

**JEMEZ VALLEY PUBLIC SCHOOL DISTRICT
SAN DIEGO RIVERSIDE CHARTER SCHOOL**



Tribal Education Status Report

For School Year 2019-2020

Issued July 2020

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EXECUTIVE SUMMARY

INTRODUCTION

San Diego Riverside Charter School (SDRC) is located on tribal lands on Jemez Pueblo. The school serves a 100% American Indian student population in Grades K-8. All students qualify as at-risk and economically disadvantaged.

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

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

(2) school safety;

(3) graduation rates;

(4) attendance;

(5) parent and community involvement;

(6) educational programs targeting tribal students;

(7) financial reports;

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

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

(10) public school use of variable school calendars;

(11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

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

STUDENT ACHIEVEMENT

Objective.

To ensure student achievement in New Mexico public schools is measured by statewide test that are approved by PED, and results are disaggregated by ethnicity, gender, 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 3-8; math 3-8 which does not include Algebra I (SDRC does not offer it in Grade 8); Science, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods.

1. Multi-year Comparison of Data – Reading, Math, Science

Achievement data for this school district is based on three years of reading, math, and science scores, which represent percent proficient in each area. In 2017-2018, the PARCC test was used for assessing academic achievement and in 2019 the TAMALA test was used.

Reading Achievement Data

Group	2017		2018			2019		
	Reading	Pct. Reading	Reading	Pct. Reading	Pct. Diff	Reading	Pct. Reading	Pct. Diff
All Students	93	10.0	89	11.0	1.0	92	11	1.0
American Indian Students	88	10.0	83	11.0	1.0	87	11	1.0

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Math Achievement Data

Group	2017		2018			2019		
	Math	Pct. Math	Math	Pct. Math	Pct. Diff	Math	Pct. Math	Pct. Diff
All Students	63	≤ 5	66	≤ 5	1.0	69	≤ 5	
American Indian Students	60	≤ 5	63	≤ 5	1.0	65	≤ 5	

≤ masking rules prevents Pct. Difference

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Science Achievement Data

Group	2017		2018			2019		
	Science	Pct. Science	Science	Pct. Science	Pct. Diff	Science	Pct. Science	Pct. Diff
All Students	25	12	21	≤ 10		30	≤ 10	
American Indian Students	25	12	18	≤ 20		30	≤ 10	

≤ masking rules prevents Pct. Difference

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

2. Ethnicity – 100% of students attending SDRC are of Native American ancestry.

3. – 6. Grade Level/Economic Status/Gender/Students Disabilities – reading, math and science.

Achievement data for this school district based on available data by source. 100% of students for this school district qualify as Economically Disadvantaged. Data is unavailable for Grades K-5.

6th Grade Achievement Data

2019 6 th GRADE	Reading	Pct. Prof. Reading	Math	Pct. Prof. Math
All Students*	13	46	13	≤ 20
Economically Disadvantaged	10	60	10	≤ 20
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Students With Disabilities	NA	NA	NA	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

7th Grade Achievement Data

2019 7 th GRADE	Reading	Pct. Prof. Reading	Math	Pct. Prof. Math	Science	Pct. Prof. Reading
All Students*	21	≤ 10	21	≤ 10	22	≤ 10
Economically Disadvantaged	18	≤ 20	18	≤ 20	19	≤ 20
Male	12	≤ 20	12	≤ 20	12	≤ 20
Female	NA	NA	NA	NA	10	≤ 20
Students With Disabilities	NA	NA	NA	NA	NA	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

8th Grade Achievement Data

2019 8 th GRADE	Reading	Pct. Prof. Reading	Math	Pct. Prof. Math
All Students*	15	≤ 20	15	≤ 20
Economically Disadvantaged	14	≤ 20	14	≤ 20
Male	NA	NA	NA	NA
Female	10	≤ 20	10	≤ 20
Students With Disabilities	NA	NA	NA	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Results.

The charts below compare performance of school students to their peers from the state and to other American Indian Students in the state Grades 6-8 in Reading, Math, and Science. Since all students from school are of Native American heritage and qualify as Economically Disadvantaged, data followed by * indicates data value taken from “All Students” for school. Data is unavailable for Grades K-5.

