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2020-2021 Annual School Performance Report: Dzit Dit'Looi School of Empowerment Action and Perseverance (DEAP)

School Name: Dzit Dit'Looi School of Empowerment Action and Perseverance (DEAP)

School Address: PO BOX 156 Navajo, NM 87328.

Head Administrator: Louella Poblano

Business Manager: Charlotte Archuleta

Authorized Grade Levels: 6-12

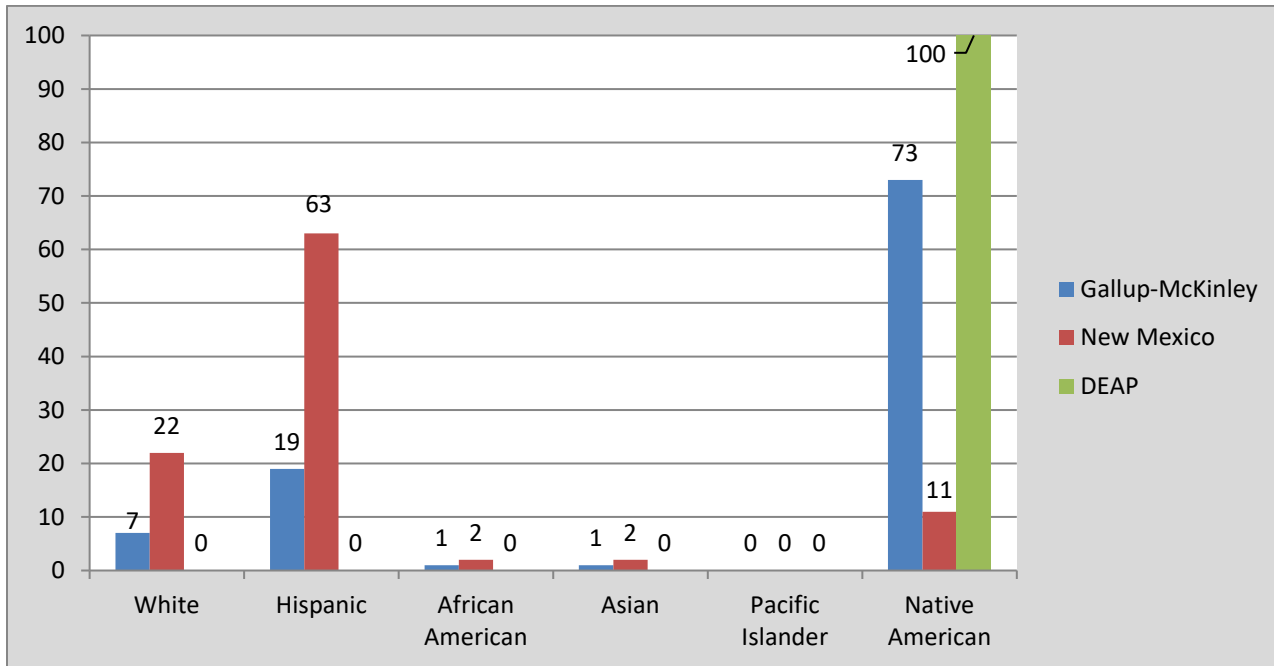
Authorized Enrollment Cap: 180

Current Enrollment: 45

Contract Term: 2020-2025

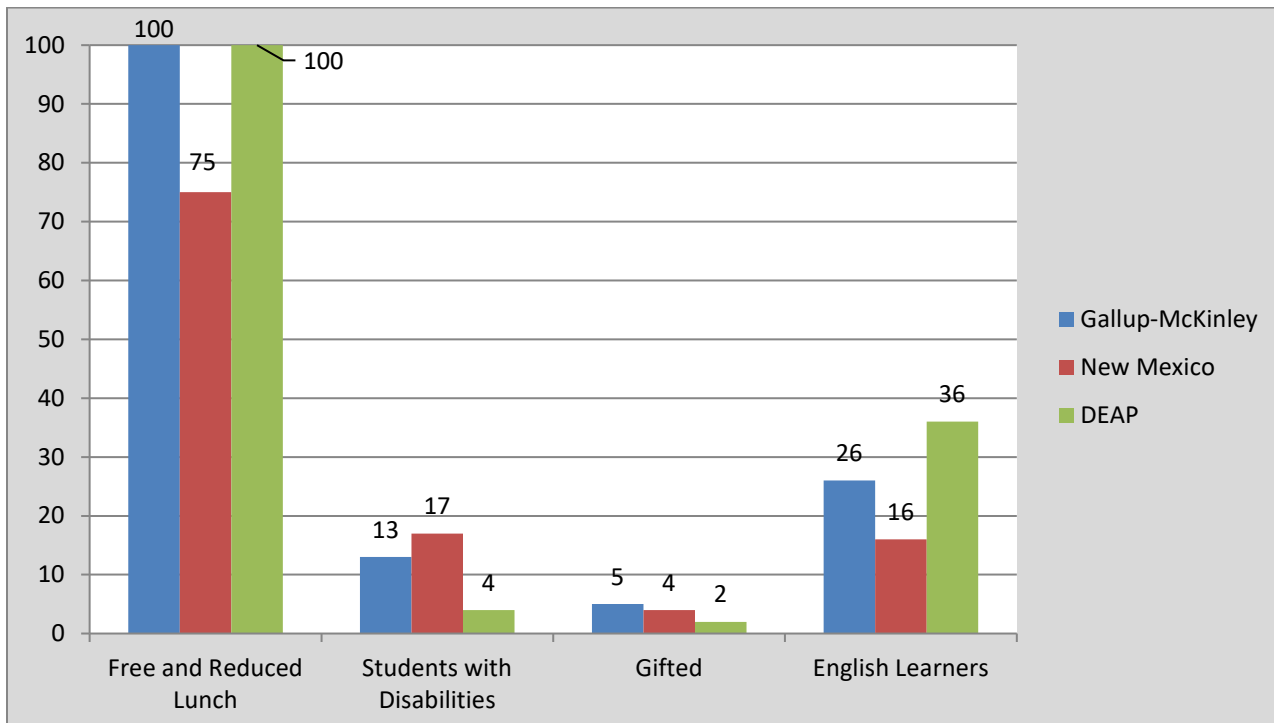
Mission: As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, 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 Dít'ooí area by consciously balancing the needs of the land with the needs of the people.

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

Site Visit Summary: May 6, 2021

Virtual Site Visit Participants

School: Louella Poblano: Head Administrator for DEAP

OPFD/CSD: Dylan Wilson; Melissa Sanchez; Rachel Stofocik

Response to COVID Pandemic

[Dzit Dit'Looi School of Empowerment Action and Perseverance \(DEAP\)](#) serves 45 students in grades 6-12 (26 HS students and 19 MS students). Louella Poblano became the Head Administrator for DEAP in 2017. Because the school's location is on Navajo land, the school is still primarily remote. To best support families during the pandemic, the school staff used two questions to drive decision-making: first, do families have enough food; and second, are the kids able to connect?

Regarding the first question, whether families have enough to eat, school leaders purchased air fryers for all the families along with appropriate foods (vegetables, chicken, etc.) and offered virtual classes on how to prepare different recipes using the fryer. At another time, students were asked to talk with an elder to learn about a favorite food. The students learned the history of the food, the recipe, and then cooked it to share and present.

To address the second driving question, whether students could connect, DEAP got grants for laptops and cell phones and handed them out to students. The students seemed to have an easier time connecting with the cell phones and would often participate in class via the phones. DEAP also received the [GEER grant](#), and used it for both staff and students. Because of the geography of the school and students' homes, even when