

Dulce Schools

Jicarilla Apache Nation

TESR REPORT

*For School Year 2021-2022
Issued September 2021*



Jicarilla Apache Nation
President Edward Velarde

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EXECUTIVE SUMMARY

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of Dulce Independent Schools' (DISD) current initiatives specific to American Indian students and their educational progress. This report examines both the current conditions and recent trends in the education of DISD American Indian students.

DISD has developed, implemented, and supported targeted initiatives around Culturally Responsive Education. This training began December 2019 through August 2021. The intent of this initiative is to support the educational success for all students.

District wide, we have contracted with Francis Vigil, Consultant with Indian Education Services, for the continuation from the 2019 – 2020 school year to provide Culturally and Linguistically Responsive Education professional development, consultation, and guidance for Dulce Independent Schools. This training and consultation are specific to the Jicarilla Apache tribe.

All entities including school board, Jicarilla Apache Council, School/Community Partnership Committee (Equity Council), and Teachers, have had ongoing training to prepare for the first time ever usage of the Jicarilla Apache Culture to develop culture competencies aligned with the curriculum k through 12th grade. We have worked closely with the community school liaison hired to unite the DISD with the community.

There has been a long-time separation between the community and the school. We have worked diligently to repair the strain and are now working closely with the community, tribal council, and the school district to bridge the gap so that we are all working toward the same goal and that is to support all students to be well rounded socially, emotionally, and academically successful.

INTRODUCTION

Dulce Independent School District is located on the Jicarilla Apache Reservation in the furthest northwestern region of Rio Arriba County. DISD school demographics are as follows; 94.4% American Indian, 1.6% Caucasian, 3% Hispanic 1% other. We are located in a rural environment with a population of approximately 2000 people. Several of our students live with various family members sharing homes. Often grandparents, Aunts, Uncles are all a part of the household. The Dulce Independent School District (DISD) has advanced a partnership with the Jicarilla Apache Council and their departments to ensure we are providing opportunities for our student to be whole individuals with high expectations.

Due to the COVID-19 outbreak, all three of our school, Dulce Elementary, Middle School and High School closed in March of 2020. Because of that the district moved to virtual instruction. During various times throughout the Pandemic the Nation locked down the community to protect its members.

The report presented for your review is compiled of data and information from the Dulce Independent Schools. The data reflects information reported to New Mexico Public Education Department. The information presented in the following report is shared during the trainings to include school/community partnership committee, tribal council, district school board and community members.

DISD enrollment for the 40 day and 120-day count

School Year: 2020-2021

Snapshot Date: 2020-10-01 -40th day

District Name	District Code	Location Name	Loc. ID	Grade Range	Student Grade	Total Students
DULCE	054	DULCE ELEMENTARY	044	PK05	01	48
					02	45
					03	54
					04	39
					05	55
					KF	42
					PK	11
						294
		DULCE HIGH	045	0912	09	46
					10	41
					11	39
					12	46
		DULCE MIDDLE	050	0608		1121
					06	491
					07	28
					08	49
Total						126
						592

Snapshot Date: 2021-03-01 120th day

District Name	District Code	Location Name	Loc ID	Grade Range	Student Grade	Total Students
DULCE	054	DULCE ELEMENTARY	044	PK05	01	48
					02	46
					03	55
					04	39
					05	55
					KF	40
					PK	10
						2931
		DULCE HIGH	045	0912	09	52
					10	45
					11	43
					12	48
						188
		DULCE MIDDLE	050	0608	06	511
					07	31
					08	51
						133
Total						614

Enrollment Summary: Scheduling/Reporting Ethnicity 80-day count 2020-21

Grade Level	Total Grade Boys/Girls	American Indian/Alaskan Native
1	24/24	23/24
2	27/19	23/19
3	24/30	24/28
4	19/20	17/18
5	25/31	24/29
6	29/23	27/22
7	19/10	18/10
8	28/22	27/20
9	28/20	27/19
10	20/23	20/21
11	17/16	16/15
12	28/17	26/17

STATUTORY REQUIREMENTS

6. 35.2.13 TRIBAL EDUCATION STATUS REPORT (TESR)

A. Beginning in school year 2020-2021, by September 30, each school district with tribal lands located within its boundaries shall provide an annual districtwide tribal education status report to all Indian nations, tribes, and pueblos located within the school district boundaries and to the assistant secretary.

B. Beginning in school year 2020-2021, by September 30, each school district adjacent to tribal lands may provide an annual districtwide tribal education status report to all Indian nations, tribes and pueblos with tribal lands adjacent to the school district's boundaries and to the assistant secretary.

