

TITLE VI: AMERICAN INDIAN EDUCATION COMMITTEE

OCTOBER 26, 2023



Agenda

Mountain Empire Unified School District
Education and Instructional Services Department



Title VI: American Indian Education Committee
Thursday, October 26, 2023
La Posta Tribal Office
12:30-2:30 pm
Agenda

Welcome and Introductions	
Announcements and Agenda Review	Amy Conforth Director of Education and Instructional Services, MEUSD
Program Data Overview - Tribal Consultation <input type="checkbox"/> American Indian/Alaska Native Enrollment <input type="checkbox"/> Student Academic Outcomes <input type="checkbox"/> Title VI Budget	
Tribal Leadership Comments and Feedback	
Community Schools	Cherie Foraker Coordinator of Community Schools, MEUSD
Early Literacy Programs	Sheri Miller District Early Literacy Specialist and Expanded Learning Opportunities TOSA, MEUSD
Adult Education	Bill Denreux Director of Adult Education, MEUSD
California Indian Education for All <input type="checkbox"/> Newsletter <input type="checkbox"/> Native Ways of Knowing <input type="checkbox"/> Calendar of Events	Dr. Staci Block SDCOE
UCSD: Early Academic Outreach Program (EAOP)	Beatriz Lopez Moreno UCSD College Programs Specialist Academic Dean, SRP 1
School Facilities Funding Stakeholder Listening Session	Dr. Patrick Keeley, Superintendent, MEUSD
Public Comment	
Next Meeting: January 11, 2024	

What is Title VI and What is Title VII?

Title VI, Part A – Indian Education

(ESSA Title VI, Part A amends Elementary and Secondary Education Act (ESEA) Indian education programs. ESSA was signed in December 2015.) supports the efforts to **meet the unique educational and culturally related academic needs of American Indian and Alaska Native students** to assist them in meeting the same challenging state student academic achievement standards as other students.

Title VII, – Impact Aid – The Impact Aid law (now Title VII of the Elementary and Secondary Education Act of 1965) provides support to school districts with funding in lieu of property taxes due to:

- Reservations
- Military Bases
- Low Rent Housing
- Parents in uniformed services employed on eligible federal properties



What would be a more meaningful name for this committee?

Local Educational Agency Tribal Consultation Requirement

Under the **Elementary and Secondary Education Act (ESEA)** section 20 U.S.C. § 7918 (c) section 8538, 2015, affected districts are required to consult with tribal governments on the development of their education plans.

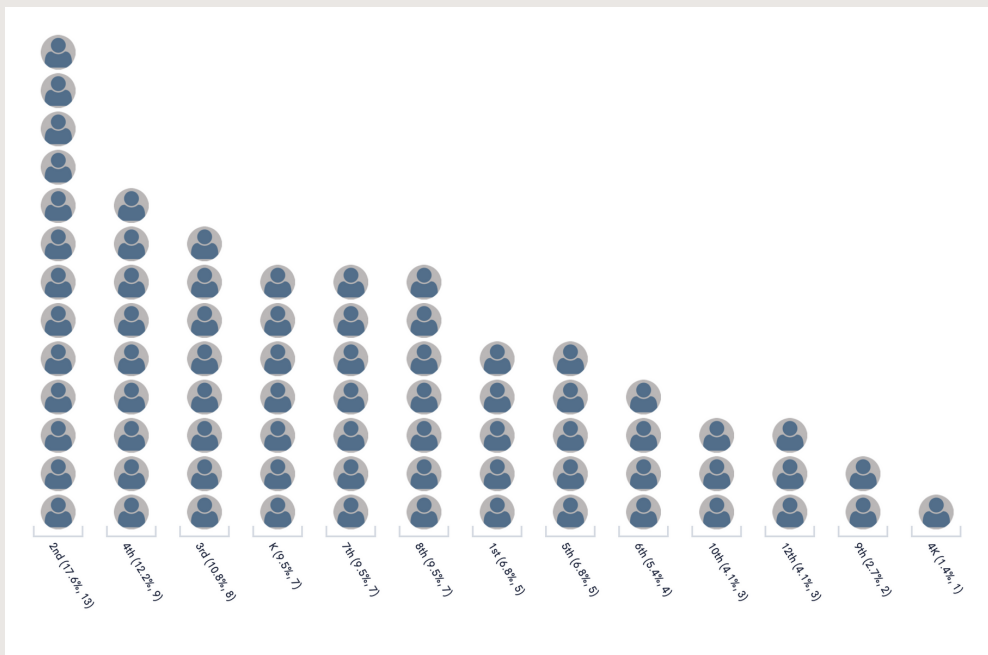
Assembly Bill 1703

“The bill would establish the California Indian Education Act and encourages school districts, county offices of education, and charter schools to form California Indian Education Task Forces with California tribes local to their regions or tribes historically located in the region. The bill would encourage task force participants to discuss issues of mutual concern and to undertake certain work.”

