

Tribal Education Status Report Native American Community Academy



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

**For Academic School Year 2019-2020
Issued September 30, 2020**

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Mission Statement

The mission of the Native American Community Academy (NACA) is **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.**

Our Vision

Our vision is of a **thriving and dynamic community where students, educators, families and Native community leaders come together, creating a place for students to grow, become leaders, and prepare to excel in both college and life in general.** The NACA community and experience will help students incorporate wellness and healthy life practices, community service, and an appreciation of cultural diversity into their lives.

NACA Goals

- Build youth to be confident in their cultural identities
- Encourage youth to persevere academically
- Support physical, emotional, and spiritual wellness in youth
- Prepare youth academically & emotionally for college
- Strengthen youth to take their role as leaders

NACA Core Values

Students and staff are encouraged to demonstrate behavior and attitudes that represent each core value as it relates to the overall community

Respect - Having concern for harmonious relationships; honoring yourself, your peers, your family, your elders, your ancestors, your teachers, your school, your community, your tribe/nation. Having courteous regard for others' feelings and values. Respect helps people get along better with each other.

Responsibility - We are responsible to our People; past, present and future, as well as our environment and other living things. Being responsible is a form of trustworthiness; being accountable for your words, actions, and conduct in all that you do.

Community/Service - We belong to the NACA community as well as the communities of our neighborhoods, cities, pueblos, reservations and nations. This means that, along with rights, we have the responsibility to provide service to make our community a better place for all.

Culture - We honor and value our own cultures and those of others. We recognize we are influenced by many cultures, including Indigenous, youth, and contemporary western cultures, and are mindful in how this impacts the development of identity.

Perseverance - Indigenous people have endured because of the perseverance and determination of those who came before. We make our ancestors proud by remaining constant to a purpose, idea, or task in spite of obstacles. We engage our innate strengths and build relationships with others that support us in developing to our full potential.

Reflection - Indigenous thinking and learning is a reflective process involving a deliberate looking inward, self-awareness and contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change.

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EXECUTIVE SUMMARY

The 2019 - 2020 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 of the current educational initiatives dedicated to the academic progress of American Indian 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; 83% of NACA students in 2019-20 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), NACA provides 100% of its students Free or Reduced Price lunches through the Community Eligibility Provision. Total enrollment for the 2019-2020 school year was 471 with 393 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 student, parent, 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.

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. 2019-20 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 hot spots 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, 2020 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 2019-2020. 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

The statutory requirements are provided per the report instructions.

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.

1. STUDENT ACHIEVEMENT

Objective

To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.”

Background

The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English Language arts 3-11; Math 3-11, which includes Algebra I (may be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; Science, Spanish reading, Reading for students with disabilities, Math for students with disabilities, and Science for students with disabilities.

Methods

No statewide assessment data is available for the 2019-2020 school year due to state mandated school closure of all schools on March 13, 2020. This is in response to the COVID-19 pandemic. A table comparison is provided with data reporting proficiency scores from the state standardized test in 2017-18 (PARCC) and 2018-19 (TAMELA), and the NWEA MAP growth score for 2018-19 (partial) and 2019-20 (fall to winter only). NWEA MAP is a research-based short cycle assessment demonstrating grade level growth and the percent of students who met or exceeded their projected growth level, compared to peer grades and students who began at the same proficiency level (based on a 2015 nationally normed study). Istation results are also included for grades K-4.

Results

For reference, NACA’s student demographics in 2019-20 follow below:

NACA Student Demographics for Academic Year 2019-2020										
	GENDER		RACE/ ETHNICITY							
ALL STUDENTS	MALE	FEMALE	AFR AMER	ASIAN	CAUCASIAN	HISPANIC	NAT AMER	ECON DISADV	SWD	ENGLISH LEARNER
470 Enrolled	49%	52%	.43%	0%	.2%	15%	82%	51.7%	N/A	N/A

Figure A.0

Figure A.1 Chart MAP Student Growth Report Reading below shows the average growth percentiles for Reading. For fall to winter 2020, grades 3, 6, 8, and 10 performed above their national peers with school conditional growth at 50% being the mean. While other grades performed lower, the most dramatic growth would be expected for fall to spring; spring was not assessed due to COVID-19.

Figure A.1- Chart MAP Student Growth Report Reading – Fall 2019 to Winter 2020

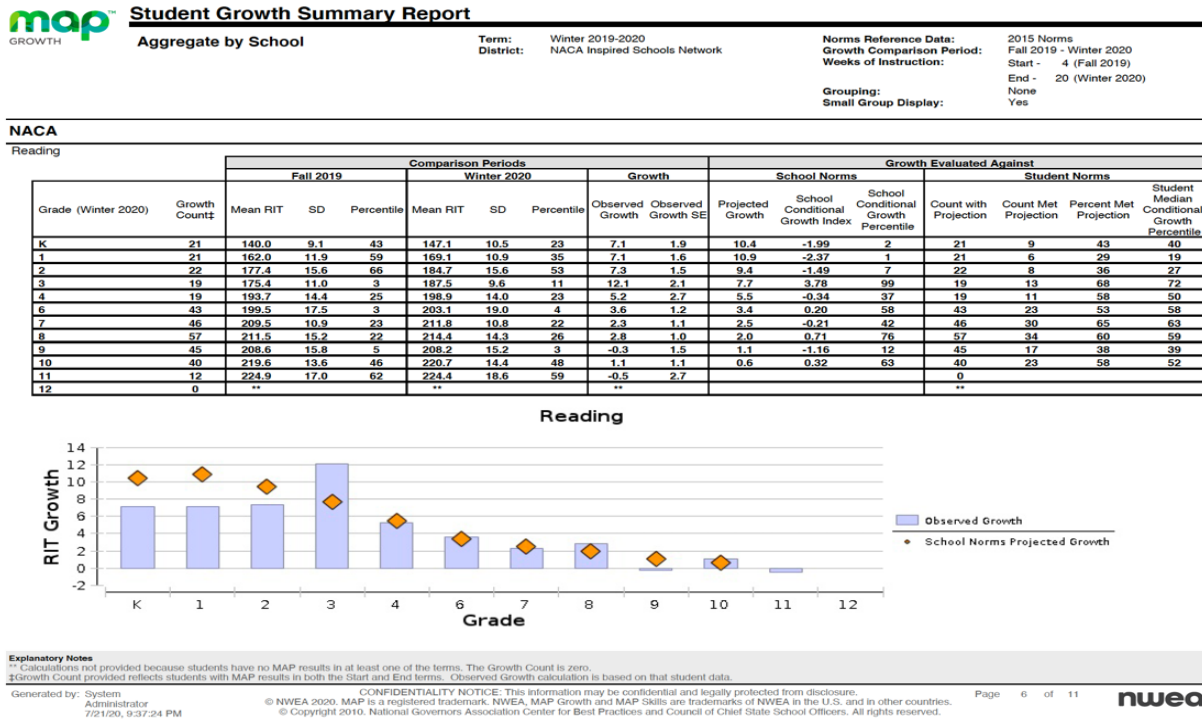


Figure A-2. Chart MAP Student Growth Report Mathematics shows the average growth percentiles for mathematics. For fall to winter 2020, grades 3, 7, and 8 performed above their national peers with school conditional growth at 50% being the mean. Other grades performed lower, though the most dramatic growth would be expected for fall to spring; spring was not assessed due to COVID-19.

Figure A.2 - Chart MAP Student Growth Report Mathematics - Fall 2019 to Winter 2020

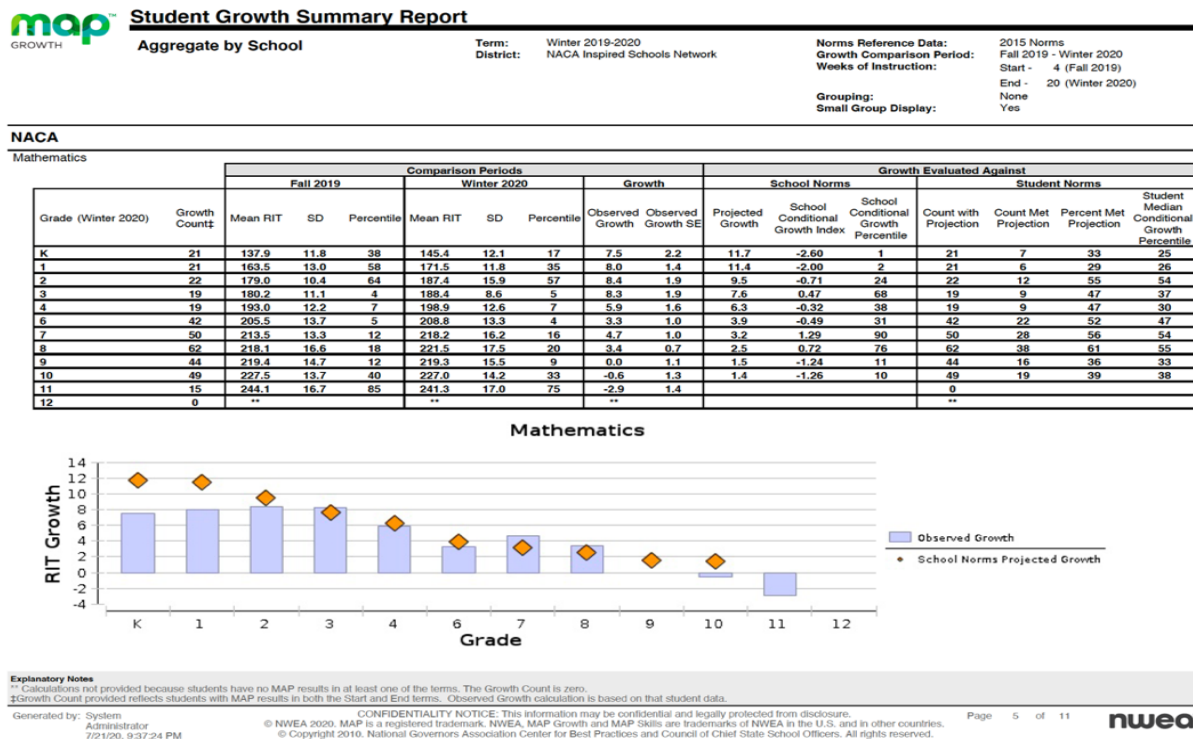
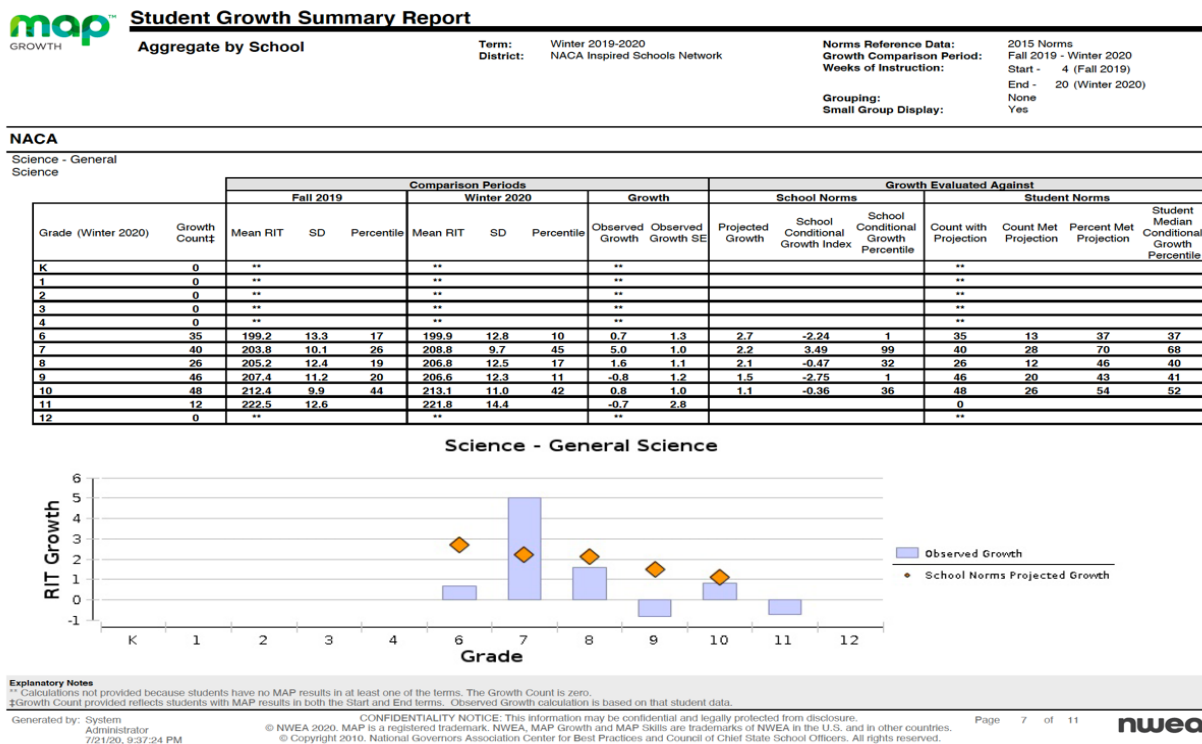


Figure A-3 - Chart MAP Student Growth Report General Science shows strong school conditional growth for grade 7, but low conditional growth for grades 6, 8, 9, and 10. The high contrast is likely due to the relatively small number of students assessed, when compared to national grade level norms. Grade 7 also demonstrates a strong growth result with 70% of students meeting their projected growth, and grade 10 at 54% with other grade levels assessing below 50%. Elementary and grades 10-12 did not use the NWEA MAP short cycle assessment for science in both fall and winter. A note that the highest growth would be expected fall to spring; due to COVID-19, the spring MAP was not assessed.

Figure A.3 - Chart MAP Student Growth Report General Science



Multi-Year Comparison Results

Below in Figure A.4 is 3-year comparison data reporting proficiency scores from the current state standardized test in 2017-18 (PARCC) and 2018-19 (TAMELA). No statewide assessment data is available for the 2019-2020 school year due to state mandated school closure of all schools on March 13, 2020. The NWEA MAP percent of students meeting their growth projection is included for comparison, for the years 2018-19 (partial) and 2019-20 (interim fall 2019 to winter 2020, spring 2020 was not assessed due to COVID-19). The NWEA MAP is optional for NACA teachers, so not all grade levels used this assessment. Participating grades administered the NWEA MAP assessment in Math, Reading, and Science. Historic data showing reading results for September 2019 and January 2020 is also provided for the IStation assessment.

Figure A.4 - Tables NACA 2017, 2018, and 2019 Comparison of Student Achievement Data

Figure A.4 - Table NACA 2017, 2018, and 2019 Comparison of Student Achievement Data				
Grade Level	2017-18 PARCC	2018-19 TAMELA	2018-19 NWEA MAP - % Students Meeting Growth Projection (Fall to Spring)	2019-20 NWEA MAP - % Students Meeting Growth Projection (Interim - Fall to Winter only)
K	49%	40-49%	59%	43%
1	39%	29-39%	40%	29%
2		22-38%	48%	36%
3		18%	40%	68%
4				58%
5				
6	8%	11%	55%	53%
7	11%	15%	56%	65%
8	21%	9%	29%	60%
9	22%	21%	57%	38%
10	36%	39%	85%	58%
11	56%	46%		

Table A.4 Test Comparison for Math 2017 to 2019			
Grade Level	2017-18 PARCC	2018-19 TAMELA	2019-20 NWEA MAP - % Students Meeting Growth Projection (Interim - Fall 2019 to Winter 2020 only)
K			33%
1			29%
2			55%
3		14%	47%
4			47%
5			52%
6	8%	9%	56%
7	5%	7%	61%
8	12%	11%	36%
9	16%	14%	39%
10	21%	10%	
11	10%	11%	

Table A.4 - Test Comparison for Science 2017 - 2019

Grade Level	2017-18 PARCC	2018-19 TAMELA	2018-19 NWEA MAP - % Students Meeting Growth Projection	2019-20 NWEA MAP - % Students Meeting Growth Projection*
6				37%
7	29%	31%	46%	70%
8				46%
9				43%
10				54%
11	30%	19%		

Istation data shows elementary students' (K-4) overall proficiency through two tests given out of the required three. Usually, three Istation tests (Beginning, Middle of Year, and End of Year) are provided throughout the year; however, Istation did not test at the end of the year due to COVID-19.

Figure A.5 - Istation: NACA Reading Results for All Grades, September 2019 and January 2020

Summary

ISIP™ Early Reading results for Native American Cmty Academy

Albuquerque Public Schools - 2019/2020
 as of Fri Sep 25 2020 02:12:32 PM (-06:00)

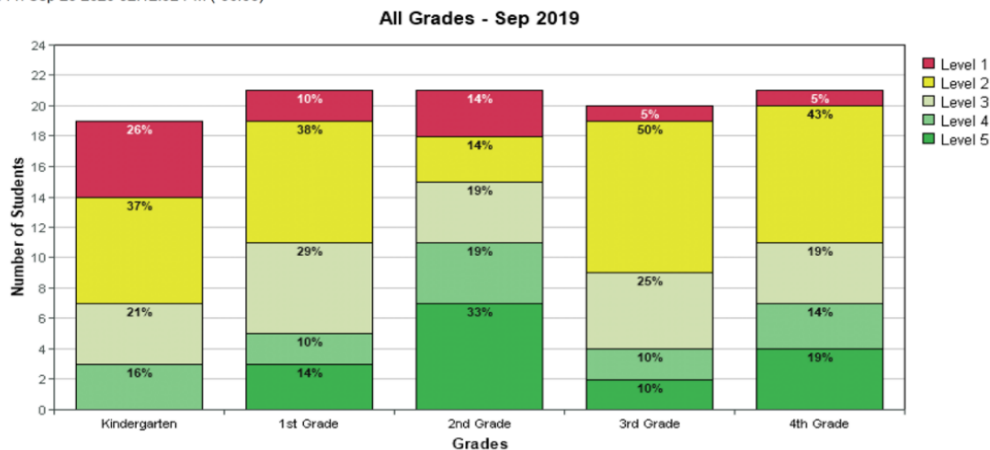
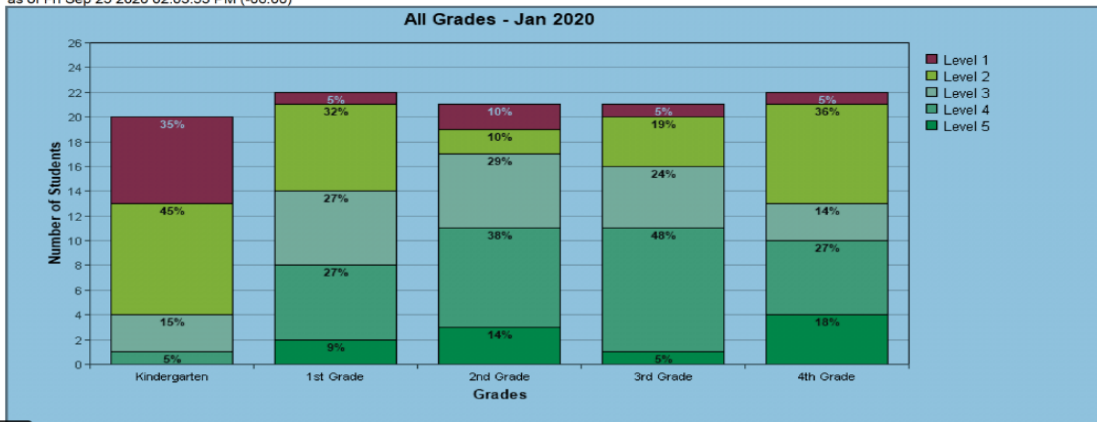


Figure A.6 – Istation: NACA Reading Results for All Grades, January 2020

Summary

ISIP™ Early Reading results for Native American Cmty Academy

Albuquerque Public Schools - 2019/2020
 as of Fri Sep 25 2020 02:03:53 PM (-06:00)



Conclusion

Long-term data is the most helpful to see the progress NACA students make. NACA receives its 6th grade students from other schools and the deficits are already in place and present themselves in the state testing (NACA recently added elementary grades, and beginning with 2021-22, NACA will advance its first cohort of 5th graders to 6th grade, providing a comparison in progress for students receiving culturally integrated education throughout their schooling). Kinder and 1st graders are also new to schooling, and many enter without exposure to preK programs, resulting in lower proficiencies. While only partial, growth data via the NWEA MAP is especially helpful in seeing the growth in the percent of students meeting their projected growth, enabling us to see students making strong progression who are not yet performing at grade level proficiency. Regarding the student growth summary report, NACA students are demonstrating strong progress in Reading for 2nd, 3rd, 6th, 7th, and 8th grades. Grades K, 1st, 9th, 10th, and 11th is inconclusive given the MOY scores based on partial data.

