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GOVERNOR

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### 2020-2021 Annual School Performance Report: Hozho Academy

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**School Name:** Hozho Academy

**School Address:** 306 NM State Rd 564, Gallup, NM 87301

**Head Administrator:** Juliane Hilock

**Business Manager:** Katie Rarick

**Authorized Grade Levels:** K-12

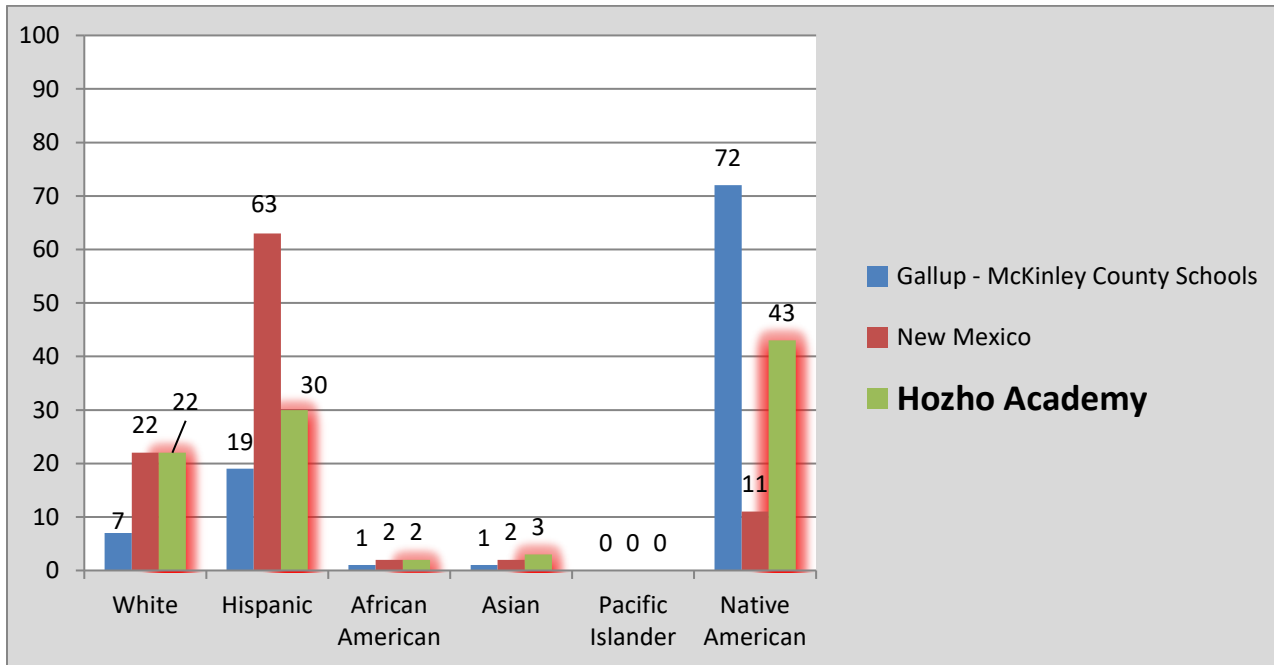
**Authorized Enrollment Cap:** 728

**Current Enrollment:** 298

**Contract Term:** July 1, 2017 – June 30, 2022

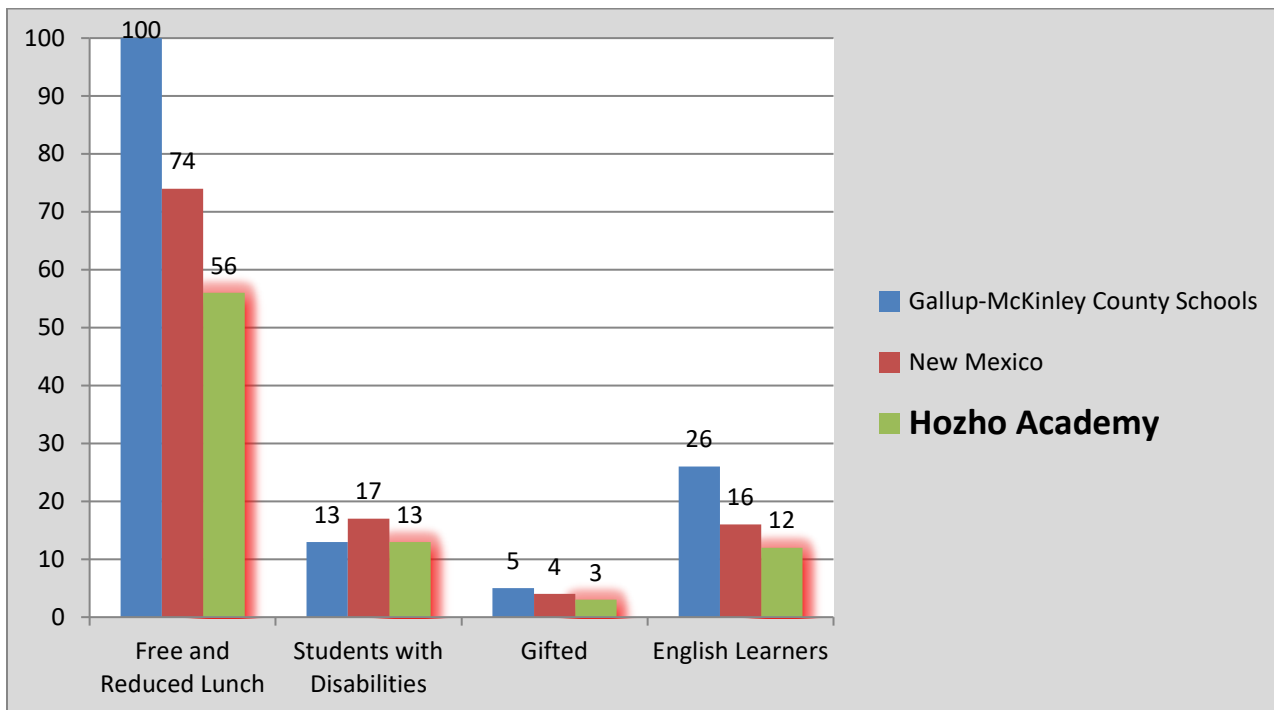
**Mission:** *Hozho Academy is committed to the tradition of a Classical education. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible, which will permit a full understanding of all students' cultures.*

**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 26, 2021

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#### Virtual Site Visit Participants

*School:* Juliane Hillock: Head Administrator; Katie Rarick: Business Manager from Ed Tech

*OPFD/CSD:* Dylan Wilson; Missy Brown; Rachel Stofocik

#### Response to COVID Pandemic

[Hozho Academy](#) serves grades K-7 and has an enrollment of 436 students; 75% are students of color. Ms. Hillock shared that all students enrolling in the school hear about Hozho from word of mouth in the community as the school still does not have a building with an official sign. Hozho Academy was scheduled to move into a new building this year, but because of the pandemic, that has been delayed. Despite, the school leaders explained that since the opening in 2018, the school has added about 100+ students a year.

At the beginning of the lockdown, the school went fully remote. As the school's classical education model does not emphasize technology, the school only had 30 chrome books at the start of the pandemic; however, the school worked tirelessly to get the technology that families needed. The school followed guidelines from PED regarding remote, hybrid and in-person schooling and by March of 2021, 65-70% of students returned to in-person learning.

