



Los  
Lunas Schools

Tribal Education Status Report  
2019-20

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# Student Achievement

**Objective.** To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

**Background.** The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English language arts 3-11; math 3-11, which includes Algebra I (may be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

**Methods.** Data (adapted from the NMPED website) is in the following order. Conclusions are after each set of data.

- Transition Assessment in Math and English Language Arts (TAMELA) proficiency data for the spring of 2019
- Multi-year overview comparisons of data with subgroups by school including data for ethnicity, economic status, gender, and students with disabilities.
- District SBA Science results for 2019
- Proficiencies Broken-down for Specialized Groups of American Indian Students 2018-19
- District IStation results for 2019

## Results.

### Transition Assessment in Math and English Language Arts (TAMELA) Spring 2019

				Levels 4 and 5 are Proficient.				
State or District	School	Group	Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Statewide	All Students	All Students	Algebra 1	15	43	23	17	≤ 1
Los Lunas Schools	Districtwide	All Students	Algebra 1	16	52	24	8	≤ 1
Statewide	All Students	All Students	Algebra 2	39	28	19	14	≤ 1
Los Lunas Schools	Districtwide	All Students	Algebra 2	47	28	18	7	≤ 1
Statewide	All Students	All Students	ELA Grade 10	21	19	23	29	8
Los Lunas Schools	Districtwide	All Students	ELA Grade 10	19	18	23	29	11
Statewide	All Students	All Students	ELA Grade 11	13	16	24	38	10
Los Lunas Schools	Districtwide	All Students	ELA Grade 11	12	14	27	37	10
Statewide	All Students	All Students	ELA Grade 3	27	22	23	26	≤ 1
Los Lunas Schools	Districtwide	All Students	ELA Grade 3	25	19	22	32	3
Statewide	All Students	All Students	ELA Grade 4	21	22	26	26	5
Los Lunas Schools	Districtwide	All Students	ELA Grade 4	20	22	27	26	5
Statewide	All Students	All Students	ELA Grade 5	16	23	28	30	2

Los Lunas Schools	Districtwide	All Students	ELA Grade 5	14	19	30	35	2
Statewide	All Students	All Students	ELA Grade 6	15	23	33	26	3
Los Lunas Schools	Districtwide	All Students	ELA Grade 6	10	19	34	33	4
Statewide	All Students	All Students	ELA Grade 7	20	22	27	25	7
Los Lunas Schools	Districtwide	All Students	ELA Grade 7	24	21	27	24	4
Statewide	All Students	All Students	ELA Grade 8	20	22	27	27	4
Los Lunas Schools	Districtwide	All Students	ELA Grade 8	25	22	26	22	4
Statewide	All Students	All Students	ELA Grade 9	18	24	29	26	4
Los Lunas Schools	Districtwide	All Students	ELA Grade 9	18	26	27	27	2
Statewide	All Students	All Students	Geometry	17	36	32	14	≤ 1
Los Lunas Schools	Districtwide	All Students	Geometry	14	38	38	11	≤ 1
Statewide	All Students	All Students	Math Grade 3	18	23	27	28	4
Los Lunas Schools	Districtwide	All Students	Math Grade 3	14	18	30	32	5
Statewide	All Students	All Students	Math Grade 4	20	24	29	26	2
Los Lunas Schools	Districtwide	All Students	Math Grade 4	20	24	29	26	≤ 1
Statewide	All Students	All Students	Math Grade 5	16	32	28	22	3
Los Lunas Schools	Districtwide	All Students	Math Grade 5	14	27	28	28	3
Statewide	All Students	All Students	Math Grade 6	21	35	27	16	≤ 1
Los Lunas Schools	Districtwide	All Students	Math Grade 6	19	29	31	20	2
Statewide	All Students	All Students	Math Grade 7	15	36	30	17	2
Los Lunas Schools	Districtwide	All Students	Math Grade 7	15	33	34	18	≤ 1
Statewide	All Students	All Students	Math Grade 8	42	28	17	12	≤ 1
Los Lunas Schools	Districtwide	All Students	Math Grade 8	45	23	14	16	≤ 1

**Conclusion.** Los Lunas Schools' proficiency levels beat the state levels in ELA grades 3, 5, 6, and 10. In math Los Lunas Schools beats the state proficiency level in grades 3, 5, 6, and 8.

## Results.

### All Assessments, All Students 2016-19

In order to meet confidentiality requirements: 1) Information is not shown for groups with fewer than 10 students. 2) Percentages may be reported in ranks. Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA and Math; and 5) IStation Reading.			READING		MATH		SCIENCE	
State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
<b>Statewide 2019</b>	All Students,	<b>All Students</b>	295,171	34	221,40	20	83,940	35
<b>Los Lunas 2019</b>	Districtwide	<b>All Students</b>	7,819	35	6,119	20	2,185	34
<b>Los Lunas 2018</b>	Districtwide	<b>All Students</b>	7,817	39	5,989	23	2,191	40
<b>Los Lunas 2017</b>	Districtwide	<b>All Students</b>	7,553	38.0	5,589	20.0	1,823	41.0
<b>Los Lunas 2016</b>	Districtwide	<b>All Students</b>	5,831	32.6	5,440	20.9	1,849	43.9
<b>Statewide 2019</b>	All Students,	Female	144,314	39	108,819	20	41,866	34
<b>Los Lunas 2019</b>	Districtwide	Female	3,710	41	2,930	21	1,043	31
<b>Los Lunas 2018</b>	Districtwide	Female	3,779	45	2,894	22	1,061	40
<b>Los Lunas 2017</b>	Districtwide	Female	3,614	43.0	2,662	21.0	862	40.0
<b>Los Lunas 2016</b>	Districtwide	Female	2,799	39.7	2,591	21.4	903	43.0
<b>Statewide 2019</b>	All Students,	Male	150,857	29	112,721	21	42,074	37
<b>Los Lunas 2019</b>	Districtwide	Male	4,109	30	3,189	20	1,142	36
<b>Los Lunas 2018</b>	Districtwide	Male	4,038	34	3,095	23	1,130	40
<b>Los Lunas 2017</b>	Districtwide	Male	3,939	32.0	2,927	19.0	961	42.0
<b>Los Lunas 2016</b>	Districtwide	Male	3,032	26.0	2,849	20.4	946	44.7
<b>Statewide 2019</b>	All Students,	Caucasian	68,795	48	50,480	34	18,585	57
<b>Los Lunas 2019</b>	Districtwide	Caucasian	1,882	42	1,459	27	497	48
<b>Los Lunas 2018</b>	Districtwide	Caucasian	1,961	49	1,407	30	537	55
<b>Los Lunas 2017</b>	Districtwide	Caucasian	1,980	48.0	1,296	29.0	398	50.0
<b>Los Lunas 2016</b>	Districtwide	Caucasian	1,404	41.6	1,239	28.9	438	62.3
<b>Statewide 2019</b>	All Students,	African American	10,801	30	8,087	15	3,042	31
<b>Los Lunas 2019</b>	Districtwide	African American	168	31	127	11	45	22
<b>Los Lunas 2018</b>	Districtwide	African American	78	31	61	11	25	24
<b>Los Lunas 2017</b>	Districtwide	African American	75	29.0	63	13.0	11	27.0
<b>Los Lunas 2016</b>	Districtwide	African American	75	20.0	69	15.9	28	21.4
<b>Statewide 2019</b>	All Students,	Hispanic	173,506	30	131,088	16	49,930	30
<b>Los Lunas 2019</b>	Districtwide	Hispanic	4,955	33	3,890	18	1,413	30
<b>Los Lunas 2018</b>	Districtwide	Hispanic	5,189	36	4,056	20	1,464	35
<b>Los Lunas 2017</b>	Districtwide	Hispanic	4,934	34.0	3,809	17.0	1,248	39.0
<b>Los Lunas 2016</b>	Districtwide	Hispanic	3,892	29.8	3,683	18.4	1,228	38.4

