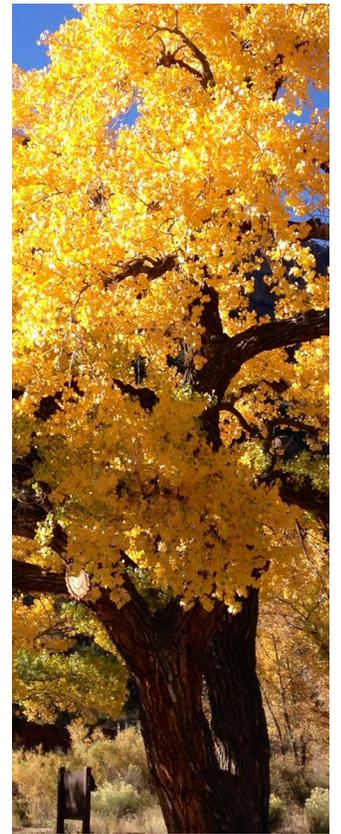
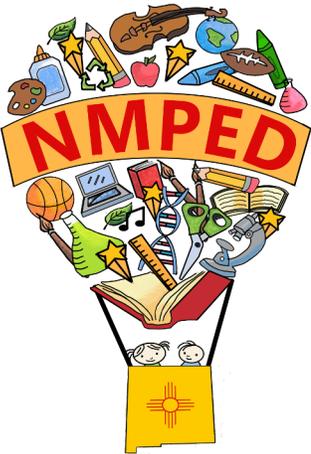


BILINGUAL MULTICULTURAL EDUCATION PROGRAMS ANNUAL REPORT



2020-2021



The State of New Mexico

Bilingual Multicultural Education Programs
Annual Report
For School Year 2020–2021

2022

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¹ This report is available at <https://webnew.ped.state.nm.us/>. Click on *Offices/Programs*, then *Language and Culture*.

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STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to BMEPs in relevant part as follows:

22-23-4. Department; powers; duties. (2004)

- A. The department shall issue rules for the development and implementation of bilingual multicultural education programs.
- B. The department shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].
- C. The department shall assist school boards in developing and evaluating bilingual multicultural education programs.
- D. In the development, implementation and administration of the bilingual multicultural education programs, the department shall give preference to New Mexico residents who have received specialized training in bilingual education when hiring personnel.

22-23-5. Bilingual multicultural education program plan; evaluation. (2004)

- A. The school board may prepare and submit to the department a bilingual multicultural education program plan in accordance with rules issued by the department.
- B. At regular intervals, the school board and a parent advisory committee from the district shall review the goals and priorities of the plan and make appropriate recommendations to the department.
- C. Bilingual multicultural education programs shall be located in the district and delivered as part of the regular academic program. Involvement of students in a bilingual multicultural education program shall not have the effect of segregating students by ethnic group, color or national origin.
- D. Each district shall maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds. The department shall annually compile and report this data to the appropriate interim legislative committee.

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

Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has granted the New Mexico Public Education Department (PED) a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this report was not collected in school year 2019–2020. Student achievement data from 2018–2019 has been repeated.

INTRODUCTION

The Language and Culture Division (LCD) provides accountability with support to districts² that serve students participating in bilingual multicultural education programs (BMEPs) so that all participating students achieve the program goals as outlined by New Mexico statute and administrative code, these are: 1) students become bilingual and biliterate in English and a second language, and 2) students meet all academic content standards and benchmarks in all subject areas. The purpose of the Bilingual Multicultural Education Annual Report is to comply with state statute and inform stakeholders regarding the state's BMEPs. The LCD actively works to streamline and provide data that can be used in meaningful and purposeful ways. To that aim, the report focuses on the four key areas listed below.

1. Reports data collected on district, school, and student participation;
2. Reports data collected regarding language proficiency in order to assess progress on the first goal of BMEPs for students to become bilingual and biliterate;
3. Reports achievement data based on the Istation, the Transition Assessment in Math and English Language Arts (TAMELA), New Mexico Measures of Student Success & Achievement (NM-MSSA), New Mexico Assessment of Science Readiness (NM-ASR), and on the New Mexico Standards Based Assessment (SBA) for relevant subgroups, to assess progress on the second goal of BMEPs for students to meet all academic content standards; and
4. Evaluates and determines program effectiveness and use of funds for BMEPs.

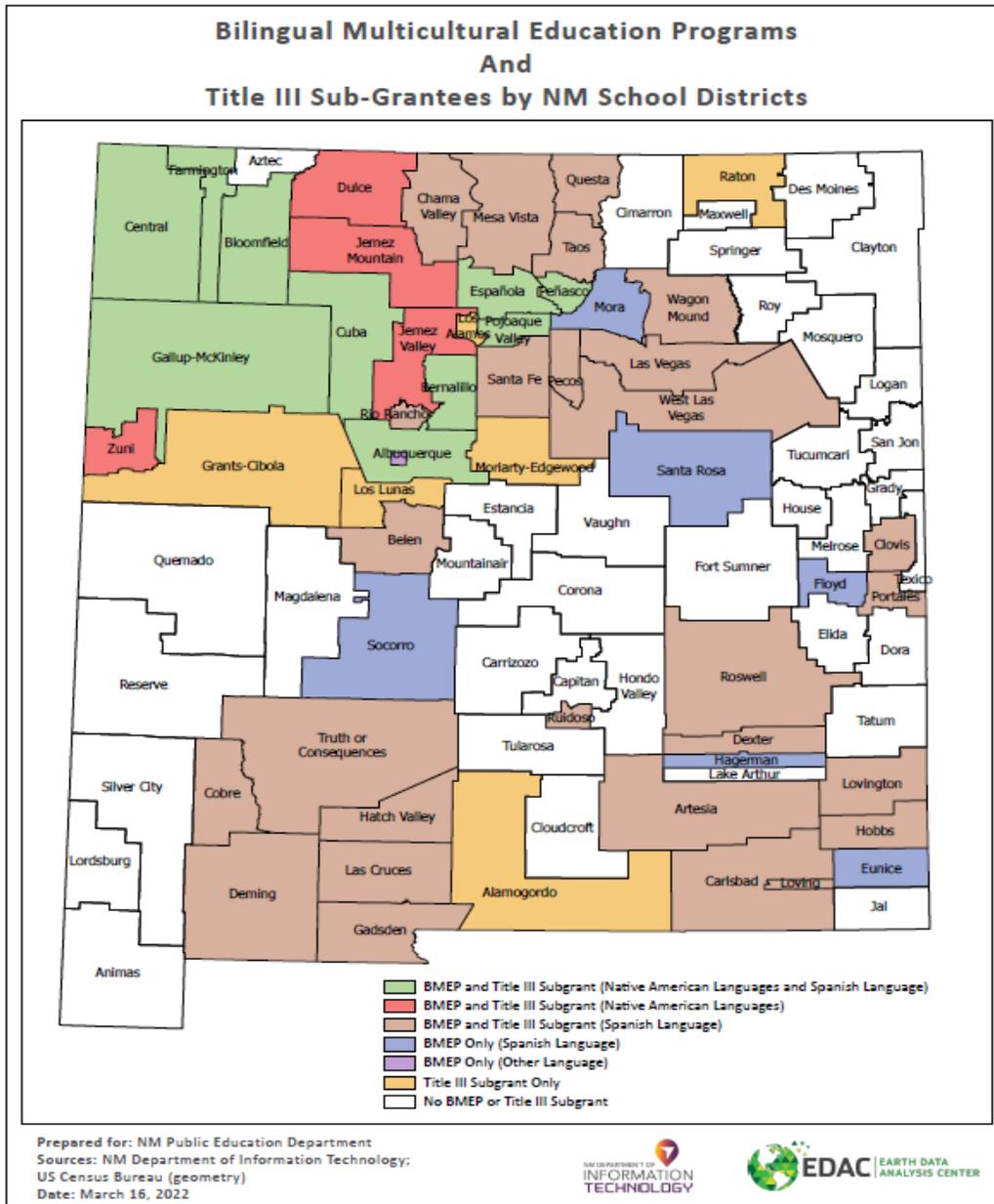
The following report provides data for the 2020-2021 school year (SY), including some longitudinal data for comparison over time. Not all data is uniform, and where this may factor into the interpretation of data results, it is noted. As noted above, due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the ED has granted the PED a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this report was not collected during school year 2019–2020. Student data from 2018–2019 has been repeated.

² District refers to local education agencies and Public Education Commission (PEC) authorized charter schools. There are 89 school districts and 51 PEC authorized charter schools in NM.

DETAILED REPORT

State Map of Bilingual Multicultural Education Programs and Title III Sub-grantees by District 2020-2021

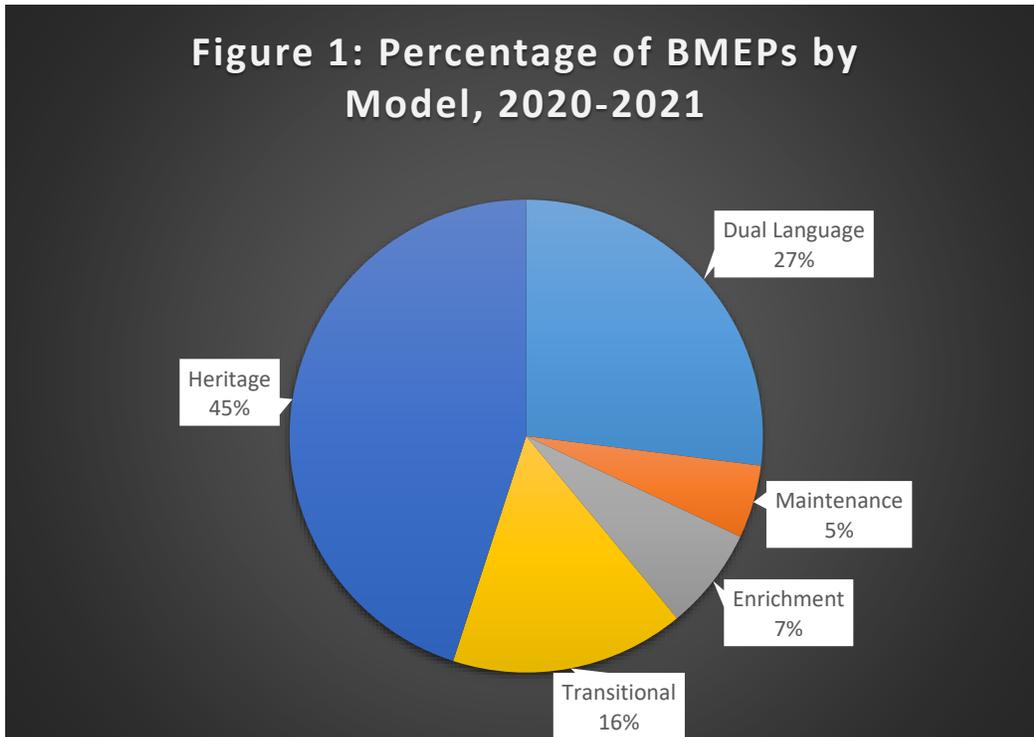
The map illustrates, by language, district participation in the state’s BMEPs and districts that are recipients of the Title III Subgrant.³ In the 2020-2021 SY, 54% percent of school districts and 27% of PEC authorized charter schools in New Mexico implemented state-funded BMEPs.



³ For more information on the Title III Subgrant please visit: <https://webnew.ped.state.nm.us/>. Click on Offices/Programs then Language and Culture to locate information under Title III Supplemental Funding.

District and School Participation in BMEPs

There are a total of 554 state-funded BMEPs within 418 schools across the state. Many schools offer more than one model to best meet the needs of its BMEP students. Figure 1 below, illustrates the total number of BMEPs by model. For a full list of BMEPs by district and charter school please see Appendix E.



SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2020-2021

Table 1 below, reflects that in school year (SY) 2020-2021, the number of schools participating in BMEPs decreased by 11 and the total number of districts decreased by one. The number of PEC authorized charter schools with BMEPs increased by one. Increased monitoring and improved technical assistance have provided much-needed clarification regarding program eligibility requirements that must be met for funding to be made available. Reasons for this decrease in schools include: student demographic changes, change in parents’ desires for their children to participate in programs, drop in overall student enrollment, as well as the impact of COVID-19.

