

**PROBATIONARY VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

AMERICAN INDIAN PUBLIC HIGH SCHOOL

**746 GRAND AVENUE
OAKLAND, CA 94607**

MARCH 4 AND MARCH 5, 2019

Visiting Committee Members

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I. Introduction (1/2–1 page)

Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**

American Indian Public High School (AIPHS) is an urban charter school of 420 students in the Oakland Unified School District (OUSD), serving a predominantly Asian student population (57%), along with African/African American (21%), Hispanic (16%), and a smattering of white, Filipino, and multiracial students. Staff report a growing number of refugee students from Yemen are enrolling at AIPHS, with current enrollment of this subpopulation at approximately 25. Ironically, there are currently no American Indian students enrolled. It is a Title I school located in the Grand Lake District of Oakland, CA and is part of the American Indian Model Schools charter (AIMS). 70% of students qualify for free and reduced lunch. 14% of students are designated English Learners. 3.65% of students are identified as students with disabilities. The facility is an older converted elementary school that is shared with OUSD offices and a food bank.

The school did not include an analysis of student achievement data in the Probationary Report. Data was subsequently collected and analyzed during the site visit.

The school's AP Five-Year score summary report for 2018 shows an increase in both the number of students taking AP tests and the number of tests taken. The percentage of students with scores 3+ increased from 26% in 2017 to 36% in 2018.

The 2017-2018 LCAP states that all freshmen, sophomores, and juniors take the PSAT. For the 2017-2018 PSAT, 31.85% of students scored above state average in PSAT 9, 65.38% of students scored above-state average in PSAT 10, and 61% of students scored above state average in PSAT/NMSQT. 69.19% of students scored above state average in SAT.

The 2018 California School Dashboard shows a decrease in both CAASPP ELA and Math proficiency over the prior two years. ELA has dropped from 80% in 2016, to 64% in 2017 and to 54% in 2018. Math proficiency dropped from to 72% in 2016, to 64% in 2017, and to 43% in 2018. Although the percentage of students above standard is higher in ELA than the state, it is now lower than the state in math. The school reports that they have received a large influx of students from outside their system, some of whom had never had Algebra before coming to AIPHS, and that this has impacted the CAASPP scores. The Dashboard does show a positive trend in the number of students "prepared" on the College/Career indicator for the past two years, increasing from 59.4% in 2016, to 68.6 % in 2017, to 76.8% in 2018. There is also a large increase in the number of students graduating, from 77.1% in 2017 to 94.2% in 2018.

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

The school has had many significant changes and developments since the last WASC visit in 2017. The third change in school site leadership over the past six years occurred in 2017 when Mr. Tareyton Russ was named Head of Schools and a new administrative position, Division Head of Academics, was filled by Mr. Peter Holmquist. Self-described "thinking-partners", the two have overseen the implementation of new programs, rolled out professional development, and hired staff to meet the needs of students.

Total enrollment of the school has more than doubled over the past two years, increasing from 160 students in 2016-2017 to 420 in 2018-2019. School site leaders anticipate reaching the charter's cap

of 450 students next school year with a current enrollment of 180 students in the district 8th grade program. As the school has grown, it has been able to use more of the shared building space at the campus. However, OUSD maintains two offices open to the public on the same floor of the building as the main office of the school. Some parents and staff shared concerns about the security of students since the school does not have full control over who enters and exits the premises. Parents and students expressed a desire for a space like a gym for the new sports teams to practice and for PE.

As the numbers of enrollment of the school has increased, AIPHS has been able to add several new staff positions which address the recommendations of the previous WASC visiting committee. In 2017-2018 a full-time college advisor was added who works, in part, with seniors to provide support for writing college application essays and applying for scholarships. A part-time social-emotional counselor was added which has increased the number of students participating in individual therapy sessions as well as small group sessions for stress management, conflict-mediation, grief counselling, and self-harm expression therapy. In 2018-2019 an agreement was reached with OUSD which allowed AIMS to remain under the umbrella of OUSD's SELPA while giving AIPHS the ability to hire their own Special Education staff and receive a discount in encroachment fees. The school now has a SPED Coordinator who provides consistent Resource services to students and a full-time SPED Instructional Aide. Also in 2018-2019, an ELD teacher and aide were hired, and a Dean of Students was made full-time to implement a new PBIS (Positive Behavior Intervention and Support) program. A full-time Physical Education teacher was hired to develop a PE curriculum and provide district-wide professional development in PE.

