



Student Needs Assessment

HB250

November 2023

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HB 250 Expectation

House Bill 250 requires Indian impacted school districts to conduct a needs assessment to determine what supports are needed in the public school, community, and at home to assist in Native American student success in school, in order to graduate, and be prepared to enter post-secondary education or the workplace. School districts must determine their current status and what is needed to move forward based on that needs assessment. A systemic framework is the action plan to guide the district in meeting the needs of the students and closing the gaps identified in the needs analysis. An accountability tool is then developed to measure the success or failure of the district's efforts.

There are five categories to be analyzed:

- 1) Attendance rates
- 2) Graduation rates
- 3) Student mobility
- 4) Dropout rates
- 5) Academic achievement/test scores

Los Lunas Schools Introduction

Los Lunas Schools (LLS) is located in the Central Rio Grande Valley of New Mexico. Our district educates approximately 8,300 students who live in 12 surrounding communities. Los Lunas Schools is the largest employer in Valencia County and employees approximately 1,500 employees. We operate ten elementary schools, two middle schools, three high schools, and a family school digital academy in our district.

Los Lunas Schools serves the communities of Bosque Farms, El Cerro, Highland Meadows, Los Lunas, Meadowlake, Peralta, Pueblo of Isleta, Pueblo of Laguna, Monterey Park, San Clemente, Tomè, and Valencia. There are approximately 8,300 students and 1,500 employees. The district has 23 District Facilities, 10 Elementary Schools, 2 Middle Schools, 3 High Schools, 1 Family School Digital Academy, and 8 Support Sites. The north to south corridor boundaries of the district is from the Pueblo of Isleta to the northern boundary of Los Chavez. The east to west corridor of the district is from the Manzano Mountains Foothills to Highland Meadows. The average building in the district is 42 years old. Some of the schools and buildings in the district are named in honor of community members, former students, and former employees such as Ann Parish Elementary, Katherine Gallegos Elementary, and Raymond Gabaldon Elementary.

Los Lunas Schools is a technology rich district. All students and staff have access to iPads and MacBook Airs in a 1:1 device environment. School sites have Innovation and Design Labs for engaging in STEM activities on a routine basis. Many of the clubs offered in the district are centered on technology. Our district is proud to have three elementary schools, Ann Parish Elementary, Desert View Elementary and Los Lunas Elementary, with the distinction of Apple Distinguished Schools. Many of our staff members are Apple Teachers as well.

The district strives to provide students and staff with a safe learning environment. Each school site has a School Resource Officer and, in some schools, a Certified Security Officer.

Los Lunas Schools prides itself on an individualized and personalized approach to educating its students. Classes of instruction are relatively small; student support services are strong; and the curricular and co-curricular programs are diverse. The pursuit of academic excellence in this district reflects the deep belief that all students can learn and that all students deserve high quality instruction in the classroom. It also



means that there are high academic expectations in terms of the basic literacies. The educational program is geared to encourage critical thinking and a love of learning.

District Motto: Every Student Matters, Every Moment Counts

District Vision: Los Lunas Schools will be the premier district in the state of New Mexico by exemplifying high levels of learning for all students.

Profile of American Indian Programs

LLS provides three Native American Liaisons, one at the high school level, one at the middle school level, and one at the elementary school level. These liaisons build relationships with families and provide the bridge between home and the schools for our American Indian families. They provide resources to families and work with the Pueblo of Isleta Department of Education (POI/DOE) to coordinate services. They provide activities, presentations, field trips, and tutoring to our American Indian students enrolled in our district.

There are three sources of funding for these programs: Title VI, Impact Aid, and the Indian Education Act Grant. Title VI is funded by the number of 506 Forms the district has on file. There is a requirement for an advisory Indian Education Committee to collaborate with the district in choosing the goals of the grant. Impact Aid is funded by the number of children who live on lands in the Pueblo of Isleta. The Indian Policies and Procedures (IPPs) are a requirement of this grant. The IPPs guide the consultation process of the district with tribes and parents of American Indian students. The Indian Education Act Grant was written to fund one the elementary liaison position and provide activities, field trips, and professional development at the elementary level.

Funding for the last five years:

Funding Source	2023-24	2022-23	2021-22	2020-21	2019-20
Title VI	\$97,186	\$89,731	\$85,604	\$103,692	\$93,701
Impact Aid	\$156,085 (so far this school year)	\$189,704	\$166,598	\$202,960	\$217,901
Indian Education Act Grant	\$121,101	\$88,860	None	\$90,000	None

The Director of Special Programs oversees these programs, collaborates with tribal leaders and parents, oversees the Indian Education Committee, writes, completes reports, and ensures compliance with the grants that fund them.

