



Los Lunas Schools

Tribal Education Status Report  
2020-21

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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.** For the 2020-21 school year, New Mexico received an accountability waiver from the United States Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

**Results.** See above.

**Conclusion.** See above.

**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 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 Multi-Layered System of Supports 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.

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 (POI/DOE) and both Native American Liaisons at every grading cycle so that students can be more successful. They are also collaborating with the Johnson O'Malley Program (JOM) to coordinate services for students.

Los Lunas Schools will be seeking a Native American Liaison at the elementary level.

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 until March of the 2020-21 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. A representative from the POI/DOE is serving on the committee.

## 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
- 9 Campus Security Officers stationed at all middle and high schools
- 18 School Resource Officers covering all 15 school sites
- 5 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 if 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 that all staff are required to view yearly.

Other:

- Active shooter trainings involving staff, local law enforcement, and emergency responders at all school sites were conducted.
- Safety audits were conducted monthly.
- Emergency response drills (lockdown, evacuation, shelter in place, and school relocation) were conducted.
- Counselors, the district 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 continued 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 use 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.
- “Halo” is a device in the bathrooms of all secondary schools that notifies the School Resource Officers if there is smoke or vapor from an electronic cigarette detected.
- Each school has a designated “Code Blue” team who is designated to respond if there is a medical emergency on campus. These team run drills to be prepared for an emergency.

**Results.**

Reported infractions for the 2020-21 school year by grade level and ethnicity as reported by STARS.

2019-2020 Discipline Infractions by Grade Level and Ethnicity	Ethnicity						
	Asian	Black	Caucasian	Hispanic	Nat American	Pacific Islander	Grand Total
<b>Infraction and Grade Level</b>							
Alcohol Violation - Possession			*				
Drug Violation			*	>10	*		
Other Violence – General (includes Threat or intimidation)				*			
Tobacco Use				*			
<b>Grand Total</b>					*		

**Conclusion.** There were significantly less discipline incidents reported through STARS for the 2020-21 school year due to the pandemic limiting in-person learning. Due to FERPA, cells with an asterisk (\*) represent less than 10 students and so have been masked.

**Action Plan.** By proactively utilizing the Los Lunas Schools’ Native American Liaisons and working as a team with the student, parent or guardian, school counselor, 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 continue to use 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 has all social workers trained as Certified Nonviolent Crisis Intervention Instructors and all counselors are trained as Certified Verbal Intervention Instructors which includes the verbal de-escalation techniques. Staff are scheduled to be trained throughout the school year including office staff, custodial staff, administration, teachers, inclusion support providers, and educational assistants.

The District's Social Emotional Team (consisting of counselors, social workers, and the district psychologist) are being trained throughout the year on strategies to build a positive school culture. Their overarching theme for this year is that every student deserves a classroom experience that acknowledges their integrated cognitive, social, and emotional development.

The District's Social Emotional Team is participating in five task forces being created this year:

- Revising the referral process
- Crisis Prevention Intervention
- Crisis Response Team
- Multi-Layered System of Supports
- Social emotional learning, and integration with classroom 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. A representative from the POI/DOE is serving on the committee.

## 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 2020, 2019, 2018, and 2017:**

### 2020 Cohort

District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	79.3
Los Lunas	Districtwide	Female	83.3
Los Lunas	Districtwide	Male	75.4
Los Lunas	Districtwide	Caucasian	84.1
Los Lunas	Districtwide	Hispanic	77.1
Los Lunas	Districtwide	<b>American Indian</b>	<b>84.4</b>
Los Lunas	Districtwide	Economically Disadvantaged	73.0
Los Lunas	Districtwide	Students w Disabilities	65.2
Los Lunas	Districtwide	English Language Learners	72.8

### 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

District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	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	<b>American Indian</b>	<b>78.5</b>
Los Lunas	Districtwide	Economically Disadvantaged	69.4
Los Lunas	Districtwide	Student w Disabilities	69.9
Los Lunas	Districtwide	English Learners	66.6

**Results.** The 2020-21 four-year cohort data was not available on the NMPED website at the time of this report. Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year. The American Indian student group decreased between 2017-2018 and 2018-2019 but increased dramatically from 2018-2019 to 2019-2020.

