



Los  
Lunas Schools

Tribal Education Status Report  
2022-23

# Student Achievement

**Objective.** Student achievement in New Mexico public schools is measured by statewide tests approved by PED.

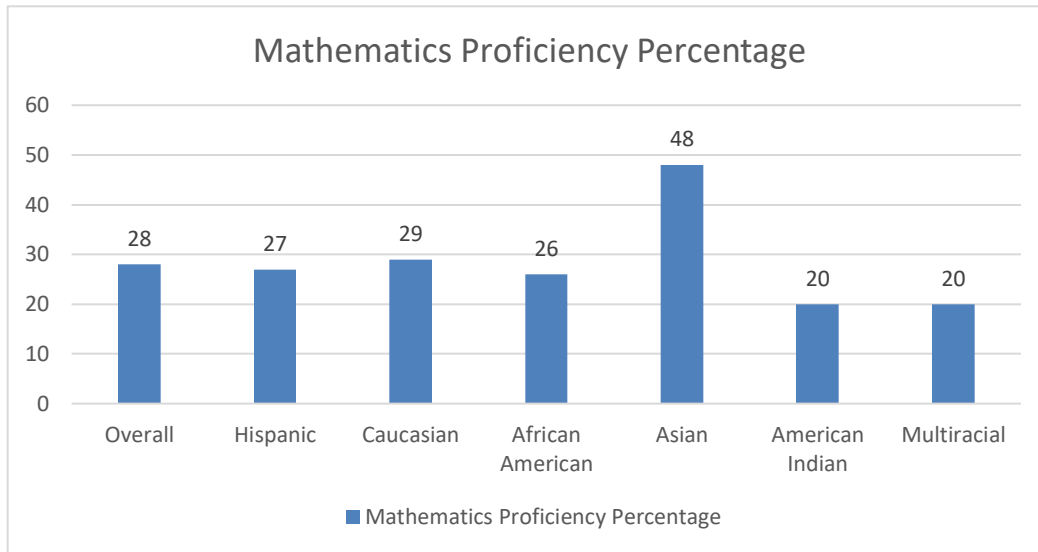
**Background.** The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English language arts 3-8, 11; math 3-8, 11; Science in grades 5, 8, and 11; Spanish reading, reading, math, and science for students with disabilities.

**Methods.** The following assessments were used in the 2022-23 school year. The New Mexico Measures of Student Success and Achievement (NM-MSSA) is the summative assessment in mathematics, English language arts (ELA), and Spanish language arts (SLA) for students in grades 3-8.

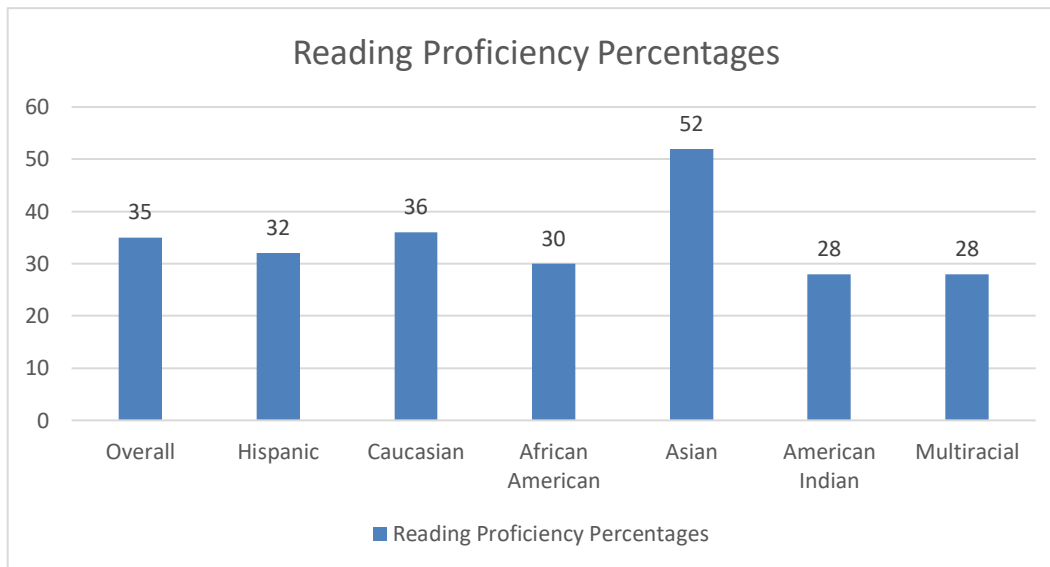
- Student achievement in New Mexico public schools is measured by statewide tests that are approved by PED.
- The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2, English language arts 3-8, 11; Science in grades 5,8, and 11; Spanish reading, reading, math, and science for students with disabilities.
- New Mexico Assessment of Science Readiness
- WIDA Screener – Within 30 days of start of school year OR within two weeks of initial NM enrollment.
- Dyslexia Screener – By the 40<sup>th</sup> day of school and within two weeks of initial NM enrollment.
- Istation Indicators of Student Progress Math, SLA, ELA – K-3 ELA, SLA, K-2 Math. ELA is required statewide for grades K-2. For K5+ programs: ELA and Math are required K-2. The PED highly recommends the required BOY K-2 ELA is given in the first 20 days of school once the window opens. ECLIPSE schools are required to administer K-2 ELA.
- Interim Measures of Student Success Achievement Math and ELA, grades 3-8. State-provided interim assessment in ELA and math. iMSSA can be used to meet the state's 3-8 interim assessment requirement. LEAs, including those taking part in the K5+ program, are permitted to use a locally procured assessment to fulfill the state's 3-8 interim assessment requirement.
- Advanced Placement, grades 9-12.
- Dynamic Learning Maps – Instructionally Embedded Window grades 3-12, Optional state-provided interim assessment for students with significant cognitive disabilities. Testing during the instructionally embedded window is open to all students and does not have to be limited to those who will be administered the required end-of-year test.
- Kindergarten Observational Tool, Kindergarten. All policy-related questions regarding the kindergarten observational tool should be directed to the Literacy and Humanities bureau. Questions about the kindergarten assessment can be directed to [ped.assessment@state.nm.us](mailto:ped.assessment@state.nm.us). (The preschool observational tool is now managed by the New Mexico Early Childhood Education and Care Department.
- SAT School Day – Math, Evidence-based Reading and Writing – with no separate essay, grades 11 & 12.
- NM-MSSA Spanish Language Arts (SLA) assessment for grades 3-8 replacing the Spanish Reading SBA for grades 3-8. As a result, the Spanish Reading SBA is only offered at the high school level as a summative assessment.

**Results.** The following data was taken from the NMVISTAS website <https://nmvistas.org>

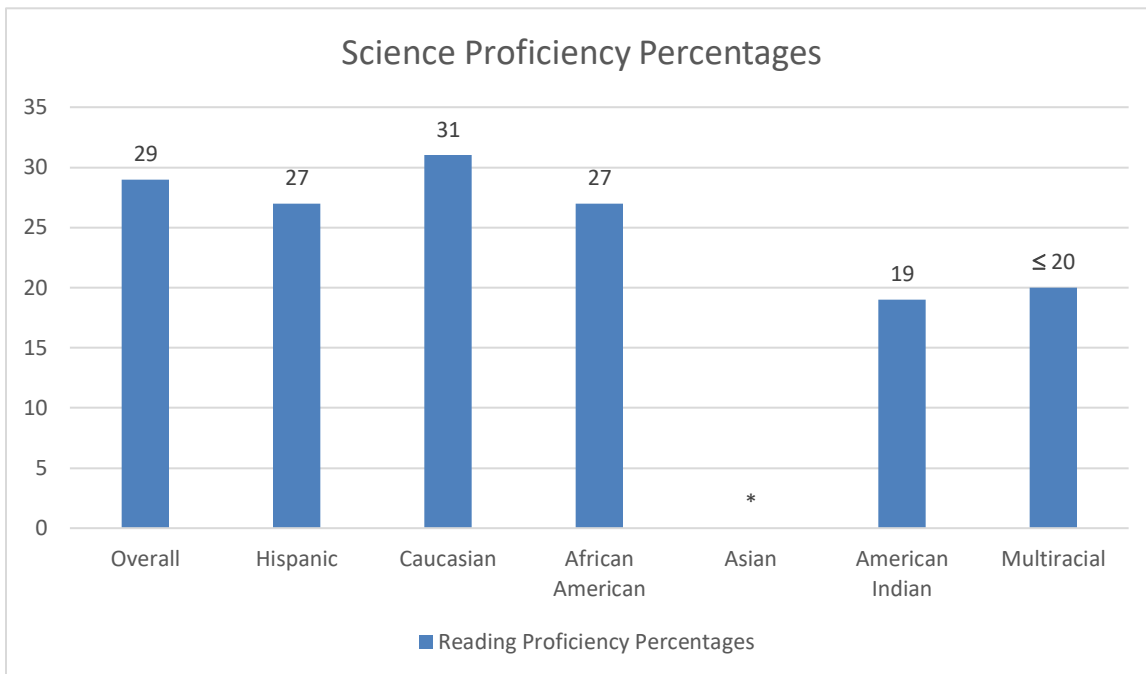
**Mathematics Proficiency:** The math proficiency rate measures the percent of students whose ability in math is at the expected level, or higher, for the student's grade. Students in grades 3-8 and 11 are assessed in math. The math proficiency rate is the number of students who are at grade level or higher in math divided by the total number of students who took the math assessment or 95 percent of enrolled students in the school, whichever is greater.



