

Los Lunas Schools
Tribal Education Status Report
2025-26

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Introduction

Los Lunas Schools (LLS) is located in the Central Rio Grande Valley of New Mexico. Our district educates approximately 8,000 students who live in 12 surrounding communities, including the Pueblo of Isleta. We operate ten elementary schools, two middle schools, three high schools, and a family school digital academy in our district.

In the 2025-26 school year there were 672 students on the 80th day count that had identified as Native American throughout the district representing 18 Pueblos, Tribes, and Nations. There were 7931 students districtwide at the 80th day count which makes 8.47% of our student population Native American students.

The following were represented at Los Lunas Schools in the 25-26 school year:

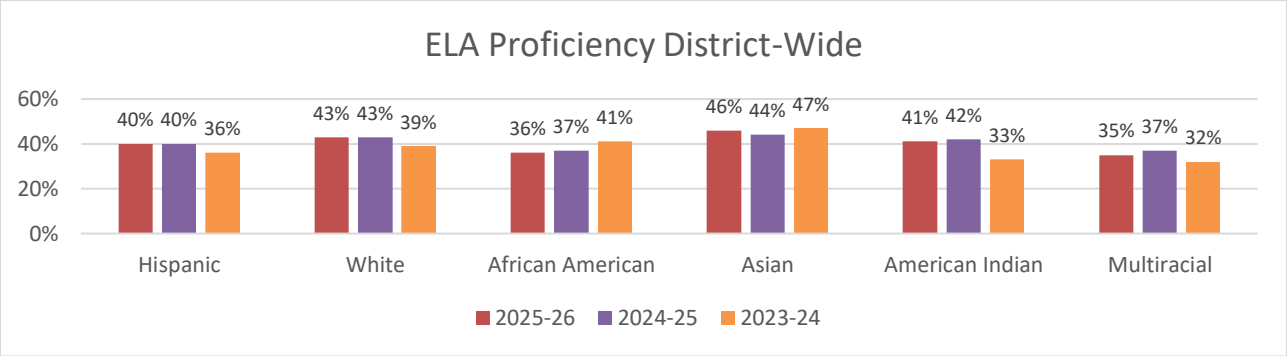
- Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, San Felipe, San Ildesfonso, OhKay Owingeh, Sandia, Santa Ana, Santa Clara, Kewa, Taos, Tesuque, and Zuni.
- Jicarilla Apache and Mescalero Apache Tribes
- Navajo Nation

According to the Indian Education Act, §22-23A and 6.35.2 of the NMAC, a tribal education status report will be submitted to all New Mexico tribes represented within the school district's boundaries to measure the public school's performance and report to the tribes.

Student Achievement

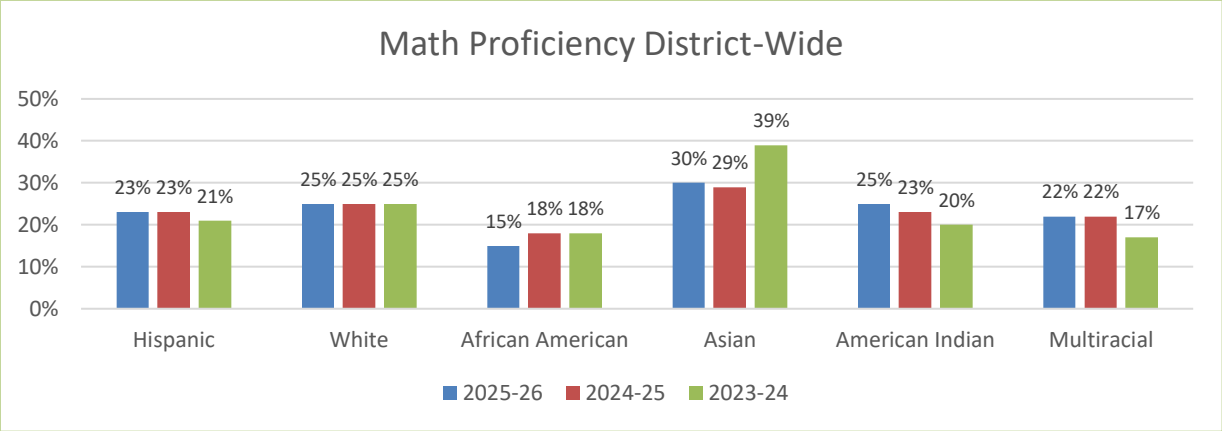
Proficiency data for students on English language arts, math, and science assessments disaggregated by ethnicity.

Overall district proficiency rates broken down by ethnicity for the last three school years. Highlighted are the proficiency rates for Native American students.



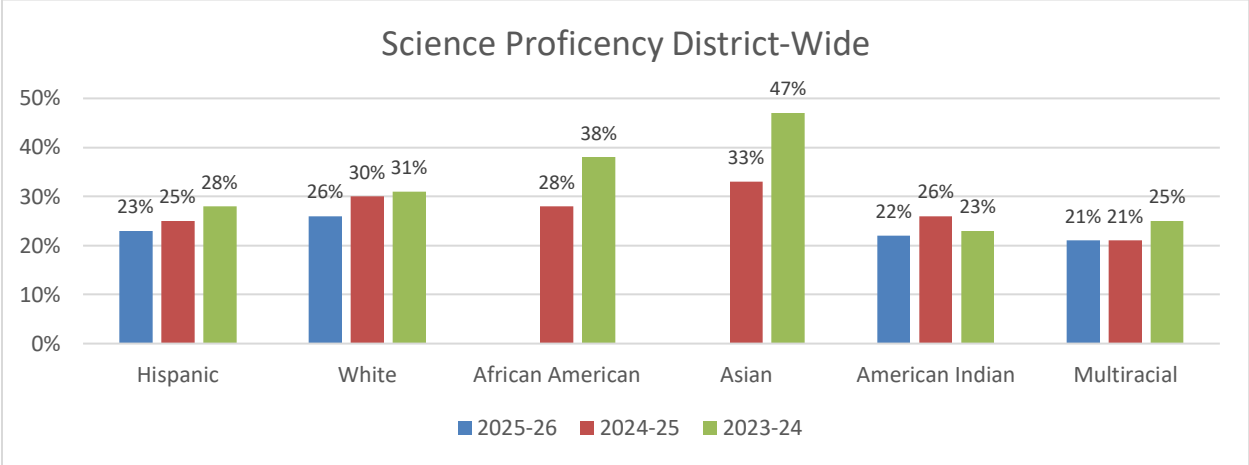
ELA Proficiency	2025-26	2024-25	2023-24
Hispanic	40%	40%	36%
White	43%	43%	39%
African American	36%	37%	41%
Asian	46%	44%	47%
American Indian	41%	42%	33%
Multiracial	35%	37%	32%

In English Language Arts, Native American students grew by 9% points from 2023-24 to 2024-25 and since then have went down 1% points.



Math Proficiency	2025-26	2024-25	2023-24
Hispanic	23%	23%	21%
White	25%	25%	25%
African American	15%	18%	18%
Asian	30%	29%	39%
American Indian	25%	23%	20%
Multiracial	22%	22%	17%

In Mathematics, Native American students have an upward growth trend for the last three years.

