



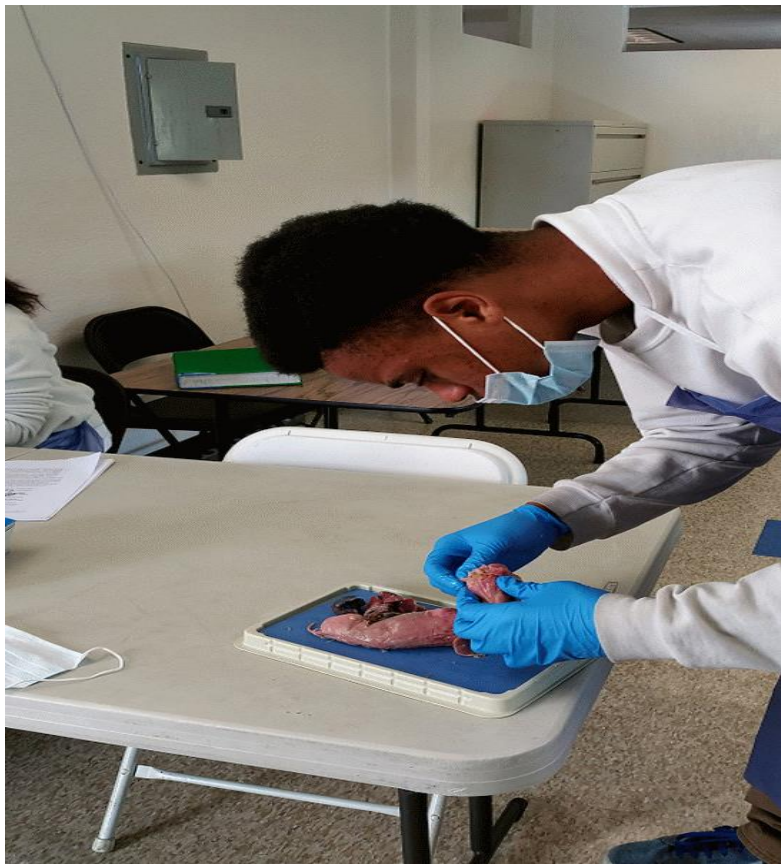
**American Indian
Public High School
Charter Renewal
Presentation To
OUSD Board of
Education**

Superintendent Woods-Cadiz and Head of Schools Julien
Oakland Unified School District Board Meeting, February 24, 2016

AIPHS's Mission, Vision, & Values



AIPHS Mission



Mission Statement

AIPHS exists to prepare all students, especially those who have been traditionally underserved to enter a four-year college after graduation from high school, and complete at minimum a four-year degree.

AIMS Vision



Vision

AIMS will cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, social justice and character development will result in our students achieving lifelong success.

Values

At AIPHS we value:

- * Commitment to excellence in all that we do
- * Pursuit of wisdom and knowledge as intrinsically valuable
- * Recognition of dignity and worth of every human being
- * Building of family and community
- * Social awareness and justice that leads to action
- * The continued preservation and development of AIMS methodologies for 21st century learners and educators.



OUSD's Charter Standard Renewal Criteria # 1: Improving Student Achievement



Criteria 1: Improving Student Achievement

1.1 – Demonstrates high expectations for student achievement

AIPHS provides a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, arts, and college planning.

1.2 – Provides a challenging and coherent curriculum for each individual student

AIPHS has systems in place to address the needs of all students which includes students most in need academically. In addition to providing supplemental support for diverse populations, AIPHS has acquired a plethora of resources to address students social and emotional needs.

Criteria 1: Improving Student Achievement (continued)

1.3 – Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students

Best practices around student engagement are implemented with fidelity and are in alignment with the AIPHS charter. Staff is consistently involved with professional development to meet this outcome.

1.4 – Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement

The Head of School closely analyzes the budget and utilizes feedback from stakeholders including the SSC and FAC to determine what resources will benefit instruction. The acquisition of state of the art technologies and proper use of facilities is a high priority.

Criteria 1: Improving Student Achievement (continued)

1.5 – Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism

AIPHS utilizes its resource personnel, teaching staff and other adults on campus to promote and incubate students emotional awareness and maturity. At AIPHS our student are a “Family of Scholars”.

