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**Charter Schools Division
Final Renewal Recommendation
Revised December 6, 2023**

School Name: Dream Diné Charter School
School Address: Shiprock, NM 87420
Head Administrator: Nadine Chatto
Governing Board Chair: Daniela Allen
Contract Term: 2019–2024
Authorizer: Central Consolidated School District

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or

(5) violated any provision of law from which the charter school was not specifically exempted.

CSD Renewal Recommendation

The Charter Schools Division (CSD) recommends renewal for five (5) years with the following conditions which are based on criteria required by law for charter renewal:

Condition 1: By not consistently having the required number of governing board members, Dream Dine “violated [a] provision of law from which the charter school was not specifically exempted.” Therefore, Dream Dine will continuously have five or more board members serving on the governing body throughout the charter term. The school will follow PEC governing body notification protocol without exception. By the end of each fiscal year of the charter term, all board members will have completed all required training hours.

Condition 2: Dream Dine will complete a Transition Year Checklist by June 30, 2024. This is a checklist designed to ensure compliance with NMAC and NMSA and to promote effective academic, financial, and organizational operations of the school.

Part B: Progress Report

The schools’ narratives in Part B are rated Meets Standard, Demonstrates Substantial Progress, or Failing to Demonstrate Progress according to the rubric on pages 6-7 of the 2023 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Demonstrates Substantial Progress
1.b. Mission-Specific Goals	N/A
Organizational Performance	Rating
2.a. Educational Program	Demonstrates Substantial Progress
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Failing to Demonstrate Progress
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	Meets the Standards
2.f. Other Performance Framework Indicators	N/A

1.a. Student Outcomes

Limited data is available for the charter term due to Covid and the school being district-authorized. However, during 2021-22, data from NMVistas indicates that Dream Diné performed only better than .9% of New Mexico schools. The school received a designation of

CSI – Low Performing, meaning schools scoring in the bottom 5% of all Title I schools. In 2021-22, the school’s proficiency rates were masked on NMVistas due to small sample sizes.

The PED released 2022-23 [Vistas](#) data publicly in November 2023. The overall Vistas score is provided below, as well as the school’s 2022-23 proficiency and growth rates compared with the district where the school is located and statewide data.

2022-23 NMVistas Score: 45 **2022-23 Designation:** Traditional

2021-22 NMVistas Score: 11 **2021-22 Designation:** CSI Perf

2022-23 PED Accountability Data	Proficiency			Growth	
	ELA	Math	Science	ELA	Math
Dream Diné Charter School	12%	18%	33%	-1%	11%
Central Consolidated School District	23%	13%	17%	4%	0%
New Mexico Statewide	38%	24%	34%	4%	0%

While the NMVistas proficiency and growth rates in ELA are concerning, the school has taken appropriate adult actions to improve outcomes for students. For example, they have hired a new reading interventionist who is conducting professional development with teachers in literacy instruction. Moreover, in Part B, the school was able to show progress on iStation and NWEA in reading over the past year. The growth is encouraging, but more will be needed. Since the writing of the preliminary renewal analysis, Dream Diné has submitted a Literacy Plan to the PED.

1.b. Mission-specific Goals

Not applicable as the school is a district-authorized charter school and not under the PEC Performance Framework.

2.a. Educational Program

The educational program outlined in the contract and described in [Part B](#) of the renewal application has been met to a large degree, with room for growth in some areas. The first component of the educational program addresses the Dine language and culture. The school’s goal was to have a bilingual program of 50% Dine and 50% English. While the leaders and teachers acknowledge that they are not exactly following a 50/50 blend, it is clear that the language and culture are being taught. Students set positive intentions in Dine at the beginning of each school day, and they learn Diné during a designated class period daily. Some teachers also sprinkle in Dine while they teach other subjects.

The second component of Dream Diné’s educational program is about “place-based learning: using stories, history, geography, environment, science, and arts of the local community to enrich learning.” This was most evident in their teaching of Diné culture, as well as in science class. The garden program (outdoor/indoor) is at the center of their place-based and experiential learning. Engagement with the local community could be stronger, as the staff acknowledged there is not much participation from the community.

The third element of the educational program states that they have a teacher with bilingual endorsement or Native American language certificate. While the teachers integrate Dine culture and language into the curriculum, the school does not have a bilingual endorsed teacher at this time. The school leadership shared that this has been a difficult process lately, and they are actively working on solutions.

The fourth component of the educational program is about connecting with the local community and Diné language. While the school is clearly embracing the language, as mentioned, they would like to connect with the local community more.

