

Navajo Tribal Consultation and Governing Board Information Booklet

November 2018

*Cedar Unified School District No. 25 mission is to provide
engaging and quality education leading all students to graduation
who are educationally proficient, culturally aware and life-long learners.*

**PREPARED BY:
D. DUANE NOGGLE, SUPERINTENDENT**

Governing Board

Iris Yessilth, President
Jarrahlyn Begaye, Clerk
Ladybird Jack, Member
Toni Mina, Member
Francis Ambrose, Sr., Member

District Leadership Team

Duane Noggle, Superintendent
Bonnie Haven, Business Manager
Valerie Kooyaquaptewa, Board Secretary
Victor Iyua/Transportation/Maintenance Director
Ray Kooyaquaptewa, Maintenance Supervisor
Gary Woody, Food Service Director

School Leadership Team

Virginia Coleman, Administrator
Patricia Yellowhair, School Secretary
Victoria Begay, Parent/Community Liaison
Jackie Chee, Reading Specialist

TABLE OF CONTENTS

Mission, Vision, Beliefs	1
District Demographics	2
School Enrollment	2
Student Demographics	3
Programmatic Services	3
Dine Language and Culture Program	7
Student Assessment and Achievement	8
Financial Information	9
History of Receivership Status	9
Integrated Action Plan (ALEAT)	12
District Needs	29
Indian Education Policy	30
Indian Education Procedures	31
Affirmation of Consultation with Tribal Representatives	26

Cedar Unified School District #25

Tribal Consultation

Mission, Vision, Beliefs

Mission

Cedar Unified School District No. 25 mission is to provide engaging and quality education leading all students to graduation who are educationally proficient, culturally aware and life-long learners.

VISION

Inspired self-sufficient young people to continue learning and contribute to their families and communities.

BELIEFS

STUDENTS

- ✓ Every student will be educated academically and socially so as to be a productive citizen.
- ✓ All students will have equal educational opportunities to achieve their individual potential.
- ✓ We have something to offer every student.
- ✓ Each student is unique.
- ✓ Successful education depends on parental commitment to education.

TEACHERS

- ✓ Teachers are the foundation of a strong educational system.
- ✓ Teachers will maintain high expectations for themselves and their students.
- ✓ Teachers should serve as positive role models for students.

- ✓ Teachers will actively seek parent support and involvement.

PRINCIPALS

- ✓ A principal is the instructional leader of the school.
- ✓ A principal is the facilitator for a positive learning environment.
- ✓ A principal actively seeks parent support and involvement.
- ✓ A principal serves as a liaison between school and community.
- ✓ A principal maintains high expectations for students and staff members.

SUPERINTENDENT

- ✓ The Superintendent is the leader, implementer, and facilitator of a successful School District.
- ✓ The Superintendent promotes and upholds the positive educational climate of the School District.

GOVERNING BOARD

- ✓ Students are the number-one priority.
- ✓ The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- ✓ The Board maintains high expectations for the District and themselves in working toward excellence.

CUSD#25 DEMOGRAPHICS

Cedar Unified District is a school district located in Navajo County, AZ.

The total population of the district was 7,910 as of 2010 census. The total median age was 31.8 years compared to 36.0 years in Arizona.

The population distribution by age shows 0-4 years 649, 5-9 years 517, 10-14 years 711, and 15-17 years 586.

The race/origin population distribution shows White 109, Black/American 4, American Indian/Alaska Native 7,651, Asian 22, Native Hawaiian/OPI 0, Other race 9, Two or more races 115, Hispanic/Latino Origin 145.

The educational attainment levels for the population 25 and over were 79.8% high school graduates and 8.4% college graduates.

The median household income was \$32,415 compared to \$50,256 in Arizona. The percent of families in poverty was 35.2; the percent of all people in poverty was 36.1; the percent of people under 18 years in poverty was 44.9.

Housing occupancy of the District was 2,942 total housing units, 71.5% were occupied and 28.5% were vacant.

Occupancy tenure of homes in the District was 2,105 occupied housing units (households), 73.4% (home site lease) were owner occupied and 26.6% were renter occupied.

Single units in structure - 2,942 total housing units, there were 69.0% 1-unit detached, 8.5% 1-unit attached, 2.1% 2 units, 1.2% 3-4 units, 2.4% 5-9 units, 0.0% 10-19 units, 0.8% 20 or more units, 15.8% mobile home.

The median housing value was \$89,600 compared to \$175,900 in Arizona. The median gross rent was \$610 compared to \$891 in Arizona.

[\(http://proximityone.com/\)](http://proximityone.com/)

SCHOOL ENROLLMENT

Within the boundaries of Cedar Unified School District, there are no charter schools or private schools. The one private school that was eligible for Title I services closed in 2017. On the Hopi reservation there are several BIE and Contract School, thus enrollment in CUSD is relatively low from the Hopi portion of the District. In addition, Holbrook Unified School District has an elementary school at Indian Wells which draws a significant portion of the student population.

The number of home-schooled students in the District is unknown and there is no data indicating the number of potential home-schooled students since the requirement to register with the County School Superintendent is not mandatory.

Cedar Unified School District is composed of one opened school. At the end of the 2017/2018 school year, Jeddito Public School has an enrollment of 138 students. For the current school year, enrollment remains at that level.

CUSD's in 2006 ADM was about 426 students, but CUSD has seen rapid declining enrollment over the last twelve (12) years, reaching a low of 113 students ending 2016. (See Exhibit "A")

For the foreseeable future, enrollment is expected to stabilize and show a slight increase from year to year. Since the low in 2016, enrollment has increased to 144 students. The District has pursued an aggressive campaign to increase student enrollment and recapture students from competing school districts.

In addition to the increase in enrollment, the District has seen a positive trend in the Average Daily Attendance (ADA). In 2016 ADA was approximately 86%. In 2018, that number has increased to 91%, an increase of five percentage points.

STUDENT DEMOGRAPHICS

The tribal count of Native students is primarily Navajo, with 67% of students showing affiliation with the Navajo Nation. (See Exhibit "A") The second largest group is Hopi.

Students enrolled in Exceptional Student Services (ESS) exceed the state average (34 Students). Approximately 24% of the students receive ESS services, with over 98% listed as specific learning disability. This is down from prior years where as much as 33% of students were receiving ESS service.

In addition to those students in ESS, nineteen (19) students are identified

English Language Learns and have an ILLP.

Approximately 27% of students receive Title I after school tutoring services and an equal percentage participate in interscholastic sports and/or after school activities.

Student behavior and school climate is better than most school districts. Referrals to the office for major offenses such as substance abuse, alcohol, violent behavior and weapons are rare. (See Exhibit "E") We attribute this excellent school climate to our Native American culture emphasis and the teaching of respect for one's self and one another.

PROGRAMMATIC SERVICES

Cedar Unified School District has a School-wide Title I Program which is available to schools with high numbers of at-risk students and poverty rates of 40% or higher. School wide programs use Title I, Part A funds to upgrade the educational program of the entire school, with special attention to providing services to students identified as at-risk. Title I, Part A funds must be used to address the educational needs of the school but it cannot be used to supplant what is required by State law.

Jeddito Public School, the only opened school in the district meets the Federal Government's criteria as a Title I "school-wide program" school. The elementary students of Jeddito Public School are engaged daily in an English-

Language Arts instructional block (See Exhibit "C") rich in the use of best practices designed to develop skilled readers and writers. The district's elementary English-Language Arts curriculum is supported by Houghton, Mifflin, Harcourt Journeys Common Core literacy resources and includes all facets of a well-balanced literacy program of the twenty-first century.

In addition to this very strong core curriculum offered to all students in the Cedar Unified School District, Title I students benefit from additional instructional support by a certified reading specialist. Our reading specialist provides expert instruction, assessment, and leadership for our Title I reading program. With their advanced preparation and experience in reading, they work daily with our most struggling readers.

The Reading Specialist support classroom teaching and work collaboratively with instructional colleagues to implement a reading program reflective of best practices. This additional reading instruction is guided by on-going assessment data, and as a result, the instruction is appropriately differentiated, focused, and strategic. The Reading Specialist assesses the reading strengths and needs of our Title I students and communicates this information to classroom teachers, parents, and specialized personnel, all in an effort to support the literacy development of each reader.

INTERVENTION MODEL

Response to intervention (RTI) is a process used by Cedar Unified School District to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability. If a student is struggling, his or her teacher will use test scores and other measures of progress to choose a researched and proven intervention suited to help the child learn. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill. RTI strategies address both learning and behavior.

After a child has received an intervention, his or her progress is tested again. If the child hasn't improved, the teacher and other educators (the RTI team) will meet with that child's parents and together, this team will select more intense interventions.

