

TRIBAL EDUCATION STATUS REPORT



CUBA INDEPENDENT SCHOOL DISTRICT

Our Mission

The Cuba Independent School District prepares diverse 21st century learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for the learners we serve.

SY 2019 - 2020

TRIBAL EDUCATION STATUS REPORT SY 2019 - 2020

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TRIBAL EDUCATION STATUS REPORT



**CUBA
INDEPENDENT
SCHOOL
DISTRICT**

**SY
2019 - 2020**

Table of Contents

Executive Summary and Demographic.....	Pages 4-6
Introduction.....	Page 7
Statutory Requirements.....	Pages 8-9
Indicator 1 - Student Achievement.....	Pages 10-17
Indicator 2 - School Safety.....	Pages 18-23
Indicator 3 - Graduation Rates.....	Pages 24-27
Indicator 4 - Attendance.....	Pages 28-32
Indicator 5 - Parent and Community Involvement.....	Pages 33-34
Indicator 6 - Educational Programs Targeting Tribal Students.....	Pages 35-40
Indicator 7 - Financial Reports.....	Pages 41-44
Indicator 8 - Current Status of Federal Indian Education Policies and Procedures.....	Page 45
Indicator 9 - School District Initiatives to Decrease Number of Student Dropouts and Increase Attendance.....	Pages 46-49
Indicator 10 - Public School Use of Variable Calendars.....	Page 50
Indicator 11 - School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils, and Tribal, Municipal and Indian Organizations.....	Pages 51-53
Indicator 12 - Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students.....	Page 54
Conclusion.....	Pages 55-56
Appendix 1 - CISD Indian Policies and Procedures.....	Page 57

TRIBAL EDUCATION STATUS REPORT
Cuba Independent School District
SY 2019-2020

Executive Summary

The Cuba Independent School District (CISD) continues to serve several at-risk communities, which include the Village of Cuba, and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The communities are struggling with economic development due to the fact that mining, logging and other economic entities have left the area due to various reasons. This is a snowball effect leaving the most vulnerable, who are not able to relocate for better economic opportunities, to struggle with the situation at hand.

Specific indicators include: a) Communities have a 20.5% unemployment rate (2010 Census); b) High poverty is the norm as evidenced by 100% of students qualifying for free and reduced lunch; c) CISD has the highest At-Risk Index rating of all districts in New Mexico; d) High rates of student mobility from school to school, within and outside of the district, impact student development and achievement;

Based on an extensive needs assessment, in SY 2019-2020, the Cuba Independent School District (CISD) gained input from parents, staff, community members, and students. Collaboration on student and family needs was also conducted with the Navajo Nation, Counselor Chapter, Ojo Encino Chapter, Torreon Chapter, Indian Education Committee, faith based groups, and local businesses. Through the qualitative and quantitative data collected and analyzed, many areas of need arose for the Native American students and their family groups such as support in Reading, Math, technology access and utilization, transportation, and clearer learning expectations. Another major element of need is the school support and partnership with regards to native language acquisition and cultural understanding for students.

District Demographics

The following charts provide information on total student enrollments the number / percentage of Native American Students, and data regarding Native American students enrolled in the Cuba Independent School District for SY 2016-2017, SY 2017-2018, SY 2018-2019, and SY 2019-2020.

SCHOOL YEAR	TOTAL DISTRICT ENROLLMENT	TOTAL NATIVE AMERICAN (NA) STUDENTS	% NA STUDENTS
2016-2017	554	356	64%
2017-2018	548	375	68%
2018-2019	559	376	67%
2019-2020	572	410	71%

Native American Students	2016 -17		2017 -18		2018 -19		2019 -20	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Economically Disadvantaged	356	100%	375	100%	358	100%	410	100%
Title 1 Part A - Schoolwide	356	100%	375	100%	358	100%	410	100%
With Disabilities	63	17.6%	6372	19.2%	65	18.2%	67	16%
English Language Learners	109	34%	76	21.3%	174	46.4%	185	45%

Native American Academic Performance

The Cuba Independent School District (CISD) is ranked 89th out of 89 school districts for at-risk students in NM. CISD students are considered most at-risk within the state. Native American students across the district are struggling in many areas including academic performance. In SY 2018-2019, only 14% of all Native American students were proficient or above in reading, as compared to the NM state average of 34%. Only 3% of all Native American students were proficient or above in math as compared to the NM state average of 20%. In Science, only 9% of all Native American students were proficient or above as compared to the NM state average of 35%.

Native American Graduation Rates

There is an area that seems to be making an impact for Native American students at CISD, graduation rates. For the 2018-2019 SY the Native American student graduation rate was 81.7% this is an increase of 14.6 percentage points from 2017-2018 SY. In addition, this rate is higher than the State of New Mexico graduation rate for all students (75%) and higher than the State of New Mexico graduation rate for Native American students (69%). The CISD staff and community members attribute the increase in graduation rate is the holistic collaboration of high school staff plus efforts of the district Family Center and the Family Center Liaison.

Native American Student Well Being

In SY 2019-2020, Native Americans students comprised 71% of the student population and student infraction data for 2019-2020 indicates that 66% of all student infractions were committed by Native American students. Of these infractions committed by Native American students the percentages of the incidents were: 33% drug/alcohol/tobacco; 1% weapons possession; 1% violence/robbery; and 71% disorderly conduct related.

Students struggle with self-esteem, self-worth, and self-identity along with family and cultural support at home. Although CISD has begun to focus in these areas to support students, there still is a gap in what students need to have healthy development and growth. The CISD staff and community members feel that students need supplemental support addressing self-esteem, self-worth and self-identity through the learning and use of Navajo language and culture. Staff and community have expressed the need to partner with each other to help support students in growing in these areas.

CISD has taken some critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan will be to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

The district is seeking to streamline the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self identity, self worth, self esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.

The CISD Tribal Education Status Report provides specific information in the following twelve indicators: (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.

Introduction

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 must include the twelve indicators listed herein. The report must be provided on or before July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2015–2016, report must be completed no later than May 31, 2017; and
- For subsequent years, report must be submitted no later than July 30th.

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; and
- Data-driven decision-making through the analysis of districtwide data.

Statutory Requirements

Article 23A Indian Education 22-23A-7 Report

Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT

6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)

A. Per the IEA rules, beginning at the close of the school year 2015-2016, each school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries. The report(s) must be provided no later than July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

B. The report must include the following information based upon data from the immediately preceding school year:

- (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.

Each indicator must address the following elements.

a) Objective: This section can be taken directly or modified from the objective provided in the state-wide TESR report and/or tailored to the school district's priorities.

b) Background: This section can be taken directly or modified from IED's background report as provided in the state-wide TESR report and/or tailored to the school district's priorities.

c) Methods: This area should include the how information and/or data was collected for all 12 TESR indicators.

d) Results: This area should include a brief analysis of each indicator. You may use a variety of charts and tables to address this component.

e) Conclusion: This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.

f) Action Plan. This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.