The charts were taken directly from the NMPED website with 4-year cohort graduation rates. This data showed an 84.4% graduation rate for American Indian students which was highest rate among all subgroups and significantly above the district average of 79.3%. This rate increased 16.6% from the year before. The remaining charts show the cohort rates for the previous 3 years.

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 has been a steady decline in graduation rates of American Indians from 2017 to 2019 but between the 2018-2019 to the 2019-2020 school years there was an increase of 16.6%.

**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 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 Multi-Layered System of Supports model to provide additional academic support in skill deficit areas for all students.

Los Lunas Schools will continue their programs that are in place that help support students and decrease dropouts by offering credit recovery classes built into the student's schedule during the school day, summer school, online classes, Tier II and Tier III interventions if needed, an alternative high school, the K-8 Family School Digital Academy, and the Distance Learning Academy housed at Century High School.

All Los Lunas Schools' students will be provided a device to participate in digital 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. 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 will be seeking an additional Native American Liaison at the elementary level.

Los Lunas Schools will continue to share academic and truancy data on their secondary level students with the POI/DOE and both Native American Liaisons at every grading cycle. Collaboration will happen between the two entities (including the POI Johnson O'Malley program) 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. A representative from the POI/DOE is serving on the committee.

## 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.

### 2020-21

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	Indian Rate
ANN PARISH	93.90	0.00	97.30	95.21	94.12	97.5
BOSQUE FARMS	96.79	95.61	66.23	97.21	96.88	96.5
DESERT VIEW	93.75	0.00	94.79	93.75	93.66	91.9
KATHERINE GALLEGOS	98.65	99.32	99.12	98.71	98.50	99.3
LOS LUNAS	95.05	99.07	100.00	95.28	94.84	91.5
PERALTA	94.56	0.00	94.30	95.75	94.29	97.5
RAYMOND GABALDON	96.01	0.00	95.76	97.57	95.72	95.9
SUNDANCE	97.06	99.56	97.44	97.61	96.99	96.9
TOME	93.29	0.00	100.00	94.63	93.85	87.1
VALENCIA	93.27	93.86	93.22	96.10	91.97	85.6
LOS LUNAS MIDDLE	98.91	99.91	99.65	99.25	98.88	98.2
VALENCIA MIDDLE	98.90	99.56	99.88	99.32	98.66	99.4
CENTURY HIGH	91.22	100.00	100.00	95.58	89.96	92.6
LOS LUNAS HIGH	98.61	99.66	97.71	98.89	98.59	98.2
VALENCIA HIGH	99.01	100.00	99.84	99.52	98.83	99.5



**2019-20**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	Indian Rate
ANN PARISH	92.58	96.12	95.69	92.77	92.72	91.22
BOSQUE FARMS	94.52	96.55	93.53	94.99	95.14	94.08
DESERT VIEW	94.17	0.00	95.24	94.71	93.94	90.49
KATHERINE GALLEGOS	94.62	97.24	94.85	94.11	94.31	94.23
LOS LUNAS	92.75	96.38	76.87	93.52	92.58	87.74
PERALTA	93.21	98.71	93.55	93.75	93.24	89.92
RAYMOND GABALDON	94.09	99.14	96.70	94.65	94.01	92.47
SUNDANCE	94.33	97.29	94.41	94.21	94.77	93.39
TOME	92.47	92.24	97.27	91.15	92.58	93.72
VALENCIA	93.33	98.71	95.47	94.05	92.98	94.33
LOS LUNAS MIDDLE	96.90	98.97	98.02	96.83	97.01	96.05
VALENCIA MIDDLE	94.06	0.00	96.12	93.75	94.03	95.47
CENTURY ALT HIGH	92.09	95.26	98.27	93.02	91.70	93.03
LOS LUNAS HIGH	94.80	94.78	93.94	96.16	94.58	94.07
VALENCIA HIGH	92.75	92.94	86.97	93.60	92.59	92.33

