

THE LAKE AND PENINSULA SCHOOL DISTRICT
Indian Education Meeting AGENDA
April 24, 2018, 10:00 AM

Agenda

1. **Indian Education**

2

Indian Education Advisory Committee & Public Forum Agenda

Date April 18th, 2018 Time 5:30 p.m.

Location: Newhalen School Library and via Call-In

1. Call to Order
2. Roll Call
3. Introduction of Visitors/New Members
4. Ordering of Agenda
5. Approval of Consent Agenda
 - a. Previous Minutes
6. Invitation for Public Comment
 - a. Introductory IE Information & Power Point – presented by LPSD staff
 - b. Public Comment
7. New Business
 - a. Election of Committee Chair and Vice Chair for 2018-19 School Year
 - b. Approval of Application & Signing of Committee Approval Form
8. Miscellaneous
9. Future Agenda Items and Meeting Date
10. Adjournment

Minutes from today's meeting will be emailed to each committee member or other requesting parties.

Indian Education Joint Public Forum and Advisory Committee Meeting Minutes

Date: April 12, 2017

Time: _____

Location: Newhate School Library

1. Call To Order

Time: 3:45 pm
By: Austin Shangin

2. Roll Call

- Austin Shangin (2016-17 Committee Chair), Parent
- Stacy Hill (2016-17 Committee Vice-Chair), Parent
- Gerda Kosbruk, Parent
- Shannon Johnson-Nanalog, Parent
- Patty Alworth, School Board Member
- Kate Cornell, Teacher
- Native High School Student Rep: Rhiannon Nanalog

3. Introduction of Visitors/New Members

Name	Role
<u>Laura Hylton</u>	<u>Business Manager</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Ordering of Agenda / Approval of Consent Agenda

Motion to Approve: Stacy Hill
Second: Gerda Kosbruk
Approved: All approve

5. Invitation for Public Comment

- a. Introductory Information Sharing By Business Manager
- b. Public Comment:

None.

6. New Business

- a. ACTION ITEM: Revision of Bylaws Due to Title Change : Change title # — from 7 to 6
Motion to Adopt: Stacy Hill Second: Kate Cornell Approved: all approve
- b. ACTION ITEM: Election of Committee Chair / Vice Chair for 2017-18
Motion to Keep Same: Gerda Second: Kate Approved: all approve
- c. ACTION ITEM: Approval of Application and Signing of Committee Approval Form
Motion to Approve: Gerda Second: Stacy Approved: all approve

7. Miscellaneous

May need to re-date application approval form.

8. Future Agenda Items & Meeting Date(s)

9. Adjournment — Moved: Stacy Second: Gerda
Time: 4:00pm

Title VII – Indian Education Formula Grant

5

Advisory Committee Meeting -
Public Hearing

What is Indian Education Grant?

- This federal formula grant supports educational agencies in developing elementary and secondary programs that serve Indian students, meeting cultural, language and educational needs, helping to ensure students meet challenging state academic standards
- Grant funds must be used to supplement regular school programs.

How Do We Qualify?

- For the 2017-18 school year, the count was submitted at the end of February. This count will determine the funding level for the 2018-19 school year. LPSD reported 274/348 students as Indian students according to the reporting requirements.
- Thank you to all who have completed and returned the Forms 506. If you haven't completed a form for your student, please request one in your school's office. (It is helpful to us if you complete a form, even if you indicate that your child is not eligible.)

What is a Form 506?

This is the required form for the district to be eligible for funding. It provides relevant information to document that a student qualifies, according to the Federal definition, as an Indian.

OMB Number: 1810-0021
Expiration Date: 05/03/2016

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION
WASHINGTON, DC 20202
TITLE VII STUDENT ELIGIBILITY CERTIFICATION
Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child's school record and will not need to be completed every year. This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1949, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD _____ Date of Birth _____
(As shown on school enrollment records)

School Name _____ Grade _____

NAME OF TRIBE, BAND OR GROUP _____

Tribe, Band or Group is: (check one)

Federally Recognized, Including Alaska Native	State Recognized	Terminated	Organized Indian Group Meeting #5 of the Definition Above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of individual with tribal membership: _____

Individual named is (check one): Child Child's Parent Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) _____ OR

Other (explain) _____

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE _____ DATE _____

Mailing Address _____ Telephone _____

Notice: Public Reporting Burden Notice on Reverse Side

How much Indian Ed funding does LPSD receive?

