

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 2021 - 2022

TRIBAL EDUCATION STATUS REPORT SY 2021 - 2022

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**TRIBAL
EDUCATION
STATUS
REPORT**



**CUBA
INDEPENDENT
SCHOOL
DISTRICT**

**SY
2021-2022**

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TRIBAL EDUCATION STATUS REPORT
Cuba Independent School District
SY 2021-2022

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. Knowing that equal education is needed, an entire revamp of the educational system for Native American students began in school year 2019-2020 and has continued. The Cuba Independent School District is also a plaintiff in the Yazzie-Martínez case, a case that supports equity and education for Native American students in CISD.

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 2021-2022, 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, homelessness, 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, SY 2019-2020, SY 2020-2021, and SY 2021-2022.

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%
2020-2021	636	460	72%
2021-2022	693	514	74%

Native American Students	Category							
	Economically Disadvantaged		Title 1 Part A - Schoolwide		With Disabilities		English Language Learners	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016 -17	356	100%	356	100%	63	17.6%	109	34%
2017 -18	375	100%	375	100%	72	19.2%	76	21.3%
2018 -19	358	100%	358	100%	65	18.2%	174	46.4%
2019 -20	410	100%	410	100%	67	16%	185	45%
2020-21	460	100%	460	100%	75	16.3%	191	42%
2021-22	514	100%	514	100%	83	16.1%	230	44.7%

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. Achievement data for 2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish.

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

A snapshot of graduation rates for SY 2019-2020 compared to SY 2020-2021 demonstrate that the total number of Native American graduates increased by 6.8 percentage points.

In addition, in SY 2020-2021 Native American Students closed the gap between the Graduation Rate for All Students and Native American Students by matching "ALL Students" percentage.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class. CISD implemented these same strategies and more during SY 2021-2022 to increase graduation rates even further and help students become successful throughout high school and beyond.

Native American Student Well Being

In SY 2021-2022, Native Americans students comprised 74% of the student population and student infraction data for SY 2021-2022 indicates that 81% of all student infractions were committed by Native American students. Of these infractions committed by Native American students the percentages of the incidents were: 44% drug/alcohol/tobacco; 1% bullying and harassment NOT based on sex; and 55% 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 streamlining 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 thirteen 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; (13) Access to Native Language Programs.

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.

Methods: This section should include assessment(s) used to measure student progress as reported in the 2021-2022 school year.

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

Achievement data for 2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish. All assessments were combined into one database and their proficiency levels were calculated.

The New Mexico Assessment of Science Readiness (NM-ASR) measures science proficiency aligned to the New Mexico STEM Ready, Science Standards for students in 5, 8, and 11th grades.

The Dynamic Learning Maps (DLM) test is an alternate assessment designed for students with the most significant cognitive disabilities, for whom, even with accommodations, general state assessments are not appropriate. DLM is administered in language arts, math and science in grades 3-8, 11, and grades 5, 8, and 11.

SAT: All 11th grade students in New Mexico public schools will participate in the digital SAT during the school day in spring. This includes Reading, Writing, Language and Mathematics. Starting in spring 2021, the state adopted the NM-MSSA Spanish Language Arts (SLA) assessment for grades 3-8 replacing the Spanish Reading SBA for grades 3-8. As a result, the Spanish Reading SBA is only offered at the high school level as a summative assessment. Using what they call Indicators of Progress (ISIP), Istation is able to assess student development in early reading, math, and English Language acquisition. Istation is given to K-2 grades and only early reading is analyzed for inclusion of assessments.

This section includes district-wide disaggregated data for student sub-groups:

1. Ethnicity—by student subgroups: American Indian, Caucasian, African American, Hispanic, and Asian.
2. Grade level— in reading, math, and science.
3. Economic status—in reading, math, and science.
4. Gender—in reading, math, and science.
5. Students with Disabilities— in reading, math, and science.

Results

Student achievement is included for SY 2016-2017, SY 2017-2018, and SY 2018-2019.

Achievement data for SY 2021-2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish. All assessments were combined into one database and their proficiency levels were calculated.

SY 2021-2022

Subgroup	Read Total	Read Percent	Math Total	Math Percent	Science Total	Science Percent
All Students	357	8	308	5	144	10
Female	159	12	138	7	64	11
Male	198	5	170	4	80	9
Caucasian	*	*	*	*	*	*
Hispanic	68	12	61	8	25	28
Asian	*	*	*	*	*	*
American Indian	272	6	234	4	115	6
Free and Reduced Lunch	357	8	308	5	144	10
Students with Disabilities	62	≤ 5	55	≤ 5	30	≤ 10
English Language Learners	166	4	147	≤ 2	73	≤ 5
Economically Disadvantaged	265	6	229	4	105	10

For SY 2019-2020 and SY 2020-2021, New Mexico received a waiver from the US Department of Education, which exempts New Mexico from reporting pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

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

Achievement data for SY 2021-2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish. All assessments were combined into one database and their proficiency levels were calculated.

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020 and SY 2020-2021.

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 group 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 group 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.

Due to the COVID-19 Public Health Emergency, CISD schools operated in a remote learning mode for SY 2020-2021. Consequently CISD does not have Student Infraction Data for this time period.

Native American Student Infraction Data is included for SY 2017-2018, SY 2018-2019, SY 2019-2020, and SY 2021-2022.