Profile of American Indian Students

In the 2023-24 school year there are over 880 students that have a tribal affiliation throughout the district representing over 18 Pueblos, Tribes, and Nations. There are over 8200 students districtwide which make a little over 10% of our population American Indian students. Below is additional participation data:

- 6% of the gifted students districtwide are American Indian

- 11% of the students with disabilities districtwide are American Indian
- 7.9% of preschool students are American Indian
- 1% of students experiencing homelessness are American Indian

The following Tribes, Pueblos, and Nations are represented in Los Lunas Schools:

- Acoma - 11 students
- Cochiti - <10 students
- **Isleta - 449 students**
- Jemez - <10 students
- Jicarilla Apache - <10 students
- Laguna - 22 students
- Mescalero Apache - < 10 students
- Navajo - 152 students
- San Felipe - < 10 students
- San Ildefonso - <10 students
- OhKay Owingeh - <10 students
- Sandia - <10 students
- Santa Ana - <10 students
- Santa Clara - <10 students
- Kewa - <10 students
- Taos - <10 students
- Zuni - 19 students
- Other/not specified - 202 students

Attendance Rates

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;

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 Un-excused 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 Un-excused 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 Un-excused 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 Un-excused 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

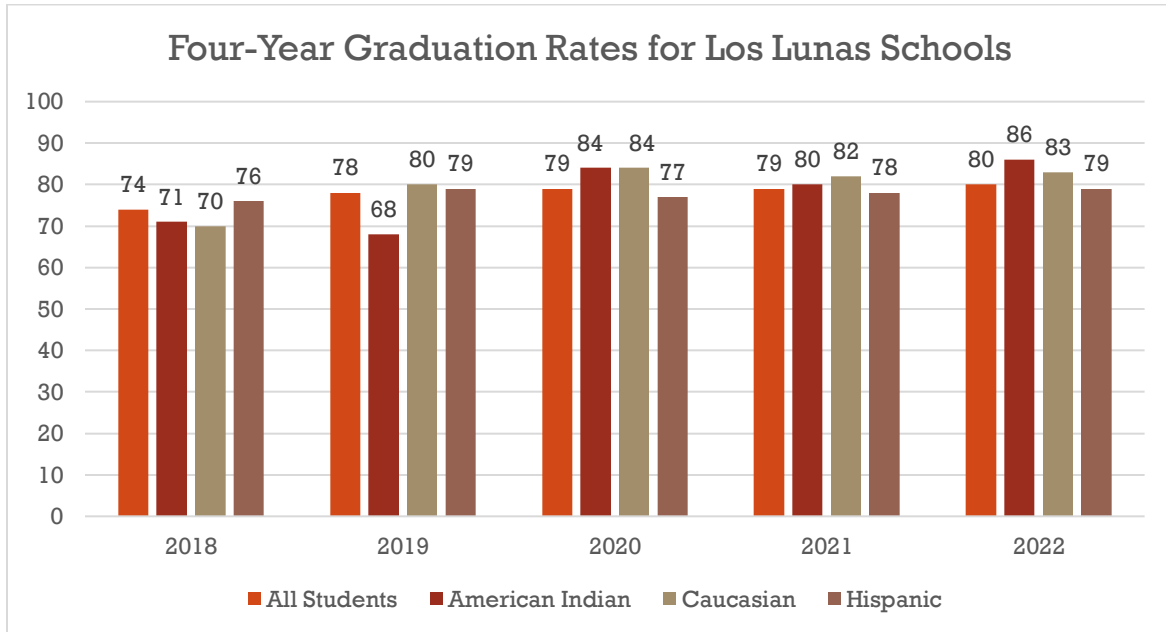
Los Lunas Family School Data

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 Un-excused 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

Gaps in attendance:

- The chronic absentee rate of American Indian/Alaskan Native students (35.58%) is the third lowest with-in the ethnicity categories with Not-Hispanic lower by 2.8% and Asian lower by 15.07%. Native Hawaiian or Other Pacific Islander chronic absentee rate is 50.88% which is the highest except for students experiencing housing insecurity.
- At the elementary level the chronic absentee rate of American Indian/Alaskan Native students (30.92%) is the third lowest with-in the ethnicity categories with Not-Hispanic lower by .49% and Asian lower by 12.97%. Native Hawaiian or Other Pacific Islander chronic absentee rate is 50.00% which is the highest of all categories.
- At the middle school level, the chronic absentee rate of American Indian/Alaskan Native students (20.16%) is the **lowest of all the subpopulation categories**. Asian and Native Hawaiian or Other Pacific Islander have an enrollment of less than 20 students and don't have a value displayed.
- At the high school level, the chronic absentee rate of American Indian/Alaskan Native students (49.43%) is the third lowest with-in the ethnicity categories with Not-Hispanic lower by 3.12% and Asian lower by 19%. Native Hawaiian or Other Pacific Islander has an enrollment of less than 20 students and doesn't have a value displayed.

Graduation Rates



Gaps in graduation rates:

- The all-student group steadily increased their graduation rate, while the American Indian/Alaskan Native student group increased graduation rates dramatically in 2019-2020, but decreased by 3.9% in 2020-2021. In 2021-22 American Indian/Alaskan Native student group had the highest graduation rate with an increase of 6% from the previous year.

Student Mobility

The mobility rate is not available from the NMPED for 2022. The data used for this analysis is from 2021 and earlier. The district mobility rate has decreased .022 from 2021 to 2022.

