



515 Park Ave. Gallup, NM 87301 505-722-8922

State of New Mexico

Public Education Commission

And Charter School Division of NMPED

300 Don Gaspar

Santa Fe, NM 87501

RE: Hózhó Academy Renewal Application

Dear Commissioners and Charter Division Personnel:

In response to the CSD report regarding Hózhó Academy's application for charter renewal and the stated concerns, Hózhó Academy offers the following statements:

1.Student Outcomes:

There are a number of factors impacting the ability of Hózhó Academy to provide evidence of student progress, as well as any other entity using data to determine that Hózhó Academy students have not made progress. We believe that this category cannot be listed as Failing to demonstrate progress and should say instead, "Demonstrates Progress" or at the very least "Unable to Determine due to lack of State Testing." In 2018-19, Hózhó Academy opened with 110 students. By the time PARCC testing was administered, approximately 63 students were tested. The data was shared in the CSD report.

Also shared was the 2021-22 summative assessment NM MSSA data but by that time, school enrollment had increased to over 500 students. Of the 63 original students who took the PARCC in 2018-19, 40 remain. Since the PARCC and the NM MSSA test are different and use different scales, and the enrollment was so dramatically different, it is not an apples to apples comparison. Even the NWEA and DIBELS testing that we do administer suffered issues through the pandemic and its reliability is difficult to determine.

However, Hózhó Academy did administer the interim test, iMSSA, which does offer valid growth data from the beginning of year 2021 to the middle of the year 2022. This data from iMSSA irrefutably indicates that students are making growth within the school year.

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

Grade Level	Achievement mid-term reading		Percent of students making expected or near expected progress in reading by mid-year
	% On Target	% on target or Near target	
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 language		Percent of students making expected or near expected progress in language by mid-year
	% on target	% target or near target	
3	48	56	98
4	39	66	98
5	39	83	97
6	42	80	98
7	64	80	93
8	77	91	97

Grade Level	Achievement mid-term math		Percent of students making expected or near expected progress in math by mid-year
	% on target	% target or Near target	
3	1	24	98
4	7	34	100
5	10	41	98
6	6	48	95
7	12	38	96
8	14	54	97

NWEA Growth data from 2021-22 is as follows:



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Hozho Academy

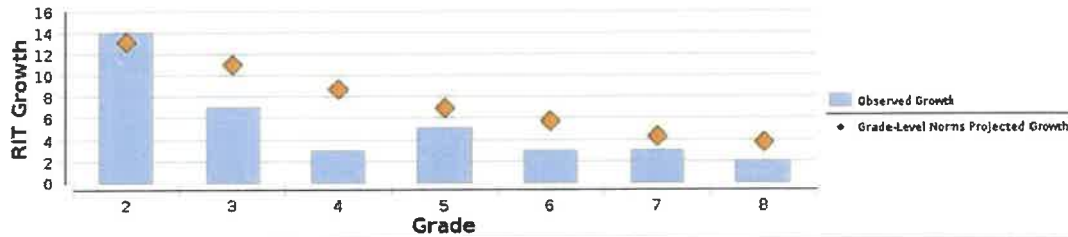
Norms Reference Data: 2020 Norms,
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hozho Academy

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	52	165.4	16.1	18	180.1	17.2	27	14	1.2	13.0	0.26	60	52	23	44	44
3	57	174.6	18.8	5	181.8	20.0	2	7	1.2	11.0	-1.81	4	57	17	30	28
4	52	188.1	16.5	12	191.0	18.0	3	3	1.2	8.6	-2.77	1	52	16	31	19
5	52	196.7	15.8	14	201.5	15.8	9	5	1.1	6.9	-1.07	14	52	23	44	41
6	43	202.1	14.5	13	204.9	14.0	7	3	1.1	5.7	-1.65	5	43	14	33	36
7	48	211.2	12.2	34	214.3	14.8	29	3	1.3	4.3	-0.88	25	48	24	50	47
8	34	215.8	12.6	39	218.1	12.9	32	2	1.3	3.8	-0.72	23	34	17	50	45

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Hozho Academy

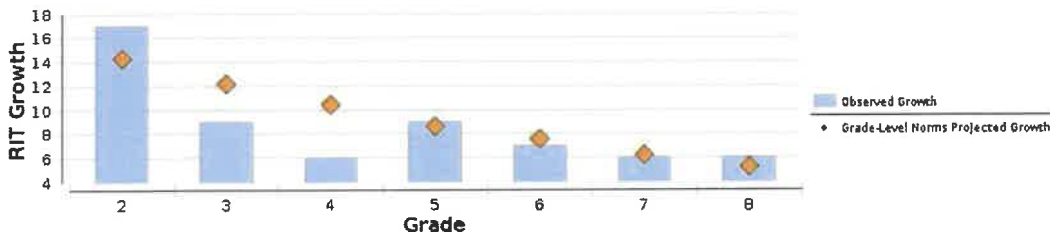
Norms Reference Data: 2020 Norms,
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hozho Academy

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	51	166.0	13.9	8	182.9	13.3	15	17	1.0	14.3	1.13	87	51	33	65	63
3	57	179.4	12.7	8	188.1	14.3	2	9	0.8	12.2	-1.66	5	57	18	32	27
4	53	190.5	12.7	9	196.6	15.3	3	6	1.5	10.4	-2.17	2	53	16	30	21
5	56	198.3	14.6	7	205.9	17.4	8	9	0.9	8.6	0.00	50	56	26	46	39
6	40	203.9	12.8	8	210.9	13.0	8	7	1.0	7.5	-0.24	41	40	15	38	38
7	45	211.9	12.6	17	217.7	17.4	16	6	1.3	6.2	-0.18	43	45	21	47	41
8	34	218.6	14.8	26	224.8	16.5	29	6	0.9	5.3	0.38	65	34	21	62	56

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Hozho Academy

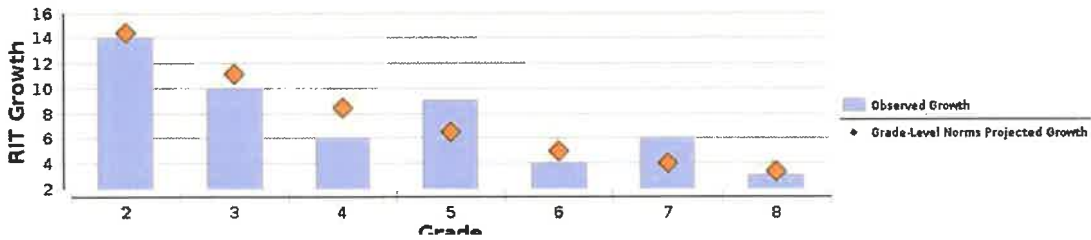
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hozho Academy

Language Arts:
Language Usage

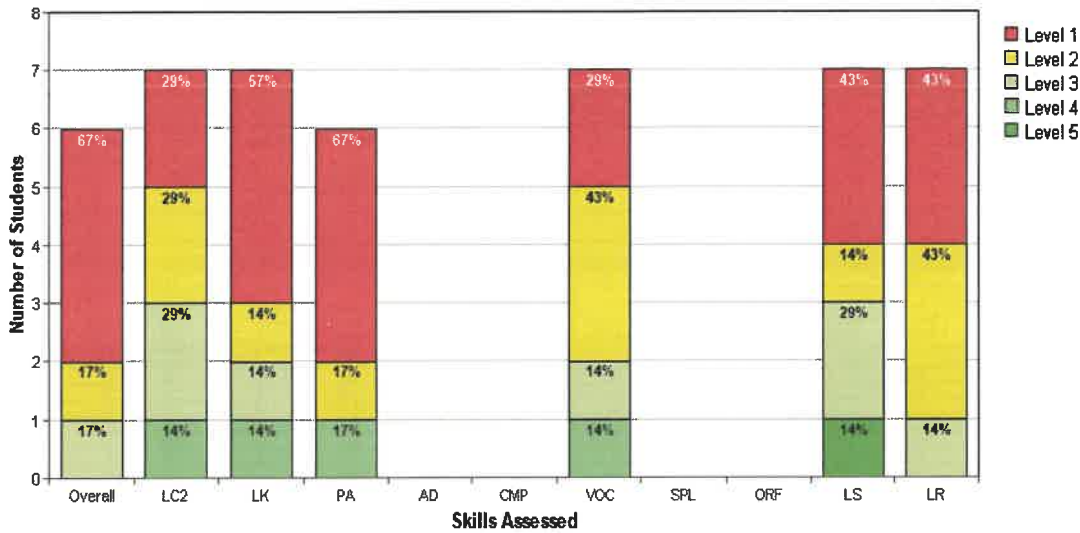
Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2021			Spring 2022			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	48	185.2	14.9	8	179.3	17.7	10	14	1.3	14.4	-0.12	45	46	21	46	41
3	58	171.9	14.9	1	181.5	17.5	1	10	1.0	11.2	-0.81	21	56	20	36	33
4	62	185.7	16.6	4	191.6	16.6	2	6	1.4	8.4	-1.47	7	52	18	35	38
5	53	193.8	14.3	5	202.5	13.2	11	9	1.1	6.5	1.39	92	53	30	57	60
6	46	189.4	13.1	5	203.8	14.1	5	4	1.1	3.0	-0.42	34	48	23	50	45
7	44	207.1	11.9	21	212.8	11.2	29	6	1.0	4.0	1.24	89	44	28	59	66
8	33	212.3	11.9	32	213.7	11.9	32	3	1.3	3.3	0.04	51	33	15	45	46