Table 1. District/School Participation in BMEPs SY 2016–2017 to SY 2020–2021				
Year	NM Districts		NM Schools	
	Total # of Districts	Total # of Districts and State Charter Schools with BMEPs	Total # of Schools****	Total # of Schools with BMEPs
SY 16-17	89	64 (72%)	868	461 (53%)
SY 17-18	89	62 (70%)	863	484 (56%)
SY 18-19	89	60* (67%)	848	420 (50%)
SY 19-20	89	62** (70%)	865	429 (50%)
SY 20-21	89	62*** (70%)	868	418 (48%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2020-2021

*The total number includes 49 districts and 11 PEC authorized charter schools.

** The total number includes 49 districts and 13 PEC authorized charter schools.

*** The total number includes 48 districts and 14 PEC authorized charter schools.

****Total number of schools includes all public schools, PEC and district authorized charter schools, and state-supported schools. For SY 18-19 and 19-20 the number does not include state-supported schools. SY 19-20 includes pre-K only schools, however, BMEP programs are only funded from K-12.

Student Participation in BMEPs

BMEPs in New Mexico public schools are committed to providing quality services to a diverse student population from different ethnic and cultural backgrounds. The total number of students participating in New Mexico BMEPs in the SY 2020-2021 is 43,703 and represents 14 percent of the student population in New Mexico’s public schools.

The table below illustrates the number of students participating in BMEPs by ethnicity in the last five years.

Table 2. Student Participation in BMEPs by Ethnicity SY 2016–2017 to SY 2020–2021							
Year	Total # of Students	Total # of Hispanic Students		Total # of Native American Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY 16-17	337,056	39,301	167,495	7,295	27,136	3,251	92,578
SY 17-18	336,955	38,147	169,339	7,394	26,536	3,786	91,753
SY 18-19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380
SY 19-20*	320,581	36,030	162,938	7,246	25,257	3,330	85,780
SY 20-21*	306,504	33,710	159,571	7,073	24,661	2,920	78,569

* Data does not include PreK.

SOURCE: STARS, 80th Day, SY 2020-2021, BEP and Student Snapshot Queries

In SY 20-21, Hispanic and/or Latino students comprised 63 percent (193,281) of the total 306,504 student population attending public schools in New Mexico. Furthermore, Hispanic students comprised the largest ethnic group participating in BMEPs—with 33,710 students, or 77 percent of all students in the program.

Native American students accounted for 10 percent (31,734) of the total population attending New Mexico’s public schools. Native American students comprised 16 percent (7,073) of all students in the program. In 2020-2021, the number of Other Students (including Caucasian, African American, and/or Asian students) represented 7 percent of students participating in BMEPs.

Student Participation in BMEPs by English Language Proficiency

In the SY 2020-2021, 37 percent of all English learner (EL) students participated in BMEPs. In comparing 2020–2021 to the previous year, the participation of EL students in BMEPs decreased by 2,377 students. The total number of EL students in New Mexico decreased by 3,835 students as compared to the previous year.

Table 3. Student Participation in BMEPs English Language Proficiency SY 2016–2017 to SY 2020–2021				
Year	Total # of Students In BMEPs	Total Number of ELs		
		Total ELs	ELs in BMEPs	ELs Not in BMEPs
SY 16-17	49,847	45,550	19,621	25,929
SY 17-18	50,074	50,074	21,306	28,768
SY 18-19	46,225	51,921	19,837	32,084
SY 19-20	46,606	52,836	20,294	32,542
SY 20-21	43,703	49,001	17,917	31,084

SOURCE: STARS, 80th Day, 2020-2021, BEP and ELL Queries.

Participation in Spanish Language BMEPs

BMEPs in New Mexico continue to provide instruction in several languages. According to Table 4 below, the total number of schools with Spanish BMEPs decreased in 2020-2021, when compared to the previous year. Reasons for this decrease include: student demographic changes, change in parents’ desires for their children to participate in programs, drop in overall student enrollment, as well as the impact of COVID-19. The total number of Native American language programs decreased by four. 36 schools offered both Spanish and Native American language programs and one school offered a BMEP in American Sign Language (ASL).

Table 4. District/School Participation by Languages Taught SY 2016-2017 to SY 2020-2021				
Year	# and (%) of Districts and State Charter Schools with BMEPs	# and (%) of Schools with BMEPs	# and (%) of Schools with Spanish/English Programs	# and (%) of Schools with Native American/English Programs
SY 16-17	64 (71)	461 (53)	500 (80)	123 (20)
SY 17-18	62 (70)	484 (56)	443 (81)	104 (19)
SY 18-19	60 (67)	420 (50)	351* (84)	97* (23)
SY 19-20	62 (70)	429 (50)	425* (80)	104* (20)
SY 20-21	62 (70)	418 (48)	350* (84)	100** (24)

SOURCE: STARS, 80th Day, 2020-2021

*Some schools have both Spanish and Native American language programs.

Native American Language Programs

Of the eight Native American languages spoken in New Mexico, seven were taught in public schools. The only Native American language of New Mexico that was not taught in public schools was Mescalero Apache. The Diné language had the highest number of Native American students enrolled, and the Tiwa language enrolled the smallest number of students. The total number of students participating in Native American language programs increased when compared to the previous year. Table 5 details these figures.

Table 5. Student Participation in Native American Language Programs SY 2016–2017 to SY 2020–2021								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 16-17	5,366	379	444	119	32	87	868	7,295
SY 17-18	5,321	321	493	288	55	91	825	7,394
SY 18-19	4,784	255	454	232	25	90	902	6,742*
SY 19-20*	4,648	280	633	291	48	49	989	6,968*
SY 20-21*	4,889	281	767	173	34	79	1,047	7,270*

SOURCE: *STARS 80th Day (data in previous years taken out of district self-reported SharePoint Instructional Plans)

Language Outcomes for BMEP Students

Per New Mexico’s Bilingual Multicultural Education Act and given the first statutory goal for BMEPs—that students become bilingual and biliterate—the PED via the LCD collates district-collected data on language proficiency for students participating in BMEPs. This data is used by the PED to evaluate BMEP effectiveness and use of funds. See Table 6 below.

Table 6. Measuring Progress of BMEP Goals	
Data Collected	Goal 1: Students become bilingual and biliterate in English and a second language
	English language proficiency Language proficiency in the home or heritage language

To evaluate student performance in language proficiency in both English and the second language, various data are collected by school districts and reported to the LCD. The following subsections provide information regarding BMEP Goal 1. Students in BMEPs must be assessed for proficiency in the English language, which applies only to ELs, and in the home or heritage language (second language) until they reach proficiency.

The students who were assessed in the home or heritage language of the BMEP include the following groups:

- EL students
- Reclassified Fluent English Proficient (RFEP) students
- Initially Fluent English Proficient (IFEP) students

To determine growth patterns within the language proficiency categories for a particular district, please see previous Bilingual Multicultural Education Annual Reports; they can be accessed using the LCD link below:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/bilingual-multicultural-education-programs-bmeps/resources/>.

English Language Proficiency

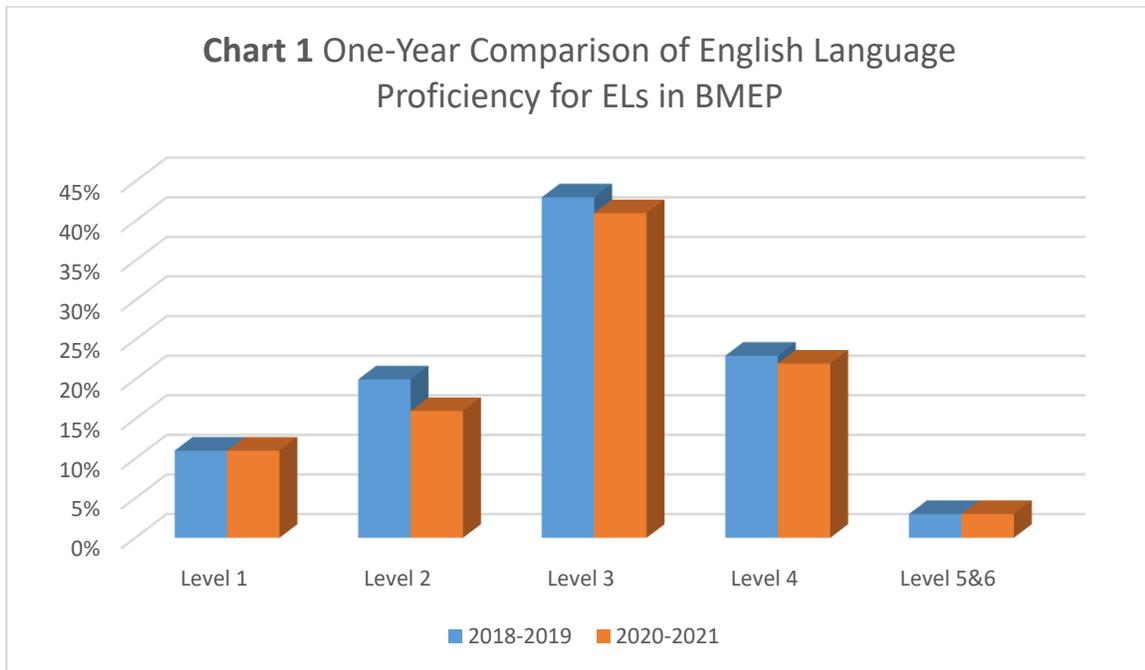
New Mexico is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium since 2009 and first administered the English language proficiency test ACCESS for ELLs® in 2009–2010. New Mexico administers the ACCESS for ELLs® to all identified ELs in compliance with the ESEA, as amended, which mandates that all EL students in public schools be tested annually to assess their progress in acquiring English language proficiency. The ACCESS for ELLs® measures students’ English language proficiency at six different levels: Entering, Emerging, Developing, Expanding, Bridging, and Reaching.

Table 7 below, details English language proficiency performance for EL students in BMEPs for the SYs 2018-2019 and 2020-2021, based on ACCESS for ELLs® results. In the 2020-2021 school year, the majority (41 percent) of ELs in state-funded BMEPs are scoring at the Developing (3) level, with 22 percent scoring at the Expanding (4), and 3 percent at the Bridging (5) and Reaching level (6).

Table 7. English language proficiency performance for ELs in BMEPs for the SYs 2018-2019 and 2020-2021													
Year	# of ELs Tested	Entering Level 1		Emerging Level 2		Developing Level 3		Expanding Level 4		Bridging Level 5		Reaching Level 6	
		ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP
SY 18-19	50,158	13%	11%	20%	20%	41%	43%	23%	23%	4%	3%	0%	0%
SY 20-21	8,344	6%	11%	13%	16%	42%	41%	26%	22%	5%	3%	0%	0%

SOURCE: ACCESS for ELLs®, 2020-2021 Administered January-March of each year. STARS, BEP Query, 80th Day, 2020-2021. Note: Alternate ACCESS for ELLs® student data is not included.

Chart 1 below, illustrates slight change over the past year in ELs served in state-funded BMEPs. The ACCESS for ELLs® data reported in Table 7 reflects results after the assessment underwent a standards setting. Note, due to COVID-19 pandemic related issues, assessments taken were significantly less in SY 20-21. The number of assessments administered in SY 18-19 was 50,158 and 8,344 in SY 20-21.



Spanish Language Proficiency

Spanish language proficiency data was submitted by 47 districts and 6 PEC authorized charter schools, implementing English – Spanish BMEPs in 2018–2019. A total of 34,845 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey (Woodcock), Language Assessment Scales (LAS), the Individualized Proficiency Test (IPT), or Avant STAMP.

