School:	American Indian Public High School	Principal	Interim Head of School Maya Woods-Cadiz
Pathway Industry Areas:	Computer Science and Technology	Principal Phone:	O:510-893-8701 Ex. 29
School Address	746 Grand Avenue Oakland, CA 94610	Principal Email:	Maya.woods-cadiz@aimschools.org
School Phone	510-220-5044	School Fax:	
2017-18 Enrollment (9-12)	364	Anticipated Grant* *($200) x enrollment.*	72,800

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
130	133	75.53%	3.42%	3.42%	9.5%	84.41%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
51	0	154	43	3	0	9	3

Planning Team Members and Role *(Who is completing the Planning Grant Application?)*	
Name	**Role**
Brian Hunt	**Design Team Coordinator**
Tareyton Russ	**Dean of Students**
Daphne Ruff	**Instructor**
Chaniel Clark	**Administrative Assistant**

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 successfully complete at minimum a four-year degree with the skills necessary to be competitive in a 21st century workforce.

Vision
AIPHS will cultivate a community of diverse learners who achieve academic excellence in developing 21st century skill sets. The Community's commitment to high expectations in attendance, academic achievement, social justice and character development will result in our students achieving lifelong success.

Signature School Practices:
What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

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 Americans Indian Model Schools methodologies customized for 21st century learners and educators.

Educational Philosophy
Summary

Ninth through twelfth grades are the formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore. AIPHS is committed to the development of career pathways for all students primarily in the areas of science, including physics and computer science. AIPHS provides students an opportunity to do so in a structured, student-centered learning environment. AIPHS staff instills the values of mutual respect and hard work.

The courses are designed to ready students for careers in the sciences and other areas of interest for students where appropriate. It is our hope that this will reduce disparities in student achievement and student access for underrepresented minorities.

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

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers are better able to get to know those students on a deeper level and thereby better evaluate and meet the needs of those students. Research also shows that smaller high schools have resulted in higher attendance rates, reduced dropout rates, and increased academic performance for economically disadvantaged students.

AIPHS has proven that an extended calendar year will provide increased opportunities for targeted intervention to assist low-performing students. Through this process we will provide an environment that will ensure that students not only meet, but also exceed the English, mathematics, science, and social studies requirements for high school graduation.

School and Pathway Assessment:
Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	1	Rigorous, Relevant, and Integrated	2
Leadership Configuration	1	Collaborative Learning	2
Distributed Leadership	2	Teacher Shared Best Practice	1
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	2	Teacher Professional Learning	1
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	1	Work Based Learning	
Integrated Core	1	Types of Student Experiences	1
Cohort Scheduling	1	WBL Pathway Outcomes	1
		WBL Pathway Evaluation	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

   The Goals of the Measure
   - Decrease the high school dropout rate
   - Increase the high school graduation rate
   - Increase high school students' readiness to succeed in college and career
   - Increase middle school students' successful transition to high school
   - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.

4. Add additional lines if you would like add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains
These 2 domains are underlined foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

A Design Team is to be developed during the summer of 2016 through to the opening of school. This design team will consist of staff/faculty, students, parents, business partners and the administration. Pathway development and management are shared by the majority of the pathway design team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content. Tareyton Russ will assume role of COORDINATOR over this effort and will be responsible to set meeting times and assemble team members.

The current scenario at the site has not yet built capacity to firmly develop and maintain the design team, but the community has become aware of this need and is working to create greater levels of capacity in a WASC year. AIPHS' staff possesses the abilities and comprehensive educational vision that is consistent with the school's mission and educational program. The key to a successful high school with a strong career pathway is decisive and capable administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and engaging academics. Families and community members will be continuously encouraged to participate in students' educations throughout the year. It is through a system of productive working relationships that boundaries and expectations are established.

There is evidence gathered from stakeholders that the School's mission and vision lack clarity in identifying and supporting key elements necessary to ensuring individual student success along a specific pathway. The new pathways' purpose has been distorted by a series of successive turnovers in leadership, administration and instructional staff limiting impact and measurable student outcomes.

The staff meets during staff meetings to discuss strategies for program implementation, but past high turnover in staff has prevented a sense of continuity, clarity of vision and stability. Additional instructors and staff members will be added to the design team this summer in order to create a balanced perspective. Students have been involved in the conversation regarding Measure N throughout the year with open ended writing assignments, attendance at Measure N meetings and school wide surveys.

