

PUBLIC EDUCATION DEPARTMENT
Indian Education Division



Tribal Education Status Report

2018–2019

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3.1 Student Achievement

<p>Objective: To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status and disabilities.</p>
<p>Background: The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English language arts 3-11; math 3-11; which includes Algebra I(may be given in grade 8),Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.</p>
<p>Methods: Partnership for Assessment of Readiness for College and Careers (PARCC), PARCC ELA and math, standard based assessment (SBA LEGACY), Spanish reading, SBA Science. Describe those measures used to assess student progress including math, science, reading for students with disabilities, and Spanish reading for students with disabilities.</p>
<p>Results.</p> <ul style="list-style-type: none">• The following graphs and information provided will show the results of our Native American student compared to all other students.
<p>Conclusion. This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.</p>
<p>Action Plan.</p> <ul style="list-style-type: none">• This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.



**Española Public Schools
District Report Card Summary
At-A-Glance**



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
SUPERINTENDENT	J. Archuleta	J. Archuleta E. Maruska	Maruska/Shuttles A. Blea	A. Blea	D. Trujillo	D. Trujillo	B. Gutierrez	E. Martinez	B. Gutierrez	B. Gutierrez
Board of Education (March/120th Day)	Andrew Chavez Floyd Archuleta Joann Salzar Jose Archuleta Leonard Valerio	Andrew Chavez Floyd Archuleta Ralph Medina Jose Archuleta Pablo E. Lujan	Andrew Chavez Floyd Archuleta Ralph Medina Jose Archuleta Pablo E. Lujan	Andrew Chavez Anabelle Almager Ralph Medina Lucas Fresquez Pablo E. Lujan	Andrew Chavez Anabelle Almager Ralph Medina Lucas Fresquez Pablo E. Lujan	Ruben Archuleta Anabelle Almager Yolanda Salazar Lucas Fresquez Pablo E. Lujan	Ruben Archuleta Anabelle Almager Yolanda Salazar Lucas Fresquez Pablo E. Lujan	Ruben Archuleta Patrick Herrera Yolanda Salazar Gilbert Serrano Pablo E. Lujan	Ruben Archuleta Patrick Herrera Yolanda Salazar Gilbert Serrano Pablo E. Lujan	Ruben Archuleta Matthew Pana Yolanda Salazar Gilbert Serrano Pablo E. Lujan
District Grade	AYP NOT MET CA-2 Status	AYP NOT MET CA-2 Status	D	C	C	D	D	D	D	D
District Enrollment (RC/120th)	4236	4197	4300	4012	4064	3973	3885	3729	3692	3417
Female	2,130/50.3%	2,096/50%	2,200/51%	2,043/50.9%	2,041/50%	2,018/51%	1,973/50.8%	1,867/50.1%	1,840/49.8%	1,745/51.10%
Male	2,106/49.7%	2,101/50%	2,100/48%	1,969/49.10%	2,023/50%	1,955/49%	1,912/49.2%	1,862/49.9%	1,852/50.2%	1,672/48.9%
Caucasian	91/2.1%	110/3%	138/3%	162/4%	177/4%	226/6%	241/6.2%	242/6.5%	193/5.2%	173/5.1%
African American	17/0.4%	17/0.4%	15/0.4%	18/0.4%	18/0.4%	16/0.4%	10/0.3%	15/0.4%	13/0.4%	12/0.4%
Hispanic	3,797/89.6%	3,755/89%	3,840/89%	3,523/87.8%	3,538/88%	3,478/88%	3,419/88%	3,235/86.8%	3,231/87.5%	3,001/87.8%
Asian	25/0.6%	24/0.6%	22/0.5%	37/0.9%	32/1%	31/1%	22/0.6%	26/0.7%	25/0.7%	24/0.7%
American Indian	306/7.2%	289/7%	283/6%	269/6.7%	252/6%	221/6%	192/4.9%	210/5.6%	228/6.2%	205/6%
Pacific Islander	0/0%	2/0.0%	0/0%	3/0.1%	2/0.0%	1/0.0%	1/0.0%	1/0.0%	2/0.1%	2/0.1%
Multi-racial	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Economically Disadvantaged	4,236 / 100%	3,588 / 85%	3,393 / 78%	3,449/86.0%	3,498 / 86%	3,662 / 92%	3,738 / 96.2%	3,466 / 92.9%	3,692 / 100%*	3,417/100%*
Students w/Disabilities	471 / 10%	490 / 12%	502 / 11%	503/12.5%	561 / 14%	581 / 15%	574 / 14.8%	555 / 14.9%	559 / 15.1%	510/14.9%
ELL	1,088 / 25.7%	808 / 19%	710 / 16%	811/20.20%	921 / 23%	772 / 19%	564 / 14.5%	451 / 12.1%	555 / 15.0%	548/16.0%
Graduation Rate (4 Year)	51% (State, 66%)	54% (State, 67%)	45.2 (State, 68.7%)		57.1 (Target, 73.7%)	55.5% (State, 69.3%)	61.7% (State, 68.6%)	64% (State, 71%)	67% (State, 71%)	
Graduation Rate (5 Year)	56% (State, 70%)	56% (State, 70%)	54.2 (State, 66.5%)		65.4% (State, 74%)	57.7% (State, 71.4%)	55.5% (State, 70.5%)	63% (State, 75%)	66% (State, 76%)	
Graduation Rate (6 Year)					49.8% (State, 73.5%)	65.5% (State, 74.4%)	57.7% (State, 71.8%)	65% (State, 79%)	64% (State, 77%)	
Assessment Type	NM-SBA	NM-SBA	NM-SBA	NM-SBA	NM-SBA	PARCC / SBA	PARCC / SBA	PARCC / SBA	PARCC / SBA	PARCC / SBA
Reading Achievement (All)	43% (Goal, 64%)	42% (Goal, 75%)	39% (Goal, 52%)		43% (Target, 61%)	16.6% (State, 26.6%)	17% (State, 28%)	27% (State, 37%)	29% (State, 39%)	15ation/PARCC / SBA
Math Achievement (All)	31% (Goal, 52%)	27% (Goal, 66%)	24% (Goal, 45%)		33% (Target, 55%)	8.4% (State, 17.6%)	11% (State, 20%)	10% (State, 20%)	10% (State, 21%)	NM Transition/ SBA
Science Achievement (All)					32%	24.5% (State, 39.8%)	25% (State, 43%)	28% (State, 40%)	23% (State, 38%)	
Reading (Caucasian)					53% (Target, 61%)	16.8% (State, 42.5%)	20% (State, 43%)	37% (State, 52%)	39% (State, 54%)	
Math (Caucasian)					38% (Target, 55%)	10.3% (State, 29.9%)	14% (State, 33%)	19% (State, 33%)	20% (State, 35%)	
Science (Caucasian)					40%	29.0% (State, 61.0%)	33% (State, 64%)	33% (State, 61%)	35% (State, 60%)	
Reading (Hispanic)					42% (Target, 61%)	16.5% (State, 21.8%)	16% (State, 23%)	26% (State, 33%)	28% (State, 34%)	
Math (Hispanic)					33% (Target, 55%)	8.2% (State, 13.7%)	11% (State, 16%)	10% (State, 16%)	9% (State, 18%)	
Science (Hispanic)					31%	24.0% (State, 33.7%)	24% (State, 37%)	28% (State, 34%)	21% (State, 33%)	
Reading (American Indian)					51% (Target, 61%)	13.5% (State, 13.9%)	21% (State, 17%)	28% (State, 26%)	34% (State, 29%)	
Math (American Indian)					41% (Target, 55%)	7.0% (State, 9%)	9% (State, 11%)	8% (State, 11%)	12% (State, 17%)	
Science (American Indian)					45%	34.1% (State, 20.6%)	21% (State, 22%)	24% (State, 22%)	38% (State, 21%)	
Reading (SWD)					16% (Target, 61%)	4.6% (State, 6.6%)	9% (State, 7%)	16% (State, 19%)	79% (State, 14%)	
Math (SWD)					17% (Target, 55%)	5.7% (State, 6.4%)	8% (State, 7%)	8% (State, 9%)	55% (State, 7%)	
Science (SWD)					20%	14.6% (State, 15.0%)	12% (State, 16%)	13% (State, 18%)	70% (State, 14%)	
Reading (ELL)					23% (Target, 61%)	5.6% (State, 7.1%)	4% (State, 8%)	15% (State, 20%)	14% (State, 21%)	
Math (ELL)					17% (Target, 55%)	3.9% (State, 5.3%)	5% (State, 7%)	5% (State, 10%)	4% (State, 8%)	
Science (ELL)					20%	11.8% (State, 10.2%)	11% (State, 11%)	13% (State, 16%)	4% (State, 13%)	



**Española Public Schools
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At-A-Glance**



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Abiquiu ES										
Reading Achievement (All)	AYP NOT MET/CA D. Montoya 34%	AYP NOT MET/R-1 C. Sena 47%	B E. Martinez	D C. Sena	B C. Sena 55.0%	A C. Sena 37.7%	A C. Sena 30%	C F. Castillo 42%	B F. Castillo 50%	F. Castillo
Math Achievement (All)	32%	35%			44.0%	58.8%	35%	28%	39%	
Science Achievement (All)								33%	71%	
Alcalde ES										
Reading Achievement (All)	AYP MET/Progress F. Gonzales 58%	AYP NOT MET/Progress G. Lopez 69%	C K. Duckworth-Moulton	D T. Flores	A T. Flores 60.0%	F T. Flores 16.9%	C D. Mitchell 24%	F L. Phillips 27%	D K. Duckworth-Moulton 34%	K. Duckworth-Moulton
Math Achievement (All)	43%	46%			57.0%	36.0%	48%	12%	8%	
Science Achievement (All)								52.0%	13%	
Chimayo ES										
Reading Achievement (All)	AYP NOT MET/SI-2 W. Aguilar 46%	AYP NOT MET/CA E. Martinez 41%	C R. Griffin	C R. Griffin	D J. Malcom 44.0%	C J. Malcom 13.6%	D J. Malcom 18%	B J. Malcom 31%	A J. Malcom 33%	J. Malcom
Math Achievement (All)	38%	33%			34.0%	11.9%	11%	11%	24%	
Science Achievement (All)					29.0%	32.1%	10%	51.0%	28%	
Dixon ES										
Reading Achievement (All)	AYP MET/Progress R. Archuleta 59%	AYP NOT MET/Progress R. Archuleta 70%	C W. Aguilar	B W. Aguilar	B W. Aguilar 69.0%	C W. Aguilar 29.2%	B W. Aguilar 29%	C A. Gonzales 41%	B A. Gonzales 54%	A. Gonzales
Math Achievement (All)	47%	52%			43.0%	16.7%	32%	49%	30%	
Science Achievement (All)					71.0%	---	---	---	≥80	
Eutimio Salazar ES										
Reading Achievement (All)	AYP NOT MET/R-2 R. Montoya 44%	AYP NOT MET/R-2 M. McBane 43%	D M. Martinez	D M. Martinez	B M. Martinez 38.0%	F R. Archuleta 5.9%	B R. Archuleta 14%	D R. Archuleta 30%	D R. Archuleta 31%	W. Chavarria
Math Achievement (All)	37%	29%			44.0%	8.9%	15%	17%	18%	
Science Achievement (All)					44.0%	28.6%	21%	37%	22%	
Hernandez ES										
Reading Achievement (All)	AYP NOT MET/CA B. Gurule 21%	AYP NOT MET/R-1 B. Gurule 27%	D D. Ortega	F R. Salazar	B R. Salazar 43.0%	C R. Salazar 10.0%	F R. Salazar 17%	F FC/IG/MM/M. Katco 19%	D I. Terrazas/J. Sena 26%	J. Sena / G. Martinez
Math Achievement (All)	14%	8%			38.0%	10.0%	7%	6%	9%	
Science Achievement (All)					78.0%	11.5%	29%	52.0%	≤20	
James Rodriguez ES										
Reading Achievement (All)	AYP NOT MET/R-2 M. Abeyra 51%	AYP NOT MET/R-2 R. Montoya 50%	B R. Montoya/D. Trujillo	B D. Trujillo	B J. Skoglund 54.0%	D J. Skoglund 22.4%	B J. Skoglund 21%	C V. Dean 35%	D L. Utley 35%	L. Utley / R. Chavez
Math Achievement (All)	45%	49%			49.0%	15.5%	20%	19%	22%	
Science Achievement (All)					50.0%	28.4%	20%	27%	33%	
Los Ninos ES										
Reading Achievement (All)	AYP MET/Progress D. Montoya 60%	AYP NOT MET/Progress R. Archuleta 53%	C E. Martinez	C E. Martinez	C E. Martinez/J. Skoglund	C J. Skoglund	A J. Skoglund	A FC/IG/DM/M. Katco	B L. Phillips	J. Lujan
Math Achievement (All)	55%	47%			---	---	---	55%	62%	
Science Achievement (All)					---	---	---	---	---	



DISTRICT PERFORMANCE LEVEL SUMMARY

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2019

MATHEMATICS Grade 7 Assessment, 2018–2019

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations					
			#	%	#	%	#	%	#	%	#	%				
English Language Learner																
No	199	715	44	22.1%	94	47.2%	47	23.6%	14	7.0%	0	0.0%	61	30.7%	14	7.0%
Yes	29	706	10	34.5%	16	55.2%	3	10.3%	0	0.0%	0	0.0%	3	10.3%	0	0.0%
Migrant																
No	228	714	54	23.7%	110	48.2%	50	21.9%	14	6.1%	0	0.0%	64	28.1%	14	6.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
			≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations											
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			61	30.7%	14	7.0%	64	28.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

3.2 School Safety

Objective: To ensure that students in New Mexico schools attend safe, secure and peaceful schools. Foster a safe, inclusive, and respectful school community that values families, culture and heritages reflected in our schools.

Background: 'New Mexico- as do other states in the rest of the nation-looks at strategies to keep students, staff, and faculty safe in schools. Espanola Public Schools will strive at keeping students, staff and faculty safe while they are at school. School Safety plans offer the district an opportunity to fine tune our plans at each site. School personnel is trained to assess, facilitate, and implement response to emergency events.

Methods: The district and each school site submit their safety plans to our Safety and Security Director with updates each school year. He in turn works with PED to ensure that plans are updated and changes are made to improve overall safety and security.

Results:

- Our school sites are following their safety plans. Each school site has a safety committee who reviews the plans yearly or as often as needed for PED. Drills are implemented throughout the year. Policies and procedures are in place and reviewed every year. A review of infractions by grade level, type of infraction and other indicators will help our district in planning and implementing any changes to our plans to both comply and ensure the safety of our students and staff and all personnel working within our district.

Conclusion: There were three main infractions committed by our AI students throughout the district. The three were drug violation, assault and battery and disorderly conduct. 27 infractions by our Caucasian students, 60 infractions by AI students, and 477 infraction from Hispanic students. All sites within the Espanola school district, meet the criteria for NMPED. EPS along with Indian Education Department will work with staff, parents and students and communities in reviewing data and applying the input to better our Safety and secure plans.

Action Plan.

- Through the IEC Committee and tribal consultations, we will be able to continue planning and reviewing our site plans to comply and ensure the safety of our school personnel, students and community. We have a Safety and Security Director who will oversee that the district is both in compliance and safe.

EOY Student Infraction and Response Detail Report

Description: With the exception of incidents involving FIREARMS, each incident is assigned a unique infraction EVENT ID which may involve one or more students. Use the most serious infraction code for each student involved in the incident. *Each student in possession of a firearm is to be reported as a separate incident.* Submit one Response for each Infraction Event ID for each student. Also, if a student is subject to both an in-school and an out-of-school suspension for the same **Source:** Student, Student Infraction and Student Infraction Response templates *Unknown perpetrator id is 825881329.*



School Year: 2018-2019

Non-Charters

Special Education & Regular Education

[Click here to view EXCEPTION - Student Infraction and Response report.](#)

District	Location	Infraction Event ID	Discipline Infraction Date	Infraction	Alcohol Related	Drug Related	Gang Related	Hate Crime	Serious Injury	Weapon Related	Response	Duration in Days	In Spec Ed	Grade	Sex	ELL	Race7	
ESPAÑOLA PUBLIC SCHOOLS (055)	ABIGUJUI ELEMENTARY (005)	1030	1/30/19	12 - Sexual	No	No	No	No	No	No	2 - In school	2.5	N	06	M	N	H	
		1050	1/31/19	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	3	N	04	M	N	H
		1175	2/15/19	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	3	N	06	M	N	H
		510	11/7/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	N	03	M	N	H
		511	11/7/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	Y	03	M	N	H
		603	11/19/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	N	01	M	N	H
		703	12/4/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	5	N	06	M	N	H
		86	9/18/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	N	04	M	N	H
		893	12/18/18	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	3	Y	03	M	N	H
		894	12/18/18	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	3	N	04	M	N	H
		905	1/16/19	13 - Disorderly	No	No	No	No	No	No	No	8 - Other/Unknown	0	N	01	M	N	H
		1000	12/21/18	12 - Sexual	No	No	No	No	No	No	No	2 - In school	1	N	08	M	N	H
		1002	1/29/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	08	F	N	H
		1003	1/29/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	08	F	N	H
		1006	1/24/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
		1008	1/25/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
		1009	1/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	M	N	H
		1010	1/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
		1012	1/23/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	9	N	08	M	N	H
		1022	1/25/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	3	Y	07	M	N	H
1024	1/22/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	3	N	07	M	N	C		

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

School Year: 2018-2019

Non-Charter

ID	Date	Code	Violation	No	Yes	No	No	No	No	2 N	07	M	N	I
1029	1/22/19	54 - Drug Violation	No	No	No	No	No	No	No	2 N	07	M	N	I
1032	1/28/19	13 - Disorderly	No	No	No	No	No	No	No	3 N	07	M	N	H
1035	1/24/19	5 - Assault/battery	No	No	No	No	No	No	No	5 Y	07	F	N	I
1043	1/18/19	13 - Disorderly	No	No	No	No	No	No	No	2 N	07	M	N	H
1044	1/22/19	54 - Drug Violation	No	Yes	No	No	No	No	No	2 N	07	M	N	H
1045	1/23/19	54 - Drug Violation	No	Yes	No	No	No	No	No	5 Y	07	M	N	H
1046	1/24/19	5 - Assault/battery	No	No	No	No	No	No	No	3 N	07	F	N	H
1059	2/5/19	5 - Assault/battery	No	No	No	No	No	No	No	9 N	07	M	N	C
1060	1/31/19	54 - Drug Violation	No	Yes	No	No	No	No	No	6 Y	07	M	N	I
1061	1/29/19	5 - Assault/battery	No	No	No	No	No	No	No	5 Y	07	M	N	I
1062	1/31/19	54 - Drug Violation	No	Yes	No	No	No	No	No	5 Y	07	M	N	H
1064	1/31/19	54 - Drug Violation	No	Yes	No	No	No	No	No	9 Y	07	F	N	H
1066	2/5/19	13 - Disorderly	No	No	No	No	No	No	No	2 Y	07	M	N	C
1070	2/4/19	13 - Disorderly	No	No	No	No	No	No	No	2 N	08	F	N	H
1071	1/31/19	13 - Disorderly	No	No	No	No	No	No	No	1 N	08	M	N	H
1073	1/24/19	5 - Assault/battery	No	No	No	No	No	No	No	9 N	08	M	N	H
1081	1/29/19	5 - Assault/battery	No	No	No	No	No	No	No	3 N	08	M	N	H
1080	2/8/19	42 -	No	No	No	No	No	No	No	9 N	08	M	N	H
1091	2/9/19	46 - Other	No	No	No	No	No	No	No	3 N	08	M	N	H
1092	2/7/19	54 - Drug Violation	No	Yes	No	No	No	No	No	9 N	08	M	N	H
1109	2/7/19	54 - Drug Violation	No	Yes	No	No	No	No	No	2 N	08	M	N	H
1110	2/7/19	4 - Assault/battery	No	No	No	No	No	No	No	2 N	08	M	N	H
1111	2/6/19	11 - Other Violence	No	No	No	No	No	No	No	5 N	08	M	N	H
1112	2/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 N	07	F	N	H
1181	2/8/19	11 - Other Violence	No	No	No	No	No	No	No	10 N	07	M	N	H
										3 N	07	F	N	H
										10 N	08	M	N	Native