Ms. Hillock identified some of the successes during the year and a half. First, the school still administered [NWEA MAPS](#) testing and saw academic gains among many students; in the 7<sup>th</sup> grade, 85% of students made progress. Second, the school celebrated a visit from Secretary Stewart during the reopening in March. Third, Hozho's instructional staff really committed to the school all year and took on many extra roles to make sure Hozho students and families were getting whatever they needed. The school provided and delivered meals to families with their partner Fratelli's restaurant, the school added their first middle school sports teams and the school won first place in track, and teachers brought schoolwork and technology to family's countless times. Finally, the Academy staff managed to conduct all IEP meetings on time.

With regards to the challenges that the school faced, the head administrator mentioned that attendance for habitually truant students was difficult. Many students live in multi-generational homes and others move around a lot. The other big challenge was the severe lack of internet connectivity for students both remotely and at the school. The virus itself also made things more difficult as much of the staff and many families did contract Covid. One teacher was hospitalized, and some students lost family members. Ms. Hillock explained that many students lose family members in the community even without the pandemic and that this is constantly something that the school staff and students face.

Hozho Academy celebrated several innovations as well. For one, the leadership team, in collaboration with parents, tried to make sure that teachers felt always appreciated. The school leaders used staff celebrations and gift cards to recognize the hard work of the instructional staff. The school also created an outdoor learning space with a tent. An outdoor mountain biking program was organized, and children participated in it when permissible. Music classes were still emphasized and offered in covid-safe environments. Finally, the school partnered with the [National Indian Youth Leadership Program](#) to provide after-school enrichment opportunities and a school gardening program.