6th Grade Achievement Data

2019 6 th GRADE	State Pct. Prof. Reading	School Pct. Prof. Reading	State Pct. Prof. Math	School Pct. Prof. Math
All Students*	31	46	19	≤ 20
American Indian Students	23	46*	13	≤ 20*
Economically Disadvantaged	26	60	15	≤ 20
Male	26	NA	20	NA
Female	37	NA	19	NA
Students With Disabilities	20	NA	16	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

7th Grade Achievement Data

2019 7 th GRADE	State Pct. Prof. Reading	School Pct. Prof. Reading	State Pct. Prof. Math	School Pct. Prof. Math	State Pct. Prof. Science	School Pct. Prof. Science
All Students*	31	≤ 10	19	≤ 10	40	≤ 10
American Indian Students	24	≤ 10*	10	≤ 10*	24	≤ 10*
Economically Disadvantaged	25	≤ 20*	13	≤ 20*	33	≤ 20*
Male	25	≤ 20	20	≤ 20	41	≤ 20
Female	38	NA	19	NA	40	≤ 20
Students With Disabilities	4	NA	3	NA	15	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry

and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

8th Grade Achievement Data

2019 8 th GRADE	State Pct. Prof. Reading	School Pct. Prof. Reading	State Pct. Prof. Math	School Pct. Prof. Math
All Students*	31	46	20	≤ 20
American Indian Students	22	46*	11	≤ 20*
Economically Disadvantaged	24	60	14	≤ 20
Male	23	NA	19	NA
Female	39	NA	20	NA
Students With Disabilities	4	NA	3	NA

* All students attending SDRC during the 2019-20 school year are of Native American ancestry and all qualify for Economically Disadvantaged.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Conclusion.

- School must ensure data for K-5 is reported. Additionally, school must ensure data for disaggregation is provided.
- No significant growth in academic achievement in reading, math, or science was observed from 2017 to 2019.
- 2019 Achievement Data for Grade 6 indicate low numbers of students Proficient in Reading, Math, and Science. Scores on par with peers in state and other American Indian groups.
- 6th Grade Reading Proficiency is the exception. 6th Grade students significantly outperforms the State Average. Among Economically Disadvantaged students, students in this district outperform their peers in the state by three times the state average.
- 2019 Achievement Data for Grade 7 indicate low numbers of students Proficient in Reading, Math, and Science. Scores are particularly low in Reading and Science being lower than their peers in state and with other American Indian groups. Scores for Math (while still low) are on par with peers and other American Indian Groups.
- 2019 Achievement Data for Grade 8 indicate percentage of students proficient in Reading are significantly higher than the state average among all students and more than double the proficiency rate among their American Indian and Economically Disadvantaged peers. Scores for Math (while still low) are on par with peers and other American Indian Groups.

Action Plan.

School will adopt a school wide Data Driven Accountability Model. Model will capture formative and summative academic data for use in lesson planning, curriculum development, Targeted Intervention Instruction, and closure of Achievement Gaps among individual students and grades.

Professional development and reorientation of Professional Learning Communities (PLC's) towards Data Driven Models will be provided throughout the school year for instructional staff.

Strategies to shift student relationships to testing will be explored, developed and implemented.

SCHOOL SAFETY

Objective.

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

Background.

New Mexico – as do other states in the rest of 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 plan;
- 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.

Methods.

1. School Climate Environment: School obtained information in this section from the School Safety Plan as approved by NMPED in 2020.

School is located on tribal lands. Tribal consultation efforts taken to ensure a safe school environment and crisis response plan developed with Tribal authorities are reflected in the School Safety Plan.

- Culturally Responsive Instruction – School utilizes PAX, a culturally responsive approach to student learning and school climate in Grades K-8. All staff receive training in PAX.
- School Climate – School promotes a healthy and safe environment and abides by the Safety Plan protocols regarding prevention, protection, mitigation, response, and recovery.
- Family/Community Involvement – Safety Plan outlines the role of families and community in keeping the school and students safe. In addition, school is periodically visited by Pueblo viscale specifically assigned to address student safety.

