



Los Alamos Public Schools

Tribal Education  
Status Report  
2024-2025

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Submitted September 30, 2025

Updated October 20, 2025

## 2. Introduction

In accordance with the New Mexico Indian Education Act (22-23A-1 NMSA 1978), and Title 6 Chapter 25, Part 2 of the New Mexico Administrative Code, the Los Alamos Public Schools (LAPS) are proud to present the Tribal Education Status Report (TESR) for the 2024-2025 school year. The Los Alamos Public School District is located in Los Alamos County, and district boundaries include tribal lands of the Pueblo de San Ildefonso. Of our 3,316 students, 127 identify as Native American, comprising 4.0% of the total student body and representing over 13 distinct Pueblos, Tribes, and Nations.

The District is committed to a collaborative relationship with the pueblos, tribes, and nations whose children we serve. We recognize the importance of cultural identity, heritage, and language in the educational success of our students and are dedicated to strengthening our partnerships with Native American families, communities, and tribal governments. LAPS is dedicated to the vision that 100% of the Los Alamos students will meet or exceed expectations in 3 key areas -- Academic Success, Social-Emotional Wellbeing, and Civic Responsibility. This Tribal Education Status Report provides a comprehensive overview of our progress and initiatives in supporting our Native American students. The following sections detail our district's performance across key areas, including academic achievement, attendance, graduation rates, school safety, parent and community involvement, and the status of our culturally relevant educational programs. It is our goal to communicate our successes and identify opportunities for growth as we work to meet the needs of every Native student.

24-25 LAPS  
Student Enrollment **3316**

24-25 LAPS Native American  
Student Enrollment **127 (3.8%)**

### **Pueblos, Tribes, and Nations served in Los Alamos Public Schools as reported by students' families.**

New Mexico Tribe Name	Percent of Native American Student Population	New Mexico Tribe Name	Percent of Native American Student Population
Other	33.9%	Pojoaque	*
San Ildefonso	12.6%	Cochiti	*
Navajo	12.6%	Tesuque	*
Ohkay Owingeh	11.0%	Kewa	*
Nambe	11.0%	Jicarilla Apache	*
Santa Clara	8.7%	Isleta	*
		Acoma	*

*\*Values with fewer than 10 students are masked according to the Federal Educational Rights and Privacy Act (FERPA).*

### 3. Student Achievement

Academic Excellence is a key indicator in the District’s vision for our students. Our District’s goal states that 100 percent of LAPS students will meet or exceed grade level expectations in early literacy, language arts, math, science, and graduation rates. This section outlines the academic performance of LAPS Native American students, as measured by statewide assessments.

Disclaimer: The student proficiency data for the 2024-2025 presented in this report has not been validated by the New Mexico Public Education Department as of the report submission date and may be subject to change.

\*Values with fewer than 10 students are masked according to the Federal Educational Rights and Privacy Act (FERPA).

#### DLM DATA

There are insufficient numbers of Native American students who take the DLM to meet the 10 student threshold for masking of data.

#### MSSA ASSESSMENT DATA - English Language Arts (ELA)

School Year	Subgroup	% Proficient by Grade Level					
		3	4	5	6	7	8
2022-2023	NM Statewide	36	42	38	38	40	39
	NM Native American	19	25	23	24	28	27
	LAPS Districtwide	73	72	69	75	74	68
	LAPS Native American	40	*	*	*	63	30
2023-2024	NM Statewide	33	43	41	40	40	41
	NM Native American	20	28	26	26	29	29
	LAPS Districtwide	63	71	65	75	72	63
	LAPS Native American	*	35	63	*	*	42
2024-2025	NM Statewide	41	48	42	46	44	47
	NM Native American	27	35	29	31	31	36
	LAPS Districtwide	67	78	70	77	78	78
	LAPS Native American	41	60	47	70	*	*

Native American students in Los Alamos Public Schools demonstrate significantly stronger English Language Arts proficiency than their statewide peers. However, persistent achievement gaps remain when compared to the district’s overall student population, suggesting a continued need for targeted, culturally responsive strategies to ensure equitable outcomes.