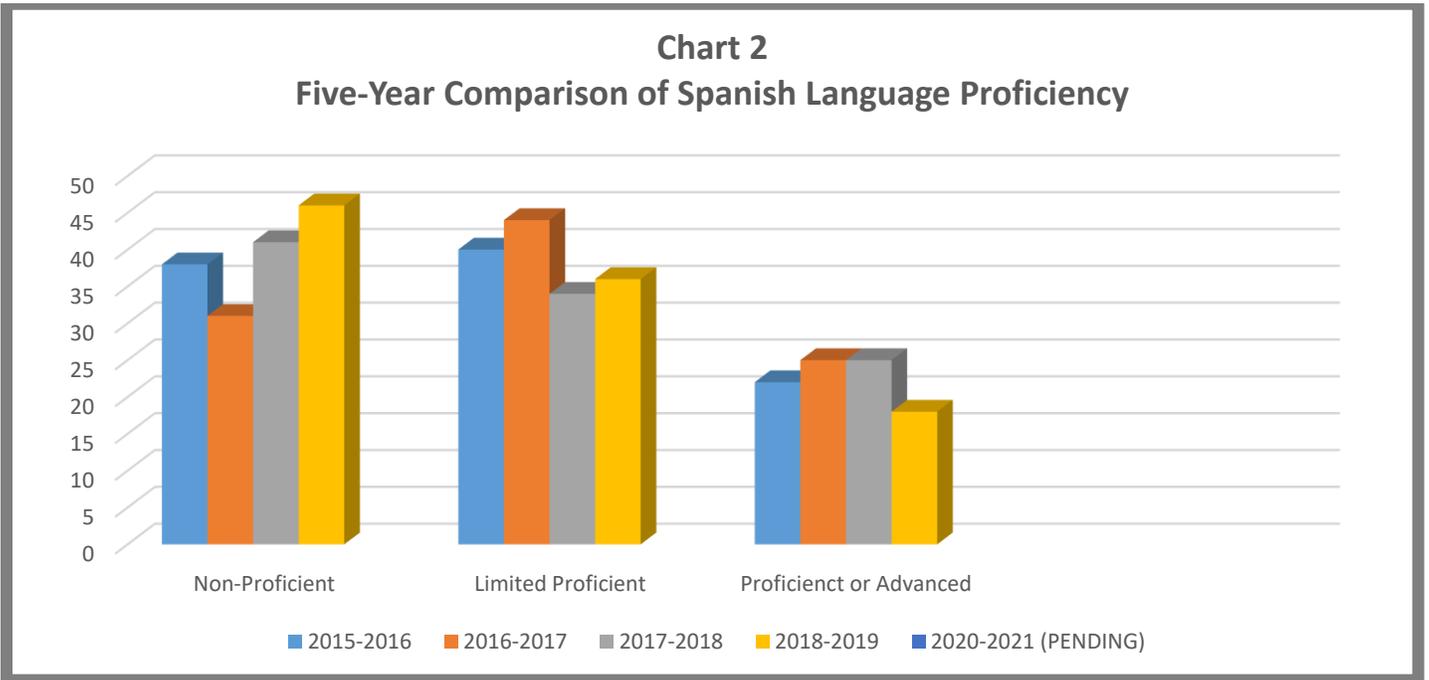
The total number of students tested and reported for Spanish language proficiency in 2018–2019 increased by 9,881 from the previous year. According to Table 8, 46 percent of students assessed in 2018–2019 were Non-Spanish Proficient (NSP) and 36 percent were Limited-Spanish Proficient (LSP). While the percentage of students who performed at the NSP level increased by 5 percent, those assessed at the LSP level increased by 2 percent from the 2017–2018 school year. Those students assessed at the Fluent Spanish Proficient (FSP) level was at 18 percent, which is lower than in 2017-2018

Please note: Starting in 2020-2021 the only department-approved Spanish Language Proficiency assessment is the Avant STAMP for K-12.

Table 8. Statewide Range of BMEP-Student Spanish Proficiency SY 2015-2016 to SY 2020-2021				
School Year	# of Assessed BMEP Students	Spanish Language Proficient Students		
		# and (%) of Non-Proficiency in Spanish	# and (%) of Limited Proficiency in Spanish	# and (%) of Proficient or Advanced in Spanish
SY 15-16	33,318	12,684—(38)	13,257—(40)	7,377—(22)
SY 16-17	26,923	8,421—(31)	11,839—(44)	6,663—(25)
SY 17-18	24,964	10,275—(41)	8,484—(34)	6,205—(25)
SY 18-19	34,845	16,143— (46)	12,655—(36)	6,047—(18)
SY 20-21	Data Pending			

SOURCE: Spanish language proficiency data reported to LCD by districts. Student who are proficient in Spanish, no longer take the Spanish language proficiency assessment.

Chart 2 below, illustrates little change over the past five years in BMEP students’ Spanish proficiency levels between Non-Proficient and Limited-Proficient categories. In SY 2018-2019 however, 9,881 more students were reported as being assessed than in the previous school year. For Spanish language proficiency data—reported by each district, charter school, and PEC authorized charter schools in 2018–2019—refer to Appendices A-C.



Native American Language Proficiency

Students from Native American communities, who participate in BMEPs, are assessed for proficiency through formative assessments developed by each Tribe or Native American community leaders and educators. The languages, for which data was submitted are Jicarilla Apache, Keres, Navajo (Diné), Tiwa, Tewa, Towa, and Zuni. Table 9 lists the range of Native language proficiency for students across the state for the past five years.

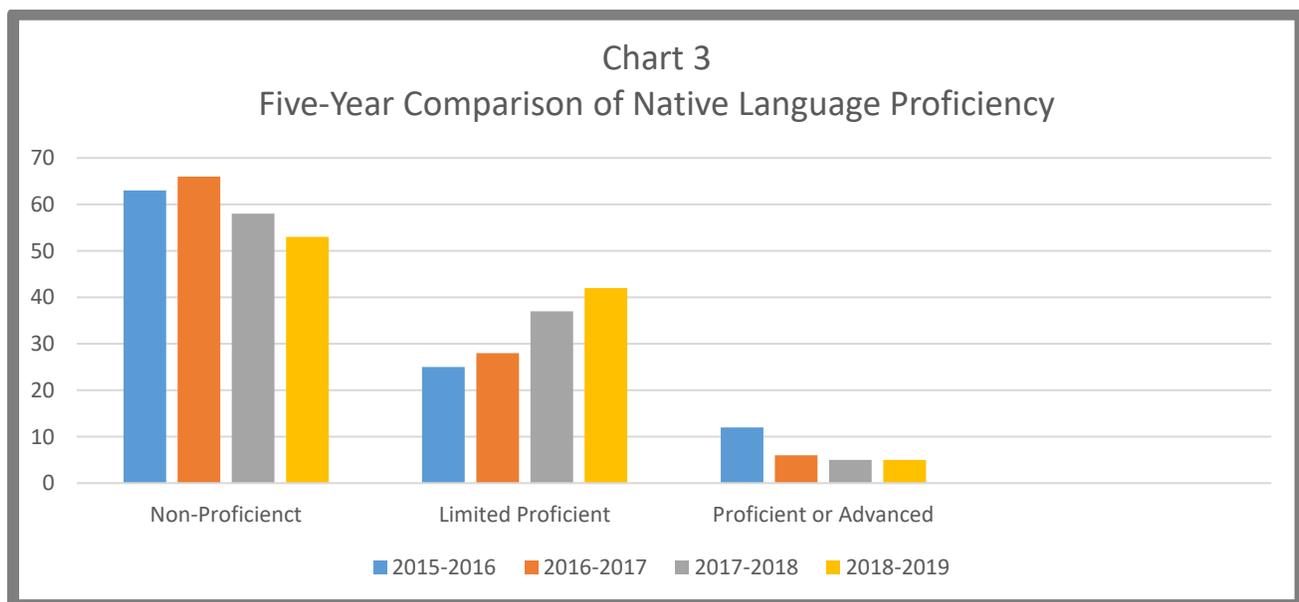
Table 9. Statewide Range of Native American Students' Language Proficiency SY 2015-2016 to SY 2018-2019							
School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
SY 2015-2016	6,292	3,991	63	1,577	25	724	12
SY 2016-2017	7,446	4,948	66	2,058	28	440	6
SY 2017-2018	5,466	3,223	58	1,996	37	247	5
SY 2018-2019	4,806	2,524	53	2,024	42	258	5

SOURCE: Native language proficiency data reported to LCD by districts.

NOTE: For SY 2015-2016, one district did not submit data. For SY 2018-2019 four districts did not report data. Due to the public health crisis, Native American students did not participate in any summative assessments in the Spring of 2020 or 2021.

The number of students tested and reported for Native American language proficiency in 2018-2019 decreased by 12 percent (or 660 students) when compared to the previous year. Additionally, there was some variance in test results from 2017-2018 to 2018-2019. The percent of students who performed at the Non-Proficient level decreased by five percent and the Limited-Proficient level increased by five percent. The percent of students with performance at the Proficient/Advanced level remained the same at five percent. The data demonstrates progress in increasing Native American language proficiency. However, since data was not submitted by all districts and the number of students fluctuates, direct comparisons may not be appropriate and must be interpreted with care.

Chart 3 visually depicts the percentage of students scoring at each level of proficiency for the last four years for which data was submitted by districts. For Native language proficiency data reported by each district, charter schools, and PEC authorized charter schools in 2018-2019, refer to Appendix D.



Proficiency in Other Languages

In addition to Spanish and Native American Languages, there is an American Sign Language (ASL) and English BMEP in which students from the deaf community may participate. The Albuquerque Sign Language Academy (ASLA) in Albuquerque is a PEC authorized charter school and employs a dual language model. The data for SY 2016-2017 and 2017-2018 reported to the LCD for the ASL Receptive test is below in Table 10. The data for 2017-2018 reflects an expected pattern of movement toward proficiency. Additionally, the number of students reported has decreased which may be due to the requirement to no longer assess students in the home or heritage language of the program once they have reached proficiency.

School Year	# of ASL Students Reported	American Sign Language Proficiency		
		% of Non Proficient	% of Limited Proficient	% of Fluent Proficient
SY 2016-2017	<2 and >98	45	23	32
SY 2017-2018	<5 and >95	23	31	46

SOURCE: ASL language proficiency data reported to LCD by districts.

NOTE: Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA. Due to the public health crisis, students at ASLA did not participate in summative assessments in the Spring of 2020 and 2021.

Academic Achievement for BMEP Students

Per New Mexico’s Bilingual Multicultural Education Act and given the second statutory goal for BMEPs—that students meet all content standards in all areas— the PED via the LCD and Bureau of Research, Evaluation, and Accountability analyses district-collected data regarding the academic achievement data of students participating in BMEPs. This data is used by the PED to evaluate BMEP effectiveness and use of funds and to inform how to best provide relevant and timely technical assistance and support across the state. See Table 11 below.

Data Collected	Goal 2: Students meet all academic content standards and benchmarks in all subject areas
	<ul style="list-style-type: none"> Istation Indicator of Student Progress (ISIP) early reading and ISIP lectura temprana Transition Assessment in Math and English Language Arts (TAMELA) New Mexico Measures of Student Success & Achievement (NM-MSSA) New Mexico Assessment of Science Readiness (NM-ASR) NM SBA Science

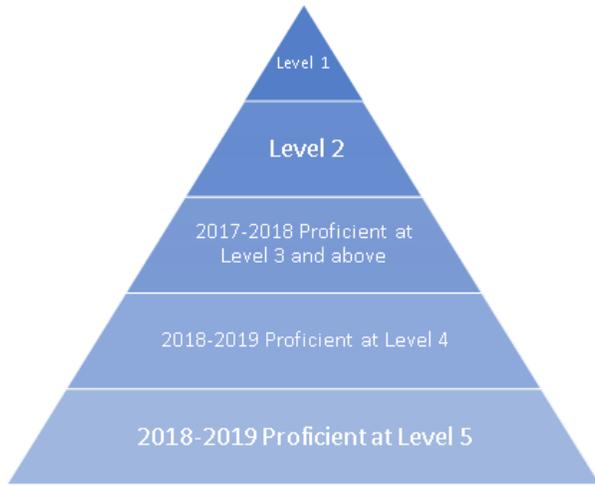
The following subsections detail the main components used to evaluate the effectiveness of BMEPs’ academic outcomes and effective use of funds generated by BMEPs.

Academic Achievement Data in Reading

Table 12 presents reading achievement for grades K to 2 for BMEP and non-BMEP students. The results are interpretations of Istation’s sophisticated, web-delivered computer-adaptive testing systems that are continuously monitored by frequent assessment and reporting of students’ abilities in reading throughout the year. Istation’s Indicators of Progress (ISIP) assessment system functions as both a universal screener and progress monitoring tool for literacy. It provides teachers and other school personnel with easy-to-interpret, web-based reports that detail student strengths and areas of growth

and provide links to teacher resources. Use of this data allows teachers to more easily make informed decisions regarding each student’s response to targeted reading instruction and intervention strategies. The 2016-2017 SY was the first year the Istation assessment was administered to students.

Istation Level Tiers



The tiers used for proficiency in Istation changed from 3 levels to 5 levels in SY 2018-2019. In SY 2020-2021 there are declines in grades K-2 in reading proficiency for students in BMEP.

