



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, Ed.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Sandoval Academy of Bilingual Education (SABE)

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 4321 Fulcrum Way NE suite a, Rio Rancho, NM 87144

Head Administrator: Jackie Rodriguez

Business Manager: Ashley Wolfel

Authorized Grade Levels: K-8

Authorized Enrollment Cap: 280

Current Enrollment: 178

Contract Term: July 1, 2015 through June 30, 2020

Mission: Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their worldview and educational and career opportunities.

Analysis of Renewal Application and Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 30, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence—A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: D, B, and B Current Standing: F in SY16 School Growth: F in SY16 Lowest Performing Students: F in SY16 and D in SY17	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> Short Cycle Assessment – Reading in English Rating for SY19: Meets Short Cycle Assessment – Reading in Spanish Rating for SY19: Does Not Meet Short Cycle Assessment – Math Rating for SY19: Falls Far Below 	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had ten (10) audit findings, including three (3) repeat.	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance Schools that have maintained all Board of Finance	<i>Meets the Standard</i>

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	authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1d Students with Special Needs • Indicator 1e English Language Learners • Indicator 2a Financial Compliance • Indicator 4b Employee Rights • Indicator 5a Facilities Requirements 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

PART C:	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions <ol style="list-style-type: none"> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>15</u> Percentage: <u>100</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>95</u> Percentage: <u>94</u> %
PART E:	Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> 1. A narrative description of its facilities 2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan 3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Rio Rancho</u> number <u>15-00003357</u>

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	<u>Maximum capacity is not listed on the certificate.</u>
	<p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978</p> <p>The school's letter indicates an NMCI score of 16.82% , which is below the current average of 23.07% (lower is better with zero being perfect).</p>
	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.</p> <p>_____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR _____ <u>X</u> school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) <input checked="" type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	Prior Amendment Requests No amendment requests were submitted.
Interviews	A summary of the stakeholder interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school did not provide a narrative response to the CSD preliminary analysis.

Stakeholder Interviews

Stakeholder interviews were conducted on October 30, 2019 at Sandoval Academy of Bilingual Education (SABE). The participants included six (6) parents, nineteen (19) students, four (4) governing council members, and six (6) staff members.

The bilingual program was mentioned by all parents as a reason why they chose SABE. More than one parent mentioned that they or their spouse grew up being told not to speak Spanish. “My kids are bicultural so I wanted them in a place that would celebrate that,” said one parent. Another parent shared how her daughter was able to communicate with her grandparents during a trip to visit them in Mexico, thanks to the bilingual program. SABE’s teachers and director were also highly praised. Despite the appreciation for the bilingual program, one parent did voice that they worry about “mission drift” at the upper grades because their son is in 5th grade and not doing any Spanish Language Arts this year. In a testament to how much parents support the school, two of the parents have become teachers so that they could work at the school.

Students listed Spanish, homework, fun activities, nice teachers and principal, and learning as strengths of the school. While students said they mostly felt challenged in their classes, several did say they wanted harder math. The head administrator is open to students wanting to start their own programs. For example, the school’s student ambassador program and after school clubs are student-led initiatives. Another student was able to start a lending library when he was in 4th grade, which has now grown to have its own small space within the school.

Three of the council members interviewed expressed their appreciation for the bilingual program as a factor for joining the governing board. While there is not a formal self-evaluation tool the board uses, council members did express that they learn from each other and have grown by asking questions. Discussions on academic performance occur during the head administrators presentations at board meetings.

When asked about school strengths, staff mentioned small size, interactions with students and parents, knowing every student, and being the only bilingual school in Rio Rancho. When asked “What role do you play in shaping the development of the school?”, one staff member responded, “I feel like everyone in the school has a role.” Staff noted that parent involvement is great at the school. One teacher was a former PTA member before deciding to work for the school full-time. Teachers report that they will assist each other even outside their own grade level. Staff are able to rely on each other for help and support



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Part A: Preliminary Data Report and Current Charter Contract Terms

Sandoval Academy of Bilingual Education December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

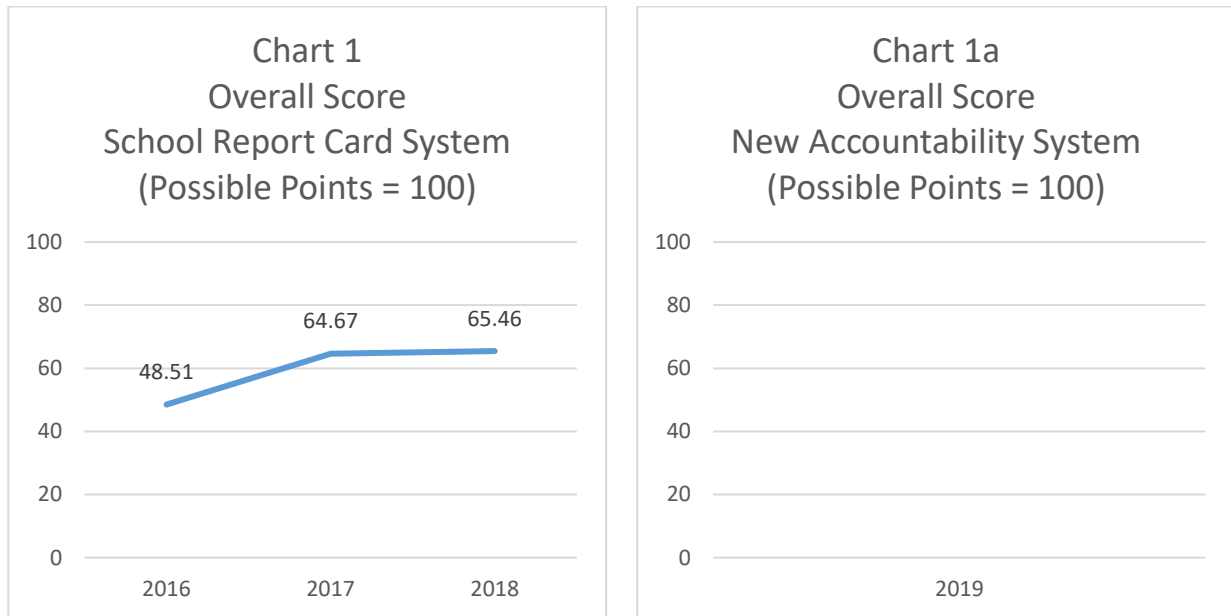
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

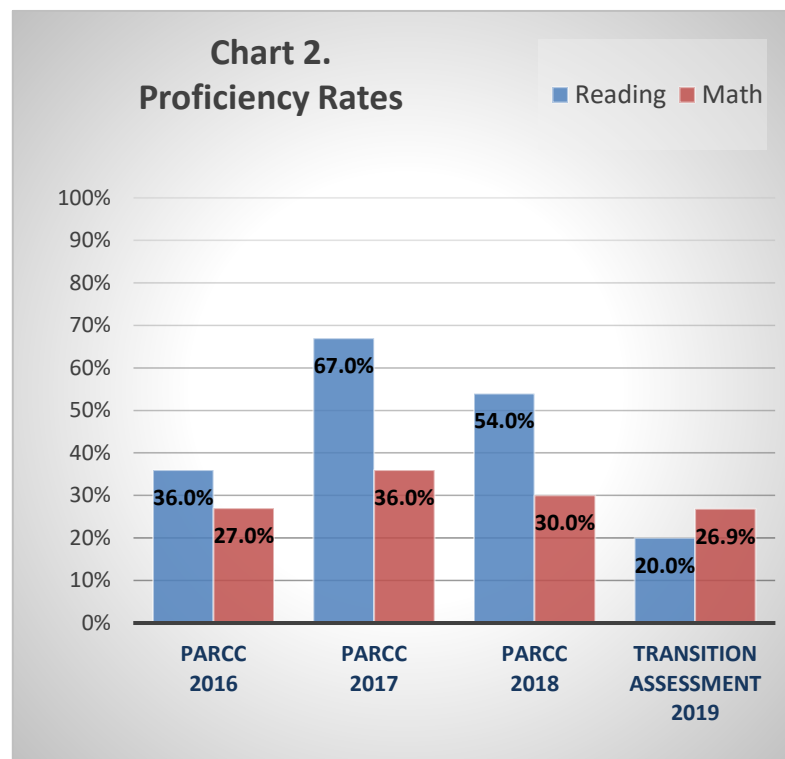
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

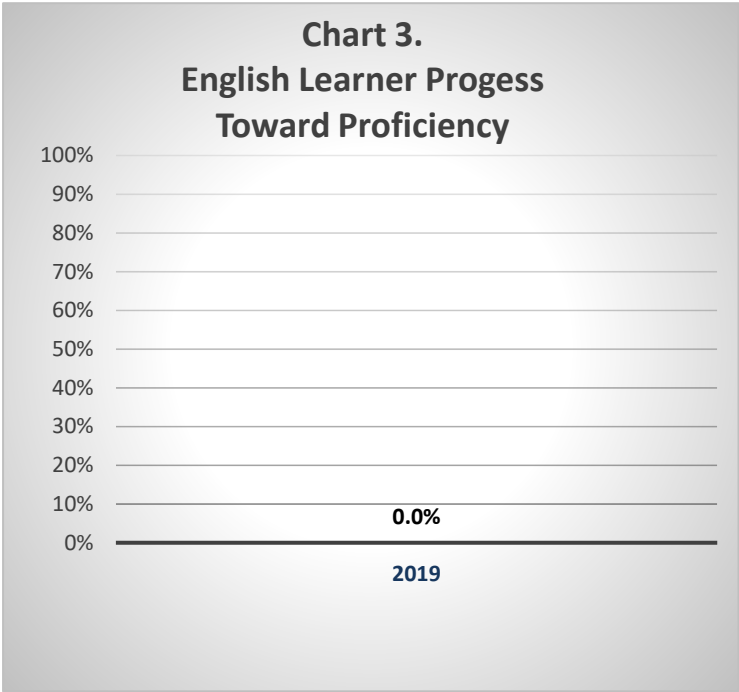
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



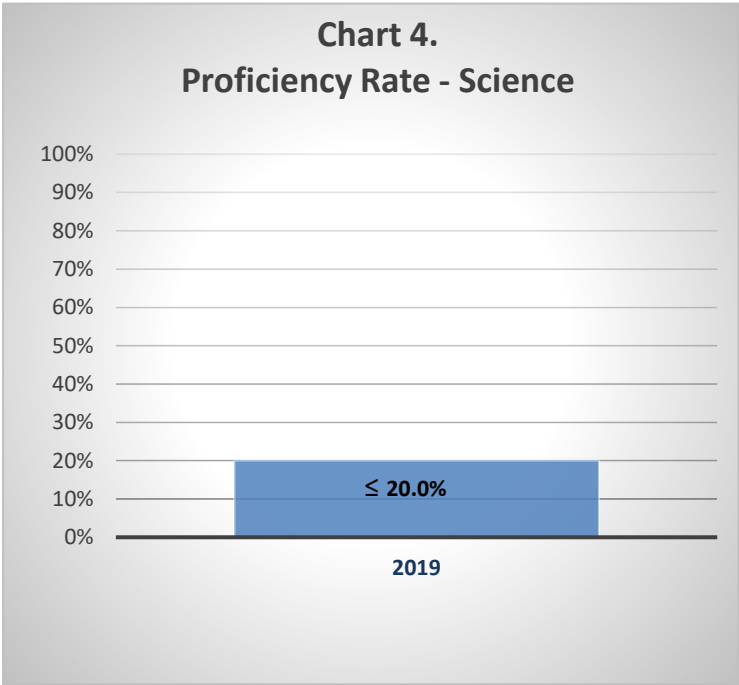
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



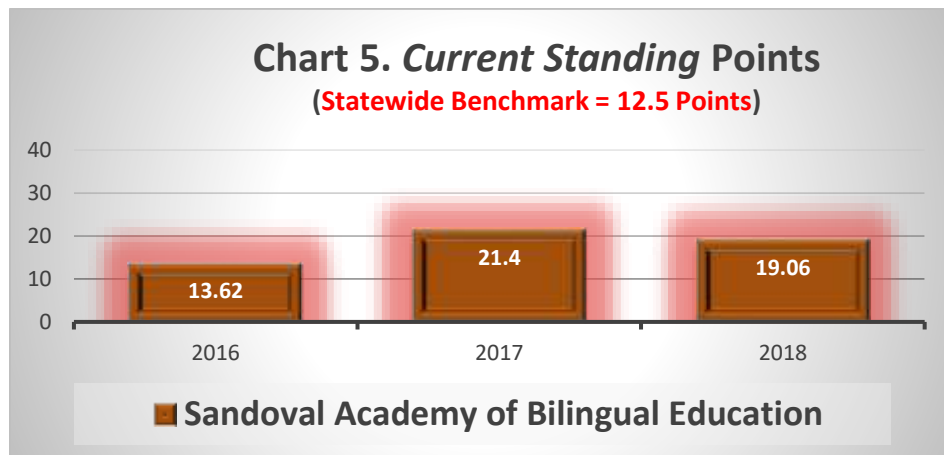
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



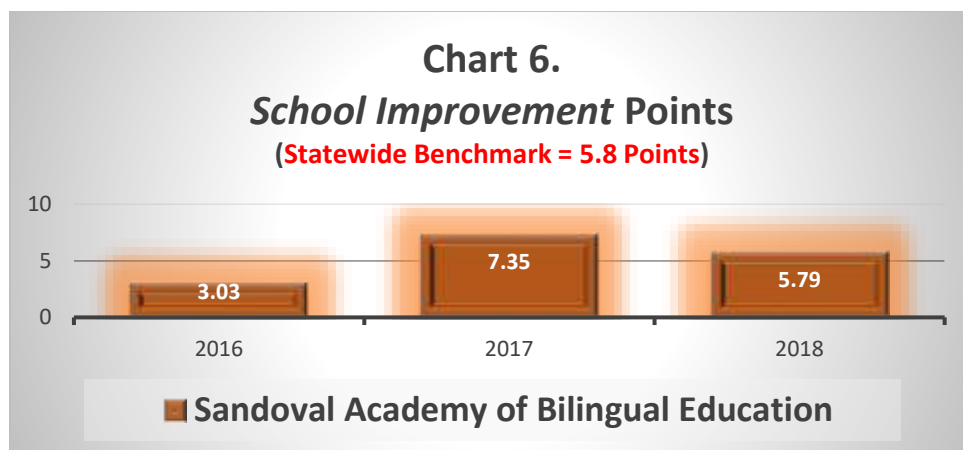
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

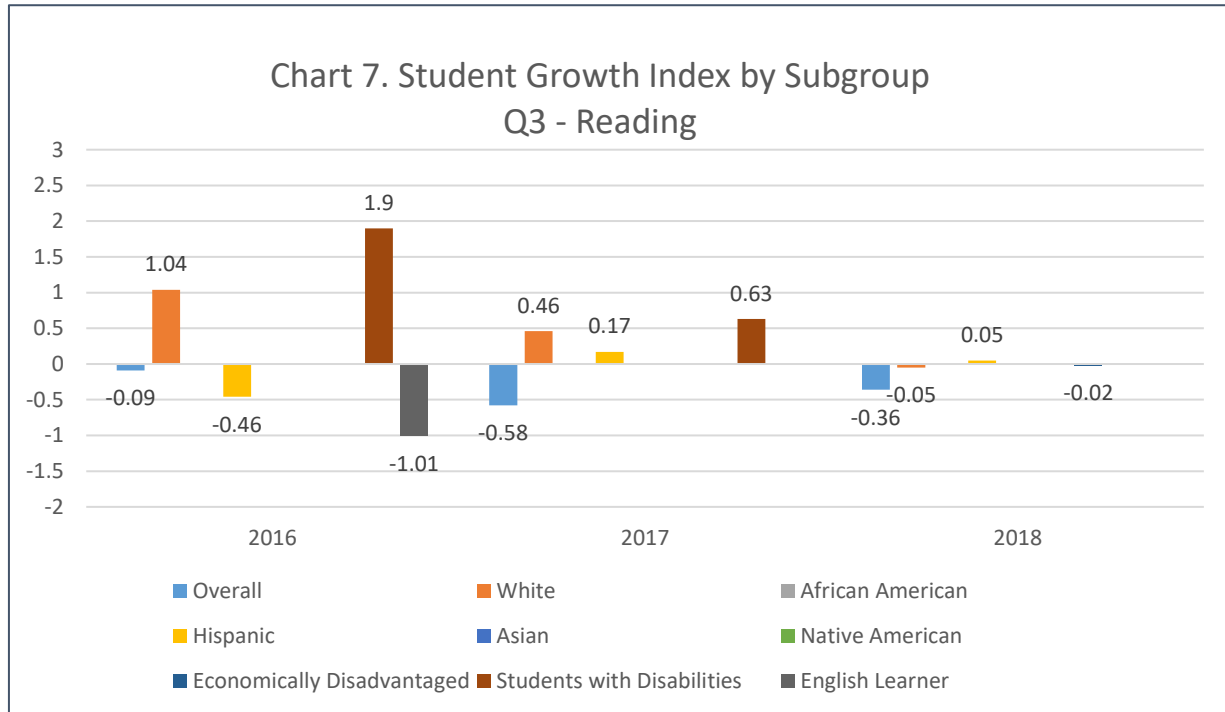


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



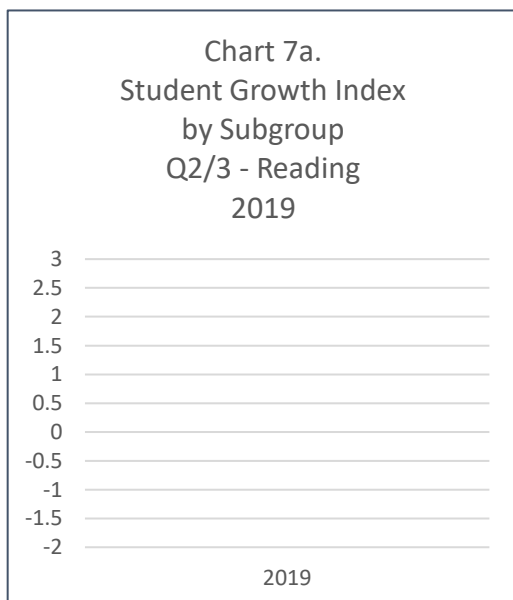
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



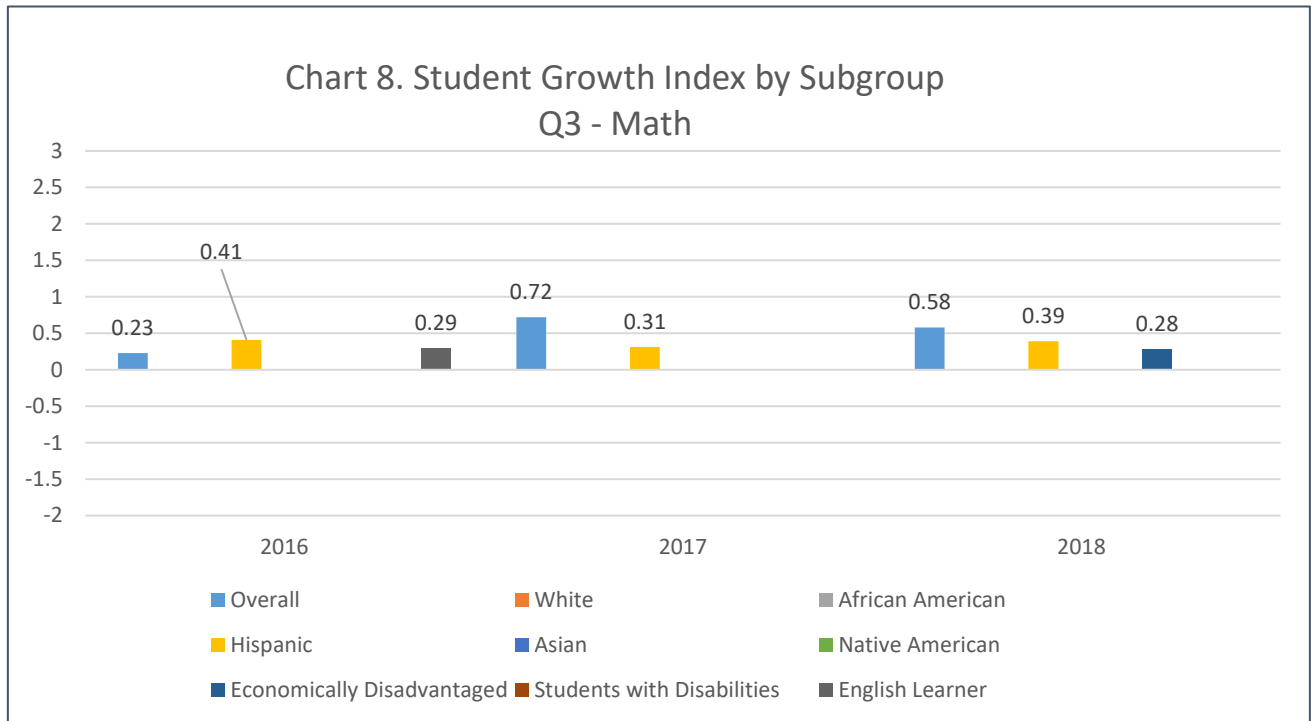
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