- For the current 2017-18 school year, Indian Education funding provided \$118,581 to help the students of Lake & Peninsula School District.
- The funding level for the 2018-19 school year has, as of the preparation of this PowerPoint had not yet been determined.

What does the Indian Ed. Program Fund?

- Instructional aides
- Participation in the Alaska Federation of Native Youth and Elders Conference (possibly)
- Academic Athletic Meet for middle and high school Students ¹⁰

LPSD recommends Committee support of the above continued uses of Indian Education grant funding.

Public Comments?

- Public comments are welcome. Now is the time to share. Your comments will be considered by the Advisory Committee.
- We appreciate the involvement of community members and parents.
- Thank you for your time.
- Questions/Concerns:
907/246-4280 option 4, extension 310

lhylton@lpsd.com

(Laura Hylton, Business Manager)

Lake and Peninsula School District

General Ledger - Summary - Quarterly Report

Fiscal Year: 2017-2018 From Date:3/1/2018 To Date:3/31/2018

Account Mask: 359????????????

Account Type: Expenditure

Print accounts with zero balance Include Inactive Accounts Include PreEncumbrance

Fund / Location / Function / Project / Object

FY18 Adopted Year To Date

359 - Ind. Education (Fed Direct)			
000 - Undesignated			
000 - Undesignated			
000 - Undesignated			
320 - Non Certificated Salary	\$39,120.82	\$17,903.63	teachers' aides
360 - Fringe Benefits	\$29,299.72	\$18,230.67	
420 - Staff Travel	\$40,704.00	\$0.00	Academic-Athletic event
450 - Supplies & Materials	\$2,000.00	\$205.62	Academic-Athletic event supplies
490 - Other Expense & Indirect	\$7,456.46	\$0.00	approved admin costs
359 - Ind. Education (Fed Direct) Total:	\$118,581.00	\$36,339.92	

Lake and Peninsula School District

General Ledger - Summary - Quarterly Report

Fiscal Year: 2017-2018 From Date:3/1/2018 To Date:3/31/2018

Account Mask: 359????????????

Account Type: Expenditure

Print accounts with zero balance Include Inactive Accounts Include PreEncumbrance

Fund / Location / Function / Project / Object

FY18 Adopted Year To Date

Grand Total: \$118,581.00 \$36,339.92

End of Report

LAKE AND PENINSULA SCHOOL DISTRICT

INDIAN EDUCATION PROGRAM PARENT ADVISORY COMMITTEE BYLAWS

Article I: NAME OF THE ORGANIZATION

The name of the organization shall be the Lake and Peninsula School District Indian Education Parent Advisory Committee, henceforth referred to as the "Advisory Committee."

Article II: RESPONSIBILITIES OF THE ADVISORY COMMITTEE

It is the responsibility of the Advisory Committee to ensure annually that Title VI is implemented throughout the Lake and Peninsula School District public schools by:

- a. Adopting bylaws. These bylaws shall include, at a minimum, provisions on the following:
 - i. The selection and duties of Advisory Committee Officers,
 - ii. Filling vacated terms on the Advisory Committee,
 - iii. The conduct of Advisory Committee business meetings,
 - iv. Amending the Advisory Committee bylaws.
- b. Participating in the assessment of student needs; identifying challenges; assisting in setting strategy timeframes to monitor implementation and operation of the program.
- c. Developing/revising the mission statement; setting and approving Indian Education program goals and objectives
- d. Participating in the design, operation, and evaluation of the Indian Education program.
- e. On a timely basis, reviewing and approving in writing, before submission to the U.S. Department of Education, the Indian Education project application, for continuation awards, and amendments to the application, including revisions to the project budget and design.
- f. Reviewing, as deemed necessary, the qualifications of, and making recommendations concerning applications for program staff positions.
- g. Making available to the communities copies of the records, such as bylaws, minutes of meetings, and the list of records that are protected by law from disclosure. (186C 1 Fed. Reg. 34 CFR)

Article III: OBJECTIVES

Section I. Mission

The mission of the Lake and Peninsula School District Indian Education Program is to provide culturally-related activities to promote culturally responsive learning environments that supplement and enrich the academic programs of the Alaska Native/American Indian students attending the Lake and Peninsula School District schools.