Language Arts: Language Usage

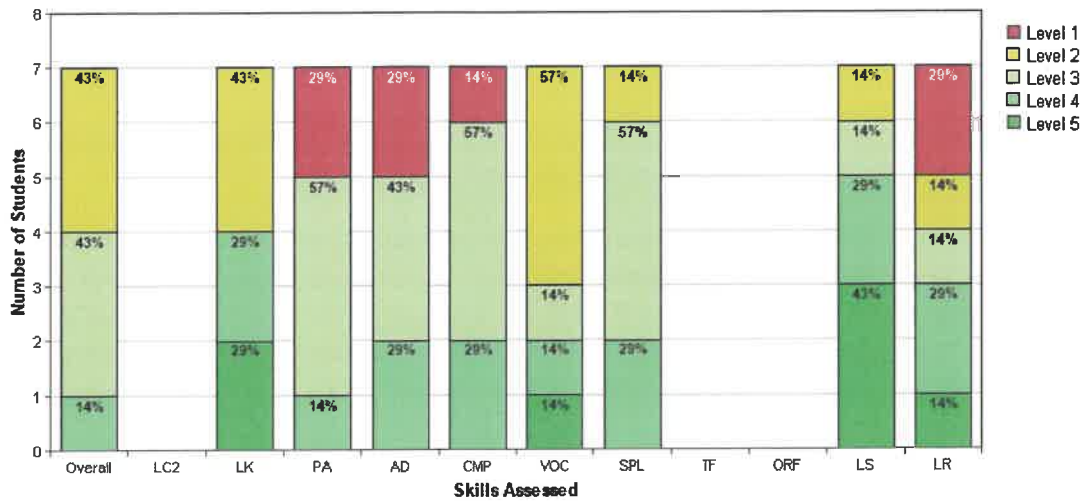


IStation results also evidence strong performance, and growth from Kindergarten to First Grade:

Kindergarten - October 2022



1st Grade - October 2022



CSD’s interim report states: “To have more reliable literacy data in the K-2 grades, the school added DIBELS testing to the suite of tests currently in use; no results were provided.” While CSD had requested data from Hózhó Academy and had a large back and forth over other data, CSD never requested the DIBELS data. It attached here. While like all of the data it shows room for improvements, it also evidences strong growth in a number of areas.

It is the position of Hózhó Academy that we have proven student growth, and this student growth demonstrates substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract. However, what is considered “substantial growth” is unclear. It is also unclear why the CSD did not share this data or consider it evidence of student growth since they had access to it.

Hózhó Academy’s growth from 110 students to 617 students with another 100 students on the waitlist is further evidence that Hózhó Academy is meeting the needs of its students. Clearly, families in the Gallup area see the value in sending their kids to Hózhó Academy, over the other choices they have. Hózhó Academy does not advertise our school in any way and yet, enrollment has increased substantially. This contrasts with other schools in the area that are under-enrolled.

In addition, CSD has not provided any basis for how its determination was made. While the CSD made comments regarding Hózhó Academy’s results as compared to the State and District, there was no metric given explaining why Hózhó Academy is listed as “Failing to Make Progress.” This is particularly concerning given the obvious challenges to student assessment during the pandemic. The pandemic aside, the State has changed the statewide assessments used during Hózhó Academy’s initial term, and the results from the different assessments are not interchangeable. There are significant questions as to whether the results from the assessments can even be compared, and Assessment Bureau staff has indicated these assessments should not be used for high stake decision making.

Without an actual metric for what demonstrates substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract, it is unclear where CSD’s determination comes from, or what Hózhó Academy could have done to be rated differently. Hózhó Academy stands by its demonstrated student outcomes. Of course, we

always strive for more, but Hózhó Academy's results are on par with or better than most similarly situated schools in the State and there is no basis for a "Failing to Demonstrate Progress" rating.

2. Tribal Consultation:

In response to the CSD report which states that Hózhó Academy is "Failing to Demonstrate Progress" regarding Tribal Consultation, Hózhó Academy offers the following response.

On April 16, 2019, the principal of Hózhó Academy was given an appointment to meet with the Navajo Nation. On April 15, 2019, she and Alan Blacksheep spoke via a telephone call and she received a follow up email message from Alan Blacksheep that said "Thank you for taking the time to talk to me about Tribal Consultation. Our Decision from the Tribal Consultation Committee here at Window Rock is that we not have a consultation with your school this year" (Alan Blacksheep email of 4/15/19 attached)

During the summer of 2019, the principal of Hózhó Academy reached out to the DODE for support in developing a Navajo Language class to find fully certified 520 teacher. She was instructed to post the opening wherever Hózhó Academy posts openings and if there is a teacher available, then someone will apply but no support would be directly available from the DODE for Navajo language classes.

On September 9, 2019, Dr. Andy Nez invited the principal of Hózhó Academy to a Tribal Consultation. The principal replied to Dr. Nez on the same day with some options for meeting times. The principal was assigned September 23, 2019, for Hózhó Academy's scheduled meeting with the Navajo Nation for Tribal Consultation. She went to Window Rock for this meeting. When she arrived, there was no one to meet with her. After waiting a while, she began to walk through the building looking for someone to direct her where to go. Mr. Roy Tracy was kind enough to take time to talk to her about the consultation process but advised that no one would be conducting a consultation with Hózhó Academy. He introduced her to Superintendent, Dr. Tommy Lewis, and they met informally for a short time. The principal was informed that there would be no formal consultation with her regarding Hózhó Academy because we did not meet a 50% Native enrollment threshold. It was made very clear to the principal that should Hózhó remain below this threshold, no tribal consultation would be made. Hózhó Academy did not tell Dr. Nez, as indicated in the CSD report, that the school would not meet. The suggestion that Hózhó Academy did not meet because of a lack of desire to meet is not correct. Subsequently the principal notified Kirsie Lane of the PED of the results of the attempt to meet. (email schedule of tribal consultation appointment request and subsequent emails attached.)

In February of 2020, Andy Nez indicated in email correspondence that if Hózhó Academy did not meet the first or second criteria for consultation, then we would not meet. When the principal indicated that Hózhó Academy did not meet the criteria, his response was "Okay, Well, if there is nothing else, have a good rest of the day." Again, Hózhó Academy did not tell Dr. Nez that Hózhó was declining to meet as the CSD report suggests. Hózhó Academy asked if the meeting was desired given that Hózhó Academy did not meet the criteria. The email chain is attached.

In 2021, Hózhó Academy was advised that Tribal Consultation for Hózhó Academy was "not mandated" (Email attached from Cassandra Garcia.)

Since 2021, we have tried to apply for Johnson O'Malley funding to support our Navajo language program and since that time, members of Hózhó Academy's administration have met frequently about ways of improving our Native language programs. In addition, we have built a relationship with many

members of the Zuni Pueblo and have also reached out to their governing bodies for consultation and partnership. The former chairperson of the Zuni school board has been an administrator here at Hózhó since 2019.

The Charter Division never asked for documentation about these tribal consultations. All of the information above was shared with members of the Charter Division when they made inquiries in various visits but Hózhó Academy was never asked to substantiate the information with evidence so the indication that “CSD also has not seen evidence of tribal consultation or any correspondence between the school and the DODE” is because it was never requested. Furthermore, CSD indicated that “Dr. Andy Nez ...informed the PED that the school has not reached out to the Navajo Nation for consultation” Upon receiving the CSD report’s determination, the principal of Hózhó Academy wrote to Dr. Nez and he indicated that he has never spoken to anyone at the Charter School Division regarding Hózhó Academy. (email of 11/3/22 attached).

Finally, a tribal consultation meeting was established with Dr. Andy Nez. The DODE and Hózhó Academy tribal consultation meeting is scheduled for November 30, 2022.

Areas of Interest response from the PEC letter stating concerns dated November 10, 2022

Social Studies standards. All teachers have been given the NM revised social studies standards. As they work through the year, we are tracking when and where these standards are being met in the current curriculum. This work will be reviewed over the summer with the teachers and our Director of Curriculum and Instruction so that we are prepared for the full implementation of these revised standards, as required in the 2023-24 school year.

Hillsdale College: Hillsdale provides Hózhó Academy with a program guide to implement a classical curriculum. They also offer advice on instructional materials and resources. Occasionally, training or support is provided for the Singapore Math and Rigg’s Phonics curriculum. Hózhó Academy’s relationship with Hillsdale College is no different than any other school’s relationship with a curriculum provider.

School’s compliance with tribal consultations is provided above under the title “Tribal Consultation”

Mission statement change. The change to the mission statement was driven from the needs assessment done through the equity council. There was a need to focus more diligently on health and wellness after the pandemic. More than 25 students have lost a parent, mostly to conditions related to substance abuse and general poor health. The change in the mission statement came directly from this source. We did not confer with the tribes directly except we did talk to JOM at the DODE and they supported our efforts to increase physical fitness and health.