READING:

- In Kindergarten and 1st grade, student proficiency is static at 49% and 39% relatively in both 2017-18 and 2018-19, while students meeting growth projection was 59% Kinder and 40% 1st in both 2018-19, and 43% Kinder and 29% 1st in 2019-20. As 2019-20 growth is based on partial data, it is anticipated that students would grow at least on par with 2018-19 numbers over the full course of the year. This is further informed by 2019-20 Istation results. For Kindergarten, students started at a proficiency rate of 37%, but decreased to 20% in January 2020. 1st graders however rose from 24% to 36%.
- 2nd grade was 38% in 2018-19, and 48% meeting growth projections; in 2019-20 36% met growth projections by mid-year. Istation data demonstrates 52% of students were at proficiency.
- 3rd grade = 18% 2018-19, with 40% meeting growth projects in 2018-19, and a strong 68% meeting projections by mid-year in 2019-20. Istation shows progress from 20% proficiency to 53% at MOY.
- 6th grade, while only 8% proficient in 2017-18 and 11% in 2018-19, in 2018-19 55% were

meeting their growth projections, and in 2019-20, already 53% have met growth at half-year.

- 7th grade proficiency was 11% 2017-18, 15% 2018-19, with growth projections at 56% 2018-19 and already 65% at 2019-20 mid-year.
- 8th grade fell from 21% in 2017-18 to 9% in 2018-19, with 29% growth in 2018-19. But in 2019-20, growth is already at 60% at mid-year.
- 9th grade was stable at 22% proficient in 2017-18 and 21% in 2018-19, with 57% growth in 2018-19, and 38% growth at mid-year 2019-20.
- 10th grade was 36% proficiency in 2017-18 and 39% in 2018-19, with 85% growth in 2018-19, and 58% at mid-year in 2019-20.

MATH

- 6th grade tested at only 8% in 2017-18 and 9% in 2018-19 for proficiency, but the percent of students meeting growth projections was already at 56% in 2019-20 mid-year.
- 7th grade likewise tested at 5% and 7% proficiency respectively in 2017-18 and 2018-19, but 61% are already meeting growth projections by mid-year 2019-20.
- 9th grade as at 12% and 11% proficiency in 2017-18 and 2018-19 respectively, and 36% met growth projections by mid-year 2019-20.
- 10th and 11th grades did not participate in the NWEA MAP, and scored 21% and 10% in 2017-18, 10% and 11% in 2018-19

Action Plan

NACA's Elementary students are showing strong growth in literacy, and NACA is putting structures in place when in-person learning is in effect—including expanded Out of School Time (OST) four days weekly and station-based learning during class time--to continue to grow these results. Over the past year, elementary OST Students received small-group literacy instruction, with staff focused on Reading fluidity, comprehension, and word acquisition using culturally relevant texts and leveled readers. Students also played learning games, such as writing common sight words with sidewalk chalk (e.g., of, the, and), and hopping onto the words as they practiced saying them quickly. In Math, students enjoyed quick energizers focused on fluency in addition, subtraction, and fractions. NACA also participated in the K-3 Plus program in summer 2018, and the K-5 Plus program (for grades K-4) in summer 2019. This programming was again planned for 2020, but cancelled due to COVID-19. When this program is able to occur, it provides NACA elementary students with an additional 25 days of school to minimize "summer slump."

In upper grades (6-12), NACA is providing OST tutoring and STEM clubs to help students to increase their understanding of real-life applications for math and science theory. STEM approaches are continuing during distance-learning to help student continue to progress.

NACA's Hiyupo Program is a mentorship program created to support male Native students who are demonstrating poor grades or behaviors such as poor attendance/truancy or repeat infractions. Through in-school advisory and OST opportunities four days/week, students work with mentors to connect with culture, receive direct support to increase their grades, and develop skills to increasingly take ownership for their actions. This program is continuing online during distance-learning.

2. 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:

- (1) Assist new schools and their community partners in the revision of the school-level safety plans;
- (2) Prevent an occurrence of reoccurrences of undesirable events;
- (3) Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- (4) 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

values of Respect, Responsibility, Community Service, Culture, Perseverance, and Reflection throughout all programming and structures.

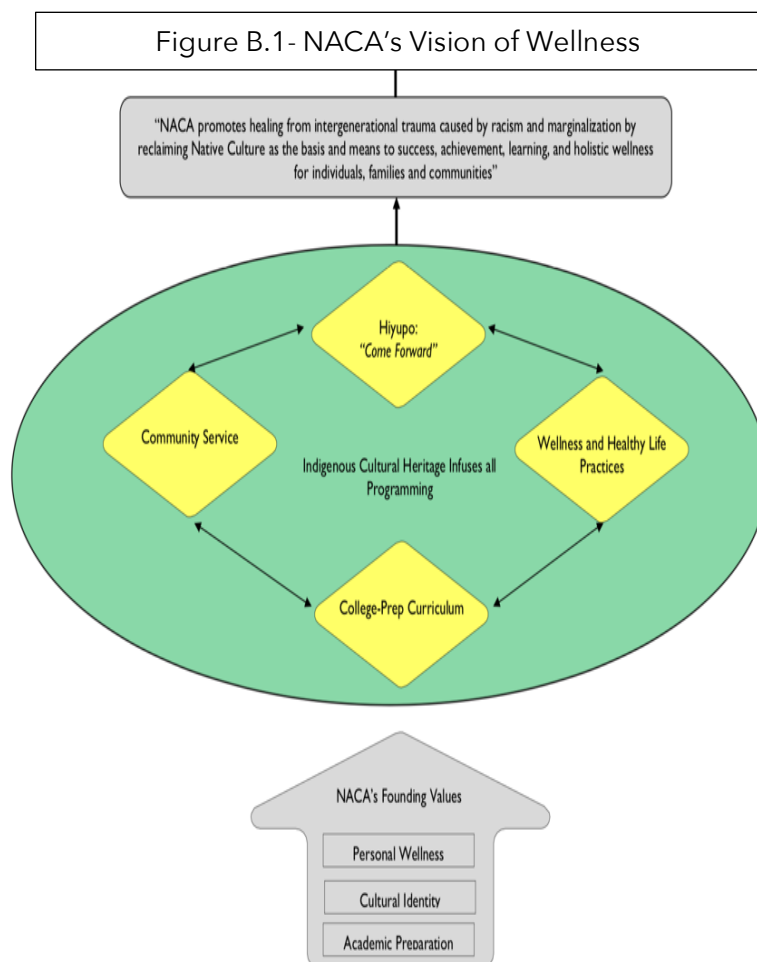
Methods

This section includes information on (1) The school's climate and environment and (2) Student infractions. Each spring, NACA administers the Quad, a cloud-based survey designed to quantify community feedback on NACA's alignment with its mission, vision, and values. The questions provide insight into the school climate, family, community involvement and culturally responsive instruction. The Quad uses a standard set of questions each year to provide longitudinal trends and comparisons, and also enables customized questions to be added each year to answer specific questions the school is considering. In 2019-20, questions specific to Social-Emotional Learning were developed by a multidisciplinary group including staff, parents, and students. Questions are assessed in a Likert-style continuum, with 1 being the least-aligned, and 5 being the most-aligned. Any results of 4 or higher demonstrate strong confidence.

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.

The graphic to the right shows how NACA's founding values support a vision of wellness. NACA's vision of wellness emphasizes the sacred power and value of meaningful relationships through physical activity, emotional intelligence, and traditional ecological.

NACA values and combines the Diné (Navajo) traditional teaching of K'é to demonstrate the "system of kinship." K'é is how one relates to their roots-meaning how one feels when you are deeply connected to others and understand/value your traditional roots. Therefore, NACA allows students to appreciate and understand their traditional roots and their system of kinship.



Results

School Climate and Environment

NACA uses the Quad Survey to measure alignment with the schools’ mission and vision. It is a survey that is administered yearly among family members, students, teachers, administrators, and community partners. The Quad Survey asks a series of questions, with many repeated each year in order to help identify longitudinal trends. Appendix I. attached is the 2019-2020 Academic year survey. The Quad survey shows that the school is scoring strongly for providing culturally relevant content and providing a positive school climate.

Student Infractions

This section includes data regarding infractions for NACA (Elementary, Middle, and High School) data. NACA takes a restorative approach when it comes to handling behavior issues. The approach allows students to reflect upon their actions and understand the consequences, while at the same time developing empathy for others, including their surrounding community.

Table B.2 2019-2020 Disciplinary Infractions by Type and Semester	Semester 1	Semester 2
Discipline Referrals	76	37
Referred for Intervention Plan	<10	<10
Behavior Intervention Plan Violations	22	<10
Suspensions (OSS & ISS)	45	21

Discipline referrals were at 76 in semester 1 and fell to 37 in semester 2 with the school’s transition to online learning due to COVID-19. Students referred for an Intervention Plan were less than 10 in both semesters. Behavior Intervention Plan violations fell from 22 in semester 1 also due to the transition to online learning. Out of school/in-school suspensions were 45 referrals in semester 1, and 21 in semester 2.

Figure B.2 –2019-2020 Disciplinary Infractions

The NACA Disciplinary Action chart demonstrates that semester one is higher than semester two for the academic school year 2019-2020. Lower rates in semester two is likely due to COVID-19 and distance learning beginning after March 13, 2020. The highest disciplinary action for high schools was discipline referrals. Compared to 2018-2019, discipline referrals decrease significantly by 181 for 2019-20 versus 257 discipline referrals in 2018-19.

High School suspensions increased by 11 for the academic year 2019-20, as shown in Figure B.3 and compared in Figure B.4.

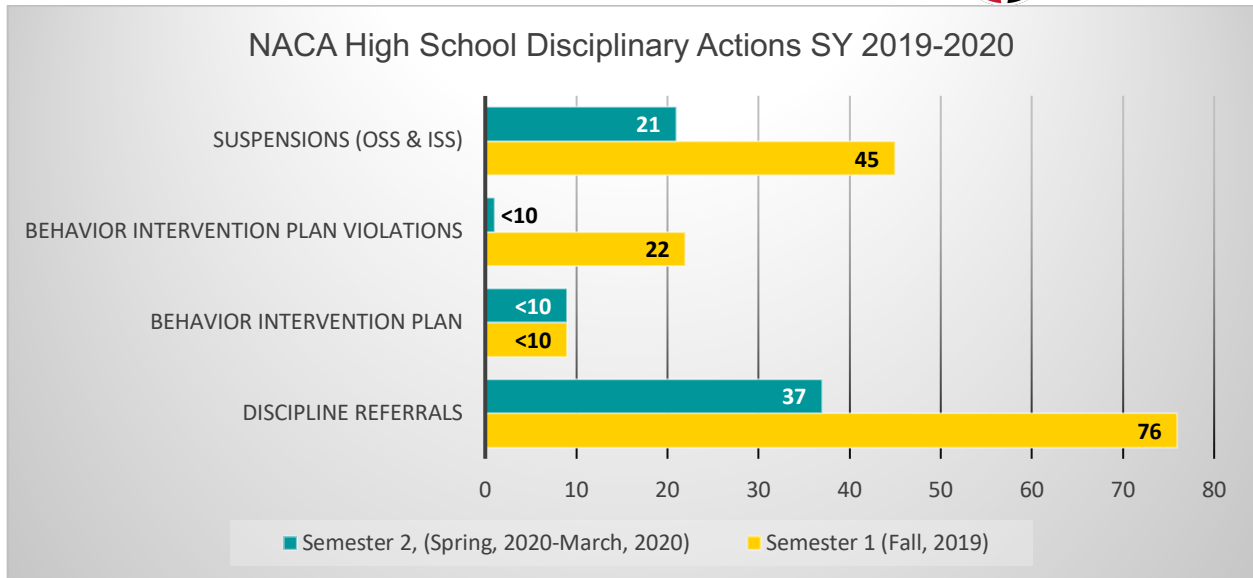


Figure B.3- NACA High School Disciplinary Action SY 2019-2020

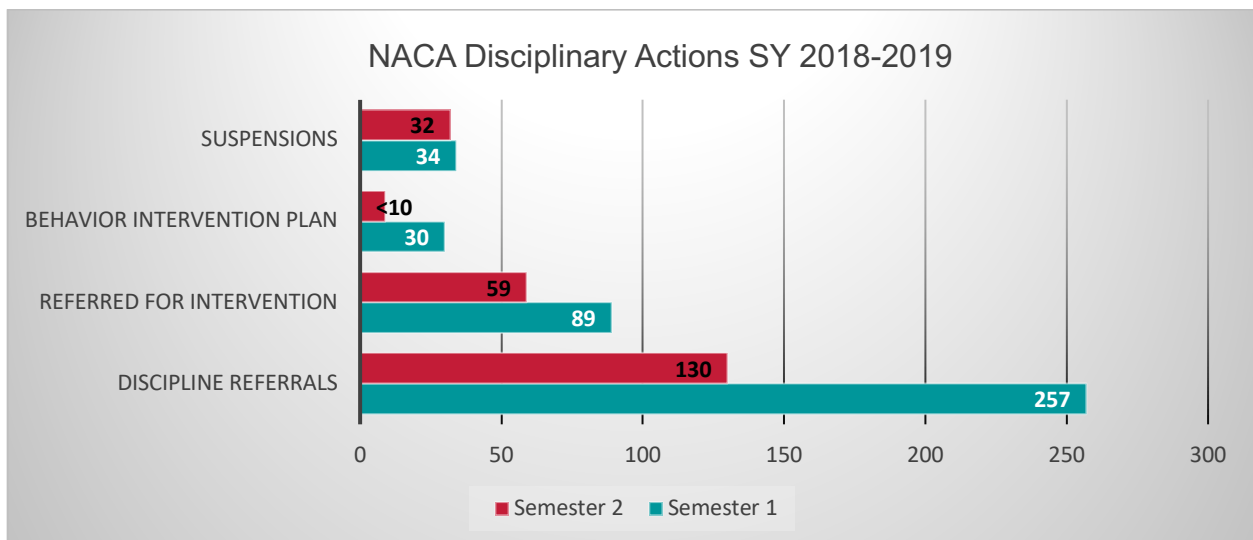


Figure B.4- NACA Disciplinary Actions SY 2018-2019

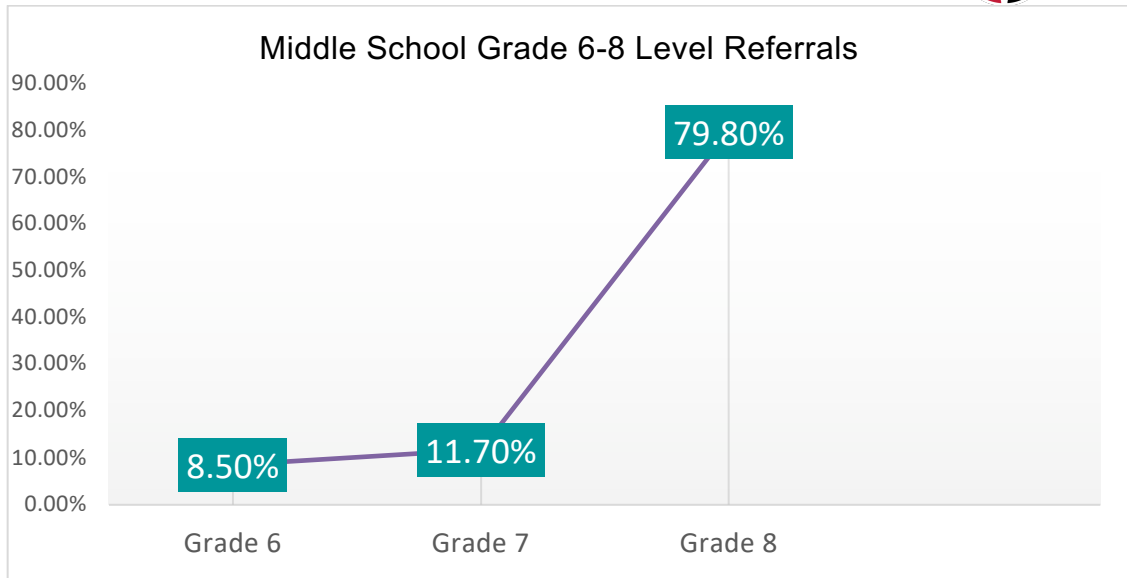


Figure B.5-Middle School Grade 6-8 Level Referrals, 2019-20

Middle school grade referrals increase slightly from grade 6 to 7 (8.5% to 11.7%), then they increase drastically from Grade 7 to 8—by 71.3 percentage points. The data in Figure B.5 shows that boys have received significantly more referrals than girls in the same grades, at 81% compared to 19% respectively.