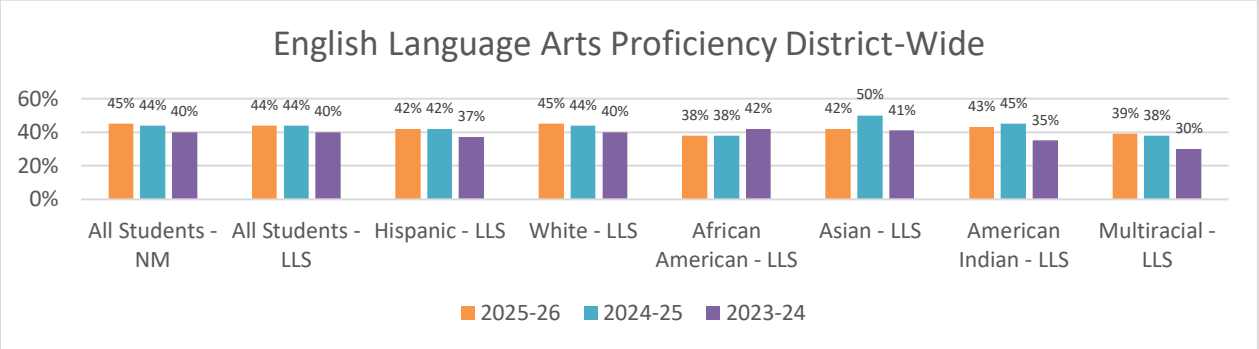


Science Proficiency	2025-26	2024-25	2023-24
Hispanic	23%	25%	28%
White	26%	30%	31%
African American	Masked	28%	38%
Asian	Masked	33%	47%
American Indian	22%	26%	23%
Multiracial	21%	21%	25%

In Science, Native American students increased by 3% point and then dipped to currently 22% proficient. The district trend with all ethnicities is the same. The 2025-26 school year is lower than the 2023-24 school year.

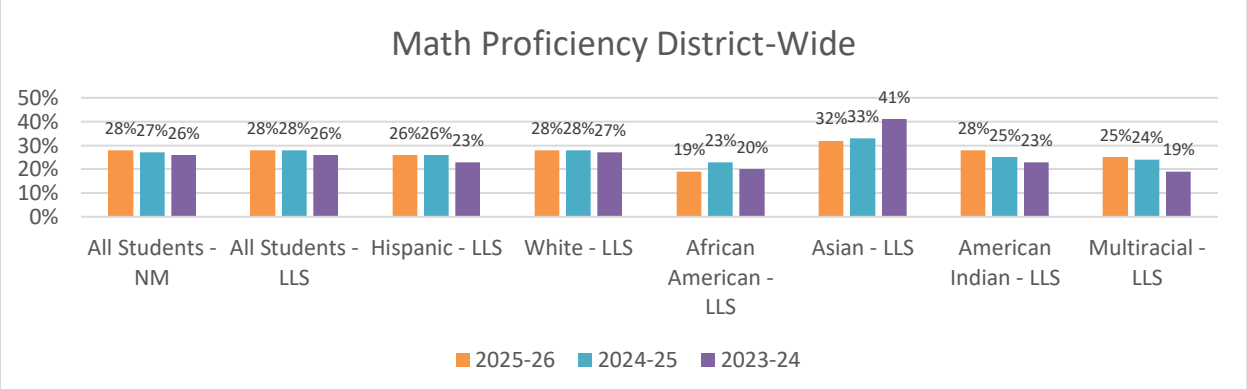
New Mexico Measures of Student Success and Achievement - New Mexico's statewide summative assessment for mathematics and English language arts, administered at the end of Grades 3-8. Below are the district's rates for the last three school years broken down by ethnicity.

ELA Proficiencies	2025-26	2024-25	2023-24
All Students - NM	45%	44%	40%
All Students - LLS	44%	44%	40%
Hispanic - LLS	42%	42%	37%
White - LLS	45%	44%	40%
African American - LLS	38%	38%	42%
Asian - LLS	42%	50%	41%
American Indian - LLS	43%	45%	35%
Multiracial - LLS	39%	38%	30%



On the NM-MSSA English Language Arts test, Native Americans students grew ten proficiency percentage points in one year and the dropped by two points. They are currently performing two percentage point below all Los Lunas students and three below the statewide average in ELA.

Math Proficiencies	2025-26	2024-25	2023-24
All Students - NM	28%	27%	26%
All Students - LLS	28%	28%	26%
Hispanic - LLS	26%	26%	23%
White - LLS	28%	28%	27%
African American - LLS	19%	23%	20%
Asian - LLS	32%	33%	41%
American Indian - LLS	28%	25%	23%
Multiracial - LLS	25%	24%	19%



On the NM-MSSA Mathematics test, Native American students have been on an upward trend for the last three years. They are equal with the state and district average in their proficiency.

New Mexico Assessment of Science Readiness Results - The New Mexico Assessment of Science Readiness is given annually to New Mexico students in grades 5, 8, and 11. The NM-ASR is aligned to the New Mexico's Next Generation Science Standards and is used to meet requirements of federal and state accountability. Below are rates for the last three years broken down by ethnicity with the Native American students highlighted.

	New Mexico Assessment of Science Readiness Results **2025-26** Disaggregated by Ethnicity **Grades 5, 8, 11 combined**	New Mexico Assessment of Science Readiness Results **2024-25** Disaggregated by Ethnicity **Grades 5, 8, 11 combined**	New Mexico Assessment of Science Readiness Results **2023-24** Disaggregated by Ethnicity **Grades 5, 8, 11 combined**
Race	Proficient %	Proficient %	Proficient %
Hispanic	23	26	28
White	26	30	32
African American	19	28	38
Asian	30	29	47
American Indian	22	27	23
Multiracial	22	21	25

Native American students grew from the 2023-24 school year by 4% points but are currently performing one point under their 2023-24 school year. All other ethnicity groups went down between the 2023-24 and the 204-25 school year with the exception of the Native American group. All groups except for Asian, Multiracial, and Native American have declined the last three years.

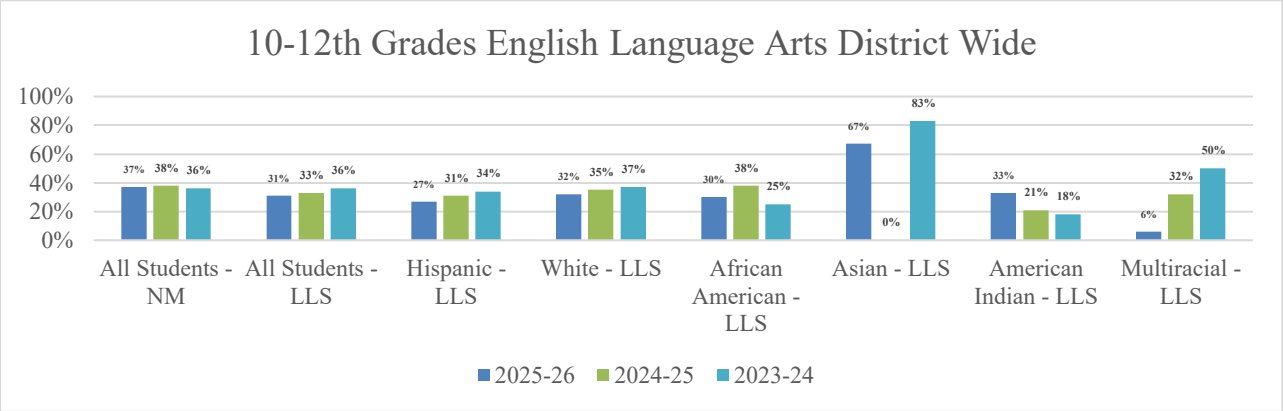
Dynamic Learning Maps Results Dynamic Learning Maps is New Mexico's federally required alternate assessment for students with the most significant cognitive disabilities whose Individualized Education Program (IEP) Teams designate the state's alternate assessment as the most appropriate academic assessment. DLM is designed for students who are unable to utilize general state assessments even with assessment-specific accommodations. Below is the district wide (all grades 3-8, 11) proficiency rates broken down by ethnicity. The dash represents no students tested.