C. A report provided in accordance with Subsections A or B of this section shall include the following information based upon data from the immediately preceding school year:

1. Student achievement
2. Safety
3. Graduation Rate, Attendance, District plans to decrease the number of dropouts and increase attendance.
4. Parent/community involvement,
5. Education programs targeting American Indian students.
6. Financial reports
7. Current status of federal Indian policies and procedures.
8. Public Schools Calendar.
9. School district consultation with district Indian Education Committees, school site Parent/school councils and Tribal, municipal, and Indian organizations 12
10. Indigenous research and evaluation and results for effective curricula for tribal students.

STUDENT ACHIEVEMENT

Objective.

For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from this assessment are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

SCHOOL SAFETY

Objective.

DISD was teaching 100% virtual, therefore the objective was to create a school culture that provides leadership to support a climate that empowers others, develops a shared vision, improves school culture and climate, and where relationships are built with the understanding of multi-cultural and ethnic differences.

Background.

The School Safety plan offers new research and approaches with the intent to: – Assist schools and their community partners in the revision of the school-level safety plans. 1. DISD Board of Education approved the 5 yr. Safe Schools Plan on 1/17/18. – Prevent an occurrence and/or recurrences of undesirable events. – Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events. – Provide the basis for coordinating protective actions prior to, during, and after any type of emergency. – Provide training for staff and students on suicide prevention and bullying. – Provide training for staff related to “Trauma Informed Schools” impact on family dynamics, and student learning. DISD has support plans in place to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools’ reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods.

Since the school district was virtual during the 2020-21 school year, DISD focused its safety plans on student wellness. Staff members took wellness classes to teach other staff wellness strategies.

DISD also partnered with the Jicarilla Apache Behavior Health Department, the Farmington Social Services department, San Juan ACE Center and our school counseling departments to develop a program that provides supports for DISD students. DISD developed a curriculum and each of the entities taught one of the SEL skills to support student trauma.

Throughout the year our staff participated in Professional Development around working with student wellness during this historic pandemic. The PD was designed to support teachers and student wellness. Listed below are focus areas for the professional development outline:

- Brain-based teaching and learning
- Wellness strategies for virtual learners
- Trauma-informed teaching and learning strategies
- Culturally relevant universal design
- Social emotional learning
- trauma informed classrooms through virtual learning
- Several ongoing professional development sessions designed to build relationships by transitioning administrative and instructional staff toward developing and implementing culturally and

linguistically responsive (CLRE) curricular and instructional environments, methods, methodology, and pedagogy.

Results.

A virtual learning platform is quite difficult, however, by taking small actions to support students' wellbeing and personal development, DISD staff and administrators were able to build those relationships and be there for their students.

Conclusion.

Students ended up texting, emailing, or calling staff at all hours of the night and weekend. This could be an indicator that teachers used what they were taught to support their students regardless of the time of day or night. Email, text are indicators of the large volume of students reaching out to their teachers.

Action Plan.

DISD and the Behavior health team have now begun the work to start the program for the spring semester of 2021-22 school year. The ongoing professional development has continued for the 2021-22 school year.

GRADUATION RATES- ATTENDANCE-DISTRICT PLANS TO DECREASE THE NUMBER OF DROPOUTS AND INCREASE ATTENDANCE

Background.

Before the Covid Pandemic, DISD analyzed data around student attendance and its relationship to the number of F's students were getting which resulted in lack of credit toward graduation. DISD identified 30 Juniors and Seniors that were chronically absent and followed their pattern throughout their grade level starting from 9th grade. The seniors that were in this category had so many F's they were not able to graduate and dropped out. We know that research says that 9th grade is the indicator that leads to whether or not a student will graduate high school in his/her cohort. That is why a part of our focus is on our 9th grade students. The pattern followed throughout their high school grades. The students who were chronically absent each year starting from their freshman year. Some of these students were special needs not adequately receiving services they needed, and others had no direction in life and did not plan on graduating out of high school.

Graduation Rates

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year. Both groups, the all students group and the American Indian student group decreased their graduation rates from 2017 through 2020. Included in these tables are reasons students did not graduate within 4 years.

4 Year Graduation Rate 2017-2018, 2018-2019, 2019-2020

Subgroup	2017-2018	2018-2019	2019-2020
All Students	77.5	70.3	65.7
American Indian Students	76.6	69.9	65.1

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

Reason Not Graduating for American Indian Students	Total
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	12

*Indicates less than 10 students so results are masked

The student dropout rate is one year lagged as is the graduation rate. The table shows the number of students who dropped out, and the percentage of students who dropped out during the 2019-2020 school year.