The RTI team will try increasingly intense interventions and even work to identify a specific learning disability (SLD) if the child doesn't show progress. For example, a child does poorly on a test that requires reading; through the RTI process, the teacher tries reading the questions to the student to find out if the student knows the answer, but is perhaps struggling with reading. Used in this way, the RTI process can help to screen the child to identify a possible SLD or determine if he or she should be referred for further testing.

About 80 percent of students and the most commonly used teaching strategies and interventions are found in the base section of the pyramid. This section is called Tier 1 or the primary level of prevention (of failure).

Tier 2 or the secondary level of prevention is in the middle section of the pyramid. Here, the interventions become more intensive because the students are considered to be at a greater risk. About 15 percent of students will be in this section at any given time.

Only about 5 percent of students are in Tier 3, or the tertiary level of prevention, at the top of the pyramid. Here, students receive the most intense and consistent interventions. Although Section 504 (part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability) and special education are both associated with this tier, not all children in this tier are in a special education program. (www.specialeducationguide.com/pre-k-12/response-to-intervention/)

ACCELERATED READER

Accelerated Reader (AR) is a computer-based program that schools may use to monitor reading practice and progress. AR helps teachers track students' independent practice and progress with reading. It's not specifically designed for kids with learning and attention issues. But teachers can use it to help guide struggling readers to books they can read successfully.

The program doesn't teach reading skills and strategies. It's intended to

encourage kids to read independently, at their own level and pace. The idea behind AR is that kids enjoy reading more when they can select their own books. (The program has more than 150,000 titles to choose from on its BookFinder list.) Each book has online "reading practice" quizzes. Teachers use these quizzes to track each student's progress and set appropriate goals for each.

SUMMER SCHOOL

Cedar Unified School District provides four (4) weeks of summer school to students who are identified as needing additional support. Instruction is provided by teachers, para-professionals and online learning programs such as Study Island.

EXTENDED SCHOOL DAY

To maximize grant funding, the District schedules 1100 hours of school for those students at the middle school level. State law requires a minimum of 1000 hours of school for middle school students. For grades K – 6, less hours are required, although those students will remain in school for the 1100-hour requirement (see attached daily schedule for additional support in reading and math.

AFTER SCHOOL TUTORING

Four days a week identified students are provided after school tutoring in addition to the extended day school program.

PERSONNEL

Reading Specialist (1)
Paraprofessionals (7)
Reading Technician (1)

Community/Parent Liaison (1)
Truant Officer/Parent Liaison (1)

PARENT INVOLVEMENT

Parent conferences are held on a quarterly basis to inform and gain parental support in the education of their children. Surveys are done to determine what interest parents and how the school can improve the quality of education for its students.

At each of the governing board meetings, a section of time is set aside for communication from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, a public hearing will be scheduled in March which is specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks and enrollment packets regarding opportunities to provide input in the District.

The Cedar Unified School District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties.

The School utilizes School Messenger to provide parents with notifications via e-

mail, SMS, and voice. Parents are notified of meetings, upcoming events and of course, school emergencies or school closure.

The Parent/Community Liaison works with parents to assist in parenting skills, working with parents to facilitate regular student attendance and training for help with homework.

Parent Involvement activities include on a monthly basis movie night, technology/computer night, family fun night and cultural nights such as Drums of Winter which is done in collaboration with Winslow Indian Health Care Center.

HOMELESS SUPPORT

Cedar Unified School District has a designate homeless liaison to ensure that homeless children and youth are identified and served. McKinney/Vento program provides showers, hygiene items, clothing, laundry, and school supplies as needed.

In addition to the homeless liaison, the District participates in the St. Mary's Food Bank Program and provides meals to all eligible students on the weekends through the Weekend Backpack program.

TITLE II - PROFESSIONAL DEVELOPMENT

The purpose of Title II, Part A is to increase the academic achievement of all students by improving teacher and principal quality. This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development,

and retention. In addition, Title IIA funds may be used to improve the skills and knowledge of principals for effective school leadership.

This year professional development has focused on technology, data disaggregation and interpretation, reading instruction, and implementation of the professional learning community model.

As required by statute, recruit and retain stipends are provided to all certified teachers.

Diné Language and Culture/ Title VI and JOM

This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standard.

Diné Language and Culture Classes are offered for grades 5-8 for nine weeks. The curriculum includes the following for Grade 5:

- Introduction to Diné Core Values (Diné Character Development)
- Self-Identity
- Diné Bizaad Bóhoosh'aah (Diné Oral Language) first person
- Diné History (Introduction to History-Long Walk)

- Diné Government (Introduction to local government; self-governance)
- Diné Culture (Introduction to customs, foundational teaching of Diné)

Grade 6: (second nine weeks)

- Continuation of Diné Core Values (Diné Character Development)
 1. Self-Identity
 2. Self and family
- Diné Bizaad Bóhoosh'aah (Diné Oral Language) first person
- Diné History (Family history and the Long Walk)
- Diné Government (local government; self-governance)
- Diné Culture (Winter stories; coyote, foundational teaching of Diné, string games, etc.)

Grade 7: (third nine weeks)

- Continuation of Diné Core Values (Diné Character Development)
 1. Self-Identity
 2. Self and family
 3. Recognize immediate relatives
- Diné Bizaad Bóhoosh'aah (Diné Oral Language) first person, second person
- Diné History (Family history and the Long Walk)
- Diné Government (Introduction to local government and officials)
- Diné Culture (Winter stories; coyote, foundational teaching of Diné, string games)

Grade 8: (fourth nine weeks)

- Continuation of Diné Core Values (Diné Character Development)
 1. Self-Identity
 2. Self and family
 3. Recognize immediate family
 4. Recognize extended family
- Diné Bizaad Bóhoosh'aah (Dine Oral Language) first person, second person
- Diné History (Family history, the Long Walk, The Navajo Treaty of 1868)
- Diné Government (Introduction to local government and local tribal government; compare and contrast) field trip to Hopi Council Session and Navajo Council Session
- Diné Culture (foundational teaching of Diné and powerpoint on plans-nahat'á for high school and college)

FIELD TRIP AND SPEAKERS: Last year grades 6-8 traveled to Flagstaff for Navajo Student Leadership Conference and various speakers presented at the school on a quarterly basis.

ASSESSMENTS AND STUDENT ACHIEVEMENT

The District participates in the annual State testing requirements by providing the AZMerit assessment in ELA and Math at grades 3 – 8. Students are also assessed AIMS in Science at the 4th and 8th grade level.

Formative assessments include Galileo, Star Reading, Star Math and DIBELS. Students are assessed at the beginning and ending of the year with at least quarterly intervals throughout the school year. Teachers use the data collected from the formative assessments to determine what interventions are needed by students on an individualized basis.

Disappointingly, student achievement has not shown the growth that we would expect. The District/School showed an increase in growth on the State assigned letter grade of approximately 5% points. Proficiency points decreased by 3.01 but growth points increased by 5.1. (See Exhibit "D")

The District/School has increased from an "F" rating to a "D" rating for the last two years and is 6% point away from a letter grade of a "C."

AZ Merit scores show no consistent pattern overtime. While the scores are consistently low, there is no trend up or down in student achievement. In analyzing the data, what is apparent, is student test taking skills are a hindrance to understanding where students are in relationship to their peers and longitudinally.

This is evidenced by the fact that there appears to be no correlation between DIBELS, Galileo, STAR and AZMerit. A major focus of this year's professional development is working with teachers on developing test taking strategies and mining data to determine what

standards are or are not being learned by the students and retained over time.

FINANCIAL INFORMATION

For the budget year ending June 30, 2017 the District-wide Revenues percentage by sources included the following:

State Aid	25.3%
Federal Aid	33.0%
Operation Grants And Contributions	38.3%
Capital Grants and County Aid	01.5%
Other Revenue	01.9%

For the budget year ending June 30, 2017 the District-wide Expenses were as follows:

Instruction	43.8%
Support Services Administration	17.8%
Operations and Maintenance of Plant	19.5%
Support Services- Students and Staff	06.7%
Student Transportation	06.9%
Operation of non- Instructional Services	04.7%
Interest on long-term Debt	.070%

Two-year comparison shows a decline in all major sources except Title programs. This decline in revenue can be attribute to the continued decline in student enrollment. (See Exhibit "F")

The two-year comparison for Expenses shows a decline in instruction but an

increase in Support Services-students and staff Support Services-administration. All other areas of expenses also show a decline in the 2017 Audit.

It is the intent of the current Administration to make a good faith effort to correct all of the Financial Statement Findings noted in the June 30, 2017 Single Audit Report. While some of the noted areas have been addressed in the 2015-2016 school year, many are still outstanding, especially in the areas of Finding 2015-004 - High School and the USFR Compliance Questionnaire in Information Technology.