The fifth aim of Dream Diné’s educational program is to integrate music and arts in the curriculum. Teachers indicated that they do not do much music; however, they incorporate art in the curriculum by having students do drawings in connection with lessons. They also produce artwork in conjunction with cultural holidays and festivals.

The educational program also calls for “wellness and healthy living, emphasized through daily morning walks with voiced positive intentions for learning.” This was definitely observed, a beautiful ritual that students start their day with in the Navajo tradition. Focus groups verified that the students do these daily morning walks consistently, and positive intentions are expressed in Navajo/Dine.

The final component of the educational plan pertains to the campus garden and emphasizing nutrition and healthy eating. The CSD team observed students going to the garden, studying it, making notes, and planning the next phase of gardening. The focus groups confirmed that students visit the garden daily, and it is an important part of the educational plan.

2.b. Financial Compliance

The school had an increase in the total number of audit findings in the most recent fiscal year, with five findings (compared with 4, 0, and 2 in the years preceding). Still, the school has had only one material weakness finding, one significant deficiency finding, and one repeat finding over the course of the contract term.

The school prioritizes resources based on its mission and vision, to create a world-class Diné-centered educational program to ensure that the children and communities thrive. The school hired a reading interventionist and used grants to teach native languages, implementing them into the curriculum. There is ongoing training for staff.

The school follows consistent procedures and has financial policies in place. It ensures budget availability for hiring, seeking grants when needed. Savings are set aside for future building or technology upgrades/needs, as well as reading and math programs. The business manager

meets with the head administrator to review enrollment data, especially Special Education (SPED) numbers. The school recently hired an assistant business manager.

CSD would recommend as a best practice of segregation of duties that two different individuals be the Chief Procurement Officer (CPO) and business manager.

2.c. Governance Responsibilities

The governing board did not meet training requirements for any year of the contract term; at least one or two members did not meet required training hours for each year of the term. Governance notifications are not applicable as the school is a district-authorized charter school. However, the school has not met governance requirements according to statute, as the school did not consistently have a full board of 5 members over the course of the term.

2.d. Equity and Identity

Dream Diné incorporates Diné language and culture into the daily lessons, honoring the predominant culture of the students who attend. Parents and teachers feel good about keeping the Diné language alive at the school, as it has been lost by some community members. Dream Diné has met all equity guidelines in the renewal application, except they do not currently have an Equity Council. However, Dream Diné does comply with the Martinez-Yazzie mandate “to provide culturally and linguistically relevant instruction and to support and validate students’ cultures, identities, and sense of belonging.” Furthermore, Dream Diné has worked to protect the rights of all students, fostering a supportive environment where small-group and one-on-one instruction are the norm.

2.e. Tribal Consultation

The school has met the requirements of the Indian Education Act (NMSA 22-23A) and 6.35.2 NMAC.

2.f. Other Performance Indicators

Not applicable as the school is a district-authorized charter school and not under the PEC Performance Framework.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted*
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A

*Staff petitions submitted as required. Family petitions originally submitted with the application fell short of the required percentage. However, updated petitions were submitted on 11.25.23, fulfilling the required percentage.

Multi-Year Performance Framework Ratings

District-authorized school: visits and annual reports were not conducted by the authorizer. No performance ratings are available.

Site Visit Participants

CSD (in person): Cheryl Rowe (lead), Dr. Brigette Russell, Lucy Valenzuela; **CSD (remote):** Kimberly Gonzalez

School Administration: Nadine Chatto, Head Administrator; Andrea Thomas, Interventionist/Teacher; Charlotte Archuleta, Business Manager

Central Consolidated School District personnel: Herbie Ellison, CCSD Business Coordinator; Carol Gonzalez, CCSD Business Operations Administrator

