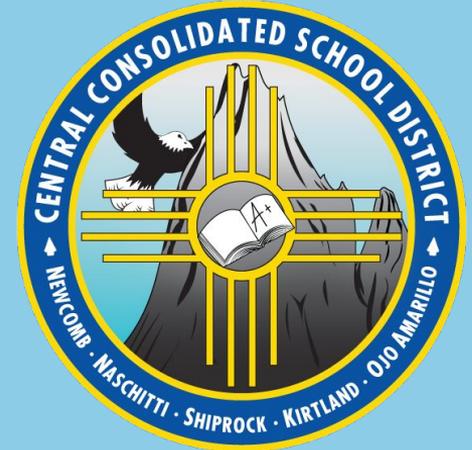


# Central Consolidated District Overview, Responses to Yazzie/Martinez and Plans to Spend At-Risk Funding

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Presentation to NM LESC & NM IAC  
September 7, 2022  
Central Consolidated School District  
Steve Carlson, Superintendent



# Welcome and Introduction

## New Leadership:

- Steve Carlson, Superintendent
- Peter Deswood, Asst. Superintendent

## Introduction: Board Members & Staff

Thank you Legislators for championing the needs of our students and families and your support in reallocating Impact Aid back to impacted schools, as well as the other new funding mechanisms and programs aimed at bridging educational and social-emotional gaps.



We are working hard to do our part in implementing these initiatives in order to make a difference in the lives of our children, families, staff, and communities.



- Central Consolidated is a geographically large district that spans almost 3000 square miles, and serves 3 distinct areas with very diverse needs: Shiprock, Newcomb and Kirtland. Shiprock and Newcomb are located on the Navajo Nation, and Kirtland is located off of the reservation. Each area has their own needs and makeup, and each is comprised of many smaller communities.
- Our district also represents 15 Chapter Houses, including the largest Chapter on the Navajo Nation, Shiprock.

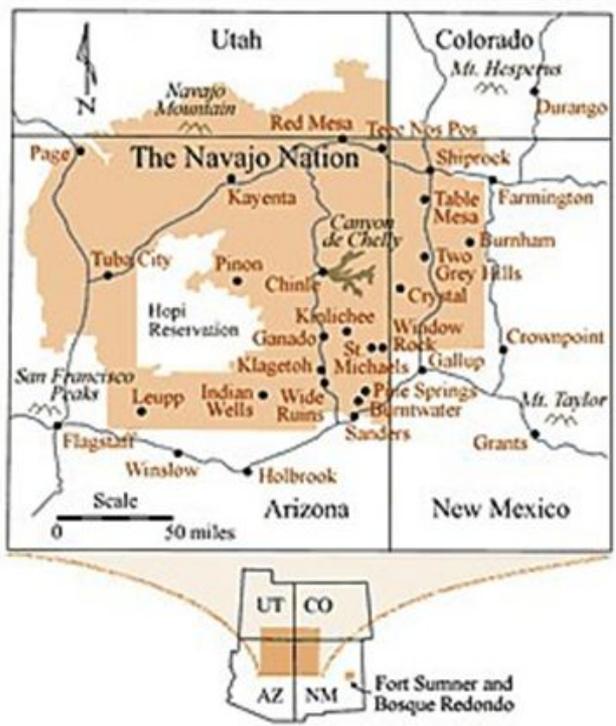
# Our District is Committed to Bridging Gaps & Honoring Culture

**Internal Mapping & Community Outreach:** CCSD is engaged in ongoing internal mapping efforts and community outreach to determine what is and is not working for students, families and staff and what changes need to be made for our students, families and staff to thrive in the face of enormous challenge. The impetus for this work was begun in response to the potential devastating impacts our District faces if area power plants and mines, and related mining operations are shut-down. Together, these business enterprises represent 80% of our property tax revenues.

## **Mapping Outcomes:**

- i. Formation of the Intercultural Community Outreach Department (ICO);
- ii. Implementation of Comprehensive MultiCultural Policies;
- iii. Implementation of an Equity Strategic Plan;
- iv. Formation of Data Department;
- v. Implementation of Community Schools Model;
- vi. Impact Aid and At-Risk Spending with Board and Public input

# CCSD Area Demographics



## 1. Rural and Remote:

- Rural/Remote Students travel 2-3 hours round trip home-to-bus-stop and bus-stop-to-school and back - they often leave home in the dark and come home in the dark;
- Spotty, if any, access to internet; and
- 30 to 40% of families do not have electricity, potable water, internet, indoor plumbing (in remote areas this is as high as 70%).

