

Requirements - At-Risk Student Success and Support

Item Status: Satisfactory

Description:

The At-Risk Student Success and Support section of the Ed Plan consists of 5 evidence requests. Respond to each one using the response option method indicated at the end of each prompt (*Text Response, Checkbox Menu Response, or File Upload*). To provide your input, click on **"Attach Evidence"** to open the response window. Then, provide your response(s) to the prompt and click **"Attach Evidence"** in the lower right-hand corner of the response window to save your input. For questions regarding this section, please contact your assigned NMPED Ed Plan Reviewer.

Legal References:

§22-8-6.E.2, 5, 7 NMSA 1978; §22-8-23.3.A. NMSA 1978; §22-8-23.3.D.(1)-(6). NMSA 1978

Evidence Requests:

TITLE	RESPONSES
<p>1) STATE EQUALIZATION GUARANTEE (SEG) ALLOCATION FOR AT-RISK PROGRAMS AND SERVICES</p> <p>Access the Tool: Use the FY26 Ed Plan Data Tableau Tool to view the estimated additional amounts allocated to your total SEG distribution. This estimation includes calculations for At-Risk program units (At-Risk Program Cost). If your data does not display please check back at a later time or contact your assigned Ed Plan reviewer.</p> <p>Review and Verify the Amounts: Check the amount shown in the tool for At-Risk Program Cost against your site-level calculations.</p> <ul style="list-style-type: none"> • If the amount aligns, please click Verified. • If you identify a significant discrepancy, click Other and email your Ed Plan reviewer a note explaining why you believe the figure is incorrect. <p><i>Note on Data Discrepancies: Please be aware that figures in the FY26 Tableau Tool are based on estimated SEG allocation data provided by the PED School Budget Bureau and may slightly differ from site-level calculations. Minor discrepancies should not affect approval of this prompt. Click here for support using the FY26 Ed Plan Tableau Tool.</i></p>	<p>1) STATE EQUALIZATION GUARANTEE (SEG) ALLOCATION FOR AT-RISK PROGRAMS AND SERVICES</p> <ul style="list-style-type: none"> • Verified

TITLE	RESPONSES
<p>2) RESEARCH-BASED OR EVIDENCE-BASED SOCIAL, EMOTIONAL, OR ACADEMIC INTERVENTIONS</p> <p>To ensure growth and successful outcomes for At-Risk student populations within the district/charter school, please reflect on the current school year and select the services from the checkbox menu that will be supported using SEG funding allocated for At-Risk program units in the 2025-2026 school year. Include services that support the implementation of the Bilingual Multicultural Education Act, the Indian Education Act, the Black Education Act, and the Hispanic Education Act (you may select multiple choices). Use the "Other" option to provide additional information if needed, though it is not required. <i>Checkbox Menu Response</i></p> <p>The list of services identified in the checkbox menu aligns to research-based or evidence-based social, emotional, or academic interventions intended to improve the academic success of At-Risk student populations, as identified in state statute §22-8-23.3. NMSA 1978.</p>	<p>2) RESEARCH-BASED OR EVIDENCE-BASED SOCIAL, EMOTIONAL, OR ACADEMIC INTERVENTIONS</p> <ul style="list-style-type: none"> • Case management, tutoring, reading interventions and after-school programs delivered by social workers, counselors, teachers or other professional staff • Culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education • Additional compensation strategies for high-need schools • Whole school interventions, including school-based health centers and community schools • Educational programming intended to improve career and college readiness of At-Risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions • Services to engage and support parents and families in the education of students
<p>3) DESCRIPTION OF SERVICES AND INTENDED OUTCOMES</p> <p>Based on your selection of services from the checkbox menu in prompt #2, provide a narrative description of how these programs/services will be implemented or refined in the 2025-2026 school year to improve the academic success of At-Risk students, and what the intended goals and outcomes of each program will be. Additionally, where appropriate indicate how the programs and services provided support implementation of the Bilingual Multicultural Education Act, the Indian Education Act, the Black Education Act, and the Hispanic Education Act, as these areas pertain to your district's/charter school's framework. <i>Text Response</i></p>	<p>3) DESCRIPTION OF SERVICES AND INTENDED OUTCOMES</p> <p>Large group (Layer 1) checks for student understanding and standard appropriate instructional strategies. Small group (Layer 2) targeted instruction, may include small group classroom activities, Reading Interventionist and Math Interventionist to address learning gaps (includes English Language Acquisition, Mathematic Skill Development and Social Emotional Learning skills). Further interventions (Layer 3) may include referral for individual tutoring (Elementary) or Friday school tutoring (Secondary). Individual tutoring is scheduled, as needed, utilizing Ed. Fellows, Educational Assistants and volunteers. Additional layered interventions in mathematics and reading may necessitate referral to the SAT for further discussion and interventions.</p> <p>All students receive MLSS Layer 1 instruction from highly qualified staff. When it is determined during a PLC that a student may require enhanced interventions, the team evaluate performance data from formative and interim assessments to pinpoint specific deficiencies. Once deficiencies are identified, Layer 2 targeted interventions or Layer 3 intensive interventions are implemented as described above.</p> <p>If a student continues to demonstrate minimal progress/growth, the PLC will recommend Layer 3 (SAT) targeted interventions. These interventions can include High Dosage Tutoring (Secondary), Math/Reading Intervention (Elementary) or accommodations.</p> <p>If these interventions do not demonstrate success, the student may be referred for a comprehensive assessment to rule out a specific disability.</p> <p>For 2025-26, the District has employed a Math Instructional Coach to provide additional support to teachers and staff providing math instruction and support.</p>