2. Student Infractions: As part of the school discipline system, school utilizes Culturally Responsive Approach to student infractions consistent with the values and traditions of the Pueblo. Students and families share in the process of reconciling school infractions that restore community. Only refusals to participate in the process result in the report of school infractions.

Results.

School Safety Plan was modified over the course of the 2019-20 school year to include all COVID-19 Safety Protocols as issued by CDC, DOH, NMPED, and Jemez Health and Human Services.

Additionally, school complied with Tribal authorities in the closure of the Pueblo throughout the pandemic to the current day.

School reported no infractions by grade level for the 2019-20. While consistent with school discipline policy, school recognizes that it may not be in compliance with school reporting obligations to the state.

Conclusion.

School remains committed to observe Pueblo Stay At Home Orders in the development and adherence to the Remote Learning Plan. School is prepared to remain in Remote Learning until the Pueblo Stay at Home Orders are lifted.

Action Plan.

School remains committed to adhering to established Safety Plan. Additionally, school committed to observe Jemez Pueblo Stay At Home Orders in the development and adherence to the Remote Learning Plan. School is prepared to remain in Remote Learning until the Pueblo Stay at Home Orders are lifted.

GRADUATION RATES

Objective.

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

Background.

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

Methods.

None. School serves Grades K-8 only.

Results.

None. School serves Grades K-8 only.

Conclusion.

None. School serves Grades K-8 only.

Action Plan.

None. School serves Grades K-8 only.

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 of the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk student and to address obstacles associated with keeping student 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.

School utilized attendance information in two categories: Habitually Truant Rate and Attendance Rate.

School disaggregated and analyzed student attendance rate for the past five years by grade level but not by ethnicity since all students attending school are of American Indian descent.

Data was compared between elementary and middle school students.

Mobility between different school systems was captured.

Results.

Habitually Truant Rate: 13%, based on internal school calculations separate from STARS

Attendance Rate: 87%

Mobility Rate: 7% (7 out of 96 enrolled students for 2019-20 School Year).

Leading indicators for low attendance included 1) substance abuse in parent household, 2) unstable living conditions at student household(s), and 3) lack of priority in getting students to school on time daily by parent/guardians.

Conclusion.

Student absences are tied directly to substance abuse and unstable living conditions in family households. These families are not receptive to standard supports and accountability models provided by school.

Families demonstrate a pattern of disenrolling students from school which hold parents accountable for student attendance and then enrolling their students in schools to begin the process anew. Students with the worst absences move from school to school throughout the same school year. In addition to missing instruction, students in this pattern never experience continuity within a school year which impacts their learning.

The prevalence of other schools within a 30 minute drive of this school makes “school hopping” an easy option for parents seeking to escape accountability for low student attendance.

Action Plan.

School has not found a way to effectively address student absences in households suffering from substance abuse and or unstable living conditions. These families are not receptive to standard supports and accountability models provided by school.

School will review and revise School Attendance Policy and explore ways to include supports for parents to diminish risk of parents disenrolling students from school when addressed about low student attendance.

School will explore ways to incorporate and/or align tribal truancy policies, procedures, tribal authorities including viscales to provide supports which can help increase student enrollment and diminish absences.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

Ensure that parents, local schools, the tribal department of education, and community-based organizations work together to improve educational opportunities for Native American students through parental and community involvement.

Background.

Parent involvement in education has been proven to benefit students, parents, teachers, and schools. When parents participate in their children's education, the result is an increase in student academic achievement as well as improvement in the student's overall attitude and school behavior. There is also improvement in attendance along with less bullying and fewer discipline problems overall. Academically, parental involvement has correlated with higher aspirations, improved attitudes, increased interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods.

