



**The State of New Mexico
Public Education Department
Language and Culture Division
Bilingual Multicultural Education Programs
Annual Report
For School Year 2021–2022**

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Michelle Lujan Grisham
Governor

Kurt Steinhaus, Ed.D.
Secretary of Education

Jacquelyn Archuleta-Staehlin
Deputy Secretary of Innovation and School Transformation

Mayra Valtierrez
Director of Language and Culture

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Additional Notes

This document is available on the Language and Culture Division website: [Bilingual Multicultural Education Reports and Resources - New Mexico Public Education Department](#).

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Alexis Alvarez, Deputy Director, Research, Evaluation and Accountability Bureau

Matthew Goodlaw, Director, Research, Evaluation and Accountability Bureau

Judith Harmon, Statistician, Indian Education Division

Mary Montoya, Chief Information Officer, Information Technology

Carlos Avila, Bilingual Multicultural Education Program Specialist, Language and Culture Division

Elena Valdez, Ph.D., Bilingual Seal Specialist, Language and Culture Division

Kadriye El-Atwani, Ph.D., Multicultural Education Specialist, Language and Culture Division

Vanessa Vander Galien, English Learner Specialist, Language and Culture Division

Melissa Hernandez, Title III Specialist, Language and Culture Division

Leah Jimenez, Program Support Specialist, Language and Culture Division

Kirsi Laine, Deputy Director, Language and Culture Division

Mayra Valtierrez, Director, Language and Culture Division

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INTRODUCTION

The Language and Culture Division (LCD) provides accountability with support to districts¹ 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, which 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. BMEPs offer a general education experience that is provided in two languages. The purpose of the Bilingual Multicultural Education Programs 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. Reporting data collected on district, school, and student participation;
2. Reporting data collected on language proficiency in order to assess progress on the first goal of BMEPs for students to become bilingual and biliterate;
3. Reporting achievement data based on the Istation, New Mexico Measures of Student Success & Achievement (NM-MSSA), and New Mexico Assessment of Science Readiness (NM-ASR), for relevant student groups, to assess progress on the second goal of BMEPs for students to meet all academic content standards; and
4. Evaluating and determining program effectiveness and use of funds for BMEPs.

The following report provides data from the 21-22 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. Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the ED 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 SY 19–20. Student data from SY 18–19 has been repeated.

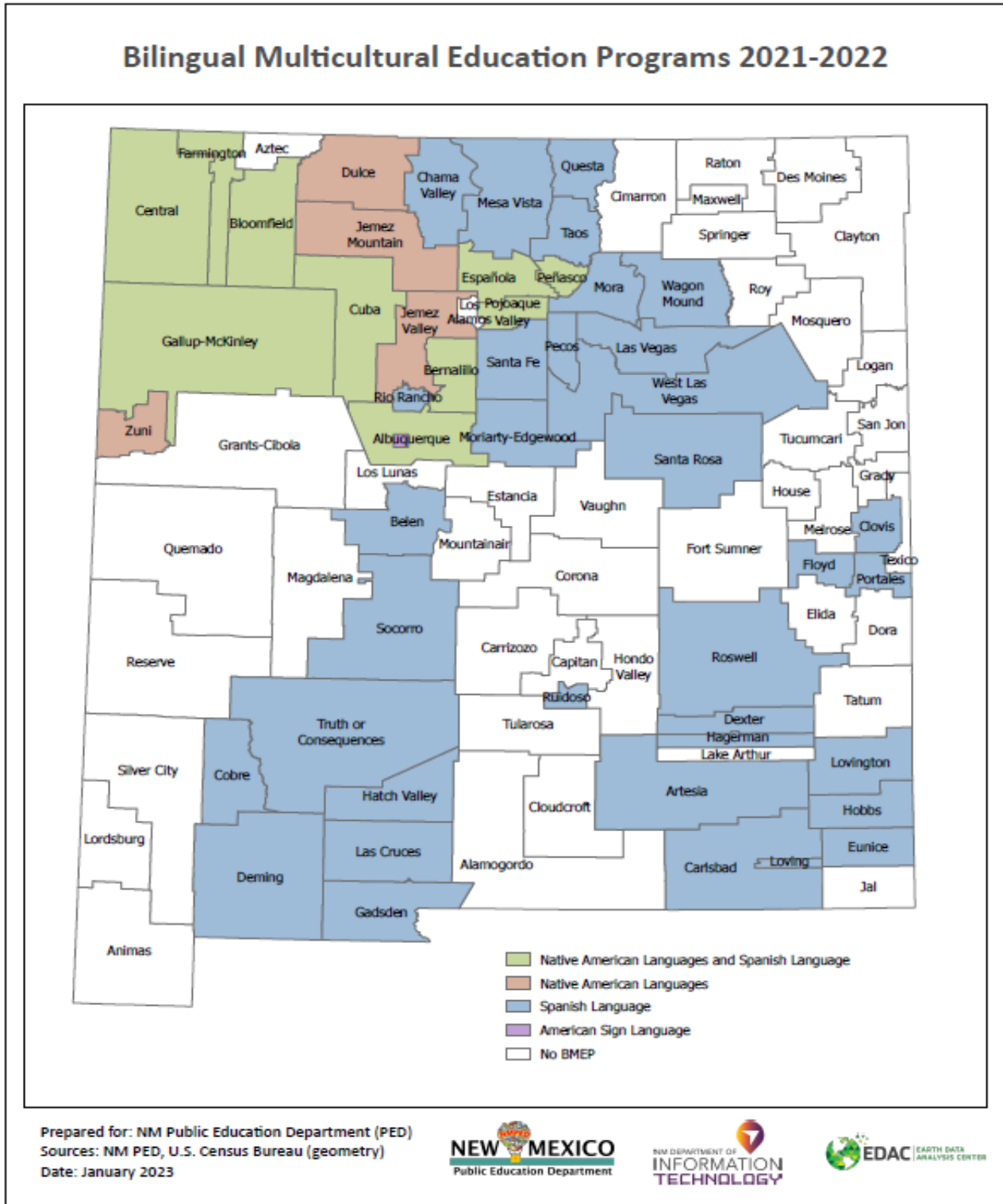
For the 20-21 SY, New Mexico received an accountability waiver from the US Department of Education. This waiver exempted New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation on the Measures of Student Success and Achievement (MSSA), PED did not produce school or district reports unless certain participation thresholds were met. This includes the assessments for science readiness (ASR) since no reports were available to districts/ charter schools.

¹ District refers to school districts and state (public education commission) authorized charter schools. In NM there were 89 school districts and 54 state authorized charter schools in SY 21-22.

DETAILED REPORT

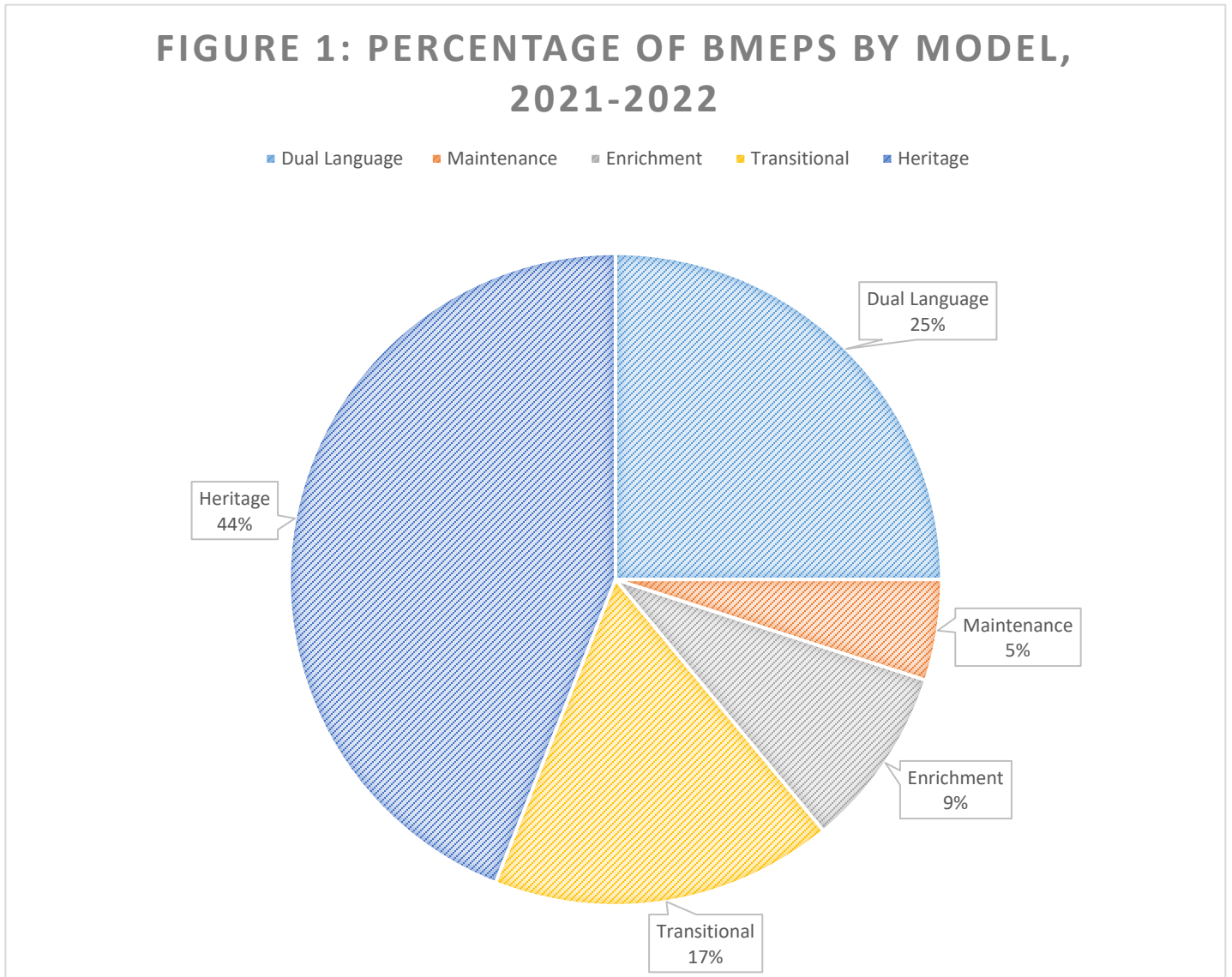
State Map of Bilingual Multicultural Education Programs by District 2021-2022

The map illustrates, by language, district participation in the state's BMEPs. In the 21-22 SY, 54% percent of school districts and 26% of state charter schools in New Mexico implemented state-funded BMEPs.