## MSSA ASSESSMENT DATA - MATH

School Year	Subgroup	% Proficient by Grade Level					
		3	4	5	6	7	8
2022-2023	NM Statewide	22	24	34	31	24	18
	NM Native American	11	13	22	18	12	9
	LAPS Districtwide	57	67	66	74	59	52
	LAPS Native American	20	*	*	*	36	30
2023-2024	NM Statewide	25	26	31	30	20	19
	NM Native American	13	15	21	17	9	10
	LAPS Districtwide	59	60	60	71	62	52
	LAPS Native American	*	14	45	*	*	33
2024-2025	NM Statewide	25	28	33	33	27	17
	NM Native American	15	19	21	21	15	10
	LAPS Districtwide	58	64	61	75	67	55
	LAPS Native American	25	40	27	80	*	*

Native American students in Los Alamos Public Schools consistently perform well above the statewide average for their subgroup in mathematics, often by wide margins. However, the achievement gap within the district between Native American students and the overall student population remains evident, signaling a continued need for targeted, culturally responsive math supports and sustained monitoring of progress to ensure equitable access to high-level math achievement.

## ASR ASSESSMENT DATA - SCIENCE

School Year	Subgroup	% Proficient by Grade Level		
		5	8	11
2022-2023	NM Statewide	33	29	39
	NM Native American	18	17	28
	LAPS Districtwide	69	62	71
	LAPS Native American	*	30	50
2023-2024	NM Statewide	34	35	42
	NM Native American	19	23	30
	LAPS Districtwide	66	68	61
	LAPS Native American	*	44	*
2024-2025	NM Statewide	29	34	41
	NM Native American	16	24	30
	LAPS Districtwide	62	70	62
	LAPS Native American	33	*	36

Across the three most recent years, Native American students in Los Alamos Public Schools demonstrated higher Science proficiency than their statewide peers in most tested grades and years, though performance varied by cohort. Compared to the overall district results, LAPS Native American students generally performed below district averages but remained closer to parity in Science than in Language Arts or Math.

### OVERALL ACADEMIC ACHIEVEMENT TRENDS

Over the past three years, ELA and Math proficiency scores have shown modest upward trends for Native American students in some grades. Science proficiency has been relatively flat. In order to reach the district's goals for grade-level proficiency, a sustained emphasis on culturally responsive instruction, targeted interventions, and advanced course access will be critical to narrowing achievement gaps while maintaining overall high district performance.

LAPS students outperform statewide averages across all subjects and grades. Native American students in LAPS outperform their statewide peers, highlighting the district's efforts to provide equitable learning opportunities. LAPS Native American students also regularly outperform the state proficiency rates for all students. While the district's strategic plan focuses on strong quality of instruction and student engagement, there is a lot of room for improvement in our goal for 100% of our students to meet grade level standards.

## **4. School Safety**

Los Alamos Public Schools is committed to ensuring a safe and culturally respectful learning environment for all students. We recognize that a safe school is one where students feel a sense of belonging and their cultural identity is valued. Our approach to school safety incorporates culturally informed practices to support the well-being of our Native American students.

Our district's vision that 100% of our students will meet or exceed expectations in the areas of Social-Emotional Wellbeing, and Civic Responsibility is key for this. LAPS recognizes that school safety begins with clear expectations for staff and students in the school environment, combined with a culture of care that promotes positive behaviors while addressing problematic behaviors with a supportive approach.

A key component of our culturally informed safety strategy is the role of our Native American Student Support Specialist. This specialist, a certified teacher, not only provides academic support but also serves as a trusted mentor and advocate for Native American students and an advisor for staff and administration. By fostering strong relationships and providing a safe space for students to discuss their concerns, the specialist plays a proactive role in addressing potential safety issues and promoting a positive school climate.

To foster a sense of belonging and camaraderie, Los Alamos Public Schools supports Native American Cultural Clubs at the High School and Middle School. These clubs provide a comfortable and supportive environment where Native American students can connect with their peers, share their experiences, and celebrate their cultural heritage. By promoting a strong sense of community, these clubs are an integral part of our efforts to ensure a safe and welcoming school environment for every student.

Los Alamos Public Schools is dedicated to strengthening our collaboration with tribal authorities to enhance the sense of safety and security among our Native American students. We actively engage with tribal leaders and community members to ensure that our safety protocols are culturally responsive and meet the needs of our Native American students. The LAPS Native American Parent Advisory Council meets monthly, facilitating regular communication about parent and student concerns and district efforts to improve the learning and social environment for our Native American Students. Through these partnerships, we aim to create a school environment where every student feels safe, supported, and respected.