#### Teaching, Learning, and Assessment

As mentioned above, the school did administer [MAPs testing](#). Normally, the Academy engages in daily meetings where students and staff share music, poetry and where the schedule and news is discussed. This year, the administrator presented the music and the poetry and tried to bring students together by making a [You Tube channel](#). Families started this way everyday remotely. The school still hosted a readathon and still implemented the classical education. This year, the students memorized the beginning of the Bill of Rights.

Regarding communication, the school used report cards, phone calls, contact logs, and email to connect with families. Ms. Hillock noted that school staff worked hard to maintain student attendance. Teachers used [Canvas](#) to present classes, but since connectivity was so unpredictable, some families picked up packets. If a student completed the work, then it was considered 100% attendance. Additionally, if a student made most of their online classes it was also considered 100% attendance. 20-30 families were difficult to connect with regardless. The Academy would go through many steps to try and re-engage those families and at times, CYFD was contacted, however, CYFD said that these cases could not be considered neglect because of the pandemic.

### **Student and Family Support and Engagement**

With regards to Social and Emotional Learning (SEL) the school formed “friendship groups,” provided counselors who offered in-school and at-home services and implemented trauma-informed instruction. The school also used the ESNM survey.

When kids did return in-person, school staff did a lot of reteaching students on how to interact with each other. The school partnered with Fratelli’s Restaurant, Food Provider, and the National Indian Youth Leadership Program to make sure that all families had what they needed and to ensure that enrichment activities were available.

### Performance Framework Indicators (school-specific questions)

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**1.d.** Is the school protecting the rights of English Learner students? Has the school been running its EL Error Report quarterly? Has the school remedied the coding for students found on its 120 ELP error report (5 students)? How is the school determining EL eligibility for new students?

*120-day STARS show 5 students on ELP report. CSD gave school leader the student names. One student tested proficient, so it was a change in identification; four students look like they need to be identified as EL and they are not. School leader said that Karen Baker Jepsen does STARS reporting and she runs those EL reports. The admin looks at STARS report and info from prior schools. Karen said that we should go to "assessment fact." CSD helped school leader clear up the confusion and recommended a different route for determination; in STARS, the school leader should look at information under "assessment test."*

#### **2a-2c Audit Findings FY20**

2020-001 Financial Close and Reporting (Previously 2019-001) (Material Weakness)

2020-002 Purchasing (Previously 2019-002)

2020-003 Controls over Payroll (Other Matters)

2020-004 Controls over Travel and Per Diem (Other Noncompliance)

2020-005 Bank Reconciliation (Other Noncompliance)

2020-006 Pledged Collateral (Other Noncompliance)

*The Hozho Business Manager assured CSD that school will send files that show findings and the school's corrective action plans. She explained that the material weakness has to do with the fund balance which is hard to maintain when they are growing so quickly. The school has now created a report that helps leaders do what we they are "supposed to do."*

**3.a.** Is the school complying with governance requirements? How are the board member that have yet to complete their required training planning on completing their hours?

*CSD stated that the members cannot complete all training at the CSD conference. CSD encouraged school leaders to complete the training at the beginning of the year and for the remaining hours this year, to reach out to PCSNM.*

**4.c.** Is the school meeting teacher and other staff credentialing requirements?

*The school confirmed that the licensing and personnel concerns are being addressed and the ones that CSD mentioned for which the school was unaware, the school assured that they would take care of it.*

**4.e.** Is the school completing required background checks and reporting ethical violations? What is the school's status on acquiring an ORI number?

*School leaders explained that they had written to contact twice and still can't get one. School has reached out to another charter admin to see if they could help the school figure out how to get one. School gets absolutely no response regarding the attempt to reach out.*

**Mission-Specific Goals:**

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum: two maximum).

School Response: Since we have not had a mission specific goal in previous years, I feel we would need to assemble stakeholders to convene meetings regarding what that goal should look like. Until I am able to assemble administrators, teachers, board members and families, I feel it is important to focus on the academic goals. As it stands, our growth and the lack of school-wide testing data for the last 2 years makes establishing additional goals challenging. So at this point, until I convene a group to discuss our potential mission specific goals, we will opt to continue on without a specified mission specific goal.

**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

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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.