## 2. High Systemic Poverty (Pre-Covid Statistics):

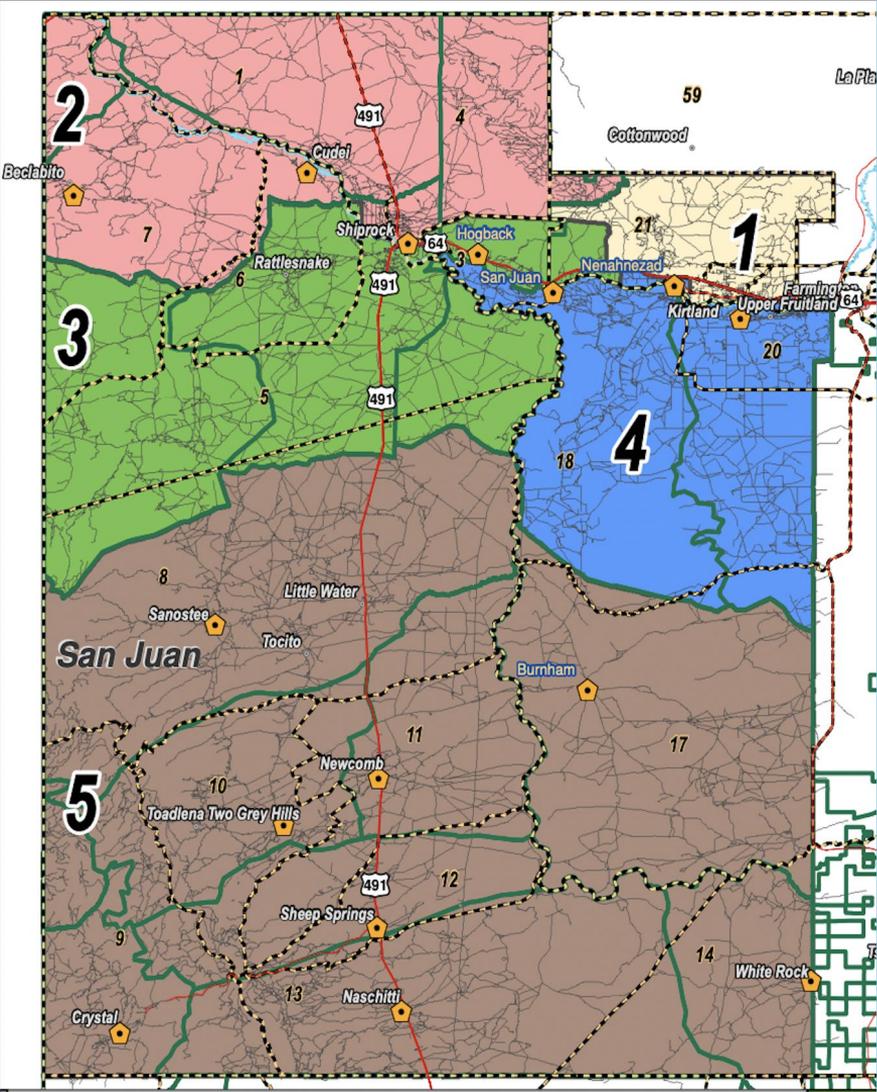
- Poverty rate is 4 times the national mean;
- Median household income of \$20,000;
- Per capita income of \$7,269;
- More than 75% of Navajo School Age Children live in poverty;
- Unemployment 70%; and
- Vast majority of students qualify for free and reduced meals

# CCSD Enrollment Demographics

Ethnicity	Number of Students	Percent of Students
African American	21	0.42%
Asian	31	0.63%
Caucasian	212	4.27%
Hispanic	102	2.06%
Native American	4594	92.62%
<b>Grand Total</b>	<b>4960</b>	<b>100%</b>

# CCSD Enrollment Demographics By Area

<b>Area Schools</b>	<b>Number of Students</b>	<b>Percent of Students</b>
Kirtland Area	2326	47%
Newcomb Area	687	14%
Shiprock Area	1947	39%
<b>Grand Total</b>	<b>4960</b>	<b>100%</b>



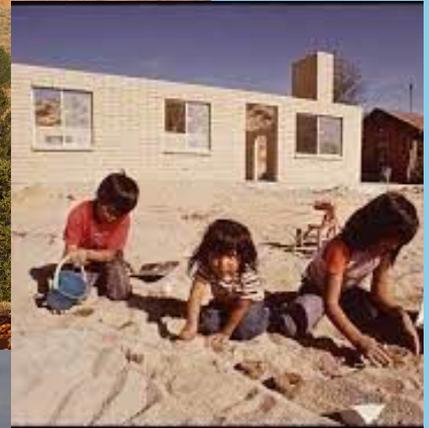
- For context the District represents about 70% of San Juan County;
- CCSD is the size of Delaware and Rhode Island combined;
- The population of Section 1 is more than populations of 2 through 5 combined;
- Most of Section 1 is off-reservation, the remainder of the District is on the Navajo reservation;
- CCSD has less than 2% taxable property;
- High Number of Remote, Off-Grid homes and homelessness

# CCSD Area Demographics



1. **No municipal amenities:** Unless provided by the School District there are little to no municipal amenities (i.e., no public libraries, no municipal swimming pools, no rec centers, limited parks)
  
2. **COVID Pandemic:**
  - a. **Spotlighted poverty and lack of access to technology infrastructure and daily meals;**
  - b. **Heightened social emotional needs of students;**
  - c. **Increased Child Homelessness and Poverty;**  
and
  - d. **Exponentially increased Learning Loss and Educational Gaps.**

# Proud Heritage of Self-Sufficiency and Ability to Live in Remote Areas with Scarce Resources



# Plant & Mine Closures - Disproportionate Impact



1. 80% of the District's tax revenues come from the San Juan Generating Station and Mine and the Four Corners Power Plant and Mine;
2. With closure the District's bonding capacity will be extremely limited;
3. Parents often leave to find work but leave children to be raised by grandparents; and
4. Combined loss of up to 3000 direct and indirect jobs - direct jobs are high-wage @ \$80,000/year - jobs that support extended families of 15+ people.

# Turning Challenges into Opportunities at CCSD ...

- CCSD's geographic size and rural and remote characteristics:

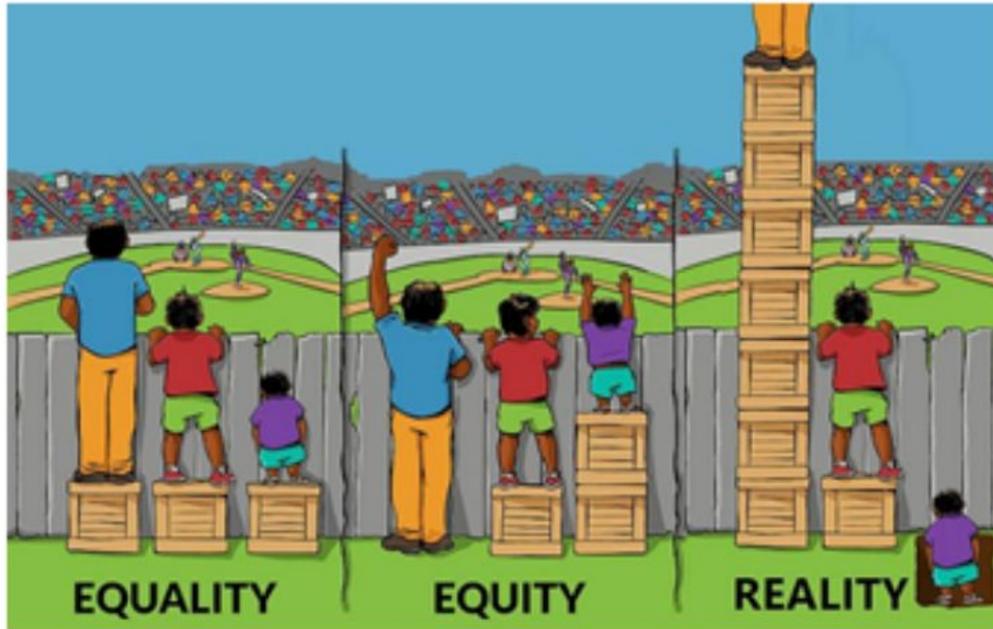
**More expensive to serve-** The consequences of these circumstances are that our human and physical resources are spread out. It takes more effort and more funding to achieve outcomes comparable to other districts with density. One of the reasons the ICO was created was to help the District marshal and coordinate programs to reach more students, families and staff.