2025-26 All grades 3-8, 11	English Language Arts	Math	Science
Race	Proficient %	Proficient %	Proficient %
Hispanic	30	22	8
White	31	25	8
African American	0	0	0
Asian	-	-	-
American Indian	0	0	0
Multiracial	0	0	0

2024-25 All grades 3-8, 11	English Language Arts	Math	Science
Race	Proficient %	Proficient %	Proficient %
Hispanic	23	30	15
White	25	27	19
African American	-	-	-
Asian	-	-	-
American Indian	50	50	0
Multiracial	0	0	0

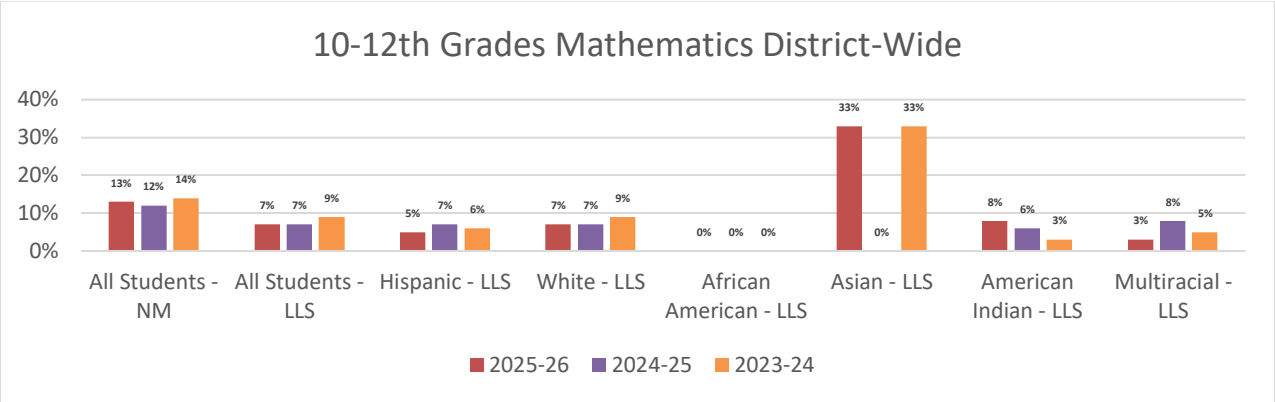
2023-24 All grades 3-8, 11	English Language Arts	Math	Science
Race	Proficient %	Proficient %	Proficient %
Hispanic	26	16	9
White	26	16	12
African American	-	-	-
Asian	-	-	-
American Indian	0	50	0
Multiracial	0	0	0

SAT School Day – SAT® School Day, administered by College Board, measures academic proficiency in mathematics and language arts. All grade 11 students in New Mexico public schools are expected to participate in the spring SAT School Day, except for students with significant cognitive disabilities who take the alternate assessment based upon an IEP.



ELA Proficiencies, Grades 10-12	**2025-26**	**2024-25**	**2023-24**
All Students - NM	37%	38%	36%
All Students - LLS	31%	33%	36%
Hispanic - LLS	27%	31%	34%
White - LLS	32%	35%	37%
African American - LLS	30%	38%	25%
Asian - LLS	67%	0%	83%
American Indian - LLS	33%	21%	18%
Multiracial - LLS	6%	32%	50%

On the SAT School Day testing, Native American students have been on an upward trend for the last three years. They have gone up 15% point in the English Language Arts section. They are performing higher than the district-wide average by two points and higher than all other ethnicities besides Asian.



Math Proficiencies, Grades 10-12	2025-26	2024-25	2023-24
All Students - NM	13%	12%	14%
All Students - LLS	7%	7%	9%
Hispanic - LLS	5%	7%	6%
White - LLS	7%	7%	9%
African American - LLS	0%	0%	0%
Asian - LLS	33%	0%	33%
American Indian - LLS	8%	6%	3%
Multiracial - LLS	3%	8%	5%

On the SAT School Day mathematics testing, Native American students have been on an upward trend the last three years. They have gone up by 5% points. They are performing one percentage point higher than the district average and higher than all other ethnicities except for Asian.

Los Lunas Schools will continue to have three Native American Liaison (NAL) positions for the 2026-27 school year. 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 improving academics. Currently, LLS is seeking a liaison for the elementary schools. The position is unfilled at this time.

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, and dual-credit classes. A Los Lunas Schools' teacher is being provided at the Pueblo of Isleta Department of Education over the summer and after school to assist students taking credit recovery classes and to provide tutoring.

School Safety

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 Coordinated School Health and Wellness Bureau (CSHWB).

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

- 2 Lead School Resource Officers
- 14 Campus Security Officers stationed across the district
- 11 School Resource Officers stationed across the district
- 1 Campus Security Officer that covers Central Office and Special Services
- 6 Crossing Guards

Safety and Security Department online resources include the following:

- Los Lunas Schools' Student Behavior Handbook (2026-27) – Updated and approved by the LLS Board of Education on 8/11/26 It is the primary goal of the Los Lunas Schools to educate every student. All students and staff members have the right to be respected and protected in a school environment that is safe and conducive to learning. Maintaining a school climate free of disruptions enables all participants to learn and grow. https://www.llschools.net/departments/safety-security/student-behavior-handbook
- Here is the link to the other documents: Criminal Trespass Notification, LLS Guidelines for Self-Harm Threats, LLS Guidelines for School Suicide, Social Media, Surviving an Active Shooter, and older behavior handbooks. https://www.llschools.net/departments/safety-security/safety-and-security-documents

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.

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.

The following are in the plans district wide:

- All students have the "STOPit" app available to anonymously report bullying/cyberbullying, violence/threats, drugs/alcohol, etc.
- 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.
- All 15 school sites use the Raptor Visitor and Emergency Management System. The system registers and screens, using an 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.
- 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.
- Relocation and reunification Go-Kits are kept by the administration, classrooms, and nurses.
- 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-threating way. For more information go to https://rocketrules.org/

Social Emotional Specific

- Pueblo of Isleta Behavioral Health staff visited both middle schools during lunches almost each month for a wellness visit. The middle school liaison held wellness/talking circles to help the middle school students listen, understand others, and reflect on their feelings.
- District has a crisis response team and sends them to school sites as needed.
- 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.
- 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.
- There is a MOU between a counseling agency and Los Lunas Schools to offer care to students in crisis at no cost to families.
- LLS has social workers at all three high schools, both middle schools, and three elementary schools to work with general education students.
- Los Lunas Schools has social workers trained as Certified Nonviolent Crisis Intervention Instructors and counselors are trained as Certified Verbal Intervention Instructors which includes the verbal de-escalation techniques. Training throughout the 2025-26 school year included 37 staff trained on verbal deescalation, 113 trained on Non-violent Crisis Intervention, and 20 trained on Non-violent Crisis Intervention w/Autism Spectrum Disorder Considerations.

