VISION
Santa Fe Indian School is a sovereign educational community building upon its rich cultural legacy to be the leader in Native American education.

MISSION: THE IDEAL GRADUATE
Santa Fe Indian School graduates will understand the issues facing tribes in the Southwest and will be committed to maintaining Native American cultural values. They will participate in the culture of their communities, and will have the skills to pursue the education and careers that will benefit them, their families, and their people. These skills will include:

- Creative problem solving, using the analysis of complex problems, the synthesis of collected data, and the communication of clear solutions;
- Critical, confident, independent and interdependent lifelong learning;
- Working productively with all types of people and making good choices.

CORE VALUES & FOUNDATIONAL TOPICS
Our Core Values: Acceptance • Caring • Concern for Environment • Faith • Giving Back • Humility • Integrity and Accountability • Perseverance • Respect • Student Focus • Tradition and Culture

Foundational Topics: Focus areas identified as being important to Pueblo communities: Art • Community & Economic Development • Education • Environment • Family • Governance • Health • Land & Cultural Resources • Language • Law

HISTORY
The Albuquerque and Santa Fe Indian Schools were established in the late 1800s by the Bureau of Indian Affairs (BIA) as federal, off-reservation boarding schools. In 1976, after the passage of the Indian Self-Determination and Education Assistance Act, the All Indian Pueblo Council contracted operations to assume tribal control of the Albuquerque Indian School (AIS). In 1979, AIS merged with SFS and relocated to its historic campus in Santa Fe, NM. The success of tribal leadership exercising its right to educational sovereignty and self-determination has resulted in:

- SFS becoming a tribally-controlled grant school that is owned and operated by the 19 Pueblos of New Mexico under Public Law 100-297, the Tribally Controlled Schools Act;
- The transfer of the 115 acre campus in trust to the 19 Pueblos of New Mexico as an educational institution under the Santa Fe Indian School Act;
- SFS consistently closing achievement gaps for students, including continued growth during the pandemic, according to the Measures of Academic Progress (MAP);
- Cognia, SFS’ accrediting agency, identifying SFS as a 2022 School of Distinction for exemplifying excellence in education and standing out as a global example for our service to learners.

The continued success of SFS can be attributed, in large part, to the commitment of our tribal leaders, who regularly meet with students to educate them about our core values and support our work as contributing members of their communities.

The school also credits our staff for their daily dedication to supporting our students and commends our students for their contributions to our learning community.
SANTA FE INDIAN SCHOOL - AT A GLANCE

97% FIVE YEAR AVERAGE: 2018 - 2022
4-YEAR COHORT GRADUATION RATE
(PER NGA & USDOE CALCULATIONS)
SFIS* GRADUATION RATE EXCEEDS NEW MEXICO'S LATEST RATE OF 74.67% (2021) AND THE MOST RECENT NATIONAL GRADUATION RATE OF 80% (2019)

60% OF 2018 - 2022 SFIS GRADUATES EARNED ONE OR MORE NATIVE LANGUAGE CREDITS

16 2018 - 2022 GRADUATES EARNED A TRIBAL BILINGUAL / BILITERACY SEAL

26 DUAL CREDIT CLASSES OFFERED
(2021 - 2022)

235 STUDENTS ENROLLED IN DUAL CREDIT CLASSES
(2021 - 2022)

SFIS RECOGNIZED FOR EXCELLENCE IN EDUCATION
AS A RESULT OF 2021 - 2022 ACCREDITATION

SANTA FE INDIAN SCHOOL
NEW MEXICO

7TH-12TH ENROLLMENT
647
END OF YEAR 2021-2022

STUDENT ENROLLMENT BY TRIBE
PUEBLOS 564
NAVAJO NATION 51
OTHER TRIBES 32

STUDENT ENROLLMENT BY GENDER
FEMALE 364
MALE 283

DOMITORY / DAY ENROLLMENT
DORM 430
DAY 217
THEMES IDENTIFIED IN SFIS 2022 ACCREDITATION REVIEW

SFIS is a model/exemplar for other districts of best practices.

SFIS maintains a strong focus on Native American culture and core values.

SFIS utilizes multiple systems to address individual academic and social-emotional outcomes, prevent students from ‘falling through the cracks,’ and promote strong, interpersonal relationships.

