

New Mexico Public Education Commission



2022 Charter School Renewal Application Part B: Progress Report

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit, and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Hózhó Academy

Authorizer: Public Education Commission

Current Charter Term:2018-19 SY to 22-23SY

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Academic Performance data has been challenging to obtain over the last few years especially for several reasons. First, the most obvious difficulty was the onset of the pandemic which eliminated the opportunity to obtain standardized scores in 2020 and significantly reduced the capacity to receive scores in 2021 when testing was optional. PARCC testing scores in 2019 represented only 63 students and our current enrollment is over 600. We utilized NWEA MAPs testing to provide some longitudinal data but there were issues with the assessment as well. In 2018-19, only some students were given the NWEA Growth Test to provide a Beginning of year score and a growth score at the end of the year. Some students took a different NWEA test so the scores could not be evaluated schoolwide. In 2019-20, we took extra steps to ensure that all students took the correct Growth based tests through NWEA, but no tests were administered in the spring due to the closure of schools in March. In 2020-21, even though our students were remote, we administered the NWEA test to all students at home. This was incredibly difficult on everyone. In some cases, students who were in the 1st or 2nd percentile completed the tests in the 90th percentile (perhaps with some inadvertent support from parents or family members). When students returned to in-person schooling in March, we administered the NWEA test to determine growth, but because students had some support from families during the initial test, many students did not show growth. Finally, we administered the NWEA growth test to all students in the 2021-22 school year and we were able to extract some useable growth data. However, that test was given when our enrollment was under 500 students and now it is over 600 students so not all students are represented in that number.

Our kindergarten through second grade students do not use technology at all during the school day. Our Classical instructional model, students read from books, write on paper, do hands-on activities in gardening and science etc..., but have minimal exposure to technology. When given the iStation test, it students were distracted by the images on the screen and struggled with navigating the keyboard. We tried giving students more time on technology to prepare for the iStation, but the little time we were willing to carve from instructional time, did not pay off in returns during the timed testing. At that point, we added DIBELS to our own testing repertoire to ensure that we would have more reliable literacy data from kinder to 2nd grade.

In 2021-22, we elected to participate in k5+ programming, so we also participated in the iMSSA testing. We were hopeful this testing would give Hózhó Academy the best predictor on achievement on the new NM MSSA State standardized test.

Please see the next section for specific student academic data.

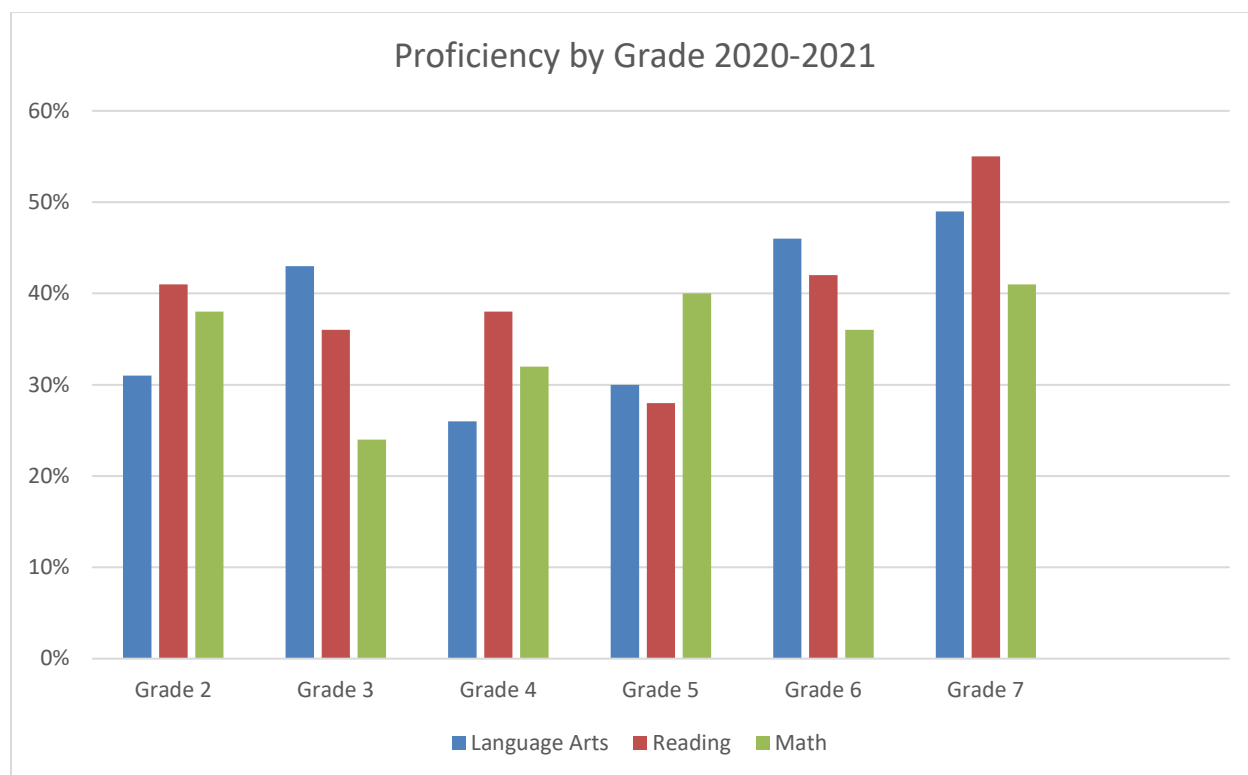
1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