EOY Student Infraction and Response Detail Report

Description: With the exception of incidents involving FIREARMS, each incident is assigned a unique Infraction EVENT ID which may involve one or more students. Use the most serious infraction code for each student involved in the incident. Each student in possession of a firearm is to be reported as a separate incident. Submit one Response for each Infraction Event ID for each student. Also, if a student is subject to both an in-school and an out-of-school suspension for the same **Source:** Student, Student Infraction and Student Infraction Response templates *Unknown perpetrator id is 825887329.*



Special Education & Regular Education

Non-Chararters

School Year: 2018-2019

ID	Date	Infraction Code	Response	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Year	Day	Day	Day	Day
1644	4/24/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10 N	07	F	N	H
1645	4/26/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	08	M	N	H
1646	4/24/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5 Y	07	M	N	H
1647	4/24/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	2 N	08	M	N	H
1654	4/24/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	08	M	N	H
1655	4/24/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	9 Y	08	M	N	C
1656	4/8/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	08	M	N	I
1657	4/23/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10 N	08	M	N	H
1658	4/24/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5 N	08	M	N	H
1665	5/1/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5 N	07	F	N	I
1666	5/1/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	7 N	07	M	N	I
1741	5/8/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	07	F	N	H
1742	5/8/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5 N	07	F	N	I
1743	5/8/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	07	F	N	H
1744	5/8/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	07	F	N	H
1747	5/3/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10 N	08	M	N	H
1765	5/9/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	08	F	N	H
1791	5/22/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	08	M	N	H
1797	5/20/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	4.5 N	08	F	N	I
1798	5/20/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	4.5 N	08	F	N	H
1799	5/20/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	4.5 N	08	F	N	H
1805	5/13/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	2 N	07	M	N	H
1806	5/8/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3 N	07	M	N	H
1807	5/9/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	0.5 N	07	M	N	H
1808	5/9/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	0.5 N	07	F	N	H

EOY Student Infraction and Response Detail Report

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School Year: 2018-2019

Non-Charters

Special Education & Regular Education

1809	5/9/19	13 - Disorderly	No	No	No	No	No	No	No	0.5 N	.07	F	N	I
1810	5/10/19	13 - Disorderly	No	No	No	No	No	No	No	3 N	.07	M	N	H
1811	5/8/19	13 - Disorderly	No	No	No	No	No	No	No	3 N	.07	M	N	H
23	8/24/18	4 - Assault/battery	No	No	No	No	No	No	No	11 Y	.07	M	N	H
251	9/18/18	13 - Disorderly	No	No	No	No	No	No	No	1 N	.08	F	N	H
252	9/24/18	12 - Sexual	No	No	No	No	No	No	No	2 N	.07	M	N	H
253	9/24/18	55P - Alcohol	Yes	No	No	No	No	No	No	2 N	.08	M	N	H
257	9/20/18	55P - Alcohol	Yes	No	No	No	No	No	No	10 N	.08	F	N	H
258	9/25/18	5 - Assault/battery	No	No	No	No	No	No	No	10 N	.08	M	N	H
275	9/18/18	14 - Bullying or	No	No	No	No	No	No	No	10 N	.08	M	Y	H
276	9/11/18	13 - Disorderly	No	No	No	No	No	No	No	3 N	.08	M	Y	H
278	10/2/18	5 - Assault/battery	No	No	No	No	No	No	No	5 Y	.07	M	N	C
279	9/25/18	13 - Disorderly	No	No	No	No	No	No	No	3 N	.08	F	N	H
280	9/27/18	13 - Disorderly	No	No	No	No	No	No	No	2 N	.08	M	N	H
282	9/21/18	4 - Assault/battery	No	No	No	No	No	No	No	10 N	.08	M	N	H
283	9/20/18	14 - Bullying or	No	No	No	No	No	No	No	5 N	.08	F	N	H
284	9/18/18	14 - Bullying or	No	No	No	No	No	No	No	7 N	.08	F	N	H
285	9/18/18	13 - Disorderly	No	No	No	No	No	No	No	1 N	.08	M	N	H
286	9/18/18	13 - Disorderly	No	No	No	No	No	No	No	1 N	.08	M	N	H
287	9/28/18	14 - Bullying or	No	No	No	No	No	No	No	5 N	.07	F	N	H
288	9/13/18	4 - Assault/battery	No	No	No	No	No	No	No	10 Y	.07	F	N	H
289	9/13/18	13 - Disorderly	No	No	No	No	No	No	No	3 Y	.07	M	N	H
290	9/19/18	54 - Drug Violation	No	Yes	No	No	No	No	No	10 N	.08	M	N	H
292	9/13/18	14 - Bullying or	No	No	No	No	No	No	No	5 Y	.08	M	N	H
298	9/11/18	5 - Assault/battery	No	No	No	No	No	No	No	5 Y	.08	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charters

School Year: 2018-2019

299	9/14/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	08	M	N	H
300	9/10/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	N	08	F	N	H
304	9/10/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	08	M	N	H
305	9/10/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
306	9/11/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	4	N	08	M	N	H
307	9/10/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	Y	07	F	N	H
31	8/20/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3	N	08	F	N	H
322	10/1/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	07	M	N	H
370	9/20/18	43 - Missing	No	No	No	No	No	No	No	3 - Out of school	5	N	07	M	N	H
371	9/20/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	10	N	07	F	N	H
384	9/25/18	42 -	No	No	No	No	No	No	No	3 - Out of school	10	N	07	F	N	H
386	10/3/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2	N	07	M	N	C
396	10/18/18	12 - Sexual	No	No	No	No	No	No	No	3 - Out of school	9	N	08	M	N	H
397	10/19/18	2 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	5	N	07	F	N	H
400	9/6/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
401	9/6/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1	N	08	F	N	H
404	9/18/18	1 - Assault/battery	No	No	No	No	No	Yes	Yes	4 - Expulsion - no educ	143	N	08	M	N	H
405	10/3/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
406	10/3/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
411	10/17/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2	N	08	F	N	H
448	10/24/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3	N	08	F	N	H
464	10/29/18	14 - Bullying or	No	No	No	No	No	No	No	3 - Out of school	5	N	07	F	N	H
465	10/29/18	14 - Bullying or	No	No	No	No	No	No	No	3 - Out of school	10	N	08	M	Y	H
471	10/29/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	10	N	08	M	N	H
472	10/26/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	3	N	08	M	N	H
			No	No	No	No	No	No	No	3 - Out of school	10	N	08	M	N	H

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Special Education & Regular Education

Non-Charter

School Year: 2018-2019

531	11/13/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	45 N	.08	M	N	H
536	11/13/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	.08	M	N	H
537	11/7/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	.08	M	N	H
541	11/7/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 Y	.08	M	N	H
551	11/5/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	4 N	.08	M	N	H
558	11/7/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	6 Y	.07	M	N	H
559	11/7/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	6 Y	.07	M	N	H
560	11/7/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	6 N	.07	M	N	H
626	11/28/18	51 - Weapons	No	No	No	No	No	No	Yes	3 - Out of school	5 N	.08	F	N	I
630	11/27/18	13 - Disorderly	No	No	No	No	No	No	No	2 - in school	2 N	.08	F	N	H
632	11/16/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	5 N	.07	M	N	C
633	11/13/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - in school	1 N	.08	F	N	H
634	11/15/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	.08	M	N	H
635	11/15/18	45 - Vandalism	No	No	No	No	No	No	No	3 - Out of school	4 N	.08	M	N	H
636	11/15/18	45 - Vandalism	No	No	No	No	No	No	No	2 - in school	2 N	.08	F	N	H
640	11/15/18	13 - Disorderly	No	No	No	No	No	No	No	2 - in school	3 N	.08	M	N	H
641	11/15/18	13 - Disorderly	No	No	No	No	No	No	No	2 - in school	3 N	.08	M	N	H
647	11/14/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1 N	.08	F	N	H
663	11/27/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	.07	F	N	H
675	11/14/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	5 N	.07	M	N	H
677	11/26/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	.07	F	N	H
678	11/27/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	.07	F	N	H
684	11/28/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2 Y	.08	M	N	H
69	8/21/18	14 - Bullying or	No	No	No	No	No	No	No	3 - Out of school	3 N	.07	F	N	H
690	11/30/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1 N	.08	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charterers

School Year: 2018-2019

ID	Date	Code	Description	Yes	No	No	No	No	No	No	No	3 - Out of school	3 Y	08	M	N	H
72	8/28/18	12 - Sexual	No	No	No	No	No	No	No	No	No	3 - Out of school	3 Y	08	M	N	H
74	9/7/18	56 - Tobacco Use	No	No	No	No	No	No	No	No	No	3 - Out of school	4 N	07	F	N	C
758	12/10/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	3 N	08	M	N	H
759	12/10/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	1 N	08	M	N	H
760	12/5/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	1 N	08	M	N	H
761	12/5/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	1 N	08	M	N	H
762	12/4/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	1 N	08	M	N	H
767	12/6/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	1 N	08	M	N	H
768	12/11/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	2 - In school	2 N	08	F	N	H
769	12/11/18	13 - Disorderly	No	No	No	No	No	No	No	No	7 - Sent to alt setting by	3 N	08	F	N	H	
77	9/7/18	14 - Bullying or	No	No	No	No	No	No	No	No	2 - In school	3 N	08	F	N	H	
770	12/11/18	54 - Drug Violation	No	Yes	No	No	No	No	No	No	3 - Out of school	3 Y	07	M	N	H	
771	12/6/18	13 - Disorderly	No	No	No	No	No	No	No	No	1 - Arrest/referral to	0 Y	08	M	N	H	
773	12/4/18	5 - Assault/battery	No	No	No	No	No	No	No	No	2 - In school	3 N	07	F	N	H	
776	12/4/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	9 N	07	F	N	H	
794	12/11/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	2 N	07	M	N	H	
801	12/6/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	2 Y	07	F	N	I	
823	12/12/18	4 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	5 N	07	M	N	I	
824	12/17/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	1 N	07	M	N	H	
825	12/17/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	1 N	07	M	N	H	
826	12/17/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	1 N	07	M	N	H	
833	12/11/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	3 Y	08	F	N	H	
834	12/14/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	2 Y	07	M	N	I	
835	12/19/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	1 N	08	F	N	H	
838	12/17/18	54 - Drug Violation	No	Yes	No	No	No	No	No	No	3 - Out of school	10 N	07	M	N	H	

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Chararters

School Year: 2018-2019

		12/17/18	54 - Drug Violation	No	Yes	No	No	No	No	10.N	07	M	N	H
840		12/17/18	54 - Drug Violation	No	Yes	No	No	No	No	10.N	07	M	N	H
907		1/17/19	13 - Disorderly	No	No	No	No	No	No	2.N	08	F	N	H
909		1/16/19	54 - Drug Violation	No	Yes	No	No	No	No	3.Y	08	M	N	H
911		1/16/19	54 - Drug Violation	No	Yes	No	No	No	No	3.N	08	M	N	H
913		1/16/19	54 - Drug Violation	No	Yes	No	No	No	No	3.N	08	M	N	H
914		1/15/19	13 - Disorderly	No	No	No	No	No	No	2.N	08	M	N	H
999		1/23/19	13 - Disorderly	No	No	No	No	No	No	3.N	08	F	N	H
1750		5/10/19	13 - Disorderly	No	No	No	No	No	No	1.Y	04	M	N	H
28	DIXON ELEMENTARY (042)	8/24/18	41 - Criminal	No	No	No	No	No	No	1.Y	04	M	N	H
361		8/24/18	41 - Criminal	No	No	No	No	No	No	1.Y	04	M	N	H
466		10/16/18	13 - Disorderly	No	No	No	No	No	No	3.Y	04	M	N	H
1048	ESPANOLA VALLEY HIGH (050)	10/30/18	41 - Criminal	No	No	No	No	No	No	1.Y	04	M	N	H
106		1/31/19	54 - Drug Violation	No	Yes	No	No	No	No	5.Y	10	M	N	H
1065		9/21/18	13 - Disorderly	No	No	No	No	No	No	1.Y	09	F	N	H
107		2/6/19	54 - Drug Violation	No	Yes	No	No	No	No	5.Y	09	F	N	H
108		9/11/18	51 - Weapons	No	No	No	No	No	No	5.N	09	M	N	H
1085		9/17/18	13 - Disorderly	No	No	No	No	No	No	2.N	11	F	N	I
110		2/6/19	54 - Drug Violation	No	Yes	No	No	No	No	5.N	10	M	N	I
112		9/18/18	56 - Tobacco Use	No	No	No	No	No	No	3.N	10	M	N	H
114		9/18/18	13 - Disorderly	No	No	No	No	No	No	5.N	11	M	N	H
1146		9/27/18	51 - Weapons	No	No	No	No	No	No	5.N	10	M	N	H
1148		2/7/19	4 - Assault/battery	No	No	No	No	No	No	5.N	12	F	N	H
116		2/7/19	13 - Disorderly	No	No	No	No	No	No	3.N	12	M	N	H
		9/6/18	4 - Assault/battery	No	No	No	No	No	No	5.N	09	F	N	H
		9/6/18	4 - Assault/battery	No	No	No	No	No	No	5.Y	11	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charter

School Year: 2018-2019

Student ID	Date	Infraction Code	54 - Drug Violation	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1162	2/13/19	54 - Drug Violation	No	No	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1163	2/13/19	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	10 N	09	M	N	H
1169	2/12/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3 N	11	M	N	H
117	8/22/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 N	12	F	N	H
1172	2/15/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 N	12	F	N	H
1173	2/15/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 N	09	M	N	I
1182	2/20/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	F	N	H
1194	2/20/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	F	N	H
120	2/20/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	F	N	H
1206	2/27/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	F	N	H
1207	2/26/19	12 - Sexual	No	No	No	No	No	No	No	3 - Out of school	3 Y	09	F	N	H
121	9/5/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	10	M	N	H
1213	2/28/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	I
1227	2/28/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 Y	09	M	N	H
123	3/4/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
124	8/29/18	56 - Tobacco Use	No	Yes	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
125	8/31/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
1256	3/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	09	M	N	H
126	3/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3 N	11	F	N	H
126	9/10/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	10	M	N	H
1260	3/7/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3 N	09	F	N	I
1260	3/7/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	09	F	N	H
1260	3/7/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3 N	10	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

School Year: 2018-2019 Non-Charters

127	9/6/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	11	M	N	H
128	9/11/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	M	N	H
129	9/11/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	5	N	09	F	N	H
130	9/11/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	M	N	H
131	9/13/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	F	N	H
132	9/13/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	F	N	I
1357	3/19/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	10	M	N	H
1358	3/19/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	10	M	N	H
1359	3/19/19	52 - Weapons	No	No	No	No	No	Yes	No	3 - Out of school	2	N	10	F	N	H
1360	3/19/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	10	M	N	H
1361	3/19/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	M	N	H
1362	3/19/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	09	M	N	I
1399	3/20/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	09	F	N	I
1405	3/26/19	51 - Weapons	No	No	No	No	No	Yes	No	3 - Out of school	3	N	09	M	N	H
1407	3/26/19	52 - Weapons	No	No	No	No	No	Yes	No	3 - Out of school	10	N	11	M	N	H
1428	3/28/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	11	M	N	H
1430	3/28/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	09	M	N	H
1431	3/27/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	10	N	09	M	N	H
1432	3/28/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	09	M	N	C
1434	3/27/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	11	M	N	H
145	9/28/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	3	N	09	M	N	H
1456	4/3/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	4	N	09	F	N	H
1457	4/3/19	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	2	N	09	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charters

School Year: 2018-2019

ID	Date	Code	Category	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Year	Month	Day	Day of Week	Grade	
1462	4/2/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	12	M	N	H
1577	4/16/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10	Y	09	F	N	H
1578	4/16/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	09	F	N	H
1579	4/16/19	54 - Drug Violation	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5	Y	09	M	N	H
158	9/25/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	0	Y	09	M	N	H
159	9/26/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	0	Y	09	M	N	H
1653	9/26/18	13 - Disorderly	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	0	N	09	F	N	H
1678	4/30/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	11	M	N	H
1678	5/4/19	55U - Alcohol	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	12	F	N	H
1679	5/6/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	11	M	N	H
1680	5/7/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	11	M	N	H
1681	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	09	M	N	H
1682	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	09	F	N	H
1683	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	Y	10	M	N	H
1684	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	15	N	09	F	N	H
1685	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	09	F	N	H
1686	5/3/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	09	F	N	I
1687	4/30/19	46 - Other	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	3	N	09	M	N	H
1688	5/1/19	43 - Missing	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	5	Y	11	F	N	H
1701	4/30/19	51 - Weapons	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	5	N	11	M	N	H
1705	4/26/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	09	M	N	H
1706	4/26/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	10	M	N	H
1709	4/26/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	10	M	N	H
1710	4/26/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	5	N	10	M	N	I
1711	4/26/19	54 - Drug Violation	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	10	N	09	M	N	I

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charters

School Year: 2018-2019

ID	Date	Infraction Code	Drug Violation	Disorderly	Yes	No	No	No	No	No	Out of school	10 N	09	M	N	H
1713	4/25/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	M	N	H
1715	4/26/19	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	2 Y	11	F	N	C
1717	4/24/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	11	M	N	H
1718	4/23/19	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	1 Y	09	M	N	H
1719	4/24/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	11	M	N	H
1720	4/24/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	11	M	N	H
1721	4/24/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	11	M	N	H
1722	4/23/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1724	5/7/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	M	N	H
1725	5/7/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
1748	5/9/19	3 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	10 Y	09	F	N	H
1753	5/10/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 Y	09	M	N	H
1754	5/10/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	M	N	H
1755	5/10/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 N	09	M	N	H
176	10/1/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	3 N	10	F	N	H
1761	5/13/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	9 N	10	M	N	H
1763	5/13/19	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	2 Y	09	M	N	H
1779	5/17/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1780	5/17/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1781	5/17/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1784	5/21/19	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
186	10/2/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	3 Y	11	M	N	H
2	8/15/18	54 - Drug Violation	No	No	Yes	No	No	No	No	No	3 - Out of school	10 N	11	M	N	H
21	8/22/18	4 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H