Student Dropout rate 2019-2020 (one year lagged)

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	17	6.4%
Asian	*	*
Black or African American	*	*
Hispanic	*	*
Multiracial	*	*

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

*Indicates less than 10 students so results are masked

Bilingual Multicultural Education Programs (BMEP) support the maintenance of Tribal languages and serve American Indian Students.

American Indian Students Involved in BMEPs - 253

Dulce High School Attendance 37 days 6 periods a day (222 periods) (Quarter 1 Aug. 17-Oct. 16th) (182 students)				
Absences Per Class	9th grade (48 Students)	10th grade (43 Students)	11th grade (45 Students)	12th grade (46 Students)
0 to 10	20	18	15	24
11 to 21	12	Less than 10	12	Less than 10
22 to 32	10	Less than 10	Less than 10	Less than 10
33 to 43				
44 & More	Total grades = 23			
Chronic students missing 20% of School	10% of our students are Chronically absent (23 students) (Under the new law, schools with a chronic absence rate of 5% or higher must develop an attendance success plan. We have used data of 20% absence rate of class periods.			
# of F's				
1	Less than 10	Less than 10	Less than 10	Less than 10
2 to 3	18	Less than 10	13	Less than 10
4 or more	10	11	13	Less than 10
Total # of students Receiving F's	37	24	33	16
Data from above	100% chronically Absent Students have 2 or more Failures in this grading period			

Dulce High School Attendance Report				
2017-2018 School year	Number of Class Absences	% of students	% of School Missed	Number of students
Beginning year enrollment 239 - end year enrollment 186	48 or less	26.90%	3.90%	54
7 pd. 174 School Days	49 to 98	29%	8%	59
1218 Pd. In the year	99 to 149	16.40%	12.20%	33
	150 to 199	7.50%	16.30%	15
	200 to 299	13.40%	24.50%	27
	300 or more	6.40%	25%	13
				40
2018-2019 School year	Number of Class Absences	% of students	% of School Missed	Chronic Students
Beginning year enrollment 221 end year enrollment 169	48 or less	34.50%	5.30%	60
5 pds. 179 School Days	49 to 98	23%	11%	40
895 Pd. In the year	99 to 149	15.40%	16.60%	27
	150 to 199	9.10%	22.20%	16
	200 to 299	11.40%	33.40%	20
	300 or more	6.80%	33.50%	12
2019-Fall semester	Number of Class Absences	% of students	% of School Missed	Chronic Students
Beginning year enrollment 178 end year enrollment 169	48 or less	42.00%	6.70%	77
8 pds. 89 School Days	49 to 98	41%	14%	45
712 Pd. In the semester	99 to 149	27.90%	20.90%	23
	150 to 199	20.90%	27.90%	10
	200 to 299	13.70%	41.90%	12
	300 or more	6.70%	42.00%	Less than 10

2020 - Spring 1-07-2020 to 3-11-2020
(Covid19)

Beginning year enrollment 161 end year
enrollment 167

6 pds. 46 School Days

276 Pd. In the semester

Number of **Class** Absences

% of students

% of School Missed

Chronic
Students

51

48 or less

82.60%

17.30%

133

49 to 98

13%

35%

21

99 to 149

4.35%

53.90%

Less than 10

28

82% of these students have failed 3 or more
classes and are required to participate in
Credit Recovery 16% of them drop out of
school or do not graduate with their peers.

Methods.

In order to increase graduation rates and decrease dropout rates, we focused on absences for targeted students. DISD and the School Community Partnership Committee presented the above data to the Jicarilla Apache Tribal Council on Oct. 21, 2020, regarding the concerns of drop out, attendance, and failure rate. Based on that meeting it was discovered that we have not had an attendance liaison between the tribe and the school for 5 years. Since we were on the Jicarilla Apache Reservation the state attendance requirements did not work. DISD and the JAN implemented strategies to reignite the youth police officer assigned to support DISD while implementing the JAN Juvenile Code for truancy

DISD have provided courses for our 9th grade students giving them the soft skills they need to be productive in a social environment and the skill-bott skills to be productive toward a career interest. Every 9^h grade student also takes one of our college success classes ensuring students are moving toward a certificate or associate program. By designing effective classes to support student next steps, we hope to decrease the dropout rate.

We collaborated with the Jicarilla Work Force Investment Opportunity Department and designed a graduation program for those students who had dropped out. We partnered with San Juan College for our students to participate in HISET.

Results.

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the State's efforts to meet the ambitious "Route to 66" 2030 goal. As such, New Mexico has established the expectation that for the: • four-year adjusted cohort, more than 84.5 percent of the class of 2022 will graduate high school (this is a 2.26 percent increase per year for all students); • five-year adjusted cohort, more than 88 percent of the class of 2021 will graduate high school (this is a 2.1 percent increase per year for all students); and • six-year adjusted cohort, more than 90 percent of the class of 2020 will graduate high school (this is a 1.8 percent increase per year for all students).