**2018-19**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	Indian Rate
ANN PARISH	93.69	93.81	0.00	93.21	93.84	97.42
BOSQUE FARMS	95.64	97.35	99.12	95.44	95.78	95.44
DESERT VIEW	94.62	93.75	97.51	94.65	94.42	94.61
KATHERINE GALLEGOS	95.62	96.71	97.61	95.06	95.38	96.01
LOS LUNAS	93.79	94.91	95.62	94.05	93.63	94.61
PERALTA	94.40	0.00	91.03	94.78	94.34	93.81
RAYMOND GABALDON	93.88	96.18	96.46	94.93	93.82	92.31
SUNDANCE	94.91	97.99	97.68	94.22	95.07	93.41
TOME	93.31	94.04	97.61	93.37	93.08	93.21
VALENCIA	93.78	98.01	95.85	93.21	93.81	94.31
LOS LUNAS MIDDLE	97.22	95.50	97.20	97.50	97.17	97.01
VALENCIA MIDDLE	94.90	0.00	95.27	94.98	94.79	96.41
CENTURY HIGH	92.31	96.81	93.36	92.37	92.03	93.71
LOS LUNAS HIGH	95.35	95.46	93.96	96.14	95.24	94.91
VALENCIA HIGH	93.08	93.35	93.75	93.23	93.04	92.81

**2017-18**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	Indian Rate
ANN PARISH	93.50	92.92	0.00	92.87	93.57	93.11
BOSQUE FARMS	95.22	95.58	96.96	94.96	95.62	95.11
DESERT VIEW	93.70	0.00	96.22	93.84	93.43	93.11
KATHERINE GALLEGOS	95.38	96.64	94.78	95.60	94.83	97.11
LOS LUNAS	93.57	94.84	98.01	93.85	93.30	95.11
PERALTA	93.64	0.00	95.24	93.78	93.79	95.11
RAYMOND GABALDON	94.45	97.35	96.17	94.86	94.17	96.11
SUNDANCE	95.19	97.04	93.52	95.46	95.21	93.11
TOME	93.84	92.04	97.85	94.38	93.40	92.11
VALENCIA	93.41	96.86	96.13	92.99	93.52	92.11
LOS LUNAS MIDDLE	95.03	93.03	96.51	95.42	95.06	94.11
VALENCIA MIDDLE	94.62	0.00	89.21	94.89	94.60	94.11
CENTURY HIGH	89.58	100.00	86.01	92.97	88.81	90.11
LOS LUNAS HIGH	93.48	95.47	92.47	95.01	93.07	93.11
VALENCIA HIGH	94.23	0.00	94.58	94.75	94.18	92.11

## 2016-17

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	Indian Rate
ANN PARISH	94.90	0.00	100.00	94.31	95.01	91.8
BOSQUE FARMS	95.51	90.91	94.32	95.24	95.72	95.8
DESERT VIEW	94.70	0.00	96.69	94.34	94.86	95.5
KATHERINE GALLEGOS	95.32	94.02	94.32	96.24	94.49	95.7
LOS LUNAS	94.19	97.27	99.32	93.86	94.32	93.0
PERALTA	94.84	0.00	93.33	95.02	94.88	96.5
RAYMOND GABALDON	95.81	99.09	97.00	95.51	95.97	95.3
SUNDANCE	95.46	95.27	96.74	95.32	95.65	94.4
TOME	94.76	0.00	96.23	94.28	94.63	95.9
VALENCIA	94.39	96.82	96.68	94.24	94.49	85.6
LOS LUNAS MIDDLE	95.27	98.96	93.55	96.04	95.24	94.2
VALENCIA MIDDLE	95.57	0.00	95.09	95.20	95.79	94.5
CENTURY HIGH	92.09	80.00	85.04	91.02	92.53	92.5
LOS LUNAS HIGH	94.04	94.23	94.27	93.99	94.13	93.5
VALENCIA HIGH	94.46	0.00	93.07	94.87	94.44	92.8

