



Los Lunas Schools

Tribal Education Status Report
2018-19

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.

- Multi-year overview comparisons of data with subgroups by school including data for ethnicity, economic status, gender, and students with disabilities.
- PARCC Districtwide and Statewide proficiency data for 2018.
- District SBA Science results for 2018
- District IStation results for 2018

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	All Students	Algebra 1	15	43	23	17	≤ 1
Los Lunas Schools	Districtwide	All Students	Algebra 1	16	52	24	8	≤ 1
Statewide	All	All Students	Algebra 2	39	28	19	14	≤ 1
Los Lunas Schools	Districtwide	All Students	Algebra 2	47	28	18	7	≤ 1
Statewide	All	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	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	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	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	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	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	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	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	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	All Students	Geometry	17	36	32	14	≤ 1
Los Lunas Schools	Districtwide	All Students	Geometry	14	38	38	11	≤ 1
Statewide	All	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	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	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	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	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	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 2015-18

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 %
Statewide 2018	All Students,	All Students	299,016	39	223,010	21	84,397	38
Los Lunas 2018	Districtwide	All Students	7,817	39	5,989	23	2,191	40
Los Lunas 2017	Districtwide	All Students	7,553	38.0	5,589	20.0	1,823	41.0
Los Lunas 2016	Districtwide	All Students	5,831	32.6	5,440	20.9	1,849	43.9
Los Lunas 2015	Districtwide	All Students	5,688	25.7	5,289	17.5	1,773	40.2
Statewide 2018	All Students,	Female	146,356	44	109,750	21	42,095	37
Los Lunas 2018	Districtwide	Female	3,779	45	2,894	22	1,061	40
Los Lunas 2017	Districtwide	Female	3,614	43.0	2,662	21.0	862	40.0
Los Lunas 2016	Districtwide	Female	2,799	39.7	2,591	21.4	903	43.0
Los Lunas 2015	Districtwide	Female	2,739	30.9	2,541	18.2	859	39.1
Statewide 2018	All Students,	Male	152,660	34	113,260	21	42,302	39
Los Lunas 2018	Districtwide	Male	4,038	34	3,095	23	1,130	40
Los Lunas 2017	Districtwide	Male	3,939	32.0	2,927	19.0	961	42.0
Los Lunas 2016	Districtwide	Male	3,032	26.0	2,849	20.4	946	44.7
Los Lunas 2015	Districtwide	Male	2,948	21.0	2,748	16.9	914	41.1
Statewide 2018	All Students,	Caucasian	70,895	54	51,633	35	19,141	60
Los Lunas 2018	Districtwide	Caucasian	1,961	49	1,407	30	537	55
Los Lunas 2017	Districtwide	Caucasian	1,980	48.0	1,296	29.0	398	50.0
Los Lunas 2016	Districtwide	Caucasian	1,404	41.6	1,239	28.9	438	62.3
Los Lunas 2015	Districtwide	Caucasian	1,297	36.9	1,177	26.8	392	55.9
Statewide 2018	All Students,	African American	6,868	36	5,071	16	1,940	33
Los Lunas 2018	Districtwide	African American	78	31	61	11	25	24
Los Lunas 2017	Districtwide	African American	75	29.0	63	13.0	11	27.0
Los Lunas 2016	Districtwide	African American	75	20.0	69	15.9	28	21.4
Los Lunas 2015	Districtwide	African American	70	24.3	65	12.3	21	52.4
Statewide 2018	All Students,	Hispanic	184,831	34	138,759	18	52,753	33
Los Lunas 2018	Districtwide	Hispanic	5,189	36	4,056	20	1,464	35
Los Lunas 2017	Districtwide	Hispanic	4,934	34.0	3,809	17.0	1,248	39.0
Los Lunas 2016	Districtwide	Hispanic	3,892	29.8	3,683	18.4	1,228	38.4
Los Lunas 2015	Districtwide	Hispanic	3,924	22.7	3,665	14.8	1,239	35.4