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Special Education & Regular Education

School Year: 2018-2019 Non-Charter

ID	Date	Infraction Code	Disorderly	Tobacco Use	Drug Violation	Alcohol	Weapons	Sexual	Response	Year	Grade	Outcome
29	8/27/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	4	N	10
291	10/10/18	56 - Tobacco Use	No	No	No	No	No	No	3 - Out of school	2	N	09
293	10/10/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5	N	09
314	10/12/18	55U - Alcohol	Yes	No	No	No	No	No	3 - Out of school	5	N	09
317	10/12/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5	N	10
318	10/12/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5	Y	10
324	10/15/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5	N	11
325	10/15/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5	N	11
333	10/16/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2	Y	11
341	10/15/18	13 - Disorderly	No	No	No	No	No	No	2 - In school	3	N	09
373	10/18/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	4	N	09
374	10/18/18	56 - Tobacco Use	No	No	No	No	No	No	3 - Out of school	3	N	11
4	8/15/18	56 - Tobacco Use	No	No	No	No	No	No	3 - Out of school	1	Y	11
430	10/22/18	51 - Weapons	No	No	No	No	No	Yes	3 - Out of school	5	N	11
433	10/22/18	51 - Weapons	No	No	No	No	No	Yes	3 - Out of school	1	Y	11
44	8/21/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	3	N	11
440	10/23/18	55P - Alcohol	Yes	No	No	No	No	No	3 - Out of school	5	N	09
441	10/24/18	4 - Assault/battery	No	No	No	No	No	No	2 - In school	3	N	09
460	10/26/18	4 - Assault/battery	No	No	No	No	No	No	3 - Out of school	3	N	09
463	10/24/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	3	N	11
467	10/30/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	4	N	11
468	10/31/18	12 - Sexual	No	No	No	No	No	No	3 - Out of school	3	N	09
476	10/31/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	1	N	09
477	10/31/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	1	N	09

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Special Education & Regular Education

School Year: 2018-2019

Non-Charters

478	11/1/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	12	M	N	H
5	8/16/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	10	M	N	H
519	11/9/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	10	M	N	H
520	11/9/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	7	N	12	M	Y	C
521	11/13/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	11	M	N	H
574	11/15/18	4 - Assault/battery	No	Yes	No	No	No	No	No	3 - Out of school	5	N	10	M	N	H
	11/15/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	4	N	09	M	N	H
	11/15/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	4	N	09	M	N	H
575	11/15/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2	N	09	F	N	H
	11/15/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2	N	09	F	N	H
577	11/15/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1	N	09	F	N	H
	11/19/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	1	N	09	F	N	H
	11/19/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	5	N	11	F	N	H
6	8/17/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	10	F	N	H
616	11/20/18	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	10	N	12	F	N	H
622	11/29/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	3	N	09	M	N	H
624	11/28/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	10	M	N	H
625	11/29/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	10	N	09	F	N	H
699	11/23/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	5	N	10	M	N	H
	11/23/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	5	N	12	F	N	H
	11/23/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	5	N	12	F	N	H
	11/23/18	55U - Alcohol	Yes	No	No	No	No	No	No	3 - Out of school	5	N	12	F	N	H
7	8/17/18	56 - Tobacco Use	No	No	No	No	No	No	No	3 - Out of school	2	N	12	M	N	C
702	12/4/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	F	N	H
	12/4/18	54 - Drug Violation	No	Yes	No	No	No	No	No	3 - Out of school	5	N	09	F	N	H

EOY Student Infraction and Response Detail Report



Description: With the exception of incidents involving FIREARMS, each incident is assigned a unique infraction EVENT ID which may involve one or more students. Use the most serious infraction code for each student involved in the incident. Each student in possession of a firearm is to be reported as a separate incident. Submit one Response for each Infraction Event ID for each student. Also, if a student is subject to both an in-school and an out-of-school suspension for the same **Source:** Student, Student Infraction and Student Infraction Response templates *Unknown perpetrator id is 825881329.*

Special Education & Regular Education

School Year: 2018-2019 Non-Charters

729	12/6/18	4 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
748	12/11/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 N	10	M	N	H
749	12/11/18	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
8	12/11/18	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	09	M	N	C
	8/20/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 Y	09	M	N	H
865	1/8/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	3 N	11	F	N	H
90	9/25/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	F	N	H
917	1/15/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	M	N	H
918	1/18/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	M	N	H
92	9/24/18	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	M	N	H
922	1/16/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	10	M	N	H
923	1/22/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	M	N	H
93	9/10/18	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	09	M	N	H
932	1/23/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	3 N	10	F	N	H
933	1/24/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	10 N	11	M	N	H
934	1/24/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	F	N	H
935	1/24/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	12	M	N	H
937	1/24/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	11	M	N	H
982	1/25/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	10 N	09	F	N	H
992	1/29/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	2 N	09	M	N	H
993	1/29/19	54 - Drug Violation	No	Yes	No	No	No	No	3 - Out of school	5 N	09	F	N	H
1185	2/22/19	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	10	M	N	H
1203	2/27/19	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	1 N	02	M	N	H
1214	3/11/19	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	PK	M	N	H
1393	3/22/19	56 - Tobacco Use	No	No	No	No	No	No	2 - In school	2 N	05	F	N	H

EUTIMIO
SALAZAR
ELEMENTARY
(053)

EOY Student Infraction and Response Detail Report



Description: With the exception of incidents involving FIREARMS, each incident is assigned a unique Infraction EVENT ID which may involve one or more students. Use the most serious infraction code for each student involved in the incident. Each student in possession of a firearm is to be reported as a separate incident. Submit one Response for each Infraction Event ID for each student. Also, if a student is subject to both an in-school and an out-of-school suspension for the same **Source:** Student, Student Infraction and Student Infraction Response templates Unknown perpetrator id is 825881329.

Special Education & Regular Education

School Year: 2018-2019

Non-Charter

1543	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	5 N	05	M	N	H
	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	3 N	05	M	N	H
	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	5 N	05	M	N	H
	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	4 Y	06	M	N	H
1544	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	3 N	03	F	N	H
	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	3 N	03	M	N	H
	4/11/19	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	3 N	03	M	N	H
1694	5/7/19	14 - Bullying or	No	No	No	No	No	No	No	No	2 - In school	14 N	03	M	N	H
	5/7/19	14 - Bullying or	No	No	No	No	No	No	No	No	3 - Out of school	1 N	03	M	N	H
1767	5/15/19	51 - Weapons	No	No	No	No	No	No	Yes	No	2 - In school	2 N	02	M	N	H
185	10/1/18	11 - Other Violence	No	No	No	No	No	No	No	No	3 - Out of school	4 N	06	M	N	H
46	8/29/18	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	5 Y	07	M	N	C
491	11/1/18	46 - Other	No	No	No	No	No	No	No	No	6 - Sent to alt setting by	3 N	05	M	N	H
	11/1/18	46 - Other	No	No	No	No	No	No	No	No	2 - In school	3 N	05	M	N	H
576	11/17/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	1 N	01	M	N	H
578	11/13/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	2 N	06	M	N	H
579	11/14/18	13 - Disorderly	No	No	No	No	No	No	No	No	3 - Out of school	5 Y	06	M	N	H
609	11/28/18	13 - Disorderly	No	No	No	No	No	No	No	No	6 - Sent to alt setting by	1 Y	01	M	N	H
613	11/27/18	13 - Disorderly	No	No	No	No	No	No	No	No	2 - In school	1 Y	05	M	N	H
614	11/26/18	5 - Assault/battery	No	No	No	No	No	No	No	No	1 - Arrest/referral to	0 N	02	M	N	H
	11/26/18	5 - Assault/battery	No	No	No	No	No	No	No	No	1 - Arrest/referral to	0 N	03	M	N	H
	11/26/18	5 - Assault/battery	No	No	No	No	No	No	No	No	1 - Arrest/referral to	0 N	02	M	N	H
672	11/29/18	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	3 Y	02	M	N	C
728	12/6/18	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	1 N	04	M	N	H
817	12/18/18	5 - Assault/battery	No	No	No	No	No	No	No	No	3 - Out of school	1 N	03	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

School Year: 2018-2019

Non-Charters

886	1/10/19	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1 N	KF	M	N	H
931	1/17/19	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	05	M	N	H
	1/17/19	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	05	M	N	H
1053	1/28/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	05	F	N	H
1135	2/11/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 Y	KF	M	N	H
1136	2/11/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 Y	04	M	N	H
1137	2/7/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	04	M	N	H
1138	1/31/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	04	M	N	H
1189	2/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	KF	F	N	H
1190	2/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	05	F	N	H
1191	2/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	4 N	02	M	N	H
1241	3/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 Y	02	M	N	H
1242	3/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	KF	M	N	H
1252	3/6/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	KF	M	N	H
1253	3/5/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	06	M	N	H
1409	3/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	05	F	N	H
1427	4/1/19	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	2 N	05	F	N	H
1450	4/2/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	01	M	N	C
1451	4/2/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	KF	M	N	H
1453	4/2/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	KF	M	N	H
1524	4/5/19	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	2 N	06	M	N	B
1756	4/15/19	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	2 N	05	F	N	H
1757	4/23/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	05	F	N	H
1758	5/9/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	4 N	05	F	N	H
1760	4/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	2 N	05	F	N	H
	4/25/19	13 - Disorderly	No	No	No	No	No	No	No	3 - Out of school	1 N	KF	F	N	H

EOY Student Infraction and Response Detail Report

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School Year: 2018-2019

Non-Charters

Special Education & Regular Education

1786	5/14/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 N	05	M	N	H
959	1/25/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 N	01	M	N	H
960	12/22/18	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	24 N	06	M	N	B
981	1/25/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 N	01	M	N	Native
1026	12/6/18	13 - Disorderly	No	No	No	No	No	No	8 - Other/Unknown	0 N	01	M	N	H
1028	12/5/18	13 - Disorderly	No	No	No	No	No	No	8 - Other/Unknown	0 N	03	M	N	I
1033	12/5/18	13 - Disorderly	No	No	No	No	No	No	8 - Other/Unknown	0 Y	01	M	N	H
1118	2/7/19	5 - Assault/battery	No	No	No	No	No	No	3 - Out of school	5 N	05	F	N	H
1127	1/31/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	5 N	05	M	N	H
1128	2/4/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	5 N	05	M	N	H
1133	2/7/19	41 - Criminal	No	No	No	No	No	No	2 - In school	1 N	04	F	N	H
1426	3/27/19	57 - Other	No	No	No	No	No	No	3 - Out of school	5 N	03	M	N	I
1635	4/29/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	2 Y	03	M	N	H
1638	4/29/19	13 - Disorderly	No	No	No	No	No	No	8 - Other/Unknown	0 N	05	F	N	H
1639	4/25/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	1 N	05	F	N	H
1642	4/25/19	13 - Disorderly	No	No	No	No	No	No	8 - Other/Unknown	0 N	05	F	N	H
1789	5/23/19	4 - Assault/battery	No	No	No	No	No	No	3 - Out of school	1 Y	01	M	N	H
1800	5/22/19	14 - Bullying or	No	No	No	No	No	No	3 - Out of school	2 N	01	M	N	M
1816	5/16/19	13 - Disorderly	No	No	No	No	No	No	3 - Out of school	1 N	05	M	N	H
589	11/16/18	2 - Assault/battery	No	No	No	No	No	No	3 - Out of school	3 N	05	M	N	H
740	12/6/18	12 - Sexual	No	No	No	No	No	No	2 - In school	114 N	02	M	N	H
783	12/12/18	53 - Gang-Related	No	No	No	No	No	No	8 - Other/Unknown	0 N	04	F	N	H
793	12/12/18	53 - Gang-Related	No	No	No	No	No	No	3 - Out of school	3 N	03	M	N	H
987	1/18/19	13 - Disorderly	No	No	No	No	No	No	2 - In school	1 Y	01	M	N	H
100	9/25/18	46 - Other	No	No	No	No	No	No	8 - Other/Unknown	0 N	03	M	N	I
			No	No	No	No	No	No	3 - Out of school	3 Y	03	M	N	I

SAN JUAN
ELEMENTARY

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

Non-Charters

School Year: 2018-2019

Elementary (144)	9/25/18	4 - Assault/battery	No	No	No	No	No	No	No	No	No	2 N	04	F	N	I
1049	1/29/19	2 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	02	M	N	I
1142	2/12/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	05	F	N	I
1143	2/12/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	05	F	N	H
1144	2/11/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	3 N	05	F	N	H
1145	2/11/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	2 N	05	F	N	H
1150	2/12/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	05	F	N	H
1151	2/12/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	05	F	N	H
1161	2/13/19	4 - Assault/battery	No	No	No	No	No	No	No	No	No	3 Y	04	M	N	H
1205	2/27/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	M	N	H
1212	2/27/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	1 Y	04	M	N	H
1232	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	F	N	H
1233	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	F	N	H
1234	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 Y	03	M	N	H
1235	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	F	N	I
1236	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	M	N	H
1237	3/5/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	3 N	03	F	N	H
1239	1/29/19	2 - Assault/battery	No	No	No	No	No	No	No	No	No	2 N	02	M	N	I
1254	3/7/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	1 Y	02	M	N	C
1289	3/5/19	13 - Disorderly	No	No	No	No	No	No	No	No	No	52 N	04	F	N	C
138	9/28/18	5 - Assault/battery	No	No	No	No	No	No	No	No	No	2 N	05	F	N	H
1413	3/27/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	1 Y	03	M	N	I
1425	3/28/19	5 - Assault/battery	No	No	No	No	No	No	No	No	No	5 N	02	M	N	I
1522	4/9/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	3 N	03	M	N	H
1523	4/9/19	14 - Bullying or	No	No	No	No	No	No	No	No	No	3 N	03	M	N	H

EOY Student Infraction and Response Detail Report



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Special Education & Regular Education

School Year: 2018-2019 Non-Charters

1615	4/25/19	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	06	M	N	H
1652	5/1/19	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	3 Y	04	M	N	H
209	10/3/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1 N	KF	M	N	H
22	8/24/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1 N	03	M	N	H
24	8/24/18	12 - Sexual	No	No	No	No	No	No	No	2 - In school	5 N	06	F	N	H
25	8/23/18	12 - Sexual	No	No	No	No	No	No	No	2 - In school	5 N	06	F	N	H
26	8/23/18	12 - Sexual	No	No	No	No	No	No	No	2 - In school	5 N	06	F	N	I
294	10/11/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 N	01	M	N	I
321	10/12/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	3 N	04	F	N	I
346	10/16/18	12 - Sexual	No	No	No	No	No	No	No	3 - Out of school	3 Y	01	M	N	H
418	10/22/18	4 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 Y	03	M	N	I
454	10/25/18	14 - Bullying or	No	No	No	No	No	No	No	3 - Out of school	1 Y	01	M	N	H
461	10/29/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	3 N	KF	M	N	H
462	10/29/18	13 - Disorderly	No	No	No	No	No	No	No	2 - In school	1 Y	02	M	N	C
548	11/14/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1 Y	01	M	N	H
57	8/31/18	52 - Weapons	No	No	No	No	No	No	No	3 - Out of school	1 N	06	M	N	H
58	8/31/18	52 - Weapons	No	No	No	No	No	No	Yes	3 - Out of school	1 N	06	M	N	I
580	11/19/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	2 Y	02	M	N	C
59	8/31/18	52 - Weapons	No	No	No	No	No	No	Yes	3 - Out of school	1 N	06	M	N	I
597	11/27/18	4 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 Y	03	M	N	I
608	11/27/18	4 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 N	03	M	N	H
692	11/30/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 N	04	M	N	I
784	12/12/18	5 - Assault/battery	No	No	No	No	No	No	No	3 - Out of school	1 N	04	F	N	H
84	9/14/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 N	03	F	N	H
85	9/14/18	5 - Assault/battery	No	No	No	No	No	No	No	2 - In school	1 N	03	F	N	H

EOY Student Infraction and Response Detail Report



Description: With the exception of incidents involving FIREARMS, each incident is assigned a unique Infraction EVENT ID which may involve one or more students. Use the most serious infraction code for each student involved in the incident. Each student in possession of a firearm is to be reported as a separate incident. Submit one Response for each Infraction Event ID for each student. Also, if a student is subject to both an in-school and an out-of-school suspension for the same **Source:** Student, Student Infraction and Student Infraction Response templates *Unknown perpetrator id is 825881329.*

Special Education & Regular Education

School Year: 2018-2019 Non-Charters

	930	1/17/19	2 - Assault/Battery	No	No	No	No	No	No	3 - Out of school	1, N	06	M	N	H
District Summary			572												
Grand Total			572												

3.3 Graduation Rate

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

Background: Transitioning to the National Governors Association (NGA) Cohort computation method, New Mexico implemented its first year cohort graduation rate in 2009. This adjusted graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diploma's or who take longer than four years to graduate. Numerous statistics and reports from the U.S. Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods: Four-year graduation cohort rate. Stars Reporting

Results:

- We had a graduation rate this year of 75% for AI students. 12 Seniors began the school year 2 withdrew, 1 failed, and 9 passed and received their high school diploma. However, the graduation rate changes when looking at a cohort group, this group starts together from the 8th grade and as time passes some withdraw, other transfer. The rate in the table shown is arrived at by looking at the cohort when they started with each and are calculated until graduation with the same cohort.

Conclusion: Last year our graduation rate for AI students was 50%. This year our graduation rate for AI students was 75%. We are making strides and will continue to help our Senior AI students in hopes of continuing growth.

Action Plan:

- We will continue to keep our students engaged and creating more opportunities for hands on education, continue with 21st Century and Title programs to help our struggling AI students.

Code	District	School	Group	Rate (%)
54	Dulce	Districtwide	All Students	72.3
54	Dulce	Districtwide	Female	73.7
54	Dulce	Districtwide	Male	71.2
54	Dulce	Districtwide	American Indian	72.6
54	Dulce	Districtwide	Economically Disadvantaged	72.3
54	Dulce	Districtwide	Students w Disabilities	50.4
54	Dulce	Districtwide	English Language Learners	65.3
58	Elida	Districtwide	All Students	81.0
55	Espanola	Districtwide	All Students	61.7
55	Espanola	Districtwide	Female	69.0
55	Espanola	Districtwide	Male	55.0
55	Espanola	Districtwide	Caucasian	63.5
55	Espanola	Districtwide	Hispanic	61.5
55	Espanola	Districtwide	American Indian	57.1
55	Espanola	Districtwide	Economically Disadvantaged	56.6
55	Espanola	Districtwide	Students w Disabilities	47.1
55	Espanola	Districtwide	English Language Learners	65.7
80	Estancia	Districtwide	All Students	69.8
80	Estancia	Districtwide	Female	75.2
80	Estancia	Districtwide	Male	65.6
80	Estancia	Districtwide	Caucasian	64.0
80	Estancia	Districtwide	Hispanic	75.7
80	Estancia	Districtwide	Economically Disadvantaged	65.1
80	Estancia	Districtwide	Students w Disabilities	38.3
32	Eunice	Districtwide	All Students	69.7
32	Eunice	Districtwide	Female	71.5
32	Eunice	Districtwide	Male	68.7
32	Eunice	Districtwide	Caucasian	58.1
32	Eunice	Districtwide	Hispanic	76.6
32	Eunice	Districtwide	Economically Disadvantaged	63.2
65	Farmington	Districtwide	All Students	71.7
65	Farmington	Districtwide	Female	77.8
65	Farmington	Districtwide	Male	65.6
65	Farmington	Districtwide	Caucasian	78.1
65	Farmington	Districtwide	Hispanic	65.6
65	Farmington	Districtwide	Asian	80.7
65	Farmington	Districtwide	American Indian	67.1
65	Farmington	Districtwide	Economically Disadvantaged	59.2
65	Farmington	Districtwide	Students w Disabilities	54.4
65	Farmington	Districtwide	English Language Learners	64.3
59	Floyd	Districtwide	All Students	92.1
59	Floyd	Districtwide	Female	87.1
59	Floyd	Districtwide	Male	>98.0
59	Floyd	Districtwide	Hispanic	87.3
59	Floyd	Districtwide	Economically Disadvantaged	96.9
16	Ft Sumner	Districtwide	All Students	90.3
16	Ft Sumner	Districtwide	Male	84.8
16	Ft Sumner	Districtwide	Caucasian	88.7
16	Ft Sumner	Districtwide	Hispanic	91.5
16	Ft Sumner	Districtwide	Economically Disadvantaged	88.9

3.4 Attendance

Objective: The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in the drop out rate and an increase in attendance.