### Habitual Truant 2020-21

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,682.0	1,450.0	16.70%	8,297.0

### Habitual Truant 2019-20

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	9,157.0	684.0	7.47%	8,890.0

### Mobility Rate All Students for SY 2020-21

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.144

### 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 2018-19

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.225

## Results.

Overall, the attendance rates for American Indian students in the 2020-21 school year were much higher than the 2019-20 school year. The 2019-20 school year was overall lower than any of the other four years for American Indian attendance. In 2017-18, American Indian attendance was better than all students in 8 of the 15 schools and in 2018-19 it was better in 7 schools.

The habitually truant rate for Los Lunas Schools went up significantly (9.23%) from the 2019-20 school year to the 2020-21 school year.

Los Lunas Schools' mobility rate has been steadily declining between the 2018-19 school year and the 2020-21 school year (.081).

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 for the most current year, the attendance rates are better at the middle school and the high school level than they are at the elementary level. American Indian students had higher rates than the average school rate at six of the fifteen schools.

The truancy rate has increased significantly, but the mobility rate has dropped.

**Action Plan.** The Native American Liaisons will continue to monitor and support our American Indian students regarding daily attendance rates and 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 will be seeking an additional Native American Liaison at the elementary level.

The District's Social Emotional Team (consisting of counselors, social workers, and the district psychologist) are being trained throughout the year on strategies to build a positive school culture. Their overarching theme for this year is that every student deserves a classroom experience that acknowledges their integrated cognitive, social, and emotional development.

The District's Social Emotional Team is participating in five task forces being created this year:

- Revising the referral process
- Crisis Prevention Intervention
- Crisis Response Team
- Multi-Layered System of Supports
- Social emotional learning, and integration with classroom instruction

Los Lunas Schools and the Pueblo of Isleta Johnson O'Malley are collaboratively working together to coordinate services for 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. A representative from the POI/DOE is serving on the committee.

## 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 American Indian program, which meets the academic needs of all American Indian students
- IEC members review copies of the Title VI and other grant applications that impact American Indian students
- They met each quarter with any additional parents who wanted to attend
- Tribal officials, the Pueblo of Isleta Department of Education (POI/DOE) and American Indian parents received an emailed copy of any documents being discussed at the meeting at least a week before the meeting. Parents received a computer-generated reminder call the Sunday before each meeting. Minutes of the meetings are emailed to the aforementioned stakeholders within a week after the meeting

#### Native American Parent Liaison (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.
- 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.
- Attended Individualized Education Plan (IEP) meetings

#### Events:

- Los Lunas Schools supplied backpacks for the Annual Johnson O’Malley Back-to-School Supply Drive
- POI/DOE hosted their graduation banquet at Los Lunas High School honoring all graduates

\*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 are shared with all parents and the POI/DOE and tribal leaders.

**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 at least a week ahead of the meeting, and minutes emailed within a week after the meeting
- The high school Native American Liaison and two high school counselors attended the College Board Native American Student Advocacy Institute
- 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, and student/parent surveys
- Los Lunas Schools supplied over 500 backpacks for the Johnson O'Malley Back-to-School Supply Drive

**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 including the JOM program, 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, JOM, 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 will be seeking an additional Native American Liaison at the elementary level to increase parent involvement at the elementary level.

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 and their families. Los Lunas Schools and the Pueblo of Isleta Johnson O'Malley are collaboratively working together to coordinate services for 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. A representative from the POI/DOE is serving on the committee.