Mobility Rate All Students for SY 2021-22

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.122

Mobility Rate All Students for SY 2020-21

District Name	Location Name	Mobility Rate
LOS LUNAS	District Total	0.144

Dropout Rates

Dropout rates by ethnicity and by grade level for 2020-21 is the most current data available from the NM PED. 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%

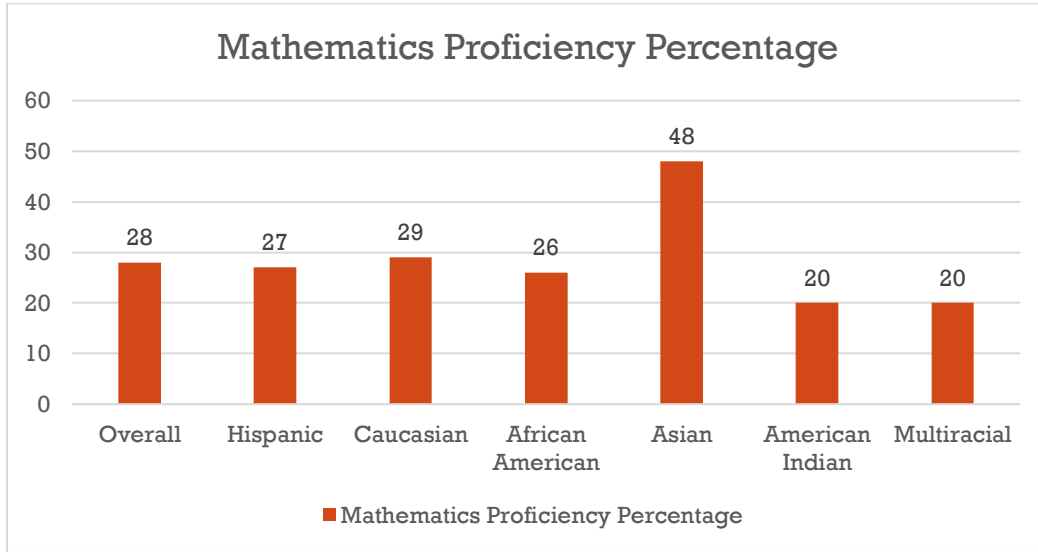
Ethnicity	2019-20 Drop Out. Grades 7-12	2019-20 Overall % Rate
American Indian/Alaskan Native	*	*
Asian	*	*
Black or African American	*	*
Caucasian	15	*
Hispanic	86	3.10%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

Gaps in dropout rates:

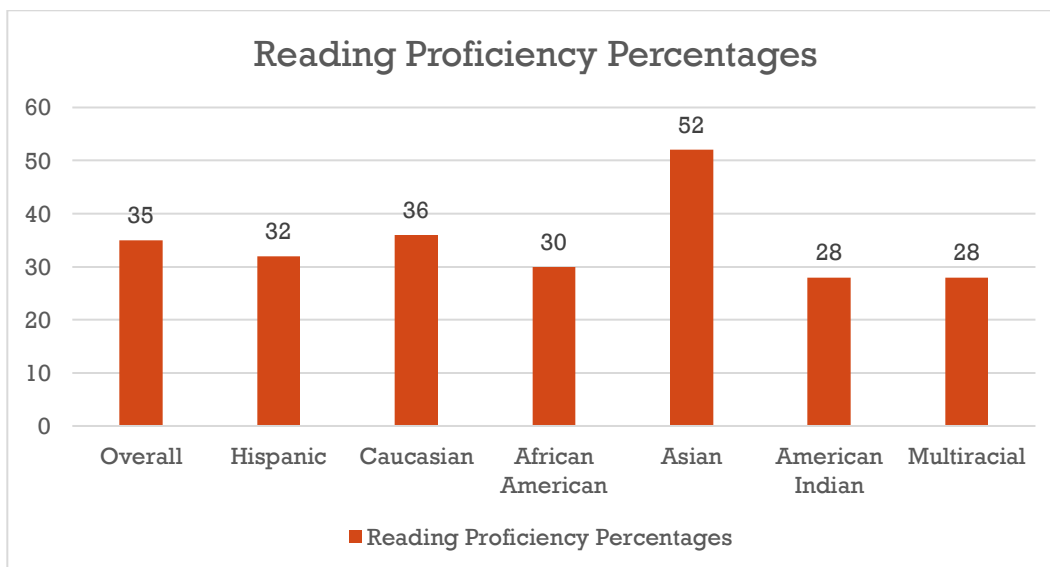
- American Indian/Alaskan Native American students dropout rate is 2.5% lower than Caucasian and Hispanic.
- American Indian/Alaskan Native American students dropout rate is 1.5% higher than Asian and Native Hawaiian or Other Pacific Islander.