As well as creating new staff positions, the school has made many program additions since the last full visit in 2017. In the academic arena, new AP classes including Art, Environmental Science and Human Geography were added to bring the total AP offerings to 18 courses. The school increased the number of college campus tours and is adding a College Signing Day to create more awareness for underclass students. In 2017-2018, an ELD initiative was rolled out including new ELD curriculum, tutoring support, and the creation of an ELAC committee. English Learner newcomers to the country now have two periods of ELD per week to help them rapidly improve English proficiency. Some teachers were trained in AVID college preparatory strategies. A new blended online learning program, Acellus Educational System was purchased in 2017 for credit recovery, and this year 330 more devices and a sitewide license expanded the program to all classrooms. It is one of the primary supports for differentiated learning for students with IEPs and English Learners. Guitar classes have also been added to the schedule, offering students a music elective for the first time, although some parents and students would like to see additional music options.

On the school climate and culture side, several significant changes have been introduced in the past few years. The school began offering school lunch through the National School Lunch Program, and added a Wellness Committee which meets four times per year to discuss health related issues like nutrition and sleep, and to offer free eye exams and eyeglasses to students. Using the PBIS program this school year, a software-based rewards system was introduced for students and a new procedure for office discipline referrals has been implemented. Extra-curricular clubs like Interact, Badminton, Rock-climbing, and TechBridge have been added, as well as intra mural sports including basketball, volleyball, soccer, swimming, cross-country, and soccer for both boys and girls. A Student Government Association began three years ago which has expanded the number of school events to include spirit weeks, homecoming and prom dances, and cultural celebrations.

Several changes to the day-to-day routines were made after the last WASC visit, as well. One was to give teachers their own classrooms and have students rotate from room to room, rather than having teachers rotate each period. Another was to move to a block schedule in which students have two-hour classes Monday through Thursday and 50-minute classes on Friday.

The school has hired many teachers over the past few years. Five of the 17 teachers are new staff members this year, and about half of the teachers were hired within the past two years. One reason for so many new hires is to fill the positions needed as enrollment has increased. However, over the past few years five teachers have left or have been asked to leave mid-year, and there are still several unfilled positions leaving a long-term sub in one of the math positions and a vacant AP Physics position.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Adding personnel has had a positive impact on the school. The school credits the full-time college advisor with an increased number of students being awarded scholarships and accepted into UCs, CSUs, and Ivy League schools. Surveys of staff and students show progress in overall school climate and overall well being of students after adding counseling groups with a social-emotional counselor. The expansion of the role of the Dean of Students has led to a decrease in the number of detentions and suspensions. Adding a full-time Resource Specialist and Instructional Aide has led to 80% of SPED students increasing their GPA by at least 1.00 point from last year to this.

Purchasing science lab tables, stools, and equipment gives students access to more labs across all of the science classes. According to the report, these purchases helped boost academic interest and school spirit and created a better learning and working environment. The purchase of additional Acellus equipment is giving more students access to credit recovery, differentiated academic support, self-paced learning and blended classroom learning.

In interviews, teachers, students, and parents report the many changes implemented over the past two years have substantially improved school climate. Staff, administration, and parents report that the addition of the school lunch program has had a positive impact on student attitudes and preparation for the rest of the day. Having students rotate from class to class rather of teachers has increased the amount of student projects and group work, and makes it easier for faculty to provide a blackboard configuration in the classroom and start class on time. Teachers like being able to personalize the space with student work, and they report that having their own space makes it easier to have consistent classroom procedures like spots for students to turn in work. Students like the benefits of being in a small school while still being able to access the traditional high school experiences like sports, clubs, and dances. Parents say their students are less stressed and are more well-rounded and better prepared for college because of the choices available to students now such as sports, an additional foreign language option, and more electives.