Background: "The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The attendance rate is reported by each district that serves a large American Indian population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four year (freshman) cohort graduation rate for the state, which results in lower graduation rate."

Methods: This data comes from the Stars Reporting System

Results:

- Asian rate-97.50, Caucasian rate- 94.29, Hispanic rate-93.52, Black rate-94.15, AI rate-91.25. The major drop off comes at the high school as only 82.36% of AI student attend school.

Conclusion: The AI students are the lowest in terms of attendance especially at the high school.

Action Plan:

- We will continue with the 3-day, 5- day, 7-day and 10-day letters and notification by our resource officers. The compulsory attendance laws.

Attendance records not used in calculation include records where:

1. DAYS PRESENT <= 0 or missing (Error *1 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
2. DAYS ENROLLED <= 0 or missing (Error *2 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
3. DAYS PRESENT were greater than DAYS ENROLLED (Error *3 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
4. Grade Range Assigned to school not equals what was submitted (Error *4 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
5. DAY PRESENT > Present Day Limit (Error *5 - See AYP Attendance Preview - Rolling Attendance - Detail for Student Records with errors)
6. Attendance records for student with a corresponding record in Student Snapshot at SAME location
7. The percentage of attendance records with the above characteristics, that were not used in the calculation of Avg Attendance percentage is noted in the report
8. Avg Attendance is not used for AYP until 120 Day has been reported.

District Name 2018-2019 Aggregate: School	School Name	Loc ID	ORG TYPE CODE	GRADE Range	# Students	Days Enrolled (400,800,1200)	Days Present(400,800,1200)	Average School Attendance Rate	Male Count	Avg Male Rate	Female Count	Avg Female Rate
ESPANOLA PUBLIC SCHOOLS	ABIQUEJU ELEMENTARY	005	Public	KN06	100	11,156.00	10,564.50	94.39	50	94.24	50	94.54
ESPANOLA PUBLIC SCHOOLS	ALCALDE ELEMENTARY	015	Public	PK06	216	23,857.00	23,376.50	97.96	90	98.01	104	97.96
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	019	Public	0708	544	60,674.00	51,666.50	84.81	278	84.84	266	84.78
ESPANOLA PUBLIC SCHOOLS	CHIMAYO ELEMENTARY	039	Public	KN06	148	16,726.00	16,212.50	96.90	75	96.83	73	96.97
ESPANOLA PUBLIC SCHOOLS	DIXON ELEMENTARY	042	Public	KN06	67	7,520.00	7,263.50	96.63	34	96.71	33	96.55
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	050	Public	0912	887	98,638.00	81,821.00	82.46	433	82.34	454	82.57
ESPANOLA PUBLIC SCHOOLS	EUTIMIO SALAZAR ELEMENTARY	053	Public	PK06	419	46,657.00	43,556.50	93.22	214	93.07	184	93.83
ESPANOLA PUBLIC SCHOOLS	HERNANDEZ ELEMENTARY	059	Public	KN06	111	12,167.00	11,527.00	94.73	53	94.97	58	94.52
ESPANOLA PUBLIC SCHOOLS	JAMES RODRIGUEZ ELEMENTARY	048	Public	0106	370	41,951.00	40,210.50	95.78	173	95.74	197	95.82
ESPANOLA PUBLIC SCHOOLS	LOS NINOS ELEMENTARY	142	Public	PKKN	131	13,158.00	12,212.50	92.55	29	91.60	32	94.22
ESPANOLA PUBLIC SCHOOLS	SAN JUAN ELEMENTARY	144	Public	KN06	290	32,725.00	31,432.50	96.09	125	96.02	165	96.15
ESPANOLA PUBLIC SCHOOLS	TONY QUINTANA ELEMENTARY	145	Public	KN06	251	27,311.00	25,288.00	92.53	120	92.56	131	92.51
ESPANOLA PUBLIC SCHOOLS	VELARDE ELEMENTARY	169	Public	KN06	59	6,544.00	6,404.50	97.82	28	97.86	31	97.80

Attendance Preview - Rolling Attendance - Summary

Avg. Attendance Percentage was calculated with (KN-12) or All Grades in Schools

School Year: 2018-2019
 District(s) : ESPANOLA
 Snapshot Date: 2018-12-15 - 80D



Present Data Limit: 50

Attendance records not used in calculation include records where:

1. DAYS PRESENT <= 0 or missing (Error *1 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
2. DAYS ENROLLED <= 0 or missing (Error *2 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
3. DAYS PRESENT were greater than DAYS ENROLLED (Error *3 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
4. Grade Range Assigned to school not equals what was submitted (Error *4 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
5. DAY PRESENT > Present Day Limit (Error *5 - See AYP Attendance Preview - Rolling Attendance - Detail for Student Records with errors)

- Attendance records for student with a corresponding record in Student Snapshot at SAME location

- The percentage of attendance records with the above characteristics, that were not used in the calculation of Avg Attendance percentage is noted in the report

District	District Code	School	Location ID	Type	Rolling Number of reporting periods	Rolling Avg Attendance percentage	Snapshot Students With Attendance Records	Snapshot Students Without Attendance Records ++	Grade Range Defined for School	Snapshot Grade Range Used
ESPANOLA	.055	ABIQUIU ELEMENTARY	.005	Public	2	96.19%	94	0	KN06	KN06
		ALCALDE ELEMENTARY	.015	Public	2	99.77%	185	0	PK06	PK06
		CARLOS F. VIGIL MIDDLE	.019	Public	2	84.02%	527	0	0708	0708
		CHIMAYO ELEMENTARY	.039	Public	2	98.79%	144	0	KN06	KN06
		DIXON ELEMENTARY	.042	Public	2	98.00%	65	0	KN06	KN06
		ESPANOLA VALLEY HIGH	.050	Public	2	83.82%	849	0	0912	0912
		EUTIMIO SALAZAR ELEMENTARY	.053	Public	2	94.52%	383	0	PK06	PK06
		HERNANDEZ ELEMENTARY	.059	Public	2	95.11%	107	0	KN06	KN06
		JAMES RODRIGUEZ ELEMENTARY	.048	Public	2	95.57%	360	0	0106	0106
		LOS NINOS ELEMENTARY	.142	Public	2	93.64%	60	0	PKKN	PKKN

Attendance Preview - Rolling Attendance - Summary

Avg. Attendance Percentage was calculated with (KN-12) or All Grades in Schools



School Year: 2018-2019
 District(s) : ESPANOLA
 Snapshot Date: 2018-12-15 - 80D

Present Data Limit: 50

School Name	Students	Public	Count	Percentage	Count	Percentage
SAN JUAN ELEMENTARY	144	Public	2	96.18%	283	0, KN06
TONY QUINTANA ELEMENTARY	145	Public	2	91.96%	236	0, KN06
VELARDE ELEMENTARY	169	Public	2	98.68%	59	0, KN06
TOTAL					3352	0

* Estimate Only. School grading will include KN-12 STUDENTS at 40D, 80D and 120D submissions appropriate for the grades covered by a school. Schools with students in grade range KN-12 will only have attendance calculated for students in that range. Therefore it is important to correct any attendance discrepancies. The report Student Summary Attendance Validation provides details on issues.
 ++ These Students will be computed as having zero attendance for every period without a corresponding attendance record.

Asian Count	Asian Rate	Black Count	Black Rate	Caucasian Count	Caucasian Rate	Hispanic Count	Hispanic Rate	Indian Count	Indian Rate	ELL Count	ELL Rate	Not ELL Count	Not ELL Rate	FRL Count	FRL Rate	SPED Count
0	0.00	0	0.00	7	95.03	93	94.34	0	0.00	13	94.92	87	94.31	100	94.39	16
0	0.00	0	0.00	1	100.00	191	97.99	2	96.12	32	98.25	162	97.93	194	97.98	33
3	95.45	0	0.00	31	86.32	474	84.74	36	83.50	70	82.37	474	85.17	544	84.81	73
0	0.00	3	99.71	1	95.26	144	96.85	0	0.00	17	95.12	131	97.13	148	96.90	25
0	0.00	0	0.00	26	96.94	40	96.56	1	91.38	4	91.49	63	96.95	67	96.63	18
11	95.47	3	95.56	36	85.15	769	82.36	68	79.41	125	79.17	762	83.00	887	82.46	104
4	97.31	2	95.78	30	93.56	351	93.34	11	93.78	101	94.15	297	93.18	398	93.42	63
1	96.55	1	93.10	5	96.51	99	94.77	5	92.15	26	95.66	85	94.45	111	94.73	11
4	99.57	1	92.62	19	96.28	329	95.81	17	93.85	65	96.53	305	95.62	370	95.78	50
1	96.55	0	0.00	3	95.98	55	92.78	2	92.22	14	93.84	47	92.72	61	92.98	14
2	99.57	0	0.00	13	96.72	206	96.06	69	95.99	50	96.38	240	96.04	290	96.09	38
1	99.57	3	88.13	14	93.74	226	92.44	7	94.13	66	94.09	185	91.98	251	92.53	41
0	0.00	0	0.00	0	0.00	59	97.82	0	0.00	6	98.34	53	97.77	59	97.82	7

SPED Rate	Not SPED Count	Not SPED Rate	Title I Count	Title I Rate	Not Title I Count	Not Title I Rate	Migrant Count	Migrant Rate	Not Migrant Count	Not Migrant Rate	Bilingual EDCount	Bilingual EDRate	Not Bilingual EDCount	Not Bilingual EDRate
94.37	84	94.39	100	94.39	0	0.00	0	0.00	100	94.39	100	94.39	0	0.00
97.60	161	98.06	193	97.97	1	100.00	0	0.00	194	97.98	111	98.12	83	97.80
81.54	471	85.32	544	84.81	0	0.00	0	0.00	544	84.81	123	84.41	421	84.93
96.65	123	96.95	148	96.90	0	0.00	0	0.00	148	96.90	103	96.86	45	96.97
95.21	49	97.15	67	96.63	0	0.00	0	0.00	67	96.63	66	96.58	1	100.00
78.11	783	83.04	886	82.44	1	100.00	0	0.00	887	82.46	361	82.78	526	82.23
91.38	335	93.81	398	93.42	0	0.00	0	0.00	398	93.42	396	93.41	2	96.55
96.64	100	94.52	111	94.73	0	0.00	0	0.00	111	94.73	52	96.21	59	93.43
95.34	320	95.85	370	95.78	0	0.00	0	0.00	370	95.78	225	96.03	145	95.39
89.80	47	93.92	61	92.98	0	0.00	0	0.00	61	92.98	61	92.98	0	0.00
95.22	252	96.23	290	96.09	0	0.00	0	0.00	290	96.09	72	96.21	218	96.06
93.31	210	92.38	251	92.53	0	0.00	0	0.00	251	92.53	201	92.78	50	91.55
97.54	52	97.86	59	97.82	0	0.00	0	0.00	59	97.82	59	97.82	0	0.00

3.5 Parent and Community Involvement

Objective: “The parent and community objective are to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.”

Background: “The importance of parental involvement in education has been documented as benefitting students, parents, teachers, and schools- whether the program is at preschool elementary, middle or high school levels. Studies have shown that when parents participate in their child’s education, the result is an increase in student academic achievement in the student’s overall attitude and behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parental involvement as have improved attitudes. Enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains”

Methods: The TEWA Language classes, TEWA Women United curriculum on Healthy Sexuality and Body Sovereignty (A’gin program). The TEWA Arts program at the middle school, 21st Century after school program and Title programs as well as Special Education programs.

Results.

- The district conducts outreach to Native American parents of elementary students to promote parent-teacher conferences at least twice a year. Events are planned at the middle and high schools. Clear information about state testing and how grades are computed and two channels of communication from home to school and school to home is established. There are annual surveys for families to share information or concerns for AI students are conducted.

Conclusion. There are many avenues in which AI students and parents can voice their concerns one is through the IEC Committee which meets every second Thursday of the month.

Action Plan.

- The district will continue to provide web sites for learning resources; we will also provide strategies and professional development for support of AI students. The district and tribal collaboration on programs are under way so that we may be following H.B. 250. The district will also provide information on how to monitor and discuss school work with their child and school. Invite tribal representation on school advisory councils, IEC Committee meetings.

3.6 Educational Programs Targeting Tribal Students

Objective: “The tribal students’ educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background. “The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEA’S, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that the American Indian students and their families can meet and take advantage of those academic opportunities.

Methods. The district is implementing an AVID strategies class to support learning in the district, professional development in Capturing Kids Hearts and High school redesign are but two professional development planned for our staff and personnel. TEWA Program and TEWA Woman United A’gin program. Title programs and after school programs for tutoring and dinner are also available for all students.

Results.

- Achieve 3000, Career Cruising, K-3 plus, AVID strategies, I-station, Title I tutoring and Lexia are available in the district for all.

Conclusion. AI students are scoring below their counter parts; however, the gaps are being whittled down as students take advantage of the district’s programs.

Action Plan.

- The district will continue to monitor our students through it’s RTI component and other measures besides the ones above for example Dibbles, PARCC or whatever testing the state decides to administer to our students.

3.7 Financial Reports

Objective: “The financial objective is, through the use of public-school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

Background: “The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960’s and early 1970’s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decisions options made available. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public-School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school autonomy.

Methods: A COPY OF THE BUDGET WILL BE GIVEN

Results:

- The district meets and sit down with all directors and administrators during budget review and submittal time and we discuss the needs of the program so that the district may be able to fund the language program.

Conclusion. The district goes to great lengths to fund the Tewa classes in order to preserve the language and culture.

Action Plan.

- The funds allocated are aligned with the educational needs of AI students.

Account	Date	Line Memo	Debit
<i>Operations</i> 11000.1000.53330.4010.055000.0000.00000.10200	7/1/2018	PROFESSIONAL DEVELOPMENT	\$ 22,000.00
			\$ 22,000.00
<i>Impact Aid</i> 25147.2100.51100.0000.055000.1211.00000.00000	7/1/2018	SALARIES EXPENSE	\$ 10,795.00
25147.2100.52111.0000.055000.1211.00000.00000	7/1/2018	EDUCATIONAL RETIREMENT	\$ 1,500.00
25147.2100.52112.0000.055000.1211.00000.00000	7/1/2018	ERA - RETIREE HEALTH	\$ 216.00
25147.2100.52210.0000.055000.1211.00000.00000	7/1/2018	FICA PAYMENTS	\$ 670.00
25147.2100.52220.0000.055000.1211.00000.00000	7/1/2018	MEDICARE PAYMENT	\$ 156.00
25147.2100.52312.0000.055000.1211.00000.00000	7/1/2018	LIFE	\$ 8.00
25147.2100.53330.0000.055000.0000.00000.00000	7/1/2018	PROFESSIONAL DEVELOPMENT	\$ 15,000.00
25147.2100.53711.0000.055000.0000.00000.00000	7/1/2018	OTHER CHARGES	\$ 10,000.00
25147.2100.56118.0000.055000.0000.00000.00000	7/1/2018	GENERAL SUPPLIES AND MATERIAL	\$ 11,551.00
			\$ 49,896.00
<i>Indian Ed Formula Grant</i> 25184.1000.53330.4010.055000.0000.00000.00000	7/1/2018	PROFESSIONAL DEVELOPMENT	\$ 2,000.00
25184.1000.53711.4010.055000.0000.00000.00000	7/1/2018	OTHER CHARGES	\$ 2,155.00
25184.1000.55817.1010.055000.0000.00000.00000	7/1/2018	STUDENT TRAVEL	\$ 5,000.00
25184.1000.56118.1010.055000.0000.00000.00000	7/1/2018	GENERAL SUPPLIES AND MATERIAL	\$ 10,000.00
25184.1000.57332.1010.055000.0000.00000.00000	7/1/2018	SUPPLY ASSETS (\$5,000 OR LESS)	\$ 4,000.00
25184.2100.51100.0000.055000.1211.00000.00000	7/1/2018	SALARIES EXPENSE	\$ 1,375.00
25184.2100.52111.0000.055000.1211.00000.00000	7/1/2018	EDUCATIONAL RETIREMENT	\$ 191.00
25184.2100.52112.0000.055000.1211.00000.00000	7/1/2018	ERA - RETIREE HEALTH	\$ 28.00
25184.2100.52210.0000.055000.1211.00000.00000	7/1/2018	FICA PAYMENTS	\$ 85.00
25184.2100.52220.0000.055000.1211.00000.00000	7/1/2018	MEDICARE PAYMENT	\$ 20.00
25184.2100.52312.0000.055000.1211.00000.00000	7/1/2018	LIFE	\$ 1.00
25184.2100.53330.0000.055000.0000.00000.00000	7/1/2018	PROFESSIONAL DEVELOPMENT	\$ 2,000.00
25184.2100.56118.0000.055000.0000.00000.00000	7/1/2018	GENERAL SUPPLIES AND MATERIAL	\$ 4,000.00
25184.2100.57332.0000.055000.0000.00000.00000	7/1/2018	SUPPLY ASSETS (\$5,000 OR LESS)	\$ 1,500.00
25184.2300.53713.0000.055000.0000.00000.00000	7/1/2018	INDIRECT COSTS	\$ 1,645.00
			\$ 34,000.00

Indian Ed 11000-x10200

	Current Budget FY18-19	Current Exp. FY18-19	Proposed Budget
	\$ 22,000.00	\$ 3,534.28	\$ 15,500.00
	\$ 22,000.00	\$ 1,495.00	\$ 1,500.00
	\$ -	\$ -	
	\$ -	\$ -	\$ 2,000.00
	\$ -	\$ -	\$ 3,500.00
	\$ -	\$ -	
	\$ -	\$ 2,039.28	\$ 4,500.00
	\$ -	\$ -	\$ 4,000.00
	\$ -	\$ -	
	\$ -	\$ -	\$ 6,500.00
		\$ 500.00	
			\$ 5,000.00
			\$ 1,000.00
Total	\$ 22,000.00	\$ 3,534.28	\$ 22,000.00