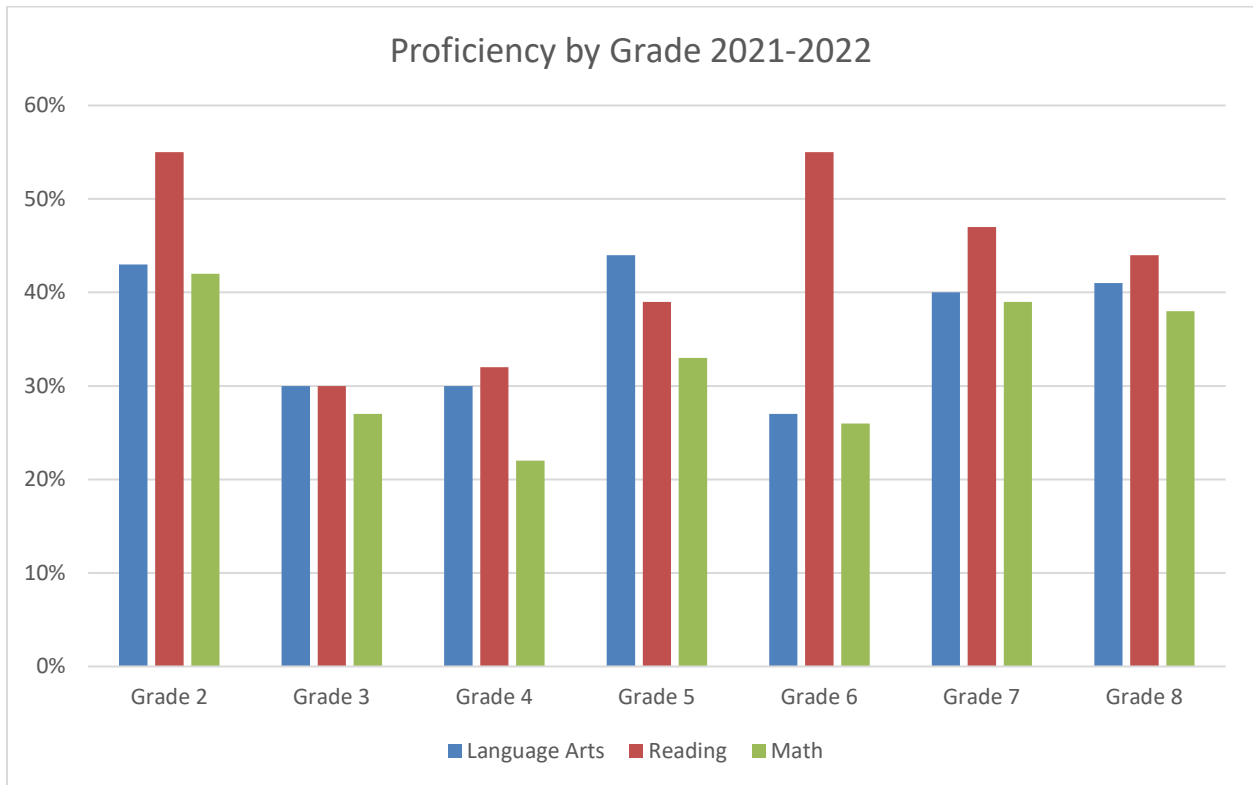
School response:

Please see section 1 Academic Performance for all of the standardized testing methods that have been utilized to monitor student growth. As stated above, NWEA data was utilized to track student progress in grades 2-5 in 2018-19; grades 2-6 in 2019-20; in grades 2-7 in 2020-21 and in grades 2-8 in 2021-22. NWEA provides nationally normed data on student achievement as well as student specific growth in a specific school year. Students who score at a 40% or better are considered performing at the "average" level. Since incorrect testing was administered in 2018-19 and since no end of year testing was conducted in 2019-20, this is the data from 2020-21 and 2021-22:

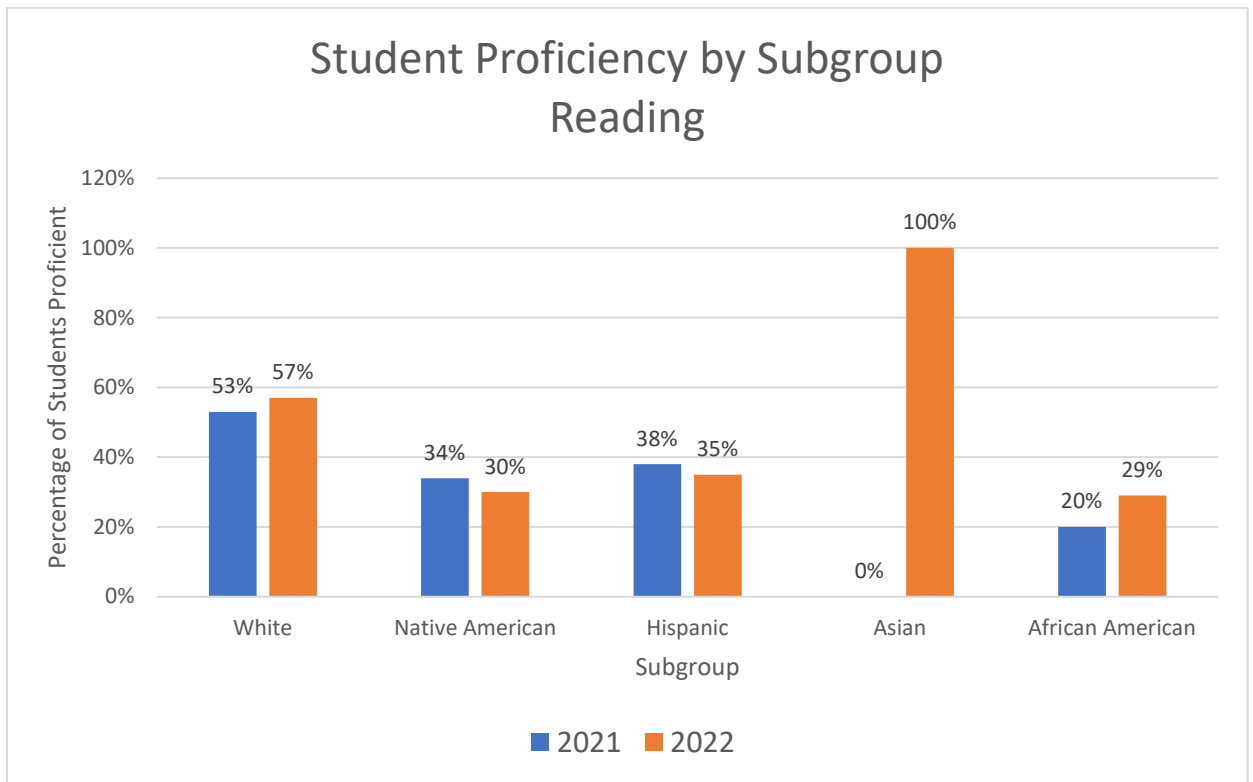
NWEA DATA SCHOOL-WIDE 2020-21

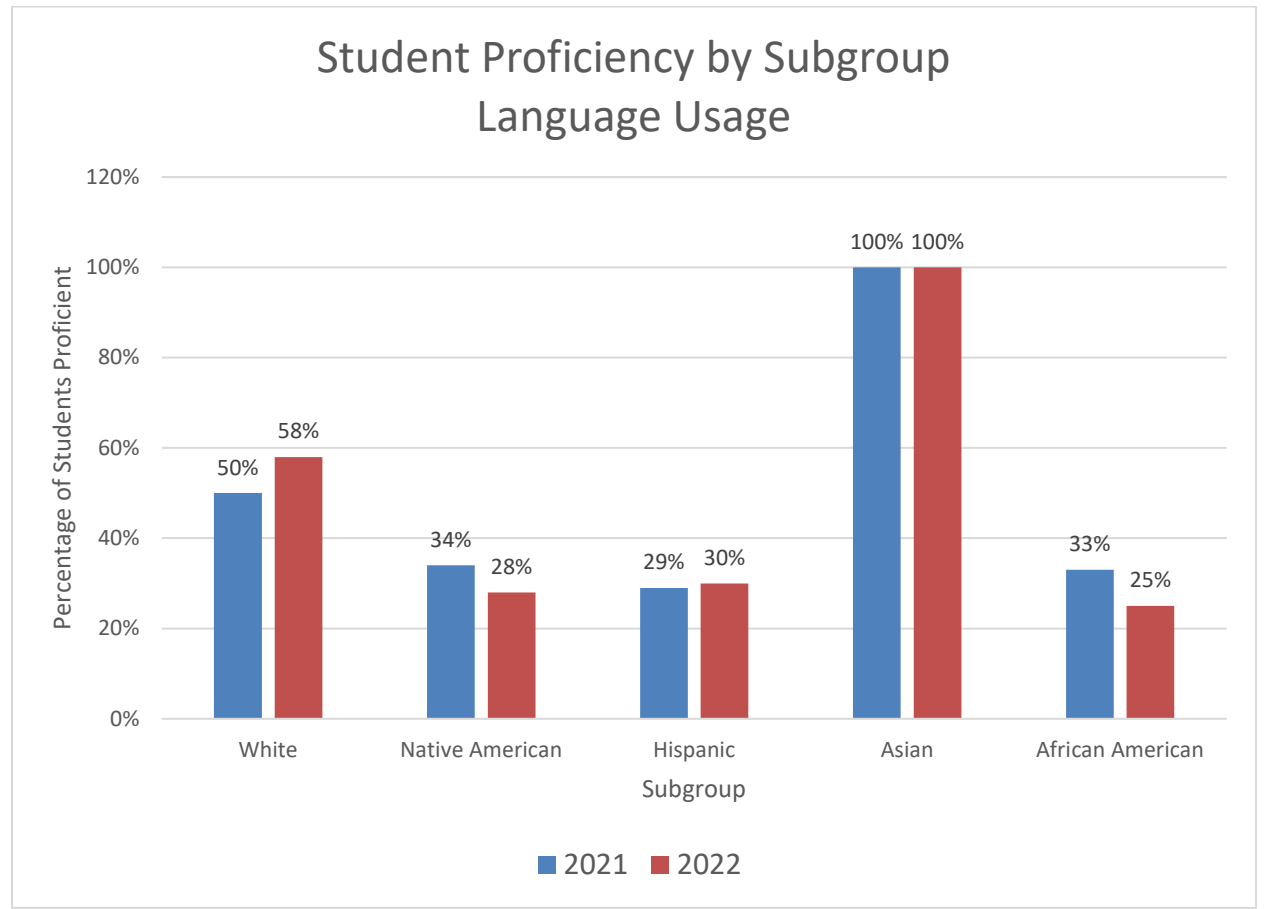


NWEA School Wide data 2021-22

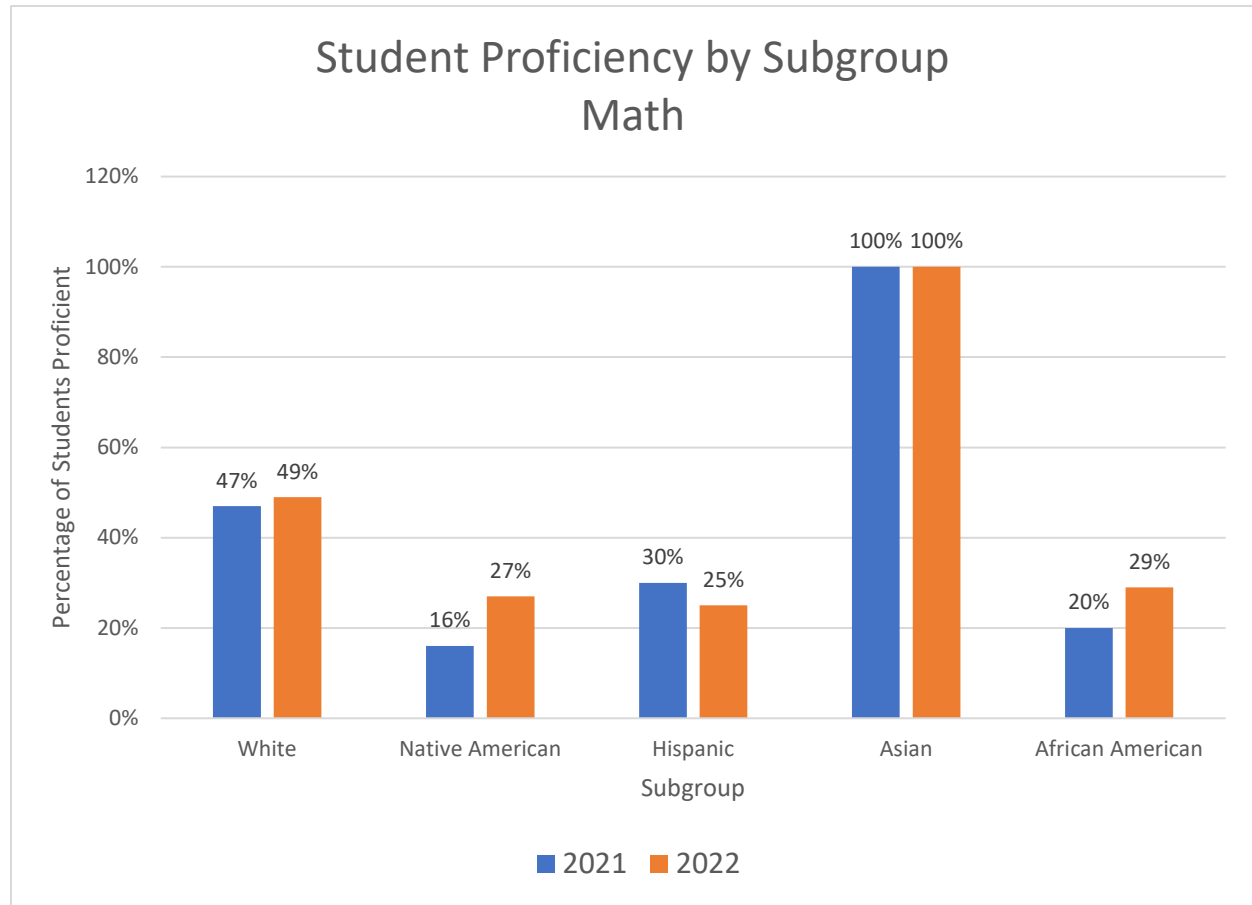