Budget	2016-17 Planning Activities	Anticipated Outcome
	The mission and vision will be discussed in all meetings on campus so that they align with all aspects of the pathway and there are clear strategies, such as the adoption of key courses and school to business partnerships. This way the pathway will have adopted the mission and vision in a way that is in alignment	Establish a formal pathway advisory board to serve as the organizing structure for the pathway.
	The Design Team will be formed prior to August 16th and will meet weekly to begin the process of designing the implementation. Identify and add pathway advisory board meetings and goals to administrative and PD calendars.	The design team will provide a technical structure to assure and support achievement of the board's goals.

	Utilize Design Team to evaluate and revise pathway vision and mission aligned with stakeholder needs.	Assess relevance of existing pathway to stakeholders.
	.Gather and analyze stakeholder input and other relevant data surrounding pathway development.	Ensure pathway is constantly aligned with stakeholder needs.

	Assess feasibility of developing alternative pathways and apply all planning activities where appropriate.	Aid in development of additional pathways to support individual student success.

	Utilize Design Team to craft a clear, concise, compelling narrative of what the pathway expects to achieve, describing its fundamental reason for existence.	Provides the organization with the ability to effectively communicate clear goals to all stakeholders.

	Evaluate current standards for pupil performance and recommend necessary changes through data talks and other activities where summative and formative assessment data might be analyzed.	Assure standards are aligned with and reflected by organization's SPSA.

	Establish a list of priorities and goals that are meaningful, measureable, and attainable.	Establish measurable goals for the board.

	Research and develop a plan for integrating the mission	Assure proper implementation of board

	and vision into most aspects of the pathway.	goals.

	Add line item to PD for collaborative strategic development.	Foster collaborative environment for all content and pathway teachers.

6,000 (stipend)	A faculty member with significant experience will lead the design team, and will collect and analyze all relevant student data.	Continuity and Accountability

7500 (stipends)	Design team members will receive stipends quarterly in proportion to the amount of effort they contribute.	Continuity and Accountability
2500 (stipends)	Community members, parents and students will participate in the design and receive payment quarterly in proportion to attendance and participation.	Continuity and Accountability

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

AIPHS' educational program extremely rigorous and demanding and is founded on the belief that high expectations and high support leads to high-achieving students. AIPHS courses are designed to support a pathway for students interested in Science, Engineering, Computer Science and Mathematics to prepare students to exceed the California Content Standards for the relevant subject and to exceed the a-g requirements for entrance into the UC/CSU systems. There are some occurrences of integrated academic and technical lessons that are project based and of a group nature in the content areas of math and science. Although stakeholder input greatly supported the initial coursework plan, there is little evidence of continued community input of a diverse nature; this is to be improved by engaging stakeholders during SSC, FAC and Coffee and Conversation meetups during the present school year.

As a Physics First institution, AIPHS collaborates with its primary feeder school (AIPCS and AIPCS) communities to gather community input surrounding pathway theme and coursework selection while strengthening fine and performing arts offerings. Currently, students progress through a courses based on historically taught sequences. As of 2016-2017 School Year AIPHS has developed a relationship with the local community colleges and is now offering on-site college level courses in both the math and humanities arenas. Students also were encouraged to take their own college level courses either online or at the local colleges as a supplement to their overall academic programming.

Skills in Algebra have been identified as a significant impediment to pathway success, and recovery support is offered to all students across all grade-levels to create multiple points of pathway entry for a diverse group of learners.

AIPHS' target student population is heterogeneous, thus the school provides additional support and scaffolds to students through individual tutoring sessions and pull out interventions. AIPHS is committed to providing access to the curriculum for all students. The curriculum includes honors, advanced placement, and college level course loads. These supports have provided students the opportunity to earn admission to the world's top-ranked colleges and universities. Students also have access to concurrent enrollment opportunities that allow them to graduate with college credits and aid in informing student career and educational decisions. With this, students have access to student centers on the college campuses, student facilities and other resources including counseling and athletics. Students are also able to take advantage of college touring around the area or around the country which will be a function of the design team in alignment with the mission and vision.

AIPHS works closely with American Indian Public Charter School, Johns Hopkins University CTY program, Berkeley's Academic Talent Development Program (ATDP) and other Bay Area community organizations to provide services for AIPHS students. AIPHS also believes that students who test below grade level on California state tests, or whose grades or classroom performance display a lack of success in a core subjects are to attend tutoring during designated times in the school day, as well as on weekends and during the summer. Blended learning opportunities are provided for additional satellite support and credit recovery when needed.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Develop several valid and reliable surveys to engage student and family stakeholders regarding interests, personal student qualities, and subject matter preferences.	Identification of individual student academic, personal, and social-emotional needs to inform scheduling, structure, and coursework selection.
	Use data to evaluate individual cohorts allowing for increased course selection and availability.	After evaluating existing course offerings, the Board will be able to create options within existing pathway to expand input

		opportunities for developing and implementing individualized student supports and timely interventions that are relevant to the individual student. Students will be able to apply their knowledge and skills in new and unpredictable situations and will learn to interact regularly with industry, postsecondary, and community partners.