internet companies arrived to set up or improve infrastructure, connectivity was difficult; specifically, seven families still do not have reliable internet. School leaders allowed and encouraged students to come to the school's parking area and use the free WIFI. At the beginning of the 2020-21 school year about 5-14 students took advantage of this; now only about four students come, depending on the weather.

Ms. Poblano explained that for much of time on lock-down, the community has just tried to emphasize the importance of survival as students and staff have lost so many relatives to the pandemic. Despite, the school has still honored the land-based learning in its mission-specific goals and material terms. For instance, DEAP's partnership with [Diné college](#) helped bring in outdoor gardens that were used to help families set up personal gardens. With money from a grant for integrated "cultural consultants" the school was able to plan other land-based learning activities. At one point, students studied local herbs and looked at which ones helped build immunity. In addition, students used technology to document and classify the herbs. At another time, students were asked to assess the land and community resources or lack of resources. Students used a drone, to survey the land. The research project saw that most families did not own homes; many homes were abandoned, and many were burnt down.

Teaching, Learning, and Assessment

Because restrictions have been so strict on Navajo land because of COVID, the school has taken baby steps toward teaching and learning. For Mondays, Wednesdays and Thursdays, there is a schoolwide two-hour virtual meeting focused on land-based learning. At this time, the cultural consultants come in and lead discussions and lessons on Navajo history.

In the afternoon, there are three classes and each one is an hour. During those afternoon classes, the students take ELA and Social Studies with a DEAP instructor and take science and math through [Edgenuity](#). On Tuesdays from 9-11:15 the HS students have "perseverance time" and are expected to complete coursework; MS students use this time to connect with their teachers. DEAP does not have classes on Fridays; Ms. Poblano completes administrative work then and holds

office hours from 1:30-2:30. Teachers have PD on Friday mornings and have office hours and planning time from 1:30-4:30.

