

Tribal Education Status Report

Native American Community Academy



**Prepared for the New Mexico Public Education Department
Tribal Education Office**

For School Year 2021-2022

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Executive Director: Zane J. Rosette

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EXECUTIVE SUMMARY

The 2020 - 2021 Tribal Education Status Report (TESR) has been developed to comply with the Indian Education Act (NMSA1976 Section 22), as required by the State of New Mexico Public Education Department. The purpose of the TESR is to inform stakeholders and the community of the current educational initiatives dedicated to the academic progress of Native American students. NACA is an academically rigorous and culturally integrated Albuquerque Public Schools (APS) district charter school that has been guided since its founding in 2006 by the belief that Native American children thrive in academic environments that include and value their language, history, heritage, and culture. NACA's holistic wellness concept for Indigenous Education supports youth physically, emotionally, academically, and spiritually, helping them to develop confidence in their cultural identities while academically preparing them for college, careers, and community leadership. The NACA Foundation was established in 2011 to support NACA fundraising efforts. The objective of the school and foundation is to provide a well-rounded education under the three-essential mission tenets of academic preparation, cultural identity, and personal wellness NACA's educational model meets the unique needs of urban Native families who cope with the intergenerational trauma of colonization, including the separation from land, language, and identity.

NACA is a tribal-serving school with a diverse student body representing 18 different ethnicities and over 60 tribal groups; 82% of NACA students in 2020-21 identify as Native American, and 98% are students of color. Students attending NACA are from Albuquerque's urban area and surrounding towns, pueblos, and tribal villages. Due to a high number of low-income families (67.67% in 2019-20), and a high number of economically disadvantaged (54% in 2020-2021) NACA provides 100% of its students Free or Reduced Price lunches through the Community Eligibility Provision. Total enrollment for the 2020-2021 school year was 487 with 397 Native American students--approximately 9% of the Native American student demographic enrolled in APS (APS Enrollment Demographics Dashboard, 80D).

Key Points/Conclusions

Overall, NACA has been successful in graduating American Indian students at a higher rate than other schools in the district and in the state. For the 2019-2020 academic school year, NACA reported 69.5% for American Indian Students compared to the APS rate of 56.2%, and the Statewide rate of 60%. The comparative graduation rates reinforce that there is a correlation between culturally integrated education and student success which contributes to an increase in NACA's graduation rate for American Indian students.

NACA has been evaluating students, parents, administrators, and staff with an annual survey instrument, the QUAD, designed and evaluated by SWEL, an outside, independent firm. The QUAD survey is an online evaluation tool that helps gauge students' experiences at NACA by capturing student, teacher, administrative, and stakeholder feedback each spring on the indicators of holistic identity and well-being. Over the last four years, QUAD surveys have demonstrated that parents and students trust NACA teachers and believe NACA effectively incorporates culture into its curriculum. The survey overall documents a student connection with culture, language, wellness practices, community service, trusted relationships, and adult/peer support.

Land-Based Learning (LBL) is a growing curriculum approach at NACA, designed to help students apply

the three-essential mission tenets of academic preparation, cultural identity, and personal wellness into everyday learning. In the 2019–2020 school year, the school received \$640,000 in support from the Chan Zuckerberg Initiative for a two-year research study around the efficacy of NACA’s Land-Based Learning Program. Additionally, NACA was awarded \$15,000 from the State of New Mexico’s Outdoor Equity Fund to enrich Land-Based learning experiences for NACA students. In the 2020-2021 school year, the school utilized funding for the Land-Based Learning Program to build capacity with teacher knowledge and utilizing community experts to push into the virtual classrooms and provide training during school professional development.

Language and culture continue to be core elements of the NACA educational framework. It has been shown that students’ exposure to Indigenous language through the household and extended relatives supports student success. For this reason, NACA works to integrate Indigenous language encounters at community events and functions. With the switch to online learning in March 2020, community engagement was promoted via social media platforms, including distance-learning of Navajo and Keres for both parents and students. Overall, COVID-19 has had a significant impact on NACA—as it has on the whole district, state, country, and world. 2020-21 data is not fully available due to the required switch to distance learning, the change in attendance, and the resulting waiver of state standardized assessments, as well as the cancellation of NACA’s planned spring short cycle assessments. Despite these challenges, NACA has continued to demonstrate strong growth and support of students. Staff has prepared Land-Based Learning kits and Art kits for families to pick up; mobile hotspots and Chrome books have been distributed to all students who need them; and emergency relief in the form of food and financial assistance has been provided to families in need through the Stronger Together Relief Program created by our sister organization, the NACA Inspired Schools Network.

NACA families continue to demonstrate that we ARE stronger together, and our data continues to underline the positive impact of a culturally integrated, community-based educational model for Native American students.

INTRODUCTION

This report provides detailed information on twelve topics starting with the objective of the educational indicator, a brief background on the topic, the method of analysis, the results of the data analyzed, a conclusion statement based on the data presented, and the action plan describing NACA's approach to address the objective. The data and information referenced in this report was provided by NACA staff and administrators, or accessed through NMPED and APS online resources. This report is based on information available at the time it was written. This report has been completed as of September 30, 2021 and made available to NMPED for distribution.

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11):

- A. The Indian Education Division in collaboration with the education division of the federal bureau of Indian affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes.
- B. A school district with tribal lands located within its boundaries shall provide a district-wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

The report includes evaluation and analysis of the twelve indicators listed in the Indian Education Act. The report utilizes data provided on or before July 30th of the previous school year 2020–2021. Copies of the reports have been submitted to the assistant secretary of New Mexico's Public Education Department and can be disseminated to New Mexico's tribal governments and respective tribes.

The Tribal Education Status Report (TESR) informs stakeholders of the following:

- Past and recent trends in the education of New Mexico's American Indian students;
- Gaps in academic performance between American Indian students and other ethnicities;
- Data-driven decision-making through the analysis of districtwide data

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

- A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.
- B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
 - (2) school safety;
 - (3) graduation rates;
 - (4) attendance;
 - (5) parent and community involvement;
 - (6) educational programs targeting tribal students;
 - (7) financial reports;
 - (8) current status of federal Indian education policies and procedures;
 - (9) school district initiatives to decrease the number of student dropouts and increase attendance;
 - (10) public school use of variable school calendars;
 - (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
 - (12) indigenous research and evaluation measures and results for effective curricula for tribal students.
 - (13) access to Native Language programs

STUDENT ACHIEVEMENT

Objective

All NACA students will grow 1.5 years in literacy and numeracy as measured by the NWEA MAP assessment taken three times per year.

All NACA students will grow one level of proficiency as measured by the Student Oral Language Observation Matrix (SOLOM) language assessment rubric.

Background

NACA has used the NWEA assessment for eight years to measure growth over time in literacy and numeracy.

NACA adopted the SOLOM language assessment rubric to evaluate growth in the five languages taught at the school (Lakota, Diné, Tewa, Zuni, Keres).

Methods

NWEA is given three times per year for students grades K-12 in literacy and math.

NACA language teachers administer the Student Oral Language Observation Matrix (SOLOM) after the first semester of each year to provide data points for long term growth and acquisition. Second data point is at the end of the second semester to provide a point for moving into the next school year.

Results

ELA

This aggregate ELA NWEA data is based on the last full year of school prior to the pandemic and is being used to set an initial baseline and then begin NWEA testing for this year to compare to that data in September 2021. School-wide data shows that: 6th grade: NACA's overall average score was 725 on the NMTA and BELOW district (727), state (733). 7th grade: NACA's overall average score was 722 on the NMTA and BELOW district (725), state (731). 8th grade: NACA's overall average score was 710 on the NMTA and BELOW district (728), state (731). 9th grade: NACA's overall average score was 724 on the NMTA and BELOW district (730), state (731). 10th grade: NACA's overall average score was 730 on the NMTA and BELOW the district (734), and state (734), . 11th grade: NACA's overall average score was 743 on the NMTA and BELOW the district (745), BELOW state (745). These areas are cause for concern: 6th-12th grade ELA This tells us that we need renewed focus on incoming 6th graders and a program for ELA that focuses on both grade- level complexity and also remediation for students below grade-level.

Math

This aggregate ELA NWEA data is based on the last full year of school prior to the pandemic and is being used to set an initial baseline and then begin NWEA testing for this year to compare to that data in September 2021. School-wide data shows that: 6th grade: NACA's overall average score was 712 on the

NMTA and BELOW district (718), state (722). 7th grade: NACA's overall average score was 721 on the NMTA and BELOW district (724), state (726). 8th grade: NACA's overall average score was 708 on the NMTA and ABOVE district (703), and BELOW state (710). 9th grade: NACA's overall average score was 718 on the NMTA and BELOW district (727), state (724). 10th grade: NACA's overall average score was 717 on the NMTA and BELOW the district (725), state (723). 11th grade: NACA's overall average score was 701 on the NMTA and ON PAR with the district (714), ABOVE state (713). These areas are cause for concern: 6th, 7th, 8th, 9th, 10th, 11th grades in math. This tells us that we need continued focus on data-driven instruction and grade-level instruction across our math scope and sequence.

