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Purpose: Explore school district implementation of K-5 Plus and extended learning time programs in FY20.

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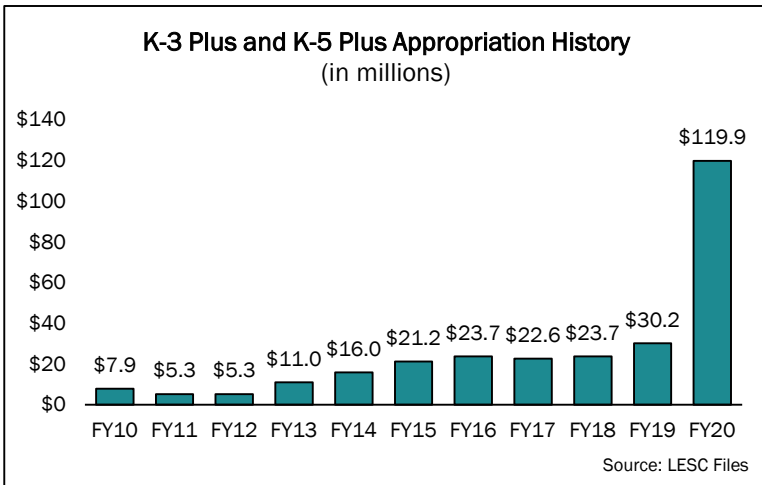
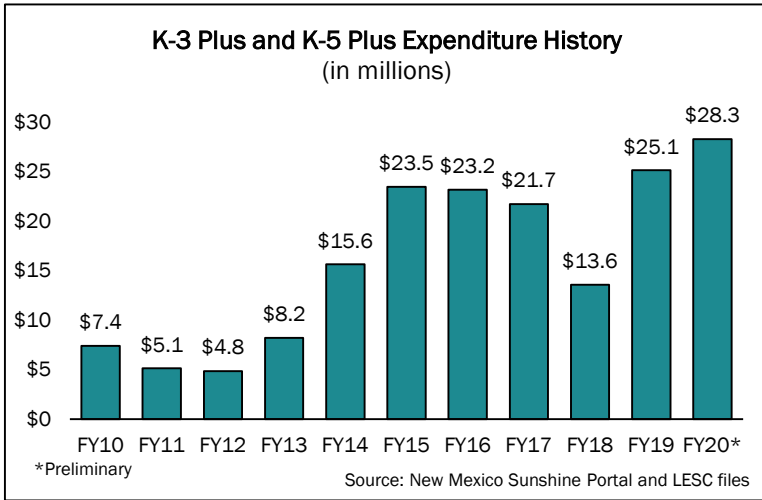
Expected Outcome: Understand the challenges and successful strategies in the implementation of K-5 Plus and extended learning time programs.

School District Implementation of K-5 Plus and Extended Learning Time Programs in FY20

Evidence-based programs that extend learning time for students – particularly students from low-income households – have the potential to close the persistent achievement gap between New Mexico’s at-risk students and their peers. These programs were a focus of the plaintiffs in the consolidated *Martinez* and *Yazzie* lawsuit, who argued additional learning time is necessary to ensure New Mexico’s Native American, English learning, low-income, and special education students are adequately prepared for college or career upon graduation. In response, the Legislature appropriated \$182.4 million in new money to two new programs – K-5 Plus and a new extended learning time program (ELTP) – intended to provide significant additional instructional time and evidence-based requirements. Some school districts and charter schools indicated these evidence-based requirements are too restrictive, which resulted in less than 39 percent of these funds being allocated for these programs. While this means there could be room for a significant expansion of these programs in FY21, the Legislature will have to balance the need to ensure high-quality programs with the capacity to close the achievement gap are available to participating students with the need to provide some temporary flexibility to new programs as they scale up.

K-5 Plus Program Implementation

In the decision from the consolidated *Martinez* and *Yazzie* lawsuit, the 1st Judicial District Court recognized the effectiveness of programs that extend learning time, finding K-3 Plus, the predecessor of the K-5 Plus program, decreased the achievement gap. The plaintiffs argued and the court noted K-3 Plus programs “have not been funded to the extent that all at-risk children can participate in such programs.” In response, the Legislature expanded the K-3 Plus program – which provided an additional 25 instructional days to participating kindergarten through third grade students – to include all elementary school students and moved the program into the public school funding formula to provide for more stable funding. The Legislature also enacted provisions meant to ensure high-quality programs would be available to the state’s at-risk students, and appropriated \$120 million for K-5 Plus programs, enough to fully fund every low-income, low-performing school to provide K-5 Plus to all of their students.