Indicator 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, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

Results

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

**Assessment Results: All Students and Native American Students
SY 2018-2019**

Subgroup	Reading Total	Reading Percent Proficient	Math Total	Math Percent Proficient	Science Total	Science Percent Proficient
American Indian Students Statewide (NM)	35,439	25	27,049	12	10,542	20
American Indian Students Districtwide (Cuba)	327	14	260	3	129	9
Difference		-11		-9		-11
All Economically Disadvantaged Students	464	19	377	4	180	13
American Indian Students Economically Disadvantage	323	14	256	3	129	9
Difference		-5		-1		-4
All English Language Learners	181	6	142	≤2	65	≤5
American Indian English Language Learners	164	5	128	≤2	57	≤5
Difference		-1		N/A		N/A
All Non English Language Learners	287	28	239	5	115	18
American Indian Not English Language Learners	163	23	132	4	72	13
Difference		-5		-1		-5
Non American Indian Students with Disabilities	31	≤10	27	≤10	16	≤20
American Indian Students with Disabilities	63	≤5	54	≤5	25	≤10
Difference		N/A		N/A		N/A
Non American Indian Students without Disabilities	110	38	94	7	35	34
American Indian Students without Disabilities	264	16	206	3	104	11
Difference		-22		-4		-23
American Indian Students Male	191	14	150	3	68	7
American Indian Students Female	136	13	110	3	61	10
Difference		-1		0		+3

Reading Achievement

Three-Year Comparison: All Students and American Indian Students

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	484	28%	505	25%	-3	468	19%	-6
American Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-8		-7			-5	

Three-Year Comparison: Hispanic Students and American Indian Students

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
Hispanic Students	141	43%	142	40%	-3	119	33%	-7
American Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-23		-22			19	

Three-Year Comparison: Caucasian Students and American Indian Students

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
Caucasian Students	18	39%	20	25%	-14	15	≤20	N/A
American Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-19		-7			N/A	

Math Achievement

Three-Year Comparison: All Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	390	7%	429	6%	-1	381	4%	-2
American Indian Students	259	3%	288	3%	0	260	3%	0
Pct Diff		-4		-3			-1	

Three-Year Comparison: Hispanic Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
Hispanic Students	115	16%	122	11%	-5%	102	6%	-5%
American Indian Students	259	3%	288	3%	0	260	3%	0
Pct Diff		-13		-8			-3	

Three-Year Comparison: Caucasian Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
Caucasian Students	13	≤20	18	≤20	N/A	14	≤20	N/A
American Indian Students	259	3%	288	3%	0	260	3	0
Pct Diff		N/A		N/A			N/A	

Science Achievement

Three-Year Comparison: All Students and American Indian Students

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	119	25%	169	27%	+2	180	13%	-14
American Indian Students	78	18%	119	19%	+1	129	9%	-10
Pct Diff		-7		-8			-4	

Three-Year Comparison: Hispanic Students and American Indian Students

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
Hispanic Students	37	41%	41	48%	+7	41	29%	-19
American Indian Students	78	18%	119	19%	+1	129	9%	-10
Pct Diff		-23		-29			-20	

Three-Year Comparison: Caucasian Students and American Indian Students

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
Caucasian Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian Students	78	18%	119	19%	1	129	9%	-10
Pct Diff		N/A		N/A			N/A	

Conclusion

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

SY 2018-2019 results as follows:

Reading Achievement

In comparing Native American student reading score results for the category "Proficient or Above" to All Students, the gap between the two groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for All Students dropped at a higher rate than the Native American test results. Neither groups increased their test rate results over the three year school period.

Reading Assessment results indicate that Native American student reading score results for the category "Proficient or Above" decreased by 4% from SY 2017-2018 to SY 2018-2019. Native American students Reading Assessment results are lower than the group "All Students" for all three school years (2016-2017; 2017-2018; 2018-2019).

In comparing Native American student reading score results for the category "Proficient or Above" to Hispanic Students, the gap between the two ethnic groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for Hispanic Students dropped at a higher rate than the Native American test results. Neither ethnic groups increased their test rate results over the three year school period.

Due to the low number of Caucasian Students tested in SY 2017-2018 and 2018-2019, test result percentages for this ethnic group were not calculated.

Math Achievement

In comparing Native American student math score results for the category "Proficient or Above" to All Students, the gap between the two groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for All Students dropped at a higher rate than the Native American test results. Neither groups increased their test rate results over the three year school period.

Native American student Math Assessment results for the category “Proficient or Above” remained the same from SY 2017-2018 to SY 2018-2019. In school years 2017-2018 and 2018-2019, Native American student Math Assessment results are lower than the group “All Students”.

In comparing Native American student math score results for the category "Proficient or Above" to Hispanic Students, the gap between the two ethnic groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for Hispanic Students dropped at a higher rate than the Native American test results. Neither ethnic groups increased their test rate results over the three year school period.

Due to the low number of Caucasian Students tested in SY 2017-2018 and 2018-2019, test result percentages for this ethnic group were not calculated.

Science Assessment

In comparing Native American student science score results for the category "Proficient or Above" to All Students, the gap between the two groups decreased in SY 2018-2019. The gap decreased, however, because the score results for All Students dropped at a higher rate than the Native American test results. The group “All Students” assessment results dropped by 14 percentage points and the group “Native American Students” assessment results dropped by 10 percentage points.

In comparing Native American student science score results for the category "Proficient or Above" to Hispanic Students, the gap between the two ethnic groups decreased in SY 2018-2019. The gap decreased, however, because the score results for “Hispanic Students” dropped at a higher rate than the Native American test results. The assessment results of “Hispanic Students” dropped by 19 percentage points and “Native American Students” assessment results dropped by 10 percentage points.

Action Plan

CISD will continue to strengthen programs that focus on Native American students as follows:

1. Disaggregate student test scores to the sub-group level to better compare the impact of the educational system on the various ethnic groups.
2. Re-evaluate the use of federal funds to ensure the needs of Native American students are being met.
3. Employ a Transformational Community Engagement Coordinator to communicate and collaborate with Native American families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.

4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for Native American students.
5. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Middle School.
6. Increase training for teachers on addressing the needs of Native American students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention.
9. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.

Indicator 2 - School Safety

Objective

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

Background

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

- assist schools and their community partners in the revision of the school-level safety plans;
- prevent an occurrence and/or recurrences of undesirable events;
- properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the

PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods

All New Mexico school districts and charter schools submitted their current school safety process through a district-wide survey issued by New Mexico Public Education Department (NMPED) Indian Education Department (IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Each CISD school collected behavioral incidence data and recorded the data in the district's student information system.

Results

Student Infraction Data Report SY 2019-2020 Cuba Independent Schools

GRADE	INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS
6	13: Disorderly Conduct	24	< 10
6	54: Drug Violation	1	< 10
7	9: Other Violence: Robbery using force	2	< 10
7	13: Disorderly Conduct	11	< 10
7	54: Drug Violation	1	< 10
8	13: Disorderly Conduct	24	16
9	13: Disorderly Conduct	11	< 10
9	54: Drug Violation	4	< 10
9	55P: Alcohol use	1	< 10
10	13: Disorderly Conduct	3	< 10
10	54: Drug Violation	2	< 10
10	55U: Alcohol use	1	< 10
11	13: Disorderly Conduct	4	< 10
11	54: Drug Violation	8	< 10
12	13: Disorderly Conduct	13	< 10
12	51: Weapons Possession	1	< 10
12	54 Drug Violation	14	< 10
12	55U Alcohol Use	1	< 10
12	56 Tobacco Use	1	< 10
TOTALS		127	84

Student Infraction Data Report SY 2018-2019
Cuba Independent Schools

GRADE	INFRACTION	TOTAL # INCIDENTS	TOTAL # OF STUDENTS
6	5: Assault/ battery simple	1	< 10
7	13: Disorderly Conduct	2	< 10
8	13: Disorderly Conduct	1	< 10
10	13: Disorderly Conduct	6	< 10
10	54: Drug Violation	4	< 10
10	5: Assault/ battery simple	1	< 10
11	54: Drug Violation	5	< 10
11	5: Assault/ battery simple	1	< 10
12	54: Drug Violation	3	< 10
12	55U: Alcohol use	1	< 10
TOTALS		25	25

Student Infraction Data Report SY 2017-2018
Cuba Independent Schools

GRADE	INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS
6	14: Bullying	3	< 10
6	54: Drug Violation	6	< 10
7	55P: Alcohol Possession	1	< 10
7	54: Drug Violation	1	< 10
8	11: Other Violence General	1	< 10
9	54: Drug Violation	6	< 10
9	55U: Alcohol Use	2	< 10
9	56: Tobacco Use	3	< 10
10	13: Disorderly Conduct	1	< 10
10	54: Drug Violation	6	< 10
10	55U: Alcohol Use	1	< 10
10	56: Tobacco Use	4	< 10
11	45: Vandalism	2	< 10
11	54: Drug Violation	2	< 10
11	55U: Alcohol Use	1	< 10
11	55P: Alcohol Possession	1	< 10
12	45: Vandalism	1	< 10
12	54: Drug Violation	2	< 10
12	56: Tobacco Use	4	< 10
TOTALS		48	44

Results (Continued)

In SY 2019-2020, CISD staff increased their efforts to track and address student infractions throughout the district. This resulted in an increase in the reporting of student infractions.