TITLE	RESPONSES
<p>4) STUDENT POPULATIONS THAT WILL BE SERVED Indicate which student groups will be served through the programs and services described above (select all that apply): <i>Checkbox Menu Response</i></p>	<p>4) STUDENT POPULATIONS THAT WILL BE SERVED</p> <ul style="list-style-type: none"> • English Language Learner • Economically Disadvantaged • Native American • Student with Disability • Highly Mobile
<p>5) PROJECTED ACADEMIC PERFORMANCE TARGETS Download the 2025-2026 Performance Targets Spreadsheet. Read the instructions on the spreadsheet carefully, then referencing the baseline proficiency data from the FY26 Ed Plan Tableau Data Tool, enter your projected target goals for the 2025-2026 school year for all student subgroups and target areas identified, aligning them with your district/charter school demographics. Student subgroups within the Tableau Tool that do not generate a baseline percentage mark indicate that data has been masked for that particular data point, therefore the corresponding growth goal in the spreadsheet may be left blank as well. After completing the entries, save the spreadsheet and upload it as a file attachment to the prompt. Click here for guidance regarding the Performance Targets Spreadsheet. <i>File Upload</i></p>	<p>5) PROJECTED ACADEMIC PERFORMANCE TARGETS</p>

Item History:

DATE	USER	ITEM STATUS	NOTE/RESPONSE MADE
06/03/2025 03:21 PM	Nicole Murillo	Satisfactory	Good afternoon. I hope you're doing well today and thank you for the responses submitted in this section. After completing my review of the information provided, this section meets approval requirements. Have a great day!

Requirements - Special Education Programs and Services

Item Status: Satisfactory

Description:

The Special Education Programs and Services section of the Ed Plan consists of 4 evidence requests. Respond to each one using the response option method indicated in parentheses at the end of each prompt (*Text Response, Checkbox Menu Response, or File Upload*). To provide your input, click on “**Attach Evidence**” to open the response window. Then, enter your response to the prompt and click “**Attach Evidence**” in the lower right-hand corner of the response window to save your input. For questions regarding this section, please contact your assigned NMPEd Ed Plan Reviewer.

Legal References:

§22-8-6.E.6 NMSA 1978

Evidence Requests:

TITLE	RESPONSES
<p>1) STATE EQUALIZATION GUARANTEE (SEG) ALLOCATIONS FOR SPECIAL EDUCATION AND GIFTED EDUCATION PROGRAMS AND SERVICES</p> <p>Access the Tool: Use the FY26 Ed Plan Data Tableau Tool to view the estimated additional amounts allocated to your total SEG distribution. This estimation includes calculations for Special Education program units, Ancillary Service program units, and Gifted Education program units (SPED Program Cost, SPED Ancillary Services Cost, and Gifted Ed Program Cost). If your data does not display please check back at a later time or contact your assigned Ed Plan reviewer.</p> <p>Review and Verify the Amounts: Check the amounts shown in the tool for SPED Program Cost, SPED Ancillary Services Cost, and Gifted Ed Program Cost against your site-level calculations.</p> <ul style="list-style-type: none"> • If the amounts align, please click Verified. • If you identify a significant discrepancy, click Other and email your Ed Plan reviewer a note explaining why you believe the figure is incorrect. <p>Note on Data Discrepancies: <i>Please be aware that figures in the FY26 Tableau Tool are based on estimated SEG allocation data provided by the PED School Budget Bureau and may slightly differ from site-level calculations. Minor discrepancies should not affect approval of this prompt. Click here for support using the FY26 Ed Plan Tableau Tool.</i></p>	<p>1) STATE EQUALIZATION GUARANTEE (SEG) ALLOCATIONS FOR SPECIAL EDUCATION AND GIFTED EDUCATION PROGRAMS AND SERVICES</p> <ul style="list-style-type: none"> • Verified