**Reading Proficiency:** The reading proficiency rate measures the percent of students who are reading at the expected level, or higher, for the student's grade. Students in grades 3 through 8 and grade 11 are assessed in reading. The reading proficiency rate is the number of students who are at grade level or higher in reading divided by the total number of students who took the reading assessment or 95 percent of enrolled students in the school, whichever is greater.



**Science Proficiency:** The science proficiency rate measures the percent of students whose knowledge in science is at the expected level, or higher, for the student's grade. Students in grades 5, 8, and 11 are assessed in science. The science proficiency rate is the number of students who are at grade level or higher in science divided by the total number of students who took the science assessment or 95 percent of enrolled students in the school, whichever is greater.



\*Masked

**Conclusion.** Districtwide, American Indian students' percentage proficient in mathematics was lower than the percentage proficient for all other ethnicities except for Multiracial. They were both at 20%. For English language arts, American Indian students' percentage proficient in mathematics was lower than the percentage proficient for all ethnicities except for Multiracial. They were both at 28%. For science, American Indian students' percentage proficient in mathematics was lower than the percentage proficient for all ethnicities. Their proficiency rate is 19%.

**Action Plan.** Los Lunas Schools is actively seeking a high school Native American Liaison (NAL) as the position was vacated during the summer. LLS is also seeking an elementary school NAL as the position was vacated at the end of September. The middle school Native American Liaison position is filled. These positions will work to foster relationships with families and students, work to solve truancy issues, promote student's leadership skills, and assist students and families with academics.

Los Lunas Schools will be sharing academic and truancy data with the Pueblo of Isleta Department of Education (POI/DOE) 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 continue to provide options that help support students and decrease dropouts by offering credit recovery, summer school, dual-credit classes. A teacher is being provided at the Pueblo of Isleta Department of Education on Mondays and Tuesdays to assist students taking credit recovery classes.

All Los Lunas Schools' students will be provided a device for learning. High school students have MacBooks and all other students have iPads.

Los Lunas Schools has added two additional middle school social workers to the Mental Health Team to support general education students. A social worker was hired at Desert View Elementary and Ann Parish Elementary to support general education students.

Each school site continues to have a Social Emotional (SEL) Team that is participating in training to provide students, parents, and families the skills and knowledge around social and emotional development. The goal this year is to support adult well-being, to create positive work environments, and to focus on the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. LLS has hosted two parent nights at the high school level. They were held from 5:30-7:30pm with the first 30 minutes as a meet and greet with time for families to eat. The rest of the time focused on the SEL Competencies and supporting families with understanding of how SEL is a part of the student's daily routine at school.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division at the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.

# School Safety

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

**Background.** New Mexico looks at strategies to keep students, staff, and faculty safe in schools.

The school safety plan (SSP) 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 NM PED Safe and Healthy Schools Bureau.

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

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

Safety and Security Department online resources include the following:

- 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.

Other:

- "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.
- An assistive technology task force was created districtwide. They met and researched items to purchase that would benefit all students.

## Los Lunas Schools Safety Plan

Each school is required to have its own safety plan. There is a safety team for emergency management planning and response listed in the plan with contact information. Campus maps are included in each plan, including floor plans, arial views with utility cut offs marked. The plan must be revised annually.

In the *Prevention* section of each plan, the local health services, behavioral/mental health services, infectious and communicable disease guidance, social emotional learning and school climate supports, and internet use information is included. The following are district wide:

- High school and middle school students have the “STOPit” app available to anonymously report bullying/cyberbullying, violence/threats, drugs/alcohol, etc.
- Each school site created a Social Emotional (SEL) Team that participated in a yearlong training around every student having a classroom experience that acknowledges their social and emotional development.
- MOU was renewed between a counseling agency and Los Lunas Schools to offer care to students in crisis at no cost to families.
- LLS added social workers at all three high schools to work with general education students.
- Los Lunas Schools has most social workers trained as Certified Nonviolent Crisis Intervention Instructors and most counselors are trained as Certified Verbal Intervention Instructors which includes the verbal de-escalation techniques. 598 staff were trained with the verbal de-escalation training, 21 staff took the CPI refresher, and 205 staff were trained in the Nonviolent Crisis Intervention training throughout the 2022-23 school year.
- Sensory rooms have been installed at each school site and special education classrooms have received new flexible seating options across the district. Training on how to utilize the sensory rooms is on-going.
- Internet safety information is located on the school and district webpage. Students and parents have to sign an acceptable use agreement. I-Safe E-Rate Curriculum is used to provide awareness and knowledge of dangerous, destructive, or unlawful online behavior.

In the *Protection and Mitigation* section there is a behavioral threat assessment matrix and school teams, information on suicide awareness and prevention, and information on school access. The following are district wide:

- Crisis Intervention teams are trained in “Question Persuade Refer” course and implement the (SOS) “Signs of Suicide” at the secondary level.
- 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.
- All 15 school sites will be using the Raptor Visitor and Emergency Management System. The system will register and screen, using their ID card, every campus visitor, volunteer, and contractor so that school officials know who is entering their buildings. It prints out a visitor’s badge with their picture on it that must be worn throughout a visitor’s time at school. It has the date, time, and destination of the visit. If the visitor’s ID card registers an issue, it immediately sends a text alert to the campus’ administrators, LLS District Administrators, and the school resource officers. The visitor will not be allowed to enter the school.
- All schools have fencing on campus limiting access to sites and doors are kept locked unless there is a school function that requires otherwise.
- All schools utilize video monitoring systems around their campuses that are used to monitor movement of students, staff, and visitors throughout the campus and for providing information when reviewing incidents.
- All schools have electronic and key controlled main entrances with lobbies for visitors to check in.

In the *Response* section there is information about each schools’ incident command system, emergency operations desktop manual, evacuation/relocation plan, shelter in place plan, lockdown procedures, active shooter plan and procedures, medical emergencies, fire special considerations, hazardous materials, natural hazards, bomb threat considerations, fallen aircraft, transportation emergency plan, loss of power/water, civil disturbance, cyber breach, Amber Alerts, media relations, special events, and parent/guardian notification of emergency protocols. The following are district wide:

- All staff take an active shooter training video – This nine-minute video gives guidelines on surviving an active shooter situation.
- Active shooter trainings continue involving staff, local law enforcement, and emergency responders at all school sites. School Resource Officers are ALERRT certified. ALERRT stands for Advanced Law Enforcement Rapid Response Training. This training is a research-based active shooter response training.
- Each school has a designated “Medical Emergency Team” who is designated to respond if there is a medical emergency on campus. These team run drills to be prepared for an emergency.
- All school principals or designated Incident Commanders are required to complete the *Incident Command System (ICS) FEMA Training*. Each school has an Incident Command Team.
- Classrooms have incident response kits (emergency kits).
- An emergency drill is conducted in each school once a week during the first four weeks of the school year and at least once a month thereafter through the end of the school year. For the first four weeks, 1 drill is a shelter-in-place, 1 is an evacuation drill, and two are fire drills. During the rest of the school year each school will conduct at least 4 additional emergency drills, at least 2 of which will be fire drills.

In the Recovery section there is information about relocation plans and team requirements, reunification plans and team requirements, continuity of operations planning, and psychological and emotional recovery procedures. The following are districtwide:

- Relocation and reunification Go-Kits are kept by the administration, classrooms, and nurses.
- District has a crisis response team and sends them to school sites as needed.