- Each school site has sensory rooms for students when needed.

Infraction Data from 2024-25 and 2025-26 school year by count day (40, 80, 120, EOY). Due to FERPA, cells with an asterisk (*) represent less than 10 students and so have been masked.

40 Day Count Infractions by Ethnicity

	American Indian/Alaskan Native	Caucasian	Hispanic	Multi-Racial	Total
2024-25	*	21	60	*	87
2025-26	*	*	67	0	73

80 Day Count Infractions by Ethnicity

	American Indian/Alaskan Native	African American	Caucasian	Hispanic	Multi-Racial	Total
2024-25	*	*	30	100	*	143
2025-26	*	*	22	139	*	171

120 Day Count Infractions by Ethnicity

	American Indian/Alaskan Native	African American	Caucasian	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	Total
2024-25	13	*	41	156	*	0	217
2025-26	14	*	35	210	*	*	272

EOY Count Infractions by Ethnicity

	American Indian/Alaskan Native	African American	Caucasian	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	Total
2024-25	16	*	50	230	*	0	305
2025-26	31	*	55	314	12	*	416

The 2025-26 school year overall had more infractions on each count day except for the 40th day count. American Indian/Alaskan Native infractions stayed consistent between the two school years at each count period, except for the end-of-year period. At this count period, they jumped from 16 infractions in 2024-25 to 31 infractions in 2025-26. All other ethnicities increased in the number of infractions except for African American, which remained consistent as the previous year.

Los Lunas Schools employees three Native American Liaisons to work with parents, students, and staff regarding discipline infractions. The liaisons also coordinate with the Pueblo of Isleta Department of Education, Behavioral Health Department, and Truancy Department to coordinate services.

Graduation Rate

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.

Four-Year Graduation Rate for American Indian Students in Los Lunas Schools
Cohorts 2025, 2024, 2023, 2022, 2021

School Year of 4 Year Cohort	Groups	Percentage Rate (%)
2025-26	All students Statewide	81
	All students	77
	Female	82
	Male	73
	Caucasian	75
	Hispanic	78
	American Indian	80
	Asian	Masked
	African American	Masked
	Multiracial	75
2024-25	All students Statewide	78
	All students	69
	Female	71
	Male	67
	Caucasian	74
	Hispanic	68
	American Indian	57
	Asian	100
	African American	47
	Multiracial	89
2023-24	All students Statewide	77
	All students	70
	Female	77
	Male	63
	Caucasian	78
	Hispanic	68
	American Indian	71
	Asian	70
	African American	47
	Multiracial	Not reported
2022-23	All students Statewide	77
	All students	72
	Female	78
	Male	66
	Caucasian	74
	Hispanic	71
	American Indian	74
	Asian	100
	African American	44
	Multiracial	63
2021-22	All students Statewide	76
	All students	79
	Female	83
	Male	77
	Caucasian	82
	Hispanic	78
	American Indian	81
	Asian	100
	African American	74
	Multiracial	79

The American Indian student group graduation rates have declined since 2021-2022 following the trend for all LLS students as a whole. Looking at the 2025-26 school year data, there is an increase of 23 points from 2024-25 SY. That 80% is the second highest of all the subgroups for the school year.

Five -Year Graduation Rate for American Indian Students in Los Lunas Schools (from NM Vistas)

2025-26	All students Statewide	81
	All students LLS	77
	American Indian	80

Six -Year Graduation Rate for American Indian Students in Los Lunas Schools (from NM Vistas)

2025-26	All students Statewide	82
	All students LLS	78
	American Indian	77

The American Indian student group of five and six-year graduates percentage is equal or greater than the district's percentage.

Los Lunas Schools employees three Native American Liaison positions. 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. They provide professional development to teachers, cultural activities for students, and presentations in classrooms on Native American history and Indigenous perspectives to the curriculum.

Los Lunas Schools will continue to provide options that help support students and decrease dropouts by offering credit recovery assistance at the Pueblo of Isleta Department of Education, summer school, and dual-credit classes. A teacher was provided at the Pueblo of Isleta Department of Education on Mondays, Wednesdays, and Thursdays for the 2025-26 school year and during summer school to assist students taking credit recovery classes and to provide tutoring. There were an average of 5 students attending during the fall, 10 students attending for credit recovery and 15 for tutoring in the spring. Over the summer there were 10 students who attended.

LLS will continue to provide a teacher at the Pueblo of Isleta Department of Education for tutoring and credit recovery for the 2026-27 school year.

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

Attendance

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated

with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Los Lunas Schools Chronic Absentee Rate 2025-26

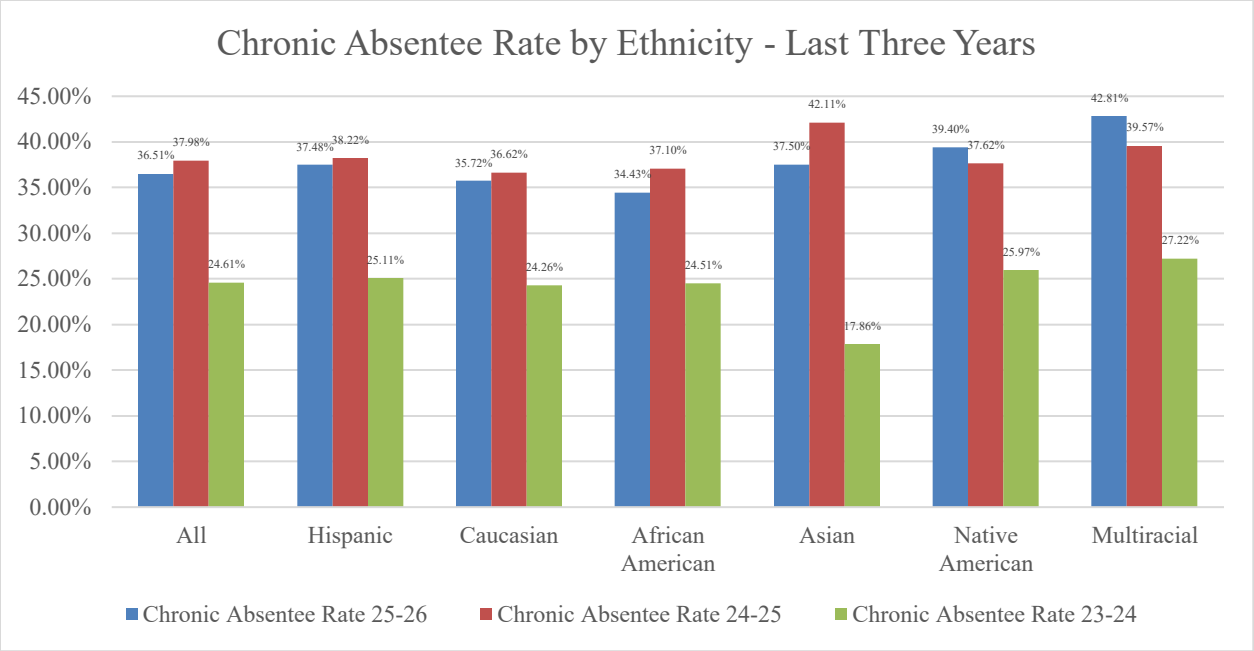
	Chronic Absentee Rate	Overall Regular Attendance Rate New Mexico	Overall Regular Attendance Rate LLS
All	36.51%	71.8%	63.5%
Hispanic	37.48%	70.3%	62.5%
Caucasian	35.72%	72.5%	64.3%
African American	34.43%	70.7%	65.6%
Asian	37.5%	81.3%	62.5%
Native American	39.4%	64.6%	60.6%
Multiracial	42.81%	73.2%	57.2%