Top 5 impactful program and/or activities tailored to support American Indian students, parents and communities at school:

1. SDRCS hosts regularly occurring events to involve parents and the community in the education of children and strengthening of family bonds. These include Parents' Night, Fall Carnival, Thanksgiving Luncheon, Christmas Program, Indigenous Week activities, and End of Year Picnic as well as special events coordinated throughout the year. Additionally, parents have a practice of inviting teachers and students to their homes on traditional days to experience traditional food and customs.
2. Parent-Teacher Organization organizes activities, parent information events, and fund raising and provides support at sporting events and throughout the year at celebratory events.
3. Student-led conferences are held in middle school with parent survey distribution.
4. School social media page provides stream of back-and-forth communication between school and parents.
5. Jemez Creative Team provide rich cultural experiences for children utilizing the expertise of community members. In 2019-2020, community members and the Jemez Creative Team worked with students to use horno (traditional mud oven) to make "Jemez popcorn" (*chicos* or toasted corn), and oven bread. Parents and community members worked with students to create traditional drums, sports equipment, pottery, and art. The Jemez Creative Team and seniors from the Intergenerational Center visited the school regularly in the winter to share traditional stories and teach storytelling techniques.

Results.

1. The collaboration with the Jemez Creative Team has benefited students, teachers, parents, and the members of the creative team by reinforcing community bonds and traditional knowledge and skills.
2. SDRCS's annual events attract nearly 100% attendance by parents/family members. Events such as the Thanksgiving Luncheon, Christmas Program, and End-of-Year Picnic have attracted

families to our school and enhanced our reputation in the pueblo.

3. The PTO has brought large groups of parents together to host concessions at all home games and to host our yearly Mustang Invitational Cross-Country Meet and the Mustang Roundup Basketball Tournament. Nearly all volunteers present at these events are parents. These events also raise over \$5000 for the school per year.
4. Student-led conference format increased parent attendance at conferences from 30% to 98% each year since its introduction in 2015. Parent survey data indicate overwhelming support for the student-led format with a majority of parents indicating the format yielded a “good” understanding of their children’s progress.
5. School Facebook page has 131 members; announcements are viewed by an average of 80 members within 24 hours of posting; a majority of parent members visit this site for up-to-date announcements and information and to request information from site administrators.

Conclusion.

SDRCS outreach brings community and parents together with the school to reinforce traditional learning, provide informational and technical support to parents, and promote strong family and school-community bonds. SDRCS is lacking, however, in robust, effective parent education programming.

Action Plan.

SDRCS Leadership and Core Team will conduct a needs assessment and use the data to develop a calendar of parent education events throughout the year, hosted by experienced staff, and will repeat/review content as needed and requested.

SDRCS will seek means of hosting meaningful virtual community/school events during the COVID-19 closure and will resume all regular events once the school opens under full reentry.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students' educational programs objective is to recognize and 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 students through the efforts of LEAs, Native American 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.

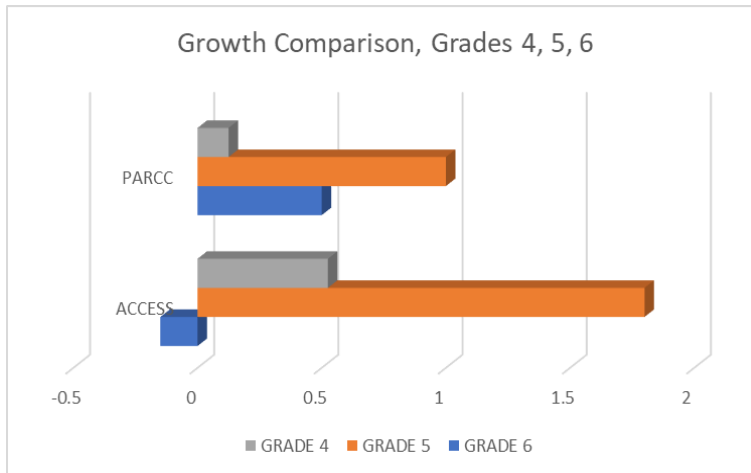
Methods.

