

The UC Gazette



UNIVERSITY CENTER WINS GOLDEN BELL AWARD!

Did You Know?

- ◆ University Center graduates are attending Harvard, MIT, Stanford, Dartmouth, UC Davis, UC San Diego and Sonoma State.
- ◆ The University Center won the 2010 Golden Bell Award and was selected as a finalist for the 2010 Jack London Award.

Santa Rosa City Schools District was honored in the 31st Annual Golden Bell Awards program of the California School Boards Association. The District won in the Partnerships and Collaborations category for the University Center, a partnership program with Sonoma State University, located on the Elsie Allen High School campus. The CSBA Golden Bell Awards program promotes excellence in education by recognizing outstanding programs in school districts and county offices of education throughout California. The awards program seeks out and recognizes sustainable, innovative and exemplary programs which have been developed and successfully implemented by California teachers and administrators.

Now in its 5th year, the University Center, a self-contained Bachelor of Arts preparatory program, focuses on assisting at-risk youth to achieve success in a four-year university. The program was designed as a cooperative effort between EAHS and Sonoma State University to support the academic growth and development of talented low-income and/or first generation college students. The program preserves the high school experience for students while accelerating the high school and college curriculum.

One of the goals of the University Center is not just to prepare students to enter college, but to prepare them to graduate from college. The majority of students in UC@EA are from backgrounds traditionally underrepresented in universities. Most of them will be the first in their family to attend college and need a support system to help them realize their goals. For students who have successfully completed the program, the impact has been significant. On average each cohort group completes 6 units per semester at Sonoma State University with a grade point average over 3.0 in their college courses. These courses fulfill college general education requirements that are fully transferable to most four-year universities across the nation. As an example, one student in the Class of 2010 completed all but one of his college general education requirements at SSU while still in high school. UC@EA students are not charge regular tuition for SSU, but enroll in courses for less than \$20 per semester, plus the cost of books. Many students receive scholarships from community partners to offset the cost of books and other class related expenses. This represents a

UNIVERSITY CENTER SEEKING DEVELOPMENT PARTNERS

As a public school program, The University Center at Elsie Allen High School will receive the same amount of money per student normally allocated to public schools.

Due to the program's lower student to teacher ratio, expanded schedule and curriculum, and other program features, the operating costs will no doubt exceed this allocation.

While efforts to secure grants and other public sector support are ongoing, the program is looking to the private sector for significant leadership and support in meeting its objectives.

If you are interested in finding out ways in which you can become a partner in this worthwhile academic venture, please contact Program Coordinator Jenny Fleischer at:

(707) 975-1659.

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UNIVERSITY CENTER CLASS OF 2010

In May, 2010, we bid farewell to the University Center graduates of the Class of 2010. Members of this class started the program as ninth graders. Before graduating from high school, several had already completed enough college courses, through Sonoma State and through Advanced Placement, to be able to start college as sophomores. Collectively, these ten seniors successfully completed over twenty fully-transferable general education courses from Sonoma State University during their junior and senior years in high school, totaling over 60 semester units. Their cumulative grade point average at Sonoma State was 3.14!

Members of this talented group received numerous awards and honors as they graduated from high school. Some of these included: Rotary Scholarship, Lobos for School Scholarship, Press Democrat Youth Service Award, and a National Merit Scholarship Award Commendation. Collectively, the members of this graduating class received over \$100,000 in scholarships and financial aid for their first year of college alone. All ten were accepted to four-year colleges and universities. Our 2010 graduates are now attending:

Dartmouth College, UC Davis, Humboldt State, Chico State, St. Mary's College, University of the Pacific, and Sonoma State.



First Row: Rick Wilson, Dominic Messimore, Ben Nguyen
Second Row: Ramona Clark, Stephanie Jimenez, Jennifer Bustamante, Coral Ortiz
Third Row: Cecilia Wilson, Daphne Chimas, Bobby Tah.