The Student Infraction Data Report for SY 2019-2020 demonstrates that in grades 6 through 10, the most frequent infraction was “Disorderly Conduct”. In grades 11 and 12, the most frequent infraction was “Drug Violation”.

The number of reported incidents was much higher in Grade 6 (Total=25), Grade 8 (Total=24) and grade 12 (Total = 30), and the least number of infractions occurred in grade 10 (Total=6).

Repeat offender Infractions occurred as follows: Grade 6 = 4 repeat offenders; Grade 7 = 3 repeat offenders; Grade 8 = 5 repeat offenders ; Grade 9 = 4 repeat offenders ; Grade 10 = 2 repeat offenders ; Grade 11 = 1 repeat offender ; Grade 12 = 7 repeat offenders.

Of the total Native American student population of 400, taking into account repeat offenders, only 84 students (21%) incurred a behavioral infraction during School Year 2019-2020.

Conclusion

In SY 2019-2020, Native Americans students comprised 71% of the student population and student infraction data for 2019-2020 indicates that 66% of all student infractions were committed by Native American students. Of these infractions committed by Native American students the percentages of the incidents were: 33% drug/alcohol/tobacco; 1% weapons possession; 1% violence/robbery; and 71% disorderly conduct related.

Students struggle with self-esteem, self-worth, and self-identity along with family and cultural support at home. Although CISD has begun to focus in these areas to support students, there still is a gap in what students need to have healthy development and growth. The CISD staff and community members feel that students need supplemental support addressing self-esteem, self-worth and self-identity through the learning and use of Navajo language and culture. Staff and community have expressed the need to partner with each other to help support students in growing in these areas.

The Cuba School District will continue to examine possible options for lowering infractions at all levels with a focus on the grades with the highest levels of infractions and students who are repeat offenders.

Action Plan

In order to ensure that CISD students attend safe, secure, and peaceful schools, the district maintains the ten required assurances as follows:

- Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
- Bullying Prevention
- Child Abuse and Neglect
- Discipline Policy (including Bus Disruptions)
- Emergency Drills
- Food Safety Inspections
- Identification and Badging
- Integrated Pest Management
- Review, Revise, and Share the Plan
- Tobacco, Alcohol and Drug Free Schools

The CISD also has required district training in place, which includes:

- Civil Rights/ Harassment/ American with Disabilities Act
- Ethics and Conflict of Interest
- Confidential Information Regulations
- Employee Regulations
- Social Media Guidelines
- Child Abuse and Neglect
- Suicide Prevention
- Student Health Concerns
- Additional Health Trainings and Threat Assessment
- Technology Use (SPAM/ Phishing, Email Security)
- Undocumented Students
- Bullying (including Cyber Bullying)

In addition, each school building has in place and implements: Discipline Policies and Procedures; Staff and Student Policy Handbooks; Emergency Policies and Procedures including Fire, Evacuation and Lock-Down Drills; Tobacco, Alcohol and Drug Free Schools Policies; Food Safety Inspections.

School staffs wear required identification badges and all visitors are required to sign in and must wear a visitor's nametag.

The district also has a District Safety Committee, which meets monthly and CISD works directly with Presbyterian Medical Services on campus to provide health services to all students. The district also has a Student Health Advisory Committee that meets bi-monthly to plan Health Fair and Safety Awareness Day.

CISD has three counselors in the district that work with student social and emotional needs and the district partners with Cooperative Educational Services to access ancillary social workers when needed. CISD has developed, and implements, a District Wellness Policy.

Indicator 3 - Graduation Rates

Objective

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

Background

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US 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 Native American students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. Detailed rates by traditional subgroups, aggregated by school and district, can be found on the PED website. The results of the extended years' graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Results

4 Year Graduation Rate 2017-2018, 2018-2019 Group	2017-2018	2018-2019	Difference between 2017-2018 and 2018- 2019
All Students	70.4	83.8	13.4
Native American Students	67.1	81.7	14.6

Conclusion

The 4 Year Graduation Rate charts demonstrate graduation rates overall for Native American students increased by 14.6% from 67.1% in SY 2017-2018 to 81.7% for SY 2018-2019.

Although there was an increase in Native American student graduation rates, however, these rates continue to be lower each school year than the group “All Students”. In SY 2017-2018, the Native American student graduation rate was 3.3% lower than the group “All Students”. In SY 2018-2019, the Native American student graduation rate was 2.1% lower than the group “All Students”.

Action Plan

The Cuba School District has taken some critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one’s self-esteem, self-worth and self-identity.

The district plans to continue implementing the following strategies:

- Continue to implement research-based instructional programs for Math and Reading.
- Continue sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Additional counselor for the high school and elementary school.
- Next Step Plans implemented in the 8th grade, in conjunction with a Career Inventory, that follow students through their Middle and High School Careers and use of a graduation checklist for grades 9-12.

The Cuba School District has taken some critical structural steps in supporting students in their academic performance and graduation.

A key support is the providing of opportunities for students to learn about their Navajo culture and language. This included the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

In SY 2020-2021, the Cuba School District will seek to streamline the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self identity, self worth, self esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.

To accomplish this, the Cuba School District is transforming the current district-wide Family Center into the Native American Student Support Program. The Native American Student Support Program (NASSP) will further develop and provide support and resources for Native American students, developed in partnership with students, parents, community organization, and local tribes.

The goal of the program is to support the cultural identities of all Cuba School District Native American students while providing resources so that they can meet NMPED education standards and Cuba School District goals for all students.

To accomplish this goal, the Family Center Liaison position will be changed into the Native American Student Support Program Director. The NASSP Director will administer the program to ensure a cohesive district wide support system exists for all Native American students.

NASSP district wide components include:

1. Support in the coordination of all Native American grant applications and implementation;
2. Support in district wide Native American initiatives and implementation;
3. Support in the coordination of parent outreach efforts;
4. Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
5. Collaboration with Diné Language Teachers;
6. Support in the coordination of staff development as related to meeting the needs of Native American students;

7. Support in the coordination of consultants and volunteers that address self-esteem, self-worth and self-identity through the use of Native American language and culture;

8. Support in the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team;

Indicator 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 Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every Native American 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 Native American student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods

CISD schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truant students in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS.

Results

The following charts summarize districtwide and school site attendance rates for the Cuba School District.

**ATTENDANCE RATE BY DISTRICT
K-12**

	2017-2018	2018-2019	2019-2020
ETHNICITY	% PRESENT	% PRESENT	% PRESENT
NATIVE AMERICAN	87.21%	63.63%	88.76%
ASIAN	98.12%	85.74%	96.15%
CAUCASIAN	92.97%	53.08%	87.42%
HISPANIC	94.31%	60.86%	89.19%

Conclusion

Based on the 120th Day Count, the attendance rate for Native American students increased from 63.63% in SY 2018-2019 to 88.76% in SY 2019-2020. The attendance rate for Native American students in SY 2019-2020 is lower than the next largest ethnic group “Hispanics”.

