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RYAN STEWART, ED.L.D.  
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

## **DZİŁ DITŁ'OOÍ SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE (DEAP)**

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

**School Address:** Indian Service Rte 109, Navajo, NM 87328

**Head Administrator:** Louella Poblano

**Business Manager:** Michael Vigil

**Authorized Grade Levels:** 6-11

**Authorized Enrollment Cap:** 180

**Current Enrollment:** 40

**Contract Term:** July 1, 2015 through June 30, 2020

**Mission:** As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Ditł'ooí area by consciously balancing the needs of the land with the needs of the people.

## Analysis of Renewal Application and Site Visit

<b>PART A:</b>	<b>Data analysis provided by CSD is attached</b> Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
<b>PART B:</b>	<b>Progress Report provided by the School is attached</b> Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

<b>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 8, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	<b>Department's Standards of Excellence— A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades SY16 - SY18: C, B, and B</b> <b>Current Standing: F in SY16, D in SY 17 and SY18</b> <b>Lower Performing Students: F in SY16-SY17 and D in SY18</b>	<i>Demonstrates Substantial Progress</i>
1.b	<b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> <li>• SHORT CYCLE ASSESSMENT READING <b>Rating for SY19: Meets</b></li> <li>• SHORT CYCLE ASSESSMENT MATH <b>Rating for SY19: Meets</b></li> </ul>	<i>Meets the Standard</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<b>Audit</b> Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had fifteen (15) audit findings, including six (6) repeat and three (3) material weaknesses or significant deficiencies.</b>	<i>Demonstrates Substantial Progress</i>
2.b	<b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do	<i>Meets the Standard</i>

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	<u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>• <b>Indicator 1b Applicable Education Requirements</b></li> <li>• <b>Indicator 1d Students with Special Needs</b></li> <li>• <b>Indicator 1e English Language Learners</b></li> <li>• <b>Indicator 1g Recurrent Enrollment</b></li> <li>• <b>Indicator 2a Financial Compliance</b></li> <li>• <b>Indicator 3b Holding Management Accountable</b></li> <li>• <b>Indicator 5b Health and Safety Requirements</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Failing to Demonstrate Substantial Progress</i>

<b>PART C:</b>	<b>Financial Statement</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions</b> <ol style="list-style-type: none"> <li>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit.  <b>Number: <u>6</u> Percentage: <u>100</u> %</b> </li> <li>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit.  <b>Number: <u>26</u> Percentage: <u>81</u> %</b> </li> </ol>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> <li>1. A narrative description of its facilities</li> <li>2. Attach <u>  </u> facility plans or <u>  X  </u> the school’s Facility Master Plan</li> <li>3. Attach a copy of the building E Occupancy certificate(s)</li> </ol>

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	from <u>Construction Industries Division</u> number <u>20835</u> <u>Maximum capacity is not listed on the certificate.</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 <b>The school's letter, dated DATE, indicates an NMCI score of 55.82% , which does NOT meet or excced the current average of 23.07% (lower is better with zero being perfect).</b>
	5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. <u>      </u> building is owned by charter school, school district, or government entity; OR <u>      </u> building is subject to a lease-purchase agreement; OR <u>  X  </u> school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) <input checked="" type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
<b>PART F:</b>	<b>Prior Amendment Requests</b> No amendment requests were submitted.
<b>Interviews</b>	A summary of the stakeholder interviews is on the following page.
<b>Other Appendices</b>	The school did not provide additional appendices.
<b>School's Response</b>	The school's responses to the CSD preliminary analysis are attached.

## Stakeholder Interviews

Stakeholder interviews were conducted on October 8, 2019 at DEAP. The participants included four (4) parents, six (6) students, three (3) teachers, and two (2) Governing Council members.

Parents cited the Dine teachings as a major reason they chose to send their students to DEAP. Additionally, they mentioned concerns with the local public schools as reasons they wanted to enroll at the charter school. There is a concern amongst parents regarding communication. The school will send home calendars and notifications regarding events with students, but if the students do not hand those items to their parents, then the parents are unaware of happenings at the school. The school does use a communication system called *Remind*; however, the school has not been using the system as regularly since August. Despite these concerns, parents think the school feels like a family due to the small size. One parent stated that her son wakes up early in the morning, on his own, “because he wants to go to school.”

Students almost unanimously agreed that DEAP feels different from other schools. Students are engaged thanks to hands on learning, feel challenged, and know that the teachers care about their learning. One student said he got in trouble at school and was sent to the principal’s office a lot before coming to DEAP. DEAP has taught him to be responsible and respect others. Students echoed what the parents said regarding that the school feels like a family.

One of the two governing council members present stated that he joined the school partially because he felt connected to the community. He believes that DEAP has a potential to be part of the development and growth of the community. Both governing council members are impressed with the academic proficiency and growth of the school. The council members recognize that they need to strengthen the board. Specifically, they need to take on more of their own responsibilities back from the head administrator and improve the communication between the Finance and Audit Committees and the rest of the board.

Teachers cited DEAPs responsiveness to community and student needs as a strength of the school. One teacher appreciated that when the school was developing, it asked the community what it wanted from a school instead of coming in and telling the community what the school was going to do. All three teachers felt that they have a part in the shaping and development of DEAP.



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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# DZİŁ DITŁ'OOÍ SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE (DEAP) December 2019

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

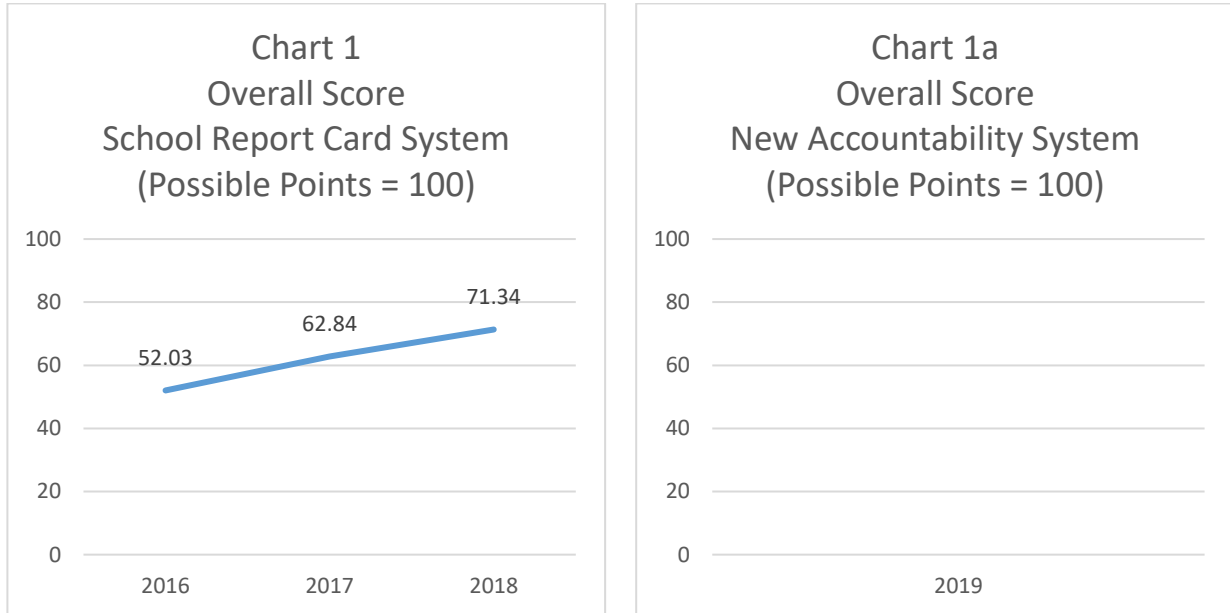
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

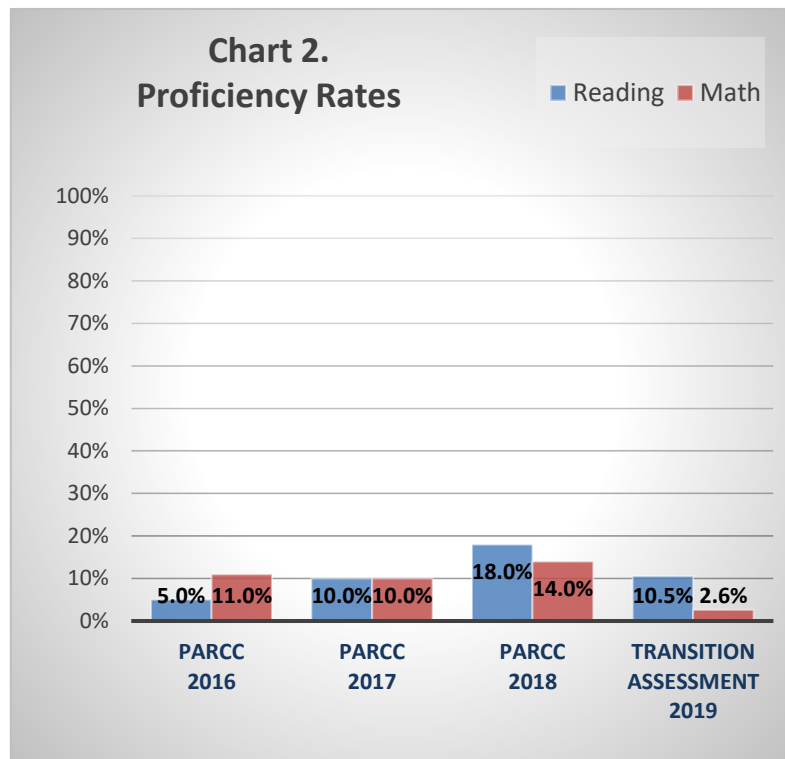
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards. For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 1a. Department's Standards of Excellence

**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).

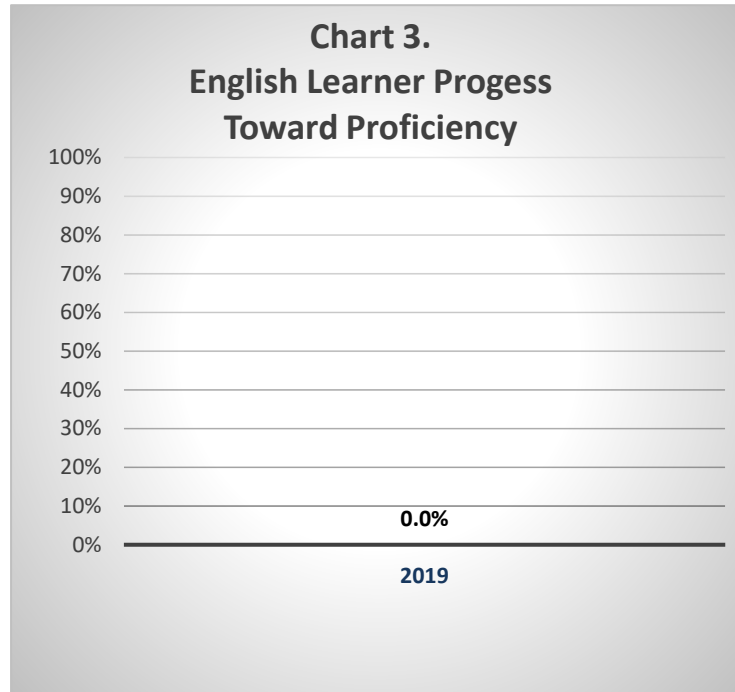


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

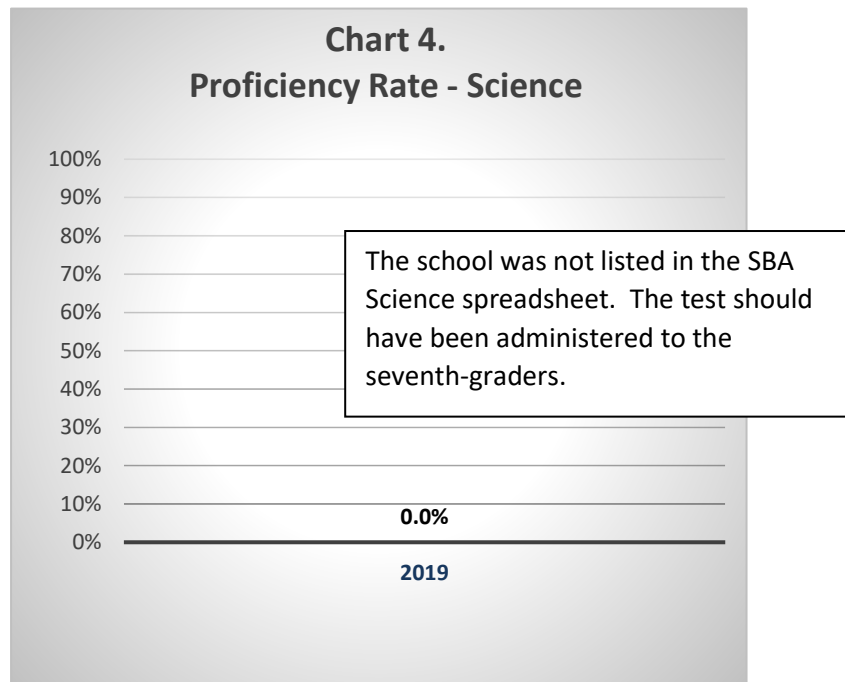




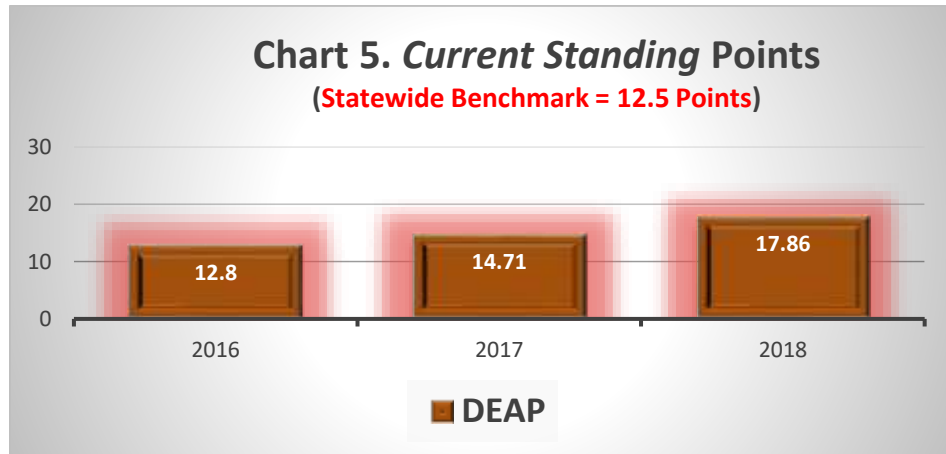
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