District and School Participation in BMEPs

There are 62 districts with BMEPs. There are 518 BMEP models implemented within 418 schools. Many schools offer more than one BMEP model to best meet the needs of their 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, 2021-2022

In Table 1 below, it reflects that in SY 21-22, the number of schools participating in BMEPs remained the same as the previous year. The total number of districts and the number of state charter schools participating in BMEPs also remained the same as the previous year. The consistent number of schools participating in a BMEP may indicate continuous program need by student population as well as districts and charter schools' efforts in continuing to support their students to meet the objectives and goals of the BMEP.

Table 1. District/School Participation in BMEPs SY 2017–2018 to SY 2021–2022				
Year	NM Districts and Charter Schools		NM Schools	
	Total # of Districts	Total # of Districts and State Charter Schools with BMEPs	Total # of Schools	Total # of Schools with BMEPs
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%)
SY 21-22	89	62 (70%)	861	418 (49%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2021-2022

Note: Total number of schools includes all public schools, state and district authorized charter schools, and state-supported schools. For SY 18-19 and 19-20 the number does not include state-supported schools. However, SY 19-20 includes pre-K only schools.

District/School Participation by Languages Taught

BMEPs in New Mexico provide instruction in several languages. According to Table 2 below, the total number of schools with Spanish BMEPs increased by one school in SY 21-22, when compared to the previous year. Indicators for this include: continuing need/desire of BMEPs wanted by school communities, student demographic changes, change in parents' desires for their children to participate in programs, the rise in overall student enrollment, and the return to full in-person learning after being virtual for much or all of SY 20-21. The total number of Native American language programs increased by seven. 36 schools offered both Spanish and Native American language programs and one school offered a BMEP in American Sign Language (ASL).

Table 2. District/School Participation by Languages Taught SY 2017-2018 to SY 2021-2022				
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 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)
SY 21-22	62 (70)	418 (49)	351* (84)	107* (26)

SOURCE: STARS, 80th Day, 2021-2022 *Some schools have both Spanish and Native American language programs.

Student Participation in BMEPs

BMEPs in New Mexico districts strive to provide 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 21-22 is 44,575 and represents 14 percent of the student population in New Mexico’s districts.

Table 3 illustrates the number of students participating in BMEPs by ethnicity in the last five years.

Table 3. Student Participation in BMEPs by Ethnicity SY 2017–2018 to SY 2021–2022							
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 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
SY 21-22*	308,265	34,566	159,781	6,885	25,095	3,124	78,814

SOURCE: STARS, 80th Day, SY 2021-2022, BEP and Student Snapshot ELL Queries * Data does not include PreK.

In SY 21-22, Hispanic and/or Latino students comprised 63 percent (194,347) of the total 308,265 student population attending districts in New Mexico. Furthermore, Hispanic students comprised the largest ethnic group participating in BMEPs—with 34,566 students, or 78 percent of all students in BMEPs.

Native American students accounted for 10 percent (31,980) of the total population attending New Mexico’s districts. Native American students comprised 15 percent (6,885) of all students in BMEPs. In SY 21-22, the number of Other Students (including students who identify as Caucasian, African American, and/or Asian, etc.) represented 7 percent (3,124) of students participating in BMEPs.

Student Participation in BMEPs by English Language Proficiency

In the SY 21-22, 38 percent of all EL students participated in BMEPs. In comparing SY 21–22 to the previous year, the participation of EL students in BMEPs increased by 3,024 students. The total number of EL students in New Mexico increased by 6,739 students as compared to the previous year.

Table 4. Student Participation in BMEPs English Language Proficiency SY 2017–2018 to SY 2021–2022				
Year	Total # of students In BMEPs	Total Number of ELs		
		Total ELs	ELs in BMEPs	ELs Not in BMEPs
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
SY 21-22	44,575	55,740	20,941	34,799

SOURCE: STARS, 80th Day, 2021-2022, BEP and Student Snapshot ELL Queries.

Student Participation in Spanish Language BMEPs

The program language most offered in BMEPs in New Mexico is Spanish. Table 5 outlines the number of students enrolled in Spanish BMEP for SY 21-22 and 20-21.

Table 5. Student Participation in Spanish Language BMEPs SY 2020-2021 to SY 2021-2022*	
Year	Number of Students Enrolled
SY 20-21	36,324
SY 21-22	37,413

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2021-2022

*Prior to SY 20-21 student enrollment in BMEPs by home/heritage (program) language were not reported to STARS.

Student Participation in Native American Language Programs

Of the eight Native American languages indigenous to New Mexico, seven were taught in districts. The only Native American language of New Mexico that was not taught in districts 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 decreased when compared to the previous year. Table 6 details these figures.

Table 6. Student Participation in Native American Language Programs SY 2017-2018 to SY 2021-2022								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
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*
SY 21-22*	4,983	248	649	171	13	54	927	7,045

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

Note: Native American languages can only be taught in districts with approval by tribal councils or other appropriate tribal entities with authority to make education decisions on behalf of Native American children.

Language Outcomes for BMEP Students

Per New Mexico’s Bilingual Multicultural Education Act which requires districts maintain language proficiency data and given the first statutory goal for BMEPs—that students become bilingual and biliterate. See Table 7 below.

Table 7. 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

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 may fall into the following English language proficiency 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 Programs Annual Reports; reports are available at <https://webnew.ped.state.nm.us/>. Click on *Offices/Programs*, then *Language and Culture*.

English Language Proficiency

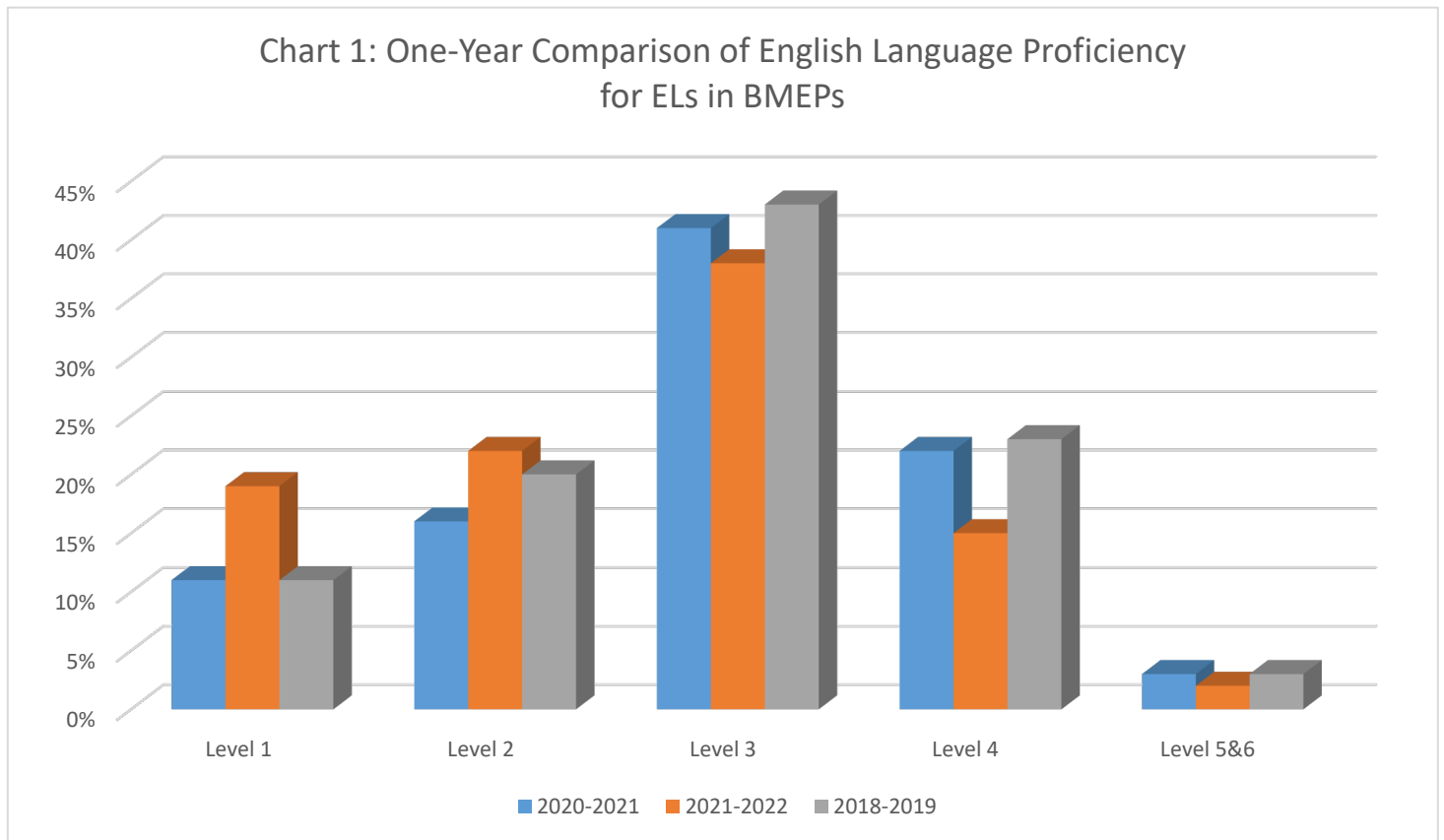
New Mexico has been a member of the World-Class Instructional Design and Assessment (WIDA) Consortium since 2009 and first administered the English language proficiency test ACCESS for ELLs® in 2009–2010. New Mexico administers the ACCESS for ELLs® to all identified ELs in compliance with the ESEA, as amended, which mandates that all ELs in districts 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 8 details English language proficiency performance for ELs in BMEPs for the SYs 18-19, 20-21, and 21-22 based on ACCESS for ELLs® results. In the 21-22 SY, the majority (38 percent) of ELs in state-funded BMEPs scored at the Developing (3) level, with 15 percent scoring at the Expanding (4), and 2 percent at the Bridging (5) and Reaching level (6).