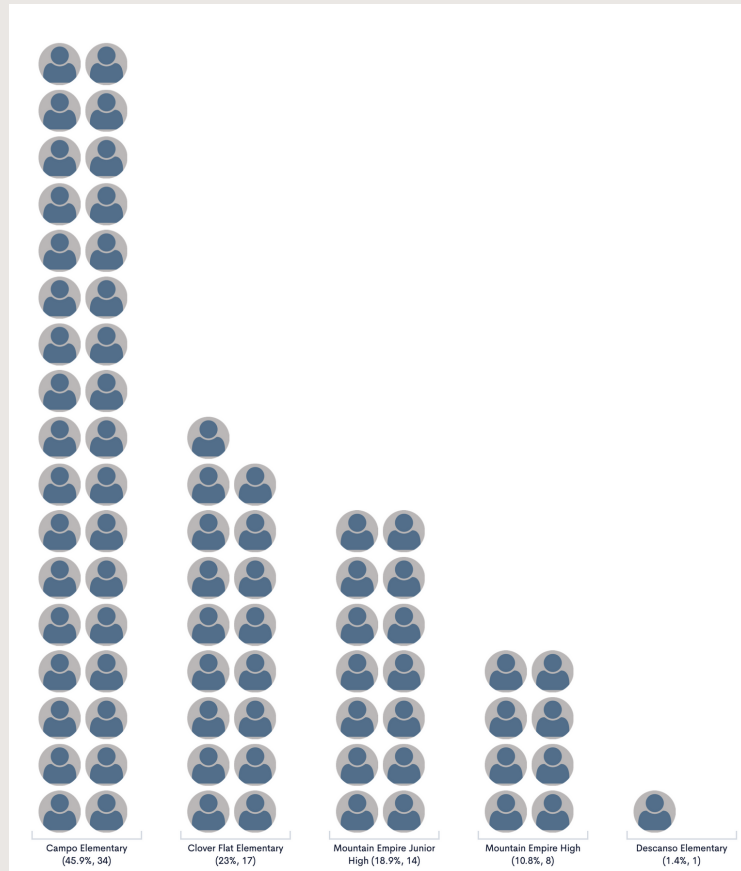
Enrollment

2023-24 American Indian and Native Alaskan Student Enrollment

74 AI/AS Students Identified in MEUSD in 2023-24
232 AI/AS Students Enrolled in MEUSD in 2023-24



2023-24 Enrollment by School Site



Campo Elementary	65
Clover Flat Elementary	40
Descanso Elementary	17
Potrero Elementary	28
MEJH	31
Hillside Jr. Sr. High	9
MEHS	36
Sunrise High	2
NPS	4
Total Enrollment	232

2023-24 American Indian and Native Alaskan Enrollment

- Based on Ethnicity response on Enrollment application: **201** American Indian and Native Alaskan students without a ED 506e Form

Action Steps:

- October- Enlisted Support from Becky Blackwood
- Inclusion in Aeries Parent Portal - New Enrollment
- Inclusion in the Parent-Student Handbook
- Digital Tracking in Aeries

Tribal Input

1. What ideas can the District implement to improve the number of families who submit the ED 506e Form?

Student Academic Data

SBAC – English Language Arts*

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	American Indian	American Indian %	MEUSD % All Students		American Indian %	MEUSD % All Students		American Indian %	MEUSD % All Students		American Indian %	MEUSD % All Students
2020-21	33	3.23%	7.38%	33	22.58%	21.15%	112	19.35%	23.78%	160	54.84%	47.68%
2021-22	32	6.45%	8.57%	32	29.03%	20.38%	32	22.58%	25.7%	4	41.94%	45.35%
2022-23	34	8%	9%	34	24%	19%	34	29%	24%	34	39%	47%

*Grades 3rd-8th & 11th

Data Source: Focus Dashboard, February 7, 2023

American Indian/Native Alaskan State Achievement Comparison

Academic Indicator: ELA

Student Group	2021-22
State - All Students	12.2 points below standard (Low)
SD County - All Students	3.8 points below standard (Low)
MEUSD - All Students	51.3 points below standard (Low)
State - American Indian Students Only	49.3 points below standard (Low)
SD County - American Indian Students Only	points below standard (Low)
MEUSD - American Indian Students Only	55.2 points below standard (Low)