Section 2. Goals of the Advisory Committee

1. To expand the knowledge base of all students and staff in the Lake and Peninsula School District concerning the rich culture of native peoples.
2. To deepen the understanding of the past in order to create a healthy future for Alaska Native/American Indian students.
3. To promote self-confidence and pride among Native students as they “walk in more than one world.”
4. To involve parents and families in helping students learn more about the native cultures and traditions.

Article IV: THE ADVISORY COMMITTEE

Section 1. Composition of the Advisory Committee

The Indian Education Advisory Committee will be comprised of at least six members, as follows:

- a. Parents of Alaska Native/American Indian students enrolled in the Lake and Peninsula School District
- b. At least one Lake and Peninsula School District teacher who is not paid by project funds
- c. At least one eligible secondary Alaska Native/American Indian student representative
- d. At least half of the Advisory Committee shall be parents/guardians of Alaska Native/American Indian students enrolled in the Lake and Peninsula School District.

Section 2. Officers of the Advisory Committee

The Officers of the Advisory Committee shall consist of a Chairperson (who will preside at all meetings) and a Vice Chair (who will preside in the absence of the Chairperson).

Section 3. Vacancy

The next interested parent, teacher, and/or secondary student will fill an Advisory Committee vacancy. Interested parties should submit a letter of interest to the Advisory Committee for acceptance.

Article V: MEETINGS OF THE ADVISORY COMMITTEE

Section 1. Regular Meetings

The Advisory Committee shall meet at least annually at a convenient place to accommodate members, parents and the public. Teleconference meetings may be held, as necessary. Minutes will be maintained as documentation of official business.

Section 2. Notice of Meetings

Scheduled meetings shall be posted through school or public media, indicating date, time and location. All special meetings shall be posted, with written notice, stating the day, hour and

location of the meeting, and be delivered personally or by mail/fax/email to each Advisory Committee member not less than three (3) days before the meeting.

Section 3. Quorum

The presence of three members shall be required for the purpose of declaring a quorum to conduct the business of the Advisory Committee.

Article VI: AMENDMENTS

These bylaws may be amended or revised at any time by a two-thirds affirmative vote of the members of the Advisory Committee, provided that the amendment is to further carry out the mission and purpose of the Lake and Peninsula School District Indian Education Program as stated previously.

Article VII: RELATIONSHIP OF THE ADVISORY COMMITTEE TO THE PROGRAM DIRECTOR

Section 1: Relationship

The Advisory Committee shall be the link for communication between the Program Director and the Lake and Peninsula native community.

Sections 2: Responsibilities of Program Director

- a. The Program Director, employed by the Lake and Peninsula School District, shall serve as liaison between the Indian Education Advisory Committee and staff, the school district administration, and the Lake and Peninsula Public School Board.
- b. The Program Director shall provide to the Indian Education Advisory Committee financial and activity reports.
- c. The Advisory Committee shall consult with and request input from the LEA (Local Education Agency) relative to Alaska Native/American Indian student needs, program activities and project modifications.
- d. Upon request of the School Board, the Program Director and/or designee shall attend School Board meetings annually.
- e. The Program Director will be responsible for gathering achievement data, writing reports, and completing the grant application.

Adoption Date: April 15, 2014

Revised: April 12, 2017

DISTRICT REPORT CARD for 2016-2017 SCHOOL YEAR

District: Lake and Peninsula Borough School District

This District Report Card presents information about the district's performance for the 2016-2017 school year. The Performance Evaluation for Alaska's Schools (PEAKS) assessment in English Language Arts and Mathematics were given for the first time in spring 2017 to students in grades 3-10. These two new assessments replaced the former Alaska Measures of Progress (AMP) assessments in English Language Arts and Mathematics. Students in grades 4, 8, and 10 also took the Alaska Science Assessment.