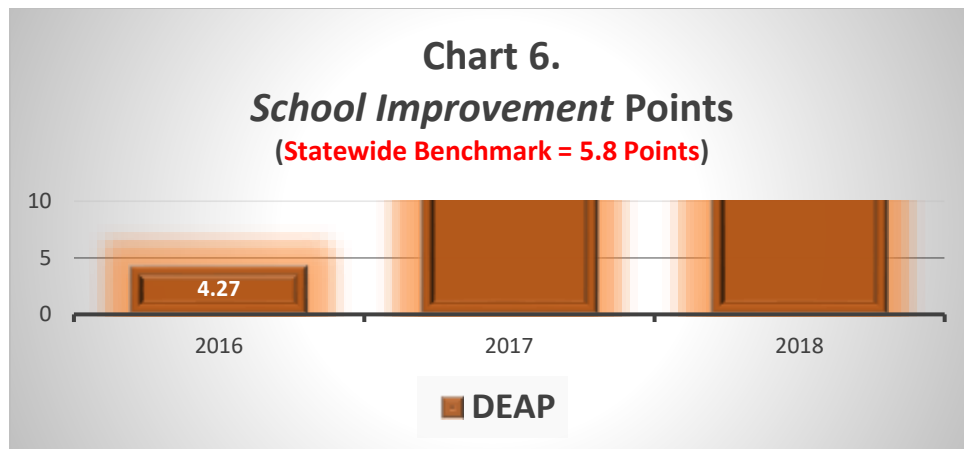
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

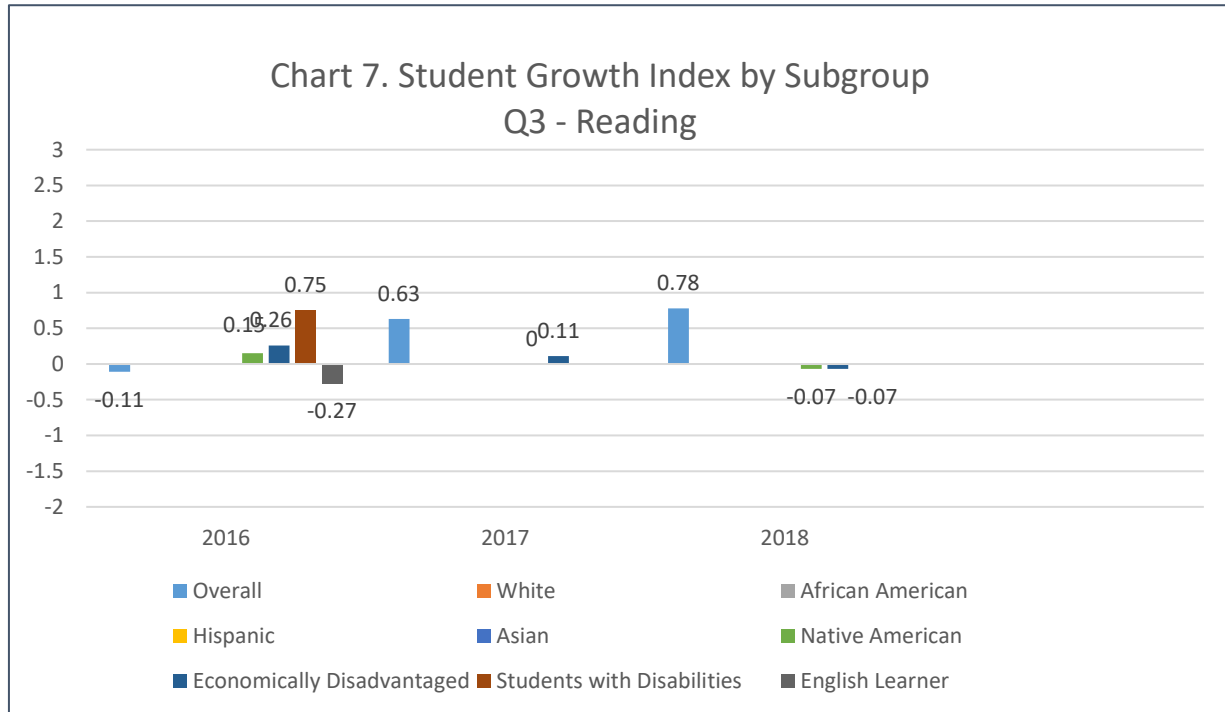


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



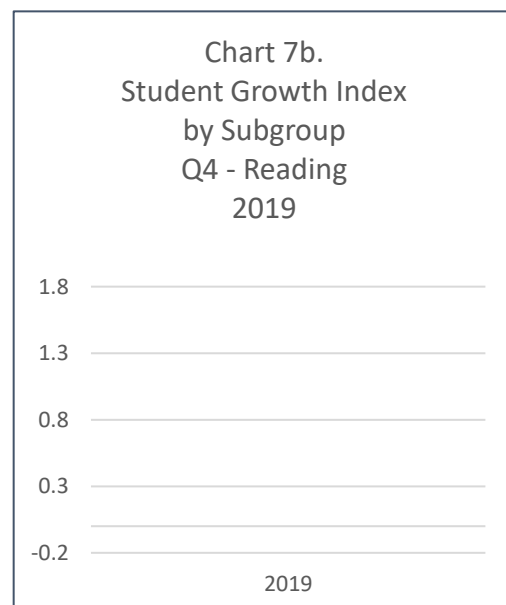
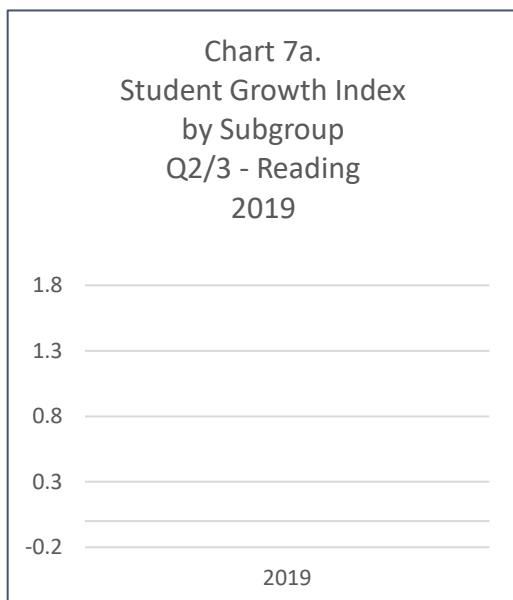
### **Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



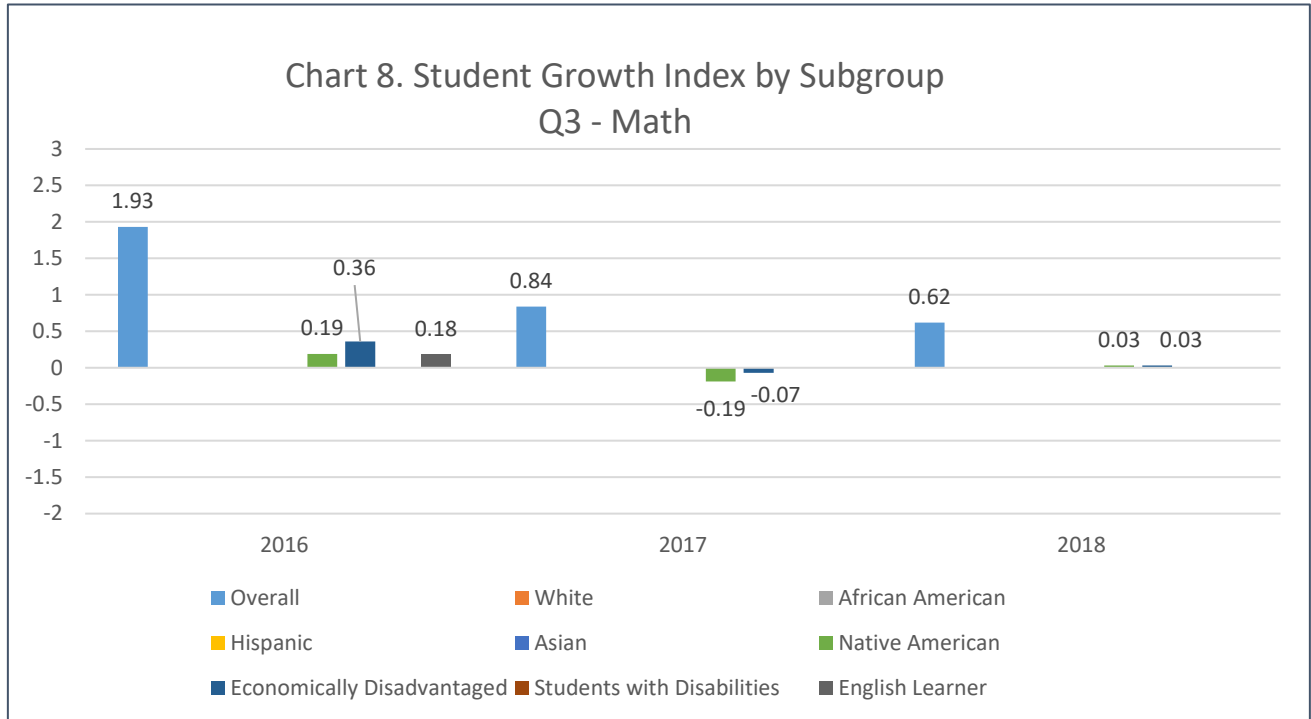
### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



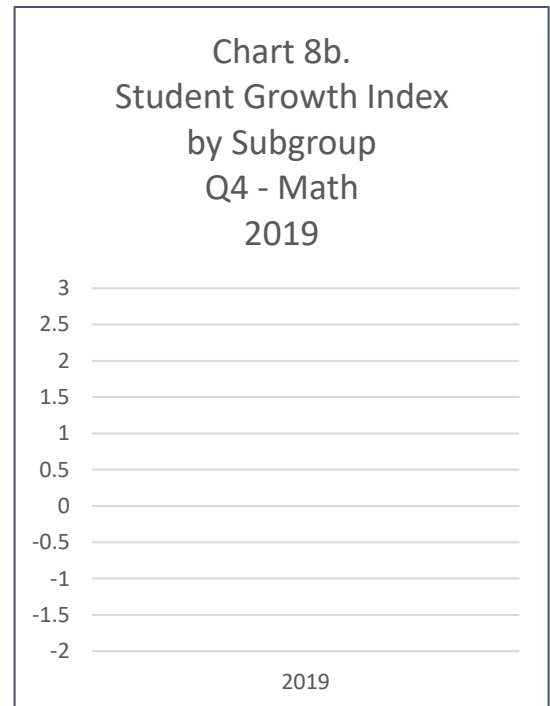
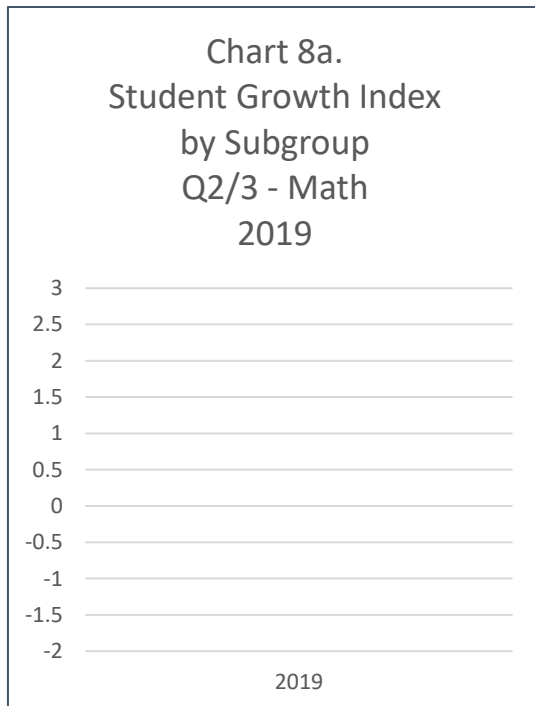
### Subgroup – Higher-Performing Students in Math

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



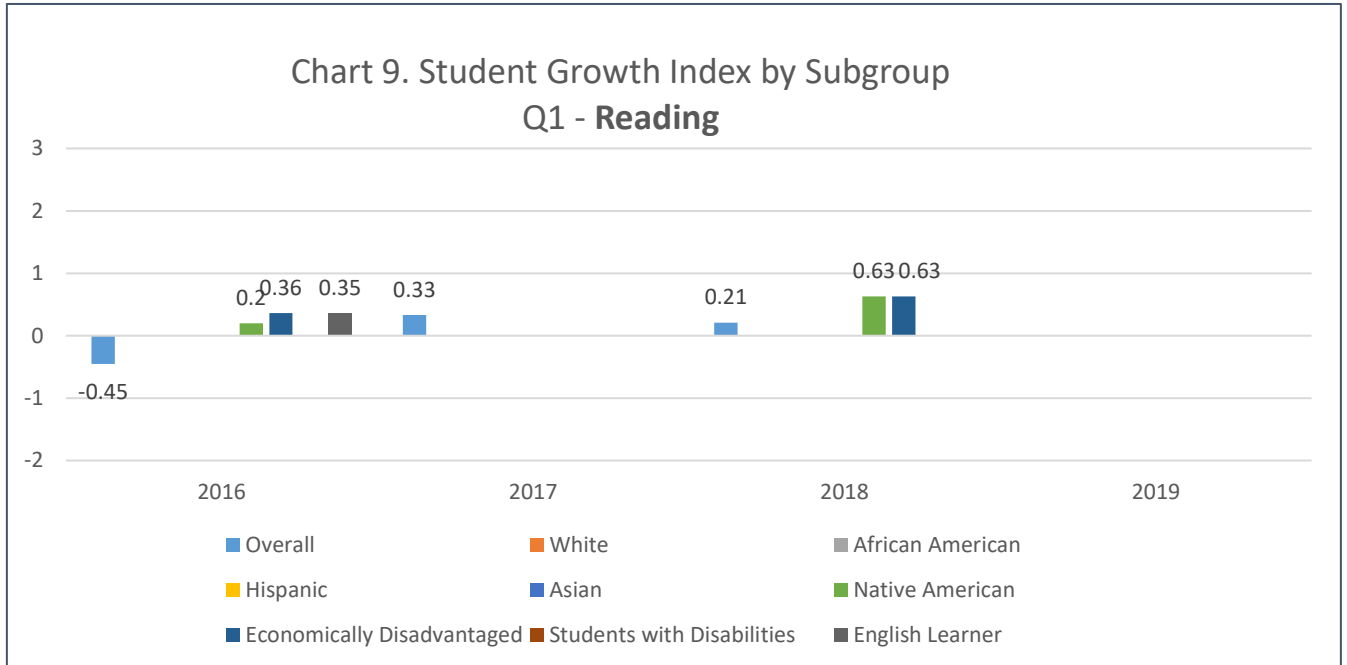
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