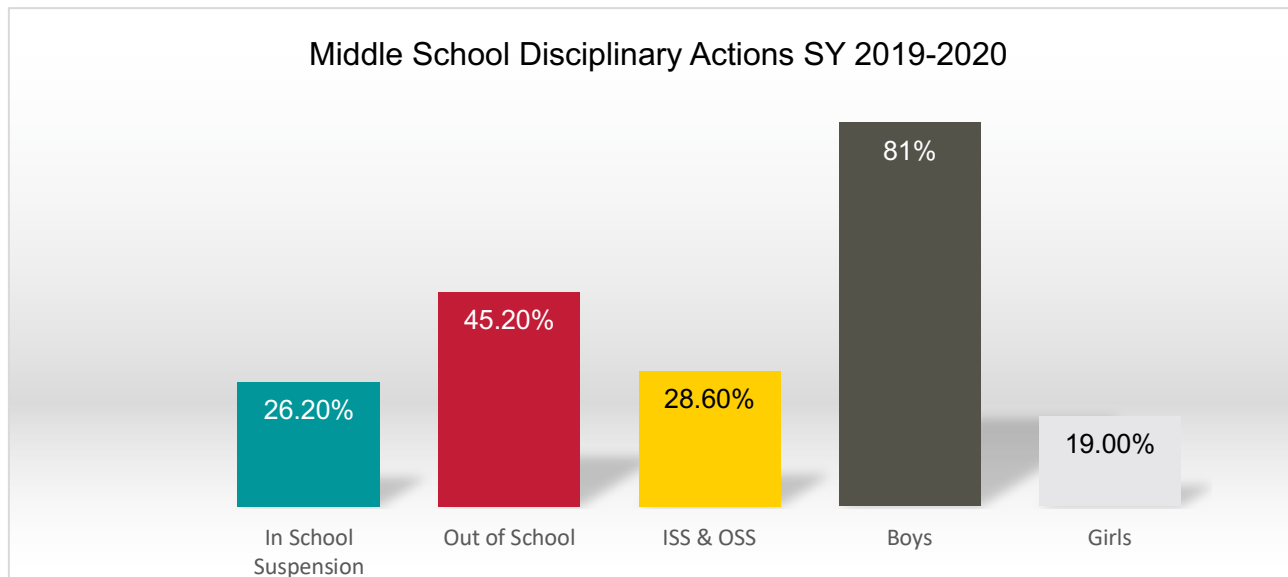


Figure B.6- Middle School Infractions Academic SY 2019-2020

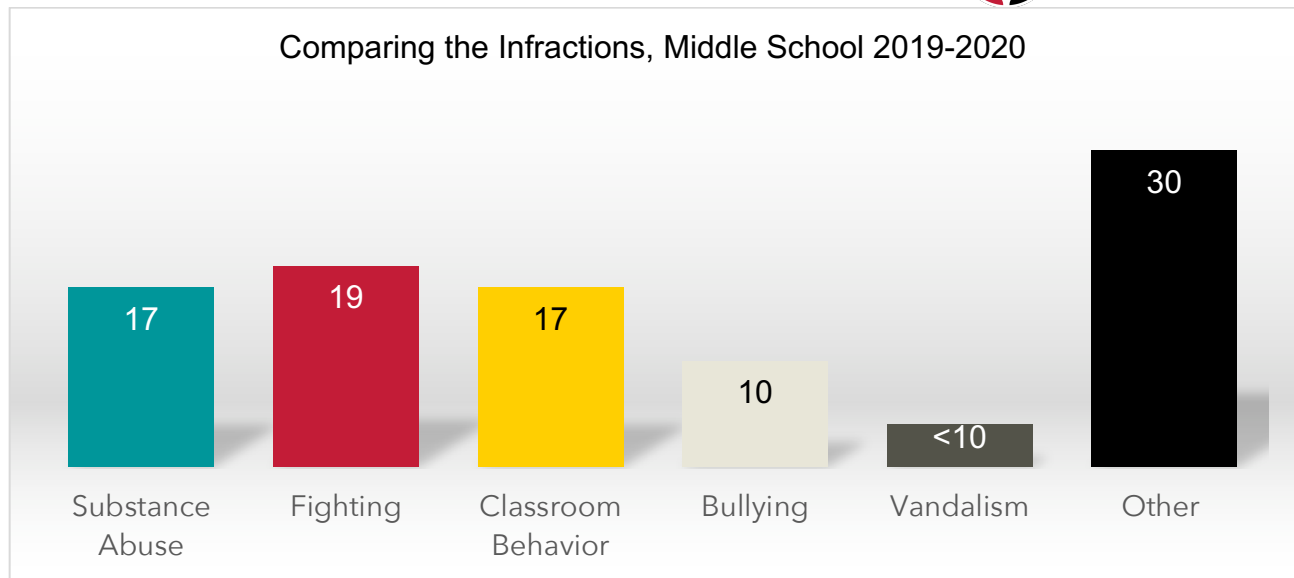


Figure B.7- Middle School Infractions Academic SY 2019-2020

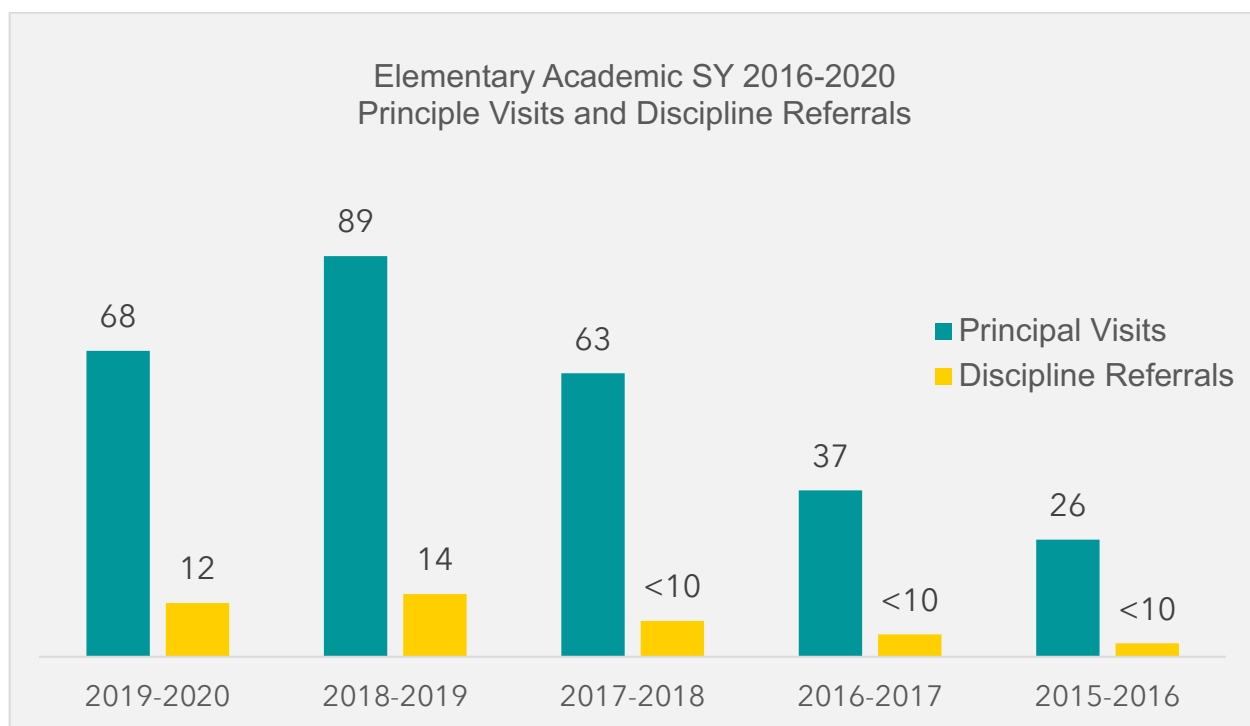


Figure B.8- Elementary School Academic SY 2016-2020 Principle Visits and Discipline Referrals

Infractions for Middle School students included: substance abuse, fighting, classroom behavior, vandalism, and other. "Other" was at the highest at 30 infractions. Other constitutes as: Assault (of all types), violence, bullying, vandalism, theft, arson, breaking/entering, weapon possession, gang activity, drugs and alcohol, tobacco, firearm possession. "Other" might include disruption of educational process, defiance of school authority, cutting classes, disrespectful behaviors/language.

Elementary school discipline has increased slightly over the years since 2016 for both principal visits and discipline referrals; this is a result of NACA's growing elementary school adding an additional grade level and approximately 25 more students each year. Elementary discipline at NACA rarely reaches the level of reportable infractions.

See Appendix II for the full NACA High School and Middle School 2019-2020 Central Discipline Logs.

Conclusion

Over each of the past two years, NACA has seen a decrease in infractions from S2 over S1. While 2019-20 numbers are impacted by the school campus closure due to COVID-19, S2 infractions are still below 50% of S1, despite more than half of S2 being completed. The strong drop in numbers from discipline referral (387 in 2019-20) to referred for intervention (148) to a behavior intervention plan (39) indicates that Restorative Justice is effective in helping students to make reparations without the need of resorting to high numbers of suspensions and ongoing interventions. Middle school is a specific area requiring focused attention, as 8th grade boys have demonstrated notably high rates of behavior referrals.

Quad survey questions specifically measuring school climate and safety demonstrate the following conclusions based on student responses (with results 4.0 or higher on a 5 point scale indicating strong confidence):

- I feel like I make responsible decisions while at school – 4.15 (new question)
- I feel respected and heard in interactions with the staff – 3.97 (increased from 3.86 prior year)
- I feel connected to a trusted adult at my school – 3.96 (increased from 3.73 prior year)
- I feel good about myself – 3.93 (increased from 3.74 prior year)
- I feel that I have the skills to resolve conflicts/disagreement with others – 3.88 (new question)
- When something is bothering me, I think before I act – 3.79 (new question)

Action Plan

Staff has reflected on the following questions around reducing student infractions and is intentionally working to support students in understanding their role as mentors to younger students and leaders within the school:

- (1) How do we strengthen and prepare our 8th-grade boys for the 9th grade? How can we encourage positively and Identity development with individuals who are repeated offenders?
- (2) How do we make our 8th graders more accountable for leading our school? How can we provide more roles/opportunities for our 8th graders with other grade levels.
- (3) How do we minimize behaviors in the classroom? How do we best reflect on past actions and work to reduce negative behaviors?

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, and an

Eagle Room—a quiet, restorative space for students to relax and reset when they are having a difficult day.

- Social-Emotional Learning supports 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.

Additionally, we will work in conjunction with teachers/faculty to ask questions about behaviors, such as how do we help our students with their decisions and choices in order to strengthen relationships across grade K-12. NACA is committed to improving behavior issues by using the values of collaboration, communication, creativity, culture, and compassion.

3. 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 graduate 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 of 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

Graduation rates for American Indian students are rising across the State of New Mexico. In 2019, graduation was 69%, an increase of 3.2 percentage points from 2018, and a full 8 points higher than 2017. APS at a 56.2% 2019 graduation rate for American Indian students grew by 2 points over 2018, and 1.6 points over 2017.

NACA has consistently stayed ahead of both state and district 4-year graduation numbers. While NACA did experience a dip in its graduation numbers, it continued to surpass APS by 13.3 points in 2019, and the State by 5 points.

As Figure C.4 shows, the percent of the NACA graduation class that enrolled in a post-secondary program immediately after high school has increased consistently since a low in 2016 at 46%. 2019 at 65% was 10 points higher than 2018, with growth seen in both 2-year and 4-year enrollments.

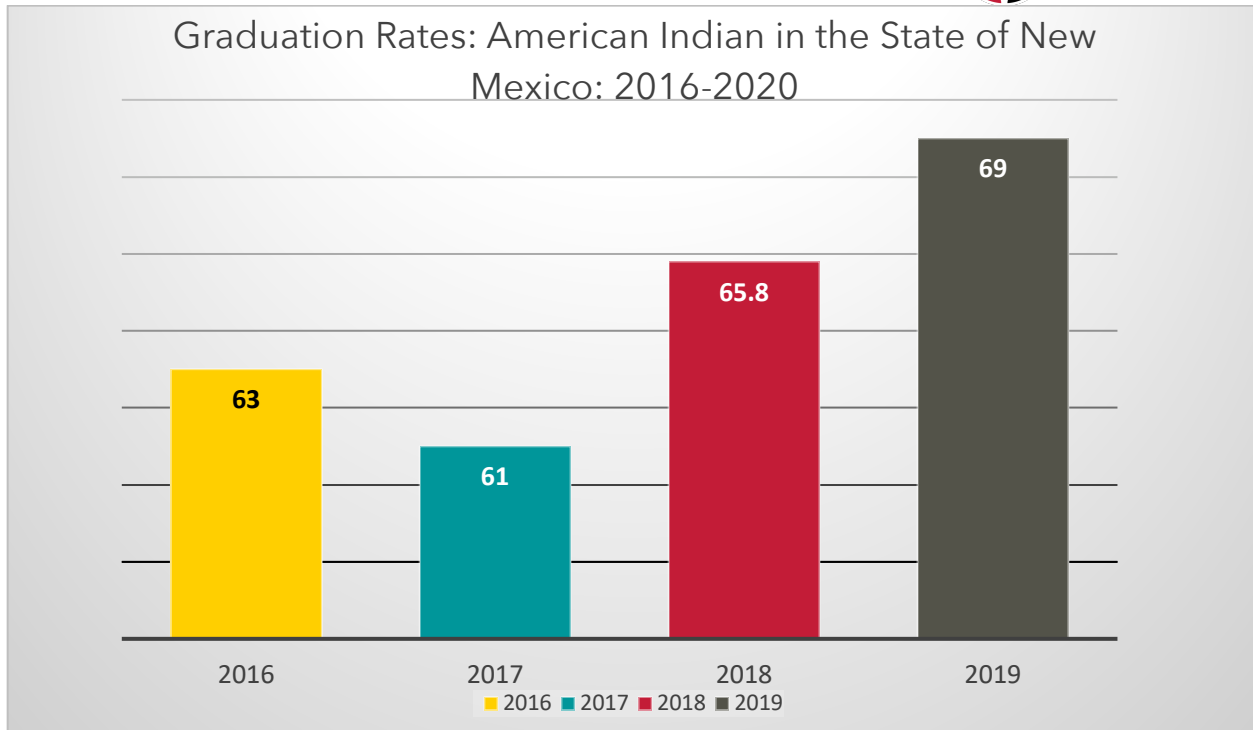


Chart C.1- Graduation Rates: American Indian in the State of New Mexico: 2016-2019

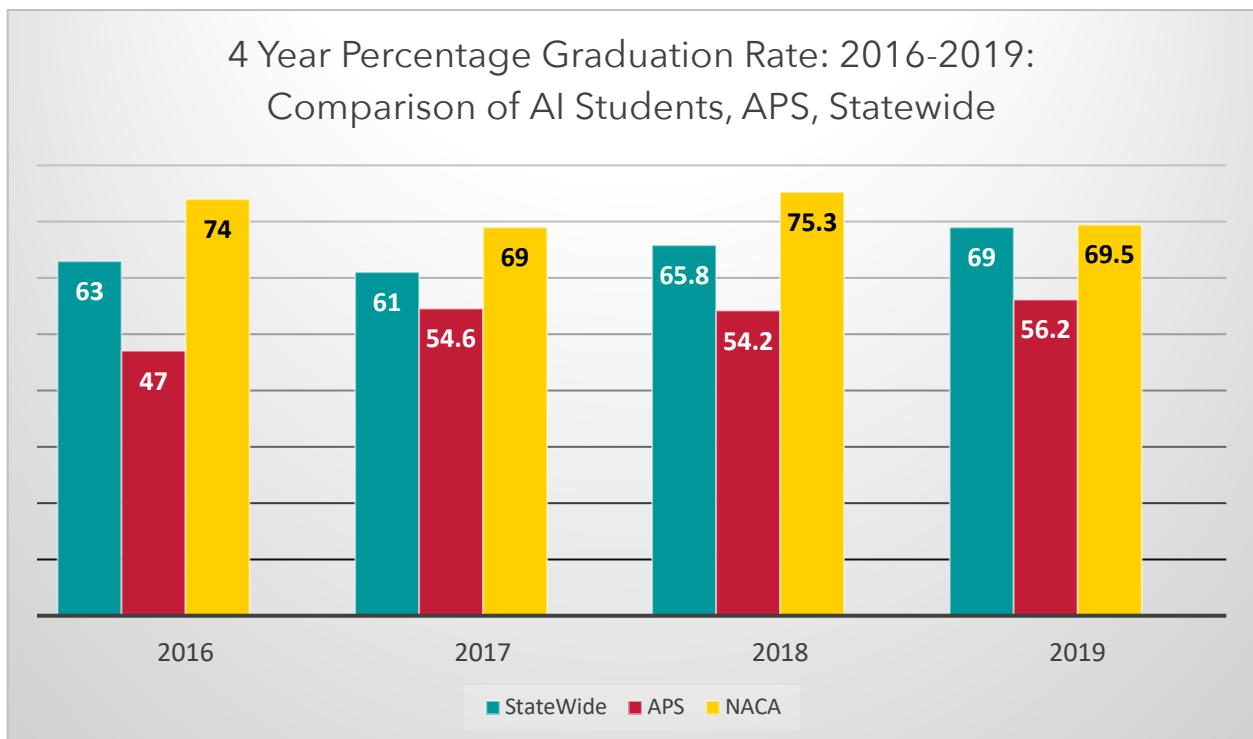


Chart C.2- 4 Yr Percentage Graduation Rate-2016-2019

Figure C.3-NACA's Graduation Disaggregated for Multiple Years

Graduating class/cohort of 2019 4-year graduation rate			Graduating class/cohort of 2019 5-year graduation rate		Graduating class/cohort of 2019 6-year graduation rate (pending)	
School	Group	Rate	Group	Rate	Group	Rate
NACA	All Students	35	All Students	N/A	All Students	NA
NACA	Female	33	Female	N/A	Female	NA
NACA	Male	36	Male	N/A	Male	NA
NACA	American Indian	70	American Indian	N/A	American Indian	NA
NACA	Econ Disadv	35	Econ Disadv	N/A	Econ Disadv	NA
NACA	SWD	35	SWD	N/A	SWD	NA
NACA	English Learners	35	English Learners	N/A	English Learners	NA

Graduating class/cohort of 2018 4-year graduation rate			Graduating class/cohort of 2018 5-year graduation rate		Graduating class/cohort of 2018 6-year graduation rate	
School	Group	Rate	Group	Rate	Group	Rate
NACA	All Students	74	All Students	NA	All Students	NA
NACA	Female	74	Female	NA	Female	NA
NACA	Male	64	Male	NA	Male	NA
NACA	American Indian	75	American Indian	NA	American Indian	NA
NACA	Econ Disadv	67	Econ Disadv	NA	Econ Disadv	NA
NACA	Non-Hispanic	74	Non-Hispanic	NA	Non-Hispanic	NA
NACA	English Learners	77	English Learners	NA	English Learners	NA

Graduating class/cohort of 2017 / 4-year graduation rate			Graduating class/cohort of 2017 5-year graduation rate		Graduating class/cohort of 2017 6-year graduation rate	
School	Group	Rate	Group	Rate	Group	Rate
NACA	All Students	73	All Students	81	All Students	73
NACA	Female	92	Female	87	Female	92
NACA	Male	54	Male	74	Male	61
NACA	American Indian	69	American Indian	83	American Indian	72
NACA	Econ Disadv	74	Econ Disadv	86	Econ Disadv	77
NACA	Non-Hispanic	72	Non-Hispanic	80	Non-Hispanic	76
NACA	English Learners	72	English Learners	85	English Learners	76

Graduating class/cohort of 2016 / 4-year graduation rate			Graduating class/cohort of 2016/ 5-year graduation rate		Graduating class/cohort of 2016 6-year graduation rate	
School	Group	Rate	Group	Rate	Group	Rate
NACA	All Students	70	All Students	81	All Students	85
NACA	Female	76	Female	87	Female	92
NACA	Male	64	Male	74	Male	77
NACA	American Indian	74	American Indian	83	American Indian	85
NACA	Econ Disadv	76	Econ Disadv	86	Econ Disadv	89
NACA	Non-Hispanic	71	Non-Hispanic	80	Non-Hispanic	84
NACA	English Learners	NA	English Learners	85	English Learners	96

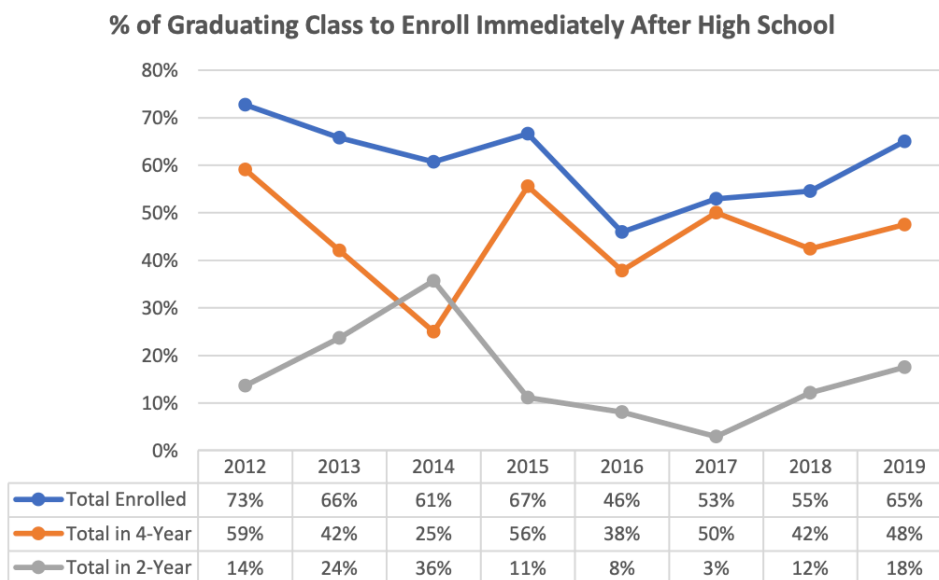


Figure C.4 - NACA percentage of graduating class to enroll in higher education

Conclusion

Overall, NACA is doing well in terms of graduation rates compared to statewide and APS rates. NACA's college enrollment has also seen an upward trend and growth. For example, in 2019, at 65%, college enrollment is 10 points higher than in 2018, with growth seen in both 2-year and 4-year enrollments. Two distinct trends regarding college enrollment emerge from the data. From 2012 through 2016, the percentage of the graduating class that enrolled in college trended downward until 2016 when for the first time, less than half of the graduating class enrolled in college the semester following graduation. Since then, there has been a positive trend with more significant percentages of graduating classes enrolling in college the next semester.

