



Date: July 27, 2017

Prepared By: Heidi L. Macdonald

Purpose: Inform the committee about the NACA Inspired Schools Network (NISN), which assists in the creation and development of charter schools focused on serving Native American students.

Witnesses: Kara Bobroff, Principal, Native American Community Academy (NACA) and Executive Director, NISN; Tom Genné, Principal, Six Directions Indigenous School; and Louella Poblano, Head Administrator, Dził Dít'ł'ooi School of Empowerment, Action and Perseverance (DEAP)

Expected Outcome: Understand the structure and support systems NISN offers its network member schools.

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## NACA Inspired Schools Network

The Native American Community Academy Inspired Schools Network (NISN or the Network) is headquartered in Albuquerque and was created in 2014 in response to a demand to grow and expand the Native American Community Academy (NACA) charter model in a scalable, flexible, and accountable manner. NISN is tasked with replicating and expanding best practices recognized at the state and national levels for culturally relevant and rigorous academics, and sharing indigenous values and perspectives in education at multiple schools in three states, including New Mexico, Oklahoma, and South Dakota. NISN's mission is to transform indigenous education by engaging communities, building networked schools of academic excellence and cultural relevance, and serving Native American students from early learning to adulthood so they are secure in their identity, healthy, and holistically prepared as lifelong learners and leaders in their communities.

This brief will detail NISN and its support system, structure, performance contracts, annual school quality reviews, evaluation metrics, strategic plan, and schools in its network.

### The Network

*Support System.* The Network received funding from the W.K. Kellogg Foundation in 2014 to begin its work, which focused primarily on best practice sharing, teacher training, and the Network itself.

According to NISN staff, the Network has increased the number of teachers with expertise in serving Native American students through three methods. The first method includes Growing Educators for Native American Communities (GENAC), which is a partnership between NACA and Central New Mexico Community College (CNM) that provides a post-baccalaureate alternative teacher licensure program. GENAC is geared toward individuals who aspire to be teachers or school leaders in Native American communities and functions as a resource pool for NISN communities. The second method is the curriculum planning institute, which is committed to ensuring alignment between the New Mexico common core state standards and indigenous education standards and philosophies to incorporate best practices for Native American students. The last method is the online curriculum hub, which NACA has created to share with other NISN member schools.

The following New Mexico schools are part of the NACA Inspired Schools Network:

- NACA (including NACA Elementary), a locally chartered charter school in Albuquerque;
- Dream Diné, a state-chartered charter school in Shiprock;
- Dził Dít'ł'ooi School of Empowerment, Action and Perseverance (DEAP), a state-chartered charter school in Navajo;
- Six Directions Indigenous School, a state-chartered charter school in Gallup; and
- Kha'Po Academy, a tribally controlled grant school in Santa Clara Pueblo.

**Structure.** NISN is identifying opportunities to launch new charter schools in New Mexico or to re-establish tribally controlled grant schools based on the NACA charter model. The Network offers a two-year fellowship program and provides continuous technical assistance through its central network and regional supports.

Fellows participate in programming aligned to NISN's learning strands, including community transformation, curriculum and instruction, core values, operations and management, personal leadership development, and community engagement.

The two-year fellowship program provides academic leaders with the tools to start new NISN-affiliated schools, including professional development, academic and business operations support, and school evaluation and accountability frameworks and tools. Year one of the fellowship includes a residency at NACA. Fellows observe, participate in professional development, form design

teams, link community interests to school design, and begin plans for charter school applications. Fellows lead design teams to build relationships with their specific communities to learn and analyze needs, plan the school opening, and prepare to implement the strategic charter school plan. Year two of the fellowship includes applying for a charter and opening a charter school if authorized by a local board of education or the Public Education Commission. NISN engages school leaders in network opportunities, and gathers and evaluates performance metrics, including improving student attendance rates and performance on standardized assessments.

NISN's support office supports fellows to prepare them for the responsibilities of starting a new school, supporting schools to increase student achievement and college readiness, and providing schools with critical startup, academic, and business operations support.