<b>Statewide 2019</b>	All Students,	Asian	6,630	52	4,836	42	1,841	54
<b>Los Lunas 2019</b>	Districtwide	Asian	107	37	72	26	29	34
<b>Los Lunas 2018</b>	Districtwide	Asian	43	67	29	55		
<b>Los Lunas 2017</b>	Districtwide	Asian	40	65.0	26	50.0	12	67.0
<b>Los Lunas 2016</b>	Districtwide	Asian	31	41.9	30	43.3	12	66.7
<b>Statewide 2019</b>								
<b>Statewide 2019</b>	All Students,	American Indian	35,439	25	27,049	12	10,542	20
<b>Los Lunas 2019</b>	Districtwide	American Indian	707	31	571	18	201	28
<b>Los Lunas 2018</b>	Districtwide	American Indian	546	33	436	19	157	36
<b>Los Lunas 2017</b>	Districtwide	American Indian	524	32.0	395	17.0	154	35.0
<b>Los Lunas 2016</b>	Districtwide	American Indian	429	29.4	419	17.7	143	36.4
<b>Statewide 2019</b>								
<b>Statewide 2019</b>	All Students,	Economically Disadvantaged	218,410	28	162,531	15	60,783	28
<b>Los Lunas 2019</b>	Districtwide	Economically Disadvantaged	5,999	30	4,618	17	1,600	30
<b>Los Lunas 2018</b>	Districtwide	Economically Disadvantaged	5,348	36	3,951	20	1,390	35
<b>Los Lunas 2017</b>	Districtwide	Economically Disadvantaged	5,664	34.0	4,110	16.0	1,352	36.0
<b>Los Lunas 2016</b>	Districtwide	Economically Disadvantaged	4,169	28.7	3,832	18.7	1,268	39.6
<b>Statewide 2019</b>								
<b>Statewide 2019</b>	All Students,	Students w Disabilities	45,238	12	35,607	8	13,462	14
<b>Los Lunas 2019</b>	Districtwide	Students w Disabilities	988	12	817	8	296	16
<b>Los Lunas 2018</b>	Districtwide	Students w Disabilities	983	14	806	9	280	10
<b>Los Lunas 2017</b>	Districtwide	Students w Disabilities	859	20.0	646	9.0	208	18.0
<b>Los Lunas 2016</b>	Districtwide	Students w Disabilities	725	5.1	690	5.1	212	14.2
<b>Statewide 2019</b>								
<b>Statewide 2019</b>	All Students,	English Language	49,639	15	36,373	8	13,757	12
<b>Los Lunas 2019</b>	Districtwide	English Language	982	12	740	9	242	13
<b>Los Lunas 2018</b>	Districtwide	English Language	895	18	617	10	226	15
<b>Los Lunas 2017</b>	Districtwide	English Language	927	19.0	741	11.0	263	22.0
<b>Los Lunas 2016</b>	Districtwide	English Language	569	11.2	495	7.5	160	14.4

**Conclusion.** In the 2018-19 school year American Indian students in Los Lunas Schools performed significantly higher than the statewide averages in reading, math, and science. The overall trends since 2016 have remained stable in reading and math. Science had a decline from 2018 to 2019.

**Results. Standards Based Assessment Science results 2019. Highlighted areas indicate where Los Lunas Schools was at or above the statewide proficient scores.**

Standards Based Assessment Science 2019 State and 2018 and 2019 District							
In order to meet confidentiality requirements: 1) Information is not shown for grades with fewer than 10 students. 2) Percentages may be reported in ranges.			Levels 3 and 4 are Proficient				
year	District	School	Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %
2019	Statewide	All Students	4	26	31	40	3
2019	Los Lunas Public Schools	Districtwide	4	26	31	41	3
2018	Los Lunas Public Schools	Districtwide	4	20	29	47	4
2019	Statewide	All Students	7	25	35	32	8
2019	Los Lunas Public Schools	Districtwide	7	25	40	32	4
2018	Los Lunas Public Schools	Districtwide	7	22	32	36	10
2019	Statewide	All Students	11	23	44	30	3
2019	Los Lunas Public Schools	Districtwide	11	19	51	26	4
2018	Los Lunas Public Schools	Districtwide	11	21	46	31	≤ 1

**Conclusion.** Out of the 6 proficiency levels, Los Lunas Schools meets or beats the statewide proficiency 67% of the time.

**Results. Proficiencies Brokendown for Specialized Groups of American Indian Students 2018-19.**

District Name	Subgroup	Reading Total	Reading Percent Proficient	Math Total	Math Percent Proficient	Science Total	Science Percent Proficient
Los Lunas Public Schools	All Students	7819	35	6119	20	2185	34
Los Lunas Public Schools	American Indian	707	31	571	18	201	28
Los Lunas Public Schools	American Indian Economically Disadvantage	544	28	428	16	150	27
Los Lunas Public Schools	American Indian Not Economically Disadvantaged	163	42	143	23	51	31
Los Lunas Public Schools	American Indian Male	356	31	292	19	102	33
Los Lunas Public Schools	American Indian Female	351	32	279	17	99	23
Los Lunas Public Schools	American Indian English Language Learners	76	12	42	≤5	*	
Los Lunas Public Schools	American Indian Not English Language Learners	631	34	529	19	192	29
Los Lunas Public Schools	Economically Disadvantaged	5999	30	4618	17	1600	30
Los Lunas Public Schools	English Language Learners	982	12	740	9	242	13
Los Lunas Public Schools	Not Economically Disadvantaged	1820	51	1501	29	585	45
Los Lunas Public Schools	Non-English Language Learners	6837	39	5379	22	1943	36
Los Lunas Public Schools	American Indian Students with Disabilities	88	20	71	13	26	15
Los Lunas Public Schools	American Indian Students without Disabilities	619	33	500	19	175	30
Los Lunas Public Schools	Non-American Indian Students with Disabilities	900	11	746	8	270	16
Los Lunas Public Schools	Non-American Indian Students without Disabilities	6212	39	4802	22	1714	37

\* indicates less than ten students so results are masked

≤ indicates masking rules used, results cannot be more specific

**Conclusion.** In looking at reading proficiencies, American Indian economically disadvantaged students performed comparable with other economically disadvantaged students in the district with proficiencies of 28% and 30% respectively. Both American Indian and all other students who were English language learners performed at 12% proficient. American Indian students with disabilities were 20% proficient while their non-American Indian students with disabilities were at 11% proficient.

In looking at math proficiencies, American Indian students with disabilities were 13% proficient while non-American Indian students with disabilities were only 8% proficient. Non-American Indian English language learners outperformed their American Indian counterparts with 9% and ≤5% proficient respectively. All other categories did not have largely different proficiencies.

In regards to science proficiencies, American Indian males outperformed American Indian females by 10 proficiency points. Non-American Indian students who were not economically disadvantaged outperformed American Indian students in the same category by 14 proficiency points. In the non-English language learners, American Indians were 29% proficient while non-American Indians were at 36% proficient.