Action Plan.

A youth police officer with background knowledge on behavior health strategies is now working with our school district working with collaborative efforts to stop student truancy and implement programs to support students such as drug and alcohol programs, non-bullying programs. Etc.

We will continue to work in partnership with the Jicarilla Apache Work Force Investment Opportunity and will continue to work with out 9th grade students better preparing them for high school and post-secondary education.

PARENT AND COMMUNITY INVOLVEMENT

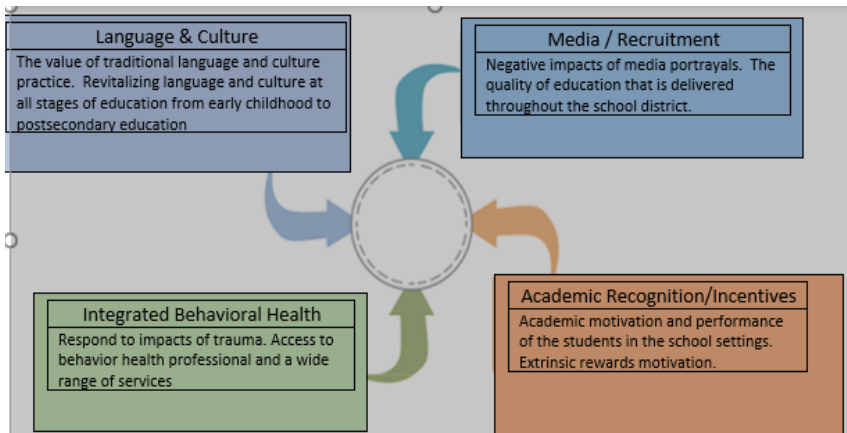
Objective.

DISD will continue to work closely with the Community School Partnership Committee to ensure strategies

Background.

Recently, Dulce Independent School District (DISD) embarked on an intentional path toward a systemic shift in the way that it engages education in the community of Dulce and the surrounding areas. DISD has convened a Partnership Committee, which is comprised of community, school, and tribal stakeholders.

On 3/04/2020 the School Community Partnership Committee had a work session with the Jicarilla Apache Council. The following 4 areas of identified needs were relayed to the tribal council.



Methods.

DISD partnered with educational consultant, Francis Vigil, who provided Culturally and Linguistically Responsive Educational Professional Developments in a five-part series to DISD administration and teaching staff.

Through these collaborations and partnerships, DISD has identified three focus areas that can be feasibly engaged, developed, implemented, and most importantly, sustained.

1. *Development and integration of a DISD Cultural Competence Framework and Policy*
2. *Development and integration of a K-12 Community-based Curricular Framework*
3. *Development and integration of Community Engagement Strategies*

Within these three focus areas, DISD seeks to embed the following topics, identified by the DISD Partnership Committee, in all aspects of the educational experience:

- Language and Culture
- Behavioral Health and Holistic Wellness
- Individual, Familial, Community, and Tribal Identity Building
- Inclusive Learning Environments

Results.

We are in progress of this initiative and expect to have the MOU and committees in place by 2022 spring of the 2021-22 school year. DISD has now spent the 2020-21 school year training staff, school board members, Jicarilla Apache Council in CLRE. Throughout the 27 total meetings among stakeholders and DISD, we are moving forward with the MOU. The Jicarilla Tribal Council is dedicated to the work we have done and are eager to move forward the initiative.

Conclusion.

In seeking to make these educational shifts, DISD seeks the collaboration of the Jicarilla Apache Nation (JAN) to lend its expertise, guidance, and partnership, especially in areas of culture, history, and language, to ensure that the community and tribal voice is implemented as a vital component in the development and integration of the focus areas mentioned above.

Action Plan.

Continue the initiatives to support student success with an MOU Partnering both Francis Vigil consultant and NIEA, JAN, and DISD

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

Recognize and support American Indian (AI) students enrolled in public schools and enrolled in public schools and charter schools by addressing their unique academic and cultural needs.

Background.

The Indian Education Act of 2003 prioritizes support to meet the unique educational and culturally relevant academic needs of AI and Native Alaskan students through the efforts of local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities.

Methods.

DISD submitted IED Initiative Grants, In our applications, DISD focused on one or more of the following priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting Native language programs and English learners, and 5) school systems with these funds we promoted several programs to support programs for our students. Dual Credit, Concurrent Enrollment, Project Based Learning, ELL support staff, reading specialist, Culture and Language classes and continued work with our partnership with NIEA, JAN, and DISD.