Indigenous Languages

There has been an increase of students from one level to the next: Keres Language has had a 11% jump from level 1(preproduction) to level 2(Early Production1) when compared from the same time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.

Navajo HS: relatively stayed the same with their overall students remaining in early production1 (73%). 9/10 high school students had some difficulties with distance learning.

Navajo MS: middle school students had an increase of students moving from level 1(pre production) to level 2(early production1), level 3(early production2), and level 4(speech emergence) when compared to last time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning

Tiwa: had students moving up to level 3(early production2) at 67%. Level 4(speech emergence) went down due to students moving into higher grade levels. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning

Zuni: students moved from level 1(pre production) to level 2(Early production1) at 74%. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.

Conclusion

ELA

Strategies for EL and non-EL students are not used consistently across all grade-levels to support students' improvement in reading, writing, speaking, and listening. NACA teachers previously have been utilizing Response to Intervention model including an identifying factor as NWEA assessment scores landing in the 20% as one way to identify students in need of Tier 1 Intervention to support student(s) (6 week process) in returning to demonstrating proficiency in alignment with grade level common core state standards or to refer to Tier 2 to obtain intense intervention and consistent close progress monitoring to support student in making progress through the regular education curriculum, learn needed skill and return to Tier 1 instruction or referred for special education testing and possible eligibility-Tier 3. Since this process was heavily involved in possible eligibility of special education services for students it was not taken lightly and at times turned into a lengthy and time-consuming process which may have caused many students to fall through the cracks and not receive the support in which they required to make progress thus impacting NACA's overall average scores in this content for all grade levels.

Math

All grade-levels are areas of concern when compared to state and district averages. NACA Math and STEM teachers need work to evaluate the existing curriculum at elementary, middle and high school to ensure it's alignment to the CCSS for math. NACA teachers previously have been utilizing Response to Intervention model including an identifying factor as NWEA assessment scores landing in the 20% as one way to identify students in need of Tier 1 Intervention to support student(s) (6 week process) in returning to demonstrating proficiency in alignment with grade level common core state standards or to refer to Tier 2 to obtain intense intervention and consistent close progress monitoring to support student in making progress through the regular education curriculum, learn needed skill and return to Tier 1 instruction or referred for special education testing and possible eligibility-Tier 3. Since this process was heavily involved in possible eligibility of special education services for students it was not taken lightly and at times turned into a lengthy and time-consuming process which may have caused many students to fall through the cracks and not receive the support in which they required to make progress thus impacting NACA's overall average scores in this content for all grade levels.

Indigenous Languages

Continued reinforcement of TPR and situational based conversations to allow students to continue to improve their overall interactive and conversational skills.

Action Plan

ELA

NACA has laid the foundation for these strategies with professional learning support from Dual Language Education New Mexico and are in the final, implementation year of our work with that entity. This year all teachers will implement said strategies with the support of their Head of School and Instructional Coach, as informed by their PDP.

NACA is working towards phasing out the RtI model with the implementation of the multi-layered system of supports framework. This will allow our teachers to increase or decrease a students' level of intervention support without a referral to SAT, however will also allow a student to be referred to SAT at any layer(1,2,3) for specific reasons. NACA administrators are committed in supporting our teachers through consistent walkthroughs and observations in providing feedback in alignment with fidelity of curriculum and interventions, efficacy of differentiation, small group instruction, successful practices such as transforming into a data driven culture. In layer 1 we will continue to deliver high quality core instruction with focus on improving differentiation and English Language Development for our ELs. In layer 2, we will continue to deliver high quality core instruction with supports and ensure fidelity of the evidence based interventions aligning with student needs both academic and behavior as well as consistent progress monitoring. Just Words and Intense Foundations are two curriculum being implemented with fidelity to support students in this layer with written language and reading skills. In layer 3 students will receive core instruction plus evidence based targeted and intense interventions implemented with fidelity. Progress Monitoring will be consistent with weekly data points. Wilson Reading Systems is the curriculum utilized for students in this layer K-12 which is implemented with fidelity and delivered by licensed Special Education teachers.

Math

Further need for alignment of elementary programs and strategies which is only recently K-5 with 6th grade to ensure continuity. NACA is working towards phasing out the RtI model with the implementation of the multi layered system of support framework. This will allow our teachers to increase or decrease a students' level of intervention support without a referral to SAT, however will also allow a student to be referred to SAT at any layer(1,2,3) for specific reasons. NACA administrators are committed in supporting our teachers through consistent walkthroughs and observations in providing feedback in alignment with fidelity of curriculum and interventions, efficacy of differentiation, small group instruction, successful practices such as transforming into a data driven culture. In layer 1 we will continue to deliver high quality core instruction with focus on improving differentiation and English Language Development for our ELs. In layer 2, we will continue to deliver high quality core instruction with supports and ensure fidelity of the evidence based interventions aligning with student needs both academic and behavior as well as consistent progress monitoring. In layer 3 students will receive core instruction plus evidence based targeted and intense interventions implemented with fidelity. Progress Monitoring will be consistent with weekly data points. TransMath is the curriculum utilized for students in this layer 4-10th grade which is implemented with fidelity and delivered by licensed Special Education teachers. Inside Algebra is the curriculum being implemented with fidelity for grades 8-12th grade and delivered by licensed Special Education teachers.

Indigenous Languages

Create and implement land based learning opportunities for each language block and integrate the overall language team content goals. Create more after school programming to engage students, parents, and the community. Continue to build up the elementary language program with language nest incorporation, word walls for all elementary classrooms, and overall integration of elementary, middle, and high school expectations.

SCHOOL SAFETY

Objective

Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background

New Mexico looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and original approaches with the intent to:

- Assist new schools and their community partners in the revision of the school-level safety plans;
- Prevent an occurrence of recurrences of undesirable events;
- Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

NACA has developed supports to ensure the safety of its students. These provisions include policies and procedures for school safety, student discipline, safety committees, safety implementation plans, prevention plans, emergency response plans, recovery plans, monthly evacuation drills, shelter in place drills, and the appropriate filing of required state reports. Restorative Justice is practiced at NACA, to help students take responsibility for their actions and to help protect and build trust within the school community.

NACA's students are extraordinarily diverse, with over 60 Native American tribes historically represented and 18 different ethnicities. NACA is committed to providing equal access across all school programs and activities in an environment free from discrimination and harassment. We celebrate the unique identities of each student, and acknowledge distinct linguistic, cultural, and socio-organizational backgrounds through culturally integrated curricula and inclusion of Native American languages, histories, and literature.

NACA provides whole-school intervention, with high expectations set for attendance, engagement, academic achievement, and the assumption that all students will graduate prepared for post-secondary education. Each student participates in a holistic Wellness program, integrating educational, physical, relational, and spiritual health in the context of Native identity. Students work with an advisor in small groups, establish a plan for success with their teachers and family, and receive access to student support services.

NACA was founded as a community-led school, engaging hundreds of stakeholders in conversations about a charter school's role and goals serving urban Native youth. These conversations continue to be fostered each year, with mentorship programming, engagement with tribal elders, meaningful family engagement, and communities of practice central to our Indigenous Education model. NACA also seeks to offer a transparent organizational culture for our staff, using unbiased data to inform our teaching methods. NACA cultivates a team-approach in curriculum review and brainstorming around

challenges. NACA strives to integrate the core Native American Community Academy Tribal Education Status Report 2019 - 2020 18 values of Respect, Responsibility, Community Service, Culture, Perseverance, and Reflection throughout all programming and structures.

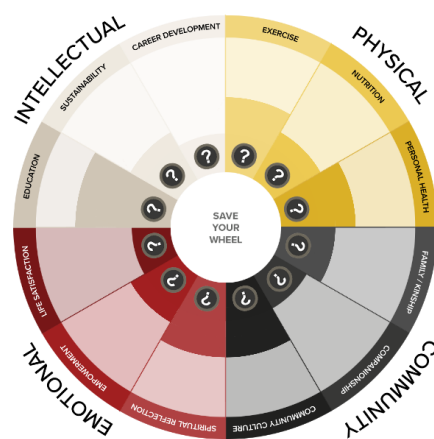
Methods

This section includes school climate and overall distance learning expectations. NACA promotes the process of healing from intergenerational traumas. These traumas range from institutional racism, marginalization, boarding school, and assimilation. NACA believes in reclaiming Indigenous Culture as the basis and the means to student success, achievement, learning, and holistic wellness for individuals, families, and communities. NACA focuses on 6 core values of Respect, Responsibility, Community/Service, Culture, Perseverance, and Reflection.