**Results. IStation results 2019. Highlighted areas indicate where Los Lunas Schools was at or above the statewide proficient scores.**

## IStation Early Reading Assessment 2019

Limited to the End-of-Year Assessment

State and District

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students.
- 2) Percentages may be reported in ranges.
- 3) Because of rounding, percentages may not add up to 100%.

Level 4 and 5 are Proficient

Code	District	School	Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
999999	Statewide	All Students	KN	19	22	22	20	18
86000	Los Lunas Public Schools	Districtwide	KN	12	26	19	21	23
999999	Statewide	All Students	1	19	24	23	19	16
86000	Los Lunas Public Schools	Districtwide	1	17	21	24	20	18
999999	Statewide	All Students	2	16	18	22	20	24
86000	Los Lunas Public Schools	Districtwide	2	18	20	22	19	21

**Conclusion.** 44% of kindergarten students, 38% of first grade students, and 40% of second grade students in Los Lunas Schools met the statewide proficiency level.

**Conclusion.** See conclusions after each set of data. Due to the pandemic, assessment data for the 2019-20 school year cannot be shared as the Public Education Department waived the testing requirements.



**Action Plan.** Los Lunas Schools' vision is to be the premier district in the state of New Mexico by exemplifying high levels of learning for **all** students. Through the High Reliability Schools and Professional Learning Community processes, all schools in the Los Lunas Schools' District are disaggregating and analyzing data in ongoing cycles. School sites will use this data to implement the Response to Intervention model to provide additional academic support in skill deficit areas for all students.

Los Lunas Schools applied and was awarded money district wide for Extended Learning Time. Each school is developing a plan to use this money to target the students with the greatest need. Through the developing process, each school is looking at its data to identify those students, develop an action plan, and then track the effectiveness of the program(s). These programs need to be tied to each school's 90 Day Plan.

Six-Step Phonics will be in its third year of implementation in grades K-2. Principals are required to monitor the use of this program.

Los Lunas Schools will continue to employ two Native American Liaisons and will be sharing secondary academic and truancy data with the Pueblo of Isleta Department of Education and both Native American Liaisons at every grading cycle so that students can be more successful.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

All Los Lunas Schools' students will be provided a device to participate in remote learning. Teachers will be assessing students throughout the year for academic performance levels due to the Covid-19 pandemic and lack of opportunity for learning due to schools going to a remote learning environment in March of the 2019-20 school year. Teachers will use this data to guide their instruction.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## School Safety

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

**Background.** New Mexico, as do other states in the rest of the nation, looks at strategies to keep students, staff, and faculty safe in schools.

The school safety plan offers new research and new approaches with the intent to:

- assist schools and their community partners in the revision of the school level safety plans;
- prevent an occurrence and/or recurrence of undesirable events;

- properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

**Methods.** Los Lunas Schools' Safety and Security Department consists of the following:

- 1 Director of Safety and Security
- 1 Safety and Security Specialist
- Campus Security Officers stationed at all middle and high schools
- 15 School Resource Officers covering all 15 school sites
- 4 Crossing Guards
- 1 Attendance Liaison Coordinator who collaborates with the Pueblo of Isleta Truancy Department
- 1 Secretary

Safety and Security Department online resources include the following:

- *Apps You Want To Know: Parent's Guide to What You May OR May Not Want to Know About Your Child's Social Media Life ...* – This guide gives parents insight to texting apps, blogging apps and sites, secret apps, dating apps, and fun apps. It has a guide for starting conversations about social media other resources for parents.
- Los Lunas Schools' Student Behavior Handbook - The purpose of this document is to assist students, parents, teachers, staff, and school administrators in understanding that the school community exists to help all students develop their full potential for learning and the necessary self-discipline to enable them to become productive, responsible members of a democratic society.
- Guidelines for in School Self Harm or Threats to Harm Others/Crisis Intervention – This document contains the guidelines and forms that school staff are to follow and use in the event that a student threatens self-harm or harm to others. It also includes suicide intervention resources.
- Active shooter training video – This nine-minute video gives guidelines on surviving an active shooter situation.

Other:

- Active shooter trainings continue involving staff, local law enforcement, and emergency responders at all school sites.
- Safety audits were conducted to include additional safety measures (ie. cameras and fencing).
- Crisis forms were updated to make them more effective.
- Counselors, school psychologist, and social workers have been trained in the "Signs of Suicide" program. This program is designed to help students who are thinking about suicide. It gives strategies to prevent suicide. Buddy counselors from the elementary level work with secondary counselors to deliver the program to secondary students.

- MOU was implemented between a counseling agency and Los Lunas Schools to offer care to students in crisis.
- High school and middle school students have the “STOPit” app available to anonymously report bullying/cyberbullying, violence/threats, drugs/alcohol, etc.
- All 15 school sites will be using the Raptor Visitor and Emergency Management System. The system will register and screen every campus visitor, volunteer, and contractor so that school officials know who is entering their buildings.

**Results.** Reported infractions for the 2019-20 school year by grade level and ethnicity as reported by STARS. Due to FERPA guidelines all student level data less than 10 has been masked.

2019-2020 Discipline Infractions by Grade Level and Ethnicity	Ethnicity						Grand Total
	Asian	Black	Caucasion	Hispanic	Nat American	Pacific Islander	
<b>Infraction and Grade Level</b>							
<b>Alcohol Violation - Possession</b>			≤10	≤10			≤10
9th			≤10	≤10			≤10
10th				≤10			≤10
11th				≤10			≤10
<b>Alcohol Violation - Use</b>			≤10	14	≤10		24
4th			≤10	≤10			≤10
6th			≤10	≤10			≤10
7 <sup>th</sup>				≤10			≤10
8 <sup>th</sup>			≤10	≤10			≤10
9th			≤10	≤10	≤10		≤10
10th				≤10			≤10
11th			≤10				≤10
12th			≤10				≤10
<b>Assault/Battery aggravated with hands, feet, fist</b>		≤10	≤10	20	≤10		30
7th		≤10	≤10	≤10	≤10		≤10
8th				≤10			≤10
9th		≤10		11			13
10th		≤10	≤10	≤10			≤10
11th				≤10			≤10
12th			≤10				≤10
<b>Assault/Battery simple</b>		≤10	17	60	≤10		85
4th			≤10				≤10
6th				≤10			≤10
7th			≤10	19	≤10		27
8th			≤10	16	≤10		24
9th		≤10	≤10	≤10	≤10		15
10th			≤10	≤10			≤10
11th			≤10	≤10			≤10
12th				≤10			≤10