For 2016-2017, districts received an Accountability Indicators Report that reports the percentage of full-academic year students in the school, district, and state who were proficient in English Language Arts and Mathematics, along with the participation rates, attendance rates, and graduation rates for all students and subgroups. A copy of that report is found at the end of this District Report Card.

More information about the accountability system for schools can be found on the Department of Education & Early Development website at: <https://education.alaska.gov/>.

- To view the current and historical accountability reports and ESEA Wavier updates: <https://education.alaska.gov/akaccountability/>
- To find information about how schools are supported in writing and implementing school improvement plans: <https://education.alaska.gov/aksupport/>

The District Report Card and School Report Cards are available:

from the school or district at: _____

or on the district website at: <https://www.lpsd.com/info-1.html>

Information on Qualifications of Teachers in the District

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed Specialist	Doctorate
	39	25	0	0

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Additional information on teacher qualifications, including type of certification and college degree(s), is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Information about Student Achievement Results

The charts on the next two pages show the achievement results of all students who took the English Language Arts, Mathematics, and Science assessments in 2017.

Number of newly arrived EL students exempted from taking the English Language Arts test:	0
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All Students Tested Grades 3 – 10 in English Language Arts

ENGLISH LANGUAGE ARTS Student Subgroup	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State	District	District	State
ALL STUDENTS	4.5	7.7	24	30.6	36.9	30.8	34.6	30.9	179	98.3	90.5
Female	5.5	9.1	25.3	33.1	42.9	31.2	26.4	26.6	91	98.9	90.4
Male	3.4	6.3	22.7	28.3	30.7	30.3	43.2	35	88	97.8	90.7
African American	NA	2.9	NA	22.8	NA	34.1	NA	40.3	3	100	93.7
Alaska Native/American Indian	1.4	1.9	21.8	14	40.1	28.5	36.6	55.6	142	98.6	93.9
Asian/Pacific Islander	NA	5	NA	24.1	NA	36.5	NA	34.4	NA	NA	95.8
Caucasian	26.1	12.1	47.8	40.8	17.4	29.2	8.7	17.9	23	100	86.9
Hispanic	NA	5.1	NA	29.2	NA	35	NA	30.7	NA	NA	92.7
Two of More Races	0	6.8	9.1	31.9	36.4	33.6	54.5	27.7	11	91.7	93.4
Economically Disadvantaged	1.4	3.2	22.4	21.6	39.2	32.5	37.1	42.7	143	97.9	92.3
NOT Economically Disadvantaged	16.7	12.2	30.6	39.7	27.8	29	25	19.1	36	100	88.8
Students with Disabilities	0	1.3	14.3	9	25.7	25.6	60	64.1	35	97.2	91.9
Students WITHOUT Disabilities	5.6	8.7	26.4	34	39.6	31.6	28.5	25.8	144	98.6	90.3
EL Students	NA	0.3	NA	4.4	NA	23	NA	72.3	NA	NA	95.5
NOT EL Students	4.5	8.7	24	34.3	36.9	31.8	34.6	25.1	179	98.3	89.9
Migrant students	0	3.6	20	21.9	40	31.1	40	43.3	65	98.5	95.0
NOT Migrant students	7	8	26.3	31.4	35.1	30.7	31.6	29.8	114	98.3	90.1
Active Duty	NA	10.9	NA	40.3	NA	31.1	NA	17.7	NA	NA	92.5
NOT Active Duty	4.5	7.4	24	29.9	36.9	30.7	34.6	31.9	179	98.3	90.4