1.6 – Productively engages parental and community involvement as a part of the school’s support system

Teachers consistently engage parents via phone, email and web portal. The SSC has a sub-committee specifically designed to help promote student engagement. Annual social events are held to better engage parents and other family members. Outside agencies which address parent engagement are in partnership with AIPHS.

Criteria 1: Improving Student Achievement (continued)

1.7 – Shares its vision among the school community and demonstrates in daily practice

AIPHS uses its systematized memo process to communicate with all members of the community. The use of technology, namely email, school messenger call-outs and a new and improved web site also provides opportunities for daily outreach.

1.8 – Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school program evaluation process

The charter for the organization and its subcomponents, the student, family and staff handbooks all explicitly outline expectations and measures of accountability to ensure student success across the system. Frequent meetings with parents and other outreach, including daily phone calls home are ways of ensuring consistency of accountability.

OUSD's Charter Standard Renewal Criteria # 2: Strong Leadership



Criteria 2: Strong Leadership_(continued)

2.1 – Effectively communicates and engages stakeholders in the vision and mission of the school	AIPHS uses periodic surveys of students, families and staff to generate data that is then used to help guide programming. The Head of School as well as teachers have an “open door policy” and are welcome at any time to engage in dialogue about school policy and procedures, instruction and school culture.
2.2 – Consistently puts into practice the educational program outlined in its charter	School leadership regularly reports to the board and through school messenger to families the vision for the charter as well as procedures around academic programming.

Criteria 2: Strong Leadership_(continued)

2.3 – Generates and sustains a school culture conducive to staff and professional growth

Staff is encouraged and required to participate in on-going professional development activities and coaching, particularly around the implementation of AP course development. Staff is sent on professional development retreats both in and out of state and bi-monthly staff meetings are held to provide opportunities for professional growth. There is open and clear communication between all stakeholders

2.4 – Actively monitors and evaluates the success of the school's program

AIPHS regularly uses data in Powerschool, survey data and both a cohesive plan for formal and informal observation to assess areas in need of strengthening.

Criteria 2: Strong Leadership_(continued)

2.5 – Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer

The school leadership at AIPHS monitors student progress using a variety of means and develops weekly, monthly and annual reports to develop an awareness of alignment to the school and district plan. This information is then made public and feedback is requested in a variety of contexts where stakeholders sit.

2.6 – Treats all individuals with fairness, dignity and respect

AIPHS is a FAMILY. The manner in which community members engage one another is unique but also demonstrates a high level of professionalism and mutual respect.

Criteria 2: Strong Leadership_(continued)

2.7 – Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate

AIPHS leadership is an active participant in both the regional, state and national charter school organization conferences. In upcoming years, AIPHS leadership will also play a role in facilitating for committees to gain a solid understanding of trends and changes to policy.

2.8 – Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success

Decisions are made with the input of all stakeholders and the AIPHS leadership utilizes various communication vehicles to express authority in ways that make student success the number one priority.

Criteria 2: Strong Leadership_(continued)