FINANCIAL AID RESOURCES

www.fafsa.ed.gov

2011-2012 fafsa is available for completion starting January 1, 2011.

www.fafsa4caster.ed.gov

A great resource to learn about the financial aid process and estimate your eligibility.

www.fastweb.com

Search for over \$3 billion in college scholarships

www.scholarships4students.com

www.collegescholarships.org

DATES AND DEADLINES

1/1 SSU REGISTRATION FEES DUE!
1/6 FAFSA WORKSHOP AT EAHS
1/31 INSTRUCTION BEGINS AT SSU
2/12 ACT TEST DATE
3/12 SAT TEST DATE
4/9 ACT TEST DATE
4/25 SSU REGISTRATION FOR FALL, 2011
5/7 SAT TEST DATE
5/23-5/27 EAHS AND SSU FINALS WEEK
5/27 EAHS COMMENCEMENT
6/4 SAT TEST DATE
6/11 ACT TEST DATE


SSU COURSES FOR UNIVERSITY CENTER STUDENTS


Twenty-four Elsie Allen juniors and seniors are enrolled in a variety of general education courses at Sonoma State University for the Fall, 2010 semester. Wandering the beautiful campus, discussing the day's lectures, students are developing their intellect, increasing their understanding of themselves and others, and getting a taste for the diverse challenges that lie ahead for them in college and beyond. The following is a brief description of some of the courses that our University Center students are currently taking:

ANTH 201—Introduction to Biological Anthropology An introduction to the evolutionary biology of human and nonhuman primates; evolutionary perspectives on form and function, behavior, population and social structure are focused on reconstructing human evolution and explaining human adaptations.

ANTH 203 – Introduction to Cultural Anthropology Examination of the anthropological approach to the study of human behavior. Exploration of human dependence on learned, socially transmitted behavior through consideration of ways of life in a broad range of societies.

ASTR 100 – Descriptive Astronomy Introduction to historic astronomy, Newton's Laws, gravitation, atomic structure, light, and telescopes. Take a tour of the solar system; learn about space flight, stars and stellar evolution, galaxies and the structure of the universe.

ENSP 200—Global Environmental Issues An introduction to environmental studies and planning, including humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, climate change, and biodiversity and the search for solutions and future prospects.

GEOG 203—Human Geography A study of the interrelationships between man and the physical environment. Attention is focused on man's role in changing the face of the earth, and on the manner in which the cultures of peoples have influenced their utilization of the environment. Diverse theories of man-environment relationships are discussed.

GEOL 110—Natural Disasters A course to examine the interaction between natural processes and human activities and the often costly and fatal results. Course emphasis will be on the principles underlying natural disasters such as earthquakes, volcanic eruptions, landslides, floods, severe weather, coastal processes, asteroid impacts, fires, great dyings, and population growth.

MATH 104—Introduction to Modern Mathematics A class designed to explore the beauty and relevance of mathematics. Topics may include puzzles, paradoxes, and logic; axiomatic systems; biographies; historical crises and breakthroughs in mathematics; and uncertainty.

MUS 201—Music in Action Experience great classical, jazz, and world music performances created by today's musicians. Students are engaged as audiences for on-campus and recorded performances of renowned and important performers and composers. Students are asked to reflect upon their shared experiences.

PHIL 101— Critical Thinking In this course, critical and uncritical thought are contrasted in the context of the world of human interests and activities – social, political and scientific. All of the basic "tricks" for persuading people to accept false premises and conclusions are systematically laid out and their detection practiced.

PHIL 120 – Introduction to Philosophy This course provides an introduction to some of the enduring questions of thinking: What is the nature of knowledge, of mortality, of justice, of the self, of religion, of the search for wisdom, of reality?

PSYC 250—Introduction to Psychology Theories, research, and applications that constitute psychology. An important goal is to help students become informed consumers of psychological knowledge.

WHAT DID YOU DO LAST SUMMER?



Name: Jonathan Gomez (12th)

What program sponsored your travel?
Summer Search

Where did you travel? New Zealand

How long was your trip? 1 month

What did you do while you were there?

We explored glowworm caves, hiked up mountains, swam with dolphins, bathed in thermal pools, and explored islands and Mareah. We stayed with students from the Saint Paul's College (college = high school) while learning about Kiwi history and culture, and being 16 hours ahead of US eastern time zone.

What did you learn from your experience? This summer has been a life changing experience. It has allowed me to broaden my cultural knowledge and learn how the Mauri, New Zealand's indigenous people, were able to stand up for their rights and claim their rightful land away from the British Crown. Beyond the cultural experience, this trip has allowed me to build friendships that will last for a long time. The foundation for the strong friendships I built came from the way we all approached the trip. We all came with an open heart, mind and will to meet others who came from totally different backgrounds and beliefs. This year we became a family in just the three days that we spent together. We stayed up until middle of the night and talked about ourselves and what we've been through and listened attentively to each others advice and insight about the problems we've faced. We all spent as much time as we could together so that after a month we could have no regrets of not having done something with each other. We brought together all of our cultural backgrounds from the US to China to Mexico to Germany to The Dominican Republic to South Africa. We were a melting pot of diversity and we appreciated every single ethnicity

Name: My-Lynn Nguyen (12th)

What program sponsored your travel?

