

**American Indian Education Center  
2018-19  
Mid-Year Report**

**Center Name:**

Answer the questions below as fully as possible, explaining in detail each answer. This report is due June 7, 2019. (Authorized by California Code of Regulations, Title 5, Section 11996.7)

1. Has the plan and all activities in the approved application been fully implemented? If so, describe the program. If not, explain why not? What is the timeline for full implementation? What are the barriers to full implementation?

The Susanville Indian Rancheria ("SIR") has provided academic-year after school tutoring and cultural programs to 77 registered Native students in K thru 12<sup>th</sup> Grade in the 2018-2019 year. Our enrollment has increased 55% in two years. Our students attended Lassen High School, charter high schools, Diamond View, Meadow View and McKinley schools. With California Department of Education funds, the SIR has created two cultural nights and one Teen Night every week. The SIR has specifically created one Hand Game/Hand Song night where our students are learning how to play and sing songs. The other cultural night is a Pow-Wow regalia making and Pow-Wow dance practice class. Students have been working on their Pow-Wow regalia and learning how to Pow-Wow dance. The Pow-Wow regalia night prepares students to dance at the SIR Pow-Wow and the schoolwide Cultural Day for the Susanville School District. Culture nights average 20 participants a session. The cultural nights are led by Native cultural experts identified by the SIR Tribal Council. The purpose of Teen Center night was created to encourage our teen students to complete their school work. Teen Night provides cultural opportunities, career orientation, life skills, and motivation assistance for teens in attendance. By creating cultural opportunities for our students, the SIR is building confidence and raising the self-esteem of our students, which will benefit them in their educational activities. This was shown through the improvement of their grades and discipline. The Susanville School District, grades K-8, released a report to the SIR showing that Native American students exceeded standards in English Learning by 19.23% compared to 1.3% increase for the entire student population, and exceed standards in Math by 23.07% compared to a decline of 3.5% for the entire student population. Chronic absenteeism of Native students declined by 6.2%, the largest decline of all student groups, compared to the 3.3% increase of all students. The suspension rate of Native American students declined 12.8% compared to the 1.8% decline of the entire student population. The SIR student and program goals have been set to exceed district level standards. These

goals are based on the fact that our Native students have more resources than other students due to CDE and other grant opportunities. It is the understanding that the SIR expects students to do better than non-natives based on the resources afforded to Native students. The SIR receives progress reports on a weekly bases to monitor and improve student grades. This has helped the SIR to understand what work students need to complete and has improved relationships with the teachers and schools. Our tutors attend every parent teacher conference, again, to improve relationships with teachers and to improve student grades.

The SIR has created a strong collaboration with the Title 6 Program at the local high school and with the Susanville School District. The Educational Programs Manager attends all Title 6 Parent Advisory meetings and aids in planning School District cultural activities. In addition, the SIR hosts a bi-monthly Educational Meeting that includes Title 6 Coordinators and School District Superintendents. The meetings are centered to plan the SIR High School Graduation and Educational Summit events, as well as, to monitor and improve educational, cultural, social issues within the school districts.

A college visit tour was completed in February, in combination with attending Native American Day at the Sacramento Kings game. Students visited UC Davis, Sacramento State, and Chico State. Tours were given by SIR alumni at each of the universities.

In order to prepare students for college, Lassen College in the summer of 2018, met with our students every Wednesday of the summer. Lassen College will do the same this summer. Lassen College provided tours and an introduction to the different programs offered by the school. This is an excellent opportunity to make the SIR students better prepared and more comfortable in a college environment.

The SIR Education Center has recruited, hired, and trained Native American staff. This is to ensure our Native students see Native staff as role models in education, which is important to the success of our program and students. The SIR staff has 7 tribal members, including staff at key positions of Educational Programs Manager, Teen Advocate, Administrative Assistant, Child and Family Resource Coordinator and two Head Classroom Tutors. Of the staff of 11, we have two additional Native staff and two non-native staff. One of our non-native staff is also a instructional assistant at Diamond View School and works directly with Native students in alternative education. The Teen Advocate also works with our Native students in community day school through the Lassen Unified School District.

The SIR collaboration with the Environmental Resource Department of the tribe, resulted in an Earth Day Celebration in April 2019, where students

learned about Acorn Preparation, Planting in Soil, Seed Distribution and received information from the Bureau of Land Management. The Environmental Resource Department provides information to the SIR throughout the year.

Weekly on-site staff training occurs to provide constant professional development. All staff is CPR and First-Aid certified. All staff have also received training in Active Shooter and Human Trafficking. Both the Teen Advocate and Administrative Assistant attend the California Indian Education Conference in Sacramento. Selected staff have attended Lassen College Counselor Training, Suicide Awareness Training, Family Connections Training, and Tobacco Awareness Training. All training information was presented to staff that did not attend.