**Recruitment and Retention of Teachers-** Because of the relatively remote location and lack of housing near many of our schools on the reservation, it is difficult to attract and retain teachers. We are taking advantage of legislative funding for teacherages and have fast-tracked construction to build new teacherages; 5 at Central Office and 10 at Mesa Elementary (a total of 29 lots have been designed and infrastructure is installed at Central Office; a total of 32 lots have been designed at Mesa). Even with the completion of these units, we continue to have a waiting list for school housing.

**Need for community schooling-** No municipal functions/programs. This requires CCSD to take up these functions and is why we are moving toward the community school model

# Diversity, Equity, and Inclusion

## Equality vs. Equity vs. Reality



# Turning Challenges into Opportunities at CCSD ...

- **Educational and Social Emotional Gaps - Achieving Equity**

Most CCSD students are At-Risk students that struggle with poverty, hunger, homelessness, neglect, trauma, and the difficulties associated with remote, off-grid homes.

These issues were exacerbated during COVID and will become worse with the potential closure of area power plants. We support keeping area plants open with the use of carbon capture technology and request your support in that effort.

Our students, families and staff are extremely resilient and strong, but with all of the challenges they face they need additional support. This requires us to address the challenges facing our students, families and staff in a more expansive and coordinated manner that:

- Focuses on the needs of the whole child through a social-emotional and cultural lens of what each child needs to be able to succeed in school;
- Creates a partnership with families and communities; and
- Provides additional resources to staff to help them respond to the expanded needs of our students and families.

# Intercultural and Community Outreach:

The ICO's mission is to create equity for our students. The ICO is tasked with implementing fixes to address Yazzie/Martinez, state laws and NMPED Policies that seek to create equity for our students.

## Programs:

Equity Council - Languages and Cultures curriculum and instructional training - Rings of Culture - Whole Child - Holistic Wellness - Holistic Restorative Discipline - Parent Partnership - Graduate Profile - Community Schools - Next Step Plans in Education - Safety-Net - Food Pantry - Social Emotional Pathways - Additional Related Services

## Areas of Current Focus:

- Many of our staff in all of our Departments work very hard to provide the best for our students. One role of ICO is to provide district-wide coordination and marshalling of these resources to maximize meeting student needs and bridging student gaps ASAP;
- Use of Data to, along with other Departments, not only identify gaps, but also to measure the efficacy of programs/resources utilized to bridge gaps and track gap closure for students;
- Prioritize and Include community input and deliver programs and services that reflect student, family and community needs;
- Implement and consolidate all 4 NM Cultural Education Acts into 1 comprehensive policy
- Implement an Equity Strategic Plan

# How CCSD is Utilizing funding for At-Risk students

- Implementation of Intercultural Community Outreach department and expansion of the reach of programs to students and families;
- CCSD provides year-round social-emotional, mental health and holistic wellness workshops, presentations, seminars and conferences for students, parents, families. We are increasing our community based programming and networking with San Juan County, Farmington and Navajo Nation community based programs;
- Expanded enrichment and cultural based opportunities will be offered during the summer, including Indigenous Identity Workshops and Robotics/Coding camps.
- Expanded CTE programs.
- Utilizing ELTP funding from PED

# Participation in Extended Learning Opportunities

- CCSD has expanded its calendar for SY 2022-23 to include 10 extra days of instruction for all students by taking advantage of state ELTP funding.
- CCSD is utilizing ELTP funding for an after-school program available to all students. Due to the ELTP funding, we will offer tutoring and instructional opportunities to help strengthen challenged areas and promote enrichment.
- CCSD utilized Title 1 funding to offer summer school opportunities for all students. Year-round we offer tutoring and instructional opportunities to help strengthen challenged areas and promote enrichment.
- Expanded enrichment and cultural-based opportunities were offered over the summer, including Indigenous Identity Workshops and Robotics/Coding camps.

# Thank You.

- We appreciate your commitment to our students, families, staff and communities.
- We are honored by your willingness to travel to our District and excited about the opportunity to host you all.
- We appreciate your continued support to help us achieve equity for our students and are encouraged by the collaboration of the state and local level working together to achieve equity for our students.
- So that we can continue to move forward in achieving equity for our students, we ask for your support in keeping area power plants open with carbon capture technology to avoid the devastating impact potential closure will have on our communities and school district.
- We are including supplemental information for your review on Student Achievement and Assessment, Changes to Teacher Quality and School Leadership, and Expansion of College & Career Readiness Programs.

# Supplemental Slides Discussing Student Achievement and Assessment

- As demonstrated on the next slides, our data establishes that there are significant decreases in student participation of student achievement testing.
- This is attributable to interruption in testing during COVID, concerns of students and parents about COVID learning loss and no testing statewide during 2020.
- We have sparse testing data for 2021 and newly released 2022 data. The post-Covid data paints a very bleak picture of our first year back from the pandemic.
- We are currently making improvements to the Dine Language Proficiency Assessment (DLPA) and have included some slides on that effort.