NWEA SUB GROUP DATA 2020-21 and 2021-22 in Reading

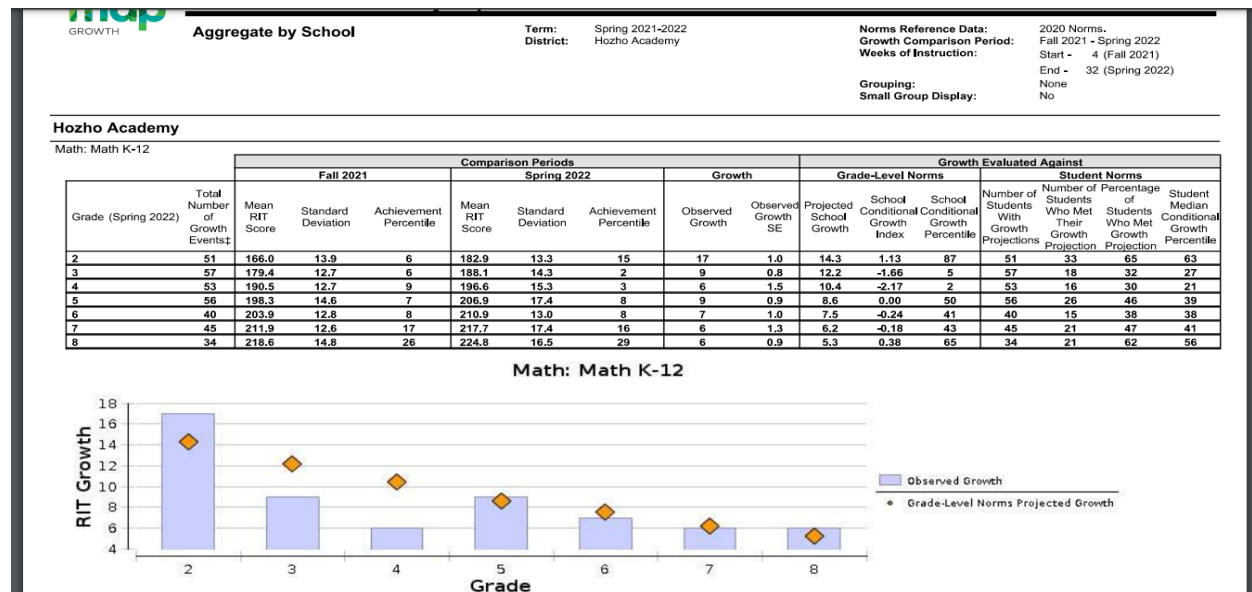




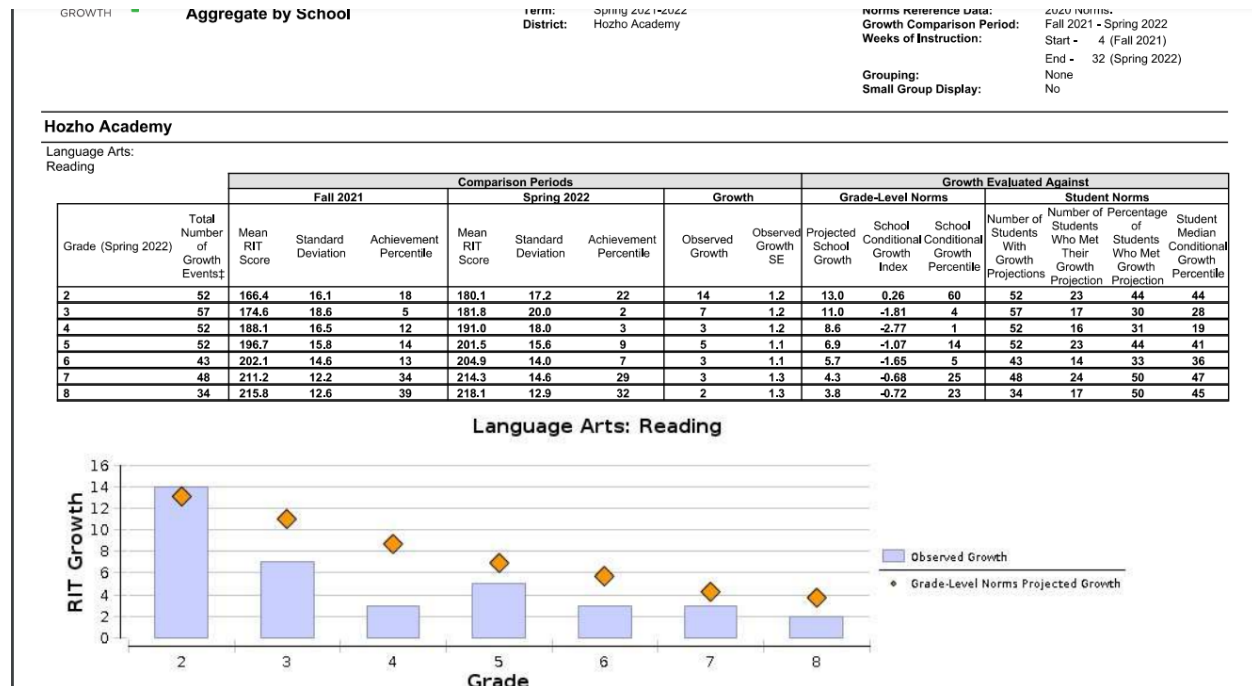
NWEA SUBGROUP DATA 2020-21 and 2021-22 in Math



