="list-style-type: none"> Discuss remaining requirements needed to transfer to desired college 	February/March
<i>Compare Financial Aid Award Offers from Colleges</i> <ul style="list-style-type: none"> Meet with family and/or counselor to discuss financial aid packages 	February through April
<i>Monitor college email and “to-do lists” daily</i> <ul style="list-style-type: none"> Pay careful attention to any documents requested by colleges and accompanying deadlines If receive Augmented Review supplemental questionnaire from UC’s, see ASTI counselor immediately for assistance 	December through June
<i>Submit SIR (Statement of Intent to Register)</i>	May 1 st

Letters of Recommendation

Every year, students ask their counselors and teachers for letters of recommendation. Educators have many responsibilities—teaching, grading, planning lessons, attending meetings, etc. They love writing letters of recommendation, but it does impact their schedules. The easier and more enjoyable you make the experience for your letter writer, the better letter you will receive. Here are some steps to follow when asking for a letter of recommendation.

Step 1: Ask yourself the all important question → ‘What kind of student was I when I interacted with this educator?’ In any recommendation letter, educators have a moral obligation to be honest. Educators will write exception letters for students, but only if they have had exceptional interactions with the student. Ask yourself these questions:

- Did I put forth my best effort on a daily basis?
- Did I participate in class with insightful comments/questions?
- Did I contribute to the class in a positive manner?
- Did I show a genuine interest?
- Did I get to know this educator enough so that (s)he could write an entire letter about me?

Note: Don’t just consider your grade when thinking about your interaction with the educator. It goes beyond that.

Step 2: Ask the educator if s(he) can write you a strong letter. If you did Step 1 correctly, then the answer should be a resounding ‘Yes.’ However, if you are still confused, ask for an honest answer. Honesty is better than receiving a bad letter and jeopardizing your application.

Step 3: Help the educator help you

- ✓ Write a one to two page ‘letter’ that will help the educator write you the excellent recommendation that you deserve. In this letter you should include the following:
 - **How was the class/relationship for you?** Give the educator a sense of what you got out of the class or relationship.
 - What are your **long term goals** for education and life?
 - What are **7 adjectives** that describe your work and participation in the class/your interactions with the educator? (these are **KEY**)
 - Describe any moments that really made the class/the relationship **memorable** or made you ‘**stand out**’—like a great question, or a conversation, or an assignment, etc... This will help add the ‘personal touch.’
 - Describe one or more projects, events, examples of something in the class/interaction that you are **proud of**.
 - Are there any **hardships** you have faced that show your ability to **overcome challenges** in the class/relationship?
 - What **grades** have you received in the class? First semester grade, current grade. If necessary, **explain** why you think your grade is less than what you hoped for.
 - **Anything else** that might help the educator write you a great letter.
- ✓ Include a copy of your resume if you have one.
- ✓ If there is something specific you’d like the educator to mention in the letter, be sure to specifically address it.

Step 4: Give the educator the letter/materials at least one month before the letter is due. If ample time is not given, it will seem like more of a burden to the educator. Giving at least one month is a courtesy.

Step 5: Gather the personal information of the educator and enter it on the recommendation sheet. The educator should only have to sign and fill out the evaluation.

Step 6: Provide all materials in a large manila envelope with your name, the various schools that need letters, and the due dates.

- Educators only need ONE copy of the Common App for Private schools. DO NOT supply more than one copy. Please use ink as the educator will be making copies.
- All special items (code stickers, special forms, etc) should be paper-clipped on the specific envelope into which they will go.
- All envelopes should be fully addressed (use ASTI as the return address), stamped AND of the self-sealing variety.
- All forms should be completed with your info, your signature, the educator's info (see step 5), the school code, etc...

Step 7: Check in after a few weeks to make sure that the educator sent the letter.

Step 8: Write a thank you card to the educator. This shows professionalism and gratitude.

Step 9: Go to college and be awesome.