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 has committed leadership, with two staff directly supporting College Engagement work. Students—many who will be first generation college students—and their families receive support in applying for colleges, financial aid, and scholarships; and juniors and seniors have scheduled class tours to regional post-secondary institutions. Extending NACA's academic and social/emotional supports to alumni and their families through family engagement sessions, orientation meetings for graduating seniors enrolled at CNM or UNM, and one-on-one planning and coaching sessions with students is an important step in developing the kind of community-driven support Native students need as they prepare for college. NACA alumni are also increasingly engaged at the college level as NACA works to widen the understanding of what excellence and academic success look like. By examining how students are engaging in leadership and how that leadership serves students beyond NACA and into college, NACA is able to develop and test strategies that support the increase in graduation rates for Native American students.

4. 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 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 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

This section includes the chronic absenteeism rate (habitual truancy) and attendance rate. The results are based on NACA school data. Habitual truancy has been changed to chronically absent because habitually truant is looking at only unexcused absences while chronically absent is looking at unexcused and excused absenteeism. Last year was NACA's baseline year for this calculation. NACA reports through STARS, at 40th-, 80th, 120th-day, and end-of-year intervals in a manner as specified by PED.

Results

Attendance Rate 2019-20

District Name 2019-2020 Aggregate: School	School Name	Loc ID	ORG TYPE CODE	GRADE Grade Range	Has Errors	# Students	Days Enrolled (40D,80D,120D)	Days Present(40D,80 D,120D)	Average School Attendanc e Rate
ALBUQUERQUE PUBLIC SCHOOLS	NATIVE AMERICAN COMMUNITY ACADEMY	006	Charter	KN12		488	52,334.00	48,531.50	92.45

Figure D.1 Attendance Rate 2019-20

The Attendance report includes the first three data reports only.

Chronic Absenteeism

In 2019-20, students were present 93.68%, a drop when compared to 95.7% in 2018-19. Chronic absenteeism increased in 2019-20 at 17.32%, versus 10.84% in 2018-19.

Chronic Absenteeism



School Year: 2019-2020

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); % Chronic Absenteeism = ([% missed] >= .1) / [Total Student Count]

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	000	All	485	61,027	57,169	0.9368	0.0632	84	0.1732

Figure D.2 Chronic Absenteeism 2019-20

The days enrolled and the days present are different between attendance data and absenteeism data as attendance includes the first three data reports, while Absenteeism includes all four reporting periods. Chronic Absenteeism is defined as all cumulative absences that reach 10% or greater of days enrolled. This chart shows on average that days of absence equaled 6.32%. However there were 84 students of the 485 enrolled who reached or exceeded the 10% threshold creating a chronic absenteeism rate of 17.32%. The state only counts absences and no longer distinguishes between excused or unexcused.

Chronic Absenteeism



School Year: 2018-2019

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); % Chronic Absenteeism = ([% missed] >= .1) / [Total Student Count]

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	NATIVE AMERICAN COMM ACADEMY	006	All	452	80,799	77,326	0.9570	0.0430	49	0.1084

Figure D.3 Chronic Absenteeism, 2018-2019 and 2019-2020

Conclusion

The decrease in NACA's 2019-20 attendance data is impacted by COVID-19 and the school transition to distance learning in March 2020. Due to technology issues and less structure in the day, attendance in virtual classes was lower than during the typical in-person class, and accountability was more difficult.

When students are on campus, interventions to support attendance include the following:

- Lunchtime detention
- Saturday school (for kids who miss lunchtime detention)
- Mandatory Afterschool Study Hall (MASH) for students referred for incomplete homework
- Partners - MOU with one Pueblo and developing new MOU partnerships
- OST Tutoring, working with AmeriCorps members

NACA's attendance guidelines include the following:

Attending school regularly helps all students develop the skills and habits they will need to succeed as

adults. NACA provides instruction 180 of the 365 days in a year. This provides students with limited time

to learn all that is needed at each grade level so they can successfully and confidently proceed to the next

school year and beyond.

- The State of New Mexico requires that students between the ages of 5 and 18 attend a public or private school (including charter and alternative schools) or register with the Public Education Department if a parent is providing home school or be in a state institution.
- Schools will provide intervention strategies to support students and help parents in getting their student to school each day.
- The State of NM and NACA define a student with 5 unexcused absences as a Student in Need of Attendance Support.
- The State of NM and NACA define a student with 10 unexcused absences as a Habitual Truant.
- The State of NM and NACA may report students who are defined as Habitual Truants and for whom interventions or support have not been successful in improving attendance to CYFD or Juvenile Probation for additional intervention. CYFD or Juvenile Probation may forward the case to the District Attorney where the parent may face fines or possible jail time.
- Excessive absences are defined as more than 5 days in a semester or 10 days in a school year.
- Schools may request documentation to excuse absences in excess of 5 days in a semester or 10 days in a year.
- Schools will support students with interventions to help stop excessive absences.
- Schools will do what they can to minimize absences.
- School related activities that take a student out of class will not count toward excessive

absence totals.

- Schools will not allow more than 10 school-related absences per class per semester.
- Schools may not suspend students for excessive excused or unexcused absences.
- Schools may withdraw for absences only if the parent has not contacted the school, and the school cannot reach the student or family to provide supports. It is understood that sometimes families may need support to help their child be successful. School staff can assist with locating possible resources within the school community.

NACA School Attendance Policy

Students enrolled in NACA are required to attend classes in accordance with the New Mexico Compulsory Attendance Law (22-12-1 to 22-12-7 NMSA 1978). Student attendance in New Mexico is compulsory and failure to attend is regarded as educational neglect as stated in Section 32-1-L (2) NMSA 1978, the educational neglect section of the New Mexico Children's Code, N.M.S.A., 1978. Educational Neglect is interpreted to be chronic absences and/or excessive tardiness.

- Students are required to have a 95% average daily attendance rate or higher. School related activities do not count against attendance rates. This means no more than 4.5 absences per student/per semester.
- Students who fail to meet the 95% attendance rate may not be given credit for that class and may be excluded from athletics eligibility, non-academic fieldtrips or other extra-curricular activities.
- Parents/guardians should notify the school each day their student is absent even if you know he or she will be absent for multiple days.
- If a student needs to leave school early for any reason, parents/guardians need to notify the school. Students who miss more than ½ their school day are considered absent a full day.

Action Plan

Over the summer, NACA had the time to create a structured and cohesive distance learning plan for engaging our students and promoting attendance virtually.

The Attendance Team is comprised of the Director of Student Support Services, Deans, and Heads of School. NACA's Truancy Support offers individual support for students and families to address attendance concerns in collaboration with the attendance team, teachers, and advisors to support the student's academic success.

As a charter school that has students enrolled from across the greater Albuquerque area, NACA has the challenge of some students who do not live near a bus stop incurring ongoing attendance issues (especially when family does not have reliable transportation). To ensure NACA's attendance data is correct, NACA is mentoring teachers to reliably take attendance and increasing monitoring to incent consistent compliance. NACA provides supports for teachers in notifying parents of missed classes, and awards students with incentives for perfect attendance.

NACA has worked to develop policy norms at school around total attendance, educating families

on needs for students being at school, rather than primarily focusing on reducing unexcused absences. Attendance is important at NACA. Culture and community involvement are also important at NACA. These intertwine with one another and affect one another. We encourage our students to be involved but also create a plan for time away from the class and strategies that will help keep students on track with their academics. Following is the 2020-21 SY action plan for addressing attendance:

Tiers of support

Tier 1-Whole School Prevention: Whole school prevention for all students, including those who missed less than 5% of classes or school days for any reason

- Positive attendance campaign
- Attendance posters about what happens when one missed day/class

Distance learning With 14 opportunities to meet middle school: 13 high school

1 - Class equals 7%	Students that miss one class during the week will be present 93% in their learning time
2- Class equals 14%	Students that miss two class during the week will be present 86% in their learning time
3 - Class equals 21%	Students that miss 3 classes during the week will be present 79% in their learning time.

- Data driven campaigns. -How many students are present
- Student Support campaign inclusions
- Special Education Input

Tier 2-Individualized Prevention: Targeted intervention strategies for students who have missed five percent or more but less than 10% of classes or school days for any reason

- Phone calls and letters - letters support call
- Student support referral/introduction
- Parent/student scheduled to meet with dean
- Intervention with OST Tutoring to make up for missed class.

Tier 3-Early Intervention: Interventions for students considered chronically absent and missing 10% or more but less than 20% classes or school days for any reason

- Phone calls - letter
- Student -dean meeting-mentoring session-attendance success plan with student
- Attendance contract created
- Intervention with OST Tutoring to make up for missed class
- Wellness check
- ENGAGE New Mexico - Through the NMPED-Graduation Alliance ENGAGE New Mexico partnership, students whom their district has identified as struggling or disengaged will get an academic coach to work with them on a plan to get back on track.

Tier 4-Intensive Supports: Interventions for students considered excessively absent and missing 20% or more of classes or school days. This tier focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

- Phone calls - letters
- Parent/student/Head of School Meeting to talk about next steps - NACA council
- Attendance contract
- Follow up Wellness check: CYFD, Tribal offices, APD
- Intervention with OST Tutoring to make up for missed class(es)
 - Contract with student/parent-required attendance
- Student Support interventions
- ENGAGE New Mexico - Graduation Alliance

5. 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 benefitting 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 students’ 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 has a deep commitment to parent involvement, and provides numerous, intentional opportunities to invite parents to have an active voice in decision-making and be directly engaged in their child's academics.

- NACA supports a NACA Parent Community, where parents lead the planning for cultural and language events such as the annual Feast Day and invite students' groups to share their learning cross-generationally with families.
- Weekly Keres and Diné language classes are offered to accommodate parents and community members in learning language along with their students and other children (these classes continued online during the closure for COVID-19).
- NACA invites Parents 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 convene each semester (and were held remotely during spring 2020).
- The Quad is completed anonymously each spring by students, parents, teachers, administrators, and community partners to gather stakeholders’ feedback about NACA’s alignment to its mission, vision, and values.
- NACA invites parents to engage as Knowledge Keepers in classes and Out of School Time, sharing traditional storytelling, language practice, and other cultural skills such as traditional weaving with the students.

Additionally, parents and community members participate as Uncles and Aunties in a boy’s mentorship group called the Hiyupo Alliance. The Hiyupo Alliance is an alliance of programs that support boys and young men at NACA to Heal, Grow, and Thrive so they can become community

leaders. These practices support the indicator of quality family engagement.

Results

NACA has engaged in an annual qualitative survey called the Quad for the past four years. Students, parents, teachers, administrators, and community partners anonymously complete this survey online each spring. The table below responds to Parent/Family Statements which reflecting on parent engagement and community. A result of 4.0 or higher (based on a 5-point scale) indicates strong confidence.

Table E.1 NACA Quad Survey Four Year Results for Parent/Family Statements					
Survey	Survey Question	2017	2018	2019	2020
Parent / Family	I am encouraged to get involved in events at the school for my students education.	4.51	4.64	4.26	4.58

Survey	Survey Question	2017	2018	2019	2020
Parent / Family	I believe that this school is fulfilling a need in the community	4.64	4.69	4.65	4.64

Survey	Survey Question	2017	2018	2019	2020
Parent / family	I feel respected and heard in interactions with the staff at school.	4.52	4.47	4.40	4.42

Survey	Survey Question	2017	2018	2019	2020
Parent / family	My child's Student Led Conferences and Advisory are effective tools to help connect me with the school and to understand my child's overall wellness and academic progress.	4.69	4.65	4.54	4.43

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 after a year-long community listening process that hosted hundreds of conversations with community stakeholders, and NACA prioritizes ongoing meaningful engagement of community stakeholders in education. Some of the community partners NACA has a relationship with include:

- **Southwest Youth Services** (southwestyouthservices.org) offers the Native Youth Wellness Corps, which provides enrichment programming around nutrition and wellness for NACA students.
- **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/>). Prior to COVID-19, NACA youth travelled to La Plazita's gardens weekly to engage in hands-on work.

- **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. NACA will begin to co-manage a community demonstration garden in partnership with IPCC in 2020-21.
- **Americans for Indian Opportunity** (aio.org) partners with NACA in sharing Indigenous dialogue and providing programming around Indigenous value-based leadership. AIO shares resources that prepare NACA students and help them to understand the strengths Indigenous communities and to face the issues impacting all Indigenous *people*.
- **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 three schools serving students who have experienced marginalization. This group has met about monthly for two years, working to and have added two additional partners to identify SEL practices that are especially effective for students of color. In 2019 with funding through the Obama Foundation, this SEL Community of Practice, now called My Brother's Keeper Albuquerque, grew to include six non-profit organizations, with a goal of supporting Boys and Young Men of Color across Albuquerque.

Action Plan

Due to COVID-19, many programs and activities with partners needed to be temporarily stopped to support shelter in place and social distancing needs. Many NACA students and their families returned to their tribal communities during this time to be nearer to extended family. NACA worked with a partner organization—the NACA Inspired Schools Network—to support NACA families impacted financially by COVID-19 through a Stronger Together COVID Relief Fund (#StrongerTogether). Families in need were provided emergency funds for needs such as food, housing, and utilities. NACA is fundamentally a community-led school, and we will continue to seek out opportunities to walking alongside our families so that we remain #StrongerTogether.

6. 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 Alaskan Native 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

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.

Land-Based Learning (LBL) is also a growing approach at NACA designed to help students apply the three-essential mission tenets of academic preparation, cultural identity, and personal wellness. While NACA has been implementing LBL in various ways over the past 13 years, and grounding these approaches in evidence-based practices such as Project Based Learning, SEL, and Experiential Learning, we are motivated to apply the science of learning and development to our LBL practices more intentionally, to uncover opportunities for refining, evaluating, piloting, measuring, and improving. LBL seeks to connect the student's relationship to land across all courses and curricula with a grounding in Indigenous traditional knowledge and pedagogy.

Land-Based Learning activities work to integrate Indigenous language around cultural applications and traditional ecological knowledge. This approach is steeped in Indigenous core values and is grounded in everyday life rituals. For example, Navajo Culture teaches that running to the East each morning is a way to greet the day with good intentions, practicing good health, and honor Mother Earth/Father Sky.

Central to Native American identity is the relationship to land and the surrounding environment.

Ancestral land, reservation land, and homeland 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 forming a healthy Indigenous identity and a sense of belonging. Having 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.

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.

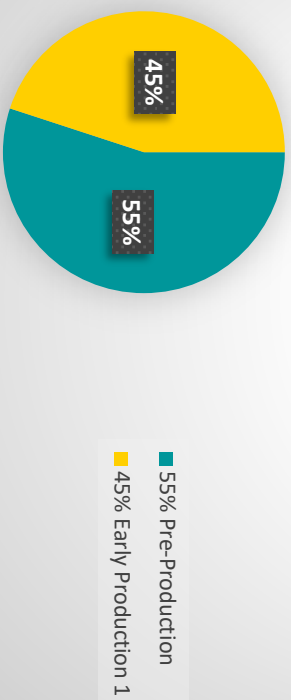
- Level 1 = Preproduction, cannot be said to understand even simple conversation
- Level 2 = Early Production 1, has great difficulty following what is said, but can comprehend social conversation spoken slowly and with frequent repetitions
- Level 3 = Early Production 2, understands most of what is 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

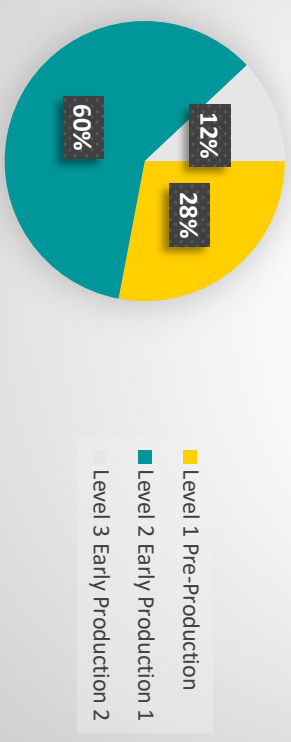
The SOLOM results for Indigenous languages taught at NACA are provided below (due to the shift to distance learning, Lakota classes were not able to complete SOLOM assessments in 2019-20):

continued next page

**Chart F.1: Keres Language SOLOM
Elementary**



**Chart F.2: Keres Language SOLOM
Middle/High School**



**Chart F.3: Zuni Language SOLOM
Middle/High School**

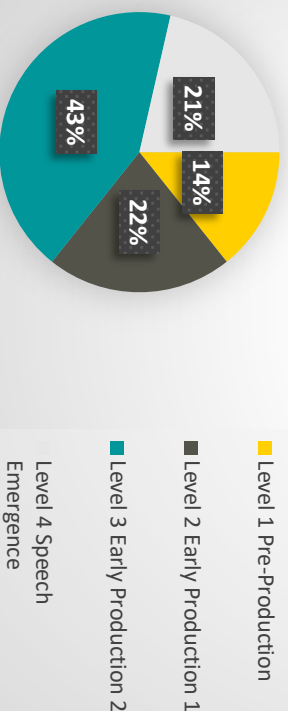
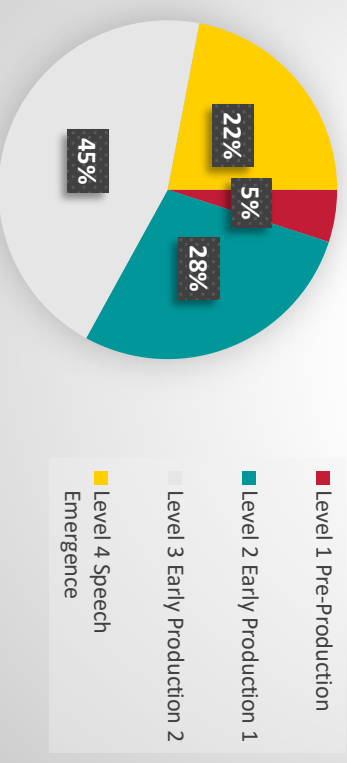
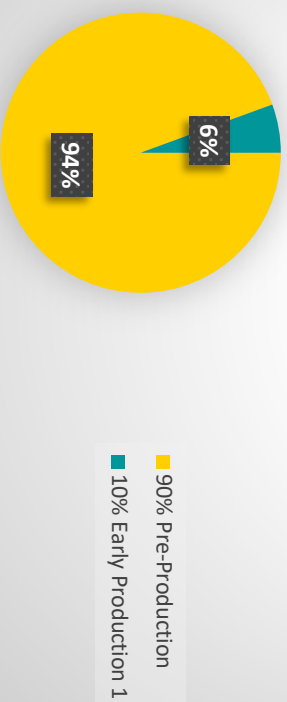


Chart F.4: Tiwa SOLOM



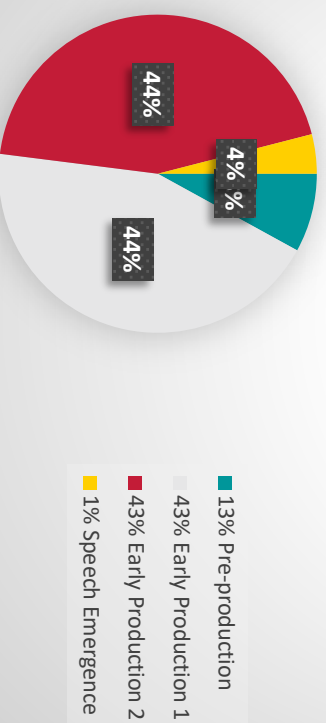
**Chart F.5: Navajo SOLOM
Elementary**



**Chart F.6: Navajo SOLOM
Middle School**



**Chart F.7: Navajo SOLOM
High School**



Figures F.1 - F.7 - SOLOM Assessments, 2019-2020

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 between the Navajo Language and Pueblo language is speech emergence. For example, for the Navajo language speech emergence is not as strong compared to the Tiwa and Zuni languages (speech emergence). This could be due to Pueblo communities having full language integration in their homes. For instance, Pueblo communities have language nests, home visiting programs that encourage use of the language, and they are very connected to their cultural traditions. Past family survey data has indicated that the majority of households are speaking English and rarely speaking in their Indigenous language. Much language exposure can come through extended relatives. This is why we work to integrate Indigenous language into more community events and functions. Increasing access to Indigenous Language programming is promoting progress toward language proficiency. These efforts are designed to further deepen students' connection to their Indigenous identity.