### **SOCIAL-EMOTIONAL WELLBEING**

LAPS, in collaboration with the Public Education Department, uses a nationally benchmarked survey to gather feedback from students, families, and staff in K–12 schools. The Panorama Survey is administered to LAPS students in grades 3-12 twice per year. These surveys measure perceptions on a wide variety of topics, including social-emotional learning, school climate, engagement, and well-being.

## 2024-2025 Panorama Survey Summary

Demographic Group	On-track in SEL	Strength in Self-efficacy	Strength in Self-management	Strength in Sense of Belonging
District	61%	44%	84%	51%
Caucasian	61%	43%	84%	52%
Hispanic	59%	37%	83%	53%
Black	61%	52%	76%	46%
Native American	56%	36%	81%	48%
Asian	71%	57%	86%	55%
Hawaiian/Pac Islander	68%	53%	84%	47%

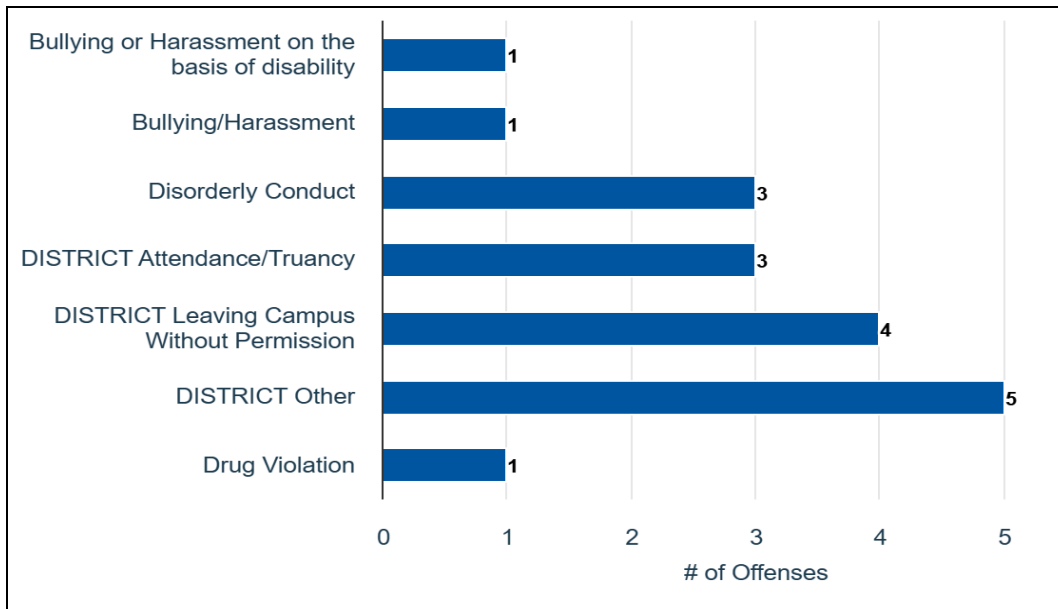
*The metric “On-track in SEL” is defined as the percent of students who reported Many or All SEL Strengths in the SEL Indicator. The metric “Strength in Self-efficacy” is defined as the percent (%) of students who have a reported strength in Self-efficacy on their most recent SEL screener.*

### **POSITIVE BEHAVIORAL SUPPORTS**

In the interest of creating and consistently reinforcing clear behavioral expectations for our students and staff, the District has implemented the Safe and Civil Schools Foundations structures in each of our schools. This program emphasizes a collective, collaborative, consistent approach to developing and maintaining school-wide expectations. From communicating clear expectations to students for behavior during assemblies to teaching staff how to actively engage with students while monitoring safe passing periods between classes, this approach provides a consistent, predictable school environment for our students and staff.

When problematic behaviors do occur, the way they are addressed by staff and school administrators has an important bearing on the outcomes. LAPS provided initial training to the high school principal in Restorative Practices as part of a pilot project. This project is expanding in the upcoming 25-26 school year.

## 24-25 District-wide Discipline Infractions Recorded for Native American Student



### SCHOOL SAFETY PROTOCOLS

LAPS has adopted the Standard Response Protocol (SRP) in each school across the district to provide a consistent set of safety drills and procedures as students progress through the grade levels. All drills throughout the year were conducted according to the SRP, including evacuation drills (fire drills), shelter in place, and lockdown drills.