<b>Assault/Battery with a firearm</b>				≤10			≤10
	7th			≤10			≤10
	8th			≤10			≤10
<b>Assault/battery with knife or cutting object</b>			≤10				≤10
	8 <sup>th</sup>		≤10				≤10
<b>Bullying and or Harassment not based on sex, race, color, national origin or disability</b>			≤10	≤10			<b>13</b>
	4th			≤10			≤10
	7th			≤10			≤10
	8th		≤10	≤10			≤10
	9th			≤10			≤10
	10th		≤10	≤10			≤10
	11th			≤10			≤10
<b>Bullying and or Harassment on the basis of sex, race, color, national origin or disability</b>			≤10	≤10			≤10
	8th			≤10			≤10
	9th			≤10			≤10
	10th		≤10				≤10
<b>Criminal Damage</b>			≤10	≤10			≤10
	7th			≤10			≤10
	8th			≤10			≤10
	10th		≤10	≤10			≤10
	11th			≤10			≤10
<b>Disorderly Conduct</b>				<b>10</b>			<b>10</b>
	9th			≤10			≤10
	10 <sup>th</sup>			≤10			≤10
	12th			≤10			≤10
<b>Drug Violation</b>		≤10	<b>23</b>	<b>131</b>	<b>16</b>		<b>171</b>
	6th		≤10	≤10			≤10
	7th		≤10	≤10			13
	8th		≤10	30	≤10		37
	9th		≤10	39	≤10		51
	10th		≤10	18	≤10		24
	11th		≤10	20	≤10		24
	12th	≤10		≤10	≤10		14
<b>Gang Related Activity</b>		≤10		≤10			≤10
	9th	≤10		≤10			≤10
	10th			≤10			≤10
<b>Graffiti</b>				≤10			≤10
	11th			≤10			≤10
<b>Handgun Possession</b>				≤10			≤10
	9th			≤10			≤10
<b>Missing Property/Theft</b>			≤10	≤10			≤10
	4th			≤10			≤10
	6th			≤10			≤10
	7th		≤10				≤10
	12th			≤10			≤10
<b>Other Violence - General(includes Threat or intimidation)</b>				≤10			≤10
	9th			≤10			≤10

<b>Other Vandalism</b>			≤10			≤10
12th			≤10			≤10
<b>Other Weapons/Substance Abuse/Gang Activity</b>			≤10	≤10		≤10
10 <sup>th</sup>			≤10	≤10		≤10
12th			≤10			≤10
<b>Sexual Harassment (includes bullying on the basis of sex)</b>				≤10		≤10
8th				≤10		≤10
<b>Tobacco Use</b>		≤10	37	132	≤10	180
6th			≤10	≤10		≤10
7th			≤10	18	≤10	26
8th			≤10	26	≤10	38
9th		≤10	≤10	41	≤10	52
10th			≤10	21	≤10	31
11th				13	≤10	14
12th			≤10	12		16
<b>Vandalism</b>				≤10		≤10
9th				≤10		≤10
<b>Weapons Possession - Knife/Cutting</b>				11		11
2nd				≤10		≤10
6th				≤10		≤10
8th				≤10		≤10
9th				≤10		≤10
11th				≤10		≤10
12th				≤10		≤10
<b>Weapons Possession - Other</b>				≤10		≤10
8th				≤10		≤10
<b>Grand Total</b>		≤10	104	427	36	575

**Conclusion.** Out of 575 discipline incidents reported through STARS in the chart above for the 2019 – 2020 school year, 36 (6.26%) of the offenses were by American Indian students. This is down from 10.6% in the 2019-20 school year and 11.3% in the 2017-18 school year.

**Action Plan.** By proactively utilizing the Los Lunas Schools’ Native American Liaisons and working as a team with the student, parent, school counselors, and school level administration they will be able to receive information which can help to identify the underlying cause of disciplinary actions. This practice helps to prevent chronic discipline issues.

High school students will continue to have the “STOPit” app available to anonymously report bullying/cyberbullying, violence/threats, drugs/alcohol, etc.

All 15 school sites will be using the Raptor Visitor and Emergency Management System. The system will register and screen every campus visitor, volunteer, and contractor so that school officials know who is entering their buildings.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district. Los Lunas Schools has added two social workers to the Mental Health Team to better support all students.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## Graduation Rate

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

**Background.** Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian student in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

**Methods.**

### Four Year Graduation Rate for American Indian Students in Los Lunas Schools, Cohort 2019, 2018, 2017 and 2016:

2019 Cohort			
District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	78.1
Los Lunas	Districtwide	Female	80.8
Los Lunas	Districtwide	Male	75.5
Los Lunas	Districtwide	Caucasian	80.3
Los Lunas	Districtwide	Hispanic	78.8
Los Lunas	Districtwide	<b>American Indian</b>	<b>67.8</b>
Los Lunas	Districtwide	Economically Disadvantaged	73.1
Los Lunas	Districtwide	Students w Disabilities	70.1
Los Lunas	Districtwide	English Language Learners	78.6

2018 Cohort			
District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	73.9
Los Lunas	Districtwide	Female	81.2
Los Lunas	Districtwide	Male	67.4
Los Lunas	Districtwide	Caucasian	69.5
Los Lunas	Districtwide	Hispanic	75.6
Los Lunas	Districtwide	<b>American Indian</b>	<b>71.2</b>
Los Lunas	Districtwide	Economically Disadvantaged	71.0
Los Lunas	Districtwide	Students w Disabilities	63.1
Los Lunas	Districtwide	English Language Learners	69.3

2017 Cohort				2016 Cohort			
District	School	Group	Rate (%)	District	School	Group	Rate (%)
Los Lunas	Districtwide	All Students	76.3	Los Lunas	Districtwide	All Students	81
Los Lunas	Districtwide	Female	78.9	Los Lunas	Districtwide	Female	87
Los Lunas	Districtwide	Male	73.6	Los Lunas	Districtwide	Male	74
Los Lunas	Districtwide	Caucasian	78.3	Los Lunas	Districtwide	Caucasian	81
Los Lunas	Districtwide	Hispanic	76.0	Los Lunas	Districtwide	Hispanic	82
Los Lunas	Districtwide	American Indian	78.5	Los Lunas	Districtwide	American Indian	62
Los Lunas	Districtwide	Economically Disadvantaged	69.4	Los Lunas	Districtwide	Economically Disadvantaged	76
Los Lunas	Districtwide	Student w Disabilities	69.9	Los Lunas	Districtwide	Students w Disabilities	69
Los Lunas	Districtwide	English Learners	66.6	Los Lunas	Districtwide	English Language Learners	80

**Results.** The 2020 4-year cohort data was not available on the NMPED website at the time of this report. The first chart was taken directly from the NMPED website with the 2019 4-year cohort graduation rates. This data showed a 67.8% graduation rate for American Indian students which was significantly below the district average of 78.1%. The remaining charts show the cohort rates for the previous 3 years. There has been a steady decline in American Indian graduation rates from 2017 through 2019.

For additional information please visit the New Mexico Public Education's Vistas website at: <https://newmexicoschools.com/districts/86/graduation>

**Conclusion.** Based on the data, there was a large (16.5%) increase in American Indian graduation rates from 2016 to 2017 and there has been a steady decline in those same rates since 2017.

**Action Plan.** Los Lunas Schools' vision is to be the premier district in the state of New Mexico by exemplifying high levels of learning for all students. Through the High Reliability Schools and Professional Learning Community processes, **all** schools in the Los Lunas Schools' District are disaggregating and analyzing data in ongoing cycles. School sites will use this data to implement the Response to Intervention model to provide additional academic support in skill deficit areas for all students.

Los Lunas Schools will continue their intervention/prevention programs that are in place that help support students and decrease drop-outs by offering credit recovery classes, summer school, online classes, Tier II and Tier III interventions if needed, an alternative high school, and the Distance Learning Academy housed at Century High School.

All Los Lunas Schools' students will be provided a device to participate in remote learning. Teachers will be assessing students throughout the year for academic performance levels due to the Covid-19 pandemic and lack of opportunity for learning due to schools going to a remote learning environment in March of the 2019-20 school year. Teachers will use this data to guide their instruction.

Los Lunas Schools will continue to employ two Native American Liaisons, one at the middle school level and one at the high school level to foster relationships with families and students, work to solve truancy issues, promote student's leadership skills, and assist students and families with academics all of which impact graduation rates.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools will continue to share academic and truancy data on their secondary level students with the Pueblo of Isleta Department of Education and both Native American Liaisons at every grading cycle. Collaboration will happen between the two entities to ensure that students are more successful.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## Attendance

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

**Background.** The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk 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 (freshmen) cohort graduation rate for the state, which results in a lower graduation rate.