HISTORY OF RECEIVERSHIP

Cedar Unified School District ("CUSD") faced many educational and economic challenges as well as opportunities in 2018 - 2019. CUSD serves students on both the Navajo and Hopi reservations, and the District office is approximately 60 miles north of Holbrook in Navajo County. CUSD showed declining enrollment over the years from 464 students in 2006/2007 to a low of 113 students in 2015/2016, and then rebounding to 140 students. The accompanying reduction in State Aid and Impact Aid due declining enrollment is the major contributor to the negative cash balance and the inability of the District to remove itself from receivership status.

This District was placed in receivership in 2012 because of a comedy of errors and miscalculations as to demographics

and the future growth in student population. Unfortunately, prior administrations, the Governing Board, the School Facilities Board and the State of Arizona did not see the trend and acted contrary to the demographic trends and declining enrollment. In addition, this was the same time period in which the nation faced the Great Recession and significant cuts were made to education by the State of Arizona.

The primary reason for the debt that the District owes which resulted in being placed in receivership was the construction of a new high school and overpayment of state aid for a number of years in the early 2000's. Planning started in 2003 for White Cone High School which is located approximately 21 miles from the elementary campus and the district office in Jeddito, Arizona. Construction was completed in 2005 and with its opening, it led to a small increase in student enrollment. However, the school was closed in 2012, due to the lack of student enrollment and continuing a high school campus was not defensible.

As a result of this miscalculation, the District experienced significant cash flow problems and begin to run a negative fund balances. As a result, on March 9, 2011 the District's Governing Board voted to self-report into receivership in accordance with A.R.S. §15-103. Per the guidelines of a consent order from the State Board of Education, the District is and will be in receivership until all conditions of A.R.S. §15-103(j) have been fulfilled. The receivers retain ultimate authority on

all transactions of the District while the District is in receivership. Through the use of the receiver, the District had to reduce expenditures and reorganize financial management, accounts and budgetary systems to improve financial responsibility to assist in eliminating the deficits. (Annual Financial Report Fiscal Year Ended June 30, 2017, Note 14)

In addition to being in Receivership, the District agreed with the Arizona Department of Education that beginning with the fiscal year 2003-04, prior years' Maintenance and Operation Fund (M&O) budget had been over-expended and agreed to repay \$1,827,207. Annually, the District has had \$57,320 withheld from the State Aid payment and will continue to do so until the end of the 2020 fiscal year. (Annual Financial Report Fiscal Year Ended June 30, 2017, Note 18)

The basic requirement for ending the District's receivership status are:

1. The auditor general certifies that the school district has been financially solvent for one fiscal year.
2. The auditor general certifies that the school district's financial records are in compliance with the uniform system of financial records and generally accepted accounting principles.

3. The receiver certifies that the school district is no longer engaged in gross mismanagement.

4. The state board of education has determined that the school district is able to pay its debts as those debts become due.

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPAL 1 – EFFECTIVE LEADERSHIP

Cedar Unified School District will maintain a culture of continuous improvement where comprehensive needs assessments are conducted annually and information gathered will be used to establish a plan for continuous improvement. The improvement process will include implementing the IAP with fidelity and evaluating and adjusting all LEA systems.

1. **STRATEGY – RESOURCE MANAGEMENT** Cedar Unified School District will promote and sustain continuous improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and use of resources, and by providing organizational structure to ensure that each school is organized to maximize equitable use of all available fiscal resources in order to support high student and staff performance.
 - a. **ACTION STEP - Leverage of Compensatory Funds**
 - i. *All available funding sources will be reviewed and utilized to effectively increase student achievement - including JOM, Title I, Title II, Title III, and IDEA.*
 - b. **ACTION STEP - Supplement vs. Supplant Review**
 - i. All funding sources will be reviewed annually for supplemental vs. supplanting status. Recommendations will be made regarding MOE.
 - c. **ACTION STEP - Annual Review of All Resources**
 - i. All resources will be reviewed annually by administrative team and business manager for the purpose of allocating time, money, space, and personnel to maximize staff and student achievement.
 - d. **ACTION STEP – School Organization**
 - i. Ensure school is organized to promote the best allocation of fiscal resources. This will be done by making sure that classrooms have paraprofessional support, as well as IT support.
 - e. **ACTION STEP – Transportation Support**
 - i. Cedar Unified School District provides transportation support for both the summer school and the after school program this includes all students.
 - f. **ACTION STEP – Resources for Homeless**
 - i. Cedar Unified School District will allocate resources to provide school supplies, clothing, and hygiene materials for homeless students to facilitate academic achievement.

2. **STRATEGY – TITLE I DIRECTOR/PD COORDINATOR** - Cedar Unified School District will employ personnel to supervise and coordinate all ESSA plans, activities, fiscal resources, and progress.
 - a. **ACTION STEP – ESSA Review**
 - i. Director (.33 FTE) will review all related ESSA components and implementation on a weekly basis.

3. **STRATEGY – STRATEGIC PLANNING PROCESS** - Cedar Unified School District will employ a process ensuring that student learning needs are met; that includes meaningful involvement of all stakeholders; that instruction is provided by highly qualified and effective staff; that all English Language Learners become proficient in English; that students graduate from high school; that schools are safe, drug-free, and conducive to learning; and that professional development is aligned to meet the identified needs of students and staff. Using the Self-Readiness Assessment and CNA, Cedar Unified School District will address specific needs in a timely and systematic manner.
 - a. **ACTION STEP - Conduct Needs Assessment**
 - i. Cedar Unified School District will conduct an annual Needs Assessment using the CNA with input from stakeholders.
 - b. **ACTION STEP – Plan Development**
 - i. Cedar Unified School District in collaboration with the school will develop a school level integrated action plan addressing the root cause for not making progress.
 - c. **ACTION STEP – Evaluation of Plan**
 - i. Strategies will be monitored bi-annually for effective implementation and for success with struggling students. Data will be collected by administrators and reviewed by team.
 - d. **ACTION STEP – Compliant Implementation of ILLP**
 - i. Cedar USD will ensure that school administrators and teaching staff assist ELL students receiving services through an ILLP in mainstream classrooms, to ensure these students will receive the mandated 4 hours of ELD instruction per day.
 - e. **ACTION STEP – Benchmark Assessment**
 - i. Administer and compile Fall Benchmark Assessment (from Galileo and DIBELS) and include in the Comprehensive Needs Assessment Summary. Prepare and distribute LEA Self-Readiness Assessment Summary to stakeholders (PAC, LEA, and leadership team) where mandated. DIBELS and Galileo paid by Title I. Administer and compile Fall Benchmark Assessment (from Galileo and DIBELS) and include in the Comprehensive Needs Assessment Summary. Prepare and distribute LEA Self-Readiness Assessment Summary to stakeholders (PAC, LEA, and leadership team) where mandated. DIBELS and Galileo paid by Title I.

4. Capacity and Commitment - Jeddito Elementary School. Cedar Unified School District will demonstrate a capacity and commitment to plan, implement, and monitor dramatic change that will result in rapid systematic change in the priority school.

a. Action Step – *External Providers*

- i. Cedar Unified School District will recruit, screen, and select external providers through proven success measures. (Schoolhouse Solutions LLC.)

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPAL 2 – EFFECTIVE TEACHERS AND INSTRUCTION

Process SMART Goal:

- 1) By January 1, 2019 current board approved curriculum will be adopted with fidelity as evidenced by walkthrough data and collected lesson plans.
- 2) By November 15, 2018 weekly PLC meetings will be established to ensure our teachers collaborate with other teacher, administrators, parents and education professionals to ensure the success of all students.

Student Impact SMART Goals: These goals will be in place through FY19.

1) READING:

- a) As measured by DIBELS composite Reading Test Results:
 - a) Kindergarten students at Jeddito School will increase from a 19% pass rate at the beginning of the year (BOY) in August 2018, to a 75% pass rate at the end of the year (EOY) in April 2019 for a **growth rate goal of 56%**.
 - b) 1st grade students at Jeddito School will increase from a 35% pass rate at the beginning of the year (BOY) in August 2018, to a 75% pass rate at the end of the year (EOY) in April 2019 for a **growth rate goal of 40%**.
 - c) 2nd grade students at Jeddito School will increase from a 33% pass rate at the beginning of the year (BOY) in August 2018, to a 75% pass rate at the end of the year (EOY) in April 2019 for a **growth rate goal of 42%**.
 - d) For grades 3-8, Jeddito School will improve student achievement in reading on the spring 2019 AZMERIT as compared to spring 2018 AZMERIT results. Individual grade level goals are as noted below.
 - i) 30% of 3rd grade students will be proficient or higher on the ELA assessment. This will be **30% growth** from the spring 2018 results.
 - ii) 30% of 4th grade students will be proficient or higher on the ELA assessment. This will be **30% growth** from the spring 2018 results.
 - iii) 50% of 5th grade students will be proficient or higher on the ELA assessment. This will be **17% growth** from the spring 2018 results.
 - iv) 30% of 6th grade students will be proficient or higher on the ELA assessment. This will be **18% growth** from the spring 2018 results.
 - v) 30% of 7th grade students will be proficient or higher on the ELA assessment. This will be **21% growth** from the spring 2018 results.
 - vi) 30% of 8th grade students will be proficient or higher on the ELA assessment. This will be **30% growth** from the spring 2018 results.