Results

**Student Infraction Data Report SY 2021-2022
Cuba Independent Schools**

GRADE	INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS
3	14: Bullying or Harassment – NOT based on sex or race	1	< 10
6	13: Disorderly Conduct	4	< 10
6	54: Drug Violation	1	< 10
7	13: Disorderly Conduct	10	< 10
7	54: Drug Violation	6	< 10
7	56: Tobacco Use	1	< 10
8	13: Disorderly Conduct	13	< 10
8	54: Drug Violation	5	< 10
8	56: Tobacco Use	1	< 10
9	54: Drug Violation	3	< 10
10	54: Drug Violation	1	< 10
10	56: Tobacco Use	2	< 10
11	13: Disorderly Conduct	2	< 10
11	54: Drug Violation	3	< 10
TOTALS		53	

**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 2021-2022, Native Americans students comprised 74% of the student population and student infraction data for SY 2021-2022 indicates that 81% of all student infractions were committed by Native American students. Of these infractions committed by Native American students the percentages of the incidents were: 44% drug/alcohol/tobacco; 1% bullying and harassment NOT based on sex; and 55% disorderly conduct related.

Conclusion

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

Graduation Rates

Graduation rates posted on the PED website are 4 year, 5 year, and 6 year rates. Graduation rates are one year behind. The most recent graduation data is from the 2020-2021 school year. Both the all student group and the American Indian student group increased their graduation rates.

**Five-Year Comparison of 4-Year Cohort Graduation Rates
Districtwide**

4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference	2020-2021	Difference
All Students	74%	70.4%	-3.6	83.8%	+13.4	88.8%	+5	≥ 95%	+6.2
Native American	74%	67.1%	-6.9	81.7%	+14.6	88.2%	+6.5	≥ 95%	+6.8
Difference	0	-3.3		-2.1		-0.6		0	

A snapshot of graduation rates for SY 2019-2020 compared to SY 2020-2021 demonstrate that the total number of Native American graduates increased by 6.8 percentage points.

In addition, in SY 2020-2021 Native American Students closed the gap between the Graduation Rate for All Students and Native American Students by matching “ALL Students” percentage.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class. CISD implemented these same strategies and more during SY 2021-2022 to increase graduation rates even further and help students become successful throughout high school and beyond.

Action Plan

The Cuba School District has taken 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:

- implement research-based instructional programs for Math and Reading;
- Sustained Reading Interventionist at the elementary school and mid school;
- School-site Teacher-Leader Teams that will continue to: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups;
- provide intervention through a Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school;

- utilize 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;
- fund an additional counselor for the high school and elementary school;
- implement Next Step Plans in the 8th grade, in conjunction with a Career Inventory that follows students through their Middle and High School Careers and use of a graduation checklist for grades 9-12;
- employment of a Transformational Community Engagement Coordinator (TCEC) 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;
- implementation of summer school credit recovery and tutoring, and add after school credit recovery and tutoring;

In SY 2020-2021, the Cuba School District streamlined 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 transformed the current district-wide Family Center into the Native American Student Support Program. The Native American Student Support Program (NASSP) further developed and provided 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 was changed into the Native American Student Support Program Director. The NASSP Director administered 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;

The Cuba Independent School District also began implementing 3-year strategic plan in SY 2019-2020, to foster student leadership and to keep students at the center of CISD staff's decisions pertaining to their education. In SY 2021-2022, year three of the three-year plan was completed and focused on student learning supported with four essential attributes of *Self, Parent/Community, Language, and Culture*. The plan's purpose continues to be to honor and respect students as unique individuals who come to school with their own experiences of family and community, home language and the cultural traditions in which they were raised. Also, this plan continues to recognize that 1) every student can learn, holding everyone to high expectations; 2) empowerment comes with providing students with the knowledge and skills they need to take control of their lives, and educators must advocate for every student's right to learn and provide challenging and relevant learning opportunities.

In addition, student leaders from both the middle and high school joined monthly meetings of the Indian Education Council, Equity Council, Parent/Teacher advisory board, and the High School Management Team. Finally, the District provided several leadership opportunities for students throughout the school year including membership on school athletic teams, and in the Diné Club, High School Honor Society, High School Science Team, and Student Governing Council.

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 truants 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 attendance rate data, disaggregated by ethnicity, was not available for SY 2021-2022. The following charts summarize attendance rates by ethnicity for SY 2017-2018 through SY 2020-2021.

DISTRICT WIDE ATTENDANCE RATE – NATIVE AMERICAN STUDENTS K-12

	2017-2018 % Students Present	2018-2019 % Students Present	Difference	2019-2020 % Students Present	Difference	2020-2021 % Students Present	Difference
Native American Students	87.21%	63.63%	-23.58	88.76%	+25.13	79.92%	-8.84

DISTRICT WIDE ATTENDANCE RATE BY ETHNICITY K-12

	2017-2018	2018-2019	2019-2020	2020-2021
ETHNICITY	% PRESENT	% PRESENT	% PRESENT	% PRESENT
NATIVE AMERICAN	87.21%	63.63%	88.76%	79.92%
ASIAN	98.12%	85.74%	96.15%	93.51%
CAUCASIAN	92.97%	53.08%	87.42%	84.85%
HISPANIC	94.31%	60.86%	89.19%	86.95%

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. In SY 2020-2021, however, the attendance rate for Native American students decreased from 88.76% to 79.92%. The Covid crisis was a major factor in the attendance rate decrease since schools switched to online learning settings. The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi to attend classes.