Los Lunas Schools Chronic Absentee Rate and Overall Attendance Rates 2024-25

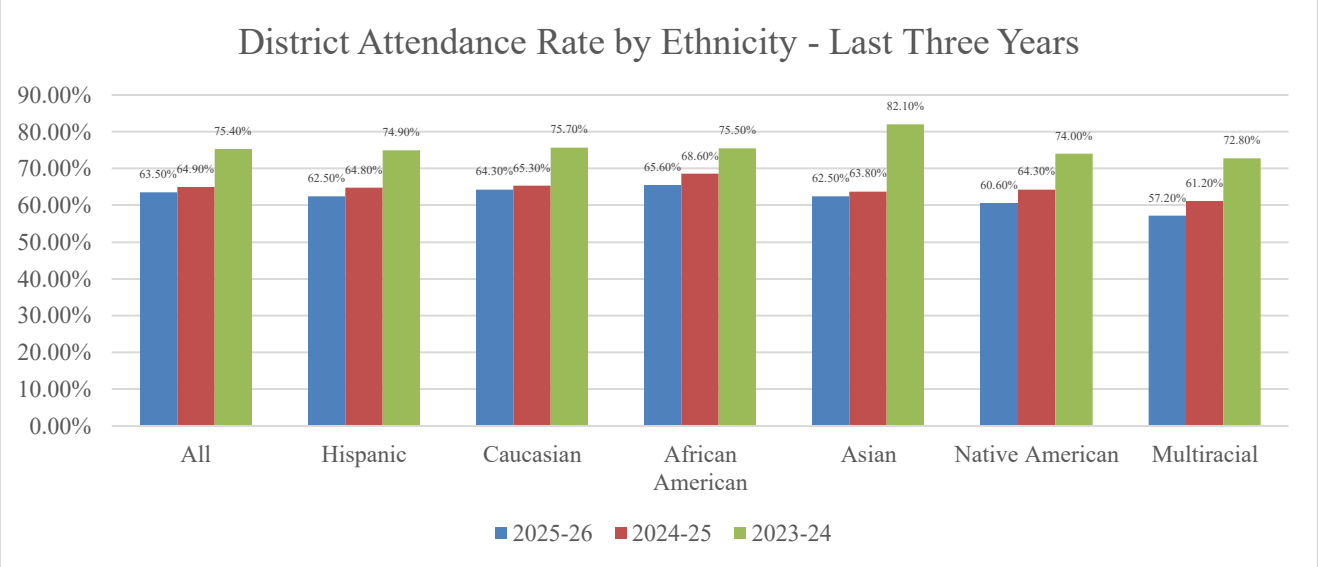
	Chronic Absentee Rate	Overall Regular Attendance Rate New Mexico	Overall Regular Attendance Rate LLS
All	35.06%	71.1%	64.9%
Hispanic	35.22%	69.9%	64.8%
Caucasian	34.73%	72.2%	65.3%
African American	31.36%	70.5%	68.6%
Asian	36.21%	81.4%	63.8%
Native American	35.70%	61.0%	64.3%
Multiracial	38.81%	73.8%	61.2%

Los Lunas Schools Chronic Absentee and Overall Attendance Rates 2023-24

	Chronic Absentee Rate	Overall Regular Attendance Rate New Mexico	Overall Regular Attendance Rate LLS
All	24.61%	66.1%	75.4%
Hispanic	25.11%	64.0%	74.9%
Caucasian	24.26%	66.4%	75.7%
African American	24.51%	62.9%	75.5%
Asian	17.86%	76.4%	82.1%
Native American	25.97%	59.5%	74.0%
Multiracial	27.22%	66.0%	72.8%



When looking at the chronic absentee rate over the last 3 years, the Native American students' rate has increased from 25.97% to 39.4% (increase of 13.43%). Their rate has followed the district's trend. For the last three years, all students went up from 24.61% to 36.51% (increase of 11.9%). The district's Native American students have the highest chronic absentee rate.



Native American students' attendance rate has followed the district-wide trend. For the 2025-26 school year their attendance rate is the lowest of all ethnicities and of the district average.

Los Lunas Schools had three Native American Liaison (NAL) positions filled for the 2025-26 school year. These positions worked to foster relationships with families and students, solve truancy issues, promote student's leadership skills, and assist students and families with academics. Two of the positions

are filled for the 2025-26 school year. LLS needs an elementary liaison and has actively been searching to fill the position.

In addition to the liaisons, the Truancy Department within the Pueblo of Isleta (POI) works collaboratively with Los Lunas Schools by attending parent conferences to discuss the issue and look for resolutions. Attendance data regarding truant students who are from the Pueblo of Isleta are shared with the Truancy Department. LLS and the Pueblo of Isleta Johnson O'Malley Program are collaboratively working together to coordinate services for students. The POI B'eeh K'oo-ee Wellness Center is working with our middle schools to come in providing food and socializing with students with their wellness visits.

Los Lunas Schools Mental Health Team consists of eight social workers serving special education students district wide. There are six social workers for general education students who serve all three high schools, Valencia Middle School, and two elementary schools. There is one counselor assigned to each elementary school and middle School with an elementary school and a middle school that have an open position each. There are three counselors at Valencia High School. Los Lunas High School has four counselors. The Mental Health Team works to improve student attendance by working with students and families.

Parent and Community Involvement

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.

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 want to attend
    - October 1, 2025 - 5 parents, 3 students, 2 Pueblo of Isleta staff, and 3 Los Lunas Schools staff in person and 6 families and 1 person from Isleta Truancy attending online
    - November 19, 2025 - 4 families, 2 representatives from the POI/DOE, 3 LLS staff, and 1 person from the New Mexico Public Education Department online
    - February 18, 2026 - 3 families and 3 LLS staff attending online
    - April 22, 2026 - 1 family (with 2 children) and 4 LLS staff in person and 1 representative from the POI/DOE and 1 LLS staff online
- 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 or through email. 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 Liaisons

- Liaisons, one for the three high schools, one for both middle schools and the Los Lunas Family School, and one for all the elementary schools
- Collaborated with parents and students regarding grades, Parent Portal, truancy, etc.
- Attended Individualized Education Plan (IEP) meetings
- High school liaison collaborated with parents and students regarding grades, Parent Portal, truancy, scholarships, college applications, etc.