### **Methods.**

**Attendance Rate - Student attendance rates derived from student attendance summary; days attended/days enrolled. Ethnicity and grade level matched to records.**



2019-20 Average Attendance Rates			2018-19 Average Attendance Rates		2017-18 Average Attendance Rates	
	All Students	American Indian	All Students	American Indian	All students	American Indian
KN	98	98	94	95	93	93
1	98	98	95	95	94	91
2	99	98	95	94	94	95
3	99	98	95	95	94	94
4	98	98	95	95	94	95
5	99	98	94	95	94	94
6	98	98	94	94	94	94
7	99	98	95	96	95	94
8	99	98	95	95	95	93
9	98	98	94	94	92	92
10	98	98	94	94	93	93
11	98	98	94	95	93	92
12	98	99	94	94	93	92

2016-17 Average Attendance Rates			2015-16 Average Attendance Rates	
	All students	American Indian	All students	American Indian
KN	94	94	93.8	93.5
1	94	94	93.9	94.1
2	94	94	95.1	95.1
3	95	95	94.8	95.7
4	95	95	95.0	93.4
5	94	93	95.1	94.0
6	94	94	94.6	94.0
7	94	94	95.6	95.6
8	95	94	94.4	94.5
9	94	94	93.7	92.0
10	93	93	93.8	92.5
11	93	93	93.2	93.4
12	94	93	90.9	90.8

Habitually Truant 2019-2020					
Elementary		Middle School		High School	
All Students	American Indian Students	All Students	American Indian Students	All Students	American Indian Students
Not Available*	Not Available*	Not Available*	Not Available*	Not Available*	Not Available*

\*Public Education Department's report will need to be rebuilt to reevaluate the logic. Data is unavailable at this time.

Habitually Truant 2018-2019					
Elementary		Middle School		High School	
All Students	American Indian Students	All Students	American Indian Students	All Students	American Indian Students
11.07%	6.75%	7.26%	12.26%	26.21%	13.30%

Habitually Truant 2017-18					
Elementary		Middle School		High School	
All Students	American Indian Students	All Students	American Indian Students	All Students	American Indian Students
11.2%	6.7%	11.3%	15.3%	36.5%	44.1%

### Mobility Rate All Students for SY 2019-20

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.153

### Mobility Rate All Students for SY 2018-2019

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.225

### Mobility Rate All Students for SY 2017-18

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.203

**Results.** The attendance rates for American Indians in the last five years is generally less than the rates of all students in Los Lunas Schools. In 2015-16 there were four grade levels (1, 3, 8, 11) with higher attendance rates. In 2016-17, American Indians had higher attendance rates than all students in six grade levels (K, 1, 2, 3, 9, 11). In 2017-18 there were two grade levels (2, 4) with higher attendance. In 2018-19 there were three grade levels (K, 7, 11) where American Indian's attendance rate was higher and there were eight grade levels (1, 3, 4, 6, 8, 9, 10, 12) where it was equal to the rates all students.

In the 2019-20 school year the attendance rate was higher for American Indians and all Los Lunas Schools' students across the board from the previous years. These higher attendance rates could be attributed to the Covid-19 pandemic as remote learning was implemented in March of the school year. Attendance was not calculated from that point on. American Indian students had higher attendance rates than all students in only one grade level, 12<sup>th</sup> grade. The rates were equal for seven grade levels (K, 1, 4, 6, 9, 10, 11).

At the elementary and high school level, the habitually truant rate for American Indians was lower than the rate for all students, but at the middle school level, their rate was higher. American Indians

at the middle school level had a slight drop in their habitually truant rate from the 2017-18 to 2018-19 school years and there was significant drop in the high school level rate (-30.8%).

Los Lunas Schools' mobility rate has been significantly reduced between the 2018-19 school year and the 2019-20 school year.

For additional information see the New Mexico Public Education Department's website at:

<https://newmexicoschools.com/districts/86/attendance>

**Conclusion.** In analyzing the given data there is a correlation with the attendance rates of American Indian students being lower than all students mainly in the lower grade levels and the habitually truant rates being lower in the elementary level as well. The data shows that American Indian students attend school in the lower grades, but not as much in middle and high school. There was a huge drop in the truancy rates for American Indian students at the high school level from 2017-18 to 2018-19.

**Action Plan.** The Native American Liaisons will continue to monitor and support our American Indian students in regards to daily attendance rates and truancy issues.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district on truancy issues.

In addition to the liaisons, the Truancy Department within the Pueblo of Isleta works collaboratively with the Los Lunas Schools by contacting the schools about truant students who can then schedule parent conferences to discuss the issue and look for resolutions. Los Lunas Schools will provide truancy plans, school counselors, and activities that support parent engagement in their child's learning.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## Parent and Community Involvement

**Objective.** The parent and community objective is 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 with public and charter schools.

**Background.** The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools – whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their

children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

## **Methods.**

### **Indian Education Committee (IEC):**

- The purpose of this committee is advisory to help in developing, planning, evaluating, and implementing the most effective Native American Program, which meets the academic needs of all Native American Students
- IEC members review copies of the Title VI and other grant applications that impact Native American students
- Met each quarter with any additional parents who wanted to attend
- Tribal officials, the Pueblo of Isleta Department of Education (POI/DOE) and Native American parents received an emailed copy of any documents being discussed at the meeting. Parents received a computer-generated reminder call the Sunday before each meeting. Minutes of the meetings are emailed to the aforementioned stakeholders after the meeting

### **Native American Parent Liaison (new position; full-time at the middle school level):**

- Liaison for Los Lunas Middle School and Valencia Middle School
- Collaborated with parents and students regarding grades, Parent Portal, truancy, etc.
- Sponsored a Native American Club at both middle schools
- Organized field trips for students
- Attended Individualized Education Plan (IEP) meetings

### **Native American Parent Liaison (full-time at the high school level):**

- Liaison for Los Lunas High School, Valencia High School, and Century High School
- Collaborated with parents and students regarding scholarships, college applications, etc.
- Sponsored a Native American Club at Los Lunas High School and Valencia High School
- Organized field trips for students
- Attended Individualized Education Plan (IEP) meetings

### **Events:**

- College/career fair, held in March, for students, parents, and grandparents to improve educational and career awareness opportunities
- Los Lunas Schools supplied backpacks for the Annual Johnson O'Malley Back-to-School Supply Drive where parents come for a short presentation before receiving their supplies
- Seniors went to visit the University of New Mexico for their "Senior Day"
- Juniors went to visit the University of New Mexico for their "Junior Day"

\*Many scheduled events were cancelled due to the COVID-19 pandemic.