Statewide 2018	All Students,	Asian	4,513	62	3,282	50	1,290	61
Los Lunas 2018	Districtwide	Asian	43	67	29	55		
Los Lunas 2017	Districtwide	Asian	40	65.0	26	50.0	12	67.0
Los Lunas 2016	Districtwide	Asian	31	41.9	30	43.3	12	66.7
Los Lunas 2015	Districtwide	Asian	23	52.2	22	50.0	5	
Statewide 2018								
Statewide 2018	All Students,	American Indian	31,909	29	24,265	12	9,273	21
Los Lunas 2018	Districtwide	American Indian	546	33	436	19	157	36
Los Lunas 2017	Districtwide	American Indian	524	32.0	395	17.0	154	35.0
Los Lunas 2016	Districtwide	American Indian	429	29.4	419	17.7	143	36.4
Los Lunas 2015	Districtwide	American Indian	373	17.4	360	13.3	116	37.1
Statewide 2018								
Statewide 2018	All Students,	Economically Disadvantaged	221,736	33	164,256	16	61,172	31
Los Lunas 2018	Districtwide	Economically Disadvantaged	5,348	36	3,951	20	1,390	35
Los Lunas 2017	Districtwide	Economically Disadvantaged	5,664	34.0	4,110	16.0	1,352	36.0
Los Lunas 2016	Districtwide	Economically Disadvantaged	4,169	28.7	3,832	18.7	1,268	39.6
Los Lunas 2015	Districtwide	Economically Disadvantaged	4,478	20.9	4,161	14.9	1,353	34.3
Statewide 2018								
Statewide 2018	All Students,	Students w Disabilities	44,455	14	34,685	7	13,129	14
Los Lunas 2018	Districtwide	Students w Disabilities	983	14	806	9	280	10
Los Lunas 2017	Districtwide	Students w Disabilities	859	20.0	646	9.0	208	18.0
Los Lunas 2016	Districtwide	Students w Disabilities	725	5.1	690	5.1	212	14.2
Los Lunas 2015	Districtwide	Students w Disabilities	676	4.9	637	3.5	228	9.2
Statewide 2018								
Statewide 2018	All Students,	English Language	48,113	21	34,071	8	12,302	13
Los Lunas 2018	Districtwide	English Language	895	18	617	10	226	15
Los Lunas 2017	Districtwide	English Language	927	19.0	741	11.0	263	22.0
Los Lunas 2016	Districtwide	English Language	569	11.2	495	7.5	160	14.4
Los Lunas 2015	Districtwide	English Language	508	3.5	508	4.7	157	13.4

Conclusion. The proficiency trend for American Indian students overall is increasing in reading and math since the 2014-15 school year and in science since the 2016-17 school year. In the 2017-18 school year American Indian students performed significantly higher than the statewide averages in math and science. In the same year, in reading, American Indians outperformed the state average by four percentage points.

Results. 2018-19 Percent proficient PARCC state and district data. Highlighted areas indicate where Los Lunas Schools met or exceeded the statewide proficient scores.

Partnership for Assessment of Readiness for College and Career (PARCC) Spring 2018								
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.				Levels 4 and 5 are Proficient.				
Code	District	School	Assessment	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Level 5 (%)
99999	Statewide	All Students	Math Grade 3	16	24	27	27	5
86000	Los Lunas Public Schools	Districtwide	Math Grade 3	18	24	25	27	6
99999	Statewide	All Students	Math Grade 4	18	28	28	24	2
86000	Los Lunas Public Schools	Districtwide	Math Grade 4	16	26	28	28	2
99999	Statewide	All Students	Math Grade 5	18	25	29	25	3
86000	Los Lunas Public Schools	Districtwide	Math Grade 5	16	22	31	26	5
99999	Statewide	All Students	Math Grade 6	19	32	28	19	2
86000	Los Lunas Public Schools	Districtwide	Math Grade 6	13	27	31	27	3
99999	Statewide	All Students	Math Grade 7	15	34	31	19	≤ 1
86000	Los Lunas Public Schools	Districtwide	Math Grade 7	17	30	33	20	≤ 1
99999	Statewide	All Students	Math Grade 8	34	30	23	12	≤ 1
86000	Los Lunas Public Schools	Districtwide	Math Grade 8	31	27	21	21	≤ 1
99999	Statewide	All Students	Algebra 1	19	32	29	19	≤ 1
86000	Los Lunas Public Schools	Districtwide	Algebra 1	20	32	32	16	≤ 1
99999	Statewide	All Students	Algebra 2	34	30	20	14	≤ 1
86000	Los Lunas Public Schools	Districtwide	Algebra 2	46	31	15	9	≤ 1
99999	Statewide	All Students	Geometry	12	42	30	15	≤ 1
86000	Los Lunas Public Schools	Districtwide	Geometry	10	47	30	13	≤ 1
99999	Statewide	All Students	ELA Grade 3	26	20	25	27	2
86000	Los Lunas Public Schools	Districtwide	ELA Grade 3	30	20	23	25	≤ 1
99999	Statewide	All Students	ELA Grade 4	20	24	28	25	4
86000	Los Lunas Public Schools	Districtwide	ELA Grade 4	17	21	29	28	5
99999	Statewide	All Students	ELA Grade 5	15	24	30	29	2
86000	Los Lunas Public Schools	Districtwide	ELA Grade 5	14	23	29	33	2
99999	Statewide	All Students	ELA Grade 6	13	26	32	25	3
86000	Los Lunas Public Schools	Districtwide	ELA Grade 6	9	19	30	38	4
99999	Statewide	All Students	ELA Grade 7	21	22	27	23	6