Table 8. English language proficiency performance for ELs in BMEPs SY 2018-2019 to SY 2021-2022													
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%
SY 21-22	52,391	10%	19%	21%	22%	44%	38%	18%	15%	3%	2%	0%	0%

SOURCE: ACCESS for ELLs®, 2021-2022 Administered typically January-March of each year. STARS, BEP Query, 80th Day, 2021-2022. **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. Due to COVID-19 pandemic related issues, fewer assessments were taken in SY 20-21 with only 8,344 assessments administered. In SY 21-22, 52,391 assessments were administered.



Spanish Language Proficiency

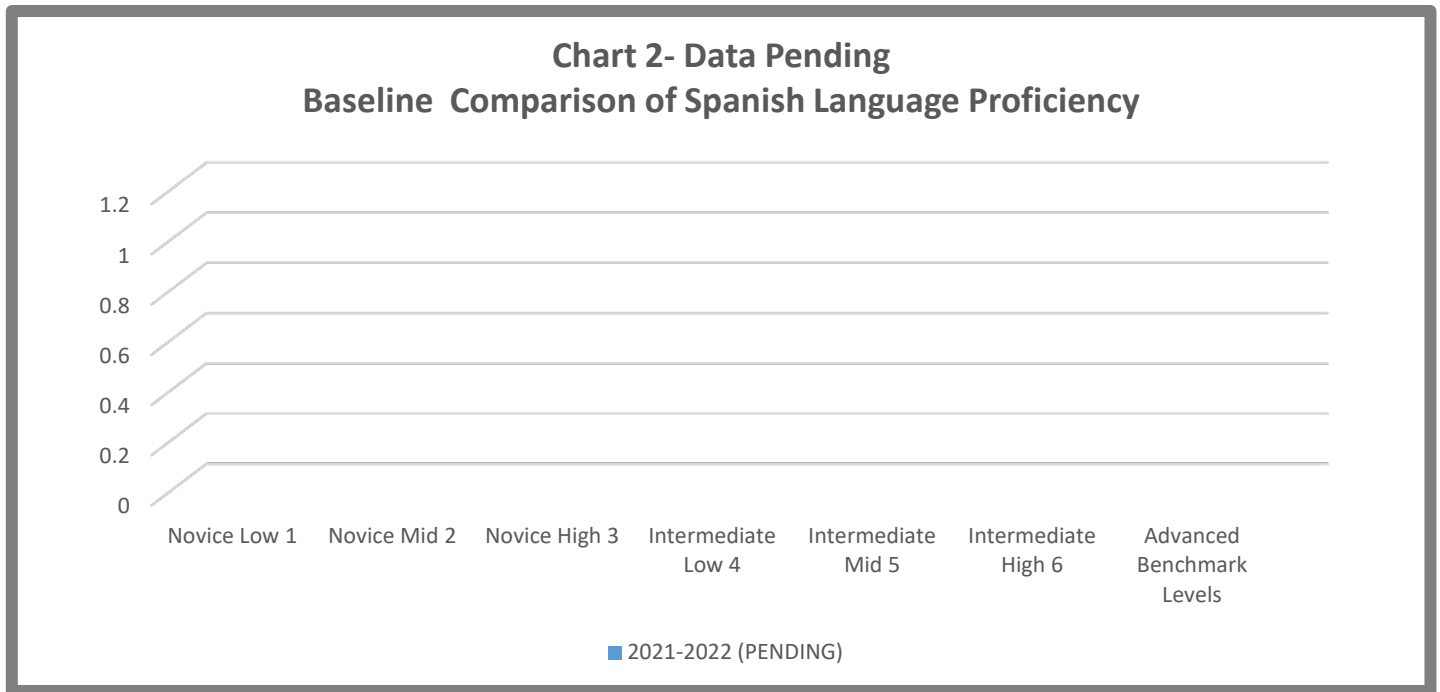
In 2018, the BMEP Assessment taskforce was selected to research, review and identify assessments for Spanish language proficiency in Reading, Writing, Listening, and Speaking that are rigorous and meet the states’ regulations and standards. After careful and thorough review of the various assessments, the taskforce recommended Avant STAMP as the best available assessment for the students of New Mexico. Avant STAMP assessment scores are based on the ACTFL proficiency standards, which the state adopted in SY 18-19. All districts with Spanish BMEPs utilize the Avant Assessment to measure growth in Spanish language proficiency. All students in a state-funded BMEP who have not reached proficiency (composite score of 6) or higher, will take the Avant STAMP annually.

All districts transitioned to utilizing Avant STAMP Assessment to measure Spanish language proficiency in SY 21-22. For Avant STAMP data by proficiency level by district, see Appendix A. **(currently pending receipt from the Research, Evaluation and Accountability Bureau)**

Table 9. Statewide Range of BMEP Spanish Language Proficiency- AVANT STAMP								
Year	# of Students Tested	Novice Low 1	Novice Mid 2	Novice High 3	Intermediate Low 4	Intermediate Mid 5	Intermediate High 6	Advanced Benchmark Levels
SY 21-22	Data Pending receipt from the Research, Evaluation and Accountability Bureau							

SOURCE: Research, Evaluation and Accountability Bureau- Avant STAMP DATA

In Chart 2, it illustrates the baseline year percentages of students' performance on the AVANT STAMP by levels.



Native American Language Proficiency

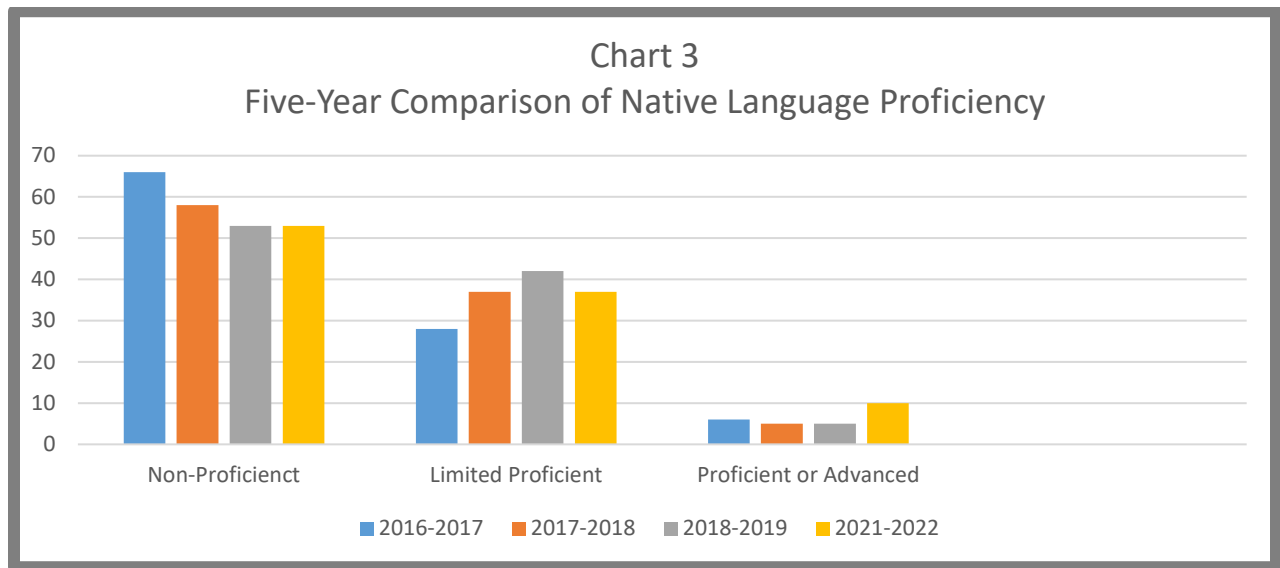
Students from Native American communities, who participate in BMEPs, are assessed for proficiency through assessments developed by each Tribe, its Tribal council, or other appropriate Tribal entities with authority to make education decisions on behalf of Native American students. The languages, for which data was self-reported by districts are Jicarilla Apache, Keres, Navajo (Diné), Tewa, and Zuni. Table 10 lists the range of Native language proficiency for students across the state for the past five years.