Table 12. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades K-2 SY 2018-2019 to SY 2020-2021							
Year	# of Students Tested	Kinder		Grade 1		Grade 2	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 18-19	69,039	27.9	33.4	30.9	29.5	41.2	37.0
SY 20-21	55,396	23.8	16.8	34.9	25.7	25.2	17.0

Students in grades 3 to 11 took the Transition Assessment in Math and Language Arts (TAMELA) in reading in SY 2018-2019 and the New Mexico Measures of Student Success & Achievement (NM-MSSA) in 2020-2021. TAMELA and NM-MSSA are used as an accountability measure for New Mexico districts and charter schools. The assessments are aligned to the New Mexico Common Core Standards, and New Mexico educators are engaged in the design and development of the tests. Table 13 provides the results from the reading assessments for grades 3 to 8 from the previous two years.

Table 13. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 3-8 SY 2018-2019 to SY 2020-2021													
Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP										
SY18-19	150,695	31.9	24.6	33.7	23.0	36.5	25.4	35.1	24.6	35.4	25.0	35.7	23.6
SY20-21	10,083	73.9	70.4	64.2	57.7	55.9	43.4	57.4	43.7	60.0	52.2	44.0	26.0

Table 14 provides the results from the reading assessments for grades 9 to 11 from the previous two years.

Table 14. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 9-11 SY 2018-2019 to SY 2020-2021							
Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 18-19	75,440	35.0	22.2	41.1	30.2	43.7	34.0
SY 20-21	6,026	-	-	-	-	61.5	49.4

Academic Achievement Data in Math

Students in grades 3 to 11 took the Transition Assessment in Math and English Language Arts (TAMELA) in 2018-2019 and the New Mexico Measures of Student Success & Achievement (NM-MSSA) in 2020-2021. Students are evaluated with the NM Common Core State Standards. Table 15 provides TAMELA results for SY 2018-2019 and NM-MSSA results for SY 2020-2021 in math proficiency for students in grade 3 to 8 for both BMEP and non-BMEP students.

Table 15. Average Statewide Proficiency of BMEP and non-BMEP on Math Percentage of BMEP Students Scores in Grades 3-8 SY 2018-2019 and 2020-2021													
Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP										
SY 18-19	150,802	35.9	24.7	31.0	19.5	27.9	17.6	22.3	14.2	23.0	13.3	23.6	13.5
SY 20-21	10,132	17.4	11.4	14.3	9.0	20.1	12.0	16.9	9.1	12.2	3.2	12.5	7.0

Table 16 provides TAMELA results for SY 2018-2019 and NM-MSSA results for SY 2020-2021 in mathematics proficiency for students in grade 9 to 11 for both BMEP and non-BMEP students.

Table 16. Average Statewide Proficiency of BMEP and non-BMEP on Math Percentage of BMEP Students Scores in Grades 9-11 SY 2018-2019 to SY 2020-2021							
Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 18-19	64,995	22.0	10.3	17.6	8.3	13.3	6.0
SY 20-21*	6,026	-	-	-	-	39.2	20.7

Academic Achievement Data in Science

New Mexico determined student proficiency in science through the Standards-Based Assessment (SBA) in SY 2018-2019. The SBA had been in place since 2005 and assesses students in grades 4, 7, and 11. In SY 2020-2021 New Mexico began using New Mexico Assessment of Science Readiness (NM-ASR). This test measures how well students are learning the New Mexico Content Standards, Benchmarks, and Performance Standards. The data illustrated in Table 17 below represents the 2018-2019 and 2020-2021 SY results on the SBA and NM-ASR assessments.

Table 17. Average Statewide Proficiency of BMEP and non-BMEP on Science Percentage of BMEP Students Scores in Grades 4, 7 & 11 SY 2018–2019 to SY 2020-2021							
Year	# of Students Tested	Grade 4		Grade 7		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 18-19	83,940	49.0	31.5	47.7	29.0	31.9	17.1
SY 20-21	3,775	No PL*	No PL*	No PL*	No PL*	No PL*	No PL*

*Please see note on page 5

SCHOOL ACCOUNTABILITY

In 2019 New Mexico (NM) Vistas was created to help New Mexico schools provide a great education for New Mexico’s students and to help families and others in our communities identify schools that are doing well in relation to their family and the community’s values. NM Vistas replaced the A-F school grading system and allows families to review school data, insights, and offerings to make informed school choice decisions. NM Vistas also helps identify schools that may need extra support. To achieve these goals, NM Vistas provides information on a variety of measures of school quality and success. In addition to these measures, NM Vistas allows schools and districts to describe some of the most important facts about their goals and their approach to achieving them. Together, this information tells a vivid story of how well New Mexico’s schools are doing to prepare students for their futures. For more information on NM Vistas, please see <https://newmexicoschools.com/>.

BMEP EXPENDITURES BY DISTRICTS AND CHARTER SCHOOLS

The Bilingual Multicultural Education regulation, 6.32.2 NMAC (based on the Bilingual Multicultural Education Act, 22-23-1 NMSA 1978, as amended) requires districts to report the use of BMEP funds by September 30th of each year. Two aspects of program expenditures are reviewed: total BMEP expenditures by district and total BMEP expenditures by function. All the reported expenditures for BMEPs cited use of BMEP funding for salaries with four exceptions out of which one district still had a pending finance report; six districts reported both the 1000 and 2100 functions. For additional information by district on the expenditures and functions reported please, see Appendix F.

SCHOOL YEAR	DISTRICTS RECEIVING BMEP FUNDING	CHARTER SCHOOLS RECEIVING BMEP FUNDING	TOTAL BMEP FUNDS ALLOCATED TO DISTRICTS AND CHARTERS
SY 16-17	53	27	\$35.1 million
SY 17-18	50	24*	\$34.1 million
SY 18-19	48	23*	\$35.1 million
SY 19-20	49	27*	\$36.9 million
SY 20-21	48	27*	\$36.2 million

SOURCE: PED School Budget and Finance Analysis Bureau. Note: *Includes state and locally authorized charter schools

Based on the final funded amount generated by the bilingual cost differential in the funding formula for 2020-2021, districts and charter schools were allocated \$36,183,144.51 through the state equalization guarantee (SEG) for their BMEPs. The allocated amount is based on student membership and is calculated based on New Mexico's public school funding formula. Above, Table 18 shows the total amount allocated to districts during the last five academic school years. For the district-level list, see Appendix F, Total Operational BMEP Allocations by Districts and Charter Schools.

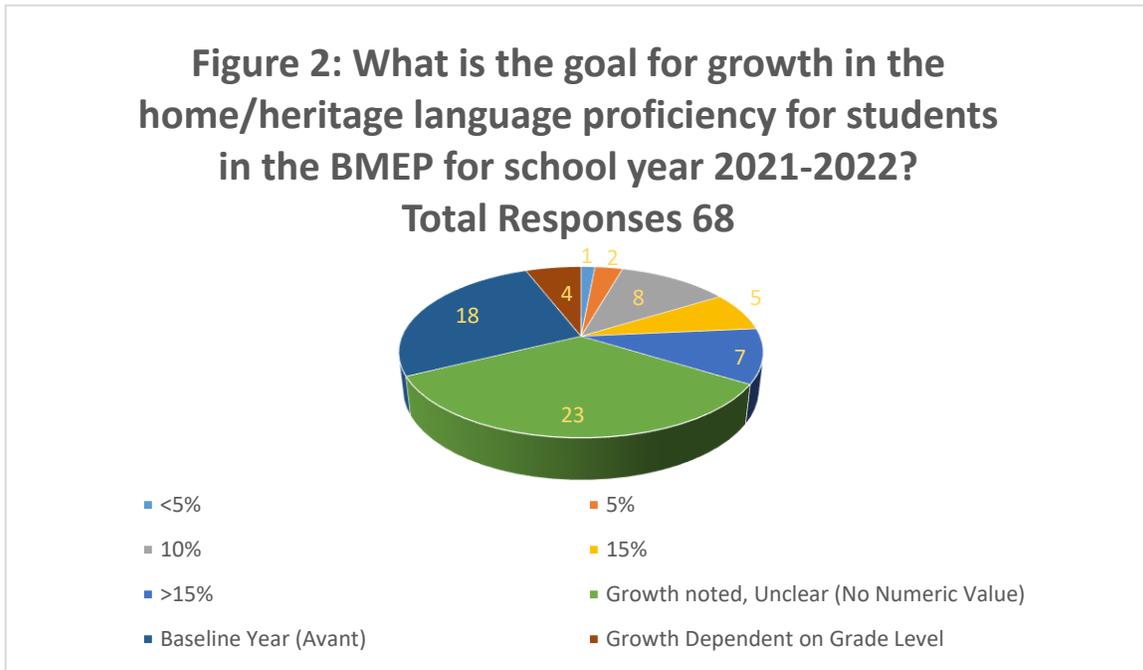
Language Proficiency and Academic Achievement Goals

An important question relates to achieving goals toward language proficiency as required by statute (22-23-1 NMSA) and regulation (6.32.2.15 NMAC). According to state regulation BMEPs shall be evaluated by the department annually for effectiveness and for the appropriate use of funds generated by the bilingual cost differential in the funding formula. For the purposes of such evaluation, each district shall maintain academic achievement and language proficiency data for each school year of each program, which shall be updated annually.

Language Proficiency

For language proficiency the annual progress reporting includes specific and measurable goals.

The question asked in the annual reporting is as follows: What is the goal for growth in the home/heritage language proficiency for students in the BMEP for school year 2021-2022?



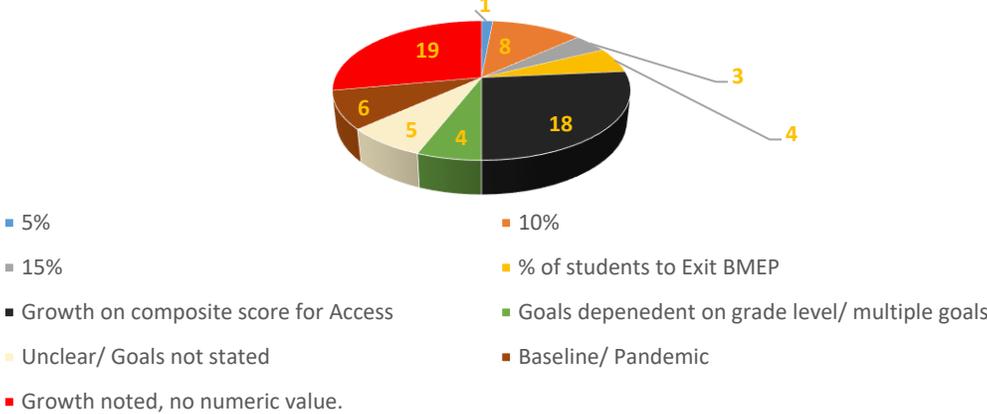
SOURCE: District and charter school annual progress reports submitted to the LCD.

From the self-reported responses the majority of LEAs identified that growth would occur, but it was unclear how much growth they would expect to see (33%). In addition, there was also 28% which reported this year's Spanish language summative proficiency assessment as their baseline, as the Avant STAMP assessment will be used for the first time for their district/ charter school. Most districts who reported specific goals, felt their goals were attainable and some noted their rigor as a positive framework. Some LEA's noted different goals for different domains: reading, writing, listening, and speaking. Others also discussed the impacts and set different goals dependent on grade levels.

A similar question was asked in terms of English proficiency, and it received similar responses from the goal for growth in home/ heritage model. The question that was posed is below, followed by the results of the responses. The question asked in the annual reporting is as follows: What is the goal for growth in the English language proficiency for students in the BMEP for school year 2021-2022?

Figure 3: What is the goal for the growth in the English language proficiency for the English learner students in the BMEP for school year 2021-2022?

Total Responses- 68



SOURCE: District and charter school annual progress reports submitted to the LCD.