Summer 2019 Program Participation. The \$120 million appropriation for FY20 was enough funding to serve about 88 thousand students, or all students at previously eligible K-3 Plus schools – an \$89.7 million increase over the FY19 appropriation of \$30.2 million for K-3 Plus. Despite the significant investment the Legislature made for K-5 Plus, school districts and charter schools did not take advantage of all of the funding; initial budgets for school districts and charter schools show program uptake fell short in summer 2019 programs, with only 21 thousand students funded, or less than one quarter of the students the funding was intended to cover. This represents modest growth of around 16 percent when compared with the 18 thousand students that participated in summer 2018 programs. See **Attachment 1, K-3 Plus and K-5 Plus Participation by School District and State-Chartered Charter School.**

Of the 89 school districts, only 40 school districts and three state-chartered charter schools requested K-5 Plus funding this year. Six of the 40 participating school districts served more than half of their kindergarten through fifth grade students. Some school districts were able to substantially expand their programs – five school districts were able to double their participation between 2018 and 2019, but serve less than half of

kindergarten through fifth grade students. Statewide, about 14 percent of kindergarten through fifth grade students were awarded funding for summer 2019 programs. Among the 49 school districts that did not apply, nine school districts had programs in summer 2018, but discontinued participation in summer 2019. Three other school districts saw the number of funded students decrease between summer 2018 and summer 2019.

Implementation Challenges

The short implementation time period, statutory requirements, and recruitment issues made it difficult for school districts to take advantage of the entire \$120 million appropriated for K-5 Plus programs.

Implementation Timeline. The court’s decision in the consolidated *Martinez* and *Yazzie* lawsuits required the state to take immediate steps no later than April 15, 2019, to ensure at-risk students have the programs and services needed for success. Many school districts indicated they were unable to participate in summer 2019 K-5 Plus

programs due to the short implementation period; the governor signed Laws 2019, Chapters 206 and 207 (Senate Bill 1 and House Bill 5) authorizing the program on April 3rd and signed the General Appropriation Act authorizing funding for the program on April 5th. Multiple school districts have indicated additional time to plan and work to recruit teachers and families will allow them to provide new programs or expand existing programs beyond those funded in FY20.

Statutory Requirements. Several of the statutory requirements of the newly enacted K-5 Plus program proved challenging for school districts and charter schools, in addition to the short time period to implement summer 2019 programs. School districts have primarily voiced concerns about the requirements to ensure students stay with their K-5 Plus cohort during the regular school year and provide programs school wide, the ability to recruit teachers and students to participate in the program, challenges with adjusting school calendars, and implementations for funding if statutory requirements cannot be met. An August 2019 Legislative Finance Committee (LFC) program evaluation of six north central New Mexico school districts validated these concerns. School district personnel noted a compressed timeline, inability or unwillingness to adjust schedules on the part of teachers or the community, and a lack of resources to implement new programming as challenges to implementation of K-5 Plus programs. In addition, prior mismanagement of the K-3 Plus programs, which led to an unexpected cut in K-3 Plus funding for summer 2017 programs, may be partially responsible for a reluctance to fully implement programs in 2019.

Recruitment. School districts have to recruit and contract with teachers, which some stakeholders have said can be difficult as teachers are used to having a long summer break. For this reason, school districts reported a shortage of staff, including bilingual staff, willing to teach K-5 Plus. If schedules for K-5 plus programs conflict with family vacations or other community activities, some students may not generate funding for the K-5 Plus program because of attendance requirements. In general, school districts with K-5 Plus programs indicated there is substantial support for the program in their communities, but other communities have limited interest in a longer school year. Even in communities where there is broad support for the programs, public opinion regarding a longer school year is a barrier to 100 percent participation.

Potential Solutions

While it is essential that K-5 Plus programs are implemented with fidelity, initial program flexibility could allow school districts additional time to generate community buy-in. Some stakeholders have also suggested making participation in K-5 Plus mandatory could ease school district implementation.

Initial Program Flexibility. The Public Education Department (PED) appears to be committed to allowing initial program flexibility, as indicated by their emergency

Summer 2018 K-3 Plus Participants With No Funded Students for Summer 2019

Alamogordo
Clovis
Española
Maxwell
Mora
Ruidoso
Silver City Consolidated
Truth or Consequences
Turquoise Trail Charter School (Santa Fe)

K-5 Plus Participants With Fewer Students Funded in Summer 2019 Than in Summer 2018

Albuquerque*
Lordsburg
Loving

*Albuquerque Public Schools continued many summer 2019 K-5 Plus programs that did not meet the statutory requirements, but were not funded for those programs.

rulemaking and a K-5 Plus and ELTP convening held in November 2019 to brainstorm potential solutions to increase enrollment for both programs. At the convening, PED asked school districts to discuss their concerns and barriers to K-5 Plus implementation, noting the department wants to provide initial flexibility to school districts, with the understanding that the goal is to eventually implement the program with fidelity to maximize student outcomes.

In June, PED implemented an emergency rule to facilitate transition from the K-3 Plus program to the K-5 Plus program, and attempted to provide some program flexibility in response to school districts' concerns. The rule allows schools to have up to two K-5 Plus classrooms that will not be maintained with the same teacher throughout the year so long as the school pays for these teachers' salaries and professional development and the rest of the K-5 Plus programming elements are delivered. The rule also states PED may grant temporary flexibility to ensure sustainable programs.

According to the State Rules Act, an emergency rule remains in effect until a permanent rule has been adopted. However, emergency rules expire within 180 days from the effective date. This means PED should issue a permanent K-5 Plus rulemaking by December 11, 2019. It appears PED has not begun the normal rulemaking process.