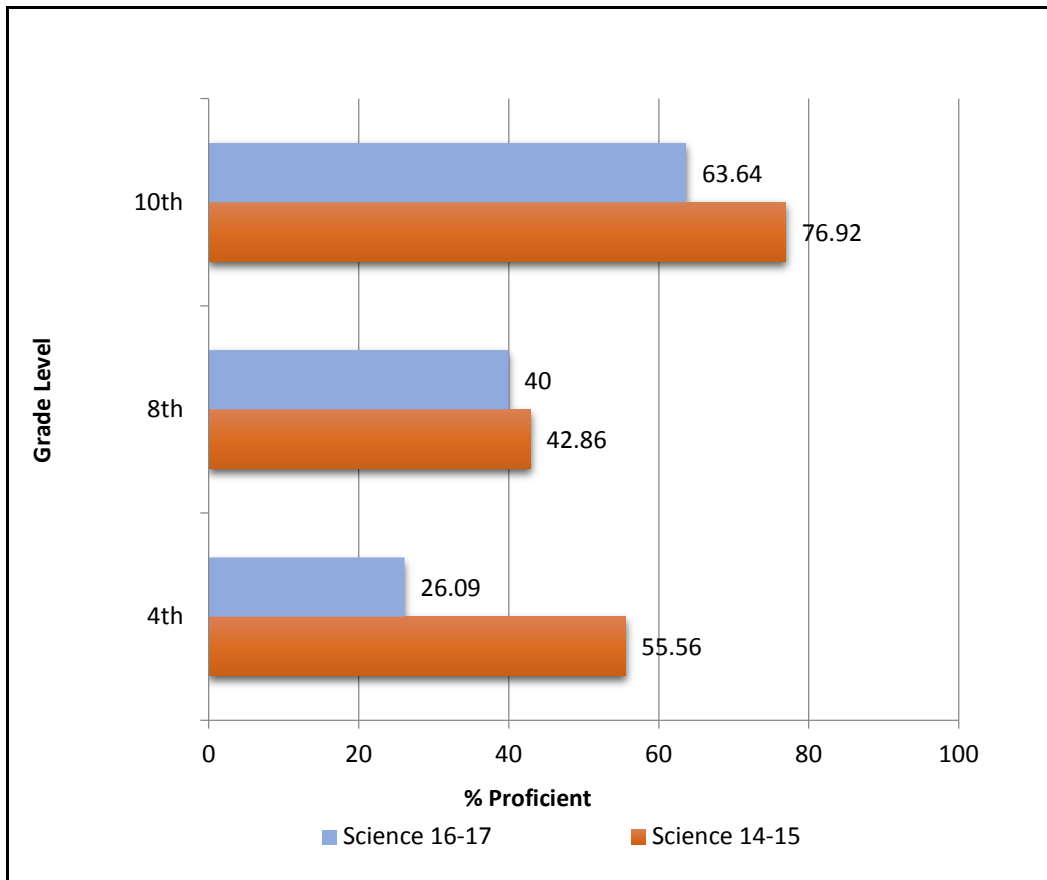
All Students Tested Grades 3 – 10 in Mathematics

MATHEMATICS	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	District
ALL STUDENTS	1.7	3.9	19.7	27.8	61.8	51.1	16.9	17.1	178	97.8	90.5
Female	2.2	3.2	20	27.7	58.9	52.5	18.9	16.5	90	97.8	90.3
Male	1.1	4.6	19.3	27.9	64.8	49.8	14.8	17.6	88	97.8	90.7
African American	NA	0.9	NA	15.5	NA	59.6	NA	24	3	100	93.4
Alaska Native/American Indian	1.4	0.9	15.6	12.8	63.8	55	19.1	31.4	141	97.9	93.8
Asian/Pacific Islander	NA	3.2	NA	23.1	NA	55.8	NA	17.8	NA	NA	95.7
Caucasian	4.3	6.1	39.1	37.2	47.8	46.7	8.7	10	23	100	86.8
Hispanic	NA	2.5	NA	24.7	NA	56.2	NA	16.7	NA	NA	92.8
Two of More Races	0	3.9	27.3	30.1	63.6	52	9.1	14.1	11	91.7	93.2
Economically Disadvantaged	1.4	1.5	16.9	18.6	64.1	56.2	17.6	23.7	142	97.2	92.2
NOT Economically Disadvantaged	2.8	6.4	30.6	37.1	52.8	46.1	13.9	10.5	36	100	88.8
Students with Disabilities	0	0.9	11.4	7.9	60	52	28.6	39.2	35	97.2	91.8
Students WITHOUT Disabilities	2.1	4.4	21.7	30.9	62.2	51	14	13.7	143	97.9	90.3
EL Students	NA	0.4	NA	6.6	NA	52.2	NA	40.8	NA	NA	95.6
NOT EL Students	1.7	4.4	19.7	30.8	61.8	51	16.9	13.7	178	97.8	89.8
Migrant students	1.5	1.9	16.9	20.2	56.9	55.4	24.6	22.5	65	98.5	94.9
NOT Migrant students	1.8	4.1	21.2	28.5	64.6	50.8	12.4	16.6	113	97.4	90.1
Active Duty	NA	5.9	NA	38.4	NA	46.6	NA	9.1	NA	NA	92.3
NOT Active Duty	1.7	3.8	19.7	27	61.8	51.5	16.9	17.7	178	97.8	90.3