# Student Assessment - Spring 2021

<b>Reading Assessment Grades 3-8</b>	<b>Number of Students</b>	<b>Percent Students</b>
Need Support	194	12%
Near Target	200	13%
On Target	327	21%
Absent, Did Not Reach Minimum Attempt, Parental Refusal	860	54%
Total	1581	100%

# Student Assessment - Spring 2021

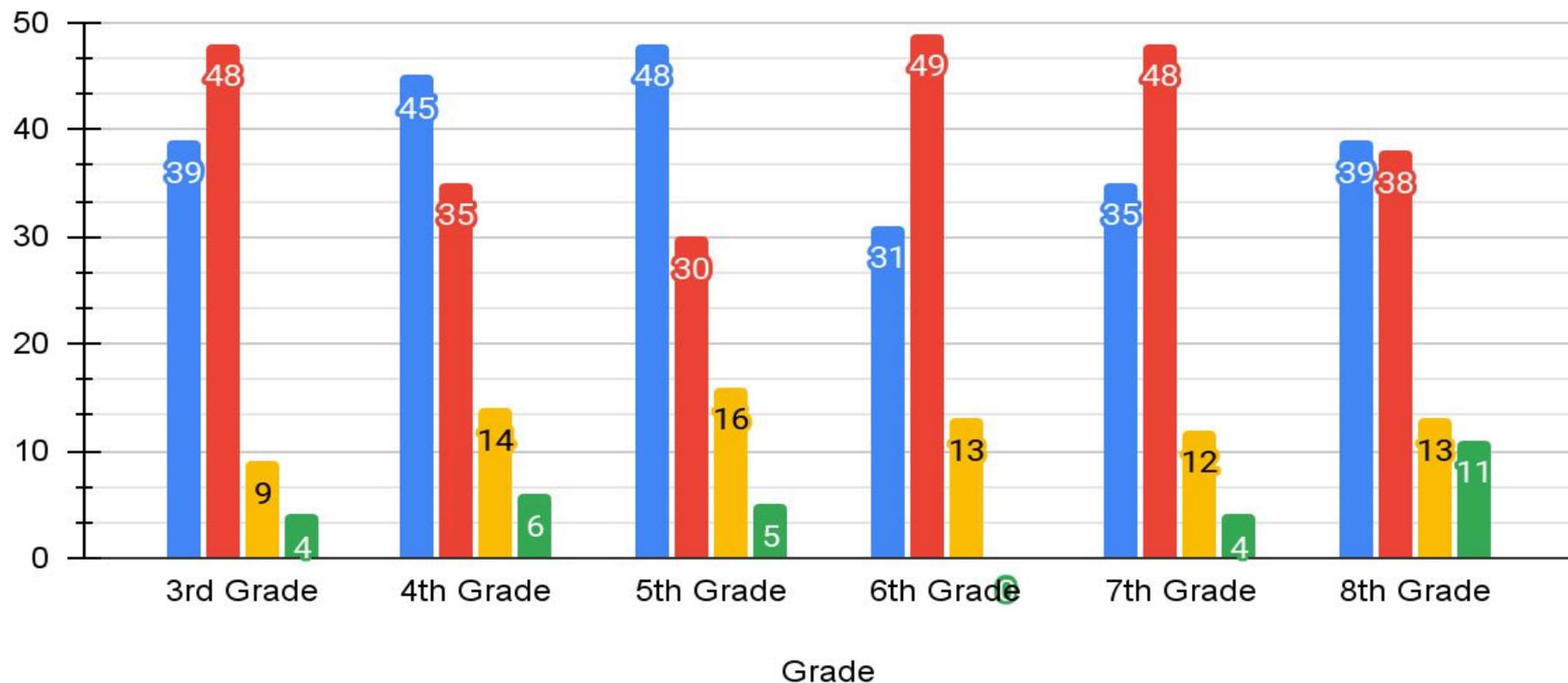
<b>Writing Assessment Grades 3-8</b>	<b>Number of Students</b>	<b>Percent Students</b>
Need Support	232	15%
Near Target	169	11%
On Target	315	20%
Absent, Did Not Reach Minimum Attempt, Parental Refusal	865	55%
Grand Total	1581	100%

# Student Assessment - Spring 2021

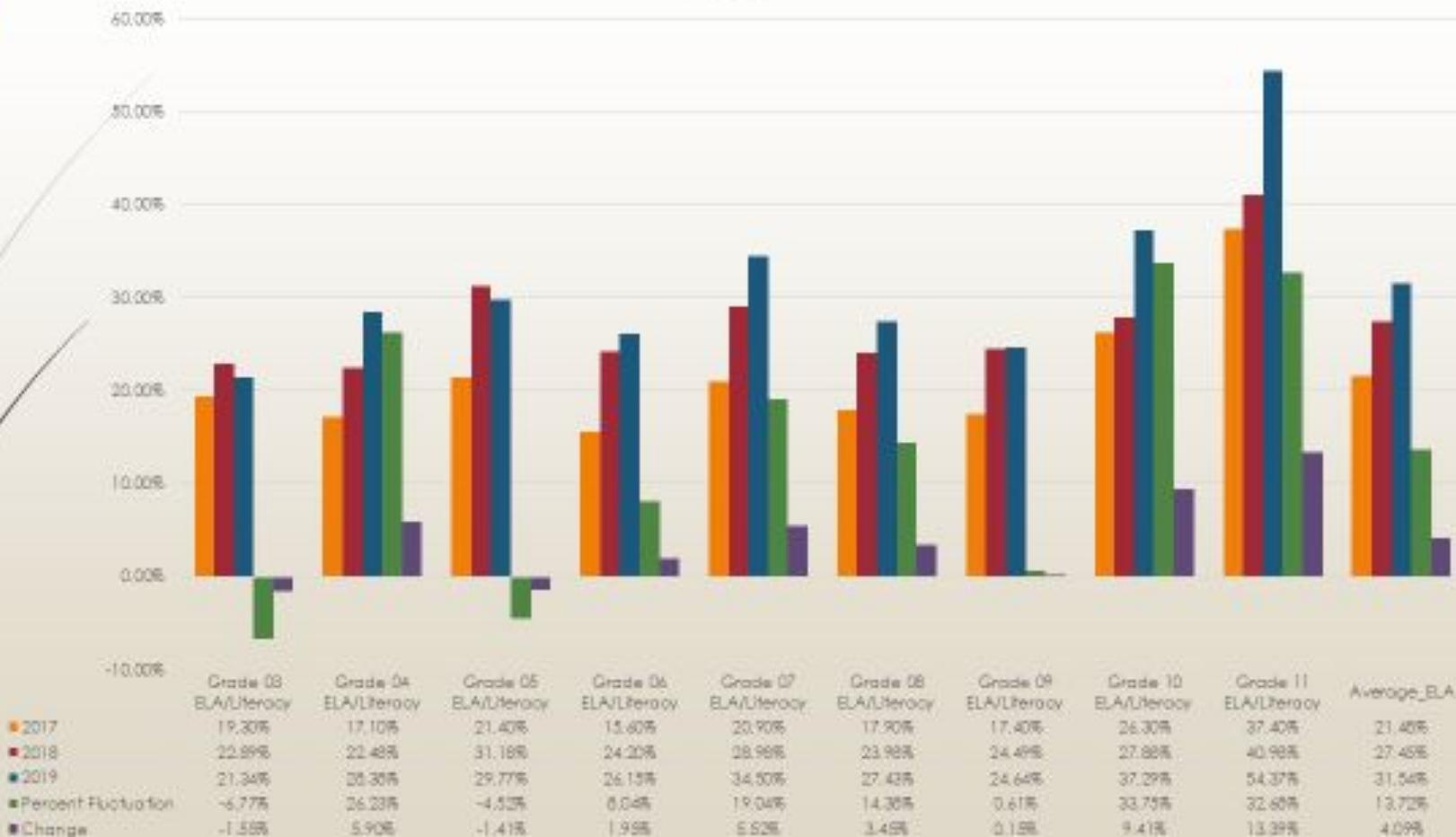
<b>Mathematics Assessment Grades 3-8</b>	<b>Number of Students</b>	<b>Percent Students</b>
Need Support	488	31%
Near Target	179	11%
On Target	59	4%
Absent, Did Not Reach Minimum Attempt, Parental Refusal	855	54%
Grand Total	1581	100%