Because the program requirements for K-5 Plus are set in statute, the Legislature may need to act to provide additional flexibility for school districts and charter schools. While flexibility is important, it is equally important that programs are implemented in the manner that shows the best improvement in student results. The Legislature should only consider those policies that allow school districts and charter schools to build toward full implementation of the programs with fidelity. For example, statute currently requires K-5 Plus programs start before the regular school year. Some school districts may be able to ease implementation burdens by only adding a portion of the 25 additional days required at the start of the school year and building the remaining additional days into the school calendar throughout the school year. The Legislature should consider allowing elementary schools offering a 205-day instructional calendar to generate K-5 Plus funding.

Another major concern of school districts wanting to implement a K-5 Plus program is the practicality of funding K-5 Plus programs without full participation. Because the statute requires K-5 Plus students to continue with the same teacher and cohort of students, school districts face fixed costs to operate the program, and are not guaranteed sufficient students will show up to cover the costs. Staff review of the costs associated with K-5 Plus indicate programs that operate with full or near full participation are funded at a level that exceeds the cost to run the program, programs that operate with less than half of the students might not generate sufficient funding. For school districts committed to operate a K-5 Plus program with fidelity that have implemented K-5 Plus school wide (as compared within individual grades or classes), the Legislature could consider funding these programs based on prior year enrollment, which would ensure these school districts receive sufficient funding to operate the program. Additionally, the Legislature should consider using balances in the newly-created public education reform fund to provide program funding for school districts and charter schools that are not able to meet all statutory requirements in the first year of implementation, but that intend to operate programs with fidelity within a few years.

Mandatory Programs. Some stakeholders have argued that implementing mandatory K-5 Plus programs statewide would ease implementation burdens and could lead to improved student outcomes. While this would accomplish the goal of providing access to these programs for all at-risk students, this policy would reduce the level of local control currently exercised by local school boards. K-5 Plus was designed as an optional program with the goal of providing funds for school districts or charter schools that wish to operate an extended school year.

Extended Learning Time Program Implementation

Like K-5 Plus, programs that extend learning time have the potential to close the achievement gap. ExpandedED, a nonprofit organization dedicated to expanding access to enriching education experiences, found that by sixth grade, children from middle- and high-income families receive 6,000 more hours of family reading time, weekend day trips, prekindergarten, summer camp, and after-school activities than children living in poverty. This learning gap especially impacts students who are considered at-risk, which includes 70 percent of New Mexico public school students. The plaintiffs in the consolidated *Martinez* and *Yazzie* lawsuit noted the importance of programs that extend learning time, stating that “evidence demonstrated that money spent on classroom instruction programs such as quality pre-K, K-3 plus, extended school year, and quality teachers can all improve the performance of at-risk students and overcome the gap caused by their backgrounds.”

Laws 2019, Chapters 206 and 207 (Senate Bill 1 and House Bill 5) enacted a new funding formula factor to provide funding to school districts and charter schools to increase the number of instructional days, guarantee time for professional development, and provide after school programs for students. To receive extended learning time funding, a school must provide at least 190 days – 160 days for school districts operating a four-day school year – at least 80 hours of professional development time for teachers, and after-school programs. Although the bill passed by the Legislature required school districts and charter schools to have 190 instructional days – or 160 instructional days for school districts with a four-day school week – the governor vetoed language from the extended learning time statute that required additional days to be “instructional.” While this provided school districts and charter schools with additional flexibility from the intended number of instructional days, it made it possible for school districts and charter schools to add only a few instructional days and still qualify for program funding. While the post-veto statutory language did not provide detail about what kind of days – instructional or non-instructional – needed to be provided, PED required school districts and charter schools to provide an additional 10 instructional days when compared with the number of instructional days they provided during the 2018-2019 school year to qualify for program funding; it is still unclear if PED only required those school districts and charter schools to provide 190 instructional days. It is also unclear how school districts and charter schools are using the time for professional development or the kind of programming they are implementing after school. PED would have to survey school districts and charter schools to obtain this information, which does not appear to have happened.

It is unclear if PED is requiring school districts and charter schools that were already offering more than 180 instructional days to add the required 10 days, potentially resulting in more than 190 instructional days.

While a larger proportion of the appropriation for extended learning time programs was requested by school districts and charter schools in FY20, not all of the funds appropriated by the Legislature will be used in FY20. The Legislature appropriated \$62.5 million for extended learning time programs, enough to serve 124 thousand students. Only 26 of the 89 school districts and 23 of the 91 charter schools requested ELTP funding in FY20, with 68 percent of the FY20 appropriation allocated to school districts and charter schools. Of the 26 school districts that implemented extended

learning time, 11 are serving more than half of their students and statewide 26 percent of students were funded for extended learning time programs. See **Attachment 2, School Districts and Charter Schools Participating in Extended Learning Time Programs.**

Yazzie Plaintiff Concerns

The plaintiffs in the consolidated *Martinez* and *Yazzie* lawsuit continue to assert that New Mexico is not meeting its constitutional obligation to at-risk students. Last month, the *Yazzie* plaintiffs filed a motion with the 1st Judicial District Court, arguing the state has not taken the immediate and substantial steps needed to ensure all students are

receiving the education guaranteed by the New Mexico Constitution. In the motion, the *Yazzie* plaintiffs argue the FY20 appropriation for K-5 Plus was a “meaningless gesture” due to the strict statutory requirements for K-5 Plus.