All Students Tested Grades 4, 8, & 10 in Science

SCIENCE	% Advanced		% Proficient		% Below		% Far Below		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	District
ALL STUDENTS	13	19.9	25.9	26.5	31.5	24.5	29.6	29.1	54	94.7	87.5
Female	7.4	18.4	29.6	27.1	29.6	26	33.3	28.6	27	93.1	87.0
Male	18.5	21.3	22.2	26	33.3	23.2	25.9	29.6	27	96.4	88.0
African American	NA	6	NA	20.1	NA	29.6	NA	44.3	0	NA	90.8
Alaska Native/American Indian	9.1	6.3	22.7	16.7	34.1	25.1	34.1	51.9	44	95.7	91.9
Asian/Pacific Islander	NA	12.2	NA	22.6	NA	26.9	NA	38.3	NA	NA	92.9
Caucasian	37.5	30.5	37.5	32.4	25	22.1	0	15	8	100	83.3
Hispanic	NA	14	NA	26.9	NA	29.1	NA	29.9	NA	NA	90.8
Two of More Races	NA	19.1	NA	27.9	NA	27.1	NA	26	2	66.7	90.0
Economically Disadvantaged	9.1	9.8	25	21.6	34.1	27.1	31.8	41.5	44	93.6	89.8
NOT Economically Disadvantaged	30	29.6	30	31.2	20	22	20	17.1	10	100	85.4
Students with Disabilities	0	4.5	18.2	13.2	27.3	22.2	54.5	60	11	91.7	89.0
Students WITHOUT Disabilities	16.3	22.2	27.9	28.5	32.6	24.9	23.3	24.4	43	95.6	87.3
EL Students	NA	1	NA	4.1	NA	19.9	NA	74.9	NA	NA	94.2
NOT EL Students	13	22.4	25.9	29.5	31.5	25.1	29.6	22.9	54	94.7	86.7
Migrant students	0	11.6	25	22.5	25	26.1	50	39.7	20	95.2	92.6
NOT Migrant students	20.6	20.6	26.5	26.9	35.3	24.4	17.6	28.2	34	94.4	87.1
Active Duty	NA	26.1	NA	31.9	NA	26.7	NA	15.2	NA	NA	90.0
NOT Active Duty	13	19.4	25.9	26.1	31.5	24.3	29.6	30.1	54	94.7	87.3

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level on the Alaska Science Assessment



Note: In the spring of 2016, the Alaska Measures of Progress (AMP), a computer-based test, experienced repeated technical disruptions and testing was suspended. Effective April 1, 2016, the Alaska Measures of Progress (AMP) tests in English Language Arts and Mathematics for students in grades 3-10; alternate assessments in those subjects and grades for students with significant cognitive disabilities; and science tests in grades 4, 8, 10 were canceled for the 2015-2016 year. Due to this unforeseen circumstance the results from the 2015-2016 school year are unavailable due to their cancelation.

A two-year trend for English Language Arts and Mathematics assessments is unavailable for 2016-2017 due to the transition from AMP to PEAKS. Two-year trends for English language arts and Math will be reported starting in 2017-2018.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The Elementary and Secondary Education Act requires state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP can serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska English Language Arts and Mathematics standards. More information about the NAEP in Alaska can be found at <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. Proficient on the NAEP indicates students “have demonstrated competency over challenging subject matter.” The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Students who do not reach this level of proficiency are reported as Below Basic.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance.