# 2022 ELA Result\_Grades 3-8

Novice    Nearing Proficiency (%)    Proficient (%)    Advanced (%)

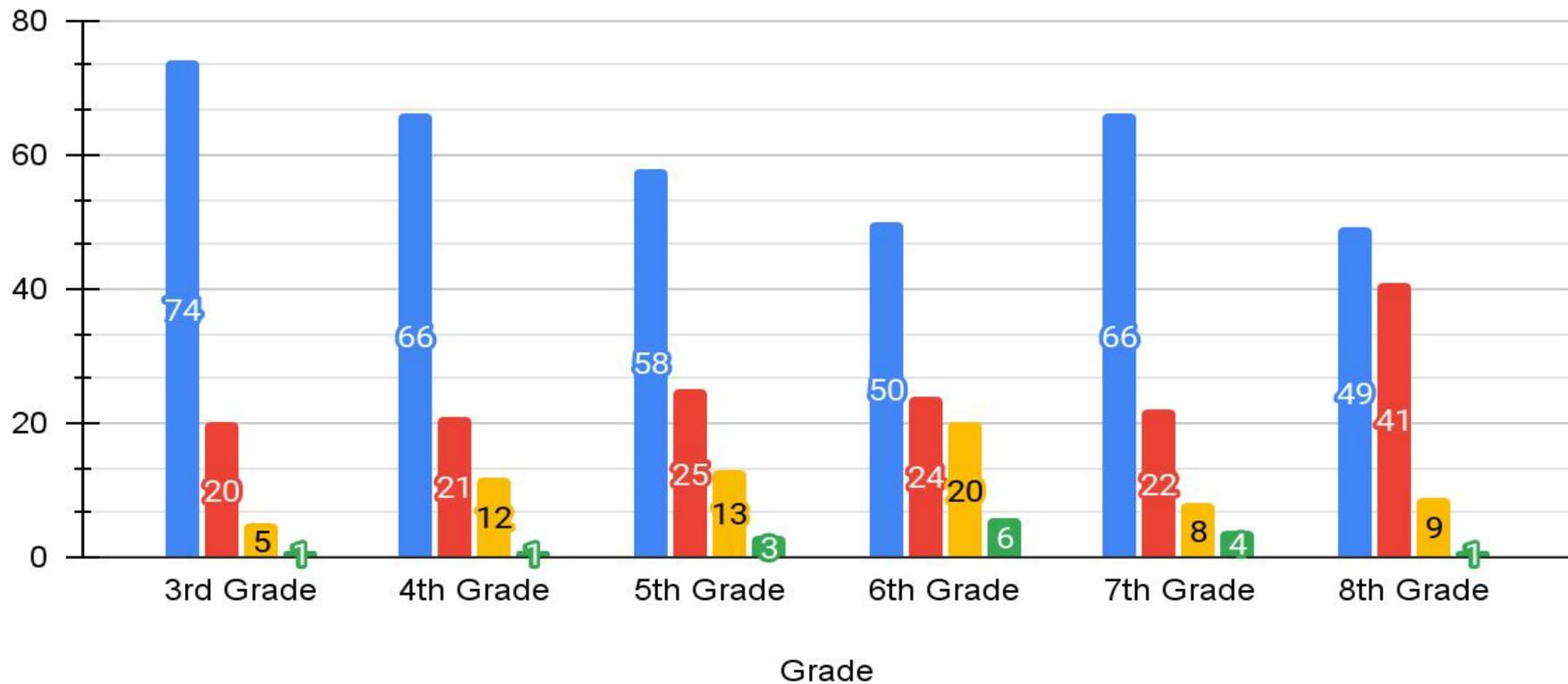


# Spring 2019 Assessment Current Standing Comparison ELA



# 2022 Math Assessment\_Grades 3-8

Novice    Nearing Proficiency (%)    Proficient (%)    Advanced (%)