# 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 Liaison positions were open for most of the year (one at the high school level was hired in January 2021 and one at the middle school level was hired in May 2021) providing the following:
  - Sponsored Native American Clubs were not coordinated this school year as the liaison positions were unable to be filled until the second half of the school year
  - High School Liaison would have organized college campus visits. Campus visits were not allowed due to the pandemic
  - 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
  - Both liaisons would have coordinated culturally relevant field trips. Field trips were not allowed due to the pandemic
- Tutoring for students was offered virtually at the secondary level for both math and language arts
- Career/College Fair is normally held annually and was not held due to the pandemic
- 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 POI/DOE
- 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
- Los Lunas Schools continued with one-to-one with laptops for all high school students. Middle and elementary school students all had one-to-one iPads. Mobile hot spots were given to students who needed one.



## Results.

- TIWA I language course enrollment for both high schools was 15 students and the TIWA II language course enrollment for both high schools was 11
- Twenty-two American Indian students received tutoring throughout the year. 459 hours of tutoring were offered to secondary American Indian students
- All seventh-grade students studied Native American history
- All Native American students were provided a device for learning and hot spots if needed

**Conclusion.** In the 2020-21 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 771 American Indians enrolled in Los Lunas Schools last year (as per the 80<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 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 Multi-Layered System of Supports 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 will be seeking an additional Native American Liaison at the elementary 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 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 given 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 and the Pueblo of Isleta Johnson O'Malley program will collaboratively work together to coordinate services for 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. A representative from the POI/DOE is serving on the committee.

## 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 2020-21:**

All students - 7886

American Indians - 771

Percentage of American Indians – 9.4%

Total District Budget - \$158,439,611

24101 – Title I \$2,178,577

24189 – Title IV \$259,778

Number of American Indian funding sources – 3

25184 – Indian Ed. Formula Grant Title VI - \$103,692

25147 – Impact Aid - \$220,960

27150 – NM School District Indian Education and Cultural Inclusion Grant - \$90,000 (was allocated for a school counselor to provide services to American Indians. Funds were not expended as no one was able to be hired)

Total Budget for American Indian Programs - \$324,652 (did not include the NM School District Indian Education and Cultural Inclusion Grant, as that money was not able to be used)

Amount per American Indian student - \$421

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

**Results.** In the 2020-21 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 purchase culturally relevant library books district-wide, backpacks, supplies, and to pay for tutoring, senior graduation banquet, and salaries. Los Lunas Schools did not use funds, due to COVID-19, to pay for fieldtrips or the college and career fair.

Impact Aid was utilized to pay for the salary for a Native American Liaison at the middle school level and Title VI was utilized to pay for the salary of a Native American 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.** To support and/or impact American Indian student achievement during the 2021-2022 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.

Los Lunas Schools will seek an additional Native American Liaison to work with elementary students. This Liaison will be paid out of Impact Aid.

Los Lunas Schools is using Title VI funds to purchase additional culturally relevant books for libraries throughout the district.

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. A representative from the POI/DOE is serving on the committee.

## 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 programs/activities
  - 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 academic and co-curricular programs at the end of the fall and spring semesters
  - B. Twice yearly surveys, IEC/parent 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 within 90 days
- 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 POI/DOE 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 at the end of 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 2020-21 school year there were eight official meetings and multiple brief phone conversations and emails. In-person meetings were not held in October through December due to the change in staff at the POI/DOE. Telephone conversations were conducted to continue the communication.

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

The 2021-22 IPPs were brought before the Los Lunas School Board for approval and signed on November 8, 2020. The IPPs were sub-sequentially submitted for signature by the Governor of Isleta Pueblo and were signed on December 3, 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 within 90 days of the changes.

Los Lunas Schools and the POI/DOE will continue to meet monthly. District and Tribal Leadership will meet additionally bimonthly.

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. A representative from the POI/DOE is serving on the committee.