Events:

- Los Lunas Schools supplied over 400 backpacks for the Annual Back-to-School Supply Drive – All three liaisons and Director of Special Programs attended and had a booth to provide information and answer questions about Los Lunas Schools and the upcoming year.
- Public hearings on Student Needs Assessment, Systemic Framework, and Accountability Tool held in conjunction with the IEC meeting above on November 19, 2025, and April 22, 2026
- Title VI Public hearing held in conjunction with the IEC meeting on April 22, 2026
- The LLS Superintendent, district Directors, district Administrators, district counselors and district social workers met with the Lieutenant Governor of Isleta, the POI Department of Education staff, POI Truancy Department, and the POI Behavioral Health Center on February 20, 2026, in an all-day meeting.
- The Pueblo of Isleta Health Center has been sending staff to both LLS' middle schools during student's lunch time to gather and share a meal
- LLS provided staff and activities during a Family Literacy Night on January 29th
- LLS had a booth at the 2026 Museum of Natural History and Science Family Night on April 24, 2026, where there were over 300 guests attending
- The Pueblo of Isleta Governor and Lieutenants, Department of Education staff, and Truancy staff visited Valencia High, Valencia Middle, and Century High on September 12th and visited Los Lunas High and Los Lunas Middle on September 17th to meet with students
- A graduation Mass was held on May 10th at the Pueblo of Isleta church

Surveys:

- A fall survey 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 through a link. There were 43 parent responses in the fall and 10 in the spring
- A survey regarding the objectives and services for the Title VI Formula Grant was sent out for parent input. There were 8 parent responses. These were shared with families at the Public Hearing and as a link to review the results send to all families

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. These positions work to foster relationships with families and students and to increase parent and community involvement. This communication and collaboration will continue in the 2026-27 school year.

Currently, our elementary school Native American Liaison position is vacant. LLS is actively searching for someone to fill this position.

Surveys will be sent out once in the fall and once in the spring regarding programming for American Indian students. A survey will also be sent out regarding the goals and services for the Title VI Formula Grant.

Tribal Consultation regarding the Student Needs Assessment has begun. LLS and the Navajo Nation met on August 19th regarding the Student Needs Assessment. LLS is in the process of setting up the Tribal Consultation with the Pueblo of Isleta.

Educational Programs Targeting Tribal Students

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.

Educational Programs or Activities

In the 2025-26 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. There were 672 Native American students enrolled in Los Lunas Schools last year (as per the 80th day snapshot).

- Three full-time Native American Liaison (NAL) positions were available for the 2025-26 school year. The following programs and activities were provided:
    - College campus visits to the University of New Mexico (57 students), Southwest Polytechnic Institute (6 students), CNM (31 students) and the Institute of American Indian Arts (6 students).
    - Native American student contacts – over 6,000 contacts by the three liaisons
    - Parent contacts – over 1,300 parent contacts by the three liaisons
    - Meetings with teachers regarding curriculum or about students – over 800 teacher contacts by the three liaisons
    - Native American Clubs at the middle (50 students) and high school (30 students) levels
    - Los Lunas High School Tribal Exchange for Food Sovereignty Project (8 students) – Agriculturally based project where student learn traditional and modern methods of harvesting. Fourteen students traveled from Alaska and were hosted by the group. Some of the activities that the students provided their Alaskan friends included a trip to Acoma Pueblo, one to the Isleta Pueblo Feast Day, one to Bandelier National Monument, and a lesson in bread making.
    - Los Lunas High School had a Native Dance Group (13 students) consisted of Pueblo and Navajo students learning traditional dances and songs and performing for all Los Lunas High School and Valencia High School students as well as other community functions.
    - Water Cultivators Project (13 students) – Harvest water and collect data on the water. Attended a field trip to the Water Reclamation Plant.
    - First annual Indigenous Fashion Show held with 15 students participating (2 were elementary students)

- Some of the staff professional development given by NALs to their staff and at district-wide trainings included: Yazzie/Martinez Case (183 teachers and staff members), NM PED Indigenous Scope (48 educators), and Building Indigenous Perspectives into Education (38 educators.
- Some presentations in classrooms and supporting resources give to teachers
    - Elementary Schools – Pueblo Pottery (246 students), Pueblo Revolt (246 students), Native American Cultural Regions (92 students), We are Water Protectors (82 students)
    - Middle Schools – First Contact/Early tribes (509 students), Navajo Code Talkers (520 students), Native Americans in Science (180 students), Westward Expansion Indigenous Perspective (511 students), Importance of Water/Water is Life (540 students)
    - High Schools – Miguel Trujillo and Indigenous Right to Vote (169 students), Indigenous Cultures (300 students), First People/Nations (542 students), Indigenous Peoples Day (544 students), Pueblo Revolt (465 students), Navajo Code Talkers (308 students), Native American Music and Instruments (150)
- Culturally relevant field trips – Indian Pueblo Cultural Center (37 students), Petroglyph National Park (212 Native and nonnative students), American Day at the Roundhouse (17 students), Native Youth Empowerment Symposium (80 students), Gathering of Nations (80 students), and Bandelier National Monument (15 students), San Felipe Feast Day (27 students)
- Culturally relevant activities in addition to those listed above
    - Kindergarten students learned about making fry bread and the different recipes and then made and enjoyed fry bread. Other elementary activities (based on books) for 145 students included Orange Shirt Day, Powwow Dancers, Jingle Dancer, Important Indigenous people in history and communities. The liaison presented in classrooms on Tribal regions of North America and creating ribbon skirts (200 students)
    - Middle school student activities included jewelry making (60 students), making fry bread (18 students) and Three Sisters Stew (530 students), tortilla history (25 students), and MMIW awareness (550 students)
    - High school activities included Indigenous foods (100 students), Prickly Pear harvesting (15 students), Blue Corn harvesting (13 students), Blue Cornmeal tasting (all VHS and CHS students), Native Pride awareness posters (33 students), MMIW Public Service Announcement video created (10 students)

- 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 and the teachers are hired by the POI/DOE. For the 2025-26 school year, 30 students were registered for either Tiwa I and II the first semester, of which 13 were dual-credit and 27 the second semester, with 15 being dual-credit. One student earned the bilingual/biliteracy seal for Tiwa.
- A teacher was provided at the Pueblo of Isleta Department of Education on Mondays, Wednesdays, and Thursdays for the 2025-26 school year with 5 students attending in the fall and 10 in the spring. During summer school, a teacher was provided to assist students taking credit recovery classes and to provide tutoring.

To support and/or provide American Indian student education programs during the 2026-27 school year, Los Lunas Schools has two Native American Liaison positions filled to provide the

educational programs above and additional ones. LLS is currently seeking an elementary school liaison. The position is unfilled at this time.

Los Lunas Schools will continue the programs listed above as budgets and staff constraints allow. In offering these programs, it is imperative that Los Lunas Schools, Pueblo of Isleta Department of Education, and the Pueblo of Isleta Johnson O'Mally program 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 and the Navajo Nation throughout the year so that those students with academic needs can be give the support they need. This data will be analyzed, and programs can be added or changed to meet the needs of the students.

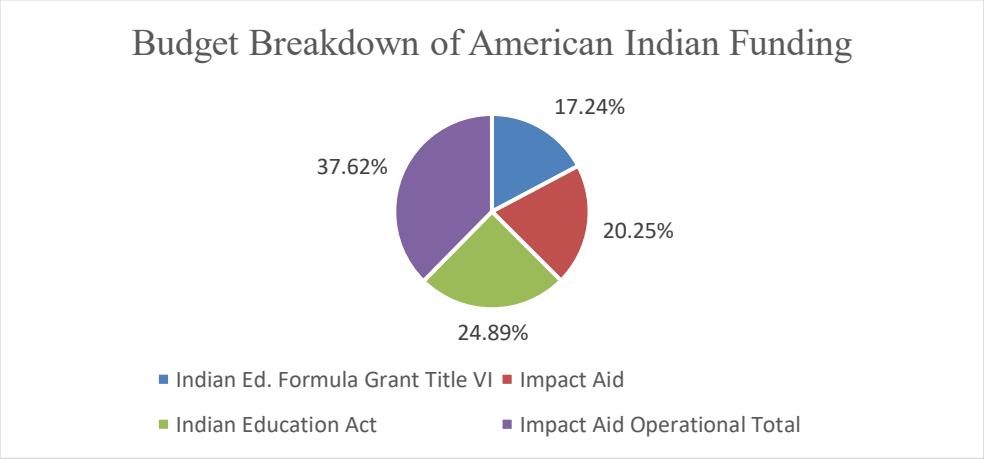
Financial Reports

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.