Academic Achievement/Test Scores

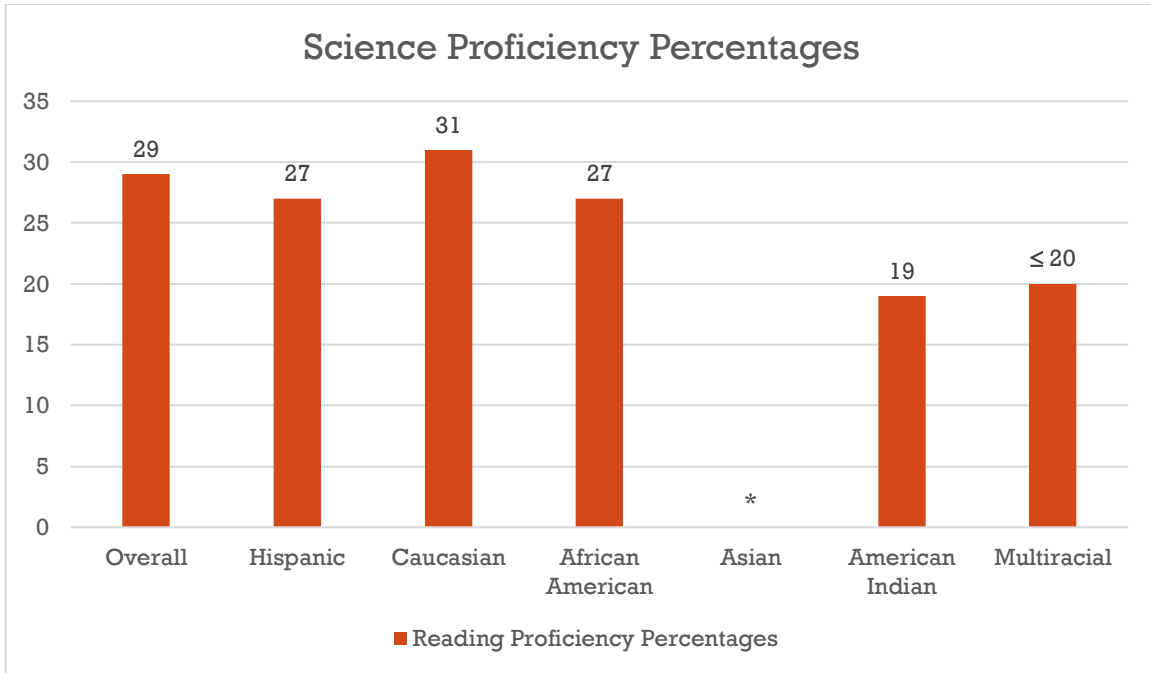
Mathematics Proficiency: The math proficiency rate measures the percent of students whose ability in math is at the expected level, or higher, for the student's grade. Students in grades 3-8 and 11 are assessed in math. The math proficiency rate is the number of students who are at grade level or higher 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

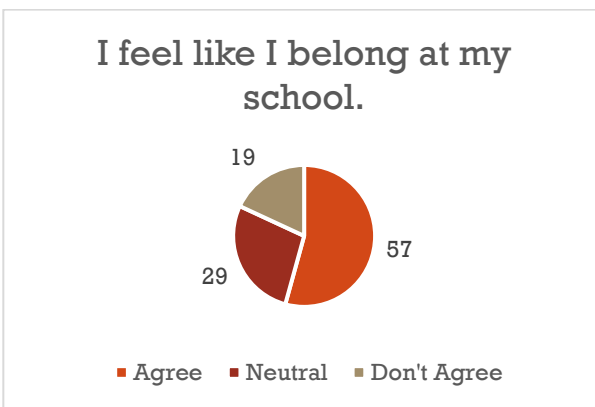
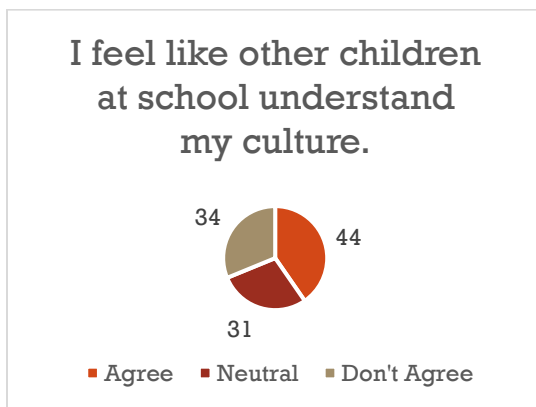
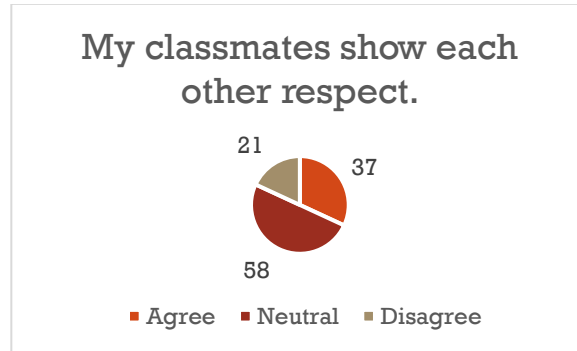
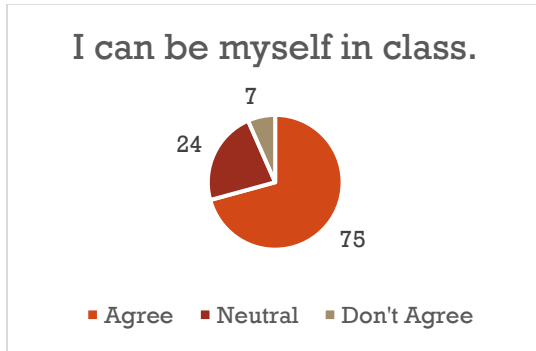
Gaps in achievement:

- 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%.