The inability to hire a Physics teacher meant that AP Physics was not offered for seniors this year. Teachers and parents mention the detrimental impact some students have experienced in their learning because of having multiple teachers throughout the year. Parents expressed concern that the school may lose good teachers if their compensation packages are not similar to the surrounding districts. The frequency of hiring new teachers impacts the teachers who have been here for longer because they help support the new teachers understanding of curriculum, technology use, and school policies.

- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**

Following the last WASC visit, the responsibility for following up on the action plan was spread informally between the superintendent/central office and the school site leaders, depending on the item. For example, the central office codified the AIMS model in the form of the field guide, the Head of Schools worked with the operations department to bring in the school lunch program, and the Division Head of Academics fleshed out a plan for professional development. While a formal

leadership team wasn't created to oversee and track progress toward WASC goals/critical areas for follow up, upon review of evidence provided during the visit, it became clear to the visiting committee that there was an evolving plan which was well executed, even though it was not captured in the school's report. The school would greatly benefit, therefore, from formalizing written WASC action plans on a regular basis, tracking and documenting progress toward meeting goals, and updating the plans as goals are met or exceeded.

- **Describe the process used to prepare the progress report.**

The report was a mostly a collaborative effort between the administration team and department chairs/lead teachers. Staff and school family members helped translate the parent survey into four non-English languages spoken within the community to help increase parent involvement in data gathering. Department chairs, office staff, and the college coordinator brainstormed all of the new and improved programs. Each department worked together to complete portions of the report, especially related to the Instruction and Assessment sections. Some sections were written by the Division Head for High School Academics. Some data was prepared by district office staff, operations, and administrative assistants. After school meetings were held to share information and to delegate tasks to teams for gathering information. Neither teachers, parents, students, nor the school board were given the final report to review for input.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**
- **Note the evidence supporting the progress made and the impact made on student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**
- **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

- AIMS model is not clearly stated in any document available to staff, parents or students. There is confusion about the degree of flexibility in the implementation of this model.

Having created a detailed Field Guide, which explains the AIMS model of education, and includes expectations, rules and processes, the school annually circulates this information to staff and families. Aligned information can also be found in parent, staff and student handbooks. In addition, the Field Guide is reviewed with staff during the opening of school professional development meetings.

- Annual performance appraisals need to take place to provide feedback to teachers.

Performance reviews for teachers have been more regular and consistently implemented for the past two years. These include classroom observations and feedback. Assessment instruments

are being piloted for immediate feedback. The goal is to provide two formal observations per year for each teacher.

- Student social and emotional needs and college planning needs are not being adequately met due to lack of a qualified guidance counselor.

AIMS hired a created and filled a new position, Health and Wellness Counselor in 2017-18, to provide social and emotional support for students. The counselor provides resources and services based upon severity of crisis and needs of students. Peer-based counseling groups are also provided weekly. These are generally theme-based (e.g., stress management, conflict resolution). Survey results reflect that these services have had an overall positive impact on school climate and well being among students. Teachers and administrators consistently report that the impact of this change has been positive, supporting students who historically would have fallen through the cracks.

Category B: Standards-Based Student Learning - Curriculum

- AIPHS recognizes the need for more professional development time to be allocated for curriculum development and collaboration.

There is abundant evidence that PD and department discussion time is spent in collaboration for planning, goal setting and curriculum development. By year's end they will have spent two full days in PD with STEM for Life, an organization that emphasizes STEM and NGSS. The school's goal is to use this vehicle as a means of introducing the importance of integrating curriculum across the disciplines. There is a commitment to continued collaboration, both within departments and grade bands, as well as across the school.

- Professional development for teachers and clarification for the entire community is needed on the model, LCAP, and AIPHS policies/procedures.

There are ten full day professional development (PD) scheduled annually, and regular PD meetings on Friday afternoons. This year, providing time for teacher reflection around maintaining rigor has been prioritized - specifically, how to do so with an increasingly diverse student population. Policies and procedures are reviewed with the full staff annually via an examination of the Field Guide. The LCAP is also reviewed during PD, with input from staff that is gathered largely during department meetings.

- There is inadequate science lab space to meet the University of California and AP course requirements.