86000	Los Lunas Public Schools	Districtwide	ELA Grade 7	24	18	26	24	9
99999	Statewide	All Students	ELA Grade 8	20	23	28	26	3
86000	Los Lunas Public Schools	Districtwide	ELA Grade 8	24	22	30	22	2
99999	Statewide	All Students	ELA Grade 9	19	23	29	25	3
86000	Los Lunas Public Schools	Districtwide	ELA Grade 9	19	26	28	25	2
99999	Statewide	All Students	ELA Grade 10	24	19	24	26	7
86000	Los Lunas Public Schools	Districtwide	ELA Grade 10	27	18	23	27	6
99999	Statewide	All Students	ELA Grade 11	14	15	24	38	9
86000	Los Lunas Public Schools	Districtwide	ELA Grade 11	18	20	24	32	5

Conclusion. Los Lunas meets or beats the statewide proficiency scores in 25 out of 36 areas (69%)

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. IStation results 2018. Highlighted areas indicate where Los Lunas Schools was at or above the statewide proficient scores.

IStation Early Reading Assessment 2018

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.

Level 3 is Proficient

Code	District	School	Grade	Level 1 %	Level 2 %	Level 3 %
999999	Statewide	All Students	KN	17	21	62
86000	Los Lunas Public Schools	Districtwide	KN	12	25	63
999999	Statewide	All Students	1	18	22	60
86000	Los Lunas Public Schools	Districtwide	1	19	24	58
999999	Statewide	All Students	2	15	17	68
86000	Los Lunas Public Schools	Districtwide	2	19	15	66

Conclusion. 63% of kindergarten students, 58% of first grade students, and 66% of second grade students met the statewide proficiency level.

Conclusion. See conclusions after each set of data.

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. A Response to Intervention two-day institute will be held before the 2019-20 school year to train staff in this area.

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 second year of implementation in grades K-2. Teachers will be required to include the use of Six-Step Phonics in their professional development plan and principals are required to monitor the use of this program.

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

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
- 14 School Resource Officers covering all 15 school sites
- 3 Crossing Guards
- 1 Truancy Liaison who collaborates with the Pueblo of Isleta Truancy Department

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 held at Los Lunas High School and Valencia High School involving staff and local law enforcement and emergency responders.
- Crisis forms are being updated to make them more effective.
- Counselors 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.
- 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 2018-19 school year by grade level and ethnicity as reported by STARS.

2018-2019 Discipline Infractions by Grade Level and Ethnicity	Ethnicity						Grand Total
	Asian	Black	Caucasian	Hispanic	Nat American	Pacific Islander	
Infraction and Grade Level							
Alcohol Violation - Possession				4	1		5
8th				1			1
10th				1			1
11th				1			1
12th				1	1		2
Alcohol Violation - Use		1	5	9	2		17
9th			1				1
10th		1					1
11th			3	5	2		10
12th			1	4			5
Assault/Battery aggravated with hands, feet, fist			8	28	1		37
1st				2			2
3rd				1			1
5th			1				1
6th			4				4
8th				2			2
9th			2	10	1		13
10th				11			11
11th				2			2
12th			1				1