Action Plan

NACA will continue to use TPR through games, land-based learning, and classroom activities to teach Indigenous languages, with a goal of helping students to progress toward fluency through active use of language. The SOLOM observation has proven to be a helpful tool to assess our students' language emergence and provide skills development to promote further growth. With distance learning, we are seeking ways to help extended families to connect around language activities in order to support students with multi-generational language exposure.

7. 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 1 - IASA). In 2019-20, NACA did not receive funding for codes: 25209 (Native American Programs), 25201 (Navajo Program), 25131 (Johnson O'Malley), or 25147 (Impact Aid/Title VII)..

This has been verified by Joseph Lucero, Business Manager with the Vigil Group:
Joseph Lucero, Business Manager The Vigil Group LLC,
1776 Montano Rd. NW Los Ranchos de Albuquerque, NM 87107
(505) 938-7705 (Direct) (505) 903-6428 (Fax)

Results

Table G.1 Data on School District Initiative Grant (funding code 27150) FY2019-2020

Account Code	Description	Actual (Date Range)	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
27150-1000-51100-1010-001006-1411-00000	Instruction-Salaries Expense	\$53,500.00	\$53,500.00	\$53,500.00	\$0.00	\$0.00
27150-1000-52111-0000-001006-0000-00000	Instruction-Educational Retirement	\$6,955.00	\$6,955.00	\$6,955.00	\$0.00	\$0.00
27150-1000-52112-0000-001006-0000-00000	Instruction-ERA - Retiree Health	\$1,218.00	\$8,105.00	\$1,218.00	\$0.00	\$6,887.00
27150-1000-52210-0000-001006-0000-00000	Instruction-FICA Payments	\$3,317.00	\$3,317.00	\$3,317.00	\$0.00	\$0.00
27150-1000-52220-0000-001006-0000-00000	Instruction-Medicare Payments	\$776.00	\$776.00	\$776.00	\$0.00	\$0.00
27150-1000-52710-0000-001006-0000-00000	Instruction-Workers Compensation Premium	\$0.00	\$52.00	\$0.00	\$0.00	\$52.00
27150-1000-55817-1010-001006-0000-00000	Instruction-Student Travel	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
27150-1000-55915-1010-001006-0000-00000	Instruction-Other Contract Services	\$13,000.00	\$13,000.00	\$13,000.00	\$0.00	\$0.00
27150-1000-56118-1010-001006-0000-00000	Instruction-General Supplies and Materials	\$0.00	\$1,795.00	\$0.00	\$0.00	\$1,795.00
Subtotal of Element: [Function] 1000 - Instruction		\$81,266.00	\$90,000.00	\$81,266.00	\$0.00	\$8,734.00
27150-2400-56118-0000-001006-0000-00000	Support Services-School Administration-General Supplies and Materials	\$426.53	\$0.00	\$426.53	\$45.36	(\$471.89)
Subtotal of Element: [Function] 2400 - Support Services-School Administration		\$426.53	\$0.00	\$426.53	\$45.36	(\$471.89)
Subtotal of Element: [Fund] 27150 - Indian Education Act		\$81,692.53	\$90,000.00	\$81,692.53	\$45.36	\$8,262.11
Grand Total		\$81,692.53	\$90,000.00	\$81,692.53	\$45.36	\$8,262.11

The results of this report include a summary of NACA's revenues and expenditures in FY 2019-2020. The conclusion looks at state and federal funding provided for NACA programs and NACA's philanthropic efforts to support its programs. Details on the programs funded are listed in the action list. Please note that NACA did not received funding for 25147 (Impact Aid/Title VII), 25131 (Johnson O'Malley), nor 25209 (Native American Programs). NACA did receive \$117,981.03 in 24101 Title I-IASA funding,) and \$90,000 in 27150 School District Initiative funding.

Table G.2 Data on Title 1-IASA (funding code 24101) FY2019-2020

Account Code	Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
24101-1000-51100-1010-001006-1411-00000	Instruction-Salaries Expense	\$0	\$77712.82	\$4555.06	-\$82267.88
24101-1000-52111-0000-001006-0000-00000	Instruction-Educational Retirement	\$0	\$10996.34	\$508.8	-\$11505.14
24101-1000-52112-0000-001006-0000-00000	Instruction-ERA - Retiree Health	\$0	\$1554.16	\$71.91	-\$1626.07
24101-1000-52210-0000-001006-0000-00000	Instruction-FICA Payments	\$0	\$2171.95	\$47.07	\$-2219.02
24101-1000-52220-0000-001006-0000-00000	Instruction-Medicare Payments	\$0	\$991.08	\$45.75	-\$1036.83
24101-1000-52311-0000-001006-0000-00000	Instruction-Health and Medical Premiums	\$0	\$13442.86	\$660.58	-\$14103.44
24101-1000-52312-0000-001006-0000-00000	Instruction-Life	\$0	\$17.01	\$68	(\$17.69)
24101-1000-52313-0000-001006-0000-00000	Instruction-Dental	\$0	\$625.99	\$31.20	(\$657.19)
24101-1000-52314-0000-001006-0000-00000	Instruction-Vision		\$146.24	\$6.24	(\$152.48)
24101-1000-52500-0000-001006-0000-00000	Instruction-Unemployment Compensation	\$0	\$126.03	0\$	(\$126.03)
24101-2100-51100-0000-001006-1211-00000 Total		\$0	\$10,748.48	\$5,927.29	(\$113,711.77)
24101-2100-51100-0000-001006-1211-00000	Support Services-Students-Salaries Expense	\$0	\$881.00	0\$	(\$881.00)
24101-2100-51300-1010-001006-1211-00000	Support Services-Students-Additional Compensation	\$0	\$0	\$0	\$0
24101-2100-51300-1010-001006-1211-00000 Total	Support Services-Students-Educational Retirement		\$124.66	\$0	(\$124.66)
24101-2100-52112-0000-001006-0000-00000	Support Services-Students-ERA - Retiree Health	\$0	\$17.62	\$0	(\$17.62)
24101-2100-52210-0000-001006-0000-00000	Support Services-Students-FICA Payments	\$0	\$54.21	\$0	(\$54.21)
24101-2100-52220-0000-001006-0000-00000	Support Services-Students-Medicare Payments	\$0	\$12.68	\$0	(\$12.68)
24101-2100-52500-0000-001006-0000-00000	Support Services-Students-Unemployment Compensation	\$0	\$2.91	\$0	(\$2.91)
24101-2100-52500-0000-001006-0000-00000 Total			\$1,093.08		\$1,093.08
24101-2400-53711-0000-001006-0000-00000	Support Services-School Administration-Other Charges	\$0	\$0	\$107.17	(\$107.17)
Expenditure Total		\$0	\$108,977.56	\$5,927.29	(\$114,804.85)
Grand Total		\$0	(\$9,103.47)	\$5,927.29	\$3,176.18

Table G.3 24101 (Title 1-IASA) Summary

Account Type	Function	Total Budget	Total Actuals	Total Encumbrance	Total Available
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Revenue	0000	\$0.00	(\$117,981.03)	\$0.00	\$117,981.03
Revenue Total		\$0.00	(\$117,981.03)	\$0.00	\$117,981.03
Expenditure	1000	\$0.00	\$107,784.48	\$5,927.29	(\$113,711.77)
Expenditure	2100	\$0.00	\$1,093.08	\$0.00	(\$1,093.08)
Expenditure	2400	\$0.00	\$0.00	\$0.00	\$0.00
Expenditure Total		\$0.00	\$108,877.56	\$5,927.29	(\$114,804.85)
Grand Total		\$0.00	(\$9,103.47)	\$5,927.29	\$3,176.18

Conclusion

Overall, NACA received funding for 24101 (Title I-IASA) 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.

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 supports 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.

8. 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 official 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 ultimately 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 Principal, 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 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.

9. SCHOOL DISTRICT INITIATIVES TO DECREASE STUDENT DROPUTS AND INCREASE ATTENDANCE

Objective

The objective of this initiative is to ensure that New Mexico schools describe the initiatives they are employing to increase attendance support for 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.

Methods

This section includes information and data from school-wide intervention strategies implemented to meet the needs of at-risk students and to address obstacles associated with keeping students in school. Preliminary 2018-19 drop out data is provided below for reference. Drop out data for 2019-20 is not available, as this has not yet been calculated by NMPED.

Results

NMPED calculates the dropout rate, and limits the calculation to grades 7-12. The dropout rate model depends on all schools accurately reporting their enrollments to the state. Students leaving one school midyear create a dropout situation. It is only when they re-enroll at another school that the state can remove the label “dropout.” The state began a preliminary run of the drop out data for 2018-19 but has not finalized the numbers as of the current date. This is the latest data available from PED. The 2019-20 dropout rate calculation has not begun.

Drop Out Rate

District Name		(includes Public and Charter Schools Only)		District Code	2018-2019 (a) Membership (Unduplicated) Gr. 7-12	2018-2019 (b) DROP Gr. 7-12	2018-2019 Overall % Rate
ALBUQUERQUE PUBLIC SCHOOLS		ALL Students in grades 7 through 12.		001			3.2%

District Code	Loc ID	Location Org Type	Full Location Name	2018-2019 Membership(Unduplicated) Gr. 7-12	2018-2019 Drop Gr. 7-12	2018-2019 Overall % Rate
001	006	Charter	NATIVE AMERICAN COMM ACADEMY			1.5%

District Name 2019-2020 Aggregate: School	School Name	Loc ID	ORG TYPE CODE	GRADE Grade Range	Has Errors	# Students	Days Enrolled (40D,80D,120D)	Days Present(40D,80D,120D)	Average School Attendance Rate
ALBUQUERQUE PUBLIC SCHOOLS	NATIVE AMERICAN COMMUNITY ACADEMY	006	Charter	KN12		488	52,334.00	48,531.50	92.45

Figure H.1 – NACA Drop Out Rate: Grades 7-12

NACA Attendance

Attendance – Quantitatively, in SY 2019-20, 17.32% of students were chronically absent, an increase from 11.64% of students reported in 2018-19. We believe the year over year difference is related to change in structure stemming from the move to distance-learning, rather than an indicator of a drastic change.

In addition to the tiered intervention strategy detailed under the Attendance section, NACA implements Integrated Student Supports (ISS) to comprehensively engage its students. These include OST, Wellness and Advisory courses, mentorship programming (Hiyupo Alliance) for at-risk boys, an on-campus health clinic, and more. NACA is also in its first year of implementation as a Community School, working to further integrate supports and interventions schoolwide. A report released by ChildTrends titled “Integrated Student Supports: A Summary of the Evidence Base for Policymakers,” finds that “there is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, Math achievement, Reading and ELA achievement, and overall GPA.” Three of three rigorous evaluations reviewed by ChildTrends showed that ISS creates a positive impact on attendance.

NACA's attendance rate for 2019-2020 is 92.45%. Our staff works consistently to improve attendance by engaging students and keeping them on track not only to stay in school and graduate, but also preparing them for college and beyond.

Conclusion

The annual Quad Survey provides an overview of school climate, and highlights students' and family members' positive perspectives around NACA's support of engagement, attendance, and goal-setting. Below is a sample of responses from the February 2020 assessment. Based on a 5-point scale, a response average of 4.0 or higher indicates a strong level of confidence. All statements below are ranked at 4.34 or higher in 2020, and have improved or held stable year over year. College did demonstrate a high drop, but has since fully recovered. N/A indicates the question was not asked in that year.

Table H.2 NACA Quad Survey Data Related to Engagement and Attendance					
Survey	Survey Question	2017	2018	2019	2020
Family Member	The school has provided opportunities for my child to engage in his/her cultural identity	4.57	4.72	4.75	4.75
Family Member	I feel that my child has good attendance.	N/A	4.34	4.44	4.52

Survey	Survey Question	2017	2018	2019	2020
Student	I know what it takes to achieve my goals.	N/A	N/A	N/A	4.34
Student	I feel that I have someone who expects me to do well.	N/A	N/A	N/A	4.56
Student	I want to go to college.	4.31	1.08	N/A	4.26

Figure H.2 – NACA Quad Survey Data Related to Engagement and Attendance

Action Plan

Plan to Address Dropout Intervention for AI Students

To mitigate dropout rates, and attendance, NACA provides Integrated Student Supports (ISS) to comprehensively engage its students, including OST, Wellness and Advisory courses, mentorship programming (Hiyupo Alliance) for at-risk boys, and more. A report released by ChildTrends titled "Integrated Student Supports: A Summary of the Evidence Base for Policymakers," finds that "there is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, Math achievement, Reading and ELA achievement, and overall GPA." Three of three rigorous evaluations reviewed by ChildTrends showed that ISS creates a positive impact on attendance.

As NACA has added elementary grades and slowly grown from a middle/secondary school to a full K-12 school, we have been working on aligning coursework and content from elementary grades up to 12th grade to ensure seamless progression from grade to grade; college preparation is woven throughout the student's educational experience. Activities implemented as

part of this program have focused on ensuring that capacity is in place to support dual-credit coursework while engaging NACA high school students in college classes in order to support their readiness for post-secondary success. Land-based learning is another approach designed to help students understand the applicability of all coursework to the larger context of identity, culture, and community.

College engagement for families and alumni is a further area of focus. NACA routinely hosts parent engagement events, including supporting students' college applications and instructions for completing the FAFSA. Parents and students meet with NACA college engagement staff one-on-one to work together to identify post-secondary programs that will be a good fit for each student's skills and interests.

NACA is committed to leveraging the power of our cultures, communities, and languages to transform Indigenous Education, empowering Native youth to attend school, complete a college preparatory education, set goals for graduation and post-secondary attendance, and ultimately to feel confident to take on their roles as community leaders.

NACA's At-Risk Strategy and Support Programs

NACA is continuously working to increase responsive wraparound support services. NACA calls families directly and makes home visits when students are demonstrating struggles, in order to help identify any barriers to attendance or other supports the school can offer. The goal is to increase engagement and minimize barriers. The prevention programs NACA has in place to support at-risk students are summarized below.

NACA H.O.P.E. (Honoring our Peoples Emergence) - Alcohol-Related Suicide Prevention - HOPE works with the NACA community regarding suicide and substance abuse prevention by providing programs to serve our youth and families. This program aims to integrate cultural wisdom and healthy lifeways with evidence-based prevention education to reduce the school community's alcohol use and hopelessness. This 5-year initiative, which began in 2015, is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA-DHHS).

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

10. PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in the lives of American Indian students. By using variable school calendars, schools directly address students' cultural and family responsibilities and enhance their ability to more regularly attend public school.

Background

New Mexico has a rich American Indian history and culture that cultivates from the 23 Tribal governments in the state and the urban Native American communities that have developed. The assurance of collaboration and engagement from educational systems and Pueblos/Tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. There are 35,000-plus students in New Mexico represented by the Tribes and Pueblos located in the state and those from other Tribes throughout the Americas. In the state of New Mexico, the Indian Education Act was established in 2003 to ensure fair and equal educational opportunities are made available to all Native American students in the state. NACA has been an award-winning role model for the inclusion and use of variable school calendars that allow for the recognition and celebration of traditional and modern Native American holidays.

Methods

This section summarizes how NACA acknowledges, supports, and provides American Indian students opportunities to partake in self-identity, language, and cultural activities. NACA also creates opportunities for students to explore their unique culture and linguistic heritage with community sponsored events. Opportunities for students include a student-led comedy show, participation in regional team sports, cultural programming implemented throughout the school day, and extra-curricular activities. Opportunities extend to families with through traditional language events.

Result

See school calendar below.

SCHOOL CALENDAR

August 5th-9th	Professional Development
August 16th	Full Day
September 2nd	Labor Day
October 11th	End of Quarter 1
October 18th	Feast Day
October 24th-25th	Student Led Conferences
October 30th-Nov. 1st	Fall Break
Nov. 27th-29th	Thanksgiving Break
December 20th	End of Quarter 2
Dec.23rd-Jan.3rd	Winter Break
January 6th	Professional Development
January 7th	Students Return
January 10th	Full Day
January 20th	MLK Day
February 13th-14th	Student Led Conferences
February 17th	Presidents Day
March 13th	End of Quarter 3
March 16th - March 20th	NISN School Review
March 30th-April 3rd	Spring Break
April 10th	Vernal Holiday
April 30th-May 1st	Student Led Conferences
May 22nd	Last Day of School for Students

Figure I.1 – NACA Academic School Calendar

Conclusion

Students at NACA are supported and encouraged to celebrate and honor their cultural traditions. NACA honors Indigenous People's Day and supports individual feast days across Pueblos in New Mexico. Additionally, NACA gives a half day off for attendance to the annual Gathering of Nations Pow-Wow (unable to occur in 2020 as the Gathering of Nations was cancelled due to COVID-19). NACA also hosts our own Feast Day and Pageant as school-based Indigenous celebration days. NACA is committed to encouraging students and families to develop and honor their Indigenous traditions.

Action Plan

NACA is committed to its mission as an academically rigorous and culturally integrated charter school and is guided by the belief that Native American children thrive in academic environments that include and value their language, history, heritage, and culture. NACA's wellness concept for Indigenous Education supports youth physically, emotionally, academically, and spiritually, helping them to develop confidence in their cultural identities and to persevere academically to prepare them for college, careers, and community leadership. This includes recognizing and celebrating Indigenous holidays and honoring active Native American traditions to promote healthy cultural norms, community engagement, and support the development of healthy lifestyles.

In support of the local Pueblo community, NACA sponsors an annual Feast Day celebration. The yearly feast day brings NACA students and families together in the traditional Pueblo style to feast, perform acts of service, honor students, teachers, and staff through the ceremony, and encourage tribal youth to express their cultural identity. Traditional Pueblo social dances are performed, such as the Buffalo Dance, Eagle Dance, and the Butterfly Dance. Tribal leaders from the surrounding Pueblos are encouraged to attend in support of tribal youth. NACA's partnership with the Indian Pueblo Cultural Center and its relationship with the All Pueblo Council of Governors support its annual Feast Day celebrations.

Each year, NACA has hosted an annual Pow-Wow for students and staff with traditional dance, drumming, and singing competitions to encourage Native youth to honor their cultural heritage. Afterschool activities include time for students to practice their dance routines and to prepare their regalia for performances. It is activities such as these that support the development of individual tribal identities. Students are also encouraged to participate in their respective traditional tribal activities, and time is arranged for any students who choose to participate in traditional dances or other ceremonies.

11. CONSULTATIONS WITH COMMITTEES, PARENT ADVISORY COUNCILS, 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 department 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 did not receive Title VII Impact Aid funding in the 2019-20 school year.

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 & 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. NACA's Executive Director, Anpao Duta Flying Earth, serves on the Indian Education Advisory Council. 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 language by the tribe or Pueblo. NACA's Native American student population is at 83% and 18% identify as (African American, Caucasian, or Hispanic). Additionally, about 63% 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.

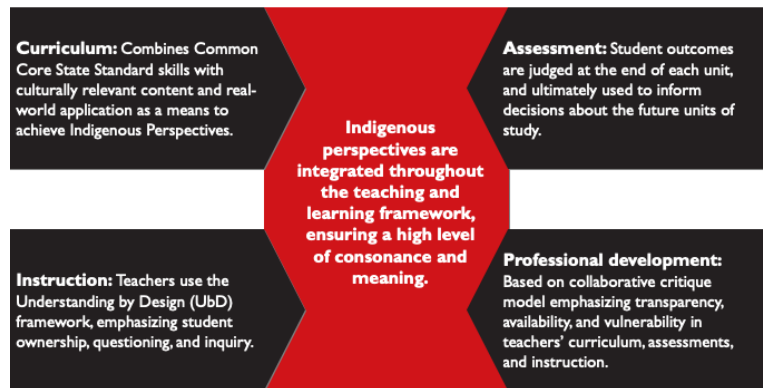
Action Plan

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 AI students well.

A summary of the Indigenizing Education model is featured to the right, illustrating NACA's approach to improving educational opportunities for AI students. NACA encourages development of the following strategies and tools to address the needs of AI students.