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.
- CISD staff conducted home visits every two days.

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.

During the pandemic, CISD staff had to shift procedures when it came to absenteeism because we weren't always seeing our students every day, as we would in a "normal" classroom setting. We also added staff that provided support to check-in on those students who weren't checking into their classes online every day or were absent when we came back to in-person.

For example, if a student misses more than two days, calls are made, home visits are made, and supports are given to any student who needs them to ensure that they are not missing school.

The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi. CISD provided support for these students by providing all of our students with a laptop and a jetpack in their home to connect to the internet. Students without electricity were given solar panels to be able to charge their devices.

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 impactful programs or activities tailored to supporting Native American students, parents, and communities:

The Cuba Independent School District identified the following programs and activities tailored to supporting Native American students and increasing parent involvement, as having a impactful effects and very positive results.

Native American Liaisons

Through Cuba Cares, the Division of Language & Equity, and SPED, Navajo-speaking personnel conduct most of the home visits to help parents/guardians feel more comfortable and eliminate the language/cultural barrier.

Back-to-School Supplies for Students and Additional Instruction Materials for Teachers

CISD distributed back-to-school supplies to all Native American students and provided additional instructional materials through the CISD JOM grant

JOM Indian Education Committee (IEC)

The Cuba Independent School District (CISD) has had an Indian Education Parent Committee (IEPC) in place for many years. The IEC is composed of three members who are parents of Native American children attending CISD. Each parent represents the school their child is attending: Cuba Elementary School; Cuba Middle School; Cuba High School.

The purpose of the IEC is to collaborate with the Cuba Independent School District in identifying the needs of Native American students, reviewing the district's progress in meeting these needs and helping the district in communicating with Native American parents throughout the district, including the three Navajo Chapters. The IEC meets a minimum of eight times a year during which time they participate in the district needs assessment process, review existing programs serving Native American students and review and provide input on all federal grants.

Other Venues for Parent Involvement

The CISD also provides a variety of venues for parent involvement including: newsletters; Back-to-School Night; Parent-Teacher Conferences; Parent access to the CISD website; resources provided at the school level; the School Reach communication text messaging system; Wi-Fi connections in the community for students; and we are currently working on assembling another parent group that will be more centered around community engagement.

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 2021-2022 as follows: September 7, 2021; October 5, 2021; November 2, 2021; December 7, 2021; January 5, 2022; February 11, 2022; March 8, 2022; March 15, 2022.

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 Parent Committee (IPC) 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.

Achievement data for SY 2021-2022 required new assessments, which will establish a new baseline. Comparisons cannot be made with past years assessments. The different assessments include NM_MSSA reading and math for grades 3-8, SAT reading and math for 11th grade, ASR science for grades 5, 8, and 11, DLM reading, math and science for students requiring special education, IStation reading for grades Kindergarten to 2nd grade, and SBA-Spanish for students taking reading in Spanish. All assessments were combined into one database and their proficiency levels were calculated.

SY 2021-2022

Subgroup	Read Total	Read Percent	Math Total	Math Percent	Science Total	Science Percent
All Students	357	8	308	5	144	10
Female	159	12	138	7	64	11
Male	198	5	170	4	80	9
Caucasian	*	*	*	*	*	*
Hispanic	68	12	61	8	25	28
Asian	*	*	*	*	*	*
American Indian	272	6	234	4	115	6
Free and Reduced Lunch	357	8	308	5	144	10
Students with Disabilities	62	≤ 5	55	≤ 5	30	≤ 10
English Language Learners	166	4	147	≤ 2	73	≤ 5
Economically Disadvantaged	265	6	229	4	105	10

For SY 2019-2020 and SY 2020-2021, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation

thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

The following charts are also included in Indicators 1.

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

The following chart is also included in Indicator 3.

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year.

Four-Year Comparison of 4-Year Cohort Graduation Rates Districtwide

4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference
All Students	74%	70.4%	-3.6	83.8%	+13.4	88.8%	+5
Native American	74%	67.1%	-6.9	81.7%	+14.6	88.2%	+6.5
Difference	0	-3.3		-2.1		-0.6	

Conclusion

Student Achievement

For SY 2019-2020 and SY 2020-2021, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

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).

Conclusion

Graduation Rates

Both the all student group and the American Indian student group increased their graduation rates from 2017 to 2020.

A snapshot of graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of Native American graduates increased by 6.5 percentage points.

In addition, in SY 2019-2020 Native American Students closed the gap between the Graduation Rate for All Students and Native American Students to just a -0.6 percentage points.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class, particularly during the COVID-19 pandemic. CISD implemented these same strategies and more during SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

Both the “All Students” group and the “American Indian” student group increased their graduation rates from SY 2016-2017 to SY 2019-2020.

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

Graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of Native American graduates increased by 6.5 percentage points.

In addition, in SY 2019-2020, Native American Students closed the gap between the Graduation Rate for All Students and Native American Students to just a -0.6 percentage points.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class, particularly during the COVID-19 pandemic. CISD implemented these same strategies and more during SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

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.