Action Plan

In response to the COVID-19 Public Health Emergency, the New Mexico Public Education Department requires that LEAs select one of the following instructional models: Hybrid Learning Models, Remote Learning Models, Online Schools and Optional Online Instructional Programs. The Cuba School District has selected the Hybrid Learning Models option.

Attendance for Success Act

The Attendance for Success Act (ASA) requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person or remote instructional programs, as provided by their school, each day. The ASA requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational activities at school and during periods of remote only instruction.

For LEAs implementing the Hybrid Learning Models option, in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, ASA requires that accurate attendance data for both must be documented. LEAs are required to develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.

In response to the ASA requirements, CISD has developed, and will implement the following Attendance Action Plan.

How students check in

- Students check in with designated personnel (secretaries/attendance clerks) between 8:00 am and 9:00 am.
- If students are able to access hotspots or the internet they will utilize the Student Attendance Check Form shared through Google Forms.
- Students that are not able to access a hotspot or the internet between 8:00 am and 9:00 am that day will call or text the secretaries/attendance clerks.

How data is readily accessible to teachers/principals/counselors

- Secretaries/attendance clerks document attendance from the Google form by uploading the data into a temporary Google spreadsheet.
- Data is transferred to the Remote Learning Attendance Check document to consolidate the daily attendance.
- Calls/texts will be logged into the Remote Learning Attendance document.
- This document will be shared via Google sheets with each site's teachers, counselors, principals for quick reference.
- Only site administrators and secretaries/attendance clerks will have access to edit this sheet.
- Students are marked P/present or A/abs/absent.
- The sheet is color coded for a quick visual confirmation of who is present (green), who is absent (red) and who has not had attendance taken yet (yellow).

How do concerns get sent to the appropriate staff

- Any concerns that students log on their check in form will be directed to the site administrator by the secretary/attendance clerk.
- Site administrators will direct the concern to the appropriate staff member(s).

How do concerns get sent to Cuba Cares

Site administrators will utilize the Cuba Cares referral document created in Google Forms to notify Cuba Cares of students in more dire need of support.

How do we access reports

Secretaries/attendance clerks will lastly upload the attendance data into Powerschool. Regular reports can be run as will regular notifications of excessive absences.

Medical Absences

Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office.

Tiers of Support

The Attendance for Success Act requires LEAs to classify each student into one of four attendance intervention tiers, based on the percentage of class period and school day absences. The Act provides required interventions for students in each of the tiers. The Act also requires school districts to report, at each reporting period and the end of the year, for each student with an absence, the attendance intervention tier to which the student was assigned during the reporting period.

The four attendance intervention tiers are described below:

TIER 1: The Whole School Prevention Tier is for students who have missed less than five percent of classes or school days for any reason. Whole school prevention strategies are universal attendance supports and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others.

TIER 2: The Individualized Prevention Tier is for students who have missed five percent or more, but less than 10 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 2 elementary students, the attendance team shall talk to the parent/family and inform the parent/family of the student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. For Tier 2 middle or high school students, the attendance team provides the same interventions as for elementary students, and involves the student in their conversations with parent/family.

TIER 3: The Early Intervention Tier is for students who have missed 10 percent or more, but less than 20 percent of classes or school days for any reason. In addition to whole-school prevention

strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student's absenteeism. The notice shall include a date, time, and place for the parent/family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student's age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.

TIER 4: The Intensive Supports Tier is for students who have missed 20 percent or more of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences.

Student Referral to CYFD

Students who continue to have unexcused absences after written notification of excessive absenteeism, shall be reported to the judicial district in which the student resides (Attendance for Success Act, Section 12.B.), and schools are required to report for each reporting date and at the end of the year the students who were referred to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2).

To report students who have been referred to the CYFD for excessive absences in STARS, schools should provide the student with a discipline infraction code of: Referred to CYFD for Excessive Absenteeism (No Response Code Required). No response code will be required for the infraction.

Indicator 5 - Parent and Community Involvement

Objective

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban Native American community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for Native American 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 the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods

CISD identified the following top 3 impactful programs or activities tailored to supporting Native American students, parents, and communities:

1. The use of Native American liaisons to visit families in the more remote areas of the reservation to notify parents of deficiencies.
2. Back-to-school supplies distribution and supplemental instructional materials for Native American teachers.
3. Indian Ed Parent Committee (IEPC)

Results

1. The use of Native American liaisons to visit families in the more remote areas of the reservation proved very successful in keeping parents involved in their children’s education. Parents were grateful to be alerted about any difficulties their children were experiencing.
2. Students and parents were very grateful to receive assistance with obtaining school supplies for their children. In addition, Native American teachers were able to purchase

additional instructional materials that helped Native American students to do better in the classroom.

3. The Indian Education Parent Committee met seven times during SY 2019-2020 as follows: September 4, 2019; October 20, 2019; December 11, 2019; January 15, 2020; February 10 2020; May 26, 2020; June 9, 2020. Due to the COVID-19 Public Medical Emergency, the IEPC was unable to meet during March and April, 2020.

They participated in the district needs assessment process, review all federal program grants, helped to create the Parent and Student Surveys that are distributed to all Native families, made recommendations on the educational needs of Native American students, as well as made recommendations on how funds are spent in support of Native American students. The IEPC shared information with the three Navajo Chapters whose children attend the CISD: Counselor, Ojo Encino and Torreon.

Conclusion

The programs and activities that are being implemented in support of Native American parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of Native American students in classrooms.

Action Plan

CISD will continue to review the impact of programs and activities that are being implemented in support of Native American parents and students. The district will continue to seek ways of increasing parental involvement.

CISD is also working on establishing a more comprehensive and involved parent group under the Indigenous Education Initiative that will have input on Native students across the board.

Indicator 6 - Educational Programs Targeting Tribal Students

Objective

The tribal students' educational programs objective is to recognize support the unique cultural and educational needs of Native American 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 Native American and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. Native American 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 Native American students and their families can meet and take advantage of those academic opportunities.

Methods

CISD implements various programs designed to meet the needs of Native American students. These programs include:

1. Transformational Community Engagement Coordinator to communicate and collaborate with Native American families regarding barriers that can prevent student, who come from reservation communities, from achieving success in public schools. Includes outreach to families in the more remote areas of the reservation;
2. Diné Heritage Language Program designed for Native American students to revitalize language;
3. English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for Native American students;
4. Reading interventionist at the Elementary School and Mid School;
5. Tutoring Intervention incorporated into the school day;
6. Summer school credit recovery and tutoring;
7. Indian Education Parent Committee that collaborates with CISD staff to develop Indian Policies and Procedures and discuss use of funds to ensure student success and direct beneficial educational programs for Native Americans;

Results: Standardized Assessments

The intent of the CISD educational programs, which focus on the Native American, is to help students to be successful. Two key measures of success include reading and math test results and high school graduation. The following charts are also included in Indicators 1 and 3. Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

COMPARISON: NATIVE AMERICAN STUDENTS AND ALL STUDENTS

Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	484	28	505	25	-3	468	19	-6
American Indian Students	320	20	340	18	-2	327	14	-4

Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	448	3	429	6	3	381	4	-2
American Indian Students	432	3	288	3	0	260	3	0

Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	119	25	169	27	2	180	13	-14
American Indian Students	78	18	119	19	1	129	9	-10

Results: Graduation Rates

4 Year Graduation Rate 2017-2018, 2018-2019 Group	2017-2018	2018-2019	Difference between 2017-2018 and 2018- 2019
All Students	70.4	83.8	13.4
Native American Students	67.1	81.7	14.6

Conclusion

Student Achievement

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

SY 2018-2019 results as follows:

Reading Assessment results indicate that Native American student reading score results for the category "Proficient or Above" decreased by 4% from SY 2017-2018 to SY 2018-2019. Native American students Reading Assessment results are lower than the group "All Students" for all three school years (2016-2017; 2017-2018; 2018-2019).