Research, however, shows K-5 Plus is more effective when it does not operate as a summer school program and when student cohorts remain the same throughout the year. An independent evaluation of the K-3 Plus program conducted by Utah State University found it was important to student success that the program be implemented with fidelity – that students have the same teacher for the program as they have during the regular school year, and that the program operate as an extension of the school year. Laws 2019, Chapters 206 and 207 (Senate Bill 1 and House Bill 5) enacted these evidence-based provisions – the requirement to maintain the K-5 Plus cohort throughout the school year and that the program operates school wide – to ensure students have access to the high quality programs, which is noted as important in the court’s decision in the consolidated *Martinez* and *Yazzie* lawsuit.

The *Yazzie* plaintiffs have asked the court to order the state to increase funding for instructional materials, transportation, technology, professional development, teacher salaries, prekindergarten programs, and extended learning opportunities during the upcoming legislative session. The motion also asks the court to order an increase in the funding that flows through the at-risk index, the bilingual education factor, and for special education.

LFC analysis indicates low-income students in programs that were at least 25 days and ended no earlier than two weeks before the start of the regular school year who were also in a prekindergarten program were more likely to be on benchmark in reading on Istation than students in programs with lower fidelity.

These evidence-based requirements, which the court noted were effective in delivering the largest gains for K-3 Plus students, meant some school districts chose not to continue programming for summer 2019, while other school districts that might have decided to begin offering the program chose not to apply. However, a number of school districts have indicated the short turnaround time between the end of the legislative session and the submission of FY20 school district and charter school budgets hampered their ability to apply for FY20 funding.

FY20 K-5 Plus and ELTP Program Appropriation Reversions. Language in the General Appropriation Act of 2019 prohibited PED from allocating any of the K-5 Plus and ELTP appropriations that were not used to fund K-5 Plus program units. This was done to ensure that any funding allocated for K-5 Plus and ELTPs were only used for K-5 Plus and ELTPs, meaning that any unspent dollars would not artificially increase the unit value and would be available in future years for program expansion. Any of the unspent funds will revert to the public education reform fund – a new fund created by Laws 2019, Chapters 206 and 207 (Senate Bill 1 and House Bill 5) for implementing evidence-based public education initiatives related to high-quality teaching and school leadership, extended learning opportunities for students, educational

interventions for at-risk students, effective and efficient school administration or promoting public education accountability. At the end of FY20, legislative staff estimates the reform fund will have around \$110 million available for the Legislature to appropriate to further support public education. Given concerns about statutory K-5 Plus requirements, revenue in the reform fund could be used to fund new programs that cannot meet statutory requirements to give them time to develop the capacity to comply.

Estimated FY21 Program Participation. Provisions in Laws 2019, Chapters 206 and 207 (Senate Bill 1 and House Bill 5) require school districts and charter schools that want to apply for a new K-5 Plus program for the next fiscal year to get PED the actual number of students participating in the current school year and an estimate of the number of students that will participate the following school year. School districts and charter schools have already indicated an intent to grow programs from the 21 thousand students funded in FY20 to 50 thousand students in FY21. Statute prohibits PED from awarding funding to a school district or charter school that does not notify PED of its intent to start a new program by October 15th. While this provision is intended to ensure policymakers have data about program growth in a timely manner, the Legislature may want to consider allowing PED to fund a school district or charter school that did not meet the October 15th deadline.

In FY21 and subsequent years, it will be important for PED to work with school districts to ensure programs are implemented with fidelity. In the court's ruling, it suggested PED has the authority to force school districts and charter schools to adopt evidence-based programs such as K-5 Plus, though this may not be the best approach to creating buy-in to the program. The court's findings of fact and conclusions of law also noted school districts must overcome challenges inherent to the K-3 Plus program to ensure the program is successful. To ensure at-risk students have access to evidence-based programs that will close the achievement gap, school districts and the state must work together to eliminate barriers that prevent participation in programs.

Conclusion

K-5 Plus and ELTPs are most effective when implemented simultaneously. By extending the school year, teachers have additional time to reach at-risk students. Some school districts have successfully implemented thematic K-5 Plus and ELTP programs to deepen student engagement through project-based learning, leading them to experiment with using more project-based learning throughout the school year. This is the true goal of K-5 Plus and ELTP – to enhance student learning through increased, meaningful time on task.

Research shows additional learning time can improve student outcomes. Many school districts that struggle with implementation could benefit from initial flexibility, allowing school districts to build up these programs over time. The decision in the consolidated *Martinez* and *Yazzie* lawsuit emphasized the state's compliance with constitutional guarantees would be judged based on student outcomes. To build programs that improve student outcomes, both

The court in the consolidated *Martinez* and *Yazzie* lawsuit state PED had an obligation to ensure school districts and charter schools were implementing programs to improve the outcomes of at-risk students. While PED argued it could not control school district and charter school spending or mandate programs to improve student outcomes, the court rejected this defense, finding PED has read its authority under state statutes too narrowly and has sufficient authority to require school districts and charter schools to implement evidence-based programming.

the state and local school districts must work together to develop successful programs that address the needs of at-risk students.