Restorative justice is a vital aspect of disciplinary action. Student Assistance Team (SAT) assists with various attendance, academic and behavior concerns.

For the 2020-2021 SY, NACA was in a distance learning model that included the use of online platforms, Zoom and Schoology, to conduct classroom instruction and class work. Expectations of students in distance learning were:

- Log into zoom for class with their first name
- Be on time
- Camera must be on and sound muted
- Students must participate
- Schoology assignments uploaded and complete
- Student/family communication
- Zoom meetings with advisor and administrative persons



NACA believes
in the importance
of all areas of
student's holistic
well-being.

For the 2020-2021 SY, based on information from NMPED, CDC and the NM Governor's official orders, NACA has implemented the following protocols to ensure all staff members, families, students, and visitors are safe while using facilities at NACA's main campus: 1000 Indian School Rd NW.

- Contact tracing protocol is required for all staff members seeking to be present on the main campus.

- Any activities or programming requiring access to our Main Campus must be pre approved by the operations team weekly.
- All staff members visiting the main campus are required to complete our building access log daily.
- All staff members are required to fill out a self assessment survey daily.
- Everyone is required to wear face mask at all times while on campus
- NACA has provided hand sanitizer, gloves and masks for guests visiting the main Campus.
- All perimeter doors are to remain locked to restrict access, only allowing those who have completed the access log and self assessment.
- NACA is requiring staff and visitors to practice social distancing to the best of their ability while onsite.
- NACA is limiting access to 25% of staff members allowed on campus at one time.
- NACA is not allowing any family members or students to access the building or campus at any time during our distance learning semester.
- Any families needing supplies or materials to be picked up or dropped off will follow our supply pickup/dropoff safety protocols.

CDC: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

NMPED: <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/covid-19-coronavirus/>

NM Governor's Orders: <https://www.governor.state.nm.us/about-the-governor/executive-orders/>

Results

Student infractions during distance learning were a result from not adhering from the distance learning expectations. These infractions were corrected during and after each zoom session. Since there were no formal guidelines for reporting of this infraction and the basis of infractions are based off of in person and being face to face, there were no infractions reported to the NMPED or STARS.

Conclusion

Students were engaged during distance learning. Teachers were supportive of different situations with students and the community. Although distance learning limited certain interactions with students, the overall philosophy of community and self-identity was portrayed through student and teacher perseverance. School climate and school safety were at the forefront during the pandemic. NACA distance learning model ensured student safety and the safety of the community by providing classroom instruction via online platform, to Albuquerque and the surround tribal communities.

Action Plan

Moving forward, we will continue to focus on the following strategies for all levels at NACA:

- Restorative Justice Practices - Reflection sheets, Mediation sessions, Community service, planned activities with other grade levels, Wellness Wheel reflections/goal writing.
- Eagle Room—a quiet, restorative space for students to relax and reset when they are having a difficult day.
- Social-Emotional Learning support through Wellness and Advisory courses.
- Communicating with staff and families - Phone conversations, follow up conversations, and conferences with families.
- Familiar Discipline Consequences - Lunch detentions, Suspensions In school/Out of school.

GRADUATION RATES

Objective

The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

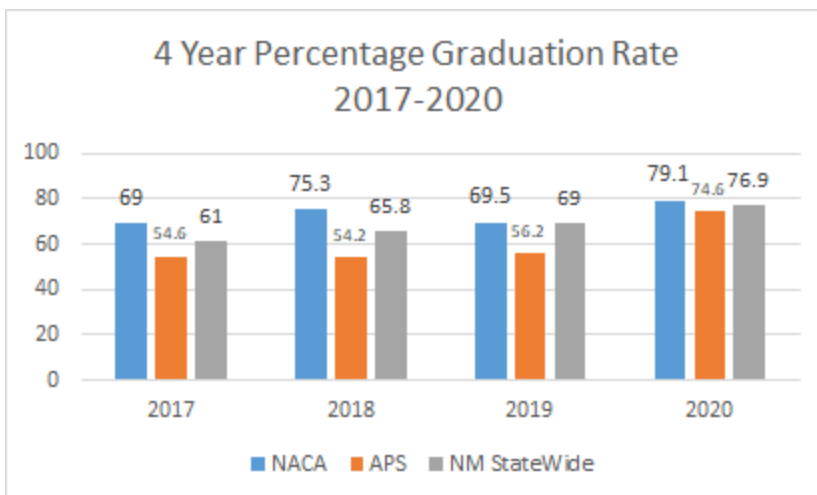
Background

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the U.S. Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students, in order, to better capture students acquiring the New Mexico Diploma of Excellence.

Methods

This section examines the APS district Graduation Rates and provides comparison with NM, APS, and NACA. Data is disaggregated by ethnicity, gender, subgroups for economically disadvantaged students, students with disabilities (SWD), and English Language Learners.

Results



2020 Graduation Cohort: 4 year graduations for statewide and APS increased significantly for the 2020 Graduation Cohort. NACA also saw a 10 point increase to graduation rates.

Disaggregated NACA 2020 Graduation Rates:	
All Students	79.10%
Male	71.00%
Female	87.30%
Native American	81.30%
English Language Learners	76.60%
Economically Disadvantaged	82.20%
SWD	91.10%

2020 NACA graduation percentages broken down by sub categories.

2020 New Mexico statewide graduation percentages broken down by sub categories

Overall State 2020 Graduation Rates:	
All Students	76.90%
Male	50.80%
Female	49%
Native American	11.20%
English Language Learners	32.30%
Economically Disadvantaged	64.40%
SWD	15.20%

Conclusion.

NACA graduation rates have been above statewide and APS for the past 5 years. As we move from cohort to cohort, we continue to fluctuate with our initial 9th grade cohort. Those that remain through their junior year have around a 90% graduation rate.

Action Plan.

NACA is committed to leveraging the power of our cultures, communities, and languages to transform Indigenous Education, empowering Native youth to attend and complete a college education and become leaders in their communities. NACA will continue to develop and maintain programs that aim to encourage student academic success and their social-emotional well-being that will empower students to complete their high school education.

ATTENDANCE

Objective.

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

Background.

The Compulsory School Attendance Rate (61089 NMAC) takes into consideration the sovereignty of every American Indian Pueblo or Tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the 4-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

Student attendance is monitored by the Dean of Students and Head of Schools. Due to the pandemic, NACA was in distance learning for the 2020-2021 SY. Attendance tracking was done through weekly checks. Dis-engaged or chronically absent students were referred to ENGAGE NM. ENGAGE NM would follow the student and help with any issues or obstacles that arise during distance learning. Virtual communication through the online platform Zoom were conducted for students that were absent and action plans were created to help students attend distance learning sessions and to increase attendance concerns. NM state pandemic requirements limited home visits and in person interventions during this school year.

Results

Chronic Absenteeism:

NMPED Chronic Absenteeism SY2020 – 2021 percentages

District Name	District Code	Location Legal Name	Loc ID	Student ID	Total Student Count	Total Days Enrolled	Total Days	% Days Present	% Days Missed	Student Count Missed GTE .1 %	%Chronic Absenteeism
ALBUQUERQUE	001	All Schools	006	All	500	89,428	85,241	0.9532	0.0468	72	0.1440

Chronic absenteeism decreased from 17.32 to 14.40 when comparing SY2019-2020 and SY2020-2021.

Conclusion

Establishing a virtual learning platform and attendance guidelines were important to ensure student participation and attendance. Continued attendance practice with ENGAGE NM for Tier III and Tier IV support will help curb attendance issues and give support to the administrative and attendance team.

Action Plan.

Re-engage school attendance policies. Implement a positive attendance campaign and provide incentives for those students that are actively improving their attendance and for those that have no attendance issues. Develop strategies that target students who are absent from school. Continue to work with tribal education/truancy departments and establish connections for positive communication between the school and tribal communities.