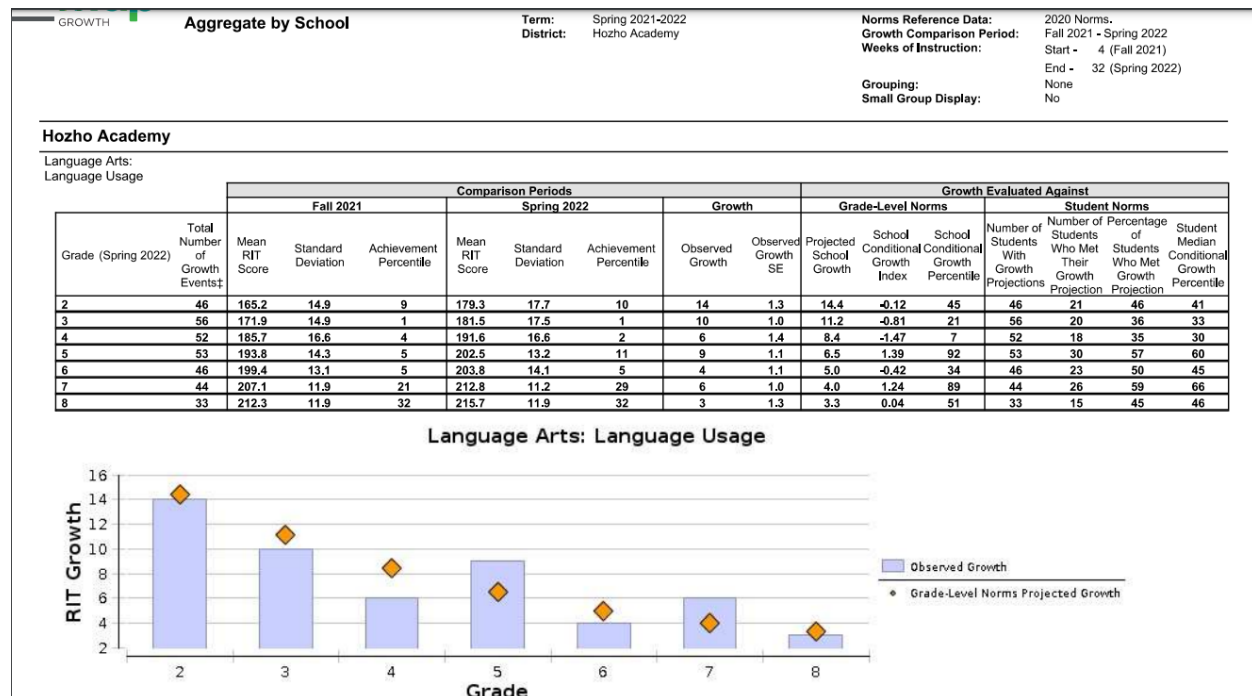
NWEA data on math growth 2021-22



NWEA Growth in Reading 2021-22



NWEA Growth data on Language 2021-22



The chart below outlines student performance on the iMSSA by Middle of Year Achievement and Growth for 2021-22 school year

Hozho Academy Student's iMSSA Scores for 2021-22 School Year

Grade Level	Achievement mid-term language		Percent of students making expected progress in language by mid-year
	% Proficient MOY Number in parenthesis is	% Proficient or Near Proficient	
3	50	78	97
4	61	81	97
5	53	77	91
6	40	72	98
7	44	84	91
8	33	73	95

Grade Level	Achievement mid-term reading		Percent of students making expected progress in reading by mid-year
	% Proficient MOY (Number in parenthesis is proficiency on summative)	% Proficient or Near Proficient	
3	48 (15)	56	98
4	39 (22)	66	98
5	39 (31)	83	97
6	42 (14)	80	98
7	64 (32)	80	93
8	77 (33)	91	97

Grade Level	Achievement mid-term math		Percent of students making expected progress in math by mid-year
	Number in parenthesis is proficiency on summative)	% Proficient or Near Proficient	
3	1 (15)	24	98
4	7 (15)	34	100
5	10 (27)	41	98
6	6 (16)	48	95
7	12 (23)	38	96
8	14 (20)	54	97

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Hózhó Academy did not elect to have a mission specific goal for this Charter contract term.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

Hózhó Academy is committed to educating the whole child. We proposit to advance the child equally in mind, body and spirit, working towards "arete" excellence in all areas.

Academically, we strive to provide a rigorous curriculum in the liberal arts and sciences through a Classical education. Students read classical literature including the works of Homer and Shakespeare. Students are exposed to the greatest literary works of all time. Students study mathematics conceptually through the Singapore Math program. Students in the early grades, or those struggling with literacy, are provided explicit phonics instruction through an adapted Riggs' Phonics program. Students are given explicit instruction in grammar and composition. Additionally, all students receive lessons in history and science beginning in kindergarten. Students may also receive instruction in Spanish and Navajo beginning in kindergarten and in Latin beginning in 7th grade.

To improve the hearts of our students, Hózhó Academy teaches students to have virtuous behavior. We refer to the 8 virtues of our school:

Compassion

Perseverance

Courage

Temperance

Diligence

Respect

Responsibility

Integrity

When students study characters in literature or historical figures throughout time, they are taught to consider how the individual displayed or lacked virtue. When students are sent to the office for a referral, they too reflect on their behavior in terms of these virtues.

ARETE Physical Education Program

The pandemic hit our school and community particularly hard. Approximately 50% of Hózhó Academy's enrollment are Navajo and the Native American population was impacted by COVID 19 to a greater extent than other populations. In addition, the health of individuals in McKinley County ranks 32nd out of 32 counties ranked.

2020 County Health Rankings for the 32 Ranked Counties in New Mexico

County	Health Outcomes	Health Factors	County	Health Outcomes	Health Factors	County	Health Outcomes	Health Factors	County	Health Outcomes	Health Factors
Bernalillo	6	5	Grant	13	4	Mora	23	11	Sierra	28	26
Catron	9	8	Guadalupe	15	14	Otero	8	21	Socorro	24	25
Chaves	16	22	Harding	NR	NR	Quay	25	12	Taos	20	10
Cibola	29	30	Hidalgo	19	15	Rio Arriba	31	23	Torrance	22	28
Colfax	30	9	Lea	12	20	Roosevelt	7	27	Union	5	7
Curry	11	18	Lincoln	21	6	San Juan	26	29	Valencia	14	19
De Baca	17	16	Los Alamos	1	1	San Miguel	27	24			
Dona Ana	4	17	Luna	18	31	Sandoval	2	3			
Eddy	10	13	McKinley	32	32	Santa Fe	3	2			

For more information on how these ranks are calculated, view the tables at the end of this report and visit

www.countyhealthrankings.org

Since 2019, twenty-two Hózhó students have lost a mother or father; most of the deaths were associated with substance abuse. Because of the critical nature of the overall health conditions of students and families in our community, we committed to developing a program to increase the physical health and wellness of our students, staff and community.

Students in PE

We began an intensive and increasingly challenging physical education program for all students. In the Upper school (7th grade and up), students participate in daily physical education classes aimed at improving health and fitness, not just a team sports model. Students use heart rate monitors and a series of fitness goals to increase their fitness levels in measurable ways. We recognize student achievement in PE at our morning assembly and through the use of levels/colors of PE shorts and lanyards to indicate levels of achievement.

In our younger grades, we utilize a similar motivational method to encourage new levels of fitness in our students with the use of colored lanyards. Our playground structures are also obstacle courses to increase physical skills and capacity of students.

Sports

To enhance our students' athletic abilities and offer opportunities for team sports, Hózhó Academy has made a commitment to provide as many sports programs as possible. In our Upper school we offer

Football

Soccer

Volleyball

Basketball

Baseball

Softball

Track

Cross country

More than 70% of upper school students are involved in at least one sport.

Staff

Staff are encouraged to participate in daily exercise and their performance is recognized during morning announcements during our daily school assemblies.

Food

Hózhó Academy has made a commitment to support the health of our students by eliminating processed and pre-packaged foods. We hired an executive chef to make healthy, palatable meals that nourish our students without the unnecessary or harmful additives and preservatives.

