



ALAMEDA SCIENCE & TECHNOLOGY INSTITUTE

555 Appezatto Parkway, Alameda, CA 94501 • (510) 337-7059
Sean McPhetridge, Principal

School Accountability Report Card
Report 2005-06 Published in 2006-07

GENERAL INFORMATION



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

CURRICULUM

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



POLICIES & STATISTICS

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



EDUCATIONAL TEAM



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

ASSESSMENTS



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Contact Information

Parents or community members who wish to participate in ASTI's PTSA, School Site Council, or as a volunteer on school committees may contact Alameda Science and Technology Institute by phone at (510) 748-4021 or by email at ASTI@alameda.k12.ca.us.

School Profile

The Alameda Science and Technology Institute (ASTI) is located on the College of Alameda campus on the West End of Alameda. First opened in 2004, ASTI is an Early College High School, a unique collaboration between Alameda Unified School District and the College of Alameda. ASTI was planned and conceived as a small high school providing a rigorous college preparatory curriculum to students in the SF Bay Area. Students earn two years of college credit during their high school years. We actively implement project-centered learning and inquiry-based instruction in a teamwork setting, resulting in interdisciplinary work that spans major content areas. We seek a future maximum enrollment of 200 students. ASTI serves approximately 100 students currently in a small and highly personalized school setting. ASTI specifically encourages enrollment from families where no one has yet attended college.

School Profile

Student Enrollment by Ethnic Group
2005-06

	Percentage
African American	13.1
American Indian	0.0
Asian	41.0
Caucasian	19.7
Filipino	11.5
Hispanic	13.1
Pacific Islander	1.6
Multiple or No Response	0.0

Parent and Student Involvement

ASTI students and parents currently contribute equally to the ASTI PTSA (Parent Teacher Student Association) as well as to the ASTI SSC (School Site Council) in our active efforts to gain family participation in decision-making. ASTI is proud to have recently charted its

first PTSA, and the representation of strong student participation shows this school to be the first PTSA in Alameda County's Peralta PTSA District with a student president and majority of students serving in this group. Indeed, ASTI School Site Council also has regular meetings with strong participation by students who serve as officers and also who participate in ad hoc and voluntary ways to contribute to and support implementation of the school's mission.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade			
Enrollment Trend by Grade Level			
Grade	2003-04	2004-05	2005-06
9th		65	20
10th			41

Enrollment By Program

During the 2005/06 school year 61 students were enrolled at Alameda Science and Technology Institute, of which 2% were students with disabilities, 19% were English Learners, and 45.6 were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size												
Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
04	05	06	04	05	06	04	05	06	04	05	06	

Safe School Plan

The ASTI team meets regularly to discuss safety issues and to take proactive steps in addressing school-related safety issues. The principal and faculty comprise the ASTI School Safety team. Issues discussed and addressed in our School Safety Team have focused on planning pro-actively for responding to crises and emergencies. Since ASTI is co-located on the College of Alameda campus, ASTI also is under the jurisdiction of the Alameda County Sheriff's Office that works closely with COA and ASTI administrators on any safety and security issues that arise.

Discipline & Climate for Learning

ASTI maintains a safe and orderly environment by publicizing and enforcing school rules and consequences for non-compliance. As a small school, ASTI faculty members and administrators give individual attention to all students and thus need for disciplinary consequences is minimal. All ASTI activities are supervised by its staff. All ASTI students are expected to act responsibly as student learners and to respect themselves and one another. Students are informed of the discipline consequences should an infraction of school rules occur.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Alameda Science and Technology Institute			Alameda City Unified		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	1,294	884	936
Suspension Rate	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Expulsions	0	0	0	16	15	22
Expulsion Rate	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%

* District numbers are for entire district.

School Facilities

Located on the College of Alameda campus in a series of modular classrooms on the west end of campus, ASTI is a safe and clean facility with more than adequate school facilities. Because ASTI is actually co-located on the COA campus, ASTI students enjoy a small autonomous high school campus that also affords them all the privileges accessible to them as Early College High School students concurrently enrolled at the College of Alameda.