Remaining Balance

Notes:



Function 1000- Instruction
 53330- PD
 55400- Advertising
 55915 Contract Services
 55817- Student Travel
 56113-Software
 56118- General Material/Supplies
 57332- Supply Asset (Less than \$5000)
 57331- Fixed Assets (Greater than \$5000)
2XXX SUPPORT SERVICES
 53330 Prof. Development
 53711 Other Charges
 54311 Maint/Repair Furniture/Equip
 54630 Rent/Lease- Computer/Equip
 55400 Advertising
 55915 Other Contract Services
 56113 Software
 56118 General Supplies & Materials
 57332 Supply Assets <\$5000

Total Balance \$ 18,465.72

B. Johnston 4-17-19
Barbara J. Antelney 4-17-2019
Andre Kohl 4/17/19
R. Sanchez 4-17-2019
David E. Roman 4-17-19
[Signature] 4/17/19

Append B4 Apr. 15 11

Receipts

Operations-Indian Ed 11000-10200

Account	Line Memo	Beginning Budget	Spent YTD	Balance	Encumbrance	Budget Balance
11000.1000.53330.4010.055000.0000.00000.10200	PROFESSIONAL DEVELOPMENT	\$ 22,000.00	\$ 1,495.00	\$ 20,505.00	\$ -	\$ 20,505.00
11000.1000.56118.4010.055000.0000.00000.10200	Supplies & Materials	\$ -	\$ 1,113.36	\$ (1,113.36)	\$ 925.92	\$ (2,039.28)
TOTALS		\$ 22,000.00	\$ 2,608.36	\$ 19,391.64	\$ 925.92	\$ 18,465.72

Account	Line Memo	Beginning Budget	Spent YTD	Balance	Encumbrance	Budget Balance
25147.2100.55817.4010.055000.0000.00000.00000	STUDENT TRAVEL	\$ -	\$ 66.47	\$ (66.47)	\$ -	\$ (66.47)
25147.2100.51100.0000.055000.1211.00000.00000	SALARIES EXPENSE	\$ 24,828.00	\$ 6,712.53	\$ 18,115.47	\$ 18,115.45	\$ 0.02
25147.2100.52111.0000.055000.1211.00000.00000	EDUCATIONAL RETIREMENT	\$ 3,449.00	\$ 933.03	\$ 2,515.97	\$ 1,593.55	\$ 922.42
25147.2100.52112.0000.055000.1211.00000.00000	ERA - RETIREE HEALTH	\$ 497.00	\$ 134.26	\$ 362.74	\$ 229.32	\$ 133.42
25147.2100.52210.0000.055000.1211.00000.00000	FICA PAYMENTS	\$ 1,542.00	\$ 412.03	\$ 1,129.97	\$ 703.70	\$ 426.27
25147.2100.52220.0000.055000.1211.00000.00000	MEDICARE PAYMENT	\$ 359.00	\$ 96.35	\$ 262.65	\$ 164.57	\$ 98.08
25147.2100.52312.0000.055000.1211.00000.00000	LIFE	\$ 17.00	\$ 4.79	\$ 12.21	\$ -	\$ 4.02
25147.2100.53330.0000.055000.1211.00000.00000	WORKERS COMP FEE	\$ -	\$ 1.14	\$ (1.14)	\$ -	\$ (2.28)
25147.2100.53330.0000.055000.0000.00000.00000	PROFESSIONAL DEVELOPMENT	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ 15,000.00
25147.2100.53711.0000.055000.0000.00000.00000	OTHER CHARGES	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ 10,000.00
25147.2100.56118.0000.055000.0000.00000.00000	GENERAL SUPPLIES & MATERIALS	\$ 11,551.00	\$ 5,359.93	\$ 6,191.07	\$ 631.87	\$ 5,559.20
TOTALS		\$ 67,243.00	\$ 13,720.53	\$ 53,522.47	\$ 21,447.79	\$ 32,074.68

IMPACT AID- INDIAN ED 25147

INDIAN ED FORMULA GRANT- 25184

Account	Line Memo	Beginning Budget	Spent YTD	Balance	Encumbrance	Budget Balance
25184.1000.53330.4010.055000.0000.00000.00000	PROFESSIONAL DEVELOPMENT	\$ 2,000.00	\$ -	\$ 2,000.00	\$ -	\$ 2,000.00
25184.1000.53711.4010.055000.0000.00000.00000	OTHER CHARGES	\$ 2,155.00	\$ -	\$ 2,155.00	\$ -	\$ 2,155.00
25184.1000.55817.1010.055000.0000.00000.00000	STUDENT TRAVEL	\$ 5,000.00	\$ 53.94	\$ 4,946.06	\$ 1,420.94	\$ 3,525.12
25184.1000.56118.1010.055000.0000.00000.00000	GENERAL SUPPLIES AND MATERIALS	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ 10,000.00
25184.1000.57332.1010.055000.0000.00000.00000	SUPPLY ASSETS (\$5,000 OR LESS)	\$ 4,000.00	\$ -	\$ 4,000.00	\$ -	\$ 4,000.00
25184.2100.51100.0000.055000.1113.00000.00000	SALARIES EXPENSE	\$ -	\$ 35,352.60	\$ (35,352.60)	\$ -	\$ (35,352.60)
25184.2100.51100.0000.055000.1211.00000.00000	SALARIES EXPENSE	\$ 1,375.00	\$ -	\$ 1,375.00	\$ -	\$ 1,375.00
25184.2100.52111.0000.055000.1113.00000.00000	EDUCATIONAL RETIREMENT	\$ -	\$ 4,914.06	\$ (4,914.06)	\$ -	\$ (4,914.06)
25184.2100.52112.0000.055000.1113.00000.00000	EDUCATIONAL RETIREMENT	\$ 191.00	\$ -	\$ 191.00	\$ -	\$ 191.00
25184.2100.52112.0000.055000.1211.00000.00000	ERA - RETIREE HEALTH	\$ -	\$ 1,444.19	\$ (1,444.19)	\$ -	\$ (1,444.19)
25184.2100.52210.0000.055000.1211.00000.00000	ERA - RETIREE HEALTH	\$ 28.00	\$ -	\$ 28.00	\$ -	\$ 28.00
25184.2100.52220.0000.055000.1211.00000.00000	FICA PAYMENTS	\$ 85.00	\$ 2,189.98	\$ (2,104.98)	\$ -	\$ (2,104.98)
25184.2100.52220.0000.055000.1211.00000.00000	MEDICARE PAYMENT	\$ -	\$ 509.23	\$ (509.23)	\$ -	\$ (509.23)
25184.2100.52220.0000.055000.1211.00000.00000	MEDICARE PAYMENT	\$ 20.00	\$ -	\$ 20.00	\$ -	\$ 20.00
25184.2100.52312.0000.055000.1211.00000.00000	LIFE	\$ 1.00	\$ 40.42	\$ (39.42)	\$ -	\$ (39.42)
25184.2100.53330.0000.055000.1211.00000.00000	WORKERS COMP FEE	\$ -	\$ 7.36	\$ (7.36)	\$ -	\$ (7.36)
25184.2100.53330.0000.055000.1211.00000.00000	DENTAL	\$ -	\$ 18.80	\$ (18.80)	\$ -	\$ (18.80)
25184.2100.56118.0000.055000.0000.00000.00000	VISION	\$ -	\$ 18.80	\$ (18.80)	\$ -	\$ (18.80)
25184.2100.56118.0000.055000.0000.00000.00000	PROFESSIONAL DEVELOPMENT	\$ 2,000.00	\$ -	\$ 2,000.00	\$ -	\$ 2,000.00
25184.2100.57332.0000.055000.0000.00000.00000	GENERAL SUPPLIES AND MATERIALS	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 240.00	\$ 3,760.00
25184.2300.53713.0000.055000.0000.00000.00000	SUPPLY ASSETS (\$5,000 OR LESS)	\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
25184.2300.53713.0000.055000.0000.00000.00000	INDIRECT COSTS	\$ 1,645.00	\$ 121.19	\$ 1,523.81	\$ -	\$ 1,523.81
TOTALS		\$ 34,000.00	\$ 44,733.47	\$ 10,733.47	\$ 1,660.94	\$ 12,394.41

Salaries cannot exceed 5% (\$1700)

Average

##11000_10200 Activity_Indian Education

Fiscal Year: 2018-2019

From Date: 7/1/2018

To Date: 3/15/2019

Include pre encumbrance
 Exclude inactive accounts with zero balance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
11000.1000.53330.4070.055000.0000.00000.1020	PROFESSIONAL DEVELOPMENT	\$22,000.00	\$0.00	\$22,000.00	\$1,495.00	\$1,495.00	\$20,505.00	\$0.00	\$20,505.00	93.20%

Transaction Detail (Standard)			Name	Journal	Amount
Reference Number	Requisition Number	PO/Ship Number	Indigenous Language Institute	Accounts Payable	\$900.00
2086	1900812	20190678	Grant Training Center	Accounts Payable	\$595.00
42391	1900837	20190727		Detail Total:	\$1,495.00

Encumbrance Detail (Standard)			Name	Journal	Amount
Reference Number	Requisition Number	PO/Ship Number	Indigenous Language Institute		\$0.00
0	1900812	20190678	Grant Training Center		\$0.00
0	1900837	20190727		Detail Total:	\$0.00

11000.1000.56116.4070.055000.0000.00000.1020 GENERAL SUPPLIES AND MATERIALS \$0.00 \$0.00 \$1,113.36 (\$1,113.36) \$925.92 (\$2,039.28) 0.00%

Transaction Detail (Standard)			Name	Journal	Amount
Reference Number	Requisition Number	PO/Ship Number	Quill Corp.	Accounts Payable	\$23.60
1681338	1900570	20190617	Lopez, Ronald N.	Accounts Payable	\$1,089.76
20182458	0	0		Detail Total:	\$1,113.36

Encumbrance Detail (Standard)			Name	Journal	Amount
Reference Number	Requisition Number	PO/Ship Number	School Speciality, Inc		\$925.92
0	1155	20180913	Quill Corp.		\$0.00
0	1900570	20190617		Detail Total:	\$925.92

FUNCTION: INSTRUCTION - 1000		\$22,000.00	\$2,608.36	\$2,608.36	\$19,391.64	\$925.92	\$18,465.72	83.94%
ACTIVITY: Indian Education - 10200		\$0.00	\$0.00	\$2,608.36	\$19,391.64	\$925.92	\$18,465.72	83.94%
Grand Total:		\$0.00	\$22,000.00	\$2,608.36	\$19,391.64	\$925.92	\$18,465.72	83.94%

End of Report

3.8 Indian Policies and Procedures

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

Background: “Districts that claim federally identified American Indian students residing on Indian lands for Title VI Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that each school district obtain signature of approval by the New Mexico tribal governments or their designee residing within school boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VI Impact Aid funding requirements.

Methods: *A copy of the IPP'S SUMMARY OF DEVELOPMENT FOR 3-5 YEARS PERIOD.*

Results.

- The IPP are visited every year within our IEC Committee meeting which occur every 2nd Thursday of the month. There is an educational tribal liaison for both pueblo's Santa Clara and Ohkay Owingeh.

Conclusion. The IPP provides guidance in establishing a mutually beneficial relationship between Espanola Public Schools and all pueblo's/ Tribes and upholds the best practices of collaborative accountability and responsibility for identification of priority programs and services for the support of academic, social and educational needs of our AI students.

Action Plan.

- The district will hold two formal meetings to discuss attendance, disciplinary policies, academic requirements, adequate yearly progress analysis, and testing, as well as educational programs and services, transition programs, parental involvement, health and wellness programs and Title Programs.

Espanola Public Schools District #55

Intent

The Espanola Public School District (EPSD) Board of Education (EPSD-Board) intends that all Native American children of school age shall have equal participation with non-Native American children to all educational programs, services, and activities offered in the EPSD and to use Impact Aid funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a collaborative working relationship with Ohkay Owingeh, Santa Clara Pueblo, and all other tribes with enrolled students in EPSD. The purpose of this framework would be to:

- Ensure that Impact Aid funds are appropriated and utilized with fidelity to Native American tribes represented within the EPSD in order to assess, develop, enhance, maintain, and modify, when deemed necessary, holistic educational and support services for Native American students in EPSD.
- Develop culturally appropriate and relevant educational programs and activities offered by EPSD through the development of strategic goals and objectives to meet the educational needs of Native American students.
- Ensure that community involvement is developed and integrated, and it includes parents/guardians, community members, tribal leadership, and tribal members through shared accountability with tribes whose children are enrolled in EPSD.
- Establishment and formalization of a collaborative partnership between EPSD and the tribes that defines the responsibilities of EPSD, and representative tribes, to Native American students through:
 - Development of an Indian Education Strategic Plan which includes short term and long term goals and objectives, and its subsequent maintenance to assure capacity, fidelity and sustainability.
 - Development of Indian Education Policies
 - Development and maintenance of Cultural Competencies that are developed in conjunction with the tribes represented through student enrollment in EPSD.
 - Active and equitable participation with tribes and their designees.
 - Assessment and modification of educational initiatives and programs
 - Collection disaggregation and evaluation of relevant student data
- Ensuring active and equitable communication with all EPSD stakeholders.

It is the intent, by adopting this IPP, that EPSD will comply fully with all requirements of federal and state law, including Title VIII of the Elementary and Secondary Education Act of 1965, the New Mexico Indian Education Act, NMSA 1978.22-23A-1, et. Seq., and regulations promulgated pursuant to these acts, including 34C.F.R. 222.94(a)(1). Thus, the EPSD had adopted this IPP, and it is by intent, and by EPSD School Board action, that this IPP supersede all previous EPSD-Board action in regards to IPP, and are intended to bind ESPSD-Board, administration, and staff.

The IPP's intent is to uphold collaborative accountability and responsibility for development of programming the identification and establishment of internal and external collaborative partnerships, and the the establishment of educational services, in support of the educational and social-emotional needs, that serve our Native American student's within EPSD,. Lastly, EPSD will ensure that ALL EPSD staff will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability, sexual orientation, or national origin.

Commitment

The EPSD-Board will provide assurances of the aforementioned intent through the following:

- Develop and present report on the status of Impact Aid/Indian Add-on, which includes budget, expenditures, and programming.
- Assure that annual Impact Aid carry-over funds do not exceed 50% and if such funds exist, the carryover will be utilized to create, implement and/or modify programs for Native American students within EPSD.
- Ensure that an Indian Education Committee (IEC) is maintained, sustained and is composed of community members, parents/guardians, students, tribal education departments, tribal members and tribal leaders.
 - The IEC will collaborate with EPSD-Administration, EPSD-Indian Education Department (EPSD-IED), and IED-Director to develop an educational plan that ensures fidelity of Indian Education curriculum, initiatives, and programming to budgetary and fiscal aspects as they relate to the EPSD's overall educational plan, including the New Mexico State Equalization Funds for equal participation by Native American students.
- Establish a Strategic Plan that ensures aligned, measurable, and specific goals and outcomes that identify the academic and fiscal responsibilities for the Title VIII-Impact Aid Funds.
- Obtain approval of Impact Aid budget and statement of work for the utilization of funds, as well as obtaining all necessary signatures verifying the approval by all necessary parties, which includes EPSD-School Board, tribal leaders and/or governors, or their designee, in order to verify the IPP, pursuant to NMSA 1978, 22-23A-5(B)(7), which includes the demonstration and verification of compliance with the Title VIII-Impact Aid Federal regulations.
- Assure that tribes with students enrolled within the EPSD have access to relevant student data and are provided the opportunity to meet with all parents/guardians and students in regards to educational initiatives, as long as they fall within Family Educational Rights and Privacy Act (FERPA) guidelines.

Policy (1): Give the tribal officials and parents of Native American children an opportunity to comment on whether Native American children participate on an equal basis with non-Native American children in the education programs and activities provided by the LEA (34 CFR Sec. 222.94).

- EPS-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that the EPSD-IED sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

- EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, and any pertinent tribally affiliated events, which includes important dates with external partners.
 - The calendar will include the following:
 - Regularly-scheduled EPSD Board Meetings
 - EPSD Professional Development
 - EPS-Board and IEC Work Sessions
 - EPSD Indian Education Committee meetings
 - Important Funding/Grant Deadline Dates, i.e. Title VI and Title VIII-Impact Aid
 - EPSD Tribal Education Summit
 - All EPSD-IED scheduled events
 - All tribally relevant events
- Impact Aid-IPP Meetings will provide opportunities for comments regarding equal participation and review the achievement of Native American students in the education programs of EPSD. Information obtained from meetings will be used for school and program improvement purposes.
- EPSD will provide an overview of the coordination of all federal programs within EPSD, which include; Special Education Title; I-No child Left Behind; Title III-Bilingual Education; Title VI-Indian Education. In addition, EPSD and EPSD-IED will report on the following throughout the year:
 - Budget Reports for all IED related funds and grants, as well as any pertinent changes.
 - Policy and procedure review and amendments for EPSD-IED budget.
 - Includes review of Title VIII-Impact Aid-Indian Policies and Procedures (IPP)
- Relevant student data and statistics (i.e. attendance, discipline policies, dropout rates, graduation rates, academic requirements, AYP analysis, testing data, etc.)
- Educational programming as it pertains to culturally-relevant methodologics and programming.
- Parental involvement initiatives.
- Student support services and wellness programs.
- Comparative analysis and disaggregation of short-term and long-term data relevant to Indian Education within EPSD.
- Collaborative efforts between EPSD-IED and tribes.
 - Development of Cultural Competencies
 - Development of Tribal Language programs
- Collaborative efforts between EPSD-and external partners.
- Relevant EPSD-wide initiatives that impact Indian Education

Policy (2): Assess the extent to which Native American children participate on an equal basis with non-Native American children served by the LEA;

Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) and parental consent, EPSD will review school educational data and evaluations with tribal leaders and officials Monthly IEC meetings, Semi-annual tribal Summits (Start of school year and Mid-school year), EPSD

School Board meetings regarding the overall participation and fidelity to educational programs for Native Americans and non-Native Americans within EPSD.

EPSD will conduct an annual State of Indian Education Survey for the EPSD. The survey will coincide with the semi-annual Tribal Education Summit. The intent of this survey is to gauge the effectiveness of the educational programming obtain input and recommendations for Indian Education initiatives and the survey the participatory levels to assure that the educational programming ensures equal participation by Native Americans and non-Native American students. The information obtained will be utilized to develop strategic goals and objectives as they pertain to Indian Education initiatives within EPSD, at they are developed by EPSD-Board, EPSD-IEC.

Policy (3): Modify, if necessary, its education program to ensure that Native American children participate on an equal basis with non-Native American children served by EPSD:

The EPSD Administration, EPSD-IEC, and EPSD-IED will work collaboratively with all relevant community members, parents/guardians, tribal education departments, tribal leaders and tribal members to create, modify and implement relevant Indian Education initiatives that provide fidelity to the horizontal and vertical alignments of all education and language programs as they pertain to Indian Education and EPSD-wide educational initiatives.

EPSD will assure that educational programs will be constantly monitored, modified and maintained to assure fidelity to the recommendations and subsequent programming as set forth in the EPSD-IED Strategic Plan by the EPSD-Administration, EPSD-IEC, EPSD-IED and all relevant stakeholders.