Uniform

Originally, when Hózhó opened, students wore dress pants and polo shirts as part of a uniform and staff members dressed in professional dress only. Once implementing this physical education/wellness ARETE program, we switched the focus from formal dress to athletic dress. Staff and students dress daily in athletic wear so that we are always ready to participate in physical activity.

Social and Emotional Support

As stated above, many Hózhó Academy students have experienced higher levels of trauma than most communities due to poor health conditions, poverty, substance abuse, and transgenerational trauma especially in our Native American community. Hózhó Academy offers a trauma informed school and mental health counseling program. Our counseling department is able to offer a range of supports due to the cultural competency of our counseling staff, their trauma informed program, and the coordinator's experience as an independently licensed mental health counselor. These supports include and are not limited to social skills groups, behavior management groups, self esteem groups, grief counseling, DBT skill development, conflict resolution, and referrals to outside resources as needed. All of these services are offered through the cultural lens of our diverse community and with our counseling departments personal and professional knowledge of our Native American community in particular. We have offered a safe trauma informed learning environment to several students who could not function in other schools in our county. Through that support these students have flourished and continue to improve day by day.

Daily Assembly

Each morning at 8:30 am, the entire school gathers to start the day with a morning assembly. During this time, students listen to Classical music and learn to identify the composer and name of the piece. A piece of Classical artwork is selected to highlight each week. Students identify the name of the piece, the artist and the museum, and location in the world that the art may be seen in person. Students recite poetry as well as the Preamble to the US Constitution, the Gettysburg Address, the Bill of Rights and a portion of the Declaration of Independence. At morning assemblies, students are also recognized for achievements and accomplishments. This is a time we use to improve the hearts of our students as well. By learning to appreciate and love good, true, and beautiful things, the quality of life is improved for the student.

After School Activities

Hózhó Academy provides after school activities for students in a variety of programs. These programs enhance and compliment the work being done during the school day. Students may extend their participation in favored activities and grow in skill and confidence. Teacher volunteers lead the following activities and they are all provided free of charge to the students and families:

Fitness, Tutoring, Chess Club, Yearbook Club, Dance, Art, Drama, Cheer, Gardening, Project Venture, Music/Musical instrument lessons, robotics and STEM opportunities, math club, Battle of the Books club, and others.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. 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 including renewal site visit.

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 on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. 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 to be reviewed during the renewal site visit.

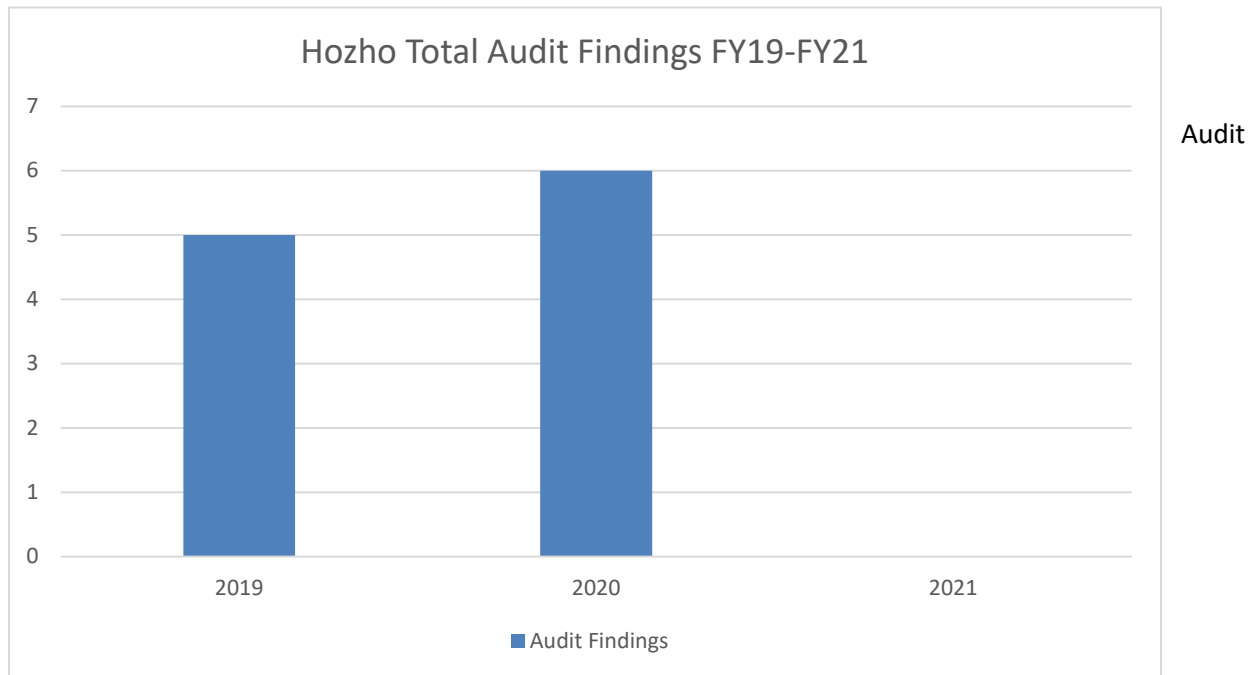
School response:

Hozho has reduced the number of findings over the three audited fiscal years from 6 to 0, with no findings in the most recent fiscal year.

Hozho has made this progress by instituting the following policies/practices:

1. Hozho has updated the accounting policies to ensure the fiscal year is closed before any end-of-year data is sent to PED and audit documents are prepared concurrently.

The school has maintained the same business manager for the past four years, which has been an integral part of building institutional knowledge, maintaining consistency in policies and systems, and maintaining clear communication between the state, the board, and school leadership.



Findings

Contract Year	Total	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY19	5	0	0	0	No
FY20	6	1	1	0	No
FY21	0	0	0	0	No

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

Condition/Context: During review of fund balance and related support to ensure fund balance was properly stated and reconciled to the prior year, auditors noted that Hózhó did not have a sufficient understanding on how to roll forward fund balance as described in PASB Supplement 5, Schedule 5-9. This resulted in adjusting entries to Fund 11000 of \$15,627, Fund 21000 of \$3,159, Fund 24101 of \$378, Fund 24106 of \$636 and Fund 23401 of \$24,750 to properly state fund balance.

Hózhó addressed this finding by updating procedures for reporting and rolling fund balances forward to accurately reflect balances year over year. The finding was not repeated in FY2021 and is not anticipated to recur moving forward.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. 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 renewal site visit.