K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	Participants in FY19	Participants in FY20	FY20 Estimated ² K-5 Students	Percent of Students Participating	
1	ALAMOGORDO	218		2,948		1
2	ALBUQUERQUE ¹	3,891	2,319	41,174	5.6%	2
3	ANIMAS	N/E		64		3
4	ARTESIA	360	475	1,883	25.2%	4
5	AZTEC ¹		20	1,308	1.5%	5
6	BELEN	159	171	1,848	9.3%	6
7	BERNALILLO	236	492	1,432	34.4%	7
8	BLOOMFIELD	174	238	1,243	19.2%	8
9	CAPITAN	N/E		213		9
10	CARLSBAD ¹	322	642	4,028	15.9%	10
11	CARRIZOZO	39	40	60	66.4%	11
12	CENTRAL ¹			2,538		12
13	CHAMA VALLEY	26	82	187	44.0%	13
14	CIMARRON	N/E		172		14
15	CLAYTON	N/E		198		15
16	CLOUDCROFT	N/E		157		16
17	CLOVIS	268		3,915		17
18	COBRE CONS.	211	251	553	45.4%	18
19	CORONA	N/E		27		19
20	CUBA	33	75	172	43.7%	20
21	DEMING	1,071	2,274	2,452	92.7%	21
22	DES MOINES	N/E		37		22
23	DEXTER	141	170	387	44.0%	23
24	DORA	N/E		102		24
25	DULCE	88	95	286	33.2%	25
26	ELIDA	N/E		74		26
27	ESPAÑOLA	404		1,727		27
28	ESTANCIA			258		28
29	EUNICE	96	115	398	28.9%	29
30	FARMINGTON		200	5,134	3.9%	30
31	FLOYD			113		31
32	FT. SUMNER	41	73	146	49.9%	32
33	GADSDEN	1,513	1,960	5,934	33.0%	33
34	GALLUP	880	1,044	4,860	21.5%	34
35	GRADY	N/E		72		35
36	GRANTS	206	341	1,601	21.3%	36
37	HAGERMAN	80	86	182	47.4%	37
38	HATCH	450	511	558	91.6%	38
39	HOBBS	202	346	4,922	7.0%	39
40	HONDO			64		40
41	HOUSE			20		41
42	JAL	N/E		242		42
43	JEMEZ MOUNTAIN ¹	26	50	98	51.0%	43
44	JEMEZ VALLEY ¹	35	112	154	72.8%	44
45	LAKE ARTHUR			36		45
46	LAS CRUCES	2,140	3,287	11,198	29.4%	46

K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	Participants in FY19	Participants in FY20	FY20 Estimated ² K-5 Students	Percent of Students Participating	
47	LAS VEGAS CITY	132	170	699	24.3%	47
48	LOGAN	N/E		113		48
49	LORDSBURG	84	78	250	31.2%	49
50	LOS ALAMOS	N/E		1,633		50
51	LOS LUNAS	408	418	3,883	10.8%	51
52	LOVING	98	85	270	31.5%	52
53	LOVINGTON	98	177	1,753	10.1%	53
54	MAGDALENA			135		54
55	MAXWELL	11		60		55
56	MELROSE	N/E		124		56
57	MESA VISTA			89		57
58	MORA	20		189		58
59	MORIARTY			1,062		59
60	MOSQUERO	N/E		11		60
61	MOUNTAINAIR			89		61
62	PECOS	76	87	254	34.3%	62
63	PEÑASCO			158		63
64	POJOAQUE	77	185	746	24.8%	64
65	PORTALES	N/E		1,277		65
66	QUEMADO			63		66
67	QUESTA	38	72	149	48.5%	67
68	RATON			439		68
69	RESERVE	N/E		53		69
70	RIO RANCHO			7,705		70
71	ROSWELL	1,941	2,122	5,021	42.3%	71
72	ROY	N/E		32		72
73	RUIDOSO	102		968		73
74	SAN JON			78		74
75	SANTA FE	839	1,345	6,165	21.8%	75
76	SANTA ROSA			300		76
77	SILVER CITY CONS.	61		1,201		77
78	SOCORRO ¹	82	146	739	19.7%	78
79	SPRINGER			64		79
80	TAOS ¹	189	64	1,159	5.5%	80
81	TATUM	N/E		148		81
82	TEXICO			248		82
83	TRUTH OR CONSEQ.	150		586		83
84	TUCUMCARI			446		84
85	TULAROSA			395		85
86	VAUGHN			27		86
87	WAGON MOUND	24	24	33	73.8%	87
88	WEST LAS VEGAS ¹	89	220	704	31.3%	88
89	ZUNI			614		89
90	ALBUQUERQUE COLLEGIATE (APS)	N/E		35		90
91	ABQ SCHOOL OF EXCELLENCE (APS)	N/E		259		91
92	ALBUQUERQUE SIGN LANGUAGE (APS)			59		92
93	ALTURA PREPARATORY SCHOOL (APS)	N/E		58		93