# Spring 2019 Assessment Current Standing Comparison Mathematics

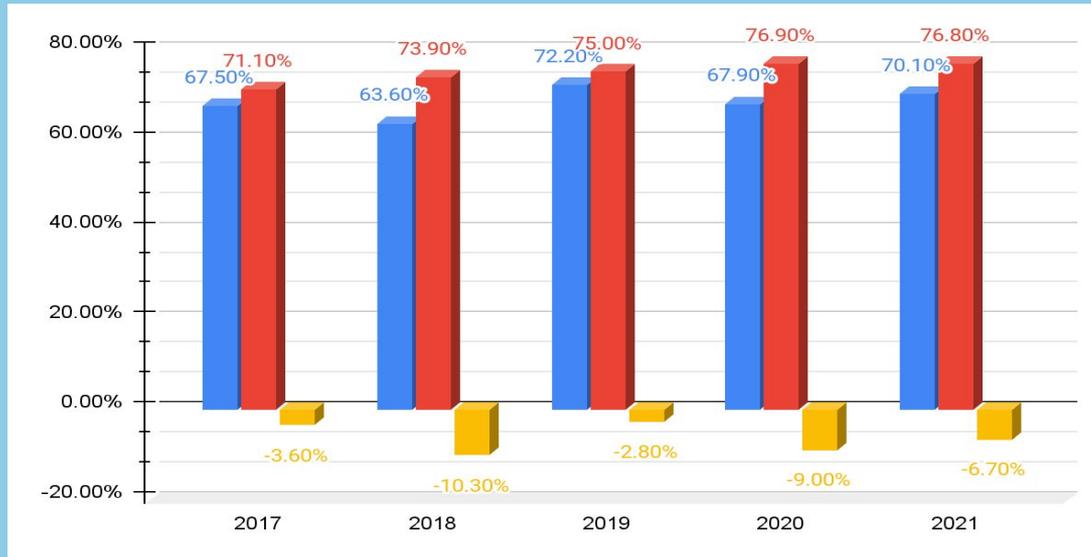


# Graduation Rates 2017-2021

- As the graphs on the next slides show, CCSD had a significant decrease in graduation rates two years' ago (SY 2019-2020). We have seen a moderate increase in graduation rates last year (SY 2020-2021).
- We believe this is attributable to COVID-related issues.
- We will be working over the summer on programs and initiatives to help improve graduation numbers next school year. These programs are discussed in more detail later in this presentation.

# Graduation Rates 4-Years Cohort

	Graduation Year				
	2017	2018	2019	2020	2021
<b>Central Consolidated</b>	<b>67.50%</b>	<b>63.60%</b>	<b>72.20%</b>	<b>67.90%</b>	<b>70.10%</b>
<b>New Mexico</b>	<b>71.10%</b>	<b>73.90%</b>	<b>75.00%</b>	<b>76.90%</b>	<b>76.80%</b>
<b>Difference</b>	<b>-3.60%</b>	<b>-10.30%</b>	<b>-2.80%</b>	<b>-9.00%</b>	<b>-6.70%</b>



# **Fall 2021 Dine Language Proficiency Assessment (DLPA) - Expansion of Assessment Metrics**

## **Results for Elementary, Middle, High Schools in District**

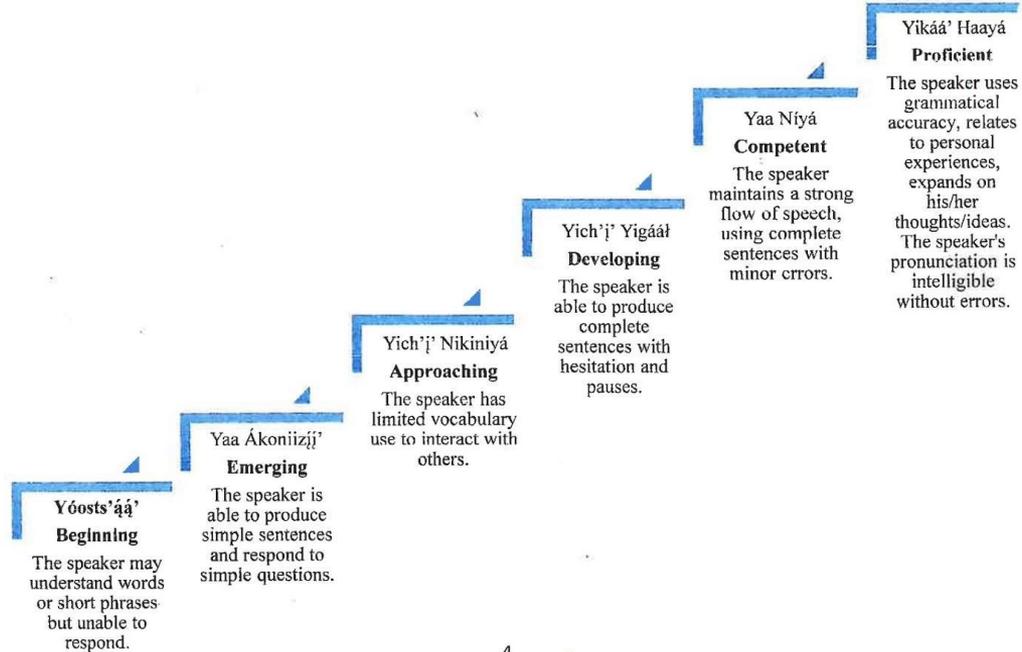
Submitted by: Roberta Adeky-Yazzie, Bilingual Supervisor ICO/CCSD

## Overview

The DLPA has six levels of proficiency to determine students' overall oral language ability at kindergarten, fourth grade (4<sup>th</sup>), eighth grade (8<sup>th</sup>) and twelfth (12<sup>th</sup>) grade.

### Nihizaad Bee Hahóózõöd Proficiency Levels:

The six (6) levels follow Diné Child Development processes (infancy to adulthood). The levels are indigenous, researched-based, and understood through the lens of Diné perspective.