Action Plan

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:

- 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 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:

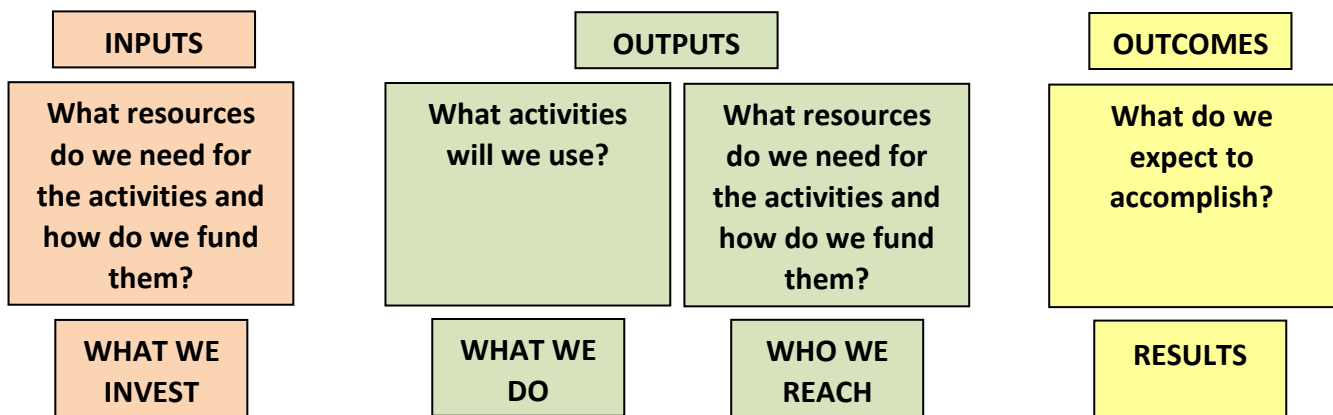
Step 1: CISD Indian Education Parent Committee (IEPC) meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success Native American student. This allows for the identification of needs based on both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

Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 11000 State Bilingual Multicultural Education Program	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.	<ul style="list-style-type: none"> Covers a portion of Teacher salaries and benefits; Professional Development (4.0 FTE) 	District-wide: All students participating in Diné and Spanish Language Heritage Programs	\$101,162.69
ACCT: 21000 Food Services USDA National School Lunch Program	Federally assisted meal program operating in more than 94,000 public and nonprofit private schools and residential child care institutions. Provides nutritionally balanced, low-cost or free lunches to more than 30 million children each school day. It was established under the National School Lunch Act and signed by President Harry Truman in 1946.	<ul style="list-style-type: none"> Contracted services with Food Service Management Company Food service equipment/repairs 	District-wide: All Students	\$759,101
ACCT: 24101 Title IA	Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	<ul style="list-style-type: none"> After school programs \$4,000 Homeless set-aside \$4,000 Parent/Family Engagement set-aside \$6,999 Foster Transp. set-aside \$460 <u>Elem</u>: Teachers (2.0 FTE); Ed. Asst (2.0 FTE) <u>MS</u>: Lang. Arts Teacher (1.0 FTE); Stud. Success Advisor (1.0 FTE); EA (1.0 FTE) <u>HS</u>: Lang. Arts Teacher (1.0 FTE); Ed Asst (1.0 FTE) Software, Supplies 	District-wide: All Students	\$699,868

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 24106 IDEA-B Special Education	Individuals with Disabilities Education Act (IDEA) Part B lays out the educational guidelines for school children 3-21 years of age. By law, states are required to educate students with disabilities (Martin, Martin, & Terman, 1996). IDEA provides financial support for state and local school districts.	<ul style="list-style-type: none"> • Supplemental SPED Teachers (1.5 FTE) • SPED EA (1.0 FTE) • SPED Liaison (1.0 FTE) • SPED Admin Asst (0.5 FTE) • SPED Stipends for 10 Teachers • Supplies, PD, programs, field trips 	District Wide: Special Education Students	\$294,341
ACCT: 24109 Preschool IDEA-B	In order to be eligible for this grant, the District must serve all eligible children with disabilities aged 3 through 5 and have an approved application under Part B of the Individuals with Disabilities Education Act (IDEA).	<ul style="list-style-type: none"> • Sped Admin Asst. (0.2 FTE) • Supplies 	Preschool Special Education Students	\$10,773
ACCT: 24113 Education of Homeless	Under the Education for Homeless Children and Youth (EHCY) program also known as the McKinney-Vento Act, NMPED must ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth.	<ul style="list-style-type: none"> • Partial Salary for Homeless Liaison (0.24 FTE) 	Homeless students	\$15,000
ACCT: 24153 Title III English Language Acquisition	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.	<ul style="list-style-type: none"> • Partial funding for EL Coordinator/Instructor at the HS (0.2 FTE) 	District-wide: Native American and Hispanic Students (ELL)	\$21,116

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 24154 Title IIA	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.	<ul style="list-style-type: none"> • Teacher & Principal Training based on Domains; • Professional development in other district identified areas; 	District-wide: All Students	\$62,447
ACCT: 24174 Carl D. Perkins Secondary - Current	CISD is building a vertical progression from middle school to high school with this CTE program of study. This POS is in line with certification with NCCER with an internship capstone course.	<ul style="list-style-type: none"> • High School CTE Teacher (0.25 FTE) 	CTE Students	\$19,292
ACCT: 24189 Student Support Academic Achievement Title IV	The SSAE grant is Title IV Part A of the Every Student Succeeds Act (ESSA) and targets three areas that may affect outcomes for student sub-populations. To support reductions in achievement gaps, the SSAE provides supports for districts in well-rounded education, safe and healthy students, and effective use of technology.	<ul style="list-style-type: none"> • Student Laptop Repairs • Mental Health classes/training for students and parents • PBL training for teachers 	District-wide: All Students	\$51,302
ACCT: 24308 CRRSA, ESSER II (Corona virus Response and Relief Supplemental Appropriations Act, Elementary and Secondary School Education Relief)	The ESSER II Fund is a highly flexible federal program designed to provide local education agencies (LEAs) with funding to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19. Focuses on students disproportionately impacted by the COVID-19 pandemic including low-income, children with disabilities, ELLs, Homeless, foster, migratory students. COVID response efforts, supplies, other activities under ESEA.	<ul style="list-style-type: none"> • EA's (7.0 FTE) • COVID response efforts, supplies, training, PD • Educational Technology • Internship programs • Video Production • Small Bus • AC Units for Buses 	District-wide: All Students	\$2,400,621