Additional response to other areas in the CSD report under equity and identity:

Hózhó Academy is disappointed in what was included in the CSD report regarding equity and identity but also what was left out. In response to the CSD report regarding Equity and Identity, Hózhó Academy offers the following:

In 2019, Stephanie Vicenti, a leader in the Zuni Pueblo community, was hired as an administrator for Hózhó Academy. Since she is certified in Restorative Justice Practices, part of her role was initially to support students with Restorative Justice Practices and develop the Native American programs and

culturally inclusive efforts at Hózhó Academy. Together with the principal, the two administrators developed the following programming:

- Training for staff in Restorative Justice Practices
- Staff training on CLR with assistance of the Ashiwi Awa Museum and Zuni Youth Empowerment project.
- Aligning discipline referrals and classroom methodologies with Restorative Justice Practices.
- Creating an Equity Council
- Conducting a Needs Assessment – which indicated the needs in health and wellness
- Created a health and wellness program to support students with social emotional and health issues
- Developed spirit days where students are encouraged to dress in Native or traditional attire. These have been held for many days/weeks over the course of the charter contract
- Developed a Navajo culture and language program with a 520 certified teacher for Kindergarten through high school including language, weaving, story telling etc...
- Discussed options for murals and other Native American images to be displayed on walls along with recordings of the information about the pictures in multiple languages
- Established presentations to be held at whole school assemblies to understand Native dress, traditional dances and hair tying etc...
- Signing of the National Anthem in Navajo prior to the start of some whole school events
- Performances from the Navajo and Spanish classes included during whole school performances
- Native American storytelling opportunities from guest speakers
- Incorporating Indian Youth Leadership programming from just an after school programming to school day for all students
- Partnerships with Native American organizations for free use of facilities for their programs: Navajo Emergency Response, American Indian Services and National Indian Youth Leadership
- Participation with Cottonwood Gulch on stewardship for the natural environment and respect for all people of all cultures
- Partnership with the DODE and Penn State to cultivate/revise Navajo Language curriculum
- Established Native Indigenous Parent Advisory Committee
- Partnership with the Junior Film Committee to create a documentary on Navajo weaving
- After school Project Venture and Project Pre-Venture programs
- Staff visit to Zuni aquaponic and hydroponic greenhouse projects to enhance our own gardening program
- Two staff members participating in Language and Cultural Div “Building Capacity to Support EL Students” program

Things planned for the future:

- Photographs of Native American leaders in the hallways
- Paintings by or about Native Americans including murals
- Items throughout the school labeled in multiple languages
- Classical artwork throughout the school with recorded descriptive information in multiple languages
- Establish Zuni language program with 520 teacher

For more context:

- There is one school in Gallup offering Navajo language classes for kinder through high school and teaches weaving techniques to high school students: Hózhó Academy
- There is one school in Gallup which starts each day with the principal greeting all students in English and Navajo: Hózhó Academy
- There is one school in Gallup that has its students lead the whole school each day in the Pledge of Allegiance in Zuni, Spanish and Navajo: Hózhó Academy
- There is one charter school in Gallup that was able to develop a food program for students and offered the program to the other charter schools in Gallup: Hózhó Academy
- There is one school in Gallup that hired a Navajo executive chef to help develop meals from scratch and honor all cultures, including Native American in the cuisine: Hózhó Academy
- There is one school in Gallup which hosts a Native American Festival: Hózhó Academy
- There is one school in Gallup that provided space to the groups American Indian Services and the Navajo EMS for training and summer programming at no charge and fed the students 2 meals a day although other schools had turned them down: Hózhó Academy
- There is one school in Gallup that partnered with the Indian Youth Leadership Program and hired their staff to be full time staff at Hózhó to develop an indigenous gardening program offered to all students kindergarten through high school and purchased green houses to enhance the program: Hózhó Academy

Regarding “images of Columbus are displayed on the walls”, Hózhó Academy states that there are in fact, **NO** images of Columbus on any of the walls in the school. It is possible that the individual from CSD who made this observation does not know what Columbus looks like or cannot identify works of classic art, although all art displayed in the school is labeled, there were two pieces missing their labels. Perhaps the individual from the CSD thought this was Columbus:



This painting is “Aristotle with the Bust of Homer” painted in 1653 by Rembrandt which is currently housed in the Metropolitan Museum of Art and every Hózhó Academy student could tell the CSD that, if anyone asked.

Or perhaps this was the piece confused with Columbus:



Hózhó Academy students could have told the CSD that this is in fact a painting by Emmanuel Leutze entitled "Washington Crossing the Delaware" painted in 1851 and housed also at the Metropolitan Museum of Art and again, every staff and student could have shared this information if asked.

Hózhó Academy has two art teachers who are both Navajo artists. These two teachers had the sole discretion and decision-making about what artwork should be displayed on the walls of Hózhó Academy and where it should be placed. Their complete catalog is attached with the titles, artists and location of the piece in the world and in our hallways. Nowhere is there an image of Christopher Columbus. Nowhere are their portraits of anyone other than those included in classic artwork. Also, it is the belief of Hózhó Academy that this information regarding items of the "Western Canon" should be included in the section entitled "Educational Program," not "Equity and Identity." Clearly, the CSD is making some underhanded comment about how Hózhó Academy is not addressing equity and identity by displaying images of Columbus to our nearly 50% Native American students or suggesting that Hózhó Academy is promoting hero worshiping of Columbus. Hopefully, this completely false statement is attributed to a lack of knowledge on the part of CSD and not some attempt to falsely accuse Hózhó Academy with malicious intent.

It is also unclear why this statement was included at all. It is unclear how even if Hózhó Academy had an image of Christopher Columbus in its building how that would have anything to do with the performance framework included in its contract. Particularly when such a statement is provided without any context. It is hard to see it as anything other than an attempt to smear the school and portray it as hostile to its Native American students. Attached to this letter, we have provided testimony from our Native American families which dispel this notion.

Change of Mission Statement:

As indicated to the CSD on several occasions, Hózhó Academy indicated that the mission statement in the signed charter is different than the mission statement submitted on all applications for the charter. Please refer to

<https://webnew.ped.state.nm.us/bureaus/public-education-commission/submitted-applications/2016-new-applications/>

In the mission statement that was submitted in the application documents, the last line was "students' cultures in the four corners area." This was the full mission statement that we operated with and had

posted on our website. This phrase was left off of the revised mission statement because we do not serve students in the four corners area. However, the sentiment is still present in the revised mission statement under “The mission of Hózhó Academy is to....improve the hearts of students...” The point of this statement is to emphasize that we teach students to understand and respect all people. We work daily on the virtues of empathy and compassion as well as respect and responsibility.

The main impetus for the change was the equity council needs assessment which indicated we needed to focus on the health and wellness of students so we added the emphasis on physical health and partnered with JOM at the DODE to help grow this initiative.

The words “rigorous curriculum” were also left off the revised mission statement because that is included in the phrase “The mission of Hózhó Academy is to train the minds...” Since there was no concern stated from the CSD that “rigorous curriculum” was removed, it seems that the CSD believed that sentiment was still included in the revised mission statement, but somehow the switch in language is only concerning regarding “students’ cultures” but it is understandable if the CSD thought that images of Columbus are on the wall and we no longer want to honor students’ cultures – which of course is false in both cases. Hózhó Academy remains committed to honoring its students’ cultures.

Sincerely,

A handwritten signature in black ink, appearing to read "Juliane Hillock". The signature is fluid and cursive, with the first name being more prominent.

Juliane Hillock

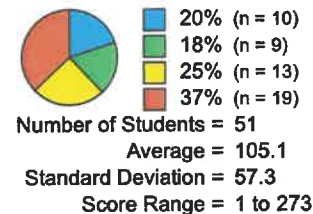
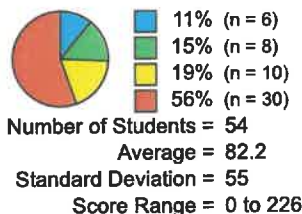
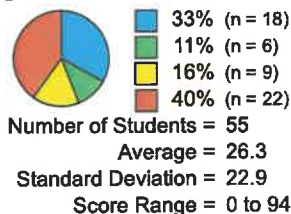
Principal of Hózhó Academy

Beginning of Year

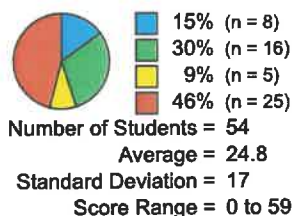
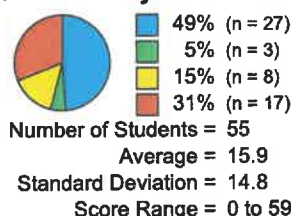
Middle of Year

End of Year

Reading Composite Score



First Sound Fluency



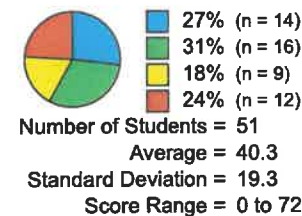
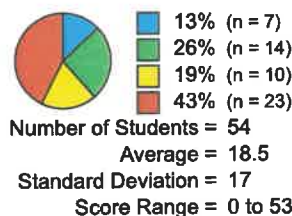
Letter Naming Fluency

Number of Students = 55
 Average = 10.4
 Standard Deviation = 11.2
 Score Range = 0 to 38

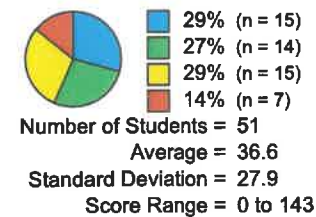
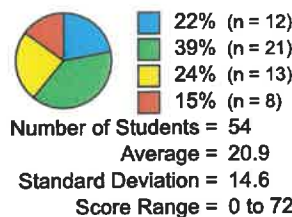
Number of Students = 54
 Average = 18.1
 Standard Deviation = 14.9
 Score Range = 0 to 51

Number of Students = 51
 Average = 28.2
 Standard Deviation = 19.8
 Score Range = 0 to 63

Phoneme Segmentation Fluency



NWF Correct Letter Sounds



NWF Whole Words Read

Number of Students = 54
 Average = 1.4
 Standard Deviation = 4.9
 Score Range = 0 to 24

Number of Students = 51
 Average = 5.2
 Standard Deviation = 11.1
 Score Range = 0 to 50