The tables on the following pages show how Alaska students’ scores on the NAEP assessments compared to public school students’ scores nationally in 2015. Results from the 2017 administration of NAEP will be available in late 2017 or early 2018. In addition to the three defined NAEP achievement levels there is a ‘below-basic’ data reported level. This level indicates any member of a subgroup who was assessed but did not meet the set cutoff score for each test type.

Note: NAEP data are available on the Department of Education & Early Development website at:
<http://education.alaska.gov/tls/assessment/naep.html>.

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Eligible for National School Lunch Program	10	5	29	25	34	35	28	35
Students with Disabilities	3	2	18	15	34	28	44	54
English Language Learners	2	3	10	6	21	14	67	78

Rounds to zero

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	#	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	#	21	8	42	31	36	60
Eligible for National School Lunch Program	4	3	31	36	41	42	23	20
Students with Disabilities	1	1	19	16	44	38	36	45
English Language Learners	#	#	7	6	28	24	64	69

Rounds to zero

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Eligible for National School Lunch Program	9	8	35	34	41	43	15	14
Students with Disabilities	2	2	22	19	48	47	28	33
English Language Learners	2	1	14	10	38	35	46	55

Rounds to zero

NAEP 2015 Grade 4 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Eligible for National School Lunch Program	9	8	26	27	38	39	28	26
Students with Disabilities	2	2	15	15	40	39	42	44
English Language Learners	1	1	6	5	24	24	68	70

Rounds to zero

NAEP 2015 Grade 8 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

2016-2017 Accountability Indicators Report
Alaska Department of Education & Early Development

District: Lake and Peninsula Borough School District

Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY¹ Students Testing Proficient² - District and State Achievement

Subgroup	English Language Arts		Mathematics	
	District	State	District	State
All Students	28.92%	38.85%	21.82%	32.32%
African American	*	26.03%	*	16.59%
Alaska Native/American Indian	22.90%	16.22%	16.92%	14.02%
Asian/Pacific Islander	n/a	29.62%	n/a	26.76%
Hispanic	n/a	34.95%	n/a	27.81%
Two or More Races	25% or fewer	39.01%	33.33%	34.39%
White	73.91%	53.25%	43.48%	43.67%
Economically Disadvantaged	23.48%	25.17%	18.32%	20.52%
Students with Disabilities ³	15.15%	12.58%	12.12%	11.12%
English Learners ³	n/a	10.14%	n/a	11.68%

25

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁶
All Students	184	98.91%	Yes	92.32%	No	85.00%	90.00%	Yes
African American	3	100.00%	n/a	91.59%	No	100.00%	100.00%	Yes
Alaska Native/American Indian	146	99.32%	Yes	91.76%	No	78.57%	88.46%	No
Asian/Pacific Islander	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	12	91.67%	Yes	94.31%	No	100.00%	n/a	Yes
White	23	100.00%	Yes	94.80%	No	100.00%	100.00%	Yes
Economically Disadvantaged	148	98.65%	Yes	92.05%	No	76.92%	95.24%	Yes
Students with Disabilities ³	41	97.56%	Yes	92.36%	No	50.00%	75.00%	Yes
English Learners ³	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Formula Grant Electronic Application System for
Indian Education (EASIE Allocation 1 - Initial) School Year 2018-19**

OMB #: 1810-0021 OMB Expiration Date: 02/29/2020

Type of applicant:	LEA (Not part of a Consortium)
Type of application:	Regular formula grant program
Applicant name:	Lake and Peninsula School District
Address:	Box 498 101 Jensen Drive
City, State, Zip	King Salmon, AK 99613
Applicant DUNS Number:	082500943
Applicant NCES Number:	0200485
Applicant PR Award number:	S060A180784

Allocation 1 - Initial 2018-19 Allocation:	\$105,055
Grant award start date:	July 01, 2018 12:00 AM
Grant award end date:	June 30, 2019 12:00 AM
Application Part II version:	1.0
Total Indian student count:	274
Total student enrollment:	348

Participating LEAs:

LEA name:	Lake and Peninsula School District
City, State:	King Salmon, AK
NCES number:	0200485
Grades offered:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment:	348
Indian student count:	274
Increase of 10% or more:	N