PARENT AND COMMUNITY INVOLVEMENT

Objective

The parent and community involvement objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the U.S. Department of Education; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

Background

The importance of parent involvement in education has been documented as benefiting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle, or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods

NACA’s commitment to parent involvement goes beyond fundraisers and booster clubs, ensuring that parents have an active voice in decision-making, feel welcome on the campus at any time, are aware of what their children are learning and how to support their children at home, and receive clear support in advocating for their children. NACA supports a NACA Parent Community, where teachers and administrators engage parents in planning cultural and language events inviting students’ groups to share their learning cross generationally with families. An example of this last year was our Navajo instructor holding a zoom to teach our parents and community more of the language and cultural ways. A weekly evening Keres language class is offered to accommodate parents in learning the language with students, and children via zoom as well. Parents are invited to college planning workshops where upperclassmen (often first-generation college students) share with families what to expect, and how to support their child in applying to college. Student Led Parent Conferences are held each semester, and an online anonymous survey is completed each spring by students, parents, teachers, administrators, and community partners. Parents are invited in to share traditional storytelling, language practice, and other cultural skills but because of distance learning many of our events had to be via zoom. Parents and community members are also invited to participate in a boys mentorship group called the Hiyupo Alliance, serving as “aunties” and “uncles” to support the participants during community bike outings, traditional skill building events, weekly work on bicycle maintenance, and many other activities. These practices support the indicator of quality family engagement.

Results

In partnership with the NACA Inspired Schools Network, NACA has engaged in an annual qualitative survey called the Quad for many years. Students, parents, teachers, administrators, and community partners anonymously complete this survey online each spring. Parent/Family Statements related to reflections on parent engagement and community in strong confidence. Granted all the complications of the pandemic experience, as a school we leaned into the practice of engaging families as much as possibly allowed. The understanding is present that families are encouraged to get involved at the school but this wasn't possible during the school year. NACA continued to fulfill the needs of families in the community as much as we could through our services and financial support opportunities. Through the process of making decisions it was our intent to continue to gauge family input and general opinions. Our staff continued with the practice of Student Led Conferences and maintained connections virtually with our families through our student advisory system.

Conclusion

NACA is a community-led school that works closely with partners to envision a more equitable and effective school opportunity. NACA launched in 2006 through a community listening process that hosted hundreds of conversations with community stakeholders, and has continued to foster relationships. Some of the community partners NACA has a relationship with include:

- National Indian Youth Leadership Project (projectventure.org) offers Project Venture, which provides a wide range of outdoor leadership style programs for youth, whether it be in a school setting or camp setting. NIYLP staff also provides introductory training on the model program to support the teachers in outdoor classroom management.
- La Plazita Institute (laplazitainstitute.org) partners with NACA to offer FoodCorps New Mexico, a program dedicated to equipping service members with the skills, knowledge and experiences to address the root causes of food injustice, while also providing hands on training and technical assistance in subjects like desert farming, school gardening, traditional foods, and community organizing(<https://foodcorps.org/>).
- Indian Pueblo Cultural Center (IPCC, indianpueblo.org) – The land surrounding the main NACA campus is shared with the IPCC and governed by the 19 Pueblo tribes of New Mexico. NACA works closely with IPCC, and NACA students enjoy many of the center's resources. NACA and IPCC work together on management and curriculum to engage and collaborate with the Pueblo communities.
- Americans for Indian Opportunity (aio.org) partners with NACA in sharing Indigenous dialogue and Indigenous value-based leadership opportunities locally and across other Indigenous communities. AIO shares resources that keep NACA students and families aware of the ongoing opportunities available in Albuquerque and other Indigenous communities.
- First Nations Community HealthSource (fnch.org) provides services at NACA's campus-based health center, offering physical and behavioral supports including physicals, counseling, and referrals to community resources for mental health support.
- A Community of Practice around Social Emotional Learning (SEL) includes NACA as one of five schools serving students who have experienced marginalization. This group meets monthly, working together to identify SEL practices that are especially effective for students of color

Action Plan

NACA serves 487 students in grades K-12. The community-led model offers an effective structure to help NACA align all grade levels, and capitalize on partner and resource synergies between our two campuses with its four pillars: integrated student supports, expanded and enriched learning time opportunities, active family and community engagement, and collaborative leadership and practices.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background.

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

Methods

NACA's educational programs tailored to support students' cultural development include the following:

Indigenous Language Program

The vision of Indigenous languages for Young Native Leaders at NACA strives to promote a sustainable learning environment that supports language development through innovative classroom settings and culturally specific experiences in connection with the land, personal wellness, and surrounding Indigenous communities. The students' knowledge and skills within language and culture will be measured against NACA's leveled indicators of language proficiency. Students will acquire the skills that they can carry forward into the community to become lifelong learners of language and culture. The long-term goal is to help students to speak confidently while effectively navigating situations that enable them to express themselves properly in formal/informal Indigenous language social gatherings.

STEM Out-of-School Time (OST) Activities

To help grow student Math proficiencies, NACA is continuing to provide a middle school Science, Technology, Engineering, and Math (STEM) Out of School Time (OST) program. The program enables 60 students struggling with Math proficiency (20 in each of 6th, 7th, and 8th grades) to explore math concepts and direct learning applications in a fun, low-stress after school atmosphere. Program activities include options such as computer coding, robotics, math in art, carpentry, and more. The program is structured around specific in-school math concepts designed to reinforce students' understanding, keep students on track, and provide real life and culturally relevant applications. Students are also paired with a tutor, who will help participants to apply concepts and complete weekly math homework. The OST STEM program has grown to include a partnership with ¡Explora! and STEM is Child's Play. ¡Explora! is supporting our program through experiential learning and engaging hands-on activities. STEM is a Child's play includes opportunities for our high school students to mentor our younger students with paid internships.

Land Based Curriculum

NACA is working to develop and implement a land-based curriculum that will help urban Native youth reconnect with land and support their Indigenous identity development. Central to Native identity is the relationship to land. The land of ancestors, reservation land, and homeland are terms that describe the foundational relationship and connection Native Americans have to something greater than themselves. This relationship is cultivated from childhood to adulthood and is central to the formation of a healthy Native identity and a sense of belonging. Interactions with the land teach core concepts of work, respect, stewardship, environmental preservation, reverence, sovereignty, and much more.

NACA is working to incorporate Indigenous wisdom with the development of a land-based curriculum. Land Based Learning team works collaboratively with teachers and knowledge keepers to provide culturally relevant activities

These opportunities are incredibly important for our students to develop a deep sense of self that includes their whole self and their worth. This epistemological work is foundational to the success of our school and the retention of our students.



NACA Students utilizing land based learning creating bundles for the NACA community

Results

STEM OST

Statistics for Math proficiency are troubling across the board in education. Even affluent students struggle, but it is disproportionately difficult for low-income, urban American Indian students who are facing additional learning barriers and challenges that most non-Native students do not experience. This is particularly true to our post-Covid world in which our students faced disproportionate barriers to online learning. To truly prepare a child for success, NACA has demonstrated how the school experience must be integrated and holistic, to reach out and honor the child on many levels.

To increase math proficiencies, NACA has developed a STEM OST opt-in program that incorporates student-led design. It is founded on evidence-based practices in project-based learning (PBL) to present the creative, imaginative side of STEM. PBL has been shown to improve students' understanding and engagement of science, as well as their problem-solving and collaboration skills, to a greater extent than traditional methods (Geier et al.,2008). Students are surveyed to see what STEM areas they are interested in, and low-performing students are mentored through their daily Advisory class to identify OST activities they enjoy, and are encouraged and provided incentives to participate. Clubs are taught by NACA instructors, and students work with STEM tutors in small groups (1:6 ratio) weekly to reinforce in-class concepts with STEM approaches. Students engage with abstract math in creative and culturally

relevant ways to grasp concepts and build confidence as they attain new skills, realize unique strengths, and experience exciting ways they can apply in-school learning to “real world” questions. NACA has already had strong results with computer coding and robotics, as 60 “not math” kids participated in a Cultivating Coders workshop with exciting results.



NACA Student made cedar bundles

Land- Based Curriculum

NACA’s educational model is designed to meet the unique needs of urban Native families who are coping with the generational trauma of colonization, including the separation from land, language, culture, and community. This curriculum project integrates land-based elements of learning throughout all K-12 coursework. It results in land-based student defined performance tasks that will support understanding of sovereignty, stewardship, and environmental preservation. Beginning in 2018-19, students began completing land-based performance tasks that demonstrate comprehensive application of multidisciplinary coursework in the context of land-based Indigenous knowledge. Outcomes are measured by teacher reporting using competency-based grading, and by the annual Quad qualitative survey completed by students, teachers, administrators, and families to gauge alignment with mission.