### Results.

Reported infractions for the 2022-23 school year by grade level and ethnicity as reported by STARS.

2022-2023 Discipline Infractions by Grade Level and Ethnicity	Ethnicity						Grand Total
	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	
<b>Infraction and Grade Level</b>							10
<b>Alcohol Violation – Possession</b>			*	*	*		*
7th				*			*
9th				*			*
10th				*			*
11th			*	*			*
12th					*		*
<b>Alcohol Violation - Use</b>			*	*			*
8th			*	*			*
9th				*			*
10th				*			*
11th			*	*			*
<b>Assault/Battery aggravated with hands, feet, fist</b>				*			*
7th				*			*
9th				*			*
12th				*			*
<b>Assault/Battery simple</b>			*	15	*		20
7th			*	*	*		*
8th				*			*
9th				*			*
10th			*	*			*



	12th				*			*
<b>Bullying and or Harassment not based on sex, race, color,</b>			*	20				24
	5th				*			*
	7th		*	*				*
	8th		*	*				11
	9th			*	*			*
	10th			*				*
<b>Bullying and or Harassment on the basis of sex, race, color,</b>			*	*				10
	4th			*				*
	7th		*					*
	8th		*	*				*
	9th			*				*
	10th			*				*
<b>Breaking and Entering Larceny</b>				*				*
	8th			*				*
	9th			*				*
	10th			*				*
<b>Criminal Damage</b>				*				*
	8th			*				*
<b>Disorderly Conduct</b>			*	*				10
	7th			*				*
	8th		*	*				*
	9th			*				*
	10th			*				*
<b>Drug Violation</b>		*	*	37	138	11	*	193
	7th			*	29	*		38
	8th	*		*	16	*		24
	9th		*	13	38	*		58
	10th		*	*	31	*		45
	11th			*	16	*	*	20
	12th				*			*
<b>Graffiti</b>			*	*				*
	7th		*	*				*
	8th			*				*
<b>Missing Property/Theft</b>				*				*
	7th			*				*
	8th			*				*
<b>Weapons Possession – Knife Cutting</b>			*	*				*
	6 <sup>th</sup>		*					*
	7th			*				*
	9th			*				*
<b>Weapons Possession - Other</b>			*	*				*
	9th			*				*
	10th		*	*				*
	12th		*	*				*
<b>Other Violence – General (includes threat or intimidation)</b>				*				*
	10th			*				*
<b>Other Violence – Sexual Battery</b>			*					*
	4th		*					*
	11th		*					*
<b>Other Weapons/Substance Abuse/Gang Activity</b>				*				*
	7th			*				*
<b>Sexual Harassment (includes bullying on the basis of sex)</b>			*	*	*			*
	4th		*		*			*
	6th		*	*				*
	8th			*				*
	9th		*					*
	11th		*					*
<b>Tobacco Use</b>			*	32	*			35

	5th				*			
	7th			*	*			*
	8th			*	*			12
	9th				*			*
	10th			*	*			*
	11th				*	*		*
	12th				*			*
<b>Vandalism</b>				*	11			12
	8th			*	*			*
	9th				*			*
	10th				*			*
	11th				*			*
<b>Grand Total</b>		*	*	65	272	17		361

**Conclusion.** Due to FERPA, cells with an asterisk (\*) represent less than 10 students and so have been masked. Out of 361 discipline incidents reported through STARS (262 in 2021-22 and 575 in 2019-20) in the chart above for the 2022– 2023 school year, 17 (4.71%) of the offenses were by American Indian students. This is down slightly from 6.48% in 2021-22 and 6.26% in the 2019-20 school year.

**Action Plan.** To support American Indian students during the 2023-24 school year, Los Lunas Schools (LLS) continues to have three Native American Liaison positions available. The middle school liaison position is filled. Currently, the high school and the elementary school position is open. These positions work to foster relationships with families and students, work to solve truancy issues, promote student’s leadership skills, and assist students and families with academics.

Crisis forms are being revised and updated again this school year.

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

Rocket the Safety Dog is being taught to all PreK, first, and second grade students in the district. Rocket teaches students about emergency preparedness, safety awareness, and social emotional skills. Lessons are done in a fun, enjoyable, entertaining, Not-threatening way. For more information go to <https://rocketrules.org/>.

The Rave Panic Button app is being used by the safety and security staff. It is an app that keeps individuals informed of emergencies happening and provides tools to report an emergency to both 911 and designated staff members.

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 will continue to offer Certified Nonviolent Crisis Intervention training and the Verbal Intervention training which includes the verbal de-escalation techniques.

Los Lunas Schools has added two additional middle school social workers to the Mental Health Team to support general education students. A social worker was hired at Desert View Elementary and Ann Parish Elementary to support general education students.

Each school site continues to have a Social Emotional (SEL) Team that is participating in training to provide students, parents, and families the skills and knowledge around social and emotional development. The goal this year is to support adult well-being, to create positive work environments, and to focus on the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. LLS has hosted two parent nights at the high school level. They were held from 5:30-7:30pm with the first 30 minutes as a meet and greet with time for families to eat. The rest of the time focused on the SEL Competencies and supporting families with understanding of how SEL is a part of the student's daily routine at school.

Sensory rooms and flexible seating continue to be available districtwide. In addition, the district has purchased a variety of assistive technology items to benefit all students. Some of the items ordered include pencil grips, adaptive scissors, wobble chairs, noise cancelling headphones, timers, slant boards, sensory vests, light filters for florescent lights, and ear buds that translate what a speaker is saying into each person wearing them.

# 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 2022, 2021, 2020, 2019, 2018:**

### 2022 Cohort

District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	80
Los Lunas	Districtwide	Female	83
Los Lunas	Districtwide	Male	77
Los Lunas	Districtwide	Caucasian	83
Los Lunas	Districtwide	Hispanic	79
Los Lunas	Districtwide	<b>American Indian</b>	<b>86</b>
Los Lunas	Districtwide	Economically Disadvantaged	75
Los Lunas	Districtwide	Students w Disabilities	63
Los Lunas	Districtwide	English Language Learners	79

### 2021 Cohort

District	School	Group	Rate (%)
Los Lunas	Districtwide	<b>All Students</b>	79.2
Los Lunas	Districtwide	Female	82.9
Los Lunas	Districtwide	Male	75.6
Los Lunas	Districtwide	Caucasian	82.3
Los Lunas	Districtwide	Hispanic	78.1
Los Lunas	Districtwide	<b>American Indian</b>	<b>80.5</b>
Los Lunas	Districtwide	Economically Disadvantaged	73.8
Los Lunas	Districtwide	Students w Disabilities	61.1
Los Lunas	Districtwide	English Language Learners	77.9

### 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	American Indian	67.8
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	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

**Results.** Graduation rates posted on the PED website are 4-year, 5-year, and 6-year rates. Graduation rates are one year behind. The 2021-22 four-year graduation data found on the NMVISTAS website. The all-student group steadily increased their graduation rate, while the American Indian student group increased graduation rates dramatically in 2019-2020, but decreased in 2020-2021 and then increased again in 2022 to be 86%. This rate is the highest of all subgroups.

The charts for 2020-2021 were taken directly from the NMPED website with 4-year cohort graduation rates. The remaining charts show the cohort rates for the previous 4 years.

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

<https://nmvistas.org/>

**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%. There was a slight decrease from the 2020 American Indian cohort rate to the 2021 American Indian cohort rate of 3.9%. In 2021-2022 the rate increased by 6% to 86% and is the highest of all subgroups.

**Action Plan.** Los Lunas Schools is actively seeking a high school Native American Liaison (NAL) as the position was vacated during the summer. LLS is also seeking an elementary school NAL as the position was vacated at the end of September. The middle school Native American Liaison position is filled. These positions will work 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 continue to provide options that help support students and decrease dropouts by offering credit recovery, summer school, dual-credit classes. A teacher is being provided at the Pueblo of Isleta Department of Education on Mondays and Tuesdays to assist students taking credit recovery classes.

All Los Lunas Schools' students will be provided a device for learning. High school students have MacBooks and all other students have iPads.

LLS will continue to share academic and truancy data with the Pueblo of Isleta Department of Education (POI/DOE). Collaboration will happen between the two entities (including the POI Johnson O'Malley program and the POI Truancy Department) to ensure that students are offered services as needed.

Los Lunas Schools has added two additional middle school social workers to the Mental Health Team to support general education students. A social worker was hired at Desert View Elementary and Ann Parish Elementary to support general education students.