School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
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
SY 2021-2022	4,214	2,238	53	1,542	37	434	10

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

The number of students tested and reported for Native American language proficiency in SY 21-22 decreased by 12 percent (or 592 students) when compared to the SY 18-19. Additionally, there was some variance in test results from SY 18-19 and 21-22. The percent of students who performed at the non-Proficient level decreased by 11 percent and the Limited-Proficient level decreased by 24 percent. The percent of students with performance at the Fluent Proficient level increased by 59 percent. The data demonstrates progress in increasing Native American language Fluent 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.

In 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 state-chartered schools in 2021–2022, refer to Appendix D.



Note: For SY 21-22 four districts did not report data. Due to the challenges presented by the pandemic, Native American students did not participate in any summative assessments in the Spring of 2020 or 2021.

Proficiency in American Sign Language

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 charter school authorized by the Public Education Commission and employs a dual language model. The data for SY 17-18 and 21-22 reported to the LCD for the ASL Receptive test is below in Table 11. The data for SY 17-18 reflects a positive correlation since most students assessed fall into the limited proficient or fluent proficient category. 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 17-18	<5 and >95	23	31	46
SY 21-22	Data Not Submitted			

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 challenges presented by the pandemic 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 which requires that districts maintain academic achievement data and given the second statutory goal for BMEPs—that students meet all content standards in all areas— the PED via the LCD and the Research, Evaluation, and Accountability Bureau analyses district data regarding the academic achievement of students participating in BMEPs. See Table 12 below.

Table 12. Measuring Progress of BMEP Goals	
Data Collected	Goal 2: Students meet all academic content standards and benchmarks in all subject areas
	Istation Indicator of Student Progress (ISIP) early reading and ISIP lectura temprana
	New Mexico Measures of Student Success & Achievement (NM-MSSA) New Mexico Assessment of Science Readiness (NM-ASR)

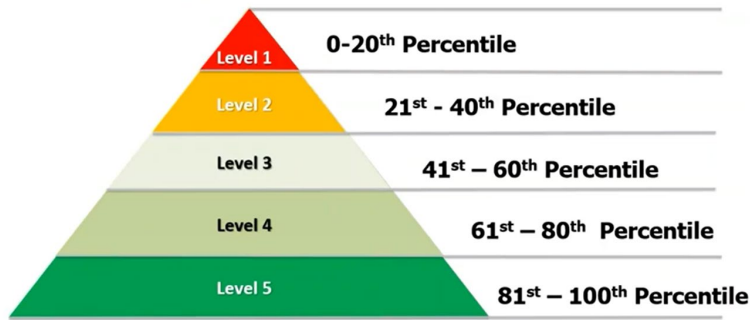
The following subsections detail the main components used to evaluate the effectiveness of BMEPs’ academic outcomes and effective use of funds generated by BMEPs. For additional information regarding academic achievement assessments and each of their proficiency levels, please contact the Research, Evaluation, and Accountability Bureau.

Academic Achievement Data in Reading

Table 13 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 make informed decisions more easily 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.

Table 13. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Student Scores in Grades K-2 SY 2020-2021 to SY 2021-2022							
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
SY 21-22	62,862	34.8	25.6	28.1	21.1	40.9	29.5

New Mexico Istation Student Performance Levels



In SY 21-22 there were improvements in grades K and 2, but a decline in grade 1 in reading proficiency for students in BMEP.

Students in grades 3 to 8 and in 11 took the New Mexico Measures of Student Success & Achievement (NM-MSSA) in SY 20-21 and 21-22. NM-MSSA is used as an accountability measure for New Mexico districts and charter schools. The assessment is aligned to the New Mexico Common Core Standards, and New Mexico educators are engaged in the design and development of the tests. Table 14 provides the results from the Language Arts assessment for grades 3 to 8 from the previous two years.

Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
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
SY21-22	135,928	34.4	21.5	38.0	24.0	38.1	24.7	35.3	20.3	37.1	21.1	34.9	22.2

Table 15 provides the results from the Language Arts assessment for grade 11 from the previous two years.

Year	# of Students Tested	Grade 11	
		Non-BMEP	BMEP
SY 20-21	6,026	61.5	49.4
SY 21-22	20,238	34.3	20.6

Academic Achievement Data in Math

Students in grades 3 to 8 and in grade 11 took the New Mexico Measures of Student Success & Achievement (NM-MSSA) in SY 20-21 and 21-22. Students are evaluated with the NM Common Core State Standards. Table 16 provides NM-MSSA results for SY 20-21 and 21-22 in math proficiency for students in grades 3 through 8 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 3-8 SY 2020-2021 and 2021-2022													
Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
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
SY 21-22	136,030	24.6	14.1	26.7	15.6	32.9	21.0	35.1	19.7	26.7	26.7	21.0	10.8

Table 17 provides NM-MSSA results for SY 20-21 and 21-22 in mathematics proficiency for students in grade 11 for both BMEP and non-BMEP students.

Table 17. Average Statewide Proficiency of BMEP and non-BMEP on Math Percentage of BMEP Students Scores in Grade 11 SY 2020-2021 to SY 2021-2022			
Year	# of Students Tested	Grade 11	
		Non-BMEP	BMEP
SY 20-21	6026	39.2	20.7
SY 21-22	20,193	16.6	7.8

Academic Achievement Data in Science

In SY 20-21 New Mexico began using New Mexico Assessment of Science Readiness (NM-ASR). This test measures how well students are learning the New Mexico Science Content Standards, Benchmarks, and Performance Standards. The data illustrated in Table 18 below represents the SY 20-21 and 21-22 NM-ASR assessments.

Table 18. Average Statewide Proficiency of BMEP and non-BMEP on Science Percentage of BMEP Students Scores in Grades 5, 8, and 11 SY 2020-2021 to SY 2021-2022							
Year	# of Students Tested	Grade 5		Grade 8		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 20-21	3,775	No PL*	No PL*	No PL*	No PL*	No PL*	No PL*
SY 21-22	66,625	33.7	20.4	31.0	17.7	41.4	29.7

*Refer to note on pg. 5

SCHOOL ACCOUNTABILITY

In 2019 New Mexico (NM) Vistas was created 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 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 BUDGET ENTITIES

The Bilingual Multicultural Education regulation, 6.32.2 NMAC (based on the Bilingual Multicultural Education Act, 22-23-1 NMSA 1978, as amended) requires the reporting of BMEP expenditures by September 30th of each year. Two aspects of program expenditures are reviewed: total BMEP expenditures by budget entity³ and total BMEP expenditures by function. All the reported budget entities cited use of BMEP funding for salaries with five exceptions. Three budget entities are pending finance report submission; seven budget entities reported both the 1000 and 2100 functions. For additional information by budget entity on the expenditures and functions reported please, see Appendix F.

Note: Function code 1000 is reported under Instruction and 2000 is reported under Support Services—Students.

SCHOOL YEAR	BUDGET ENTITIES RECEIVING BMEP FUNDING	TOTAL BMEP FUNDS ALLOCATED TO BUDGET ENTITIES
SY 17-18	74	\$34.1 million
SY 18-19	71	\$35.1 million
SY 19-20	76	\$36.9 million
SY 20-21	75	\$36.2 million
SY 21-22	75	\$37.1 million

SOURCE: PED School Budget and Finance Analysis Bureau.

Based on the final funded amount generated by the bilingual cost differential in the funding formula for 2021-2022, budget entities were allocated \$37,101,286.08 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. There was a total of five initial program applications completed in SY 21-22. Above, Table 19 shows the total amount allocated to budget entities during the last five academic school years. For the complete list by individual budget entity, see Appendix F, Total Operational BMEP Allocations by Budget Entities.

³ Budget Entities refers to districts, locally (district) authorized charter schools and state (public education commission) authorized charter schools.

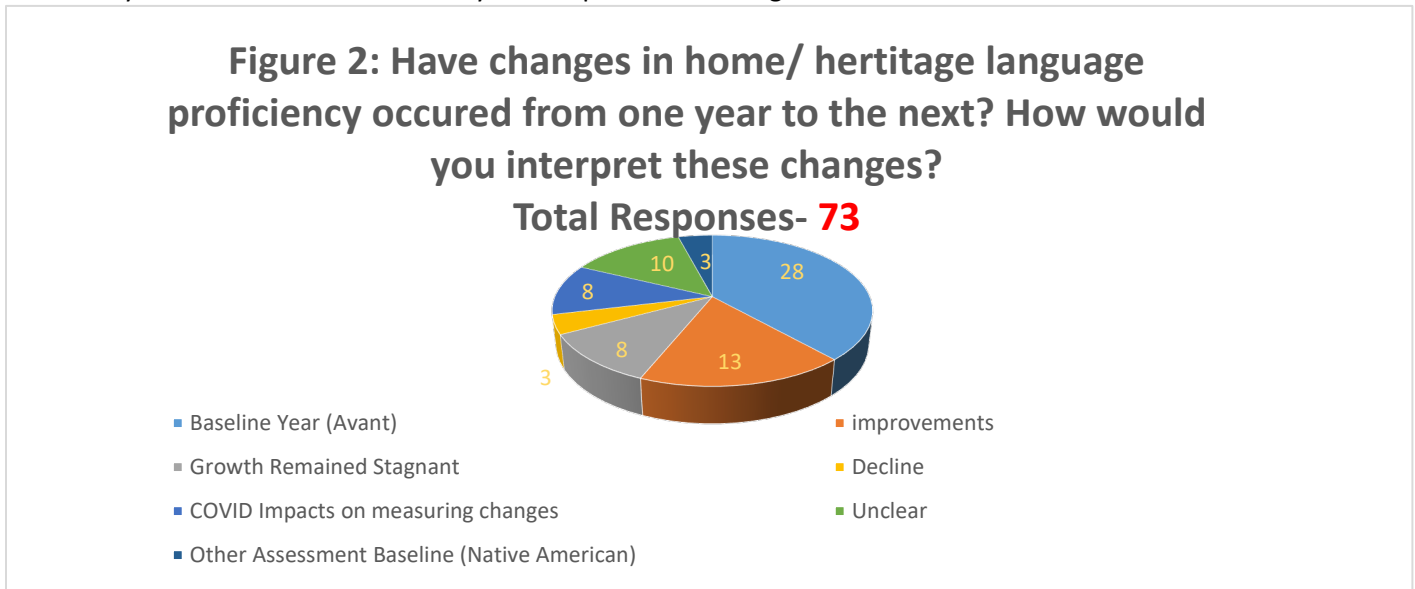
LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT GOALS

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). 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 shall include specific and measurable goals.