Lab tables and substantial materials have been purchased for all science classes. New AP Biology and Chemistry textbooks and prep books were purchased, and new textbooks that satisfy AP Physics requirements have also been onboarded. In addition, lab kits for AP Physics and Conceptual Physics were purchased. While lab tables haven't yet been plumbed due to uncertainty regarding their tenure on the current site, bottled water is brought in to provide wet lab experiences. To date, while the school hasn't been tracking whether 20% of class time is spent engaged in hands-on activities (as required for UC a-g approved courses), there is a commitment to do so moving forward.

Category C: Standards-Based Student Learning - Instruction

- There is a lack of opportunities for students to explore careers and apply learning to real-world experiences.

TechBridge, an exciting and innovative after school club focusing on STEM for young women, was started at the beginning of this school year. The program is fully subscribed at TechBridge's twenty student cap, with a wait list. If interest remains consistent and at its current level, the school is committed to expanding this offering for subsequent years. The school has also exposes students to the field of Chemistry through labs, exposure to kinesiology during PE, and discussions of other careers during class. In addition, students participate in Career Day, are offered volunteer opportunities in the local Oakland community, and have conversations about personal interests and strengths through the college application process.

- There is a need for a broader range of differentiated instructional strategies that will more effectively engage all learners in higher order thinking skills and problem solving.

Newly purchased Acellus Academia is used to incorporate blended learning for independent study, team teaching and/or credit recovery for students earning a C- grade or lower in any course. The program is used in all subject areas to both differentiate instruction and to allow students to self-pace through the material. Teacher received some training at the start of the year with Acellus, but they largely report collaborating with peers to learn the system, as well as self-teaching over time. Students enrolled in pre-AP classes are provided AP-level problems for extra challenge, as well as for exposure to AP-level material.

- There is a lack of opportunities for hands-on laboratory investigation (i.e., wet lab) experience in natural sciences per UC and AP course requirements and NGSS standards.

As indicated above, the school now offers labs across the sciences including

- The student demographic is changing to include an increasingly diverse range of abilities. Teachers are in need of professional development for a broader array of instructional strategies to meet those needs.

Technology is being incorporated across subject areas to help students access curriculum at their level. Accellus and other online tools are being used to access instruction, get help from instructors in real time, and virtual means of storing information such as assignments have been implemented. Mini-whiteboard have been onboarded in math to increase student participation, and group work is a part of Geometry lessons to provide more interactive instruction.

Professional development has included a session about culturally responsive pedagogy, and the school has on-boarded AVID college preparatory strategies to initially favorable outcomes. For the 2018-19 school year, goals are 1) to identify what's being done that promotes higher order thinking and problem solving, and 2) using AVID as a system to add two strategies in teaching students relevant skills. Teachers are acquiring skills, applying multiple strategies to increase student engagement.

- Instructional time and quality is sacrificed by having teachers rotate from room to room.

In response to this concern, teachers are now assigned to their own classrooms, allowing for more effective use of time between and during class. Science rooms are located proximal to one another, allowing for greater collaboration between staff and students.

- Teachers are not provided adequate and timely information about the specific needs of their students with IEPs (e.g., required accommodations, specific learning disabilities, IEP goals, etc.).
- The OUSD provided resource teacher is not providing adequate services to SPED students.

For 2018-19, the school hired a dedicated Resource Specialist, who is full-time AIMS staff. At the start of the year, this person met individually with teachers during which they were provided IEP information for each student for whom they are responsible for teaching, and guidance about how to meet students' needs. Accommodations were discussed as well as IEP goals. The aide, who provides push-in support, as well as the Resource Specialist provide teacher training in how to appropriately and successfully implement accommodations. Staff consistently made resoundingly positive comments about the impact of this intervention on the classroom and student success.

In addition, the school reports having developed and implemented a physical education (PE) curriculum and pacing guide, with quarterly assessment based upon the State Physical Fitness Test. An accredited PE teacher has been hired for this purpose. Students use an app on their phone which tracks distance ran/walked, calories burned and overall pace.

For foreign language, Duolingo has been onboarded, new textbooks were purchased for 2018-19, and AP Spanish is a new offering this year. Accellus is being used to provide a blended learning environment.

Category D: Standards-Based Student Learning - Assessment

- Faculty members, many of them are very new to the profession, need coaching and professional development to support effective feedback on student learning and improve strategies to adjust instruction based on assessment results.