EPSD Administration will provide the final recommendations for changes or modifications to programs, services and/or practices to the EPSD School Board for Adoption.

Policy (4): Disseminate relevant applications, evaluations, program plans and information related to the education programs of the EPSD in sufficient time to allow the tribes and parents of Native American children an opportunity to review the materials and make recommendations on the needs of the Native American children and how the EPSD may help those children realize the benefits of the EPSD's education programs and activities, /34CFR222.94 (a)(4)/;

In Fall Semester of each year, EPSD-IED will conduct Tribal Education Meetings with EPSD-IEC, parents/guardians, students, tribal education departments, and tribal leadership. The summits will provide the opportunity to comment and provide recommendations for the Title VIII-Impact Aid, as well as other Federal programs (i.e. Title VI), State programs (i.e. PED grants), and other relevant Indian Education initiatives within EPSD.

In addition, EPSD Educational Summit, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits will also be available for comments to be made in regards to any EPSD-Indian Education educational and fiscal components.

Policy (5): Gather information regarding Native American concerns;

EPSD will utilize EPSD Educational Meetings, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits and any other relevant meetings to gather input from community members, parents/guardians, students, and stakeholders through conversations, meetings, and surveys in order to consistently assess, monitor, modify and subsequently implement Indian Education initiatives as they are developed and implemented.

Policy (6): Notify the Native American parents and tribes of the locations; and time of meetings, /34CFR222.94 (a)(7)/:

EPSD-Administration, EPSD-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that Indian Education Department sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, any pertinent tribally affiliated events, which includes important dates with external partners.

In the event that additional meetings need to be scheduled or, meetings need to be cancelled/rescheduled, the EPSD Administration and EPSD-IED will assure that said modification of meetings will be properly communicated to community members, parents/guardians, students, tribal education departments, tribal leaders and tribal members.

Policy (7): Consult and involve tribal official, Indian Education Committee, tribal education departments, and parents of Native American children in the planning and development of the EPSD's education programs and activities and /34CFR222.94(a)(7)/;

EPSD-Administration, EPSD-IED, EPSD-IEC, tribal education departments, and parents of Native American children will work in active collaboration and participation to plan and develop educational programs and activities.

EPSD Administration and EPSD-IED will develop a Strategic Plan that addresses short term and long term goals and objectives to ensure that consultation, development, planning and implementation of educational programs and activities. The development of the Strategic Plan and its accountability mechanisms shall include the roles and responsibilities of EPSD-Administration, EPSD-IED, EPSD-Schools, Indian Education Committee, stakeholders, and tribes.


In further enhancing Native American education and meeting the unique educational needs of the Native American students, partnerships through a mutual agreement will be entered between EPSD and the tribes.

Policy (8): Modify the IPP, if necessary, based upon the results of any assessment described above:

EPSD-Administration, EPSD-IED and EPSD-IEC, parents/guardians, stakeholders, tribal education departments, tribal leaders and tribal members will continuously monitor and review the IPP as needed throughout the school year. All of the said entities will confer on the adoption of the IPP and any of its modifications on an annual basis.

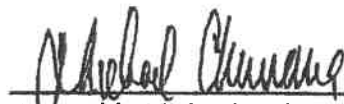
In-fulfillment of the requirements of the Elementary and Secondary Education Act of 1965. New Mexico Indian Education Act, the District obtained signature approval from the Governors of the Pueblo of Santa Clara and Ohkay Owingeh verifying that the Pueblos agree to the IPPs pursuant to state and federal requirements. The following signatures attest to the District's compliance with the Act.

These Indian Policies and Procedures are approved this _____ day of _____.




Honorable Peter Garcia Jr.
Governor, Ohkay Owingeh

11-13-17
Date




Honorable Michael J. Chavarria
Governor, Santa Clara Pueblo

11/17/17
Date



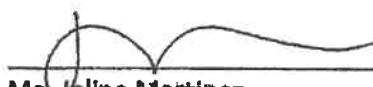
Ms. Bobbie Gutierrez
Superintendent, EPS District

11-8-2017
Date



Mr. Ruben Archuleta
President Espanola Board of Education

11/20/17
Date



Ms. Joline Martinez
Chairperson EPS Indian Ed. Committee

11/13/17
Date

BY LAWS

INDIAN EDUCATION PROGRAM PARENT COMMITTEE
(Title VIII (PL874), Title VIII Sp. Ed., Title IX (Title VII), Tewa Bilingual

ARTICLE I NAME:

The name of this committee shall be INDIAN EDUCATION COMMITTEE.

ARTICLE II PURPOSE:

1. To develop, recommend, approve, and oversee all federal funded Indian Education programs, in keeping compliance with federal and state rule & regulations in coordination with, the Espanola School District, the Ohkay Owingeh, Santa Clara Tribal Councils, communities, and federal programs.
2. To ensure participation in the overall planning, development, implementations, and evaluation of all federal funded Indian Education programs in order that the special educational needs of our Indian students are fulfilled.
3. To serve as a hearing board for individuals or groups suggesting additions or changes to Title VII, Title VIII, Title VIII Sp. Ed. (Impact Aid) program proposal.
4. To serve as a grievance committee for the individuals or groups who may have grievances pertaining to any aspects of the program operations.

ARTICLE II MEMBERSHIP:

SECTION I The total shall be five (5) voting members.

- A. At least (1) Parent/Guardian from Ohkay Owingeh
- B. At least (1) parents from Santa Clara Pueblo
- C. At least one (1) Native Student affiliated with any tribe
- D. Two (2) Tribal Representatives
 One (1) from Ohkay Owingeh
 One (1) from Santa Clara Pueblo

SECTION II Selection of Committee Members

- A. Members under Section I, A & B will be made from a selection of parents/legal guardian of Indian Students attending the public schools. Members selected under this section must be parents/guardians whose children are enrolled in the school district.
- B. Members under Section I, C shall be appointed by Espanola Public School Indian Education Director.
- C. Members under Section I, E shall be appointed by the Tribal Governors.

SECTION III Term of Office

- A. Membership contingent upon child (children) enrolled
- B. Each Parent/Guardian shall serve one (1) year terms (September-August) contingent upon child (children) enrolled.
- C. Each student shall serve one (1) year term (September-May) contingent upon the child's enrollment.

SECTION IV Vacancies

Should the chairperson vacate, the vice-chairperson shall serve out the remaining term.

SECTION V Termination or Suspension shall be for the following reasons:

1. Three (3) consecutive absences of Indian Education Committee monthly meetings per school year.
2. Not fulfilling duties and responsibilities.
3. Self-initiated resignation.

ARTICLE IV DUTIES AND RESPONSIBILITIES

- A. To assist in proposal preparation and make certain these proposals meet deadlines as set by the funding agencies.
- B. To coordinate efforts with the Indian Education Coordinator in order to ensure the best quality education for Indian students.
- C. To monitor all federal funded Indian Education budgets, expenditures, and ensure proper usage of the programs funds.
- D. That has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the

program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of , parents of the children, and representatives of the area, to be served; Title VII Sec. 7114 © (4) ©

- (a) “With the advice of the Indian Education Committee develop policies relating to the hiring of project staff:
 - (b) “Hire the project staff after considering any recommendation of the Indian Education Committee;
 - (c) Indian Education Committee may not participate in any committee action that affects, or is likely to affect the financial interests of that individual’s immediate family member who is on the project staff. As used in this section, term “immediate family” includes an individual’s spouse, children, parents, brothers, sisters, legal dependents, and spouses of those persons.
 - (d) “A member of the Indian Education may participate in a reviewing of applicant for a project staff position.
- E. Evaluate all federally funded Indian Education programs, and make the appropriate recommendations to the School District and Tribal authorities for the continuance or the improvement of these programs.
 - F. To monitor all federally funded Indian Education programs and have the sign off authority to establish programs according to the Indian Education Committee priorities
 - G. Shall review and grant final approval whenever feasible regarding all federal funded Indian Education programs proposals.
 - H. Will request Bi-Annual reporting from Indian Education Director.

ARTICLE V OFFICERS

- A. The officers shall be nominated and elected by the members of the committee. They shall nominate and elect
- B. The following positions listed below shall only be filled by Parent/Guardians contingent upon child (children) enrolled.

- 1. Chairperson

- a. To preside and conduct all regular and executive meetings according to Standard Parliamentary Procedures.
- b. Shall vote only in case of a tie.
- c. May exercise any authority delegated to by the IEC.
- d. Shall prepare agenda and provide to school district for posting 5 days prior to meeting.

2. Vice-Chairperson/Secretary

- a. Shall perform duties delegated by the IEC.
- b. Performs Chairpersons duties in the absence of Chairperson.
- c. Secretary/designee will record minutes of regular and all meeting. The secretary shall notify the members of regular and special meetings.

ARTICLE VI MEETINGS

SECTION I Regular Meetings

The committee shall meet on the 2nd Thursday of each month at 5:00 p.m. at Espanola Public Schools Central Office.

SECTION II Special Meetings

The chairperson on matters requiring immediate attention may call special meetings.

SECTION III Election of Officers

Election of Officers shall take place during the first regular meeting in September.

SECTION IV Decision of Parent Committee

Decision of Indian Education Committee on all federally funded Indian Education Programs shall be made and finalized after a majority vote of the committee members.

SECTION V Conduct of Meeting

All regular and special meetings shall be conducted in accordance with Standard Parliamentary Procedures or in accordance with appropriate adaption thereof.

SECTION VI Open Meeting

All regular and special meetings with exception of executive session shall be open to the public.

SECTION VII Quorum

A quorum shall consist of 5 members one of which will be an officer.

ARTICLE VIII AMENDMENTS

These By-laws may be amended at any time by a two-thirds (2/3) affirmative vote of committee members in attendance provided the amendment is to carry out purposes and conforms within the requirements imposed by the Rules and Regulations of the Indian Education Programs.

CERTIFICATION

We hereby certify that these Bylaws were adopted at a duly called Indian Education Committee meeting held on _____, at which a quorum was present. The vote was _____ in favor, _____ opposed, _____ abstained and _____ absent.

CHAIRPERSON

DATE

GOVERNOR OF OHKAY OWINGEH

DATE

GOVERNOR OF SANTA CLARA PUEBLO

DATE

ESPANOLA PUBLIC SCHOOLS
SUPERINTENDENT/DESIGNEE

DATE

MEMORANDUM OF UNDERSTANDING
BETWEEN
Espanola Public Schools
AND
Santa Clara Head Start

This Memorandum of Understanding, hereinafter referred to as "Agreement", is between Española Public Schools, a Local Education Agency (LEA), hereinafter referred to as "EPS" and Santa Clara Head Start, respectively, and is in effect from September 1, 2015 through June 30, 2017.

I. PURPOSE

The purpose of this Agreement is to establish a cooperative relationship and working procedures between EPS and Santa Clara Head Start program in the provision of special education and related services to eligible children in compliance with applicable federal, Santa Clara Pueblo, state laws and regulations and Head Start Performance Standards. Eligible children are those children, ages 3 to 5, with disabilities who reside in the Espanola Public Schools attendance area, which includes Santa Clara Pueblo.

The intent of this Agreement is to:

1. define which services will be provided by each party;
2. ensure that children eligible for special education services receive the services needed, a free appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE);
3. ensure that each party cooperatively maintains communication and shares leadership responsibilities at the local level to ensure available resources are used in the most effective manner; and
4. ensure that cooperative arrangements between EPS and Santa Clara Head Start are developed, implemented, and preserved.

II. PROGRAM MANDATES

◆ **EPS** will be responsible for:

1. providing services to eligible children, ages 3–5, on a mandatory basis as defined by Public Law 108-446, Individuals with Disabilities Education Act (IDEA 2004; IDEIA);
2. providing eligible children a free appropriate public education (FAPE), including the development and implementation of an Individual Education Program (IEP), which contains all of the required components, as well as parental participation, procedural safeguards, and the provision of related services; and
3. determining and placing eligible children in the most appropriate setting, which shall be the least restrictive environment (LRE) with multiple opportunities to learn, develop, and form positive relationships with peers who do not have disabilities.
4. identifying students whose parents intend on enrolling their children in tribal Head Starts.

◆ **Santa Clara Head Start** will be responsible for

1. inform EPS of Child Find dates and activities;

2. conducting Child Find activities;
3. screening children for potential problems in health and early development within 45 days of enrollment when EPS has not performed such screening; and
4. referring children determined to have developmental delays to EPS for diagnostic evaluation within established time frames.
5. maintaining a 10% enrollment of students with disabilities.

◆ **EPS and Santa Clara Head Start** will be responsible for

1. working closely with community and other agencies in order to provide effective services to eligible children;
2. working cooperatively with parents/legal guardians to develop and implement IEPs for eligible children; and
3. providing native language interpretation for families as needed.

III. PROGRAM CONTACT INFORMATION

A. For EPS:

Deirdra Montoya, Special Education Director
 Española Public Schools
 714 Calle don Diego
 Española, New Mexico 87532
 (505) 367-3341
deirdra.montoya@k12espanola.org

B. For Santa Clara Head Start:

Francis Tafoya, Director
 P O Box 580
 Espanola, New Mexico 87532
 (505) 692-6235
ftafoya@santaclarapueblo.org

IV. SPECIAL EDUCATION SERVICES

A. Child Find/Screening

◆ **EPS and Santa Clara Head Start** will

1. participate jointly on Child Find teams to plan and assist with Child Find screening events for children, ages 3–5, who reside in EPS attendance area;
2. coordinate the screening process and procedures as well as the selection and use of screening instruments and assessment materials; and
3. conduct Child Find screenings together at designated community-based sites in **EPS**, preferably at Santa Clara Head Start.

◆ **EPS** will

1. provide screening results to parents/guardian(s) and Headstart provider and inform parents/guardians(s) of program options that may be available to them and their child; and
2. provide a native language interpreter for families and children who need such assistance throughout the Child Find screening process.

◆**Santa Clara Head Start will**

1. provide transportation, when needed, to families and children, ages 3–5, residing in EPS attendance area; and
2. provide a native language interpreter for families and children who need such assistance throughout the Child Find screening process.
3. will accept EPS existing screening documentation and only conduct additional screenings as necessary.

B. Referral for Evaluation

◆**EPS will**

1. accept referrals and supporting documents from Head start staff and provide timely action on the concerns identified;
2. provide formal evaluation and assessment in the following areas:
 - a. Physical Coordination/Development
 - b. Intellectual Development
 - c. Sensory Development
 - d. Emotional Development
 - e. Social Development
 - f. Speech/Language Development
 - g. Physical Examination
3. follow all EPS and New Mexico Public Education Department (NMPED) guidelines for referral;
4. provide referral forms and a “single” point of contact or use appropriate forms to avoid duplication;
5. provide training to staff on the delivery of special education services and the timely completion of referral forms;
6. provide all appropriate written evaluation reports to; and
7. schedule and facilitate IEP team meetings, using a native language interpreter when needed, to share evaluation results with parents/guardian(s) and appropriate staff.
8. meet deadlines as outlined in IDEA for evaluation completion and IEP development.
9. provide status updates on referrals to appropriate Head Start staff.

◆**Santa Clara Head Start will**

1. obtain information documenting the need for referral by;
 - a. documenting and providing written observations of each child’s social-emotional development and any identified issues/concerns, in collaboration with other Santa Clara Head Start staff;
 - b. obtaining a completed Medical Health History for each child enrolled;

- c. using the Ages & Stages Questionnaire (ASQ) and Ages & Stages Questionnaire: Social Emotional Checklist (ASQ:SE) to assess the developmental level of each child within 45 days after enrollment;
 - d. conducting interviews with parents/guardian(s) on their child's social-emotional development when there are concerns that staff and/or parents/guardian(s) may have identified;
 - e. conducting more specific screening of a child by appropriate staff and/or health professionals when the observational assessments indicate a need for further attention;
2. Immediately informing parents/guardian(s) when further screening of their child indicates the need for special education services and requesting their permission, with signed consent forms, to have their child undergo further professional evaluation by :
 - a. Mental Health Physician (Westernized Mental Health Services) or
 - b. Native Practitioner (Traditional Diagnostician/Healer) or
 - c. Both
 3. providing a referral for each child by completing the appropriate referral and consent forms for each child and forwarding them to EPS; and
 4. submitting completed referral forms to **EPS** for action as per EPS/NMPED and Santa Clara Head Start timelines.
 5. Ensuring that each child and family will have transportation to the evaluation and assessment site(s).

C. Comprehensive Evaluation

◆EPS will

1. formally evaluate children, within 60 days upon receipt of referral as required by law, who may require special needs services, in their most natural environment, with agreed upon assessments for vision, hearing, speech/language (SLP), occupational therapy (OT), physical therapy (PT), and psycho- educational development;
2. whenever possible, conduct appropriate evaluations at designated Santa Clara Head Start sites;
3. provide evaluation assessments, materials and testing protocols to the Head Start programs;
4. provide a native language interpreter for families in need of such assistance for all formal evaluations;
5. provide written evaluation reports according to IDEIA requirements; and
6. initiate Individualized Education Program (IEP) meetings, when appropriate.
7. provide monthly, or as necessary, status reports on the evaluation process, to Head Start programs on all children referred for evaluation.
8. notify appropriate Head Start staff, in a timely manner, of all scheduled evaluations and IEP dates.

◆Santa Clara Head Start will

1. provide initial developmental, hearing, and vision screening within 45 days after a child's enrollment and report results to EPS when there are identifiable concerns;
2. compile background information for all children with identified concerns using the appropriate EPS and Santa Clara Head Start forms;
3. obtain signatures from parents/guardian(s) for permission to share information or other existing data that may result in an evaluation and fax to EPS;
4. notify EPS that parental permission to share information has been obtained within twenty-four (24) hours of obtaining consent;
5. notify parents/guardian(s) verbally and in writing of the date, time and place of evaluation;
6. provide families with transportation, when necessary, to appointments at designated EPS sites and/or Santa Clara Head Start sites;
7. provide a native language interpreter for families in need of such assistance for all evaluations; and
8. participate in IEP team meetings for all children enrolled in their respective programs and notify parents/guardian(s) in a timely manner of such meetings.
9. will schedule the date/time/place of IEP meetings with parents/guardian(s) verbally and in writing and inform appropriate EPS staff.

D. Individualized Education Program (IEP) Development/EDT Meeting

◆EPS and Santa Clara Head Start will

1. set up IEP/EDT meetings cooperatively, including the provision of a native language interpreter when needed; and
2. develop IEP goals and objectives cooperatively with parents/guardian(s) to meet each child's educational needs and in accordance with IDEA and ADA requirements.

◆EPS will

1. initiate the IEP process by notifying appropriate Santa Clara Head Start staff that all evaluations are completed;
2. use EPS IEP forms; and
3. provide copies of each child's IEP to parents/guardian(s) and to appropriate Santa Clara Head Start staff and teachers, with the signed parent consent form.

E. Placement

◆EPS will

1. follow federal, state guidelines, requirements for placement, Head Start Performance Standards and each programs enrollment policies and procedures for placement;
2. conduct IEP meetings with parents/guardian(s) to determine the least restrictive environment

- (LRE) for each child and inform them of procedural safeguards and due process; and
3. provide a native language interpreter for families when needed.