**NISN Performance Contracts and Annual School Quality Reviews.** The Network is not a charter school authorizer and NISN staff notes this means they lack certain characteristics associated with being a charter school authorizer. However, each school in the Network signs a memorandum of understanding with NISN, which includes a performance contract. Additionally, the NISN schools agree to be leaders

NISN's six core commitments include:

- Academic excellence and cultural relevance
- NISN core values and culture
- Community transformation
- Continuous improvement
- Leadership in indigenous education
- Operating effectiveness and efficiency

in indigenous education, integrating personal health, cultural identity, and academic excellence so every student is holistically well. The performance contract is a four-year agreement with NISN and includes a requirement to be tracked and an annual evaluation of progress toward meeting the metrics aligned to each of the NISN six core commitments.

Annual school quality reviews are conducted by a team that consists of NISN staff and at least one leader from a peer school within the Network. Reviews focus on

evidence of common practices aligned to NISN's six core commitments and are only shared with the school leadership team. Schools provide scorecard data to the Network annually and undergo an in-person school review conducted by Network staff annually in their first four years of operation. After the fourth year, schools will continue to provide data annually, but will only be reviewed in-person every two to three years.



NISN reviews the membership of all schools annually to verify that they are meeting high performance expectations as outlined in their performance contracts. If a school is found to be underperforming, NISN will deploy supports to help the school improve, including data review and development of a school improvement plan that addresses the causes of underperformance with specific timelines and actions. The assistance and support provided by the Network is not related to the local board of education or the Public Education Commission. Each school in the Network has the ability to opt out of the Network if so desired. If a school decides to leave the Network, it will lose access to the Network professional development, resources, and technical assistance.

***Evaluation Metrics.*** NISN contracted with Quadrant Metrics to undergo an independent evaluation of the Network schools. Quadrant Metrics uses a quasi-experimental model called the Quad, with pre- and post-surveys between study and control groups selected across school locations. The Quad is a cloud-based system created in 2011 that will allow all NISN schools to track the same student performance metrics and analyze progress. The Quad collects, aggregates, and visualizes student performance data in real time. Baseline data are collected for each NISN school in its first year of operation and is tracked annually. According to NISN staff, the Quad survey for each school details each school's mission-specific goals, including qualitative data each school can use for the school's professional development and for planning purposes. NISN does not have an overall report on the Network as of June 17, 2017; however, later in the year the Network will be sharing updates and progress for each school based on performance management. Finally, student and school outcomes will be shared publicly and results from school performance results will be compiled as part of individual school and Network performance measurement.

***Strategic Plan.*** According to NISN staff, in the next three to five years the Network will focus on sharing best practices in Indian education with all schools in NISN, establishing an annual Network summit, creating additional opportunities for a Native American teacher pipeline, and creating more culturally relevant education curriculum.

### **Schools in the Network**

According to NISN staff, there are currently six schools in New Mexico, two schools in Oklahoma, and two schools in South Dakota that are part of the Network. Although the Network has expanded to schools outside of New Mexico, this section will focus solely on New Mexico public schools in the Network.

***NACA (including NACA Elementary).*** NACA was established in 2006 as a locally chartered charter school in Albuquerque and currently serves students in sixth to 12th grade. NACA Elementary was established in the fall of 2016 to serve students in kindergarten and first grade and will be phasing in second through fifth grades in the coming years. NACA (including NACA Elementary) enrolled 400 students in

NACA implements a holistic approach to education through integrated content that includes indigenous studies, oral traditions, cultural history, Native American languages, service learning, and Native American literature as part of a college preparatory curriculum.

the 2016-2017 school year based on enrollment data from PED's 40-day count, including 14 students in kindergarten, 19 students in first grade, 53 students in sixth grade, 66 students in seventh grade, 71 students in eighth grade, 61 students in ninth grade, 48 students in 10th grade, 37 students in 11th grade, and 31 students in 12th grade. NACA has created an education program focused on the needs of its predominantly Native American student body – 92.7 percent of its students are Native Americans from approximately 60 tribes.

NACA serves students by incorporating Native American culture and tradition into its curriculum, grounding students in a sense of identity, language, and culture wherever they live while creating intentional pathways toward success in college and career. The school's six core values include respect, responsibility, community service, culture, perseverance, and reflection, which are all incorporated into all aspects of NACA.

Dream Diné focuses its education on physical fitness, starting each day with running, as well as a close relationship with nature, linking academic lessons to the outdoors and traditional Navajo agriculture so students learn about their culture as they gain reading, math, and science proficiency.