TITLE	RESPONSES
<p>2) DESCRIPTION OF SPECIAL EDUCATION SERVICES Based on reflection from the current school year and efforts to identify strategies needed to best promote growth and success for students in approved Special Education programs, describe the services that will be implemented or refined using SEG funding allocated for Special Education program units and how these services support access to a Free and Appropriate Public Education (FAPE) within the district/charter school in the upcoming 2025-2026 school year. <i>Text Response</i></p>	<p>2) DESCRIPTION OF SPECIAL EDUCATION SERVICES Identified students with an IEP will be provided services as specified in their Individualized Educational Plan in the least restrictive environment and thereby ensuring FAPE for all students.</p> <p>Depending on the IEP student supports can range from inclusionary supports in the regular classroom utilizing the general curriculum to Life Skills required interventions. In all exceptionalities contained within, social-emotional skill development is provided through the licensed school social worker, school counselor, behavioral health professionals from the SBHC and all special education staff. All staff receive professional development with regards to behavioral management using PBIS, Restorative Discipline, IEP implementation, CPI de-escalation, Behavior Improvement Plans and other associated trainings.</p> <p>Ancillary and related services are provided to qualifying students through Region IX and contracted service providers to ensure compliance with the child's IEP, as required.</p>
<p>3) DESCRIPTION OF ANCILLARY & RELATED SERVICES Based on reflection from the current school year and efforts to identify strategies needed to best promote growth and success for students in approved Special Education programs, describe the ancillary and related services that will be provided or refined using SEG funding allocated for Ancillary Service program units and how these services support access to a Free and Appropriate Public Education (FAPE) within the district/charter school in the upcoming 2025-2026 school year. <i>Text Response</i></p>	<p>3) DESCRIPTION OF ANCILLARY & RELATED SERVICES The IEP specifies the ancillary and related services to be provided students.</p> <p>Depending on the IEP, student supports can range from inclusive supports in the regular classroom utilizing the general curriculum to Life Skills required interventions. Ancillary services (PT & OT) services are provided by Region IX. Speech Language Pathology services are provided through an independent contractor.</p> <p>Social-emotional skill development is provided through the licensed school social worker, school counselor, behavioral health professionals from the SBHC and all special education staff. All staff receive professional development with regards to behavioral management using PBIS, Restorative Discipline, IEP implementation, CPI de-escalation, Behavior Improvement Plans and other associated trainings.</p> <p>Ancillary and related services are provided to qualifying students through Region IX and contracted service providers to ensure compliance with the child's IEP, as required.</p>
<p>4) DESCRIPTION OF GIFTED EDUCATION SERVICES Based on reflection from the current school year and efforts to identify strategies needed to best promote growth and success for students receiving Gifted Education services, describe the supports and services that will be implemented or refined using SEG funding allocated for Gifted Education program units and how these services support access to a Free and Appropriate Public Education (FAPE) within the district/charter school in the upcoming 2025-2026 school year. <i>Text Response</i></p>	<p>4) DESCRIPTION OF GIFTED EDUCATION SERVICES Capitan Municipal Schools committed to providing support to Gifted students through an array of opportunities. There will be a spectrum of support from classroom enrichment opportunities provided through the professional development of general education teachers to more specific student-centered/adaptive instructional opportunities to assist with student growth. Additionally, the district will provide a continuum of support as each student progresses through their educational career, ensuring goals are relevant and current through annual GIEP meetings. As students progress through the K - 12 grade process, goals will reflect progression towards postsecondary learning settings, or functional real-world skills to be utilized after graduation. Effective evaluation will help ensure all appropriate school personnel are knowledgeable on expectations and outcomes for Gifted students as a whole and individually which will in turn support Gifted students' access to a Free and Appropriate Public Education (FAPE).</p>

Item History:

DATE	USER	ITEM STATUS	NOTE/RESPONSE MADE
06/03/2025 03:21 PM	Nicole Murillo	Satisfactory	Good afternoon. I hope you're doing well today and thank you for the responses submitted in this section. After completing my review of the information provided, this section meets approval requirements. Have a great day!