Conclusion

Indigenous Language

The majority of students across language classes can recognize, recall, and respond to simple questions and prompts. Students appear to be unsure and are progressing through the early stages of recognizing, recalling, and responding to complex questions and prompts. The majority of students actively participate in the wellness component and recognize that they are able to better understand the language used while actively participating. These students also recognize that the wellness activities reinforce their language learning as these phrases are used in outside the activities. Family survey data shows the continued trend that the majority of households are speaking English and rarely speaking to their students in their language. Of the families who speak in their household, they have also noted positive changes in their child learning language here at NACA. Furthermore, we found that the students’ exposure to language if not in the household is through their extended relatives, which is why we have started to integrate more community events and functions. Increasing access to Indigenous Language programming is promoting progress toward language proficiency, and family engagement through attendance at community events such as language nights. These efforts help to reconnect students to their Indigenous identity.

STEM OST

NACA anticipates the following results through the STEM OST program:

Skills/Knowledge: Students will stay apace with daily math activities, and demonstrate understanding

and retention of learned concepts, skills, and knowledge over time.

Attitude/Opinion: Students will deepen their engagement with school, as a result, of STEM OST and look forward to attending activities after school. They will become comfortable with staff, peers, and their own strengths, and attitudinal barriers will be reduced. Students will have confidence trying new learning opportunities.

- Behavior: Students will consistently attend STEM OST and complete homework on time.
- Circumstance: STEM OST will ensure students are safe and supervised after school, while supported in learning, problem solving, and expressing themselves.

Action Plan

Urban Native youth are challenged to develop a relationship to their culture, traditional language, and their homeland or reservation. Disconnection can leave a displaced sense of belonging, impacting self-esteem, security, and identity. NACA has been successfully re-imagining Indigenous Education for urban areas. We want our students to develop a complete set of knowledge that integrates ‘school’ knowledge with ‘home’ knowledge.

Native youth for more than a decade, embracing Native culture, language, and identity as integral tools for student success and community transformation. NACA aims to support urban Native students in developing an understanding of the world in the context of Indigenous thought; helping students to foster a connection to who they are and who they want to become.

Longer-term (2-4 year) outcomes of NACA’s Indigenous Education model is focused on the much-needed generational healing, centered on helping students and families to grow in their holistic wellness. Over the next four years, we are working to engage an increasing number of students, as well as their families, in actively cultivating relationships with their culture, traditional language, and the land around them through NACA-led activities. This includes increased access to Native language classes, and increased family-centric, environmental activities and land-based programming.

Ultimately, the work of NACA is focused on the long term generational goal of completely eradicating the education achievement gap for Native American youth, ensuring that the coming generations have the community and educational supports in place that will allow them to be the future leaders our tribal communities need.

FINANCIAL REPORTS

Objective

The financial objective is, using public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public 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 the early 1970s. As a tool for better decision making, the model had great potential because of the variety of the 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 disequalization 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 were staggering.

The goal of a 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.

Methods

This section verifies the funding sources for programming that support NACA's student population using funding codes: 27150 (School District Initiative Grant) and 24101 (Title I - IASA) and 24301 (CARES Act). In FY21, NACA did not receive funding for codes: 25209 (Native American Programs), 25201 (Navajo Program), 25131 (Johnson O'Malley), or 25147 (Impact Aid/Title VII).

Results

Table G.1 Data on School District Initiative Grant (funding code 27150) FY2021

Account Code	Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
27150-1000-51100-1010-00100 6-1411-00000	Instruction-Salaries Expense	\$7,600.00	\$0.00	\$0.00	\$7,600.00
27150-1000-52111-0000-00100 6-0000-00000	Instruction-Educational Retirement	\$7,514.00	\$0.00	\$0.00	\$7,514.00
27150-1000-52112-0000-00100 6-0000-00000	Instruction-ERA - Retiree Health	\$1,062.00	\$0.00	\$0.00	\$1,062.00
27150-1000-52210-0000-00100 6-0000-00000	Instruction-FICA Payments	\$3,292.00	\$0.00	\$0.00	\$3,292.00
27150-1000-52220-0000-00100 6-0000-00000	Instruction-Medicare Payments	\$770.00	\$0.00	\$0.00	\$770.00
27150-1000-52720-0000-00100 6-0000-00000	Instruction-Workers Compensation Employer's Fee	\$51.00	\$0.00	\$0.00	\$51.00
27150-1000-53414-1010-00100 6-0000-00000	Instruction-Other Professional/Technical Services	\$45,000.00	\$25,860.00	\$19,140.00	\$0.00
27150-1000-55817-1010-00100 6-0000-00000	Instruction-Student Travel	\$2,500.00	\$0.00	\$0.00	\$2,500.00
27150-1000-55819-0000-00100 6-0000-00000	Instruction-Employee Travel - Teachers	\$1,026.00	\$0.00	\$0.00	\$1,026.00
27150-1000-55915-1010-00100 6-0000-00000	Instruction-Other Contract Services	\$10,000.00	\$0.00	\$0.00	\$10,000.00
27150-1000-56118-1010-00100 6-0000-00000	Instruction-General Supplies and Materials	\$11,185.00	\$288.99	\$202.91	\$10,693.10
Subtotal of Element: Expenditure		\$90,000.00	\$26,148.99	\$19,342.91	\$44,508.10
Subtotal of Element: [Function] 1000 - Instruction		\$90,000.00	\$26,148.99	\$19,342.91	\$44,508.10
Grand Total		\$90,000.00	\$26,148.99	\$19,342.91	\$44,508.10

Table G.2 on Title I-IASA (funding code 24101) FY21

Account Code	Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
24101-1000-51100-1010-00100 6-1411-00000	Instruction-Salaries Expense	\$73,646.00	\$70,322.73	\$4,066.77	(\$743.50)
24101-1000-52111-0000-00100 6-0000-00000	Instruction-Educational Retirement	\$10,974.00	\$10,329.48	\$575.46	\$69.06
24101-1000-52112-0000-00100 6-0000-00000	Instruction-ERA - Retiree Health	\$2,158.00	\$1,460.00	\$81.34	\$616.66
24101-1000-52210-0000-00100 06-0000-00000	Instruction-FICA Payments	\$4,567.00	\$2,303.12	\$242.78	\$2,021.10
24101-1000-52220-0000-00100 06-0000-00000	Instruction-Medicare Payments	\$1,086.00	\$969.35	\$56.75	\$59.90
24101-1000-52311-0000-00100 6-0000-00000	Instruction-Health and Medical Premiums	\$0.00	\$2,089.83	\$228.52	(\$2,318.35)
24101-1000-52312-0000-00100 06-0000-00000	Instruction-Life	\$0.00	\$15.97	\$0.00	(\$15.97)

24101-1000-52313-0000-0010 06-0000-00000	Instruction-Dental	\$0.00	\$313.29	\$0.00	(\$313.29)
24101-1000-52314-0000-0010 06-0000-00000	Instruction-Vision	\$0.00	\$54.77	\$0.00	(\$54.77)
24101-1000-52500-0000-0010 06-0000-00000	Instruction-Unemployment Compensation	\$52.00	\$153.68	\$22.08	(\$123.76)
24101-1000-52720-0000-0010 06-0000-00000	Instruction-Workers Compensation Employer's Fee	\$23.00	\$0.00	\$0.00	\$23.00
24101-1000-52730-0000-0010 06-0000-00000	Instruction-Workers Compensation (Self Insured)	\$752.00	\$0.00	\$0.00	\$752.00
Subtotal of Element: Expenditure		\$93,258.00	\$88,012.22	\$5,273.70	(\$27.92)
Subtotal of Element: [Function] 1000 - Instruction		\$93,258.00	\$88,012.22	\$5,273.70	(\$27.92)
24101-2100-51300-0000-0010 06-1211-00000	Support Services-Students-Additional Compensation	\$1,389.00	\$1,403.00	\$0.00	(\$14.00)
24101-2100-52111-0000-00100 6-0000-00000	Support Services-Students-Education al Retirement	\$207.00	\$198.52	\$0.00	\$8.48
24101-2100-52112-0000-00100 6-0000-00000	Support Services-Students-ERA - Retiree Health	\$41.00	\$28.06	\$0.00	\$12.94
24101-2100-52210-0000-0010 06-0000-00000	Support Services-Students-FICA Payments	\$87.00	\$86.78	\$0.06	\$0.16
24101-2100-52220-0000-0010 06-0000-00000	Support Services-Students-Medicare Payments	\$21.00	\$20.30	\$0.01	\$0.69
24101-2100-52500-0000-0010 06-0000-00000	Support Services-Students-Unemploy ment Compensation	\$1.00	\$4.63	\$0.00	(\$3.63)
24101-2100-52730-0000-0010 06-0000-00000	Support Services-Students-Workers Compensation (Self Insured)	\$15.00	\$0.00	\$0.00	\$15.00
Subtotal of Element: Expenditure		\$1,761.00	\$1,741.29	\$0.07	\$19.64
Subtotal of Element: [Function] 2100 - Support Services-Students		\$1,761.00	\$1,741.29	\$0.07	\$19.64
Grand Total		\$95,019.00	\$89,753.51	\$5,273.77	(\$8.28)