***Dream Diné.*** Dream Diné began in the 2014-2015 school year as a state-chartered charter school in Shiprock serving students in kindergarten and first grade. In the 2016-2017 school year, Dream Diné enrolled 26 students based on enrollment data from PED's 40-day count, including four students in kindergarten, seven students in first grade, seven students in second grade, and eight students in third grade. In all, the school serves 100 percent Navajo students.

Dream Diné is a place-based elementary school where the Diné (Navajo) culture, language, and history are the foundation of an experiential curriculum. Through a dual language program, the school is committed to nurturing strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships, and progress. The school's goal is to matriculate bilingual students who can communicate fluently in both Navajo and English in academic, social, and political settings; who have first-hand experience in applying cultural knowledge to address various challenges facing their own communities; and whose sense of identity allows them to pursue college, career, and community service.

All DEAP courses are aligned to both the New Mexico common core state standards and Diné standards for each grade. Diné standards were developed by the Navajo Nation Department of Diné Education and incorporate a variety of Navajo culture concepts depending on the grade level. Additionally, DEAP courses are infused with agriculture science, Diné culture revitalization, personal wellness, community action, and service learning.

**Dzil Dítl'ooi School of Empowerment, Action and Perseverance (DEAP).** DEAP opened in the 2015-2016 school year as a state-chartered charter school in Navajo, New Mexico serving students in the sixth and seventh grades. In the 2016-2017 school year, DEAP enrolled 21 students based on enrollment data from PED's 40-day count, including five students in sixth grade, eight students in seventh grade, and eight students in eighth grade. One hundred percent of the students are Navajo.

DEAP was established based on community needs with the hope of empowering students and their families. Through consultation with local youth, tribal leaders, educators, and elders, the foundational focus areas of DEAP were created. Many community members stressed the need for an education that would give students the skills to transfer to the community. They identified a

need for opportunities in interacting with the land and people through community service, agriculture education, wellness, and Navajo culture revitalization. Thus, DEAP's mission is to provide students with the opportunity to use their cultural, vocational, and academic skills to analyze their surroundings to plan the transformation of their community, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity and its impact on local and global communities to promote the restoration of Navajo culture, and honor the history and legacy of the land with the needs of the people.

In recent months, the Public Education Commission – DEAP's charter school authorizer – has expressed deep concerns regarding problems with the school's organizational structure, financial administration and financial reporting, and lack of an education leader. Specifically, the following concerns have been raised: the licensed head administrator reported she is "principal in name only" and appears to be supervised by an unlicensed employee of the school; the same unlicensed employee is making all budget decisions, staffing decisions, and operational decisions – effectively administering in a public school without an administrative license; the unlicensed employee may have changed the description of work for federal time and labor reporting on a federal grant after the original report was rejected by the licensed business manager because the work did not comply with the terms of the grant; the licensed head administrator reported the school "implemented a policy of shredding all receipts," and the licensed employee, when told that federal grant proceeds could not be used for personnel, directed the business manager to violate the terms of the grant and "ask for forgiveness later." Additionally, the unlicensed employee has ignored the directions of the business manager in relation to proper procurement processes and, as a result, purchases have been made by the school in violation of the state's Procurement Code; and the school's business manager resigned after three months due to concerns about the school's failure to follow her directive to ensure compliance with state and federal law.

These allegations are extremely concerning, especially in light of the fact that DEAP has only been operational for two school years. The Public Education Commission has heard these concerns in two of its recent meetings. In the coming months, the commission is planning a revocation hearing to address these issues.

***Six Directions Indigenous School.*** Six Directions Indigenous School began in the 2016-2017 school year as a state-chartered charter school in Gallup serving students in sixth and seventh grades. In the 2016-2017 school year, Six Directions enrolled 49 students based on enrollment data from PED's 40-day count, including 23 students in sixth grade and 26 students in seventh grade.