Survey Data

A cultural elements survey was given to elementary students at Bosque Farms Elementary and at Sundance Elementary by the Native American Liaison. She polled 106 students and there were 5 questions. Each question had three choices: 😊=Agree, 😐=Neutral, ☹️=Don't Agree

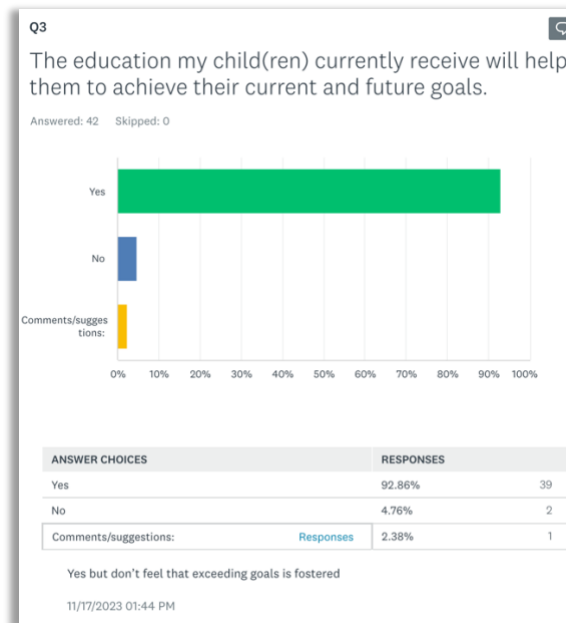
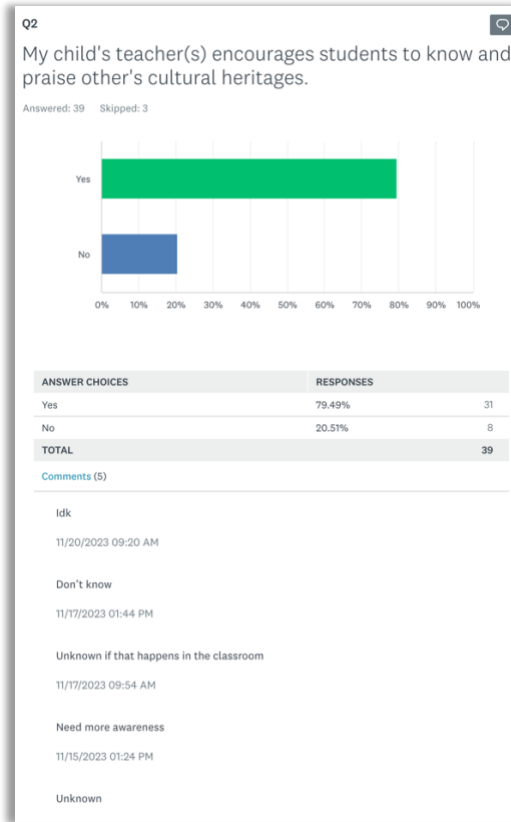
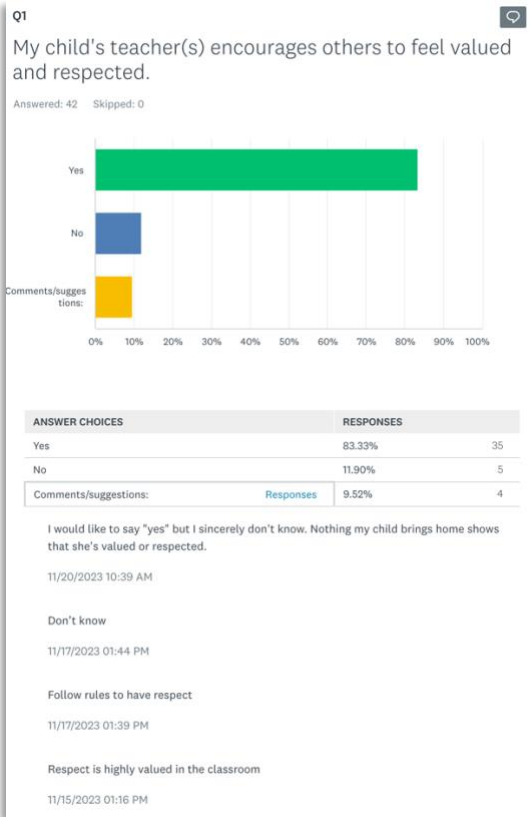
Below are the results.