There is substantial PD time allocated for teacher training and development, with materials provided that offer a variety of approaches and strategies for instruction. The Division Head for High School Academics is charged with coaching new teachers, and the Head of School supports teachers with longer tenures. Each teachers has annual goals which include areas of improvement. This year, time has been allocated during PD for teacher reflection, particularly in regards to how to maintain rigor while supporting the needs of their increasing ELD population. Their new ELD teacher has been instrumental in supporting 'newcomer' students, providing instruction as well as student access to online tools to foster English acquisition.

- There is no systematic method to monitor student progress towards the SLOs.

While staff acknowledge little progress in this area to date, there is an informal but fairly cohesive plan at the administrative level. Piloting PBIS this year, with the support of their new Dean of Students, they are tracking substantial and positive impact of PBIS on detentions and suspensions. As such, a full-campus roll-out is planned for 2019-20, moving toward positive and proactive support rather than historical punitive and reactive disciplinary approaches. Once PBIS is implemented, the school plans to examine SLOs through their new lens, creating traditions and celebrations that reflect acknowledgement of positive accomplishments and deeds.

- There is no curriculum review procedures for non-AP courses.

Evidence was provided that reflects that the pre-AP and non-AP classes are examined for effectiveness, and for their ability to prepare students for the rigors of AP classes. The Division Head for High School Academics gathers and organizes assessment data, which is then shared with departments and individual teachers for reflection, and to help inform instruction. This information is also used to identify improvement areas for future goal setting.

- Lack of collaboration time and professional development impedes progress on assessment and data analysis goals as does lack of oversight by departments and administration.

Throughout the current school year, there is evidence that substantial collaboration and reflection time have been built into PD, allowing for staff to examine assessment results and their practice with an eye toward continuous improvement. Data has gathered and shared with departments and individual teachers, with progress tracked and areas of improvement identified.

Category E: School Culture and Support for Student Growth

- There is a strong need for more timely communication and/or advanced planning between AIPHS leadership and teachers (e.g., scheduling assemblies, memos sent home, etc).

The HoS creates a ‘daily reminder’, which is displayed in a binder by staff mailboxes each morning. This provides a brief list of upcoming events and/or reminders of to-dos. Staff are asked to initial that they have read the reminder daily upon checking in for work each morning. In addition, the Division Head for High School Academics puts out a weekly ‘Thursday Note’ as a means of providing additional communication to staff. Overall staff remarks reflect that these have been important tools, allowing for greater predictability and consistency. In conversation with parents and students, however, concerns regarding communication arose during this visit. Students indicated that notices out from the school are, at times either late or lacking, and parents shared that they sometimes feel that communication among staff isn’t what it ought to be. One parent indicated, “It can sometimes seem like the right hand doesn’t know what the left hand is doing. Teachers and/or administrative staff don’t all have the same information about my child.”

- There are inadequate resources for consistent translation of parent communication materials. Students often have to fill out forms and communications intended for parents because parents do not speak English.

Currently, three staff speak Arabic, and another speaks Mandarin and Spanish. With their support, the recently distributed parent survey was able to be translated into four languages.

- Explicit documentation about the school’s model and history would help establish clear expectations for students and staff.

An AIMS Field Guide has been created which explicitly explains the school’s model of education and outlines various community-wide processes, expectations and procedures. This document is accessible via the school’s website, is distributed to teachers and families at the start of the year, and reviewed periodically to help create consistency across the community of students and adults.

- Few extracurricular activities are offered.

The school is in its second year of offering team sports. The following options are available to all students across the high school grades.

- Girls and Boys Cross Country (Boys won 2018 Area Charter Championships)
- Girls and Boys Soccer (2018 Girls won Bay Area Charter School MVP)
- Girls and Boys Volleyball (First offered in 2018-19)
- Girls and Boys Track and Field (First offered in 2018-19)
- Girls and Boys Swimming

In addition, Techbridge and Brain Games Clubs are offered as after school clubs. These provide exposure for girls to STEM, and math and science enrichment, respectively. Other enrichment and extracurricular offerings include intramural sports, mental health week, career day, community outreach volunteering, prom and homecoming dances, spirit week and a class-wide senior trip. The school's efforts over the past two years in this regard have been strong and successful.