2) MATH:

- a) For grades 3-8, Jeddito School will improve student achievement in math on the spring 2019 AZMERIT as compared to spring 2018 AZMERIT results. Individual grade level goals are as noted below:

- b) 30% of 3rd grade students will be proficient or higher on the MATH assessment. This will be 27% growth from the spring 2018 results.
- c) 40% of 4th grade students will be proficient or higher on the MATH assessment. This will be 27% growth from the spring 2018 results.
- d) 30% of 5th grade students will be proficient or higher on the MATH assessment. This will be 19% growth from the spring 2018 results.
- e) 30% of 6th grade students will be proficient or higher on the MATH assessment. This will be 30% growth from the spring 2018 results.
- f) 30% of 7th grade students will be proficient or higher on the MATH assessment. This will be 30% growth from the spring 2018 results.
- g) 30% of 8th grade students will be proficient or higher on the MATH assessment. This will be 18% growth from the spring 2018 results.

3) SCIENCE:

- a) 40% of 4th grade students will be proficient or higher on the AIMS Science assessment. This will be a 15% growth from the spring 2018 results.
- b) This includes all subgroups.
 - i) For School Year 2018-2019, English Language Learners will become proficient in English by meeting the Annual Measureable Achievement Objectives (AMAOs): "Making Progress" on AZELLA by meeting or exceeding the rate of 32%; by meeting or exceeding the annually measured English proficiency and a reclassification rate of 32%; and by school level academic goals.

4) ATTENDANCE:

- a) Attendance rates for all students in K-8 will maintain 94% or more based upon student attendance records for the 2018-2019 academic year.

STRATEGY- Recruitment/Placement of Teachers and Principals

All teachers and administrators must be certified, interviewed, and references checked for highly effective history and willingness to be a part of our continuous improvement efforts.

ACTION STEP - Hiring Recruit Stipends

We will conduct a comprehensive search for highly effective teachers and principals. The hiring process will determine effectiveness in prior job, experience, willingness to work in a rural environment, and in a collegial atmosphere. Recruit stipends of up to \$5000 will be paid per teacher.

STRATEGY - Retention of HE Teachers

We will utilize funds allocated for teacher retention to maintain a highly effective staff (Board approved).

ACTION STEP - Retention Stipends

Per Governing Board approved plan, Title II will be utilized to retain highly effective teachers.

STRATEGY- Interventions for Struggling Students

All students significantly below performance standards will have the opportunity to participate in an intervention/tutoring program.

ACTION STEP - Extended Day/Intervention and Tutoring

After school tutoring will be provided 4 days per week for students who fall significantly below performance standards in language arts and math.

ACTION STEP - Weekend School/Summer School

Students will be invited to participate in Weekend School for math interventions based upon at-risk status as determined by STAR Math, AR and Galileo scores. Teachers will design and deliver interventions. Paraprofessionals will work under direct supervision of appropriately certified teachers.

ACTION STEP - Summer School Coordinator

A summer school coordinator will be identified and hired to support smooth operations of the summer intervention program. This will include planning and oversight of program materials selection, student selection, teacher selection, transportation, and parent contact.

STRATEGY - Formal Assessment to Determine Proficiency

The District will utilize formal testing information to establish benchmarks and monitor the progress students make towards proficiency.

ACTION STEP- State Board Approved Assessment

State Board approved assessment scores will be used to determine proficiency in language arts and math.

STRATEGY - Formal Assessment to Determine Proficiency

ACTION STEP - DIBELS Assessment

DIBELS scores will be used for appropriate grade levels to determine proficiency in reading at Jeddito Elementary School, especially in grades K-3.

ACTION STEP - Galileo Assessment

Galileo Assessment data will also be used to determine proficiency for elementary and secondary students in language arts.

STRATEGY- Move on When Reading

Cedar USD will fully implement all provisions of Move on When Reading through individualized student plans and individualized student interventions.

ACTION STEP - Review of Individual Student Data

Teachers and Administrator will review individual student data to create individual goals for students.

STRATEGY - Fully Implement ELD Classrooms or ILLP Model

Based upon the number of identified ELLs, students will be placed in an ELD classroom or will have an ILLP. the district will use ILLP model for limited number of ELL students.

ACTION STEP - AZELLA Identification

Eligible students will be assessed using AZELLA to determine their level of English proficiency.

ACTION STEP - Parent Notification

Parents will be notified of the levels of English proficiency of their children and consulted about placement.

ACTION STEP - Student Placement

Place ELD students in appropriate class for English language acquisition including four hour ELD classrooms or design ILLP for students depending on grade span enrollment numbers.

STRATEGY - Annual Evaluation of Effectiveness

Reclassification rates and academic progress of ELL students will be monitored annually to ensure reclass goals and academic goals are met.

ACTION STEP - Data Analysis/ELL Progress Monitoring

The progress of ELL students will be monitored through review of Galileo assessments and classroom level assessments. Delivery of services will be adjusted if an individual student is not making adequate progress toward proficiency.

ACTION STEP - Review of Reclassification Results

After Spring AZELLA testing is completed and results are returned to the District, reclassification will be reviewed. For students not making progress toward reclass, ILLP will be revised as necessary and compensatory services may be offered.

STRATEGY - Instructional Support

High quality instruction will be provided by appropriately certified teachers, paraprofessionals, and a lab/reading technician.

ACTION STEP - Paraprofessional Support

Through the use of paraprofessionals, supervised by appropriately certified teachers, student learning will be supported in a SW model.

ACTION STEP - Reading Specialist

A reading specialist will oversee the reading intervention programs and assessments. The specialist will also provide direct services to students.

ACTION STEP - Reading/Lab Technician

The reading/lab technician will support reading interventions as directed by the reading specialist, but in a technology-based intervention setting.

ACTION STEP - Literacy Support Training

Certified and Classified staff will receive training in programs that support Literacy Acquisition.

STRATEGY - Curriculum and Instructional Specialist

Cedar Unified will employ a curriculum and instructional specialist to ensure high quality instruction, use of appropriate materials and proper scope and sequence.

ACTION STEP - Curriculum Support

.80 FTE Curriculum specialist will work with teachers to develop appropriate curriculum and will ensure state standards are being addressed in an in-depth manner in all classrooms.

ACTION STEP - Instructional Specialist/Coach

.20 FTE Instructional Specialist/Coach will be utilized to facilitate highly effective teaching practices in a SW model.

STRATEGY - Enhance Technology in the Classroom

Cedar Unified will improve the effectiveness of technology enhanced instruction through better teacher training.

ACTION STEP - Teacher and Administrator Training

Teachers and our administrator will travel to the ISTE conference to learn multiple ways of more effectively using technology in our classrooms and in our instruction. This will improve our well-rounded educational opportunities in a rural, native culture.

STRATEGY - Monitor Implementation (Formative)

ACTION STEP Collect and Review Lesson Plans

Ensure teacher lesson plans reflect standards-based objectives and evidence based instructional strategies.

ACTION STEP - Administrative Walk-Thru

Administrators will conduct walk-thru observations to determine if lesson plans are being followed including implementation of adopted curriculum.

ACTION STEP - Improvement Plans

Implement improvement plans for teachers who are not effectively implementing adopted curriculum.

STRATEGY - Evaluation of Implementation (Summative)

During May 2019, principal and superintendent will meet to determine effectiveness of implemented strategies and action steps.

ACTION STEP -Check for Evidence of Success

Principal and superintendent will meet in May to determine evidence of student achievement success based on implemented standards based lessons. In May DIBELS and Galileo results will be reviewed in and June AZMERIT and AIMS Science results will be reviewed.

STRATEGY - Professional Learning Communities

Jeddito School will implement weekly PLC meetings for the purpose of reviewing student achievement data, standards-based lesson plans and instructional strategies that are evidenced based.

ACTION STEP - Monitor Implementation of PLC

Principal will attend PLC meetings and review agendas/minutes to determine that PLC purpose is being adhered to.

ACTION STEP - Training in Use of Data

Principal will train staff in the reading and use of data to make instructional decisions.

ACTION STEP - Evaluation of PLC

Principal and superintendent will meet monthly to discuss how the PLCs are going; will review student progress monitoring data discussed in PLC and will determine if PLCs are effective or if there needs to be adjustments made.

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPLE 3 - Effective Organization of Time

All schools in the Cedar School District will organize their time to support the vision of academic success for all students. Students will have appropriate instructional and non-instructional time to support their learning and growth. Teachers will have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

STRATEGY - Professional Learning Communities

Teachers from all schools will participate in Professional Learning Communities for the purpose of improving classroom instruction, sharing best practices and creating mechanisms for greater parent engagement.