Assault/Battery simple	2	1	18	69	10		100
Kindergarten				2			2
1st				1			1
5th			1	1			2
6th			2				2
7th			2	9	3		14
8th			5	19	3		27
9th	2	1	8	28	2		41
10th				5			5
11th				3	1		4
12th				1	1		2
Assault/Battery with a firearm			1	1			2
8th				1			1
10th			1				1
Bullying and or Harassment not based on sex, race, color, national origin or disability			3	15			18
5th			1				1
7th			1	6			7
8th			1	6			7
9th				1			1
10th				1			1
11th				1			1
Disorderly Conduct				1			1
11th				1			1
Drug Violation		5	22	135	30	2	194
7th			4	15	3		22
8th			3	14	6		23
9th		2	5	39	9	1	56
10th		1	6	30	6		43
11th		2	1	22	3		28
12th			3	15	3	1	22
Graffiti				3			3
9th				2			2
10th				1			1
Other Firearms Possession			1				1
7th			1				1
Other Violence - General(includes Threat or intimidation)				2			2
10th				1			1
11th				1			1
Other violence - Sexual Battery			1				1
9th			1				1
Sexual Harassment (includes bullying on the basis of sex)			1	1			2
8th			1	1			2
Tobacco Use	4	4	37	133	20	1	199
6th				1	1		2
7th	1		4	8			13
8th			4	16	3	1	24

	9th	1	1	13	44	6		65
	10th			8	24	5		37
	11th			2	28	2		32
	12th	2	3	6	12	3		26
Vandalism				1	3			4
	7th				1			1
	9th				1			1
	10th			1	1			2
Weapons Possession - Knife/Cutting				4	5			9
	1st			1				1
	4th				2			2
	5th			1				1
	9th			1	2			3
	11th				1			1
	12th			1				1
Weapons Possession - Other				2	4			6
	3rd			1				1
	7th				1			1
	9th				1			1
	10th				1			1
	11th			1				1
	12th				1			1
Grand Total		6	11	104	414	64	3	602

Conclusion. Out of 602 discipline incidents reported through STARS in the chart above for the 2018 – 2019 school year, 64 (10.6%) of the offenses were by American Indian students. This is less than from the 2017-18 school year (11.3%). There were no infractions by American Indian students in the following categories: Assault/Battery with a Firearm; Bullying and /or Harassment not Based on Sex, Race, Color or Disability; Disorderly Conduct; Graffiti; Other Firearms Possession; Other Violence - General(Includes Threat or Intimidation); Other Violence - Sexual Battery; Sexual Harassment (includes bullying on the basis of sex); Vandalism; Weapons Possession - Knife/Cutting; Weapons Possession – Other.

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.

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 2018, 2017 and 2016:

2018 Cohort

District	School	Group	Rate (%)
Los Lunas	Districtwide	All Students	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	American Indian	71.2
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

District	School	Group	Rate (%)
Los Lunas	Districtwide	All Students	76.3
Los Lunas	Districtwide	Female	78.9
Los Lunas	Districtwide	Male	73.6
Los Lunas	Districtwide	Caucasian	78.3
Los Lunas	Districtwide	Hispanic	76.0
Los Lunas	Districtwide	American Indian	78.5
Los Lunas	Districtwide	Economically Disadvantaged	69.4
Los Lunas	Districtwide	Student w Disabilities	69.9
Los Lunas	Districtwide	English Learners	66.6

2016 Cohort

District	School	Group	Rate (%)
Los Lunas	Districtwide	All Students	81
Los Lunas	Districtwide	Female	87
Los Lunas	Districtwide	Male	74
Los Lunas	Districtwide	Caucasian	81
Los Lunas	Districtwide	Hispanic	82
Los Lunas	Districtwide	American Indian	62
Los Lunas	Districtwide	Economically Disadvantaged	76
Los Lunas	Districtwide	Students w Disabilities	69
Los Lunas	Districtwide	English Language Learners	80

Results. The 2019 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 2018 4-year Cohort graduation rates. This data showed a 71.2% graduation rate for American Indian students which was slightly below the district average of 73.9%. The second and third charts shows the 4-year Cohort Graduation Rates for 2017 and 2016. The 2017 Cohort was significantly higher than 2016.

Conclusion. Based on the data, there was a reduction in American Indian Cohort graduation rates from the 2017 school year to the 2018 school year, but a large (16.5%) increase from 2016 to 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. A Response to Intervention two-day institute, Apple training, and legal training will be held before the 2019-20 school year to train staff in these areas. A two-day Professional Learning Community institute was held at the beginning of the 2018-19 school year to train staff.