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 24330 ESSER III (Third Round of Elementary and Secondary School Education Relief)	The ESSER III Fund is a highly flexible federal program designed to provide local education agencies (LEAs) with funding to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19. Focuses on students disproportionately impacted by the COVID-19 pandemic including low-income, children with disabilities, ELLs, Homeless, foster, migratory students. COVID response efforts, supplies, other activities under ESEA.	<ul style="list-style-type: none"> • Educational technology, internet access (1.2M) • COVID response efforts, supplies, other activities under ESEA • Assistant Principals (2.0 FTE) • 2 Suburbans 	District-wide: All Students	\$3,373,041
ACCT: 24350 ARPA-Homeless Children and Youth (ARP-HCY)	The American Rescue Plan (ARP) Act of 2021 included an unprecedented \$800 million reservation within the Elementary and Secondary School Emergency Relief (ESSER) Fund to support the specific and urgent needs of homeless children and youth in recognition of the extraordinary impact of the corona virus disease 2019 (COVID-19) pandemic on students experiencing homelessness.	<ul style="list-style-type: none"> • Partial Salary for Homeless Liaison (0.38) 	Homeless students	\$24,035
ACCT: 25131 Johnson O'Malley (JOM)	Provides supplemental educational opportunities and advocacy for Alaska Native and American Indian 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.	<ul style="list-style-type: none"> • Travel / Per Diem for IEC; • Instructional Supplies; • Parental Costs • Student Field Trips • Consultants 	American Indian Students	\$37,041.07 CO14780 FY22 \$30,040.02 CO13950 Mod1 Expires 2/31/21 \$18,878.18 CO14040 Mod2 Expires 12/31/21

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 25145 Impact Aid Special Education	Part of the Impact Aid funding, but specific to Special Education	<ul style="list-style-type: none"> Middle School Special Education EA (1.0 FTE) 	District-wide: Special Education Students	\$41,362
ACCT: 25147 Impact Aid Indian Education	Impact Aid is a federal program that provides revenue to local governmental entities, including school districts, in lieu of property taxes. These lands include property owned by the U.S. Forest Service, the Bureau of Land Management, the two National Laboratories, Indian Reservations, military bases and any other federally owned property.	<ul style="list-style-type: none"> HS Navajo Language Teacher (1.0 FTE) Transportation for after-school activity runs, athletics, and field trips 	District-wide: All Students	\$135,026
ACCT: 25153 Title XIX Medicaid 3/21 Years	Title XIX of the Social Security Act (part of the Social Security. Amendments of 1965) established the Medicaid program to provide medical and health related services for students 3/21 years	<ul style="list-style-type: none"> Nurse Aids at each school (3.0 FTE) Bus Aid (1.0 FTE) Nurse Supplies 	District-wide: Special Education Students and Medical needs of all students	\$178,559
ACCT: 25184 Title VI Indian Ed Formula Grant (Formerly Title VII)	Works with local educational agencies, 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.	<ul style="list-style-type: none"> Middle School EL Teacher Middle School EA) 	Native American Students (Middle School)	\$90,269
ACCT: 27107 GOB Library	Laws of 2020, Chapter 84, Section 10, Paragraph B (3), Legislative appropriation for equipment and supplemental library resource acquisitions, including print, non-print and electronic resources.	<ul style="list-style-type: none"> Library Books 	District-wide: All Students	\$8,515

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 27127 Community Schools Implementation Grant	The Community Schools Act provides a strategy to organize the resources of a community to ensure student success while addressing the needs, including cultural and linguistic, of the whole student—from early childhood programs and voluntary public pre-kindergarten through high school graduation. Encourages work with community-based organizations to improve the coordination, delivery, effectiveness, and efficiency of services provided to students and families.	<ul style="list-style-type: none"> • \$100,000 District-wide Community Schools Coordinator/Social Worker salary/benefits (1.0 FTE) • \$5,000 stipend for coordinator/social worker (Development & Oversight Stipend) • Cuba Cares temp. support staff salary/benefits \$25,000 • \$20,000 Supplies/Materials 	District-wide: All Students	\$150,000
ACCT: 27149 Pre-K Initiative	Voluntary program funded by the state of NM to ensure that every child in the state has the opportunity to attend a high quality early childhood education program before going to kindergarten.	<ul style="list-style-type: none"> • Pre-K Teachers (2.0 FTE) • Educational Assistants (2.0 FTE) • \$8,500 retention stipend for Pre-K Teachers • Supplies/Materials 	Pre-K Students – Cuba & Ojo Encino	\$244,000
ACCT: 27150 Indian Education School District Initiative	Funds provided to school districts, and district-chartered or state-chartered schools in New Mexico, who enroll a significant number of American Indian students for providing effective and culturally relevant programs, opportunities and practices, which contribute to the academic and cultural success of the students.	<ul style="list-style-type: none"> • Native American Student Support Program Director (1.0 FTE) focused on meeting the following IEA priority areas: 1:1 College, Career and Life Readiness by improving educational opportunities for American Indian students to keep them engaged in school; 	American Indian Students	\$90,000