- Access to a Indigenous Systems Leaders Network, a first of its kind fellowship with some of the strongest training in the nation, for leaders who want to build their capacity to lead transformation at the systems level in Indigenous communities. Figure J.1 - Indigenizing Education
- A school support team, that would work collaboratively to support and provide access to best practices nationally and resources of how to indigenize those practices.
- Training for educators to conduct parent-teacher home visits.
- Measurements/accountability based on a specific school/community report card, based on measures of success determined by the community.
- Development of a cohesive plan and vacancy assessment by
- Community and access to specialized talent and leadership development.

INDIGENIZING EDUCATION



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

Objective

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

Background

Indian Education has been working to strengthen Native American education research, data, and best practices. The development of resources for Native American education researchers, evaluators, educators, professors, and others working within Indian Education has improved education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ somewhat from the Western educational approaches. Indigenous researchers observe with a more holistic approach, using cultural identity to interpret their biophysical environment, and rooting methodologies in traditional knowledge and the natural world. Western researchers by contrast typically observe the natural world individually and separately. Western research and Indigenous research both use quantitative and qualitative measures. Indigenous research methodologies are powerful and worthwhile despite the challenge of differing paradigms because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods

NACA's work is founded in utilizing research and data to inform continuous improvement. The NACA Improvement Process (NIP) follows the Navajo concept of *Sa'ah Naagháí Bik'eh Hózh* (SNBH), roughly translated as "one's journey of striving to live a long, harmonious life." SNBH specifies that the conditions for health and well-being are harmony within and connection to the physical/spiritual world. This concept is depicted as a circular interdependence, and guides teams from Vision (including vision, data, current year plan), to Curriculum, to Critique, to the Year End "State of [Content Area]" Presentation. These areas of guidance all revolve around the Navajo belief of "K'é" (a system of family/kinship). The fundamental idea of K'é is to restore relationships and harmony within a system of family/kinship. The model is combined with traditional Western methods, such as reflecting elements of Data Wise—an eight-step model broken up into three phases: 1) Prepare (developing a collaborative culture); 2) Inquire (using numerous data sources to define a specific problem of practice); 3) Act (teams state their plan and high-leverage strategies to address the problem. It also draws from the New Mexico's State Initiated School Turnaround Strategy, 90-Day Plan based on the University of Virginia's School Turnaround program. The plan aims to develop a dynamic roadmap 90-days at a time to lead to desired student outcomes.

NACA Wellness Wheel



Figure K.1: Wellness Wheel

NACA focuses on helping students become grounded in their cultural, racial, and ethnic identity and understand what it means to exist as a young Native American person with connection to traditional ways of thinking and living. The Native American Community Academy uses a wellness wheel consisting of four elements; intellectual wellness, physical wellness, social/emotional wellness and community/relationship wellness. These four elements connect and ground students their cultural, racial, and ethnic identity. Throughout their time at NACA, students use the NACA Wellness Wheel as a tool to reflect on their holistic health. All courses prioritize integrating holistic health throughout the curriculum. And during Advisory and Wellness courses, students develop goals around each area of health: intellectual, physical, social/emotional, and community/relationship.

Land-Based Learning (LBL)

To develop effective curricula for Native American students and increase their educational opportunities, NACA spends significant pre-service hours decolonizing and indigenizing curricula to honor various local cultures and provide relevant learning for students. The meaning of decolonizing and indigenizing curricula is simply the process of undoing colonial practices and re-establishing links to the community. It is essential to NACA that any research undertaken is controlled by the school and community to improve the implementation and be structured in a way that honors Indigenous knowledge while creating kinship and allowing the community to use it. It is not easy to define each step to honor the journey of discovery and reflection inherent in the

work. The practice of Land-Based Learning has been an area of inclusion from NACA's start, offering an approach that inherently links academic, cultural, physical, and spiritual wellness in all instruction, and aligns with the science of learning and development.

Understanding by Design (UBD)

NACA provides professional development through the "Understanding by Design" (UbD framework). UbD is a process consisting of backward planning requiring teachers to:

- (1) Clarify learning goals,
- (2) Craft effective and engaging lesson plans,
- (3) Use activities to meet goals while setting measurable and evidence-based student learning outcomes.

This approach supports reading and writing, using informational texts to guide instruction, developing conceptual thinkers among students, interdisciplinary learning, and data to inform intervention strategies and growth of student skills. Teachers present their UbDs to their instructional team to work collaboratively through the approach and initiate supportive dialogue and ideas to strengthen each process.

The UbD framework emphasizes student onus, questioning, and inquiry, and creates a classroom environment where the teacher and students are collaboratively contributing to their mutual learning. NACA implements a holistic education through integrated content that includes Indigenous studies, storytelling, oral traditions, and cultural history. Additionally, Native American languages, community presentations, service learning, and Native American literature as part of a rigorous, Common Core-based college preparatory curriculum. NACA has ensured a quality program attuned to the needs of its predominantly Native American student body by developing a structure that includes staff collaboration, community involvement, curriculum writing, field testing, revision, and in-service teacher training. Some of NACA's uniquely Native American subjects include the following:

- ***Indigenous History, Culture, and Thought:*** In grades 9-12, students take year-long courses centered around Indigenous studies themes, culminating in student-directed service-learning projects. The classes include an Indigenous Leadership course (team building, leadership, identity building); Public Speaking (individual and Indigenous identity); Continental Indigenous Studies; Native American Art, and Global Indigenous Studies.
- ***Native Literature:*** This course uses works written by Native American and global Indigenous authors. For NACA students, studying Native American literature is important because it allows them to connect to their traditions, identity, and culture, ultimately empowering them as individuals, community members, and young Native American leaders.
- ***Native Languages:*** Languages, including Navajo, Tiwa, Keres, Zuni, and Lakota are taught at NACA (students receive "foreign" language credit). Having traditional Native American languages provides students with a chance to connect to their culture while preserving their language. Teachers use engaging practices to bring languages alive, such as an

interactive and applied environment, homework, and visuals and media to cement understanding.

Results

NACA's approaches to Indigenous Education have yielded strong results in helping students to become strong leaders who are academically prepared, secure in their identity, and healthy. As demonstrated previously, NACA's graduation rates for AI/AN students, as well as the school's ELA and Math proficiencies for graduates, outpace those of the district and state, and 100% of NACA graduates apply to and are accepted into a post-secondary program.

In September 2015, Teach for America recognized NACA as one of four schools nationally as a "School to Learn From" that delivers an excellent education for students, while also demonstrating excellence through maintaining a culturally responsive learning environment. In 2018-19, NACA was recognized by Schools of Opportunity as a Gold Awardee—the highest level (<http://schoolsofopportunity.org/recipient/2018>), based on its holistic practices and inclusive CCSS-aligned academics. In 2019, NACA was further recognized as school of innovative design by Canopy Project. The Quad survey was developed to provide quantitative feedback to qualitative questions, gauging NACA's success in providing a high-quality education and approaches aligned with its mission and vision. The annual averages for Quad results indicate exceptional scores (>4.5 on a 5.0 scale) in the following five areas:

- Cultural identity
- Fulfilling a community need
- Student academic expectations
- High quality college achievement programs
- Teacher collaboration and reflection

Conclusion

NACA continues to look for opportunities to apply Indigenous research methods and approaches to determine best practices in Indigenous Education.

Action Plan

As a primarily Indigenous community and a non-paternalistic organization, NACA is committed to overseeing the research that directly impacts its students. NACA collectively leads the review, improvement, and iteration of our work. NACA has received \$640,000 US dollars from the Chan Zuckerberg Initiative for a two-year research study around the efficacy of NACA's Land-Based Learning. Additionally, NACA has been awarded from the State of New Mexico's Outdoor Equity Fund for a total of \$15,000 to enrich Land-Based learning experiences for students at NACA. NACA is consistently working to identify best practices in Indigenous Education, and is doing so through working to apply Indigenous methods to research-based education practices, using data to inform continuous-improvement, collaborating with Communities of Practice with other schools serving a majority of students who have faced systemic marginalization (e.g., low-income, immigrant, ELL, SWD), and continuing to refine the Quad survey system to provide high-quality data around mission and vision.

Appendices

Appendix I. NACA 2019-20 Evaluation Report

Appendix II. Semester 1 and 2. NACA High School and Middle School 2019-2020 Central Discipline Log

Native American Community Academy (NACA)
Analysis of Survey Data for 2019-20 School Year
Prepared March 2, 2020

Background

The NACA Inspired Schools Network (NISN) asked SWEL to develop a system to track data on a regular basis from Students, Teachers, Administrators, Family Members, Community Partners, and Governing Council Members. NISN seeks to ask the same set of questions each year, in order to inform both short-term course-correction and long-term trends. This report was prepared based on quantitative data collected from the NISN Quad online system. Data collection at NACA occurred between February 10-28, 2020, for the school year 2019-20. This survey repeats annually each Spring; this year represented the fifth year of data collection for NACA.

Methodology

A data collection system was developed for NISN with standardized questions across all NISN schools and custom questions for each school. Each participant group was provided a questionnaire, to be completed online. Participant groups, and this year's participation rate, are as follows:

- Students: all students (96%)
- Teachers: all teachers (77%)
- Administrators: all administrative staff (62%)
- Family Members: all family members of students (15%)
- Community Partners: a select number of organizations in the community (35%)

Most quantitative responses are categorized on a five-point scale. We recommend keying in on high intensity of support - that is, responses of "Strongly Agree" on the five point scale (Strongly Agree, Somewhat Agree, Not Sure, Somewhat Disagree, or Strongly Disagree). In our twenty years of polling and evaluation experience, high intensity support is a more accurate barometer of opinions.

For further analysis, we encourage use of the online analytical tools on the Quad-NISN website, and in

particular, the Trendline data visualization tool.

Five-Year Comparison

Following is a comparison of survey responses, for the 2016-17, 2017-18, 2018-19, and 2019-20 school years. We have provided two views of this data, sorted by:

- Top-scoring responses from this year and any prior data for that same question
- Changes between Years 1 and 4 for questions for which we have four full years of data

All scores are based on the following, 5-point scale:

- 5 = Strongly Agree
- 4 = Somewhat Agree
- 3 = Not Sure
- 2 = Somewhat Disagree
- 1 = Strongly Disagree

Survey Responses, Ranked by 2020 Score

The darker shades of blue indicate higher average scores. The two darkest blue scores (4.5 and higher and 4.25-4.49), indicate areas in which we have high confidence that NACA is performing exceptionally well over time. The red shading indicates scores under 3.5 and should be reviewed for course corrections, as needed.

Survey	Survey Question	2016 Ave.	2017 Ave.	2018 Ave.	2019 Ave.	2020 Ave.
Teacher	I expect a lot from my students in the Core Values.		4.80	4.79	4.81	4.82
Teacher	I expect a lot from my students academically.	4.50	4.57	4.72	4.75	4.75
Family Member	I believe that this school is fulfilling a need in the community.	4.75	4.64	4.69	4.65	4.64
Administrator	Professional Development is aligned to the mission of the school.					4.63
Family Member	The school has provided opportunities for my child to engage in his/her cultural identity.	4.93	4.69	4.67	4.71	4.61
Family Member	I am encouraged to get involved in events at the school for my student's education.		4.51	4.64	4.26	4.58
Administrator	I feel that my relationship with colleagues has improved over the year.		4.50	4.47	4.56	4.57
Administrator	I understand the connection of vision, curriculum, critique and 'state of presentations'.		4.67	4.53	4.33	4.57

Student	I feel that I have someone who expects me to do well.					4.56
Family Member	I feel that my child has good attendance.			4.34	4.44	4.52
Teacher	I feel that I have the skills and support to make changes in my community.					4.52
Administrator	I feel that I have the skills and support to make changes in my community.					4.50
Administrator	I have taken actions this year to improve my community outside of my school activities.					4.50
Administrator	My school solicits feedback, questions, or concerns from teachers, partners, students, and families.	0.00	0.00	0.00	0.00	4.50
Administrator	Teachers received sufficient high-quality professional development this school year in using data and dialogues to improve teaching and learning.					4.50
Administrator	The school provides high-quality information and resources on the prerequisites for college entrance (e.g. FAFSE, college application check-lists).	4.67	4.00	4.44	4.43	4.50
Teacher	I understand what it takes to make changes in my community.					4.48
Family Member	My child's Student Led Conferences and Advisory are effective tools to help connect me with the school and to understand my child's overall wellness and academic progress.		4.69	4.65	4.54	4.43
Family Member	I feel respected and heard in interactions with the staff at the school.	4.56	4.52	4.47	4.27	4.42
Student	My teachers expect a lot from me academically.	4.26	4.44	4.45	4.40	4.40
Teacher	Staff at this school believe students are capable of anything.	4.17	4.23	3.83	4.11	4.39
Administrator	I understand what it takes to make changes in my community.					4.38
Administrator	Leadership decision making is aligned with school mission and values.	4.33	4.14	4.33	4.29	4.38
Administrator	Our curriculum is aligned to Common Core State Standards.	5.00	4.29	4.44	4.14	4.38
Administrator	Student identity and incorporation of culture is embedded in classroom instruction.	4.33	4.57	4.44	4.14	4.38
Student	My school provides opportunities to learn my own language.				4.36	4.36
Family Member	The school offers high quality and rigorous academics.	4.43	4.43	4.39	4.19	4.34
Student	I know what it takes to achieve my goals.					4.34
Teacher	I feel more connected to my identity based on my experience at the school.	4.08	4.23	4.07	4.19	4.34
Family Member	I feel that my child's advisor communicated with me on a regular basis about my child's progress.			4.19	4.07	4.32

Student	My teachers expect a lot from me in the Core Values.		4.20	4.38	4.22	4.30
Teacher	I have taken actions this year to improve my community outside of my school activities.					4.30
Administrator	Professional development provides space to reflect on and improve restorative practices to guide relationships.					4.29
Family Member	I understand what it takes to make changes in my community.					4.29
Student	I understand my own unique identity.	4.20	4.27	4.31	4.21	4.27
Student	I want to go to college.	4.44	4.31	1.08		4.26
Administrator	The school has a high quality college achievement program that supports students through the college application process.	5.00	4.43	4.56	4.43	4.25
Administrator	The school's pedagogy is high quality and rigorous.	4.67	3.86	4.17	4.14	4.25
Teacher	I feel that my relationship with colleagues has improved over the year.		4.29	4.20	4.13	4.25
Teacher	I feel valued as an individual.					4.25
Family Member	I feel that I have the skills and support to make changes in my community.					4.24
Family Member	I feel my child's holistic wellness needs are being supported.		4.59	4.50	4.48	4.21
Teacher	I feel like I am part of a team and that my opinions matter at the school.	4.08	4.30	3.90	3.64	4.20
Teacher	My curriculum is backward designed from measureable, rigorous academically EQs and EUs (planning).		4.12	4.33	4.21	4.20
Teacher	I have innovated, improved, grown to more fully understand, and refined my practice of indigenous education.	4.33	4.50	4.28	4.28	4.18
Community Partner	The school's students and families would benefit from more fully utilizing my organization's programs and services.		4.00	4.57	4.25	4.17
Teacher	My class is academically rigorous.	4.00	4.33	4.48	4.28	4.16
Student	I feel like I make responsible decisions while at school.					4.15
Administrator	My curriculum is backward designed from measureable, rigorous academically EQs and EUs (planning).		3.92	4.24	3.67	4.14
Administrator	Teachers received sufficient high-quality professional development this school year in the following categories: Land-based Learning					4.14
Administrator	Our onboarding documents and resources are aligned to the mission and core values of the school and the NACA Inspired Schools Network.	3.00	4.00	4.17	3.71	4.13
Administrator	Our school spending and investments are aligned with the mission and priorities of the school.	4.33	3.43	3.72	4.00	4.13

Administrator	Teachers received sufficient high-quality professional development this school year in the following category: Content		4.43	4.17	4.00	4.13
Student	I understand and try to use the Core Values.		4.07	4.14	4.08	4.13
Student	I feel confident in my ability to succeed at whatever I put my mind to.					4.12
Administrator	NACA's PD on academic access and rigor gave grade level teams the data and dialogues to improve teaching and learning.					4.00
Administrator	Our dedicated structures for teachers to collaborate and reflect on their instructional practice are robust.	4.67	4.71	4.39	4.57	4.00
Student	I have the motivation to succeed.					3.99
Teacher	Professional development provides space to reflect on and improve restorative practices to guide relationships.					3.98
Student	I feel respected and heard in interactions with the staff.	3.89	3.89	3.92	3.86	3.97
Student	I feel connected to a trusted adult at my school.	3.86	3.82	3.82	3.73	3.96
Teacher	Leadership decision making is aligned with school mission and values.	3.58	4.23	3.86	3.50	3.95
Student	I feel good about myself.		3.90	3.83	3.74	3.93
Student	I understand what it takes to make changes in my community.					3.93
Teacher	I understand the connection of vision, curriculum, critique and 'state of presentations'.		4.50	4.37	4.03	3.93
Family Member	I have taken actions this year to improve my community outside of my school activities.					3.89
Administrator	Our indigenous language models are high quality.	3.33	3.71	3.61	3.14	3.88
Administrator	Our tools and processes to track and monitor the college-readiness of students are robust.	3.33	4.00	3.89	4.14	3.88
Administrator	The school's practices and processes around the hiring, development, and performance management of talent are clear and documented.	4.00	3.29	3.17	3.43	3.88
Administrator	There are structures and systems at this school to help new teachers succeed.	3.83	3.57	4.06	4.14	3.88
Student	I feel that I have the skills to resolve conflicts/disagreement with others.					3.88
Student	I am aware of, and can explain, what I am feeling and thinking.					3.86
Student	I feel respected and heard in interactions with my peers.	3.89	3.87	3.80	3.82	3.85
Student	My family is engaged in the school.	3.80	4.13	4.19	4.09	3.84
Student	I feel that I have the skills and support to make changes in my community.					3.79
Student	When something bothers me, I think before I act.					3.79

Student	I spend most of my time on task.	3.86	3.97	4.04	3.87	3.78
Teacher	Our onboarding documents and resources are aligned to the mission and core values of the school and NISN.	3.50				3.77
Administrator	NACA's PD on land-based learning gave grade level team the tools and strategies needed.					3.71
Student	My school has helped me become a leader.	0.00		0.00	0.00	3.67
Teacher	My wellness is authentically supported and valued; I feel that I can work hard without burning out.		3.27	3.45	3.28	3.66
Administrator	The SAT process (Student Assistance Team) adequately identifies the appropriate supports needed by students in General Ed in a systemic and efficient way.	4.00	3.86	3.56	3.57	3.63
Teacher	I feel that the use of Schoology as a platform was helpful.		3.91	4.03	3.51	3.58
Student	I have taken actions this year to improve my community outside of my school activities.					3.57
Teacher	I feel that the direction and support for Advisory this year helped me become a better advisor.			3.43	3.21	3.53
Administrator	My wellness is authentically supported and valued; I feel that I can work hard without burning out.		3.57	3.83	3.86	3.50
Teacher	NACA's PD on academic access and rigor gave grade level teams the data and dialogues to improve teaching and learning.					3.50
Teacher	Teachers received sufficient high-quality professional development this school year in using data and dialogues to improve teaching and learning.					3.48
Student	I have access to healthy food at school.	3.87	3.69	3.44	3.01	3.45
Teacher	I received sufficient high-quality professional development this school year.	4.25	4.23	3.48	3.47	3.39
Teacher	There are structures and systems at this school to help new teachers succeed.	3.43	3.97	3.48	3.08	3.20
Student	I feel prepared for college.				3.36	3.17
Teacher	My students are prepared for college.					3.09
Teacher	Our new teacher orientation structures and documents are robust.					3.07
Teacher	Teachers received sufficient high-quality professional development this school year in the following categories: Land-based Learning					3.03
Teacher	NACA's PD on land-based learning gave grade level team the tools and strategies needed.					2.93
Administrator	I feel that the use of Schoology as a platform was helpful.		3.92	4.00	2.56	2.43



Net Change

For the net change, green indicates improvement from Year 1 to Year 5 and red indicates a decline in scores during the same period. The darker shades represent changes of 0.5 or greater. Only questions with five years of data are reported here.