SBAC – Math*

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	American Indian	American Indian %	MEUSD % All Students	American Indian	American Indian %	LA Unified %	American Indian	American Indian %	LA Unified %	American Indian	American Indian %	LA Unified %
2020-21	33	0%	12.59%	33	6.9%	12.1%	33	13.79%	22.96%	33	79.31%	62.35%
2021-22	32	0%	10%	32	16.13%	19%	32	12.9%	27%	32	71%	44%
2022-23	36	3%	5%	36	8%	12%	36	28%	25%	36	61%	58%

*Grades 3rd-8th & 11th

Data Source: Focus Dashboard, February 7, 2023

American Indian/Native Alaskan State Achievement Comparison

Academic Indicator: Math

Student Group	2021-22
State - All Students	51.7 points below standard (Low)
SD County - All Students	41.7 points below standard (Low)
MEUSD - All Students	95.5 points below standard (Very Low)
State - American Indian Students Only	122.3 points below standard (Very Low)
SD County - American Indian Students Only	points below standard (Very Low)
MEUSD - American Indian Students Only	11.58 points below standard (Very Low)

Attendance

Chronic Absenteeism Rates

Student Group	2021-22
State - All Students	30.0% (Very High)
SD County - All Students	28.3% (Very High)
MEUSD - All Students	46% (Very High)
State - American Indian Students Only	43.6% (Very High)
SD County - American Indian Students Only	38.6% (Very High)
MEUSD - American Indian Students Only	64.9% (Very High)

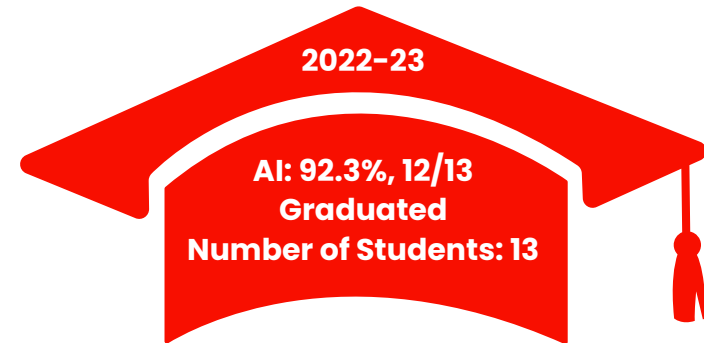
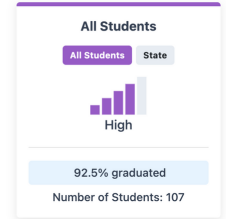
Graduation Data

Ethnicity: American Indian/Native Alaskan

LEVEL	PLACEMENT
VERY HIGH <i>95.0% or greater in Current Year</i>	Very High <ul style="list-style-type: none"> White
HIGH <i>90.5% to 94.9% in Current Year</i>	High <ul style="list-style-type: none"> All Students (District Placement) English Learners Socioeconomically Disadvantaged Hispanic
MEDIUM <i>80.0% to 90.4% in Current Year</i>	Medium (None)
LOW <i>68.0% to 79.9% in Current Year</i>	Low (None)
VERY LOW <i>67.9% or less in Current Year</i>	Very Low (None)

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.



Tribal Input

- 1.What supports can the District offer to help students graduate college and career-ready?
- 2.What areas should receive attention based on the data?
- 3.What action steps and/or strategies do you recommend to create more opportunities for our students?

Title VI Budget Overview



Fiscal Year	Allocation
2021-22	\$47,432
2022-23	\$50,705
2023-24	\$49,659



Tribal Input

What activities and/or services should the District prioritize for the 2023-24 school year?



Future Topics for Consideration

- Next Tribal Consultation Session for Title VI Indian Education Grant Reporting
 - Scheduled for March 2024

A community school strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, we organize in- and out-of-school resources, supports, and opportunities so that young people and communities thrive.

This is not just another initiative, but rather a fundamental recognition of how we do business as educators.

What are Community Schools



Maslow before Bloom...



EVALUATION

Produce new or original work.
design, assemble, construct, conjecture

SYNTHESIS

Justify a decision.
argue, defend, judge, support, value, critique

ANALYSIS

Draw connections between ideas.
organize, compare, contrast, experiment, test

APPLICATION

Use information in new situations.
solve, use, demonstrate, schedule, sketch

COMPREHENSION

Explain ideas or concepts.
describe, identify, explain, report, translate

KNOWLEDGE

Remember facts and basic concepts.
define, memorize, repeat, duplicate, list






Working to meet the needs of our students so that they are prepared to take on the beneficial stress of learning.