Native American student Math Assessment results for the category "Proficient or Above" remained the same from SY 2017-2018 to SY 2018-2019. In school years 2017-2018 and 2018-2019, Native American student Math Assessment results are lower than the group "All Students".

Science Assessment results for Native American student demonstrated an increase of 1% from SY 2016-2017 to SY 2017-2018, but a decrease of 10% from SY 2017-2018 to SY 2018-2019. Native American student Science Assessment results are lower than the group "All Students" for all three school years (2016-2017; 2017-2018; 2018-2019).

Graduation Rates

The 4 Year Graduation Rate charts demonstrate graduation rates overall for Native American students increased by 14.6% from 67.1% in SY 2017-2018 to 81.7% for SY 2018-2019.

Although there was an increase in Native American student graduation rates, however, these rates continue to be lower each school year than the group "All Students". In SY 2017-2018, the Native American student graduation rate was 3.3% lower than the group "All Students". In SY

2018-2019, the Native American student graduation rate was 2.1% lower than the group “All Students”.

Action Plan

Student Achievement

CISD will continue to strengthen programs that focus on Native American students as follows:

1. Disaggregate student test scores to the individual Native American student level to better determine individual student needs.
2. Re-evaluate the use of federal funds to ensure the needs of Native American students are being met.
3. Employ a Transformational Community Engagement Coordinator to communicate and collaborate with Native American families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.
4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for Native American students.
5. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Middle School.
6. Increase training for teachers on addressing the needs of Native American students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention.
9. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.

Graduation Rates

The Cuba School District has taken some critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one’s self-esteem, self-worth and self-identity.

The district plans to continue implementing the following strategies:

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- Continue sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Additional counselor for the high school and elementary school.
- Next Step Plans implemented in the 8th grade, in conjunction with a Career Inventory, that follow students through their Middle and High School Careers and use of a graduation checklist for grades 9-12.

The Cuba School District has taken some critical structural steps in supporting students in their academic performance and graduation.

A key support is the providing of opportunities for students to learn about their Navajo culture and language. This included the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

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To accomplish this, the Cuba School District is transforming the current district-wide Family Center into the Native American Student Support Program. The Native American Student Support Program (NASSP) will further develop and provide support and resources for Native American students, developed in partnership with students, parents, community organization, and local tribes.

The goal of the program is to support the cultural identities of all Cuba School District Native American students while providing resources so that they can meet NMPED education standards and Cuba School District goals for all students.

To accomplish this goal, the Family Center Liaison position will be changed into the Native American Student Support Program Director. The NASSP Director will administer the program to ensure a cohesive district wide support system exists for all Native American students.

NASSP district wide components include:

1. Support in the coordination of all Native American grant applications and implementation;
2. Support in district wide Native American initiatives and implementation;
3. Support in the coordination of parent outreach efforts;
4. Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
5. Collaboration with Diné Language Teachers;
6. Support in the coordination of staff development as related to meeting the needs of Native American students;
7. Support in the coordination of consultants and volunteers that address self-esteem, self-worth and self-identity through the use of Native American language and culture;
8. Support in the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team;

Indicator 7: Financial Reports

Objective

The financial objective is, through the use of 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 1960's and early 1970's. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

Methods

In order to ensure the needs of Native American students are met, CISD conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs. The process includes the following steps:

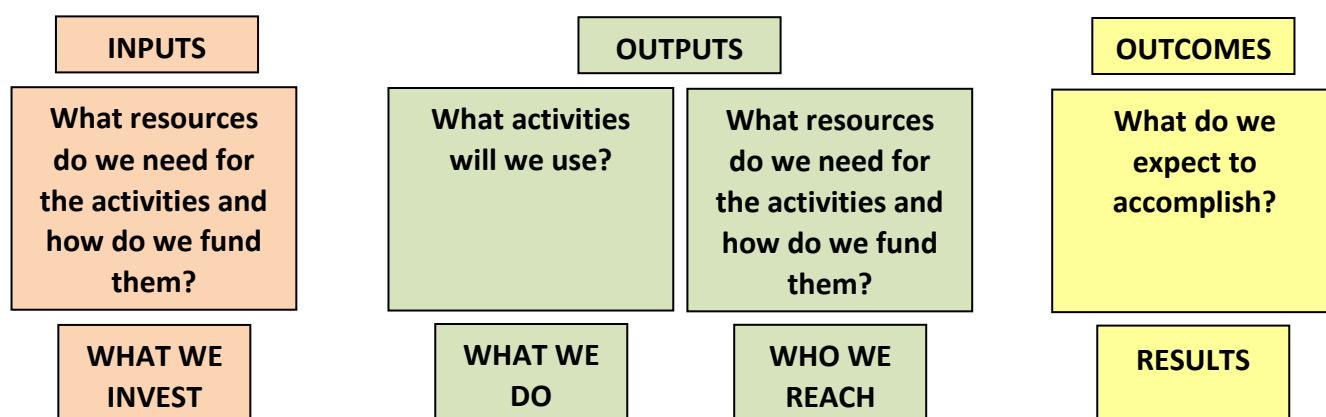
Step 1: CISD Indian Education Parent Committee (IEPC) meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success Native American student. This allows for the identification of needs based on both qualitative and quantitative data.

For example: principals and teachers, tend to share needs identified by quantitative data such as test scores, graduation rates, classroom work, attendance, etc. as well as qualitative data such as behavioral needs, social needs, etc; Counselors and SPED staff tend to identify qualitative data such as behavioral needs, social needs, etc.; Parent Liaisons and parents tend to identify qualitative data pertaining to the “whole family”. Students usually identify both quantitative and qualitative data, such as tutoring help, assistance with buying supplies, paying class shop fees, transportation to higher education orientations, needs of the family, etc.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Create an Education Plan for the top prioritized needs: State the Need; Establish Goal(s); Identify Objectives; Describe strategies and activities; Evaluate outcomes; Identify possible funding sources and amounts.

Results

CISD staff utilizes all funding sources to address the unique educational needs of Native American students. The charts below describe the funding sources and use of funds.

Conclusion

Although CISD staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of Native American students. It is helpful, however to prioritize the needs in order to first address these needs.

Action Plan

CISD staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources.