Los Lunas Schools Enrollment as of the 80th day count for SY 2025-26:
All students - 7931
American Indians - 672
Percentage of American Indians - 8.47%

Total District Budget - $163,256,057.83
24101 – Title I $2,891,324.21
24189 – Title IV $151,898

Number of American Indian funding sources – 4
25184 – Indian Ed. Formula Grant Title VI - $89,738.90 (17.2%)
25147 – Impact Aid - $105,462.24 (20.3%)
27901 – Indian Education Act - $129,589.77 (24.9%)
15100 – Impact Aid Operational Total - $195,905.45 (37.6%)



Total Budget Specifically for American Indian Programs - $520,696.40 (.32% of total district budget)
Amount per American Indian student - $774.85

- Title VI (25184) was utilized to pay for a portion of the salaries and benefits of the Native America Liaison at the high school level the Director of Special Programs.
- Impact Aid (25147) was utilized to pay for the partial salaries and benefits of the Native American Liaison at the high school level and the Director of Special Programs (Tribal Education Director), student travel for field trips, liaison mileage reimbursement, substitute teachers for field trips or professional development, indirect costs, backpacks, giveaways for events, and the Survey Monkey subscription to survey Native American families.
- The Indian Education Act Grant (27901) was used to pay for the salary of a Native American Liaison at the elementary level, supplies for student projects, and field trips for elementary students.
- Impact Aid Operational (15100) was used to pay for the salary and benefits of the middle school Native American Liaison, partial salaries of two Digital Learning Coaches, student travel and admissions for field trips, professional development for the liaison and other staff, a credit recovery/tutoring teacher for after school and the summer at the Pueblo of Isleta Department of Education, and supplies for student projects.

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

Current Status of Federal Indian Education Policies and Procedures (IPPs)

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.

Outline of IPPs for Los Lunas Schools

I. Opportunities to make recommendations 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. Applications provided to tribal officials and Pueblo of Isleta DOE and shared at IEC/parent meetings
   D. Reports provided annually to tribal officials and Pueblo of Isleta DOE and shared at IEC meetings
   E. 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 and recommendations 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 the preferred method of communication based on survey results
   D. Provide a Native American Programs brochure with dates, times, and location of ISC/parent meetings

III. Assess and share the extent to which Native American 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
C. If there are gaps in participation, tribes and parents can consult with the IEC and Director of Special Programs to modify programs to increase Native American participation

IV. Modify IPPs if necessary
A. Review IPPs at the beginning of each 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.
B. VI. Provide a copy of IPPs annually to tribe
C. 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 (LLS) 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.

The district complied and adhered with submitting and following the annual IPPs for the 2026-27 school year. Parent input was requested during the fall Indian Education Committee meetings (October 1, 2025 and November 19, 2025). The POI/DOE was given the opportunity to revise the IPPs in the August and September monthly collaborations. The IPPs went to the LLS School Board on January 20, 2026 and were submitted for the POI Governor's signature. Governor Jiron signed them on January 22, 2026.

Los Lunas Schools will continue to seek input from students, parents, and tribal officials in the IPP process. The two parent meetings to solicit input are September 30, 2026 and November 18, 2026. The meeting to discuss the IPP changes with the POI/DOE will be August 27, 2026 and September 17, 2026. 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.

Dropout Prevention and Attendance Initiatives

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 coordinate services to increase attendance and decrease dropout rates.

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 that of a traditional high school.

Los Lunas Schools will continue to provide options that help support students and decrease dropouts by offering credit recovery assistance at the Pueblo of Isleta Department of Education, summer school, and dual-credit classes. A teacher was provided at the Pueblo of Isleta Department of Education on Mondays, Wednesdays, and Thursdays for the 2025-26 school year with 5 students attending in the fall and 10 in the spring. During summer school, a teacher was provided to assist students taking credit recovery classes and to provide tutoring. Ten students attended consistently. LLS will continue to provide a teacher for tutoring and credit recovery for the 2026-27 school year.

Our Native American Liaisons will work with school officials and the Pueblo of Isleta Truancy Department to address non-attendance and truancy. LLS is currently seeking an elementary school liaison. The position is unfilled at this time.

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.

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. Los Lunas Schools Mental Health Team consists of eight social workers serving special education students district wide. There are six social workers for general education students who serve all three high schools, Valencia Middle School, and two elementary schools. There is one counselor assigned to each elementary school and middle School with an elementary school and a middle school that have an open position each. There are three counselors at Valencia High School. Los Lunas High School has four counselors. The Mental Health Team works to improve student attendance by working with students and families.

For the 2024-25 school year LLS had a drop-out rate of 3% which was below the state rate of 3.5%. The same report isn't available for the 2025-26 school year through the NM PED Secure Accountability Gateway for Education (SAGE) platform. According to a report for graduation outcomes by student and filtering the 4-year cohort students, there were 18 Native American students who withdrew and were not known to be continuing anywhere else.

Variable School Calendars

The objective of a variable school calendar 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.

Los Lunas Schools (LLS) has a calendar committee each year that is open to any parents and staff who are interested in participating. Participation in that committee by the Pueblo of Isleta (POI) Department of Education is offered and encouraged.

In the 2025-26 school year, LLS worked collaboratively with the three Native American Liaisons and the POI to identify important ceremonial events so that absences of these students are marked as excused. POI 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, of any Pueblo, Tribe, or Nation informs the school that they will be absent for a cultural event, the absence is not counted against the student. The absences were coded so that the absences did not count against those students.

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. LLS will continue to work collaboratively with the Pueblo of Isleta, Navajo Nation, and parents of American Indian students from all Pueblos, Tribes, and Nations in recognizing important ceremonial and cultural events and the students who participate in them by not counting the absences against the students. School site administration will be made aware as information on any cultural and ceremonial days becomes available.

There are three Native American Liaison positions, two that are filled this year. LLS is actively seeking a Native American Liaison for the elementary schools. These positions work with families and the district staff to advocate that students are not penalized when participating in ceremonial and cultural events.

Tribal Consultations

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.

The Los Lunas Schools recognizes the importance of a strong partnership with tribal stakeholders as we both work collaboratively to support Native American students in the Los Lunas Schools.

During the 2025–2026 school year the LLS's district leadership collaborated with the Pueblo of Isleta Department of Education (POI/DOE), Truancy, and tribal officials monthly throughout the school year, including discussions on the use of various funding sources. Monthly, LLS collaborated with the POI/DOE and Truancy (eight times) and had many additional phone and in-person conversations.

Indian Education Committee (IEC) meetings/parent meetings were held throughout the school year (9/17/25, 11/19/25, 2/18/26, 4/22/26). Families, Pueblo of Isleta Department of Education and tribal officials were reminded about the quarterly IEC/parent meetings by Remind 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. Four Indian Education Committee/parent meetings were held discussing the following: Indian Policies and Procedures, Title VI Formula Grant, IEC by-laws, Impact Aid application, Indian Education Act Grant, survey results, Student Needs Assessment, Systemic Framework, Accountability Tool, 506 Form information, and the different Native American programs and activities coordinated by the Native American Liaisons at their school sites.