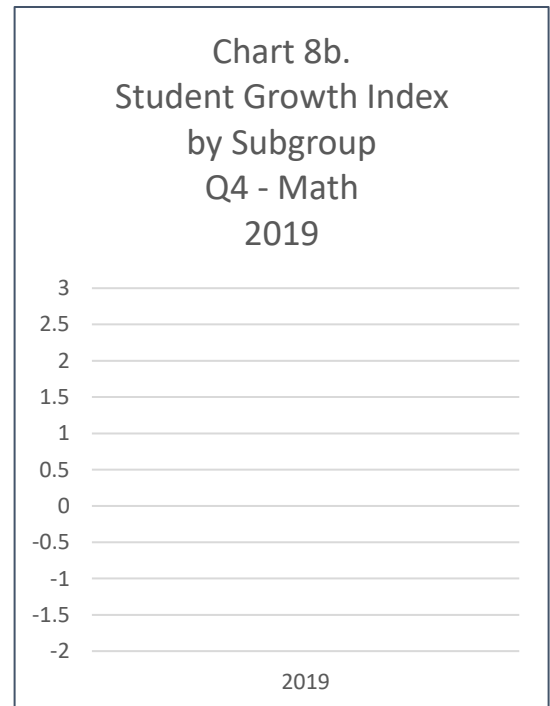
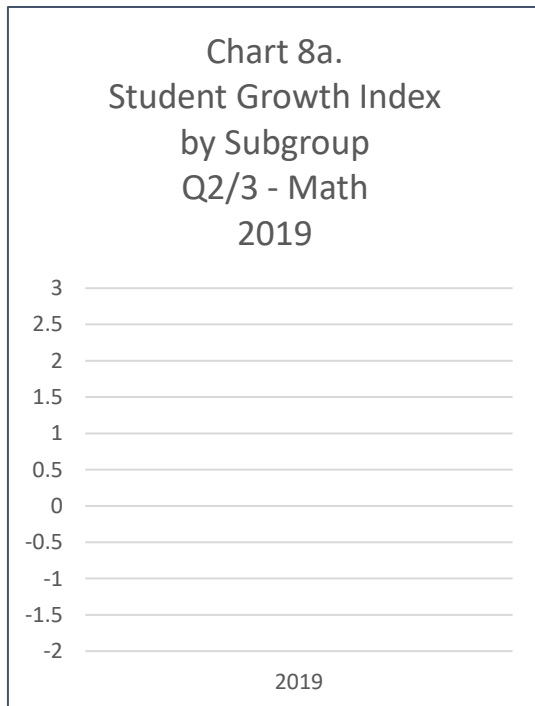
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



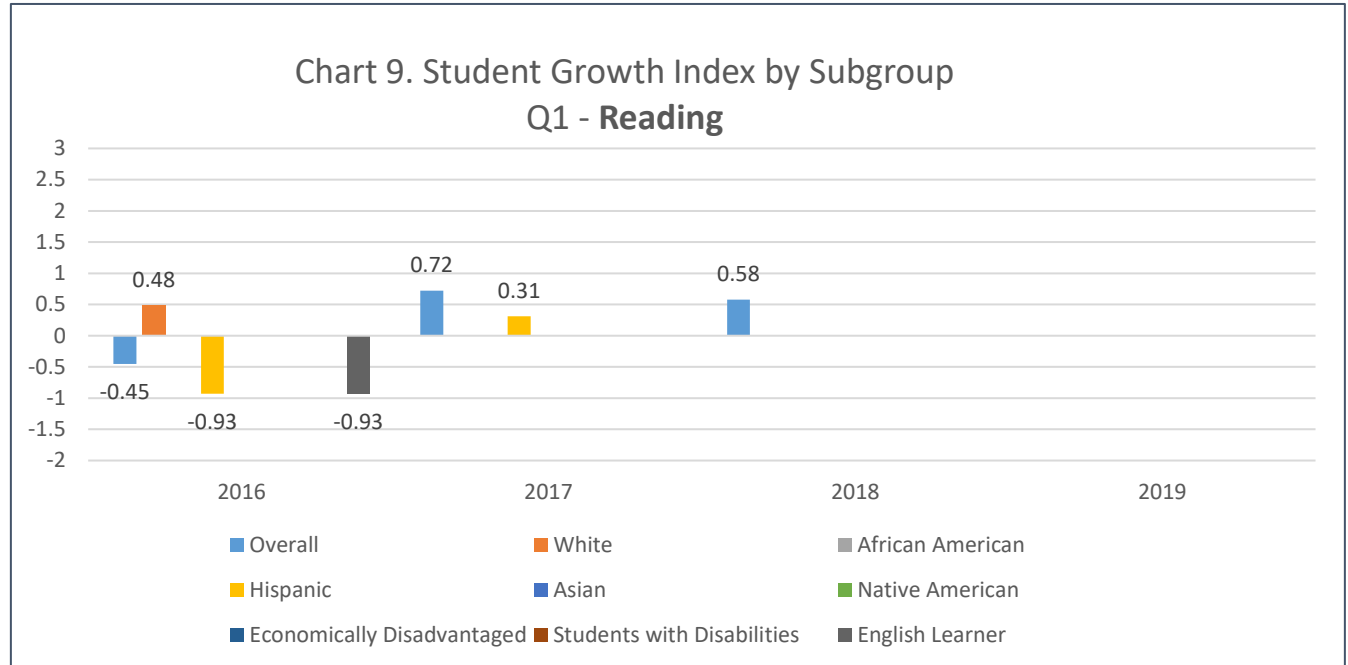
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

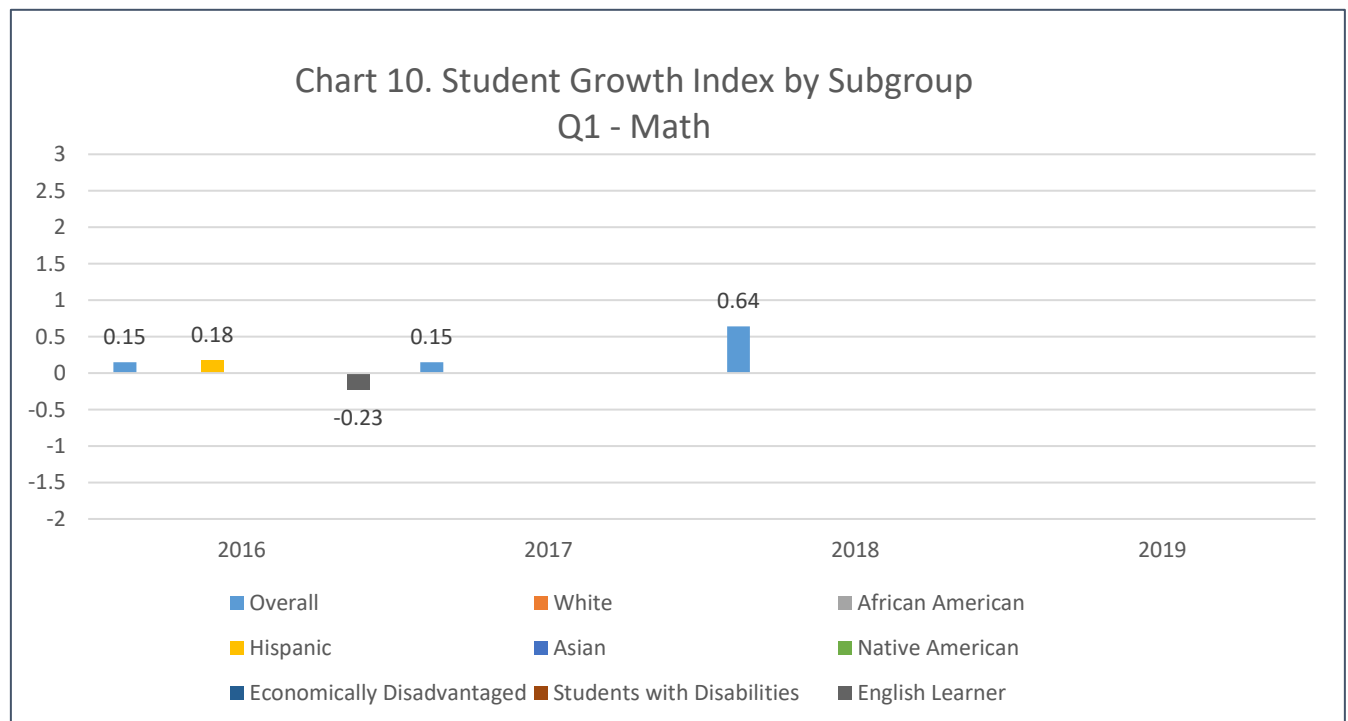


Subgroup – Lowest-Performing Students in Reading

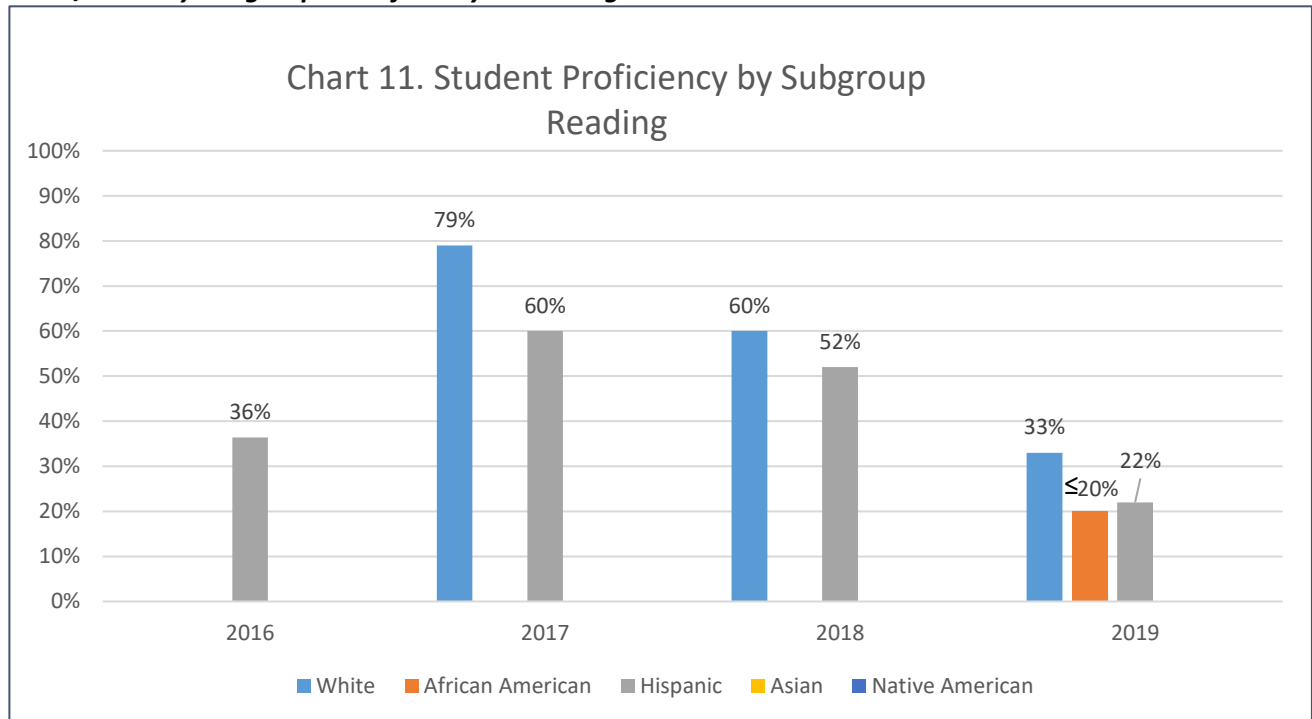
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



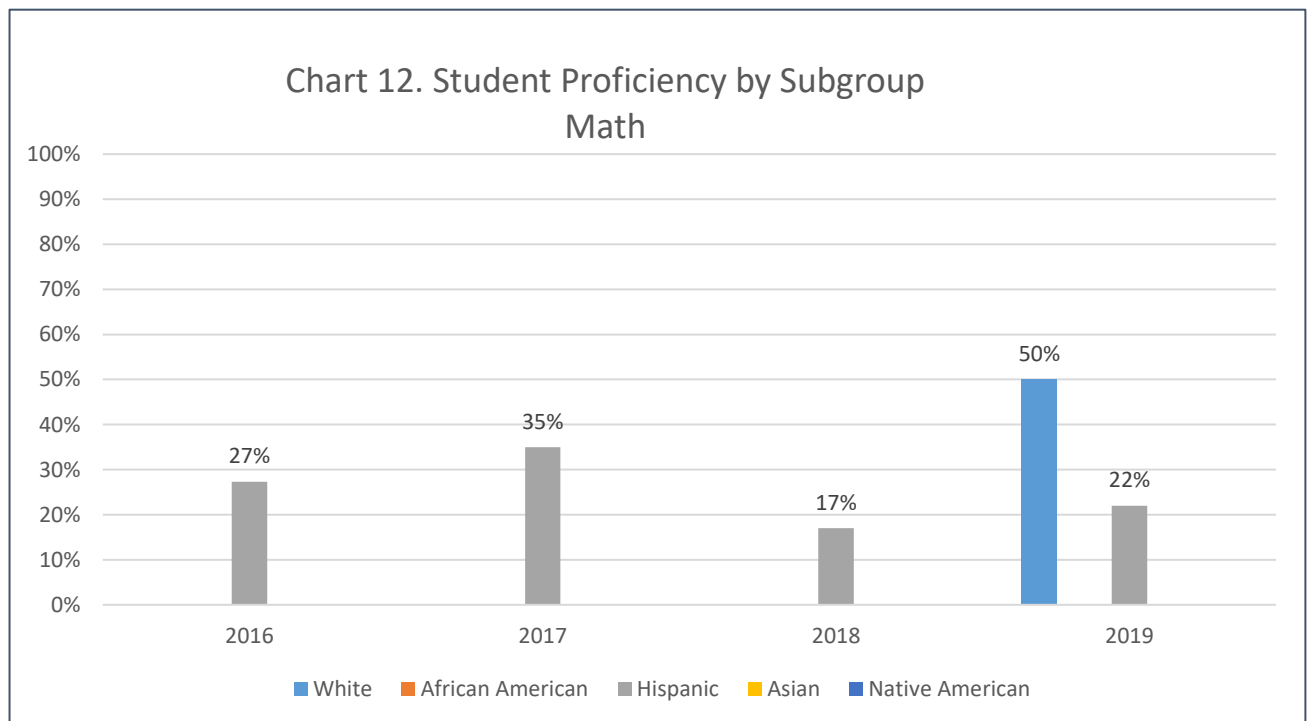
Subgroup – Lowest-Performing Students in Math



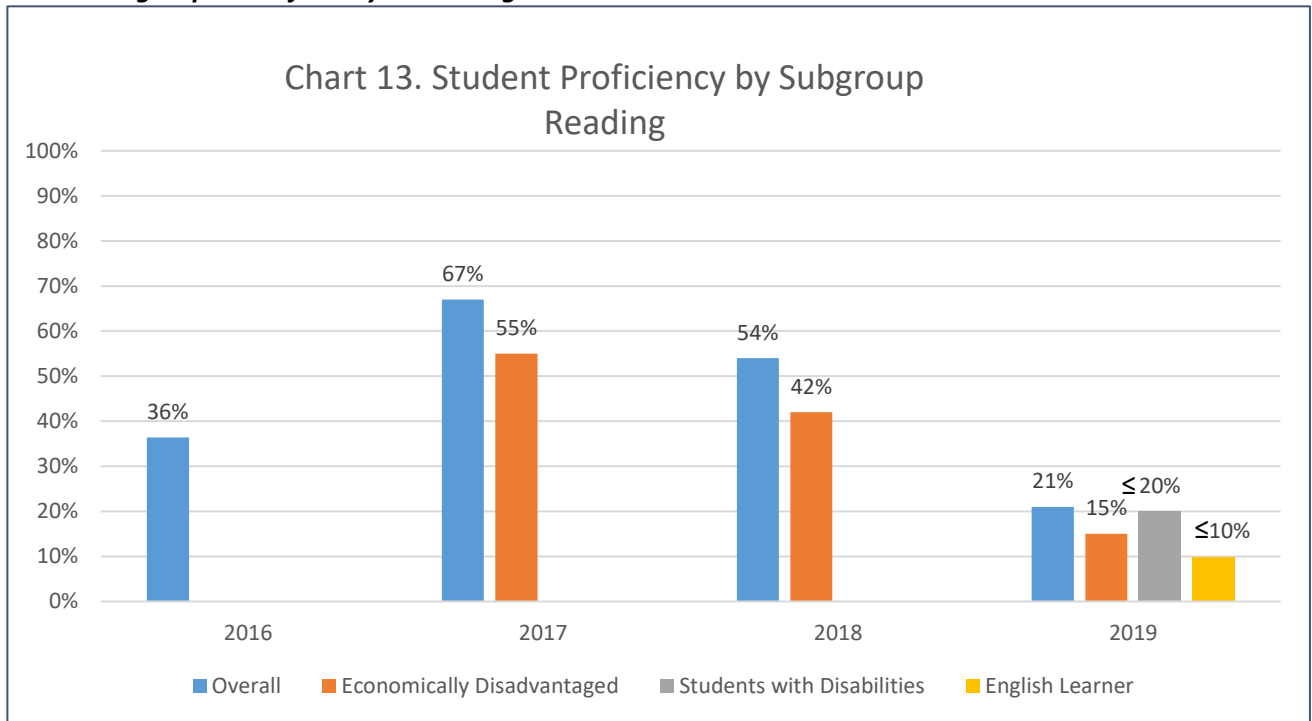
Race/Ethnicity Subgroups - Proficiency in Reading



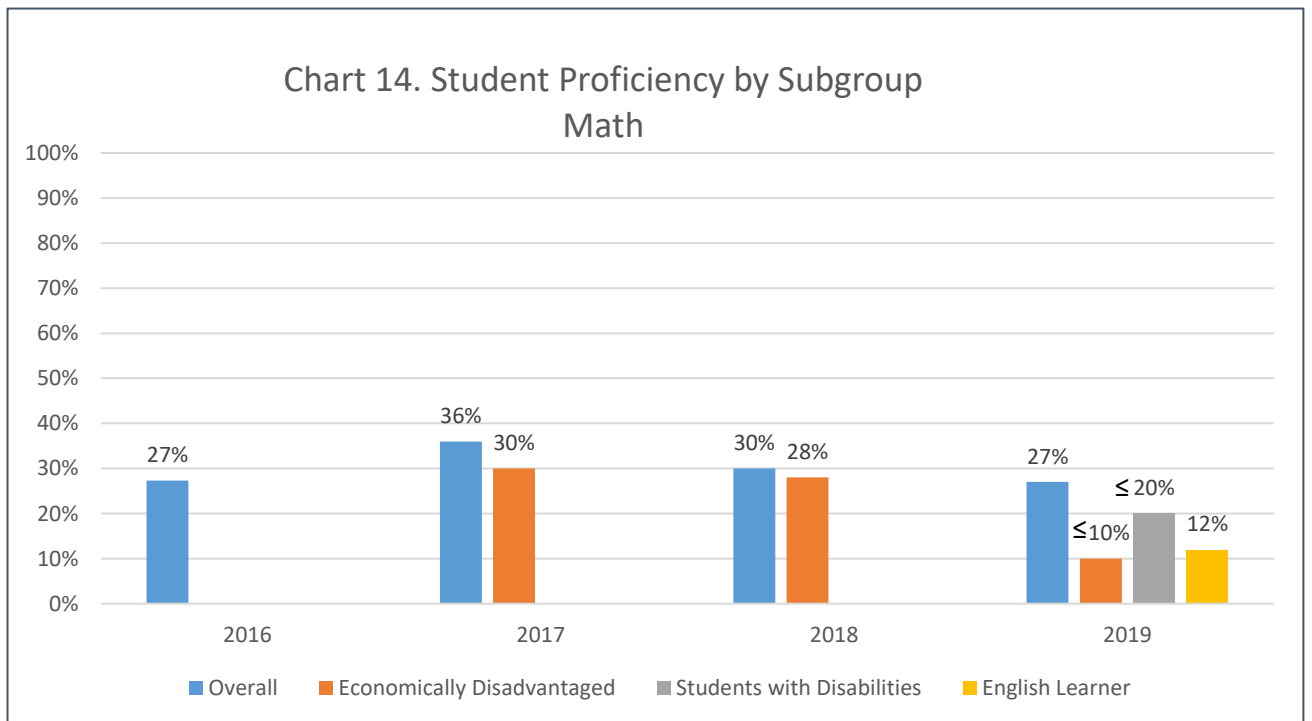
Race/Ethnicity Subgroups - Proficiency in Math