SY 2019-2020 Federal and State Funding Impacting Native American Students

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Johnson O'Malley (JOM) ACCT: 25131	Provides supplemental educational opportunities and advocacy for Alaska Native and Native American students from three years of age through grade 12 in school systems. Local parent committees guide the program and emphasis is on tutorial and cultural enrichment activities.	1. Travel / Per Diem for IEC; 2. Instructional Supplies; 3. Parental Costs	Districtwide 400 Native American Students	\$26,757
State Bilingual Multicultural Education Program ACCT: 11000	Goals are for all students, including English language learners, to: a) Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language; b) Meet state academic content standards and benchmarks in all subject areas.	1. Providing services to students participating in Diné Language and Spanish Language Heritage Programs. 2. Funds focused on teacher salaries and benefits, professional development, curriculum	Districtwide: Hispanic Students and 400 Native American Students	\$150,738
Indian Education School District Initiative ACCT: 27150	Funds are provided to the school districts, and district-chartered or state-chartered schools in New Mexico, who enroll a significant number of Native American students for the purpose of providing effective and culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the students.	1. Native American High School Liaison (1.00 FTE) focused on attendance on student attendance and pathways to college and/or career success by providing a support system for high school students; 2. Materials / Supplies; 3. Travel for students to attend Higher Ed orientations; 4. Travel for Liaison to visit families in remote part of reservation;	157 Native American Students (High School)	\$90,000
Title IA ACCT: 24101	The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	1. Administration: 0.5 FTE admin asst; 2. Cuba Elem: 2.0 FTE teachers; 3. Cuba Mid: 2.0 FTE Lang. Arts and Math teachers, 1.0 FTE Counselor; 4. Cuba High: 1.0 FTE Lang. Arts teacher; 5. Classroom supplies, textbooks, summer school, after-school tutoring;	District-wide: All Students (518) including 400 Native American Students	\$734,687

SY 2019-2020 Federal and State Funding Impacting Native American Students

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Title IIA ACCT: 24154	Focuses on increasing student academic achievement by improving teacher and principal quality. These funds can be used to prepare, train and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.	1. Teacher & Principal Training and recruiting; 2. Professional development; 3. Reading Interventionist Teacher @ Elem/MS (0.5 FTE)	Impacts District-wide: All Students (518) including 400 Native American Students	\$65,341
Title III English Language Acquisition ACCT: 24153	Designed to improve the education of English Language Learners (ELL) students by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant students.	1. Teacher Training;	Districtwide: Hispanic Students and 108 Native American Students (ELL)	\$14,747
Title VI Indian Ed Formula Grant (Formerly Title VII) ACCT: 25184	Works with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.	1. Focused on Middle School: • 0.5 FTE ELD/ELL Teacher; • 1.0 FTE Educational Asst.;	115 Native American Students (Middle School)	\$72,421
Title VII Impact Aid ACCT: 25147	Assists school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or due to the enrollment of federally connected children. The Impact Aid law assists school districts serving children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties. The law also, to a lesser extent, supports school districts serving children with parents in the uniformed services or employed on eligible Federal properties that do not live on Federal property.	1. Bilingual teachers 2.5 FTE; after-school activity bus; field trips; transportation; general supplies and materials.	Impacts District-wide All Students (518) including 400 Native American Students	\$428,793

Indicator 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 Native American students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods

CISD develops the districts Indian Education Policies with input from the following Navajo Chapters: Counselor, Ojo Encino and Torreon. In addition, the CISD Indian Education Parent Committee (IEPC) collaborates with CISD staff through the school year in: developing a comprehensive needs assessment; prioritizing needs; analyzing “root causes” for each prioritized need; creating an Education Plan for the top prioritized needs; review of all federal grants and annual program reviews; developing and updating the IPP.

CISD staff also discusses the IPPs at the annual Tribal Consultation Meeting with the Navajo Nation Department of Diné Education.

Results

The IEPC conducts a final review of the CISD IPPs annually and IEPC members sign the IPPs and other federal program documents.

Conclusion

The IEPC reviews and updates the IPP annually.

Action Plan

The Indian Education Parent Committee will be reviewing and updating the IPP during SY 2020-2021. A copy of the SY 2020-2021 IPPs is located in Appendix 1.

Indicator 9 - School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance

Objective

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of Native American 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

CISD implements the following strategies to keep students in an educational setting:

- tutoring
- mentoring
- guidance counseling
- home visits
- culturally relevant instructional materials, strategies and curriculum
- Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.

Results

Dropout rates are a year behind in reporting. Consequently, SY 2019-2020 dropout rates will not be available until sometime next year. We are therefore reporting on SY 2018-2019 dropout rates.

SY 2018-2019 Final Drop Student List – Cuba Middle School

Category	Ethnicity			Total
	AI	C	H	
Dropped				0
Graduated				0
Moved	< 10	< 10	< 10	< 10
Transferred	< 10			< 10
Totals	< 10	< 10	< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

SY 2018-2019 Final Drop Student List – Cuba High School

Category	Ethnicity			Total
	AI	C	H	
Dropped	< 10		< 10	< 10
Graduated	< 10			< 10
Moved	< 10		< 10	< 10
Transferred	< 10			< 10
Withdrew			< 10	< 10
Totals	13	< 10	< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

SY 2017-2018 Final Drop Student List – Cuba Middle School

Category	Ethnicity			Total
	AI	C	H	
Dropped				0
Graduated				0
Moved		< 10	< 10	< 10
Transferred	< 10	< 10		< 10
Totals	< 10	< 10	< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

SY 2017-2018 Final Drop Student List – Cuba High School

Category	Ethnicity			Total
	AI	C	H	
Dropped	< 10		< 10	< 10
Graduated				0
Moved			< 10	< 10
Currently Enrolled	< 10			< 10
Transferred	< 10			< 10
Totals	< 10	0	< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

Conclusion

For SY 2017-2018, there were 13 students on the Final Drop Student List. Of the 13 students, three students dropped out of school. The other students were still enrolled, transferred to a BIE school, transferred to an APS school, or moved out of state.

For SY 2018-2019, there were 21 students on the Final Drop Student List. Of the 21 students, four students dropped out of school. The other students graduated, transferred to a BIE school, or moved out of state.

Action Plan

CISD has in place a number of supports for students and, although four students is not a high dropout rate as compared to other districts, CISD believes that even one student dropping out is one too many.

CISD staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school dropout rate and increase attendance.

Staff will further clarify the category “Other, Unknown” to determine options for addressing this are in order to lower the dropout rate.

Indicator 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 their Native American students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school

Background

New Mexico has a rich Native American history and culture that cultivates the 22 Tribal governments and urban Native communities. 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 Native American students.

Native American education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods

The CISD Calendar Committee develops the annual calendar with input from parents. Although local community Native American cultural days are not specifically listed on the calendar, CISD does accommodate the observance of feasts, ceremonies and other cultural events.

Results

As part of the district calendar approval process, CISD makes available the proposed calendar for public comment.

Conclusion

Students are able to participate in their community cultural activities.

Action Plan

The district calendar development process is meeting the needs of the Native American community.

Indicator 11 - School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils and Tribal, Municipal and Indian Organizations;

Objective

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

Background

Districts that claim federally identified Native American students residing on Indian lands for Title VIII 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 parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for Native American students.

Methods

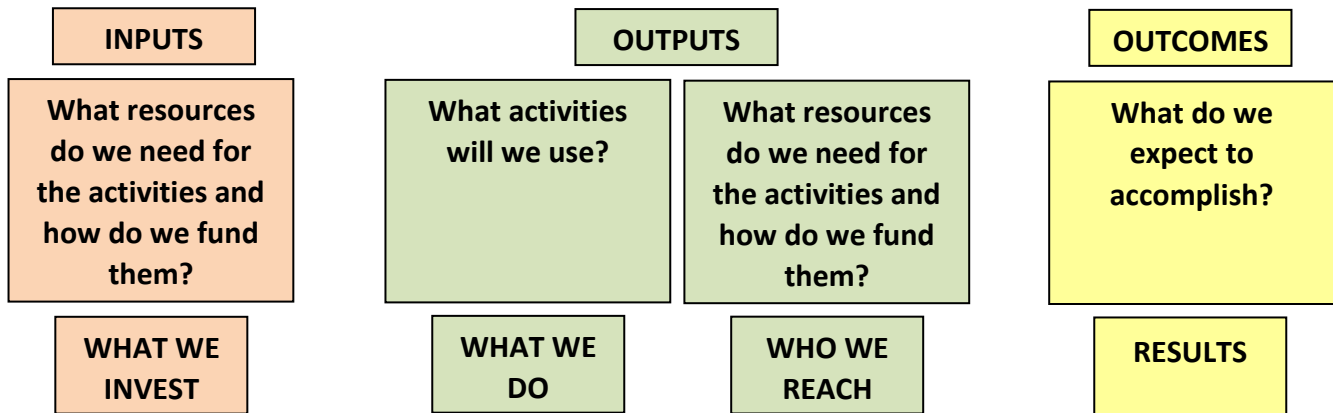
As previously explained, the CISD Indian Ed Parent Committee (IEPC) meets a minimum of eight times per year and plays a major role in conducting a comprehensive needs assessment to identify Native American student needs and to allocate funding that will target these needs.