School Facilities

School Facility Conditions		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	Restroom facility to be installed.
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

ASTI faculty members are all highly qualified under NCLB standards and are moreover wholly dedicated to the success of every learner enrolled in ASTI's Early College High School program. Faculty members are assigned appropriately according to their subject area expertise, and all ASTI faculty evidence advanced and continuing educational attainment for placement as instructors in this uniquely accelerated college preparatory program.

Teacher Assignment

Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	0	4	4	550
Without Full Credentials	0	0	0	17

Teacher Assignment

Teacher Credential Status			
	03-04	04-05	05-06
Working Outside Subject			1
Vacant Teacher Positions			0
Misassignments of Teachers (other)			0
Total Misassignments of Teachers			2
Misassignments of Teachers of English Learners			2
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Highly Qualified Teachers

ASTI teachers meet the Federal No Child Left Behind (NCLB) Act requirements that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" in those teaching fields. Minimum qualifications include possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Alameda Science and Technology Institute	90.9	9.1
Alameda City Unified	86.0	13.0
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	86.9	13.1

Substitute Teachers

The Alameda City Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Alameda Science and Technology Institute. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, other ASTI faculty will assume the role of substitute.

Teacher Evaluation

ASTI teachers are evaluated regularly in the areas of monitoring student progress, implementing instructional techniques, adhering to the curriculum and guaranteeing an optimal learning environment. ASTI's administrator often meets and confers with ASTI teachers, observing classroom instruction to help evaluate teachers and assist them in development of personal goals and design of appropriate professional development to help them meet those goals.

Counseling & Support Staff

Upon admission to ASTI, all students are assessed in reading, writing and math proficiencies to determine their readiness for college. In yearly interviews thereafter and in ongoing use of value-added assessments only offered at ASTI, the faculty continues to check student progress to indicate areas of strength and challenge. In their 9th grade year, ASTI students enroll in their first college classes. Thus, ASTI students start their college experience on day one, providing them a unique opportunity to earn college credits for free while preparing them to transfer immediately upon graduation to a University of California or California State University. ASTI students enroll in College of Alameda coursework in the 11th and 12th grade years to satisfy their high school requirements while also earning college credits simultaneously. Two years of both time and significant college costs are thus avoided as students progress at an accelerated rate. Individual college and career counseling is offered to ASTI students by faculty and administrators throughout their school years.

Instructional Materials

All subjects taught at ASTI use required current textbooks made available to all AUSD students. ASTI also endeavors to provide all teachers and students with whatever materials they need to carry out their respective college preparatory curricula, thus also providing supplementary materials not available at other school sites. AUSD follows the California State Framework adoption cycle to ensure students have up-to-date textbooks and instructional materials which have been approved by the State Board of Education and the Alameda School Board of Education. While ASTI teachers may supplement their instructional materials, all classroom instruction is standards-based.

Instructional Materials							0
District-Adopted Textbooks							
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	1	
10th	Mathematics	McDougal Littell	N/A	Yes	0.0%	10th	
9th	Mathematics	McDougal Littell	N/A	Yes	0.0%	9th	
9th	Science	Holt	N/A	Yes	0.0%	9th	
10th	Science	Prentice Hall	N/A	Yes	0.0%	10th	
11th	Science	Prentice Hall	N/A	Yes	0.0%	11th	
11th	Social Science/History	McDougal Littell	N/A	Yes	0.0%	11th	
10th	Social Science/History	Prentice Hall	N/A	Yes	0.0%	10th	
12th	Social Science/History	Prentice Hall	N/A	Yes	0.0%	12th	

Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. ASTI faculty members provide instruction that aligns with state standards, district goals, and the statewide assessment program. Moreover, ASTI faculty also align their instructional planning and implementation with college faculty at the College of Alameda to ensure that ASTI students are adequately prepared for college classes taken while at ASTI.