### **Surveys:**

- A fall and a spring survey were sent out to parents to get their input on the programs provided and what they would like to see implemented

## Results.

- Four American IEC meetings were held with phone call reminders to parents the Sunday before the meeting, documents to be discussed were emailed to parents ahead of the meeting, and minutes emailed after the meeting
- Two IEC members and one Native American Liaison attended the Positive Supports for Native American Youth conference put on by Sundance Educational Consulting
- IEC members and other parents had the opportunity to review and comment on the Tribal Education Status Report, IEC By-Laws, Indian Policies and Procedures, Title VI Formula Grant, student/parent surveys, and the School District Indian Education and Cultural Inclusion Grant
- College/career fair had over 122 students and families attend and 28 schools and organizations were represented
- Los Lunas Schools supplied over 450 backpacks for the Johnson O'Malley Back-to-School Supply Drive
- 19 seniors went to visit the University of New Mexico for their "Senior Day"
- 20 juniors went to visit the University of New Mexico for their "Junior Day"
- Native American Club at Los Lunas High School had approximately 25 members and Valencia High School had approximately 20 members
- Native American Club at Valencia Middle School had approximately 20 members while the one at Los Lunas Middle School had approximately 24 members

**Conclusion.** Evidence has shown that when parents are actively engaged in their child's education, student achievement outcomes are improved. Communication and collaboration between the tribal officials, POI/DOE, POI Truancy, and Los Lunas Schools has increased in the last few years. As a result of this communication and collaboration, parent involvement is increasing as well.

**Action Plan.** Los Lunas Schools will continue to collaborate with parents, tribal officials, the POI/DOE, POI Truancy, and any community agencies or services to improve educational opportunities for American Indian students. Los Lunas Schools will also continue the above educational programs and events outlined in this section.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

# 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 LEAs, 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 American Indian students and their families can meet and take advantage of those academic opportunities.

**Methods. Educational Programs or Activities:**

- Two Full time Student/Family Liaisons (one at the high school level and one at the middle school level) providing the following:
  - Sponsored Native American Clubs – Los Lunas and Valencia High Schools and Los Lunas and Valencia Middle Schools each had a Native American club that met throughout the school year to promote academics, leadership, and service.
  - High School Liaison Organized College Campus Visits – Seniors were taken to the University of New Mexico (UNM) in the fall semester. Juniors were taken to the UNM in the spring semester. These trips gave students the opportunity to actually see the physical location of the school as well as get a feeling for the culture of the school in order to make a more informed decision about their post-secondary plans.
  - Both liaisons met with students regarding attendance and academics. Additionally, the high school liaison met with students regarding the Native language program, credit recovery, transcripts, and scholarships.
- Tutoring for students was offered during advisory period at each high school. Students were sent to the teacher of the subject they were struggling in for extra assistance. Tutoring was held at one of the elementary schools with a high Native American population.
- Career/College Fair – Held annually. Tables were set up with representatives of colleges, trade schools, armed forces, and businesses for students and parents to connect with.
- TIWA language courses – TIWA I and II language courses were offered at both Valencia High and Los Lunas High Schools. Students have the opportunity earn college credit for both the TIWA I and TIWA II classes. The teachers are hired by the Pueblo of Isleta Education Department of Education.
- Social Studies curriculum (New Mexico History) – All seventh-grade students engaged in gaining a deeper understanding of the culture and history of American Indians through their New Mexico History class.
  - Los Lunas Middle School concentrates on the architecture pre and post-Spanish influence in the classroom and takes a fieldtrip to the ABO ruins. The field trip was cancelled due to the COVID-19 pandemic.
  - Valencia Middle School learns about the Acoma Pueblo and takes a fieldtrip to Sky City Cultural Center. The field trip was cancelled due to the COVID-19 pandemic. They also read “The Last Snake Runner” by Kimberly Little in their language arts classes and have her spend the day talking to students as a culminating event.
- Los Lunas Schools went one-to-one with laptops for all high school students for the 2019-2020 school year and the middle school students all had one-to-one iPads. Three elementary schools continued to receive support and offer one-to-one iPads as Apple ConnectED schools. Apple trained teachers throughout the year to use these devices with their students.

## Results.

- The Native American club at Los Lunas High School had approximately 25 members while the one at Valencia High School had approximately 20
- The Native American club at Los Lunas Middle School had approximately 24 members while the one had 20 at Valencia Middle School had approximately
- College/career fair had over 122 students, community members, and parents attend and 28 schools and organizations were represented
- TIWA I language course enrollment for both high schools was 27 students and the TIWA II language course enrollment from both high schools was 29
- 19 seniors and 20 juniors attended the University of New Mexico campus tours
- All seventh-grade students studied Native American history.

**Conclusion.** In the 2019-20 school year Los Lunas Schools offered American Indian students the ability to participate in a wide range of programs which promote improved student performance and college and career readiness awareness as listed in the methods section. There were 777 American Indians enrolled in Los Lunas Schools last year (as per the 40<sup>th</sup> day snapshot).

**Action Plan.** Los Lunas Schools' vision is to be the premier district in the state of New Mexico by exemplifying high levels of learning for all students. Through the High Reliability Schools and Professional Learning Community processes, all schools in the Los Lunas Schools' District are disaggregating and analyzing data in ongoing cycles. School sites will use this data to implement the Response to Intervention model to provide additional academic support in skill deficit areas for all students, including American Indian students.

There will continue to be a Native American Liaison both at the high school and middle school levels.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools will continue the programs listed in the methods section. In offering these programs, it is imperative that Los Lunas Schools and the Pueblo of Isleta continue to have a collaborative relationship in the implementation of programs or activities which support the unique cultural and educational needs of American Indian students. Los Lunas Schools will continue to share academic data with the Pueblo of Isleta Department of Education throughout the year so that those students with academic needs can be give the support they need. This data will be analyzed and programs can be added or changed to meet the needs of the students.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## Financial Reports

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

**Background.** The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

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

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

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

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

**Methods. Los Lunas Schools Enrollment as of the 80<sup>th</sup> day count for SY 2019-20:**

All students - 8522

American Indians - 776

Percentage of American Indians – 9.1%

Total District Budget - \$147,723,692

24101 – Title I \$2,031,747

24189 – Title IV \$135,64

Number of American Indian funding sources – 3

25184 – Indian Ed. Formula Grant Title VI - \$93,701

25147 – Impact Aid - \$217,901

27150 – NM School Dist. Indian Education and Cultural Inclusion Grant - \$0

Total Budget for American Indian Programs - \$311,602

Amount per student - \$401

For additional information visit the New Mexico Public Education Department's Vistas website at:

<https://newmexicoschools.com/districts/86/finance>



**Results.** In the 2019 – 2020 school year, the Los Lunas Schools utilized funds from Title VI and Impact Aid to increase American Indian student’s educational opportunities. These funds were used to pay for field trips, the college/career fair, backpacks, tutoring, supplies, the partial building of a horno at a high school, and salaries. Due to COVID-19, the horno was not completed, many fieldtrips were cancelled, and the senior banquet was not held.

Impact Aid was utilized to pay for the salary of a new position of a Native American Liaison at the middle school level and Title VI was utilized to pay for the salary of a Native America Liaison at the high school level.

**Conclusion.** Los Lunas Schools has an approval process in place and stays within the guidelines in the utilization of funds to support and provide best possible outcomes for the education of American Indian students. Los Lunas Schools provides a variety of programs and activities to meet the needs of the American Indian students in our district.

**Action Plan.** In order to support and/or impact American Indian student achievement during the 2020 – 2021 school year, Los Lunas Schools will continue to have two Native American Liaison positions, one at the middle school level and one at the high school level to support students and their families. The liaisons will work to reduce truancy and increase graduation rates.

Los Lunas Schools will continue to provide ongoing data to the Pueblo of Isleta Department of Education to identify those students with academic and/or truancy needs so that both entities can collaborate on the best way to serve these students.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all American Indian students in the district.

Los Lunas Schools is planning to use Title VI funds to provide tutoring, specifically in math, to all American Indian students district-wide.