- Some policies and expectations for student behavior are not enforced consistently.

The new Dean of Students, in partnership with administrative team, had identified that using punitive disciplinary means was not effective with their students. As such, a decision was made to pilot PBIS this year, moving away from a detention system that was inconsistently being used by teachers and caused confusion and frustration by all parties. The Dean is taking time to get to know students when issues arise, listening deeply to children and involved staff to understand concerns and mitigate situations. Using conversation and appropriate consequences, rather than the one-size-fits-all approach previously in place, suspension and detention numbers are substantially down from previous years. Staff report a greater sense of responsibility taking and ownership of one's actions on the part of students, and notice the positive impact of these changes in the classroom. To date, there have been ten suspensions this year, with no student receiving more than one such infraction. Last year there were approximately 15 to 20 suspensions, the exact number of which cannot be identified due to cumbersome tracking processes that had been in place. Detentions to date for 2018-19 are 111, with more than 300 last year, August to June. The Dean of Students has also implemented an Office Discipline Referral Form, that offers suggested actions for teachers to try for minor infractions. This helps place ownership for intervening on low-level behaviors on educators, rather than encouraging immediate detention and/or referral to the Dean's office for further action. In addition, the form addresses possible motivations for student behavior, providing opportunities for teachers to take another's perspective as a means of avoiding the assumption that the action is directed at the teacher or a peer. In addition, the Field Guide is a main way by which the school communicates to the community about rules and expectations. With that document in place, teachers, administration and students report that accountability is higher, and generally everyone knows what's expected of them.

- Students and teachers express a desire for more balance between academic and liberal arts activities/courses for students during the school day.

School staff, Student Government Association leaders and members of the leadership class are very enthusiastic about recent improvements and new programs offered which have resulted a more enjoyable and balanced school experience. With expanded offerings in music and the arts, sports, foreign languages and computer science, students have choices that now allows them to

feel like they are having a ‘normal’ high school experience, while preserving their small school environment, which they also value highly.

Additional concern areas that arose during this visit

Janitorial Services:

Staff and teachers consistently complained about the quality of OUSD provided janitorial services. Teachers and administrative staff regularly stay late or come in early in order to clean up classrooms, making them ready for students. Surfaces aren’t regularly cleaned, trash not picked up from the floors, etc.

Transparency with the District Office and Staff Retention:

Staff expressed concern about a lack of transparency with district office regarding budgeting, the means by determining allocation of funds for departments and classroom expenditures, and compensation relative to salaries and retirement benefits for teaching and support staff. Based upon the relatively high rate of teacher turnover outlined above, as well as the importance for charter schools to provide transparency in all business practices, including budgeting, creating greater translucency from the district office to school staff will be an important step. In addition, given turnover rates for teachers, and the resultant impact of this on student learning, examining compensation and retirement benefits to determine the extent to which the organization is competitive with area district and charter schools will be critical. Staff indicated that teaching and nonteaching staff have recently departed the organization citing salary and benefits as their primary reason for leaving. And parents expressed similar concerns about compensation at AIMS being outpaced by competitor schools. Increasing competitiveness in these areas, therefore, should go far in attracting and retaining quality teachers and staff.

Culturally Responsive Instructional Materials:

With inclusion and equity as best practices within education, teachers expressed their hopes that instructional materials and books can better align with the school’s diversity over time.

Student Accountability and the College Process:

Teachers have a desire to discuss and examine how to increase student accountability in the completion of college required documents (e.g., FAFSA), as a means of fostering greater success in the college selection process for students, as well as to reduce student and staff anxiety surrounding the application process. It is believed that building accountability into the process may increase effectiveness of outcomes for the seniors.

Breakfast Program:

Staff and parents consistently expressed great pleasure at how positive offering lunch for students on a daily basis has been. While hard data is not available given the newness of the program, anecdotally, focus has increased in the classroom, moods are more positive throughout

the day, and students are consistently more engaged. That said, with more than 50% of students being provided lunch daily, staff is aware that a sizable number of students are arriving hungry to school in the mornings. Given the obstacle to learning that hunger represents, there is a sense of urgency that a breakfast program be provided for students, as well.