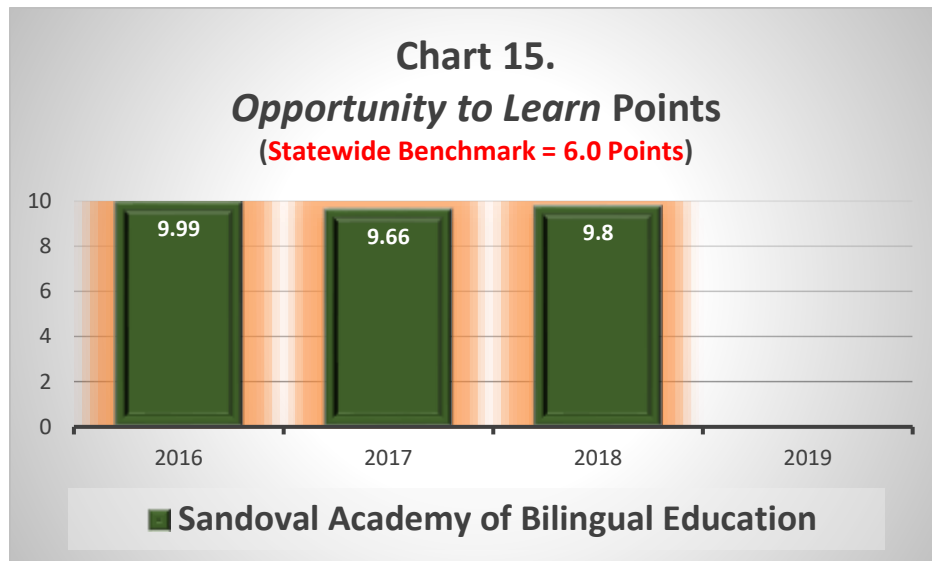
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING IN ENGLISH. Short Cycle Assessment data (DRA2) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school meets the target of this indicator if 66-79% of Cohort 1 students AND 61-74% of Cohort 2 students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at grade level on the winter or spring short-cycle assessment.
2. SHORT CYCLE ASSESSMENT READING IN SPANISH. Short Cycle Assessment data (EDL2) will be used to measure academic growth or proficiency in Spanish of Full Academic Year (FAY) students. The school meets the target of this indicator if 66-79% of Cohort 1 students AND 56-69% of Cohort 2 students made at least one full year's growth in Spanish short-cycle assessment scores when comparing beginning year results to later results OR The student tests at grade level on the winter or spring short-cycle assessment.
3. SHORT CYCLE ASSESSMENT MATH. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 1-3. The school meets the target of this indicator if 74-84% of students made at least one full year's growth in the math short-cycle assessment OR The student tests "average," "high average" or "high" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Exceeds	Meets
2017	Falls Far Below	Falls Far Below	Falls Far Below
2018	Exceeds	Falls Far Below	Does Not Meet
2019	Meets	Does Not Meet	Falls Far Below

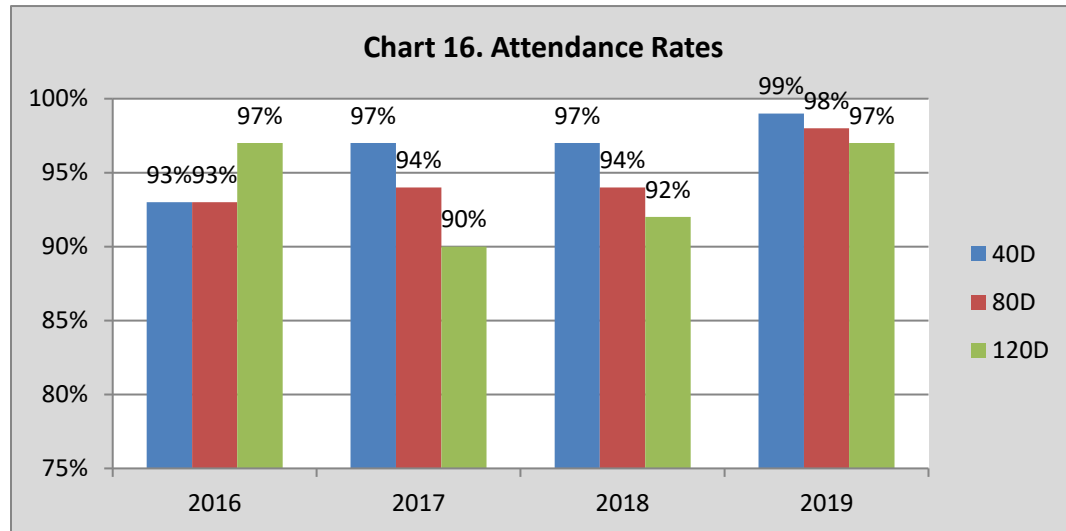
¹ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

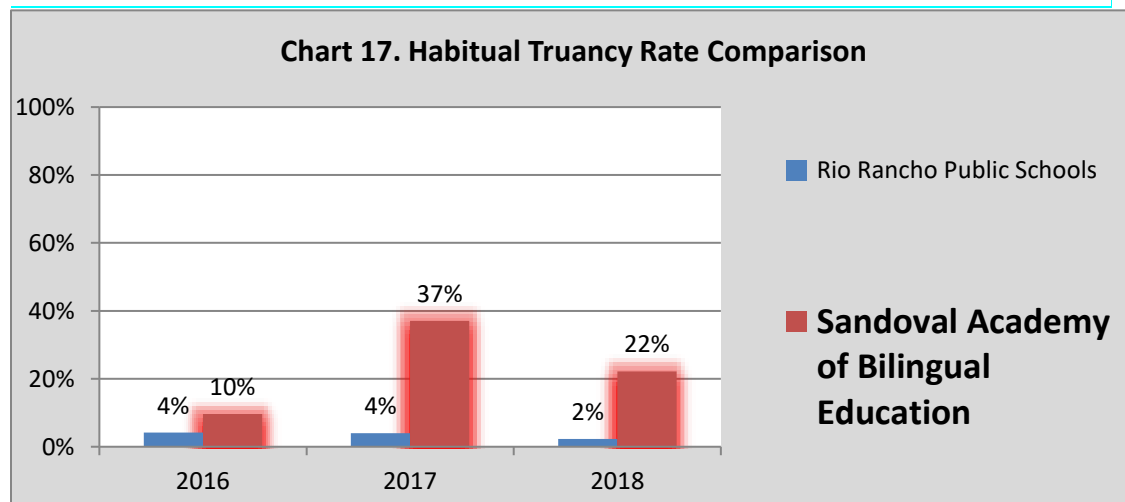
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.

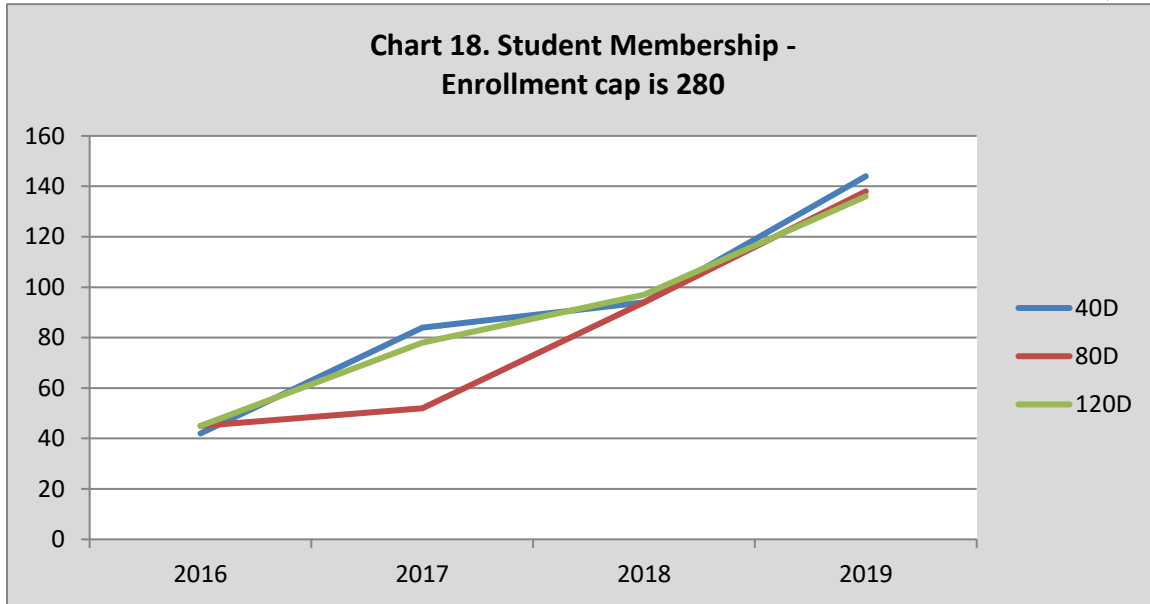
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



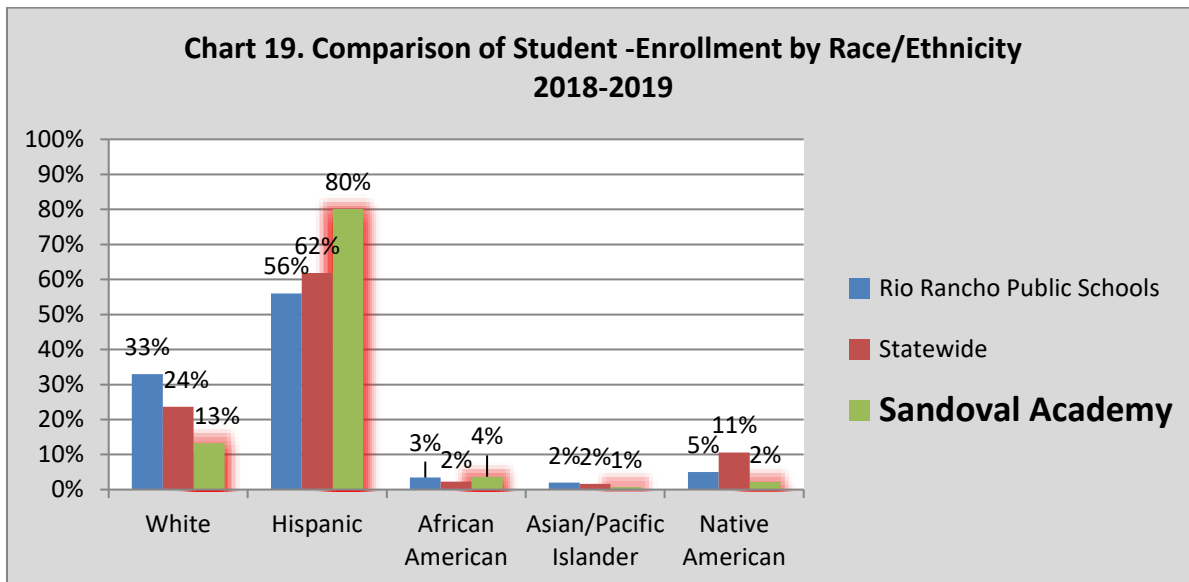
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

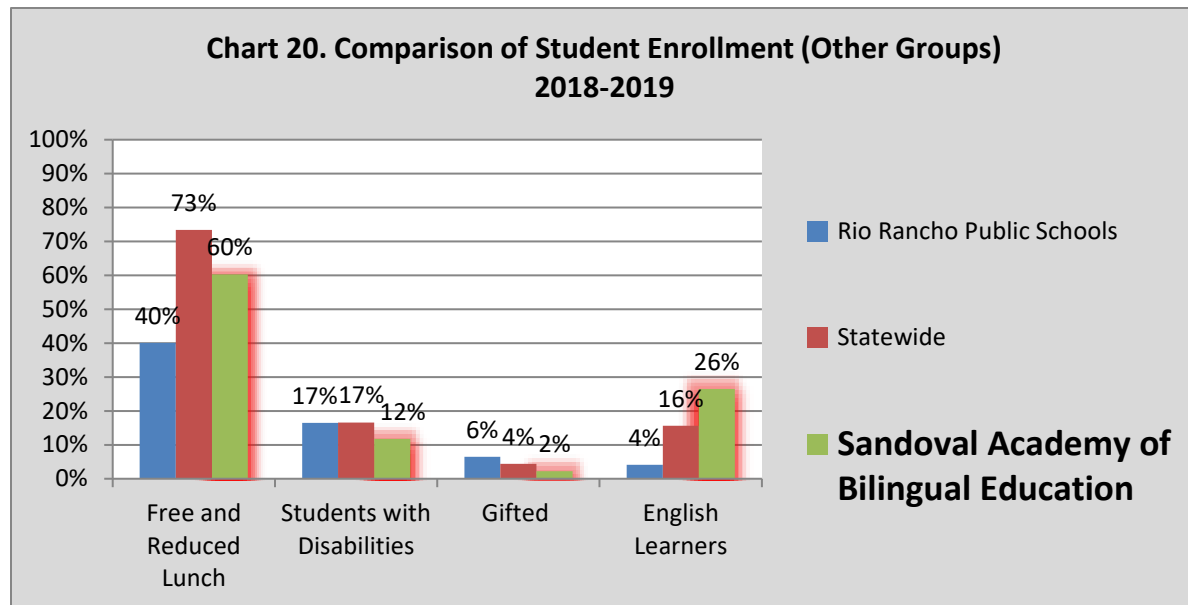


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

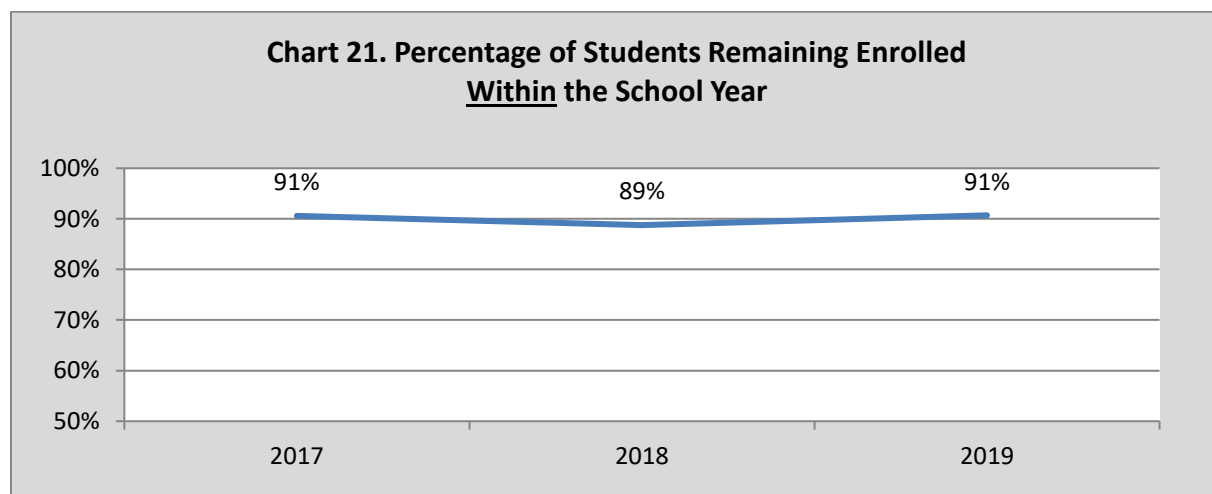


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

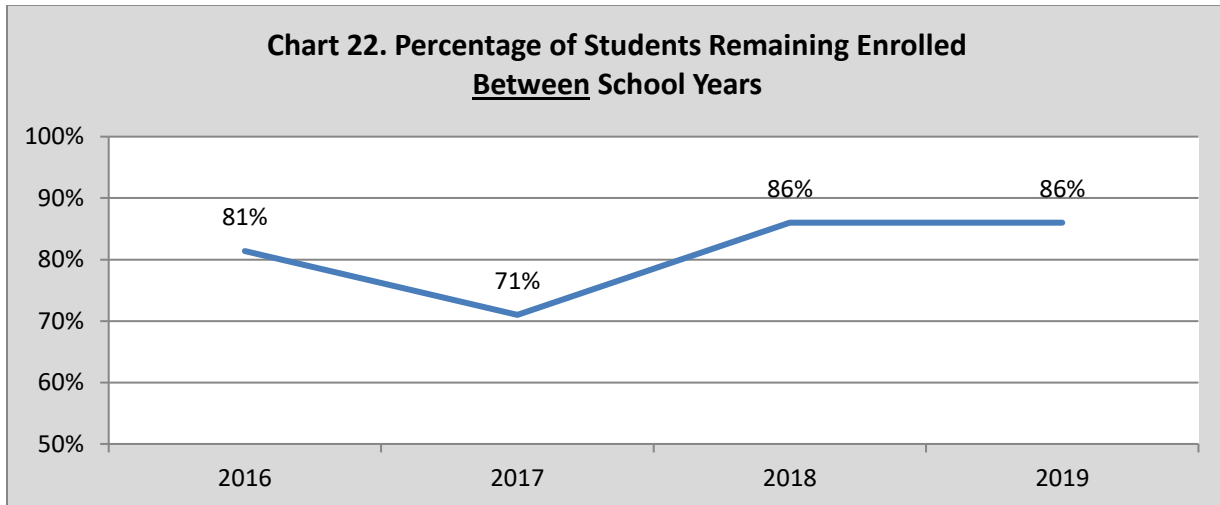
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

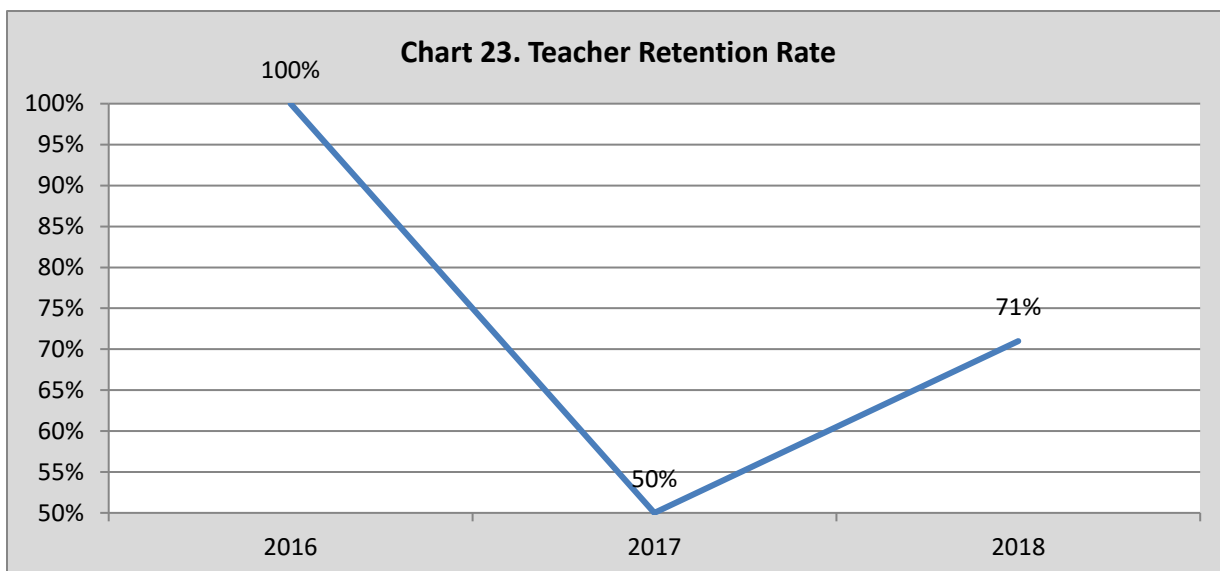


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	2	2	0
FY17	3	1	0
FY16	5	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Timely Deposit of Cash Receipts (Previously #2017-001) (Other Noncompliance)

Condition/Context: During our testing over cash receipts, we noted 1 cash receipt that was not deposited within 24 hours of receipt. In addition, we noted 8 out of 11 receipts that did not include pre-numbered receipt slips, which we were unable to determine the receipt date along with how many transactions made up that one receipt in order to test that receipts were deposited within 24 hours of receipt.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: Procedures are already in place to ensure timely deposits within the required timelines. Compliance with these procedures will be emphasized to staff collecting funds to ensure that all deposits are received and properly recorded.

2018-002 Chief Procurement Officer Registration (Previously #2016-001) (Other Noncompliance)

Condition/Context: The School did not have a Chief Procurement Officer (CPO) until February 2018. Due to the absence of a CPO during the fiscal year, the chief procurement officer did not appear as registered with the General Services Department site until June 2018.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: In FY2018, Sandoval Academy's Executive Director was unable to become CPO Certified until February 2018 due to classes only being offered quarterly. The School is aware of the state statute and the Executive Director has been a Certified CPO for the School since February 2018.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

In order to achieve language acquisition through dual language immersion, the School will provide content instruction in both Spanish and English starting at 90:10 and increasing yearly until plateauing at 50:50 at year four. The breakdown of the percentage of instruction in each language will be as follows:

- Kindergarten- 90 percent Spanish and 10 percent English
- Grade 1 - 80 percent Spanish and 20 percent English
- Grade 2 - 70 percent Spanish and 30 percent English
- Grade 3 - 60 percent Spanish and 40 percent English
- Grades 4-8 - 50 percent Spanish and 50 percent English

Student – Focused Term(s).

In addition to core instructional areas, the School commits to provide art, music, and P.E. for its students.

Teacher – Focused Term(s).

All classroom teachers will hold a bilingual endorsement. In addition, the School will make provisions for its staff to be trained by Dual Language of New Mexico and/or New Mexico Association for Bilingual Education.

Parent – Focused Term(s).

The School will expect that parents volunteer a minimum of 10 hours a year.