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 27199 Indigenous Education Initiative	Community engagement is needed at all levels to maximize educational success of our Native American community, as our schools support one another, by feeding off of one another. We feel that it is important to support our children at every grade level and to support their family, to the best of our abilities, to ensure that their main focus is academic success.	<ul style="list-style-type: none"> • Transformational Community Engagement Coordinator (1.0 FTE) • Counselor/American Indian Student Support Services (0.5 FTE) • Student Internet Connectivity • Community Newsletter/Engagement Activities • Summer Enrichment Program 	District-wide: All Students	\$250,000
ACCT: 27502 NextGen CTE	State grant, connected to Carl D. Perkins, fund 24174. NextGen competitive grant will be used for the carpentry program at Cuba High School.	<ul style="list-style-type: none"> • Partial funding for CTE Teacher at the HS (0.75 FTE) 	CTE Students	\$54,950
ACCT: 28145 DWI NM Dare to Be You (Middle School)	DWI NM Dare to Be You Program at the Middle School	<ul style="list-style-type: none"> • Supplies/Materials • \$5,000 FY22 • \$7,328 Prior Year Cash Carryover 	MS Students	\$12,328
ACCT: 28145 DWI NM Learning Lab/RAC	Learning Lab/RAC Cuba CARES	<ul style="list-style-type: none"> • Learning Lab/RAC Cuba CARES Personnel (0.38 FTE) • \$18,000 FY22 • \$7,618 Prior Year Cash Carryover 	District-wide: All Students	\$25,618
ACCT: 28208 ECED Direct Grant	NM Early Childhood Education and Care Department grant for instructional materials	<ul style="list-style-type: none"> • Supplies/Materials for Pre-K program in Ojo Encino 	Ojo Encino Pre-K Students	\$3,000

**Cuba Independent School District Federal / State Grants & Programs
Budget Summary SY 2021-2022**

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	FY22 BUDGET
ACCT: 29102 Private Direct Grants (Appleseed)	Services for homeless students	<ul style="list-style-type: none"> Salary/benefits for coordinator on a timesheet basis 	District-wide: Homeless Students	\$7,897
ACCT: 29102 Private Direct Grants (AI College Fund Higher Pathways)	Award for Native American Students to promote college and career readiness	<ul style="list-style-type: none"> General Supplies/Materials/Field Trips 	HS Native American Students	\$2,183
ACCT: 29102 CYFD NM Children's Trust Fund	District serves as fiduciary agent for Cuba Early Childhood Coalition for this Grant from CYFD	<ul style="list-style-type: none"> Supplies/Materials for "Welcome Baby Baskets" 	N/A	\$7,400
ACCT: 29102 TNTP	This funding is associated with the NMPED Indigenous Grant and is to build connections between community engagement strategies and teacher on-boarding and training	<ul style="list-style-type: none"> Parent Navigators, contracted services 	District-wide: All Students	\$4,658
ACCT: 29115 Transportation Related Grants	NMDOT Local Government Road Fund (LGRF) for paving projects	<ul style="list-style-type: none"> Paving road from student parking lot to gym (July 2021) \$60,000 Paving School Loop road from HS to Bus Barn (July 2022) \$74,659 	District-wide: All Students	\$134,659

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 continue to annually review and update the CISD IPPs. A copy of the current 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 2021-2022 dropout rates will not be available until sometime next year. We are therefore reporting on SY 2017-2018, SY 2018-2019 and SY 2019-2020 dropout rates.

Student Dropout rate 2020-2021 (one year lagged)
Cuba Independent School District

Ethnicity	2020-2021 Membership (Unduplicated) Grades. 7-12	2020-2021 Drop Grades. 7-12	2020-2021 Overall % Rate
American Indian/Alaskan Native	236	48	20.30%
Asian	*	*	*
Black or African American	*	*	*
Caucasian	14	*	*
Hispanic	96	21	21.90%
Multiracial	*	*	*

*Indicates less than 10 students so results are masked

Source: [STARS Home](#) > [STARS Staging Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Drop-out Reports](#)>PRELIMINARY Dropout Rates by Ethnicity

Conclusion

For SY 2020-2021, the dropout rates for the two largest ethnic groups are almost the same. CISD is working toward a zero dropout right for all students.