In the 24-25 school year the District trained administrative staff in crisis intervention and threat assessment protocols for situations including student self-harm and harm to others. Additionally, Los Alamos Middle School and Los Alamos High School continue to use the Say Something App, which has proven critical to ensuring student well-being, safety, and security. Students use the app, which is available to every student on their school-issued chromebook, to report bullying, safety concerns, challenges with teachers, and friendship concerns.

### 5. Graduation Rates

Graduation is a critical milestone for students, and it is the ultimate indicator of the District's vision for 100% of our students to be on track in Academics, Social Emotional Well-being, and Civic Responsibility.

### Graduation Rates - 4 year cohort

Group	22-23	23-24	24-25
LAPS - All Students	96 %	97%	94%
LAPS - Native American	*	100	*
NM - All Students	76%	77%	78%
NM - Native American	72%	75%	74%

\*Values with fewer than 10 students are masked according to the Federal Educational Rights and Privacy Act (FERPA).

\*\*Disclaimer: The graduation data presented in this report has not been validated by the New Mexico Public Education Department and may be subject to change.

LAPS students graduate at a higher rate than the state average. While there are typically fewer than ten Native American graduates each year, each student’s graduation has an impact on the district’s graduation rate growth, and each student’s needs are considered as they are supported toward graduation.

Individualized plans are created for students who are at-risk of dropping out, either via a student’s existing IEP team, or through the Student Assistance Team process. In the 24-25 school year, Los Alamos High School added “What I Need” or “WIN” time into the academic day. This gives each student a chance to receive tutoring, enrichment, and opportunities for connection to clubs and other organizations during the school day.

## 6. Attendance

Regular attendance is fundamental to student success. Los Alamos Public Schools focuses on a model that focuses early-intervention with students and their families when they begin to show concerning attendance patterns. Interventions are individualized to each student and family’s situation. Counselors meet with students to address underlying concerns and root causes for absences concerns with the goal of creating an environment that supports their attendance. The District’s Native American Liaison works with families and students to identify barriers to attendance and help provide resources. The schools work with community partners such as Los Alamos JJAB, which offers case management for families, referrals for counseling and mental health care when indicated, and the ability to connect families with supportive services in our community.

## CHRONIC ABSENTEEISM

### Students Missing More Than 10% of Classes

Ethnic Group	New Mexico			Los Alamos		
	22-23	23-24	24-25	22-23	23-24	24-25
All	34%	38%		14%	14%	16%
White	34%	37%		13%	12%	14%
Hispanic	36%	40%		20%	24%	21%
Black	37%	40%		14%	14%	16%
Asian	24%	26%		4%	4%	7%
Native American	41%	48%		25%	18%	28%
Multiracial	34%	37%		10%	6.6%	5%

## 7. Parent and Community Involvement

Meaningful parent and community involvement is vital to the success of our students. This section highlights our efforts to engage with Native American families and tribal communities.

### LAPS NATIVE AMERICAN PARENT ADVISORY COUNCIL

The purpose of the Los Alamos Public School Native American Parent Advisory Council (NAPAC) is to comply with the requirements associated with 20.U.S.C. 7401 et. seq. (Title VI). NAPAC enhances and encourages the academic experience of Title VI eligible students in the district by ensuring a culturally and linguistically relevant curriculum consistent with the New Mexico Indian Education Act and District Policy 6147. Furthermore, NAPAC provides direction and builds on Native American culture in meeting the academic and cultural needs of Title VI eligible students. NAPAC participates actively and professionally in the design, operation, and evaluation of eligible programs. NAPAC serves as a liaison between Title VI eligible students, parents, guardians and the district in order to promote the best interest of the Native students in fulfilling the requirement of Title VI.

The 2024-2025 LAPS Native American Parent Advisory committee structure:

<u>Role</u>	<u>Name</u>	<u>Term</u>
Chair	Darren Harvey	Elected Fall 2022
Vice Chair	Miranda Kitts	Elected Fall 2024
Secretary	Open	
Student Representative	Open	

## **SUMMARY OF PARENT & COMMUNITY OUTREACH & ENGAGEMENT**

LAPS values and continues to build reciprocity with our Native American families by engaging in strategically timed events held at the beginning of the school year, periodically throughout the year and at the end to ensure consistent engagement. The Welcome Back Dinner, held at the beginning of each school year, provides an opportunity for parents to engage with the LAPS leadership team, receive information about academic supports, receive PowerSchool training, learn about opportunities to become a parent volunteer, and to ask questions and provide feedback about district programs serving their students. Throughout the school year the Native American Student Support Specialist and the district's Native American Liaison meet with and support Native American families. They provide ongoing help to navigate educational jargon and district procedures. These periodic interactions make academic goal setting during IEP and Student Assistance Team meetings more meaningful and aligned with each students' cultural identity, as well as provide a safe space for families to speak freely. At the end of the school year, LAPS celebrates our Native American graduates and their families with a sash ceremony. Families of the graduates, community tribal dignitaries, and state educational representatives are all invited in helping celebrate our Native American graduates.