Again, the school staff implement as much of their mission-specific goals as possible. Students just finished the butterfly unit. Each student got a cup with a butterfly, the students observed and recorded the development stage. Additionally, students have a science journal where they are responsible for capturing their projects and observations. Accordingly, the assessments in this past school year have been mainly formative; in one project for ELA students had to write and give a social justice persuasive speech.

Student and Family Support and Engagement

Ms. Poblano discussed the very difficult year for so much of the community. She mentioned that many staff and students are afraid to return as so many of their relatives have died from COVID. One teacher lost five family members to the virus. To support families who are experiencing such dire times, the school staff emphasizes the “Survival” of ancestors.

Students have been taught to use Head Space and to meditate for 30-40 minutes daily. In addition, DEAP staff teach coping skills, self-actualization, and interventions. The school staff constantly checks in with families and students and encourages the students who are struggling to come into the school building for one-on-one or small-group instruction. However, an assessment of the small building showed that it was too small to have more than a very small number of students in a classroom at one time in keeping with COVID-safe practices.

Parental communication occurs every 2-3 weeks after connecting with the student first. Using Zoom, DEAP teachers show parents and students progress and areas for improvement. The staff and student then set up a plan of action. The school’s AmeriCorps volunteer oversees attendance and keeps track of student engagement. The school has implemented more family meetings with the middle schoolers as it has been harder for them to connect with teachers and to organize their own work schedules. Luckily, giving the students cell phones has really helped.

Performance Framework Indicators (school-specific questions)

1.c. Is the school protecting the rights of students with special needs?

1) Did the SPED director know that the school did not complete indicator 8?

Ms. Poblano said that there is a new ninth grader who did come in with a new IEP that has to be completed.

2.e. Is the school adequately staffed to ensure proper fiscal management?

Gavin Sosa-audit, McKalya Shirely-finance, Becky Jones-facilities, and Jenny Jiminez, Bonita Listons-are on the finance committee. Charlotte Archuleta is the CPO and the Business Manager; she started in July of 2020.

3.a. Is the school complying with governance requirements?

1) What is the last date of OMA Resolution?

2) Have bylaws been revised/updated since the new application of the school? New board members should be listed on website as well to contact the board members directly.

3) How is the Governing Board tracking the mandatory training hours for each member? CSD records indicate that one member has completed the required hours and one is close to completion. However, two have at least 5 hours more to do and two have done zero (0) hours.

Bylaws are in a google doc. Louella will post it.

4.a. Is the school protecting the rights of all students?

1) What steps has the school taken to develop next step plans?

2) Do any of your students require ancillary services and if is the school providing those?

One Teacher has taken on the Next Steps Plans and created them for all students and it is on Google Docs. How do they go about it? Louella, Started at the beginning of the year and the end. Next Step Plans start in eighth grade. NSP are also part of our conferences and so staff and students will look at them together.

2a-2c Audit Findings FY20

2.a. Is the school meeting financial reporting and compliance requirements?

2020-001 - Budget - exceed authority 2020-002 - Fin Reporting - \$47K not recognized as receipts 2020-003 - Travel Reimb - excess reimbursement 2020-004 - Purchase order after the fact 2020-005 - Cash receipts unsupporting documentation 2020-006 - Adequate payroll procedures - Lack of documentation for employee stipend & employee elected benefits with no p/r deduction

Melissa Sanchez spoke with Ms. Poblano. Ms. Poblano assured CSD that all issues were being addressed.

2.c. Is the school responsive to audit findings?

1) How is the board monitoring and ensuring that the school's audit responses are being implemented with fidelity?

2) Has the board been meeting monthly with the new business manager to ensure the expenditures do not exceed the budgetary authority?

Charlotte knows about that and has talked with staff about how to properly engage that process. (ex: keeping all check stubs, etc.)

3) Has the finance committee established a process and schedule for reviewing each receipt during the compilation of the accounts receivable listing and review of relevant documents?

There was a discussion about FC and AC's: Gavin Sosa, Shirley, Becky Jones, Jenny Hominus, Benita Woodson, Finance: Benita Woodson, Shirley

Audit: Gavin Sosa, (Gavin talks to Charlotte for guidance)

The school has zoom meetings with finance and audit committees. Charlotte goes over everything with GB and AC and FC.

4) Does the board have established policies and procedures regarding travel and per diem?

5) Is the board monitoring the travel and per diem expenditures to ensure compliance with law?

6) Has the board established appropriate expectations for the business manager per PSAB Supplement 13- Purchasing requirements?

Mission-Specific Goals:

Goal 1: At least 80% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40-hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.