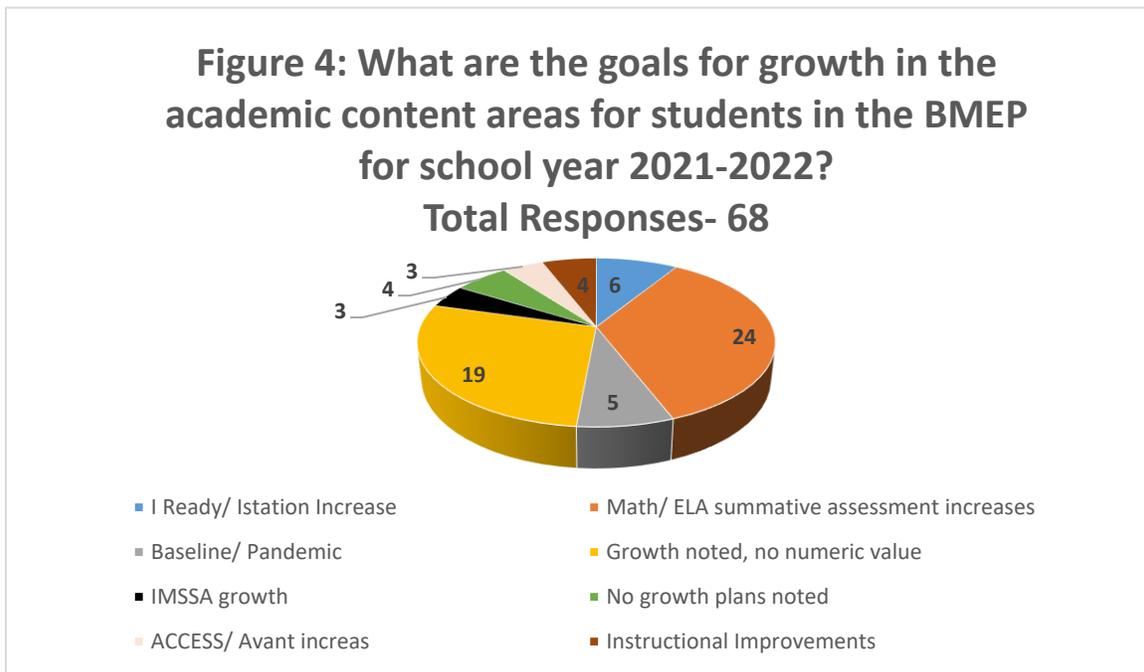
Some of the reported goals for SY 2021-2022 are not specific and do not clearly identify language proficiency in both English and home/heritage language. It is imperative to develop S.M.A.R.T* goals that are rigorous and achievable to foster and cultivate a learning environment where students can achieve bilingualism and biliteracy. It is important to note that districts and charter schools emphasized many different initiatives that will occur to achieve language proficiency. The initiatives mostly mentioned were professional development, technology support, learning management system (LMS), and providing teachers with planning time to create the supports necessary in their classrooms.

The LCD continues to work with districts and charter schools, providing them guidance in establishing effective programs and setting measurable goals to support BMEP courses and is continuing to inform partners about standards, instructional materials, assessments, and reporting to best serve students in a state-funded BMEP.

*SMART- Specific, Measurable, Achievable, Relevant, and Time-Bound.

Growth in Academic Content

For academic achievement the annual progress reporting also includes specific and measurable goals. The question asked in the annual reporting is as follows: What are the goals for growth in the academic content areas for students in the BMEP for school year 2021-2022?



SOURCE: District and charter school annual progress reports submitted to the LCD.

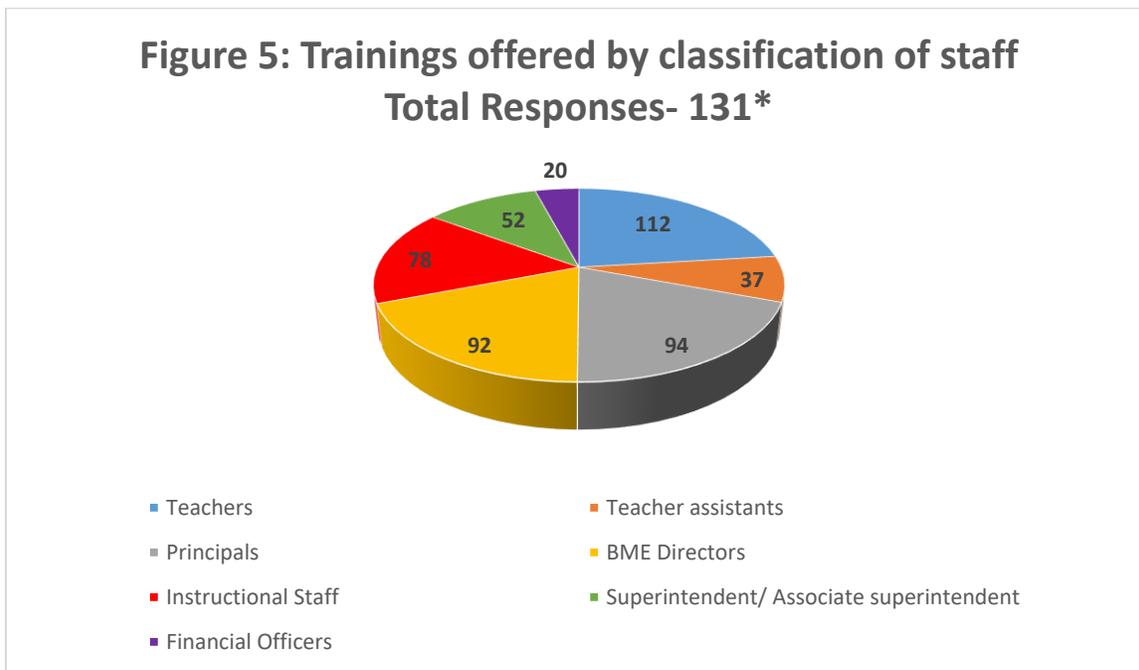
State statute and regulation clearly state that the goals of BMEPs are for all students, including English learners, to become bilingual and biliterate and to meet state academic content standards and benchmarks in all subject areas. In ensuring districts and charter schools meet these goals it is important that they can track progress and trajectory of students enrolled in state-funded BMEPs. According to the results, most districts and charter schools will use summative and formative ELA and Math state assessments to track growth in academic content areas (35%). There was also a high number of districts and charter schools which noted growth in their responses but there was no numeric value or form of measurement (28%). It appears evident that the pandemic has impacted the assessment processes for some districts and thus instructional improvement as they will be using this year as a baseline to determine where students are at and what goals to develop.

Most districts and charter schools found their goals for growth in the academic content areas to be both meaningful and relevant. There was a variety of responses in how each LEA was going to achieve their respective goals. Some of the methods noted were professional development, increasing the number of TESOL and Bilingual endorsements, providing high quality instructional materials, enhancing differentiation in the classroom, utilizing the Multi-Layered System of Supports (MLSS) framework, and expanding ASL instructional support.

The LCD continues to work with districts, providing them guidance in establishing effective programs to support BMEP courses and continuing to inform partners about standards, instructional materials, assessments, and reporting to best serve students in a state-funded BMEP.

Professional Development

Another important component relates to professional development (PD), as required in 22-23-5 NMSA and 6.32.2.13 NMAC. To meet the PD requirement, districts and charter schools verify that staff have attended the districts/ charter schools' PD plan for the BMEP. To better understand districts and charters schools' investment and involvement in PD opportunities, districts and charter schools were asked to list their trainings offered and what staff was included in those trainings. Below is a representation of the number of PD offered by districts/ charter schools by classification of staff.



SOURCE: District and charter school annual progress reports submitted to the LCD.

*Districts/ Charter Schools reported more than one response.

State statute and regulation clearly state that districts are required to provide PD on the BMEP for its staff, including teachers, teachers assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, and financial officers. Given the importance of PD in supporting staff professional growth, classroom instructional practices and program implementation, a variety of PD should be offered that is both robust and inclusive. District and charter school self-reporting indicates that there is an unequal amount of PD offerings, dependent on the staff positions within the district or charter school. Out of the 131 responses 112 reported offering teacher PD (85%), 94 reported offering principal PD (72%), 92 reported offering BME directors PD (70%), and 78 reported offering instructional staff PD (60%). Teacher assistants, superintendents/associate superintendents, and financial officers were offered PD in less than 40% of all districts and charter schools statewide. This unequal distribution of supports continues to be addressed to best support students, staff, and school communities.

The LCD will continue to provide increased technical assistance and guidance to assist districts and schools implementing BMEPs to better understand their obligations under state statute and regulation. Building this common understanding will not only further learning for all staff members but will further enhance instruction to support and help students attain higher academic achievement and reach, meet, and exceed BMEP goals.

APPENDICES

Appendix A—Woodcock Muñoz Spanish Language Proficiency Data by District, 2018–2019

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Woodcock-Muñoz Proficiencies						
	% Negligible	% Very Limited	% Limited	% Fluent	% Advanced and very Advanced	Total Students Tested
Bloomfield School District	9	23	30	26	12	228
Deming Public Schools	14	12	45	27	2	914
Dexter Consolidated Schools	25	11	23	28	13	191
Eunice Public Schools	0	42		58	0	71
Farmington Public Schools	20	22	41	15	2	351
Floyd Municipal Schools		52		48		40
Gadsden Independent School District	3	15	39	39	4	317
Hagerman Municipal Schools	19	14	35	32		92
Hatch Valley Public Schools		50		50	0	265
Las Vegas City Schools	37	33	18		12	821
Mora Independent School District	18	0		82	0	367
Pecos Independent School District	61	23	6	7	3	468
Pojoaque Valley School District	72	16	10		2	708
Questa Independent School District		100		0	0	36
Socorro Consolidated Schools	19	20	38		23	111
Subtotal	30	17	32	18	3	4,980
Charter Schools						
Anansi Charter		42		58	0	54
Taos International	17	31	29	23	0	190
Taos Municipal Charter	13	35	33		19	209
Tierra Adentro	68	14	12		6	196
Subtotal	30	28	26	15	1	649
Total	30	18	31	18	3	5,629

SOURCE: 2018-2019 Spanish language proficiency data as reported by districts

NOTE: Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix B—LAS Links and IPT Spanish Language Proficiency Data by Proficiency Level by District, 2018-2019

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Districts	Individualized Proficiency Tests (IPT) LAS Links Spanish Proficiencies					Number Total Students Tested
	% Beginning	% Early Intermediate	% Intermediate	% Proficient	% Above Proficient	
Artesia Public Schools	33	17	17	17	16	165
Belen Consolidated Schools	37	11	12	24	16	232
Carlsbad Municipal Schools	7	9	7	46	31	315
Clovis Municipal Schools District	22	34	25	16	3	110
Cobre Consolidated School District	52	23	14	7	4	195
Cuba Independent Schools	94	6			0	132
Las Cruces Public Schools	30	20	19	14	17	4,459
Los Lunas Schools	46	20	13	17	4	364
Mesa Vista Consolidated Schools	71	0	29		0	48
Portales Municipal Schools	37	20	18	20	5	177
Rio Rancho Public Schools	80	4	6	5	5	979
Roswell Independent School District	57	9	10	19	5	226
Ruidoso Municipal Schools	11	26	33	25	5	305
Santa Fe Public Schools	5	16	33	36	10	1,739
Santa Rosa Consolidated Schools	90	5	5			339
Wagon Mound Public Schools	63	29	8			35
Subtotal	34	16	19	18	13	9,820
Charter Schools						
Cien Aguas International	13		25	13	49	283
Corrales International	66	23	11		0	64
La Academia Dolores	57			43		37
La Tierra Montessori	100					13
Robert F. Kennedy	39		25	36		44
South Valley Academy	30	12	27	19	12	245
Subtotal	19	15	24	16	26	686
Total	34	16	19	18	13	10,506

SOURCE: 2018-2019 Spanish language proficiency data as reported by districts

NOTE: Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix C—Avant Spanish Language Proficiency Data by Proficiency Level District, 2018-2019

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Districts	Avant STAMP Proficiencies—In Percentages					Numbers
	% Novice Low	% Novice Mid	% Novice High	% Intermediate Low	% Intermediate Mid/High	Total Students Tested
Bernalillo Public Schools	24	26	25	17	8	501
Central Consolidated School Districts	62		19	19		67
Chama Valley Independent School Districts	71	20	5	4	0	268
Clovis Municipal School District	49	50	1	0	0	362
Cobre Consolidated School District	51	36	10	3		525
Gallup-McKinley County Schools	100			0	0	21
Hobbs Municipal Schools	4	21	33	32	10	458
Loving Municipal Schools	100		0	0	0	134
Lovington Municipal School District	28		31	31	10	101
Questa Independent School District	54	31	10	5		236
Taos Schools Municipal Schools	30	22	30	18	0	652
Truth or Consequences Municipal Schools	19	27	31	23		83
Subtotal	37	29	18	13	3	3,408
Charter Schools						
Anansi Charter	20	37	25	18		101
Christine Duncan	27	24	25	19	5	357
Corrales International	49	35	16	0	0	168
SABE	62	15	9	9	5	131
Subtotal	37	27	20	12	4	757
Total	37	28	19	13	3	4,165

SOURCE: 2018–2019 Spanish language proficiency data as reported by districts

NOTE: Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

New Mexico Public Education Department				
Language and Culture Division				
District	Spanish Language Proficiency Data in Percentages 2018-2019 Three Levels			Numbers
	% Novice	% Intermediate	% Advanced	Total Students Tested
Albuquerque Public School – Avant	70	29	1	10,890
Espanola – IPT	56	41	3	1,710
Lovington – IPT	7	37	56	445
West Las Vegas	52	8	40	1,500
Total	64	29	7	14,545

Appendix D—Native Language Proficiency Data by District, 2018–2019

New Mexico Public Education Department				
Language and Culture Division				
District	Native American Proficiency Data in Percentages 2018-2019			Numbers
	% Non-Proficient	% Limited Proficient	% Fluent	Total Students Tested
Oral Diné				
	66	34	0	401
Cuba Independent School District	70	30	0	256
Farmington Public Schools	65	33	2	845
Gallup-McKinley County Schools	52	45	3	2,606
Magdalena Municipal Schools	61	39		31
Subtotal	57	41	2	4,139
Jicarilla				
Dulce Independent Schools	15	59	26	247
Tewa				
Española Public Schools	29	46	25	83
Pojoaque Valley School District	40	23	37	149
Subtotal	36	31	33	232
Keres				
Bernalillo Public Schools	23	66	11	188
Total	53	42	5	4,806

SOURCE: 2018-2019 Native language proficiency data as reported by districts

NOTE: Where the number of students in individual cells was too small to report, * was reported to comply with FERPA. Due to the public health crisis, Native American students did not participate in any summative assessments in the Spring of 2020 or 2021.