School response:

Hózhó Academy's governing board membership has never fallen below the minimum of five members. The first board was Patrick Mason, Rachel Mason, Brinn King, Jeremy Boucher, Erin Montano, Eric James. Patrick and Rachel resigned, and Rebecca Boucher and Jeremy Gay came on. Eric James, did not complete training required for two years (2020, 2021). Jeremy Boucher did not complete training required for one year (2021). Everyone else, completed all their training.

Because of some issues with past board member performance, the board is working to find an additional (7th) board member so that we can meet the statutory minimums and have quorum when one or more board members are unavailable or a board member needs to resign or is asked to resign because they are too busy to be an active member. This has proven difficult. There are not very many people willing to serve on the board. Recruitment is an area that the board will focus on and develop in the coming years. We will add this as an ongoing discussion item to our board meetings. To address the missing training hours, the board has added a standing discussion item to the board meeting agenda for greater accountability.

2.d. Equity and Identity

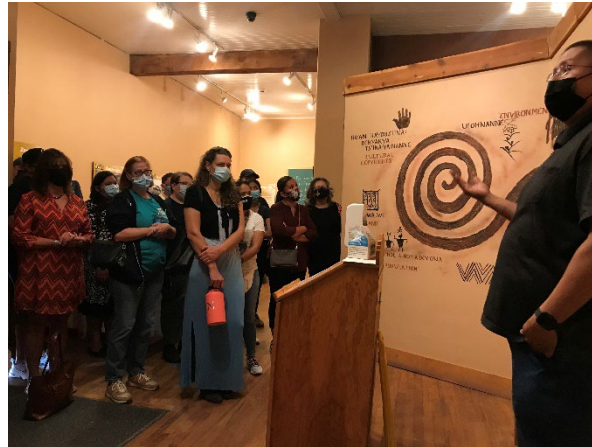
How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging?

School response:

Hózhó Academy is designed to offer unique programming that compliments Indigenous Education which places a premium on identity and wellness. Hózhó strives to meet the needs of their families through stronger connections with our school community by offering enriching activities, programs and clubs that are offered before and after school. These programs assist in the continued development of self and a sense of belonging, through cultural knowledge integration in our Navajo Language Classroom, Gardening, and Wellness programs, for example. The goal of our programs is to build and honor our foundational roots to enhance the learning and language fluency within our classrooms, especially that of our Navajo Language Classroom. Training of our teachers on Culturally and Linguistically relevant instruction has been supported through professional development.

Prior to opening, all staff met with Arita Yazzie, a lawyer for the Navajo Nation and an original member of the founding board. She provided a professional development session for our teachers which was

especially helpful to those teachers new to our community who may have needed support understanding potential cultural differences. Our school opened with a Blessing Way Ceremony where the building (which was placed with its door facing East as is the custom in Navajo tradition) and the grounds were blessed by a Navajo Medicine Man. Two students were allowed to participate in this ceremony.



Another year, all of our staff visited the Pueblo of Zuni during our teacher training to assist teachers in getting a better understanding of how to bring culture, language and history alive. See photo above. Our community has a vast amount of history embedded in it and accessing the history. Our students have had opportunities to explore the local land through the organization of Cottonwood Gulch. Field trips and activities enhanced an appreciation for the local land and its history.

We continually utilize our community partners such as the National Indian Youth Leadership Program which has been expanding on our campus each year. At first, our partnership started as a gardening program for fourth graders after school and a Project Venture Program that worked with a handful of 6th graders once a week. We have hired one of the group leaders from the National Youth Leadership Program to work at our school during the school day. Our students attend a gardening class where they learn how to grow food sustainably including modern and indigenous gardening methods. We have added two greenhouses and planting beds. This is one of the favorite programs offered at Hózhó Academy.

We have partnered with the Navajo Nation to provide our entire elementary, partner in our community, for Active Shooter Training throughout the summer of 2022. Also, we partnered with American Indian Services Prep for a summer-long program in our junior high/high school facility, also for no compensation, to provide facilities for their STEM summer school camp. We are also looking to expand this program.

In our Navajo language and culture class, which is offered to all students in kindergarten through high school, students learn to speak, write and even sing, in Navajo. Students are greeted each day by the principal in Navajo prior to the Pledge of Allegiance. Students in Navajo class also have opportunities to complete projects and weave rugs. (See picture below) Throughout the school year, the Navajo class sponsors Native American culture days. Students are invited to wear Native jewelry, traditional dress, and participate in other activities.



Our lunch program incorporates food familiar to our Native students. Our school chef is Navajo herself and proudly prepares meals with a nod to indigenous fare as often as we can incorporate it in accordance with the federal restrictions.

Many times in the day, teachers will speak to students in Navajo or Zuni, especially our young students or students who may be in distress in order to provide comfort in a language familiar to them.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: Each year, through the budgeting process, Hózhó Academy has reached out to the Navajo Nation for consultation and each year Hózhó Academy has been told that we have not met the required threshold of 50% Navajo enrollment to request that consultation. The principal of Hózhó Academy has traveled to Window Rock to meet with anyone available at the Department of Education. An informal meeting was held with Roy Tracy and Dr. Lewis in 2019. The nature of the conversation was to outline the expectations for consultation if Hózhó Academy was to, at one time, cross the 50% threshold. The following year (2019-20), Andy Nez offered to meet, but then decided that since Hózhó Academy did not meet the threshold of 50%, a meeting was not necessary. The following years of Covid restrictions and closures at the Navajo Nation impeded the consultation process. Nevertheless, to date, Hózhó Academy has not crossed the threshold of 50% enrollment of Native American students. The percentages have ranged from 47-49.5% over the course of the last four years.

Although not required, our Director of Indian Education has continually has had open communication with the DODE staff such as the Johnson O'Malley, Office of Dine School Improvement and the Office of Standards, Curriculum and Assessment Development. These three offices have allowed for continued development, support and implementation of the Navajo Language Culture and History Curriculum at Hózhó Academy. For the summer of 2022, our Navajo Language Teacher was able to work with other NLC teachers around the state of New Mexico and Arizona to review and enhance the current curriculum with the support of Penn State. A list of resources was also provided to the teachers to

broaden their curriculum libraries to meet the individual needs of the students. Our Director of Indian Education also has direct contact with Pueblo of Zuni's local governing agencies to gain the needed support when necessary.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. 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 renewal site visit.

School response to performance framework:

1 D ELL: In 2020, and 2021 the charter division indicated a few issues that needed attention. They found, for example, that a few students did not have their Parental Score Notification Letters in their files and one student who was identified as non-ELL in STARS had previously, in another school been given ELL testing.

Corrective Action: The CSD team asked me to change how we determined ELL by looking more thoroughly in STARS, rather than just on the student Display page. We hired an individual to be our registrar and do more thorough investigation into records from previous schools and to ensure that the documentation is properly recorded in each student's file. We also hired a TESOL endorsed ELL coordinator and assigned the task of oversight of this individual to a member of administration.