The questions asked in the annual reporting are as follows: Have changes in home/ heritage language proficiency occurred from one year to the next? How would you interpret these changes?



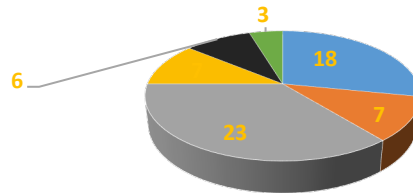
SOURCE: Self-reported by districts in SY 21-22 annual progress report submitted to the LCD. Not all districts submitted responses.

From the self-reported responses, most districts identified that SY 21-22 was the baseline year for Avant STAMP assessment, which measures Spanish language proficiency (28 responses). Most districts hope to utilize data to target instruction and support students in BMEPs. In addition, multiple districts reported improvements in language proficiency (13 responses). Some others reported stagnant or declining proficiency scores. It is evident from the responses that the ongoing pandemic was still a factor in student learning and achievement in SY 21-22.

An additional question was asked in terms of English proficiency. 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



- >10% growth
- <10% growth
- Improvements noted
- Unclear/ Goals not stated
- Formative Assessment Improvements
- Exit in 3-5 years

SOURCE: Self-reported by districts in SY 21-22 annual progress report submitted to the LCD. Not all districts submitted responses.

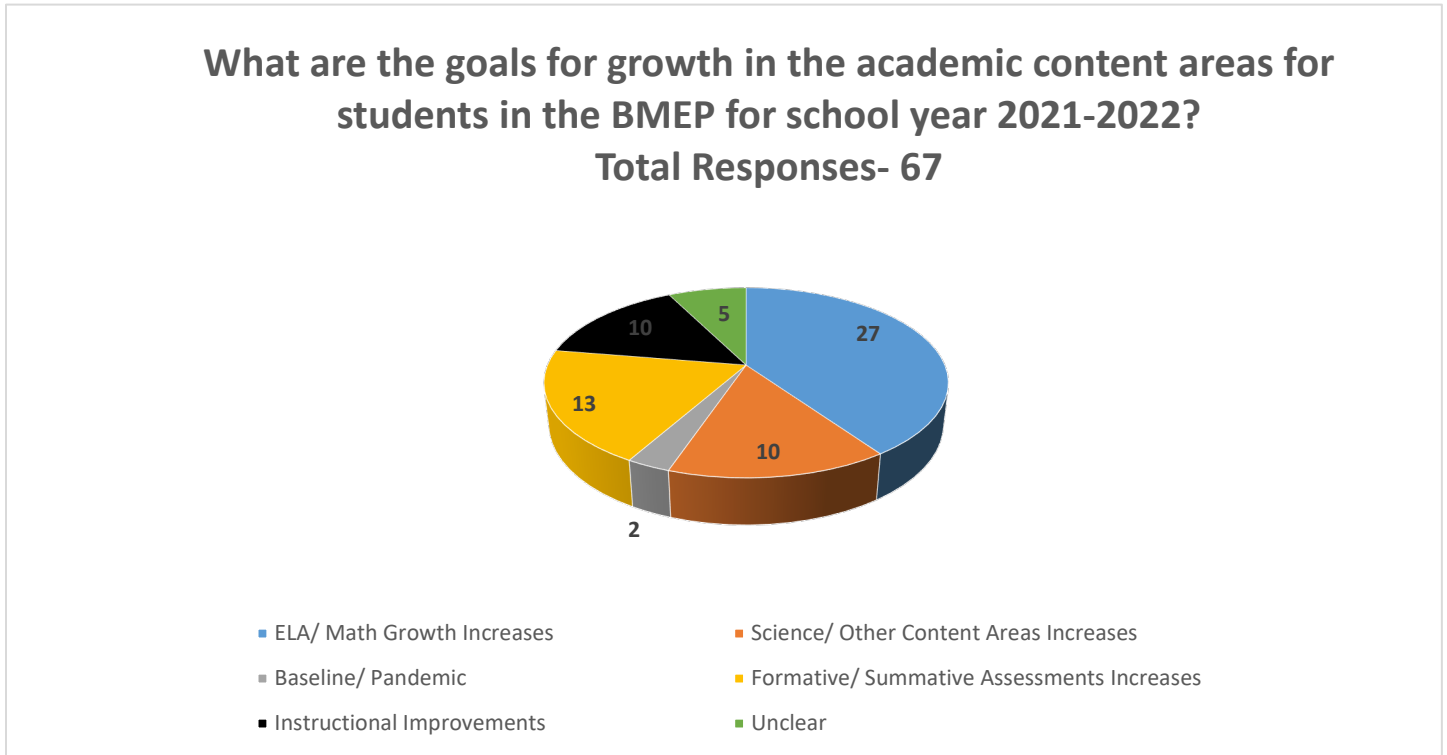
The majority of districts’ responses to the question in Figure 3 included the desire for students to increase their English language proficiency and meet certain thresholds (84%). Many of the districts noted that they intended to see improvements, but there was not a percentage or metric noted to track goal/growth (23 responses). When districts did specify a percentage in their goal, 18 districts/charter schools aimed for 10% or greater. 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 and meet the BMEP goals outlined in BME Act. It is important to note that districts outlined multiple tools and resources that will be used to measure, assess, support, and enhance language proficiency. Some of the tools and resources mentioned were professional development, technology support, the learning management system (LMS), EL Progress Targets, Istation, NWEA Maps, and providing teachers with planning time to create the supports necessary in their classrooms.

The LCD continues to work collaboratively with districts and charter schools by providing them guidance in establishing effective programs and setting S.M.A.R.T* goals to support BMEP courses. The LCD continues to inform external 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 shall include 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: Self-reported by districts in SY 21-22 annual progress report submitted to the LCD. Not all districts submitted responses.

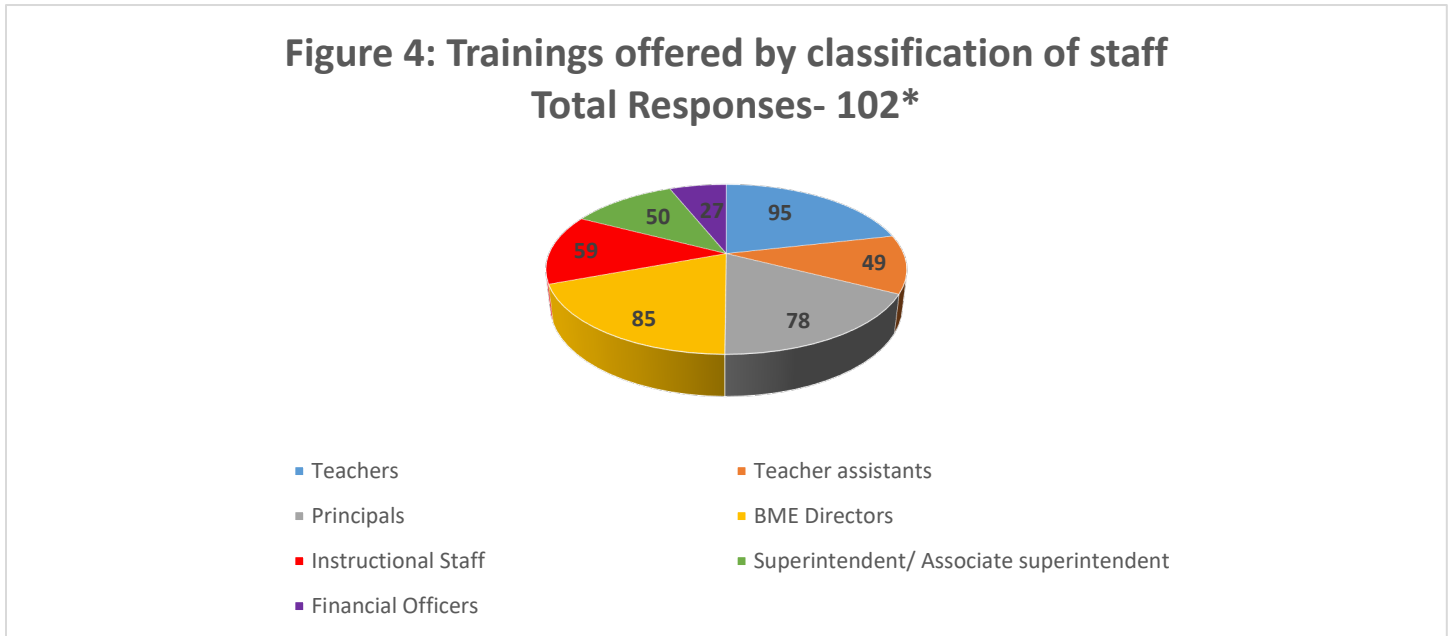
State statute and regulation clearly states the goals of BMEPs are for all students, including English language learners, to become bilingual and biliterate and to meet state academic content standards and benchmarks in all subject areas. In ensuring districts/charter schools meet these goals it is important that they can track progress and trajectory of students enrolled in state-funded BMEPs. According to the responses, most districts will aim to improve ELA and Math scores by using summative and formative ELA and Math assessments to track growth in academic contents (40%). There was also a high number of districts which noted growth in Science and Other content areas as part of their goals for this coming school year (15%). It appears evident that the pandemic has impacted the assessment processes for many districts. Due to this fact, instructional design, improvements, and implementation will be needed to achieve their goals (10%).