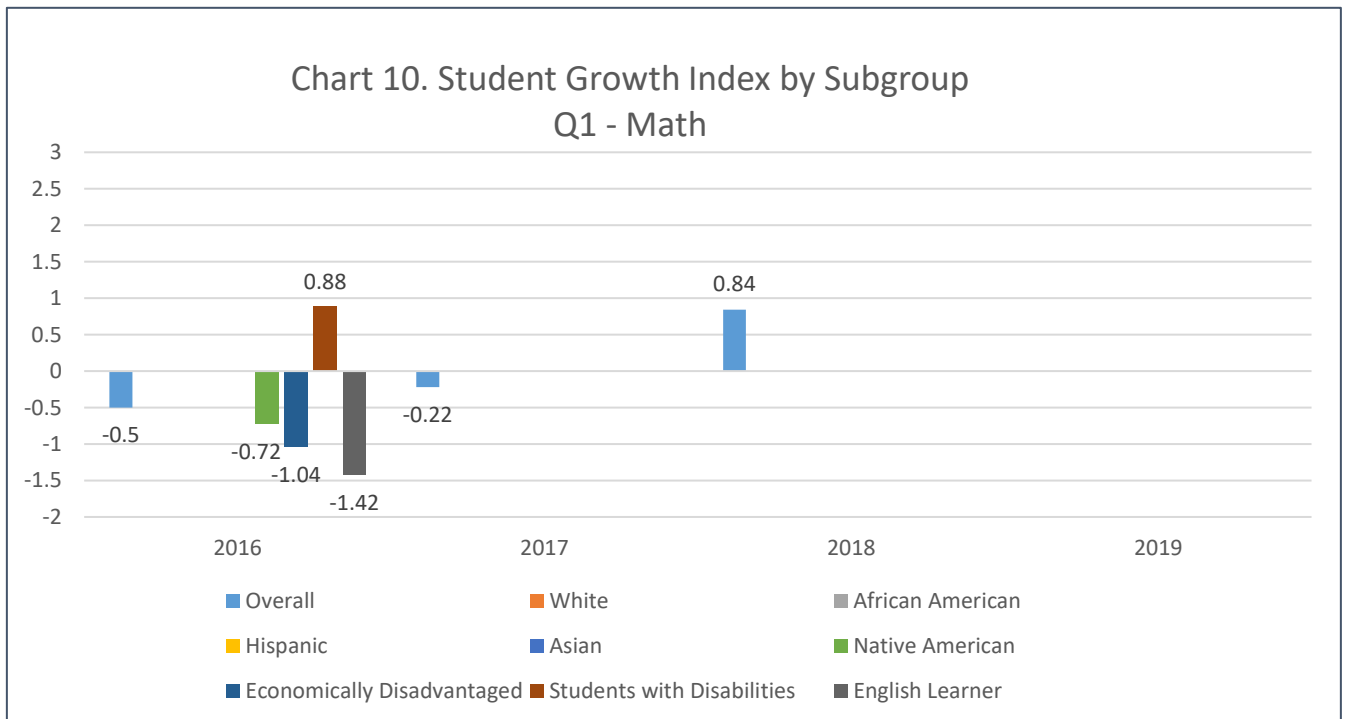


### Subgroup – Lowest-Performing Students in Reading

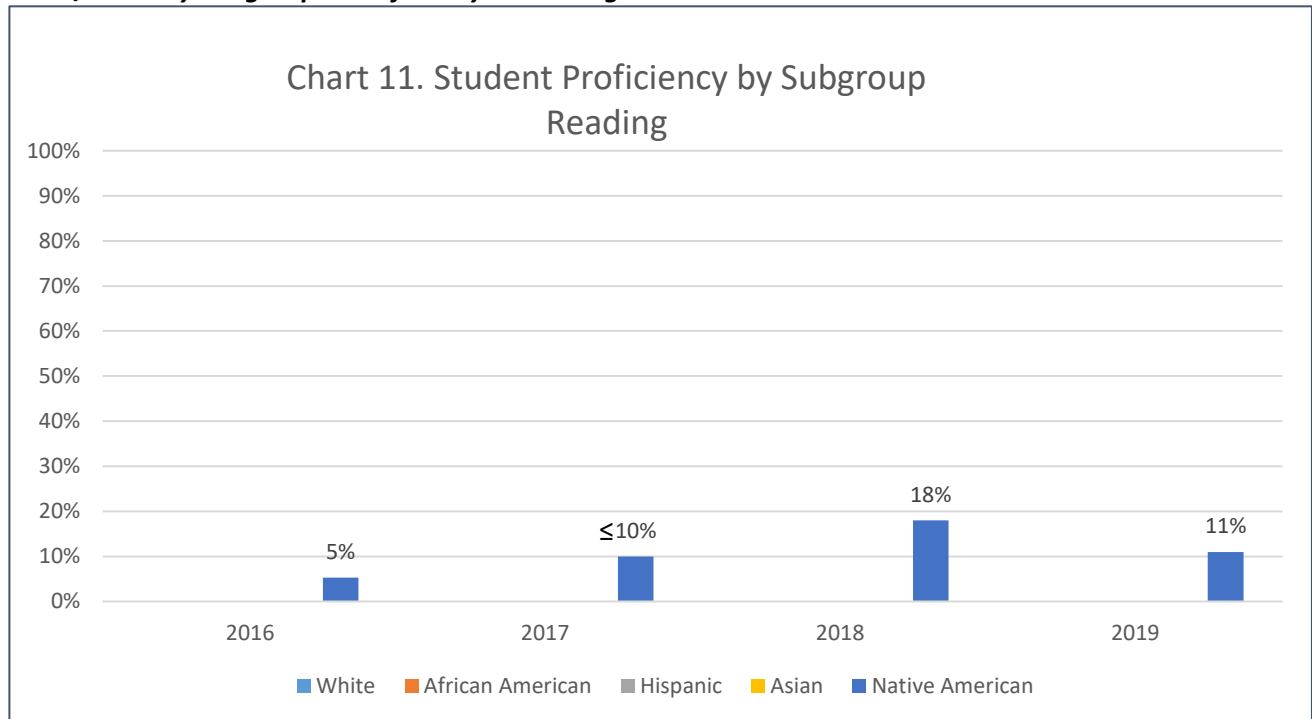
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



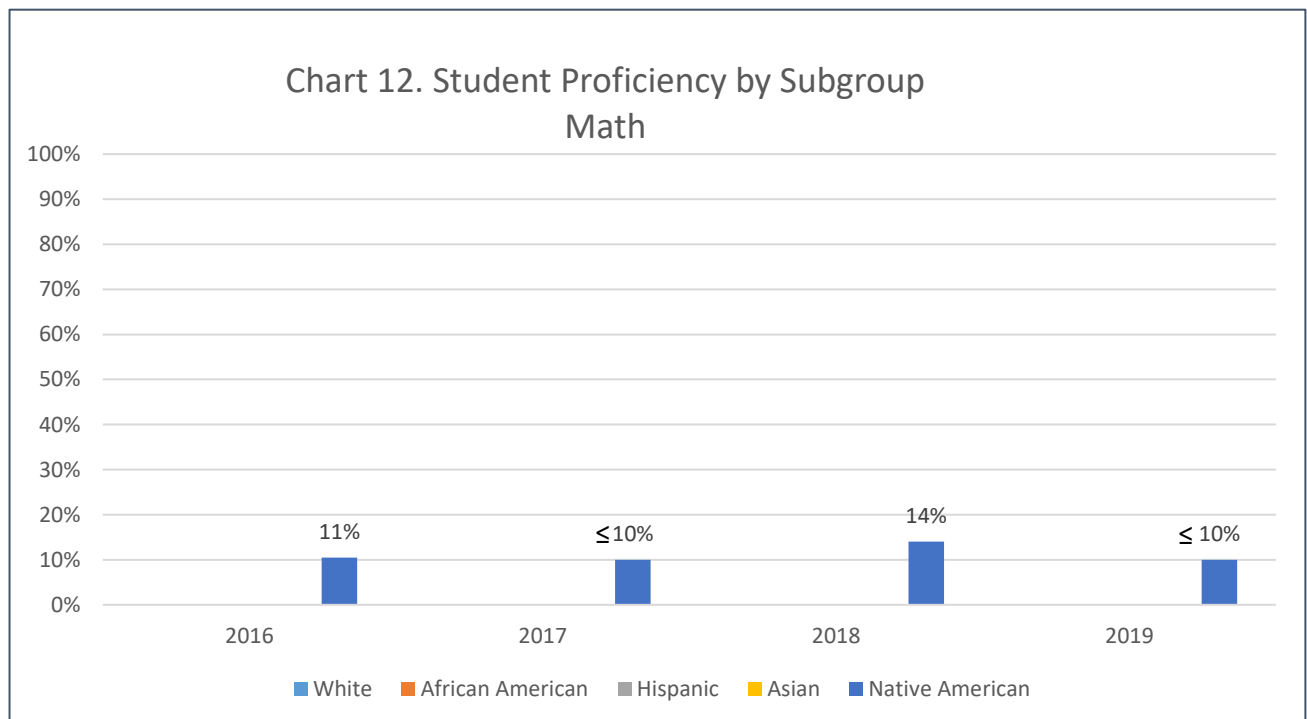
### Subgroup – Lowest-Performing Students in Math



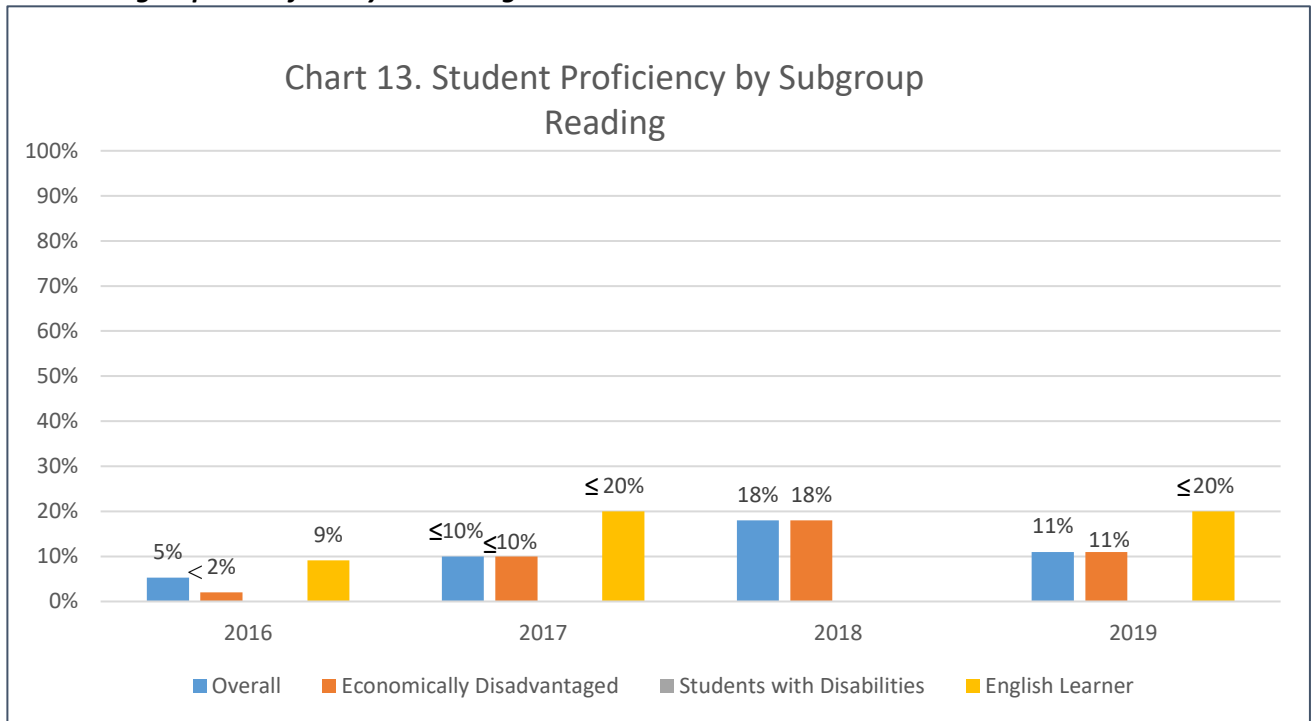
***Race/Ethnicity Subgroups - Proficiency in Reading***



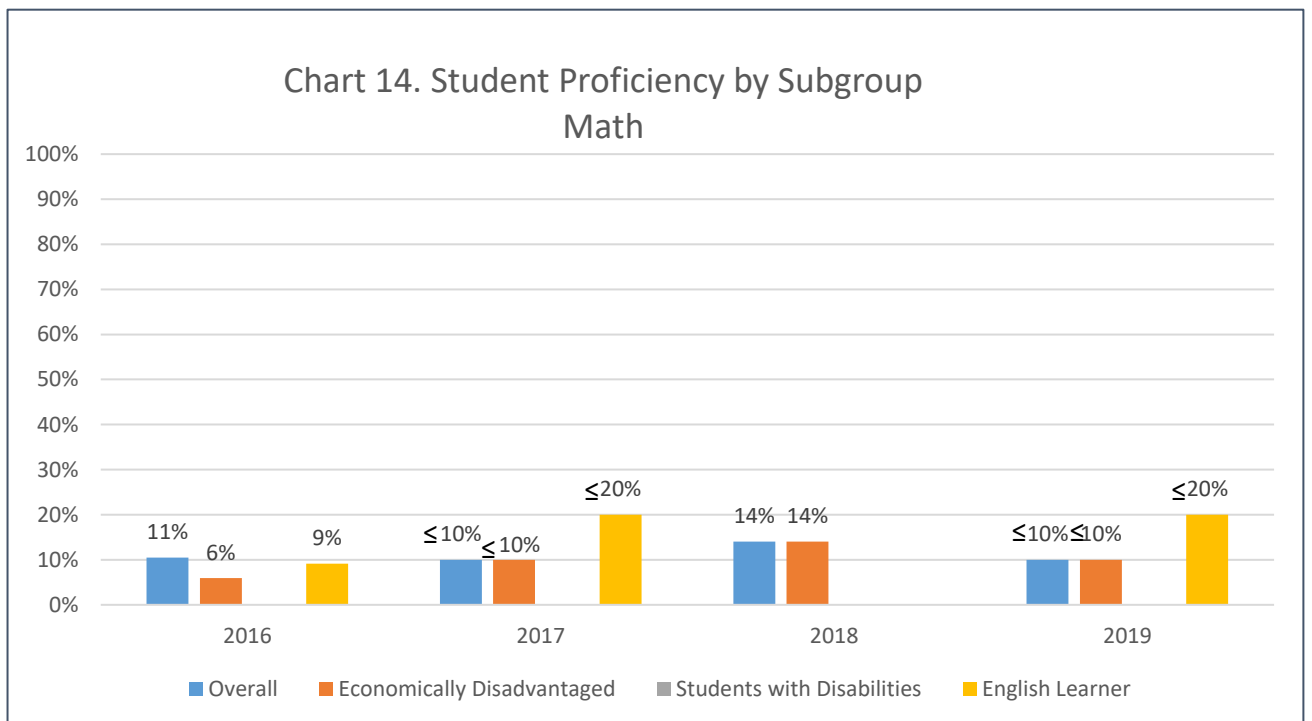
***Race/Ethnicity Subgroups - Proficiency in Math***



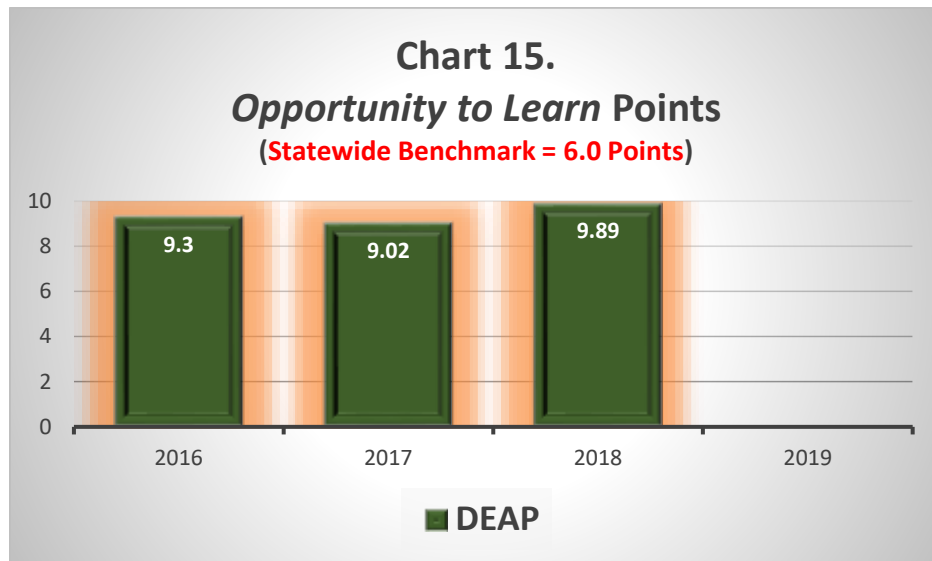
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.