## 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 2019-20 (one year lagged). This data was provided by the Indian Education Division of the Public Education Department. Data represented by an \* is masked as it indicates less than 10 students.**

Ethnicity	2019-20 Drop Out Grades 7-12	2019-20 Overall % Rate
American Indian/Alaskan Native	*	*
Asian	*	*
Black or African American	*	*
Caucasian	15	*
Hispanic	86	3.10%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

Reason Not Graduating for American Indian Students	Total
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	*

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

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

Ethnicity	2018-19 Drop Out Grades 7-12
Asian	
African American	*
Caucasian	13
Hispanic	71
American Indian or Alaskan Native	11
Native Hawaiian or Other Pacific Islander	

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

Ethnicity	2017-18 Drop Out Grades 7-12
Asian	
African American	*
Caucasian	14
Hispanic	86
American Indian or Alaskan Native	*
Native Hawaiian or Other Pacific Islander	*

### Habitual Truant 2020-21

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,682.0	1,450.0	16.70%	8,297.0

### Habitual Truant 2019-20

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	9,157.0	684.0	7.47%	8,890.0

**Results.** The number of American Indians who have dropped out decreased from 2018-19 to 2019-20.

All 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), all were dropped for non-attendance.

The Habitual Truant rate for Los Lunas Schools has more than doubled between 2019-20 and 2020-21.

**Conclusion.** Los Lunas Schools met with the Pueblo of Isleta Truancy department and the POI/DOE in July 2021 to collaborate on ways that the three entities can work together to increase attendance and decrease dropout rates.

Native American Liaisons at the middle and high school level collaborated with the POI/DOE and the Johnson O'Malley (JOM) program to tutor students and coordinate services between all entities.

The POI Truancy Department worked collaboratively with the LLS Truancy Department.

**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 Apex (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 than that of a traditional high school.

Both Native American Liaisons will continue to work with school officials and the Pueblo of Isleta truancy department to address non-attendance and truancy. They will also continue to work with the POI/DOE and JOM program to offer tutoring.

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 will be seeking a Native American Liaison at the elementary level.

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. A representative from the POI/DOE is serving on the committee.

## 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 attend their public school more regularly.

**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 are 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.

Los Lunas Schools typically provides field trips to the Gathering of Nations, the University of New Mexico for the Native American junior and senior visit days, the Tiwa Lending Services Native Youth Empowerment Symposium, and for middle school students to visit the ABO Ruins and Sky City Cultural Center. These field trips were cancelled due to the pandemic.

**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 and by providing field trips to cultural events.

**Action Plan.** The Los Lunas Schools will continue to work collaboratively with the Pueblo of Isleta and parents 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 will plan for field trips again this year, keeping the safety of students at the forefront.

Los Lunas Schools will be seeking a Native American Liaison at the elementary level.

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. A representative from the POI/DOE is serving on the committee.

## 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 2020 – 2021 school year the LLS's district leadership collaborated with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials periodically throughout the school year, including discussions on the use of various funding sources. 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 at least a week before the meeting. They were also emailed the meeting minutes following the meeting within a week of the meeting. Meetings were held between the 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 2020 – 2021 school year LLS collaborated with the POI/DOE officially eight times and had many additional phone conversations. 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 liaisons as needed and communicated via e-mail on a regular basis. Results of the fall and spring survey were shared and discussed with the POI/DOE, the Indian Education Committee, parents, 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 distribution of school supplies and back packs, the POI/DOE holding their graduation banquet at Los Lunas High School, 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 collaborations with 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. Additionally, tribal leaders and district administration have set up a bimonthly schedule to meet.

POI/DOE and LLS district directors will meet monthly to collaborate. Los Lunas Schools' staff will continue to attend workshops and meetings hosted by PED's Indian Education Department.

Los Lunas Schools and the Pueblo of Isleta Johnson O'Malley will collaboratively work together to coordinate services for students.

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. A representative from the POI/DOE is serving on the committee.

## 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 virtual learning excursions to gain knowledge of the culture, art, folklore, and customs of American Indians in New Mexico.