School education programs and activities tailored to support academic and cultural achievement for American Indian students are as follows:

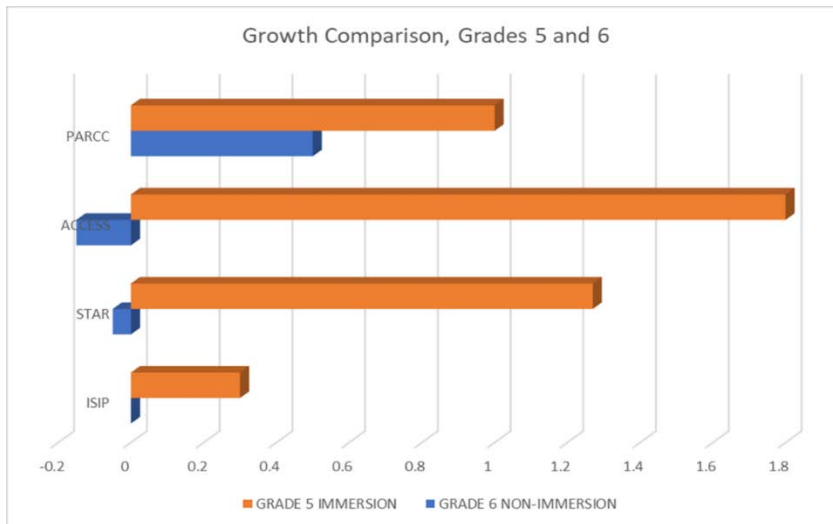
1. Research-based Native Language and Culture curriculum collaboratively developed in 2008 among pueblo schools and revised annually.
2. Innovative dual language immersion program designed in collaboration with the tribal education department to develop proficiency in spoken Towa (unwritten indigenous language) and English through co-teaching between English-speaking teachers and Towa-speaking educational assistants holding Native American language and culture certification from the New Mexico Public Education Department.
3. Accelerated Reader research-based reading intervention with STAR assessment.
4. Technology-based self-paced career and technical education program (Easytech from Learning.com) required for middle-school students with embedded formative and summative assessments.

Results.

1. Curriculum achieves increasingly smooth integration of Jemez Pueblo language and cultural elements with mandated Common Core standards components. Modification of calendar supports and enhances integration.
2. Dual language immersion has yielded increased achievement in literacy in English based on a study of the first 5 years' data (2014 – 2019), as illustrated by growth comparisons between groups with no immersion (grade 6) and groups with 3 years of dual immersion tested in grades 4 and 5 based on the PARCC and ACCESS data:



The increase in growth is further emphasized by comparing grade 5 (three years of immersion) with grade 6 (no immersion) on all four commonly administered assessments over a two-year period. The grade 6 group demonstrated regression in comparison to the grade 5 group on three of the four assessments, while grade 5 outpaced grade 6 in growth on the PARCC assessment.



3. Accelerated Reader intervention for 2019-2020:

- 30% of grade 7 students using Accelerated Reader surpassed expected growth by as much as 70% within the four-month period students were tested during the truncated 2019-2020 academic year.
- Overall average growth in the same four-month period for grade 7 was an increase in grade level equivalent of 1.3 years.

4. Easytech alignment with all ISTE (International Society for Technology in Education) Standards shown in graphic below:

1	Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	VIEW INDICATORS +
2	Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	VIEW INDICATORS +
3	Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	VIEW INDICATORS +
4	Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	VIEW INDICATORS +
5	Computational Thinker	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	VIEW INDICATORS +
6	Creative Communicator	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	VIEW INDICATORS +
7	Global Collaborator	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	VIEW INDICATORS +

Anecdotal evidence of both Accelerated Reader and Easytech effectiveness exists in reports shared by the administration at Walatowa High Charter School based on initial tests of incoming freshmen (from the previous year, 2019) in both literacy and technology skills development.

Conclusion.

SDRCS provides an exceptionally culturally relevant, technology rich integrated curriculum together with effective targeted interventions. However, organization and accountability are not always evident within either the integrated language curriculum or the dual immersion program.

Action Plan.

SDRCS will work in collaboration with Towa language-speaking educational assistants, the Towa Language Team, and Native American staff to systematize implementation of the Native Language and Culture curriculum to ensure consistency, vertical articulation, accountability, and continuous improvement.

SDRCS will seek funding for the continuation and improvement of its dual immersion program.

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

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

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

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

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

Methods.

1. See Excel Spreadsheet included as attachment to same email containing this report. Spreadsheet identifies and verifies funding supporting American Indian students.
2. Data is disaggregated on funds by code including all Title I, II, and VI, IDEA, Impact Aid Special Education, Impact Aid Indian Education, Indian Education, Indian Education Grant, and W. K. Kellogg Grant.
3. Funding sources were reviewed and verified with Business Manager.