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2004-05 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Expenditures	
Expenditures per Pupil	
Alameda Science and Technology Institute	
Total Expenditures Per Pupil	\$6,682
From Restricted Sources	\$2,636
From Unrestricted Sources	\$4,046
AUSD	
From Unrestricted Sources	\$177
Percentage of Variation between School & District	2187.99%
State	
From Unrestricted Sources	\$4,743
Percentage of Variation between School & State	14.70%

District Revenue Sources

In addition to general state funding, Alameda Science and Technology Institute receives state and federal funding for the following categorical funds and other support programs:

IASA-VI Formula Entitlements
 Lottery:InstructionalMaterials
 Other Local

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Teacher & Administrative Salaries as a Percentage of Total Budget		
Average Salary Information		
Teachers - Principal - Superintendent		
2004-05		
	AUSD	California
Beginning Teachers	\$38,081	\$37,730
Mid-Range Teachers	\$54,800	\$59,397
Highest Teachers	\$72,615	\$72,979
Elementary Principals	\$90,545	\$90,266
Middle School Principals	\$90,215	\$95,759
High School Principals	\$98,548	\$103,395
Superintendent	\$157,898	\$143,489
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.6%	41.5%
Administrative Salaries	5.6%	5.6%

Teacher & Administrative Salaries as a Percentage of Total Budget	
Average Teacher Salaries	
School & District	
Alameda Science and Technology Institute	\$64,806
AUSD	\$57,763
Percentage of Variation	12.19%
School & State	
All Unified School Districts	\$57,067
Percentage of Variation	13.56%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test															
California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science			Social Science					
	9		10		11		10			11					
	04	05	06	04	05	06	04	05	06	04	05	06			
All Students															
Alameda Science and Technology Institute		72	64			71						50			
AUSD	42	58	59	44	47	56	37	49	48	40	45	50	41	54	46
California	37	43	44	35	36	37	32	36	36	27	31	30	32	37	35
Males															
Alameda Science and Technology Institute		74	*			65						43			
AUSD	37	51	54	40	39	54	30	41	45	42	47	53	38	48	46
California	32	38	40	31	32	33	29	33	33	31	34	33	34	37	37
Females															
Alameda Science and Technology Institute		68	64			80						60			

AUSD	47	63	65	49	54	60	42	57	50	37	44	47	43	58	47
California	41	48	48	40	41	42	35	39	39	25	28	27	31	36	34
Socioeconomically Disadvantaged															
Alameda Science and Technology Institute		69	*			69						38			
AUSD	28	40	44	27	32	34	21	33	32	25	34	36	27	41	34
California	20	26	27	18	20	21	17	21	21	15	18	17	19	23	21
Asian															
Alameda Science and Technology Institute		88	*			79						50			
AUSD	51	68	71	47	56	61	42	56	56	49	59	57	48	65	59
California	57	64	66	53	56	58	47	53	55	47	52	53	49	56	54

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT-6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Alameda Science and Technology Institute is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Alameda Science and Technology Institute			
School Overall	0.0%	0.0%	10.5%
School (Boys)	0.0%	0.0%	*
School (Girls)	0.0%	0.0%	18.2%
Alameda City Unified			
AUSD Overall	46.7%	45.3%	23.9%
AUSD (Boys)	46.1%	43.8%	26.5%
AUSD (Girls)	47.2%	46.8%	21.0%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index

API School Results							
All Students	Base			Growth	Growth		
	02-03	03-04	04-05		03-04	04-05	05-06
API Score			805	API Growth Score		805	893
Growth Target			A	Actual Growth		B	88
Statewide Rank			9	Eligible for Awards			

Similar Schools Rank		N/A	Eligible for II/USP	No	No
Subgroups					
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.					
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.					

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	No		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Alameda Science and Technology Institute				-	-
Alameda City Unified	-	-	-	0	0.00

Dropout & Graduation Rates

Alameda Science and Technology Institute believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation.