ACTION STEP - PLC Dates Set

Principals will establish dates for structured PLC time.

ACTION STEP - Stipend for PLCs

Teachers who participate in professional learning communities outside their regular contracted time will receive a stipend.

ACTION STEP - PLC Training

Teachers and administrators will attend PLC training conferences to learn how to best utilize PLC time for maximum student achievement.

STRATEGY - Aligned, Coherent PD

We will conduct PD that is job embedded and based upon needs that emerge through review of student data (Galileo) and classroom observations. This will be an on-going and multi-year process.

ACTION STEP - Review of Student Data

Quarterly, teachers and administrators will review student achievement data to monitor effectiveness of instruction.

ACTION STEP - Classroom Observations

Principals will conduct regular walk-thru observations and longer in duration scheduled observations in classrooms to determine common needs for PD.

ACTION STEP - Annual Review of Effectiveness

Each year the professional development activities will be reviewed by staff and administrators.

ACTION STEP - Stipends for PD on non-Contract Days

Stipends will be paid to staff when they attend training on non-contract days.

STRATEGY - Summer School For MOWR

3rd grade students who are in danger of not being promoted to 4th grade due to Move on When Reading requirements will be encouraged to attend this summer school so they can be promoted to 4th grade.

ACTION STEP - 3rd Grade ELL Summer School

Students will attend a 4-week summer school literacy program so they can be promoted to 4th grade.

ACTION STEP - 3rd Grade English Speakers

Any students who did not meet the minimum cut score established by the SBE will be required to attend summer literary instruction.

STRATEGY - Ongoing Job-Embedded Professional Development

Maintain a job-embedded professional development calendar based on needs identified through results of teacher and principal evaluations, instructional specialist feedback, teacher surveys, and assessment results that includes, but is not limited to, topics in Reading, Math, Engagement, Strategies, Assessment/Data Analysis, AZCCRS, and Tech Readiness.

ACTION STEP - Extra Calendar Days

Continue extended teacher non-contract days for the sole purpose of professional development, including pre-service and embedded calendar days. Teachers and/or paraprofessionals will be paid to attend training on these days. Teachers can be paid from Title I and II, paras can only be paid from Title 1.

ACTION STEP - Professional Development Conference (Off-Site)

Support registration and travel for appropriate off-site Professional Development Conferences that support ongoing on-site job-embedded professional development efforts across the LEA (e.g., AZCCRS, Strategies, ELA, Math, ELL, Special Education, classroom management, etc.) This will only be provided if funding is available through carry forward.

ACTION STEP - Materials and Supplies

Provide materials that support ongoing job-embedded professional growth efforts. This may not consistently appear in the grant application. It will appear when funds are needed and available.

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPLE 4 - Effective Curriculum

Process SMART Goal: By January 1, 2019 we will implement a process that includes weekly PLCs in which our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. Further, Cedar Unified School District will utilize a curriculum fully aligned with Arizona College & Career Ready Standards which are designed for high student achievement. Curriculum will be delivered by effective staff who intentionally use selected programs and materials.

STRATEGY- Online Subscriptions

Cedar Unified will seek high quality online programs to support intervention in the areas of reading and math.

ACTION STEP - Accelerated Reader

Cedar Unified will fully implement Accelerated Reader as an intervention program in reading.

ACTION STEP - Study Island

Cedar Unified will fully implement Study Island as a high quality supplemental program for reading and math intervention.

STRATEGY - Equipment for use with Online Interventions

Equipment will be purchased to support online interventions.

ACTION STEP - HP Equipment and Peripherals

HP equipment and necessary peripherals will be utilized with online intervention programs and assessment programs in a SW model.

ACTION STEP- Protective Cases for Devices

Protective cases will be purchased so equipment will remain useful for many years.

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPLE 5 - Conditions, Climate, and Culture

All schools in the Cedar School District will be environments that are inclusive and promote learning, well-being, professional satisfaction and effectiveness.

STRATEGY - Revise school safety plan as needed.

The District will revise its school safety plan annually and provide specific in-service to all staff in orientation at the beginning of the school year.

ACTION STEP - Revise Safety Plan

The District will revise its school safety plan annually and provide mandatory in-service on the revised plan to all staff members at orientation. Data will be utilized that is gathered via technology for AZSAFE.

STRATEGY - Network Filtering/Acceptable Use (Safety)

The LEA will install and maintain firewalls and will require parents and students to sign acceptable use agreements.

ACTION STEP - Acceptable Use Policy

The LEA policy requires staff, students and parents to agree to an Internet Users Agreement (also known as an Internet Safety Policy or Acceptable Use Policy.)

ACTION STEP - CIPA Compliant Firewalls

The LEA will install, maintain, and monitor firewalls and Internet security systems that are CIP compliant.

STRATEGY - LEA Support for Homeless Students

Cedar Unified School District will provide support services for use of Title I funds.

ACTION STEP - Identification of Homeless Students

Through the Family Resource Specialist and Domicile Surveys, HCY will be accurately identified.

ACTION STEP - Academic Services to Homeless Students

Homeless Students will be encouraged to participate in tutoring programs.

ACTION STEP - Coordination/Leverage of Resources

Through the Family Liaison, HCY will have access to services, tutoring, and necessary supplies for academic success by leveraging of funds from Title I programs.

STRATEGY - Supplemental Support Staff and Training

Ensure supplemental support staff is on-site at each school to provide effective supplemental services to students who are struggling in reading, math and social-emotional issues; provide training for supplemental staff.

ACTION STEP - Supplemental Supplies & Materials

Ensure supplemental supplies and materials are available to support services for struggling students.

ACTION STEP - Supplemental Staff Training

Provide opportunities for on- and off-site staff training/professional development regarding supplemental supports such as AZCCRS, math and reading intervention, learning outcomes, progress monitoring; ensure topics are posted on school professional development calendar during 2017-2018 and 2018-2019.

ACTION STEP - Nutrition Services

Title I funds will provide for summer nutritional staff who will ensure students receive nutritional meals throughout the summer.

ACTION STEP - Transportation Support

Bussing will be provided for after-school tutoring, weekend school and summer school. This will be paid from Title I. This includes bus driver pay and fuel for the busses.

ACTION STEP - Substitute Teacher

Substitute teachers for Title I programs will be paid for from Title I. Substitute teachers will be appropriately certified.

STRATEGY - Transition Programs

Cedar Unified has 2 schools: one K-8 and one High School. (White Cone High School is currently closed for attendance. Students attend area schools under open enrollment.) Students will participate in orientation programs and fun events to facilitate successful transition from elementary school to high school.

ACTION STEP - 8th Grade Transition

CUSD will collaborate with local high schools to provide transition from 8th grade to high school between March-May 2018.

ACTION STEP - Parent/Student Orientation

Parents and students will be invited to participate in orientation programs that outline the expectations and programming in the next school their child will attend.

ACTION STEP - Kinder Transition

CUSD will collaborate with local Head Start/Pre-School program to provide transition into Kinder program between March-May 2018 and March-May 2019.

INTEGRATED ACTION PLAN (ALEAT)
PRINCIPLE 6 - Family and Community Engagement

Cedar Unified School District will implement strategies that foster strong community partnerships and meaningful parent engagement for the purpose of creating inclusive schools and student success.

STRATEGY - Increased Capacity

Priority School: Jeddito Elementary School. Cedar Unified School District will increase the community capacity and family engagement.

ACTION STEP - Parent Involvement

Parents serve on the school improvement team.

ACTION STEP - Appropriate Communication

Cedar Unified School District provides communication strategies that are culturally and linguistically appropriate.

STRATEGY - Increased Capacity for Parent Engagement

Multiple ways to communicate effectively with parents will be established /continued.

ACTION STEP - Communication Through Technology

Parents will be encouraged to utilize parent communication system located within the school. Monitor will be available for accessing important information regarding the school, programs and student/family engagement.

STRATEGY - Building Capacity: Site Council Program

All schools in the district will be required to continue site councils that include parents, students, staff, and administrators.

ACTION STEP - Site Councils

All schools in the Cedar Unified School District will be required to maintain site councils that will meet monthly to discuss any issues relevant to the operation of the school. A written record of all meetings will be filed with the district office as part of their record-keeping requirements.

ACTION STEP - Parent Information Night/Supplies

Twice during the school year parents will be invited to an information night where they can learn about the AZCSS, state, local, and individual assessments. Supplies for these meetings, including the annual Title I meeting will be provided for with funds from Title I.

ACTION STEP - Annual Survey/Results

An annual parent survey will be conducted to ascertain satisfaction with PI plan, activities, and levels of involvement. The results will be reviewed at site council meetings.