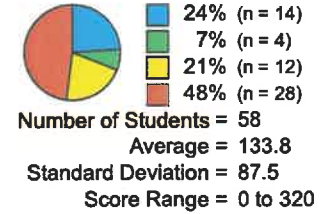
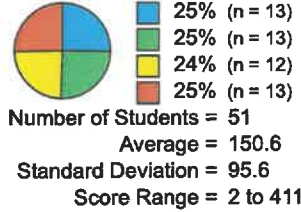
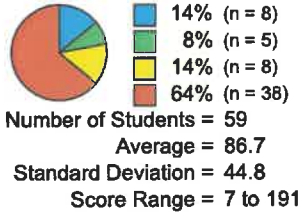
Status	Score Level	Likely Need For Support
Blue	Above Benchmark	Likely to Need Core Support
Green	At Benchmark	Likely to Need Core Support
Yellow	Below Benchmark	Likely to Need Strategic Support
Red	Well Below Benchmark	Likely to Need Intensive Support

Beginning of Year

Middle of Year

End of Year

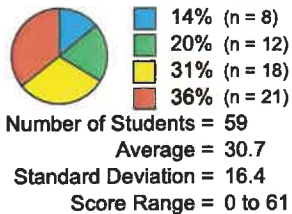
Reading Composite Score



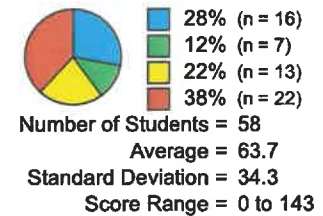
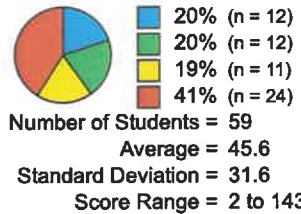
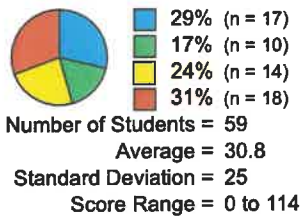
Letter Naming Fluency

Number of Students = 59
 Average = 25.2
 Standard Deviation = 18.6
 Score Range = 0 to 92

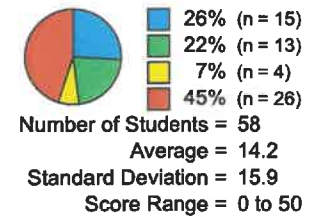
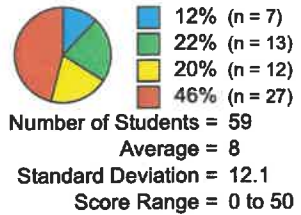
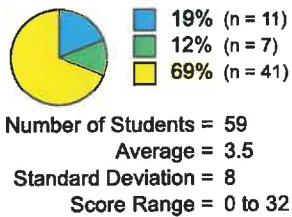
Phoneme Segmentation Fluency



NWF Correct Letter Sounds



NWF Whole Words Read



Status	Score Level	Likely Need For Support
Blue	Above Benchmark	Likely to Need Core Support
Green	At Benchmark	Likely to Need Core Support
Yellow	Below Benchmark	Likely to Need Strategic Support
Red	Well Below Benchmark	Likely to Need Intensive Support

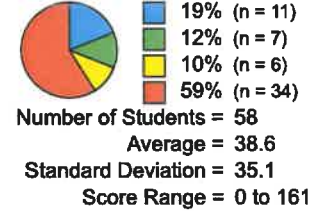
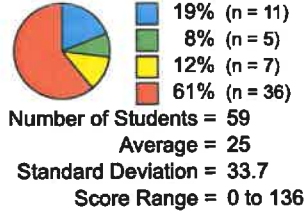
District Overview

Beginning of Year

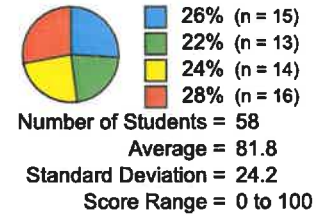
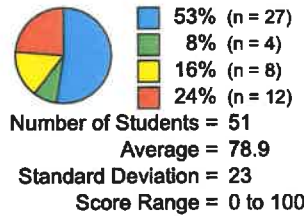
Middle of Year

End of Year

ORF Words Correct



ORF Accuracy



Status	Score Level	Likely Need For Support
■	Above Benchmark	Likely to Need Core Support
■	At Benchmark	Likely to Need Core Support
■	Below Benchmark	Likely to Need Strategic Support
■	Well Below Benchmark	Likely to Need Intensive Support

District Overview

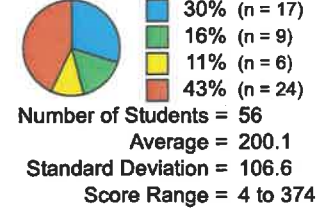
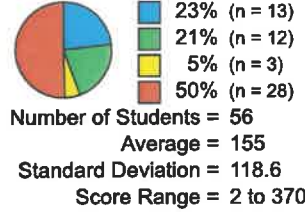
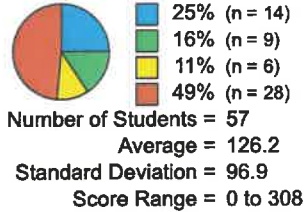
Acadience Reading K-6

Beginning of Year

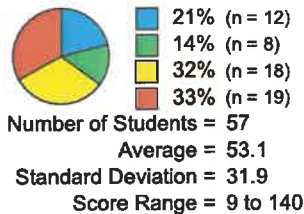
Middle of Year

End of Year

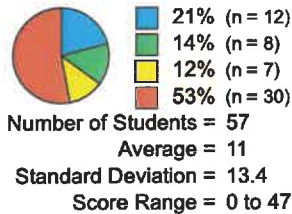
Reading Composite Score



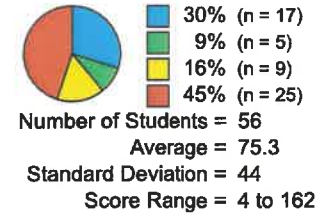
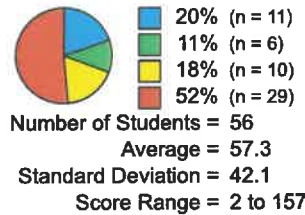
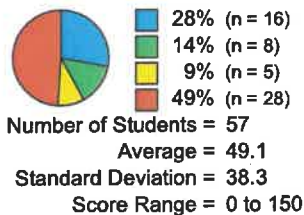
NWF Correct Letter Sounds



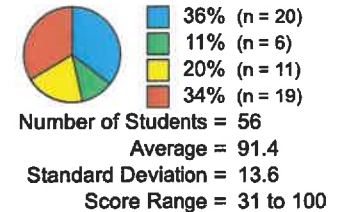
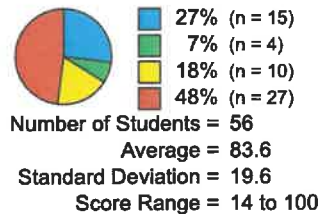
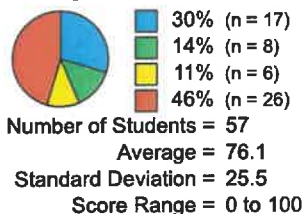
NWF Whole Words Read



ORF Words Correct



ORF Accuracy



Status	Score Level	Likely Need For Support
Blue	Above Benchmark	Likely to Need Core Support
Green	At Benchmark	Likely to Need Core Support
Yellow	Below Benchmark	Likely to Need Strategic Support
Red	Well Below Benchmark	Likely to Need Intensive Support

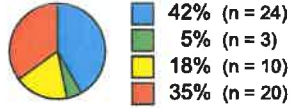
District Overview

Beginning of Year

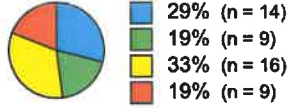
Middle of Year

End of Year

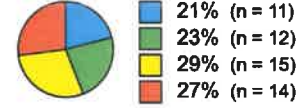
Retell



Number of Students = 57
 Average = 19.1
 Standard Deviation = 18.1
 Score Range = 0 to 65



Number of Students = 48
 Average = 26.4
 Standard Deviation = 16.8
 Score Range = 6 to 77



Number of Students = 52
 Average = 26.6
 Standard Deviation = 13.4
 Score Range = 0 to 60

Status	Score Level	Likely Need For Support
■	Above Benchmark	Likely to Need Core Support
■	At Benchmark	Likely to Need Core Support
■	Below Benchmark	Likely to Need Strategic Support
■	Well Below Benchmark	Likely to Need Intensive Support

(No subject)

Allan Blacksheep <allanblacksheep@nndode.org>

Mon 4/15/2019 4:38 PM

To: Juliane Hillock <principal@hozhoacademy.org>

Cc: Suzette J. Haskie <suzettehaskie@nndode.org>; Roy Tracy <roytracy@nndode.org>; Tommy Lewis <tommylewis@nndode.org>; Andy Nez <andynez@nndode.org>; Maggie Benally <maggiobenally@nndode.org>

Thank you for taking time to talk to me about Tribal Consultation.

Our decision from the Tribal Consultation Committee here at Window Rock is that we not have a consultation with your school this year.

It is based on the fact your school does not received any Federal funds at this time. while you have the students it would be best until next year to have consultation.

That way your school can include the Affirmation Form with your application next year. The demographics will change too.

Thank you for your understanding

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Fw: Tribal Consultation Fall 2019 Schedule

Juliane Hillock <principal@hozhoacademy.org>

Thu 4/16/2020 1:08 PM

To: Laine, Kirsi, PED <Kirsi.Laine@state.nm.us>

Hello

I attended the meeting indicated below but when I arrived I was told we did not meet the threshold for a formal meeting - so I just chatted with Roy - who I think is IT there, and the superintendent. We met informally for about an hour.

I called them again later and they said still no - we don't meet the requirements to meet formally.