Results.

School serves a 100% American Indian student population. As a result, 100% of allocated fund equitably support American Indian students.

Conclusion.

School's operational resources meet the needs of enrolled students. School greatly benefited from funds provided by Indian Education Grant and by W. K. Kellogg Grant. However, school's operating budget for Indian Education supplies were limited and precluded instruction in specific areas of native language and culture.

Additionally, funds provided by W. K. Kellogg Grant were insufficient to cover cost of Education Assistants who progressed in steps beyond their first year of employment or to cover mandated raises.

Action Plan.

The school's monitoring and alignment of school operational resources supports American Indian students. School will reapply for Indian Education Grant for 2020-21 school year.

Additionally, school will seek amendment of funding amount from W. K. Kellogg Grant to sufficiently fund cost of Education Assistant for the 2020-21 school year.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective.

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

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title 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.

School Indian Policy and Procedures follow Section 7003 of the Impact Aid Program:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the school;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the school;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the school;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the school in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the school may help those children realize the benefits of the school's education programs and activities;
5. Gather information concerning the Indian community views education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the school's educational programs and activities; and
8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Waiver Requirements

For any year in which a school receives a written statement from the Indian tribe or tribes whose children attend the school that the school need not comply with the IPP requirements because the tribe(s) is satisfied with the school's provision of educational services to such children, the school must include the written statement with its application in lieu of IPPs. This statement constitutes a waiver of the IPP requirements of the school for that year.

Compliance

The LEA should review its IPPs annually to ensure compliance with statutory and regulatory requirements.

Tribal consultation periods are year-round. ESSA consultations and implementation periods follow the school year. Implementation periods are on a yearly basis following the school calendar.

School Indian Education Committee and Parent Advisory Committee are involved in the process.

Results.

No summary of IPP consultations with Jemez Pueblo is available for a 3-5 year period. School cannot confirm compliance for the duration of this time frame.

Numerous factors account for this:

- Prior school leadership never kept records of yearly IPP consultations.
- Consultations with Jemez Pueblo are not determined by school. Consultations take place at the behest of tribal officials.
- When tribal consultations take place, IPP consultations are not part of the meeting Agendas.
- Since all students attending school are of American Indian heritage, there is no question as to whether American Indian students participate on an equal basis with non-American Indian students leading to lack of consultation in this and other areas.
- Tribe determines Indian education programs of school.

Conclusion.

A formalized calendar of IPP consultations must be established between school and Jemez Pueblo.

Action Plan.

While no MOA is available to submit, school is attaching copy of all discussion items provided to Jemez Pueblo during the course of the 2019-20 school year submitted to the Pueblo Governors.

School will formalize IPP process with Jemez Pueblo.

*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER
OF STUDENT DROPUTS 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 American Indian students.

Background.

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

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

School serves a 100% American Indian student population Grades K-8. All students at school qualify as at-risk. As such, school does not disaggregate data by ethnicity. School does not have drop out data for students in grades K-8.

School validates information if a student 1) does not re-enroll; 2) has an invalid transfer, but 3) taking the GED is not an option for students at school.

While the school does not have drop outs, it tracks habitual truancy and analyzes the underlying causes. School tracked Late Arrival (Tardies) and Early Dismissal (students checked out more than 15 minutes prior to the end of the school day).

Results.

Using data, school accurately measured Lost Instructional Time for each student as a result of Late Arrival and Early Dismissals. Fully 13% of school enrollment demonstrated pattern of attendance qualifying for Habitually Truant.

Top thee indicators for student absences included 1) substance abuse in parent household, 2) unstable living conditions at student household(s), and 3) lack of priority in getting students to school on time daily by parent/guardians.

Data was presented to parents during Parent Teacher Conferences. Impact to student(s)’ education was communicated to parents in terms of Days and Hours of Lost Instructional Time

along with an estimate of how many days of instruction will be lost if pattern continues. Teachers communicated to parents how absences at the beginning and end of a school day impact learning in Core Content classes.