During the 2020 – 2021 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.

Los Lunas Schools purchased books and/or eBooks either by American Indian authors and books and/or eBooks about American Indian culture, art, folklore, and customs for all its school libraries.

**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 15 and the TIWA II language course enrollment for both high schools was 11 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 will continue to purchase books and/or eBooks written by American Indian authors and book and/or eBooks about American Indian culture, art, folklore, and customs for all its school libraries.

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. A representative from the POI/DOE is serving on the committee.

## Access to Native Language Programs

**Objective.** This section is a new addition to IED's objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, "it is imperative that native language and bilingual programs are part of a schools' development plan".

**Background.** The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico.*

**Methods.** There is a current Memorandum of Understanding between the Pueblo of Isleta, the University of New Mexico Valencia Branch, and Los Lunas Schools regarding the language program.

LLS offered a TIWA I and a TIWA II course at Los Lunas High School and at Valencia High School. There was one teacher at each high school to cover the classes with one available substitute. All the teaching staff is employed through the POI/DOE. All classes are offered for dual-credit.

Classroom supplies were purchased using Title VI funds and the teachers were offered district professional development opportunities.

**Results.** Total TIWA I language course enrollment for both high schools was 15 and TIWA II language course enrollment for both high schools was 11.

**Conclusion.** There is a low number of students taking the TIWA language classes. Students are encouraged to enroll in those classes when registering.

**Action Plan.** 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.

The Pueblo of Isleta Department of Education is actively trying to grow the language program by seeking teachers and substitutes. Los Lunas Schools supports the TIWA classes and teachers by providing any needed classroom supplies and including them in district professional development opportunities.



Los Lunas Schools  
Indian Policies and Procedures (IPP's)  
SY 2021-22

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

## ATTESTATIONS

Los Lunas Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2020-21 Impact Aid application.

Los Lunas Schools attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their SY 2020-21 Impact Aid application.

**Policy 1-** An LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

## Procedures

- 1.1 Los Lunas Schools' Indian Education Committee (IEC) will meet quarterly, and more if necessary, starting in September. A reminder email will be sent out to all committee members, tribal leaders, families of students currently attending Los Lunas Schools, and the Pueblo of Isleta Department of Education no later than seven (7) days before each meeting. The email will include a draft agenda and any documents (Indian Policies and Procedures, Title VI Formula Grant, IEC by-laws, Impact Aid application, Indian Education Act Grant, survey results, student needs assessment, 506 Form information, etc) related to the draft agenda. Meeting minutes will be emailed to the aforementioned stakeholders after the meeting within three (3) days.
- 1.2 Los Lunas Schools will hold a quarterly, and more if necessary, parent open forum meeting in conjunction with the IEC meeting. An email and phone call reminder will be sent out to all American Indian households of the LEA no later than three (3) days prior to each meeting.
- 1.3 All applications required for American Indian Programs and additional documents (Indian Policies and Procedures, Title VI Formula Grant, IEC by-laws, Impact Aid application, Indian Education Act Grant, survey results, student needs assessment, 506 Form information, etc) will be provided a week before the due date to tribal officials

and the Pueblo of Isleta Department of Education. Said applications will be shared via email with families, see Procedure 1.1 and discussed at the next scheduled IEC and parent forum meeting.

- 1.4 All reports required for American Indian programs will be provided at least annually to tribal officials and the Pueblo of Isleta Department of Education within a month of completion. Said reports will be shared via email with families, see Procedure 1.1 and discussed at the IEC and parent forum meetings scheduled following completion.
- 1.5 Results of any surveys will be shared with tribal officials and the Pueblo of Isleta Department of Education within a month of completion. Survey results will be shared via email with families, see Procedure 1.1 and discussed at the following IEC and parent forum meetings after completion.