3b. Organizational Performance Framework

Sandoval Academy of Bilingual Education	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	No Current Compliance Concern	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Not Applicable

3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Lisa Spangler		12/12/2018	Active	8	8	0
Octavio Munoz	Secretary	4/13/2017	Active	8	0	8
Rebecca Torres	President	1/24/2018	Active	10	12	0
Scott Heller			Active	10	10	0
Wayne Mooseman	Treasurer	1/24/2018	Active	8	8	0
Brennan Divett	Vice Pres.	11/1/2015	Active	8	8	0

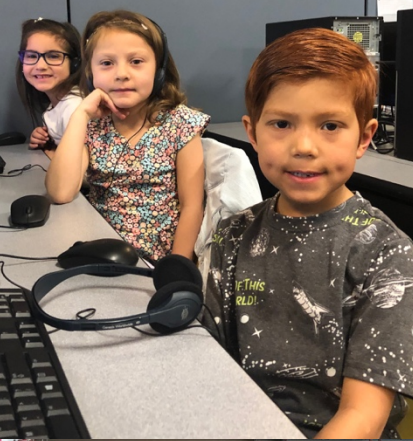
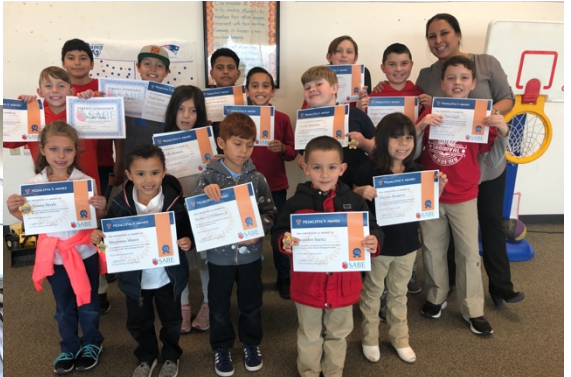
Figure 7. Current governing council members.

*Training requirements reduced by any approved exemptions.



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)



State Charter - Renewal Application October 2019

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

Type equation here.

School response:

SABE was founded on the belief that every student deserves the opportunity to attain proficiency in Spanish and English regardless of their background or abilities. SABE aims to bridge the achievement gap among English Learners, economically disadvantaged, minority, and special education students by providing them with culturally-based, differentiated instruction in both English and Spanish. ~Brennan Divett (Co-Founder, Current Vice President of Governing Council)

This vision fostered the development of SABE's Mission Statement.

Mission Statement:

Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their worldview and educational and career opportunities.

Program Design/Learning Program:

Sandoval Academy of Bilingual Education is a kindergarten through eighth grade charter school located in Northern Rio Rancho. It offers a two-way, 90:10 dual language enrichment program where all students engage in rigorous learning of all content through both English and Spanish.

As a 90:10 dual language program, instruction is broken down as follows:

Kindergarten:	90% Spanish instruction, 10% English instruction (core content areas)
1 st Grade:	80% Spanish instruction, 20% English instruction (core content areas)
2 nd Grade:	70% Spanish instruction, 30% English instruction (core content areas)
3 rd Grade:	60% Spanish instruction, 40% English instruction (core content areas)
4 th -8 th Grades:	50% Spanish instruction, 50% English instruction (core content areas)

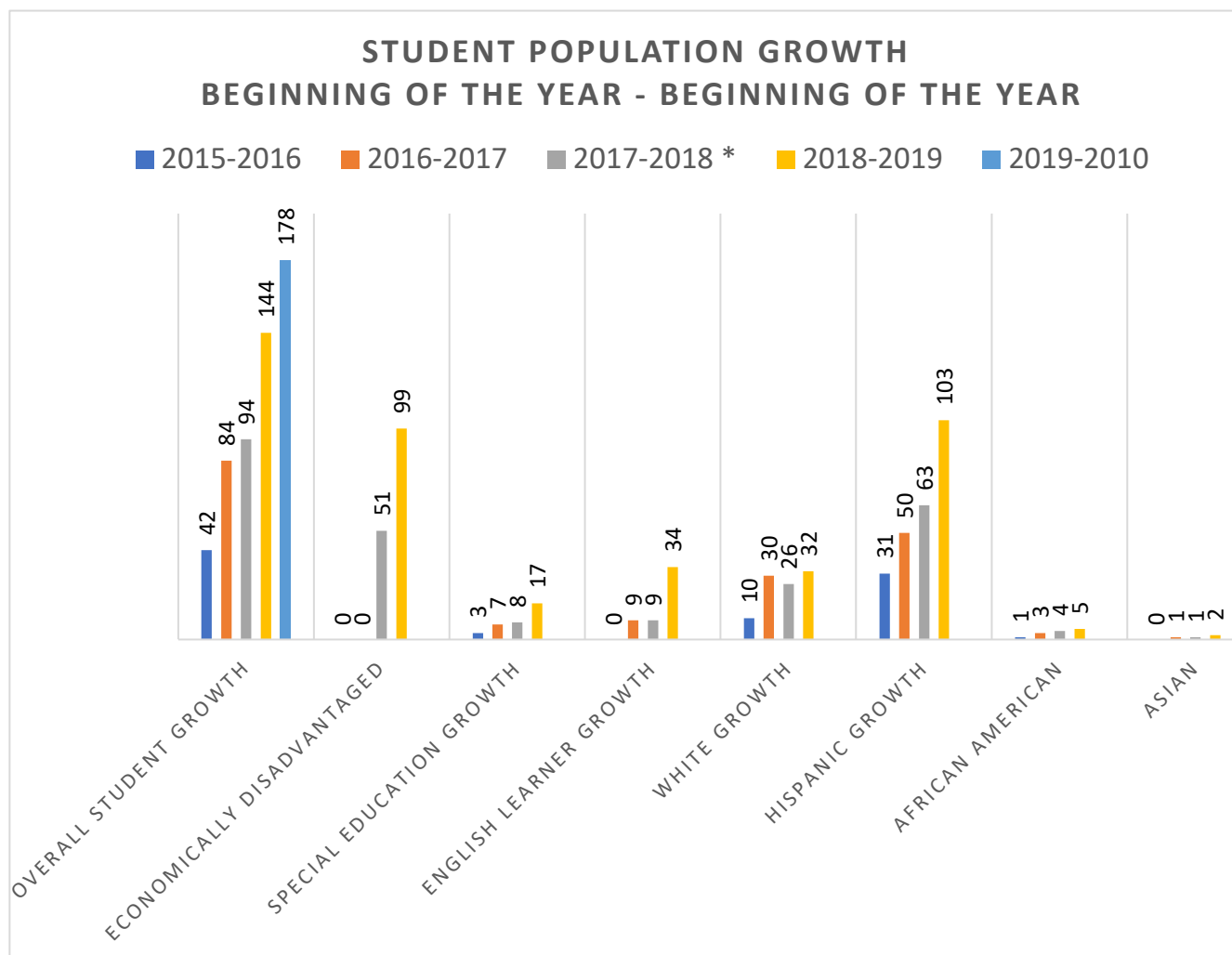
Utilizing a two-way model, students from each of the language groups (monolingual English, monolingual Spanish, and entering bilingual students) are placed in mixed groups where they are able to serve as language models, in addition to the teacher, while others serve as language learners. By allowing all students to serve in each of these roles based on the language of instruction, authentic language use is leveraged while fluency and comprehension are accelerated.

There are now over 35 years of research indicating that well-implemented dual language programs provide all learners the benefit of becoming bilingual and biliterate while developing cognitive flexibility and problem-solving skills. As popularity and implementation grow across the country, it is well known that dual language programs serve as an appropriate setting for students of all ability levels and backgrounds.

In our fifth year of operation, we continue to attract students from all corners of the metro area (Rio Rancho, Albuquerque, Placitas, Algodones, Bernalillo, Santa Ana Pueblo) while striving to continue building diversity among our population. Located in Northern Rio

Rancho and within the district boundary of Rio Rancho Public Schools, we are the only dual language program serving the demand of the Rio Rancho community. The types of bilingual programs offered by Rio Rancho Public Schools are unknown as their website does not indicate any.

Below is a breakdown of the demographics and our changing population over the years. A couple of celebrations to note in the data are the steady overall growth in student population as well as the drastic growth of underserved students in the economically disadvantaged, special needs, and English learner sub-categories. You will also see graphs from the Public Education Department's Part A that illustrates how our school population compares to the state average and local district average. At Sandoval Academy of Bilingual Education, we are serving a very diverse group of students with diverse needs.

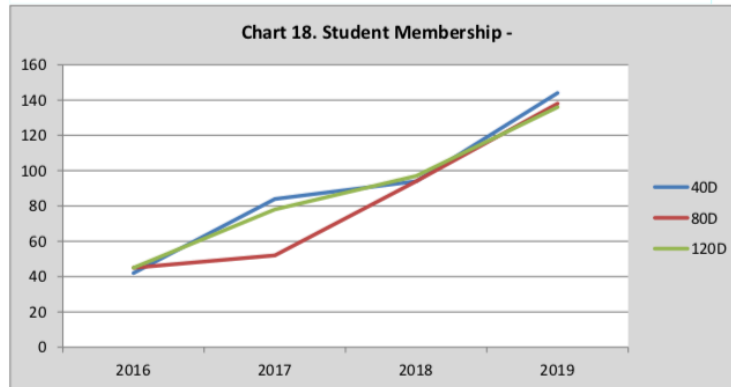


The graphics below are taken from the PED/CSD Part A of our Renewal Application

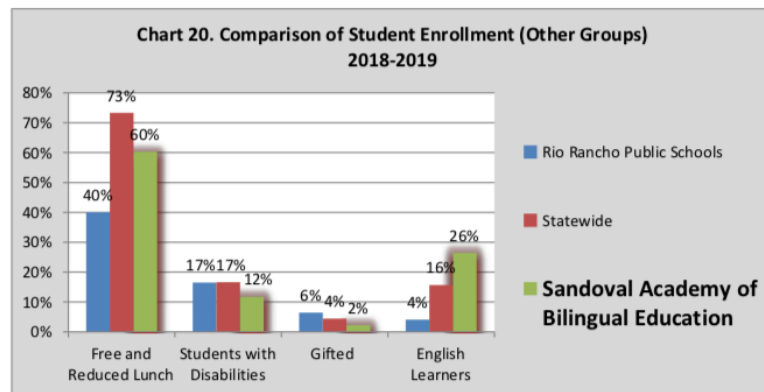
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

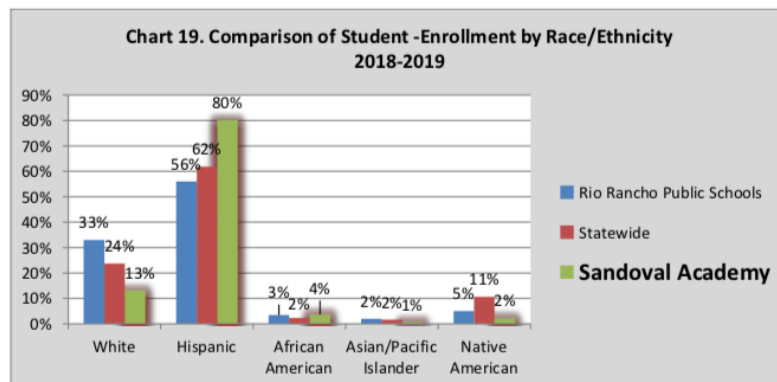


Enrollment by Other Subgroups



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Program Design/Learning Program continued:

To measure effectiveness with regard to being considered a well-implemented program, Sandoval Academy of Bilingual Education utilizes The Guiding Principles of Dual Language Education, Third Edition as a primary resource. This document is a nationally recognized guide published by the *Center of Applied Linguistics and Dual Language Education of New Mexico* which provides a relevant research base, considerations for seven broad areas of program effectiveness, as well as many key points and rubrics for self-evaluation. The seven strands of this document consist of:

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Staff Quality & Professional Development
6. Family & Community
7. Support & Resources

From this document, it is expected, and Sandoval Academy for Bilingual Education has adopted the three goals of dual language education. They are:

- High academic achievement in English and Spanish
- Bilingualism and Biliteracy
- Socio-cultural competence

As part of the research supporting dual language program effectiveness, it has been noted that one-way and two-way dual language programs are the only bilingual models that support English learners to reach and exceed the 50th percentile on English reading assessments. If continued through high school, English learners in well-implemented programs are able to outperform the average native English speaker on the same English reading exam (Collier & Thomas, 2009).

At the school level, we utilize tools at Sandoval Academy of Bilingual Education to ensure that teachers are meeting expectations to support the dual language programming and instruction. We have a Language Articulation Plan that creates block schedules for teacher to ensure that they are providing the required percentage of minutes in both languages of instruction (Spanish & English). This block schedule approach also supports best practice in literacy and math in the number of minutes of instruction. It also allows for targeted intervention blocks within both Language Arts and Math. This intervention block allows for our teachers to collaborate and plan a support system for all students with our intervention programs, support providers, and special education team.

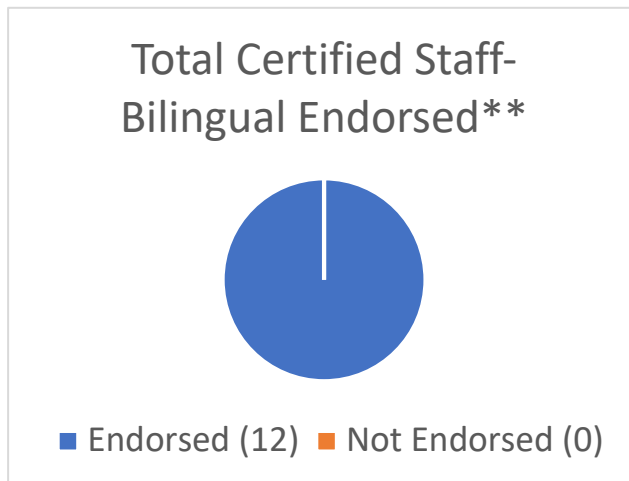
Our curriculum committee is currently developing a Curriculum Articulation Plan that clearly identifies programs, strategies, requirements, and a bilingual language trajectory.

Implementing a successful dual language program requires a high understanding of second language development and acquisition, research, instructional methodologies, and effective

classroom practices. We continue to seek out and provide high-quality professional development.

Staff must hold a bilingual endorsement to instruct the Spanish portion of our program. Many hold their Teaching English as a Second Language (TESOL) endorsements as well.

Endorsements held by certified staff:



***Two staff are pending waiver approvals.*

Teaching Methods

Sandoval Academy of Bilingual Education utilizes the following training and structures to ensure alignment and consistency in program delivery.

Professional Learning Committees

Through our work in developing PLC's, we understand its positive impact on student achievement, improved instruction, elevated test scores, and the focus on continuous and reflective practices. This has been a slow and steady process. We have continued to develop our TEAM (together everyone achieves more) meetings that are focusing on the guiding questions:

1. *What is it we want our students to learn?*
2. *How will we know if each student has learned it?*
3. *How will we respond when some student do not learn it?*
4. *How can we extend and enrich the learning for students who have demonstrated proficiency?*



Graphic from: <https://medium.com/a-teachers-hat/professional-learning-communities-creating-cultures-of-success-aa66e5868bc9>

Through our continued work on TEAM meetings, we focus on improved instruction, student data and work samples, differentiation, intervention, curriculum alignment; all while continuing to maintain a positive school culture.

Instructional Foci

One of the benefits of being a charter school is the autonomy to develop curriculum and identify resources and methods of instruction that support our program. With that development comes the alignment of our professional development needs. PD is focused on the development of said curriculum and alignment to best practices in dual language, language acquisition and literacy instruction.

Curriculum and instructional strategies include those listed below.

OCDE Project GLAD® -Guided Language Acquisition Design (GLAD):

GLAD is a sequence of high-quality strategies for the teaching of academic content to language learners. It was developed in southern California over 30 years ago and has demonstrated to raise the academic achievement of multilingual classes of English Language Learners (OBEMLA report, 1998). GLAD is developed around thematic units which integrate language arts, science and social studies. They are designed to directly address the Common Core State Standards, and to deliver them in a way that makes them comprehensible to students at different language levels. GLAD strategies include many visual charts, wall charts, chants, and a number of cooperative learning structures in which students learn to work with each other in order to practice academic skills. The strategies are active and dynamic; the pace is lively. With six of the nine classroom teachers already trained, Sandoval Academy of Bilingual Education is committed to providing the six-day Tier I training to all teachers. This will ensure the sustainability of the instructional framework and implementation of consistent methods (K-8). There are currently three new to SABE teachers not trained. They will receive the professional development during the Spring semester, if budget allows. Professional development for GLAD is an intensive 6-day training. It is provided by Dual Language Education of New Mexico and includes two days of research and pedagogy, while the other four days focus on classroom observation of strategies in action.

American Reading Company - Core Reading Curriculum (English & Spanish):

The American Reading Company curriculum is aligned to Common Core State Standards and provides teachers with the resources in teaching literacy (English or Spanish) while using a balanced literacy approach. ARC provides teachers with a wealth of leveled, high student-interest books in English and Spanish. A benefit to dual language programs is the fact that ARC Spanish books are not simply translated version of English text, rather, they are authentically Spanish created materials. The Literacy Lab provides an excellent balance of fiction and nonfiction selections. All of these resources easily align with the existing themes that are used in conjunction with GLAD strategies. This program also offers opportunities for differentiation in classroom instruction. Small groups can utilize different books that focus on the same theme but are customized to the students' levels. The assessment portion helps staff to support their students in small groups and one-on-one Tier 2 support. Support staff/interventionists can also use these resources when working with small groups. This creates a connection between what is being addressed in and out of the

regular classroom. Professional development includes on-site training and webinars to assist in the successful implementation of the ARC program and the assessment.

Eureka Math

Eureka Math is a rigorous curriculum provided in both English and Spanish. Eureka Math was developed with math learning research in mind. It focuses on essential skill development. It also provides many opportunities for differentiation in the classroom. Through the use of games and learning centers, in addition to the core lessons, students can participate in additional practice and/or enrichment activities. The program builds on the concepts that students have already mastered by including those concepts in future lessons. Students can revisit topics to ensure mastery by the end of the school year. We continue to seek out professional development resources to provide our teachers continued support in the successful implementation of Eureka Math, as well as the pedagogical learning of math instruction. We are currently seeking out on-site professional development from Great Minds, the developer of Eureka Math, or math specialists at Cooperative Education Services. Great Minds and Engage NY also offer many webinars and videos to support teacher instruction that teachers utilize.

Measures of Student Achievement

Through the use of the traditional summative assessments: Istation, Istation Español, New Mexico Transition Assessment, and SBA Science, at SABE we also utilize our performance assessment (DRA, EDL, NWEA Math) benchmark data and other formative assessments (ARC, running records, teacher observations, end of module assessments, exit tickets, writing samples) to establish practices that reflect on student data. This too, like our PLC framework, does take time to establish and run effectively.

Through the PLC framework, we utilize TEAM meetings to make time to reflect on instructional practices aligned to student data. Applying the Response to Intervention structure and the Student Assistance Team process, we not only identify students who are not meeting grade proficiency or growth goals, we also focus on providing instruction that is aligned to student need.

Through school-wide data studies, teachers reflect on their student performance and instructional practices. This data also serves as a way of identifying next steps for teachers, students, and program needs.

In developing their Professional Development Plans, teachers are directed to center one of their goals on differentiated instruction and supporting *all* students based on their data and classroom performance levels.

We also use our WIDA ACCESS (English) and AVANT Stamp (Spanish) language proficiency data. This data helps us recognize areas of need to support language proficiency in each language. Data from AVANT Stamp suggests that all students are making gains in their Spanish proficiency.

Parent Engagement/Support

Research on effective schools has consistently shown that students are more successful when they are engaged in a positive school that is orderly and safe, has a warm and caring community, and facilitates learning. Students and teachers benefit when the school (and each classroom) is a caring community, particularly in schools with a large number of English learners, ethnic minorities, or students who live in poverty (Gay, 2010; U.S. Department of Education, 2012).

As a dual language school, Sandoval Academy of Bilingual Education prides itself in highlighting the valuable cultural and linguistic assets that are brought from home. Parent engagement is essential to the development of students who are committed to becoming life-long learners, as well as beneficial contributors to society. We have many opportunities to involve parents. From the traditional open houses, to monthly parent events and our very active Parent Teacher Association. We also have active volunteerism from parents, which is in alignment with our material terms. Parents are known to offer their time, talent or treasure to support the school or their child's classroom. From office assistance, serving food in our cafeteria, offering classroom support, or making donations that support all aspects of the school.

Our PTA coordinates and collaborates with the school often to support the school in areas of recruitment, marketing, celebrating and offering family-oriented activities in and around the school to support students and families alike.

We also are proud to celebrate our community partnerships with: The Kings of Wrap, Torres Law Firm, Villanueva Granite, Massage Envy, Corrales Electricity, Kass y's Kause, Leukemia Association of New Mexico, Old School New Styles Barber Shop, Papa John's Pizza, Chuck E. Cheese, Bright Designs of New Mexico and Dual Language Education of New Mexico.

Below are some letters shared by our parents that have been with Sandoval Academy of Bilingual Education since year one in the 2015-2016 school year.

September 2019

Dear New Mexico PED Charter Representatives,

I am writing to petition the rechartering of the Sandoval Academy of Bilingual Education (SABE). My wife and I decided to send our children to SABE five years ago when the school first opened. At that time, our oldest, Brent, was in second grade. Nathan was in kindergarten. Now, Brent is a sixth grader, Nathan is in fourth grade, and Paige, our youngest, is in second grade. SABE has provided them with opportunities and educational experiences that they would never have received at other public schools in Rio Rancho. SABE provides a unique, vital bilingual education for children that they would not receive otherwise.

In addition to the growing ability to speak and read in Spanish as well as in English, our children have formed strong relationships with teachers and peers that have enhanced their educational experiences. The staff and administration encourage the students to give their best intellectually and emotionally. In today's world, emotional intelligence is vital for maintaining the strength of our communities.