Results.

The Dulce Independent Schools educational programs targeting tribal students include culturally relevant instructional materials, tutoring services, credit recovery, and equitable learning environments. Approximately 90% of Native American students attend Dulce Independent Schools. Approximately 46% of the total DISD population comprise the students in BMEPs. The Dulce Independent Schools offers the native home heritage language – Jicarilla Apache for Grades K-5. DISD plans to partner with Jicarilla Apache Nation Department of Culture Affairs to expand to the Middle and High Schools.

Conclusion.

Across DISD, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated

Action Plan.

The plan is to promote participation of students in programs and coursework that leads to college and career readiness. The primary goal is to produce lifelong learners that are successful in life. The Priority Schools Bureau has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the A-F School Grading Accountability System, which is comprised of a school grade and on an assigned status of priority or focus—depending on that grade—districts and schools receive differentiated support to address low student performance. The support provided to districts and schools can take the form of the following: regional support from the PSB, school support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.

FINANCIAL REPORTS

Objective.

The financial objective is to ensure that Dulce Independent School District (DISD) provides adequate operational resources to provide and improve services to its students through the use of public-school funds. These services will meet the educational needs and provide opportunities to the tribal students attending Dulce Schools

Background.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added, and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public-School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public-school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students. (<http://ped.state.nm.us/div/fin/school.budget/index.html>)

Methods.

This section must include the district's financial reporting. 7. In an excel spreadsheet, identify and verify funding supporting AI students. 8. Disaggregate and analyze data on funds generated by AI students using fund codes: 25147 (Impact Aid/Title VI), 25131 (Johnson O'Malley), 27150 (School District Initiative Grant), 25201 (Navajo Program), or 25209 (Native American Programs). All Title programs. 9. Verify and review funding sources with the districts Business Manager. Note: All financial reporting in the state-wide report is replicated from what is submitted to PED's School Budget office. Note: Consult with the district's business manager to verify financial reports

Total Enrollment 80th day	AI enrollment 80th Day	AI%	25147	27150	24101 Title I	24154 Title II	24153 Title III	24189 Title IV
611	580	94.31	\$ 904,491.88	\$ 72,879.40	\$ 312,942.88	\$ 46,949.70	\$ 10,971.89	\$ 19,800.00

Conclusion.

The district will continue to monitor expenditures and align department, district, and school support for the best results for New Mexico American Indian students' education.

Action Plan.

The district will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of our American Indian student population.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective.

Ensure that New Mexico schools provide adequate and meaningful tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

Background.

Districts that claim federally identified AI students residing on Indian lands for Title VII Impact Aid funding (formally known as Title VIII) shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico Tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures, pursuant to federal Title VII Impact Aid funding requirements. The regulations covering the Impact Aid Program Indian Policies and Procedures (IPPs) requirements under Title VII (formally known as Title VIII) of the ESEA (as amended) were revised, effective January 31, 2017 (see <https://www2.ed.gov/programs/8003/ipp.html>) The revised regulations include changes to the mandatory elements of the IPP document as well as new requirements for the consultation process

Methods.

DISD submitted their current IPP simultaneously with their district's Impact Aid application. The IPP information is on file with the school district and reflects five years: 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. The process of developing and implementing an annual IPP starts each fiscal year with the involvement of the Parent Advisory Committee and further collaboration with all stakeholders

Results.

A copy of the IPP is included in the DISD TESR.

Procedure 1 Plan is disseminated among tribal leaders and parents of Indian children. Procedure 2 DISD surveys the parents of Indian children and tribal officials. Procedure 3 DISD annually assesses and monitors student participation. Procedure 4 DISD reviews survey responses to make decisions on possible changes to IPP and presents to school board. Procedure 5 DISD responds to comments and recommendations and disseminates this communication to the tribe and parents.

Conclusion.

It is important to communicate that the Dulce Independent School District has provided the development and submission of the concurrence of the annual IPP, by supporting the Impact Aid requirements and Indian Education Act in conjunction with the Jicarilla Apache Nation.

Action Plan.

As the Jicarilla Apache Nation and the Dulce Independent Schools continue to strive for continuous improvement, both entities will continue to conduct meaningful collaborations and consultations in support of American Indian students.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective.

Ensure that New Mexico schools collaborate with tribal governments to identify the important cultural events in their American Indian (AI) students' lives and adjust their school calendars, where possible, to account for these days of cultural importance.

Background.