Memorialize Data Analyses and Resulting Decisions and Goals:

Given the challenges found by the visiting committee in receiving data that reflected program effectiveness, and the resulting days of scrambling of staff to gather this information, the school will benefit tremendously in storing data for easier future access. The process of regularly reviewing, analyzing and setting goals around data is occurring - and that became clear to the visiting committee over the course of our time at the school. Memorializing the process, findings and outcomes, assembling documents in a readily accessible repository will certainly help the administrative and teaching staff moving forward, including during such times as charter and WASC renewals.

III. Commendations and Recommendations

- **Commendations:**
 - **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

The visiting committee was indeed impressed with the hard work, dedication and passion of the AIPHS staff and leadership. The level of improvement attained and programmatic changes implemented within two short years has been remarkable. More specifically, the committee wishes to commend...

- The school's strong and visionary leadership embodied in the Head of School and Division Head for High School Academics. Their ability to tirelessly drive improvement, providing a supportive professional environment for all staff has had a strong positive impact on the school climate and culture.
- The charter's Superintendent for her support in developing program enrichments (e.g., sports and the arts) and providing needed materials and furniture.
- The strength of the entire American Indian team. The admin, teachers and staff provide a united front to the school community, fostering a climate of consistency and reliability.
- Mr. Russ, the Head of School, for the caring felt by his staff and students. Employees know he cares deeply for and advocates for them as needed. Parents say Mr. Russ knows every student and personally has reached out to help their children.
- The passionate staff and teachers who are committed to students and their success. The students know and feel that everyone at AIPHS is behind them.
- The vision of onboarding several new positions and/or staff into key positions (e.g., SPED, ELD, Dean of Students, social-emotional counselor) to help ensure all students have access to the AIPHS education.

- The administration and staff for the significant financial and human resources spent over the past two years on improving academics (e.g., science labs, Acellus for credit recovery and blended learning, new AP aligned textbooks). The impact of this work has clearly and substantially improved students' experience and engagement.
 - The work of the staff in ensuring the school culture is fostered and maintained even through time of substantial growth.
 - The implementation of a school lunch program, ensuring each child at AIPHS has his/her basic needs met in working toward success.
 - The onboarding of new online tools to support students learning in credit recovery, blended learning and self-pacing.
 - The SPED resource specialist and aide whose work with students yielded a full one-point increase in average GPA for IEP students.
 - The Dean of Students for partnering with students and staff in mitigating problematic situations such that detention and suspension rates are decreasing.
 - The ELD teacher for providing daily EL support for each newcomer student and creating a program of support for English language learners.
 - The increase in number of students taking AP tests and the percentage of students receiving scores of 3 or higher.
- **Recommendations:**
- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
 - **Identify any new areas of concerns, if applicable.**

Throughout the visiting committee's time at AIPHS, it became clear that the school's capacity to continue to drive improvement will hinge on the extent to which stability and reliability in school site leadership can be maintained. Having transitioned from a time of great upheaval and crisis, this school has tenuously moved toward strong leadership, behind which staff, students and parents have gotten with enthusiasm and confidence. The visiting committee is confident that these partnerships and strong alliances will continue, given the strong relational qualities of the Head of School and Division Head.

The visiting committee has identified the following areas for ongoing improvement and/or new areas of concern:

- Determine a means for tracking progress toward SLOs.
- Create and implement a campus-wide plan for onboarding of PBIS (or some equivalent social-emotional curriculum), with faculty training for consistent execution.
- Work with OUSD staff to identify more and contiguous classroom and office space to ensure school safety and security, and so teachers and students have an environment appropriate for learning.
- Provide a breakfast program to ensure students are set up for success at school daily.
- Increase transparency within the community and to the community-at-large regarding the school's successes and improvement areas.
- Increase transparency between school staff and the district offices regarding resources allocation, PD opportunities, compensation and budgeting.

- Improve the quality of janitorial services to ensure a clean and healthy environment for students and staff.
- Ensure that 20% of class time in all UC a-g science courses is spent engaged in hands-on activities and/or labs.
- Examine teacher and staff retention to ensure appropriate strategies, support and compensation are in place, making AIPHS competitive with area schools for teachers and staff.
- Retain data analysis findings and decisions that arise from these processes in a shared repository for ready future access by appropriate stakeholder groups.