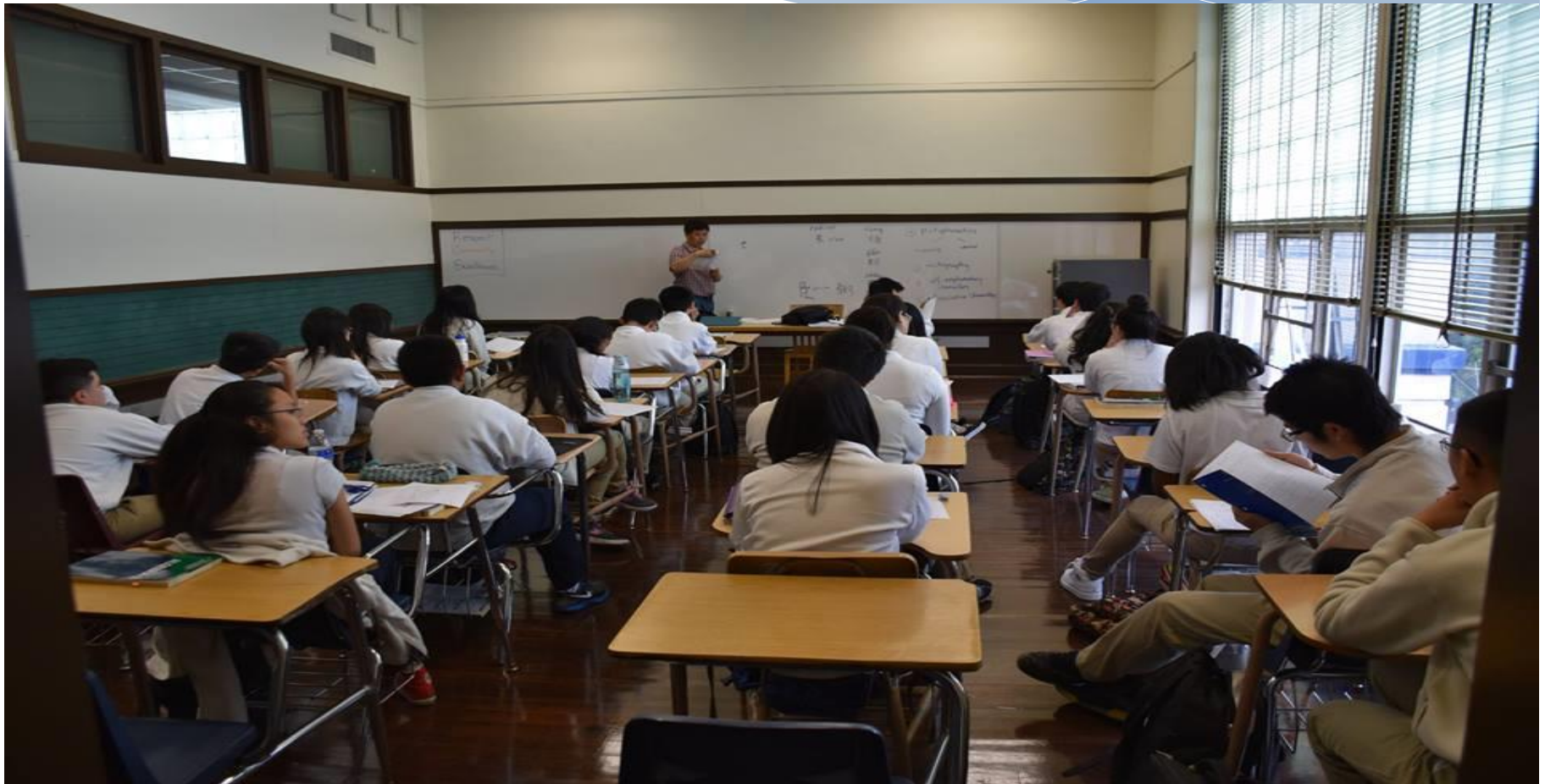
2.9 – Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter.

AIPHS student body and families are encouraged to collaborate and celebrate via assemblies, festivals, art shows, guest speakers, and cross cultural fusion. Teachers are required to examine their teaching practice in accord with context responsive teaching practices. AIPHS leadership models and exemplifies inclusion of all types of learners and an understanding best practices as it relates to English Language Learners and special education students.

2.10 – Engages community involvement in the school

Creative means are utilized to gather the community together. This effort is led by the sub-committee on the SSC in collaboration with an outside agency designed to accomplish the task of optimal community engagement.

OUSD's Charter Standard Renewal Criteria # 3: A Focus On Continuous Improvement



Criteria #3 – A Focus on Continuous Improvement

3.1 Uses information sources, data collection and data analysis strategies for self-examination and improvement

Assessments are regularly conducted to ensure students are understanding the materials. This data is then analyzed and shared with the teachers. Any area for improvement is then addressed during professional development

3.2

Formative and summative assessments are used to review student progress and to strategize intervention and enrichment programs for the students

Criteria #3 – A Focus on Continuous Improvement

3.3	The academic department reviews data and sets clear targets and timeframes for student achievement
3.4	All of our students receive mandated assessments to ensure that they are understanding the material. The results of the assessments are reviewed and analyzed by the teachers and staff.
3.5	The assessments results provides insight as to which students should be receiving resources services and additional support to ensure we optimize student learning

OUSD's Charter Standard Renewal Criteria # 4: Responsible Governance



Criteria # 4– Responsible Governance

4.1 The charter, student handbook, and staff handbook, and board policies drive the implementation of practice. Bylaws, conflict of interest, conflict resolutions policies and other pertinent documents are kept update, vetted by our legal council, and undergo board review and approval. The superintendent and the site administrators monitor compliance.