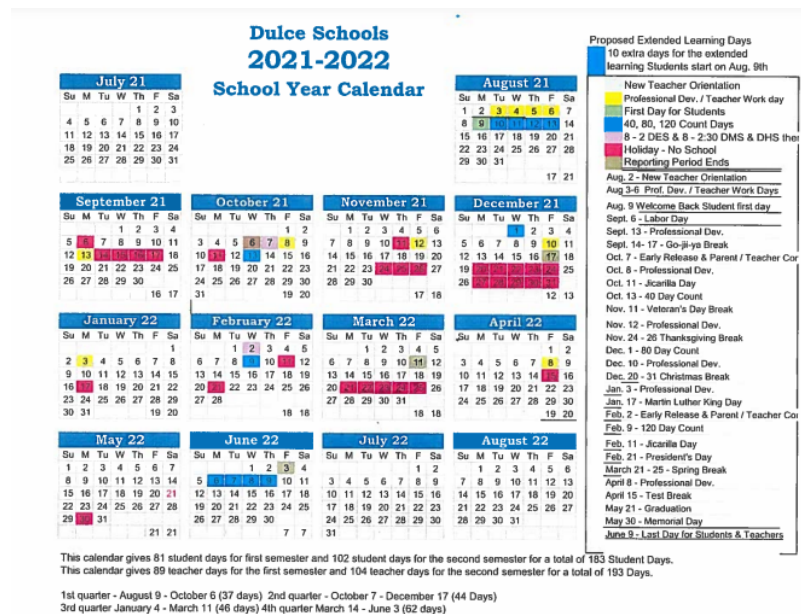
Education in New Mexico represents rich cultural traditions and diverse educational practices. The 35,000-plus students, who represent the NM tribes and pueblos and other tribes from throughout the United States, attend over 185 public and charter schools in the state of New Mexico. These students were the focus of State and Tribal legislators who established the Indian Education Act (IEA) in 2003. The assurance of collaboration and engagement from educational systems and Pueblos/Tribes regarding academics and cultural awareness has positive effects on the educational success of AI students. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to attend their public school more regularly.

Methods.

Jicarilla Apache Tribal Feast- Go-Jii-Ya September 16, 2019

Jicarilla Culture Day October 14, 2019

Jicarilla Language Day February 11, 2020



Results.

The chart below lists the variable school calendar days that are offered to American Indian students attending the Dulce Independent Schools. The district follows a variable calendar and have a school calendar committee involved in the decision making.

Conclusion.

It is important to communicate that the Dulce Independent Schools' report the use of variable school calendars for SY 2020-2021 that support the Native American students' cultural wellbeing and self-awareness.

Action Plan.

DISD will continue to work closely with the Jicarilla Apache Nation to ensure that the school district and community work hand in hand to support student culture identity.

SCHOOL DISTRICT INITIATIVES

Objective.

Ensure that New Mexico schools provide initiatives and programs to support the decrease in the Number of American Indian student dropouts.

Background.

DISD pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The assurance of collaboration and engagement from educational systems and our tribe for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school

Methods.

Short Term

- Improved student attendance through Applied Academics, CTE, Dual Credit and Advanced level courses.
- Improve teacher culture competency through understanding Culturally and Linguistically Responsive Education through ongoing relevant professional development.
- Produce a measure indicating progress towards readiness for college and career.

Long Term

- To increase student achievement including grades and short-term assessments
- To Increase attendance for high risk, low performing students
- Increase student engagement.
- Increase student participation in CTE, Dual Credit, Concurrent Enrollment, and Advanced level courses.
- Educational programs targeting tribal students.

Results.

We increased participation in Advanced Level Courses, Dual Credit Courses, Concurrent Enrollment. We created 4 pathways where students can complete the pathway toward graduation and graduate high school with pathway certificates and an Associates of Arts.

We have initiated on going partnership with NIEA (Francis Vigil Liaison) to provide ongoing CLRE initiatives and develop Jicarilla Apache Culture Competencies aligned k-through 12th grade.

We implemented Culturally and Linguistically Relevant Education and Social Emotional Learning: Successfully completed 6 of 7 Professional Development on the development of Jicarilla Apache Culture Competencies and building a curricula framework aligned with Culture Competencies from k-12th grade.

Teachers have been trained on trauma informed classes and building relationships with our students this has been an ongoing PD for all staff.

Conclusion.

Through our Community School Partnership, we have implemented several CLRE initiatives and will continue to increase student success including graduation through the implementation of these initiatives.

Action Plan.

DISD will increase consultation opportunities between the Jicarilla Apache Nation and our parent community

*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective.

Ensure that New Mexico schools provide equitable operational resources to support and improve services to NM tribal students.

Background.