Survey	Survey Question	2016 Ave.	2017 Ave.	2018 Ave.	2019 Ave.	2020 Ave.	Net Change, 20-16
Administrator	Our onboarding documents and resources are aligned to the mission and core values of the school and the NACA Inspired Schools Network.	3.00	4.00	4.17	3.71	4.13	1.13
Administrator	Our indigenous language models are high quality.	3.33	3.71	3.61	3.14	3.88	0.55
Administrator	Our tools and processes to track and monitor the college-readiness of students are robust.	3.33	4.00	3.89	4.14	3.88	0.55
Teacher	Leadership decision making is aligned with school mission and values.	3.58	4.23	3.86	3.50	3.95	0.37
Teacher	I feel more connected to my identity based on my experience at the school.	4.08	4.23	4.07	4.19	4.34	0.26
Teacher	I expect a lot from my students academically.	4.50	4.57	4.72	4.75	4.75	0.25
Teacher	Staff at this school believe students are capable of anything.	4.17	4.23	3.83	4.11	4.39	0.22
Teacher	My class is academically rigorous.	4.00	4.33	4.48	4.28	4.16	0.16
Student	My teachers expect a lot from me academically.	4.26	4.44	4.45	4.40	4.40	0.14
Teacher	I feel like I am part of a team and that my opinions matter at the school.	4.08	4.30	3.90	3.64	4.20	0.12
Student	I feel connected to a trusted adult at my school.	3.86	3.82	3.82	3.73	3.96	0.10
Student	I feel respected and heard in interactions with the staff.	3.89	3.89	3.92	3.86	3.97	0.08
Student	I understand my own unique identity.	4.20	4.27	4.31	4.21	4.27	0.07
Administrator	Leadership decision making is aligned with school mission and values.	4.33	4.14	4.33	4.29	4.38	0.05
Administrator	Student identity and incorporation of culture is embedded in classroom instruction.	4.33	4.57	4.44	4.14	4.38	0.05
Administrator	There are structures and systems at this school to help new teachers succeed.	3.83	3.57	4.06	4.14	3.88	0.05
Student	My family is engaged in the school.	3.80	4.13	4.19	4.09	3.84	0.04
Student	I feel respected and heard in interactions with my peers.	3.89	3.87	3.80	3.82	3.85	-0.04
Student	I spend most of my time on task.	3.86	3.97	4.04	3.87	3.78	-0.08
Family Member	The school offers high quality and rigorous academics.	4.43	4.43	4.39	4.19	4.34	-0.09
Family Member	I believe that this school is fulfilling a need in the community.	4.75	4.64	4.69	4.65	4.64	-0.11

Administrator	The school's practices and processes around the hiring, development, and performance management of talent are clear and documented.	4.00	3.29	3.17	3.43	3.88	-0.12
Family Member	I feel respected and heard in interactions with the staff at the school.	4.56	4.52	4.47	4.27	4.42	-0.14
Teacher	I have innovated, improved, grown to more fully understand, and refined my practice of indigenous education.	4.33	4.50	4.28	4.28	4.18	-0.15
Administrator	The school provides high-quality information and resources on the prerequisites for college entrance (e.g. FAFSE, college application check-lists).	4.67	4.00	4.44	4.43	4.50	-0.17
Administrator	Our school spending and investments are aligned with the mission and priorities of the school.	4.33	3.43	3.72	4.00	4.13	-0.20
Teacher	There are structures and systems at this school to help new teachers succeed.	3.43	3.97	3.48	3.08	3.20	-0.23
Family Member	The school has provided opportunities for my child to engage in his/her cultural identity.	4.93	4.69	4.67	4.71	4.61	-0.32
Administrator	The SAT process (Student Assistance Team) adequately identifies the appropriate supports needed by students in General Ed in a systemic and efficient way.	4.00	3.86	3.56	3.57	3.63	-0.37
Student	I have access to healthy food at school.	3.87	3.69	3.44	3.01	3.45	-0.42
Administrator	The school's pedagogy is high quality and rigorous.	4.67	3.86	4.17	4.14	4.25	-0.42
Administrator	Our curriculum is aligned to Common Core State Standards.	5.00	4.29	4.44	4.14	4.38	-0.62
Administrator	Our dedicated structures for teachers to collaborate and reflect on their instructional practice are robust.	4.67	4.71	4.39	4.57	4.00	-0.67
Administrator	The school has a high quality college achievement program that supports students through the college application process.	5.00	4.43	4.56	4.43	4.25	-0.75
Teacher	I received sufficient high-quality professional development this school year.	4.25	4.23	3.48	3.47	3.39	-0.86

Key Findings

4-Year Comparison

- Categories with multiple high marks (4.5 or higher) include:
 - Indigenous education
 - Expectation of students
 - Information on college prerequisites
 - Role in the community and community change
 - Academic rigor
 - Support for staff and staff relationships
 - Professional development
- Categories with multiple low marks (3.5 or lower) include:
 - Professional development and support for new teachers
 - Healthy food
 - College readiness

Changes between Year 1 and 5 (for questions for which we have five years of data)

- Categories with improvement of at least 0.5 include:
 - Alignment of materials with mission
 - Indigenous language models
 - Tools to track college-readiness
- Categories with declines of at least 0.5 include:
 - Alignment of curriculum to Common Core State Standards
 - Structures for teachers to collaborate and reflect
 - Support for college application process
 - High-quality professional development

2020 NACA Administrators: Key Findings

- Exceptional scores rank 4.5 and over.
- Scores below 3.5 may warrant further discussion.

Survey Question	2020 Ave.
Professional Development is aligned to the mission of the school.	4.63
I feel that my relationship with colleagues has improved over the year.	4.57
I understand the connection of vision, curriculum, critique and 'state of presentations'.	4.57
I feel that I have the skills and support to make changes in my community.	4.50
I have taken actions this year to improve my community outside of my school activities.	4.50
My school solicits feedback, questions, or concerns from teachers, partners, students, and families.	4.50
Teachers received sufficient high-quality professional development this school year in using data and dialogues to improve teaching and learning.	4.50
The school provides high-quality information and resources on the prerequisites for college entrance (e.g. FAFSE, college application check-lists).	4.50
I understand what it takes to make changes in my community.	4.38
Leadership decision making is aligned with school mission and values.	4.38
Our curriculum is aligned to Common Core State Standards.	4.38
Student identity and incorporation of culture is embedded in classroom instruction.	4.38
Professional development provides space to reflect on and improve restorative practices to guide relationships.	4.29
The school has a high quality college achievement program that supports students through the college application process.	4.25
The school's pedagogy is high quality and rigorous.	4.25
My curriculum is backward designed from measureable, rigorous academically EQs and EUs (planning).	4.14
Teachers received sufficient high-quality professional development this school year in the following categories: Land-based Learning	4.14
Our onboarding documents and resources are aligned to the mission and core values of the school and the NACA Inspired Schools Network.	4.13
Our school spending and investments are aligned with the mission and priorities of the school.	4.13
Teachers received sufficient high-quality professional development this school year in the following category: Content	4.13
NACA's PD on academic access and rigor gave grade level teams the data and dialogues to improve teaching and learning.	4.00
Our dedicated structures for teachers to collaborate and reflect on their instructional practice are robust.	4.00

Our indigenous language models are high quality.	3.88
Our tools and processes to track and monitor the college-readiness of students are robust.	3.88
The school's practices and processes around the hiring, development, and performance management of talent are clear and documented.	3.88
There are structures and systems at this school to help new teachers succeed.	3.88
NACA's PD on land-based learning gave grade level team the tools and strategies needed.	3.71
The SAT process (Student Assistance Team) adequately identifies the appropriate supports needed by students in General Ed in a systemic and efficient way.	3.63
My wellness is authentically supported and valued; I feel that I can work hard without burning out.	3.50
I feel that the use of Schoology as a platform was helpful.	2.43

2020 NACA Teachers: Key Findings

- Exceptional scores rank 4.5 and over.
- Scores below 3.5 may warrant further discussion.

Survey Question	2020 Ave.
I expect a lot from my students in the Core Values.	4.82
I expect a lot from my students academically.	4.75
I feel that I have the skills and support to make changes in my community.	4.52
I understand what it takes to make changes in my community.	4.48
Staff at this school believe students are capable of anything.	4.39
I feel more connected to my identity based on my experience at the school.	4.34
I have taken actions this year to improve my community outside of my school activities.	4.30
I feel that my relationship with colleagues has improved over the year.	4.25
I feel valued as an individual.	4.25
I feel like I am part of a team and that my opinions matter at the school.	4.20
My curriculum is backward designed from measureable, rigorous academically EQs and EUs (planning).	4.20
I have innovated, improved, grown to more fully understand, and refined my practice of indigenous education.	4.18
My class is academically rigorous.	4.16
Professional development provides space to reflect on and improve restorative practices to guide relationships.	3.98
Leadership decision making is aligned with school mission and values.	3.95
I understand the connection of vision, curriculum, critique and 'state of presentations'.	3.93
Our onboarding documents and resources are aligned to the mission and core values of the school and NISN.	3.77
My wellness is authentically supported and valued; I feel that I can work hard without burning out.	3.66
I feel that the use of Schoology as a platform was helpful.	3.58
I feel that the direction and support for Advisory this year helped me become a better advisor.	3.53
NACA's PD on academic access and rigor gave grade level teams the data and dialogues to improve teaching and learning.	3.50
Teachers received sufficient high-quality professional development this school year in using data and dialogues to improve teaching and learning.	3.48
I received sufficient high-quality professional development this school year.	3.39



There are structures and systems at this school to help new teachers succeed.	3.20
My students are prepared for college.	3.09
Our new teacher orientation structures and documents are robust.	3.07
Teachers received sufficient high-quality professional development this school year in the following categories: Land-based Learning	3.03
NACA's PD on land-based learning gave grade level team the tools and strategies needed.	2.93

2020 NACA Students: Key Findings

- Exceptional scores rank 4.5 and over.
- Scores below 3.5 may warrant further discussion.

Survey Question	2020 Ave.
I feel that I have someone who expects me to do well.	4.56
My teachers expect a lot from me academically.	4.40
My school provides opportunities to learn my own language.	4.36
I know what it takes to achieve my goals.	4.34
My teachers expect a lot from me in the Core Values.	4.30
I understand my own unique identity.	4.27
I want to go to college.	4.26
I feel like I make responsible decisions while at school.	4.15
I understand and try to use the Core Values.	4.13
I feel confident in my ability to succeed at whatever I put my mind to.	4.12
I have the motivation to succeed.	3.99
I feel respected and heard in interactions with the staff.	3.97
I feel connected to a trusted adult at my school.	3.96
I feel good about myself.	3.93
I understand what it takes to make changes in my community.	3.93
I feel that I have the skills to resolve conflicts/disagreement with others.	3.88
I am aware of, and can explain, what I am feeling and thinking.	3.86
I feel respected and heard in interactions with my peers.	3.85
My family is engaged in the school.	3.84
I feel that I have the skills and support to make changes in my community.	3.79
When something bothers me, I think before I act.	3.79
I spend most of my time on task.	3.78
My school has helped me become a leader.	3.67
I have taken actions this year to improve my community outside of my school activities.	3.57
I have access to healthy food at school.	3.45
I feel prepared for college.	3.17

2020 NACA Family Members: Key Findings

- Exceptional scores rank 4.5 and over.
- Scores below 3.5 may warrant further discussion.

Survey Question	2020 Ave.
I believe that this school is fulfilling a need in the community.	4.64
The school has provided opportunities for my child to engage in his/her cultural identity.	4.61
I am encouraged to get involved in events at the school for my student's education.	4.58
I feel that my child has good attendance.	4.52
My child's Student Led Conferences and Advisory are effective tools to help connect me with the school and to understand my child's overall wellness and academic progress.	4.43
I feel respected and heard in interactions with the staff at the school.	4.42
The school offers high quality and rigorous academics.	4.34
I feel that my child's advisor communicated with me on a regular basis about my child's progress.	4.32
I understand what it takes to make changes in my community.	4.29
I feel that I have the skills and support to make changes in my community.	4.24
I feel my child's holistic wellness needs are being supported.	4.21
I have taken actions this year to improve my community outside of my school activities.	3.89

2020 NACA Community Partners: Key Findings

- Exceptional scores rank 4.5 and over.
- Scores below 3.5 may warrant further discussion.

Survey Question	2020 Ave.
The school's students and families would benefit from more fully utilizing my organization's programs and services.	4.17

Social Network Analysis

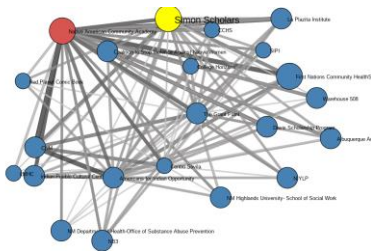
The social network analysis maps below display the relationship among NACA and its community partners, on two criteria:

- Level of strategic alignment
- Frequency of interaction

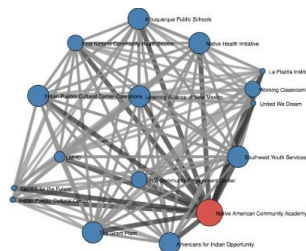
Each community partner and NACA answer two questions related to alignment and interaction about every other partner. From these responses, the network maps below are created. In social network theory, a common hypothesis is that increased alignment leads to greater impact.

The size of the circle represents the number of strategic relationships an organization has. The thickness/color of connecting lines indicate the frequency of interaction between two organizations. We encourage stakeholders to view these interactive maps on the Quad's live site.

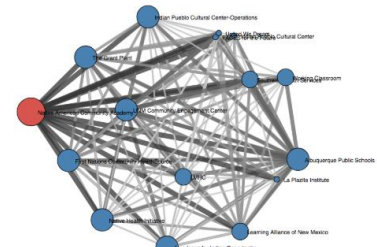
2020



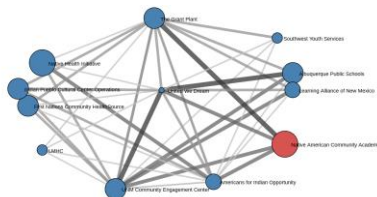
2019



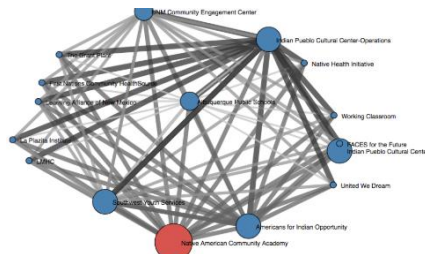
2018



2017



2016



Key finding from social network analysis



- Since its inception, NACA (the big red dot) has served as a community hub for both interaction and alignment.
- Over five years of data, other strong hubs include:
 - The Grant Plant
 - Indian Pueblo Cultural Center
 - Southwest Youth Services
 - Native Health Initiative
 - Americans for Indian Opportunity
- In 2020, a potentially new strong hub includes:
 - Simon Scholars

Recommendations for Action

NACA should consider the following actions:

1. Discuss its college readiness program so that students feel better prepared for college and are supported through the application process.
2. Discuss supports for teachers, particularly in the areas of professional development and support for new teachers.
3. Discuss processes to support teachers to reflect and collaborate on their instructional practice.
4. Consider deepening relationships with current and prospective anchors of NACA's network:
 - a. The Grant Plant
 - b. Indian Pueblo Cultural Center
 - c. Southwest Youth Services
 - d. Native Health Initiative
 - e. Americans for Indian Opportunity
 - f. Simon Scholars

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
8/27/19	9					1.5 Failing to Attend class with a valid excuse	1st	LD, 2days, SAT referral	Rodriguez	H Humelewa	N	N	Dad understood that this is an issue, also expressed his concerns of possible substance abuse (Marijuana) by his student
8/29/19	12					1.5 Failing to Attend class with a valid excuse	1st	LD 1day, student/principle conference	Montoya	H Humelewa	N	N	
8/30/19	9					2.2 - Interfering with School Authorities and Programs-- Attempted Inclement of Gun Protocol	Assembly	OSS 1day	A. John/Flying Earth	H Humelewa	Y	Y	
9/6/19	12					2.4 Failing to abide by school rules and regulations not otherwise published in Student Handbook: Skating inside building	Lunch	LD 3days, Student/Principle Conference	H Humelewa	H Humelewa	N	N	Left dad message, phone
9/9/19	9					1.5 Failing to attend class with a valid excuse	6th	No discipline	Page	H Humelewa	N	N	Mom cleared up situation, conference with Teacher and student
9/10/19	10					1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction	2nd	Student/Principle Conference	Dillabaugh	H Humelewa	Y	N	Pam interviewed,
9/11/19	10					1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction	4th	Student/Principle Conference	Reed	H Humelewa	Y	Y	Pam interviewed, Ms Bonnie involved
9/11/19	9					5.17 Possession of illegal drugs (marijuana) in school	Lunch	5days OSS (later changed to ISS), Counseling/Social Work referral- Title 1 referral	Carroll	Carroll	N	N	
9/11/19	12					3.4 Repeating Inappropriate Behaviors listed in category 1: 1.5 Failing to attend class, without a valid excuse	3	LD 2days, Student/principle conference	A. John	H Humelewa	N	N	
9/12/19	9					2.4 Failing to abide by school rules not otherwise published in the Student Handbook-- Throwing objects over 4th floor balcony	4th	Student/Principle Conference, 1days Suspension- / ISS (Half day) by OSS (Half day) Incident report submitted (CNM)	H Humelewa	H Humelewa	Y	N	Mom understands severity of actions
9/12/19	9					2.4 Failing to abide by school rules not otherwise published in the Student Handbook-- Throwing objects over 4th floor balcony	4th	Student/Principle Conference, 1days Suspension- / ISS (Half day) by OSS (Half day) Incident report submitted (CNM)	H Humelewa	H Humelewa	Y	Y	

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
9/12/19	10					2.4 Failing to abide by school rules not otherwise published in the Student Handbook--Throwing objects over 4th floor balcony	4th/5th	Student/Principle Conference, 1/2 day suspension- ISS, Incident report submitted (CNM)	Bisinnie	H Humelewa	N	N	Students involved self reported
9/12/19	11					2.4 Failing to abide by school rules not otherwise published in the Student Handbook--Throwing objects over 4th floor balcony	4th/5th	Student/Principle Conference, 1/2 day suspension- ISS, Incident report submitted (CNM)	Bisinnie	H Humelewa	Y	Y	Students involved self reported
9/16/19	10					2.5 Exhibiting profane, obscene language towards another student (younger brother)	after school	1day ISS	Rosette	H Humelewa	Y	Y	
9/17/19	9					2.3 Initiating an unacceptable minor physical action	5th	Student/Principle conference	Stelson	H Humelewa	Y	Y	
9/18/19	12					1.5 Failing to attend class, without a valid excuse	Assembly (1st)	LD 2days	Wings	H Humelewa	N	N	Included LDs with previous infraction (due to time)
9/18/19	12					1.5 Failing to attend class, without a valid excuse	Assembly (1st)	LD 2days	Wings	H Humelewa	N	N	
9/24/19	9					2.1 Leaving School without permission--freshman leaving the building area to "get lunch"	Lunch	LD 1day, Student/Principle conference	Bisinnie	H Humelewa	N	N	
9/24/19	9					2.1 Leaving School without permission--freshman leaving the building area to "get lunch"	Lunch	LD 1day, Student/Principle conference	Bisinnie	H Humelewa	N	N	
9/24/19	10					1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction-- yelling from the 2nd floor	Lunch	Student/Principle Conference	Bisinnie	H Humelewa	N	N	
9/25/19	10					5.17 Use of Illegal Drugs, before school-- Came to school under the influence	1st	2days ISS, Student/Principle Conference	H Humelewa	H Humelewa	N	N	Student admitted and took responsibility for actions
9/26/19	9					2.7 Defying the authority of school personnel	Advisory	1 Day OSS, Student/Principle Conference	H Humelewa	H Humelewa	Y	Y	
9/26/19	9					1.5 Failing to attend class without a valid excuse; 2.4 Failing to abide by school rules and regulations not otherwise published in the student handbook--being in an unauthorized area: stairwell above 4th floor.	6th	Student/Principle Conference, ISS today	Laybourne	H Humelewa	N		