Native Peer tutors are part of our summer planning. Native peer tutors will receive life and employment training.

The SIR has approved a Child and Family Resources Coordinator position that will increase collaborative efforts with local agencies that will provide Parenting and Family Nights, as well as, presentations to our SIR students.

2. Will you have a summer program in 2018-19? If so, list the start and end date including daily hours, list staff by name including their days and hours, and describe the activities that are scheduled.

The SIR summer program will start June 17<sup>th</sup> and end August 15<sup>th</sup>, 2019. The daily hours, aside from field trips, will be 11:30 to 3:30. Staff includes,

Chris LaMarr, Educational Program Manager	10:00 – 7:00 pm
Toniga Nez, Administrative Assistant/Tutor	9:00 – 6:00 pm
Aaron Brazzanovich, Teen Advocate	10:00 - 7:00 pm
Cory Young, Child and Family Resource	11:30 – 3:30 pm
Lee Soto, Jeremey Melton, LeeAnne Melton, Jaded McCloud, Valerie Lent, Dave Detrick, Portia Martin.	
All tutors	M-Th 10:30 - 3:30 pm
Four Teen SIR workers	M-F 9:00 – 6:00 pm

The summer program has tentatively been set. Every Wednesday, the SIR will visit Lassen Community College. Lassen College will provide presentations regarding college preparation and introduction to different college/transfer programs available.

Field trips are planned to Chico State/Animal Sanctuary, Mount Lassen, Subway Caves/Burney Falls, and University of Nevada Reno/Planetarium.

One overnight cultural camping trip is planned, as well as, one overnight/family BBQ planned at the SIR Education Center.

The SIR summer plans include one hour of academic reading and math challenges. These programs will include work on IXL, a computer academic program, and reading and math worksheets, Tutors will be able to spend one-on-one time with students. Incentives will be provided to the top finishers of each of the challenges.

Our afternoon sessions will include, cultural time, gym/athletics, arts and crafts, writing/music, video production, hiking, and swimming. Snacks will be provided daily.

3. Were the measurable objectives fully met in 2017-18? If so, how are you making sure they will be met in 2018-19 and beyond? If not, what are you doing to make sure they will be met in 2018-19 and beyond?

The measurable objectives for 2017-2018 were met, except for the summer program campout. The planned summer cultural field trip was cancelled due to forest fires that made the trip undoable. The Carr Fire in Redding and the Eagle Lake Fire in Susanville caused the air quality levels to restrict outside activities. An overnight at the Education Center took place instead of outside camping trips. Overnight cultural camping trips are planned for the summer of 2019. Field trips that were planned during the summer of 2018, were also impacted by the fires in the North State, with one trip cancelled in route due to the road construction that caused the highway to be closed due to a rock slide caused by dynamite.

4. Is the program fully staffed? If not, what is the plan to secure staff?

We are one staff member from being fully staffed. We have (1) Education Programs Manager, (1) Youth Teen Advocate, (2) Tutors, and (5) Tutor /Drivers, (1) One Administrative Assistant/Tutor (1) and (1) Child and Family Resource Coordinator. We are (1) Tutor away from being fully staffed. This will be an emergency hire that will occur by May 15<sup>th</sup>. One of our tutors has moved on April 29<sup>th</sup> to a Child and Family Resource Coordinator position funded by SIR Child Care Grant. That position will be supervised by the Educational Programs Manager under a portion of the Child Care grant.

5. Number of registered students, by grade breakdown, as of April 30, 2019?

K	2	5 <sup>th</sup>	15	10 <sup>th</sup>	9
1 <sup>st</sup>	10	6 <sup>th</sup>	6	11 <sup>th</sup>	1
2 <sup>nd</sup>	8	7 <sup>th</sup>	2	12 <sup>th</sup>	2
3 <sup>rd</sup>	7	8 <sup>th</sup>	6		
4 <sup>th</sup>	3	9 <sup>th</sup>	6		

6. Describe any significant successes you would like to share.

The SIR hosts the Diploma Gold Program, which allows adult Natives to obtain a high school degree through Lassen Unified High School District. In the past, the SIR, unfortunately had an adult diploma program that was not accredited. The Diploma Gold Program has allowed 7 SIR members to gain their high school diploma through Lassen High. In line with SIR policies, tribal members are allowed employment without a high diploma, with the condition they are working towards the high school degree. This policy was provided an incentive for SIR adult members to obtain their high school diploma and employment.

The SIR has collaborated with the Lassen Modoc Food Bank to provide food items to student families enrolled in the program. The Lassen Modoc Food Bank survey shows that 25% of the children enrolled in the Susanville School District (K-8) are nutritionally at risk. Food is given to students on Friday to ensure they have snacks available to them during the weekends.

The SIR has one volunteer who is a math instructor at Lassen College. This volunteer has also been training our staff to become better at tutoring math.