Appendix E—Bilingual Multicultural Education Programs by District, School, Grade, Language and Model^[1]

District/State Charter	Grade	Language	DL	M	H	E	T
Albuquerque			45	0	36	1	2
Adobe Acres Elementary School	K-5th	Spanish	1				
Alameda Elementary School	K-5th	Spanish			1		
Alamosa Elementary School	K-5th	Spanish	1				
Albuquerque High School	9th-12th	Spanish	1				
Alvarado Elementary School	K-5th	Spanish	1				
Armijo Elementary School	K-5th	Spanish	1				
Atrisco Elementary School	K-5th	Spanish	1				
Atrisco Heritage High School	9th-12th	Spanish	1		1		
Barcelona Elementary School	K-5th	Spanish	1		1		
Career Enrichment Center & Early College High	9th-12th	Navajo, Zuni			1		
Carlos Rey Elementary School	K-5th	Spanish	1		1		
Christine Duncan Heritage Academy Charter School	K-8th	Spanish	1				
Cibola High School	9-12th	Zuni			1		
Cien Aguas International School	K-8th	Spanish	1				
Cleveland Middle School	6-8th	Navajo			1		
Coronado Elementary School	K-5th	Spanish	1				
Corrales International School	K-10th	Spanish	1			1	1
Del Norte High School	9th-12th	Navajo, Spanish, Zuni			1		
Dolores Gonzales Elementary School	K-5th	Spanish	1				
Duranes Elementary School	K-5th	Spanish	1				
East San Jose Elementary School	K-5th	Spanish	1				
Edward Gonzales Elementary School	K-5th	Spanish	1				
Emerson Elementary School	K-5th	Spanish	1				

Ernie Pyle Middle School	6th-8th	Spanish	1				
Eugene Field Elementary School	K-5th	Spanish			1		
George I. Sanchez Charter	K-5th	Spanish	1		1		
Harrison Middle School	6th-8th	Spanish	1				
Hawthorne Elementary School	K-5th	Spanish	1				
Hayes Middle School	6th-8th	Spanish	1		1		
Helen Cordero Primary School	K-2nd	Spanish	1				
Highland High School	9th-12th	Spanish			1		
Jefferson Middle School	6th-8th	Spanish			1		
Jimmy Carter Middle School	6th-8th	Navajo, Spanish	1		1		
John Adams Middle School	6th-8th	Spanish	1				
Kit Carson Elementary School	K-5th	Spanish	1				
La Luz Elementary School	K-5th	Spanish			1		
La Mesa Elementary School	K-5th	Navajo, Spanish	1		1		
Lavaland Elementary School	K-5th	Spanish			1		
Longfellow Elementary School	K-5th	Spanish	1		1		
Los Padillas Elementary School	K-5th	Spanish	1				
Los Ranchos Elementary School	K-5th	Spanish			1		
Lowell Elementary School	K-5th	Spanish	1		1		
Manzano High School	9th-12th	Spanish			1		
Mark Armijo Academy	9 th -12 th	Spanish					1
Mary Ann Binford Elementary School	K-5th	Spanish	1		1		
McKinley Middle	6-8th	Navajo			1		
Montezuma Elementary School	K-5th	Spanish	1				
Mountain View Elementary School	K-5th	Spanish			1		
Native American Community Academy	6th-12th	Keres, Navajo, Tiwa, Zuni			1		
Navajo Elementary School	K-5th	Spanish	1				

New Mexico International School	K-5 th	Spanish	1					
Painted Sky Elementary School	K-5 th	Spanish	1		1			
Pajarito Elementary School	K-6 th	Spanish	1					
Polk Middle School	6 th -8 th	Spanish	1					
Reginald Chavez Elementary School	K-5 th	Spanish			1			
Rio Grande High School	9 th -12 th	Spanish			1			
Robert F. Kennedy Charter	9 th -12 th	Spanish			1			
Rudolfo Anaya Elementary School	K-5 th	Spanish	1					
South Valley Academy	6 th -8 th	Spanish			1			
Susie Rayos Marmon Elementary School	K-5 th	Spanish	1					
Taft Middle School	6 th -8 th	Spanish			1			
Tres Volcanes Community School	K-5 th	Navajo			1			
Truman Middle School	6 th -8 th	Spanish	1					
Valle Vista Elementary School	K-5 th	Spanish	1					
Valley High School	9 th -12 th	Spanish			1			
Van Buren Middle School	6 th -8 th	Spanish			1			
Washington Middle School	6 th -8 th	Spanish	1					
West Mesa High School	9 th -12 th	Spanish			1			
Wherry Elementary School	K-5 th	Spanish	1					
Wilson Middle School	6 th -8 th	Spanish, Zuni			1			
Zia Elementary School	K-5 th	Spanish	1					
Artesia			0	0	0	5	9	
Artesia High School	10 th -12 th	Spanish						1
Artesia Park Junior High School	8 th -9 th	Spanish						1
Artesia Zia Intermediate School	6 th -7 th	Spanish						1
Central Elementary School	1 st -5 th	Spanish				1		1
Grand Heights Early Childhood Center	K	Spanish						1

Hermosa Elementary School	1st-5th	Spanish				1	1
Roselawn Elementary School	1st-5th	Spanish				1	1
Yeso Elementary School	1st-5th	Spanish				1	1
Yucca Elementary School	1st-5th	Spanish				1	1
Belen			0	4	0	0	4
Belen High School	9th-12th	Spanish					1
Belen Middle School	7th-8th	Spanish					1
Central Elementary School	4th-6th	Spanish					1
Dennis Chavez Elementary School	K-6th	Spanish					1
Jaramillo Elementary School	PreK-3rd	Spanish		1			
La Merced Elementary School	K-6th	Spanish		1			
La Promesa Elementary School	K-6th	Spanish		1			
Rio Grande Elementary School	K-6th	Spanish		1			
Bernalillo			3	0	10	0	0
Algodones Elementary School	K-4th	Keres, Spanish			1		
Bernalillo Elementary School	3rd-5th	Keres, Spanish	1		1		
Bernalillo High School	9th-12th	Keres, Spanish			1		
Bernalillo Middle School	6th-8th	Keres, Spanish	1		1		
Cochiti Elementary School	1st-5th	Keres			1		
Cochiti Middle School	6th-8th	Keres			1		
Placitas Elementary School	K-5th	Spanish			1		
Santo Domingo Elementary School	K-5th	Keres			1		
Santo Domingo Middle School	6th-8th	Keres			1		
W. D. Carroll Elementary School	PreK-2nd	Keres, Spanish	1		1		
Bloomfield			0	2	5	1	0
Blanco Elementary School	K-6th	Spanish		1	1		
Bloomfield High School	9th-12th	Navajo, Spanish		1	1		
Central Primary School	1st-3rd	Navajo, Spanish			1		

Mesa Alta Junior High School	7th-8th	Navajo, Spanish			1	1	
Naaba Ani Elementary School	4th-6th	Navajo, Spanish			1		
Carlsbad			0	0	0	0	9
Carlsbad High School	9th-12th	Spanish					1
Carlsbad Intermediate School	6th-8th	Spanish					1
Carlsbad Sixth Grade Academy at Alta Vista Middle School	6th	Spanish					1
Cottonwood Elementary School	1st-5th	Spanish					1
Desert Willow Elementary School	1st-5th	Spanish					1
Early Childhood Education Center	PreK-K	Spanish					1
Monterrey Elementary School	1st-5th	Spanish					1
Ocotillo Elementary School	1st-5th	Spanish					1
Sunset Elementary School	1st-5th	Spanish					1
Central			1	0	16	0	0
Career Prep High School	9th-12th	Navajo			1		
Central High School	9 th -12th	Navajo			1		
Dream Dine	K-5th	Navajo			1		
Eva B. Stokely Elementary School	4th-6th	Navajo	1		1		
Judy Nelson Elementary School	K-5th	Navajo, Spanish			1		
Kirtland Elementary School	1st-6th	Navajo, Spanish			1		
Kirtland Middle School	7th-8th	Navajo			1		
Mesa Elementary School	K-5th	Navajo			1		
Naschitti Elementary School	K-5th	Navajo			1		
Newcomb Elementary School	K-5th	Navajo			1		
Newcomb High School	9th-12th	Navajo			1		
Newcomb Middle School	6th-8th	Navajo			1		
Nizhoni Elementary School	K-5th	Navajo			1		
Ojo Amarillo Elementary School	K-5th	Navajo			1		
Shiprock High School	9th-12th	Navajo			1		

Tse' Bit' Ai Middle School	6th-8th	Navajo			1		
Chama			0	0	4	4	0
Chama Elementary School	K-5th	Spanish			1	1	
Chama Middle School	6th-8th	Spanish			1	1	
Escalante Middle/High School	7th-8th	Spanish			1	1	
Tierra Amarilla Elementary School	K-6th	Spanish			1	1	
Clovis			2	0	3	0	0
Clovis High School	9th-12th	Spanish			1		
Clovis High School Freshman Academy	9th	Spanish			1		
La Casita Elementary School	K-5th	Spanish	1				
Lockwood Elementary School	K-5th	Spanish	1				
Marshall Middle School	6th-8th	Spanish			1		
Cobre			0	0	6	0	0
Bayard Elementary School	K-6th	Spanish			1		
Central Elementary School	K-6th	Spanish			1		
Cobre High School	9th-12th	Spanish			1		
Hurley Elementary School	K-6th	Spanish			1		
San Lorenzo Elementary School	K-6th	Spanish			1		
Snell Middle School	7th-8th	Spanish			1		
Cuba			0	0	3	0	0
Cuba Elementary School	K-5th	Navajo, Spanish			1		
Cuba High School	9th-12th	Navajo, Spanish			1		
Cuba Middle School	7th-8th	Navajo, Spanish			1		
Deming			8	0	5	0	0
Bataan Elementary School	K-5th	Spanish	1				
Bell Elementary School	K-5th	Spanish	1		1		
Columbus Elementary School	7th-8th	Spanish	1				
Deming High School	9th-12th	Spanish	1		1		