Districts mentioned a variety of methods that will be utilized in progress monitoring student growth in the areas noted above. Districts will utilize some of the following: Istation, MAPS/ NWEA, MobyMax, SIOP strategies, MLSS, NM-MSSA, Tier 1- Level Instruction, Universal Design, culturally and linguistic responsive practices, and including these goals in district NM DASH plans. Districts noted they would utilize these types of assessments to track student academic growth and progress (19%).

The LCD continues to work collaboratively with districts by providing them guidance in establishing effective programs to support BMEP courses. The LCD continues to inform external 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 shall verify that staff have attended the districts PD plan for the BMEP. To better understand districts investment and involvement in PD opportunities, districts 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 by classification of staff.



SOURCE: Self-reported by districts in SY 21-22 annual progress report submitted to the LCD. Not all districts submitted responses. *Districts reported more than one response.

State statute and regulation clearly state public school districts shall provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors coordinators, associate superintendents, superintendents, other instructional personnel, 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 self-reporting indicates that there is an unequal amount of PD offerings, dependent on the positions within the district. Out of the 102 districts that reported, 95 reported offering teacher PDs (92%), 78 reported offering principal PDs (76%), 85 reported offering BME directors PDs (83%), and 59 reported offering instructional staff PDs (57%). Teacher assistants, superintendents/ associate superintendents, and financial officers were offered PD in less than 45% of all districts with a BMEP.

The LCD will continue to provide increased technical assistance and guidance to assist districts and schools implementing BMEPs to better understand their obligations under statute and state regulation. Building this common understanding and further learning for all staff members may enhance BMEP implementation and help students attain higher academic achievement and reach, meet, and exceed BMEP goals.

STATUTORY AND REGULATORY REQUIREMENTS

This section describes the laws and rules that apply to Bilingual Multicultural Education Programs (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.
- E. Districts and charter schools shall provide professional development to employees, including teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents and financial officers in the areas of: (1) research-based bilingual multicultural education programs and implications for instruction; (2) best practices of English as a second language, English language development and bilingual multicultural education programs; and (3) classroom assessments that support academic and language development.
- F. Bilingual multicultural education programs shall be part of the district's or charter school's professional development plan. Bilingual educators, including teachers, teacher assistants, instructional support personnel, principals and program administrators, shall participate in professional development and training.

6.32.2.15 PROGRAM EVALUATION; [6.32.2.15 NMAC - Rp, 6.32.2.15 NMAC, 7/1/2018]

- A. Bilingual multicultural education programs 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. This data shall be provided to the department in an annual progress report submitted to the department by September 30 of the following school year. The annual report shall include the following, by school and by model(s): (1) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home or heritage language) and academic

achievement; (2) a current analysis of language and academic assessment results demonstrating that participating students have made measurably significant growth toward meeting the state targets for language and academic proficiency; (3) specific and measurable goals for the following school year, based on Paragraph (2) of Subsection A of 6.32.2.15 NMAC; (4) verification that teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers have participated in the districts professional development plan for the program; (5) an expenditure report from the general ledger on the use of funds generated by the bilingual cost differential in the funding formula for the program; and (6) districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall provide the annual progress report submitted to the department to tribal councils or other appropriate tribal entities with authority to make education decisions on behalf of Native American children.

B. The department shall compile and analyze the data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

APPENDICES

Appendix A— Avant STAMP Spanish Language Proficiency Data by District, 2021-2022

Table 20. Avant Spanish Language Proficiency Data				
SCHOOL YEAR	DISTRICT	PROFICIENCY LEVEL	PROFICIENCY LEVEL	PROFICIENCY LEVEL
SY 21-22	Pending receipt from the Research, Evaluation and Accountability Bureau			

Note: SY 21-22 was the baseline year for district/ charter schools to utilize Avant STAMP assessment

Appendix B—Native Language Proficiency Data by District and Charter School, 2021–2022

District/ Charter School	Native American Proficiency Data in Percentages 2020-2021			Numbers
	% Non-Proficient	% Limited Proficient	% Fluent	Total Students Tested
Oral Navajo (Diné)				
Albuquerque Public Schools	30	56	14	110
Central Consolidated Schools District	71	29		1372
Farmington Municipal Schools	67	33		151
Gallup-McKinley County Schools	66	34		918
Subtotal	64	36		2,551
Jicarilla				
Dulce Independent Schools	24	76		253
Subtotal	24	76		253
Tewa				
Española Public Schools	38	36	26	121
Subtotal	38	36	26	121
Keres				
Bernalillo Public Schools	43	40	17	420
NACA	23	54	23	56
Subtotal	41	42	17	476
Zuni				
Albuquerque Public Schools	64	36		11
Zuni	37	34	29	802
Subtotal	37	34	29	813

SOURCE: 2021-2022 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 Family Educational Rights and Privacy Act, commonly referred as FERPA.

Appendix C—BMEPs by District, School, Grade Level, Language, and Program Model SY 2021–2022

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.

District/State Charter	Grade	Language	DL	M	H	E	T
Albuquerque			46	0	40	0	1
Adobe Acres Elementary School	K-5th	Spanish	1		1		
Alameda Elementary School	K-5th	Spanish			1		
Alamosa Elementary School	K-5th	Spanish	1				
Albuquerque High School	9th-12th	Spanish	1		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				
Career Enrichment Center & Early College High	9th-12th	Navajo, Zuni			1		
Carlos Rey Elementary School	K-5th	Spanish	1		1		
Chaparral Elementary School	K-5 th	Navajo			1		
Christine Duncan Heritage Academy Charter School	K-8th	Spanish	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				
Del Norte High School	9th-12th	Navajo, Spanish, Zuni			1		
Dolores Gonzales Elementary School	K-5th	Spanish	1				
Duran Elementary School	K-5th	Spanish	1				
East San Jose Elementary School	K-5th	Spanish	1				
Ecademy	K-1 st	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				

District/State Charter	Grade	Language	DL	M	H	E	T
Eugene Field Elementary School	K-5th	Spanish			1		
George I. Sanchez Charter	K-5th	Spanish	1				
Harrison Middle School	6th-8th	Spanish	1				
Hawthorne Elementary School	K-5th	Spanish	1				
Hayes Middle School	6th-8th	Spanish	1				
Helen Cordero Primary School	K-2nd	Spanish	1				
Highland High School	9th-12th	Spanish	1		1		
Hodgin Elementary School	K-5 th	Zuni			1		
Jefferson Middle School	6th-8th	Spanish			1		
Jimmy Carter Middle School	6th-8th	Spanish, Navajo	1		1		
John Adams Middle School	6th-8th	Spanish	1		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				
Manzano High School	9th-12th	Spanish			1		
Mark Armijo Academy	9 th -12th	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	Zuni, Tiwa, Navajo, Keres			1		
Navajo Elementary School	K-5th	Spanish	1				
New Mexico International School	K-5 th	Spanish			1		

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

District/State Charter	Grade	Language	DL	M	H	E	T
Yeso Elementary School	1st-5th	Spanish				1	1
Yucca Elementary School	1st-5th	Spanish				1	1
Belen			0	4	0	0	5
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
Gil Sanchez Elementary	K-6 th	Spanish					1
Jaramillo Elementary School	K-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-5th	Keres			1		
Bernalillo Elementary School	3rd-5th	Spanish, Keres	1		1		
Bernalillo High School	9th-12th	Spanish, Keres			1		
Bernalillo Middle School	6th-8th	Spanish, Keres	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	K-2nd	Spanish, Keres	1		1		
Bloomfield			0	0	6	0	0
Blanco Elementary School	K-6th	Spanish			1		
Bloomfield Early Childhood Center	K	Spanish			1		
Bloomfield High School	9th-12th	Spanish, Navajo			1		
Central Primary School	1st-3rd	Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Mesa Alta Junior High School	7th-8th	Spanish, Navajo			1		
Naaba Ani Elementary School	4th-6th	Navajo			1		
Carlsbad			0	0	0	0	10
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	K	Spanish					1
Monterrey Elementary School	1st-5th	Spanish					1
Ocotillo Elementary School	1st-5th	Spanish					1
Pecos Connections Academy	K-12 th	Spanish					1
Sunset Elementary School	1st-5th	Spanish					1
Central			2	0	16	15	0
Career Prep High School	9th-12 th	Navajo			1	1	
Dream Dine	K-5th	Navajo	1		1		
Eva B. Stokely Elementary School	4th-6th	Navajo	1		1	1	
Judy Nelson Elementary School	K-5th	Spanish/Navajo			1	1	
Kirtland Central High School	9-12 th	Navajo			1	1	
Kirtland Elementary School	1st-6th	Spanish/Navajo			1	1	
Kirtland Middle School	7th-8th	Navajo			1	1	
Mesa Elementary School	K-5th	Navajo			1	1	
Naschitti Elementary School	K-5th	Navajo			1	1	
Newcomb Elementary School	K-5th	Navajo			1	1	
Newcomb High School	9th-12th	Navajo			1	1	
Newcomb Middle School	6th-8th	Navajo			1	1	
Nizhoni Elementary School	K-5th	Navajo			1	1	
Ojo Amarillo Elementary School	K-5th	Navajo			1	1	