### Welcome Back Dinner for Native American Families

Our Annual Welcome Back Dinner for our Native American Families was held September 17th, 2024 from 5:30-7:00pm at Aspen Elementary school. The opening blessing was provided in the Dine Language. All Native American families were invited to attend, and free childcare was provided. Dinner included meat and vegetarian options of lasagna, salad, fruit, breadsticks, dessert and tea.

### LAPS Members in Attendance

- LAPS Superintendent - Jennifer Guy
- LAPS Assistant Superintendent - Carter Payne
- LAPS Director of Inclusive Schools - Andrea Determan
- NAPAC Chair - Darren Harvey
- LAPS Native American Liaison - Julie Dare
- LAPS Native American Student Support - Jovita Mowrer

Families received information about the following academic extended learning opportunities:

Title VI Tutoring: Every Native American student who is enrolled in the Los Alamos Public Schools (K-12) are eligible to receive two (2) hours per week of one-on-one tutoring. Tutoring sessions must occur before or after school (outside teacher contract time) and coordinated with the tutor individually. Tutoring service could be in person or on-line.

"WIN" or "What I Need" time was designed as a time for students to receive differentiated academic support within the school day. It was scheduled between 3rd & 4th periods on our regular A and B days. The majority of sessions offered are "Academic Sessions" and are available to a large group of students. Examples: general study hall, class project work sessions,

specific subject help sessions, lab makeup, test corrections, subject based enrichment opportunities.

LAPS Saturday School - Saturday School is offered on most weekends during the school year. It is designed to support students academically for an extended period of work time.

### **Cultural Representation For Families**

The LAPS Native American Student Support and Liaison worked closely with families and educators in attending all staffing meetings, Students Support Team meetings, 504-meetings, and Individualized Education Plan meetings for Native American students, district wide. The LAPS district views this as an opportunity to build relationships with our Native American families, who may feel cautious or hesitant in engaging with the educational system due to historical injustices. The purpose of having cultural representation during these meetings was to share the unique cultural values, traditions, and learning styles of our Native American students who may not be well understood by school employees. This is critical in helping educators distinguish between cultural tendencies and those that may manifest as academic disparities. The goal is to ensure that each Native American student's tribal practices and cultural needs are respected and incorporated into their academic plan.

### **Annual Native American Sash Ceremony**

Eight Los Alamos High School Native American seniors were presented hand-woven sashes during the 2025 Sash Ceremony, which was hosted by the Los Alamos Public Schools. The sashes were worn by students during the high school graduation ceremony on May 24th. Members of the Class of 2025 were tribally affiliated with Pueblo of Nambe', Pueblo de San Ildefonso, Blackfeet Nation, Penobscot Nation, Dine, Mi'kmaq, Malecit, Hopi, Ohkay Owingeh and Santa Domingo Pueblo. Chris Velarde, Santa Clara Pueblo/Jicarilla Apache, a traditional belt and rain sash weaver, designed and hand wove all eight sashes. Mr. Velarde shares his sash design in a storytelling format and explains the significance of each color and design of thread.

Approximately 90 family members, friends and supporting staff of Los Alamos Public Schools attended. Members in attendance:

- The LAPS Assistant Superintendent Carter Payne, Master of Ceremonies
- Navajo Nation Vice-President Richelle Montoya
- New Mexico Secretary of Indian Affairs, Josett Monette
- Assistant Secretary of Indian Education, KatieAnn Juanico
- Former Pueblo de San Ildefonso, Governor James Mountain
- NAPAC Chair, Darren Harvey
- LAPS Administrative Staff, Renee Dunwoody, Eric Ziegler, Ryan Finn, Suzanne Montoya
- LAPS School Board Members, Lauren Copeland
- LAPS Native American Student Liaison, Julie Dare
- LAPS Native American Student Support, Jovita Mowrer
- Native American Club Sponsor, Kim Engelking

## 8. Educational Programs Targeting American Indian and Alaska Native Students

### TRIBAL VISITS

#### Santa Clara Tribal Visit

The purpose of hosting the Pueblo of Santa Clara Education Department at Mountain Elementary was to create a space for tribal members to engage with their students and share valuable cultural resources and support services. Santa Clara students met with the Pueblo of Santa Clara, Lt. Governor, the Deputy Director, Department of Youth & Learning and support staff from the Santa Clara tribal office.