Roughly half of Habitually Truant families responded positively to data and successfully improved attendance for their student. However, other families did not respond at all or were hostile to actions taken by school to increase attendance for their student.

Families with the highest number of student absences were referred to tribal and state authorities which resulted in the disenrollment of the student from the school. In some cases, students were enrolled in other schools within short time frames. In other cases, students did not attend school for months before being enrolled in other schools.

Conclusion.

School is working with Jemez Pueblo Truancy Officer. Jemez Pueblo has policy in place which involves parents reporting to tribal courts as part of process to resolve student absences from school. School is reluctant to utilize this option as parents are prone to disenroll students from school and enroll students at other schools or not enroll the student at all.

Action Plan.

School will review and revise School Attendance Policy and explore ways to include supports for parents to diminish risk of parents disenrolling students from school when addressed about low student attendance.

School will explore ways to incorporate and/or align tribal truancy policies, procedures, tribal authorities including viscales to provide supports which can help increase student enrollment and diminish absences.

School will strategically place Targeted Intervention Instruction at the beginning and end of school day for the 2020-21 school year to alleviate Lost Instructional Time in Core Content classes.

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 Native American 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.

SDRCS's school calendar is determined by, and aligned with, the Jemez Pueblo cultural calendar. SDRCS administration and staff develop the yearly calendar in consultation with both male and female tribal members to ensure accommodation, encouragement, and, when required or appropriate, participatory support of all cultural and traditional events. In addition to the highlighted items in the chart below, SDRCS accommodates unscheduled traditional days as needed, sometimes by using a scheduled holiday as an instructional day.

Variable Calendar Days as Provided by Districts

Variable Calendar Days as Provided in the SY 2017–2018 district-wide TESR	
All Souls Day (November 1st)	Navajo Nation Family Day
Alamo Indian Days	Navajo Nation Memorial Day
Ceremonies of self-identity and self-healing	Pueblo of Nambé Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of Pojoaque Feast Day
Gathering of Nations	Pueblo of San Ildefonso Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of Santa Ana Feast Day
Mescal Harvest and Roast	Pueblo of Santa Clara Feast Day
Native American Senior Day	Pueblo of Santo Domingo Feast Day
Navajo Sovereignty Day	Pueblo of Tesuque Feast Day
Ohkay Owingeh Corn Dance	Pueblo of Taos—San Geronimo Feast Day
Ohkay Owingeh Feast Day	Pueblo of Zia Feast Day
Pueblo of Acoma Feast Day	Pueblo of Zuni-Shalako
Pueblo of Cochiti Feast Day	Shiprock Northern Navajo Fair (Professional Development Day)
Pueblo of Isleta Feast Day	Tribal Governors' Irrigation Day
Pueblo of Jemez Feast Day	Winter and spring break extended to accommodate dances
Pueblo of Laguna Feast Day	Zuni Appreciation Day
Navajo Nation Police Officer Day	
Navajo Nation Fairs	

Results.

SDRCS solicits and applies input from Jemez tribal leadership (including religious leadership), community representatives, administration, staff, and the SDRCS Governing Council to establish needed traditional days within the required overall calendar to ensure that minimum instructional time is met while accommodating all tribal cultural events. SDRCS routinely incorporates at least 100 extra instructional hours above the minimum while still building a yearly calendar that reflects a commitment to the support and maintenance of Jemez cultural traditions.

Conclusion.

The incorporation of cultural/traditional days in the school's yearly calendar allows students to participate in their sacred tribal traditions, thereby contributing to their cultural knowledge and education as well as to the strengthening of tribal connections. Many school activities are structured to incorporate cultural elements as SDRCS exists first and foremost to nurture Jemez cultural development in our students. The use of a variable school calendar has always been the foundation for culturally relevant educational planning since SDRCS opened as a charter school in 1999.

Action Plan.

SDRCS will continue to utilize tribal input in the development of each yearly calendar, incorporating flexibility to adapt to tribal imperatives and unexpected cultural needs as they arise.

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

Objective.

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

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title 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 American Indian students.

Methods.