District/State Charter	Grade	Language	DL	M	H	E	T
Shiprock High School	9th-12th	Navajo			1	1	
Tse' Bit' Ai Middle School	6th-8th	Navajo			1	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			6	0	1	0	0
Bataan Elementary School	K-5th	Spanish	1				
Bell Elementary School	K-5th	Spanish			1		
Columbus Elementary School	K-6 th	Spanish	1				

District/State Charter	Grade	Language	DL	M	H	E	T
Deming High School	9th-12th	Spanish	1				
Deming Intermediate School	6th	Spanish	1				
Red Mountain Middle School	7th-8th	Spanish	1				
Ruben S. Torres Elementary School	K-5th	Spanish	1				
Dexter			0	0	3	0	0
Dexter Elementary School	K-5th	Spanish			1		
Dexter High School	9-12th	Spanish			1		
Dexter Middle School	6th-8th	Spanish			1		
Dulce			0	0	1	0	0
Dulce Elementary School	K-5th	Jicarilla			1		
Española			1	0	13	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		
Hernandez Elementary	K-6 th	Spanish			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	K-5th	Spanish					1

District/State Charter	Grade	Language	DL	M	H	E	T
Farmington			2	0	12	0	0
Animas Elementary School	K-5th	Spanish, Navajo			1		
Apache Elementary School	K-5th	Navajo	1		1		
Bluffview Elementary School	K-5th	Spanish			1		
Country Club Elementary School	K-5th	Spanish			1		
Esperanza Elementary School	K-5th	Spanish, Navajo			1		
Farmington High School	9th-12th	Spanish, Navajo			1		
Heights Middle School	6th-8th	Spanish, Navajo			1		
Hermosa Middle School	6th-8th	Spanish, Navajo			1		
McCormick Elementary School	K-5th	Spanish, Navajo	1		1		
Mesa View Middle School	6th-8th	Spanish, Navajo			1		
Piedra Vista High School	9th-12th	Spanish, Navajo			1		
Tibbetts Middle School	6th-8th	Spanish, Navajo			1		
Floyd			0	2	0	0	1
Floyd Elementary School	K-4th	Spanish					1
Floyd High School	9 th -12 th	Spanish		1			
Floyd Middle School	5th-8th	Spanish		1			
Gadsden			9	0	0	0	16
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

District/State Charter	Grade	Language	DL	M	H	E	T
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				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				1
Vado Elementary School	K-6th	Spanish					1
Yucca Heights Elementary School	K-6th	Spanish	1				
Gallup			0	0	32	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, Spanish			1		
Crownpoint Middle School	6th-8th	Navajo			1		
David Skeet Elementary	K-5 th	Navajo			1		
Del Norte Elementary	K-5th	Navajo, Spanish			1		
Gallup Central High	10-12 th	Navajo			1		
Gallup High School	9th-12th	Navajo			1		
Gallup Middle School	7th-8th	Navajo			1		
Indian Hills Elementary	K-5 th	Navajo			1		
Jefferson Elementary School	K-5 th	Navajo			1		
John F. Kennedy Middle School	6th-8th	Navajo			1		
Lincoln Elementary School	K-5th	Navajo, Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Miyamura High School	9 th -12 th	Navajo			1		
Navajo Elementary School	K-5 th	Navajo			1		
Navajo Middle School	6 th -8 th	Navajo			1		
Navajo Pine High School	9 th -12 th	Navajo			1		
Ramah Elementary School	K-5 th	Navajo, Zuni			1		
Ramah High School	9 th -12 th	Navajo, Zuni			1		
Red Rock Elementary School	K-5 th	Navajo			1		
Stagecoach Elementary School	K-5 th	Navajo			1		
Thoreau Elementary School	K-5 th	Navajo			1		
Thoreau High School	9 th -12 th	Navajo			1		
Thoreau Middle School	6 th -8 th	Navajo			1		
Tobe Turpen Elementary School	K-5 th	Navajo			1		
Tohatchi Elementary School	K-5 th	Navajo			1		
Tohatchi High School	9 th -12 th	Navajo			1		
Tohatchi Middle School	6 th -8 th	Navajo			1		
Tse Yi Gai High School	9 th -12 th	Navajo			1		
Twin Lakes Elementary School	K-5 th	Navajo			1		
Hagerman			0	0	2	0	3
Hagerman Elementary School	K-5 th	Spanish			1		1
Hagerman High School	9 th -12 th	Spanish					1
Hagerman Middle School	6 th -8 th	Spanish			1		1
Hatch			5	0	0	0	0
Garfield Elementary School	K-5 th	Spanish	1				
Hatch Valley Elementary School	K-2 nd	Spanish	1				
Hatch Valley High School	9 th -12 th	Spanish	1				
Hatch Valley Middle School	7 th -8 th	Spanish	1				
Rio Grande Elementary School	3 rd -5 th	Spanish	1				
Hobbs			2	0	0	0	18

District/State Charter	Grade	Language	DL	M	H	E	T
Booker T. Washington Elementary School	K-2 nd	Spanish					1
Broadmoor Elementary School	K-5 th	Spanish					1
College Lane Elementary School	K-5 th	Spanish					1
Coronado Elementary School	K-5 th	Spanish					1
Edison Elementary School	K-5 th	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	10-12th	Spanish					1
Houston Middle School	6th-8th	Spanish					1
Jefferson Elementary School	K-5 th	Spanish	1				1
Mills Elementary School	K-5 th	Spanish					1
Murray Elementary School	K-5 th	Spanish					1
Sanger Elementary School	K-5 th	Spanish					1
Southern Heights Elementary School	K-5 th	Spanish	1				1
Stone Elementary School	K-5 th	Spanish					1
Taylor Elementary School	K-5 th	Spanish					1
Will Rogers Elementary School	K-5 th	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	17	0	0	0
Alameda Elementary School	K-5 th	Spanish	1				
Booker T. Washington Elementary School	K-5 th	Spanish	1				
Camino Real Middle School	6th-8th	Spanish	1	1			
Centennial High School	9th-12th	Spanish		1			
Central Elementary School	K-5 th	Spanish	1				

District/State Charter	Grade	Language	DL	M	H	E	T
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				
Mesilla Valley Alternative Middle	6-8 th	Spanish		1			
Monte Vista Elementary School	K-5th	Spanish	1				
Organ Mountain High School	9th-12th	Spanish		1			
Picacho Middle School	6 th -8 th	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			

District/State Charter	Grade	Language	DL	M	H	E	T
Valley View Elementary	K-5 th	Spanish	1				
Vista Middle School	6th-8th	Spanish		1			
Zia Middle School	6th-8th	Spanish	1	1			
Las Vegas City			2	0	6	0	0
7 th and 8 th Grade Academy	7 th -8 th	Spanish			1		
Early Childhood Center	K	Spanish			1		
Los Ninos Elementary School	K-5th	Spanish	1		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	0	0	3	0
Loving Elementary School	K-5th	Spanish				1	
Loving High School	9th-12th	Spanish				1	
Loving Middle School	6th-8th	Spanish				1	
Lovington			5	0	0	0	5
Ben Alexander Elementary School	K-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		

District/State Charter	Grade	Language	DL	M	H	E	T
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	7th-8th	Spanish			1		
Mora Elementary School	1st-6th	Spanish			1		
Moriarty-Edgewood			0	1	0	0	0
Moriarty Elementary School	K-5 th	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		
Penasco			0	0	3	0	0
Peñasco Elementary School	K-5th	Spanish, Tiwa			1		
Peñasco High School	9th-12th	Spanish, Tiwa			1		
Peñasco Middle School	6th-8th	Spanish, Tiwa			1		
Pojoaque			0	0	5	5	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	
Sixth Grade Academy	6 th	Spanish, Tewa			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

District/State Charter	Grade	Language	DL	M	H	E	T
Valencia Elementary School	3rd-4th	Spanish	1				
Questa			0	0	5	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 Costilla Southwest Learning Academy	K-6 th	Spanish			1		
Rio Rancho			2	0	5	3	0
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		1		
Rio Rancho High School	9th-12th	Spanish			1	1	
V. Sue Cleveland High School	9th-12th	Spanish			1	1	
Roswell			0	0	0	6	8
Berrendo Middle School	6 th -8 th	Spanish					1
Goddard High School	9-12 th	Spanish				1	1
Mesa Middle School	6th-8th	Spanish				1	1
Missouri Avenue Elementary School	K-2 nd	Spanish				1	
Nancy Lopez Elementary School	K-2nd	Spanish				1	1
Pecos Elementary School	K-5th	Spanish				1	1
Roswell High School	9th-12th	Spanish					1
Sierra Middle School	6th-8th	Spanish					1
Sunset Elementary School	K-2nd	Spanish				1	1
Ruidoso			2	0	1	0	1
Ruidoso High School	9th-12th	Spanish					1
Ruidoso Middle School	6 th -8 th	Spanish			1		
Sierra Vista Primary	1st-2nd	Spanish	1				
White Mountain Elementary School	3rd-5th	Spanish	1				