K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	Participants in FY19	Participants in FY20	FY20 Estimated ² K-5 Students	Percent of Students Participating	
94	ESTANCIA VALLEY (MORIARTY)	N/E		307		94
95	HORIZON ACADEMY WEST (APS)	N/E		455		95
96	HOZHO ACADEMY (GALLUP)	N/E		137		96
97	J. PAUL TAYLOR ACADEMY (LAS CRUCES)	N/E		132		97
98	LA PROMESA ST. CHARTER (APS)	173	281	165	170.8%	98
99	LA TIERRA MONTESSORI (ESPANOLA)			67		99
100	MCCURDY CHARTER SCHOOL (ESPANOLA)	N/E		246		100
101	MISSION ACHIEVEMENT & SUCCESS (APS)			463		101
102	MONTESSORI ELEMENTARY (APS)	N/E		311		102
103	NEW MEXICO CONNECTIONS (SANTA FE)	N/E		68		103
104	NORTH VALLEY ACADEMY (APS)	70	120	349	34.4%	104
105	RAICES DEL SABER XINACHTLI (LAS CRUCES)	N/E		60		105
106	RED RIVER VALLEY (QUESTA)			55		106
107	ROOTS & WINGS (QUESTA)	N/E		32		107
108	SANDOVAL ACADEMY (RIO RANCHO)	N/E		126		108
109	SCHOOL OF DREAMS (LOS LUNAS)	N/E		123		109
110	SOLARE COLLEGIATE (APS)	N/E		78		110
111	SOUTHWEST PREPATORY (APS)	N/E		49		111
112	TAOS ACADEMY (TAOS)	N/E		15		112
113	TAOS INTEGRATED (TAOS)			114		113
114	TAOS INTERNATIONAL (TAOS)		76	95	80.0%	114
115	TURQUOISE TRAIL (SANTA FE)	135		391		115
116	STATEWIDE TOTAL	18,207	21,139	149,537	14.1%	116

Source: LESC files

N/E indicates the school district or charter school was not eligible for K-3 Plus in FY19. Shaded boxes indicate plaintiff school districts in the consolidated Martinez and Yazzie lawsuit.

¹Due to data reporting limitations for FY19 programs, locally chartered charter schools are included with the school district that authorized the charter school.

²For FY20, the estimated number of K-5 students is equal to the average number of K-5 students on the second and third reporting date of FY19. For school districts and charter schools with population decreases this will understate the percentage of K-5 students, while for growing school districts and charter schools it will overstate participation. However, it is the most recent enrollment information reported by PED. Updated enrollment figures for the current year are typically made available by PED in December.

ATTACHMENT 2

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted ELTP Students	FY20 Estimated ¹ K-12 Students	Percent of Students Served	
1	ALAMOGORDO	-	5828.5	0.0%	1
2	ALBUQUERQUE	8,489	79,363	10.7%	2
3	ACE LEADERSHIP	-	286	0.0%	3
4	ALBUQUERQUE CHARTER ACADEMY	-	304	0.0%	4
5	ALB TALENT DEV SECONDARY	-	162	0.0%	5
6	ALICE KING COMMUNITY SCHOOL	-	467	0.0%	6
7	CHRISTINE DUNCAN COMMUNITY	-	390	0.0%	7
8	CIEN AGUAS INTERNATIONAL	-	425	0.0%	8
9	CORAL COMMUNITY	253	215	117.3%	9
10	CORRALES INTERNATIONAL	244	244	100.0%	10
11	COTTONWOOD CLASSICAL ST. CHARTER	-	718	0.0%	11
12	DIGITAL ARTS & TECH ACADEMY	-	268	0.0%	12
13	EAST MOUNTAIN	-	357	0.0%	13
14	EL CAMINO REAL	315	315	100.0%	14
15	GILBERT L. SENA STATE CHARTER (APS)	-	175	0.0%	15
16	GORDON BERNELL	-	436	0.0%	16
17	HEALTH LEADERSHIP CHARTER (APS)	228	228	100.0%	17
18	INT'L SCHOOL MESA DEL SOL	331	317	104.6%	18
19	LA ACADEMIA DE ESPERANZA	-	312	0.0%	19
20	LOS PUENTES	-	150	0.0%	20
21	MARK ARMIJO	75	177	42.5%	21
22	MONTESSORI OF THE RIO GRANDE	-	216	0.0%	22
23	MOUNTAIN MAHOGANY	134	185	72.4%	23
24	NATIVE AMERICAN COMM ACAD.	455	455	100.0%	24
25	NEW AMERICA CHARTER SCHOOL	-	280	0.0%	25
26	NEW MEXICO INTERNATIONAL	-	269	0.0%	26
27	PAPA	-	426	0.0%	27
28	ROBERT F. KENNEDY	342	342	100.0%	28
29	SIEMBRA LEADERSHIP HIGH SCHOOL	-	120	0.0%	29
30	SOUTH VALLEY	613	613	100.0%	30
31	TECHNOLOGY LEADERSHIP	-	218	0.0%	31
32	TWENTY FIRST CENT.	-	295	0.0%	32
33	WILLIAM W & JOSEPHINE DORN	32	60	53.3%	33
34	ANIMAS	-	165	0.0%	34
35	ARTESIA	1,907	3,828	49.8%	35
36	AZTEC	419	2,694	15.5%	36
37	MOSAIC ACADEMY CHARTER	-	180	0.0%	37
38	BELEN	520	3,854	13.5%	38
39	BERNALILLO	492	2,798	17.6%	39
40	BLOOMFIELD	-	2,636	0.0%	40
41	CAPITAN	-	501	0.0%	41
42	CARLSBAD	-	6,680	0.0%	42
43	JEFFERSON MONT. ACAD.	-	234	0.0%	43
44	PECOS CONNECTIONS	-	928	0.0%	44
45	CARRIZOZO	-	143	0.0%	45
46	CENTRAL CONS.	-	5,640	0.0%	46
47	DREAM DINE'	-	17	0.0%	47
48	CHAMA VALLEY	-	391	0.0%	48
49	CIMARRON	-	354	0.0%	49
50	MORENO VALLEY HIGH	-	62	0.0%	50