--

Juliane Hillock

Principal

 Hózhó Academy Logo

From: Andy Nez <andynez@nndode.org>
Sent: Monday, September 16, 2019 1:36 PM
To: Juliane Hillock <principal@hozhoacademy.org>
Subject: Re: Tribal Consultation Fall 2019 Schedule

Yá'át'ééh Juliane,

This email confirms tribal consultation between Hozho Academy and the Navajo Nation on **September 23, 2019, at 10:00 AM in the Education Auditorium, located in Window Rock, AZ at the Department of Diné Education building.**

Attached is the latest version of the Navajo Nation Department of Diné Education's Tribal Consultation Guide;
Page 21 identifies the data the Nation will request. Pages 27-29 is the Tribal Consultation Review, this 3-page document should be completed prior to consultation. It will guide the anticipated one-hour meeting on the day of consultation. Please include all responses and evidence in your LEA binder, ready to present.

Let me know if you have any further questions.

'Ahéhee', Thank you,

Andy Nez

Senior Education Specialist

*Department of Diné Education**Office of Educational Research & Statistics*

phone: 928-871-7256

fax: 928-871-7642

address: PO Box 670, Window Rock, Az 86515

web: www.navajonationdode.org

From: Juliane Hillock <principal@hozhoacademy.org>
Date: Monday, September 9, 2019 at 1:14 PM
To: Andy Nez <andynez@nndode.org>
Subject: Fw: Tribal Consultation Fall 2019 Schedule

Hello

I would like to sign up for either:

11 or 1:00 in Farmington

or 10 am in Window Rock.

Please let me know what is best.

--

Juliane Hillock
Principal



From: Ara Green <office@hozhoacademy.org>
Sent: Monday, September 9, 2019 10:58 AM
To: Juliane Hillock <principal@hozhoacademy.org>
Subject: FW: Tribal Consultation Fall 2019 Schedule

FYI

Ara D. Green, Office Manager
Hózhó Academy
306 State Road 564
Gallup, NM 87301
Phone: (505) 722-8922
office@hozhoacademy.org

From: Andy Nez [mailto:andynez@nndode.org]
Sent: Monday, September 9, 2019 9:34 AM
To: Louella Poblano <administrator@deapschool.org>; Kayla Begay <kdbegay@deapschool.org>; Tina Deschenie <tina@dreamdine.org>; Kristel White <kristel@dreamdine.org>; Ara Green <office@hozhoacademy.org>; tony@sixdirectionsschool.org; Amber Yazzie <amyazzie@shontoprep.org>; Ronald.Thompson@shontoprep.org
Subject: Tribal Consultation Fall 2019 Schedule

Good morning colleagues,

I trust this email finds you well.

I am sending out our Fall 2019 schedule for Tribal Consultation, please select a location, date, and time.

Let me know if you have any questions/concerns;

‘Ahéhee’, Thank you,

Andy Nez

Senior Education Specialist

Department of Diné Education

Office of Educational Research & Statistics

phone: 928-871-7256

fax: 928-871-7642

address: PO Box 670, Window Rock, Az 86515

web: www.navajonationdode.org

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fax: 928-871-7642

address: PO Box 670, Window Rock, AZ 86515

web: www.navajonationdode.org

From: Juliane Hillock <principal@hozhoacademy.org>
Date: Tuesday, February 4, 2020 at 12:01 PM
To: Andy Nez <andynez@nndode.org>
Subject: Re: 2020 Navajo Nation Tribal Consultation Spring Schedule

Hello Mr. Nez

How do we know if we are to bring a presentation? Our current enrollment is 48.5% Native American. Last year it was decided that we did not meet the threshold, but yet we will have to indicate to the State that we consulted with you for budgeting purposes.

--

Juliane Hillock

Principal



From: Andy Nez <andynez@nndode.org>
Sent: Tuesday, February 4, 2020 10:29 AM
To: Duane Noggle <dnoggle@CUSD25.K12.AZ.US>; quincy@chinleusd.k12.az.us <quincy@chinleusd.k12.az.us>; Rob Varner <rvarner@pageud.org>; rnielson@sjsd.org <rnielson@sjsd.org>; kimpearce@sandersusd.net <kimpearce@sandersusd.net>; snavaho@tcusd.org <snavaho@tcusd.org>; cmattox@wusd1.org <cmattox@wusd1.org>; Robbie Koerperich <koerp@holbrook.k12.az.us>; mpenca@fusd1.org <mpenca@fusd1.org>; lben@wrschool.net <lben@wrschool.net>; rtollefson@rmusd.net <rtollefson@rmusd.net>; jwood@pageud.org <jwood@pageud.org>; ljohnson1@sjsd.org <ljohnson1@sjsd.org>; lawrences@wrschool.net <lawrences@wrschool.net>; Karen Sanchez-Griego <ksanchez-griego@cuba.k12.nm.us>; Ostgaard, Chris <costgaard@pusdatsa.org>; max.perez@gccs.k12.nm.us <max.perez@gccs.k12.nm.us>; Hosteen, Camilla <chosteen@pusdatsa.org>; Theresa Buchanan <tbuchanan@wrschool.net>; Leon Ben <lben@wrschool.net>; rtollefson@rmusd.net <rtollefson@rmusd.net>; sbetz@chinleusd.k12.az.us <sbetz@chinleusd.k12.az.us>; dhute@cusd25.k12.az.us <dhute@cusd25.k12.az.us>; vkooyaquaptewa@cusd25.k12.az.us <vkooyaquaptewa@cusd25.k12.az.us>; ghale@fusd1.org <ghale@fusd1.org>; shannon.hood@ganado.k12.az.us <shannon.hood@ganado.k12.az.us>; Christina Yazzie <Christina.Yazzie@kayenta.k12.az.us>; Elouise Goatson <egoatson@pageud.org>; Lemual Adson <Lemual.Adson@kayenta.k12.az.us>; Kayla Begay <kdbegay@deapschool.org>; Patricia Marquez <pmarquez@bsin.k12.nm.us>; Pandora Watchman <pandora@dreamdine.org>; Tony Archuleta <tony@sixdirectionsschool.org>; Dave Roth <dthroth@ccrasd.org>; Nicole Burkhardt <nicole.burkhardt@starschool.org>; Juliane Hillock <principal@hozhoacademy.org>; Amber Yazzie <amyazzie@shontoprep.org>; Ronald Thompson <Ronald.Thompson@shontoprep.org>; adcarpki@aztec.k12.nm.us <adcarpki@aztec.k12.nm.us>; Eugene Schmidt <eschmidt@fms.k12.nm.us>; Shawl Iron Moccasin <sironmoccasin@fms.k12.nm.us>; Mike Hyatt <mhyatt@gmcs.k12.nm.us>; Pauletta White <PWHITE@gmcs.k12.nm.us>; Louella Poblano <administrator@deapschool.org>; Risha VanderWey <rVanderWey@tcusd.org>; mark.sorensen@starschool.org <mark.sorensen@starschool.org>
Subject: 2020 Navajo Nation Tribal Consultation Spring Schedule

Yá'át'ééh 'abíní All,

I trust you are all doing well.

Attached is the schedule for Spring 2020 Tribal Consultation with the Navajo Nation. An opportunity to visit upcoming paperwork, discussions on programs and opportunities, and updates on pertinent information concerning your district. We are excited to meet with everyone again.

The dates are March 26 and 30, 2020. Time, location, and date are on a first-come, first-serve basis (according to the time I receive the email). Keep in mind on March 26, there are simultaneously two locations. And if there is conflict on the time, I will respond accordingly.

Let me know if you have any questions or concerns,

'Ahéhee' dóó k'é bee, thank you,



Andy Nez

Senior Education Specialist

Office of Educational Research & Statistics

Department of Diné Education

THE NAVAJO NATION

phone: 928-871-7256

fax: 928-871-7642

address: PO Box 670, Window Rock, AZ 86515

web: www.navajonationdode.org

fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of title VI that exceeded \$40,000.”

‘Ahéhee’ dóó k’é bee, thank you,



Andy Nez
Senior Education Specialist
Office of Educational Research & Statistics
Department of Diné Education
THE NAVAJO NATION

phone: 928-871-7256
fax: 928-871-7642
address: PO Box 670, Window Rock, AZ 86515
web: www.navajonationdode.org

From: Juliane Hillock <principal@hozhoacademy.org>
Date: Tuesday, February 4, 2020 at 3:15 PM
To: Andy Nez <andynez@nndode.org>
Subject: Re: 2020 Navajo Nation Tribal Consultation Spring Schedule

What is the 2nd criteria? Whatever it is we did not meet it last year, but perhaps this year we do.

--

Juliane Hillock
Principal

From: Andy Nez <andynez@nndode.org>
Sent: Tuesday, February 4, 2020 12:39 PM
To: Juliane Hillock <principal@hozhoacademy.org>
Subject: Re: 2020 Navajo Nation Tribal Consultation Spring Schedule

Did HA meet the second criteria?

‘Ahéhee’ dóó k’é bee, thank you,



Andy Nez
Senior Education Specialist
Office of Educational Research & Statistics
Department of Diné Education
THE NAVAJO NATION

phone: 928-871-7256

Re: 2020 Navajo Nation Tribal Consultation Spring Schedule

Andy Nez <andynez@nndode.org>

Tue 2/4/2020 4:26 PM

To: Juliane Hillock <principal@hozhoacademy.org>

Okay. Well, if there is nothing else, have a good rest of the day.