Requirements - Professional Educator Growth and Support

Item Status: Satisfactory

Description:

The Professional Educator Growth and Support section of the Ed Plan consists of 7 evidence requests. Respond to each one using the response option method indicated in parentheses at the end of each prompt (*Text Response, Checkbox Menu Response, or File Upload*). To provide your input, click on "**Attach Evidence**" to open the response window. Then, enter your response to the prompt and click "**Attach Evidence**" in the lower right-hand corner of the response window to save your input. For questions regarding this section, please contact your assigned NMPED Ed Plan Reviewer.

Legal References:

§22-8-6.E.4 NMSA 1978; §22-10A-9 NMSA 1978; §22-10A-20 NMSA 1978 NMAC 6.60.10.1

Evidence Requests:

TITLE	RESPONSES
1) BEGINNING TEACHER MENTORSHIP: ALIGNMENT TO THE ELEVATE NM COMPETENCIES Describe how the district/charter school ensures individual support for first-year teachers provided by their designated mentor teachers is aligned to the competencies outlined in the Educator Effectiveness system (Elevate NM). <i>Text Response</i>	1) BEGINNING TEACHER MENTORSHIP: ALIGNMENT TO THE ELEVATE NM COMPETENCIES The district has targeted \$2500 to support the efforts of identified highly-effective teachers who will be providing mentorship for all newly hired classroom teachers. Through the evaluation of Domains 1-4, mentor teachers are selected to lead the development of mentee teachers. This support is extended throughout the year through classroom visits, lesson planning, formative achievement data, daily operation tasks, classroom applications of instructional technology and support in working with parents. Both mentors and mentees are required to participate in monthly trainings through Region IX.

TITLE	RESPONSES
<p>2) BEGINNING TEACHER MENTORSHIP: STRUCTURED AND EVIDENCE-BASED TRAINING FOR MENTOR TEACHERS How does the district/charter school provide designated mentor teachers with structured and evidence-based training activities to ensure they are prepared to give support and guidance to first-year teachers. <i>Text Response</i></p>	<p>2) BEGINNING TEACHER MENTORSHIP: STRUCTURED AND EVIDENCE-BASED TRAINING FOR MENTOR TEACHERS Mentors are selected based on certification and prior performance.</p> <p>At the beginning of the year the principals meet with assigned mentors to review curriculum, essential competencies in ElevateNM, and potential resources for continued professional development. This orientation is intended to make sure that the mentors have the knowledge to provide the support for all teachers new to the district. Periodic meetings continue throughout the school year to ensure that our mentors have the support they need. Building principals provide new teachers with professional development regarding Domains 1-4 to ensure they understand professionalism, effective communication with families/colleagues and sound instructional strategies.</p> <p>First year teachers new to the profession and all mentors are required to attend and complete a mentor program through Region IX, monthly.</p>
<p>3) BEGINNING TEACHER MENTORSHIP: PROCESS FOR SELECTION OF DESIGNATED MENTOR TEACHERS Describe the structured process the district/charter school implements for the selection of designated mentor teachers, including verification that mentors are required to be classified as either level 2 or level 3 teachers, per NMAC 6.60.10.7. <i>Text Response</i></p>	<p>3) BEGINNING TEACHER MENTORSHIP: PROCESS FOR SELECTION OF DESIGNATED MENTOR TEACHERS Mentors are selected based on their performance evaluations and licensure level. Building principals have access to all teacher's licensure level. Further selection is based on the teachers instructional leadership capability. This data is garnered from previous years ElevateNM Domain rating data. Mentor skills and abilities are evaluated based on NMAC 6.60.10.8 competencies</p>
<p>4) BEGINNING TEACHER MENTORSHIP: REQUIREMENTS FOR PROGRAM COMPLETION Describe the specific requirements and metrics that are established which determine successful completion of the beginning teacher mentorship program by all first-year teachers participating in it throughout the district/charter school. <i>Text Response</i></p>	<p>4) BEGINNING TEACHER MENTORSHIP: REQUIREMENTS FOR PROGRAM COMPLETION Mentees complete a professional development plan that specifies activities and outcomes that are monitored throughout the year. The principal reviews satisfactory completion of these activities as part of the summative evaluation process. Mentors are evaluated based on competencies and metrics for success.</p> <p>Mentors and mentees are required to participate in monthly trainings through Region IX. Successful completion of the program is communicated to the District from Region IX.</p>
<p>5) BEGINNING TEACHER MENTORSHIP: DURATION OF MENTORSHIP PROGRAM As required by NMAC 6.60.10.8, does the mentorship program last at least one year in length and include provisions whereby support for an additional one-or-two years may be provided to teachers who do not successfully complete the first-year teacher mentorship program when they continue to be employed in the public school district, charter school, or state educational institution? <i>Checkbox Menu Response</i></p>	<p>5) BEGINNING TEACHER MENTORSHIP: DURATION OF MENTORSHIP PROGRAM</p> <ul style="list-style-type: none"> • Yes