### 1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

#### Charter Specific Goals

1. **SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school meets the target of this indicator if 60 -79% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
2. **SHORT CYCLE ASSESSMENT MATH** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school meets the target of this indicator if 60 -79% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR the student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

	Goal 1	Goal 2
<b>2016</b>	Not rated	Not rated
<b>2017</b>	Does Not Meet	Falls Far Below
<b>2018</b>	Meets	Meets
<b>2019</b>	Meets	Meets

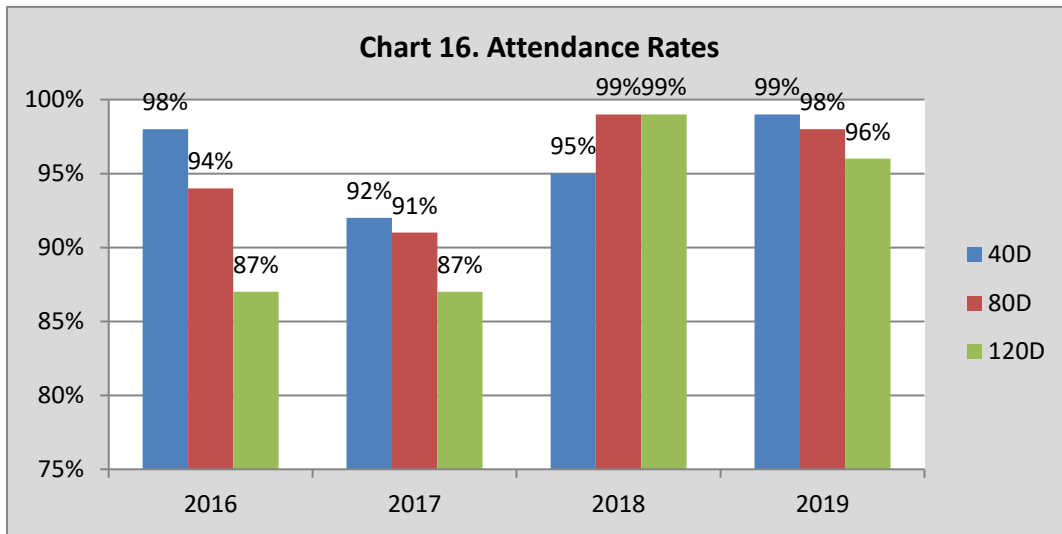
<sup>1</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

### 1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

#### **Attendance Rate (The statewide target is 95% or better.)**

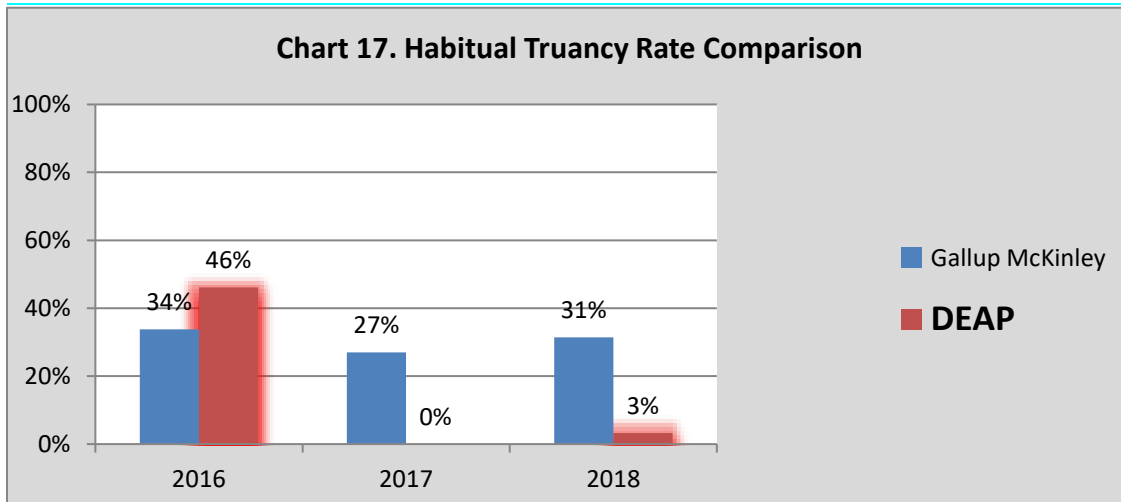
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



#### **Habitual Truancy (The statewide target is 2% or less.)**

Chart 17 reflects the school's habitual truancy rate compared to the local district.

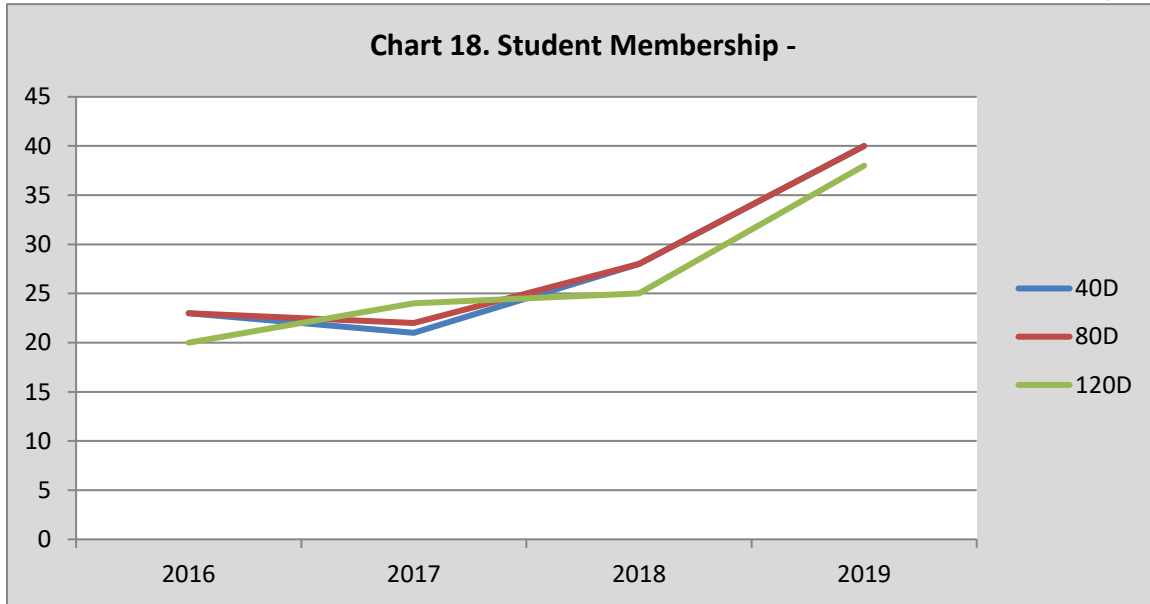
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



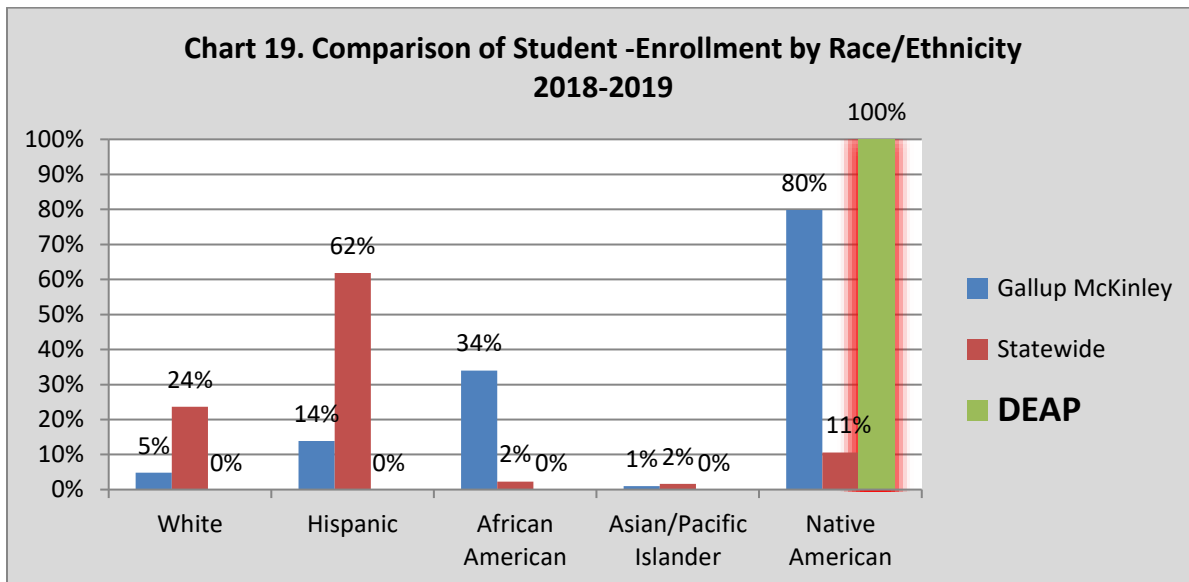
### Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

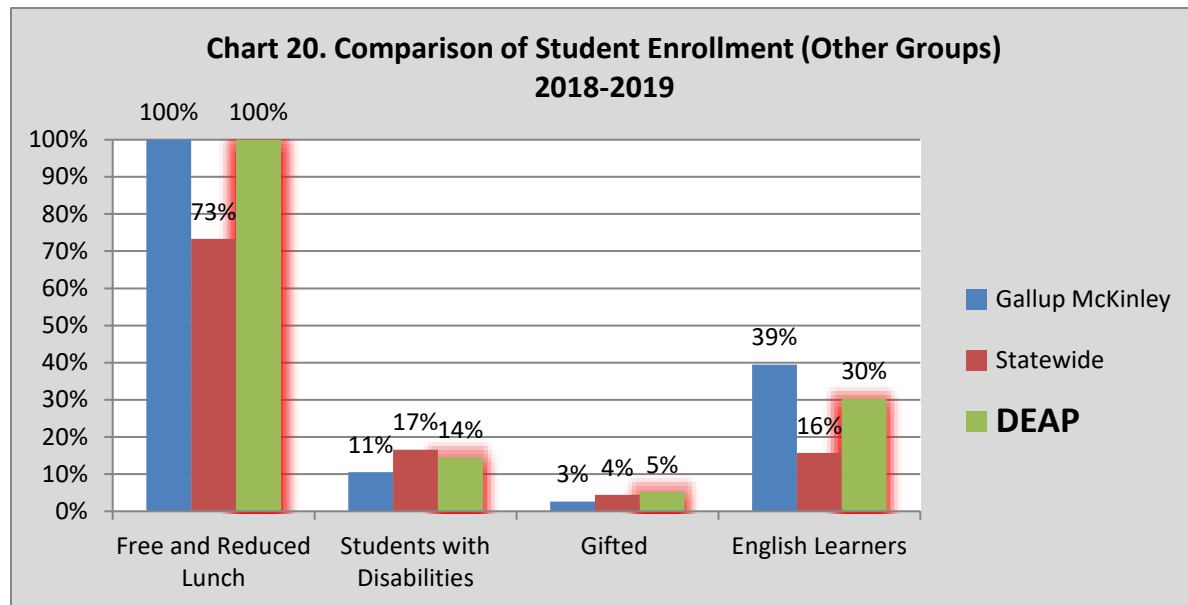


### Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Enrollment by Other Subgroups