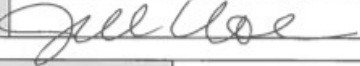

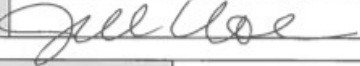

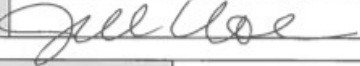

<b>Hozho Academy</b>	2020-2021
<b>Category I. Academic Performance Framework</b>	
<b>Indicator 1</b> Components of School Accountability System	Unable to Review - COVID
<b>Indicator 2</b> Subgroup Performance	Unable to Review - COVID
<b>Indicator 3</b> Mission Specific Goals	Unable to Review - COVID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

<b>Hozho Academy</b>	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>		
<b>Indicator 1</b> Components of School Accountability System	<b>29 Points (Lowest 25%)</b>	
<b>Indicator 2</b> Subgroup Performance	Pending	
<b>Indicator 3</b> Mission Specific Goals	Not Applicable	
<b>Category II. Organizational Performance Framework</b>		
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Meets (or Exceeds) Standard
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1f</b> Educational Program: NM DASH Plan	Not Applicable	Not Applicable
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Not Applicable	Meets (or Exceeds) Standard
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings	Not Applicable	Working to Meet Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Not Applicable	Not Applicable
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Working to Meet Standard
<b>Indicator 4d</b> Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	Working to Meet Standard	Working to Meet Standard
<b>Indicator 5a</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5b</b> School Environment: complying with transportation requirements	Not Applicable	Meets (or Exceeds) Standard
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5d</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Financial Performance Framework</b>		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

[Appendix B: Assurances](#)

 <p><b>Charter Schools Division</b>  <b>Performance Indicator Assurances</b>  <b>2020-21</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Charter School Name</td> <td>Hozho Academy</td> </tr> </table> <p>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.</p> <hr/> <p><input checked="" type="checkbox"/> <b>The school protects the rights of students with special needs, by:</b></p> <ul style="list-style-type: none"> <li>✓ Providing services per individual IEP,</li> <li>✓ Maintaining both direct service and ancillary support logs,</li> <li>✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of English Learner (EL) students:</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with federal and state grant program requirements.</b></p> <p><input checked="" type="checkbox"/> <b>The school meets Governance and reporting requirements:</b></p> <ul style="list-style-type: none"> <li>✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.</li> <li>✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.</li> <li>✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of all students:</b></p> <ul style="list-style-type: none"> <li>✓ School meets all Culturally &amp; Linguistically Responsive Framework requirements.</li> <li>✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.</li> <li>✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.</li> <li>✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)</li> <li>✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.</li> <li>✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17</li> <li>✓ School updates Next Step Plans annually for all high school students.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.</b></p> <p><input checked="" type="checkbox"/> <b>The school protects employee rights:</b></p> <ul style="list-style-type: none"> <li>✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.</li> <li>✓ School has an employee handbook that includes discipline and grievance policies.</li> <li>✓ School has a salary schedule that complies with minimum teacher salaries.</li> <li>✓ School has a documented mentorship program for first year Level One teachers.</li> <li>✓ School obtains legally compliant background checks per NMSA § 22-10A-5.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with facility requirements in NMSA § 22-8B-4.2.</b></p> <p><input checked="" type="checkbox"/> <b>The school complies with transportation requirements, including all inspections and insurance, if applicable.</b></p>	Charter School Name	Hozho Academy	<p><input checked="" type="checkbox"/> <b>The school complies with health and safety requirements:</b></p> <ul style="list-style-type: none"> <li>✓ The school conducts all required emergency drills per PED memorandum of 3/25/21.</li> <li>✓ The school maintains immunization records, including a master immunization log.</li> <li>✓ All staff complete training on reporting child abuse and neglect.</li> <li>✓ The school has a Diabetes Management plan.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school handles information appropriately:</b></p> <ul style="list-style-type: none"> <li>✓ School completes all STARS reporting requirements on time.</li> <li>✓ School follows proper security procedures, including keeping student files locked.</li> <li>✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.</li> <li>✓ School maintains a procedure for the transfer of cumulative files.</li> </ul> <hr/> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">School Leader Printed Name</td> <td colspan="2">Juliane Hillock</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7/16/21</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td colspan="2">Jeremy Boucher</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7/16/21</td> </tr> </table>	School Leader Printed Name	Juliane Hillock		Signature		Date 7/16/21	Board Chair Printed Name	Jeremy Boucher		Signature		Date 7/16/21
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