STRATEGY - Conduct Parent Meetings

The LEA will facilitate opportunities for parents to be informed about programs for their children.

ACTION STEP - Parent Information Night and Supplies

During the first quarter, all parents will be invited and strongly encouraged to attend an open house dedicated to providing information about school goals and initiatives to improve student achievement. The importance of parent involvement will be stressed. Explanations of parent involvement goals, strategies, and action plans will be shared and LEA support for school's planning and implementation of parent involvement will be shared. The goal will be to have at least 70% of the parents attend as evidenced by parent sign-in sheets. At this meeting we will also conduct the annual Title I parent meeting. Supplies for these meetings will be purchased with Title I funds.

ACTION STEP - Parent Workshops

Targeted informal and formal parent workshops and will be scheduled for various grade levels, school levels, and district level to aid parents with their responsibilities at home and academic strategies they can use to increase the academic success of their child. Capacity building for stronger parent involvement will be emphasized. At least two will be scheduled before the end of the school year.

STRATEGY - Building Capacity: Family Nights

All schools will be required to schedule family night educational activity monthly.

ACTION STEP - Family Nights

All schools will be required to provide a family educational activity monthly throughout the school year. Programs to be included in this action may include programs involving curriculum and standards, counseling, computer literacy, family literacy, parenting, or other activities as proposed by site councils. Title I funds will be used to support activities during these events.

ACTION STEP - Equipment for Family Nights

Projection system, screen, sound system will be purchased to support family nights at Jeddito School.

STRATEGY - Family & Community Outreach

Maintain a link between school and the family and community with representatives from each school that focus on engaging families and the greater community with school activities and efforts to improve student performance.

ACTION STEP - Home Liaison

Provide Parent and Community Outreach Liaison staff member at two schools to encourage parent participation and involvement at the school sites.

ACTION STEP - Parent Involvement Supervisor

Ensure a Parent Involvement Supervisor is on-site at each school to support efforts of the school's Parent Advisory Council.

ACTION STEP - Home Visits

Liaisons will make home visits to facilitate consistent attendance and high student achievement.

STRATEGY- Evaluate PI Annually

Parent involvement will be evaluated annually by the school site councils and district leadership team.

ACTION STEP - Evaluation of Participation

Sign-in logs and number of opportunities for parental involvement as compared to the previous school year will constitute the measure of success.

DISTRICT NEEDS:

The District primary need is to end the receivership status. To accomplish that goal, the District is actively recruiting students, which will increase State Aid and Impact Aid payments and has been exploring ways to sell the assets of the White Cone campus and transfer of the lease to another governmental entity. Several proposed considerations are a elderly care center, a veterans center, substance abuse/rehabilitation center and a center for higher education.

The District will continue to work with tribal and other institutions to transfer the assets and thereby remove the only remaining obstacle to getting out of receivership.

Other areas of need in which the Navajo Nation can assist in addressing are the following:

- Improving bus routes to reduce absenteeism during inclement weather.
- Truancy enforcement to comply with Arizona mandatory attendance law.
- Consistence from year to year in the maintenance of MOU's such as JOM, and Headstart.
- Curriculum development in the area of Navajo language, culture and government along with professional development opportunities.
- On campus security such as DARE programs.
- On campus health care for routine health issues, eye care, dental, immunizations, etc.
- Greater collaboration with law enforcement and emergency services in developing a school security response plan.
- Continuation of the Tribal Consultation process.

**IHBJ ©
INDIAN EDUCATION**

**(Participation of Indian parents and tribes in the
educational
process pursuant to special impact aid provisions
for local educational agencies that claim
entitlements based on the number of
students residing on Indian lands)**

The Governing Board shall give tribal officials and parents of Indian students the opportunity to comment on the participation of Indian students on an equal basis in the school program with all other students educated by the District. The District shall disseminate to tribal officials and parents of Indian students any evaluations of education programs assisted with funds provided under the Special Impact Aid Act, and any program plans for education programs that the District plans to initiate or eliminate.

The District will actively consult and regularly involve tribal officials and parents of Indian students in the planning and development of education programs assisted with funds provided under the Special Impact Aid Act and will afford tribal officials and parents of Indian students an opportunity to make recommendations concerning:

- The needs of their children.
- The ways by which they can assist their children in realizing the benefits to be derived from the education programs assisted with funds provided under the Special Impact Aid Act.
- Their overall views on the education program in the District, including:
 - The operation of the District's education program.
 - The degree of parental participation allowed.

Adopted: December 4, 2018

IHBJ-R ©

REGULATION

INDIAN POLICIES AND PROCEDURES

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

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

INDIAN POLICY AND PROCEDURES 1: The Cedar Unified School District will disseminate relevant applications, evaluations, program plans and information related to the District'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 1.1: The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal official a copy of the following documents:

- Impact Aid FY 2018 application;
- Evaluation of all educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

Cedar Unified School District will disseminate information and seek timely input regarding the following programs educational programs including, but not limited to Title 1, Part A, Title I Part C, title I, Part D, Title II Part A, Title III, Part A, Title IV, Part A, Title V Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated five (5) working days in advance of public hearings held April, June and July to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input in the public meetings. These hearing will be publically advertised through the District newsletter by posting the meeting agenda at the school and the District website to allow all interest parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with Navajo and Hopi Tribe to seek input.

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

Minutes from the Indian Education Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

Policy 2: The Cedar Unified School District will provide an opportunity for Tribes 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)]

Procedure 2.1: In order to allow Indian parents and tribal officials 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 in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be review by Indian parents, Tribal officials, and the Board.

Indian parents and Tribal officials will be given notice of any and all meetings by including in the above referenced questionnaire to be disseminated in the fall semester information as the location of legally posted Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

If participation in the survey results in a low return rate or the established meeting yield's low participation by parents of Indian children and tribal officials, the Cedar Unified School District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Cedar Unified School District may re-locate meetings or times to encourage participation.

The Indian Education Committee (Parent Advisory Committee) of Cedar Unified School District will meet quarterly for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A governing board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Education Committee as well as the Governing Board.

At each of the quarterly governing board meetings, a section of time is set aside for communication from the public. This a time to offer comments and suggestions regarding programming for Indian students. In addition, a public hearing will be scheduled in March which is specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks and enrollment packets regarding opportunities to provide input in the District.

The District and Indian Education Committee representatives will schedule meetings with the Navajo and Hopi Tribe to discuss ongoing programming goals.

INDIAN POLICY AND PROCEDURES 3: The Cedar Unified School District will take the following measures to 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:

Procedure 3.1 The Cedar Unified School District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities.

The Cedar Unified School District's Superintendent and school staff, in conjunction with the Indian Education Committee, will review annual survey data and comments gathered from families and students. The Results of the data and its comments will be shared with all interested parties in the district. In addition, comments and/or suggestions brought forth from these conversations will become part of the Committee's approved minutes. This data will be utilized to develop appropriate supports for various programs.

Procedure 3.2 During the public hearings in March the school district will gather information relating to Indian children's participation in the District's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Education Committee (Parental Advisor Committee via mail, email, posting at tribal offices, etc.

Procedure 3.3 If it is determined that there are gaps in Indian participation in the educational program or activities, the Cedar Unified School District's Governing Board in consultation with Indian Education Committee (Parent Advisory Committee) and tribal officials, will modify its education program in a way to improve Indian participation.

INDIAN POLICY AND PROCEDURES 4: During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. Once this had happened, the document will be forward to the Governing Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the years as appropriate. Any updates will be sent to parents of Indian children and tribal officials within thirty (30) days of adoption by the Governing Board.

INDIAN POLICY AND PROCEDURES 5: The Cedar Unified School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPP's by the District. [34CFR222.94(a)(5)]

Procedure 5.1: The Cedar Unified School District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties by mail, email, posting at tribal office , etc. prior to submission of the IPP's by the District.

INDIAN POLICY AND PROCEDURES 6: The Cedar Unified School District will provide a copy of the IPP's annually to the affected tribe or tribes. [34FR22.94(a)(6)]

Procedure 6.1: The Cedar Unified School District will annually provide a copy of the current Indian Policies and Procedures to the Navajo and Hopi tribes by mail or email.