4.2 Board members work closely with the superintendent, senior leadership, and legal council to monitor legal trends, and set and implement compliant policies. Our board consists of three educators that represent the K-graduate school spectrum. In addition we have one business owner who have expertise in finance, and one architect with building and facilities expertise. The superintendent has 20 years of educational experience in grades 1-graduate school and has successfully implemented change at both the site and district levels. She holds a M.Ed and is ABD in educational leadership. She works with site leader to monitor compliance and implementation.

4.3 A parent engagement plan was drafted by the superintendent and approved by AIMS's board. This includes parent meetings, a family advisory committee (FAC), the use of School Messenger for robo calling, social media engagement, and an updated website. Parent volunteers are present on site, parent conferences and required monthly phone calls are happening. Board meetings are held regularly once a month, and public comment is always early in the agenda and takes place before closed session. All board agendas are posted in the front of the school, and on the website. Agenda, minutes and other materials are posted on the website, and are available in hard copy at the board meeting.

Criteria # 4– Responsible Governance

4.4 All policies are vetted through legal council to insure that discrimination based on race, creed, color, religion, gender, or orientations are not present. Policies are available in hard and soft copies. The human resource officer uses the mission of the charter as the foundation of his framework when recruiting and vetting staff.

4.5 The financial officer, superintendent, operational manager, and heads of school provide monthly reports to the board, and report ongoing to OUSD.

4.6 An emergency preparedness and safety plan has been prepared by leaders and the staff, this has been vetted by legal, the superintendent, and the board.

4.7 AIPHS stays compliant with their reporting to state, county, and our local authorizer.

Criteria # 4– Responsible Governance

4.8 AIMS follows a specific organizational chart and adheres to our job descriptions. This is a published public document. The role of parent and student input and decision-making is defined in our charter and is adhered to.

4.9 The governing board receives on going reports from the superintendent. The board also receives monthly reports from the head of schools. All board meeting are held in compliance with the Brown Act, records are maintained to document this compliance. All necessary policies are vetted through our legal council, and voted on by our board. The board holds the superintendent accountable for implementation.

4.10 AIMS's conflict of interest policy is kept updated, and appropriate parties complete the appropriate reporting form.

Criteria # 4– Responsible Governance

4.11 Enrollment is by lottery as indicated in our charter. Communication with families are present on our website and in hard copy in the major languages that represent our community. The results are posted and documents are retained

4.12 The TCRP leaders rubric and framework are used for leader evaluations. Administrator's evaluations take place annually. Site leaders are on one-year contracts. The superintendent is assessed based on a measurable yearly work plan and is on a two year contract.

4.13 Reports of the schools progress are made available to monthly to stakeholders. A strategic plan is in progress.

4.14 AIMS contracts with VTD accountants to implement a yearly financial audit. This is made public and reported to the appropriate governing authority. CSMC is an independent third party financial review support and works as a checks and balance partner.

OUSD's Charter Standard Renewal Criteria # 5: Fiscal Accountability



Criteria #5 – Fiscal Accountability

5.1 The schools budget is drafted based needs data, feedback from staff, leaders, students, parents, and regulatory requirements. CSMC, our independent third party partner, and our financial officer reviews the budget and gives input for adjustments. The superintendent reviews the budget to insure compliance with the vision and mission, Legal council reviews for compliance, and the board reviews and votes on the final product in a public session in which soft and paper copies are available. The finance department, SSC, ELAC, site leaders, the superintendent and the board monitors for proper implementation and solvency, and corrective action plans are written when needed.

5.2 AIMS contracts with VTD accountants to implement a yearly financial audit. This is made public and reported to the appropriate governing authority. CSMC is an independent third party financial review support and works as a checks and balance partner.

5.3 The board approves the financial policies, and the financial officer , the superintendent, and the CSMC meet weekly to monitor implementation. Reports are made monthly to the board.

5.4 The LCAP is used to ensure that financial resources are directly related to the schools purpose. The financial officer and the superintendent monitor implementation.

5.5 Cash flow is monitored weekly and reported to the board monthly. A reserve of at least three months is maintained. There is one specific person assigned to accounts payable and this is monitored by both the financial officer and the superintendent. Adequate credit is maintained through two separate lines. Separation of duties is present.

5.6 Enrollment is growing and the school maintains a wait list of interested parties. Patterns of attendance and enrolment are reported to the board monthly. Long term stability is an expressed goal of the school.