District/State Charter	Grade	Language	DL	M	H	E	T
Santa Fe			6	0	6	0	2
Amy Biehl Community School at Rancho Viejo	K-6 th	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		1		
Milagro Middle School	7th-8th	Spanish			1		
R.M. Sweeney Elementary School	K-5th	Spanish	1				
Ramirez Thomas Elementary School	K-2nd	Spanish	1				1
Salazar Elementary School	K-6th	Spanish	1		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			1	1	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, Tiwa	1		1		
Ranchos de Taos Elementary School	K-5th	Spanish			1		
Taos High School	9th-12th	Spanish			1		
Taos Middle School	6th-8th	Spanish, Tewa		1	1	1	
Taos Municipal Charter School	K-8th	Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Truth or Consequences			0	0	1	0	1
Arrey Elementary School	K-5th	Spanish			1		
Truth or Consequences Middle School	6th-8th	Spanish					1
Wagon Mound			0	0	2	0	0
Wagon Mound Elementary School	K-6th	Spanish			1		
Wagon Mound High School	7 th -12 th	Spanish			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			0	0	4	0	0
Shiwi Ts'ana Elementary School	K-5th	Zuni			1		
Twin Buttes	9th-10th	Zuni			1		
Zuni High School	9th-12th	Zuni			1		
Zuni Middle School	6th-8th	Zuni			1		
State Charter Schools			7	2	7	3	0
Albuquerque Bilingual Academy	K-8th	Spanish	1			1	
La Academia Dolores Huerta	6 th -8 th	Spanish	1				
Monte Del Sol Charter School	7th-12th	Spanish		1	1		
Raices del Saber Xinachtli Community School	K-2 nd	Spanish	1				
Sandoval Academy of Bilingual Education	K-6th	Spanish	1				
School of Dreams Academy	K-8th	Spanish			1	1	
Six Directions Indigenous School	6 th -10 th	Navajo, Zuni			1		

District/State Charter	Grade	Language	DL	M	H	E	T
South Valley Prep	6 th -8 th	Spanish			1		
Taos International Charter School	K-8th	Spanish	1		1		
Taos Integrated School of the Arts	K-8 th	Spanish			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	
Tierra Encantada Charter School	K-6th	Spanish	1				
Turquoise Trail Charter School	9th-12th	Spanish		1			
TOTAL BMEPs by Model			129	27	230	47	85

SOURCE: Self-Reported by districts in BMEP applications for SY 21-22 submitted to the LCD. Note: PreK does not generate bilingual multicultural education units in the public-school funding formula.

Appendix D—Total BMEP Expenditures by Budget Entity

The final funded amount is based on the bilingual education cost differential in the funding formula generated by each budget entity. 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.

Budget Entities	Final Funded	Expenditures Reported*	Difference	Functions Reported
Albuquerque District	\$9,152,749.56	\$8,947,809.37	-	1000
		\$204,940.19		2100
Christine Duncan Community	\$475,358.25	848,843.54	(\$373,485.29)	-
Cien Aguas International	\$515,478.00	\$565,479.37	(\$50,001.37)	1000
Corrales International	\$205,656.27	\$205,664.00	(\$7.73)	1000
Mark Armijo	\$19,038.65	\$33,170.00	(\$14,131.35)	1000
Native American Community Academy	\$126,219.17	\$17,494.07	108,725.10	-
New Mexico International	\$463,808.63	\$455,006.00	\$8,802.63	1000
Robert F. Kennedy	\$51,863.90	\$124,689.80	(\$72,825.90)	1000
South Valley Academy	\$289,761.86	\$275,904.27	\$13,857.59	1000
Albuquerque Bilingual Academy	\$454,690.50	\$610,035.93	(\$155,345.43)	1000
Albuquerque Sign Language Academy	\$134,948.25	-	-	-
Artesia	\$240,913.02	\$379,017.00	(\$138,103.98)	1000
Belen	\$133,732.50	\$705,908.83	(\$572,176.33)	-
Bernalillo	\$790,626.54	\$916,416.61	(\$125,790.07)	1000
Bloomfield	\$110,025.38	\$594,236.71	(\$484,211.33)	1000
Carlsbad	\$266,443.77	\$1,254,490.16	(\$988,046.39)	1000
Pecos Connection Academy Charter (Carlsbad)	-	\$160,612.36	-	1000
Central Consolidated School District (CCSD)	\$593,286.00	\$1,148,300.00	(\$555,014.00)	1000
Dream Dine Charter	\$27,743.42	-	-	1000
Chama Valley	\$122,182.88	\$219,399.00	(97,216.12)	1000
Clovis	\$473,534.63	\$1,789,406.95	(\$1,315,872.32)	1000
Cobre Consolidated	\$651,447.48	\$373,618.62	277,828.86	1000
Cuba	\$103,119.92	\$280,126.40	(\$177,006.48)	1000
Deming	\$1,559,393.90	\$1,848,077.00	(\$288,683.10)	1000
Dexter	\$139,397.90	\$76,160.00	\$63,237.90	1000
Dulce	\$137,574.27	\$198,026.25	(\$60,451.98)	1000
Española	\$757,412.25	\$1,045,607.25	(\$288,195.00)	1000
Eunice	\$44,180.36	\$112,330.35	(\$132,842.21)	1000
		\$64,692.22		2100
Farmington	\$768,135.17	\$1,762,333.62	(\$1,235,796.31)	1000
		\$241,597.86		2100

Budget Entities	Final Funded	Expenditures Reported*	Difference	Functions Reported
Floyd	\$23,512.61	\$70,255.42	(\$46,742.81)	1000
Gadsden	\$3,209,993.36	\$1,100,106.41	\$2,044,518.85	1000
		\$65,368.10		2100
Gallup-McKinley	\$1,206,631.88	\$312,401.73	\$894,230.15	1000
Hagerman	\$73,334.04	\$149,338.27	(\$76,004.23)	1000
Hatch	\$503,320.50	\$937,207.17	(\$433,886.67)	1000
Hobbs	\$471,711.00	\$984,080.27	(\$512,369.27)	1000
Jemez Mountain	\$45,979.67	\$37,313.00	\$8,666.67	1000
Jemez Valley	-	-	-	-
San Diego Riverside Charter School	\$54,514.23	-	-	-
La Academia Dolores Huerta	\$87,534.00	\$2,558.61	\$84,975.39	1000
Las Cruces	\$3,384,648.00	3,696,876.92	(\$312,228.92)	1000
Las Vegas City	\$415,567.67	\$407,680.17	\$7,887.50	1000
La Tierra Montessori School of the Arts	\$26,333.15	-	-	-
Loving	\$83,667.92	\$228,223.43	(\$144,555.51)	1000
Lovington	\$408,905.36	\$1,305,176.02	(\$896,270.66)	1000
Mesa Vista	\$74,355.27	15,000.85	59,354.42	1000
Monte Del Sol Charter School	\$96,652.13	\$211,071.71	(\$114,419.58)	1000
Mora	\$114,888.38	\$219,137.39	(\$104,249.01)	1000
Moriarty-Edgewood	\$34,843.40	\$53,362.14	(\$18,518.74)	1000
Pecos	\$185,183.04	\$204,347.43	(\$19,164.39)	1000
Peñasco	\$98,670.27	\$13,011.54	\$85,658.73	1000
Pojoaque	\$294,211.50	\$439,029.87	(\$148,190.37)	1000
		\$3,372.00		2100
Portales	\$388,213.29	\$1,432,273.06	(\$1,044,059.77)	1000
Questa	\$97,260.00	\$191,109.11	(\$93,849.11)	1000
Raices del Saber Xinachtli	\$69,905.63	\$18,451.00	\$51,454.63	1000
Rio Rancho	\$521,337.92	\$99,995.46	\$294,517.42	1000
		\$126,825.04		2100
Roswell	\$183,967.29	\$1,404,535.32	(\$1,220,568.03)	1000
Ruidoso	\$225,108.27	\$543,734.38	(\$318,626.11)	1000
Sandoval Academy of Bilingual Education	\$252,876.00	\$43,772.00	\$209,104.00	1000
Santa Fe	\$2,558,545.88	\$34,411.60	\$2,524,134.28	1000
Santa Rosa	\$208,306.61	\$331,734.41	(\$123,988.12)	1000
		\$560.32		-
School of Dreams Academy	\$124,808.90	\$196,457.00	(\$71,648.10)	1000
Six Directions Indigenous School	\$41,724.54	\$47,621.71	(\$5,897.17)	1000
Socorro	-	-	-	-

Budget Entities	Final Funded	Expenditures Reported*	Difference	Functions Reported
Cottonwood Valley	\$50,842.67	\$68,325.36	(\$17,482.69)	1000
South Valley Preparatory	\$11,744.15	\$18,206.09	(\$6,461.94)	1000
Taos International	\$229,776.75	\$229,776.75	-	1000
Taos Integrated School of the Arts	\$79,023.75	\$53,136.35	\$25,887.40	-
Taos	\$455,492.90	\$64,493.00	\$390,999.90	1000
Anansi Charter School	\$76,786.77	\$151,551.07	(\$74,764.30)	1000
Taos Municipal Charter	\$90,354.54	\$99,395.07	(\$9,040.53)	1000
Tierra Adentro Charter	\$123,204.11	\$205,200.55	(\$81,996.44)	1000
Tierra Encantada Charter	\$189,657.00	\$303,875.00	(\$114,218.00)	1000
Truth or Consequences	\$68,471.04	\$66,810.44	\$1,660.60	1000
Turquoise Trail	\$72,531.65	-	\$72,531.65	1000
Wagon Mound	\$17,433.86	\$19,225.04	(\$1,791.18)	1000
West Las Vegas	\$744,039.00	\$1,859,665.00	(\$1,115,626.00)	1000
Zuni	\$516,693.75	\$1,091,897.59	(\$575,203.84)	1000

* Self-reported by districts in SY 21-22 annual progress report submitted to the LCD. Not all budget entities submitted expenditure reports.