Governing	Board	Adoption	Date:
<hr/>			

EXHIBIT A

EXHIBIT "A"

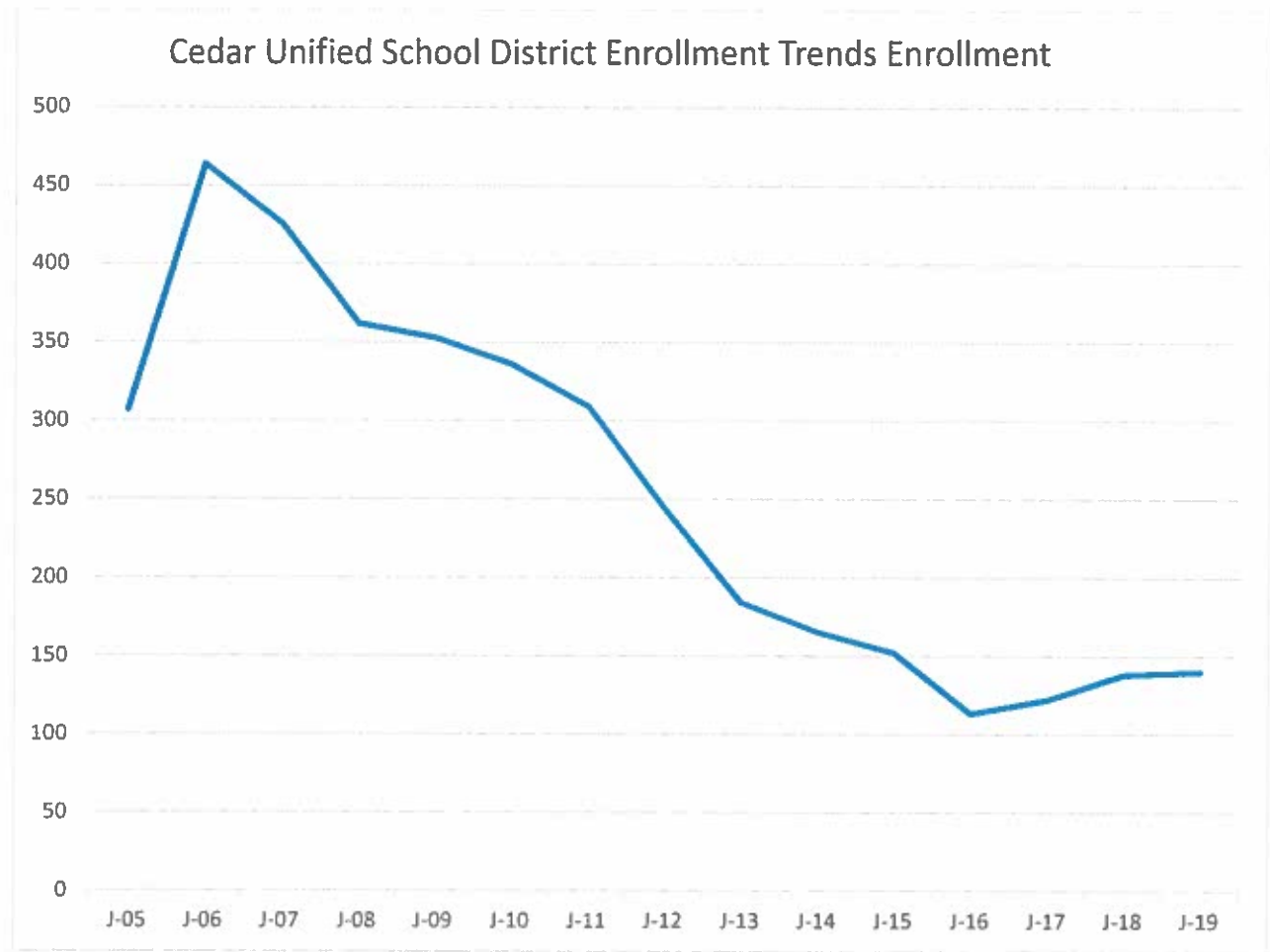


EXHIBIT B

EXHIBIT "B"

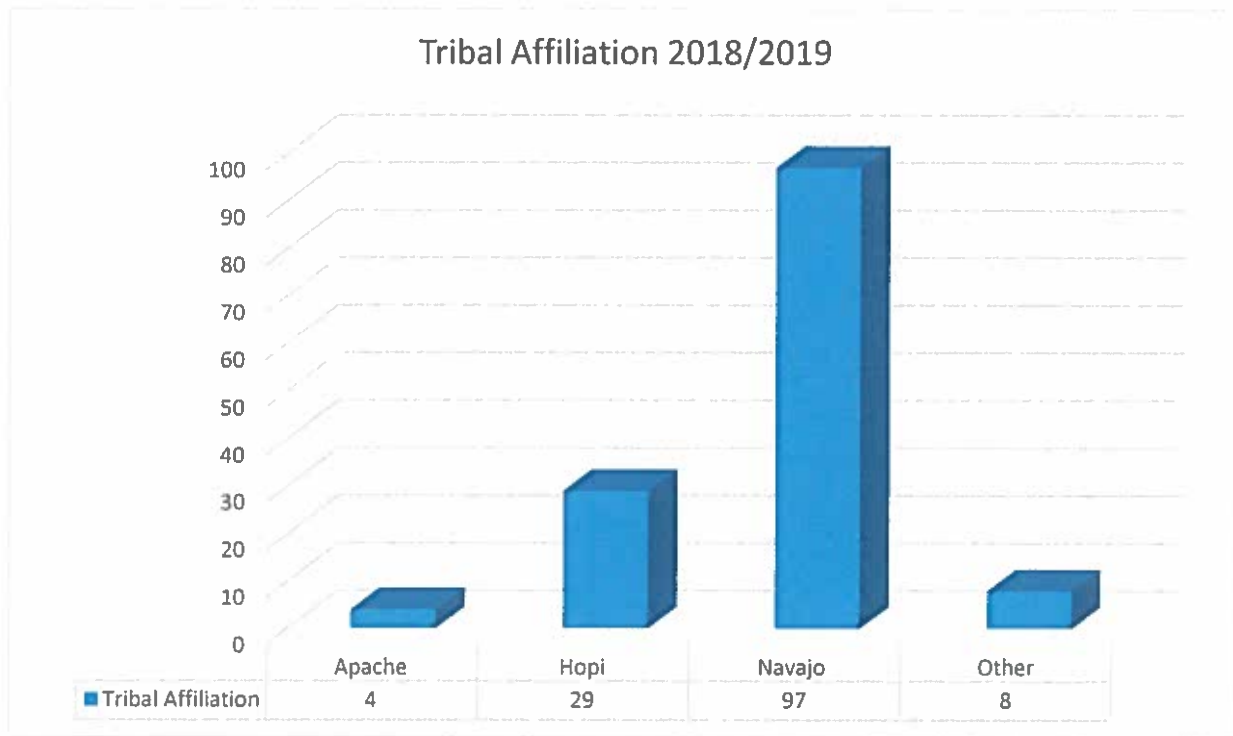


EXHIBIT C

JEDDITO PUBLIC SCHOOL DAILY SCHEDULE REVISE 8/2/2017

NOTE: All teachers are on duty from 7:20 AM to 4:15 PM or later per duty assignment or extra duties/stipends.

EXHIBIT D



EXHIBIT D

LONGITUDINAL DATA



Virginia Coleman

Galileo Reading

2016-17	Pretest	CBAS #2	Posttest	2017-18	Pretest	CBAS #2	Posttest	2018-19	Pretest	CBAS #1
2 nd	10% (1)	10% (1)	8% (1)	2 nd	31% (5)	15% (3)	30% (6)	2 nd	22% (2)	0%
3 rd	0%	11% (1)	0%	3 rd	0%	9% (1)	0%	3 rd	14% (3)	17% (4)
4 th	40% (4)	18% (2)	8% (1)	4 th	20% (2)	20% (3)	14% (2)	4 th	7% (1)	7% (1)
5 th	11% (1)	18% (2)	8% (1)	5 th	43% (3)	22% (2)	11% (1)	5 th	0%	20% (3)
6 th	7% (1)	0%	0%	6 th	8% (1)	7% (1)	0%	6 th	40% (4)	17% (2)
7 th	0%	8% (1)	0%	7 th	25% (4)	0%	5% (1)	7 th	22% (4)	26% (5)
8 th	17% (2)	20% (3)	18% (3)	8 th	33% (3)	0%	25% (4)	8 th	7% (1)	7% (1)

STAR Reading



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth						
Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR
Grade 1	2018 - 2019 Grade 1		13	54%	23%	23%
	2017 - 2018 Kindergarten					



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth						
Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR
Grade 2	2018 - 2019 Grade 2		10	20%	20%	30%
	2017 - 2018 Grade 1		6	67%	0%	17%
	2016 - 2017 Kindergarten					



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth						
Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR
Grade 3	2018 - 2019 Grade 3		22	27%	27%	9%
	2017 - 2018 Grade 2		15	40%	27%	7%
	2016 - 2017 Grade 1		15	33%	27%	27%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth						
Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR
Grade 4	2018 - 2019 Grade 4		15	13%	20%	47%
	2017 - 2018 Grade 3		11	9%	9%	36%
	2016 - 2017 Grade 2		9	0%	22%	11%