I've been impressed with my kids' ability to understand, speak, and read to me in Spanish while simultaneously developing literacy in English. I'm bilingual myself and I spend time reading with them in the evenings and on weekends. Given their attendance at SABE since kindergarten, Nathan and Paige have gained clear accents when speaking Spanish. That skill has developed through their teachers' adherence to the school's bilingual immersion model as well as through interactions with peers who are native Spanish speakers. Brent's speaking abilities have come to him a bit more slowly because he started at SABE when he was in second grade. Yet, he understands when I speak to him in Spanish and he can read well to me. Bilingualism has proven intellectual and emotional benefits and I'm happy that my children are gaining a strong, well-rounded education at SABE that they wouldn't receive anywhere else.

My wife, Pauline, has also benefited in an unexpected way from our children's attendance at SABE. She has a degree in Elementary Education and college-level experience in Art. Although she hadn't taught for a few years when our children were babies and toddlers, she saw an opportunity to serve the students at SABE. Three years ago, she offered her expertise as the volunteer art teacher. Artistic education further enhances the educational experience of our children and their peers. Pauline is now teaching both Art and Physical Education as a half-time member of the staff.

The educational experiences at SABE have been growing just as expected and projected in the original charter. Our children have gained educational experiences that they wouldn't have gained anywhere else. And importantly, Jackie Rodríguez, the school principal is the students' strongest advocate. She has worked tirelessly over the past few years to ensure that SABE's enrollment continues to expand. Her vision has created a middle-school experience for the sixth and seventh graders that ensures their continued growth and success. SABE has an exceptional K-8 program (as projected, the school will add eighth grade next year).

I urge you to continue to support the special community that SABE has created by rechartering the school.

Sincerely,



Brandon Morgan
Bmorgan19@cnm.edu
505-250-9152

26 September 2019

To whom it may concern,

As the parents of Logan Nighbert, we would like to pass along that we started Logan at the Sandoval Academy of Bilingual Education (SABE), for the opportunities presented by the SABE charter. SABE affords Logan with the prospects of bilingual education. Additionally, the school's small size provides a better community environment. Logan will continue to attend SABE through the eighth grade, the highest grade to be provided by SABE. He has developed strong and healthy relationships with his peers, teachers and the administrative staff at SABE. Logan has had opportunities such as starting a lending library and being a student ambassador, that he may not have had at another school. The opportunities and the after-school programs available have helped to make Logan's time at SABE a great success. SABE's charter is vital to Logan's continued success through middle school as he is in the 6th grade and needs the stability that SABE provides.

Sincerely,

  Date: 2019.09.26
06:12:55-06'00'
Matthew Nighbert
mvnighbert@msn.com
Parent of SABE Student Logan Nighbert

September 2019

Dear Chartering Authority Representatives,

My child, Logan Nighbert, has attended SABE Charter School since its opening in 2015. I decided to have my child attend the charter school to enhance his school experience with the opportunity to become bilingual. We stay at SABE because I believe that Logan becoming bilingual will have a long-term positive effect in his life. I believe that it will benefit him career-wise and as a person. Along with working towards bilingualism, my child has had experiences at SABE that he would not have been able to have from a traditional school. He has created and maintained a little lending library for his grade level and is in the process of expanding the collection for the middle school section of the school. He has been a school ambassador which has increased his leadership skills. He has collaborated, campaigned and developed a system for a school wide recycling program. Logan has benefited from after school clubs that SABE offers, such as Coding and Robotics, Culture Club, Chess Club, Music, and Art, that have given him experiences and skills that go beyond the classroom.

I am happy that SABE has been able to continue to add grade levels and that Logan can now have a middle school experience of changing classes and teachers with the support of staff and teachers that take an interest in all the students.

I believe that Logan is in a school that has stronger and more positive student and teacher interactions than a traditional school. I feel the innovative teaching and bilingual curriculum has benefited him immensely.

I believe that SABE should be rechartered to allow more students to have the opportunities to become bilingual or to keep their native language while building leadership skills. I believe that by providing students with an education that will allow them to become bilingual we are opening career and world opportunities for them and building foundations for life.

Sincerely,

Virginia Nighbert

To whom it may concern:

My name is Melissa Villanueva I am the parent of three children ages 12, 10 and 7 who attend Sandoval Academy of Bilingual Education. (SABE). We have been attending SABE since it's grand opening. My reason for looking for a new school was I knew I had a special case on our hands - our oldest daughter who attended the public school system from preschool and has spoken two languages since she began talking. We wanted to make sure throughout school she was learning both English and Spanish in hopes it would be for a lifetime. But when she went to school and I had sat with her one day, I had a deja vu moment. I knew right there and then that my child was dealing with the same struggles I dealt with and deal with still to this day.

Our daughter's was a little different. She had excelled in Spanish a lot faster and it became her primary language. I cried for many days. I didn't want her or my other children to have the same experience that I had throughout my school years which was not pleasant. I knew I had a challenge on my hands and it could quite possibly be an impossible one. I moved to New Mexico when I was 17. I was a hard working student with a grade point average of 3.4 but yet I was just not good at testing which almost cost me my diploma. My diagnoses, Dyslexia.

Before SABE, I had already had my mind set on Home schooling my children. How my husband and I were going to pull this off when our plates were already full trying to balance children, our business and home life. And, I knew I couldn't count on the public schools to help with my daughter's needs. As, I mentioned above I know what is it like to have a disability because it never goes away. You just learn how to find better tools to help you adapt throughout life. When I went to talk with someone about the situation my family was being faced with, I was reassured that the staff at SABE were going to help us get to the bottom of my child's needs and we would be able to find the right course of action. The team at SABE have been working with my youngest as he also shows the same signs of Dyslexia. SABE wants my children to succeed just like we do!

Why SABE? Because SABE has given my children an opportunity of a lifetime. That is why we stay knowing the children enjoy the smaller setting we feel they get to have more personal time with their peers and their instructors. I remember when I was able to have personal time with my teachers, it really helped me grow. My children are learning how to grow independently and embrace their uniqueness. They are reminded it's okay if we are all different! They are learning that any challenge that may appear is something we learn how to balance as we grow older. They are being shown to honor all our diversities.

SABE is not just a school. We are a family oriented organization that has the same passion and values as most parents want for their own children to excel in life to their fullest! SABE is about team work from the staff to the parents. We all pull together to give each and every child the utmost professional, fun and yet changeling benefits to the fullest. As you walk into SABE the environment is welcoming. I admire this because in my own daily life I apply these same values as well as to my own business.

Sandoval Academy of Bilingual Education has proven their worth to both our students and parents and should continue conducting business as a charter school. They have continued to grow and improve in so many ways to make the environment similar to a regular public school. This value in their teaching practices is why I feel they excel over the public schools in our county.

Sandoval Academy of Bilingual Education has reason to celebrate. We are a growing school! We have an exceptional staff. We are the only school in Rio Rancho to offer a dual language program serving students from Kindergarten through 7th grade from all areas of the surrounding areas. We not only offer a small school setting, but we foster a community of learners in a safe, fun, and caring school environment. We know our students and our families—and they know and appreciate what we offer! We are unlike any other!

We offer the information contained within these reports to demonstrate and share who we are. We respectfully request a five-year renewal of our school charter to continue to thrive and provide a great education to the students of Rio Rancho and the entire metro area.





2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... 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.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract *AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018* do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

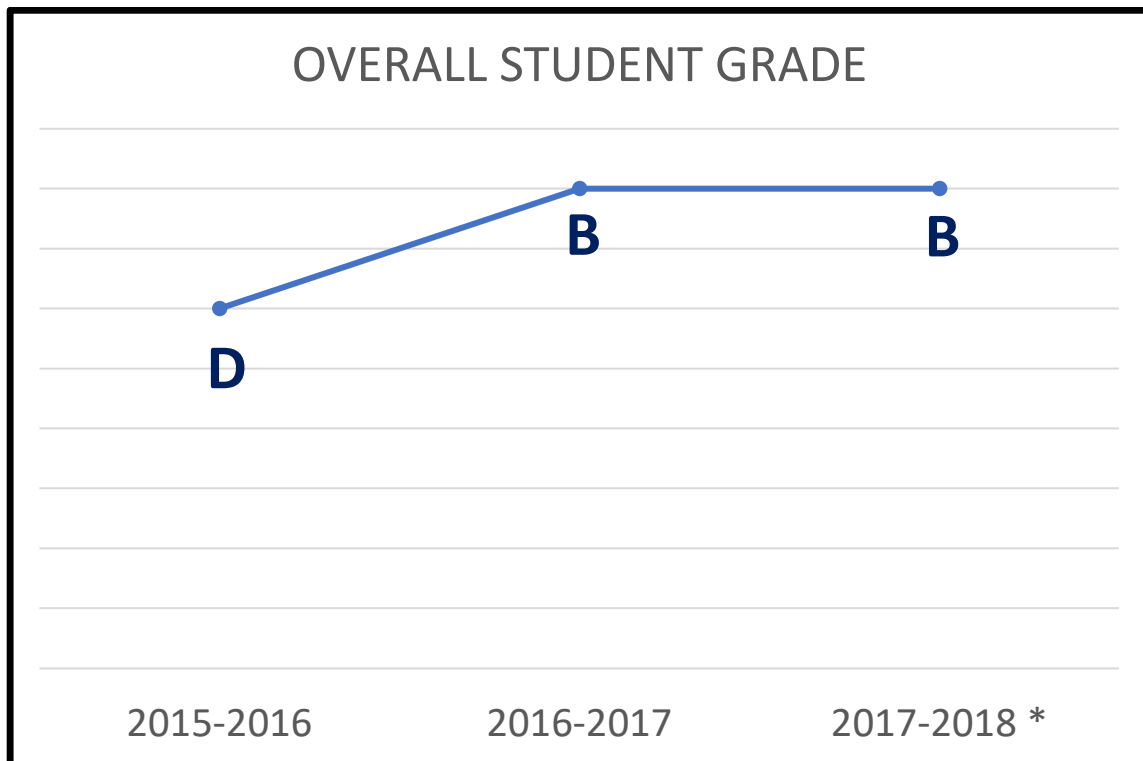
School response:

I-A.00: School Letter Grade:

For its inaugural 2015-2016 school year, Sandoval Academy of Bilingual Education earned a School Report Card Final Grade of D. The following two years, during 2016-2017 and 2017-2018, Sandoval Academy of Bilingual Education improved to a grade of B. Below is our response for each of the required requests. Data and evidence can be seen at October 30, 2019 site visit.

Following for each of the three year are:

- 1. The School Grade Report Card*
- 2. Response to the School Grade Report Card to improve areas of concern (Root Cause, Action Steps Taken, Responsible Party, Evidence, etc.)*





School Grade Report Card 2016 Certified

Final Grade
D

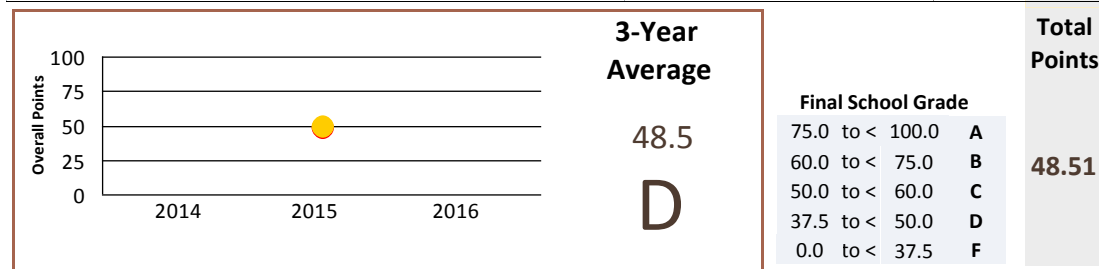
Sandoval Academy of Bilingual Education

District: State Charters

Grade Range: KN - 3 Code: 563001

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		F	13.62	40
School Growth Did the school as a whole improve student performance more or less than expected?		F	3.03	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		B	10.53	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	8.84	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.99	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			2.50	5



School response:

2016 School Grade Report Card				
Rating:	Root Cause:			
2016 Final Grade: D	<ul style="list-style-type: none">• This was year one of Sandoval Academy of Bilingual Education's existence. The number of enrolled students in third grade was only 10, of which were the only students that took PARCC.• Only 48.51 of the 100 points possible were earned this year.• The area's most concerning was the overall school growth and the growth of the lowest performing students. Additionally, only 2.5 Bonus Points were earned.			
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:	Measure:
<ul style="list-style-type: none">• Increased Enrollment	15/16SY – 16/17SY	Director	2017 School Grading Report Card	2017 Final Grade: B Overall Score: 64.67
Other Notes:				
Although the school grade was low, the performance indicators in Spanish Reading (EDL) and English Reading (DRA) scored "Exceeds" and NWEA Math scored "Meets".				

Sandoval Academy of Bilingual Education

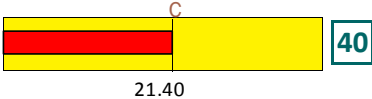
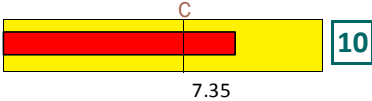
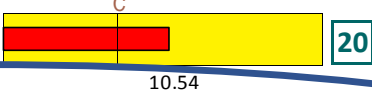
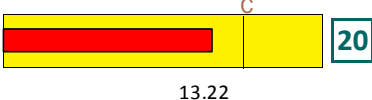

District: State Charter

Grade Range: KN - 4 Code: 563001

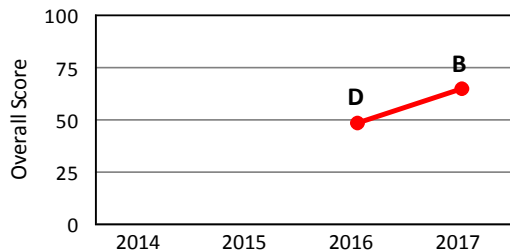
Final Grade 2017

B

Overall Score 64.67

C - State benchmark established in 2012		Possible Points	This School Earned
Current Standing			
Are students performing on grade level? Did they improve more or less than expected?		40	C
School Improvement			
Is the school as a whole making academic progress?		10	B
Improvement of Higher-Performing Students			
Are higher-performing students improving more or less than expected?		20	B
Improvement of Lowest-Performing Students			
Are the lowest-performing students improving more or less than expected?		20	D
Opportunity to Learn			
Do students and families believe their school is a good place to attend and learn?		10	A
Bonus Points			
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.		+ 2.50	

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

School response:

2017 School Grade Report Card				
OVERALL FINAL GRADE: B Overall Score: 64.67				
Indicator + Rating:	Root Cause:			
<i>Improvement of Lowest-Performing Students:</i> Grade D 13.22 of 20 possible points	<ul style="list-style-type: none"> Student Assistance Team (SAT) was not established nor running effectively to support the lowest performing students. Teachers were <i>provided</i> student data in the form of reports; however data was not used to identify needs in Tier I instruction, differentiation or intervention, or to identify students in need of SAT. 			
Action Steps Taken:	Timeline:	Responsible Party:	Evidence:	Measure:
*These steps were taken in preparation for the upcoming 2017-2018 school year by new director in July 2017.				
<ul style="list-style-type: none"> Established Teacher Data Studies & SAT Chats: Focus on student data analysis, instructional practice reflection and identifying the lowest performing students 	Beginning of the Year, Middle of the Year & End of the Year; ongoing (progress monitoring)	Teachers Director	Teacher Reflection Forms & Data Collection Forms Graphs	2017 School Grade Report Card: <i>-Improvement of Lowest-Performing Students: Grade C</i> 15 of 20 possible points
<ul style="list-style-type: none"> Identified a SAT Facilitator: Level 3 teacher was trained, attended off-site trainings and lead the efforts of the SAT team; focused on identifying lowest and highest performing students 	On-Going & Monthly Meetings	Teachers SAT Facilitator Director	SAT Log, SAT files	Increased number of students being identified and involved in the SAT process.
<ul style="list-style-type: none"> Established Teacher Collaboration Meetings: With a focus on sharing best practice, professional development, support of Tier I instruction and establishing a collaborative culture 	On-Going Weekly	Teachers Director	Agendas + Sign-In Sheets	2017 School Grade Report Card: - <i>Improvement of Higher-Performing Students: Grade B</i> 10.81 of 20 possible points - <i>Improvement of Lowest-Performing Students: Grade C</i>

focused on student achievement and instruction				15 of 20 possible points
<ul style="list-style-type: none"> Developed Student Data/Portfolio binders 	On-Going	Teachers Students	Student Portfolios	Increased student awareness of levels and students created goal statements
Continued Steps: *				
<ul style="list-style-type: none"> Continue and improve upon practices established in student data analysis practice 	On-Going Weekly	Teachers Director Students	Artifacts/graphs and reflection sheets from analysis.	Student portfolios Teacher lesson plans
<ul style="list-style-type: none"> Continue and improve upon SAT process and identification of lowest and highest performing students 	On-Going Weekly	Teachers SAT Facilitator Director	SAT log, lesson plans,	SAT referrals and intervention
<ul style="list-style-type: none"> Continue with the Teacher Collaboration Meetings 	On-Going Weekly	Teachers Director	Agendas and sign-ins TEAM Agendas and sign-ins	Minutes and work produced by TEAM
<ul style="list-style-type: none"> Continue the development of Student Data/Portfolios to demonstrate student growth, language development and ownership of data 	Year Long	Teachers Students	Student Portfolios	Student Portfolios to include goal setting for students

Sandoval Academy Of Bilingual Education

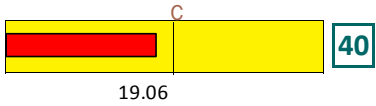
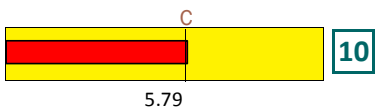
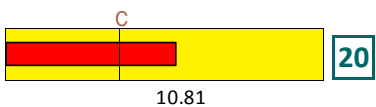
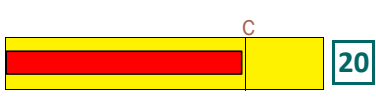
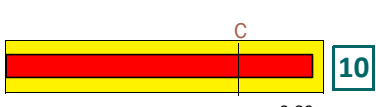
District: Sandoval Academy Of Bilingual Ed

Grade Range: KN - 5 Code: 563001

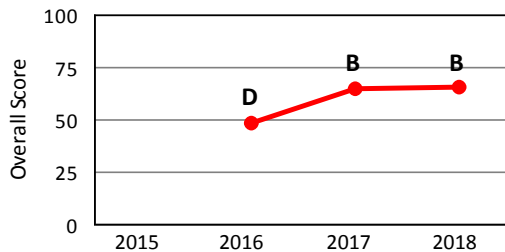
Final Grade 2018

B

Overall Score 65.46

		C - State benchmark established in 2012	Possible Points	This School Earned
Current Standing				
Are students performing on grade level? Did they improve more or less than expected?			40	C
School Improvement				
Is the school as a whole making academic progress?			10	C
Improvement of Higher-Performing Students				
Are higher-performing students improving more or less than expected?			20	B
Improvement of Lowest-Performing Students				
Are the lowest-performing students improving more or less than expected?			20	C
Opportunity to Learn				
Do students and families believe their school is a good place to attend and learn?			10	A
Bonus Points				
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.			+ 5.00	

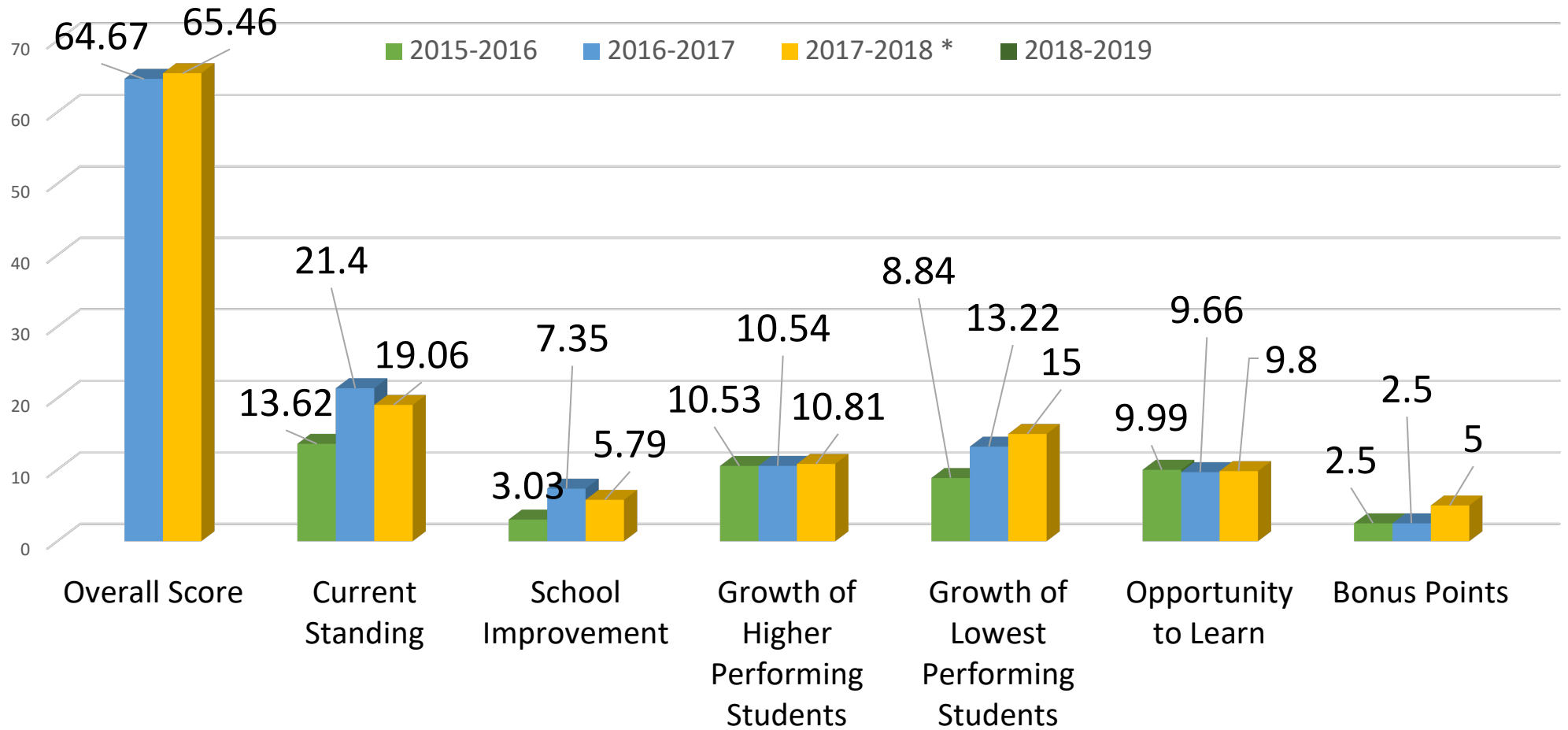
This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-6909 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://aae.ped.state.nm.us/SchoolGrading.html>.