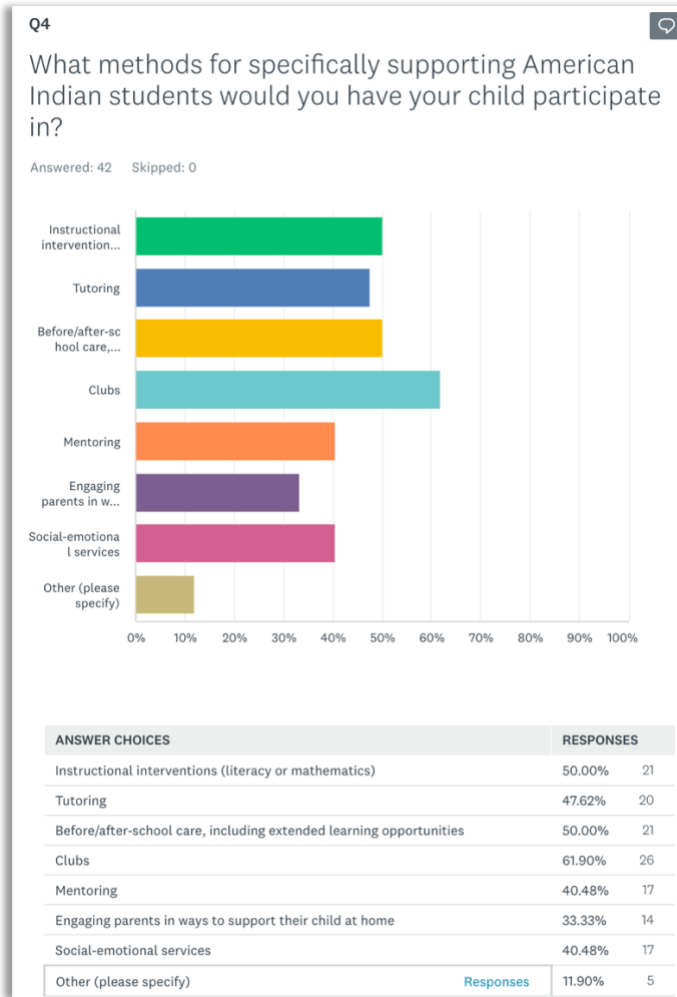


Results: 71% feel they can be themselves in class; 35% felt that their classmates show each other respect; 42% feel like other children understand their culture; 54% feel like they belong in their school, and 71% feel that learning about cultures helps others understand their culture.

A survey went out to parents and guardians via the Remind App using SurveyMonkey to collect the results. At the writing of this needs assessment there were 42 responses. The survey consisted of 11 questions and below are the results to each question. You can also view the results at the following link:

https://www.surveymonkey.com/results/SM-R1MTX_2F4bNPXDkyD_2Bsw2Ocw_3D_3D/





There's no before and after school programs available for students at Katherine Gallegos Elementary.

11/20/2023 09:19 AM

I would like to see our Nartive students be able to join in on the Native Heritage activities within their school

11/17/2023 09:54 AM

Fieldtrips

11/15/2023 03:01 PM

We have received school supplies

11/15/2023 01:29 PM

There are no before and afterschool programs my daughter can participate in due to programs being full. Isleta Pueblo only offers afterschool programs for selected schools in Los Lunas and KGE is not a part of them. My daughter needs guidance with social and emotional cues with her peers but there are no services available through Isleta's education department except through behavioral health which requires taking her outside of school for these services.

11/15/2023 01:16 PM

Q5 My school can help my child prepare for their future by:

Answered: 38 Skipped: 4

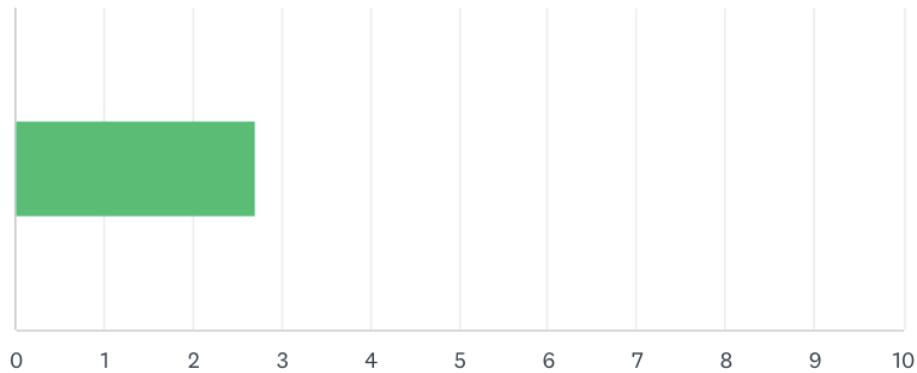
#	RESPONSES	DATE
1	Learning about my child and teaching to that.	11/21/2023 6:58 AM
2	Giving more information about college.	11/20/2023 1:08 PM
3	Helping them achieve goals, whether that be good grades, doing sports. Teaching them that higher education is important. Showing them that they are not just a number when they come to school and that their presence is actually acknowledged and valued. Again reinforcing college or trade school pathways, information, education, ect.	11/20/2023 10:39 AM
4	Continue communication with parents on the success/challenges with students	11/20/2023 10:03 AM
5	I don't know	11/20/2023 9:46 AM
6	Encouraging our children to continue their education.	11/20/2023 9:46 AM
7	.	11/20/2023 9:23 AM
8	Safety protocol assessible to students.	11/20/2023 9:20 AM
9	Providing the amazing curriculum they receive daily.	11/20/2023 9:19 AM
10	School has been very supportive of child's needs	11/20/2023 9:18 AM
11	Tutoring	11/17/2023 3:22 PM
12	One on one	11/17/2023 2:23 PM
13	Less emphasis on fundraising and more academic/learning activities	11/17/2023 1:44 PM
14	Not sure how to answer	11/17/2023 1:39 PM
15	Let them explore the varieties of the world!	11/17/2023 1:27 PM
16	N/A	11/17/2023 1:27 PM
17	Letting them embrace who they are as Narive children	11/17/2023 9:54 AM
18	By getting my son ready to teach him how to write and read	11/16/2023 2:08 PM
19	Supporting educational competency	11/16/2023 1:43 PM
20	Being nicer to the students	11/16/2023 11:50 AM
21	Teach with hands on experiences/trades. Not so many test, my child does not do well on test.	11/16/2023 7:45 AM
22	Hand on learning class	11/16/2023 12:25 AM
23	Providing more understanding about mental heath and how it effects children	11/15/2023 6:14 PM
24	Positive reinforcement Providing support to ask my child not him asking for it	11/15/2023 4:36 PM
25	Be more attentive and helping solve work problems to help my child to understand the subject.	11/15/2023 3:20 PM
26	Increasing exposure to the outside world	11/15/2023 3:01 PM
27	Providing meals inclusive of native students. Maybe show and tell about their culture. Have tribal elders speak to classes that discuss foods and clothing etc.	11/15/2023 2:18 PM
28	Teaching them to prepare for after high school	11/15/2023 1:33 PM
29	College, trade, military education. How to apply for scholarships and fafsa.	11/15/2023 1:29 PM
30	Encourage at an early age of the path school education provides. It's just not school. It's a step	11/15/2023 1:24 PM
31	Giving extra support with school work and respect. Treating my child like a human being.	11/15/2023 1:19 PM
32	Bringing a sense of belonging and highlighting individuality for each student. Growing and building on strengths.	11/15/2023 1:18 PM
33	Providing exceptional education she receives currently with social and emotional skills with awareness.	11/15/2023 1:16 PM
34	Learning different cultures	11/15/2023 1:13 PM
35	.	11/15/2023 1:12 PM
36	Helping them in learning what they need	11/15/2023 1:08 PM
37	How to budget savings account	11/15/2023 1:06 PM
38	Letting them know that college isn't just a dream it's something that is achievable and not uncommon	11/15/2023 1:06 PM