Each school site continues to have a Social Emotional (SEL) Team that is participating in training to provide students, parents, and families the skills and knowledge around social and emotional development. The goal this year is to support adult well-being, to create positive work environments, and to focus on the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. LLS is currently planning to host multiple parent nights at each of the high schools. They will be held from 5:30-7:30pm with the first 30 minutes as a meet and greet with time for families to eat. The rest of the time will focus on the SEL Competencies and supporting families with understanding of how SEL is a part of the student's daily routine at school.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division in the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.

# 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 Attendance for Success Act” Statute 22-12A-1 which provides a means for a tiered data-informed system for public schools and school districts to identify students who are chronically or excessively absent and to aid public schools in developing whole-school prevention strategies and targeted interventions. Each of the tiers is defined as follows:

- (1) "whole school prevention" means universal, whole-school prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason;
- (2) "individualized prevention" means targeted prevention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason;
- (3) "early intervention" means interventions for students who are missing ten percent or more but less than twenty percent of classes or school days for any reason; and
- (4) "intensive support" means interventions for students who are missing twenty percent or more of classes or school days for any reason;

**Methods. Source for the following data:** <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success/annual-state-districts-and-schools-attendance-report/>

If the total enrollment is less than 20, the value is displayed as -1

- Tier 1: Students who have missed less than 5% of classes for any reason.
- Tier 2: Students who are missing 5% or more but less than 10% of classes or school days for any reason.
- Tier 3: Students who are considered chronically absent and missing 10% or more but less than 20% of classes or school days for any reason.
- Tier 4: Students who are considered excessively absent and missing 20% or more of classes or school days for any reason.

## 2022-23 All Los Lunas Schools Subpopulation Data

Subpopulation	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Percent of Students in Tier 1	Percent of Students in Tier 2	Percent of Students in Tier 3	Percent of Students in Tier 4	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	4345	1332	1411	987	615	30.66%	32.47%	22.72%	14.15%	36.87%	4.83	12.62
Male	4628	1476	1458	1091	603	31.89%	31.50%	23.57%	13.03%	36.60%	4.56	12.85
Hispanic	6562	1995	2122	1502	943	30.40%	32.34%	22.89%	14.37%	37.26%	4.68	13.13
American Indian/Alaskan Native	832	243	293	191	105	29.21%	35.22%	22.96%	12.62%	35.58%	4.81	11.72
Asian	78	42	20	9	7	53.85%	25.64%	11.54%	8.97%	20.51%	2.64	10.46
Black or African American	264	78	78	72	36	29.55%	29.55%	27.27%	13.64%	40.91%	3.76	13.39
Caucasian	7742	2433	2462	1788	1059	31.43%	31.80%	23.09%	13.68%	36.77%	4.72	12.83
Native Hawaiian or Other Pacific Islander	57	12	16	18	11	21.05%	28.07%	31.58%	19.30%	50.88%	5.47	14.93
Not Hispanic	2411	813	747	576	275	33.72%	30.98%	23.89%	11.41%	35.30%	4.72	11.66
Economically Disadvantaged	8973	2808	2869	2078	1218	31.29%	31.97%	23.16%	13.57%	36.73%	4.69	12.74
Students with Disabilities	1241	342	384	317	198	27.56%	30.94%	25.54%	15.95%	41.50%	5.84	14.08
English Language Learners	1143	322	360	292	169	28.17%	31.50%	25.55%	14.79%	40.33%	5.00	13.96

Experiencing Housing Insecurity	264	60	61	70	73	22.73%	23.11%	26.52%	27.65%	54.17%	4.51	15.72
Housed	8709	2748	2808	2008	1145	31.55%	32.24%	23.06%	13.15%	36.20%	4.69	12.64

### All Elementary Schools Data (except for Los Lunas Family School)

Subpopulation	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Percent of Students in Tier 1	Percent of Students in Tier 2	Percent of Students in Tier 3	Percent of Students in Tier 4	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	2161	662	851	500	148	30.63%	39.38%	23.14%	6.85%	29.99%	4.99	10.33
Male	2304	655	886	594	169	28.43%	38.45%	25.78%	7.34%	33.12%	4.81	10.95
Hispanic	3374	964	1331	825	254	28.57%	39.45%	24.45%	7.53%	31.98%	4.90	10.83
American Indian/Alaskan Native	401	104	173	88	36	25.94%	43.14%	21.95%	8.98%	30.92%	5.22	10.38
Asian	39	21	11	7	0	53.85%	28.21%	17.95%	0.00%	17.95%	3.21	7.36
Black or African American	151	47	45	46	13	31.13%	29.80%	30.46%	8.61%	39.07%	3.74	12.44
Caucasian	3842	1140	1497	942	263	29.67%	38.96%	24.52%	6.85%	31.36%	4.92	10.61
Native Hawaiian or Other Pacific Islander	32	5	11	11	5	15.63%	34.38%	34.38%	15.63%	50.00%	5.09	14.94
Not Hispanic	1091	353	406	269	63	32.36%	37.21%	24.66%	5.77%	30.43%	4.87	10.09
Economically Disadvantaged	4465	1317	1737	1094	317	29.50%	38.90%	24.50%	7.10%	31.60%	4.90	10.65
Students with Disabilities	634	165	241	165	63	26.03%	38.01%	26.03%	9.94%	35.96%	5.67	11.75
English Language Learners	589	171	225	152	41	29.03%	38.20%	25.81%	6.96%	32.77%	5.66	10.27
Experiencing Housing Insecurity	136	35	41	38	22	25.74%	30.15%	27.94%	16.18%	44.12%	4.24	11.23
Housed	4329	1282	1696	1056	295	29.61%	39.18%	24.39%	6.81%	31.21%	4.92	10.63

### All Middle Schools Data (except for Los Lunas Family School)

Subpopulation	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Percent of Student in Tier 1	Percent of Student in Tier 2	Percent of Student in Tier 3	Percent of Students in Tier 4	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	689	326	178	120	65	47.31%	25.83%	17.42%	9.43%	26.85%	2.97	10.27
Male	686	312	200	114	60	45.48%	29.15%	16.62%	8.75%	25.36%	2.82	10.69
Hispanic	968	451	268	158	91	46.59%	27.69%	16.32%	9.40%	25.72%	2.60	10.59
American Indian/Alaskan Native	124	61	38	19	6	49.19%	30.65%	15.32%	4.84%	20.16%	2.99	9.63
Asian	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	1.38	10.38
Black or African American	34	14	10	6	4	41.18%	29.41%	17.65%	11.76%	29.41%	2.94	11.32
Caucasian	1198	551	326	208	113	45.99%	27.21%	17.36%	9.43%	26.79%	2.89	10.58
Native Hawaiian or Other Pacific Islander	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	5.33	4.00
Not Hispanic	407	187	110	76	34	45.95%	27.03%	18.67%	8.35%	27.03%	3.59	10.21
Economically Disadvantaged	1375	638	378	234	125	46.40%	27.49%	17.02%	9.09%	26.11%	2.90	10.48
Students with Disabilities	193	74	58	37	24	38.34%	30.05%	19.17%	12.44%	31.61%	3.10	13.08
English Language Learners	216	82	62	49	23	37.96%	28.70%	22.69%	10.65%	33.33%	2.89	13.19
Experiencing Housing Insecurity	41	6	9	14	12	14.63%	21.95%	34.15%	29.27%	63.41%	2.63	19.88
Housed	1334	632	369	220	113	47.38%	27.66%	16.49%	8.47%	24.96%	2.90	10.19



## All High Schools Data (except for Los Lunas Family School)

Subpopulation	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Percent of Students in Tier 1	Percent of Students in Tier 2	Percent of Students in Tier 3	Percent of Students in Tier 4	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	1291	255	350	334	352	19.75%	27.11%	25.87%	27.27%	53.14%	5.87	17.97
Male	1458	419	351	351	337	28.74%	24.07%	24.07%	23.11%	47.19%	5.33	17.05
Hispanic	1937	451	488	471	527	23.28%	25.19%	24.32%	27.21%	51.52%	5.61	18.56
American Indian/Alaskan Native	265	59	75	76	55	22.26%	28.30%	28.68%	20.75%	49.43%	5.55	14.74
Asian	23	10	6	2	5	43.48%	26.09%	8.70%	21.74%	30.43%	2.70	16.70
Black or African American	63	11	18	16	18	17.46%	28.57%	25.40%	28.57%	53.97%	4.63	18.11
Caucasian	2383	592	599	586	606	24.84%	25.14%	24.59%	25.43%	50.02%	5.63	17.75
Native Hawaiian or Other Pacific Islander	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	7.00	21.47
Not Hispanic	812	223	213	214	162	27.46%	26.23%	26.35%	19.95%	46.31%	5.51	14.92
Economically Disadvantaged	2749	674	701	685	689	24.52%	25.50%	24.92%	25.06%	49.98%	5.58	17.48
Students with Disabilities	363	75	78	108	102	20.66%	21.49%	29.75%	28.10%	57.85%	7.85	19.50
English Language Learners	306	60	70	81	95	19.61%	22.88%	26.47%	31.05%	57.52%	5.53	21.70
Experiencing Housing Insecurity	74	14	8	18	34	18.92%	10.81%	24.32%	45.95%	70.27%	6.57	22.07
Housed	2675	660	693	667	655	24.67%	25.91%	24.93%	24.49%	49.42%	5.55	17.35