Current MEUSD Community Schools

- Campo ES
- Clover Flat ES
- Hillside IS
- Potrero ES



Legend

-  Why we do this work
-  Who drives this work
-  Enabling conditions
-  Key practices
-  Supportive infrastructure

Current Focus

- **Comprehensive social-emotional growth system with district-wide system strengthening of our Multi-tiered System of Supports and Positive Behavior Interventions and Supports.**
- **Full-time counseling staff on school sites.**
- **Development of a community resource center with a full array of services including engaging learning. opportunities for parents and community members.**
- **Cultivation of community assets and building resource contact directory.**
- **Grant application and oversight to increase monetary resources for student benefit.**
- **Ongoing professional learning ensuring all staff members are aligned and committed to the essentials of community schools.**

Alphabet chart



Early Literacy at MEUSD

Sheri Miller
District Literacy & ELOP TOSA



The Importance of Foundational Literacy Skills



70-80%

of students who struggle with reading have deficits in phonological skills including phonics
(NAEP, 2022)



33%

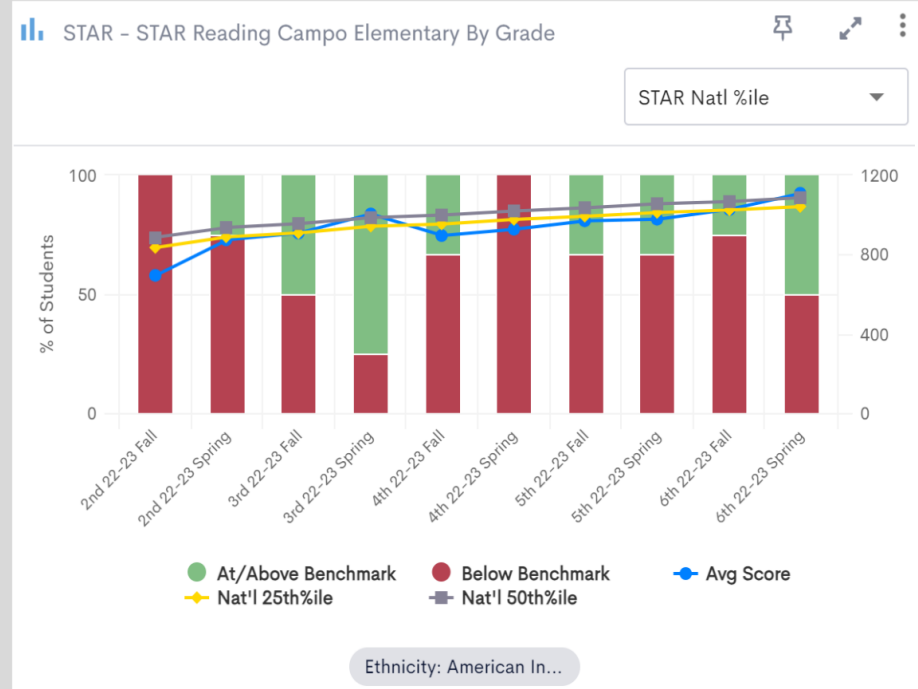
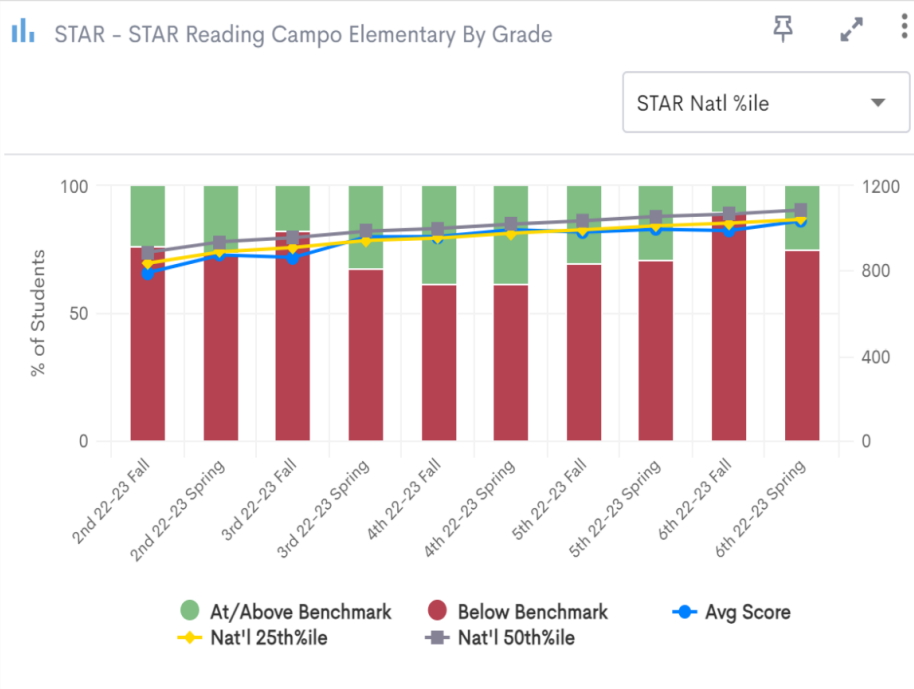
of fourth-grade students performed at or above the NAEP Proficient level on the reading assessment in 2022
(NAEP)