	Expand and develop appropriate community partnerships. Reach out to the business community and to tech companies nearby to access their education resources and instructors and trainers, particularly in engineering, math and computer science. Broaden the career day offering to include individuals in the business community who have positions along the pathway.	Increase business and community involvement and contribution through engagement. Inspire students to assume a career in industries that align with the pathway; empower students to seek more information through student council or other venues accessible within the organization.

	Identify staff to monitor and report to board on developing trends in student demographics in a manner that coincides with scheduled meetings.	To have a consistent data collection apparatus with regard to inclusion and other demographic determiners. A review of the progress of this apparatus is to happen prior to the December deadline.

	Identify and revise pathway benchmarks for all students.	Inform relevant and timely student interventions.
5000	Substitute teachers to cover faculty release time for site visits and trainings.	Become more knowledgeable of other school pathways, pathway programs, and implementation.
4000	Design team expenses, including travel, conference registrations, and trainings.	Become more knowledgeable of other school pathways, pathway programs, and implementation.

3. *Program of Study*

Current Programmatic Narrative Based on Rubric
AIPHS aims to build motivated students who are prepared to enter college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and a structured learning environment with emphasis on language arts, writing, math, science, music, and social science will be featured to ensure students build a strong academic foundation. That classroom structure incorporates a social-skills program that allows faculty to create a forum for reinforcing respect among students and AIPHS staff.

Students at AIPHS have the opportunity to build productive relationships with motivated teachers and with industry partners who will provide them with better opportunities for higher academic achievement in all subject areas.. As a small school, AIPHS has the ability to facilitate these interactions. AIPHS students are engaged in learning with the guidance and instruction of skilled teachers.

Budget	2016-17 Planned Activity	Anticipated Outcome
4000	Retain part-time teachers to teach practical skills as requested by students. May include design, engineering, urban gardening or other maker skills.	Students will be able to take courses or sessions on these subjects as electives and/or college credit whenever possible.
	Review current areas of teacher expertise through informal teacher interviews and the regularly scheduled evaluations of work performance	Inform Professional Development planning.

	Revise Professional Development to assure linked learning, multidisciplinary project planning, and integrated lesson development	Creation of system for delivering integrated and linked-learning opportunities to cohorts in order to stimulate students for greater application of their prior and current knowledge as gained through their core courses. Increase acceptance into top tier college and universities. Develop all students into lifelong learners.

	Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses. Ensures that most grade- level pathway teachers share a common preparation period where possible in order to provide a uniform set of instruction. Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects in accordance with the model.	Inform best practices in Integrated Curriculum mapping and lesson planning. Vetting through a regular review by industry and secondary partners to ensure that the offerings are aligned to workplace needs.

	Evaluate and clarify pathway theme on broad ranged stakeholder feedback as aligned to the stated goals of the school's charter.	Assures pathway theme appeals to broad diversity of students and community stakeholders.

	Evaluate existing scheduling for feasibility and implementation of grade-level common preparation periods for pathway faculty and flexibility of instructional time.	Ensure pathway teachers collaborate as a team on creation of multidisciplinary projects and flexibility of scheduling for project-based learning opportunities.

	Identify and gather evidence of daily instruction of specific skill instruction and collaborative learning projects.	Documentation of individual student growth in team building, project management, accountability, and conflict resolution.

	Evaluate and inform current teacher lesson planning for integrated teaching and learning practices to include strategies that are: ● Student-centered ● Research-based ● Standards-based ● Project-based ● Problem-based	Ensure teachers are creating relevant lessons that engage students in linked learning opportunities that involve critical thinking, problem solving, and production practices related to the pathway(s).
	Facilitate enrollment in advanced placement, interventions, and/or other pathway electives without removing students from pathway core. Ensures that all upper level students experience the pathway as a cohort in the pathway's academic and technical courses. Ensures that grade-level pathway teacher teams have common preparation period whenever possible.	Inform pathway community on nourishing a culture of best practices in pathway coursework planning, scheduling, and professional development.
	Designate specific PD sessions focused on pathway development.	Continuous improvement and focused feedback from teachers and instructors from the college.
	Engage Industry partners in PD's focused on content specific project design and assessment.	Support focused PD on application of academic content within an industry context.
	Survey Stakeholders for pathway needs to ensure that the new initiatives are supporting and supplementing, but not supplanting, the current academic program..	Inform PD planning of cycles for continuous improvement.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric
This is an area of urgent need for our school organization. Historically the school has not involved itself in these sorts of activities so it is incumbent upon the Design Team to create opportunities for growth in this area. Currently, AIPHS does not have a well developed work-based learning plan for all students. The school works with limited community organizations such as the Oakland Public Library, Chabot Science, Lawrence Hall and various public service organizations and leaders to provide internship experiences for students throughout the year. This will need to be expanded with the assistance of the Design Team this school year. Faculty and administration plan guest speakers and field trip activities to expose students to careers in various career markets, namely in computer science and technology jobs as a pathway pilot. An effort to align the field excursions and guest speaker or lecturers to the pathway is essential to meet the outcomes listed below.