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 of the fall and spring survey were shared and/or discussed with the POI/DOE, the Indian Education Committee, parents, and Tribal Leadership.

Public hearings on Student Needs Assessment, Systemic Framework, and Accountability Tool held in conjunction with the IEC meetings on November 17, 2025 and April 22, 2026.

Title VI Public hearing held in conjunction with the IEC meeting on April 22, 2026.

On February 20, 2026 the 1st Lieutenant Governor, Director of POI/DOE, POI legal counsel, POI Truancy, POI Behavioral Health, POI Social Services, LLS Superintendent, LLS Directors, district principals, assistant principals, counselors, and social workers met and discussed chronic absenteeism and truancy, behaviors, technology, collaboration regarding students that are dropped, bus services, and sharing of grades. All attendees would like this event to be annual. POI/DOE and LLS will schedule it for the 2026-27 school year.

The 2026-27 IPPs were originally brought before the Los Lunas School Board for approval and signed on January 20, 2026 by the Board President and Superintendent. The IPPs were sub-sequentially submitted for signature by the Governor of Isleta Pueblo and were signed on January 22, 2026.

Indigenous Research and Evaluation Measures for Effective Curricula for American Indian and Alaska Native Students

Los Lunas Schools (LLS) continues to enhance the curriculum with culturally relevant learning opportunities for Native American students throughout the district.

The Native American Liaisons work 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. For the 2025-26 school year some of the supplemental materials provided included curriculum from the Indigenous Wisdom Curriculum, Smithsonian's National Museum of the American Indian Native Knowledge 360, and use of the NM PED Indigenous Scope. Some of the presentations, lessons, and materials liaisons provided to teachers and students were on the New Mexico Tribal Government System, Tribal Diversity, the Pueblo Revolt, Tribal Resistance and Westward Expansion, Navajo Code Talkers, and Indigenous foods.

The Native American Liaisons work 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. They provided sessions on the Yazzie/Martinez lawsuit to 183 teachers and staff, Building Indigenous Perspectives into Education for 38 educators, and using the Indigenous Scope to 48 educators. Staff were surveyed after the presentations to gauge their learning. Some of the responses after trainings were as follows:

- The information provided during this session will assist in being more cultural aware of our Indigenous student and their needs to have the most productive experience in school.
- This session provided specific information about what to avoid and what to include.
- Providing an Indigenous perspective to the classroom is especially important since our community has many Indigenous members
- I will be making the classroom a welcoming space that reflects Indigenous culture and learning.
- You provided resources to help with incorporating Native American content into our own content areas.

During the 2025-2026 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. Thirty students were registered for either Tiwa I and II the first semester, of which 13 were dual-credit and 27 the second semester, with 15 being dual-credit.
There is an MOU in place with Diné College to offer the two classes required for the Chief Manuelito Scholarship at no cost to the students who attend Los Lunas Schools through July of 2028.

Access to Native Language Programs

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.

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. It will be in place from 2024-2026 but will be reviewed annually. The ownership of the Tiwa language classes lies solely with the Pueblo of Isleta including the curriculum, evaluation methods used to assess the curriculum effectiveness, how the programs are evaluated, and how they connect to the language preservation goals of the tribe therefore LLS is not able to elaborate on these areas. The Pueblo of Isleta Language Program is supported by the Department of Education, Isleta language teachers and, Isleta community members.

Los Lunas Schools (LLS) offered a Tiwa I and a Tiwa II course at Los Lunas High School and at Valencia High School. All the teaching staff is employed through the Pueblo of Isleta Department of Education (POI/DOE). In the 2025-26 school year there were two teachers and an educational assistant. All classes were offered for dual credit. Each teacher holds the 520 license required to teach the class.

School Year	Tiwa I and Tiwa II Enrollment	Dual Credit Enrollment
2022-23	48	16
2023-24	60	35
2024-25	48	26
2025-26	57	28

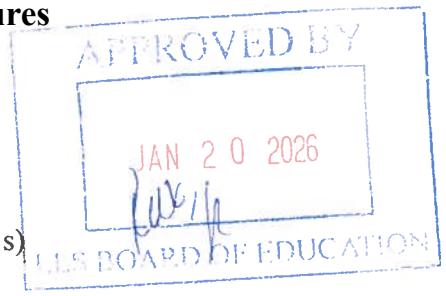
Teachers were offered district professional development opportunities. The teachers also receive professional development through the Pueblo of Isleta Department of Education.

For the first time ever in the 2024-25 school year, there were six student who earned the Bilingual and Biliteracy Seal in Tiwa. In the 2025-26 school year, there was one student who earned the Seal in Tiwa.

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.

Los Lunas Schools is exploring the possibility of adding Navajo Language classes to the district's offerings. In the recent Tibal Consultation for the Student Needs Assessment, the Navajo Nation educational leaders gave guidance regarding their process of certifying a teacher and the responsibilities of the districts. There is a MOU in place with Diné College to offer the two classes required for the Chief Manuelito Scholarship at no cost to the students who attend Los Lunas Schools through July of 2028 with one of those being a Navajo Language course.

Appendix 1
Current Indian Policies and Procedures



LOS LUNAS SCHOOLS
Every Student Matters. Every Moment Counts.

Los Lunas Schools
Indian Policies and Procedures (IPP's)
SY 2026-27

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 2025-26 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 2025-26 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 district's communication platform 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 district's communication platform 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 district's communication platform 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 district's communication platform 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 text 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: the district's communication platform, 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: the district's communication platform, 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 calculate from its records the ration the number of American Indian students who participate in all academic and co-curricular programs (number and percentage of American Indian students) compared to non-American Indian children participating in the same activities . This data will be provided once at the end of the fall semester and once the end of the spring semester via the district's communication platform 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 email, phone, or in person to the Director of Special Programs.

3 (a) If it is determined that there are gaps in American Indian participation in the academic and co-curricular programs, the Director of Special Programs in consultation with the Indian Education Committee (Parent Advisory Committee), tribes and the parents of American Indian children, will modify its education program in such a way as to improve Indian participation.

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

Procedure

4(a) 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 from the IEC/parent forum meetings will be shared with tribal leaders. The Superintendent will evaluate all recommendations and recommend revisions for changes to these IPPs. The Superintendent will decide if the IPPs will be revised to

accommodate these recommendations. Any agreed-upon changes will be revised and implemented within 90 days.

4(b) Parents, Pueblo of Isleta Department of Education, and tribal leaders will be informed via email the changes that have been made within 90 days. The following methods of communication may be utilized: the district's communication platform, phone, email, tribal newsletter, notification to tribal administration, and IEC and parent forum meetings.

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(a) 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 quarterly meeting, documented in writing, through the agenda and minutes. Within three days of the meeting being held, the minutes, that include the responses, will be emailed to tribal officials and the Pueblo of Isleta Department of Education and sent via the district's communication platform to parents.

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 via email, families of American Indian students via the district's communication platform, and the Pueblo of Isleta Department of Education via email.

CERTIFICATION

RECEIVED BY
JAN 20 2026
LLS BOARD OF EDUCATION

Approved: _____
Date

_____ 1/20/26
President, Los Lunas School Board — Date

_____ 1-20-26
Superintendent, Los Lunas Schools — Date

_____ 1/22/2026
Governor, Pueblo of Isleta — Date