Los Lunas schools will continue to provide activities, programs, and supplies listed in the results section and throughout this report. These programs will continue to support American Indian student achievement and wellness.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

## 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 the Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

**Methods. Outline of IPPs for Los Lunas Schools**

- I. Opportunities to comment on Native American children's participation
  - A. Indian Education Committee (IEC)/parent meetings on a quarterly basis
  - B. Monthly collaboration meetings with Pueblo of Isleta Department of Education (DOE)
  - C. Yearly meeting with tribal leadership
  - D. Applications provided to tribal officials and Pueblo of Isleta DOE and shared at IEC meetings
  - E. Reports provided annually to tribal officials and Pueblo of Isleta DOE and shared at IEC meetings
  - F. Survey results shared with tribal officials and Pueblo of Isleta DOE and at IEC meetings
- II. Opportunities for tribes and parents of Indian children to provide their views on educational programs and activities
  - A. Parent surveys in the fall and spring to allow for input
  - B. Provide a question to solicit the tribes' preferred method of communication
  - C. Accommodate preferred method of communication
  - D. Provide a Native American Programs brochure
- III. Assess and share the extent to which Indian children participate on an equal basis with non-Indian children
  - A. Evaluate the number of American Indian students who participate in high school sports, high school Advanced Placement courses, gifted/special education, and of drop-outs
  - B. Yearly survey, meetings, e-mails to elicit comments and recommendations from tribes and parents of Indian children
- IV. Modify IPPs if necessary
  - A. Review IPPs at the beginning of the year with recommendations shared with tribal leaders and the Pueblo of Isleta DOE. Agreed-upon changes revised and implemented the following school year.
- V. Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children.
  - A. Review comments and recommendations received during IEC/parent meetings. Responses with take place at meeting and documented in writing through the agenda and/or minutes that will be e-mailed to tribal officials and Pueblo of Isleta DOE within a week of the meeting.
- VI. Provide a copy of IPPs annually to tribe
  - A. Meet with tribal officials and Pueblo of Isleta DOE annually in the fall to review the IPPs. After approval by the Los Lunas School Board, a copy will be provided to the tribal officials for the governor's signature.

## **IPP process, consultation periods, and implementation period**

Los Lunas Schools Indian Policies and Procedures are reviewed and revised with tribal officials and the Pueblo of Isleta DOE from August through October and brought before the school board for approval and signature in November or early December. The document is then submitted to the Pueblo of Isleta tribal officials for review and signatures. It is submitted in January with the Impact Aid application.

## **Compliance of submission and involvement of the Indian Education Committee and Parent Advisory Committee**

The district complied and adhered with submitting and following the annual IPPs. The Coordinator of Federal Programs also collaborated and/or consulted with the Pueblo of Isleta Department of Education on a monthly basis. Meetings were also scheduled and held quarterly with the Los Lunas Schools' IEC and parents of American Indian children.

**Results.** A copy of the original IPP agreement is included in this report. The Los Lunas Schools holds the meetings listed below on an annual basis:

- Los Lunas Schools Indian Education Committee/parent meetings were held starting in September with a total of four held.
- Los Lunas Schools meets with the Pueblo of Isleta DOE throughout the school year. For the 2019-20 school year there were six meetings. In-person meetings were not held in March through May due to the COVID-19 pandemic, but telephone conversations were conducted to continue the communication. The Pueblo of Isleta's computer systems were infected with a virus that kept email and phone communications unavailable until the middle of June.
- The Los Lunas Schools held a public hearing virtually on the annual Title VI application in the Spring semester due to the pandemic.
- One meeting was held with Tribal Leadership in December. Another was scheduled for March. Due to the pandemic, the meeting was held in June.
- The 2020-21 IPPs were brought before the Los Lunas School Board for approval and signed on January 21, 2020. The IPPs were sub-sequentially submitted for signature by the Governor of Isleta Pueblo and were signed on January 24, 2020.

**Conclusion.** Los Lunas Schools works diligently to have equal participation of American Indian students in all educational programs and activities, to improve communication and cooperation between the schools and the Pueblo, and involve parents and tribal officials in planning and developing education programs and activities with the Indian Policies and Procedures.

**Action Plan.** Los Lunas Schools will continue to seek input from students, parents, and tribal officials in the IPP process. Revisions will be made in accordance with the Impact Aid law and will be adequately disseminated to the tribes and parents of children residing on eligible Indian lands.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

# School District Initiatives

**Objective.** The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

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

**Methods.** Due to FERPA guidelines all student level data less than 10 has been masked.

## Dropout rates by ethnicity and by grade level for 2019-20.

Ethnicity	Grade Levels						Total
	7	8	9	10	11	12	
Asian							
African American				≤10		≤10	≤10
Caucasian			≤10	≤10	≤10	≤10	13
Hispanic		≤10	≤10	23	13	19	71
American Indian or Alaskan	≤10		≤10			≤10	11
Pacific Islander							
<b>Total</b>	<b>≤10</b>	<b>≤10</b>	<b>20</b>	<b>27</b>	<b>19</b>	<b>23</b>	<b>97</b>

## Dropout rates by ethnicity and by grade level for 2018-19.

Ethnicity	Grade Levels						Total
	7	8	9	10	11	12	
Asian							0
African American			≤10	≤10	≤10	≤10	≤10
Caucasian	≤10		≤10	≤10	≤10	≤10	14
Hispanic	≤10	≤10	20	11	≤10	20	86
American Indian or Alaskan			≤10	≤10	≤10	≤10	≤10
Pacific Islander					≤10		≤10
<b>Total</b>	<b>≤10</b>	<b>≤10</b>	<b>26</b>	<b>18</b>	<b>18</b>	<b>26</b>	<b>119</b>

**Dropout rates by ethnicity and by grade level for 2017-18.**

Ethnicity	Grade Levels						Total
	7	8	9	10	11	12	
Asian				≤10			≤10
African American	≤10		≤10	≤10	≤10		≤10
Caucasian	≤10		≤10	≤10	≤10	≤10	24
Hispanic	≤10	≤10	17	18	17	20	83
American Indian or Pacific Islander			≤10				≤10
<b>Total</b>	<b>≤10</b>	<b>≤10</b>	<b>30</b>	<b>24</b>	<b>23</b>	<b>33</b>	<b>124</b>

**Habitually Truant Rate from PED Truant Roster for 2019-20.**

Habitually Truant 2019-2020					
Elementary		Middle School		High School	
All Students	American Indian Students	All Students	American Indian Students	All Students	American Indian Students
Not Available*	Not Available*	Not Available*	Not Available*	Not Available*	Not Available*

\*Public Education Department’s report will need to be rebuilt to reevaluate the logic. Data is unavailable at this time.

**Habitually Truant Rate from PED Truant Roster for 2018-19.**

Habitually Truant 2018-2019					
Elementary		Middle School		High School	
All Students	American Indian	All Students	American Indian	All Students	American Indian
11.07%	6.75%	7.26%	12.26%	26.21%	13.30%

**Habitually Truant Rate from PED Truant Roster for 2017-18.**

Habitually Truant 2017-18					
Elementary		Middle School		High School	
All Students	American Indian	All Students	American Indian	All Students	American Indian
11.2%	6.7%	11.3%	15.3%	36.5%	44.1%

**Habitually Truant Rate from PED Truant Roster for 2016-17.**

Habitually Truant 2016-17					
Elementary		Middle School		High School	
All Students	American Indian	All Students	American Indian	All Students	American Indian
7.9%	6.2%	9.5%	15.6%	29.6%	38.3%

**Results.** Out of the eleven American Indians who were reported to have withdrawn in grades 7<sup>th</sup> through 12<sup>th</sup> (according to transfer information reported by the school sites), two were dropped for non-attendance (missed 10 consecutive days) and four left/moved to attend another school district, and five were long-term suspended.