**Policy 2-** Provide an opportunity for tribes and parents of Indian children to provide their views on the LEA's educational program and activities, including recommendations on the needs of their children and on how the LEA may help those children realize the benefits of the LEA's education programs and activities. As part of this requirement, the LEA will-

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

#### Procedures

- 2(a) Los Lunas Schools will conduct parent surveys through Survey Monkey, one in the fall semester and one in the spring semester to allow for input on educational programs and activities offered to American Indian students. Paper surveys will be available at the Pueblo of Isleta Department of Education upon request.
- 2(b) Los Lunas Schools will send out an email reminder three days before the survey opens to all American Indian households serviced by the LEA to remind parents to complete the survey.
- 2(c) Los Lunas Schools will provide a question on the fall survey that will solicit the tribe's preferred method of communication. The survey results of last fall indicate email is the preferred method of communication.
- 2(d) Los Lunas Schools will accommodate (by modifying the method of communication or by changing meeting dates or times) the preference of communication based on fall survey results. The following methods of communication maybe utilized: phone, email, tribal newsletter, notification to tribal administration, and IEC and parent forum meetings.
- 2(e) At the start of each school year, Los Lunas Schools will communicate through the American Indian programs brochure all the dates, times and location of the IEC and parent forum meetings scheduled for that year. Email reminders of meetings will occur seven (7) days prior to ensure maximum participation. Other methods of communication may be utilized: phone, tribal newsletter, notification to tribal administration.

**Policy 3-** The LEA will, at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the LEA's education program and activities. As part of this requirement, the LEA will:

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and



- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

#### Procedures

- 3 (a) Los Lunas Schools will annually evaluate the number of American Indian students who participate in all academic and co-curricular programs. This data will be provided once at the end of the fall semester and once the end of the spring semester via email with families, see Procedure 1.1 and discussed at an IEC meeting and parent forum meeting. The data will be sent by email to the tribal officials, the Pueblo of Isleta Department of Education.
- 3 (b) Los Lunas Schools will elicit comments, recommendations, and participation from the tribes and parents of Indian children through IEC and parent forum meetings, emails, surveys, and in person. Meetings are held with reminders at least seven (7) days before the meeting. Additionally, parents are always afforded the opportunity to provide comments via email or in person to the Coordinator of Federal Programs.

**Policy 4-** Modify the IPPs if necessary, based upon the results of any assessment or input described in §222.94f(b)

#### Procedure

- 4 IPP's will be reviewed at least three (3) times per year at the IEC/parent forum meetings and with the Pueblo of Isleta Department of Education. Recommendations will be shared with tribal leaders. Any agreed-upon changes will be revised and implemented within 90 days. Parents will be informed via email the changes that have been made within 90 days.

**Policy 5-** Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submissions of the IPPs by the LEA.

#### Procedure

- 5 Los Lunas Schools will review comments and recommendations received during IEC and parent forum meetings. Responses to comments and recommendations will take place at that meeting, documented in writing through the agenda and/or minutes. If additional information is needed, responses will take place at the next meeting, documented in writing, through the agenda and minutes. The agendas and minutes will be emailed to tribal officials and the Pueblo of Isleta Department of Education within a week of the meeting being held.

**Policy 6-** Provide a copy of the IPP's annually to the affected tribe or tribes.

#### Procedure


- 6 Los Lunas Schools will convene a meeting with tribal officials and the Pueblo of Isleta Department of Education 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. A copy of the current IPP's will then be provided to tribal officials and the Pueblo of Isleta Department of Education.



CERTIFICATION

Approved: \_\_\_\_\_, 2020

  
\_\_\_\_\_  
President, Los Lunas School Board

  
\_\_\_\_\_  
Superintendent, Los Lunas Schools

  
\_\_\_\_\_  
Governor, Pueblo of Isleta

11/18/20  
\_\_\_\_\_  
Date

11/19/20  
\_\_\_\_\_  
Date

12-3-2020  
\_\_\_\_\_  
Date

APPROVED BY  
NOV 17 2020  
  
LLS BOARD OF EDUCATION