Table G.3 Data on CARES Act (funding code 24301) FY21

Account Code	Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
24301-1000-51100-1010-00100 6-1411-00000	Instruction-Salaries Expense	\$49,465.00	\$37,937.46	\$0.00	\$11,527.54
24301-1000-54311-1010-00100 6-0000-00000	Instruction-Maintenance & Repair Furniture/Fixtures/Equipment	\$4,200.00	\$0.00	\$4,070.00	\$130.00
24301-1000-56118-1010-00100 6-0000-00000	Instruction-General Supplies and Materials	\$21,014.00	\$9,452.57	\$4,184.88	\$7,376.55
24301-1000-57332-1010-00100 6-0000-00000	Instruction-Supply Assets (\$5,000 or Less)	\$8,800.00	\$7,935.74	\$12.46	\$851.80

Subtotal of Element: Expenditure		\$83,479.00	\$55,325.77	\$8,267.34	\$19,885.89
Subtotal of Element: [Function] 1000 - Instruction		\$83,479.00	\$55,325.77	\$8,267.34	\$19,885.89
24301-2200-53711-0000-00100 6-0000-00000	Support Services-Instruction-Other Charges	\$500.00	\$366.50	\$0.00	\$133.50
Subtotal of Element: Expenditure		\$500.00	\$366.50	\$0.00	\$133.50
Subtotal of Element: [Function] 2200 - Support Services-Instruction		\$500.00	\$366.50	\$0.00	\$133.50
24301-2400-51100-0000-00100 6-1217-00000	Support Services-School Administration-Salaries Expense	\$13,500.00	\$9,055.60	\$0.00	\$4,444.40
24301-2400-52111-0000-00100 6-0000-00000	Support Services-School Administration-Educational Retirement	\$1,915.00	\$1,281.37	\$0.00	\$633.63
24301-2400-52112-0000-00100 6-0000-00000	Support Services-School Administration-ERA - Retiree Health	\$300.00	\$181.12	\$0.00	\$118.88
24301-2400-52210-0000-00100 6-0000-00000	Support Services-School Administration-FICA Payments	\$1,020.00	\$516.24	\$0.00	\$503.76
24301-2400-52220-0000-00100 6-0000-00000	Support Services-School Administration-Medicare Payments	\$598.00	\$120.71	\$0.00	\$477.29
24301-2400-52311-0000-00100 6-0000-00000	Support Services-School Administration-Health and Medical Premiums	\$0.00	\$1,114.62	\$0.00	(\$1,114.62)
24301-2400-52312-0000-00100 6-0000-00000	Support Services-School Administration-Life	\$0.00	\$3.18	\$0.00	(\$3.18)
24301-2400-52313-0000-00100 6-0000-00000	Support Services-School Administration-Dental	\$0.00	\$51.48	\$0.00	(\$51.48)
24301-2400-52500-0000-00100 6-0000-00000	Support Services-School Administration-Unemployment Compensation	\$0.00	\$29.91	\$0.00	(\$29.91)
Subtotal of Element: Expenditure		\$17,333.00	\$12,354.23	\$0.00	\$4,978.77
Subtotal of Element: [Function] 2400 - Support Services-School Administration		\$17,333.00	\$12,354.23	\$0.00	\$4,978.77
24301-2500-51100-0000-00100 6-1511-00000	Central Services-Salaries Expense	\$20,000.00	\$17,345.60	\$0.00	\$2,654.40
24301-2500-52111-0000-00100 6-0000-00000	Central Services-Educational Retirement	\$2,500.00	\$2,454.41	\$0.00	\$45.59
24301-2500-52112-0000-00100 6-0000-00000	Central Services-ERA - Retiree Health	\$350.00	\$346.92	\$0.00	\$3.08
24301-2500-52220-0000-00100 6-0000-00000	Central Services-Medicare Payments	\$250.00	\$242.27	\$0.00	\$7.73
24301-2500-52311-0000-00100 6-0000-00000	Central Services-Health and Medical Premiums	\$1,250.00	\$947.66	\$270.76	\$31.58
24301-2500-52312-0000-00100 6-0000-00000	Central Services-Life	\$10.00	\$3.71	\$0.00	\$6.29
24301-2500-52313-0000-00100 6-0000-00000	Central Services-Dental	\$80.00	\$60.06	\$17.16	\$2.78
24301-2500-52314-0000-00100 6-0000-00000	Central Services-Vision	\$20.00	\$13.16	\$3.76	\$3.08

24301-2500-52500-0000-00100 6-0000-00000	Central Services-Unemployment Compensation	\$60.00	\$44.24	\$13.02	\$2.74
Subtotal of Element: Expenditure		\$24,520.00	\$21,458.0 3	\$304.70	\$2,757.27
Subtotal of Element: [Function] 2500 - Central Services		\$24,520.00	\$21,458.0 3	\$304.70	\$2,757.27
24301-2600-54416-0000-00100 6-0000-00000	Operation & Maintenance of Plant-Communication Services	\$14,000.00	\$5,000.00	\$6,633.50	\$2,366.50
24301-2600-56118-0000-00100 6-0000-00000	Operation & Maintenance of Plant-General Supplies and Materials	\$0.00	\$0.00	\$746.04	(\$746.04)
Subtotal of Element: Expenditure		\$14,000.00	\$5,000.00	\$7,379.54	\$1,620.46
Subtotal of Element: [Function] 2600 - Operation & Maintenance of Plant		\$14,000.00	\$5,000.00	\$7,379.54	\$1,620.46
Grand Total		\$139,832.00	\$94,504.5 3	\$15,951.58	\$29,375.8 9

Conclusion

Overall, NACA received funding for 24101 (Title I-IASA), 2431 (CARES Act), and 27150 (School District Initiative), used to support staff salaries and work in land-based-learning and language to support the integration of Indigenous language and culture. CARES funding allowed us to offset expenditures for improved remote student communications and supplies to help safeguard against the spread of novel coronavirus. NACA will receive carry-over funding in FY22 for the unspent funds in 24101 and 27150. NACA's Executive Director and Business Manager are responsible for overseeing financial controls and compliance, and ensure that funds are appropriately allocated to Native American enhancement for academic advancement and cultural relevancy.

Action Plan.

NACA's primary educational endeavor is to ensure the next generation of Native American leaders have the skills and support they need to be successful. The school established a 501(c)(3) entity, NACA Foundation, for the sole intention of accessing philanthropic funding programs that benefit Native American students. Wellness is an important part of NACA's holistic and integrated curriculum. It is implemented with meticulous attention to provide the balance necessary for a child to truly succeed as a student—and more importantly—as a human being. In Native cultures children are honored, and each child is recognized for his or her special purpose. Given the many barriers facing Native children today, NACA has put into place multiple collaborative programs that help to ensure that no child slips through the cracks and that all receive the physical, emotional, and nutritional support they need. Personal Wellness classes are also incorporated into the school day for each student.

In keeping with the NACA Holistic Wellness Philosophy, which honors the whole person in their environment, NACA offers each student, family and NACA faculty/staff a variety of services to support them in achieving their goals in school, developing socially and emotionally, strengthening peer and

family relationships, and by helping students to realize their role in the community. All services are available on a drop-in basis during school hours. Student Support Services provides the following free of charge for all NACA students, families, and staff:

- Student Support Consultation - provides an initial meeting with a Student Support Services staff member, for the student, parent(s)/guardian(s), student's advisor, and other NACA staff or faculty when appropriate. This meeting offers participants a chance to identify strengths, express concerns, and develop an action plan to support the student's success at NACA.
- Education Groups - including student groups and in-classroom presentations focusing on health and wellness topics such as life skills and healthy relationships.
- Community Outreach - participation in Parent Nights and other Wellness/Community
 - events on and off campus.
- Case Management/Referral - Staff provides referrals and assistance to obtain resources and/or services for students and their family.
- Additionally, NACA works closely with the APS Title I program (www.aps.edu/title-i) to provide further resources for students and their family experiencing a housing transition.
- Crisis Intervention - provided by staff who have specialized training to help students
 - during a stressful or emotionally overwhelming incident. Peers, family members,
 - administrators, faculty or staff may request such assistance on behalf of the student.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding 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 VIII impact Aid funding requirements.

Methods

NACA submitted its Indian Policy and Procedures (IPP) simultaneously with its charter application, and is compliant with the IPP submitted annually by APS. The school's process of reviewing and adjusting its IPP starts each fiscal year with the involvement of the district's Indian Education Committee/Parent Advisory Committees and Governing Council.