Dropout & Graduation Rates			
Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	0.00%	0.00%	6.15%
Graduation Rate			

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. During the 2005-06 school year ASTI did not yet have a 12th grade class. Detailed information about the CAHSEE can be found at the DDE Web site at

Career Technical Education (CTE) Programs

Under the auspices of Oakland-Alameda ROP, AUSD high schools offer a wide range of Career Technical Education (CTE) programs that use "hands-on" applied academics to prepare ROP students for entry-level employment and ongoing post-secondary training in defined career pathways. Oakland-Alameda ROP works closely with the Peralta Community College District Tech Prep Consortium to align high school ROP/CTE offerings with post-secondary career training opportunities available in our local community college district, establishing "2+2" articulation agreements within each curricular area for all students, including those with special needs. Moreover, high school counselors offer additional support in college and career advising to all students enrolled in ROP/CTE courses.

Career Technical Education (CTE) Programs				
CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Intro to 2D Animation	Alameda High School			
Intro to Video Game Design	Alameda High School			
Web Page Design	Alameda High School			
Digital Media Workshop	Alameda High School			
Computer Repair/A+ Certification (Dell TechKnow)	Alameda High School			
Careers with Children I & II	Alameda High School			
Auto Technology I & II	Alameda High School			
TV Media I & II	Alameda High School			
Marketing Educatin I & II	Alameda High School			
Entrepreneurship & Small Business Mgmt.	Alameda High School			
CAD Drafting I & II	Alameda High School			
Exploring Careers in Woodworking	Alameda High School			
Computers in Business	Encinal High Scholl			
Web Design/Desktop Publishing	Encinal High School			

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation	
Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	0
What percent of the schools pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

UC/CSU Course Completion

Students at Alameda Science and Technology Institute are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion	
UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
* Duplicated Count (one student can be enrolled in several courses).	

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. In 2005-06 the Alameda Science and Technology Institute did not yet have 11th and 12th graders therefore no SAT preparation was offered.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Alameda Science and Technology Institute					
03-04					
04-05					
05-06					
Alameda City Unified					
03-04	836	51.7%	502	537	0
04-05	838	52.9%	481	525	0
05-06	842	53.9%	483	528	490
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

Alameda Science and Technology Institute, an early college high school located on the College of Alameda campus, provides students the opportunity to enroll in College of Alameda classes, beginning in their junior year, for dual credit towards their high school graduation and advanced placement in college. Under this unique accelerated educational model, conventional advanced placement courses are not necessary. Most graduates of ASTI will have earned two years of college credit upon matriculation. ASTI will graduate its first senior class in 2007-2008.

Advanced Placement Classes	
Advanced Placement Classes	
# Classes	Enrollment

School Leadership

ASTI prides itself on a record of implementing an innovative model of distributed leadership. In past years, ASTI has been led by a principal and by co-principals who have worked closely with its faculty members to implement an innovative and nationally acclaimed accelerated Early College High School curriculum. The ASTI School Site Council (SSC) assists the principal and faculty in setting policy and direction for the school. Its membership consists of faculty, parents/guardians, students and community members at-large. Every idea, concern or issue submitted to the ASTI SSC is either forwarded to the appropriate decision-making group or discussed at the SSC during its monthly meeting. Items submitted to ASTI SSC are tracked until resolved or completed. The meetings are open to all ASTI stakeholders. ASTI faculty members are dedicated and committed to teaching and supporting each child in reaching his or her college aspirations. Because of ASTI's small size, teachers work closely and collaboratively on a regular basis to help run the school.

Staff Development

Alameda Unified School District typically provides three days of professional development for all teachers. However, ASTI staff are involved in many more training days than that, participating in trainings specifically geared to the Early College High School movement. Topics include bolstering literacy in all content areas, supporting teaching strategies to align with accelerated college preparatory coursework, and curriculum alignment to California State Standards. ASTI's ECHS professional development activities are provided off-site at workshops and seminars funded by the Gates Foundation and conducted by the Foundation for California Community Colleges and by a non-profit educational enterprise known as Jobs for the Future. These trainings have been held in Boston, New York City, San Diego, Sacramento, and Redondo Beach. Moreover, ASTI's principal and faculty members also help develop plans for their own respective professional development geared to their own professional goals and to the needs of the school.

Instructional Time (Includes Minimum Days)

For the 2005/06, Alameda Science and Technology Institute offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (Includes Minimum Days)		
Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	66,265