At the time of withdrawing, two were in 7<sup>th</sup> grade, three were in 9<sup>th</sup> grade and one was in 12<sup>th</sup> grade.

American Indians Habitually Truant rate has declined for the middle school level since 2016-17. There was a significant drop in the high school rate from 2017-18 to 2018-19.

**Conclusion.** Total student dropout numbers went down significantly across the district from the 2017-18 school year to the 2019-20 school year while the number of American Indian's who have dropped out has remained stable. American Indians' percentage rate went up from 8% in school year 2017-18 to 8.4% in the 2018-19 school year and 11.3% in the 2019-20 school year.

Of the American Indian students that were reported as dropouts most either moved or were long-term suspended.

**Action Plan.** Los Lunas Schools offers an opportunity high school, Century High School. They accept students who have left their respective traditional high schools for various reasons and allows them to fulfill graduation requirements in a variety of ways, such as Edgenuity (credit recovery) classes, traditional classes, and the Distance Learning Academy. The Distance Learning Academy is where students can attend classes on Fridays only and can hold a job the rest of the week. Century High School has smaller class sizes and far fewer students in attendance that of a traditional high school.

Both Native American Liaisons work with school officials and the Pueblo of Isleta truancy department to address non-attendance and truancy.

Los Lunas Schools will continue to collaborate with the Pueblo of Isleta Truancy department to identify those students who are at risk of becoming habitually truant and will work together to remedy the situation. Truancy contracts are created and signed by all involved parties and additional resources and supports are offered at this time.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

# Variable School Calendars

**Objective.** The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their American Indian 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 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.

**Methods.** Los Lunas Schools worked collaboratively with the Native American Parent Liaisons and the Pueblo of Isleta to identify important ceremonial events. Student lists were sent by the Pueblo of Isleta to schools for cultural days. Pueblo of Isleta Feast Days dates were sent to all school principals to keep in mind when scheduling their back-to-school nights.

**Results.** Los Lunas Schools coded the absences of American Indian students for cultural days and ceremonial events so that the absences did not count against those students.

**Conclusion.** Los Lunas Schools supports our American Indian student's cultural well-being and self-awareness by honoring those cultural and ceremonial days that American Indian students participate in.

**Action Plan.** The Los Lunas Schools will continue to work collaboratively with the Pueblo of Isleta in recognizing important ceremonial and cultural events and the students who participate in them by not counting the absences against the students.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.

# School District Consultations

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

**Background.** Districts that claim federally funded identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures

in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

**Methods.** During the 2019 – 2020 school year the Coordinator of Federal Programs collaborated with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials periodically throughout the school year. Indian Education Committee (IEC) meetings/parent meetings were also held throughout the school year. Pueblo of Isleta Education Department and tribal officials were reminded about the monthly IEC/parent meetings by email that included the agenda and any other documents that would be discussed at the meeting. They were also emailed the meeting minutes following the meeting. The Fall Government to Government meeting was also attended. Meetings were held between the tribal leaders, POI/DOE, and Los Lunas Schools. A fall and a spring survey were sent out to the families to solicit their input on the programs being offered by Los Lunas Schools.

**Results.** During the 2019 – 2020 school year Los Lunas schools met with tribal officials and the Pueblo of Isleta in December. Los Lunas Schools collaborated with the Pueblo DOE six additional times. Four Indian Education Committee/parent meetings were held. One virtual Public Hearing regarding the Title VI Formula Grant was held. In addition, the Coordinator of Federal Programs met with the Los Lunas Schools Native American liaison as needed and communicated via e-mail on a regular basis. The Coordinator of Federal Programs attended the Fall Government to Government meeting. A meeting with Tribal Leadership, POI/DOE, and Los Lunas Schools were held in December 2019 and in June 2020. Results of the fall and spring survey were shared and discussed with the POI/DOE and tribal leadership.

**Conclusion.** The Los Lunas Schools recognizes the importance of a strong partnership with tribal stakeholders as we both work collaboratively to support American Indian students in the Los Lunas Schools. This collaboration assisted in the creation of a new Memorandum of Understanding, distribution of school supplies, a career/college fair, and various other educational activities which enhanced the educational opportunities for American Indian students.

**Action Plan.** The goal of the Los Lunas Schools is to improve visits to the Pueblo of Isleta Education Department by conducting focused collaborative meetings to aid in the development of educational opportunities for American Indian students and in the mutual understand of the current programs.

The Curriculum and Instruction Office will be invited to the visits with any tribal officials and the Pueblo of Isleta DOE. Los Lunas Schools' staff will continue to attend workshops and meetings hosted by PED's Indian Education Department.

Los Lunas Schools will continue to send out a fall and a spring survey to solicit the input of American Indian families regarding the services provided to our American Indian students.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.



# Indigenous Research, Evaluation, and Curricula

**Objective.** The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

**Background.** Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

**Methods.** Los Lunas Schools continues to enhance the social studies curriculum with culturally relevant learning opportunities for seventh grade students at the two middle schools in the Los Lunas School District. Students engaged in culturally relevant instructional lessons and activities during class and specifically during the New Mexico History section/class. Teachers used informational text to teach historical information about American Indians within the history of New Mexico. Students took part in learning excursions to gain knowledge of the culture, art, folklore, and customs of American Indians in New Mexico.

During the 2019 – 2020 school year Los Lunas Schools also supported Native language and cultural curricula by offering a TIWA I and TIWA II language courses at both Los Lunas and Valencia High schools. Instructors were hired by the Pueblo of Isleta Education Department for their level of proficiency in TIWA. Students received college credit upon successful completion of the TIWA classes.

**Results.** The district assessed and evaluated the social studies program through data collection from teacher activities and/or reflection of their instruction. All seventh-grade students studied American Indian history. The end-of-unit field trips planned were canceled due to the COVID-19 pandemic.

TIWA I language course enrollment for both high schools was 27 and the TIWA II language course enrollment from both high schools was 29 total. TIWA language students were given a beginning of year, mid-year, and end of year assessment.

**Conclusion.** A deeper understanding of the culture and history of American Indians in New Mexico is being attained through the use of various teaching strategies and also the ability to offer the curriculum to tribal and non-tribal students.

Best practices and strategies for language development and retention of the Native language of TIWA is the goal of the TIWA courses. Classes are offered at both Los Lunas High School and Valencia High School with the opportunity to earn dual-credit.

**Action Plan.** Los Lunas Schools will continue to use the current seventh grade curriculum that focuses on American Indians in the history of New Mexico. This will allow students to have the opportunity to learn about culturally relevant topics and American Indian history.

Through collaboration with TIWA instructors, Isleta Pueblo Department of Education, and the Los Lunas Schools, we will continue to promote indigenous curricula by offering the TIWA I and TIWA II language courses at both high schools.

Los Lunas Schools will continue to provide learning excursions and other activities to promote indigenous culture awareness.

Los Lunas Schools is awaiting news from the Public Education Department on the Indian Education Act Grant to see if we have been funded to hire a school counselor to work with all Native American students in the district.

Los Lunas Schools has created an Equity Council. The Equity Council is advisory in nature to assist in creating an effective and equitable system of supports for all students. At this time, they have met and have completed the required readiness assessment provided by the Public Education Department. They will continue to meet and use the readiness assessment to guide their work.