Yearly Analysis of School Report Cards



Based on the requirements for this section, our 2018 School Report Card Grade was a B and no response is required, however, I wanted to provide it as evidence of our yearly efforts at trying to reach all students. The graphic above demonstrates our growth over time as it relates to our School Report Card Grades. While the gains are not large, our small growth is still a celebration! Our enrollment growth, the changing demographics, and our growth in staff and teachers are main considerations for the lack of substantial growth. This data helps us to consider areas of celebration areas of improvement and focus. We continue to review data as it pertains to our program and students. We use all data as an opportunity to improve and provide us with guidance in all decisions that support student achievement. With time, I foresee continued success for our program and most importantly, for our students.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

Below is our response for each of the required requests as it relates to our Performance Framework.

The graphs are the longitudinal data that supports our goals. Data and evidence can be seen at October 30, 2019 site visit.

Following for each of the three goal areas are:

Responses to not meeting the performance framework goals (Root Cause, Action Steps Taken, Responsible Party, Evidence, etc.)

Performance Framework: Goal 1

Reading in English: DRA2 will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

Cohort 1: Students who have been in the dual language program at SABE since the beginning of their Kindergarten year or have attended SABE for two years prior to the fall test.

Cohort 2: Student who enrolled at SABE who do not meet the criteria of cohort one.

Growth: In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in reading as measured by three short cycle assessments using DRA2 grade level assessment. The growth will be determined using DRA2 suggested benchmarks for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

Proficiency: In order to show proficiency (the second phrase in each of the standards set forth below), a student will score proficient or independent using the scoring system set out below.

Note: The DRA2 (English)/EDL2 (Spanish) Assessment will be used to determine the reading level of students. Students reading at grade level means that at the end of the year, students will be at the following levels:

Kindergarten: DRA2 Level 3

1st Grade: DRA2/EDL2 Level 16

2nd Grade: DRA2/EDL2 Level 28

3rd Grade: DRA2/EDL2 Level 38

Future Years:

4th Grade: DRA2/EDL2 Level 40

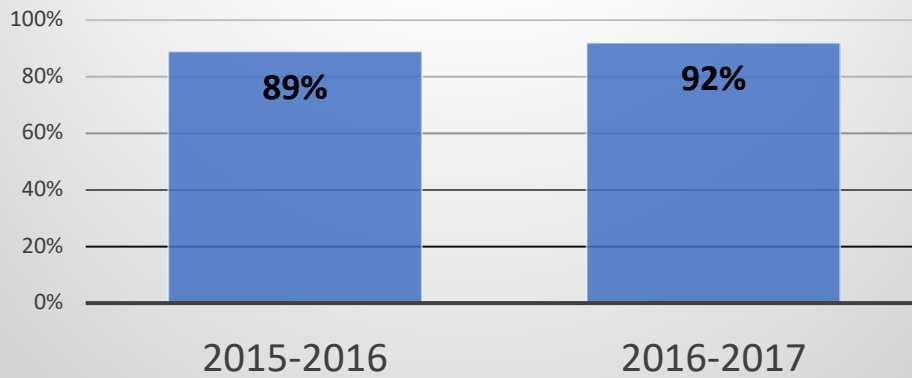
5th Grade: DRA2/EDL2 Level 50

6th Grade: DRA2/EDL2 Level 60

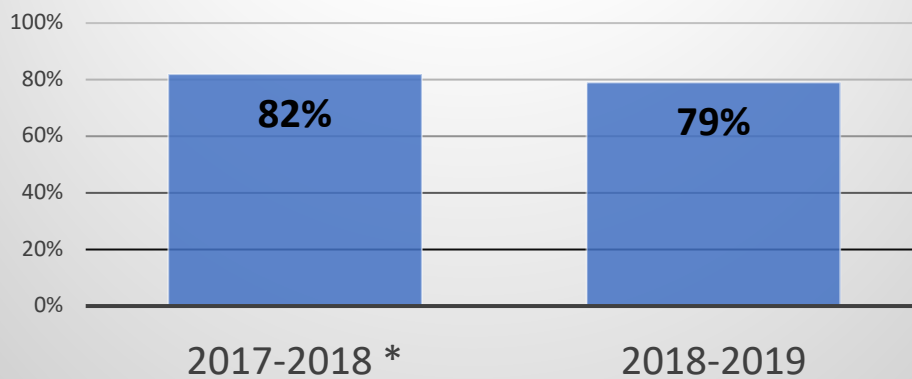
7th Grade: DRA2/EDL2 Level 70

8th Grade: DRA2/EDL2 Level 80

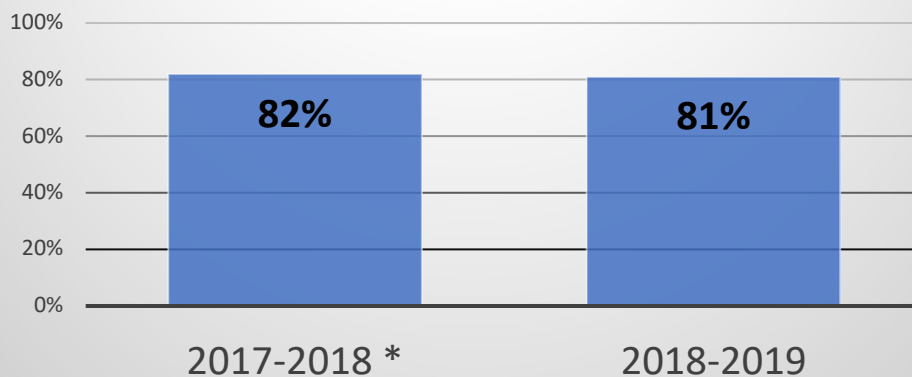
DRA - English Reading NO Cohort - % Met Goal



DRA - English Reading Cohort 1 - % Met Goal



DRA - English Reading Cohort 2 - Met Goal



Performance Framework: Goal 2

Reading in Spanish: EDL2 will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

Cohort 1: Students who have been in the dual language program at SABE since the beginning of their Kindergarten year or have attended SABE for two years prior to the fall test.

Cohort 2: Student who enrolled at SABE who do not meet the criteria of cohort one.

Growth: In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in reading as measured by three short cycle assessments using EDL2 grade level assessment. The growth will be determined using EDL2 suggested benchmarks for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

Proficiency: In order to show proficiency (the second phrase in each of the standards set forth below), a student will score proficient or independent using the scoring system set out below.

Note: The DRA2 (English)/EDL2 (Spanish) Assessment will be used to determine the reading level of students. Students reading at grade level means that at the end of the year, students will be at the following levels:

Kindergarten: DRA2 Level 3

1st Grade: DRA2/EDL2 Level 16

2nd Grade: DRA2/EDL2 Level 28

3rd Grade: DRA2/EDL2 Level 38

Future Years

4th Grade: DRA2/EDL2 Level 40

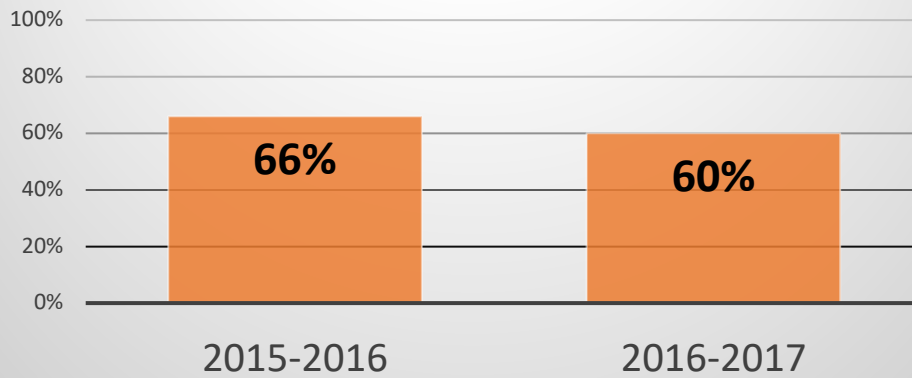
5th Grade: DRA2/EDL2 Level 50

6th Grade: DRA2/EDL2 Level 60

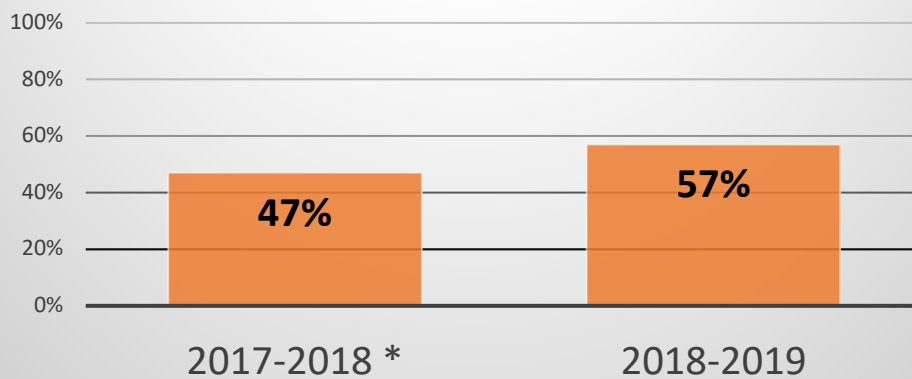
7th Grade: DRA2/EDL2 Level 70

8th Grade: DRA2/EDL2 Level 80

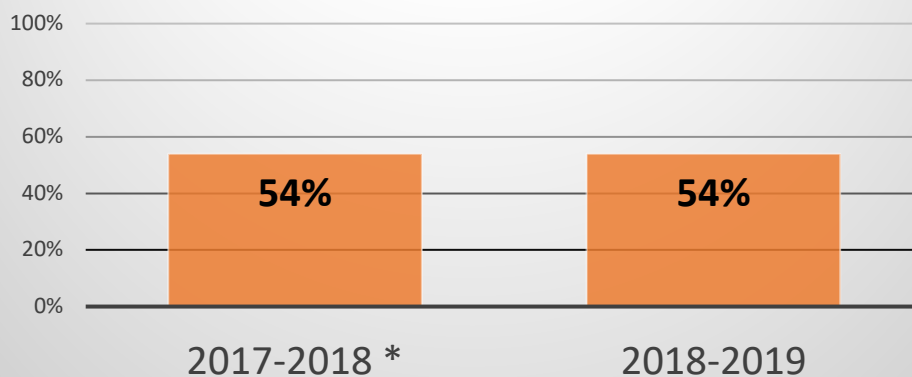
EDL - Spanish Reading NO Cohort - % Met Goal



EDL - Spanish Reading Cohort 1 - % Met Goal



EDL - Spanish Reading Cohort 2 - % Met Goal

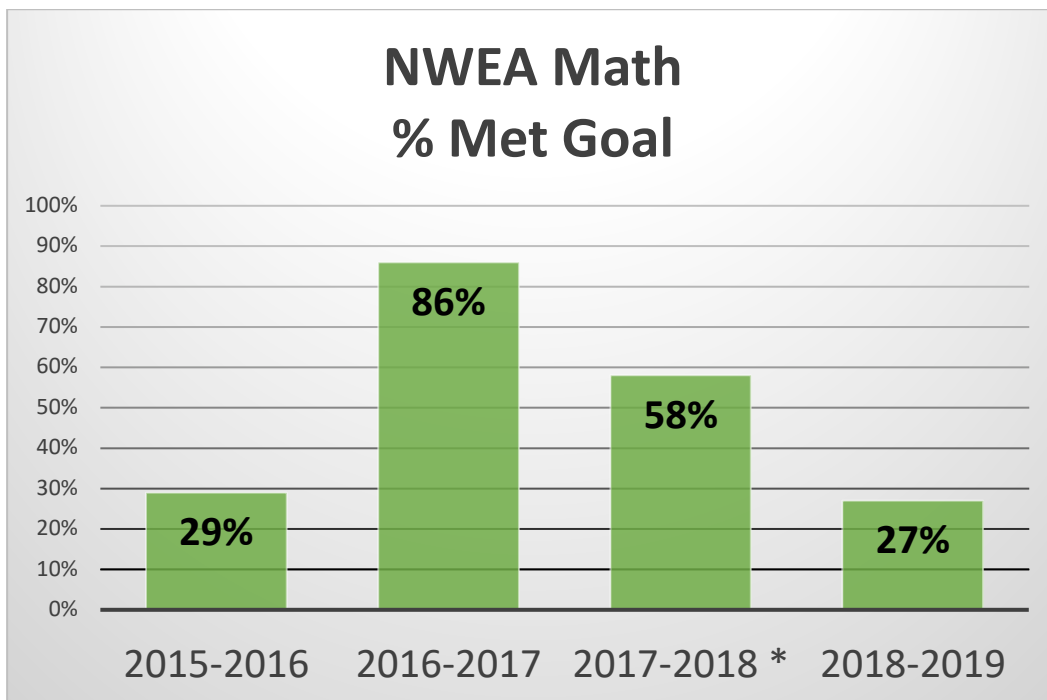


Performance Framework: Goal 3

Assessment in Math: NWEA will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students in grades 1st – 3rd.

Growth: In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP suggested benchmarks for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (“One year’s growth” will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the “projected RIT” score. If the students match or exceed the “projected RIT” score in either the winter or the spring, then that student will have shown “one year’s growth”.)

Grade Level Proficiency: In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the *NWEA MAP Grade or Class Report*.



School response:

2016-2017 - Year 2

Academic Performance Indicators (I-A.01) Short Cycle Assessment Reading in Spanish / EDL 2016-2017 (Year 2)			
Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> Students were not properly identified as Full Academic Year as student enrollment went from 43 to 83 students from the previous school year. Increase in student population (see graphic above) Increase in number of teachers Teachers were unaware of impact of the performance framework assessments Most students are learning Spanish for the first time. As second language learners, proficiency in a second language takes time (see graphic above) 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Continued Steps: *These steps were taken in preparation for the upcoming 2017-2018 school year by new director in July 2017.			
Needs assessment was made to determine areas of improvement in the operation of the school, budget, facility and community/parent involvement.	Summer 2017 Beginning of the 2017/2018 Year and Ongoing	Director	Open Houses Teacher Interviews Parent Interviews Governing Council Interviews Business Manager Meetings
Analysis and review of school charter contract and student data, as it aligns to the contract, to identify areas of improvement for both instructional practices and student achievement.	Summer 2017 Beginning of the 2017/2018 Year	Director	Charter Contract (Performance Indicators) & Material Terms Teacher Input Parent Input
Continuous identification and tracking of students in order to analyze academic progress of all three groups of students. (Cohort 1, Cohort 2 and FAY)	Summer 2017 Beginning of the 2017/2018 Year	Director	Data collection

Director will provide instruction to the staff and governing board as to how to interpret the short cycle assessment data and reports, for individual and whole class.	Beginning of Year and End of 2017-2018 Year	Director	Agendas & Sign-Ins
Director will provide professional development (on-site) on student data using EDL from prior year and current BOY assessments. Including development on Response to Intervention, intervention supports and differentiation.	Beginning of the Year	Director	Agendas & Sign-Ins
Develop & implement a system of student data analysis to identify students in need of support and/or extension.	Beginning of the Year 2017/2018	Director Teachers	Data Charts, Reflection sheets

Academic Performance Indicators (I-A.01) Short Cycle Assessment Reading in Spanish / **DRA 2016-2017 (Year 2)**

Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> Students were not properly identified as FAY as student enrollment went from 43 to 83 students from the previous school year. Increase in student population Increase in number of teachers Increase of number of students in classes Teachers were unaware of performance framework assessments 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Continued Steps: *These steps were taken in preparation for the upcoming 2017-2018 school year by new director in July 2017.			
Needs assessment was made to determine areas of improvement in the operation of the school, budget, facility and community/parent involvement.	Beginning of the 2017/2018 Year	Director	Open Houses Teacher Interviews Parent Interviews Governing Council Interviews Business Manager Meetings
Analysis and review of school charter contract and student data, as it aligns to the contract, to identify areas of improvement for both instructional practices and student achievement.	Beginning of the 2017/2018 Year	Director	Charter Contract (Performance Indicators) + Material Terms Teacher Input Parent Input
Continuous identification and tracking of students in order to analyze academic progress of all three groups of students. (Cohort 1, Cohort 2 and FAY)	Beginning of the 2017/2018 Year	Director	Data collection
Director will provide instruction to the staff and governing board as to how to interpret the short cycle assessment data and reports, for individual and whole class.	Beginning of Year and End of 2017-2018 Year	Director	Agendas + Sign-Ins

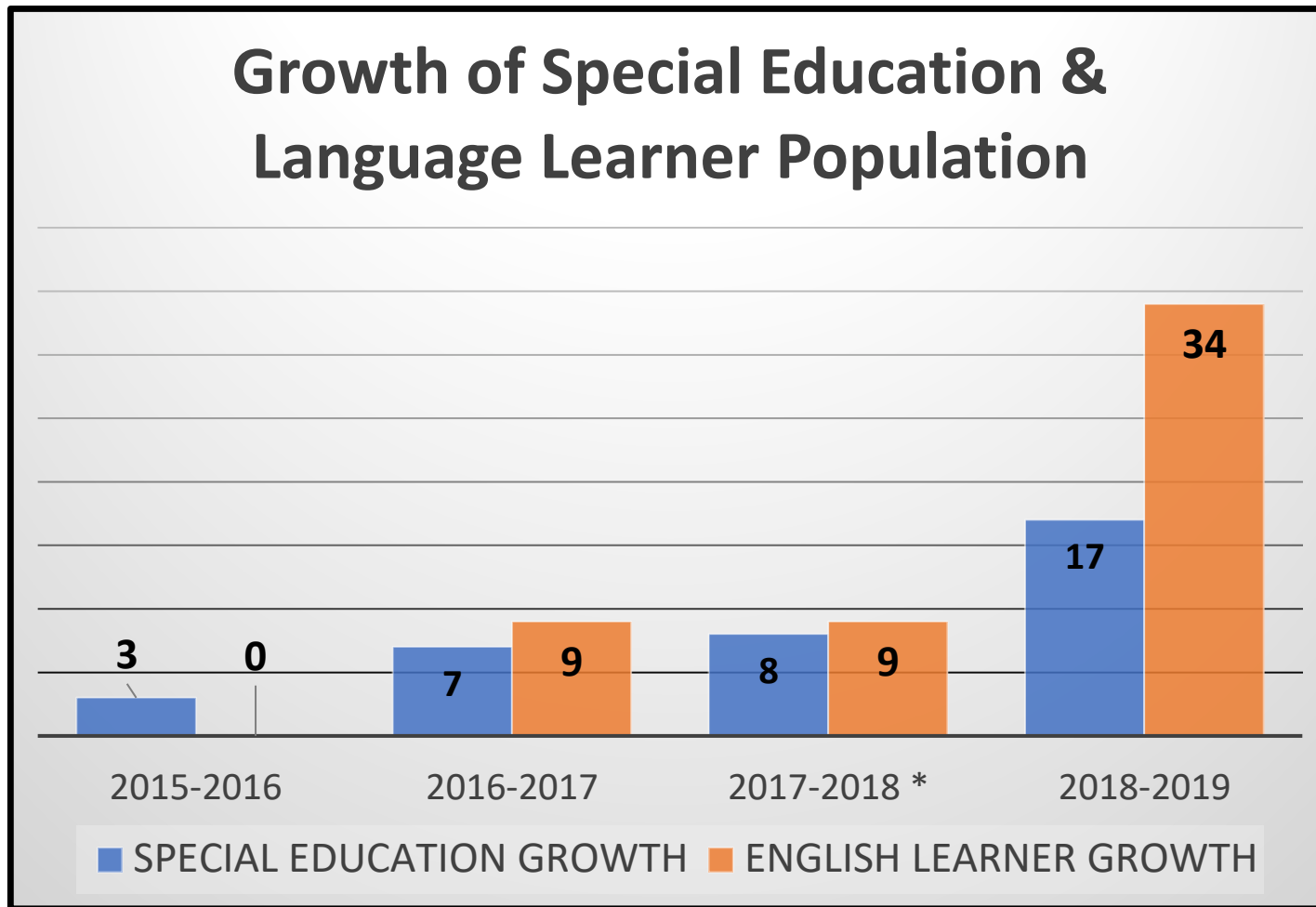
Director will provide professional development (on-site) on student data using DRA from prior year and current BOY assessments. Including development on Response to Intervention, intervention supports and differentiation.	Beginning of the Year	Director	Agendas + Sign-Ins
Develop a system of student data analysis to identify students in need of support and/or extension.	Beginning of the Year 2017/2018	Director Teachers	Data Charts, Reflection sheets
Consultation with Dual Language Education of New Mexico	Ongoing	Director	