School Governing Board: Virginia Johnson, Secretary; Veronica Tso

Transition School Checklist

	Item	Requirement	Due Date	Reference
	Governance Council			
G.1	Bylaws	To include provisions for removing or replacing members Must include provisions for audit and finance committees. Submitted to CSD.	January 2024	NMSA 22-8-12.3 and 22-8B-4.A
G.2	Current Membership/Leadership	List of governing body members and leadership positions (chair, vice chair etc.). Website updated to include governing body & officers,email and phone contact information for each.	January 2024	Bylaws
G.3	Finance Committee established	Names of Individuals serving on the committee, evidence of agenda of FC meetings to prepare FY25 budget	January 2024	NMSA 22-8-12.3C and 6.20.2.11-6.20.2.18 NMAC
G.4	Audit Committee established	Names of Individuals serving on the committee, evidence of agenda of AC meetings to review FY22 Audit results and management's response to any findings	March 2023	NMSA 22-8-12.3D
G.5	Conflict of Interest Policy and disclosures	Aligns with statute, approved by the board (if changes are made to existing).	March 2024	NMSA 22-8B-5.2
G.6	Anti-nepotism Policy and Procedure	Aligns with statute, approved by the board (if changes are made to existing).	March 2024	NMSA 22-8B-10
G.7	Complaint Policy and Procedure	including a process for receiving, tracking, and resolving community, parental, and other public complaints. Complaint policy to CSD.	March 2024	6.10.3 NMAC
G.8	Head Administrator Evaluation process	A Head Administrator(s) evaluation process with timeline, responsible parties, forms and outcomes (evidenced in annual calendar)	March 2024	6.29.1.9(A2) NMAC
G.9	Internal Control Procedures	Review of existing and admended if needed to transition to a state-charter.	May 2024	6.20.2.11 NMAC
G.10	Board of Finance Application	Includes three documents: Statement of Governing Body to Consult with PED ; Affidavit of Governing Body Members ; and Affidavit of Financial Records Custodian	May 2024	NMSA 22-8B-6.1 and 22-8-38.B
G.11	Employment Background Check Policy and Procedure	Review of existing and admended if needed. For the GC, volunteers, and all school personnel including the HA who may have unsupervised contact with children or students on school premises. Criteria for disqualification	May 2024	NMSA 22-10A-5
	Compliance Policies and Procedures			
C.1	Code of Ethics	Evidence of dissemination of the Code of Ethics and Standards of Professional Conduct to all licensed employees at a staff meeting; policy (if in place)	March 2024	6.60.9.8 and 6.60.9.9 NMAC
C.2	Safe Schools Plan	Determine where the school is in the 3 year cycle; if not current complete the plan with guidance by safe & healthy school.	TBD	6.12.7 NMAC
C.3	Certificate of Assurances to comply with state and federal laws	Signed by the GC and submitted as part of contract development	May 2024	Link to form
	Student Focused			
S.1	School schedule and calendar	Provide CSD copies of approved calendar, submitted with FY23 budget	January 2024	6.10.5 NMAC
S.2	English Learner support plan	Review of existing and admended if needed. To include identification, testing and services provided to ELs	March 2024	NMSA 22-13-5; 22-13-8; 6.29.1.9; 6.29.5.
S.3	Special Education program plan	Review of existing and admended if needed. To include process for tracking special education services.	March 2024	NMSA 22-13-5; 22-13-8; 6.29.1.9; 6.29.5.
S.4	Distance and hybrid learning policy	Evidence the school has a program of distance learning courses in place, approved by the board if changes are needed.	March 2024	NMSA 22-12-1.4; 6.30.8 NMAC
S.5	Attendance policy and procedures	Aligns with Attendance for success, approved by the board if changes are needed.	March 2024	NMSA 22-12A-6 et. seq.
S.6	Bullying prevention policy and procedures	Aligns with rule, approved by the board if changes are needed.	April 2024	6.12.7 NMAC
S.7	Student Discipline policy and procedures	Including policies and procedures for detention, suspension, or expulsion;approved by the board if changes are needed.	April 2024	6.11.2.1 NMAC; NMSA 22-5-4.3
S.8	Enrollment policies and procedures	Alignment with PED guidance	April 2024	Link to guidance
	Finance and Operations Documents			
FO.1	Chief Procurement Officer	Evidence of staff member certification	February 2024	NMSA 13.1-95.2
FO.2	Student Information System	Determine if system tied to the district system or if it is compatible with STARS/NOVA	February 2024	6.19.5.8
FO.3	Procurement Procedures	Evidence of review and if needed, amendmements made	March 2024	6.20.2.17 NMAC
FO.4	MOU with 3rd Parties (if applicable)	Copy of Agreement	March 2024	Charter Contract Requirements
	Teacher Focused			
T.1	Staff Performance Evaluation and Feedback	Timeline and procedures	January 2024	6.69.2 NMAC
T.2	Staff Professional Development plan	Schedule and topics	January 2024	6.6.11.8 NMAC and 6.60.6 NMAC

	Facilities Focused			
F.1	Facilities Assurance	Occupancy Certificate	April 2024	NMSA 22-8B-4.2
F.2	Insurance Document	From Poms & Associates	April 2024	

Note: Items related to contract development noted in red.