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.

Los Lunas Schools will be actively seeking an additional Native American Liaison to meet the unique cultural and academic needs of middle school American Indian students. This liaison will build relationships with American Indian students and families and work with them to solve truancy and academic issues.

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

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.

2018-19 Average Attendance Rates		
	All Students	American Indian
PK	95	96
KN	94	95
1	95	95
2	95	94
3	95	95
4	95	95
5	94	95
6	94	94
7	95	96
8	95	95
9	94	94
10	94	94
11	94	95
12	94	94

2017-18 Average Attendance Rates		
	All students	American Indian
PK	95	96
KN	93	93
1	94	91
2	94	95
3	94	94
4	94	95
5	94	94
6	94	94
7	95	94
8	95	93
9	92	92
10	93	93
11	93	92
12	93	92

2016-17 Average Attendance Rates		
	All students	American Indian
PK	95	96
KN	94	94
1	94	94
2	94	94
3	95	95
4	95	95
5	94	93
6	94	94
7	94	94
8	95	94
9	94	94
10	93	93
11	93	93
12	94	93

2015-16 Average Attendance Rates		
	All students	American Indian
PK	95.8	97.9
KN	93.8	93.5
1	93.9	94.1
2	95.1	95.1
3	94.8	95.7
4	95.0	93.4
5	95.1	94.0
6	94.6	94.0
7	95.6	95.6
8	94.4	94.5
9	93.7	92.0
10	93.8	92.5
11	93.2	93.4
12	90.9	90.8

2014-15 Average Attendance Rates		
	All students	American Indian
PK	96.0	92.8
KN	92.9	94.3
1	94.5	94.5
2	94.9	95.3
3	95.2	93.9
4	95.1	94.4
5	94.5	93.6
6	95.0	95.0
7	95.3	94.4
8	94.9	93.7
9	95.7	96.0
10	95.8	95.8
11	94.0	94.3
12	93.1	90.2

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 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%

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

Mobility Rate All Students for SY 2016-17

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.234

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 2014-15 school year there were four grade levels (K, 2, 9, 11) where the American Indian attendance rate was greater than all students. In 2015-16 there were 5 grade levels (PreK, 1, 3, 8, 11) with higher attendance rates. In 2016-17, American Indians had higher attendance rates than all students in seven grade levels (PreK, K, 1, 2, 3, 9, 11). In 2017-18 there were three grade levels (PreK, 2, 4) with higher attendance. Last year, there were 4 grade levels (PreK, K, 7, 11) where American Indian's attendance rate was higher and there were 8 grade levels (1, 3, 4, 6, 8, 9, 10, 12) where it was equal to the rates all students.

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 slightly reduced between the 2016-17 and the 2017-18 school years and increased slightly from the 2017-18 to 2018-19.

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 Liaison will continue to monitor and support our American Indian students in regards to daily attendance rates and truancy issues. Los Lunas Schools is actively seeking an additional Native American Liaison to work with parents to solve attendance and truancy issues at the middle school level.

In addition to the liaison, 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.

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 all 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

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 TEWA 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. In conjunction with the fair, there was a Tribal Collaborative Employability Training to improve skills in networking, job searching, professional attire, resume building, etc.
- Los Lunas Schools supplies backpacks for the Annual Johnson O’Malley Back-to-School Supply Drive where parents come for a short presentation before receiving their supplies
- Senior banquet was held to honor all high school and college graduates and their families
- Los Lunas Middle School students took a field trip to ABO Ruins to wrap up a New Mexico History
- Middle school and high school students attended the Native American Youth Empowerment Symposium where they learned about business professionalism, taking control of their money, homeownership, college readiness, and investing
- High school seniors attended the Gathering of Nations

- 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”
- Students from Valencia High School took a field trip to the “Time Exposures” exhibit that focused on the history and culture of the Isleta Pueblo captured through the lens of a camera.
- Students from Valencia High School took a field trip to the Institute of American Indian Arts Museum of Contemporary Native Arts (the country’s only museum for exhibiting, collecting and interpreting the work of contemporary Native artists).

Results.