TITLE	RESPONSES
<p>6) INFORMATION ON CLASS/TEACHING LOAD Does the district/charter school meet the requirements of Section 22-10A-20 NMSA 1978 for class or teaching load as defined below:</p> <ul style="list-style-type: none"> • Kindergarten Elementary – 20 students (15-20 students requires an Education Assistant) • Grades 1, 2 and 3 Elementary – average 22 students (any teacher in grade 1 with greater than 21 students requires an Educational Assistant) • Grades 4, 5 and 6 Elementary – average 24 students • Grades 7 through 12 – 160 students <ul style="list-style-type: none"> ◦ English teachers in grades 7-8 is 135 with 27 students per class ◦ English teachers in grades 9-12 is 150 with 30 students per class <p>Select “Yes” in the checkbox menu if all requirements are met for all grade levels (as applicable).</p> <p>If not, select “Other” in the checkbox menu and provide a narrative explaining whether your district/charter school will be applying for a waiver and for what grade levels, or if already operating under an approved waiver, a description detailing for what grade levels your waiver applies and for what timeframe it is valid. <i>Checkbox Menu</i></p>	<p>6) INFORMATION ON CLASS/TEACHING LOAD</p> <ul style="list-style-type: none"> • Yes

TITLE	RESPONSES
<p>7) QUALITY EDUCATOR TRAINING AND PROFESSIONAL DEVELOPMENT</p> <p>Based on reflection from the current school year, briefly describe the scope of quality educator training and professional development opportunities that will be provided to schoolteachers and staff, as well as their intended outcomes, in the 2025-2026 school year. <i>Text Response</i></p>	<p>7) QUALITY EDUCATOR TRAINING AND PROFESSIONAL DEVELOPMENT</p> <p>Educator training and professional development are devoted to the District's Priority Initiatives. These include:</p> <ul style="list-style-type: none"> • PBIS (Elementary)Improved Discipline/Culture • Restorative Discipline (Secondary)Improved Discipline/Culture • Pathful - CTE (Secondary)Improved CTE Opportunities for Students • Active Shooter Training (All)Improved Safety Measures • NMIS & NGSS Essential Standards ID, Implementation and Evaluation (All)Improved Instructional Delivery and Curriculum Selection • NMIS & NGSS Essential Standards Vertical Alignment (All)Improved Vertical Alignment of Essential Standards • AED/Narcan Training (All)Improved Safety for Students • Lakeshore Math (Elementary)Improved Instructional Delivery • McGraw-Hill (HS Science) Improved Instructional Delivery • Twig (ES & MS Science) Improved Instructional Delivery • IEP Training (All)Improved Identification of Student Needs and Outcomes for Students with Disabilities • Kagan Learning (All)Improved Classroom Management and Learning Transitions • NWEA Data Training (All)Improved Understanding by Staff to Affect Learning Based on Student Outcomes on Interim Assessments • UFLI Training (Educational Assistants)Improve the Capacity of Educational Assistants to Assist the Classroom Teacher with regards to Literacy • Black Education Act Training (All) • Structured Literacy Training (2-5 Teachers and EA's)Improved Literacy of All Students • Physics in a Box (3-10 Science Teachers)Improved Math and Science Literacy Strategies • Autism Training (Special Education Teachers and EA's)Improved Identification and Accommodations for AU Students • Drug Identification Training (All Staff)Improved Capacity of Staff to Identify Drug/Alcohol Use by Students Lowered Drug/Alcohol Use or Abuse by Students

Item History:

DATE	USER	ITEM STATUS	NOTE/RESPONSE MADE
06/03/2025 03:21 PM	Nicole Murillo	Satisfactory	Good afternoon. I hope you're doing well today and thank you for the responses submitted in this section. After completing my review of the information provided, this section meets approval requirements. Have a great day!