Academic Performance Indicators (I-A.01) Short Cycle Assessment **NWEA Math 2016-2017 (Year 2)**

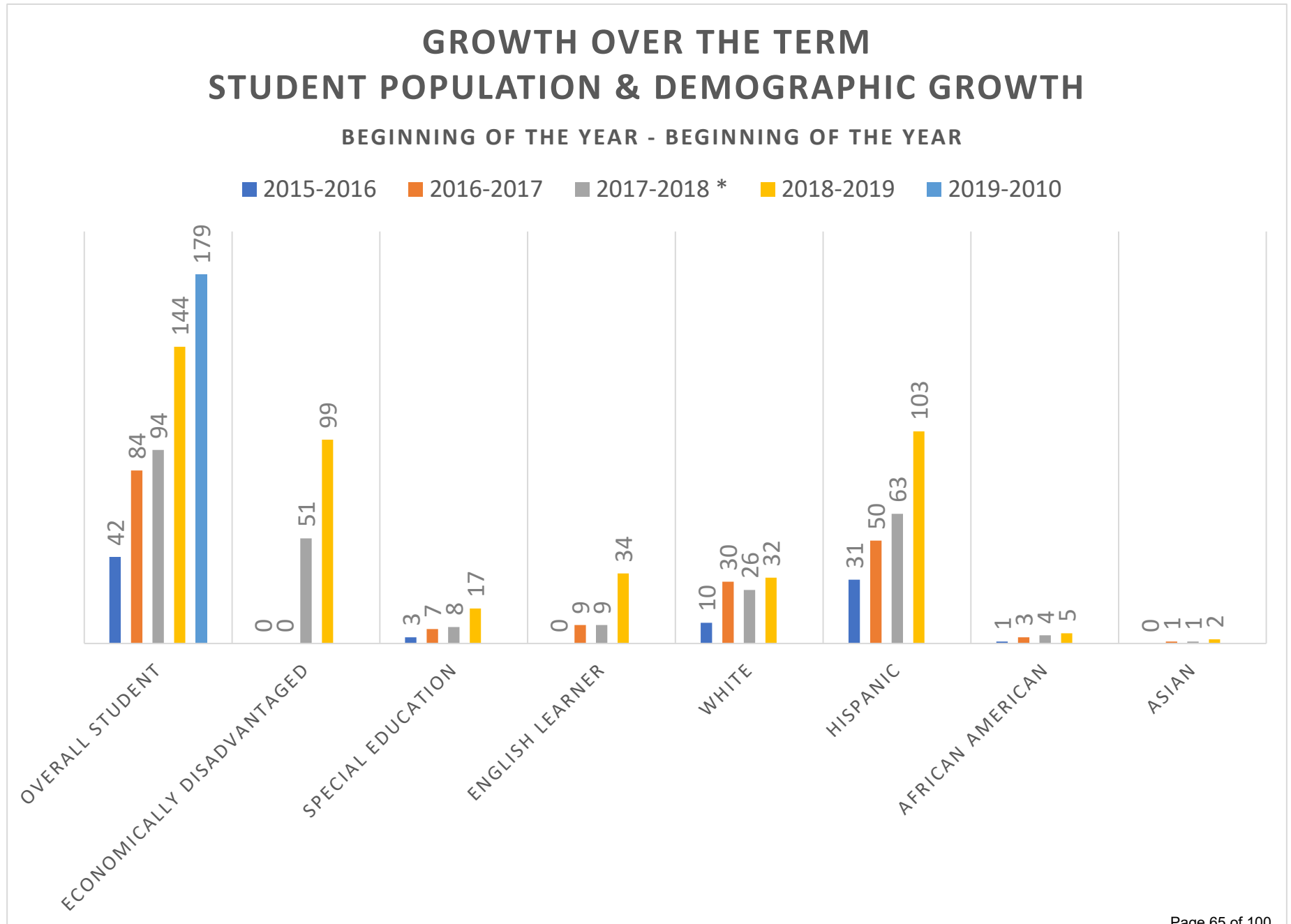
Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> • Student data for Kindergarten was submitted which is not required per the Performance Goals. • Teachers were unaware of impact of the performance framework assessments • Teachers were not all utilizing the same math instructional program • Increase in student population • Increase in number of teachers 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Continued Steps: *These steps were taken in preparation for the upcoming 2017-2018 school year by new director in July 2017.			
Needs assessment was made to determine areas of improvement in the operation of the school, budget, facility and community/parent involvement.	Beginning of the 2017/2018 Year	Director	Open Houses Teacher Interviews Parent Interviews Governing Council Interviews Business Manager Meetings
Analysis and review of school charter contract and student data, as it aligns to the contract, to identify areas of improvement for both instructional practices and student achievement.	Beginning of the 2017/2018 Year	Director	Charter Contract (Performance Indicators) + Material Terms Teacher Input Parent Input
All teachers were directed to use Eureka Math, school-wide	2017-2018 School Year	Director Teachers	Lesson Plans
Continuous identification and tracking of students in order to analyze academic progress in Math for students at SABE for a Full Academic Year. (FAY)	Beginning of the 2017/2018 Year & Ongoing	Director	Data collection
School leadership will provide instruction to the staff and governing board as to how to interpret the short cycle assessment data and reports, for individual and whole class.	Beginning of Year and End of Year 2017/2018 Year	Director	Agendas & Sign-Ins

Director will provide professional development (on-site) on student data using NWEA Math from prior year and current BOY assessments. Including development on Response to Intervention, intervention supports and differentiation.	Beginning of the Year	Director	Agendas & Sign-Ins
Develop a system of student data analysis to identify students in need of support and/or extension.	Beginning of the Year 2017/2018	Director Teachers	Data Charts, Reflection sheets

The graph below demonstrates our growth of the Special Education and English Language Learner subgroup over time. Many of our root causes are linked to this rapid growth.



The graph below demonstrates our growth of student enrollment, demographics and ethnicity over time. Many of our root causes are linked to this rapid growth.



The Six Stages of Second-Language Acquisition

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

<https://www.colorincolorado.org/article/language-acquisition-overview>

While our school's demographics have changed over the first five years, the majority of students currently enrolled still primarily come from native English-speaking homes. Therefore, as students who are learning Spanish as a second language (much like our ELs who are learning English), it is important to note the six stages of second-language acquisition that all SABE students go through.

It is equally important to note that through this process, research has recognized that it typically takes between five and seven years to achieve advanced fluency in a second language (Cummins, Wong Fillmore, Krashen). However, for students learning a second language who do not have a strong literacy foundation in their first language foundation, it can take between seven and ten years.

2017-2018 - Year 3*

Academic Performance Indicators (I-A.01) Short Cycle Assessment Reading in Spanish / EDL 2017-2018 (Year 3*)			
Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> The student population is more diverse than the previous years. Please see the graph that references the growth in English Language Learners, identification and increase in the number of students that are economically disadvantaged and students with special needs. Many teachers lack the experience in supporting all students through differentiation, level-based Tier I supports and the inclusion of students with accommodations. Most students are learning Spanish for the first time. As second language learners, proficiency in a second language takes time (see graphic above) Teachers were unaware of impact of the performance framework assessments as it relates to the charter contract. 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Proper identification of FAY students and those in Cohort1 and Cohort2.	End of the Year	Director Teachers	Data Collection Data sent to PED Student Data Portfolios
Teachers reviewed data	Beginning of the Year & Middle of the Year & End of the Year	Teachers Students	Student Data Portfolios
Initiated Student Assistance Team (SAT) & identified SAT Facilitator & SAT Facilitator attended trainings	Beginning of the Year & Ongoing	Director	Meeting notes SAT Log SAT File SAT Off Site Training (Cooperative Educational Services)
SAT Facilitator trained staff on the SAT process	Beginning of the Year & Ongoing	SAT Facilitator	Agendas & Sign-Ins

Initiated regular teacher data studies, including SAT chats.	Ongoing	Director Teachers	Graphs
Planning of professional development in the area of dual language instruction/best practices, <i>Dual Language 101</i>	Ongoing & Summer 2018	Director Dual Language Education New Mexico	Implementation of best practices in the classroom Attendance- Project GLAD training by DLENM
Consultation with Dual Language Education of New Mexico	Ongoing	Director	
Continued Steps:			
<i>Continued professional development in the following areas (on-site and off-site, based on funding):</i> <ul style="list-style-type: none"> - Dual Language Instruction/best practices - Data analysis & instructional practices - Understanding of language acquisition - Understanding of meeting the academic needs of diverse student populations - Continue to improve the SAT process - Training and support offered to students that are identified English Language Learners (referencing and knowing WIDA ACCESS data) 	Ongoing	Director Dual Language of New Mexico Cooperative Educational Services Staff Teachers ESL Coordinator	Sign-In Sheets Agendas

Academic Performance Indicators (I-A.01) Short Cycle Assessment

NWEA Math 2017-2018 (Year 3*)

Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> Eureka Math was fully implemented school-wide with no option for professional development due to lack of funding source The student population is more diverse than the previous years. Please see the graph that references the growth in English Language Learners, identification and increase in the number of students that are economically disadvantaged and students with special needs. Many teachers lack the experience in supporting all students through differentiation, level-based Tier I supports and the inclusion of students with accommodations. Teachers were unaware of impact of the performance framework assessments as it relates to the charter contract. 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
CES SITE training on Eureka Implementation Training	Spring 2018	Director CES	Agenda & Sign-in sheet
Proper identification of FAY students	End of the Year	Director Teachers	Data Collection Student Data Portfolios
Teachers & Students reviewed data and set year-long goals	Beginning of the Year & Middle of the Year	Teachers Students	Student Data Portfolios, NWEA Goal Setting Sheets
Initiated Student Assistance Team (SAT) & identified SAT Facilitator & SAT Facilitator attended trainings	Beginning of the Year & Ongoing	Director	Meeting notes SAT Log SAT File SAT Off Site Training (Cooperative Educational Services)
SAT Facilitator trained staff on the SAT process	Beginning of the Year & Ongoing	SAT Facilitator	Agendas & Sign-Ins
Initiated regular teacher data studies, including SAT chats.	Ongoing	Director Teachers	Graphs

2018-2019 - Year 4*

Academic Performance Indicators (I-A.01) Short Cycle Assessment Reading in Spanish / **EDL 2018-2019 (Year 4*)**

Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> • Shifts in retention of teachers and increase in number of teachers needing a bilingual endorsement. • New teachers: need new training and understanding of school processes and programs. • Many students are learning Spanish for the first time. As second language learners, proficiency in a second language takes time (see graphic above). • The student population is more diverse than the previous years. Please see the graph that references the growth in English Language Learners, identification and increase in the number of students that are economically disadvantaged and students with special needs. • Many teachers lack the experience in supporting all students through differentiation, level-based Tier I supports and the inclusion of students with accommodations. 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Proper identification of students (C1, C2 and FAY)	2018-2019 End of the Year	Director Teachers	Report presented to PED CSD
Established & maintained Student Assistance Team protocols	2018-2019	SAT Facilitator	Meeting notes SAT Log
Continue professional development in the area of dual language instruction/best practices	2018-2019	Director	Project GLAD training by DLENM for all teachers GLAD Institute Conference for 3 teachers
Teacher hiring and retention efforts	2018-2019	Director Governing Council	Increase in Bilingual and TESOL stipends from previous years
Introduction to Professional Learning Communities framework (Solution Tree)	2018-2019	Director	Sign-In Sheets Agendas Resources Summer 2019 Training Subscription to Global PD Subscription (Online PD options for staff)

Director participating in the PED's Principal's Pursuing Excellence program	2018-2019 & 2019-2020	Director	Agendas
Two teachers are participating in the PED's Achieve Excellence Program	2019-2020	Teachers	Agendas
Continued Steps:			
<p><i>Continued professional development in the following areas (on-site and off-site, based on funding):</i></p> <ul style="list-style-type: none"> -Dual Language Instruction/best practices. -Data analysis -Second language acquisition - Understanding of meeting the academic needs of diverse student populations, including those with IEPs, in SAT, and ELLs -Professional learning communities -Continue to improve the SAT process -GLAD Implementation -American Reading Company (implementation, components, student data) <p>Purchase materials to support Spanish literacy</p> <p>Contracting with Literacy Specialist to assist with Literacy (Spanish and English) development</p>	2019-2020 School Year	<p>Director</p> <p>Teachers</p> <p>SAT Facilitator</p> <p>School leadership team</p> <p>CES</p> <p>Dual Language Education of New Mexico</p> <p>ESL</p> <p>Specialist/Coordinator</p>	Agendas & Sign-Ins

Academic Performance Indicators (I-A.01) Short Cycle Assessment

NWEA Math 2018-2019 (Year 4*)

Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> • This is year two of Eureka Math being fully implemented school-wide • No professional development due to lack of funding • The student population is more diverse than the previous two years. Please see the graph that references the growth in English Language Learners, identification and increase in the number of students that are economically disadvantaged and students with special needs. • Shifts in retention of teachers and increase in number of teachers needing a bilingual endorsement. 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Proper identification of students grades 1-3 in FAY subgroup	2018-2019	Director Teachers	Data submitted
Teachers & Students reviewed data and set year-long goals	Beginning of the Year & Middle of the Year 2018-2019	Teachers Students	Student Data Portfolios, NWEA Goal Setting Sheets
Maintained a strong Student Assistance Team (SAT) & SAT Facilitator SAT Facilitator attended trainings	Beginning of the Year & Ongoing	Director SAT Facilitator	Meeting notes SAT Log SAT File SAT Off Site Training (Cooperative Educational Services)
SAT Facilitator trained staff on the SAT process	Beginning of the Year & Ongoing	SAT Facilitator	Agendas & Sign-Ins
Initiated regular teacher data studies, including SAT chats.	Ongoing	Director Teachers	Graphs
Teacher hiring and retention efforts	2018-2019	Director Governing Council	Increase in Bilingual and TESOL stipends from previous years

Director participating in the PED's Principal's Pursuing Excellence program	2018-2019 & 2019-2020	Director	Agendas
Two teachers are participating in the PED's Achieve Excellence Program	2019-2020	Teachers	Agendas
Training on how to read WIDA ACCESS reports and how to support language learners	2019-2020	ESL Specialist/Coordinator	Agendas & Sign Ins
Training on how to read WIDA ACCESS reports and how to support language learners	2019-2020	ESL Specialist/Coordinator	Agendas & Sign Ins
Training provided, collaboration and support offered to teachers for students with IEPs	Weekly	Special Education Specialist	Logs & Agendas
Continued Steps:			
<i>Continued professional development in the following areas (on-site and off-site, based on funding):</i> - Data analysis & instructional practices - Best practice in math instruction - Understanding of meeting the academic needs of diverse student populations, including those with IEPs, in SAT, and ELLs - Training and support offered to students that are identified English Language Learners (referencing and knowing WIDA ACCESS data)	Ongoing	Director Dual Language of New Mexico Cooperative Educational Services Staff Teachers Contract Services/Specialists ESL Specialist/Coordinator	Sign-In Sheets Agendas
Continued improvement to the SAT process	2019-2020SY		
Contract with CES to support Eureka Math implementation			

3. Financial Compliance

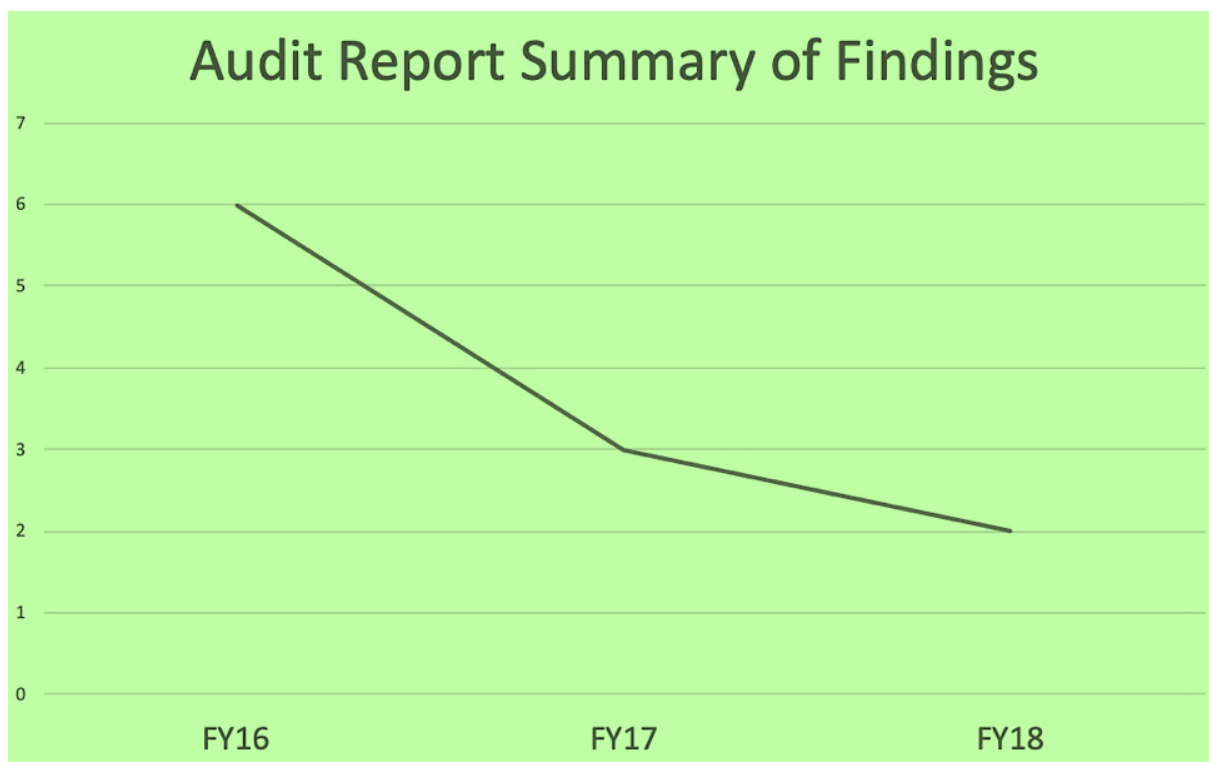
The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

School response:



“The school has implemented various internal controls that have resulted in the continued reduction of audit findings. It should be noted that FY18 only had two findings both of which were Compliance and Other Matters. In addition, the school was in compliance with one of the findings as of February 2018 resulting in only one true finding at the end of the fiscal year. The school continues to train and work on its processes to ensure compliance with applicable federal and state laws and regulations.”