- Four American IEC meetings were held with phone call reminders to all parents the Sunday before the meeting and documents to be discussed were emailed to parents ahead of the meeting
- One IEC member and the 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, IPPs, Title VI Formula Grant, student/parent surveys, and the School District Indian Education and Cultural Inclusion Grant
- College/career fair had over 184 students, community members, and parents attend, 31 vendors and artists and 52 schools and organizations were represented
- Los Lunas Schools supplied over 400 backpacks for the Johnson O’Malley Back-to-School Supply Drive
- Senior banquet had 22 students and their family members in attendance
- Los Lunas Middle School took 60 students to visit the ABO Ruins
- 45 middle school and 46 high school students attended the Native American Youth Empowerment Symposium
- 13 high school seniors attended the Gathering of Nations
- 25 seniors went to visit the University of New Mexico for their “Senior Day”
- 34 juniors went to visit the University of New Mexico for their “Junior Day”
- 15 students from Valencia High School took a field trip to the “Time Exposures” exhibit
- Native American seniors from both high schools attended a field trip to the University of New Mexico campus in October with 30 students attending
- 30 students from Valencia High School took a field trip to IAIA Museum of Contemporary Native Arts
- Native American Club at Los Lunas High School had around 22 members
- Native American Club at Valencia High School had around 34 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. The Habitually Truant rate for high school American Indians has dropped by over 30% and PARCC scores in reading and math have been steadily increasing for American Indian students.

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 actively seeking an additional Native American Liaison to build a relationship with parents at the middle school level. This liaison will work with them on topics such as Parent Portal, how grades are calculated, the use of technology, extra-curricular activities, and transitioning to and out of middle school.

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:

- Full time Student/Family Liaison providing the following:
 - Sponsored Native American Clubs – Los Lunas and Valencia High Schools each had a Native American club that met throughout the school year during the student's lunch time.
 - 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. Students were also taken to the Institute of America Indian Arts. 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.
 - Met with students regarding credit recovery, attendance, transcripts, scholarships, and community involvement.
- Credit recovery classes – Edgenuity (E2020) – Classes were offered four days a week for three hours each day at the Pueblo of Isleta Department of Education for high school students.
- 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. In conjunction with the fair, there was a Tribal Collaborative Employability Training to improve skills in networking, job searching, professional attire, resume building, etc.
- 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.
 - Valencia Middle School learns about the Acoma Pueblo and takes a fieldtrip to Sky City Cultural Center. 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.

Results.

- The Native American club at Los Lunas High School had approximately 22 members while the one at Valencia High School had approximately 34
- College/career fair had over 184 students, community members, and parents attend, 31 vendors and artists and 52 schools and organizations were represented
- The senior banquet had approximately 22 high school students and their families attend
- TIWA I language course enrollment for both high schools was 22 students and the TIWA II language course enrollment from both high schools was 13
- 25 seniors and 34 juniors attended the University of New Mexico campus tours
- Social studies curriculum program attended a field trip to the ABO Ruins taking 60 students. The Sky City Cultural Center trip had to be cancelled. All seventh-grade students studied Native American history.

Conclusion. In the 2018-2019 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 over 783 American Indians enrolled in Los Lunas Schools last year (as per the 40th 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.

Los Lunas Schools is going with one-to-one laptops for all high school students in the 2019-2020 school year and the middle school students all have one-to-one iPads. Three elementary schools will continue to get support and offer one-to-one iPads as Apple ConnectED schools. Apple will be training teachers throughout the year to use these devices with their students.

Los Lunas Schools is actively seeking an additional Native American Liaison to organize a TEWA Club, train teachers on the unique cultural challenges that American Indian students face, and provide project-based learning to students, all at the middle school level. There will continue to be a Native American Liaison at the high school level.

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 be sharing academic data with the Pueblo of Isleta Department of Education throughout the year so that those students with academic needs can be given the support they need. This data will be analyzed and programs can be added or changed to meet the needs of the students.

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 80th day count for SY 2018-19:

All students - 8341

American Indians - 783

Percentage of American Indians - 9.38%

Number of American Indian funding sources – 3

Total District Budget - \$127,728,117

25184 – Indian Ed. Formula Grant Title VI - \$97,521

25147 – Impact Aid - \$166,404

27150 – NM School Dist. Indian Education and Cultural Inclusion Grant - \$28,750

Total Budget for American Indian Programs - \$292,675

Amount per student - \$373.79

Results. In the 2018 – 2019 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 many field trips, the college/career fair, senior banquet, backpacks, tutoring, credit recovery, supplies, the building of a horno at a middle school, and salaries.