Q6



How important to you is it that Native languages are offered at Los Lunas Schools?

Answered: 42 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	3	114	42

Q7



If Los Lunas Schools could offer instruction in your Native language, what would that language be?

Answered: 39 Skipped: 3

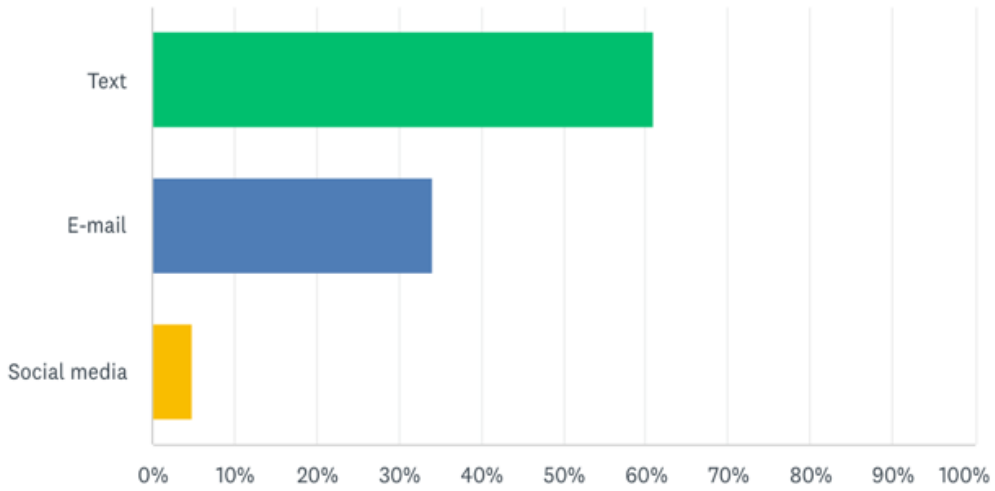
Tiwa/Tewa had 22 responses, Navajo had 13 responses, Choctaw had 1 response, Zuni had 1 response.

Q8



My preferred method of communication from the Los Lunas Schools' American Indian programs is:

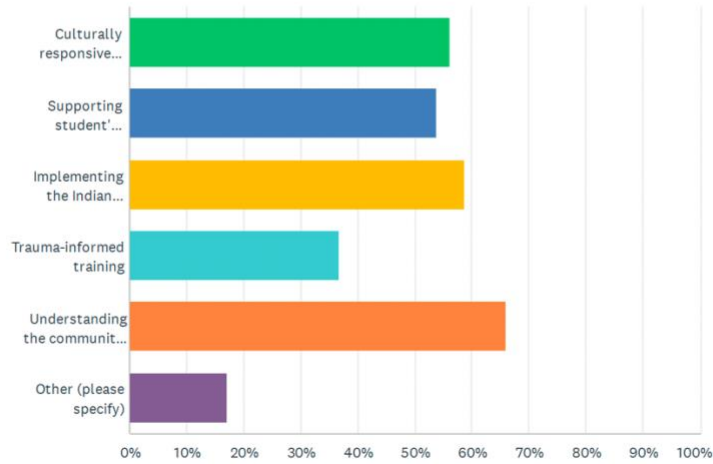
Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES	
Text	60.98%	25
E-mail	34.15%	14
Social media	4.88%	2
TOTAL		41

Q9 I would like to see more professional development for Los Lunas Schools' staff in the following areas:

Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES
Culturally responsive instruction	56.10% 23
Supporting student' social-emotional learning	53.66% 22
Implementing the Indian Education Act	58.54% 24
Trauma-informed training	36.59% 15
Understanding the communities of American Indian students in their class	65.85% 27
Other (please specify)	17.07% 7
Total Respondents: 41	