On November 18th, 2024 (9:00am-12pm), students engaged in a talking circle with members of the Santa Clara Department of Youth & Learning. Students introduced themselves and told a fun fact about themselves. Each member from the Department of Youth & Learning spoke on the importance of culture and education as well as provided gift bags for Santa Clara students filled with tshirts, water bottles, and school supplies.

Permission slips and transportation were provided to fourteen (14) Pueblo of Santa Clara students district wide; nine (9) elementary students, two (2) Middle school students, and three (3) High school students.

#### Pueblo of San Ildefonso visit

The purpose of this collaboration is to support the Pueblo of San Ildefonso Tribal Education Department in presenting diverse trade pathways and post-graduation opportunities for Native American students. Mr. Joe Padilla of Pueblo of Ohkay Owingeh, instructor at Northern New Mexico, gave a presentation on trades available through Northern New Mexico Community College on Monday, April 28th, 2025 (2:02pm - 2:43pm) in the Los Alamos High School library.

Los Alamos High School Native American students, in 9th through 12th grade, were invited to attend this presentation during What I Need (WIN) time. Approximately twelve (12) Native American students attended the presentation.

#### Pueblo of San Ildefonso visit

This visit helped students learn more about the X3 Internship Program—offered in partnership with San Ildefonso Pueblo and run by Future Focused Education in collaboration with the San Ildefonso Education Department. This initiative provides Pueblo youth with paid internships in local government, non-profits, and businesses. On Wednesday April 30th, 2025 (5:00 - 7:00 pm), Native American students presented how they got paired with local employers to gain real-world experience, develop key professional skills, and build confidence as they explore future career paths.

This X3 internship visit was focused on celebrating and recruiting Native American high school students and early college-age students. Students who presented were LAHS alumni students between the ages of 14-20 years old.

### Native American Guest Speakers Series

The purpose of inviting Native American guest speakers is to educate and provide accurate, first hand perspectives on Native American lifeways, language, cultures, storytelling and history. Mr. Christopher Velarde is a member of the Jicarilla Apache Nation with a bloodline from Santa Clara Pueblo, he is a belt weaver artist, Cultural Art Specialist, Storyteller and Tewa Language Instructor.

In January 2025, Mr. Velarde spoke to the LAHS Humanities class, (instructor - Ms. Thompson) about the significance of Native American religion, specifically, the Pueblo of Santa Clara's beliefs and practices, history, and personal reflection on spirituality and questions and answer sessions.

In the fall of 2024, Mr. Velarde shared with Piñon Elementary School his gift for storytelling along with his hands-on demonstration of traditional weaving techniques. He shared the loom he uses to weave sashes as well as several brightly colored woven pieces he has created over the years. Member of Pueblo of Santa Clara Elder

At Pinon Elementary school, approximately 25 fourth grade art students attended Mr. Velarde's weaving demonstration. At Barranca elementary school, approximately 60 students, grades K through 5th grade attended Mr. Velarde's storytelling presentation. In the Los Alamos High School Senior Humanities class, approximately 20 Native American and Non-Native American students attended Mr. Velarde's presentation on Pueblo of Santa Clara culture.

### Native American Clubs

The purpose of our Native America Clubs at Mountain Elementary, Los Alamos Middle School and Los Alamos High school is to promote awareness and appreciation of Native American heritage through educational activities, cultural events, and storytelling. Our Native American clubs members are encouraged to learn about and connect with Indigenous values, tradition and histories in a meaningful and respectful way. Native American students improve their ability to express their identities, build confidence and develop leadership skills. Activities are designed to strengthen ties between the school and local Indigenous communities through partnership, guest speakers, and cultural exchange.

#### LAHS Cultural Club

Students attend monthly meetings, during What I Need (WIN) designated times at club sponsor, Kim Engelking, classroom.

Students participated in American Indian Day at the New Mexico State Capitol in February of 2025. This is the fifth year that LAPS students have attended this annual event. Students met with Governor Michelle Lujan Grisham, NM State Senator Leo Jaramillo and NM State Representative Christine Chandler. Students were then hosted for lunch by the Santa Fe Indian

School, where they participated in cultural sharing activities and were able to network with other Native American students.