In school year 2020-2021, DISD provided information on various district programs and grants. DISD, JAN, JADE, and Culture Office have all worked together on several grants, and events. The collaboration shares funds and buildings supporting programs offered to students. Parent and family member have been involved with these meeting and initiatives. New Mexico is a State Equalization Guarantee (SEG) state that provides for a centralized school funding formula. The SEG distribution is the amount of money distributed to each school district to ensure that its operating revenue, including its local and federal revenues, are calculated at an amount that is at least equal to the school district's program cost. The calculations are based on local and federal revenues reported from June 1 of the previous fiscal year through May 31 of the fiscal year for which the SEG is being computed. The SEG distribution occurs prior to June 30 of each fiscal year. Since 1997, the SEG has committed to equalized educational opportunity at the highest possible revenue level. The school district reports its annual program cost and revenues each year through NM PED's School Budget and Finance Bureau.

Methods.

DISD Administrative Leadership met with JAN President, Vice President and Tribal Council on a quarterly basis. Title I Parts A, C, and D, Title II Part A, Title III Part A, Indian Education Grant, Indigenous Education Initiative, Bilingual Multicultural Education Program, and Impact Aid Consultation with Jicarilla Apache Nation, WIOA, and School leadership team.

Results.

DISD received feedback from the community and tribal members regarding educational strategies to implement toward positive student outcomes.

Conclusion.

DISD that the opportunity to re-engage with tribal leaders and key stakeholders on major initiatives while considering how to continuously refine educational systems and best support educators. Expectations for improved Tribal consultation at DISD includes Every Student Succeeds New Mexico State Plan and the NM Indian Education Act regarding tribal consultation.

Action Plan.

DISD will increase consultation opportunities between the Jicarilla Apache Nation and our parent community

INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

Objective.

The Indigenous research, evaluation measures, and curricula objective ensure that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in Native languages, culture, and history designed for tribal and non-tribal students, as approved by New Mexico Tribes

Background.

The IED has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian education has been to improve education for our AI students enrolled in all school

Methods.

CURRICULUM DEVELOPMENT I-0900 © IGA

Below are the Unamended and Amended versions of the Curriculum Development Policy. The portions in red are either added, edited, or moved.

The need and value of a systematic, ongoing program of curriculum development, integration, and a continual process of evaluation and revision of the curriculum is recognized. The development, integration, and evaluation of the curriculum should be conducted, developed, and reviewed by educational stakeholders which should include, but not be limited to: identified Dulce Independent School administrators and staff, parents, students, community stakeholders, and Jicarilla Apache Nation educational stakeholders. It is essential that the school system continually develop and modify its curriculum to meet the ever-evolving educational landscape, which includes State of New Mexico mandated policies and procedures, educational best practices and considerations, and community-based shifts. It is also essential that the curriculum, and any instructional materials, methods, and resources reflect the community culture, history, and language. In order to connect and create learning opportunities and understandings for students, parents/guardians, community, and tribe, it is essential that the DISD provide a curriculum that reflects the community and its demographic. The Board authorizes the Superintendent, and his/her DISD designees, to work with a community-based, educational stakeholders to develop, integrate, review, and revise a curriculum for the DISD that meets all State of New Mexico policies for promotion and graduation, and, also, integrates the culture, history, and language of the local community and tribe.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that are based on prevailing educational policies and educational best practices and considerations which are based on the educated, informed, and researched professional recommendations of educational stakeholders which should include, but not be limited to: identified Dulce Independent School administrators and staff, parents, students, community stakeholders, and Jicarilla Apache Nation educational stakeholders. All curricular modifications should address the curricular needs and maintenance of a standards-based program of education from prekindergarten (PK) through grade twelve (12). All curriculum changes shall be approved by the Board.

All personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.

Results.

DISD has been successful with changing policy to include culture competencies.

Conclusion.

The Dulce Independent School district has researched and evaluated the development and assessment of the Jicarilla Apache language and cultural program.

Action Plan.

The objective is to create an action plan, with the district supporting indigenous research. This plan ensures that comprehensive, best practice models are being utilized for language development and that opportunities for the use of indigenous research, evaluation measures, and curricula in other areas, such as culture and history are being explored.

Access to Native Language Programs

Objective.

DISD is to continue the Culturally and Linguistically Responsive Education (CLRE) Initiatives.

Background.

DISD will initiate three main goals for School Year (SY) 2021-22, which will be completed by June 30, 2022.

1. *Development and implementation of a DISD Cultural Competency Framework, which will be used to develop and implement a DISD Cultural Competency Guide and Policy.*

2. *Development of a DISD Culturally Responsive Educational Framework for utilization in grades K-12.*
3. *Development of a DISD Community Engagement Strategy Plan.*

These will be referred to as DISD Initiatives 2021-22.