Six Directions Indigenous School was established because there was a need in the Gallup area to re-imagine a school specifically focused on the specific needs of Native American students. After community outreach, it was determined the best way to meet the needs of the community was to

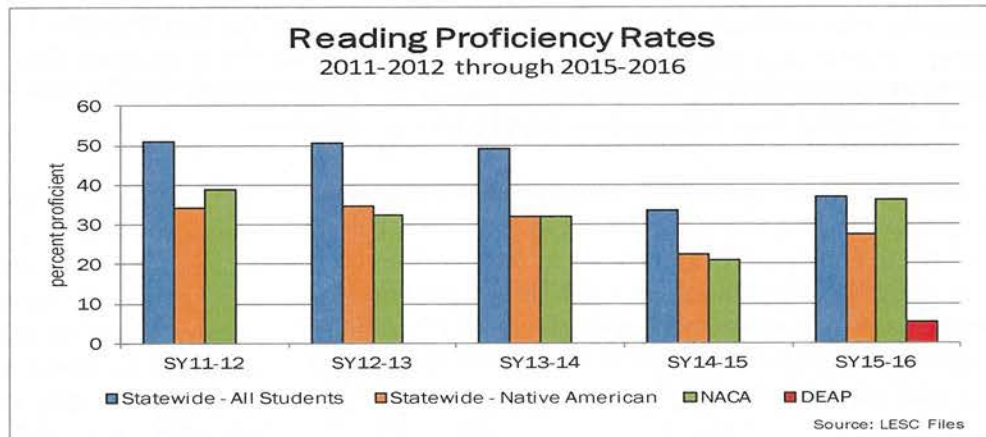
The curriculum at Six Directions Indigenous School is based on culturally responsive schooling as a learning model, which ensures students' cultural identities are seen as assets. Six Directions Indigenous School provides daily instruction in both Zuni and Diné languages. Additionally, the curriculum is based on holistic wellness, which includes a wellness framework based on students' social, emotional, relational, physical, and intellectual wellness.

establish a charter school. Based on its mission, the school, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in postsecondary opportunities.

### Student Achievement for NISN Schools

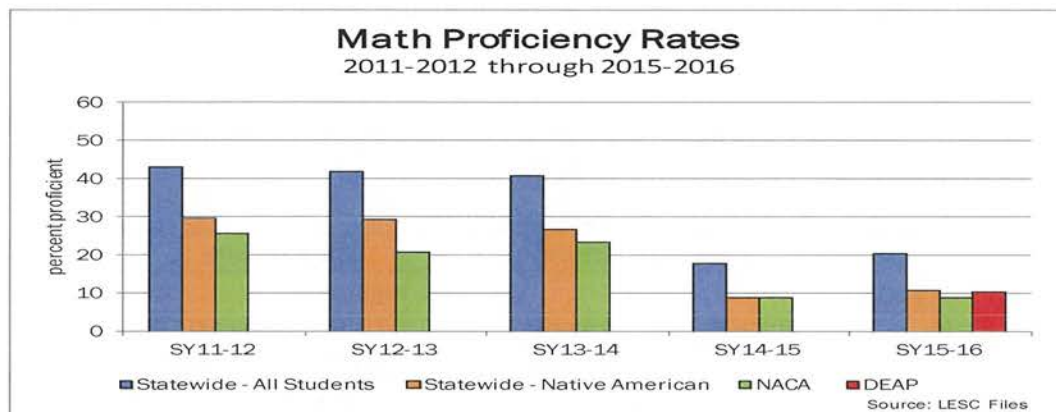
Historically, there has been an achievement gap for Native American students in the United States. This is also true in New Mexico, where Native American students are among the lowest performing subgroup in the state. It is important that schools and tribal communities take action to more effectively meet the educational needs of Native American students.

**Reading and Math Proficiency Rates.** Based on available student achievement data, Network schools are performing below statewide reading proficiency averages for all students, but there are mixed results between Network schools and the overall statewide reading proficiency averages for Native American students. Over the past five years, NACA’s reading proficiency has consistently been 10 percentage points or more below the statewide average for reading proficiency for all students, with the exception of the 2015-2016 school year where NACA was less than 1 percentage point behind the statewide average for all students. However, NACA has performed better than the statewide average for Native American students in two years and performed below the statewide average for Native American students in three years. Additionally, NACA performed better than Albuquerque Public Schools’ (APS) Native American district-wide average in the 2011-2012 school year; however, NACA performed below the district-wide average the following four years. In its first year of operation, DEAP’s reading proficiency rate was significantly below the averages statewide as well as below averages in Gallup McKinley County Schools (GMCS), where the school is based.



