



School Name: Six Directions Indigenous School

Part C—Financial Statement*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public; 2) that allows comparison of costs to other schools or comparable organizations; and 3) that is in a format required by the department

Instructions:

- a. Complete the table specific to your operational budget for each fiscal year within the school's current charter contract (Year 1 through 4). **Please edit the actual year you are referring to in each table (such as FY16 and so forth).*
- b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

Year 1 FY17

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	47.96	180,502
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	4.23	15,913
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.04	132
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	16.21	60,990
2400	School Administration	School Administrator, etc.	20.51	77,189
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	.46	1,746
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	10.59	39,858
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+		0
Grand Total			100	376,330
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			72.74	273,736

Year 2 FY18

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	37.82	246,805
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	1.22	7,966
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.10	665
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	26.27	171,443
2400	School Administration	School Administrator, etc.	.18	1,152
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	10.02	65,421
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	18.87	123,153
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	5.51	35,977
Grand Total			100	652,582
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			39.32	256,588

Year 3 FY19

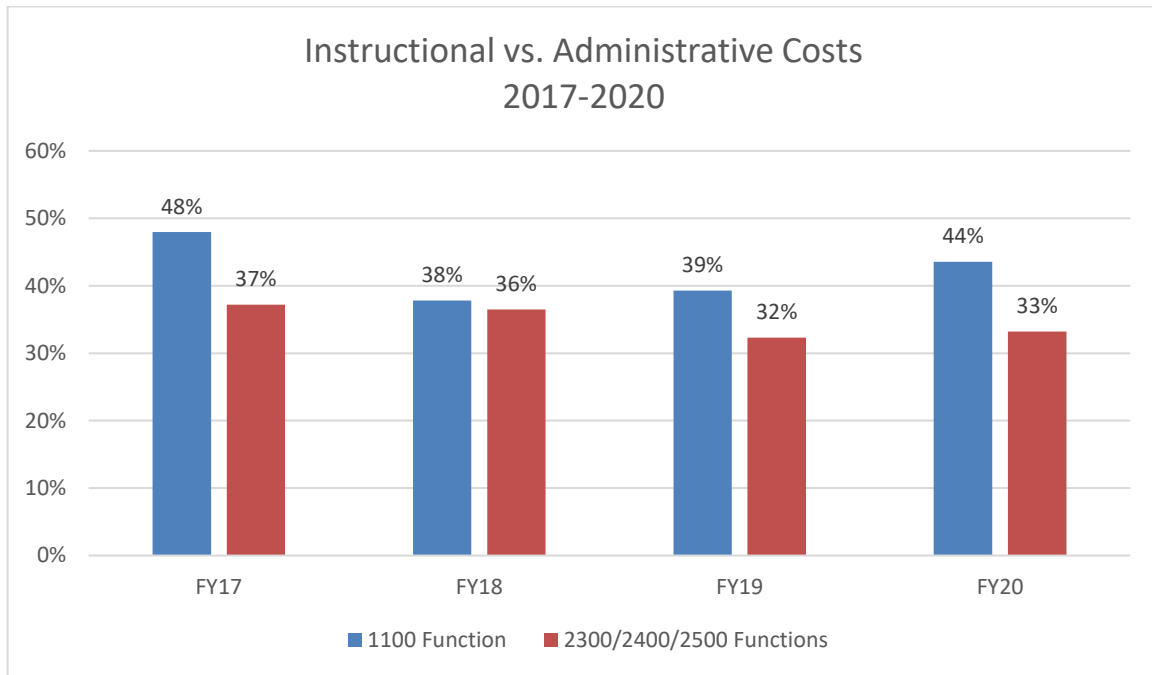
Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	39.28	308,690
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	4.14	32,503
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.04	316
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	22.92	180,090
2400	School Administration	School Administrator, etc.	.47	3,681
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	8.92	70,122
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	17.44	137,046
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	6.79	53,327
Grand Total			100	785,775
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			43.93	345,190

Year 4 FY20 (Unaudited numbers)

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	43.55	367,627
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	2.09	17,634
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0	0
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	23.50	198,358
2400	School Administration	School Administrator, etc.	.14	1,189
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	9.57	80,748
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	17.83	150,498
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	3.32	28,009
Grand Total			100	844,063
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			45.78	386,450

Operational Budget in Bar Graph (right click on chart and input dollar amounts for each field where indicated a formula will convert to percentages):

**Please edit the actual year you are referring to in the graph below*



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

The percentages are of the TOTAL budget from the tables on the previous pages.

1100 (Direct Instruction) is compared to 2300/2400/2500 (Central Administration/School Administration/Central Services)
The chart does NOT include Student Support, Instructional Support, Maintenance and Operations, Food Services and Other funding and therefore does not add up to 100%.

For schools that have earned a “D” or lower letter grade in either SY2017 or SY2018, OR were identified in the lowest 25% of all schools in the NM System of Support and Accountability for either SY2019 or SY2020, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement.

Following our first year of operation (SY 2016-17), we began systematic data-based reviews to identify areas in need of reform and approaches supporting strong student outcomes. Based on this Needs Assessment, we identified supports that will make a measurable difference in student achievement, and translated them into actions including the following:

- Staff and teacher capacity and professional development to allow for differentiated instruction and interventions when needed;
- Continuous improvement of our focus on culturally relevant education centered around Place- and Project-Based Learning models;
- Consistent use of data/disaggregation of data in identifying instruction and intervention opportunities;
- Improving classroom observation protocols; and
- Extended learning time such as after school tutoring.

According to national data and studies performed by the NMPED, access to effective educators is the single most important intervention for student achievement, and SDIS has witnessed the difference between the impact of dedicated, well-qualified staff versus under-qualified, under-invested staff. Changes in our budget expenditures evidence how SDIS has worked to increase focus on governance and oversight, and professional development of staff and teachers. These investments reflect our understanding that our staff and teachers are the key to implementing the above-stated action plan. We have also directed more funding toward staff as we add a new grade to our student body with each passing year, until we reach capacity.

To further support our improvement and development of SDIS staff and teachers, in 2018 SDIS received a Title I Comprehensive School Improvement grant which was used for enrollment in Principals Pursuing Excellence, purchase and implementation of the READ 180 curriculum program, hiring/salary for a new RtI Instructor and the addition of an Instructional Coach to assist staff in providing greater student support, after school tutoring and parent workshops, and AP testing fees.

Beyond purchased resources, we are fortunate to be part of a larger network of culturally responsive schools, the NACA Inspired Schools Network (NISN). Through this partnership, SDIS receives support in developing, testing, and demonstrating the effectiveness of services and programs to improve educational opportunities and achievement for our students. The support of this network of other, well-established Indigenous schools is invaluable, as the schools provide successful models of culturally responsive education, and support us along our journey.

While our initial years held challenges in finding the right administrator for our school, we have successfully brought on a highly skilled Head Administrator, Dr. Tamara Allison, helping SDIS to enter the 2020-21 School Year with energy, dedication, commitment to the community and culture, and strong administrative expertise. We are excited to work with Dr. Allison, and excited for the positive transformation she is bringing to SDIS as we continue to strengthen our staff and governance, and prepare our first class of 2022 to graduate as critically conscious students who are engaged in their communities, holistically healthy, and prepared for post-secondary opportunities.