## Los Lunas Family School Data

Subpopulation	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Percent of Students in Tier 1	Percent of Students in Tier 2	Percent of Students in Tier 3	Percent of Students in Tier 4	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	204	89	32	33	50	43.63%	15.69%	16.18%	24.51%	40.69%	2.78	10.87
Male	180	90	21	32	37	50.00%	11.67%	17.78%	20.56%	38.33%	1.76	11.29
Hispanic	283	129	35	48	71	45.58%	12.37%	16.96%	25.09%	42.05%	2.66	12.06
American Indian/Alaskan Native	42	19	7	8	8	45.24%	16.67%	19.05%	19.05%	38.10%	1.57	11.64
Asian	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	0.33	3.33
Black or African American	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	2.19	8.19
Caucasian	319	150	40	52	77	47.02%	12.54%	16.30%	24.14%	40.44%	2.41	11.26
Native Hawaiian or Other Pacific Islander	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	3.00	6.75
Not Hispanic	101	50	18	17	16	49.50%	17.82%	16.83%	15.84%	32.67%	1.31	8.28
Economically Disadvantaged	384	179	53	65	87	46.61%	13.80%	16.93%	22.66%	39.58%	2.30	11.07
Students with Disabilities	51	28	7	7	9	54.90%	13.73%	13.73%	17.65%	31.37%	4.10	8.27
English Language Learners	32	9	3	10	10	28.13%	9.38%	31.25%	31.25%	62.50%	2.13	12.88
Experiencing Housing Insecurity	-1	-1	-1	-1	-1	-1.00%	-1.00%	-1.00%	-1.00%	-1.00%	1.62	13.38
Housed	371	174	50	65	82	46.90%	13.48%	17.52%	22.10%	39.62%	2.33	10.99

**Attendance Rate - Student attendance rates derived from student attendance summary; days attended/days enrolled. Ethnicity rates were not available for the 2021-22 school year.**

**2021-22**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	American Indian Rate
ANN PARISH	91.76	Not available	Not available	Not available	Not available	Not available
BOSQUE FARMS	93.58	Not available	Not available	Not available	Not available	Not available
DESERT VIEW	89.16	Not available	Not available	Not available	Not available	Not available
KATHERINE GALLEGOS	91.89	Not available	Not available	Not available	Not available	Not available
LOS LUNAS	90.00	Not available	Not available	Not available	Not available	Not available
PERALTA	90.91	Not available	Not available	Not available	Not available	Not available
RAYMOND GABALDON	90.23	Not available	Not available	Not available	Not available	Not available
SUNDANCE	91.39	Not available	Not available	Not available	Not available	Not available
TOME	89.79	Not available	Not available	Not available	Not available	Not available
VALENCIA	91.94	Not available	Not available	Not available	Not available	Not available
LOS LUNAS MIDDLE	94.56	Not available	Not available	Not available	Not available	Not available
VALENCIA MIDDLE	88.44	Not available	Not available	Not available	Not available	Not available
CENTURY HIGH	93.11	Not available	Not available	Not available	Not available	Not available
LOS LUNAS HIGH	91.49	Not available	Not available	Not available	Not available	Not available
VALENCIA HIGH	83.16	Not available	Not available	Not available	Not available	Not available

**2020-21**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	American Indian Rate
ANN PARISH	93.90	0.00	97.30	95.21	94.12	97.59
BOSQUE FARMS	96.79	95.61	66.23	97.21	96.88	96.55
DESERT VIEW	93.75	0.00	94.79	93.75	93.66	91.98
KATHERINE GALLEGOS	98.65	99.32	99.12	98.71	98.50	99.37
LOS LUNAS	95.05	99.07	100.00	95.28	94.84	91.53
PERALTA	94.56	0.00	94.30	95.75	94.29	97.59
RAYMOND GABALDON	96.01	0.00	95.76	97.57	95.72	95.93
SUNDANCE	97.06	99.56	97.44	97.61	96.99	96.90
TOME	93.29	0.00	100.00	94.63	93.85	87.13
VALENCIA	93.27	93.86	93.22	96.10	91.97	85.62
LOS LUNAS MIDDLE	98.91	99.91	99.65	99.25	98.88	98.22
VALENCIA MIDDLE	98.90	99.56	99.88	99.32	98.66	99.45
CENTURY HIGH	91.22	100.00	100.00	95.58	89.96	92.61
LOS LUNAS HIGH	98.61	99.66	97.71	98.89	98.59	98.29
VALENCIA HIGH	99.01	100.00	99.84	99.52	98.83	99.51

**2019-20**

School Name	Average School Attendance Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate	American 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	American 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	95.46
DESERT VIEW	94.62	93.75	97.51	94.65	94.42	94.67
KATHERINE GALLEGOS	95.62	96.71	97.61	95.06	95.38	96.09
LOS LUNAS	93.79	94.91	95.62	94.05	93.63	94.63
PERALTA	94.40	0.00	91.03	94.78	94.34	93.83
RAYMOND GABALDON	93.88	96.18	96.46	94.93	93.82	92.38
SUNDANCE	94.91	97.99	97.68	94.22	95.07	93.43
TOME	93.31	94.04	97.61	93.37	93.08	93.25
VALENCIA	93.78	98.01	95.85	93.21	93.81	94.39
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	93.74
LOS LUNAS HIGH	95.35	95.46	93.96	96.14	95.24	94.99
VALENCIA HIGH	93.08	93.35	93.75	93.23	93.04	92.84

### Habitual Truant 2022-23

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	9,083	4,009	44.14%	9,072

### Habitual Truant 2021-22

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,980	4,283	47.69%	8,582

### Habitual Truant 2020-21

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,682	1,450	16.70%	8,297

### Mobility Rate All Students for SY 2022-23

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	Not Available

### Mobility Rate All Students for SY 2021-22

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	.0122

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

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.144

**Results.** When looking at the chronic absentee rate for all of Los Lunas Schools for the 2022-23 school year, the highest rate was students experiencing housing insecurity with a rate of 54.17%. Native Hawaiian or other Pacific Islander came in the second highest at 50.88%. American Indian/Alaskan Native's rate is the third lowest rate at 35.58% with Asian and Not Hispanic being the only other two lower.

When looking at the chronic absentee rate for all LLS' elementary schools for the 2022-23 school year, the highest rate was Native Hawaiian or other Pacific Islander with a rate of 50%. American Indian/Alaskan Native's rate is the third lowest rate at 30.92% with Asian and Not Hispanic being the only other two lower (not including male/female as subgroups).

When looking at the chronic absentee rate for all LLS' middle schools for the 2022-23 school year, the lowest rate was American Indian/Alaskan Native's rate at 20.16%. The highest rate was students experiencing housing insecurity at 63.41%. There were less than 20 Native Hawaiian or other Pacific Islander students at the middle school level so their data is not represented.

When looking at the chronic absentee rate for all LLS' high schools for the 2022-23 school year, American Indian/Alaskan Native's rate of 49.43% is the fourth lowest (not including male/female as subgroups). The only three groups lower were Housed students (49.42%), Not Hispanic (46.31%), and Asian (30.43%). There were less than 20 Native Hawaiian or other Pacific Islander students at the middle school level so their data is not represented.

At the Los Lunas Family School for 2022-23, American Indian/Alaskan Native students had the third lowest chronic absentee rate at 38.10% with Not Hispanic and Students with Disabilities being lower.

The habitually truant rate for Los Lunas Schools went up significantly (16.70%) from the 2020-21 school year to the 2021-22 school year. With the Attendance for Success Act, all excused and unexcused absences are calculated to obtain the absentee rate starting in the 2020-21 school year. This change explains the jump in the rate. The habitually truant rate decreased from the 2021-22 school year to the 2022-23 school year by 3.55%.