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

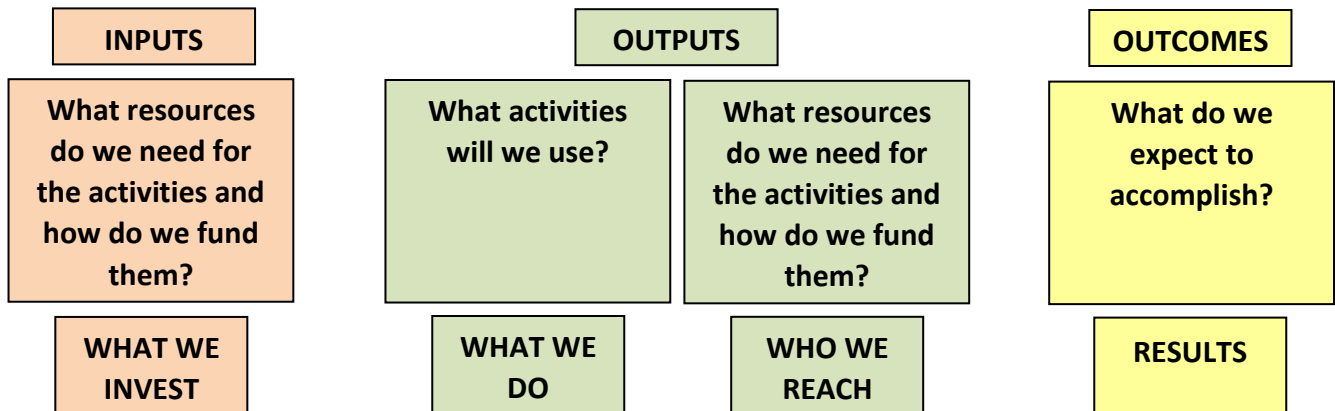
As previously explained, the CISD Indian Ed Parent Committee (IEPC) meets a minimum of eight times per year and plays a major role in conducting a comprehensive needs assessment to identify Native American student needs and to allocate funding that will target these needs.

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 eight times in SY 2021-2022 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.

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 BMEP 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 BMEP 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 BMEP Diné Language Heritage Program offers a successful opportunity for Native American students to study their culture and language.

Action Plan

During SY 2021-2022, CISD staff will continue implementing and refining the Cuba Schools Diné Language and Culture curriculum / scope and sequence.

Indicator 13 – Access to Native Language Programs

Objective: This section is a new addition to IED’s objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

Background: The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico.*

Methods:

Cuba Independent School District (CISD) Staff is implementing the Heritage Model of the NMPED Bilingual Multicultural Education Program. The staff follows all required procedures for indentifying each student's home language and the student's language proficiencies; and priority is given to students based on language proficiency (English and home language).

In addition, CISD Staff follows all required procedures for identifying the linguistic and academics needs of students. Programs are developed with priority given to students in grades K-3 and expanded to other grades as funds permit. CISD implements a grades K-12 district wide program in Navajo and Spanish.

BMEP Heritage Model
Designed to support and revitalize a student's native language and culture through oral and/or written language instruction NMAC 6.32.2.12 (D)(3)
Membership
ELs/RFEPs/IFEPs
Instructional Time
1-3 hours per day
Required Courses
One hour of home/ heritage (target) language arts and one hour of ESL/ELD for EL students
Optional Course
May have one additional hour of home/heritage (target) language instruction in a content area: • math, social studies, science, or fine arts
Purpose
All students will be bilingual and biliterate in English and the home/heritage (target) language

A Navajo Language and Cultural curriculum was developed in the beginning of the school year of 2019-2020 and continued to be implemented for the 2021-2022 school year. It is closely modeled after the Department of Dine Education (DODE) Navajo Standards' curriculum widely used across Navajo Nation schools. CISD's model is modeled after the Common Core ELA, and reflects the standards for each corresponding grade level. This allows students to make connections between standards from both English and Navajo language internalizing each language's differences, similarities, and methods of communicating ideas.

The instructional approach at the elementary level uses a variety of visual learning tools rather than using a formal textbook. Students are engaged in artwork, weaving, songs, etc. instruction is focused on students learning oral pronunciation with correct mouth movements and formation, repetition, and recognition of key concepts such as colors, clans, basic words, etc. Instruction introduces writing at the 4th grade level. Due to the focus at this age group with Navajo Language the teacher is encouraged to be creative and use the teacher's personal knowledge of culture and language to build foundational skills of students' language acquisition.

Proper grammar and sentence structure starts to become a focus in 6th grade. When available the Navajo Language class books are in Navajo language, with pictures of Navajo people and locations across the Navajo reservation, so students can recognize similar locations and people who look and speak like them. In addition, Navajo teachers introduce arts and crafts, events, guest speakers, etc., to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.

At the middle school and high school level Diné Language class, books are in Diné language, with pictures of Navajo people and locations across the Navajo reservation, so students can recognize similar locations and people who look and speak like them. In addition, Diné Language Teachers introduce arts and crafts, events, guest speakers, etc., to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful. Students participate in social gatherings, guest speakers, and other school wide activities to increase multicultural awareness and appreciation.

Results:

Available Native Language Classes

In SY 2021-2022, Navajo students, in grades K-12, participated in the Diné Language Heritage Language Program, which included participation in the K-12 Navajo Curriculum. The curriculum was developed and implemented by the Heritage Language teachers and the Indian Education Director. The curriculum includes the following courses:

Grades K-5

Navajo Language/Culture: incorporates speaking, reading, writing, Navajo culture, Navajo government, and Navajo history

Grades 6-8

Navajo Language/Culture: incorporates speaking, reading, writing, research, presenting, Navajo culture, Navajo government, and Navajo history

Grades 9-12

Navajo I: Basic Navajo language/culture concepts: speaking, reading, writing, Navajo culture, research, presenting

Navajo II: Intermediate Navajo language/culture concepts: learning to speak fluently and use Navajo language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Navajo language, reading, and writing

Navajo III: Advanced Navajo language/culture concepts: speaking fluently in everyday situations, incorporate Navajo language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of Navajo language, reading, and writing.