88%

of students who failed to graduate lacked strong foundational literacy skills in the 3rd grade
(Annie E. Casey Foundation, 2019)

22-23 STAR Reading Scores Campo 2nd-6th



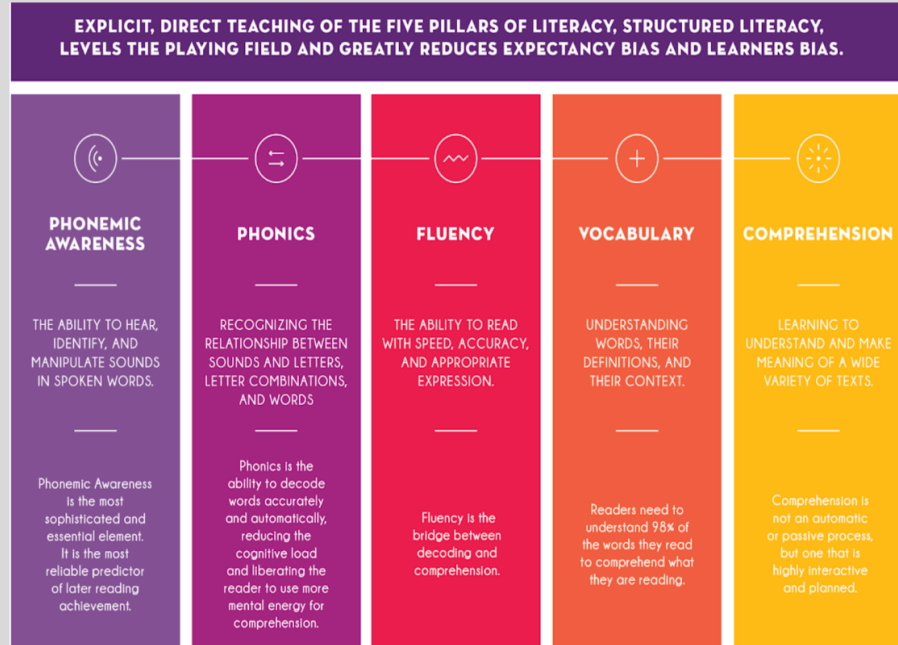
The Simple View of Reading



Figure 1.9 Reading Rope (Scarborough, 2001)

Literacy Improvement at Mountain Empire

- Screen all students with DIBELS
- Diagnostic Tests to Pinpoint Area of Need
- Early Literacy TOSAs at all elementary sites
- Provide Tier 2 Intervention at K-3- Expand to 4-6 with WIN
- District Literacy TOSA
- Monthly Literacy Improvement Meetings - Principals & TOSAs
- Intervention During BSP/ASP Programs & Summer School
- Project Arise Grant SDCOE- Coaching & Curriculum Support
- Strengthen Tier 1 Curriculum, move to Structured Literacy



Progress at Potrero with Early Literacy Improvement Plan

Comparing Populations: DIBELS 8th Edition

[Save](#)
[Share](#)
[PDF](#)
[CSV](#)
[Edit](#)

View

Population

Time

Measure

Segment Results by: School
 Report Level: District
 Grade Divider: On
 Display Data As: Percentage

Show Students Enrolled: On Test Day
 Grade: Grade 1
 District:
 MOUNTAIN EMPIRE UNIF School District
 School: Potrero Elementary

School Year: 2 Years
 Period: 4 Periods

Measure: Composite Score
 Performance Measurement:
 Levels
 Level Filter: All Levels

District School Well Below Benchmark Below Benchmark At Benchmark Above Benchmark Total Students

MOUNTAIN EMPIRE UNIF School District

Current as of 10/21/2023

Grade 1

Reference Data (Compare these results against a wider population)