Step 1: CISD IEPC meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success Native American student. This allows for the identification of needs based on both qualitative and quantitative data.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.

In addition, the Cuba Schools Central Office Administrative Team participates annually in the Navajo Nation Tribal Consultation process and meets with the official Navajo Nation Consultation Team to discuss the best types of educational programs for Cuba Schools Native American students.

The Cuba Schools Central Office Administrative Team also meets monthly with the Navajo Nation Chapter Presidents from Counselor, Ojo Encino, and Torreon via the Tri-Chapter Council Meetings. The meeting locations rotate among the three Chapters.

Results

The IEPC met seven times in SY 2019-2020 and completed the collaborative Five-Step process for designing programs and services that meet the needs of Native American students. Due to the COVID-19 Public Medical Emergency, the IEPC was unable to meet during March and April, 2020.

DATE	AGENDA FOCUS
September 4, 2019	Regular Meeting: Reports by Mary Lou Gooris – Elementary Principal; Mr. Archie Jacquez – Middle School Principal; Dr. Pedro Vallejo– High School Principal; Mrs. Raphaelita Phillips - Indian Education Director; Dr. Matt William – Assistant Superintendent /Federal Program Director; Dr. Karen Sanchez-Griego-Superintendent; Discussion for upcoming meeting; Debrief presentations and how that will affect Native students at CISD;
October 20, 2019	Regular Meeting: Reports by Lavern Wagner, Navajo Bilingual Teacher – middle school; Chastity Gordo, Navajo Bilingual Teacher - elementary school; JOM conference. Who is planning on going?

December 11, 2019	Regular Meeting: Budget Report -- Rhiannon Chavez, Business Manager Follow up Report -- Lavern Wagner, MS Navajo Teacher Indigenous Education Initiative -- Raphaelita Phillips, Indian Education Director Discuss CISD Indian Education Policies and Procedures - Changes needed or remain the same; Approval by committee; Re-cap of NMPED Government to Government Meeting - Plan for attendance next year; Discuss reschedule of Navajo and bilingual teachers to present;
January 15, 2020	Regular Meeting: Reports by Carol Chavez, Bilingual Coordinator Discussion of bilingual seal; Diana Martinez, Transportation Director, Transportation Report and discussion of parent group; Raphaelita Phillips, Indian Education Director - Presentation of Indian Policies and Procedures and Signature of IEC President, George Aragon; Raphaelita Phillips, Indian Education Director - Update on Indigenous Education Initiative and IEC members' roles in helping to move this forward; Announcements: School Board Meeting date/location announcement;
February 10, 2020	Regular Meeting: Reports by Lavern Wagner, Transformational Community Engagement Coordinator - Update on Middle School Navajo Teacher, community engagement activities; Dr Matt Williams, Federal Programs Director/Assistant Superintendent - Update on grants/deadlines; How can IEC help us in community engagement? Future trips dates/purpose;
May 26, 2020	Regular Meeting: Reports by Budget Report- Rhiannon Chavez JOM Regular Funds, Reallocation JOM Unexpended Funds; End of School Year Report; Graduation; Distance Learning Success; Navajo Nation Bilingual Seal and CISD Bilingual Seal; IEC bylaws Review; Conflict of Interest Waiver; Recruitment of new member and Review of applicants; New school Year - Needs Assessment at Registration; Virtual Learning with COVID-19;
June 9, 2020	Regular Meeting: Reports by Raphaelita Phillips - New member findings, Review of bylaws/JOM rules, Plan for new recruit; IEC Bylaws Final Review & Signing; Conflict of Interest Final Review & Signing; Work on JOM/Indian Ed survey for new school year;

Conclusion

The current system of collaborating with parent groups has been successful in developing programs that address Native American student needs.

Action Plan

CISD plans to continue with the current system of communicating with the IEPS.

Indicator 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 the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our Native American students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods

The CISD Diné Heritage Program Language teachers (grades K-12) met with the CISD Federal Program staff, focused on researching and adapting the CISD Diné language curriculum, assessments and instructional methods.

Results

The CISD Diné Heritage Program Language teachers (grades K-12 and the CISD Federal Program staff developed a K-12 curriculum / scope and sequence for teaching Diné Language and Culture.

Conclusion

The CISD Diné Language Heritage program offers a successful opportunity for Native American students to study their culture and language.

Action Plan

During SY 2019-2020, CISD staff will continue implementing and refining the Cuba Schools Diné Language and Culture curriculum / scope and sequence.

Conclusion

(1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity

Native American students across the district are struggling in many areas including academic performance and CISD has identified nine strategies to continue to strengthen programs that focus on Native American students (Page 12).

(2) school safety

Students struggle with self-esteem, self-worth, and self-identity along with family and cultural support at home. CISD staff has developed a action plan to address these needs (Page 18).

(3) graduation rates

CISD staff has been successful in raising the graduation rates of Native American students and plans to continue implementing the graduation action plan (Pages 20-22).

(4) attendance

CISD staff has been successful in raising the attendance rate for Native American students. The COVID-19 Public Health Crisis, however, has greatly altered student attendance and participation. For SY 2020-2021, CISD staff is implementing the Attendance for Success Act to monitor student attendance (Pages 24-27).

(5) parent and community involvement

CISD has very strong and effective parent and community involvement and will continue implementing their action plan which includes working on establishing a more comprehensive and involved parent group under the Indigenous Education Initiative that will have input on Native students across the board. (Page 29)

(6) educational programs targeting tribal students

CISD implements various programs designed to meet the needs of Native American students. Success of the programs is measured by Standardized Assessment results and Graduation Rates (Pages 30-35).

(7) financial reports

In order to ensure the needs of Native American students are met, CISD conducts a comprehensive needs assessment that has been successful identifying and prioritizing needs. Funding is then allocated that targets these needs. (Pages 36-37)

(8) current status of federal Indian education policies and procedures

CISD staff have developed and implemented a very successful process for continually reviewing, revising and implementing the district's Indian Policies and Procedures (Page 40).

(9) school district initiatives to decrease the number of student dropouts and increase attendance

CISD implements a series of strategies to encourage students to remain and participate in an educational setting (Pages 41 and 44).

(10) public school use of variable school calendars

Although local community Native American cultural days are not specifically listed on the calendar, CISD does accommodate the observance of feasts, ceremonies and other cultural events. Students are also able to participate in community cultural events (Page 45)

(11) school district consultations with district Indian Education Committees, school-site parent advisory councils and tribal, municipal and Indian organizations

CISD staff has developed a successful, comprehensive tribal consultation process that includes the district's Indian Education Committee, parent advisory committees and tribal representatives (Pages 46-47).

(12) Indigenous research and evaluation measures and results for effective curricula for tribal students

The CISD Diné Heritage Program Language teachers (grades K-12 and the CISD Federal Program staff developed a K-12 curriculum / scope and sequence for teaching Diné Language and Culture, which a successful opportunity for Native American students to study their culture and language (Page 50).

Appendix 1
CISD Indian Policies and Procedures

**Indian Policies and Procedures
Cuba Independent School District
FISCAL YEAR (2020-2021)**

It is the intent of the Cuba Independent School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Cuba Independent School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Cuba Independent School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the FY (2020-2021) Impact Aid application.