'Ahéhee' dóó k'é bee, thank you,

**Andy Nez**

Senior Education Specialist

*Office of Educational Research & Statistics**Department of Diné Education***THE NAVAJO NATION**

phone: 928-871-7256

fax: 928-871-7642

address: PO Box 670, Window Rock, AZ 86515

web: www.navajonationdode.org

From: Juliane Hillock <principal@hozhoacademy.org>**Date:** Tuesday, February 4, 2020 at 4:24 PM**To:** Andy Nez <andynez@nndode.org>**Subject:** Fw: 2020 Navajo Nation Tribal Consultation Spring Schedule

Hi Andy

Hozho Academy did not meet the second criteria either.

--

Juliane Hillock

Principal

Image removed by sender. Hózhó Academy Logo

From: Andy Nez <andynez@nndode.org>**Sent:** Tuesday, February 4, 2020 3:17 PM**To:** Juliane Hillock <principal@hozhoacademy.org>**Subject:** Re: 2020 Navajo Nation Tribal Consultation Spring Schedule

“(1) AFFECTED LOCAL EDUCATIONAL AGENCY—The term “affected local educational agency” means a local educational agency— (A) with an enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or (B) that— (i) for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of title VII (as such subpart was in effect on the day before the date of enactment of the Every Student Succeeds Act) that exceeded \$40,000; or (ii) for any

Fwd: ESSA Tribal Consultation

Stephanie Vicenti <svicenti@hozhoacademy.org>

Wed 11/2/2022 5:20 PM

To: Juliane Hillock <principal@hozhoacademy.org>

Get [Outlook for iOS](#)**From:** Garcia, Cassandra, PED <Cassandra.Garcia@state.nm.us>**Sent:** Wednesday, December 1, 2021 4:04:23 PM**To:** Education, Indian, PED <Indian.Education@state.nm.us>**Cc:** Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Gonzales, Angelo, PED <Angelo.Gonzales@state.nm.us>; Tso, Lashawna, PED <Lashawna.Tso@state.nm.us>; Reyes, Rebecca, PED <Rebecca.Reyes2@state.nm.us>; Valtierrez, Mayra, PED <Mayra.Valtierrez@state.nm.us>; Laine, Kirsi, PED <Kirsi.Laine@state.nm.us>**Subject:** ESSA Tribal Consultation**MEMORANDUM****TO:** Superintendents, Charter School Leaders, Indian Education Directors, Tribal Leadership, Tribal Education Directors, and IEAC members**FROM:** Lashawna Tso, Assistant Secretary**RE:** **ESSA Tribal Consultation Requirements during COVID-19**

Per section 8538 of the new federal ESSA requirements, affected local educational agencies (LEAs) must consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of American Indian/Alaskan Native (AI/AN) students; or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000.

In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the prior school year enrollment data from the district to determine whether it is an affected LEA. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than \$40,000 in FY 2021 is an affected LEA for consultation purposes in FY 2023.

The NMPED's Indian Education Division (IED) will assist school districts and charter schools in providing additional technical assistance regarding the ESSA Tribal Consultation Requirements, upon request. IED is asking that you please coordinate with your Indian education coordinator, federal programs or other appropriate staff to consult, complete, and submit the Affirmation of Tribal Consultation form. Submit the form to the IED at the same time as your Operating Budget submission due date. The IED will review your affirmation as part of their review of the Operating Budget within OBMS. It is preferred that this is submitted electronically and directly to the email address listed below.

Indian Education Division: Indian.Education@state.nm.us

Any questions you may have regarding the form and the ESSA tribal consultation requirements may be directed to Indian.Education@state.nm.us. Thank you for working with your school district and charter school program staff

in these areas and your continued partnership in meeting these federal mandates of tribal consultation.

[IED Tribal Consultation Resources](#)

Districts/Charters required/not required to complete Tribal Consultation, please note if a school district is not required they may still complete Tribal Consultation as we understand enrollment has changed due to the current pandemic.

District	District
ALBUQUERQUE	LOS ALAMOS- not mandated
AZTEC	LOS LUNAS
BERNALILLO	MAGDALENA
BLOOMFIELD	MIDDLE COLLEGE HIGH SCHOOL- not mandated
CENTRAL CONS.	NACA
CUBA	PENASCO
DEAP	POJOAQUE VALLEY
DREAM DINE	RIO RANCHO-not mandated
DULCE	RUIDOSO
ESPANOLA	SAN DIEGO RIVERSIDE
FARMINGTON	SANTA FE-not mandated
GALLUP	SIX DIRECTIONS INDIGENOUS SCHOOL
GORDON BERNELL CHARTER – not mandated	TAOS
GRANTS	TULAROSA
HOZHO – not mandated	
JEMEZ MOUNTAIN	WALATOWA CHARTER HIGH
JEMEZ VALLEY	ZUNI
LAS CRUCES- not mandated	

Thank you, and have a great day.

Cassandra Garcia | Business Operations Specialist-O, Indian Education Division
 New Mexico Public Education Department
 300 Don Gaspar Ave. | Santa Fe, NM 87501
 C: (505) 500-5152 | Help Desk: (505) 827-5800
 Check us out here: [NMPED/Indian Education Division](#)



EQUITY • EXCELLENCE • RELEVANCE

Re: tribal consultation

Andy Nez <andynez@nndode.org>

Thu 11/3/2022 8:56 AM

To: Juliane Hillock <principal@hozhoacademy.org>

📎 1 attachments (9 MB)

NNTriCon Guide_Fall 2022.pdf;

Yá'át'ééh Principal Hillock,

Like you, I shared with the Indian Ed Division (from NMPED) that we corresponded in the past, and included that we were told by HA that they did not meet the formula and criteria, so we did not meet. However, according to IED, through the IEA and Charter Division, HA would meet with us. So, I remained advised.

I, personally, have not corresponded directly with the NM Charter Division about attempts to contact you but glad you reached out and are now willing to meet with our team.

Attached is the latest guide for Navajo Nation tribal consultation. We review and consult over Page 22 and Appendix B. Once the information is completed, it is presented in a binder and/or PPT, and we have a Q&A regarding all title funds, programs/services for NA/Diné students, modes of learning, and how the NN/DODE can support the schools' efforts.

When you get a chance to review, prepare, and are ready to set a date and time, let me know. We can schedule for an in-person meeting here at our department in Window Rock or virtual. Monday's or Wednesday's will work best for these.

Any other questions, let me know.

'Ahxéhee' dóó k'é bee...

**Dr. Andy Nez**

Tł'ogí | Tódich'iinii | Táchiiníi | Tł'ááschi'í

Senior Education Specialist

*Office of Educational Research & Statistics**Department of Diné Education***THE NAVAJO NATION****phone:** 928-871-7256**fax:** 928-871-7642**address:** PO Box 670, Window Rock, AZ 86515**web:** www.navajonationdode.org**From:** Juliane Hillock <principal@hozhoacademy.org>**Date:** Wednesday, November 2, 2022 at 12:37 PM

Elementary Northwest Quadrant Upstairs

1.

Title: *American Gothic*

Artist: *Grant Wood*

Year: *1930*

Medium: *Oil on Beaver board*

Size: *30.75 x 25.75 in*

Movement: *Modernism, Regionalism*

Museum: *Art Institute of Chicago in
Chicago, Illinois*

2.

Title: *Carnation, Lily, Lily, Rose*

Artist: *John Singer Sargent*

Year: *1885*

Medium: *Oil on canvas*

Size: *68.5 x 60.5 in*

Movement: *Realism, Impressionism*

Museum: *Tate Britain in London, England*

3.

Title: *Snap the Whip*

Artist: *Winslow Homer*

Year: *1872*

Medium: *Oil on canvas*

Size: *22 x 36 in*

Movement: *Realism, American Realism*

Museum: *Butler Institute of American Art in
Youngstown, Ohio*

4.

Title: *The Lady of Shalott*

Artist: *John William Waterhouse*

Year: *1888*

Medium: *Oil on canvas*

Size: *72 x 91 in*

Movement: *Pre-Raphaelite*

Museum: *Tate Britain in London, England*

5.

Title: *El Jaleo*

Artist: *John Singer Sargent*

Year: *1882*

Medium: *Oil on canvas*

Size: *93 x 138 in*

Movement: *Realism, Impressionism*

Museum: *Isabella Stewart Gardner Museum in
Boston, Massachusetts*

6.

Title: *Pleasant Burden*

Artist: *William-Adolphe Bouguereau*

Year: *1895*

Medium: *Oil on canvas*

Size: *29.9 x 44.1 in*

Movement: *Realism, Academic*

Museum: *Private Collection*

7.

Title: *Aristotle with a Bust of Homer*

Artist: *Rembrandt*

Year: *1653*

Medium: *Oil on canvas*

Size: *56.5 x 53.7 in*

Movement: *Baroque, Dutch Golden Age*

Museum: *Metropolitan Museum of Art in
New York City, New York*

Elementary Entrance Hallway Upstairs

1.

Title: *Mona Lisa*

Artist: *Leonardo Da Vinci*

Year: *1503 -1506*

Medium: *Oil on poplar panel*

Size: *30 x 21 in*

Movement: *Renaissance*

Museum: *Louvre Museum in Paris, France*

2.

Title: *The Horse Fair*

Artist: *Rosa Bonheur*

Year: *1852-1855*

Medium: *Oil on canvas*

Size: *96.25 x 199.5 in*

Movement: *Realism*

Museum: *Metropolitan Museum of Art in
New York City, New York*

3.

Title: *The Gleaners*

Artist: *Jean-Francois Millet*

Year: *1857*

Medium: *Oil on canvas*

Size: *33 x 44 in*

Movement: *Realism*

Museum: *Musee d'Orsay in Paris, France*

4.

Title: *School of Athens*

Artist: *Raphael*

Year: *1509-1511*

Medium: *Fresco*

Size: *200 x 300 in*

Movement: *Renaissance*

Museum: *Apostolic Palace in Vatican City*

Elementary Southwest Quadrant Upstairs

1.