Los Lunas Schools' mobility rate declined between the 2020-21 school year (.144) and the 2021-22 school year (.122). The 2021-22 mobility rate is not available from the NM PED.

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

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success/annual-state-districts-and-schools-attendance-report/>

**Conclusion.** In analyzing the given data for 2022-23, the American Indian/Alaskan Native subgroup has had the third lowest chronic absentee rate overall. This subgroup also had the lowest chronic absentee rate at the middle school level, the third lowest at the elementary level, and the fourth lowest rate at the high school level.

The habitual truant rate has decreased from 2022 to 2023. The mobility rate is unavailable for the 2021-22 school year.

**Action Plan.** Los Lunas Schools is actively seeking a high school Native American Liaison (NAL) as the position was vacated during the summer. LLS is also seeking an elementary school NAL as the position was vacated at the end of September. The middle school Native American Liaison position is filled. These positions will work to foster relationships with families and students, work to solve truancy issues, promote student's leadership skills, and assist students and families with academics.

In addition to the liaisons, the Truancy Department within the Pueblo of Isleta works collaboratively with Los Lunas Schools by sharing data regarding truant students and attending parent conferences to discuss the issue and look for resolutions.

Los Lunas Schools has added two additional middle school social workers to the Mental Health Team to support general education students. A social worker was hired at Desert View Elementary and Ann Parish Elementary to support general education students.

Each school site continues to have a Social Emotional (SEL) Team that is participating in training to provide students, parents, and families the skills and knowledge around social and emotional development. The goal this year is to support adult well-being, to create positive work environments, and to focus on the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. LLS has hosted two parent nights at the high school level. They were held from 5:30-7:30pm with the first 30 minutes as a meet and greet with time for families to eat. The rest of the time focused on the SEL Competencies and supporting families with understanding of how SEL is a part of the student's daily routine at school.

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

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division at the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.

# 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 a copy of any documents being discussed at the meeting at least a week before the meeting via the Remind App. Parents received a reminder on the Sunday before each meeting via the Remind App. Minutes of the meetings are emailed to the POI/DOE, Tribal Officials, and the IEC within a week after the meeting and are sent via the Remind App to all American Indian families within the same timeframe.

### **Native American Parent Liaison (full-time at the middle school level for the 2022-23 school year):**

- 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 for the 2022-23 school year):**

- Liaison for Los Lunas High School, Valencia High School, and Century High School
- Collaborated with parents and students regarding grades, Parent Portal, truancy, scholarships, college applications, etc.
- Attended Individualized Education Plan (IEP) meetings

### **Native American Parent Liaison (full-time at the elementary school level from the end of October until the end of the 2023 school year):**

- Liaison for all 10 elementary schools. Focused on Bosque Farms Elementary and Sundance Elementary
- Collaborated with parents and students regarding academics, Parent Portal, truancy, etc.

- Attended Individualized Education Plan (IEP) meetings

**Events:**

- Los Lunas Schools supplied backpacks for the Annual Johnson O'Malley Back-to-School Supply Drive
- 8<sup>th</sup> Grade continuation event was held
- LLS employees attended the parent nights for high school students put on by the POI/DOE

**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 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. There were 30 parents in attendance throughout the school year
- 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
- The three NALs had 383 parent/guardian contacts throughout the year
- Los Lunas Schools supplied over 500 backpacks for the Johnson O'Malley Back-to-School Supply Drive
- Thirty-two people attending the 8<sup>th</sup> grade continuation event for 8 students
- Thirty-three parents filled out the fall survey and 18 parents filled out the spring survey

**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 have continued to increase in the last few years. As a result of this communication, collaboration, and having a Native American Liaison at every level 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 as the budgets allow.

To support and/or provide American Indian families 2023-24 school year, Los Lunas Schools continues to have three Native American Liaison positions available. The middle school liaison position is filled. Currently, the high school position and the elementary school position are open. These positions work to foster relationships with families and students and to increase parent and community involvement.

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.

# Educational Programs Targeting Tribal Students

**Objective.** The tribal students' educational program's 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:**

- Three full time Native American Liaison (NAL) positions were filled for the 2022-23 school year. The following programs and activities were provided:
  - College campus visits to the University of New Mexico American Indian Senior Day and the Institute of American Indian Arts.
  - Liaisons meeting with students individually regarding things such as attendance and academics and the high school liaison meeting with students regarding the Native language program, credit recovery, transcripts, and scholarships.
  - Sponsored Native American Clubs at the middle and high school levels.
  - Meetings with teachers, counselors, and administrators regarding curriculum or about students.
  - Culturally relevant field trips.
  - Culturally relevant activities.
- 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 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.
- Backpacks were purchased and handed out in conjunction with the Pueblo of Isleta Department of Education who supplied the school supplies.

## **Results.**

- The high school and middle school liaison positions were filled for the entire school year. The elementary school liaison position was filled from October to the end of the school year.
- Eight students did attend the University of New Mexico American Indian Senior Day and 29 went to the Institute of American Indian Arts.
- 1,218 student contacts by the middle school liaison, 367 student contacts by the high school liaison to provide individual support. 1,437 student contacts by the elementary liaison providing group support. The elementary liaison also pushed into classrooms for presentations and discussions to 289 American Indian



students and 738 non-native students. The high school liaison also had advisory time at two of the high schools where there were 348 additional student contacts.

- Native American clubs were started at both middle schools. At the most the attendance was 55 students at one middle school and 18 at the other middle school.
- Native American clubs were brought back at one high school. At the most the attendance was 9 at one high school. The other high school had one student show up. Transportation for an afterschool club was the main issue in attendance. At the alternative high school there was a discussion group led by the liaison where 15-20 students participated.
- Field trips included the New Mexico Roundhouse (20 students), Indian Pueblo Cultural Center (32 students), UNM Maxwell Museum (17 students), Gathering of Nations (40 students), and Whitfield Wildlife Conservation Area (38 students).
- Middle school students made jewelry (41 students), participated in cooking activities (40 students) and a Tipi activity (43 students). A dance group performed at one of the middle schools for the entire student body. An eighth-grade continuation event was held with 8 students and their families attending (32 people total). Native American Heritage month activities included bread making classes, rock your turquoise day, a visit by former Governor of Isleta, rock your mocs day, and a rock your traditional wear day.
- At both Bosque Farms Elementary and Sundance Elementary the students had a traditional dress day in May. Between the two elementary schools, the liaison called out most students at least once throughout the school year to provide cultural art activities. Students were working on self-regulation through sensory projects, confidence and a sense of belonging, cultural appreciation, diversity. The NAL pushed into 32 classrooms in the fall and 45 classrooms in the spring for various presentations and discussions about Isleta and Dinè cultures and traditions, diversity, New Mexico history of Indigenous people, and comparing Indigenous cultures.. She collaborated with 25 teachers throughout the year. The middle school liaison presented at a kindergarten classroom on the Pueblo of Isleta and at two second grade classrooms on Indigenous resiliency.
- At the high schools the liaison met together with either administrators or counselors 153 times regarding students or to help with curriculum planning.
- Total TIWA I and II language course enrollment for both high schools was 48 students at the 80 day count and 45 students at the 120 day count. All seventh-grade students studied American Indian history.
- Middle school classes got presentations regarding in-depth accounts of Puebloans, Navajo, and Apache Tribes and people, Chaco Canyon and oil drilling protests, tribal leader perspectives, boarding schools, and information about honoring Missing and Murdered Indigenous Women.
- Over 500 backpacks were purchased and distributed to American Indian students.

**Conclusion.** In the 2022-23 school year Los Lunas Schools offered American Indian students the ability to participate in a wide range of programs which promoted improved parent involvement, student performance, student leadership, cultural identity, and college and career readiness awareness as listed in the methods section. There were 753 American Indians enrolled in Los Lunas Schools last year (as per the 80<sup>th</sup> day snapshot).

**Action Plan.** To support and/or provide American Indian student education programs during the 2023-24 school year, Los Lunas Schools continues to have three Native American Liaison positions available. The middle school liaison position is filled. Currently, the high school position and the elementary school position is open. These positions work to foster relationships with families and students, work to solve truancy issues, promote student's leadership skills, and assist students and families with academics.