#### LAMS Native Hawks Club

Students attend weekly meetings during lunch with club sponsors, Angie Manfredi and Trish Jojola. Native hawk students participate in combined field trips with the LAHS Native American club, like our annual field trip to Albuquerque for the Gathering of Nations Pow Wow in April 2025. Other activities include cultural connection opportunities to foster a sense of belonging by providing a space for students to share with similar cultural experiences and identities.

Elementary Native Lions club: This newly established club focused on creating a governing council of Native American students who would take on the leadership role in the club. Council members helped decide what activities, lessons, and events the club would focus on within the year and guide the club for non-native ally members. One highlight of our activities was the end-of-year gift project, created to celebrate our eleven graduating Native American seniors. Members of Native Lions handcrafted personalized graduation leis, each featuring a heartfelt message to honor and recognize the achievements of our graduates at an end of the year luncheon.

#### Target Population for Native American Clubs

Los Alamos High School Cultural Club, approximately twenty (20) Native American students meet monthly, during What I Need (WIN) designated times at club sponsor, Kim Engelking, classroom.

Los Alamos Middle School Native Hawks club, approximately ten (10) Native American students meet monthly, during lunch with club sponsors, Angie Manfredi and Trish Jojola. Students

Elementary Native Lions club, approximately twelve (12) students attend monthly meetings, during lunch with club sponsors, Beth Ziomek and Donna Schaffer.

#### Native Voices Book Club

The goal of Native Voices Book Club is to help educators see Native American cultures accurately, to question established narratives and respectfully integrate culturally responsive teaching. Native Voices is a book club celebrating and learning from the lives and voices of Native American authors and poets. The Native Voices Book Club welcomed Debrorah Taffa, author of *Whiskey Tender*, and National Book Award Finalist, in December of 2024. The LAPS district provides audio books, e-books and hard cover books to all book club members and students.

The Native Voices Book club met every 3 weeks within the first semester of the school year. The final meeting was held in November, when Ms. Taffa visited our campus to kick off Native American Heritage Month. Ms. Taffa held a meet and greet with students and faculty where she read a passage, spoke about her memoir, held a question & answers session and autographed books.

Members of the Native American Club at LAHS and LAMS and students in Southwest Narratives Classes - approximately 90 students took part in the club. Representation and inclusion of Indigenous students' identities and culture are represented and reflected in the curriculum, respectfully. Non-Indigenous students learn from diverse Indigenous voices beyond the dominant culture. All students learn about Indigenous histories, Indigenous perspectives, culture, and contemporary issues. Critical thinking and perspectives, encourages all students to analyze dominant and non dominant voices in literature and history. All students reflect on personal biases and misconceptions. The Native Voices Book Club consisted of 72 members, made up of teachers, librarians, administrators, and school board members, district wide. LAPS educators learned from Indigenous authors who countered perspectives to the mainstream historical narratives and perspectives. Incorporating Indigenous authors enriches the curriculum and aligns with inclusion and equity goals. LAPS educators develop a deeper cultural competency and understanding of Indigenous perspectives through professional growth. LAPS educators are encouraged to learn and respectfully engage with our Pueblo communities.

## 9. Financial Reports

Los Alamos Public Schools receives funding from the Federal Government through the Indian Education Formula Grant and from Indian Education Impact Aid funds. The table below summarizes the funding for the 24-25 School year.

Funding Sources	Amount
Indian Education Formula Grant	\$22,650.00
Impact Aid Indian Education	\$190,502.94

Indian Education Formula Grant funds and Impact Aid Indian Education funds were used for a number of purposes. They were used to pay for 1.6 FTE for staffing to support our Native American students via a Native American Liaison (0.6 FTE), and a Native American Student Support Specialist (1.0). These site based staff serve the needs of all Native American students in the district. One-on-one tutoring for Native American students was also funded through these federal dollars. Additional funding was spent supporting cultural awareness staff book studies, student book studies, and an author book talk for staff and students.

## 10. Current Status of Federal Indian Education Policies and Procedures

The LAPS School Board works closely with the Native American Parent Advisory Council and the NM PED Indian Education Department ensuring appropriate annual review of the District's Indian Education Policies and Procedures. All signatures were obtained for the 24-25 review cycle. The status of the policy is fully complete and it was submitted with the Title VI application for the 24-25 school year, as well as being posted as policy number 6147 on the District's

website with all of the Board Policies and Regulations. The District current review of the Indian Education Policies and Procedures is in process. The District anticipates a fully signed, fully complete policy for the 25-26 school year.