The School District Indian Education and Cultural Inclusion Grant was awarded for a new Native American Liaison at the middle school level, but we were not funded until the middle of the spring semester, so we were unable to utilize these funds.

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 2019 – 2020 school year, Los Lunas Schools will have two Native American liaisons, one at the middle school level and one at the high school level to support students at the high school level. The liaisons will work to reduce truancy and increase graduation rates.

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

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.

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 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 three times per 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 nine held.

The Los Lunas Schools held a public hearing on the annual Title VI application in the Spring semester.

The 2019-20 IPPs were brought before the Los Lunas School Board for approval and signed on January 22, 2019. The IPPs were sub-sequentially submitted for signature by the Governor of Isleta Pueblo and were signed on January 28, 2019.

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 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.

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.

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

Ethnicity	Grade Levels														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Asian															0
African American		1									2	1	2	1	7
Caucasian			1						2		1	3	4	3	14
Hispanic	3	3	3	1	2	2	4	4	4	5	20	11	8	20	86
American Indian or Alaskan Native											3	3	2	2	10
Pacific Islander													2		2
Total	3	4	4	1	2	2	4	4	6	5	26	18	18	26	119

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

Ethnicity	Grade							Total
	7	8	9	10	11	12		
Asian				1				1
African American	1		2	1	1			5
Caucasian	2		8	2	2	10		24
Hispanic	4	7	17	18	17	20		83
American Indian or Alaskan Native			2	2	3	3		10
Pacific Islander			1					1
Total	7	7	30	24	23	33		124

Dropout rates by ethnicity and by grade level for 2016-17.

	Grade						
Ethnicity	7	8	9	10	11	12	Total
African American			2	1		1	4
Caucasian	3	2	11	8	5	9	38
Hispanic	4	7	24	19	18	36	108
American Indian or Alaskan Native		1	4	2	1	3	11
Total	7	10	41	30	24	49	161

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. Overall, American Indians comprised 8.4% of Los Lunas Schools' dropouts for the 2018-19 school year and 8.06% for the 2017-18 school year.

Out of the ten American Indians who were reported dropouts (according to transfer information reported by the school sites), all ten were dropped for non-attendance (missed 10 consecutive days).

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, a little over 30%.

Conclusion. Dropout numbers went down significantly across the district from the 2016-17 school year by 37 students. American Indians' percentage rate went up from 6.8% in school year 2016-17 to 8.06% in the 2017-18 school year. The number of actual Native American students who dropped out went down by one student from school year 16-17 to school year 17-18.

Most of the American Indian students that were reported as dropouts were due to non-attendance. The Native American Liaison worked with school officials and the Pueblo of Isleta truancy department to address non-attendance and truancy.

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.

The Native American Liaison works with school officials and the Pueblo of Isleta truancy department to address non-attendance and truancy. Los Lunas Schools has been awarded the School District Indian Education and Cultural Inclusion Grant and will be actively seeking an additional Native American Liaison to provide the same services at the middle school level because of this award

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.

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 Liaison 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.

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 2018 – 2019 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. Government to Government meetings were also attended. Meetings were held between the tribal leaders, POI/DOE, and Los Lunas Schools to update the general MOU and the Language MOU.

Results. During the 2018 – 2019 school year Los Lunas schools met with tribal officials and the Pueblo of Isleta in October. Los Lunas Schools collaborated with the Pueblo DOE nine additional times. Four Indian Education Committee/parent meetings were held. One Public Hearing regarding the Title VI Formula Grant was held in conjunction with a Johnson O'Malley parent night. 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 and the Spring Government to Government meetings. Three meetings so far have been held to update both the general MOU and the Language MOU between the Pueblo of Isleta and Los Lunas Schools.

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 graduation activities, 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 understanding 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 IED.

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 2018 – 2019 school year Los Lunas Schools also supported Native language and cultural curricula by offering a TIWA I and TIWA II language courses at both high schools. Instructors were hired by the Pueblo of Isleta Education Department for their level of proficiency in TIWA. Some 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. The social studies curriculum program attended a field trip to ABO Ruins taking 60 students. All seventh-grade students studied American Indian history.

TIWA I language course enrollment for both high schools was 22 and the TIWA II language course enrollment from both high schools was 13 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 actively seeking a Native American Liaison to work at the middle school level and will continue to have a Native American Liaison at the high school level.