Application Timeframe:	Multi-Year
Current Application Cycle:	Year 2 Of 4

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	No	Federal
Homeless Child and Youth	Yes	No	Federal
Title III: English Language Acquisition	No	No	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	No	Federal
Migrant Education	Yes	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

Our district supports the cultural needs of AI/AN students through the support of the Academic-Athletic meet, participation at the Youth & Elder's Conference, the Native Youth Olympics events, and various other school-based cultural activities. In April, the district held a joint community meeting / Parent Advisory committee meeting inviting input regarding this grant and programs/activities for which the district provides support.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
Teachers and other school professionals new to the Indian community	Pre-service training or orientation	Cultural Awareness Education and Sensitivity
All teachers and other school professionals	Conferences, including national, regional, state, or LEA-sponsored	Use of Data/ Data-driven decision making
Teachers and other school professionals new to the Indian community	Pre-service training or orientation	Cultural Awareness Education and Sensitivity

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2018-19
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application <input checked="" type="checkbox"/> Parent Committee meeting <input type="checkbox"/> Within a written report <input checked="" type="checkbox"/> Posted on website <input type="checkbox"/> Other open meeting <input type="checkbox"/> Sent home with student <input type="checkbox"/> Radio Broadcast <input type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input checked="" type="checkbox"/> No changes in services/programs <input type="checkbox"/> Modifications to services/programs at LEA level Please describe : <input type="checkbox"/> Modification to services/programs within project Please describe :
Public Hearing Date : 4/13/2018	

2.2.5.1 Description of Meaningful Collaboration with Tribes

The district made an outreach to all district tribes with enrolled students during May 2017 inviting participation and comment. Additionally, tribal members are encouraged to share their point of views at parent-teacher conferences, local school advisory meetings, or school board meetings.

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase school readiness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Cultural enrichment	Other data source activity attendance records
Culturally-responsive academic enrichment	State standardized test
Career preparation	Other data source completion of teacher objective/addressed standards by students
Student advocacy or leadership	Other data source activity attendance records

2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$105,055		Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For: <input type="checkbox"/>		Budgeted Funds: \$105,055	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation		
Supplemental Information	Finished	\$0	0.0%		
Personnel	Finished	\$70,000	66.6%		
Travel	Finished	\$28,110	26.8%		
Equipment	Finished	\$0	0.0%		
Supplies	Finished	\$2,000	1.9%		
Contractual	Finished	\$0	0.0%		
Other	Finished	\$0	0.0%		
Indirect Costs	Finished	\$4,945	4.70%		
Budget Total		\$105,055	100%		

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
Other:						\$0
Instructional Assistants	8	25%		\$40,000	\$30,000	\$70,000
Category Totals	8		\$0	\$40,000	\$30,000	\$70,000

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$28,110	\$28,110
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$28,110	\$28,110

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Consumables		\$2,000	\$2,000
Program Management			\$0
Category Subtotals	\$0	\$2,000	\$2,000

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total
4.94%	\$4,945

2.6 GEPA Section 427

Participation in district-sponsored programs is equitable to all students. The district maintains and practices policies ensuring discrimination does not occur. Special needs are accommodated.

2.7 Comments

Our school district extends approximately 400 miles from north to south with all schools being off the road-system. Because of these exceptional circumstances, holding the annual academic-athletic event provides a venue for students to gather, participate in academic, leadership, cultural and athletic events with peers from across the district.

4/17/18: Based on a call to EASIE Support, it is noted that some sections can not be modified due to the fact we are in year 2 of the cycle.

2.2.1.1: Update: In 2017-18, our school district received RLIS funding

2.2.5.1: Update: Tribal outreach was made in early 2018; meetings are publicly posted

I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non–Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail–in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Laura Hylton
Applicant Contact E-mail: lhylton@lpsd.com
Applicant Contact Title: Business Manager
Applicant Contact Telephone: (907) 246-4280

User 1: Jenny Myhand
E-mail: jmyhand@lpsd.com
Title: Project Coordinator

User 2: Laura Hylton
E-mail: lhylton@lpsd.com
Title: Project Director

If you have any questions regarding your SY 2018-19 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2018), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com.

If you have questions or need to make changes to SY 2017-18 or prior grants or need information after July 1, 2018, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: indian.education@ed.gov