Methods.

MEMORANDUM OF AGREEMENT FOR THE SUPPORT SERVICES FOR CULTURE, HISTORY, AND LANGUAGE PROGRAM DEVELOPMENT BETWEEN THE JICARILLA APACHE NATION AND DULCE INDEPENDENT SCHOOL DISTRICT

THIS MEMORANDUM OF AGREEMENT (hereinafter referred to as “MOA”) is entered into by and between the Jicarilla Apache Nation, (hereinafter referred to as the “JAN”), and the Dulce Independent School District (herein referred to as “DISD”). *(INSERT ANY POLICIES THAT MAY SUPPORT OR ALLOW FOR THIS PARTNERSHIP)*

I. Purpose and Objectives

The Jicarilla Apache Nation (JAN) has a vibrant culture and language, and it is vital to the JAN that the JAN’s culture and language continue to be passed on to future generations. Accordingly, through this MOA, JAN and DISD will collaborate to develop, integrate, and maintain the JAN culture and language through the development, integration, and maintenance of JAN Culture and Language programming, and cultural awareness, competencies, and understandings for DISD. The JAN and DISD would like to incorporate the following:

- Development of cultural competency framework, guidelines, policies, and training
- Development of community-based, culturally responsive K-12 curricular framework
- Development of community engagement strategies
- Participation of JAN tribal leaders, tribal department heads, and tribal stakeholders

The objectives of this MOA are to:

- Ensure JAN and DISD collaboration and partnership to enhance and support DISD educational initiatives
- Ensure access and participation of identified and relevant JAN and DISD personnel and resources
- Ensure communication and sharing of any and all information, products, and resources as they relate to their development, integration, and maintenance

Results.

DISD continuation of Culturally and Linguistically Responsive Education (CLRE) Initiatives.

DISD will initiate three main goals for School Year (SY) 2021-22, which will be completed by June 30, 2022.

1. *Development and implementation of a DISD Cultural Competency Framework, which will be used to develop and implement a DISD Cultural Competency Guide and Policy.*
2. *Development of a DISD Culturally Responsive Educational Framework for utilization in grades K-12.*
3. *Development of a DISD Community Engagement Strategy Plan.*

These will be referred to as DISD Initiatives 2021-22.

Conclusion.

Present and propose collaboration and partnership opportunities between the DISD and the Jicarilla Apache Nation (JAN). The intention is to provide information on the creation of a memorandum of agreement between DISD and JAN to create a collaboration and partnership to utilize JAN departments and personnel to assist on the DISD Partnership Committee, as well as with the identification and creation of relevant cultural, educational, and linguistic resources.

Action Plan.

- Memorandum of Agreement is under development to provide an agreement between DISD and Jicarilla Apache Nation (JAN).
- MOA will create an unprecedented partnership between DISD and JAN that will allow for DISD to collaborate and partner with JAN, JAN Departments, and JAN personnel to engage in the development and integration of community and tribally informed educational initiatives.
- MOA will provide DISD with access to JAN knowledge and resources as it pertains to holistic educational information and supports.
- MOA will provide JAN with an opportunity to engage in developing a tribally sovereign means to provide insight and knowledge to DISD Initiatives.

CONCLUSION

This report includes student outcomes. Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has granted the New Mexico PED a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA). Thus, the student achievement data within this section was not collected in SY2019–2020. Student data from 2018–2019 has been repeated. AI students demonstrated slight improvement by grade overall but demonstrated decreased proficiencies between 2017–2018 and 2018–2019 in reading, while there was a slight increase in parent engagement. DISD is committed to providing guidance and support to Jicarilla Apache Nation and the community to foster partnerships, in order to reach the growth goals, set all our students within the New Mexico's Every Student Succeeds Act Plan. In addition, the IED provides technical assistance and guidance on tribal consultation internally, as well as to school districts and charter schools, in order to increase tribal involvement in the decisions that impact our students. The DISD is committed to improving the data collection and analysis that informs program development and educational decision making for AI students across the state.

Graduation Rates

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year. Both groups, the all students group and the American Indian student group decreased their graduation rates from 2017 through 2020. Included in these tables are reasons students did not graduate within 4 years.

4 Year Graduation Rate 2017-2018, 2018-2019, 2019-2020

Subgroup	2017-2018	2018-2019	2019-2020
All Students	77.5	70.3	65.7
American Indian Students	76.6	69.9	65.1

Source: <https://webnew.ped.state.nm.us/bureau/accountability/graduation/>

Reason Not Graduating for American Indian Students	Total
Still Enrolled	+
Withdrawn - dropout/outcome unknown	+
Total	12

*Indicates less than 10 students so results are masked