The Network schools are performing below statewide math proficiency averages for all students and below the statewide Native American averages. Specifically, NACA is consistently 10 to 20 percentage points below the statewide average for all students in math proficiency and below the statewide Native American average

between 1 and 8 percentage points. However, NACA performed below the statewide Native American average by 0.3 percentage points in the 2014-2015 school year. Additionally, NACA performed below APS' Native American district-wide average each year by 1 to 10 percentage points. DEAP is performing below the statewide average for all students in math proficiency; however, DEAP is performing slightly better than NACA in math proficiency. Additionally, DEAP is performing better than the district-wide average for Native American students in GMCS. It is concerning that Network schools are performing below statewide averages, and in some cases below the district-wide Native American averages, in reading and math proficiency.



**School Growth Proficiency Rates.** An important measure of student academic achievement is academic growth, which is an additional factor examined in the Public Education Department's school grades. The school growth portion of school grades compares the annual academic growth of each individual student with students like them throughout the state. School growth accounts for improvement of all students, not just those reaching proficiency. Student growth is shown in the table below as a value-added score that accounts for all students in each group for up to three years. When a school growth score is above zero, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance. If a school growth score is below zero, the school performed below expectations compared with academic peers.

The overall student growth of Network schools shows mixed results, which is an opportunity for improvement. Based on overall student growth for the 2015-2016 school year, NACA performed better than expected in reading; however, the school performed below expectations compared with academic peers in math. Dream Diné performed significantly below expectations and students are losing ground when compared with their academic peers. Additionally, DEAP performed significantly below expectations in reading compared with academic peers; however, the school performed better than expected in math.

School	Reading	Math
NACA	0.25	-0.72
Dream Diné	-2.95	(-)
DEAP	-1.81	0.91

Source: LESC Files

**Reading and Math Proficiency Growth by Subgroup.** Overall student growth by subgroup is another determination of student academic success. Student growth is shown in the table below as a value-added score that accounts for all students divided into the highest and lowest performing subgroups. Similar to overall student growth, if a subgroup scores above a zero in the value-added score, the students are performing better than expected compared with their academic peers. However, if a subgroup has a value-added score below zero, the subgroups are performing below what is expected as compared with their academic peers. The majority of Network schools show concerning growth scores as they performed below what was expected in the 2015-2016 school year as compared with their academic peers. However, there were two instances where Network subgroups performed above what was expected with their academic peers.

Overall Student Growth by Subgroup for Network Schools				
2015-2016 school year				
School	Reading Growth		Math Growth	
	Highest 75% (Q3 growth)	Lowest 25% (Q1 growth)	Highest 75% (Q3 growth)	Lowest 25% (Q1 growth)
NACA	0.21	-0.08	-0.88	-0.46
Dream Diné	-0.25	-0.09	(-)	(-)
DEAP	-0.11	-0.45	1.93	-0.5

Source: LESC Files

The following student achievement results are school-specific, and there was not additional information on these specific results from other Network schools, including NACA's graduation rates and Dream Diné's English language assessment proficiency results. According to APS' district-wide report card for the 2015-2016 school year, NACA's four-year graduation rate for the 2015 cohort totaled 66.6 percent of students, which is below the statewide average of 68.6 percent of all students graduating in four years and above the district-wide average for all students at 61.7 percent graduating in four years. However, it is significantly above APS' four-year graduation rate for Native American students at 45.5 percent who graduate in four years. NACA's five-year graduation rate for the 2014 cohort was 73.7 percent of students graduated in five years, which is above the statewide average of 70.5 percent of all students graduating in five years and above the district-wide average for all students at 62.8 percent graduating in five years. NACA's six-year graduation rate for the 2013 cohort was 69.7 percent of students graduated in six years, which is below the statewide average of 71.8 percent of all students graduating in six years and slightly above the district-wide average for all students at 69 percent graduating in six years. Additionally, 69.8 percent of all students at NACA participated in the PSAT assessment and 76 percent of all students took a dual credit course.



Finally, the Access assessment for English learners (ELs) is the English language proficiency test ELs are administered to determine what proficiency level each student is at. In 2015, there were six proficiency rates (entering, emerging, developing, expanding, bridging, and reaching) with six different areas of expertise needed for each level. Once a student achieves a reaching proficiency, or level six, the student is no longer classified as an EL student. At Dream Diné, five kindergarten students were tested. Four students scored an entering proficiency level on the Access assessment, which is level one proficiency; and one student scored a developing proficiency level, which is level three proficiency. In first grade, eight students were tested. One first-grade student scored an emerging proficiency level, which is level two proficiency. Four first-grade students scored a developing level proficiency level, which is level three proficiency. Finally, three first-grade students scored an expanding proficiency level, which is level four proficiency.