Tribal “consultation” occurs primarily through monthly meetings with the Jemez Pueblo Department of Education. School’s Indian Education Committee representatives participate in meetings held monthly throughout the year. School representatives, along with those of other local schools including Jemez Valley Public Schools, Walatowa Charter School, and Walatowa Headstart.

Additionally, Jemez Department of Education hosts a Joint Professional Development twice yearly in September and June of the school year through funds provided by W. K. Kellogg Foundation. Instructional staff attend both events and receive professional development in Indian Education, language immersion, and language assessment among others.

Parent Advisory Committee was not in place at school for the past two years. An effort to renew the Committee was successful and Committee provides active monthly participation in school decision making.

School collaborates with Jemez Health and Human Services providing mental health services for referred students.

School is in the process of establishing working Equity Councils.

Results.

Collaborations with Jemez Department of Education are often not true “collaborations.” School is not involved in the decision-making process of any consultations with Jemez Pueblo. Instead, decisions are made within Jemez Pueblo Department of Education or within Tribal Administration up to and including the Pueblo Governors. School is informed of the decision of the Pueblo and school is expected to comply. Communication is one way. When two-way communication is attempted, response by Jemez Department of Education is often evasive, non-transparent, sidetracked, obfuscated, or vague. Further attempts for collaboration result in accusations that school is not in compliance with tribal sovereignty and multiple threats of removal of tribal support from school and the end of its charter. Tribal leadership has called for the removal of school leadership and its board members rather than pursue opportunities for true collaboration. Pattern of adversarial conduct against school by JPDOE representatives is not restricted to school and extends to other schools and community stakeholders who request two-way communication, true collaboration, and transparent answers to questions of Pueblo decision-making.

Collaboration opportunities with Pueblo Governors are well received and productive, but rarely transpire as Pueblo Governors do not interact directly with school.

Conclusion.

Adversarial relations between Jemez Pueblo Department of Education and school are not productive in meeting the needs of students at school. School continues to reach out to Jemez Pueblo Department of Education to safeguard opportunities for school, staff, students, and community collaboration especially in regards to Memorandum of Understanding of W. K. Kellogg Grant.

Action Plan.

A primary goal of school is to establish two-way communication and actual collaboration with Jemez Department of Education. Re-orienting monthly meetings around Accountability Frameworks for the Indian Education Act, Equity Council Needs Assessments, and Indian Policy and Procedures provides a common ground for collaboration and ensures progress in all areas of Tribal Education are addressed.

*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 American Indian 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.

Currently, school utilizes the teaching of the unwritten Towa language in grades K-8. Through a W. K. Kellogg grant, school hired three Education Assistants licensed in Native Language and Culture to deliver Language Immersion in Grades K-3 for the past three years. EAs assist non-Towa speaking instructors by translating English instruction into Towa for the benefit of students, all of whom are members of Jemez Pueblo. In addition, Education Assistants are responsible for the delivery of Cultural Heritage instruction for one hour daily. Through a Towa Language Assessment developed last year by the W. K. Kellogg Foundation, students are assessed four times a year to measure progress in Towa language development.

Results.

Assessments for two cycles of testing were provided to Jemez Pueblo Department of Education (JPDOE). According to JPDOE, student scores are tallied by JPDOE and forwarded to W. K. Kellogg Foundation. Since school is not the grantee (JPDOE is the grantee), results of data are not forthcoming from grantor (W. K. Kellogg Foundation) to the school, nor is there a stipulation in the Memorandum of Understanding between school and JPDOE that data will be shared with school regarding student progress in Towa language.

Conclusion.

While school has supported fulfilled its commitment to Language Immersion in grades K-3 through an MOU with JPDOE, school cannot make any conclusions with regards to the effectiveness of three years of Language Immersion as it is not in possession of any data resulting from its relationship with Jemez Pueblo Department of Education.

Action Plan.

Indigenous models in Tribal heritage language development, Indigenous research, evaluation measures, and curricula including culture and history will continue to be supported in school. School will seek amendments to MOU with JPDOE for any remaining years of the W. K. Kellogg Grant or will seek other grant opportunities which duplicate W. K. Kellogg grant that establish school as grantee.

CONCLUSION