Results

NACA's Governing Council is accountable for the school's expenditure of public funds, academic performance, and its observance of the New Mexico and US statute. The Governing Council is responsible for hiring and evaluating the Executive Director, setting overall policy and direction of the school, approving the annual fiscal budget, reviewing and approving monthly financials, and approving charter amendments and financial policies. NACA has created a Regulatory Compliance Report that is submitted to the Governing Council with due dates and submission dates. NACA has also established a policy of budgetary review at year-end and makes the necessary budget adjustments. NACA relies heavily upon its efforts and input from the community to provide equal educational opportunities and benefits to all students. NACA does not discriminate in the recruitment and admission of students or in the operation of any of its educational programs or activities. Equal opportunity to staffing applicants and students is provided regardless of race, color, religion, sex, age, disability, national origin, ancestry, sexual orientation, or level of income in the provision of educational services. NACA participates as a member of the Indian Education Committee and reviews federal regulations and laws that pertain to

the AI/AN student and updates (if needed). These include Johnson O'Malley, Title VII, IPP, Bylaws, Bilingual Education/Heritage Languages, NMPED Indian Education Funding, Memorandum of Agreements, and changes in programs.

Conclusion

NACA supports the Board of Education of the Albuquerque Public Schools in its recognition of the importance of Native American students maintaining their traditions and values while obtaining educational skills to enable them to be responsible and productive students and members of society.

- The Board of Education desires to ensure educational opportunities for all students, including Native American students.
- The Board of Education shall foster cooperation and maintain an open line of communication with tribal governments whose jurisdictional boundaries include areas within the Albuquerque Public Schools boundaries to verify, in accordance with state and federal law, that these tribes agree with Albuquerque Public Schools Indian Education policies and procedures.
- The Superintendent, or his/her designee, shall draft appropriate Procedural Directives to implement this policy and assure compliance with state and federal Indian Education laws.

Action Plan

NACA will continue to support the Board of Education of the Albuquerque Public Schools in its recognition of the importance of providing culturally responsive education for Native American students. NACA will continue to remain compliant with the IPP submitted annually by APS. For the 2020 Legislative session, NACA supported the introduction of HB 136, American Indian Student College Readiness Program.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Objective

The purpose of this initiative is to ensure that New Mexico schools are employing programs and different tactics to increase attendance support and decrease the number of student dropouts of American Indian students.

Background

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/tribes 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. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower-graduation rate.

NACA is community minded and community driven which offers various outside entities and programs to encourage student success and student attendance by reinforcing NACA Core Values and NACA vision with each activity and program.

Methods.

NACA’s At-Risk Strategy and Support Programs. NACA is continuously working to increase responsive wraparound support services. For example, such as calling families directly and making home visits to identify any barriers to attendance, ensuring that the school can offer support (such as out of school time enrichment, parent involvement, and healthcare) increases engagement and minimizes barriers. The prevention programs NACA has in place to support at-risk students are summarized below.

NACA S.A.P.O. (Substance Abuse Prevention Office) – SAPO aims to reduce underage drinking and prescription painkiller misuse through education. While strengthening families, parent education groups, building capacity for restorative justice, and a strength-based media campaign called Positive NACA Norms. This initiative is funded by the State of NM Department of Health, Office of Substance Abuse Prevention and is renewed annually.

Hiyupo Alliance - Hiyupo is an alliance of programs that support boys and young men at NACA with mentorship and community-building to promote healing, growth, thriving, and leadership development. Students are provided opportunities to serve the community through hands on projects.

Students are also 'saved a seat' at the table and learn to organize events and advocate for change.

Natural Helpers -This is a group of students selected by their peers and staff who have shown a natural skill for helping others. This project aims to prevent suicide and increase empathy and healthy conflict resolution skills in our school community. The State of NM funds this initiative, Department of Health, Office and School and Adolescent Health and is renewed annually.

Health Equity Initiative - The Albuquerque Area Indian Health Board (AAIHB) American Indian/Alaska Native (AI/AN) Health Equity Project Initiative brings together a multidisciplinary partnership network to support the development, implementation and evaluation of culturally appropriate, evidence based practices to address trauma, reduce health risk behaviors and strengthen resiliency among AI/AN adolescents. This 5-year project, beginning in 2018, works with 20-30 NACA middle school students to provide them with tutoring, social work supports, extracurricular activities and a 6-week summer program to focus on optimum healthy development.

R.L.A.S. Project - Beginning in 2017, the Reducing LGBTQ Adolescent Suicide (RLAS) project is a 5-year project in partnership with the Behavioral Health Research Center of the Southwest and University of New Mexico, Health Sciences Center of essential but straightforward practices into the school. These evidence-based strategies have been endorsed by the Centers for Disease Control and Prevention and the National Association of School Nurses: Creating "safe spaces," adoption of harassment and bullying prohibitions, improving access to community health and mental health providers experienced in working with youth and LGBTQ people, School staff development, and incorporating LGBTQ-specific information into health education. Flawless group was created to offer a safe space and to provide different initiatives to support students and the community.

ENGAGE NM - Students that are identified as being chronically absent are referred to this program to provide outside Tier III and Tier IV interventions to get the students back into the classroom by providing assistance to barriers that may be present.

Advisory/Advisor - Teacher advisor has been a pivotal role in preventing chronically absenteeism and student success in the overall graduation tracking. NACA advisors complete and track each student from 9th grade using Next Step Plans (NSP) to ensure all students are on track to graduate. Each year, NSP are updated to provide an up to date track to catch any deficiencies, where a plan is created to catch the student up, if need be.

Results.

Student interest and feedback guides various programs. Students in these programs increase their academic awareness and are more likely to succeed in their academic and holistic well-being. Although, chronic absenteeism grew 4 points this past year. The window for collecting attendance data was short due to the current pandemic and to distance learning. ENGAGE NM, offered 69 student referrals with 605 different points of intervention for the school year for levels 1 to 3. Grade range for referrals included kindergarten to 12th grade.

Conclusion.

Continued expansion of community partners to offer various programs that encourage student success in academics, holistic wellness, cultural identity, attendance, and overall self identity is vital to student involvement

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective.

Design a calendar that is centered on our communities' cultural calendars, our students and staff holistic wellness, and that centers culturally and linguistically sustaining and revitalizing learning that prepares students for post-high school success.

Background.

NACA adopted a four seasons calendar for 2021-2022 as opposed to our more traditional calendar in previous years of operation. The justification for the change is in our objective to more fully meet our mission to our students, families, and communities.

Methods.

NACA engaged families, staff, and communities in a 2 year redesign of the NACA calendar, including surveys of each entity and focus groups to guide the design of the above calendar.

Results.

The new 21-22 calendar

Instructional Days:

190

Non-Instructional Days:

44

All Day PD Days:

6

Teacher Off Days (not including weekends):

67

Weekends and Federal Holidays:

50

365

NACA

Growing Together

2021-2022 School Calendar

All Friday Afternoons are Professional Learning from 1-4pm

First Day/Last Day of Trimester

School in Session

Teacher/Student Day-Off

SLC Day

June 2021

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June Instructional Days:

0

June Non-Instructional Days:

0

June PD Days:

0

June Teacher Off Days:

18

July 2021

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July Instructional Days:

0

July Non-Instructional Days:

0

July PD Days:

0

July Teacher Off Days:

22

August 2021

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug Instructional Days:

19

Aug Non-Instructional Days:

2

Aug PD Days:

5

Aug Teacher Off Days:

0

September 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sept Instructional Days:

19

Sept Non-Instructional Days:

0

Sept PD Days:

0

Sept Teacher Off Days:

0

October 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct Instructional Days:

16

Oct Non-Instructional Days:

10

Oct PD Days:

0

Oct Teacher Off Days:

10

November 2021

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Nov Instructional Days:

17

Nov Non-Instructional Days:

8

Nov PD Days:

0

Nov Teacher Off Days:

8

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec Instructional Days:

13

Dec Non-Instructional Days:

10

Dec PD Days:

0

Dec Teacher Off Days:

10

January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan Instructional Days:

14

Jan Non-Instructional Days:

0

Jan PD Days:

1

Jan Teacher Off Days:

0

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key Dates

Date

First Day for Teachers & Staff

8.2.21

Student-led Conference (SLC) 1

8.5.21- 8.6.21

September Break

9.23.21- 9.26.21

NACA Feast Week

10.11.21- 10.15.21

Grades Due for Q1

10.19.21

Fall SLC

10.21.21- 10.22.21

Fall Break

10.25.21- 11.2.21

November Break

11.24.21- 11.28.21

Winter Break

12.20.21- 1.7.22

Teacher Winter Professional Learning

1.10.22

Grades Due for Q2

2.2.22

Winter SLC

2.3.22- 2.4.22

Spring Break

3.19.22- 3.27.22

Grades Due for Q3

4.26.22

Vernal Holiday

4.15 and 4.18

Spring SLC

4.28.22- 4.29.22

May Break

4.30.22- 5.4.22

ELTP 10 Days

6.9.22-6.22.22

Last Day of School for Students

6.22.22

Grades Due for Q4

6.22.22

Last Day of School for Teachers

6.24.22

Conclusion.