# CCSD Elementary Schools

Competent

0.3%

Beginning

16.9%

Approaching

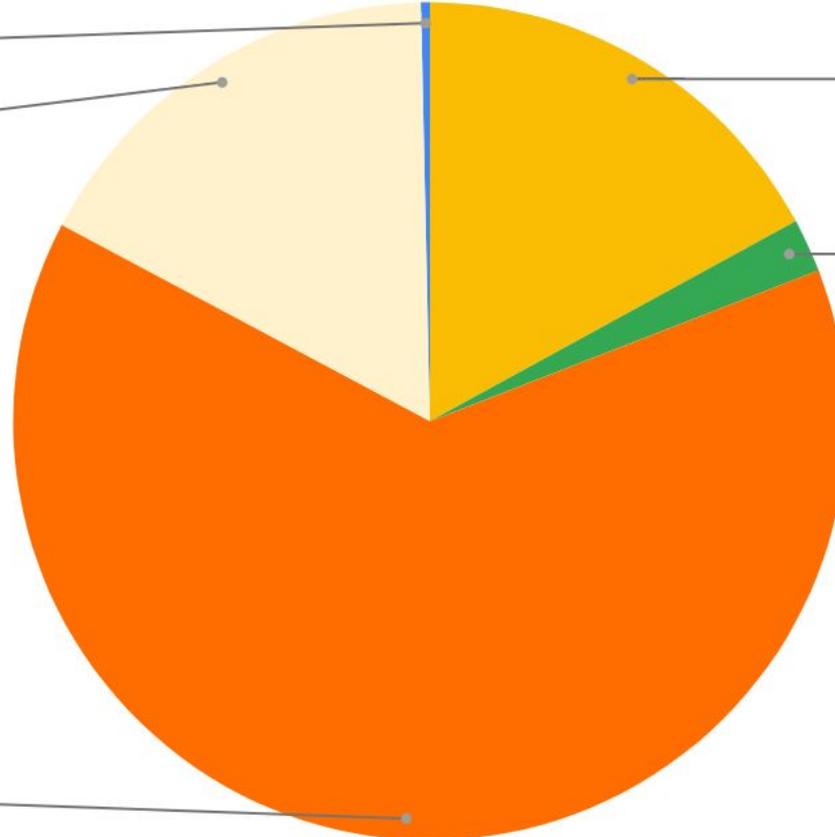
17.1%

Developing

2.1%

Emerging

63.6%



## Overall Proficiency

Beginning 0 points

Emerging 1-6

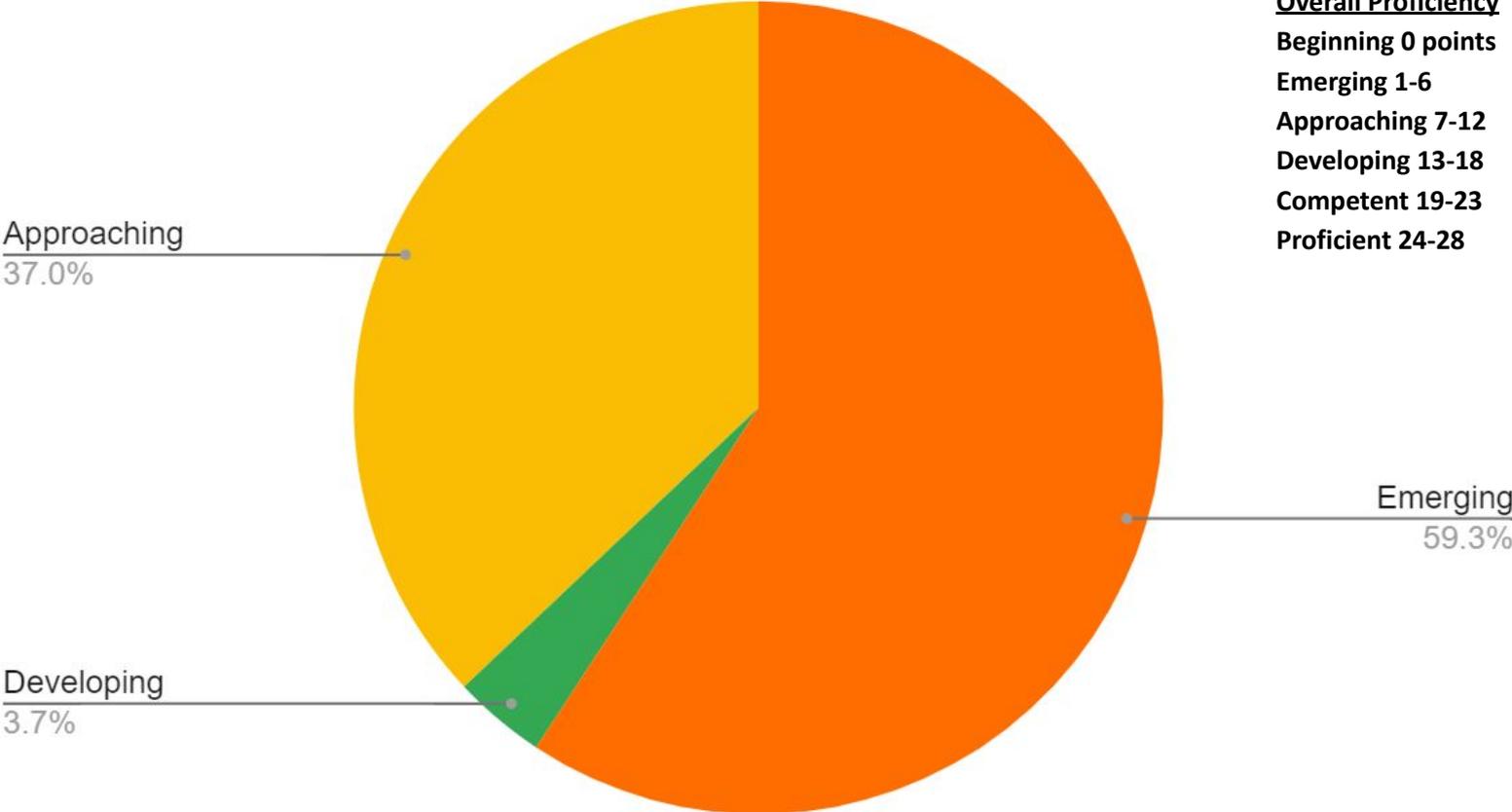
Approaching 7-12

Developing 13-18

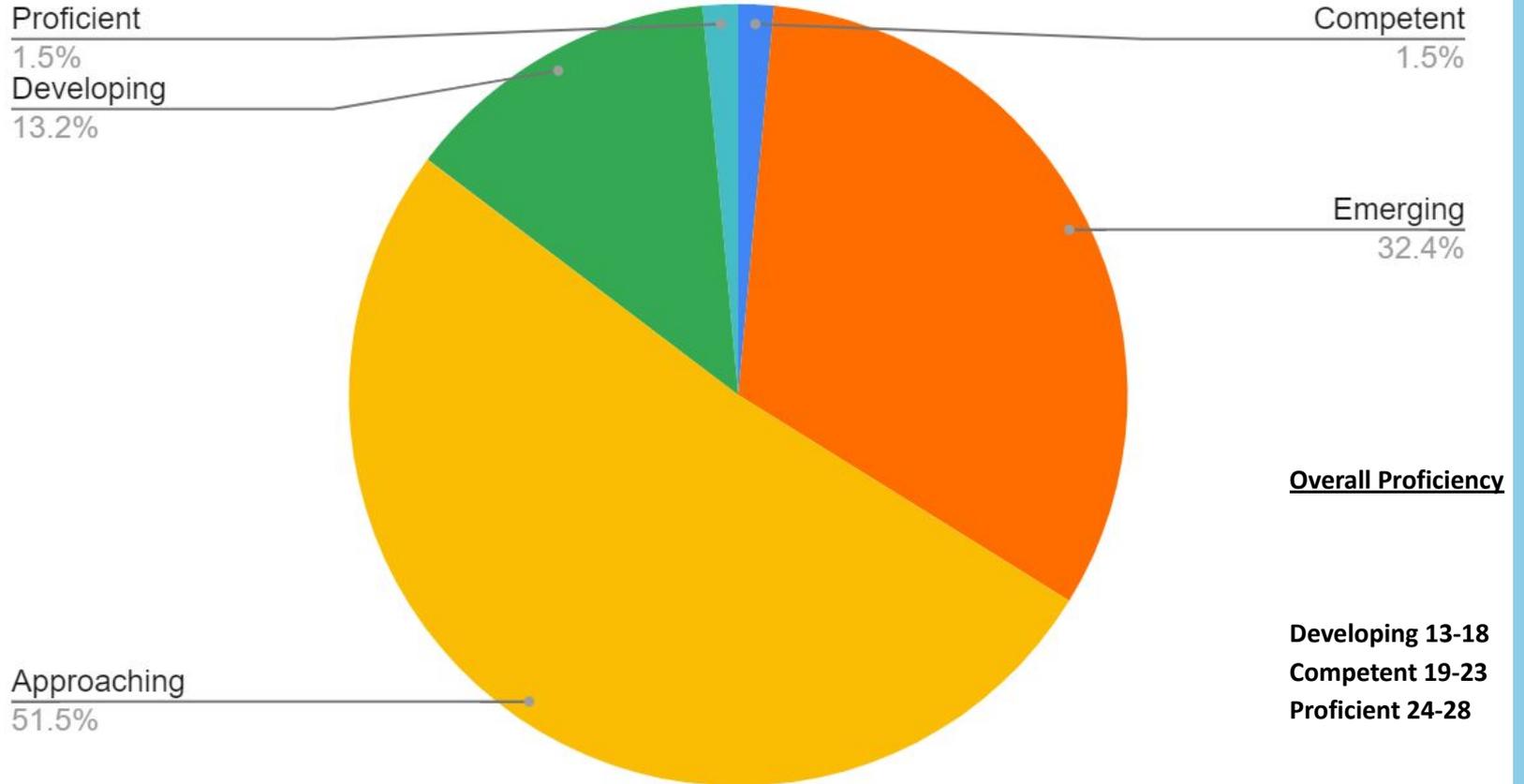
Competent 19-23

Proficient 24-28

# CCSD Middle Schools



# CCSD High Schools



# Changes to Teacher Quality and School Leadership

## Sampling of Programs:

- Grow Our Own Program - CCSD is partnering with local and regional colleges to provide additional training opportunities to help grow and retain our current teachers and administrators. We are also expanding the program Educators' Rising to identify and assist students and other local persons with costs of pursuing a teaching career and the provision of training as well.
- Creation of internship program to help teaching students obtain work experience credits in order to obtain licensure certification. This program also assists with reimbursement of associated costs.
- Year-round training and professional development is being expanded for Native American language and culture certified teachers and bilingual seal teachers (NALC - 520 licensure - newly recognized as level 1 teachers)

# Expansion of College & Career Readiness Programs

- CCSD is expanding **career counselor resources** as well as access to college, job, and career fairs.
- **Implementation of Dream Navigator** - This program is a career planning system that helps students gain and achieve life-long career goals. It utilizes an interactive platform and indigenous-based curriculum to help indigenous youth identify career paths while strengthening their native values and heritage.