Deming Intermediate School	6th	Spanish	1		1		
Memorial Elementary School	K-5th	Spanish	1		1		
Red Mountain Middle School	7th-8th	Spanish	1		1		
Ruben S. Torres Elementary School	K-5th	Spanish	1				
Dexter			3	0	3	0	0
Dexter Elementary School	K-5th	Spanish	1		1		
Dexter High School	9-12th	Spanish	1		1		
Dexter Middle School	6th-8th	Spanish	1		1		
Dulce			0	0	1	0	0
Dulce Elementary School	K-5th	Jicarilla			1		
Espanola			1	0	12	0	0
Abiquiu Elementary School	K-6th	Spanish			1		
Alcalde Elementary School	K-6th	Spanish			1		
Carlos Vigil Middle School	7th-8th	Spanish, Tewa			1		
Chimayo Elementary School	K-6th	Spanish			1		
Dixon Elementary School	K-6th	Spanish			1		
Española Valley High School	9th-12th	Spanish, Tewa			1		
Eutimio Tim Salazar III Elementary School	K-6th	Spanish	1		1		
James Rodriguez Elementary School	1st-6th	Spanish			1		
Los Niños Kindergarten	K-K	Spanish			1		
San Juan Elementary School	K-6th	Spanish, Tewa			1		
Tony E. Quintana Elementary School	K-6th	Spanish			1		
Velarde Elementary School	K-6th	Spanish			1		
Eunice			0	0	0	0	3
Caton Middle School	6th-8th	Spanish					1
Eunice High School	9th-12th	Spanish					1
Mettie Jordan Elementary School	PreK-5th	Spanish					1
Farmington			2	0	12	12	0

Animas Elementary School	K-5th	Navajo, Spanish			1	1	
Apache Elementary School	K-5th	Navajo	1		1	1	
Bluffview Elementary School	K-5th	Spanish			1	1	
Country Club Elementary School	K-5th	Spanish			1	1	
Esperanza Elementary School	K-5th	Navajo, Spanish			1	1	
Farmington High School	9th-12th	Navajo, Spanish			1	1	
Heights Middle School	6th-8th	Navajo, Spanish			1	1	
Hermosa Middle School	6th-8th	Navajo, Spanish			1	1	
McCormick Elementary School	K-5th	Navajo, Spanish	1		1	1	
Mesa View Middle School	6th-8th	Navajo, Spanish			1	1	
Piedra Vista High School	9th-12th	Navajo, Spanish			1	1	
Tibbetts Middle School	6th-8th	Navajo, Spanish			1	1	
Floyd			0	1	0	0	2
Floyd Elementary School	K-4th	Spanish					1
Floyd Middle School	5th-8th	Spanish		1			1
Gadsden			9	0	1	0	14
Anthony Elementary School	K-6th	Spanish					1
Berino Elementary School	K-6th	Spanish	1				
Chaparral Elementary School	K-6th	Spanish	1				
Chaparral High School	9th-12th	Spanish					1
Chaparral Middle School	7th-8th	Spanish					1
Desert Trail Elementary School	K-6th	Spanish	1				
Desert View Elementary School	K-6th	Spanish					1
Gadsden Elementary School	K-6th	Spanish					1
Gadsden High School	9th-12th	Spanish					1
Gadsden Middle School	7th-8th	Spanish	1		1		1
La Union Elementary School	K-6th	Spanish					1
Loma Linda Elementary School	K-6th	Spanish					1

Mesquite Elementary School	K-6th	Spanish	1				
North Valley Elementary School	K-6th	Spanish	1				
Riverside Elementary School	K-6th	Spanish	1				
Santa Teresa Elementary School	K-6th	Spanish					1
Santa Teresa High School	9th-12th	Spanish					1
Santa Teresa Middle School	7th-8th	Spanish					1
Sunland Park Elementary School	K-6th	Spanish					1
Sunrise Elementary School	K-6th	Spanish					1
Vado Elementary School	K-6th	Spanish	1				
Yucca Heights Elementary School	K-6th	Spanish	1				
Gallup			0	0	28	0	0
Catherine A. Miller Elementary School	K-2nd	Navajo			1		
Chee Dodge Elementary School	K-5th	Navajo			1		
Chief Manuelito Middle School	6th-8th	Navajo			1		
Crownpoint Elementary School	K-5 th	Navajo			1		
Crownpoint High School	9th-12th	Navajo			1		
Crownpoint Middle School	6th-8th	Navajo			1		
Del Norte Elementary	K-5th	Navajo, Spanish			1		
Gallup High School	9th-12th	Navajo			1		
Gallup Middle School	7th-8th	Navajo			1		
Hiroshi Miyamura High School	9 th -12 th	Navajo			1		
Indian Hills Elementary	K-5	Navajo			1		
Jefferson Elementary School	K-5th	Navajo			1		
John F. Kennedy Middle School	6th-8th	Navajo			1		
Lincoln Elementary School	K-5th	Navajo, Spanish			1		
Navajo Elementary School	K-5th	Navajo			1		
Navajo Middle School	6th-8th	Navajo			1		
Navajo Pine High School	9th-12th	Navajo			1		

Ramah Elementary School	K-5th	Navajo			1		
Ramah High School	9th-12th	Navajo			1		
Stagecoach Elementary School	K-5th	Navajo			1		
Thoreau Elementary School	K-5th	Navajo			1		
Thoreau High School	9th-12th	Navajo			1		
Thoreau Middle School	6th-8th	Navajo			1		
Tobe Turpen Elementary School	K-5th	Navajo			1		
Tohatchi Elementary School	K-5th	Navajo			1		
Tohatchi High School	9th-12th	Navajo			1		
Tohatchi Middle School	6th-8th	Navajo			1		
Twin Lakes Elementary School	K-5th	Navajo			1		
Hagerman			0	0	1	0	3
Hagerman Elementary School	K-5th	Spanish			1		1
Hagerman High School	9th-12th	Spanish					1
Hagerman Middle School	6th-8th	Spanish					1
Hatch			5	0	1	0	0
Garfield Elementary School	K-5th	Spanish	1				
Hatch Valley Elementary School	K-2nd	Spanish	1				
Hatch Valley High School	9th-12th	Spanish	1		1		
Hatch Valley Middle School	7th-8th	Spanish	1				
Rio Grande Elementary School	3rd-5th	Spanish	1				
Hobbs			2	0	0	0	15
College Lane Elementary School	K-5th	Spanish					1
Coronado Elementary School	K-5th	Spanish					1
Edison Elementary School	K-5th	Spanish					1
Heizer Middle School	6th-8th	Spanish					1
Highland Middle School	6th-8th	Spanish					1
Hobbs Freshman High School	9th	Spanish					1

Hobbs High School	10th-12th	Spanish					1
Houston Middle School	6th-8th	Spanish					1
Jefferson Elementary School	K-5th	Spanish	1				1
Mills Elementary School	K-5th	Spanish					1
Murray Elementary School	K-5th	Spanish					1
Sanger Elementary School	K-5th	Spanish					1
Southern Heights Elementary School	K-5th	Spanish	1				1
Taylor Elementary School	K-5th	Spanish					1
Will Rogers Elementary School	K-5th	Spanish					1
Jemez Mountain			0	0	1	0	0
Lybrook Elementary/Middle School	K-8th	Navajo			1		
Jemez Valley			0	0	1	0	0
San Diego Riverside Charter School	K-8th	Towa			1		
Las Cruces			22	15	0	0	0
Alameda Elementary School	K-5th	Spanish	1				
Booker T. Washington Elementary School	K-5th	Spanish	1				
Camino Real Middle School	6th-8th	Spanish	1	1			
Centennial High School	9th-12th	Spanish		1			
Central Elementary School	K-5th	Spanish	1				
Cesar Chavez Elementary School	K-5th	Spanish	1				
Columbia Elementary School	K-5th	Spanish	1				
Conlee Elementary School	K-5th	Spanish	1				
Desert Hills Elementary School	K-5th	Spanish		1			
Doña Ana Elementary School	K-5th	Spanish	1				
East Picacho Elementary School	K-5th	Spanish	1				
Fairacres Elementary School	K-5th	Spanish		1			
Hermosa Heights Elementary School	K-5th	Spanish	1				

Highland Elementary School	K-5th	Spanish	1				
Hillrise Elementary School	K-5th	Spanish		1			
Jornada Elementary School	K-5th	Spanish	1				
Las Cruces High School	9th-12th	Spanish		1			
Loma Heights Elementary School	K-5th	Spanish	1				
Lynn Middle School	6th-8th	Spanish		1			
Mac Arthur Elementary School	K-5th	Spanish	1				
Mayfield High School	9th-12th	Spanish		1			
Mesa Middle School	6th-8th	Spanish	1	1			
Mesilla Elementary	K-5th	Spanish		1			
Mesilla Park Elementary School	K-5th	Spanish	1				
Monte Vista Elementary School	K-5th	Spanish	1				
Ocate High School (Organ Mountain High School)	9th-12th	Spanish		1			
Sierra Middle School	6th-8th	Spanish		1			
Sonoma Elementary School	K-5th	Spanish	1				
Sunrise Elementary School	K-5th	Spanish	1				
Tombaugh Elementary School	K-5th	Spanish	1				
University Hills Elementary School	K-5th	Spanish	1	1			
Vista Middle School	6th-8th	Spanish		1			
Zia Middle School	6th-8th	Spanish	1	1			
Las Vegas City			2	0	6	0	0
Early Childhood Center	K	Spanish			1		
Los Ninos Elementary School	K-5th	Spanish	1		1		
Memorial Middle School/7 & 8 Grade Academy	6th-8th	Spanish			1		
Mike Mateo Serna Elementary School	K-5th	Spanish			1		
Robertson High School	9th-12th	Spanish			1		
Sierra Vista Elementary School	1st-5th	Spanish	1		1		
Loving			0	3	0	2	0

Loving Elementary School	K-5th	Spanish		1				
Loving High School	9th-12th	Spanish		1			1	
Loving Middle School	6th-8th	Spanish		1			1	
Lovington				5	0	0	0	5
Ben Alexander Elementary School	PreK-6th	Spanish		1				
Jefferson Elementary School	3rd	Spanish		1				
Lea Elementary School	1st	Spanish		1				
Llano Elementary School	K	Spanish		1				
Lovington Freshman Academy	9th	Spanish						1
Lovington High School	10th-12th	Spanish						1
New Hope Alternative High	9 th -12th	Spanish						1
Sixth Grade Academy	6th	Spanish						1
Taylor Middle School	7th-8th	Spanish						1
Yarbro Elementary School	4th-5th	Spanish		1				
Mesa Vista				0	0	4	0	0
El Rito Elementary School	K-3rd	Spanish				1		
Mesa Vista High School	9th-12th	Spanish				1		
Mesa Vista Middle School	7th-8th	Spanish				1		
Ojo Caliente Elementary School	4th-6th	Spanish				1		
Mora				0	0	3	0	0
Holman Elementary School	K	Spanish				1		
Lazaro Larry Garcia Middle School	6th-8th	Spanish				1		
Mora Elementary School	1st-5th	Spanish				1		
Pecos				0	0	3	0	0
Pecos Elementary School	K-5th	Spanish				1		
Pecos High School	9th-12th	Spanish				1		
Pecos Middle School	6th-8th	Spanish				1		

Peñasco			0	0	3	0	0
Peñasco Elementary School	K-6th	Spanish, Tiwa			1		
Peñasco High School	9th-12th	Spanish, Tiwa			1		
Peñasco Middle School	7th-8th	Spanish			1		
Pojoaque			0	0	4	4	0
Pablo Roybal Elementary School	K-3rd	Spanish, Tewa			1	1	
Pojoaque High School	9th-12th	Spanish			1	1	
Pojoaque Intermediate School	4th-5th	Spanish, Tewa			1	1	
Pojoaque Middle School	7th-8th	Spanish			1	1	
Portales			4	0	0	0	2
Brown Early Childhood Center	K	Spanish	1				
James Elementary School	1st-2nd	Spanish	1				
Lindsey Steiner Elementary School	5th-6th	Spanish	1				
Portales High School	9th-12th	Spanish					1
Portales Junior High School	7th-8th	Spanish					1
Valencia Elementary School	3rd-4th	Spanish	1				
Questa			0	0	4	0	0
Alta Vista Elementary School	K-3rd	Spanish			1		
Alta Vista Intermediate School	4th-6th	Spanish			1		
Questa High School	9th-12th	Spanish			1		
Questa Junior High School	7th-8th	Spanish			1		
Rio Rancho			2	0	4	3	0
Colinas del Norte Elementary School	K-5th	Spanish					
Eagle Ridge Middle School	6th-8th	Spanish			1	1	
Maggie Cordova Elementary	K-5th	Spanish	1		1		
Puesta del Sol Elementary School	K-5th	Spanish	1				
Rio Rancho High School	9th-12th	Spanish			1	1	
V. Sue Cleveland High School	9th-12th	Spanish			1	1	