The Cuba Independent School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY (2020-2021) Impact Aid application.

Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

Policy 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1: (Describe in detail how your LEA will achieve Policy 1)

1.1: List and describe how the application, evaluations, program plans and other information will be distributed to the parents of Indian children and the tribes.

1.2: State how far in advance of any meeting on these topics, the materials will be provided.

The Cuba Independent School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I Part A; Title I Part C Migrant Education; Title I Part D Neglected/Delinquent; Title II Part A Quality Administrators and Teachers; Title III English Language Learners; Title VI EASIE Indian Education

Formula Grant; Title VII Impact Aid; Johnson O'Malley; Indian Education District Initiative; State Multicultural Bilingual Education.

In order to afford all interested parties the opportunity to review documents with sufficient time to provide thoughtful input at the public meetings, the completed applications, evaluations, and program planning process will be made available to parents of American Indian children, Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon and the Indian Education Committee on the District's website.

The completed applications, evaluations, and program planning process will be made available seven (7) business days in advance of public meetings, to allow sufficient time for review and thoughtful input by parents of American Indian children, the Navajo Nation Dine Department of Education and local Navajo Nation Chapter presidents.

The public meetings will be held a minimum of two weeks before the deadline for submitting applications. These meetings will be publically advertised by the District website, school-wide text messaging services, District social media accounts, and the District marquee to allow all interested parties to attend. In addition, District representatives and the Indian Education Committee will collaborate with the Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon to seek input.

Parents of American Indian children, tribal officials, the Indian Education Committee and any other interested persons will have access to, and can review, assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Education Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. Minutes will also be emailed to the Navajo Nation Diné Department of Education and will be made available at the local Navajo Nation Chapter Houses of Counselor, Ojo Encino and Torreon.

POLICY (2): The Cuba Independent School District will provide an opportunity for representatives from the Navajo Nation Diné Department of Education, Navajo Nation Chapter Presidents and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2: (Describe in detail how your LEA will achieve Policy 2)

2.1: Describe how the parents of Indian children and members of the tribe can provide input on the educational program and activities.

2.2: Describe how and when the LEA will notify tribe and parents of Indian lands of the opportunities to submit recommendations and comments.

2.3: State the tribe's preferred method of communication, and state how the LEA will consider the tribe's preferred method of communication.

2.4: State how the LEA will modify the method of communication and time of meetings to ensure maximum participation.

In order to allow American Indian parents, other community members and tribal officials the opportunity to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed, the Indian Education Committee of the Cuba Independent School District will conduct a minimum of eight (8) monthly meetings a year that will include addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted on the District's website, and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

In addition, at each of the monthly school board meetings, a section of time is set aside for communications from the public. This is also a time that American Indian parents, other community members and tribal officials can offer comments and suggestions regarding services for American Indian students.

During the annual school registration process at the elementary school, middle school and high school, district officials will distribute parent / student surveys for input. In addition, surveys will be distributed to parents, students, and staff at various times throughout the year to gather additional input.

Preferred methods of communication and ways to maximize participation from tribal officials and parents of American Indian children will be key topics. During annual school registration process, parents will be asked to give input on their preferred method of communication in order to maximize participation. Appropriate modifications will be made based upon Tribal Officials and Parent input.

District and Indian Education Committee representatives will also disseminate information to Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon.

POLICY (3): The Cuba Independent School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3: (Describe how your LEA will achieve Policy 3)

- 3.1: Explain how the LEA will evaluate the Indian participation in educational programs and activities.
- 3.2: Describe which programs will be evaluated.
- 3.3: Describe how and when it will communicate the results of the evaluation with the tribes and parents of Indian children.
- 3.4: Describe how and when the LEA will accept comments, recommendations, or feedback on equal participation from the tribes and parents of Indian children.
- 3.5: Describe how far in advance of the meeting or feedback timeframe of the will the evaluation be shared.

The Cuba Independent School District will take the following measures to annually assess the extent to which American Indian children participate on an equal basis with non-American Indian children in the District's education program and activities.

- A. The District will monitor American Indian student participation in *all* academic, extra-curricular and co-curricular activities.
- B. School District officials will review school data to assess the extent of American Indian children's participation in the District's educational programs on an equal basis.
- C. The District will assess and monitor the use of district funding for American Indian and Non-American Indian students.
- D. Annually, administrators, staff members, the Indian Education Committee, American Indian parents and Tribal officials will hold a meeting to discuss the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children. Data to be analyzed will be made available on the District's website, seven (7) business days in advance of scheduled meeting.

The District will also share its assessment of district funding, American Indian student participation, related academic achievements and other related data with the parents of American Indian children, Navajo Nation Diné Department of Education and the

Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon by posting on the District website and also sending emails to the above tribal offices for posting at their locations.

- E. Parents of American Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any monthly school board meeting or to the Indian Education Committee.
- F. Copies of annual reports will be provided to Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon.

POLICY (4): The Cuba Independent School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

Procedure 4: (Describe how your LEA will achieve Policy 4)

4.1: Describe how and when the tribes or parents of Indian children can make recommendations for changes to the IPPs (based on any comments and suggested received about IPPs, equal participation assessment, educational program, communication preferences, etc.).

4.2: Describe who evaluates the recommendations.

4.3: Describe who decides if the IPPs will be revised to accommodate these recommendations.

4.4: Describe when the changes will be implemented.

4.5: Describe how the tribes and parents of Indian children will be made aware of the changes.

Quarterly the IEC will convene to illicit American Indian public comment and recommendations to modify the IPPs. Representatives from the Navajo Nation or American Indian parents will be allowed to present their recommendation. These proposed changes will be evaluated by the IEC and district leaders for possible modification of IPPs. If proposed changes to the IPPs are determined to be needed by the IEC and district leaders, they will be presented to the chapter presidents and then CISD school board for approval. Upon approval, changes will be implemented and made available to American Indian parents and Tribal officials on the District's website, as well as shared with the Department of Dine Education and posted at surrounding Tribal chapter houses.

Annually, the Indian Education Committee shall review: the extent of opportunity for American Indian input and the District's response to American Indian commentary; the effectiveness of the District's methods of gathering the input of American Indian parents and Tribal members; calculate the number of American Indian suggestions which were actually implemented; and provide opportunities for American Indian parents and Tribal officials to suggest more effective ways of communicating their views.

Any updates adopted by the Cuba Independent School Board will be made available to parents of American Indian children by posting on the District website and also sending emails to the

Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon for posting at their locations within seven (7) business days of adoption.

POLICY (5) : The Cuba Independent School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

Procedure 5: (Describe how your LEA will achieve Policy 5)

5.1: Describe how and when the LEA will respond to the comments received through the IPP consultation.

5.2: Describe how and when the LEA will disseminate responses to comments and recommendations.

The Cuba Independent School District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee, Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon, or parents of American Indian children. Prior to the submission of the IPPs by the District, the District will disseminate the responses to all above parties by posting on the District website and also send copies to be posted at each tribal office location listed above.

POLICY (6): The Cuba Independent School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

Procedure 6: (Describe how your LEA will achieve Policy 6)

6.1: Describe how and when the IPPs will be distributed to the tribe.


The Cuba Independent School District will annually provide a copy of the current Indian Policies and Procedures by posting on them on the District website and also sending copies via email to the Navajo Nation Diné Department of Education and the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon, as well as providing hard copies for each location.

Cuba Independent School Board Approval Date:

01/15/2020
Date

Indian Education Committee Open Meeting Date:

01/15/2020
Date



President, Indian Education Committee



Superintendent, Cuba Independent School District



Board President, Cuba Independent School District