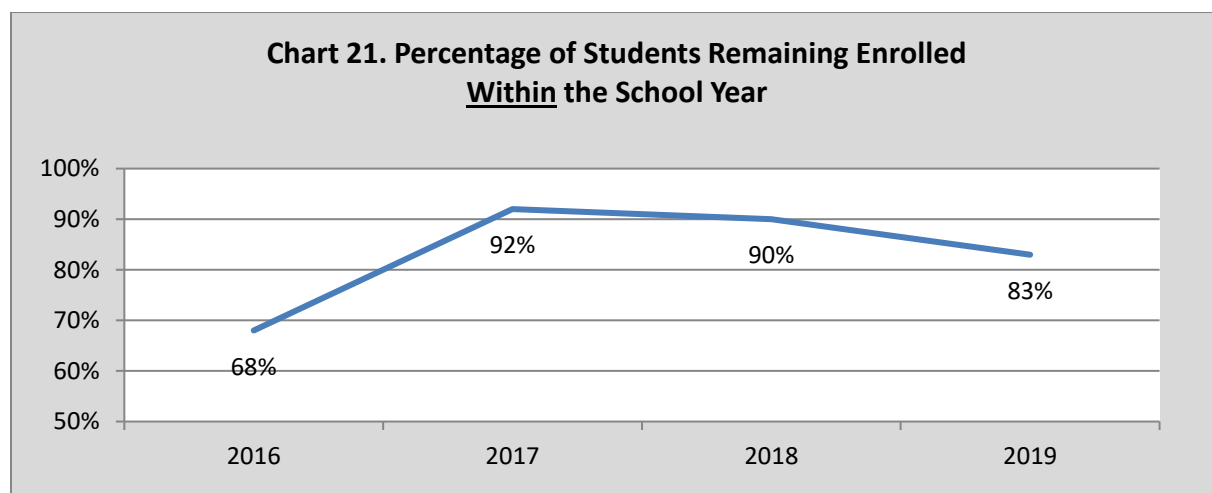


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

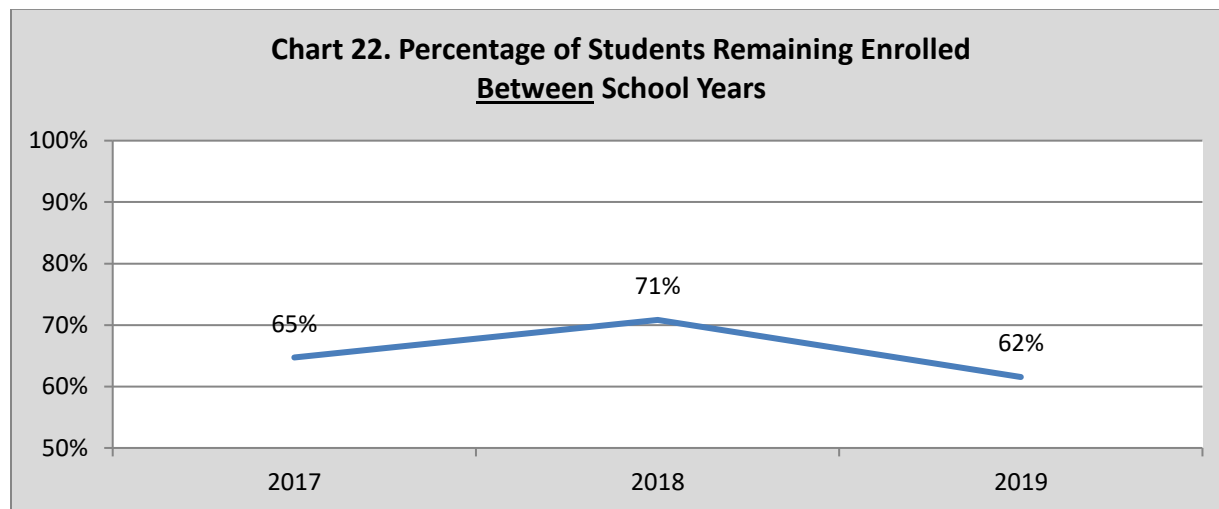
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

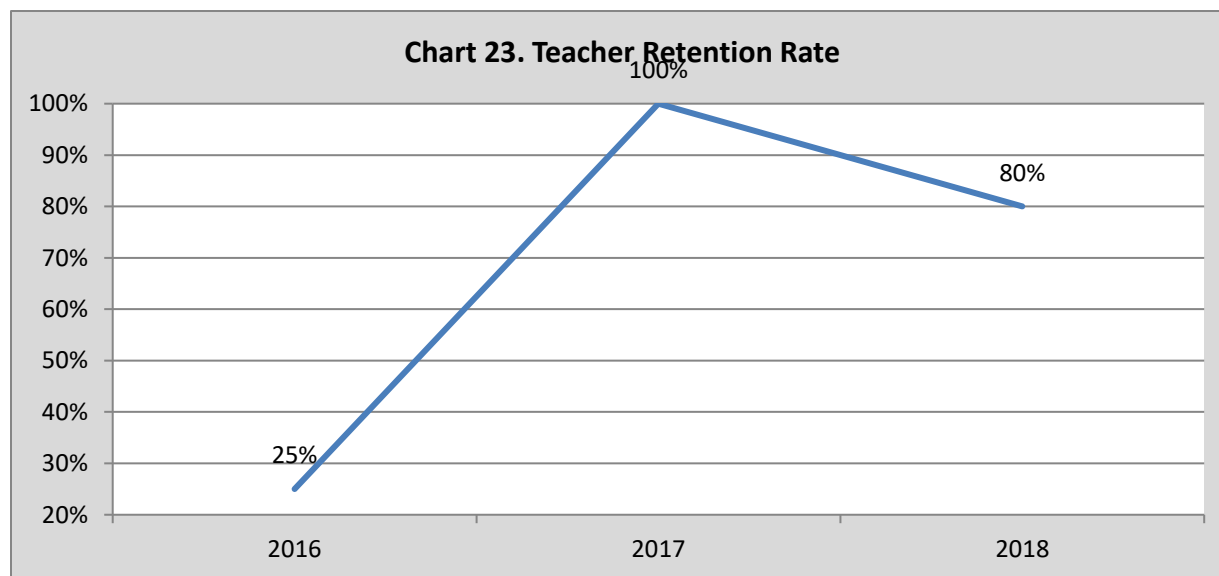


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	4	3	0
FY17	7	3	1
FY16	4	0	1

### Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

#### 2018-001 Purchasing (Previously #2016-001) (Other Noncompliance)

**Condition/Context:** During our audit, we identified the following issues related to purchasing:

- 3 out of 54 disbursements in which the purchase order was not provided or was prepared and approved after the actual purchase.
- 3 out of 54 disbursements totaling \$292 lacked supporting documentation.
- 2 out of 54 disbursements included sales tax of \$364 on purchases for tangible property exempt from NM GRT.
- 2 out of 54 disbursements where the School failed to make timely payments of invoices, resulting in a total in \$22.58 of incurred late fees.
- 2 out of 2 travel reimbursements lacked evidence of approval.

*Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.*

**Management's Response:** The School will review its procedures over procurement and accounts payable to ensure completeness of record keeping, including purchase orders, invoices, and proof of payments to vendors, and that all items will be paid within 30 days of invoice date. The procedures will ensure that taxes will not be paid on the purchase of tangible personal property. In addition, a review of travel procedures will be completed to ensure appropriate approvals are required.

#### 2018-002 Internal Controls over Reimbursements (Other Noncompliance)

**Condition/Context:** During our review of the November 2017 USDA claim, the school records supported a claim for 352 lunches, however the school only claimed 306, which represents an under-reimbursement of \$135.

**Management's Response:** The School maintains a daily count sheet and a monthly summary report which is submitted. The reports will be reconciled to ensure the correct student count for USDA claims are submitted with accuracy. The student count will be recorded on the count sheet by one person and approved by another before being submitted to USDA.

#### **2018-003 Internal Control over Payroll (Previously #2017-004) (Other Noncompliance)**

**Condition/Context:** During our review of 5 personnel files and related salary contracts, we noted the following issues:

- 1 instance in which the background check on an employee was performed 7 months after the employee start date.
- 1 instance in which the ERB enrollment form was not signed by the employer.

*Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.*

**Management's Response:** All payroll documents provided by the employees will be reviewed by both the school administration and the contracted business manager to ensure completeness.

#### **2018-004 Budgetary Conditions (Previously #2016-002 and 2017-002) (Other Noncompliance)**

**Condition/Context:** During our audit, we noted instances where actual expenditures exceeded the budgetary authority:

Fund 25248 - Instruction \$110

Fund 27150 - Support Services \$471

In addition, there were 4 budget adjustments that lacked evidence of governing council approval prior to approval by PED within OBMS.

*Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.*

**Management's Response:** 2 invoices were paid on 06/29/2018 to vendors and caused the expenditures to exceed budget authority. The Public Education Department's deadline to submit BARs had passed and so budget authority could not be adjusted due to PED deadlines. Both funds had plenty of funds available to be moved around with the submission of a budget adjustment. The Business Manager should have waited to pay these invoices in the next fiscal year so that a BAR could have been created, and the invoices could have been paid with the proper budget authority. Management disagrees with the BARs not being approved by Governing Council. The School had informed the Business Manager that they were still going to be purchasing and possibly paying invoices at the end of the fiscal year. The contract business manager requested approval for final BARs from the Governing Council because of the BAR submission deadline. The Governing Council

approved the contract business manager to work with school administration to create final year-end transfer and maintenance BARs. Because of this, a 05/09/18 approval date was recorded in OBMS for those BARs that had been created.

**2b. Board of Finance**

The school's Board of Finance was not suspended during the term of the current contract.



## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

The School seeks to offer students an engaging and relevant learning experience through the development of innovative and meaningful curricula and instruction. The following highlight some of the key features of the School's educational approach:

**\*Agricultural Sciences Curriculum:** The School will provide students with hands-on learning through agriculture education. The School will partner with local farms and agriculture programs to prepare students to be college ready, provide pathways to careers in agriculture, promote community wellness, foster Diné culture, and increase opportunities for community leadership and action.

#### **\*Personal Wellness**

The School will offer Personal Wellness courses that focus on all aspects of wellness: Physical, Emotional, Intellectual, and Community/Service. The School uses a Wellness Wheel as a tool for students, staff and community to articulate their perceptions, goals and assessments surrounding their health and to assess student progress toward high school graduation, college and career readiness.

**\*Diné Culture Revitalization and Identity Empowerment:** The School offers courses in Diné Studies, Diné Language & Indigenous Studies to give students a foundation in understanding their identities.

**Service Learning.** The School seeks to create young leaders that are prepared to transform their community through service and action. All students will take part in planning community events and a Service Learning Capstone project in 12<sup>th</sup> grade.

#### *Student – Focused Term(s).*

**Diné Empowerment through Cultural Revitalization and Relevancy:** The School's students will receive innovative training that revitalizes Diné culture. For example, the School's students will lead the community in labeling spaces and objects in the Diné language. Additionally, the School will invite guests to present lessons and presentations about Diné culture and life.

**Experiential Learning Through Agriculture Sciences:** The School's focus on agriculture sciences will provide many opportunities for students to participate in various agriculture projects or events such as community gardens, garden workshops, field trips, harvest festivals and cooking demonstrations. We commit to finding resources for students to participate in hands-on agriculture experiences as part of the School's curriculum during the school day and as after-school activities.

**Wellness and Perseverance Philosophy:** All students will participate in advisory with a School staff member on a weekly basis. The advisor will serve as mentors and have consistent communication with parents and families. Additionally, students will take a personal wellness course in grades 6-8.

**College and Career Readiness:** The School will support students in reaching their college and career readiness goals by offering preparation for college entrance exams, college counseling, family counseling, and field trips to local college campuses and/or college fairs.

*Teacher – Focused Term(s).*

**Extensive Unit/Lesson Planning:** The School will require that all the School's teachers work together to create and implement strong units and lessons. The School's educators will use the Understanding By Design framework, designed by Grant Wiggins and Jay McTighe, to create lessons that provide students with enduring understandings and essential questions.

The key tenets of Understanding by Design (UbD) are:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
3. Effective curriculum development reflects a three-stage design process called "backward design." This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher's job is ongoing action research for continuous improvement. Student and School performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These "six facets" provide conceptual lenses through which students reveal their understanding.
6. Teachers, schools, and districts benefit by "working smarter"—using technology and other approaches to collaboratively design, share, and critique units of study.

This rigorous planning process will assure that students are receiving instruction that is critical, relevant and engaging. In addition, teachers will be encouraged to collaborate in lesson planning and instruction during Professional Learning Communities. We want our students to succeed, so we intend to plan for results. Therefore, the School will strive to produce rigorous, relevant and engaging lessons that are developed by innovative and exceptional educators.

**Professional Learning Communities (PLC):** The School's educators will participate in weekly PLC meetings to collaborate, critique lesson plans, and develop units or learning experiences. PLCs are important to the School's success as it assures that the school's educators are meeting consistently to work, reflect and take action in creating quality and meaningful learning experiences.

*Parent – Focused Term(s).*

The School considers the relationship between students' families and the School to be of paramount importance and will create structures for their formal and informal involvement with the school.

\*At four times during the School year, the School invites students and their families to attend formal conferences during which report cards are given to families.

\*The School will sponsor at least 4 events throughout the school year for parents, families and community members to be involved. Some planned events include community-planting, harvest festival, MLK Day of Service, Parents' Day, Grandparents' Day, Navajo Shoe Game and Winter Story Telling. Other events will be planned in unison with parents, students and local community organizations.

\*The School will have a Parent Advisory Committee composed of DEAP parents to provide assistance and recommendations to the school's programming.

\*The School's Governing Council Bylaws specifically outline that at least 1 member will be a parent of a DEAP student.

### 3b. Organizational Performance Framework

DEAP	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00 NM A-F School Grading System</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01</b> Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> Educational Plan: <a href="#">material terms</a> of the approved charter application	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>III-A.03</b> Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory <a href="#">attendance</a> laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>IV-A.00</b> Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>VI-A.02</b> Employees: completing required <a href="#">background checks</a>	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			Meets (or Exceeds) Standard
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Falls Far Below (or Does Not Meet) Standard	Not Rated	Working to Meet Standard

### 3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
<b>Benita Litson</b>	President	12/1/2014	Active	8	8	0
<b>Delmaline Muskett</b>		4/10/2018	Active	8	8	0
<b>Gavin Sosa</b>	Vice Pres.	6/1/2017	Active	8	8	0
<b>Michaela Shirley</b>	Secretary	11/1/2016	Active	8	8	0
<b>Thomasine Benally</b>	Treasurer	9/4/2018	Active	10	10	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<b>Meets the Standards</b>	<ul style="list-style-type: none"> <li>In <b>each</b> year of the contract term, the school has a demonstrated record of meeting <b>all</b> standards, which is supported by evidence.</li> </ul>	
<b>Demonstrates Substantial Progress</b>	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard.</li> </ul>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>The narrative describes <b>specific adult</b> (teacher, leader, board) <b>actions taken to improve performance and outcomes</b> by <b>addressing the root cause</b> of the inadequate performance;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The <b>site visit</b> team can verify the <b>implementation of reported improvement actions</b> by evaluating <b>specific evidence</b> at the school site that is <b>observable, verifiable, and readily available</b>;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The narrative identifies <b>measurable successes</b> during the most recent year <b>resulting from the improvement actions taken</b>;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>An evaluation of the data and <b>evidence supports the observable and reported successes</b>.</li> </ul>
<b>Failing to Demonstrate Progress</b>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years of the contract term.</li> <li>An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard.</li> </ul> <p style="text-align: center;">AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>The narrative is focused on <b>describing circumstances connected to the poor performance and/or excuses for the poor performance</b> (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of "at-risk" students, a lack of funding, teacher/administrator turnover, etc.), and/or <b>either does not describe specific adult improvement actions taken</b> or describes <b>minimal adult improvement actions taken</b>;</li> <li>or</li> <li>The site visit team is not able to verify implementation of the reported adult improvement actions because there is no <b>observable, verifiable</b> evidence presented during the site visit;</li> <li>or</li> <li>The narrative <b>fails to identify any measurable successes</b> during the most recent year, or evaluation of the <b>data and evidence directly contradicts reported successes</b>.</li> </ul>	



## 1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

**School response:**

The leaders of Dził Dít'ooí School of Empowerment, Action & Perseverance (DEAP) have long believed that education is the most important tool in revitalizing community and perpetuating Navajo values and culture. As a result, DEAP has strived to be a model for what Indigenous education can look like in practice. Creating a school in rural reservation community has been a difficult journey as the DEAP teams has strived to meet the unique needs of our students and struggling community. Despite all the challenges, DEAP has created a pathway for many young people to achieve their dreams and help their communities. While DEAP strives to continuously improve, we are honored to share the following innovative and meaningful ways that DEAP approaches education:

- **Teaching Methods:** DEAP was created to respond to the unique needs of Native students. Therefore, culturally responsive teaching has been the guiding teaching method at DEAP. Teachers and staff are required to embed Navajo Culture standards and/or concepts in each content area. For example, the DEAP science and math classes incorporate hands-on projects that utilize Navajo knowledge systems and practices to teach math and engineering. DEAP students were able to master concepts in chemistry and fractions during the Navajo cake learning demonstration. In addition, the DEAP moccasin making project allowed for students to practice their culture in ways that gave back to community as well as build their own cultural capital. DEAP strongly believes that students learn best when they are able to be immersed in their culture and ways of knowing. We have used land based pedagogy to develop cross-curricular units of study. In addition, DEAP also provides blending learning opportunities that allow students to gain technological skills and rigorous content knowledge. Our teaching methods also incorporate the DEAP core values as a foundation for building student knowledge. In addition, DEAP humanities courses are designed to incorporate the vast growing literature and research developed by Indigenous scholars. DEAP middle school students take Native literature classes to provide a link between their identities and histories.
- **Measure of student achievement:** Given the context of the unique cultures that our students share, we have developed some unique measures of student achievement that allow for students to demonstrate their knowledge in ways that are reflective of their interests and gifts. In addition to summative and formative assessments, DEAP requires that all students complete three yearly student led conferences where they are able to reflect and share information with their families and teachers on their progress in academics, culture, wellness and life goals. DEAP has developed a rubric to evaluate the conferences and has seen growth during each conference in terms of presentation skills and reflection. In addition, the spring conference requires all student complete a presentation of learning for DEAP students, families and community stakeholders. These presentations allow for students to explore action research, presentation and public speaking processes and teaching.
- **Family and Community Involvement:** Our curriculum and learning programming are designed to include families and learners of all ages. As a result DEAP hosts at least one monthly learning event that creates pathways for family and community involvement including our annual harvest festival, Navajo shoe game competition, annual community clean up and Grandparent's Day. These learning experiences naturally lend to an intergenerational learning cycle where families and community members serve as both teachers and students. In addition, DEAP relies heavily on community experts in the areas of Diné culture and language, agriculture, food systems, and community development. By including our community members as teachers, we are creating systems of community knowledge for families to access beyond DEAP. DEAP also has high expectations for not only students but also families. DEAP families and parents are required to complete 8 hours of service to the school each school year. This allows for families to be active stakeholders at DEAP and be involved in the learning and growth of their students. Some families have completed their service hours by leading culinary workshops, helping with cleaning needs and coordinating cultural events and celebrations.

## 2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

**a. Department's Standards of Excellence**

**For any school that has not maintained a C or better letter grade in SY2016 – SY2018** provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.**

**NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.**

**School response:**

DEAP has maintained a C or better over the term of the contract.



## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term,** provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

**School response:**

**DEAP Met or Exceeded all of its school-specific goals (Performance Indicators) in each year of the contract term, except the first year (2015-2016) where DEAP received a Falls Far Below rating.**

**Following is a summary analysis of performance on each goal over the term of the contract including data showing DEAP's progress in reading and math.**

Short Cycle Assessment Indicator - Reading

**PERFORMANCE INDICATOR 2:** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the NWEA RIT Score charts attached here).

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

Exceeds Standard:

The school surpasses the target of this indicator if: 80% or more of identified students made more than one full year's growth in reading assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Meets Standard:

The school meets the target of this indicator if: 60 -79% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Does Not Meet Standard:

The school does not meet the target of this indicator if: 45- 59% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment

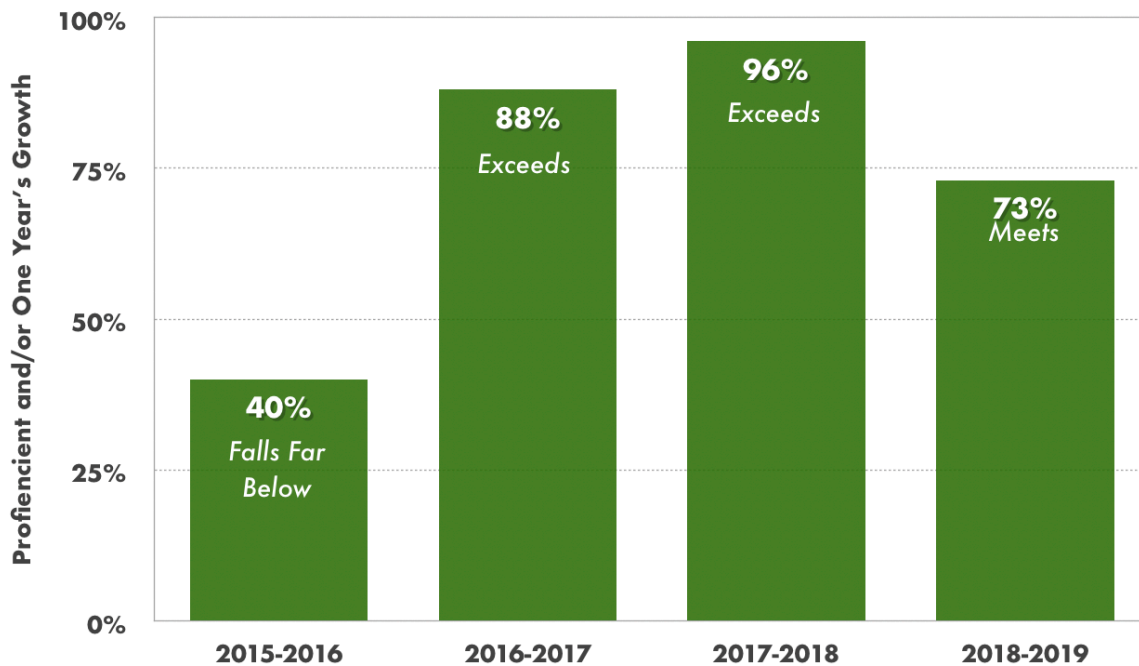
Falls Far Below Standard:

The school falls far below the target of this indicator if:

Less than 45% of identified students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

**DEAP Performance Indicator 2  
Reading NWEA MAP Performance**



**Based on the criteria of Performance Indicator 2, DEAP showed growth over the term of the charter. The first year, DEAP did not meet the performance indicator as the school was new and gathering initial information on student proficiency levels, learning needs and baseline data. Over the course of the charter contract, DEAP has developed stronger curriculum and intervention to address the unique learning needs of our students. As a result DEAP has either Exceeded or Met the performance indicators in the past three years. DEAP did see a slight decrease in the 2018-2019 year as we nearly doubled our enrollment and had to adjust our methods to meet our growing student population. Regardless DEAP is committed to providing rigorous and responsive education in reading.**



**SHORT CYCLE ASSESSMENT MATH**

**PERFORMANCE INDICATOR 3:** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

**Growth.** In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the NWEA RIT Score charts attached here).

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

**Exceeds Standard:**

The school surpasses the target of this indicator if: 80% or more of identified students made more than one full year's growth in reading s assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

**Meets Standard:**

The school meets the target of this indicator if: 60 -79% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**

The school does not meet the target of this indicator if: 45- 59% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment

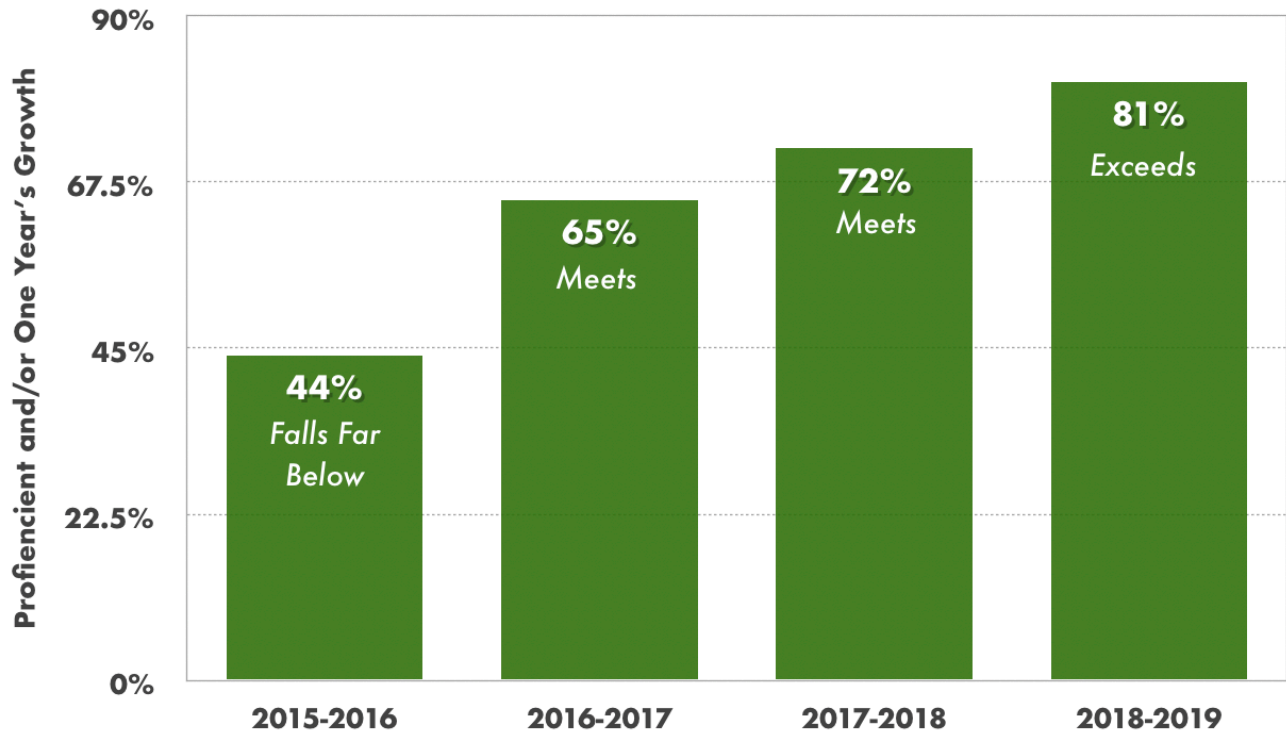
**Falls Far Below Standard:**

The school falls far below the target of this indicator if:

Less than 45% of identified students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

### DEAP Performance Indicator 3 Math NWEA MAP Performance



Based on the criteria of Performance Indicator 3, DEAP showed growth over the term of the charter. The first year, DEAP did not meet the performance indicator as the school was new and gathering initial information on student proficiency levels, learning needs and baseline data. Over the course of the charter contract, DEAP has developed stronger curriculum and intervention to address the unique learning needs of our students. We also worked closely with our students in building math foundations by implementing blended learning options for math using IXL math, Khan Academy, and the Eureka math curriculum. As a result, DEAP has show consistent growth each year and has Met or Exceeded the performance indicators for the past three years.

### 3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

#### a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in "tracking and reporting progress on the status of audit findings" to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

Following is a table that addresses the audit findings received by DEAP during the current term of the contract. Improvement actions taken to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance are also addressed.

Audit Year	Total # of Findings	Nature of Findings including Rating	Improvement actions made to meet the compliance requirements and the effectiveness of those action in improving financial compliance
FY 2016	4 Findings	2016-001 Compliance 2016-002 Compliance 2016-003 Significant Deficiency 2016-004 Compliance	<p>The school's will hire/certify CPO when the training is available. (2016-001)</p> <p>The business manager will actively check on the status of budgets to actuals at the end of each quarter to determine no expenditures exceed budget by year end. (2016-002)</p> <p>The school hired another business manager to actively mentor the school's onsite business manager to help make proper closing entries for its liabilities. (2016-003)</p> <p>The school actively pursued a parent volunteer for its Audit Committee (2016-004), but the small community makes finding qualified volunteers difficult.</p>
FY 2017	4 Findings	2016-001 Significant Deficiency(Repeated/Modified) 2016-002 Compliance (Repeated/Modified) 2016-004 Compliance (Repeated/Modified) 2017-001 Compliance 2017-002 Compliance 2017-003 Compliance 2017-004 Compliance	<p>The school updated its financial policies and procedures along with a new contracted business manager to correct its processes procurement (2016-001), paying of monthly liabilities (2017-001), excess expenditures over budgets &amp; Budget Adjustment Requests (2016-002 &amp; 2017-002), timely deposits (2017-003), and employee files including background checks (2017-004). These new policies and procedures help coordinate proper internal controls and segregation of duties within these items to designated responsible staff i.e. the director, business manager, office manager, etc.</p> <p>The school does advertise and communicate their need for a qualified volunteer for the audit committee (2016-004) to the surrounding community to meet the criteria of NMAC 22.8.12.3</p>

FY 2018	4 Findings	2018-001 (2016-001) Compliance (Repeated)  2018-002 Compliance  2018-003 (2017-004) Compliance (Repeated)  2018-004 (2016-002/2017-002) Compliance (Repeated)	<p>The school reviewed its procedures on record keeping of all vendor files along with policies regarding travel request. (2018-001)</p> <p>The school added a new procedure/internal controls to reconcile the daily student meal count to each monthly USDA claim before submission. (2018-002)</p> <p>The school implemented policies on employee files and paying of monthly liabilities (2018-003) within the 2017 corrective action plan. These processes and procedures were still being implemented at the beginning of the 2018 year.</p> <p>The school did seek proper governing council pre-approval for multiple BARs needed at year end to work with PED's deadlines of final BAR submission, but the auditors disagreed with method of pre-approval.</p>
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## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### **School response:**

Not Applicable. DEAP maintained Board of Finance authority during the entire term of the contract.

## 4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

### a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01 (a)(i)-(xvii) of the Performance Contract.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (**school/adult/leader/board actions**) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

#### **School response:**

DEAP has strived to meet all the Material Terms of the Charter.