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted ELTP Students	FY20 Estimated¹ K-12 Students	Percent of Students Served	
51	CLAYTON	435	442	98.5%	51
52	CLOUDCROFT	-	399	0.0%	52
53	CLOVIS	-	7,816	0.0%	53
54	COBRE CONS.	904	1,147	78.8%	54
55	CORONA	-	65	0.0%	55
56	CUBA	215	518	41.5%	56
57	DEMING	4,488	5,087	88.2%	57
58	DEMING CESAR CHAVEZ	-	158	0.0%	58
59	DES MOINES	-	89	0.0%	59
60	DEXTER	-	889	0.0%	60
61	DORA	-	233	0.0%	61
62	DULCE	-	594	0.0%	62
63	ELIDA	-	159	0.0%	63
64	ESPAÑOLA	-	3,372	0.0%	64
65	ESTANCIA	-	570	0.0%	65
66	EUNICE	-	836	0.0%	66
67	FARMINGTON	-	10,964	0.0%	67
68	FLOYD	-	226	0.0%	68
69	FT. SUMNER	166	291	57.1%	69
70	GADSDEN	12,967	13,003	99.7%	70
71	GALLUP	11,067	10,872	101.8%	71
72	GRADY	-	150	0.0%	72
73	GRANTS	-	3,370	0.0%	73
74	HAGERMAN	-	421	0.0%	74
75	HATCH	210	1,210	17.4%	75
76	HOBBS	-	9,979	0.0%	76
77	HONDO	-	140	0.0%	77
78	HOUSE	-	60	0.0%	78
79	JAL	-	506	0.0%	79
80	JEMEZ MOUNTAIN	-	181	0.0%	80
81	LINDRITH AREA HERITAGE	-	18	0.0%	81
82	JEMEZ VALLEY	-	256	0.0%	82
83	SAN DIEGO RIVERSIDE CHARTER	-	95	0.0%	83
84	LAKE ARTHUR	-	84	0.0%	84
85	LAS CRUCES	10,284	23,918	43.0%	85
86	LAS VEGAS CITY	-	1,506	0.0%	86
87	LOGAN	-	319	0.0%	87
88	LORDSBURG	-	484	0.0%	88
89	LOS ALAMOS	140	3,689	3.8%	89
90	LOS LUNAS	8,567	8,308	103.1%	90
91	LOVING	-	588	0.0%	91
92	LOVINGTON	1,865	3,640	51.2%	92
93	MAGDALENA	-	317	0.0%	93
94	MAXWELL	-	136	0.0%	94
95	MELROSE	-	261	0.0%	95
96	MESA VISTA	-	238	0.0%	96
97	MORA	-	406	0.0%	97
98	MORIARTY	-	2,370	0.0%	98
99	MOSQUERO	-	28	0.0%	99

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted ELTP Students	FY20 Estimated¹ K-12 Students	Percent of Students Served	
100	MOUNTAINAIR	110	214	51.4%	100
101	PECOS	-	576	0.0%	101
102	PEÑASCO	-	348	0.0%	102
103	POJOAQUE	790	1,907	41.4%	103
104	PORTALES	-	2,637	0.0%	104
105	QUEMADO	-	163	0.0%	105
106	QUESTA	258	324	79.8%	106
107	RATON	-	893	0.0%	107
108	RESERVE	-	133	0.0%	108
109	RIO RANCHO	2,979	16,965	17.6%	109
110	ROSWELL	6,779	10,077	67.3%	110
111	SIDNEY GUTIERREZ	-	66	0.0%	111
112	ROY	-	49	0.0%	112
113	RUIDOSO	146	2,002	7.3%	113
114	SAN JON	-	129	0.0%	114
115	SANTA FE	4,027	12,310	32.7%	115
116	ACAD FOR TECH & CLASSICS	-	383	0.0%	116
117	SANTA ROSA	-	631	0.0%	117
118	SILVER CITY CONS.	-	2,448	0.0%	118
119	SOCORRO	-	1,423	0.0%	119
120	COTTONWOOD VALLEY CHARTER	170	170	100.0%	120
121	SPRINGER	-	130	0.0%	121
122	TAOS	160	2,153	7.4%	122
123	ANANSI CHARTER	30	194	15.5%	123
124	TAOS CHARTER	-	213	0.0%	124
125	VISTA GRANDE	24	94	25.7%	125
126	TATUM	-	331	0.0%	126
127	TEXICO	-	554	0.0%	127
128	TRUTH OR CONSEQ.	-	1,242	0.0%	128
129	TUCUMCARI	-	928	0.0%	129
130	TULAROSA	-	824	0.0%	130
131	VAUGHN	-	71	0.0%	131
132	WAGON MOUND	-	56	0.0%	132
133	WEST LAS VEGAS	-	1,432	0.0%	133
134	RIO GALLINAS CHARTER SCHOOL	-	69	0.0%	134
135	ZUNI	-	1,234	0.0%	135
136	ALBUQUERQUE INST. MATH & SCI. (APS)	-	352	0.0%	136
137	ALBUQUERQUE COLLEGIATE (APS)	80	35	228.6%	137
138	ALBUQUERQUE SCHOOL OF EXCELLENCE (APS)	-	622	0.0%	138
139	ALBUQUERQUE SIGN LANGUAGE (APS)	40	97	41.5%	139
140	ALDO LEOPOLD ST. CHARTER (SILVER CITY)	130	161	81.0%	140
141	ALMA D' ARTE STATE CHARTER (LAS CRUCES)	-	146	0.0%	141
142	ALTURA PREPARATORY SCHOOL (APS)	-	58	0.0%	142
143	AMY BIEHL ST. CHARTER (APS)	298	298	100.0%	143
144	ASK ACADEMY ST. CHARTER (RIO RANCHO)	-	520	0.0%	144
145	CESAR CHAVEZ COMM. ST. CHARTER (APS)	-	203	0.0%	145
146	DZIT DIT LOOL DEAP (GALLUP)	-	39	0.0%	146
147	ESTANCIA VALLEY (MORIARTY)	-	554	0.0%	147
148	EXPLORE ACADEMY (APS)	-	398	0.0%	148