3A- Governance 2020 and 2021 Not all board members had required training.

Corrective Action: We added a standing action item to the board agendas to review training opportunities and required hours. Additionally, we actively sought to elect new board member.

Staff credentialling 4C

Staff Credentialing has been a challenge throughout the term of this charter contract. One main issue is the lack of information accessible by the principal or LEA representative. It is not our intention to shift blame because it is our full intention to work in the systems provided; however, communication with the licensure department has been challenging and it has taken much time and effort to figure out how to navigate the systems in place.

In one case, teacher ZG, needed an alternative license extension. Prior to the license expiring,(a full year before the 2022 EOY discrepancy report) we contacted licensure for the procedure. We were sent a document to submit, we submitted it in May, 2021. An entire year later, we were still writing emails to inquire as to why the extension was not granted. It may have something to do with the shift to the portal, but I am still not sure. I contacted licensure about this case again this year, and still, it is unresolved. I asked the teacher to apply for a sub license so we could keep him on this year.

Somehow there is a reporting error in that staff member CP kept showing up as a Navajo teacher when she is an EA for the 2021-22 school year. It was reported it to licensure repeatedly and our STARS representative was not able to determine where the report was being generated from.

Another teacher KS has a teaching degree but her license was indicated as “pending” at 40th day. We were told she needed to upload transcripts which the teacher indicated she did. The teacher came up on 120th day for not having submitted test results. She had not passed the test but had been working in a private school for several years and it was not required. She signed up to take the tests but could not complete the process before the end of the year. We were asked to submit a document to grant a One Year Substandard License, which we did prior to the end of the year. However, for some reason, the portal still indicated the required license was not issued prior to the end of the year. I have asked her to apply for a sub license for this year until we can sort this matter out.

Another teacher, LG, has always been listed as a long term sub. He has a substitute license which I have a copy of in his file. It is current and was issued for July, 2021. A waiver was applied for prior to the 40th day report, a 45 day letter was sent to the parents, but for some reason his name is listed as out of compliance.

Staff member BM, is listed as out of compliance with licensure, however, on 40th, 80th and 120th day we indicated and tried to correct that she is an instructional assistant, not a teacher, but on a couple of student schedules, her name appeared as the teacher in order to help the special education students know where to go for their class. She is not the teacher of record. I am not sure how it kept coming up on the error report. Our STARS rep also tried to correct this on our behalf, but for some reason it kept coming back up on the report.

Teacher, PR, applied for an alternative license. We decided that he was better suited for another assignment (6th grade teacher instead of middle school math) so we made the switch which was in the best interest of the students. We asked what we needed to do for licensure. We were given a waiver document to complete that needed course work and other items to be completed. We asked if there was a way to switch his alternative license without the waiver process because it did not seem to apply. We did not hear back. I asked the teacher to apply for a substitute license. We asked again this year (twice between August and September) regarding what do we need to do but have not heard yet.

Teacher SM taught one math class that we needed to have covered. She applied for a substitute license before the end of the year, but this still came up on the discrepancy report as it was not granted until July 1, 2022.

Teacher SR was told on 40th day he needed to submit his transcripts. He indicated he submitted them and gave me a copy. On 80th day, and 120th day this was still an issue that we could not seem to resolve. I asked him to apply for a substitute license. On 120th day it was indicated that the Superintendent form was missing. This was completed and submitted to his portal. However, neither the regular nor the substitute license was issued until July 1, 2022.

2019

We did not receive a copy of a license for one teacher but we made numerous attempts to obtain it.

2020

We did not receive an approval of our waiver for a long -term sub in Navajo. However, the waiver was requested and documented.

4.e Background Checks. 2018-19 and 2019-20 In 1 case, the background check that was noted as being missing was in the file but behind another document. I did not know the CSD representative did not see it until it was in a list of items on WEB EPPS for me to submit, which I did. In another case, all I had for proof that the background checks were requested from licensure were the request forms that were emailed.

There were issues with the switch from the procedure to obtain background checks from the licensure department, to using an ORI number. We entered an agreement with Mid-College to operate under their ORI, but even to this date, we have not been issued an ORI number.

Parent and Student Input

“Our experience at Hózhó Academy has been exceptional. The teachers are truly invested in the children's education and their growth as learners. They offer education at the capacity that each individual child is capable of learning and also challenge them to strive for more. Never leaving the child feeling that they are less than others but helping them see that they can do more and that they are capable of achieving their educational goals. The school offers a multitude of different extracurricular activities and clubs that are available for all ages that have the children engaged in hands-on learning experiences and that is amazing to see how they take pride in their school and great for their morale.

. There are so many amazing things about Hózhó academy the pioneering academics they offer have not been offered to children in this area before. Hózhó academy strives to bring out the best in every child by encouraging their strengths well creating an environment of kindness, responsibility, respect morals, values, and leadership through education. Hózhó academy staff is also ready to hear what parents have to say they listen to what is working for the school and not working and take the suggestions and ideas of the parents to improve the school's overall environment and make it comfortable for everyone.

Hózhó Academy's staff and teachers have all been such amazing assets to the children, the parents, and to the community of Mckinley County.”
Parent Angie R

"Having access to a classical education for our children was a primary reason we moved our family to Gallup. The curriculum and quality of the teachers and staff is leaps and bounds above what was available to us in the public school system. We are so grateful for Hózhó Academy." Parent Casey G

“Hózhó Academy has been such a blessing for my family in so many ways. I love they start their day with the morning assembly, altogether as a school honoring our flag and country by reciting the Pledge of Allegiance and the Preamble to the Constitution, learning art and hearing classical music. I appreciate the classical education my children are being taught in the classroom. My children have beautiful penmanship because they were taught correctly from the very beginning. I love the health conscious mentality of the school in all areas. Hózhó Academy teaches students about fitness and healthy food. The school lunches are nutritious and made from scratch. My kids come home and tell me how good lunch was all the time! I could go on and on about this wonderful school. I am proud to send my children there!”
Parent Tara L

“Hózhó Academy has ignited a passion for learning in both of my children. They come home excited to talk about what they’re learning in school, and look forward to going each day. The quality of the teachers and staff, variety of educational after school options, and commitment to providing a well balanced, classical education makes Hózhó Academy an outstanding school. “

Parent Megan D

“Hózhó Academy teaches me how to be a good person in and outside of school.” Student KK

“Hózhó has a good PE program, they are always pushing me to be my best.” Student AD

“I was online for three years and I knew I the Hózhó is where I could go to have good teachers who would help me learn again.” Student CJ

“Coaches and teachers push us to our limits and help us succeed in life.” Student IB

“The teachers are nice they really help you. They aren’t distant.” Student PO

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