DEAP Contract Number	Material Term	Narrative Describing Implementation of Material Terms of the Charter
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<p>8.01(a)(i) Operational Structure.</p>	<p>Length of school day: 4-day school schedule</p> <p>Daily Instructional Hours: 7.25 on full days and 4 hours on half days (148 full days and 10 half-day Fridays)</p> <p>Total Instructional Hours: 1112 hours</p> <p>Length of school year 153 days Instructional Days (148 Full Days and 10 Half-Days) 207</p> <p>Teacher Contract Days (includes professional development days and School events)</p> <p>Enrollment cap 180 Authorized school grades 6-11* The School intends to roll out a 12<sup>th</sup> grade in the next charter cycle, and seek an enrollment cap increase to add the 12<sup>th</sup> grade.</p>	<p>DEAP has implemented the Operational Structure terms of the Charter.</p> <p>DEAP maintains a 4-day schedule as verified by the School Calendar. Instructional hours total over 1112 each school year. (School calendars are uploaded to the WebEpps)</p> <p>The enrollment cap of 180 has not been exceeded in any year of the current charter term.</p> <p>The school serves grades 6-11.</p>
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8.01(a)(li) School Mission	<p>As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dit'ooí area by consciously balancing the needs of the land with the needs of the people.</p> <p>The School shall report each year on implementation of its mission as set forth in the mission specific indicator(s) as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission shall be described annually.</p>	<p>DEAP has implemented all components of the School Mission.</p> <p>Components are reflected in the student's daily schedule and school calendar. See section iii for additional information.</p>
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<p>8.01(a)(iii) Educational Program of the School.</p>	<p>The School seeks to offer students an engaging and relevant learning experience through the development of innovative and meaningful curricula and instruction. The following highlight some of the key features of the School's educational approach:</p> <p>*Agricultural Sciences Curriculum: The School will provide students with hands- on learning through agriculture education. The School will partner with local farms and agriculture programs to prepare students to be college ready, provide pathways to careers in agriculture, promote community wellness, foster Diné culture, and increase opportunities for community leadership and action.</p> <p>*Personal Wellness The School will offer Personal Wellness courses that focus on all aspects of wellness: Physical, Emotional, Intellectual, and Community/Service. The School uses a Wellness Wheel as a tool for students, staff and community to articulate their perceptions, goals and assessments surrounding their health and to assess student progress toward high school graduation, college and career readiness.</p> <p>*Diné Culture Revitalization &amp; Identity Empowerment: The School offers courses in Diné studies, Diné Language &amp; Indigenous Studies to give students a foundation in understanding their identities.</p> <p>*Service Learning: The school seeks to create young leaders that are prepared to transform their community. All students will take part in planning community events and a Service Learning Capstone project in 12th grade.</p>	<p>In DEAP's short existence, we have great progress in implementing our educational programs as set forth in our charter. In our first year, 2015-2016, DEAP scored a C and increased each year after. In 2016-2017, DEAP scored a low B and made gains the following year of 2017-2018 to score a high B.</p> <p>DEAP has strived to be a model school for Indigenous communities by fusing culture with rigorous academics. DEAP has had great academic success and welcomes learners of all ages. In fact, DEAP has provide both DEAP students and the local community with meaningful opportunities to connect to their culture and history through hands-on lessons focussed on traditional foods and culture arts.</p> <p>Every student at DEAP completes 3 student-led conferences a year where they are able to showcase their work and develop goals to continuously improve their learning.</p> <p>Our Service Learning curriculum has been an asset to the local community as DEAP students have led efforts to clean up dump sites and combat climate change. In addition, DEAP requires that all DEAP families serve 8 hours of service each school year to assist both DEAP and the local community in transformative projects.</p>
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8.01(a)(iv) Student-Focused Terms.

**Diné Empowerment through Cultural Revitalization and Relevancy:**

The School's students will receive innovative training that revitalizes Diné culture. For example, the School's students will lead the community in labeling spaces and objects in the Diné language. Additionally, the School will invite guests to present lessons and presentations about Diné culture and life.

**Experiential Learning Through Agriculture Sciences:**

The School's focus on agriculture sciences will provide many opportunities for students to participate in various agriculture projects or events such as community gardens, garden workshops, field trips, harvest festivals and cooking demonstrations. We commit to finding resources for students to participate in hands-on agriculture experiences as part of the School's curriculum during the school day and as after-school activities.

**Wellness and Perseverance**

**Philosophy:** All students will participate in advisory with a School staff member on a weekly basis. The advisor will serve as mentors and have consistent communication with parents and families. Additionally, students will take a personal wellness course in grades 6-8.

**College and Career Readiness:** The School will support students in reaching their college and career readiness goals by offering preparation for college entrance exams, college counseling, family counseling, and field trips to local college campuses and/or college fairs.

All student-focused terms have been fully implemented over the term of the charter.

DEAP was created so that students would have access to a rigorous curriculum that both affirms their identities and challenges them to be leaders inside and outside the classroom. Our four focus areas serve as a guide for the curriculum that we develop and implement. Our Diné Culture curriculum has been highly regarded by various entities on the Navajo Nation and even earned an award at the 2018 Diné Studies Conference for Navajo Innovation in Practice.

Our final focus area in Agriculture science has been our weakest area as our community struggled with a drought. However, DEAP students have maintained a both community garden and 1-acre field of corn each year. DEAP houses the only community seed bank in our hogan and hopes to grow in this area more.

Our wellness curriculum has deeply impacted students and created many opportunities for collaboration. DEAP has partnered with the Tsehotsoí Medical Center, COPE Project, Bigger Picture Project and the Project Venture Program to create relevant and meaningful opportunities for students to engage in holistic wellness practices. These programs have had direct impacts on each student's wellness and created pathways for them to grow.

DEAP has strived to provide students with opportunities to explore college and career options. DEAP students have visited at least two colleges each year including UNM, NMSU, Fort Lewis, Diné College, NM Technical School, IAIA, San Juan College, NAU, Stanford, USC, Occidental College, and UC Berkeley. These trips have been very impactful and have helped students determine their life goals. In addition, DEAP has partnered with Diné College to provide Dual Credit options. Currently two DEAP students are enrolled in the dual credit Navajo Cultural Arts Program. In addition, DEAP has a contract with Edgenuity to provide rigorous electives and AP options for students to take in preparation for college and beyond.

## 8.01(a)(v) Teacher-Focused Terms.

**Extensive Unit/Lesson Planning:** The School will require that all the School's teachers work together to create and implement strong units and lessons. The School's educators will use the Understanding By Design framework, designed by Grant Wiggins and Jay McTighe, to create lessons that provide students with enduring understandings and essential questions.

The key tenets of Understanding by Design (UbD) are: 1. A primary goal of education is the development and deepening of student understanding. 2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts. 3. Effective curriculum development reflects a three-stage design process called "backward design." This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching in which no clear priorities and purposes are apparent. 4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher's job is ongoing action research for continuous improvement. Student and School performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. 5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These "six facets" provide conceptual lenses through which students reveal their understanding. 6. Teachers, schools, and districts benefit by "working smarter"—using technology and other approaches to collaboratively design, share, and critique units of study. This rigorous planning process will assure that students are receiving instruction that is critical, relevant and engaging. In addition, teachers will be encouraged to collaborate in lesson planning and instruction during Professional Learning Communities. We want our students to succeed, so we intend to plan for results. Therefore, the School will strive to produce rigorous, relevant and engaging lessons that are developed by innovative and exceptional educators.

**Professional Learning Communities (PLC):** The School's educators will participate in weekly PLC meetings to collaborate, critique lesson plans, and develop units or learning experiences. PLCs are important to the School's success as it assures that the school's educators are meeting consistently to work, reflect and take action in creating quality and meaningful learning experiences.

DEAP has partnered with the NACA Inspired School Network (NISN) to host annual summer curriculum workshops for teachers to design and implement curriculum using the Understanding by Design framework. DEAP has also indigenized the UbD by adding components related to the Navajo Nation Culture and Language standards. In addition, DEAP teachers have made improvements to curriculum through action research including projects related to reading fluency and comprehension

Given DEAP's small size, DEAP Professional Learning Communities have included all staff in order to promote aligned learning. Teachers meet at least twice a month to collaborate and plan lessons. The PLCs are most active when planning DEAP events such as the annual Harvest Festival and Grandparent's Day where teachers develop cross curricular units and lessons to implement. In addition, in partnership with Teach For American and NISN, DEAP teachers have been observed by both groups on both lesson implementation and classroom management. DEAP teachers have also observed and collaborated with teachers across the NISN network in the areas of Native Literature and Indigenous Science.

<p>8.01(a)(vi) Parent Focussed Terms</p>	<p>The School considers the relationship between students' families and the School to be of paramount importance and will create structures for their formal and informal involvement with the school.</p> <p>*At four times during the School year, the School invites students and their families to attend formal conferences during which report cards are given to families. *The School will sponsor at least 4 events throughout the school year for parents, families and community members to be involved. Some planned events include community-planting, harvest festival, MLK Day of Service, Parents' Day, Grandparents' Day, Navajo Shoe Game and Winter Story Telling. Other events will be planned in unison with parents, students and local community organizations. *The School will have a Parent Advisory Committee composed of DEAP parents to provide assistance and recommendations to the school's programming. *The School's Governing Council Bylaws specifically outline that at least 1 member will be a parent of a DEAP student.</p>	<p>DEAP credits much of its success to parent and family support. We have strived to provide as many intergenerational learning opportunities for families to participate in including traditional food demonstrations, traditional clothing workshops, cultural games, and service learning opportunities.</p> <p>Additionally, DEAP has an active Parent Advisory Committee that meets monthly to discuss and plan student activities and school improvement.</p> <p>DEAP has required all families complete 8 hours of service which includes active involvement in DEAP events such as the Planting Festival, Feast Days, End of Year Celebration, Grandparent's Day and other events. DEAP has a collection of surveys from each event to gauge participation and reflection.</p> <p>DEAP also requires parent involvement related to academics at the trimester student led conferences where parents play a role in providing feedback to their child as well as providing both incentives and supporting family discipline at home.</p> <p>In addition, DEAP has one parent member on the Governing Council to provide agency for parents and families in making school wide decisions.</p>
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8.01(a)(vii) Governance Structure	<p>The Parties agree that the following are key provisions regarding the School's governance structure.</p> <p>The School's Governing Council with five to nine members whose collective role is to uphold the School mission and establish educational and operational policies.</p> <p>The Governing Council will provide updates on the school to the Red Lake #18 and Crystal Chapters, Navajo Nation, Public Education Commission, the community and other stakeholders. The Council will focus on the "big picture" by strategically planning and setting yearly goals for the School then analyzing School progress and making necessary adjustments.</p>	<p>DEAP currently has five members with one founding governing member. One member is a parent while the others hold expertise in agriculture, school leadership, teaching and community planning.</p> <p>DEAP provides monthly updates to the Red Lake Chapter #18 and to any stakeholders that request information including the Department of Diné Education and the NMPEC.</p>
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8.01(a)(viii) Total Student Enrollment	<p>As set forth above, the School is authorized to enroll the following:</p> <p>180 students</p> <p>Year 1: 60 students (6<sup>th</sup> and 7<sup>th</sup>)</p> <p>Year 2: 90 students (6<sup>th</sup>-8<sup>th</sup>)</p> <p>Year 3: 120 students (6<sup>th</sup>-9<sup>th</sup>)</p> <p>Year 4: 150 students (6<sup>th</sup>-10<sup>th</sup>)</p> <p>Year 5: 180 students (6<sup>th</sup>-11<sup>th</sup>)</p> <p>Year 6 (upon renewal): 210 students for grades 6<sup>th</sup>-12<sup>th</sup></p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation</p> <p>xxxi. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision xxxii</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	<p>The enrollment cap of 180 has not been exceeded in any year of the current charter term.</p> <p>Enrollment has been an area of growth for DEAP. Currently DEAP serves 40 students in grades 6-11. Low enrollment can be attributed to lack of transportation, state boundaries and lack of community development. However, DEAP continues to actively recruit within the community area.</p>
8.01(a)(ix) Intent to Provide Educational Services	<p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area:</p> <p>County(ies): McKinley</p>	<p>DEAP met the "Intent to provide educational services" provision throughout the term of the charter. DEAP has provided educational services including delivery of instruction in the County of McKinley and communities of Navajo, NM and Crystal, NM.</p>

8.01(a)(x) Facility	<p>[X] <i>For Schools with a Set Location.</i> The Charter School's primary location is: NW Corner of Mill Ave and Shepard Springs Blvd., Navajo, NM 87328</p> <p>The School will provide the PEC with the address of the School's primary location, having obtained E-Occupancy, prior to commencing operation. The address will be added to this Charter School Contract. Physical Address). The facility meets all applicable facility requirements of State and Federal law.</p> <p>[ ] <i>For School Anticipating Changing Locations.</i> The School is in the process of identifying a new location at</p> <p>The School acknowledges that the new facility must meet all applicable health and safety requirements prior to the School relocating to the new location. The Authorizer approves this location contingent upon the School providing the Authorizer with evidence of compliance with applicable law, including NMSA 22-8B-4.2(C).</p>	<p>DEAP has implemented the facility requirements throughout the term of the charter. The school has occupied its facility located at NW Corner of Mill Ave and Shepard Springs Blvd., Navajo, NM 87328 for all years of the current charter term.</p> <p>The facility meets all applicable facility requirements of State and Federal law.</p>
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<p>8.01(a)(xi) Facilities Occupancies Requirement</p>	<p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codes<sup>xxxiii</sup>. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building, including the approval of the director or designee of the New Mexico Public Schools Facilities Authority ("PSFA")<sup>xxxiv</sup>.</p> <p>The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>	<p>DEAP has met the facility occupancy requirements throughout the term of the charter.</p> <p>DEAP has an E-Occupancy Certificate for Physical Address: NW Corner of Shepard Springs Blvd. and Mill Road, Mailing Address: P. O. Box 156, Navajo, NM 87328</p> <p>See WebEpps File Cabinet for a copy of the E- Occupancy Certificate.</p> <p>DEAP has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See notarized facility assurance form in the WebEpps File Cabinet for the Facilities section of the Renewal application.</p> <p>DEAP has complied with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>
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8.01(a)(xii) New Mexico Condition Index	<p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p> <p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the way in which the facility will achieve a rating equal to or better than the average New Mexico condition index<sup>xxxv</sup>.</p>	<p>DEAP met the New Mexico Condition Index requirement throughout the term of the charter.</p> <p>DEAP received a 2018-19 wNMCI rating of 55.82%. See the Facilities File Cabinet section of this application for a wNMCI letter from PSFA dated September 27, 2019.</p>
8.01(a)(xiii) Facilities Funding	<p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act<sup>xxxvi</sup>; the Public School Capital Improvements</p> <p><sup>xxxvii</sup>; the Public School Buildings Act<sup>xxxviii</sup>; and any other applicable law.</p>	<p>DEAP has received State Lease Assistance funding since opening in 2015.</p> <p>DEAP also receives SB-9 funds from the NMPED.</p>
8.01(a)(xiv) Lease Purchase Agreement	<p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>DEAP is in a lease purchase agreement that has been approved by the Public Education Department (July 20, 2015).</p>
8.01(a)(xv) Multiple Facilities	<p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.</p>	<p>DEAP does not maintain separate facilities at two or more locations.</p>

8.01(a)(xvi) Food Service	<p>According to the Charter, the School [ ] will provide the following food services:_____</p> <p>food services shall be provided in a manner that is in compliance with applicable federal and state laws regarding public school food programs.</p> <p>OR</p> <p>[ ] will not provide food services.</p> <p>OR</p> <p>[X] will provide free and reduced breakfast under the Free School Breakfast Program. Food services shall be provided in a manner that is in compliance with applicable laws regarding public school food programs.</p> <p>AND/OR</p> <p>[X] will provide free and reduced lunch. Food services shall be provided in a manner that is in compliance with applicable laws regarding public school food programs.</p>	<p>DEAP is part of the National Recognized Food Program and qualifies as a CEP site.</p> <p>DEAP participates in a Universal Breakfast and Lunch Program for the current school year 2019-20. All students receive free breakfast and lunch. Lunch program follows the U.S. Department of Agriculture guidelines for healthy school meals.</p>
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8.01(a)(xvii) Transportation	<p>[X] The School has agreed to provide student to-and-from transportation assuming funding is provided to the School, and a contractor is available to provide the service.</p> <p>OR</p> <p>[ ] The School, in accordance with the Act, does not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.</p>	DEAP does not provide student to-and-from transportation as a local contractor is not available in our service area.
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## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

### **School response:**

DEAP received repeat “Working to Meet Standard” ratings on the most recently completed organizational performance framework evaluation (2018-2019). Responses follow in the table below.