Michael Vigil, The Vigil Group

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY 2016	6	<p>CS 2016-001-xx Procurement (Non- Compliance in Accordance with New Mexico State Audit Rule</p> <p>CS 2016-002-xx Timely Deposits (Non- Compliance in Accordance with New Mexico State Audit Rule</p> <p>CS 2016-003-xx Internal Control structure and Record Retention (Non- Compliance in Accordance with New Mexico State Audit Rule</p> <p>CS 2016-004-xx Internal Control and Disbursements (Significant Deficiency that does not rise to the level of a material weakness and non- Compliance in Accordance with New Mexico State Audit Rule</p> <p>CS 2019-005-xx Excess of Expenditure over Budget (Non- Compliance in Accordance with New Mexico State Audit Rule</p> <p>CS 2016-006-xx Cash Control (Material weakness and non- compliance in Accordance with New Mexico State Audit Rule</p>	<p>CS 2016-001 Management's Response: FY2016 was Sandoval Academy's first year in operation; due to limited of Administrators the school was not able to obtain a CPO Certification. The school is aware of the statute and will have the principal of the school obtain his CPO Certification as of Feb. 10, 2017.</p> <p>CS 2016-002 Management's Response: Sandoval Academy will put processes in place as of July 1, 2016 to ensure deposits are made within the 24hr. requirement. Once these controls are completed, they will be emphasized to staff to ensure compliance throughout the year.</p> <p>CS 2016-003 Management's Response: Documentation has been provided to the auditors to clear this finding.</p> <p>CS 2016-004 Management's Response: Management was unaware that the utility bill was being paid through the landlord and the school would pay a portion through the lease itself. The school was credited for the payment and the credit is being applied by the school not having to pay the current utility bill until the credit is used up. Management will fully review all signed agreement to ensure that all items in the agreement are being followed correctly and appropriately.</p> <p>CS 2016-005 Management's Response: The school has since monitored their budget more closely and has put additional procedure in place as of July 1, 2016 to avoid going over budget for FY2017.</p> <p>CS 2016-006 Management's Response: Procedures have been put in place as of July 1, 2016 and Payment schedules have been submitted to PED to ensure the school stays within budget as well as being able to return the excess amount of SEG funds the state paid to the school in FY2016.</p>

FY 2017	3	<p>2017-001 (2016-001) Procurement (Other Non-compliance)</p> <p>2017-002 Cash Receipts (Findings That Do Not Rise to the Level of a Significant Deficiency)</p> <p>2017-003 Cash Disbursements (Other Non-Compliance)</p>	<p>2017-001 Management's Response: In FY2017 Sandoval Academy's Head Administrator was unable to become CPO Certified until February 2017, which was previously stated in the school's FY2016 Audit. The school is aware of the state statute and will have the new Administrator certified by February 2018. The new Administrator had attempted to become CPO Certified before then but was unable to due to limited class availability. Documentation will be provided showing the Administrators attempts of becoming certified before February to avoid a repeat finding next year</p> <p>2017-002 Management's Response: Systems were put in place on July 1, 2017. Sandoval Academy will update their school's current policy and have GC approve by November 9, 2017 to ensure deposits have proper supporting documentation for each cash amount received for various fundraisers. Once these controls are completed, they will be implemented by the Head Administrator and Office Manager</p> <p>2017-003 Management's Response: Sandoval Academy will ensure that an NTTC is issued with every purchase order that is for Tangible Items. The school will also make sure that all payments to vendors will be made only if the school receives an Invoice not a statement. The school is aware of the state statute so these processes will be implemented as of July 1, 2017.</p>
FY 2018	2	<p>2018-001 Timely Deposit of Cash Receipts (Compliance and Other Matters)</p> <p>2018-002 Chief Procurement Officer Registration (Compliance and Other Matters) Repeat and Modified</p>	<p>2018-001 Management's Response: Procedures are already in place to ensure timely deposits within the required timelines. Compliance with these procedures will be emphasized to staff collecting funds to ensure that all deposits are received and properly recorded.</p> <p>2018-002 Management's Response: In FY2018 Sandoval Academy's Executive Director was unable to become CPO Certified until February 2018 due to classes only being offered quarterly. The school is aware of the state statute and the Executive Director has been a Certified CPO for the school since February 2018.</p>

IV-A.00: Business Management & Oversight: Meeting Financial Reporting and Compliance Requirements 2017/2018 - 2018/2019

Rating:			
Does Not Meet Standard	2017-2018 School Year		2018-2019 School Year
	FY17 Audit Findings Timely Deposit of Cash Receipts Lack of CPO		FY18 Repeat Audit Findings Timely Deposit of Cash Receipts Lack of Registration of CPO
	Root Cause:		
	Staff responsible for receipting cash lost a receipt book. CPO classes are only available two times per year.		Staff member did not receipt incoming cash and made deposits. CPO yearly registration on department’s site was not known.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017-2018 • Business manager, director and governing council developed a stronger internal controls policy and provided training to those receipting incoming monies. • Director attended the second CPO training held in • Business manager reported financials monthly to PED Finance Bureau per Corrective Action Plan	 February 2018 Monthly	Director Governing Council Director Business Manager	Policy on site Director holds CPO Licensed and is registered at https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx
2018-2019 • Letter of reprimand was issued to the staff that did not receipt incoming monies in question from the audit findings.		Director	In employee file

<ul style="list-style-type: none"> • Director is registered on the NM General Services Department as the schools CPO • Business manager reported financials monthly to PED Finance Bureau per Corrective Action Plan 	<p>Current</p> <p>Monthly</p>	<p>Director Business Manager</p> <p>Business Manager</p>	<p>Registered CPO at https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx Reports provided to PED/Via email</p>
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b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

Not applicable. Sandoval Academy of Bilingual Education maintained all Board of Finance authority during the entire term of the contract.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the **current contract term**, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do **NOT** complete this Section.

School response:

MATERIAL TERMS

The School's mission statement is as follows:

Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their worldview and educational and career opportunities.

Educational Program of the School

Bilingual Education

Provide a 90-10 dual language immersion model (Spanish-English)

- Kindergarten = 90% Spanish/ 10% English
- 1st Grade= 80% Spanish/ 20% English
- 2nd Grade= 70% Spanish/ 30% English
- 3rd Grade = 60% Spanish/ 40% English
- 4th - 8th Grades= 50% Spanish/ 50% English

Student – Focused Term(s).

In addition to core instructional areas, SABE commits to provide art, music and P.E. for its students.

Teacher – Focused Term(s).

All classroom teachers will hold a bilingual endorsement. In addition, SABE will make provisions for its staff to be trained by Dual Language Education of New Mexico and/or New Mexico Association for Bilingual Education.

Parent – Focused Term(s).

SABE will expect that parents volunteer a minimum of 10 hours a year.

Governance Structure.

SABE's governing council consists of no more than six voting members and no less than five. The term of office for members is three years.

Total Student Enrollment.

As set forth above, the School is authorized to enroll the following:
280 through first renewal at 2020

See analysis for each required section below:

ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.00 Educational Plan: Material Terms of the Approved Charter Application – Working to Meet

III-A.00 CHARTER MATERIAL TERMS – 2015/2016

Reason for rating:

- Mixed grade levels; 1st/2nd grade combination class does not meet program goals
- Curriculum not aligned to Common Core State Standards

Rating:	Root Cause:		
Does Not Meet Standard	<ul style="list-style-type: none"> • Lack of student enrollment to have two classrooms • Lack of curriculum aligned to CCSS provided to teachers for instruction 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
No combo classes in future years where dual language program cannot be maintained	Future Years	Director	No combination classes in Kindergarten-3 rd grades
Obtained curriculum resources to support the teaching and alignment to CCSS	Future Years	Director Teachers	CCSS Aligned Materials available: Trophies/Trofeos Reading Curriculum Eureka Math

III-A.00 CHARTER MATERIAL TERMS – 2016/2017

Reason for rating:

- 1 teacher without bilingual endorsement
- Training with Dual Language of New Mexico

Rating:

Root Cause:

**Working to
Meet Standard**

- Teacher lacked La Prueba to obtain her endorsement
- No funds to contract with DLeNM to provide professional development to staff

Action Steps Taken:

Timeline:

**Responsible Party
or Parties:**

Evidence:

Teacher took one class and received her bilingual endorsement

By end of the 2017 summer

Teacher

Bilingual endorsement in employee file

Continued Steps: *These steps were taken in preparation for the upcoming 2017-2018 school year by new director in July 2017.

Scheduled *Dual Language 101* training with DLeNM

For the 2017/2018

Incoming 2017/2018SY Director

Agenda & Sign-In Sheet on file

III-A.00 CHARTER MATERIAL TERMS – 2017/2018

Reason for not meeting standard:

- Physical education classes not observed
- 4th/5th combination class is not part of contract

Rating:	Root Cause:		
Working to Meet Standard	<ul style="list-style-type: none"> • Classes were not in session, and/or the evidence was not observed in lesson plans • Lack of enrollment in both grades to have two separate classrooms to fund two teachers; although the material terms in contract are met as both 4th/5th grades are instructed using a 50:50 model of instruction 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Teachers were provided training on how to include standards aligned to PE classes within the lesson and/or plan template	On-Going	Director Teachers	Lesson Plans and Language Articulation Plan/Block Schedule
<i>None – Combination class still adheres to the material term of program: the requirement of a 50% English to 50% Spanish Dual Language Instructional program in still intact</i>	----	Director Teachers	Language Articulation Plan/Block Schedule

III-A.00 CHARTER MATERIAL TERMS – 2018/2019

Reason for rating:

- 1 teacher without bilingual endorsement
- Not evident that the GLAD training is provided by Dual Language Education of New Mexico

Rating:	Root Cause:		
Working to Meet Standard	<ul style="list-style-type: none"> • Teacher license request was pending with NM PED • DLeNM is not listed as the training authority for OCDE Project GLAD 		
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
Teacher license remained pending with NM PED	End of the Year	Teacher	Teacher is no longer with the school
None-DLeNM is the sole NM provider of the OCDE Project GLAD training which has been providing training to SABE since 2017	None	Director Teacher	Sole Source letter will be provided at site visit Teachers have and will also be attending La Cosecha in November 2019. This is a national conference provided by Dual Language Education of New Mexico

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law,** the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

See analysis for each required section:

ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.03 Educational Plan: protecting the rights of student with special needs – Working to Meet

III-A.04 Educational Plan: Protecting the rights of English Language Learners – Working to Meet

IV-A.00 Business Management & Oversight: Meeting Financial reporting and compliance requirements – Not Meeting Standard

VI-A.01 Employees: respecting employee rights – Working to Meet

VII-A.00 School Environment: complying with facility requirements – Working to Meet

III-A.03: Educational Plan: Protecting the Rights of Students with Special Needs (IDEA, 504, gifted) **2017/2018 - 2018/2019**

Rating:			
Working to Meet Standard	2017-2018 School Year		2018-2019 School Year
	No sufficient evidence provided to the CSD of contracted ancillary service providers keeping log of students served and hours served.		Two overdue IEPs and one IEP lacked signature page.
	Root Cause:		
	At the time, contracted staff only signed in and out at the front office and no records of hours and students seen were provided directly to the school director.		Lack of timeline and invitations are not sent out with sufficient time to account for parent cancelations and inability to attend IEP meeting.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017/2018 <ul style="list-style-type: none"> Contracted service providers as well as contracted business officials provide school director with logs of hours on campus and students seen, also use Raptor system for checking-in and -out. 	Monthly	Director	Student record logs are on site Business provider includes in invoicing
2018/2019 <ul style="list-style-type: none"> Hired a full-time special education teacher/specialist Director discussed the findings from previous years with specialist Specialist developed systems including a timeline calendar, a method to record and account for communication with parents 	Ongoing	Director Special Services Coordinator CES	<i>Forms including:</i> Log of dated documentation received Timeline of IEP invitations sent to parents and teachers Log of phone conversations held with parents and/or teachers regarding IEP dates Google Calendar & Invites Certificates of attendance at PD sessions

<ul style="list-style-type: none"> • Specialist has attended professional development sessions to support her development, maintenance and compliance with IEP records. 			
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III-A.04: Educational Plan: Protecting the Rights of English Language Learners **2017/2018 - 2018/2019**

Rating:			
Working to Meet Standard	2017-2018 School Year		2018-2019 School Year
	• The Language Usage Survey (LUS) in the student files was taken from registration packet. • One student was screened twice. • One student was not screened and should have been.		• One student file did not have the parent notification of EL status. • Two student files lacked LUS in file to validate need for screener.
	Root Cause:		
	• The registration packet did not have a Home Language Survey or Language Usage Survey in use. • There was not an established protocol for the school to obtain records from prior schools to determine EL eligibility.		• Human error as all other notifications were intact. • No record kept demonstrating why students were identified as EL within their file and screener was administered.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017-2018 & 2018-2019 • A cumulative file audit was held and all LUS and language assessments/data are collected in the same place for all cumulative records. • Training was given to the registrar as to the process of collecting LUS forms. • ESL teacher assisted with the process of maintaining EL records, identifying and assessing potential	Summer 2017-2018 & 2018-2019 Ongoing 2017-2018 & 2018-2019	Director ESL Teacher/ Coordinator Registrar	Student Cumulative files Flow Map Log

<p>EL students; and assisting with parental notifications and records.</p> <ul style="list-style-type: none"> • Students entering kindergarten have an LUS included in their registration packet. • Non-kindergarten new students enrolling at the school are <u>not</u> provided with an LUS. *The ESL coordinator receives the information from the registrar of the new enrollee and makes attempts to obtain records from previous schools or will use STARS ELP. • School implemented the use of the STARS ELP report that was shared by the CSD at the December 6, 2018 meeting (director was given access to this report at this time as well). • School implemented the use of a form provided by the CSD to document attempts at requesting records and EL status from other schools • Due to the increase in the number of English Learners and file management, a new experienced ESL coordinator was hired to assist with the required documentation and compliance measures. 	<p>2017-2018 & Ongoing</p> <p>2018-2019</p> <p>December 2017 & 2018-2019 & 2019-2020*</p> <p>2019-2020</p> <p>2019-2020</p>		<p>Registration Packet</p> <p>Log</p> <p>For future reporting, reports in file.</p> <p>In cumulative records, and on file with ESL Coordinator</p>
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IV-A.00: Business Management & Oversight: Meeting Financial Reporting and Compliance Requirements **2017/2018 - 2018/2019**

Rating:			
Does Not Meet Standard	2017-2018 School Year		2018-2019 School Year
	FY17 Audit Findings Timely Deposit of Cash Receipts Lack of CPO		FY18 Repeat Audit Findings Timely Deposit of Cash Receipts Lack of Registration of CPO
	Root Cause:		
	Staff responsible for receipting cash lost a receipt book. CPO classes are only available two times per year.		Staff member did not receipt incoming cash and made deposits. CPO yearly registration on department’s site was not known.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017-2018 • Business manager, director and governing council developed a stronger internal controls policy and provided training to those receipting incoming monies. • Director attended the second CPO training held in • Business manager reported financials monthly to PED Finance Bureau per Corrective Action Plan	 February 2018 Monthly	Director Governing Council Director Business Manager	Policy on site Director holds CPO Licensed and is registered at https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx
2018-2019 • Letter of reprimand was issued to the staff that did not receipt		Director	In employee file

incoming monies in question form the audit findings. • Director is registered on the NM General Services Department as the schools CPO • Business manager reported financials monthly to PED Finance Bureau per Corrective Action Plan	Current Monthly	Director Business Manager Business Manager	Registered CPO at https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx Reports provided to PED/Via email
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VI-A.01: Employees: Respecting Employee Rights 2017/2018 - 2018/2019

Rating:			
Working to Meet Standard	2017-2018 School Year		2018-2019 School Year
	1 employee file missing a PDP 4 employee files missing the Educator Effectiveness Reports		4 employee files missing the verification of employment forms 1 employee file missing a PDP
	Root Cause:		
	Human error. Teacher did have a current PDP. Was unaware that those reports had to be included in employee file. They were housed in another file with the director.		Was not known that a Verification of Employment was a requirement for employee file. Human error. Teacher did have a current PDP.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017-2018 • PDP added to the teacher file. • Educator Effectiveness Reports added to the employee files.	When reported	Director	In employee file
2018-2019 • Director and human resource specialist created a VOE form and teachers were informed that they need to obtain these from their previous districts/schools.	When reported	Director Human Resources Coordinator	In employee file
• Employee file audit complete	Ongoing	Director Human Resources Coordinator	Checklist in employee file

VII-A.00: School Environment: Complying with Facility Requirements 2017/2018 – 2018/2019

Rating:			
Working to Meet Standard	2017-2018 School Year		2018-2019 School Year
	Prior years drill records were not provided to the CSD team at visit.		1 fire drill missed during the first four weeks of school
		Root Cause:	
		Overlooked as they were on site.	Overlooked/human error.
Action Steps Taken:	Timeline:	Responsible Party or Parties:	Evidence:
2017-2018 • All records are stored in one binder.	When reported	Director Office Staff	Binder in main office
2018-2019 • All drills are scheduled and posted on the director and office staff calendar.	BOY & Ongoing	Director Office Staff	Google Calendar
• All drill dates are shared with and most drills are attended by the local RRFD.	BOY	Director	Email, Posted in director's office and scheduled with RRFD

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

See membership form below that shows the membership roles and service terms. For the last three years, audit/finance committee membership are identified. Governing Council membership has never gone below 5 members. All members have completed the required hours of approved training. Conflict of interest forms have been presented to the board, as necessary.

Member 2019-2020	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Becky Torres	President	Oct. 2017	Oct. 2020	----
Brennan Divett	Vice-President	Nov. 2015	Oct. 2019 (extended)	----
Wayne Moosman	Treasurer	Feb. 2018	Feb. 2021	Audit/Finance Committee
Lisa Spangler	Member	April 2018	April 2021	Audit/Finance Committee
Scott Heller	Member	March 2019	March 2022	----
Member 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Becky Torres	President	Oct. 2017	Oct. 2020	Audit/Finance Committee
Brennan Divett	Vice President	Nov. 2015	Oct. 2019 (extended)	----
Wayne Moosman	Treasurer	Feb. 2018	Feb. 2021	Audit/Finance Committee
Lisa Spangler	Member	April 2018	April 2021	----
Octavio Munoz	Secretary	April 2017	April 2019 (resigned)	----
Scott Heller	Member	March 2019	March 2022	----
Member 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Becky Torres	President	Oct. 2017	Oct. 2020	
Brennan Divett	President	Nov. 2015	Nov 2018	----
Jeff Stradling	Secretary	April 2016	Jan. 2018 (resignation)	Audit/Finance Committee
Cristina Benitez de Luna	Vice-President	Nov. 2016	Feb. 2018 (resignation)	----
Chris Gallegos	Member	March 2017	Nov. 2017 (resignation)	----
Octavio Munoz	Member	April 2017	April 2019 (resignation)	Audit/Finance Committee
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Brennan Divett	President	Nov. 2015	Nov. 2018	----
Wayne Moosman	Treasurer	Sept. 2014	May 2017	Audit/Finance Committee
Phillip Leonardelli	Vice President	Sept. 2014	April 2016	----
Paola Huffmon	Member	April 2015	Dec 2016	----
Margarita Fuentes	Member	Dec. 2015	April 2017	----
Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Marjori Krebs	President	Sept. 2014	Dec. 2015	----
Vince Haslam	Secretary	Sept. 2014	Dec. 2015	----
Wayne Moosman	Treasurer	Sept. 2014	May 2017	Audit/Finance Committee
Miranda González	Member	Sept. 2014	April 2015	----
Phillip Leonardelli	Vice President	Sept. 2014	April 2016	----

EXTRA

PART A

School response:

In response to the discrepancy in Part A “Habitual Truancy Rate”, please reference Mrs. Shari Herrington’s notes below. Mrs. Woerner advised me to respond to this within Section B.

Sandoval Academy of Bilingual Education contracts with Accountability and Compliance Resources in our collection and submission of data to the NM PED STARS system where Mrs. Herrington is the Senior Analyst. Upon review of Part A, Mrs. Harrington was made aware of the discrepancy in relation to the Habitual Truancy data and ran an analysis and made the following findings.

“Sandoval Academy of Bilingual Education uses PowerSchool as it’s Student Information System (SIS). During the initial setup, absences can be determined to be excused or unexcused. In the school’s setup, all absences were setup to report as unexcused. This setup error created inflated numbers of unexcused absences, thus creating inflated truancy rates.

Unfortunately, this type of error is difficult to identify until such events as reauthorization come up. A number of attempts have been made to go back and determine the correct rates as if the setup had been done properly. However, the SIS will not allow for such calculations be made in past years data.

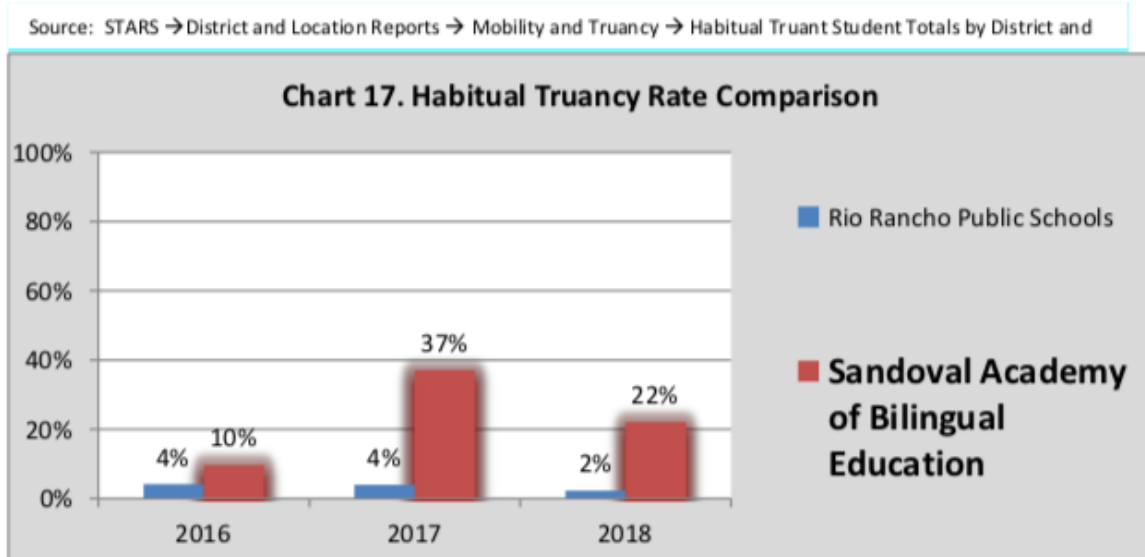
Respectfully we are requesting leniency having made the corrections in the SIS for school year 2018-2019 and going forward. We feel strongly the rates would reflect closely to the rates of our geographical district and calculations from school year 2018-2019 and forward should reflect this. As evidence, in 2018-2019 on 40d, 80d, and 120d no student had more than 10 absences. We fully expect going forward our data will be accurate and of course timely.”

Shari Herrington, Senior Analyst
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Part A:

Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.



Email from Karen Woerner:

*The team noticed this discrepancy during the site visit and wrote “According to STARS, the school’s **habitual truancy rate** for the previous school year (2017-2018) was 22.22%, significantly higher than the preferred, less than 2%, and the **attendance rate** for the current school year (2018-2019) was 99.7%. The habitual truancy rate does not seem to be accurate given the school’s high attendance rate and it is recommended that the school ensure that data is being reported appropriately to STARS. The school indicated that they have a contract with ACR for STARS reporting.*

I strongly suggest that you ask ACR to explain how they reported attendance and habitual truant students to STARS. There is an error somewhere. What you discover should be included in your Part B.