*Additional Indicators.* The NISN schools fact sheet provides additional information on Title I status, school grades, school condition ranking from the Public Schools Facilities Authority, enrollment, budgeted operational expenditures, and student demographics. **See Attachment 1.**

### **Assessment of the Network**

Research affirms grounding educational experiences in tribal languages and cultures bears a strong relationship to healthy identity formation and is also associated with improved academic performance in Native American students. This research shows that cultural and ethnic identities mitigate negative experiences and increase self-confidence, self-esteem, and resiliency among students. For example, place-based learning is a pillar of educational reform throughout indigenous-focused charter school movement. Typical of this approach, these innovative schools implement project-based and place-based teaching and learning for students in an indigenous-focused school setting, including integrating Native American lifestyles, knowledge, and values into the curriculum.

Thus, research shows culture-based education schools can have a variety of factors to be assessed. Cultural knowledge and language are areas of greater proficiency among students of teachers intensively using culturally relevant strategies. These students are more likely to know stories and facts about their communities and demonstrate higher levels of civic responsibility. In addition, research indicates a positive relationship between culture-based schools and student math and reading test scores.

Schools in the Network were created based on the needs of the tribal communities, including project-based, placed-based, and Native American-focused curriculums. Most of the schools in the Network are in their first three years of operation, and student achievement data from these schools is limited. However, available data shows some of the schools in the Network are performing below the statewide average for Native American students in reading at 27 percent, math at 10.9 percent, and science at 22.1 percent. For instance, DEAP had a 5.3 percent proficiency rate for students in reading, which is 22.1 percentage points below the statewide average for

Native American students in reading. As schools in the Network struggle with student achievement results, it is imperative the schools drastically improve their student achievement scores. This can be achieved by requiring higher student achievement expectations for students, and providing teachers and students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement.

The Network is in the initial stages of promoting what a culturally based education for Native American students ought to be, and it is unclear that the support the Network is providing its schools is aligned with authorizer expectations and what these school generally need to be successful. Culturally based education programs will not be all the same and may vary for different tribal student groups schools serve and assessment tools have to be developed that will accurately measure the level of a school's culture-based program that reflects the cultural and academic priorities of the students' community. Along with promoting a strong culture-based education, it is just as important to emphasize the positive student achievement results students can achieve.

NISN has the responsibility to ensure schools in its network are achieving academic and cultural success for all its students.



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NACA Inspired Schools Network (NISN)  
 School Fact Sheet

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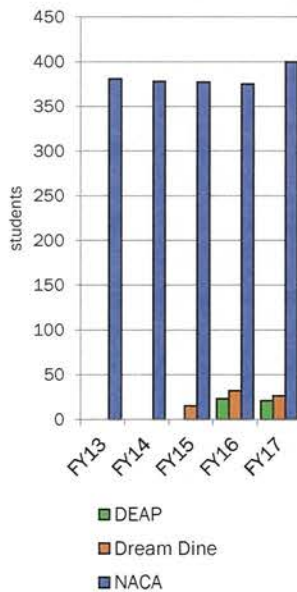
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NACA Inspired Schools Network								
Title I, School Grade Report, and Weighted New Mexico Facility Condition Index								
School Name	Title I	School Grade					School Condition (FY18)	
		FY12	FY13	FY14	FY15	FY16	wNMCI*	PSFA Rank**
NACA	Y	D	C	B	B	C	8.20%	533
DEAP***						C	0.00%	NRC-2019
Dream Diné***	Y				B	F	0.00%	NRC-2019
Six Directions Indigenous School***							0.00%	NRC-2020

\*Statewide average wNMCI: 19 percent.  
 \*\*Ranks closer to 1 indicate a higher priority for a PSCOC standards-based award.  
 \*\*\*New schools listed as NRC will be inspected by PSFA in the year listed.