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
<p>I-A.01</p> <p><b>Mission Specific Performance Indicators</b></p> <p><b>Falls Far Below Standard</b></p> <p><b>*Rating from 2018-2019 framework evaluation</b></p>	<p>The PED team has rated this indicator as, "Falls far Below Standard", because the school failed to provide student achievement data and analysis of its progress toward meeting the Reading and Math mission-specific goals. Additionally, the PED team sent two (2) separate emails requesting the school upload its student achievement data into the Web-EPSS indicator. Specifically, the first reminder email was sent on 17 JUN 2019 and the second on 16 JUL 2019. The final email indicated that if student achievement data was not provided to the PED by 01 AUG 2019, the indicator would receive an overall rating of "Falls Far Below Standard".</p> <p>NM PED Note: This indicator will remain rated as "Pending" until the final evaluation of the school's progress toward meeting or exceeding its mission-specific goals, which in summary are:</p> <ul style="list-style-type: none"> <li>- Short Cycle Assessment READING: short cycle data will be used to measure student academic growth or proficiency.</li> <li>- Short Cycle Assessment MATH: short cycle data will be used to measure student academic growth or proficiency.</li> </ul> <p>REQUESTED FOLLOW-UP: At the end of the school year, no later than 6/30/19, the school is to provide:</p> <ul style="list-style-type: none"> <li>(a) its analysis of progress towards and performance on each mission-specific indicator (whether it met or did not meet each one), along with (b) supporting evidence such as vendor-generated reports and (c) an outline or narrative that explains how to replicate the results/analysis. (Please redact student names prior to uploading documents.)</li> </ul> <p>As examples, the vendor generated assessment typically used by schools for NWEA MAP results is the NWEA "Achievement and Growth Report" that shows performance of each student listed on a teacher's caseload; for surveys or other measurement tools, the school should provide the rubric or assessments used.</p>	<p><b>Improvement Action: DEAP has uploaded all requested documents including the vendor generated reports and a formal analysis completed by the DEAP leadership team in the WebEpps and has also updated the DEAP data binder to include all Short Cycle Assessment data for best practices in data management.</b></p> <p>The data has also been analyzed and is included in the data presented In section 1.b School Specific Charter Goals.</p> <p>In addition, DEAP is establishing an internal communication system to ensure that all email requests are acknowledged and responses are issued in a timely manner.</p>

<p>III-A.06: 1g) Education Plan: recurrent enrollment</p> <p>Working to Meet Standard Rating received on 2016-2019 (3 consecutive) performance framework evaluations.</p>	<p>The PED Team rated this indicator Working to Meet Standard because the STARS Charter Enrollment Report for the current school year indicates the school's recurrent enrollment rate was 65.38% and this indicates the school has not met the goal of 85% set by the PEC in the Organizational Performance Framework but exceeds 50%, below which would be rated as Falls Far Below.</p> <p>As an additional FYI, it is noted that the percentage of students who withdrew during the previous school year was 10.34%.</p> <p>Requested Follow-Up: None present at this time.</p>	<p>While no follow-up was required, DEAP has struggled with enrollment as our community endures patterns of disruption. The low recurrent enrollment can be attributed to the unique issues in our community including lack of housing, limited job opportunities and lack of sufficient health care. Despite these challenges, DEAP is committed to providing an empowering education for all students. In fact, several DEAP students left for a year/semester due to health issues but returned to DEAP fully committed.</p> <p>DEAP continuously recruits for students and is invested in providing meaningful education for learners in all stages of life.</p>
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**c. Governance Responsibilities\***



Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

**School response:**

All current GC 2018-19 members: Benita Litson, Gavin Sosa, Michaela Shirley, Delmaline Muskett have completed required 8 training hours, as returning GC members. Thomasine Benally needed two more hours for completion as new board member. TB was recently voted off the GC on 09/25/19, for missing 3+ consecutive meetings in a row. DEAP GC currently has a vacant position and is actively recruiting new GC members.

DEAP has struggled with maintaining an active Governing Council but is actively recruiting. We hope in the next phase of DEAP to have stronger Governing Council practices by developing leadership training unique to our school setting.

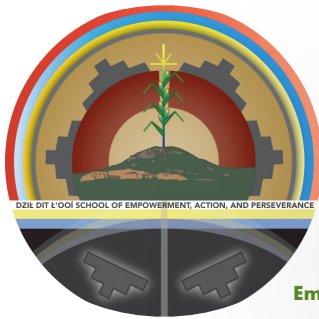
<b>Members 2018-2019</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Benita Litson	President	June 2017	June 2019	Audit
Gavin Sosa	Vice President	June 2017	June 2019	Budget & Finance
Delmaline Muskett	Secretary	April 2018	April 2020	Facilities, Parent Advisory
Michaela Shirley	Member	December 2018	December 2020	Facilities
Thomasine Benally	Member	September 2018	September 2019	Audit
<b>Members 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Benita Litson	Treasurer	June 2017	June 2019	Budget/ Finance, Audit, & Curriculum

Shayla Yellowhair	President	June 2017	December 2018	Budget/ Finance, Audit, & Curriculum, Parent Advisory
Gavin Sosa	Member	June 2017	June 2019	
Ryan Dennison	Member	February 2017	February 2019	
Regina Manygoats	Vice-Chair	February 2017	February 2019	Facilities, Parent Advisory
Michaela Shirley	Secretary	November 2016	December 2018	Facilities
<b>Members 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Florinda Jackson	Member	December 2014	January 2017	Budget & Finance, Audit and Facilities
Janet Hoskie	Vice-Chair	December 2014	January 2017	
Dornell Pete	Secretary	May 2015	October 2016	
Benita Litson	Treasurer	December 2014	June 2017	Budget/ Finance, Audit, & Curriculum
Shayla Yellowhair	President	December 2014	June 2017	Budget/ Finance, Audit, & Curriculum
McKeon Demsey	Member	February 2017	April 2017	
Ryan Dennison	Member	February 2017	February 2018	

Regina Manygoats	Member	February 2017	May 2018	
Michaela Shirley	Secretary	November 2016	December 2018	
Gavin Sosa	Member	June 2017	June 2019	
<b>Members 2015-2016</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Florinda Jackson	President	December 2014	June 2017	None
Janet Hoskie	Vice President	December 2014	June 2017	None
Dornell Pete	Secretary	December 2014	June 2017	None
Benita Litson	Co- Treasurer	December 2014	June 2017	None
Shayla Yellowhair	Co- Treasurer	December 2014	June 2017	None

**\* All schools must provide a response for this section of the application.**

**School Response  
to the Preliminary Analysis by CSD**



# **DZIL DIT'LOOI SCHOOL OF EMPOWERMENT, ACTION AND PERSEVERANCE (DEAP)**

**Empowering students and communities through education, culture, wellness and service**

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**PO BOX 156 Navajo, NM 87328 • (505)777-2053 • [deapschool.org](http://deapschool.org)**

November 25, 2019

This letter is in response to the NMPED Preliminary Analysis for the Dził Dítł'ooí School of Empowerment, Action & Perseverance (DEAP) charter renewal.

The DEAP Leadership Team and Governing Council are very proud of the progress that DEAP has made in the past 5 years. We are always striving to grow and develop stronger practices in all areas. The NMPED Preliminary Analysis identified two key areas for DEAP to continue to develop :Governance and Facilities (Part B 3.c Governance Responsibilities and Part E 4).

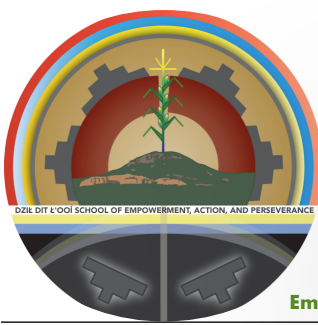
The following response highlights how the DEAP team is making concerted efforts in addressing the areas of concern:

- I. Governance Responsibilities
  - A. Business Management Oversight: In the 2018-2019 annual site visit, the DEAP Governing Council did not demonstrate adequate business management oversight as the audit and finance committees did not maintain consistent meetings or membership. To address this area, the DEAP Governing Council has committed to hold Finance Committee meetings one hour prior to Governing Council meetings. The Audit Committee will conduct quarterly meetings throughout an academic year. In addition, the DEAP Governing Council will work closely with the Business Manager and DEAP Head Administrator to receive proper training and determine best practices for business management oversight.
  - B. Evaluation of Head Administrator: The DEAP Governing Council did not successfully complete an evaluation for the DEAP Head Administrator in SY 2017. To address this area of growth, the DEAP GC has created a detailed action plan to ensure that the evaluation is completed in a timely and comprehensive manner. The action plan is attached to this response.
- II. Facilities: DEAP's current NMCI Score is 55.82% which does not meet or exceed the current state average. DEAP has struggled to develop adequate infrastructure on

the school site. However, given the local context and lack of resources, DEAP has been able to accomplish much progress in establishing not only buildings but also utility lines. To strengthen this area, DEAP has partnered with the NACA Inspired Schools Network Facilities Manager, the Navajo Nation and several community partners to develop a more responsive facilities master plan for DEAP's growth. DEAP is also leading efforts to explore ways to utilize Indigenous learning structures (hogans) as primary facilities that meet E-Occupancy. DEAP will continue to work with PSFA to enhance our facilities to meet the needs of our learning philosophy and students. DEAP fully intends to apply for grants and funding that will help DEAP establish quality facilities. In addition, DEAP is a 2019-2020 recipient of the Community Schools Planning Grant in which facilities will be a major focus area in determining how DEAP grows.

The DEAP Leadership Team and Governing Council are very excited to move forward with the renewal process. We hope to continue creating meaningful and relevant learning experiences for our students. If you should have any questions or concerns, please contact the DEAP Head Administrator, Louella Poblano and/or the DEAP Governing Council President, Benita Litson.

Sincerely,  
The DEAP Leadership Team and Governing Council



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## Head Administrator Evaluation Action Plan

Since DEAP opened, all DEAP leaders have had to take on many roles in developing the school. DEAP has had a total of four Head Administrators in our five years of existence. Finding a Head Administrator has been a challenge, but we are grateful to have Louella Poblano lead the team for 3 years. The DEAP Governing Council is fully committed to ensuring that the Head Administrator has a complete and meaningful evaluation process each year to ensure that the school is meeting all expectations. The following action plan reflects the Governing Council's collaborative commitment toward meeting DEAP's success.

Strategic Action Description	Party/Person Responsible	Date to Begin	Date Due	Desired Outcome	Evaluation
Develop an action plan for the HA evolution .	DEAP GC Members  DEAP HA	October 13, 2019	October 13, 2019	An action will be created and approved by GC members at the October 13, 2019 Meeting.  Monthly GCs agendas will be drafted to include all HA Evaluation Action items.	The October 13, 2019 meeting minutes will reflect the approval. A copy of the action plan will be uploaded to the Web-Epps and included in the DEAP Renewal Application.
Review HA Job Description and propose any changes.	DEAP GC Members  DEAP HA	October 2019	November 15, 2019	The GC will review the prior year (2018-2019) evaluation with HA and develop an HA PDP for 2019-2020 with at least 4 priority goals.  DEAP GC will formally establish 2019-2020 expectations and goals.	Approved HA PDP including goals will be completed and signed by GC President and HA to be filed in the HA employee file.
HA will collect artifacts to be presented at Mid-Year Review & Reflection meeting.	DEAP HA	July 2019	January 2020	The HA will collect artifacts including student achievement data, fiscal management data, and monthly HA reports as well as artifacts related to goals.	A binder including all HA artifacts will be developed and placed in the DEAP office for HA and GC to access.  Feedback will acknowledge whether HA is making progress and/or provide any technical assistance.



A Mid-Year Review & Reflection will be held to determine HA progress and areas of concern.	DEAP GC Members  DEAP HA	January 2020	February 2020	The HA will be evaluated using mid-year data.  In addition, the HA will complete a letter of intent to return or not return for the following school year.  HA PDP will be updated to reflect mid-year evaluation.	The February 2020 meeting minutes will reflect an approved mid-year reflection.  The approved and signed mid-year evaluation rubric will be filed in the HA's employee file.
GC will meet at an annual strategic planning session where the DEAP HA Evaluation will be added for discussion and possible revision.	DEAP GC Members  DEAP HA	January 2020	February 2020	The GC will meet to review the template for the HA Evaluation and determine any changes.	A final version of 2019-2020 HA Evaluation template will be created and approved by the DEAP GC February 2020 meeting minutes.
HA will collect artifacts to be presented at End-of-Year Evaluation meeting.	DEAP GC Members  DEAP HA	February 2020	June 2020	The HA will collect artifacts including student achievement data, fiscal management data, and monthly HA reports as well as artifacts related to goals.	A binder including all HA artifacts will be developed and placed in the DEAP office for HA and GC to access.
A End-of-Year Evaluation will be held to determine HA progress and areas of concern.	DEAP GC Members  DEAP HA	May/June 2020	June 2020	In an executive session at the May GC meeting, the HA evaluation will occur with the HA leading with her presentation of artifacts and a reflection on her growth for 2019-2020.  The May GC meeting will focus on an HA evaluation conference that will determine 2020-2021 goals and a draft of the 2020-2021 HA contract.  Any follow up actions will be identified.	A draft of the evaluation will be presented to the HA for response and corrective action.  A draft of the HA contract will be created and presented to the HA for any feedback.
The June GC meeting will focus on an approving the HA evaluation, following year contract and goals for 2020-2021.	DEAP GC Members  DEAP HA	June 2020	June 2020	At this meeting, the GC will finalize and approve the HA Evaluation as well as a contract for 2021-2020.  In addition, a draft of the 2020-2021 goals will be created.	The signed and approved HA Evaluation will be evidenced by meeting minutes. In addition, a copy of the evaluation will be placed in the HA Employee file.

***This ACTION PLAN was approved by DEAP GC on October 13, 2019***