Los Lunas Schools will continue some of the programs listed in the methods section as budgets and staff constraints allow. Field trips planned currently include the National Indian Education Association Conference in

October, the Indian Pueblo Cultural Center in December, and the Native Youth Empowerment Conference in December.

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.

LLS will continue to share academic and truancy data with the Pueblo of Isleta Department of Education (POI/DOE) at every grading cycle. Collaboration will happen between the two entities (including the POI Johnson O'Malley program and the POI Truancy Department) to ensure that students are offered services as needed.

All Los Lunas Schools' students will be provided a device for learning. High school students have MacBooks and all other students have iPads.

An emphasis is being placed on providing "rigor" in assignments given to students. All Principals and Assistant Principals are being trained on analyzing lesson plans for rigor and are going through leadership training given by the Public Education Department. Part of this leadership training is the observation feedback coaching cycle with the teachers at their sites. They are observing all teachers every two weeks and providing the teacher with feedback on how they can improve their teaching.

Sensory rooms and flexible seating continue to be available districtwide. In addition, the district has purchased a variety of assistive technology items to benefit all students. Some of the items ordered include pencil grips, adaptive scissors, wobble chairs, noise cancelling headphones, timers, slant boards, sensory vests, light filters for fluorescent lights, and ear buds that translate what a speaker is saying into each person wearing them.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division at the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.

# 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.

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 2022-23:**

All students - 8031

American Indians - 753

Percentage of American Indians - 9.38%

Total District Budget - \$194,015,363

24101 – Title I \$2,635,146

24189 – Title IV \$236,947

Number of American Indian funding sources – 3

25184 – Indian Ed. Formula Grant Title VI - \$89,731

25147 – Impact Aid - \$189,704

27150 – Indian Education Act - \$88,860

Total Budget for American Indian Programs - \$ 368,295

Amount per American Indian student - \$489.10

**Results.** In the 2022-23 school year, the Los Lunas Schools utilized funds from Title VI, the Indian Education Act Grant, and Impact Aid to increase American Indian student's educational opportunities. These funds were used to purchase backpacks, supplies for student projects, student field trips, and salaries and benefits.

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 America Liaison at the high school level and a portion of the salary of the Indian Education Director. The Indian Education Act Grant was used to pay for the salary of a Native American Liaison at the elementary 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 2023-24 school year, Los Lunas Schools employees a middle school Native American Liaison and is actively seeking a high school and an elementary liaison. These positions support students and their families with resources, foster relationships with families and students, work to solve truancy issues, promote student's leadership skills, and assist students and families with academics.

LLS will actively seek to obtain additional 506 Forms to increase their Title VI Funding.

Los Lunas Schools is using Title VI, Indian Education Act Grant, and Impact Aid funds to pay the salaries and benefits of the high school liaison, middle school liaison, elementary liaison and a portion of the Tribal Education Director's salary and benefits. It also pays for student field trips, professional development for staff, guest speakers in classrooms, credit recovery teacher to assist students after school at the POI/DOE, and student projects.

Los Lunas schools will focus on parent involvement and services and activities provided by the Native American Liaisons with the funding.

# 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 American Indian 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 (POI/DOE)
  - C. Yearly meeting with tribal leadership or designee
  - 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 disseminated 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 (or designee), families, 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 (or designee), families, and the Pueblo of Isleta DOE from August through November 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. Los Lunas Schools leadership 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 2022-23 school year there were eleven official meetings and multiple phone conversations and emails.

The Los Lunas Schools held a public hearing both in-person and virtually on the annual Title VI application in the Spring semester.

The 2023-24 IPPs were brought before the Los Lunas School Board for approval and signed on November 29, 2022. The IPPs were sub-sequentially submitted for signature by the Governor of Isleta Pueblo and were signed on December 16, 2022.

**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.

LLS will hold quarterly IEC meetings. The first one was held September 6, 2023.

LLS will hold a bi-annual public meeting regarding the needs assessment and progress in addressing the prioritized needs of the systemic framework and accountability tool, once by November 30th and by April 30<sup>th</sup>.

A meeting between the Governor of Isleta and the Superintendent of LLS is being planned for the Fall semester and additionally as needed.

Los Lunas Schools and the POI/DOE (including POI Truancy Department) will continue to meet monthly and more if necessary. An additional meeting at the beginning of this school year was held between one of the Pueblo of Isleta Lt. Governors, the LLS Transportation Department, the POI Transportation Department, and POI/DOE to address concerns and to coordinate services. This group plans to meet in December or early January and then yearly after that.

LLS will continue to share academic and truancy data with the Pueblo of Isleta Department of Education (POI/DOE) at every grading cycle. Collaboration will happen between the two entities (including the POI Johnson O'Malley program and the POI Truancy Department) to ensure that students are offered services as needed.

# 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. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

**Methods.** Dropout rates from 2021-22 are not available from the NM PED. The most current dropout rates by ethnicity and by grade level are for 2020-21. This data was provided by the Indian Education Division (IED) of the Public Education Department (PED). Data represented by an \* is masked as it indicates less than 10 students. The second table was also supplied by the NMPED IED.

Ethnicity	2020-21 Membership (Unduplicated) Grades 7-12	2020-21 Drop Out Grades 7-12	2020-21 Overall % Rate
American Indian/Alaskan Native	263	*	1.5%
Asian	*	*	0%
Black or African American	33	*	*
Caucasian	819	33	4%
Hispanic	2,753	111	4%
Multiracial	65	*	*
Native Hawaiian or Other Pacific Islander	*	*	0%

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	*	*



### Habitual Truant 2022-23

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	9,083	4,009	44.14%	9,072

### Habitual Truant 2021-22

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,980	4,283	47.69%	8,5820

### Habitual Truant 2020-21

District Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
LOS LUNAS PUBLIC SCHOOLS	8,682	1,450	16.70%	8,297

**Results.** The tables supplied by the NMPED IED differ from the 2019-20 to the 2020-21 school years which makes the actual number of students who dropped out hard to compare except for Caucasian and Hispanic. As to the percentages of students that have dropped out, every ethnicity's percentage rate has increased from 2019-20 to 2020-21.

The Habitual Truant rate for Los Lunas Schools increased from 2020-21 to 2021-22 and has decreased slightly in the 2022-23 school year.

**Conclusion.** Los Lunas Schools met with the Pueblo of Isleta Truancy Department and the Pueblo of Isleta Department of Education (POI/DOE) monthly throughout the school year to collaborate on ways that the three entities can work together to increase attendance and decrease dropout rates.

The habitually truant rate for Los Lunas Schools went up significantly (30.99%) from the 2020-21 school year to the 2021-22 school year. It has dropped slightly from 2021-22 to 2022-23 (3.55%). With the Attendance for Success Act, all excused and unexcused absences are now calculated to obtain the absentee rate starting in the 2020-21 school year. It has decreased by 3.55% in the 2022-23 school year.

Native American Liaisons at the elementary, 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. They sent truancy data monthly to the POI Truancy Department for students that are registered with the Pueblo of Isleta and had a release of information on file.

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 Edgenuity (credit recovery) classes and traditional classes. Century High School has smaller class sizes and far fewer students in attendance than that of a traditional high school.

To support American Indian students during the 2023-24 school year, Los Lunas Schools is actively seeking a high school Native American Liaison (NAL) as the position was vacated during the summer. LLS is also seeking an elementary school NAL as the position was vacated at the end of September. The middle school Native American Liaison position is filled. These positions will work 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 three Native American Liaisons will work with school officials and the Pueblo of Isleta Truancy Department to address non-attendance and truancy.

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

All Los Lunas Schools' students will be provided a device for learning. High school students have MacBooks and all other students have iPads.

Each school site continues to have a Social Emotional (SEL) Team that is participating in training to provide students, parents, and families the skills and knowledge around social and emotional development. The goal this year is to support adult well-being, to create positive work environments, and to focus on the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. LLS has hosted two parent nights at the high school level. They were held from 5:30-7:30pm with the first 30 minutes as a meet and greet with time for families to eat. The rest of the time focused on the SEL Competencies and supporting families with understanding of how SEL is a part of the student's daily routine at school.

Los Lunas Schools has added two additional middle school social workers to the Mental Health Team to support general education students. A social worker was hired at Desert View Elementary and Ann Parish Elementary to support general education students.

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

There is a sensory room at every school site for all students and staff to utilize when needed. In addition, the district has purchased a variety of assistive technology items to benefit all students. Some of the items ordered include pencil grips, adaptive scissors, wobble chairs, noise cancelling headphones, timers, slant boards, sensory vests, light filters for florescent lights, and ear buds that translate what a speaker is saying into each person wearing them.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division at the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.