Requirements - Supplemental Revenue Sources

Item Status: Satisfactory

Description:

The Supplemental Revenue Sources section of the Ed Plan consists of 4 evidence requests and is only required if your district/charter school will receive a Family Income Index award in the 2025-2026 school year **and/or** receives funding from any of the federal/local revenue sources indicated in prompt 1. Please read the prompts in their entirety prior to responding.

Respond to the prompts as required using the response option method indicated in parentheses at the end of each one (*Text Response, Checkbox Menu Response, or File Upload*). To provide your input, click on **"Attach Evidence"** to open the response window. Then, enter your response to the prompt and click **"Attach Evidence"** in the lower right-hand corner of the response window to save your input. For questions regarding this section, please contact your assigned NMPED Ed Plan Reviewer.

Legal References:

§22-8-6 NMSA 1978; §22-8F-1 NMSA 1978

Evidence Requests:

TITLE	RESPONSES
<p>1) DOES YOUR DISTRICT/CHARTER SCHOOL RECEIVE FUNDING FROM THESE SPECIFIC FEDERAL AND/OR LOCAL REVENUE SOURCES? Use the FY26 Ed Plan Data Tableau Tool to verify which of the identified federal and/or local revenue sources will be received in the 2025-2026 school year, then select the corresponding choices from the checkbox menu list. If you will NOT receive funding from any of these specific revenue sources, choose N/A and skip prompts 2, 3, and 4 in this section. Click here for support in using the FY26 Ed Plan Tableau Tool. <i>Checkbox Menu Response.</i></p>	<p>1) DOES YOUR DISTRICT/CHARTER SCHOOL RECEIVE FUNDING FROM THESE SPECIFIC FEDERAL AND/OR LOCAL REVENUE SOURCES?</p> <ul style="list-style-type: none">• Federal Forest Reserve Funds• Local One-Half Mill School District Property Tax
<p>2) PRIORITIZED USE OF FEDERAL/LOCAL FUNDS Using the checkbox menu, indicate what the prioritized use of these funds will be in the 2025-2026 school year (select all that apply). Use the "Other" option to provide additional information if needed, though not required. <i>Checkbox Menu Response</i></p>	<p>2) PRIORITIZED USE OF FEDERAL/LOCAL FUNDS</p> <ul style="list-style-type: none">• Purposes relating to the Public School Capital Improvements Act, 22-25 NMSA 1978• Purposes relating to the research-based or evidence-based social, emotional or academic interventions for which at-risk program units may be used
<p>3) WHAT SUPPORT WILL THESE REVENUES PROVIDE? Use the checkbox menu to indicate how these revenues are intended to be used (select all that apply). Use the "Other" option to provide additional information if needed, though not required. <i>Checkbox Menu Response</i></p>	<p>3) WHAT SUPPORT WILL THESE REVENUES PROVIDE?</p> <ul style="list-style-type: none">• To Improve Student Outcomes• To Improve the Condition of a School Building

TITLE	RESPONSES
<p>4) DESCRIPTION OF PROGRAMS/SERVICES Based on your selections above, provide a brief description of how this revenue will provide programs and services to improve student outcomes and/or support capital projects undertaken to improve the condition of a school building in the 2025-2026 school year. <i>Text Response</i></p>	<p>4) DESCRIPTION OF PROGRAMS/SERVICES Programs primarily include facility maintenance and improvement of learning environment. We currently have no general obligation bond revenue. However, we recently passed a mill-levy. This requires that we use all mill-levy funds to maintain Capitan Elementary School and Capitan Middle/High School. All District facilities are on a single campus. Typically, most needed maintenance activities involve repairs to the building envelope, building systems (HVAC, Mechanical, Electrical & Security/Safety). Improved facilities improve student outcomes.</p>

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06/03/2025 03:21 PM	Nicole Murillo	Satisfactory	Good afternoon. I hope you're doing well today and thank you for the responses submitted in this section. After completing my review of the information provided, this section meets approval requirements. Have a great day!