Summer Search

Where did you travel? India

How long was your trip? 3 weeks

What did you do while you were there?

I volunteered, visited villages, interacted with the villagers, visited Ghandi's home, and learned about India.

What did you learn from your experience? I learned about the Indian culture. Specifically, I learned about their cultural expectations and values. I learned to be more open-minded and sensitive towards people from cultural backgrounds that are different from mine. I also became much more independent.





Name: Diana Espana (12th)

What program sponsored your travel?
Rotary Club Short Term Exchange Program

Where did you travel? Germany

How long was your trip? My exchange partner visited me for one month, and then I visited her for one month.

What did you do while you were there? While on my trip I learned some German, went hiking in the Alps, mountain biking, rock climbing, rowing, and swimming. I also visited Munich, Frankfurt, Mainz, Strasbourg (France) and Köln. My last week there I shadowed my exchange partner at her high school (Sebastian-Münster-Gymnasium).

What did you learn from your experience? I experienced first-hand what it's like to live in a society that is more "eco-friendly." In Germany I took my bike everywhere! Everything was close so we didn't need to use cars. We also used produce from their garden, solar panels to wash clothing, and air dried clothing. In the U.S. students buy all new school supplies when the year begins, but in Germany students buy only what they really need. Through my exchange I realized that if everyone lived like my host family, then we could save the world!

Name: Henry Gomez (11th)

What program sponsored your travel?

Summer Search

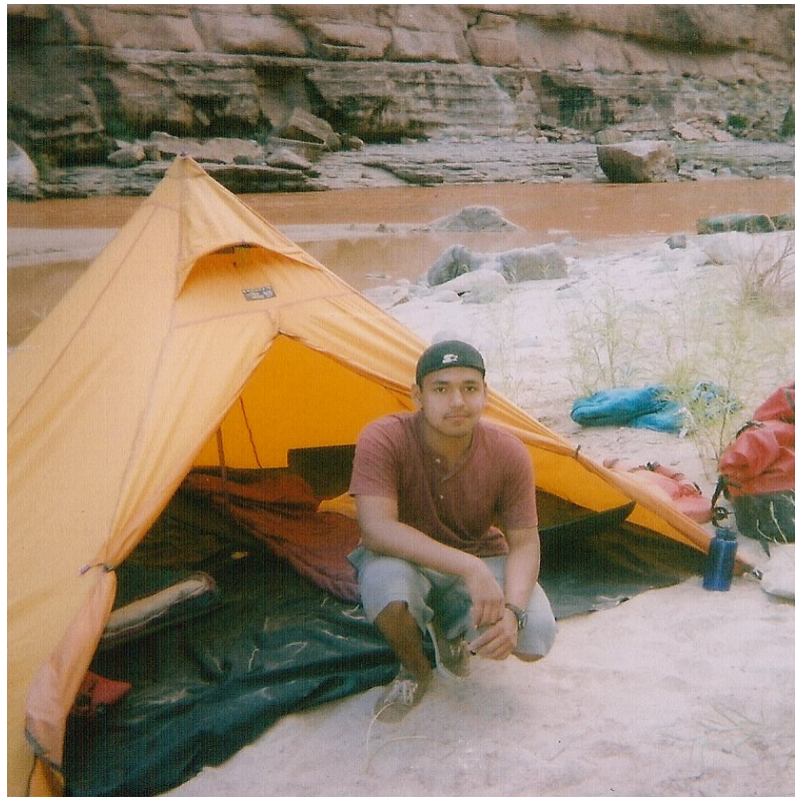
Where did you travel?

Colorado, New Mexico, and Utah

How long was your trip? 1 month

What did you do while you were there? During my trip I had the opportunity to canoe in the San Juan River, backpack in the San Juan Mountain Range, and do community service for a Navajo Family.

What did you learn from your experience? My summer experience has been the best time of my life. It has taught me so many things. I can truly say it has completely changed me. It has given me confidence and leadership skills that have provided me with faith to believe that anything is possible as long as I simply believe in myself and never give up. It has taught me to always strive for the best because the only thing that is preventing me from accomplishing my dream is myself. Like I said, this trip was a life changing experience and I'll always remember the fun times I had in those 28 days in the wilderness.