Dedicated and collaborative stakeholder groups contribute to the development of the school’s continuous improvement plan.
## FY24 Budget Requests

**BIE Line Items that Provide Operational Funding to BIE-Funded, Tribally-Controlled Schools**

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Santa Fe Indian School FY24 Budget Requests</th>
<th>Bureau of Indian Education FY24 Budget Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian School Equalization Program (ISEP)</td>
<td>$705 Million (minimum of $545 Million)</td>
<td>$508.7 Million</td>
</tr>
<tr>
<td>Education Facility Operations</td>
<td>$109 Million (moved to forward-funding)</td>
<td>$83.5 Million</td>
</tr>
<tr>
<td>Education Facility Maintenance</td>
<td>$97.5 Million (moved to forward-funding)</td>
<td>$76.5 Million</td>
</tr>
<tr>
<td>Student Transportation</td>
<td>$73 Million</td>
<td>$74.1 Million</td>
</tr>
<tr>
<td>Tribal Grant Support Costs</td>
<td>$105 Million (reclassified as mandatory funding)</td>
<td>$98.7 Million (reclassified as mandatory funding)</td>
</tr>
</tbody>
</table>
Upholding Federal Trust and Treaty Responsibilities

**FUNDING STABILITY**: What steps can we take to:

- move Education Facilities Operations and Maintenance to forward funding?
- reclassify Tribal Grant Support Costs as mandatory funding?
- provide Advance Appropriations for BIE line items?
- reclassify BIE line items as mandatory funding?

**FUNDING LEVELS**: What steps can we take to:

- remedy historical underfunding and funding disparities?
- achieve funding parity?
BIE Indian Student Equalization Program (ISEP) Parity Funding

FY24 Public School Parity ISEP Budget Request: $705,000,000

A Decade of Underfunding

$2.2 Billion Lost (Criteria: Public School Parity)

$617 Million Lost (Criteria: Pay/Inflation Parity)

* The Projected Pay Parity/Inflation Budget is based on the difference between the enacted ISEP budget and the projected ISEP budget if ISEP had been increased by $6,000,000 each year for teacher pay parity and 1.5% to conservatively account for inflation, starting with the enacted FY12 ISEP Budget.

**The Projected Public School Pay Parity Budget is based on the difference between the enacted ISEP budget adjusted for instructional per pupil funding levels and the projected budget based on the average national per pupil funding level adjusted for regional differences and fairly funded high poverty-serving schools (i.e., schools in 30% Census poverty areas).

Data Sources: U.S. Census Bureau’s 2013 and 2020 Annual Survey of School System Finances, the Education Law Center 2022 Making the Grade report, and the 2012-2023 IA/BIE Budget Requests.
Questions: Determining Adequate ISEP Funding Levels

• What is FY25 Funding Parity for ISEP?
  • $840 - $879 Million (Public School Parity Range)
  • $587 Million (3.5% Inflation Parity)
  • $560 Million (Teacher Pay Parity/1.5% Inflation Parity)

• According to the OPBM 638 Pay Cost Data Call presentation, “Tribes are entitled to the same rate of pay increase as federal employees. (P.L. 93-638).”
  • Do BIE’s fixed costs include the same rate of pay increases that federal employees receive for all tribally-controlled school employees (i.e., non-teachers/academic counselors)?

  NOTE that BIE fixed costs included pay increases to ensure teacher and academic counselor DODEA pay parity.
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<tbody>
<tr>
<td>Calculated Need</td>
<td>$2,286</td>
<td>$1,643</td>
<td>$2,754</td>
<td>$2,786</td>
<td>$2,793</td>
<td>$2,721</td>
<td>$2,636</td>
<td>$2,904</td>
<td>$2,893</td>
<td>$2,833</td>
<td>$2,847</td>
<td>$2,082</td>
<td>$3,343</td>
<td>$3,319</td>
<td>$3,350</td>
<td>$3,614</td>
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<tr>
<td>Funding Received</td>
<td>$1,837</td>
<td>$1,114</td>
<td>$1,889</td>
<td>$1,908</td>
<td>$1,845</td>
<td>$1,746</td>
<td>$1,828</td>
<td>$1,981</td>
<td>$1,835</td>
<td>$1,783</td>
<td>$1,831</td>
<td>$2,076</td>
<td>$2,252</td>
<td>$2,235</td>
<td>$2,256</td>
<td>$2,434</td>
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<tr>
<td>Constraint</td>
<td>20%</td>
<td>32%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
<td>31%</td>
<td>32%</td>
<td>37%</td>
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*Since the adoption of the Maximo system in FY2016, SFIS is unable to access the Facilities O&M calculated need. The 2015-2021 calculated need is estimated using the following formula: Funding Received / Percent that SFIS Facilities O&M was funded from the 2005-2015 (67.4% / 32.6% Constraint).
Impact of Underfunding Facilities Operations & Maintenance

- Underfunding of Facilities Operations & Maintenance
- Deferred Maintenance Underfunding & Backlog
- Decreased Building Lifespan
- Increased Need for School Replacements
Questions: Facilities Operations & Maintenance

- Is the BIE Request for Facilities O&M based on the calculated need for all BIE-funded education facilities?
- What is the formula for determining the calculated need?
- When was the formula last updated to account for building conditions, inflation, etc.? How is it updated?

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