Title: *Charles I in Three Positions*

Artist: *Anthony van Dyck*

Year: *1635*

Medium: *Oil on canvas*

Size: *33.2 x 39.1 in*

Movement: *Baroque*

Museum: *Royal Collection at Windsor Castle in Windsor, England*

2.

Title: *The Night Watch*

Artist: *Rembrandt*

Year: *1642*

Medium: *Oil on canvas*

Size: *142.9 x 172 in*

Movement: *Baroque, Dutch Golden Age*

Museum: *Rijksmuseum in Amsterdam, Netherlands*

3.

Title: *Over the River to Grandma's House on Thanksgiving Dinner*

Artist: *Anna Mary Robertson Moses 'Grandma Moses'*

Year: *1943*

Medium: *Oil and glitter on masonite*

Size: *21.25 x 35.6 in*

Movement: *American Folk Art*

Museum: *Unknown*

4.

Title: *Primavera*

Artist: *Sandro Botticelli*

Year: *Late 1470s*

Medium: *Tempera on panel*

Size: *80 x 124 in*

Movement: *Renaissance*

Museum: *Uffizi Gallery in Florence, Italy*

5.

Title: *The Heart of the Andes*

Artist: *Frederic Edwin Church*

Year: *1859*

Medium: *Oil on canvas*

Size: *66.1 x 119.3 in*

Movement: *Hudson River School, Landscape*

Museum: *Metropolitan Museum of Art in New York City, New York*

6.

Title: *Las Meninas*

Artist: *Diego Velazquez*

Year: *1656*

Medium: *Oil on canvas*

Size: *125.2 x 108.7 in*

Movement: *Baroque*

Museum: *Museo del Prado in Madrid, Spain*

7.

Title: *Declaration of Independence*

Artist: *John Trumbull*

Year: *1817*

Medium: *Oil on canvas*

Size: *144 x 216 in*

Movement: *Realism*

Museum: *U.S. Capitol in Washington, D.C.*

Elementary Stairs

1.

Title: *Iris*

Artist: *Vincent van Gogh*

Year: *1889*

Medium: *Oil on canvas*

Size: *28 x 36.6*

Movement: *Post-Impressionism*

Museum: *J. Paul Getty Museum in
Los Angeles, California*

2.

Title: *Water Lilies*

Artist: *Claude Monet*

Year: *1906*

Medium: *Oil on canvas*

Size: *35.4 x 37 in*

Movement: *Impressionism*

Museum: *Art Institute of Chicago in
Chicago, Illinois*

Elementary Southeast Quadrant Upstairs

1.

Title: *Breezing Up (A Fair Wind)*

Artist: *Winslow Homer*

Year: *1873-1876*

Medium: *Oil on canvas*

Size: *24.2 x 38 in*

Movement: *Realism, American Realism*

Museum: *National Gallery of Art in
Washington, D.C.*

2.

Title: *The Icebergs*

Artist: *Frederic Edwin Church*

Year: *1861*

Medium: *Oil on canvas*

Size: *64.8 x 112.8 in*

Movement: *Hudson River School, Landscape*

Museum: *Dallas Museum of Art in Dallas,
Texas*

3.

Title: *The Blue Boy*

Artist: *Thomas Gainsborough*

Year: *1770*

Medium: *Oil on canvas*

Size: *70 x 44.1 in*

Movement: *Rococo*

Museum: *The Huntington Library in
San Marino, California*

4.

Title: *Oath of the Horatii*

Artist: *Jacques-Louis David*

Year: *1784*

Medium: *Oil on canvas*

Size: *129.8 x 167.2 in*

Movement: *Neoclassical*

Museum: *Louvre Museum in Paris, France*

5.

Title: *Valley of the Yosemite*

Artist: *Albert Bierstadt*

Year: *1864*

Medium: *Oil on paperboard*

Size: *11.87 x 19.25 in*

Movement: *Hudson River School, Landscape*

Museum: *Museum of Fine Art in
Boston, Massachusetts*

6.

Title: *Arrangement in Grey and Black No.1
'Whistler's Mother'*

Artist: *James Abbott McNeill Whistler*

Year: *1871*

Medium: *Oil on canvas*

Size: *56.81 x 63.94 in*

Movement: *Realism, Tonalism*

Museum: *Musee d'Orsay in Paris, France*

Elementary Northeast Quadrant Upstairs

1.

Title: *A Sunday Afternoon on the Island of La Grande Jatte*

Artist: *Georges Seurat*

Year: *1884-1886*

Medium: *Oil on canvas*

Size: *81.7 x 121.25 in*

Movement: *Post-Impressionism, Pointillism*

Museum: *Art Institute of Chicago in Chicago, Illinois*

2.

Title: *Girl with a Pearl Earring*

Artist: *Johannes Vermeer*

Year: *1665*

Medium: *Oil on canvas*

Size: *17.5 x 15 in*

Movement: *Baroque, Dutch Golden Age*

Museum: *Mauritshuis in The Hague, Netherlands*

3.

Title: *Water Lilies*

Artist: *Claude Monet*

Year: *1906*

Medium: *Oil on canvas*

Size: *35.4 x 37 in*

Movement: *Impressionism*

Museum: *Art Institute of Chicago in Chicago, Illinois*

4.

Title: *The Elder Sister*

Artist: *William-Adolphe Bouguereau*

Year: *1869*

Medium: *Oil on canvas*

Size: *51.3 x 38.3 in*

Movement: *Realism, Academic*

Museum: *Museum of Fine Arts in Houston, Texas*

5.

Title: *The Cardsharps*

Artist: *Caravaggio*

Year: *1594*

Medium: *Oil on canvas*

Size: *37 x 52 in*

Movement: *Baroque*

Museum: *Kimbell Art Museum in Fort Worth, Texas*

6.

Title: *Sierra Nevada*

Artist: *Albert Bierstadt*

Year: *1871-1873*

Medium: *Oil on canvas*

Size: *39.5 x 58 in*

Movement: *Hudson River School, Landscape*

Museum: *Reynolda House Museum of American Art in Winston-Salem, NC*

Elementary Downstairs

1.

Title: *Standing Young Man at the Window in His Study Reading 'The Student'*

Artist: *Willem Drost*

Year: *1653*

Medium: *Oil on canvas*

Size: *31.2 x 34.9 in*

Movement: *Baroque*

Museum: *National Gallery of Denmark in Copenhagen, Denmark*

2.

Title: *Isabella Brant*

Artist: *Anthony van Dyck*

Year: *1621*

Medium: *Oil on canvas*

Size: *60.2 x 47.2 in*

Movement: *Baroque*

Museum: *National Gallery of Art in Washington, D.C.*

3.

Title: *Children Playing on the Beach*

Artist: *Mary Cassatt*

Year: *1884*

Medium: *Oil on canvas*

Size: *29.25 x 38.46 in*

Movement: *Impressionism*

Museum: *National Gallery of Art in Washington, D.C.*

4.

Title: *Homer and his Guide*

Artist: *William-Adolphe Bouguereau*

Year: *1874*

Medium: *Oil on Canvas*

Size: *56.3 x 82.28 in*

Movement: *Realism, Academic*

Museum: *Milwaukee Art Museum in Milwaukee, Wisconsin*

5.

Title: *Starry Night*

Artist: *Vincent van Gogh*

Year: *1889*

Medium: *Oil on canvas*

Size: *28.7 x 36.25 in*

Movement: *Post-Impressionism*

Museum: *Museum of Modern Art in New York City, New York*

6.

Title: *The Milkmaid*

Artist: *Johannes Vermeer*

Year: *1657-1658*

Medium: *Oil on canvas*

Size: *17.9 x 16.14 in*

Movement: *Baroque, Dutch Golden Age*

Museum: *Rijksmuseum in Amsterdam, Netherlands*

7.

Title: *The Artist's Garden at Vetheuil*

Artist: *Claude Monet*

Year: *1881*

Medium: *Oil on canvas*

Size: *59.6 x 47.6 in*

Movement: *Impressionism*

Museum: *National Gallery of Art in Washington, D.C.*

Elementary Principal's Office

1.

Title: *Washington Crossing the Delaware*

Artist: *Emanuel Leutze*

Year: *1851*

Medium: *Oil on canvas*

Size: *149 x 255 in*

Movement: *History Painting*

**Museum: *Metropolitan Museum of Art in
New York City, New York***

2.

Title: *Declaration of Independence*

Artist: *John Trumbull*

Year: *1817*

Medium: *Oil on canvas*

Size: *144 x 216 in*

Movement: *Realism*

Museum: *U.S. Capitol in Washington, D.C.*

Jr. High Entrance

1.

Title: *Washington Crossing the Delaware*

Artist: *Emanuel Leutze*

Year: *1851*

Medium: *Oil on canvas*

Size: *149 x 255 in*

Movement: *History Painting*

**Museum: *Metropolitan Museum of Art in
New York City, New York***

2.

Title: *Girl with a Pearl Earring*

Artist: *Johannes Vermeer*

Year: *1665*

Medium: *Oil on canvas*

Size: *17.5 x 15 in*

Movement: *Baroque, Dutch Golden Age*

**Museum: *Mauritshuis in
The Hague, Netherlands***

Jr. High Northeast Quadrant

1.

Title: *Sistine Chapel Ceiling*

Artist: *Michelangelo*

Year: *1512*

Medium: *Fresco*

Size: *131 x 43 ft*

Movement: *Renaissance*

**Museum: *Sistine Chapel in
Vatican City***

Jr. High Northwest Quadrant

1.