School Response:

Mission Goal 1	Goal #1: At least 80% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40 hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.
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Goal 1 Rating: Meets Standard- 75-85% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40-hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.

ANALYSIS: The 2020-2021 School Year was difficult in that DEAP began virtual learning and navigating the complexities of the COVID-19 pandemic. DEAP normally implements a very hands on curriculum with plenty of opportunities for students to engage in land based learning activities. While we were not able to initiate our land based learning program to its fullest potential, we still were able to implement some dynamic learning experiences including:

Semester 1:

- Corn Pollen Harvest
- Kneel Down Bread Demonstration
- Fall 2020 Harvest Festival
- Food Sovereignty Unit
- Food Service and Food Handlers Coursework
- Mutton Magic & the Use of Sheep in Navajo Culture

Semester 2:

- Constellations and Astronomy
- Butterfly Life Cycles
- DEAP Garden Project

- Annual DEAP Planting Festival
- Navajo, NM Housing Mapping Project

In total, DEAP students had access to over 250 hours of Land Based Learning activities that focussed on food security, land remediation, and community service. Most students were able to successfully complete each project, however, like many schools, DEAP struggled with attendance and engagement later in each semester. Using grades and attendance data, 84% of students completed the 40-hour land based learning project with a cumulative passing score of 75% or higher.

In addition, DEAP also had 80% of parents also participate in at least one land based learning project.

Mission Goal 2	Goal #2: 75% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70% which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.
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Goal 2 Rating: Meets Standard- 75-89% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné studies course with a grade of at least 70% which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.

ANALYSIS:

Prior to the pandemic, our Diné Studies course focussed heavily on activities where students connected with local knowledge holders and resources, we were very limited in what we could offer. Additionally, DEAP struggled to secure a Navajo Language teacher in the 2020-2021 school year. In light of these challenges, DEAP took direct action to reassess our Diné Studies Curriculum and contracted with local cultural experts to redesign the DEAP Diné Studies Curriculum. We have completed the first phase and will work toward implementation in the 2021-2022 school year.

Despite all the challenges, DEAP was still able to implement our Diné Studies courses by inviting presenters to our virtual class sessions, distributing materials for Diné Studies activities and supporting families with more literature written by Navajo and Native authors. Some of our Diné Studies Course highlights include the following:

- Mini-Moccasin Project
- Monthly Storytelling
- Navajo Language Lessons and Assessments
- Exploring Navajo Culture through Literature
- Dual Credit Opportunities for High School Students in Diné Studies
- Navajo Hogan built in Spring 2021
- Beginning work on DEAP Diné Studies Curriculum

In total, 76% of DEAP students completed their Diné Studies courses with a 70% or higher as measured by final grades. One student completed a dual credit course. While DEAP met the standard, the number of students that met the target is quite low in comparison to prior years. This is largely due to the way that virtual learning presented additional struggles regarding attendance and engagement.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard

If a school receives a “Does Not Meet Standard” rating for three or more indicators, the school will receive an overall organizational framework rating of “Does Not Meet Standard” for the year. In addition, if a school receives a “Does Not Meet Standard” rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

DEAP	2020-2021
Category I. Academic Performance Framework	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Does Not Meet Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Working to Meet Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Working to Meet Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020-21 was Dzit Dit'Looi School of Empowerment Action and Perseverance (DEAP)'s first year of operation in the current contract.

Appendix B: Assurances



Charter Schools Division
 Performance Indicator Assurances
 2020-21

Charter School Name	Dzit Dit'Looi School of Empowerment Action and Perseverance (DEAP)
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In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

- The school protects the rights of students with special needs, by:**
 - ✓ Providing services per individual IEP,
 - ✓ Maintaining both direct service and ancillary support logs,
 - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.

- The school protects the rights of English Learner (EL) students:**
 - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.

- The school complies with federal and state grant program requirements.**

- The school meets Governance and reporting requirements:**
 - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
 - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
 - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).

- The school protects the rights of all students:**
 - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
 - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
 - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
 - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
 - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
 - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
 - ✓ School updates Next Step Plans annually for all high school students.

- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.**

- The school protects employee rights:**
 - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
 - ✓ School has an employee handbook that includes discipline and grievance policies.
 - ✓ School has a salary schedule that complies with minimum teacher salaries.
 - ✓ School has a documented mentorship program for first year Level One teachers.
 - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.

- The school complies with facility requirements in NMSA § 22-8B-4.2.**

- The school complies with transportation requirements, including all inspections and insurance, if applicable.**

- The school complies with health and safety requirements:**
 - ✓ The school conducts all required emergency drills per [PED memorandum of 3/25/21](#).
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.

- The school handles information appropriately:**
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name			
Signature		Date	08/03/2021

Board Chair Printed Name	Benita Litson		
Signature		Date	8/3/2021