- **Expansion Johnson O'Malley Programs** - For example, United National Indian Tribal Youth (UNITY); Science, Technology, Arts and Math (STEAM); and student-led leadership organizations on middle and high-school campuses and other programs that provide training and experiential opportunities to provide Native American students with leadership, experience, knowledge and organizational skills.
- Inclusion of student leadership in the **Equity Council** that provides training and professional development to build and strengthen student voices and mentoring professional discussion with students and District leadership on the needs of students. Our student participation and voices have led to valuable input on the creation and implementation culturally responsive curriculum framework that meet their needs.
- Implementation of the **Naviance tracking system** for students that are interested in attending college/trade schools from middle school to high school to help ensure that they are on track.

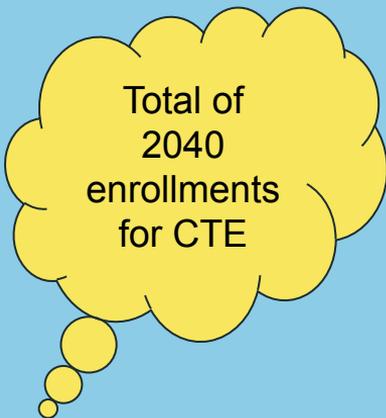
# College and Career Readiness

<b>SAT Spring 2021: Evidence Based- Reading &amp; Writing</b>	
Competitive Scores	0.25%
Above- Average Scores	1.52%
Below- Average Scores	20.76%
Did Not Participate	77.47%
<b>Grand Total</b>	<b>100.00%</b>

<b>SAT Spring 2021: Mathematics</b>	
Above- Average Scores	1.27%
Below- Average Scores	21.27%
Did Not Participate	77.47%
<b>Grand Total</b>	<b>100.00%</b>

# College and Career Readiness

	Top 10 CTE Pathway Courses	Number of Students Enrolled
1	Basic Woodworking	216
2	Nutrition	190
3	General Computer Applications	161
4	Crafts	139
5	Military ROTC	103
6	Child and Human Development	88
7	Anatomy and Physiology I	87
8	Advanced Word Processing for Business	78
9	Welding	72
10	Intro Agricultural Mechanics	57



Total of  
2040  
enrollments  
for CTE