# 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 (LLS) worked collaboratively with the three 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 and secretaries marked the absences of these students as excused. Pueblo of Isleta Feast Days dates were sent to all school principals and secretaries so they knew when students may not be at school. It is policy that if an American Indian student informs the school that they are absent for a cultural event, the absence is not counted against the student.

Los Lunas Schools provided field trips to the Gathering of Nations, the University of New Mexico for the American Indian senior visit day, Institute of American Indian Arts, New Mexico Roundhouse, UNM Maxwell Museum, Indian Pueblo Cultural Center, and the Whitfield Wildlife Conservation Area.

**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 of American Indian students in recognizing important ceremonial and cultural events and the students who participate in them by not counting the absences against the students.

Los Lunas Schools is actively seeking a high school Native American Liaison (NAL) as the position was vacated during the summer. LLS is also seeking an elementary school NAL as the position was vacated at the end of September. The middle school Native American Liaison position is filled. These positions support students and their families and can work with administration and teachers at each school site to ensure that student's absences for cultural events are not counted against them.

Field trips already planned for the 2023-24 school year include the National Indian Education Association Convention and Trade Show for high school and middle school students, the 2023 Native Youth Empowerment Symposium for middle and high school students, and Bosque Farms Elementary is taking the entire fourth grade to the Petroglyph National Monument. Additional field trips will be planned and taken throughout the year.

# 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 2022–2023 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 three days 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 2022–2023 school year Los Lunas Schools (LLS) collaborated with the POI/DOE officially eleven 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 Director of Special 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/or discussed with the POI/DOE, the Indian Education Committee, parents, and Tribal Leadership. Director of Special Programs and the three Native American Liaisons attended the Government-to-Government meetings held in December and May. The high school and middle school Native American Liaisons assisted with the school supply give-away in conjunction with the Pueblo of Isleta Johnson O’Malley Program before the 2023-24 school year started.

**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.

**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 understanding of the current programs.

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

POI Transportation Department and the LLS Transportation Department met in August of 2023. They will meet in December and then yearly in August after that.

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.

LLS staff will attend the Government-to-Government meetings as offered.

LLS will hold a bi-annual public meeting regarding the needs assessment and progress in addressing the prioritized needs of the systemic framework and accountability tool, once by November 30th and by April 30<sup>th</sup>.

A meeting between the Governor of Isleta and the Superintendent of LLS is being planned for the Fall semester and additionally as needed

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.

LLS will continue to share academic and truancy data with the Pueblo of Isleta Department of Education (POI/DOE) at every grading cycle. Collaboration will happen between the two entities (including the POI Johnson O'Malley program and the POI Truancy Department) to ensure that students are offered services as needed.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division at the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed in collaboration with the Pueblo of Isleta Department of Education and with input from the Indian Education 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 (LLS) continues to enhance the social studies curriculum with culturally relevant learning opportunities for students throughout the district. Students engaged in culturally relevant instructional lessons and activities during class time and specifically during the New Mexico History section/class.

During the 2022 – 2023 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.

A new social studies curriculum was adopted and the three Native American Liaisons participated in the district's All Learner Days working with social studies teachers across grade levels and across the district to assist in providing an Indigenous perspective.

**Results.** All seventh-grade students studied American Indian history. Middle school classes got presentations regarding in-depth accounts of Puebloans, Navajo, and Apache Tribes and people, Chaco Canyon and oil drilling protests, tribal leader perspectives, boarding schools, and information about honoring Missing and Murdered Indigenous Women.

The elementary liaison pushed into classrooms for presentations and discussions to 289 American Indian students and 738 non-native students. Topics included, cultural appreciation, Isleta Pueblo and Dinè culture and traditions, diversity and being kind to others that are different, and comparing Indigenous cultures. The middle school liaison presented at a kindergarten classroom on the Pueblo of Isleta and at two second grade classrooms on Indigenous resiliency.

The three Native American Liaisons worked with teachers at their school sites to support the curriculum and the instruction by supplying information, articles, videos, activities, presentations, etc. to provide Indigenous perspective.

Total TIWA I and II language course enrollment for both high schools was 48 students at the 80 day count and 45 students at the 120 day count. 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 Indigenous perspective to curriculum and instruction 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 through the University of New Mexico, Valencia Campus.

**Action Plan.** Los Lunas Schools will continue to support the current seventh grade curriculum with Indigenous perspective 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 continues to have three Native American Liaison positions available. The middle school liaison position is filled. Currently, the high school and the elementary school position are open. These liaisons are working with teachers to promote cultural awareness of Indigenous people's traditions and history to all students and how to best serve American Indian students districtwide.

A comprehensive needs assessment is being conducted and will be turned into the Public Education Department Indian Education Division in the end of November. The purpose is to determine the district's current status in providing Native American student's success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace and then to determine what is needed moving forward to close the gap between what is currently available and what services may be lacking. A strategic framework and action plan will also be developed.



# 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, to 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 Department of Education, the University of New Mexico Valencia Branch, and Los Lunas Schools regarding the TIWA language program.

Los Lunas Schools (LLS) offered a TIWA I and a TIWA II course at Los Lunas High School and at Valencia High School. There was one teacher and an educational assistant teaching at each high school. All the teaching staff is employed through the Pueblo of Isleta Department of Education (POI/DOE). All classes are offered for dual-credit.


Teachers were offered district professional development opportunities. The director of the POI/DOE is provided with a LLS email address in order to have a Zoom account just in case there was a need to hold the classes virtual.

**Results.** Total TIWA I and II language course enrollment for both high schools was 48 students at the 80 day count and 45 students at the 120 day count.

**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, POI/DOE, University of New Mexico Valencia campus, 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 with the dual credit offering through the University of New Mexico Valencia Campus.

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**  
*Every Student Matters. Every Moment Counts.*  
Los Lunas Schools  
Indian Policies and Procedures (IPP's)  
SY 2023-24

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 American 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 2022-23 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 American Indian children through the Indian Policies and Procedures consultation process and disseminated these responses to tribal leaders and parents of American Indian children prior to the submission of their SY 2022-23 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 American 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 (once established), tribal leaders, and the Pueblo of Isleta Department of Education no later than seven (7) days before each meeting. Families of students currently attending Los Lunas Schools will be sent their reminders via the Remind App no later than seven (7) days before each meeting. The correspondence 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 sent to the aforementioned stakeholders after the meeting within three (3) days using the above-mentioned methods.
- 1.2 Los Lunas Schools will hold a quarterly, and more, if necessary, parent open forum meeting in conjunction with the IEC meeting. Reminders 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 the Remind App 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 the Remind App 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 the Remind App 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 American 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 American Indian children.

#### Procedures

- 2(a) Los Lunas Schools will conduct parent surveys digitally, 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 upon request.
- 2(b) Los Lunas Schools will send out a 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 may be utilized: Remind App, 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. Reminders of meetings will occur seven (7) days prior to ensure maximum participation. Other methods of communication may be utilized: Remind App, phone, tribal newsletter, notification to tribal administration.

**Policy 3-** The LEA will, at least annually, assess the extent to which American 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 American Indian children's participation in the LEA's education program and activities with tribes and parents of American Indian children; and
- (ii) Allow tribes and parents of American Indian children the opportunity and time to review and comment on whether American 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 the Remind App 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 and the Pueblo of Isleta Department of Education.
- 3 (b) Los Lunas Schools will elicit comments, recommendations, and participation from the tribes and parents of American 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 the Remind App, email, phone, or in person to the Director of Special 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 total 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 American 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 and shared with families within three days of the meeting being held.

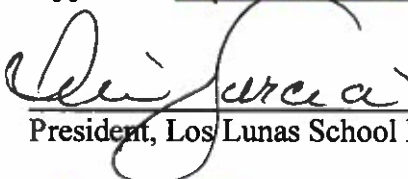
**Policy 6-** Provide a copy of the IPP's annually to the affected tribe or tribes.

Procedure


- 6 Los Lunas Schools will convene a meeting with tribal officials (or their designee) 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 and the Pueblo of Isleta Department of Education for the Governor's signature. A copy of the current IPP's will then be provided to tribal officials, families of American Indian students, and the Pueblo of Isleta Department of Education.

CERTIFICATION

Approved: November 29, 2023

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

11/29/22  
\_\_\_\_\_  
Date

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

11/29/22  
\_\_\_\_\_  
Date

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

12/16/22  
\_\_\_\_\_  
Date