◆ **Santa Clara Head Start will**

1. provide community-based placement for identified children in the least restrictive environment (LRE);
2. follow eligibility criteria for enrollment in Head Start; and
3. provide program information packets to parents/guardian(s) of children referred to any of EPS family/early education programs.

F. Specific Program Service Delivery

◆ **EPS will**

1. provide direct educational and related services and/or consultative therapy to meet each child's IEP goals; in the event EPS is unable to provide such services, EPS will utilize outside agencies to ensure delivery of services.
2. plan and conduct continuous in-service training to Head Start staff on culturally sensitive techniques for working with and supporting young children with disabilities; and
3. provide ongoing staff consultation and training to meet each child's IEP goals.
4. provide children compensatory services for any time lapse between the determination and receipt of services.

◆ **Santa Clara Head Start will**

1. collaborate with EPS to implement IEP goals;
2. provide educational materials and equipment for classroom curriculum and IEP implementation;
3. provide appropriate services to children in accordance with IDEA , ADA eligibility guidelines as necessary and Head Start Performance Standards; and
4. provide transportation for children, when needed, to designated community sites for service delivery.

◆ **EPS and Santa Clara Head Start will be responsible for**

1. actively participating as members of a Study Team. The Study Team/Staffing/Leadership/SAT, comprised of the parents/guardian(s), child's teacher, and as appropriate, the Health Physician/Native Practitioner, EPS representative, and other concerned service providers for the child, will attend this meeting; and
2. ensuring that the parents/guardian(s), members of the Study Team and other service provider review the child's progress

G. Procedures for Review/Monitoring Child's Progress

◆EPS will

1. provide ongoing consultation to appropriate Head Start staff regarding each child's progress;
2. prepare written progress reports for each child on a quarterly basis to maintain consistent communication and submit them to the appropriate Headstart staff;
3. will provide training in developing Early Childhood outcomes and progress reports;
4. initiate an annual review meeting on the child's progress with parents/guardian(s) and appropriate staff and, when needed, provide native language interpretation; and
5. notify parents/guardian(s) of the annual review meeting in a timely manner, verbally and in writing.

◆Santa Clara Head Start will

1. keep daily attendance records for each child served and a current log of EPS and other service provider visits;
2. consult with EPS staff regarding each child's progress;
3. report the child's progress to parents/guardian(s) at scheduled meetings;
4. provide ECO data to EPS within 25 days of entry in program;
5. meet with parents/guardian(s) when EPS progress reports are received to share and explain their child's progress and EPS progress reports; and
6. participate in annual review meetings with EPS staff and parents/guardian(s).

H. Procedures for Hiring and Supervising Staff Providing Special Services

◆EPS and Santa Clara Head Start will

1. follow their own specific hiring procedures;
2. hire and supervise their own staff;
3. provide appropriate personnel for carrying out the terms of this Agreement;
4. notify each other of any concerns and needs of the staff on site at Santa Clara Head Start; and
5. communicate with each other about any other pertinent information/situations that will affect children and/or the timely delivery of services.

V. TRANSITION

The transition of children with disabilities in the Santa Clara Early Intervention Program (Part C) occurs when a child is exiting the Santa Clara Early Intervention Program (Part C) and enters Santa

Clara Head Start or a local preschool or child care center. Another transition occurs when a child is exiting from a preschool setting and enters a kindergarten program at EPS or a Bureau of Indian Education (BIE)-funded grant school. Effective transition occurs when all appropriate parties are communicating, including but not limited to Española Public School District Schools, and the parents/guardian(s) of the child with a disability. In order to assure the effective transition of children from one educational setting to another, the following procedures have been established.

◆**EPS and Santa Clara Head Start will**

1. cooperate in coordinating the scheduling of transition activities, including 90-day transition conferences, initiated by Early Intervention (EI), for parents/guardian(s) of children exiting EI and appropriate staff to discuss options for the most appropriate placement for their children;
2. cooperate in arranging family visits and transport, when needed, for transitioning children and their parents/guardian(s) to local family/early education programs and schools, before their annual review meeting;
3. provide each family with written parent information, including program requirements for enrollment , for the program/school in which their child has enrolled; and
4. provide a native language interpreter for families in need of such assistance throughout the transition process.

TECHNICAL ASSISTANCE

◆**EPS and Santa Clara Head Start will**

1. inform each other of all pertinent training opportunities related to services for young children with disabilities and invite staff to participate;
2. coordinate EPS training and technical assistance activities, as appropriate, with all program calendars to ensure full staff and, as applicable, family participation; and
3. network and collaborate with local/regional resource programs, such as Indian Children's Program (ICP), Parents Reaching Out (PRO), Educating Parents of Indian Children with Special Needs (EPICS), and National Indian Parent Information Center (NIPIC), on staff training and family/parenting education, advocacy and ongoing support.

VII. CHILD COUNT AND REPORTING

◆**EPS and Santa Clara Head Start** will maintain their own records according to regulatory guidelines and provide documentation and support to any of the other parties as requested.

VIII. DISPUTE RESOLUTION

In the event that a misunderstanding or difference of opinion occurs with regard to the procedures necessary to accomplish the objectives of this Agreement, both parties will meet to find a solution.



OHKAY OWINGEH
PO Box 1099
Ohkay Owingeh, New Mexico 87566
(505) 852-4400

RESOLUTION TO SUPPORT AND ADVOCATE THE CREATION OF A
TEWA LANGUAGE PROGRAM
OHKAY OWINGEH TRIBAL COUNCIL RESOLUTION NO. 2005- 51

WHEREAS, the Ohkay Owingeh has recognized Tribal sovereignty and the continued need for the maintenance and protection of the traditional Tewa language

WHEREAS, the Ohkay Owingeh Tribal Council recognizes the Pueblo has important cultural attributes that merit more specific skills, attention, and management; which can only be found within the Tribe's community

WHEREAS, the Ohkay Owingeh Tribal Council recognizes that there has been a marked decrease in adequate Tewa instruction in the surrounding public school districts

WHEREAS, the Ohkay Owingeh Tribal Council recognizes and acknowledges the immediate need to create a Tewa Language course within the community to serve students kindergarten through twelfth grade, adults, and elders in the Ohkay Owingeh Community

WHEREAS, the Ohkay Owingeh Tribal Council authorizes the Ohkay Owingeh Department of Education to initiate a Memorandum of Agreement between Ohkay Owingeh and the New Mexico State Public Education Department for Tribal Council Approval

WHEREAS, the Ohkay Owingeh Tribal Council appoints the Education Department as the liaison with the New Mexico State Public Education Department and acknowledges the Tewa Language program as an educational component for all Tribal students to receive "language credits" as dictated by the New Mexico Public Education Department and the local public school systems

NOW THEREFORE BE IT RESOLVED THAT at a duly called Ohkay Owingeh Tribal Council meeting, the Tribal Council intends to create and successfully implement a Tewa Language Program at the Ohkay Owingeh Community Library

II. EFFECTIVE DATE AND TERM

This Agreement shall become effective commencing upon the most recent date of signature by both parties and shall terminate upon written notice by either party.

III. AMENDMENT

This Agreement shall not be altered, changed, or amended except by an instrument in writing executed by the parties.

IV. ADMINISTRATION OF AGREEMENT

A. The EPS and the Ohkay Owingeh Board of Education will each designate and notify the other of a liaison to work cooperatively to implement the terms of this Agreement. The liaison for Ohkay Owingeh shall be Mr. Adam Garcia, Education Coordinator for the Ohkay Owingeh Department of Education.

B. Ohkay Owingeh will perform the following activities pursuant to this Agreement:

1. Ohkay Owingeh through the Ohkay Owingeh Department of Education shall establish an after school tutoring program and an accredited summer school for credit program, *as defined by N.M.S.P.E.D. regulations.*
2. Ohkay Owingeh through the designated liaison will provide on site direct services to Ohkay Owingeh Tribal Members attending EPS.
3. Ohkay Owingeh agrees to maintain, store, protect and safeguard any and all student records for the purpose of verifying academic progress and earned credits. Records will be housed at the Ohkay Owingeh Department of Education; they will be safeguarded and access will be limited to the Education Coordinator and, if necessary, the Executive Director.
4. Ohkay Owingeh agrees to permit the inspection of such records by the designee of EPS for the sole purpose of verification of credits earned.
5. Ohkay Owingeh agrees to provide the EPS a reporting of the final grade earned through the form of an official transcript for summer school credits earned; for each tribal member enrolled as a student at EPS for the purpose of posting prior to the school year.

C. The EPS will perform the following activities pursuant to this Agreement:

1. The EPS shall permit the transfer of summer school credits earned for posting to official transcripts for the purpose of meeting the graduation requirements set by the New Mexico State Public Education Department. *and*
Esperanza Public School District

Interim-SUPERINTENDENT

Mrs. Bobbie Gutierrez
bobbie.gutierrez@k12espanola.org
Website: www.k12espanola.org
714 Calle Don Diego
Española, New Mexico 87532
505-753-2254
Fax 505-747-3514



BOARD OF EDUCATION

Pablo E. Lujan, President
Lucas Fresquez, Vice President
Annabelle Almager, Secretary
Yolanda Salazar, Member
Ruben Archuleta, Member

**Espanola School District
Espanola School Board
Resolution # 6**

- TOPIC:** Establishment of a Center for Native American Programs (CNAP) at Carlos F. Vigil Middle School (CFVMS) and Espanola Valley High School (EVHS).
- SUBMITTED BY:** Espanola Public School District-School Board (EPSD-SB) on behalf of Espanola Public School District (EPSD)
- AUTHOR:** Francis Vigil, Indian/Bilingual/Multicultural Education Director
- WHEREAS,** The EPSD, and EPSD-SB recognizes that it is of the utmost importance to provide an academically enhanced, culturally-appropriate, culturally-relevant, and holistic education, that is inclusive of the social-emotional welfare of the Native American students enrolled within the EPSD; and
- WHEREAS,** The EPSD and EPSD-SB have created an Indian Education Department (IED) that is tasked with the creation and development of Indian Education initiatives; and
- WHEREAS,** The IED strives to collaborate with and provide for the Native American Students represented within the EPSD, namely, at CFVMS and EVHS, to develop culturally-appropriate and relevant programming to support and enhance the educational achievements and opportunities of Native American students within EPSD; and
- WHEREAS,** The IED will develop and initiate community and family oriented outreach programs to engage and retain community members, parents/guardians, students, and pueblo/tribal leaders of Native American students within EPSD; and
- WHEREAS,** The Native American Students at CFVMS and EVHS require a designated place and space to implement and utilize the aforementioned intents and initiatives of the IED; and it is **THEREFORE:**
- RESOLVED,** That on, November 4, 2015 the EPSD-SB, EPSD and IED agree to designate classroom space(s) at both Carlos F. Vigil and Espanola Valley High School for utilization by the Native American students enrolled at these respective schools; and
- RESOLVED,** The CNAPs will serve as a resource to help meet the academic and social emotional goals and needs, as well as ensure that the campuses of the respective schools are a culturally-safe place to explore the different facets and diversity of

being a student and Native American Leader within the Espanola Public Schools (EPS).

RESOLVED, The CNAPs will assist and serve the Indian Education Department (IED) and IED-Director in assuring the development, fidelity, integration, and maintenance of Native American collaborations, initiatives, programming and modifications to culturally-appropriate and relevant tribal initiatives of the Native American Students represented within Espanola Public School District; and,

RESOLVED, If future construction or remodeling at CFVMS or EVHS periodically requires the temporary or permanent relocation of a CNAP within a school, the IED shall hold a meeting and consult with pueblo/tribal leaders, community members, parents/guardians and Native American students to identify solutions for temporary or permanent relocation of a CNAP; and

RESOLVED, The CNAPs will be commemorated with plaques to designate each CNAP and ensure that the designated space will be utilized ONLY for the purposes stated above; and

RESOLVED, The CNAPs will be allocated funding to properly furnish and renovate the space to reflect the needs and programming for the Native American Students at CFVMS and EVHS as identified by the IED.

Minutes of Regular Board Meeting

The Board of Education Española Public Schools

A Regular Board Meeting of the Board of Education of the Española Public Schools was held Wednesday, November 4, 2015, beginning at 5:30 PM in the Carlos F. Vigil Middle School Connie A. Valdez Auditorium.

I. OPENING BUSINESS (5:30 p.m.)

- A. Call to Order - Mr. Pablo E. Lujan, President called the meeting to order at 5:37 p.m.
- B. Pledge of Allegiance led by Mr. Lucas Fresquez.
- C. Roll Call - Ms. Annabelle Almager, Board Secretary was out and Ms. Yolanda M. Salazar was also out. Mr. Lucas Fresquez called roll and stated they had a quorum to conduct business.
- D. Approval of Agenda
Mr. Pablo E. Lujan pulled Consent Item A.-2 and A-9 for discussion.
Motion to Approve as Amended: Mr. Lucas Fresquez
2nd to Motion: Mr. Ruben Archuleta
Approved Unanimously and the Agenda was approved as amended.

II. PUBLIC PARTICIPATION (5 minutes maximum)

- A. Recognition of EVHS AJROTTTC Students - Major Mark Gonzales
Major Mark Gonzales gave a brief report on the activities and functions that the EVHS AJROTC has participated in. Judge Steven Salazar and Mr. Richard Marquez were also present as they also participate in the City of Española Teen Court. Judge Steven Salazar commended Major Mark Gonzales and how successful their Teen Court has been because of Major Mark Gonzales. Mrs. Bobbie Gutierrez also thanked the students and how they exemplify "Service before self".
- B. Recognition of Nominated Teacher of the Year - San Juan Elementary - Jeorj Moralez
Mr. Jeorj Moralez presented Mrs. Antonia Herrera an award and flowers for being the "Teacher of the Year for the state of New Mexico. She was shown appreciation by her family, co-workers, students, school secretary, and counselor.

III. DISCUSSION

IV. DISTRICT REPORTS

- A. Board.President Report
Mr. Pablo Lujan reported the game win against Capital. Also participated in the Safety and Security Management Meeting, there was personnel from every entity in the district. Well attended and very successful meeting. Commended Mrs.

Gutierrez for spear heading that.

B. Superintendent Report

1. Principal Reports – submitted electronically.

Mr. Lucas Fresquez had questions for Ms. Malcolm regarding issues at Chimayo Elementary.

Mr. Ruben Archuleta questioned the evacuation that San Juan Elementary conducted and the pick-up of students at Alcalde Elementary.

Mr. Francis Vigil presented on Native American Heritage Month. Many events planned for November and invited everyone. Celebrating our diversity and Culture. November 23rd will have a celebration.

2. PARCC Results Presentation

Mrs. Bobbie Gutierrez gave a break down on objectives in regards to the PARCC testing. Being on track and career ready. Fourteen states initially that participated, currently there are twelve. Technology needs are many.

Currently there are very few Level 5: Exceeded Expectations. By 2018 students will need to reach Level 4 and Level 5 for Graduation success.

V. ACTION ITEMS

A. Consent Items

Superintendent's Recommendation: Approval as presented Consent Items A-1, A-3, A-4, A-5, A-6, A-7 and A-8.

Motion to Approve: Mr. Ruben Archuleta

2nd to Motion: Mr. Lucas Fresquez

Approved Unanimously

1. Approval of Minutes for Regular Board Meeting 10-21-15;

2. Approval of Bus Replacement approved by NMPED and bus replacements for J.D. Martinez and Martin Herrera-North. Ms. Sennie Quintana wanted to clarify for the record that if Mr. J.D Martinez's bus would get a guaranteed bus route for next year and on the Martin- Herrera-North bus she wanted to specify that if they don't get hired for Cariños he would still have routes in the north like for Pojoaque, La Tierra and other northern schools. Mr. Pablo Lujan requested that these statements be captured in the minutes for the record.

Superintendent's Recommendation: Approval as presented

Motion to Approve: Mr. Ruben Archuleta

2nd to Motion: Mr. Lucas Fresquez

Approved Unanimously

3. Approval of Resolution # 6 Española Public Schools-Indian Education Program-Center for Native American Programs

4. Approval of Title III & Rural Low Income Schools (RLIS) Expenditure for Achieve 3000 (CFVMS & EVHS)

5. Approval of Furniture for Los Niños Kindergarten Center.

6. Approval for the Removal of "Interim" from Superintendent's Contract.
7. Board of Education In-State Travel Request:
 - ° NMSBA Annual Conference, Albuquerque, NM; Dec. 4-5, 2015
8. Approval of Board of Education Out of State Travel Request:
 - °NSBA Advocacy Conference January 24-26, 2016 in Washington D.C.
 - °NSBA Conference April 9-11, 2016 Boston MA
9. Approval of Out of State Travel for Board Vice President, Lucas Fresquez to attend the NALEO Educational Conference November 19-21, 2015, in San Antonio TX.. Mr. Pablo Lujan wanted to state there was no cost to the district for Mr. Lucas Fresquez to attend this Conference
Superintendent's Recommendation: Approval as presented
Motion to Approve: Mr. Ruben Archuleta
2nd to Motion: Mr. Lucas Fresquez
Approved Unanimously

VI. ANNOUNCEMENTS

- A. Open House & Ribbon Cutting Ceremony for Eutimio "Tim" Salazar III Fairview Elementary School, November 9, 2015 at 5:30 p.m.
- B. Regular Board Meeting, November 18, 2015 Carlos F. Vigil Middle School at 5:30 p.m.
Mr. Ruben Archuleta asked if this meeting could be moved to the 17th due to Board Members not being available on the 18th.
- C. Board Work Session –Technology Thursday, November 19, 2015 EPS Board Room 6:00 p.m.
- D. Board Work Session – Strategic Planning Meeting - Monday, November 23, 2015 EPS Board Room 6:00 p.m.

VII. EXECUTIVE SESSION

- A. NOTICE IS HEREBY GIVEN that the Board of Education of the Española Public Schools may call an Executive Session Pursuant to NMSA 1978, Sec. 10-15-1 (H) (2) (H) (8)
Executive Session - As per Open Meetings Act 10-15-1 (H) (2)
 1. Limited Personnel Matters 10-15-1 (H) (2)
 - a. Superintendent's Evaluation
 - b. Personnel Matters
 2. Pending Litigation.(H) (8)
 - a. Cariños de los Niños Charter School

Mr. Pablo E. Luján asked if there was a need for Executive Session. Mrs. Bobbie Gutierrez stated there was a need for limited personnel matters and Pending Litigation.

Motion to go into Executive Session: Mr. Lucas Fresquez
2nd to Motion: Mr. Ruben Archuleta

Approved Unanimously

Mr. Pablo E. Luján called for a roll call vote.

Roll Call Vote: Mr. Ruben Archuleta-yes, Ms. Yolanda M. Salazar-not present, Ms. Annabelle Almager-not present, Mr. Lucas Fresquez-yes, and Mr. Pablo E. Luján-yes.

Mr. Pablo Luján stated for the record - Executive Session - As per Open Meetings Act 10-15-1 (H) (2);

Mr. Pablo E. Luján stated no action would take place in Executive Session and they would adjourn from Executive Session.

Meeting adjourned to Executive Session at 7:18 p.m.