Budget	2016-17 Planned Activity	Anticipated Outcome
5000	Direct costs of internships. For example, GRID	To help students to develop practical

	Alternatives charges $1000 for ten students to practice installing solar panels.	professional skills in post-college careers
2000	Incidental costs of internships, including transportation and food for students.	To help students to have quality field experiences along the pathway pilots.
10,000	Computers for computer science and technology courses	To help students understand the link between the sciences, the arts and sustainability as well as the opportunities therein.
3000	Supplies and tools for on-campus maker classes	To provide students with the necessary things they will need to create art projects and other products.
	Conduct research then outreach to identify WBL experiences for students and staff.	To have a baseline of data to work with so that we might be able to assess overall need and fill in the gaps as far as providing work based experiences for students.
	Examine existing models for developing individualized WBL plans for all students at all grade levels through our collaboration with the business community and other charter schools.	Inform planning of individualized WBL sequencing plan for all students at all grade levels.

	Create a plan and timeline for developing and evaluating WBL experiences.	Effective implementation on the part of the Design Team as measured by survey data.

	Identify Industry and postsecondary stakeholders to review and provide feedback on WBL plans.	Inform development of WBL evaluation strategies

	Implement bi-annual impact study.	Identification of WBL plan areas in need of improvement

	Implement annual revision of master WBL vision and planning.	Creation of cycle for continuous improvement

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
The concept of addressing student's social and emotional needs has not historically been a feature of the school's model. The program has been focused on academics and demanding that students reach specific academic goals. As the organization has aligned itself with the enrollment procedures of OUSD and sought to diversify and increase the size of its high school, it is imperative that the school entity provide students with the necessary resources to address not only their academic performance but also their social and emotional traumas.

At AIPHS one feature for our upper classmen in particular is that each student is guided through the college planning process beginning at the end of eleventh grade . A significant percentage of AIPHS 'student population will be first-generation college students and a main program goal is to assist students in building relevant skills and goals, while preparing every student for college entrance. In the coming year, this is to include an emphasis on skill building in the social and emotional arenas through retreats, reflection periods, the addition of an advisory and the Edgemakers problem solving program. Through classroom activities, small groups, and individual counseling, students clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. Recruiters from top colleges and universities visit and meet with students. AIPHS pays for SAT, ACT, and AP exams. AIPHS also pays for a maximum of four college application fees per senior.

AIPHS has developed support of student needs by collaborating to identify student academic, personal and socio-emotional needs however have not been able to hire a psychologist or student counselor. We have been able to sustain support by utilizing lead teachers and administrative staff with peer mentoring and mental health support background to support students individually. We have targeted IEP, 504 and academically disadvantaged students to provide additional support such as Special Ed services, resource and tutoring services. In addition to the above activities and services, the school's administration also plans to build partnerships with local colleges and their interns in the psychology departments to address this need adequately.

Budget	2016-17 Planned Activity	Anticipated Outcome
	To develop and facilitate WBL, career and college counseling plans for all students and administration of systems for updating and monitoring existing student databases with individual student information in the following areas: ● Skills ● Strengths ● Challenges ● Interests ● Aspirations ● Academic needs and progress ● Personal needs ● Socio-emotional needs ● Health needs	Assurance that every student not only an individual but is well known and that there is a system for maintaining, monitoring and supporting students at an individual level and planning appropriate interventions. Provide tools, procedures, and learning opportunities that empower students to make informed decisions, execute and monitor their college and career plans, and successfully navigate the pathway to college and career success.
	Collaboratively identify intervention and acceleration strategies, conduct assemblies and community meetings to address student conduct and appropriate behaviors.	Support individual student success in a global fashion and ensure students are able to hear from the administration.
	Collaboratively identify strategies to engage community stakeholders in addressing individual student needs.	Increased communication and community support.

	Provide professional development for teachers around best practices in supporting students' social emotional growth and building a "family" of learners (AIMS model).	Cultural and context responsiveness among the adults on campus and the integration of appropriate content and engaging practices in the classroom and out.
	Address culturally responsive and context responsive pedagogies by hosting guest lecturers and professors from local universities.	Enlarge the community involvement at AIMS and enable staff to successfully be more culturally responsive.