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
10/1/19	9					2.3 Initiating a minor physical infraction-- throwing a mini-skateboard in class, hitting another student	1st	1day ISS, Student/Principle Conference	Dilabaugh	H Humelewa	Y	Y	
10/3/19	12					3.4 Seriously repeating inappropriate behavior in group 1; 1.5 Failing to attend class, without a valid excuse; 2.7 Defying the authority of school personnel.	6th	Student/Principle Conference, Attendance Contract*, Time Management Schedule	Montoya	H Humelewa	N	N	Attendance Contract was never signed by student.
10/3/19	12					1.6 Persistently arriving tardy to class	3rd	Verbal warning, 3 days makeup work with Mr. Montoya	Montoya	H Humelewa	N	N	
10/9/19	11					4.9 Behavior not listed in groups 1 through 4 of the student handbook, very seriously disrupting the educational process-- calling CNM security Dispatch through the emergency phones in the 4th floor east hallway	passing period before 5th	Student/Principle Conference, 1day OSS	H Humelewa	H Humelewa	Y	N	
10/10/19	11					4.9 Behavior not listed in groups 1 through 4 of the student handbook, very seriously disrupting the educational process-- calling CNM security Dispatch through the emergency phones in the 4th floor east hallway	passing period before 5th	Student/Principle Conference, 1day OSS	H Humelewa	H Humelewa	N	N	
10/10/19	10					4.9 Behavior not listed in groups 1 through 4 of the student handbook, very seriously disrupting the educational process-- calling CNM security Dispatch through the emergency phones in the 4th floor south hallway	passing period before 5th	Student/Principle Conference, 1day OSS, Athletic Director was notified	H Humelewa	H Humelewa	N	N	
10/10/19	12					1.5 Failing to attend class, without a valid excuse	3rd	LD 1 day	Wings	H Humelewa	N	N	
10/10/19	12					1.5 Failing to attend class, without a valid excuse	3rd	LD 1 day	Wings	H Humelewa	N	N	
10/10/19	12					1.5 Failing to attend class, without a valid excuse	3rd	LD 1 day	Wings	H Humelewa	Y	N	
10/15/19	10					1.3 Engaging in any behavior that is disruptive to orderly classroom instruction-- CNM security reported students spitting out of 4th floor classroom window	5th	1day ISS (over 2days)- PSAT test (2 hrs) half day (3 hrs)	Carroll	H Humelewa	Y	N	

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
10/15/19	11					1.3 Engaging in any behavior that is disruptive to orderly classroom instruction-- CNM security reported students spitting out of 4th floor classroom window	5th	LD 1day	Carroll	H Humetewa	Y	Y	Consequences mandated by BIP
10/15/19	11					1.3 Engaging in any behavior that is disruptive to orderly classroom instruction-- CNM security reported students spitting out of 4th floor classroom window	5th	1day ISS (over 2days)- PSAT test (2 hrs) half day (3 hrs)	Carroll	H Humetewa	Y	N	
10/15/19	11					1.3 Engaging in any behavior that is disruptive to orderly classroom instruction-- CNM security reported students spitting out of 4th floor classroom window	5th	2days ISS (over 3days) - PSAT (2hrs) 1day (half day) 1day (full day)	Carroll	H Humetewa	Y	N	Admitted to spitting out of the window
10/16/19	9					3.3 Using profane language toward another student-- responded to another student "F*** you"; 1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction- verbal altercation in the classroom	5th	2days OSS, Restorative circle (if both parties are willing)	Mata	H Humetewa	Y	N	
10/16/19	11					3.3 Using profane language toward another student-- responded to another student "F*** you"; 1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction- verbal altercation in the classroom	5th	2days OSS, Restorative circle (if both parties are willing)	Mata	H Humetewa	Y	Y	
10/16/19	12					1.5 Failing to attend class, without a valid excuse	4th	LD 2days	Beenen	H Humetewa	N	N	
10/16/19	12					1.5 Failing to attend class, without a valid excuse	3rd	LD 1day	Wings	H Humetewa	Y	N	Pam contacted, intervened.
10/16/19	12					3.4 Seriously repeating inappropriate behavior in group 1: 1.5 Failing to attend class, without a valid excuse; 2.7 Defying the authority of school personnel.	4th through 6th	Saturday School- 3hrs, six hours of community service (site TBD), suspension from all NACA-based extracurricular activities- 2weeks	Mr.S. Beenen, Wings	H Humetewa	N	N	
10/16/19	9					1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction	5th	LD 1day (with Mata, core values lesson for class)	Mata	H Humetewa	Y	Y	

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
10/21/19	9					4.6 Any behavior not otherwise listed in groups 1 through 4 of this handbook. Very seriously disrupting the educational process, throwing a ball in the multipurpose room, breaking a window.	Lunch	Student will pay restitution to NACA for 1/3 of the cost to repair the broken window. He and other students involved will also address the student body at Morning Circle to remind students to be careful while they are on campus.	H Hurnetewa	H Hurnetewa	Y	N	
10/21/19	9					4.6 Any behavior not otherwise listed in groups 1 through 4 of this handbook. Very seriously disrupting the educational process, throwing a ball in the multipurpose room, breaking a window.	Lunch	Student will pay restitution to NACA for 1/3 of the cost to repair the broken window. He and other students involved will also address the student body at Morning Circle to remind students to be careful while they are on campus.	H Hurnetewa	H Hurnetewa	N	N	
10/21/19	9					4.6 Any behavior not otherwise listed in groups 1 through 4 of this handbook. Very seriously disrupting the educational process, throwing a ball in the multipurpose room, breaking a window.	Lunch	Student will pay restitution to NACA for 1/3 of the cost to repair the broken window. He and other students involved will also address the student body at Morning Circle to remind students to be careful while they are on campus.	H Hurnetewa	H Hurnetewa	N	N	
10/22/19	10					2.4 Failing to abide by school rules not otherwise published in the student handbook--throwing objects over the with floor balcony	Passing period before 6th	Student/principle conference, 1day ISS	H Hurnetewa	H Hurnetewa	Y	N	
10/22/19	12					1.6 Persistently arriving tardy to class-- 3rd period Env. Sci	3rd	Student/Principle Conference, LD 5days, Loss of off campus privileges, 5days	Stokhoff deJong	H Hurnetewa	N	N	
10/23/19	10					3.9 Bullying Behaviors	3rd/6th	2days OSS	Mata	Carroll	Y	Y	
10/23/19	12					2.1 Leaving campus without permission	4th	2days OSS	Stokhoff deJong	H Hurnetewa	N	N	student withdrew
10/23/19	12					2.1 Leaving campus without permission	4th	2days OSS	Stokhoff deJong	H Hurnetewa	N	N	
10/28/19	9					1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction-- Nutrition policy violation.	1st	Student/Principle Conference	Dillabaugh	H Hurnetewa	Y	Y	
10/29/19	9					1.5 Failing to attend class, without a valid excuse	2nd-6th	LD 2days	H Hurnetewa	H Hurnetewa	N	N	
10/29/19	9					1.5 Failing to attend class, without a valid excuse-- ditching	1st, 5th	LD 1day	H Hurnetewa	H Hurnetewa	N	N	

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admin	Silva Notified SMD Y or N	BIP	Notes
11/6/19	9					5.17 Use/Possession of illegal drugs/contraband-- Marijuana/ paraphernalia	3rd	OSS 5days	H Humelewa	H Humelewa	N	N	
11/7/19	9					1.5 Failing to attend class, without a valid excuse	1st, 2nd, 3rd, 5th, 6th	Student/Principle Conference, ISS 1day	Phipps/ Laybourne	H Humelewa	N		
11/12/19	9					1.5 Failing to attend class without a valid excuse; 2.4 failing to abide by school rules and regulations not otherwise published in the student handbook-- being in an unauthorized area: stairwell above 4th floor	6th	Student/Principle Conference, ISS 1day	Laybourne	H Humelewa	N	N	
11/18/19	10					3.4 Repeatedly disobeying inappropriate behavior-- 1.5 Failing to attend class, without a valid excuse; 2.1 Leaving school/campus without permission	6th	ISS 2days, Restorative Circle- TBA	Phipps	H Humelewa	N	N	
11/18/19	10					3.4 Repeatedly disobeying inappropriate behavior-- 1.5 Failing to attend class, without a valid excuse; 2.1 Leaving school/campus without permission	6th	ISS 2days, Restorative Circle- TBA	Phipps	H Humelewa	Y	N	
11/20/19	10					2.7 Defying the authority of School Personnel: 3.9 Bullying Behaviors	Passing period before 5th	Student/Principle Conference, Letter of Apology, 9hrs of community service	H Humelewa	H Humelewa	N		
11/20/19	10					2.7 Defying the authority of school personnel	passing period before 6th	Student/Principle Conference, LD 1day	Laybourne	H Humelewa	N	N	
11/21/19	9					3.4 Persistently disobeying behaviors in groups 1 through 3: 2.7 Defying the authority of school personnel	6th	Student/Principle Conference, 1day Set up monthly meeting to support student's behavior in school	Charles	H Humelewa	Y	Y	
11/21/19	10					4.9 Behavior not otherwise listed in groups 1 through 4 of this handbook disrupting very seriously the educational process-- Creating, distributing (Posting on walls/handling to students) seriously offensive publications of a sexual nature	ALL	Student/principle conference, OSS 2days Community service- Sensitivity training through Coalition to Stop Violence Against Native Women	Page/ Laybourne	H Humelewa	N	N	

Date	Grade	Student First Name	Student Last Name	Parent/Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow Up Admn	Silva Notified SMD Y or N	BIP	Notes
11/21/19	10					4.9 Behavior not otherwise listed in groups 1 through 4 of this handbook disrupting very seriously the educational process-- Creating, distributing (Posting on walls/handling to students) seriously offensive publications of a sexual nature	All	Student/principle conference, OSS 2days Community service- Sensitivity training through Coalition to Stop Violence Against Native Women	Page/ Laybourne	H Humelewa	N	N	
11/21/19	9					3.2 Fighting involving physical contact between 2 people with intent to harm, no injuries result	6th	ISS 1day Mediation with other student involved-- parents included	Charles	H Humelewa	Y	N	
11/21/19	9					3.2 Fighting involving physical contact between 2 people with intent to harm, no injuries result	6th	ISS 1day Mediation with other student involved-- parents included	Charles	H Humelewa	Y	N	
11/25/19	9					5.8 Engaging in any illegal behavior-- interfering with school's educational process: 5.17 Possession of drugs, BEFORE SCHOOL	3rd	OSS 5days, with Title 1 referral	Rodriguez	H Humelewa	N	N	
12/9/19	9					2.4 Failing to abide by school rules not otherwise published in the Student Handbook-- Throwing objects over the 4th floor balcony; 2.5 Exhibiting obscene materials-- displaying condoms on the 3rd floor north open space.	6th	Conference, ISS 2days	H Humelewa	H Humelewa	Y	N	
12/10/19	9					2.7 Defying the authority of school personnel; 3.3 Using seriously offensive, profane, language towards a school official; 3.8 Overtly displaying gang affiliation	2nd	OSS 2days Reflection sheet	Dillabaugh	H Humelewa	Y	Y	
12/10/19	9					3.4 Repeated inappropriate behaviors listed in groups 1 through 3: 1.5 Failing to attend class, without valid excuse-- Ditching class	1st	ISS 1day (initially set up reverse suspension, family was unable to attend class with student)	Dillabaugh	H Humelewa	N	N	
12/1/19	9					5.8 Engaging in any other illegal behavior-- interfering with the school's educational process-- being in a restricted area, female restroom; 3.9 Bullying Behaviors-- comment towards a female student "this b**** said I went into the girls bathroom"	After school	Parent/Student/principle conference, OSS 5days Reflection sheet	H Humelewa	H Humelewa	N		

Date	Grade	Student First Name	Student Last Name	Parent/ Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow up Admin	Silva Notified SWD Y or N	BIP	Notes
1/7/20	9					1.5 Failing to attend class, without a valid excuse	5th	Student/Principle LD 2days	Laybourne	H Humetewa	N		
1/7/20	11					5.17 Possession of illegal drugs--"look alike" CBD oil/E-Cig paraphernalia	passing period before 6th	OSS 5days	Laybourne	H Humetewa	N		
1/10/20	9					3.9 Bullying Behaviors	4th	Student/Principle inference OSS 2days	Carroll	H Humetewa	Y	Y	
1/15/20	9					4.11 Possessing any dangerous material as defined by the student handbook - E-Cig paraphernalia 3.4 Repeated inappropriate behavior listed in group 1: 1.5 Failing to attend class without a valid excuse-- Ditching	passing period before 6th	ISS 2days	Carroll	H Humetewa	Y	Y	
1/21/20	9					Inappropriate behavior listed in group 1: 1.5 Failing to attend class without a valid excuse-- Ditching	2nd/5th	Conference, ISS 1day	Page/Bitismie	H Humetewa	N		
1/21/20	9					1.5 Failing to attend class, without a valid excuse	4th	Conference, LD 2days	Bitismie	H Humetewa	N		
1/21/20	10					3.9 Bullying Behaviors/Cyber Bullying	Afterschool/ 1st	1/29/20 Mediation- Student/Principle inference, OSS 2days	H Humetewa	H Humetewa	Y	N	
1/22/20	9					3.4 Repeated seriously inappropriate behaviors listed in groups 1 through 3: 1.5 Failing to attend class, without a valid excuse, Ditching 6th--3rd Violation	6th	Parent/Student/ Principle inference, ISS 1 1/2days, Mandatory parent meeting	Laybourne	H Humetewa	N		
1/22/20	9					2.3 Participating in any unacceptable minor physical actions	Lunch	Mediations, No Discipline, documentation only	H Humetewa	H Humetewa	N		
1/29/20	9					1.5 Failing to attend class, abuse of pass	6th	Student/Principle inference LD 1day	Montoya	H Humetewa	N		
1/29/20	9					1.5 Failing to attend class, abuse of pass	6th	Student/Principle inference LD 1day	Montoya	H Humetewa	N		
1/30/20	10					3.4 Repeating inappropriate behaviors listed in Groups 1 through 3-- 1.5 Failing to attend class without a valid excuse, ditching	3rd	Counseling referral- First Nations, Conference, Hiyipo Boys group referral	Page	H Humetewa	N		
1/30/20	9					1.5 Failing to attend class without a valid excuse-- ditching	Advisory	LD 1day, Student/Principle Conference	Page	H Humetewa	N		
1/31/20	9					1.5 Failing to attend class without a valid excuse-- ditching	Eco-Friday	LD 1day, Student/Principle Conference	Beenen	H Humetewa	N		
1/31/20	9					1.5 Failing to attend class without a valid excuse-- ditching	Eco-Friday	Student/Principle Conference, LD 2days, SAT referral	Beenen	H Humetewa	N		
2/3/20	9					1.2 Leaving the classroom without permission-- Student left class without permission for the 4th time	5th	Conference, LD 2days	Laybourne	H Humetewa	N		

Date	Grade	Student First Name	Student Last Name	Parent/ Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow up Admin	Silva Notified SMD Y or N	BIP	Notes
2/4/20	9					1.5 Failing to attend class without a valid excuse-- ditching	1, 2, 2003	ISS 1day (over 2 half days)	H Humetewa	H Humetewa	N		
2/6/20	9					1.5 Failing to attend class without a valid excuse-- ditching	5th	Conference, LD 2days	Reed	H Humetewa	N		
2/6/20	12					3.3 Bullying behaviors	6	Student/Principle Conference, Mediation- declined by other party	Stokhoff deJong	H Humetewa	N		
2/20/20	9					1.5 Failing to attend class without a valid excuse, 2.1 Leaving School/Campus	4th	Student/Principle Conference, ISS 2days	H Humetewa	H Humetewa	Y	Y	
2/25/20	9					3.4 Repeated inappropriate behaviors listed in groups 1 through 3 in the student handbook, 1.5 Failing to attend class, without valid excuse-- Ditching	6th	Parent/Student/Principle Conference, SS 3days, Mandatory parent meeting, Attempted reverse suspension	Page	H Humetewa	N		
2/26/20	12					2.7 Defying authority of school personnel	6th	Student/Principle Conference, Mediation- 2/27/20	Stokhoff deJong	H Humetewa	N		
2/26/20	11					1.5 Failing to attend class, without a valid excuse-- ditching	3rd	LD 2days	Montoya	H Humetewa	N		
2/27/20	11					2.7 Defying authority of school personnel	Advisory	Mediation with Teacher	Stokhoff deJong	H Humetewa	N		
3/4/20	9					2.5 Publishing profane language/ graffiti	lunch	Student/Principle Conference, ISS 1day, Referral to Hiypo Boys group	Black Elk	H Humetewa	Y	N	
3/4/20	12					3.4 Persistently disobeying behaviors listed in groups 1 through 3-- 2.7 defying the authority of school personnel; 2.4 Failing to abide by school rules and regulations not otherwise published in the student handbook-- Skateboard tricks on CNM campus (reported by CNM security)	Lunch	Student/Principle Conference, SS 2days, 4 mandatory sessions with Hiypo Boys group, Skateboard confiscated for 2 weeks	H Humetewa/ CNM Security	H Humetewa	N		
3/5/20	9					1.5 Failing to attend class, without a valid excuse, 2.1 Leaving campus without permission-- McDonalds	1st	ISS 1day	H Humetewa	H Humetewa	Y	N	
3/5/20	9					3.4 Repeated Seriously inappropriate behaviors listed in Groups 1 through 3; 1.5 Failing to attend class without a valid excuse Ditching 6th period**4TH VIOLATION***, 2.1 Leaving School/Campus without Permission-- McDonalds	1st	Student/Principle Conference, SS 1day, Attendance Contract	H Humetewa	H Humetewa	N		

Date	Grade	Student First Name	Student Last Name	Parent/ Guardian	Phone Number	Infraction by Group 1-6	Class/Period	Consequence	Person Referring	Follow up Admin	Silva Notified SWD Y or N	BIP	Notes
3/6/20	9					1.5 Failing to attend class without a valid excuse; 2.1 Leaving School/Campus without Permission-- McDonald's	1st	Student/Principle Conference, ISS 1day	H Humetewa	H Humetewa	Y	Y	
3/10/20	9					Violation of Attendance Contract--1st Violation-- 3.4 Repeated Seriously inappropriate behaviors listed in Groups 1 through 3; 1.5 Failing to attend class without a valid excuse--Ditching 1st period--5TH VIOLATION***	1st	After school detention, 1day, ISS 1day	Dillabaugh	H Humetewa	N		
3/10/20	9					3.4 Repeating inappropriate behaviors listed in Groups 1 through 3 of the Student Handbook-- 1.5 Failing to attend class without a valid excuse;	1st	Student/Principle Conference ISS 1day	Dillabaugh	H Humetewa	Y	Y	
3/10/20	9					1.6 Persistently arriving tardy for class-- Excessive Tardies	1st	Conference, LD 2days	Laybourne	H Humetewa	N		
3/10/20	9					3.4 Repeating inappropriate behaviors listed in Groups 1 through 3 of the Student Handbook-- 1.5 Failing to attend class without a valid excuse;	4th	Conference, ISS 2days	H Humetewa	H Humetewa	Y	Y	
3/10/20	9					3.3 Using profane, seriously offensive language- harassment; 2.7 Defying the authority of school personnel	Lunch	OSS 3days, Required family meeting (did not occur due to early end of school)	Laybourne	H Humetewa	N		
3/10/20	9					2.1 Leaving Campus without permission, 1.5 Failing to attend class, without a valid excuse	4th, 5th, 6th	LD 2days, ISS 1day	Waconda	H Humetewa	N		
3/10/20	10					3.4 Repeated inappropriate behaviors listed in groups 1 through 3; 1.5 Failing to attend class, without a valid excuse	1st	Parent/Student/ Principle Conference, ISS 1day	H Humetewa	H Humetewa	Y	N	
3/11/20	9					4.11 Possessing dangerous objects as defined by the student handbook: Vape (E-Cig) Apparatus	Passing period before 3rd	Parent/Student/ Principle Conference, ISS 3days, PIP referral	S Douma	H Humetewa	Y	Y	