Getting accepted into a college of your dreams is a four-year process.



FRESHMAN YEAR

GRADES

- Grades are important in ninth grade. So is academic rigor. Seek advice from your counselor when choosing your classes.
- Writing will be central to nearly every class in high school and college. If you don't write as well as you think or speak, work at it.
- Read your teachers' feedback and constructive criticism, and seek advice on doing better.
- Read voraciously. Books, newspapers, magazines, and blogs all count. Strength with words is a key to success.

ACTIVITIES

- Get involved. Not only are you developing talents and interests that will catch a college's eye, but school is more fun when you have activities to look forward to.
- Find summer programs that build on favorite subjects, extracurricular activities, or hobbies.

LEGWORK

- Talk to your family about a financial plan for college.
- It is not too soon to look into requirements for scholarship programs. Your freshman year could impact your candidacy.
- Are you a good athlete? If so, learn about the NCAA Clearinghouse requirements if you plan to pursue athletics in college.

SOPHOMORE YEAR

GRADES

- Watch out for academic overload. Create a balanced schedule. You want the best grades you can get, but you also want to stay sane.
- Work on study skills and writing. You are still exploring how you learn best. Compare ideas with friends and talk with teachers.

TESTS

- You will get information in September from your counselor about the PSAT. You don't have to take the PSAT in 10th grade, but it is a good idea as a diagnostic tool. Use your scores to identify academic strengths and weaknesses.
- Consider taking an SAT subject test at the end of 10th grade. You don't have to take one at this point, but if you are enrolled in an AP course now, such as AP US History, and have the information fresh in your mind, the timing may be good. The College Board makes practice tests. Take one!

ACTIVITIES

- Make a resume of activities, academic experiences outside the classroom, hobbies, etc. For now, it is just to help keep track.
- Plan to do something productive over the summer. Work, volunteer, play sports, or take a course at a college.

LEGWORK

- Explore college websites and resources. Write down the things that appeal to you about each college.

JUNIOR YEARSENIOR YEAR

GRADES

- These will be the most recent academic-year grades that colleges will see when you apply next year. Study hard and ask your teachers for extra help.
- Select rigorous classes, but choose wisely. Take AP and honors courses in the subjects that you have done the best or in which you are the most interested.
- Speak up in class. Get to know your teachers. You may need to ask them for a letter of recommendation next year.

TESTS

- You will take the PSAT in the fall. If your scores from 10th grade were strong and you think you might have a shot at a national merit scholarship, it would be wise to spend time preparing for the test.
- Discuss testing plans with your parents and counselor. Take the SAT or ACT (or both!) in the Spring. Take the SAT Subject tests in the Spring in the areas in which you will do the best.

ACTIVITIES

- Being a leader shows you've worked hard, are dedicated to an activity and get along well with others. Run for student government or president of a club.
- Continue to work on your resume and add new extracurricular activities that you have been involved in.

LEGWORk

- Once you have your PSAT scores or an initial SAT or ACT score, talk to a counselor to begin to build a college list with a balance of "dream" schools and "safety" schools.
- Make plans for college visits over spring break or summer.
- Attend college fairs.
- Write first drafts of your college essays or personal statements by the end of summer vacation.

GRADES

- Make sure you are completing your high school's graduation requirements and the remainder of the "a-g" requirements for college admissions.
- Your admission is contingent upon a consistent academic performance on the final transcript. Colleges consider your grades senior year. They can and will rescind offers to students who "slack off."

TESTS

- This is the final chance to take the SAT, ACT, or subject tests, if needed. October and December test dates are last chance opportunities.

LEGWORk

- SEPTEMBER: Secure two teacher letters of recommendations. Review your college choices with your counselor. Decide whether to apply Early Action if these options are offered.
- OCTOBER/NOVEMBER: Fill out applications carefully. Edit essays or personal statements one more time. Submit applications before the final deadlines.
- DECEMBER: Check that the colleges you applied to have received records and recommendations from your school. Officially send your SAT and/or ACT scores.
- JANUARY/FEBRUARY: Fill out and turn in the FAFSA (financial aid) application. Earlier is better!
- BY FEBRUARY: A month from the date you submitted your application, call colleges to confirm that your application is complete.
- MARCH/APRIL: Decisions arrive. Stay calm.
- APRIL: Explore colleges where you've been accepted. Visit the campuses again, talk with alumni, or attend an accepted-student reception.
- MAY 1: Make your college decision official by sending in your deposit! Double check that your school will send your final transcript to the college.