Title: *Wanderer above the Sea of Fog*

Artist: *Caspar David Friedrich*

Year: *1818*

Medium: *Oil on canvas*

Size: *37.3 x 29.4 in*

Movement: *Romanticism*

Museum: *Hamburger Kunsthalle in
Hamburg, Germany*

2.

Title: *The Hunters in the Snow*

Artist: *Pieter Bruegel the Elder*

Year: *1565*

Medium: *Oil on panel*

Size: *46 x 63.75 in*

Movement: *Dutch and Flemish Renaissance*

Museum: *Kunsthistorisches Museum in
Vienna, Austria*

Jr. High Southwest Quadrant

1.

Title: *The Burning of the Houses of Lords and Commons*

Artist: *J. M. W. Turner*

Year: *1835*

Medium: *Oil on canvas*

Size: *36.2 x 48.5 in*

Movement: *Landscape, Romanticism*

Museum: *Philadelphia Museum of Art in Philadelphia, Pennsylvania*

Letter

LaNisha Coble <coblelanisha21@gmail.com>

Mon 11/7/2022 4:12 PM

To: Juliane Hillock <principal@hozhoacademy.org>

To whom it may concern,

I'm writing this letter to share my experiences as a parent of two Native American children and caretaker of another Native American child attending Hozho Academy.

As a parent who has sent their children to three schools prior to finding Hozho Academy not only have I found hozho to be the most accommodating, but I've always never felt more welcome as a parent.

The communication within the school is above and beyond what I could've ever hoped for. My children are of four different ethnicities two of which are native american and practice each culture within the different paternal and fraternal family households.

I've sat in on teaching sessions and heard alot of variety of traditional language being incorporated into their regular scheduled lessons for the day. As I walk the halls of Hozho I see the Hogan homes built by students on display for admiration of all.

If I may add Hozho Academy does provide excellent service for our children with disabilities as well, their resource room and staff have done an amazing job at providing inclusion for their students. This is another reason I gravitated toward HA.

Hozho also has established the Native Indigenous Parent Advisory Committee and Equity Council as a member of this committee we've seen great support from the staff of Hozho in inviting us as parents, caretakers and community members into their building to host meetings and organize future events for our native children and their peers to expand their knowledge on a variety of cultural practices. We've had many guest speakers come and teach the students and staff about their culture. Hozho Academy has also welcomed Navajo, Zuni, and Spanish into the daily morning assembly program and incorporates their language into the forum.

I do not foresee my children attending any other school, because hozho truly stands out as a team, as a school whom celebrates all cultures, ethnicities and individual uniqueness.

Elahkwa/Thank You Hozho Academy
LaNisha Coble

November 8, 2022

My name is Summer Slone, I am a parent of Hozho Academy I am pleased of the commitment and dedication given to the students. I have seen firsthand the love each staff member has for each student. Every morning at drops off there is always a friendly staff greeting each student to start their day. My child has the privilege of hearing the pledge of allegiance in Navajo, which exposes him to his native language. My son is six years old and can recite the preamble and pledge allegiance. My child can experience the best education that Gallup has to offer with the classical education. The school has instilled virtues that he applies to his learning and behavior at home. For the month of November, we are currently celebrating Native American culture by allowing students to express their culture and beliefs by wearing their traditional clothing and jewelry. I am honored for my child to be a part of celebrating his Navajo and Zuni culture by showing their culture. I am an advocate for Hozho Academy and have recommend to my family and church community that they should send their child to this school to ensure the best education within not only Gallup but also one of the best in the entire state.

Support Letter

V.Yellowhorse <v_yellowhorse@yahoo.com>

Mon 10/17/2022 7:02 AM

To: Juliane Hillock <principal@hozhoacademy.org>

10/17/2022

To Whom It May Concern:

Hello, my name is Virginia Yellowhorse. I have three of my children attending school at Hozho Academy. I have a ninth grader, seventh grader and a first grader. The older two have attended school since Hozho Academy opened. My kids love attending school there.

I support this school. I appreciate the classical traditional curriculum. My kids can understand the teaching and they strive to learn. I appreciate how they challenge my children. My first grader was able to recite the Preamble of the Constitution when she was in kindergarten. You don't see that in a regular public school. Best of all, it is tuition free.

My kids are learning successfully. I appreciate all the teachers, the principals, and staff at this school. They are the best!

Thank You,
Virginia Yellowhorse

Hozho Academy has been such a blessing to our community and our family personally. I am so thankful to have another public school option for my children to attend. My kids have thrived at Hozho Academy. It is full of people that care about children and want to influence their life more than just academically. My kids are motivated to learn and be better people. I love the curriculum with art, music and classics it has enriched our lives abundantly. They take great care to help kids be more physically healthy offering beautiful meal options and physical education where they actually learn to be physically active. I just can't say enough good about the all around education my kids are getting at Hozho Academy.

Megan Shaheen

To the Public Education Commission,

This letter serves to inform the Public Education Commission that, as a facilitator working with the National Indian Youth Leadership Project (NIYLP), our organization is fully committed to continuing a partnership with Hozho Academy to continue to build our Project Venture (PV) Garden Program and Project Venture Outdoor Education prevention program. We hope to continue to impact efforts to improve and sustain healthy Indigenous youth, positive youth development, local Indigenous stories and ways of life, connections with nature, using our local landscapes and Indigenous agricultural knowledge through gardening, native plant uses and accumulated wisdom.

The Project Venture Garden program at Hozho Academy first started as a pilot program in April 2020 for elementary school-aged children, starting with 4th grade students. We came to the school once a week for in-school and afterschool programming. As a result of much interest, growth and success stories from our 4th grade classes, the PV Garden program became integrated into Hozho Academy's school schedule and afterschool programs, beginning with the 2020-2021 school year. A Gardening teacher was hired full time to work with K-6th grade twice a week within the school schedule and NIYLP offered a gardening afterschool program and Project Venture inschool and afterschool programming once a week, with local cultural agricultural teachings, day trips, camps, and service projects to enrich the program.

As a Navajo woman, born and raised in the Gallup area, I see the Hozho Academy as a resource badly needed for our community. It is a school that embraces the diversity of our community and encourages the learnings/teaching from a cultural perspective, implementing the importance of health/physical activity as well as offering music, art, multiple language classes and gardening. Our Indigenous youth need a place that will continue to support and enhance their cultures and interests. I have seen our youth who participate in our PV or Garden program gain an interest in wanting to learn about the local Indigenous ways of gardening, growing and planting. Our youth have a longing to learn and give back to their community. Having a school that supports Project Venture allows us to continue to share gardening and outdoor education with an Indigenous Perspective and working to impact Native/Indigenous children's physical, emotional and cultural health. Project Venture is an Evidence-based program, recognized by SAMHSA and other federal agencies, for 20 years.

Thus far, Hozho Academy and NIYLP have supported each other in uplifting our youth through the positive youth development model Project Venture, complimented by the Gardening project. We encourage the state to support our continuing work with Hozho Academy and to continue to create, improve, and sustain the wellbeing of elementary/middle school-aged children and strengthen their cultural connections to nature, land, service and community.

If you have further questions please email me at celesteyazhi@gmail.com, or contact our founder and CEO McClellan Hall machall@niyyp.org

A'hee'ee (Thank you), Peace in Diversity,



Celeste Rabago - Experiential Educator and Gallup Community Member



November 10, 2022

AIS PREP and Hozho Academy
Educational Partnership

Dear Public Education Commission

I am pleased to acknowledge the educational partnership between our PREP program and Hozho Academy.

Hozho Academy, under the direction of Mrs. Juliane Hillock, have been gracious hosts for our program. We entered our partnership in the summer of 2022 and will be continuing to do so in the future. Hozho Academy provided our staff and program participants, ample room to conduct our summer program. Hozho Academy also provided breakfast and lunch for our students. The staff of Hozho have been very supportive of our program and students, they are truly committed to the Gallup, McKinley County community and making sure our children have access to as many educational opportunities that they can.

In our Native American communities, we have lacked educational support and opportunities, this creates a negative ripple affect that can last throughout our lives, so early educational intervention and support greatly improves the chances of educational success and self confidence in our Native youth. Hozho Academy is working towards filling in the educational gaps in our Native children's lives.

We are very grateful for our partnership with Hozho Academy, it's proven to be beneficial between us and the students that participate in the learning they receive from AIS PREP and Hozho Academy.

If you have any questions or further information, please do not hesitate to contact me.

Grateful,

Kim Silvers
AIS PREP Program Coordinator
americanindianservices.org
(505) 728- 1805

National Indian Youth Leadership Project, Inc.

*2501 San Pedro NE, Suite 116
Albuquerque, New Mexico 87110
505.554.2289
Tax ID 85-0373602*



Tuesday, August 30, 2022

Dear Members of the New Mexico Public Education Commission,

I am writing this heart felt letter of support for Hozho Academy Charter School. Over the past two years our organization has partnered with Hozho Academy to implement Project Venture and Project Venture Garden program with the elementary school students. Hozho Academy has practiced excellence in its commitment to educating the youth living in the Gallup area.

The National Indian Youth Leadership Project (NIYLP) is an Indigenous-led, New Mexico-based, 501(c) 3 nonprofit working over 30 years to empower the lives of Indigenous youth through positive youth development programming. Our mission is to help Indigenous youth embrace their potential through outdoor adventure and service

NIYLP is committed to continuing the partnership we have developed with Hozho Academy implementing Project Venture and Project Venture Garden Program and is excited to be part of their effort to improve and sustain the holistic health and education of children in the Gallup/McKinley County community.

Sincerely,

McClellan Hall

McClellan Hall
Founder and CEO

Indigenous Youth embracing their potential through outdoor adventure and Service