Students who have completed three years of Navajo language are eligible to test for the New Mexico Public Education Bilingual Seal, offered starting SY 2019-2020. Five students tested and received the seal in May 2020.

Navajo History and Government Courses

Navajo students participated in Navajo Government & History courses which are offered as dual credit courses by Navajo Technical University in conjunction with the Cuba Independent School District.

Number of American Indian Students are enrolled in Native Language Classes

The number of American Indian students enrolled in the SY 2021-2022 Native Language classes was 342 students.

Number of 520 Teachers Who are Certified to Teach Native Language Classes

The number of 520 Teachers in the Cuba Independent School District who were certified to teach Diné language classes in SY 2021-2022 was five.

Conclusion:

The CISD BMEP Diné Language Heritage Program offers a successful opportunity for Native American students to study their culture and language. The program offers a wide spectrum of Diné Language courses, grades K-12, which range from beginning to advanced levels. In SY 2021-2022, CISD staff included a total of five teachers who were 520 certified to teach native

language classes. This allowed the district to offer a sufficient number of course sections to accommodate student schedules. Teachers also use a variety of instructional methodologies, activities, and materials to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.

Action Plan:

During SY 2022-2023, CISD staff will continue strengthening the CISD BMEP Diné Language Heritage Program by continuing to:

1. actively recruit 520 certified teachers;
2. refine the CISD Diné Language and Culture curriculum / scope and sequence;
3. purchase instructional materials that are relevant Diné language and culture;
4. offer sufficient number of Diné Language courses to accommodate student schedules;

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 (Pages 10-18).

(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 an action plan to address these needs (Pages 19-25).

(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 26-29).

(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 2021-2022, CISD staff is implementing the Attendance for Success Act to monitor student attendance (Pages 30-35).

(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 36-38).

(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 39-46).

(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 47-56).

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 57).

(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 58-59).

(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 60).

(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 61-62).

(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 63).

(13) Access to Native Language Programs

CISD staff is implementing a successful Diné Heritage Language and Culture Program that offers a successful opportunity for Native American students to study their culture and language. The program offers a wide spectrum of Diné Language courses, teachers who were 520 certified to teach native language classes, and a sufficient number of course sections to accommodate student schedules. (Pages 64-67).

Appendix 1
CISD Indian Policies and Procedures

**Indian Policies and Procedures
Cuba Independent School District (CISD)
FISCAL YEAR (2023)**

It is the intent of the Cuba Independent School District (CISD) 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 CISD 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. CISD will review these policies and procedures annually and make revisions within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The CISD 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 (2023) Impact Aid application.

The CISD 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 (2023) 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 CISD 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; Indigenous Education Initiative; Indian Policies and Procedures;

Assessment/Evaluation of Equal Participation in all Educational Programs.

To afford all interested parties the opportunity to review documents with sufficient time to provide thoughtful input at the public meetings, the CISD will make available the completed applications, evaluations, and program planning process to parents of American Indian children; Navajo Nation Diné Department of Education; the Navajo Nation Chapter Presidents in Counselor, Ojo Encino and Torreon; and the Indian Education Committee on the CISD website (Federal Programs & Indian Education tab).

The CISD will make available completed applications, evaluations, and the program planning process 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 CISD will hold public meetings each month on the first Tuesday of each month. The CISD will publicly advertised these meetings on the district website, school-wide text messaging services, and district social media accounts to allow all interested parties to attend. In addition, CISD 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.

The CISD will post minutes from the Indian Education Committee meetings on the CISD website for all patrons and Tribal officials to review.

POLICY (2): The CISD 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 CISD will conduct a minimum of eight (8) monthly meetings per 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 with a public comment section set aside, allowing time for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration. In order to make these meetings more accessible, they will be held virtually on Zoom, with login information posted on the District's website and sent to parents and community via the CISD school messenger system.

In addition, at each of the monthly school board meetings, a public comment section 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 the 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 input.

The CISD will make survey information available on the district website.

POLICY (3): The CISD 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 CISD will take the following measures to assess annually 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 CISD will monitor American Indian student participation in *all* academic, extra-curricular and co-curricular activities.
- B. CISD 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 CISD will assess and monitor the use of district funding for American Indian and Non-American Indian students.
- D. 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.
- E. The CISD will present this data to the Department of Dine Education during their annual Tribal Consultations with the Navajo Nation. The CISD will then make the Tribal Consultation Report available on the District's website.

POLICY (4): The CISD 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 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.

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; and provide opportunities for American Indian parents and Tribal officials to suggest more effective ways of communicating their views.

The CISD will make available any updates adopted by the Cuba Independent School Board to parents of American Indian children by posting on the district website and 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.

POLICY (5) : The CISD 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 CISD 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.

POLICY (6): The CISD will provide a copy of the IPPs annually to the affected tribe or tribes.[34CRF222.94(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 CISD will annually provide a copy of the current Indian Policies and Procedures by posting them on the district website and sending copies via email to the Navajo Nation Diné Department of Education.

Cuba Independent School Board Approval Date:


01/27/2022

Date

Indian Education Committee Open Meeting Date:

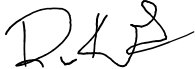
01/19/2022

Date

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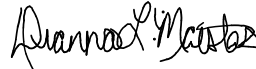
Carlotta Toledo

President, Indian Education Committee



Dr. Karen Sanchez-Griego

Superintendent, Cuba Independent School District



Dianna Maestas

Board President, Cuba Independent School District