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted ELTP Students	FY20 Estimated¹ K-12 Students	Percent of Students Served	
149	HORIZON ACADEMY WEST ST. CHARTER (APS)	-	455	0.0%	149
150	HOZHO ACADEMY (GALLUP)	233	137	170.1%	150
151	J. PAUL TAYLOR ACADEMY (LAS CRUCES)	-	200	0.0%	151
152	LA ACADEMIA DOLORES HUERTA (LAS CRUCES)	-	120	0.0%	152
153	LA PROMESA ST. CHARTER (APS)	-	344	0.0%	153
154	LAS MONTANAS (LAS CRUCES)	120	165	72.9%	154
155	LA TIERRA MONTESSORI (ESPANOLA)	-	74	0.0%	155
156	MASTERS PROGRAM ST. CHARTER (SANTA FE)	-	212	0.0%	156
157	MCCURDY CHARTER SCHOOL (ESPANOLA)	-	538	0.0%	157
158	MEDIA ARTS COLLAB. ST. CHARTER (APS)	-	250	0.0%	158
159	MIDDLE COLLEGE HIGH (GALLUP)	-	96	0.0%	159
160	MISSION ACHIEVEMENT & SUCCESS (APS)	-	1,138	0.0%	160
161	MONTE DEL SOL (SANTA FE)	-	348	0.0%	161
162	MONTESSORI ELEMMENTARY(APS)	-	431	0.0%	162
163	NEW AMERICA SCHOOL (LAS CRUCES)	-	204	0.0%	163
164	NM CONNECTIONS (SANTA FE)	-	1,080	0.0%	164
165	NM SCHOOL FOR THE ARTS (SANTA FE)	-	213	0.0%	165
166	NORTH VALLEY ACADEMY ST. CHARTER (APS)	475	471	101.0%	166
167	RAICES DEL SABER XINACHTLI (LAS CRUCES)	-	60	0.0%	167
168	RED RIVER VALLEY (QUESTA)	-	80	0.0%	168
169	ROOTS & WINGS (QUESTA)	50	50	100.0%	169
170	SANDOVAL ACADEMY OF BIL ED (RIO RANCHO)	-	137	0.0%	170
171	SCHOOL OF DREAMS (LOS LUNAS)	443	430	103.0%	171
172	SIX DIRECTIONS (GALLUP)	-	67	0.0%	172
173	SOLARE COLLEGIATE (APS)	156	156	100.0%	173
174	SOUTH VALLEY PREP ST. CHARTER (APS)	-	155	0.0%	174
175	SOUTHWEST AER.,MATH & SCIENCE (APS)	-	277	0.0%	175
176	SOUTHWEST PREPATORY (APS)	-	185	0.0%	176
177	SOUTHWEST SECONDARY (APS)	-	233	0.0%	177
178	TAOS ACADEMY ST. CHARTER (TAOS)	55	217	25.3%	178
179	TAOS INTEGRATED SCHOOL OF ARTS (TAOS)	-	169	0.0%	179
180	TAOS INTERNATIONAL (TAOS)	-	134	0.0%	180
181	THE GREAT ACADEMY (APS)	-	182	0.0%	181
182	TIERRA ADENTRO ST. CHARTER (APS)	-	289	0.0%	182
183	TIERRA ENCANTADA CHARTER (SANTA FE)	-	292	0.0%	183
184	TURQUOISE TRAIL (SANTA FE)	450	518	86.9%	184
185	WALATOWA CHARTER HIGH (JEMEZ VALLEY)	-	45	0.0%	185
186	Statewide	84,152	323,101	26.0%	186

Shaded boxes indicate plaintiff school districts in the consolidated *Martinez* and *Yazzie* lawsuit.

Source: LESC files

¹The estimated number of students is equal to the average number of students on the second and third reporting date of FY19 or the number of students funded for extended learning time programs in FY20, whichever is greater. For school districts with population decreases, this will understate the percentage of students being served, but reflects the most recent enrollment information reported by PED. Updated enrollment figures for the current year are typically made available by PED in December.