Roswell			0	0	0	0	6
Mesa Middle School	6th-8th	Spanish					1
Nancy Lopez Elementary School	K-2nd	Spanish					1
Pecos Elementary School	K-5th	Spanish					1
Roswell High School	9th-12th	Spanish					1
Sierra Middle School	6th-8th	Spanish					1
Sunset Elementary School	K-2nd	Spanish					1
Ruidoso			2	0	1	0	1
Ruidoso High School	9th-12th	Spanish					1
Ruidoso Middle School	6 th -8th	Spanish			1		
Sierra Vista Primary	1st-2nd	Spanish	1				
White Mountain Elementary School	3rd-5th	Spanish	1				
Santa Fe			6	0	4	0	2
Amy Biehl Community School at Rancho Viejo	K-6th	Spanish					1
Capital High School	9th-12th	Spanish			1		
Cesar Chavez Elementary School	K-5th	Spanish	1				
Edward Ortiz Middle School	6th-8th	Spanish			1		
El Camino Real Academy Community	K-8th	Spanish	1				
Kearny Elementary School	K-6th	Spanish	1				
Milagro Middle School	7th-8th	Spanish			1		
R.M. Sweeney Elementary School	K-6th	Spanish	1				
Ramirez Thomas Elementary School	K-2nd	Spanish	1				1
Salazar Elementary School	K-6th	Spanish	1				
Santa Fe High School	9th-12th	Spanish			1		
Santa Rosa			0	0	5	0	0
Anton Chico Middle School	6th-8th	Spanish			1		
Rita M. Marquez Elementary School	K-5th	Spanish			1		

Santa Rosa Elementary School	K-5th	Spanish			1		
Santa Rosa High School	9th-12th	Spanish			1		
Santa Rosa Middle School	6th-8th	Spanish			1		
Socorro			0	0	1	0	0
Cottonwood Valley Charter School	K-8th	Spanish			1		
Taos			2	0	7	1	0
Anansi Charter School	K-5th	Spanish			1		
Arroyo Del Norte Elementary School	K-5th	Spanish			1		
Enos Garcia Elementary School	K-5th	Spanish	1		1		
Ranchos de Taos Elementary School	K-5th	Spanish			1		
Taos High School	9th-12th	Spanish			1		
Taos Middle School	6th-8th	Spanish	1		1		
Taos Municipal Charter School	K-8th	Spanish			1	1	
Truth or Consequences			0	0	2	0	1
Arrey Elementary School	K-5th	Spanish			1		
Truth or Consequences Middle School	6th-8th	Spanish			1		1
Wagon Mound			0	0	1	1	0
Wagon Mound Elementary School	K-6th	Spanish			1	1	
West Las Vegas			0	0	8	0	0
Don Cecilio Elementary School	2-5th	Spanish			1		
Luis Armijo Elementary School	K-1st	Spanish			1		
Tony Serna Elementary School	2nd-5th	Spanish			1		
Union Street Elementary School	2nd-5th	Spanish			1		
Valley Elementary School	K-5th	Spanish			1		
Valley Middle School	6th-8th	Spanish			1		
West Las Vegas High School	9th-12th	Spanish			1		
West Las Vegas Middle School	6th-8th	Spanish			1		
Zuni			1	0	4	0	0

Shiwi Ts'ana Elementary School	K-5th	Zuni	1		1		
Twin Buttes	9th-10th	Zuni			1		
Zuni High School	9th-12th	Zuni			1		
Zuni Middle School	6th-8th	Zuni			1		
State Charter Schools			5	3	8	1	0
Albuquerque Bilingual Academy	K-8th	Spanish	1				
La Academia Dolores Huerta	6 th -8 th	Spanish	1				
La Tierra Montessori School of the Arts and Sciences	K-3rd	Spanish			1		
Monte Del Sol Charter School	7th-12th	Spanish			1		
Raices del Saber Xinachtli Community School	K-1st	Spanish			1		
Sandoval Academy of Bilingual Education	K-6th	Spanish	1				
School of Dreams Academy	K-8th	Spanish			1		
Six Directions Indigenous School	6 th -10 th	Navajo, Zuni			1		
South Valley Prep	6 th -8 th	Spanish		1			
Taos International Charter School	K-8th	Spanish	1		1		
The Albuquerque Sign Language Academy	K-12th	ASL	1				
Tierra Adentro: The New Mexico School of Academics, Art and Artesania	6th-12th	Spanish		1	1	1	
Tierra Encantada Charter School	K-6th	Spanish			1		
Turquoise Trail Charter School	9th-12th	Spanish		1			
TOTAL BMEPs by Model			132	28	221	35	78

SOURCE: PED's LCD

Note: PreK does not generate bilingual multicultural education units in the public school funding formula.

[1] The BMEP models are listed as abbreviations in this chart: DL is for Dual Language Immersion; M for Maintenance; H for Heritage Language; E for Enrichment; and T is for Transitional.

Appendix F—Total Operational BME Expenditures by District and Charter School

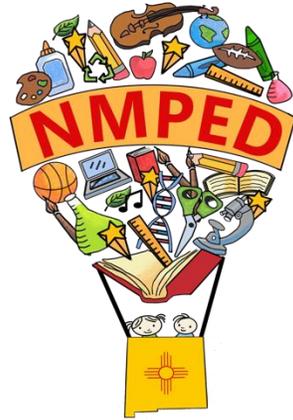
NOTE: Not all districts or charter schools submitted data. The final funded bilingual amount is based on the bilingual education cost differential in the funding formula generated by each district. The bilingual education units are largely determined by the full-time equivalent (FTE) factor, which is driven by the reported student membership across program intensity (number of hours). The student membership counts reported into STARS at the 80th and 120th day from the previous year are averaged. The average of the FTE is multiplied by the bilingual education program factor (which is 0.5) and the unit value, which may change annually.

District or State Charter School	Funds Allocated	Expenditures Reported	Difference	Functions Reported
Albuquerque District	\$9,302,424.41	\$9,000,886.82	\$6,056.41	1000
		\$295,481.18		2100
Albuquerque District Charters:				
Christine Duncan Community	\$459,731.56	-	-	-
Cien Aguas International*	\$482,029.69	\$549,530.81	\$(67,501.12)	1000
Corrales International	\$206,240.66	\$206,240.66	-	1000
Mark Armijo (Nuestros Valores)	\$19,848.28	\$27,500.00	\$(7,651.72)	1000
Native American Community Academy	\$110,787.44	-	-	-
New Mexico International	\$378,818.63	\$444,797.00	\$(65,978.37)	1000
Robert F. Kennedy	\$41,964.94	\$51,733.00	\$(9,768.06)	1000
South Valley Academy	\$220,032.38	\$237,663.68	\$(17,631.30)	1000
Albuquerque Bilingual Academy (La Promesa)	\$434,393.81	\$568,952.00	\$(134,558.19)	1000
Albuquerque Sign Language Academy	\$116,821.31	\$116,821.00	\$0.31	1000
Artesia	\$270,503.72	\$280,456.00	\$(9,952.28)	1000
Belen	\$126,461.91	-	-	-
Bernalillo	\$767,096.37	\$993,974.71	\$(226,878.34)	1000
Bloomfield	\$124,397.69	\$450,545.00	\$(326,647.31)	1000
		\$500.00		2100
Carlsbad	\$328,732.91	\$1,066,631.77	\$(737,898.86)	1000
Central Consolidated School District (CCSD)	\$839,480.22	\$1,120,500.00	\$(281,019.78)	1000
CCSD District Charter: Dream Dine	\$16,627.19	\$17,639.80	\$(1,012.61)	1000
Chama Valley	\$128,367.34	\$119,312.00	\$9,055.34	1000
Clovis	\$481,462.59	\$1,338,622.79	\$(857,160.20)	1000
Cobre Consolidated	\$569,543.60	\$506,569.67	-	1000
		\$62,973.93		2100
Cuba	\$191,496.22	\$135,835.49	\$55,660.73	1000
Deming	\$1,485,967.10	\$1,848,077.00	\$(362,109.90)	1000
Dexter	\$157,470.59	\$76,160.00	\$81,310.59	1000
Dulce	\$127,210.47	-	-	-
Espanola	\$787,897.37	\$1,045,607.25	\$(257,709.88)	1000
Eunice	\$45,753.12	\$81,599.00	\$(35,845.88)	1000
Farmington	\$742,711.34	\$1,880,456.24	\$(1,137,744.90)	1000
Floyd	\$26,834.88	\$56,495.58	\$(29,660.70)	1000

Gadsden	\$3,081,405.97	\$820,014.50	\$2,235,448.84	1000
		\$25,942.63		2100
Gallup-McKinley	\$812,078.25	\$282,212.00	\$529,866.25	1000
Hagerman	\$64,467.22	\$71,942.16	\$(7,474.94)	1000
Hatch	\$378,637.16	\$946,296.88	\$(567,659.72)	1000
Hobbs	\$505,280.53	\$706,503.58	\$(201,223.05)	1000
Jemez Mountain	\$57,843.56	\$22,909.28	\$34,934.28	1000
Jemez Valley	\$385.62	-	-	-
Jemez Valley District Charter: San Diego Riverside Charter School	\$45,753.12	-	-	-
La Academia Dolores Huerta	\$81,661.50	\$5,877.64	\$75,783.86	1000
Las Cruces	\$3,043,025.06	3,043,024.96	\$0.10	1000
Las Vegas City	\$492,237.38	\$448,114.87	\$44,122.51	1000
La Tierra Montessori School of the Arts	\$15,878.63	-	-	-
Los Lunas	\$40,445.13	-	-	-
Loving	\$97,540.13	\$220,325.73	\$(122,785.60)	1000
Lovington	\$406,220.60	\$1,361,852.32	\$(955,631.72)	1000
Mesa Vista	\$77,873.31	-	-	-
Monte Del Sol Charter School	\$50,085.72	\$227,537.62	\$(177,451.90)	1000
Mora	\$112,851.66	\$220,571.67	\$(107,720.01)	1000
Moriarty-Edgewood	\$32,505.81	\$53,197.18	\$(20,691.37)	1000
Pecos	\$192,063.31	\$205,309.28	\$(13,245.97)	1000
Penasco	\$108,110.75	\$164,381.00	\$(56,270.25)	1000
Pojoaque	\$331,568.37	\$434,452.06	\$(106,240.69)	1000
		\$3,357.00		2100
Portales	\$369,563.66	\$1,515,175.50	\$(1,145,611.84)	1000
Questa	\$90,372.06	\$221,106.06	\$(130,734.00)	1000
Raices del Saber Xinachtli	\$19,848.28	\$5,687.83	\$14,160.45	1000
Rio Rancho	\$543,275.81	\$265,564.27	\$174,234.85	1000
		\$103,476.69		2100
Roswell	\$140,639.25	\$1,414,445.27	\$(1,273,806.02)	1000
Ruidoso	\$233,438.47	\$704,184.25	\$(470,745.78)	1000
Sandoval Academy of Bilingual Education	\$206,989.22	\$28,000.00	\$178,989.22	1000
Santa Fe	\$2,620,336.07	\$7,506,363.87	\$(4,886,027.80)	1000
Six Directions Indigenous School	\$40,082.19	\$33,730.08	\$6,352.11	1000
Santa Rosa	\$197,167.16	\$347,662.00	\$(150,494.84)	1000
School of Dreams Academy	\$102,439.82	\$215,482.63	\$(113,042.81)	1000
Socorro District Charter - Cottonwood Valley	\$44,618.94	\$67,149.00	\$(22,530.06)	1000
South Valley Preparatory	\$9,254.97	\$26,477.09	\$(17,222.12)	1000
Taos International	\$179,768.72	\$187,552.79	\$(7,784.07)	1000
Taos Municipal School District	\$448,956.78	\$246,176.18	\$202,780.60	1000
Taos District Charter: Anansi Charter School	\$75,037.85	\$150,680.00	\$(75,642.15)	1000
Taos District Charter: Taos Municipal Charter	\$81,094.41	\$130,409.91	\$(49,315.50)	1000
Tierra Adentro Charter	\$127,596.09	\$205,362.03	\$(77,765.94)	1000
Tierra Encantada Charter	\$248,954.16	\$386,820.27	\$(137,866.11)	1000

Truth or Consequences	\$73,359.25	\$44,689.00	\$28,670.25	1000
Turquoise Trail	\$72,588.00	\$72,588.00	-	1000
Wagon Mound	\$18,714.09	\$12,537.69	\$6,176.40	1000
West Las Vegas	\$695,824.03	\$1,797,697.31	\$(1,101,873.28)	1000
Zuni	\$489,787.53	\$1,196,741.36	\$(706,953.83)	1000

Source: 2020-2021 Expenditure Report data from the general ledger as reported by districts and charter schools.



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