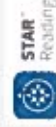
STAR Reading



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth		School Year Aug 1 - Sep 30 (Fall)		Percent of Students by District Benchmark Category		Total Students	40+ PR 25-39 PR 10-24 PR 1-9 PR			
Grade	2018 - 2019 Grade 5	2017 - 2018 Grade 4	2016 - 2017 Grade 3							
Grade 5						15	0%	13%	33%	53%
						7	14%	0%	0%	86%
						6	0%	0%	17%	83%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth		School Year Aug 1 - Sep 30 (Fall)		Percent of Students by District Benchmark Category		Total Students	40+ PR 25-39 PR 10-24 PR 1-9 PR			
Grade	2018 - 2019 Grade 6	2017 - 2018 Grade 5	2016 - 2017 Grade 4							
Grade 6						11	18%	18%	36%	27%
						8	0%	25%	25%	50%
						7	14%	14%	43%	29%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth		School Year Aug 1 - Sep 30 (Fall)		Percent of Students by District Benchmark Category		Total Students	40+ PR 25-39 PR 10-24 PR 1-9 PR			
Grade	2018 - 2019 Grade 7	2017 - 2018 Grade 6	2016 - 2017 Grade 5							
Grade 7						19	11%	0%	37%	53%
						9	11%	11%	22%	56%
						7	0%	14%	14%	71%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth		School Year Aug 1 - Sep 30 (Fall)		Percent of Students by District Benchmark Category		Total Students	40+ PR 25-39 PR 10-24 PR 1-9 PR			
Grade	2018 - 2019 Grade 8	2017 - 2018 Grade 7	2016 - 2017 Grade 6							
Grade 8						15	7%	13%	33%	47%
						14	7%	29%	21%	43%
						8	0%	13%	50%	38%

Galileo Math

2016-17	Pretest	CBAS #2	Posttest
2 nd	10% (1)	30% (3)	25% (3)
3 rd	0%	11% (1)	0%
4 th	20% (2)	9% (1)	23% (3)
5 th	44% (4)	0%	8% (1)
6 th	13% (2)	0%	0%
7 th	18% (2)	0%	0%
8 th	17% (2)	0%	18% (3)

2017-18	Pretest	CBAS #2	Posttest
2 nd	31% (5)	15% (3)	30% (6)
3 rd	0%	9% (1)	0%
4 th	20% (2)	20% (3)	14% (2)
5 th	43% (3)	22% (2)	11% (1)
6 th	8% (1)	7% (1)	0%
7 th	25% (4)	0%	5% (1)
8 th	33% (3)	0%	25% (4)

2018-19	Pretest	CBAS #1
2 nd	44% (4)	30% (3)
3 rd	24% (5)	4% (1)
4 th	14% (2)	0%
5 th	21% (3)	0%
6 th	20% (2)	17% (2)
7 th	11% (2)	11% (2)
8 th	20% (3)	7% (1)

STAR Math



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2018 - 2019 Grade 1		13	8	3	1	1
	2017 - 2018 Kindergarten		13	8	3	1	1



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 2	2018 - 2019 Grade 2		10	2	2	4	2
	2017 - 2018 Grade 1		6	3	0	2	1
	2016 - 2017 Kindergarten		6	3	0	2	1



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 3	2018 - 2019 Grade 3		22	10	3	4	5
	2017 - 2018 Grade 2		15	5	2	6	2
	2016 - 2017 Grade 1		15	12	1	0	2



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 4	2018 - 2019 Grade 4		15	5	7	1	2
	2017 - 2018 Grade 3		11	5	3	0	3
	2016 - 2017 Grade 2		9	2	3	2	2

STAR Math



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 5	2018 - 2019 Grade 5		14	36%	7%	43%	14%
	2017 - 2018 Grade 4		7	29%	29%	43%	0%
	2016 - 2017 Grade 3		6	17%	33%	17%	33%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 6	2018 - 2019 Grade 6		11	18%	18%	36%	27%
	2017 - 2018 Grade 5		8	25%	13%	25%	38%
	2016 - 2017 Grade 4		7	43%	14%	14%	29%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 7	2018 - 2019 Grade 7		19	26%	16%	21%	37%
	2017 - 2018 Grade 6		9	22%	11%	11%	56%
	2016 - 2017 Grade 5		7	29%	14%	14%	43%



Virginia Coleman, District 07/02/18 - 07/02/19 School Year

Longitudinal Report

Jeddito School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 8	2018 - 2019 Grade 8		15	60%	0%	27%	13%
	2017 - 2018 Grade 7		14	50%	21%	14%	14%
	2016 - 2017 Grade 6		8	13%	25%	25%	38%

AZMERIT 3rd - 8th Passing Scores

Overall	ELA	Math
2018	8%	7%
2017	14%	14%
2016	7%	13%
2015	13%	16%

AZ Letter Grades

Year	Grade	Proficiency Points	Growth	EL	Readiness	Bonus	Possible Pts	Percent
2017-2018	D	5.95	32.18	8	8	NA	56.14/100	56%
2016-2017	D	8.96	27.08	8	NA	2	46.04/90	51%

EXHIBIT E

EXHIBIT E

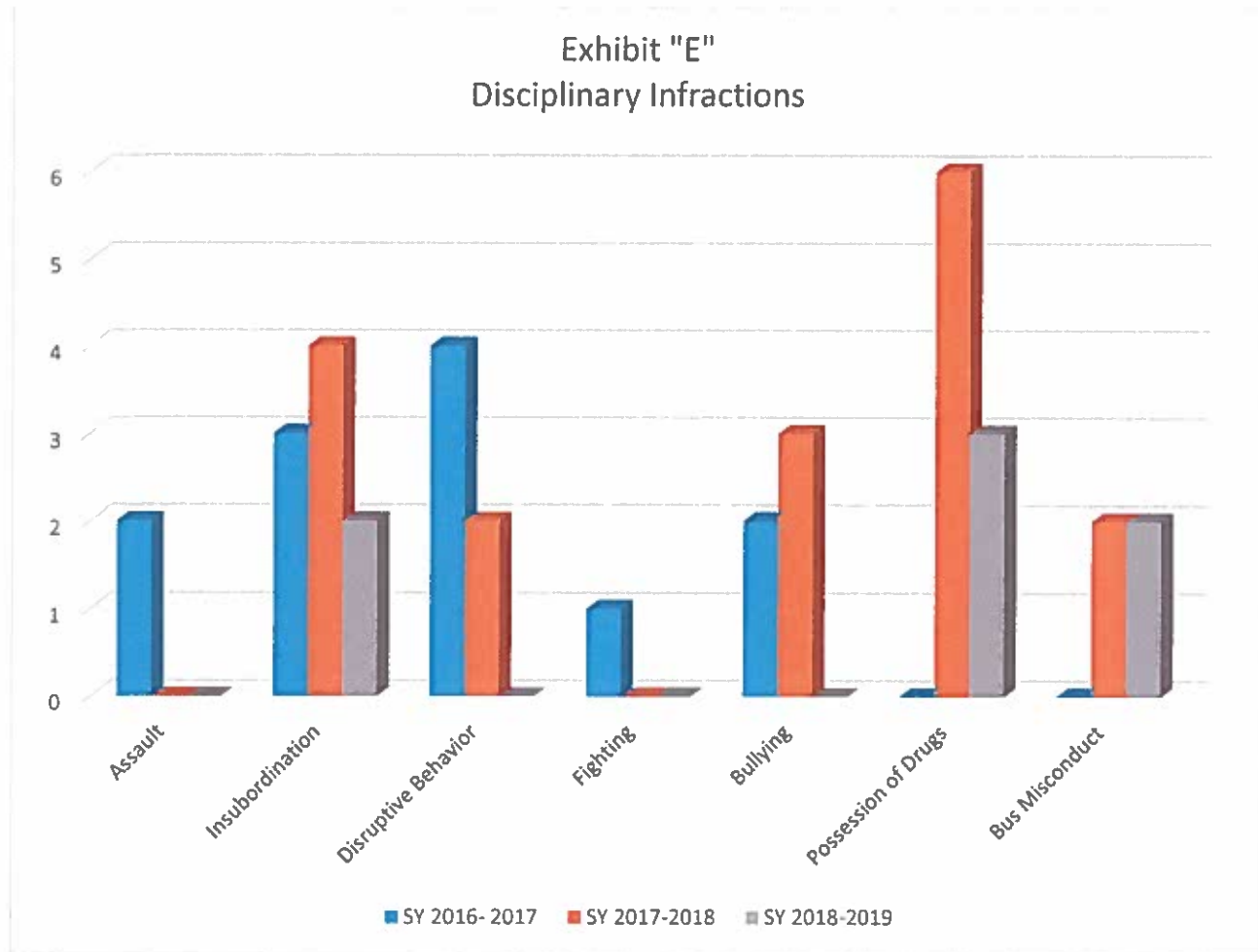


EXHIBIT F

EXHIBIT F

Exhibit F
3 Year Budget Comparison