## 11. Dropout Prevention and Attendance Initiatives

**LAPS Dropout Rate**

22-23	23-24	24-25
*	*	*

\*Values with fewer than 10 students are masked according to the Federal Educational Rights and Privacy Act (FERPA).

The dropout rate for Native American students in the Los Alamos Public Schools is under the reportable values. When a student makes the decision to drop out, it is very seldom based on the moment at hand, and often is the end result of many years of academic struggle, social challenges, and a lack of sense of belonging in the school environment. To this end, LAPS has a system of targeted support related to our three focus areas of Academic Excellence, Social-Emotional wellbeing, and Civic responsibility. This system includes Saturday School opportunities to make up missed work, Credit Recovery for students who missed class or key learning that needs to be completed before they can earn credit, the Topper Virtual Academy which provides flexible online learning opportunities for earning original credit, and “What I Need” or “WIN” time, for students to get direct academic support from their teachers during the school day. Our Native American Student Support Team also arranges one-on-one tutoring sessions for Native students outside of the school day to shore up knowledge and ensure academic success.

Native American students often navigate a cultural setting that does not fully mesh with their own background. The Native American Support Specialist and Native American Liaison assist in IEP, 504, Attendance and Student Assistant Team meetings, offering support for self advocacy among the students and their families, while helping them navigate sometimes cumbersome processes for getting support. They also help school administrators to see unique challenges that some of their native american students face, which may bring them into a student discipline situation at times. Student clubs, such as the Native American Cultural Club at the High School and Middle School help Native American students find camaraderie in a comfortable, supportive environment.

## **12. Public School Use of Variable School Calendars**

Los Alamos Public Schools do not use a variable school calendar. However the district attendance policy allows for families to receive excused absences for religious and cultural holidays that fall on school attendance days. Additionally, the district maintains a multicultural calendar for the year that lists cultural and religious events for many different groups, including local feast days. This calendar is shared with school staff to help them accommodate the learning needs of students who may miss class for cultural or religious reasons. The goal is to allow our Native American students to honor their cultural traditions while minimizing impacts on school attendance.

## **13. Tribal Consultation**

Los Alamos Public Schools has not been identified as a Historically Defined Indian Impacted School District (HDIISD) under the Indian Education Act. The District has not taken part in formal Tribal Consultation, as defined under the Act. Nonetheless, the district recognizes that working closely with the Pueblos, Tribes, and Nations whose students we serve provides a direct benefit to our Native students.

## **14. Indigenous Research and Evaluation Measures for Effective Curricula for American Indian and Alaska Native Students**

Los Alamos Public Schools uses the structure and processes outlined by the New Mexico Public Education Department to prioritize the adoption and implementation of High Quality Instructional Materials (HQIM) to ensure all students have equitable access to grade-level learning. HQIM are defined as comprehensive, content-rich materials that are culturally relevant, bias-free, and aligned with state standards. They are designed to be flexible for teachers and to encourage student inquiry and problem-solving.

Multicultural and culturally responsive teaching acknowledges the diverse cultural and language backgrounds represented in all of our students. This educational approach is actually designed to benefit all students by supporting their academic and social-emotional development. By using respectful, bias-free instructional materials that present many different perspectives, schools can create a fair and inclusive environment where every student's background is valued and they have an equal opportunity to succeed.

In addition to the adopted materials, there are often opportunities to find creative courses and pathways to meet the needs and stimulate the curiosity of our Native American students. During the Spring semester of the 2025, our Native American Student Support Specialist, who is a certified teacher, piloted a capstone project that allowed students to focus on a topic of their choice. The students worked closely with their core-subject teacher and the Support Specialist to meet the course objectives of the course while pursuing research into their related area of interest, preparing a presentation, and leaving a legacy on campus.

## **15. Access to Native Language Programs**

LAPS understands the importance of Native language preservation and instruction. The District offers students the ability to earn the State Seal of Bilingualism-Biliteracy. LAPS does not offer Native language instruction at this time, but we recognize students who attain certification through their Pueblo, Tribe or Nation. LAPS has not yet had a Native American student who has earned the Seal of Bilingualism-Biliteracy through their tribe.

## **16. Appendices**

None included.