We continue to survey our students, families, and staff about the value of our four seasons calendar in order to improve up on it year on year.

Action Plan.

We continue to survey our students, families, and staff about the value of our four seasons calendar in order to improve up on it year on year.

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

Objective

The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

Background

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parents; families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods

NACA prioritizes engaging and consulting with families and tribal stakeholders. As a means of Tribal consultation and informed decision making, NACA participates in the NM Indian Education Committee and consultation group. The School has a strong and active parent advisory committee and works with local partners, tribal governments, Indian organizations, and other tribal community organizations to support American Indian students from all over New Mexico. All Native language teachers are certified by the tribe or pueblo. NACA's main campus is located on land managed by the All Indian Pueblo Council, and NACA is working with the Indian Pueblo Cultural Center to co-cultivate an Indigenous demonstration garden adjacent to the school.

As a community-led school, NACA's Parent Community group is active, well attended, and holds a leadership role in planning and implementing culturally based community events. NACA also readily shares promising practices and best practices in Indigenous education with APS; NMPED; local colleges and universities; and tribal, state, and local policymakers, to help improve educational outcomes for Native students.

Results

Increasing the number of educators who ethnically and culturally reflect New Mexico students is important. NACA is sharing its experiences with educators and policy makers as possible, promoting the need for investing in culturally responsive teaching and school leadership preparation programs. NACA supports alternative teacher preparation pathways that emphasize recruiting and training Indigenous educators. Additional efforts that NACA is working to improve include:

- Support of Fellowship, Mentorship and Development of Indigenous educators
- Expanded investments in Indigenous Language Programs
- Tribal Language Department Support and Teacher Training - Indian Education Act
- Heritage Language Program Funding - State Equalization Guarantee
- Prioritize Teacher Professional Development and Curriculum Development to support cultural integration
- Dedicated time and space for teacher development of pedagogy and curriculum matter
- Career and Technical Education Opportunities that honor Indigenous culture
- Implement integrated holistic wellness as a measure of student success
- Implement Intellectual, Physical, Social/Emotional and Community & Relationship

Conclusion

As a charter school, NACA works to strengthen collaboration of all school stakeholders, and supports APS' efforts to support AI/AN students statewide. NACA maintains an active role with the Indian Education Committee and participates in conferences and discussions throughout the year. Other distinct tribal consultations that NACA has initiated are with the Tribes or Pueblo governments of the Indigenous languages that are taught by the school. This consultation ensures that all teaching staff at NACA are certified to teach the languages by the Tribe or Pueblo. NACA's Native American student population is at 82% and 98% are students of color.. Additionally, about 68% of NACA staff identify as Native American. NACA multi-generational education is planned and coordinated by NACA parents with events designed to engage students, parents, and family members of all ages in learning traditional languages and participating in cultural events. Engagement with community supporters such as the All Indian Pueblo Council and the Indian Pueblo Cultural Center has enriched the learning experience NACA offers its students including collaboration on a garden project and support for NACA sponsored events.

Action Plan

NACA is working to broadly share its model for Indigenizing education at the community level. Statewide, different communities are in different stages of development or are working to develop capacity to understand this model. NACA would like to see development at the community level remain reflective of local needs, with strategies and policies that serve American Indian students well.

INDIGENOUS RESEARCH AND EVALUATION

MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

Objective

Design and implement Culturally and Linguistically Sustaining and Revitalizing (CLSR) (Lee, 2015) curriculum for all subject areas taught at NACA through the use of our research-based curriculum framework, Understanding by Design.

Background

NACA has used UbD for 12 years to design yearlong and unit curricula at each grade level. Teachers participate in the NISN Summer Curriculum Institute, write curriculum, and critique peer curriculum.

Methods

Understanding by Design framework. Community-led design process.

Results

NACA has compiled its curriculum on the NISN Curriculum Hub which is publicly available.

Conclusion

We continue to revise our existing curriculum on a regular basis with community input and an emphasis on teacher-designers.

Action Plan

Next steps for NACA's curriculum is the buildout of interdisciplinary performance tasks that center land-based learning and healing for students.

Access to Native Language Programs

Objective

Language, culture and spirituality function as the basis of indigenous identity. Our relationships with family, community, and land are the most important aspects of our wellness. We are providing tools for NACA students to recreate healthy systems of support in their communities through language and culture acquisition.

Background

NACA provides language instruction in Diné (Navajo), Tiwa, Keres, Zuni, and Lakota. NACA uses Total Physical Response (TPR) to teach language and wellness, helping students to learn language through physical actions, such as using the language of instruction to play stickball or soccer.

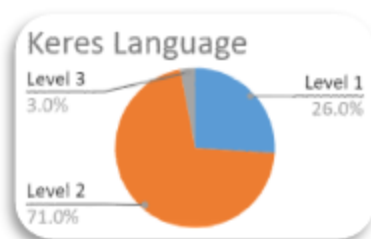
Methods

NACA instructors have created language programming that utilizes total physical response, language demonstration, culturally relevant activities and performance tasks. These courses incorporate the multi-modal approach to help students progress toward both proficiency through culturally relevant curriculum. Teachers use various strategies and tools such as scaffolding, modifications, or accommodations to reach the goals so that all students can be successful in knowing how to learn for themselves. Culturally relevant core values curriculum reinforces concepts and provides students an opportunity to expand core content lessons. To measure the level of language fluency, NACA uses the Student Oral Language Observation Matrix (SOLOM). The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and everyday). The teacher matches a student's language performance in listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

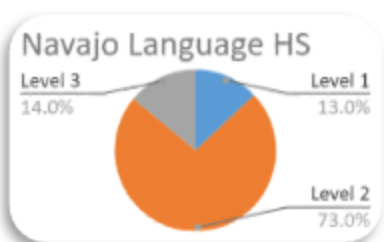
- Level 1 = Preproduction, cannot be said to understand even simple conversation
- Level 2 = Early Production 1, has great difficulty following what is said, but can comprehend social conversation spoken slowly and with frequent repetitions
- Level 3 = Early Production 2, understands most of what is said at slower than normal speed with repetitions
- Level 4 = Speech Emergence, understands nearly everything at normal speech, although occasional repetition may be necessary
- Level 5 = Beginning Fluency, understands everyday conversation and normal classroom discussions without difficulty

Results

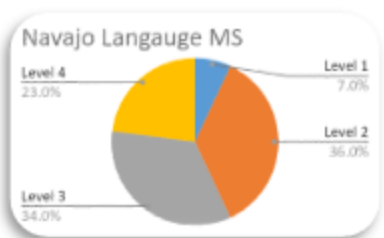
There has been an increase of students from one level to the next: Keres Language has had a 11% jump from level 1(preproduction) to level 2(Early Production1) when compared from the same time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.



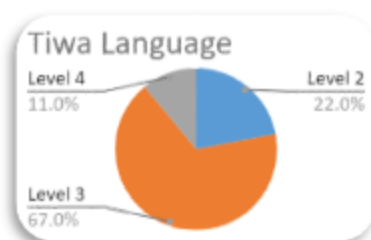
Navajo HS: relatively stayed the same with their overall students remaining in early production1 (73%). 9/10 high school students had some difficulties with distance learning.



Navajo MS: middle school students had an increase of students moving from level 1(preproduction) to level 2(early production1), level 3(early production2), and level 4(speech emergence) when compared to last time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.



Tiwa: had students moving up to level 3(early production2) at 67%. Level 4(speech emergence) went down due to students moving into higher grade levels. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.



Zuni: students moved from level 1(preproduction) to level 2(Early production1) at 74%. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.



Conclusion

The SOLOM charts show us that the majority of students in middle school and high school across the reported languages are able to recognize, recall, and respond to introductory questions and prompts. A trend shows that most students move from a lower level to a higher level. Although distance learning was extremely difficult to control and enhance, the family household was able to participate and listen in on language classes. With this, language learning happened within the household and helped the student learn and retain.

CONCLUSION

NACA will continue to engage students, educators, families, and community in creating a school that will prepare our students to grow from early childhood to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy. Through collaborative efforts with the New Mexico Public Education Department, Albuquerque Public Schools, our community, and tribes, we will continually improve the educational systems and experiences for Native American youth within our community.