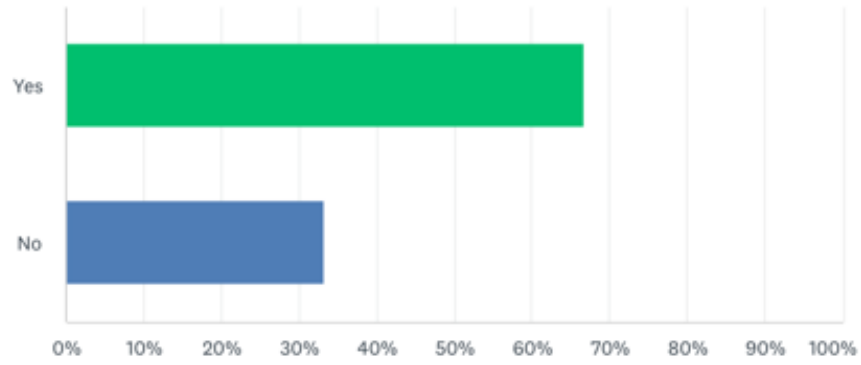
#	OTHER (PLEASE SPECIFY)	DATE
1	Liaison	11/20/2023 10:03 AM
2	Safety protocol	11/20/2023 9:20 AM
3	N/A	11/20/2023 9:19 AM
4	Any of these items could apply at any time it depends on your audience. The needs of highschoolers are different from middle school or elementary children. But services or activity should be on a consistent basis Not a four or six week activity, and the interventionist are never seen again for the rest of the school year	11/17/2023 1:44 PM
5	Stop bullying of Native students	11/16/2023 1:43 PM
6	Hands on project based learning	11/15/2023 3:01 PM
7	Native American school counselors? I have not seen or met anyone from my daughters school and do not know if they currently have one.	11/15/2023 1:16 PM

Q10



Are your child's teachers culturally responsive to the needs of students?

Answered: 39 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	66.67%	26
No	33.33%	13
TOTAL		39

Q11 What do you think is the greatest need for the American Indian students attending Los Lunas Schools?

Answered: 37 Skipped: 5

#	RESPONSES	DATE
1	More support from tribes	11/21/2023 6:58 AM
2	More encouragement for them on social and communication skills	11/20/2023 1:08 PM
3	The school does a good job on this already, but more culture awareness and education and emotional support. Also club and school activity encouragements for American Indian students. Specifically clubs and school activities directed towards American Indians. We as parent's are busy most of the time and cant make some of the native american meetings offered by the school but it would be nice to somehow accommodate to parent's that have little to no time for these. I feel like we miss out on a lot in these meetings. Maybe we as parent's are lacking in this field, but my child comes home and seems to know more about Hispanic culture and teachings then her own culture.	11/20/2023 10:39 AM
4	support of a liason	11/20/2023 10:03 AM
5	I think learn to communicate properly. Some students are very traditional like not looking into another person in the eye but a teacher might take that as disrespectful or not paying attention.	11/20/2023 9:46 AM
6	Tutoring	11/20/2023 9:23 AM
7	Safety protocol	11/20/2023 9:20 AM
8	Before and afterschool programs. It should not be available to only select schools in Los Lunas based on the larger Native American attendance. There are children attending various schools in Los Lunas that get left out of these opportunities to build relationships with their Native American community members.	11/20/2023 9:19 AM
9	Respect	11/20/2023 9:18 AM
10	Tutorial	11/17/2023 3:22 PM
11	School/work program	11/17/2023 2:23 PM
12	To succeed in their education, to be part of a learning community, and eventually to graduate with a diploma so that they may seek employment or further education upon graduation	11/17/2023 1:44 PM
13	I think, the program is doing a great job, now	11/17/2023 1:39 PM
14	I don't know	11/17/2023 1:27 PM
15	Academic support	11/17/2023 1:27 PM
16	To be proud of who they are and where they come from	11/17/2023 9:54 AM
17	To learn our language	11/16/2023 2:08 PM
18	Cultural and educational competency	11/16/2023 1:43 PM
19	Understanding a native students culture and religious practices	11/16/2023 11:50 AM
20	That they are supported, safety and they have a voice	11/16/2023 7:45 AM
21	Support	11/16/2023 12:25 AM
22	Mental Health	11/15/2023 6:14 PM
23	Supporting camps and focusing on education goals	11/15/2023 4:36 PM
24	Culture	11/15/2023 3:20 PM
25	A shift in values/ mindset... Student can achieve anything..Role models on how to be successful and encourage successful habits	11/15/2023 3:01 PM
26	1st off #10 is not a yes or no question. Making our students share about their culture. Sharing of foods etc.	11/15/2023 2:18 PM
27	Intervention for class work and attendance	11/15/2023 1:33 PM
28	They already do a lot for Native American students. It's great!	11/15/2023 1:29 PM
29	Support just like everyone else. Minds have no limit with the right support	11/15/2023 1:24 PM
30	Acess to resources to support learning and activities	11/15/2023 1:19 PM
31	Being able to navigate two different worlds and kind of living.	11/15/2023 1:18 PM
32	Before/afterschool programs available in Los Lunas.	11/15/2023 1:16 PM
33	How their identity is important	11/15/2023 1:13 PM
34	Keeping the cultures alive	11/15/2023 1:12 PM
35	Their language, cultural. Help with school work	11/15/2023 1:08 PM
36	Fluent speaker of our native language	11/15/2023 1:06 PM
37	Acknowledgement	11/15/2023 1:06 PM