Sources: PED and PSFA

Enrollment at NACA and NACA Inspired Schools



2015-2016 Operational Expenditures*	2015-2016 Expenditures						
	Statewide	NACA		DEAP		Dream Dine	
	Percent	Expenditure	Percent	Expenditure	Percent	Expenditure	Percent
Direct Instruction	61.5%	\$1,589,188	56.7%	\$89,395	38.0%	\$142,019	45.1%
Instructional Support Services	38.1%	\$1,214,934	43.3%	\$104,205	44.3%	\$161,480	51.2%
Students	9.9%	\$307,582	11.0%	\$11,287	4.8%	\$0	0.0%
Instruction	2.7%	\$0	0.0%	\$0	0.0%	\$0	0.0%
General Administration	2.0%	\$71,284	2.5%	\$6,113	2.6%	\$19,087	6.1%
School Administration	6.7%	\$368,121	13.1%	\$47,956	20.4%	\$40,400	12.8%
Central Services	3.5%	\$68,925	2.5%	\$2,271	1.0%	\$33,939	10.8%
Operations & Maintenance	13.0%	\$351,413	12.5%	\$35,990	15.3%	\$68,054	21.6%
Student Transportation	0.2%	\$47,610	1.7%	\$87	0.0%	\$0	0.0%
Other Support Services	0.1%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Non-Instructional Support	0.2%	\$0	0.0%	\$41,733	17.7%	\$11,736	3.7%
Food Service	0.1%	\$0	0.0%	\$41,733	17.7%	\$11,736	3.7%
Community Service	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Capital Outlay	0.2%	\$0	0.0%	\$0	0.0%	\$0	0.0%
<b>TOTAL OPERATIONAL EXPENDITURES</b>		\$2,804,122		\$235,333		\$315,235	

\*Includes General Fund revenue only

Source: PED

2016-2017 Budgeted Operational Expenditures*	2016-2017 Budgeted						
	Statewide	NACA		DEAP		Dream Dine	
	Percent	Expenditure	Percent	Expenditure	Percent	Expenditure	Percent
Direct Instruction	60.2%	\$1,695,727	53.5%	\$143,389	36.3%	\$238,525	46.5%
Instructional Support Services	39.6%	\$1,476,716	46.5%	\$230,095	58.2%	\$274,026	53.5%
Students	9.9%	\$339,011	10.7%	\$25,800	6.5%	\$2,500	0.5%
Instruction	2.8%	\$0	0.0%	\$0	0.0%	\$1,000	0.2%
General Administration	2.2%	\$74,262	2.3%	\$50,732	12.8%	\$19,500	3.8%
School Administration	6.4%	\$338,394	10.7%	\$46,975	11.9%	\$144,226	28.1%
Central Services	3.5%	\$189,196	6.0%	\$5,500	1.4%	\$37,750	7.4%
Operations & Maintenance	13.4%	\$485,853	15.3%	\$86,088	21.8%	\$69,050	13.5%
Student Transportation	0.2%	\$50,000	1.6%	\$15,000	3.8%	\$0	0.0%
Other Support Services	1.2%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Non-Instructional Support	0.2%	\$0	0.0%	\$22,040	5.6%	\$0	0.0%
Food Service	0.1%	\$0	0.0%	\$22,040	5.6%	\$0	0.0%
Community Service	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Capital Outlay	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
<b>TOTAL OPERATIONAL EXPENDITURES</b>		\$3,172,443		\$395,524		\$512,551	

\*Includes General Fund revenue only

Source: PED

2015-2016 Student Demographics							
	Statewide	NACA		DEAP		Dream Dine	
	Percent	Students	Percent	Students	Percent	Students	Percent
Female	48.9%	179	47.0%	10	50.0%	15	45.5%
Male	51.1%	202	53.0%	10	50.0%	18	54.5%
Caucasian	24.5%	1	0.3%	0	0.0%	0	0.0%
African American	2.2%	0	0.0%	0	0.0%	0	0.0%
Hispanic	61.3%	27	7.1%	0	0.0%	0	0.0%
Asian/Pacific Islander	1.5%	0	0.0%	0	0.0%	0	0.0%
Native American	10.6%	353	92.7%	20	100.0%	33	100.0%
Multiracial	0.0%	0	0.0%	0	0.0%	0	0.0%
English Learners	14.4%	105	27.6%	13	65.0%	19	57.6%
Students with Disabilities	14.8%	70	18.4%	1	5.0%	0	0.0%
Free/Reduced Lunch	71.6%	291	76.4%	18	90.0%	19	57.6%
Immigrant/Migrant	0.8%	0	0.0%	0	0.0%	0	0.0%

Note: Demographic data for Six Directions Indigenous School was unavailable.

Source: PED