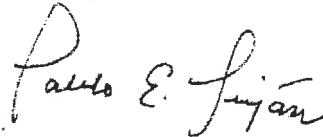
VIII. ADJOURNMENT

Motion to Adjourn: Mr. Lucas Fresquez

2nd to Motion: Mr. Ruben Archuleta

Approved unanimously and the meeting adjourned at 8:08 p.m.

CERTIFICATION



Pablo E. Luján, President

ATTEST:



Ms. Annabelle Almager, Secretary

SUPERINTENDENT

Dr. Daniel Trujillo
danny.trujillo@k12espanola.org
Website:
www.k12espanola.org
714 Calle Don Diego
Española, New Mexico 87532
505-753-2254
Fax 505-747-3514



BOARD OF EDUCATION

Lucas Fresquez, President
Ralph Medina, Vice President
Annabelle Almager, Secretary
Pablo E. Lujan, Member
Andrew J. Chávez, Member

**Española School District
Española Board of Education
Resolution # 5 2014-2015**

- TOPIC:** *Indian Education Department (IED) and IED-Director's assurances, duties, and responsibilities for the development, fidelity, integration, and maintenance of Native American collaborations, initiatives, programming and modifications to culturally-appropriate and relevant tribal initiatives of those tribes represented within the Española Public School District.*
- SUBMITTED BY:** Española Public School District-Española Board of Education (EPSD-EBOE) on behalf of Española Public School District (EPSD)
- AUTHOR:** Francis Vigil, Indian Education Director
- WHEREAS,** The EPSD, and EBOE recognizes that an academically enhanced, culturally-appropriate and relevant, and holistic education, that is inclusive of the social-emotional welfare of the Native American students enrolled within the EPSD is of the utmost importance; and
- WHEREAS,** The EPSD and EBOE have created an autonomous Indian Education Department (IED), with an IED-Director that will be tasked with the creation and development of Indian Education initiatives; and
- WHEREAS,** The IED-Director will collaborate with the Native American tribes represented within the EPSD, namely, Ohkay Owingeh and Santa Clara Pueblo, to develop culturally-appropriate and relevant programming to support and enhance the educational achievements and opportunities of Native American students within EPSD; and
- WHEREAS,** The IED will assure collaboration, communication, fidelity and transparency with all Indian Education initiatives, programming, and utilization of designated IED funding, whether direct or indirect, such as Title VII, Title VIII and other Federal and State mandates, with the EPSD-Indian Education Committee, tribes represented within EPSD, namely, Ohkay Owingeh and Santa Clara Pueblo, in addition to, Federal and State Education entities, such as OIE and PED-IED; and
- WHEREAS,** The IED will develop and initiate community and family oriented outreach programs to engage and retain community members, parents/guardians, students, and tribal leaders of Native American students within EPSD; and
- WHEREAS,** The IED will develop and maintain cultural competencies that will create and enhance cultural awareness and understandings, in conjunction with the tribes represented in EPSD, with all administration, faculty and staff, as well as community members, in order to ensure fidelity and understanding of all IED initiatives; and
- WHEREAS,** The IED Director will assure that IED strategic plan is developed, in collaboration with tribes represented in EPSD, to guide and provide a clear vision of short, intermediate, and long term goals, which will be assessed and modified to assure fidelity to evolving changes in educational needs as identified by EPSD and represented tribes; and

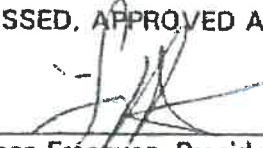
WHEREAS,

The IED will create and maintain a calendar of events, meetings, and relevant dates, which will be communicated EPSD-wide and to all tribes represented within EPSD to assure equitable, meaningful and purposeful community, family, and tribal engagement, input, and involvement; and

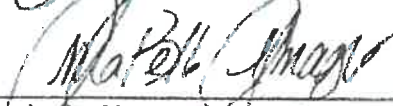
RESOLVED,

That on, December 17, 2014, the EPSD, EBOE, and IED adopts this Indian Education resolution as a platform on which Indian Education initiatives will be corroborated and developed with the continuing guidance and presence of the tribes represented within EPSD.

PASSED, APPROVED AND ADOPTED ON THIS 17th day of December, 2014.



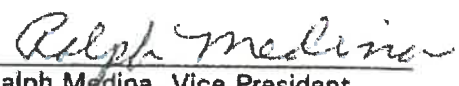
Lucas Frésquez, President



Annabelle Almager, Secretary



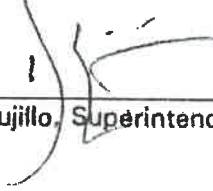
Andrew J. Chávez, Member



Ralph Medina, Vice President



Pablo E. Lujan, Member



Danny Trujillo, Superintendent

3.9 School District Initiatives

Objective: To ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student drop outs of American Indian students.

Background: "New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an at-risk factor in the states formula to assist in addressing the issue. The assurances of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school.

Methods. Programs in the district to get students to stay in school are 21st Century in which we tutor and feed the students dinner prior to going home. Avid strategies to get students career and college ready. Capturing Kids Hearts to better serve the entire student body .

Results.

- The data pulled from the Stars data base state we had no drop outs which is not true, as I had two AI students in the 12th grade that dropped out this year. The cohort group gives another number as well.

Conclusion. The district has no valid data to go on. Planning to address this issue will be at the forefront.

Action Plan.

- To create a plan to address dropout rates and the underlying causes of drop out and habitually truancy.

Habitual Truant Students by District and School

School Year: 2018-2019

District Organization Types: State District

Location Organization Types: Public



School Level: Elementary School, High School, Junior High, Middle School, Prekindergarten, Special Education

District Name	Dist Code	Location Name	Loc ID
ESPANOLA PUBLIC SCHOOLS	055	** DISTRICT TOTAL	
ESPANOLA PUBLIC SCHOOLS	055	ABIQUIU ELEMENTARY	005
ESPANOLA PUBLIC SCHOOLS	055	ALCALDE ELEMENTARY	015
ESPANOLA PUBLIC SCHOOLS	055	CARLOS F. VIGIL MIDDLE	1019
ESPANOLA PUBLIC SCHOOLS	055	CHIMAYO ELEMENTARY	039
ESPANOLA PUBLIC SCHOOLS	055	DIXON ELEMENTARY	042
ESPANOLA PUBLIC SCHOOLS	055	ESPANOLA VALLEY HIGH	050
ESPANOLA PUBLIC SCHOOLS	055	EUTIMIO SALAZAR ELEMENTARY	053
ESPANOLA PUBLIC SCHOOLS	055	HERNANDEZ ELEMENTARY	059
ESPANOLA PUBLIC SCHOOLS	055	JAMES RODRIGUEZ ELEMENTARY	048
ESPANOLA PUBLIC SCHOOLS	055	LOS NINOS ELEMENTARY	142
ESPANOLA PUBLIC SCHOOLS	055	SAN JUAN ELEMENTARY	144
ESPANOLA PUBLIC SCHOOLS	055	TONY QUINTANA ELEMENTARY	145
ESPANOLA PUBLIC SCHOOLS	055	VELARDE ELEMENTARY	169



Best viewed in Excel

School Level	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count	Student ID
	3,919.0	0.0	0.00%	0.0	
ES	113.0	0.0	0.00%	0.0	
ES	240.0	0.0	0.00%	0.0	
MS	629.0	0.0	0.00%	0.0	
ES	164.0	0.0	0.00%	0.0	
ES	73.0	0.0	0.00%	0.0	
HS	993.0	0.0	0.00%	0.0	
ES	456.0	0.0	0.00%	0.0	
ES	121.0	0.0	0.00%	0.0	
ES	398.0	0.0	0.00%	0.0	
ES	169.0	0.0	0.00%	0.0	
ES	313.0	0.0	0.00%	0.0	
ES	274.0	0.0	0.00%	0.0	
ES	63.0	0.0	0.00%	0.0	

3.10 Variable School Calendars

Background. “New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

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

Objective. Variable School Calendars “The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian student’s lives. By using variable school calendars, schools directly address their AI student’s cultural and family responsibilities and enhance these students’ ability to more regularly attend their public school.”

Methods. Collected from Survey.

Results.

- The district does have a variable calendar and there is a calendar committee and has representation of all our ethnic backgrounds. We do excuse AI students for various cultural activities and we do communicate with tribal authorities of when this happens and we then communicate that students will be allowed to participate in tribal activities.

Conclusion. The district and tribal entities do indeed communicate with each other and will continue to do so. There are a variety of calendars followed by the district.

Action Plan.

- Through discussions with the educational liaisons of the tribal entities we will continue to have discussions as to what is expected of us and how we can improve. Flexibility and communication will foster trust and a better relationship.



2017-2018 SCHOOL CALENDAR (K-12)

Board Revision Approval: **MAY 17, 2017**

JULY 2017						
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OCTOBER 2017						
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NOVEMBER 2017						
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DECEMBER 2017						
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Elementary School Hours 8:20 am - 3:00 pm		CVMS & EVHS Hours 7:55 am - 3:20 pm	
Thursday Early Release 8:20 - 12:50 pm		Parent/Teacher Conference Release Elem: K-6 @ 12:00; Gr: 7-12 @ 12:30	
Important Dates 2017 / 2018			
July 24-August 11	Pre-Registration for New Students		
August 7 and 8	New Teacher In-service		
August 9, 10, 11	Teacher In-service (No School for Students)		
August 14	First Day of School (Gr: 1, 3, 5, 7, 9)		
	Kinder Orientation: 8:30 AM - Classroom Meet & Greet 9:30 AM - Transportation Registration (Students do not stay for class, Parents & Students dismissed after Bus Registration)		
August 15	First Day of School (Gr: K, 2, 4, 6, 8, 10, 11, 12)		
September 4	Holiday - Labor Day		
September 29	Teacher In-service (No School for Students)		
October 27	Teacher In-service (No School for Students)		
November 22 - 24	Holiday - Thanksgiving Break		
December 22 - January 5	Holiday - Winter Break		
January 15	Holiday - Martin Luther King, Jr.		
February 19	Holiday - President's Day		
March 5-9	Holiday - Spring Break		
March 30-April 2	Holiday - Spring Recess		
May 21	Senior Check Out		
May 25	Last Day of School - Early Release: K-6@12:00; 7-12@ 12:30		
May 26	EVHS Graduation 10:00 AM at Edward Medina Gym		
Early Release (Elementary Only)			
8/24, 9/7, 9/21, 10/5, 11/2, 11/16, 11/30, 12/14			
1/11, 1/25, 2/8, 2/22, 3/15, 4/12, 4/26, 5/10, 5/24			
Parent Teacher Conferences (Early Release: K-6@12:00; 7-12@ 12:30)			
October 19 and March 29			
Conference Times: Elementary 1-4 PM; CVMS 3-6 PM; EVHS 4-7 PM			
Grading Periods (3 week monitoring cycle)			
1st Quarter (8/14-10/13)	Progress Reports: 9/5, 9/26		
43 student days	Report Card Conference: Oct 25		
2nd Quarter (10/16-12/11)	Progress Report: 11/7; 11/28		
46 student days	Report Card sent home: Jan. 16		
3rd Quarter (1/8-3/16)	Progress Reports: 1/30; 2/20		
43 student days	Report Card Conference: March 29		
4th Quarter (3/19-5/18)	43/47	Progress Reports: 4/10; 5/1	
student days		Report Card sent home: May 24	

JANUARY 2018						
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APRIL 2018						
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JUNE 2018						
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PED Reporting Days	
Swimmer	Sept 1 (K3+)
100th Day	2nd Wed Oct (10/11)
125th Day	Dec 1
175th Day	2nd Wed Feb (2/14)
EDV	after last day (5/29)

1/9 Student Instructional Days
184 Teacher Work Days

LINK 3 PLUS™ "ARISE" START
Summer Program
 Prep & Planning Day: July 3
 Program Start: July 5
 Day 15: July 25
 Program End: Aug 8
 en/18 5.9.17



2017-2018 (12 Month Employee Calendar)

Board: Approved 4/20/2016

JULY 2017						
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AUGUST 2017						
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OCTOBER 2017						
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NOVEMBER 2017						
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DECEMBER 2017						
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Elementary School Hours 8:20 am - 3:00 pm	GVMS/EVHS School Hours 7:55 am - 3:20 pm
Thursday Early Release 8:20 - 12:50 pm	

JANUARY 2018						
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Holidays	
July 4	Holiday - Independence Day
September 4	Holiday - Labor Day
November 22 - 24	Holiday - Thanksgiving Break
December 22 - January 1	Holiday - Winter Break
January 15	Holiday - Martin Luther King, Jr.
February 19	Holiday - President's Day
March 8-9	Holiday - Spring Break
March 30-April 2	Holiday - Spring Recess
May 28	Holiday - Memorial Day

FEBRUARY 2018						
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Early Release (Elementary Only)	
8/24, 9/7, 9/21, 10/5, 11/2, 11/16, 11/30, 12/14	
1/11, 1/25, 2/8, 2/22, 3/15, 4/12, 4/26, 5/10, 5/24	
Parent Teacher Conferences (Early Release: K-5@12:00; 7-12@ 12:30)	
October 19 and March 29	
Conference Times: Elementary 1-4 PM; CVMS 3-6 PM; EVHS 4-7 PM	

MARCH 2018						
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Important Dates 2017 / 2018	
July 24-August 11	Pre-Registration for New Students
August 7 & 8	New Teacher In-service
August 9, 10, 11	Teacher In-service (No School for Students)
August 14	First Day of School (Gr: 1, 3, 5, 7, 9)
15-Aug	First Day of School (Gr: K, 2, 4, 6, 8, 10, 11, 12)
September 29	Teacher In-service (No School for Students)
October 27	Teacher In-service (No School for Students)
May 25	Last Day of School - Early Release: K-6@12:00; 7-12@ 12:30
May 26	EVHS Graduation 10:00 AM at Edward Medina Gym

APRIL 2018						
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JUNE 2018						
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PED Reporting Days	
Summer	- Sept 1 (K3+)
40th Day	-2nd Wed Oct (10/11)
80th Day	-Dec 1
120th day	- 2nd Wed Feb (2/14)
EOY	- after last day (5/29)

241 12 Month work Days
260 Calendar Days
evr 2/25/16

NM K-3 PLUS "JUMP START" Summer Program	
Prep & Planning Day: July 1	
Program Start: July 5	
Day 15: July 25	
Program End: Aug 8	

Ohkay Owingeh Traditional Calendar
2017

January – Oyíwhiht'saa P'óe

- 1st - New Year's Day – Nuuphaa Thaa**
- 6th - All King's Day - Rey Thaa**
 - Celebrate newly elected officials
 - Various dances and feasts

Last weekend of the month:

- Dances - Cloud Dance – Pogon Shadeh**
- Basket Dance – T'un Shadeh**

February - Dépiháá P'óe

- 2nd weekend: Deer Dance – Pää Shadeh**
- 3rd weekend: Seed ball / Shinny Game - P'uunanbay**
- 20th Summer - Khayeh P'óe**

March - Tsiyoópu P'óe

Spring Break

April - Kaa Waddee P'óe

- Easter Break - Yoesi vi Woewaa Thaa**
- Dances: Butterfly - Thi? Shadeh**
- Yellow Corn - Kh'úu Ts'ayyin Shadeh**
- Group Buffalo - K'o Shadej**
- Bow and Arrow - A'a Shadeh**
- Spring Social - P'ingeh Tsudeh Shadeh**

May - Kh'úu Ko P'óe

Mother's Day - Yiya vi Thaa

June - Kaa Khuu P'óe

- 1st weekend: St Anthony visits home**
- 13th: St. Anthony's Day - San Antonio Thaa**
 - Green Corn Dance - Khóhe?yeh Shadeh**
- 3rd weekend: St. John visits homes**
- 23rd: Ohkay Owingeh Fun Run (ää)**
 - Man Dance - Sen Shadeh**

Summer Buffalo - Ko?Pháynin Shadeh
Winter Buffalo - Ko?Ts'a?in Shadeh
24th: Ohkay Dwingeh Thaa - St. John's Feast Day
Blessing of the Waters - P'oK'ay
Comanche Dance - Phansây Shadeh
Summer Buffalo - Ko?Phánin Shadeh
Winter Buffalo - Ko?Ts'ä?in shadeh

July - Bay P'e?yin P'óe

August - T'ah tsaa P'óe

10th : Pueblo Revolt Day - P'opay Thaa
12th : Santa Clara Feast Day - Khaa P'óe Dwingeh Thaa
14th : First Day of School

September - Hää P'ay P'óe

End of the Month: Harvest Dance - Ten bee Shadeh

October - Kaa Yemu P'óe

November - Hää Wé?geh P'óe

1st : Haa wengeh Thaa
22nd - 24th: Thanksgiving Break - P'indee Koe Thaa

December - Than Thaa P'óe

4th Kwaadi P'oe
24th : Matatsina Shadeh
25th: Matatsina Shadeh
'Angé?in Shadeh - Evening Dance
26th: Oekuu Shadeh - Turtle Dance

AUGUST '17						
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SEPTEMBER '17						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

September – NNM teacher training session for Electric Car Challenge

Sept. - Supercomputing Challenge kickoff

OCTOBER '17						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October - Expanding Your Horizons, Santa Fe

NOVEMBER '17						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 18 – New Mexico Electric Car Challenge Competition

DECEMBER '17						
S	M	T	W	Th	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY '18						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January - NM Future City Competition

January - Middle School Science Bowl

February 17 - NM Regional Science Bowl

February - Visits made for High School Internship Program

FEBRUARY '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH '18						
S	M	T	W	Th	F	S
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March - RoboRAVE Rally Northern New Mexico

March 3 - Regional High School Science Bowl

March - Expanding Your Horizons Los Alamos

APRIL '18						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April - May - National Science Bowl, Washington, DC

MAY '18						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April - May - National Science Bowl, Washington, DC

For additional information contact
Janelle Vigil-Maestas at 665-4329 or
vigil-m@lanl.gov

Please note that Laboratory employees are
allowed up to 32 hours of
Science Education Community Service Time per
calendar year to support Science, Technology,
Engineering or Math related initiatives.

3.11 School District Consultations

Objective: To ensure that New Mexico schools collaborate with Tribal Governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background: New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurances of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000 plus students who represent New Mexico tribes from throughout the United States, who attend over 185 public schools and charter schools in the state of New Mexico, were the focus of state and tribal legislatures who established the Indian Education Act (IEA) in 2003.

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

Results.

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

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

Action Plan.

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

3.12 Indigenous Research, Evaluation, and Curricula

Objective: Ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by the New Mexico Tribes.

Background: Indian education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The indigenous research methodologies differ from the Western educational approaches. Indigenous research methodologies are powerful and worth while despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods. The TEWA teachers have received training in the following areas: Active Listening, Total Immersion plus methodology strategies, Language backward design, government to government, understanding by design unit templates, training from the Indigenous Language institute and National Association of Bilingual Education.

Results.

- This has resulted in our TEWA teachers using strategies learned at many of the workshops attended. We have also created unit plans and scope and sequence for lessons to be learned. A Tewa Told test has been created for receiving a bilingual seal. Finally, we have a curriculum that we follow.

Conclusion. The methods above have created a challenging Tewa class that our students can take so that Language and culture may be preserved

Action Plan.

- We will continue with professional development and utilizing the strategies acquired to assess our AI students.