



**New Mexico Public Education Commission
Charter Schools Division**

**2014 New Charter School Application Kit
Part B. Executive Summary**



Part B: Executive Summary

This section should be two to three pages long and address in a narrative form the following points:

- Your proposed school's name and a description of the targeted student population including key demographic data (academic performance, home languages, special populations) and the targeted geographical area of the proposed school.
- Where the targeted students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
- Evidence that there is a community need for a school of this nature in the location proposed. Note: NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
- How you project that the school will be more effective than the schools currently serving the targeted student population, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise.
- If different from the list provided above, the founding governing board.

To complete the following form, click on the text box and begin to type.

Executive Summary

Purpose:

Sandoval Academy of Bilingual Education (SABE) is a proposed K-8 charter school that will be located in Rio Rancho, New Mexico. During its opening year, SABE will serve grades K-3 for an enrollment of 120 students. Each year, SABE will add one grade level with two classes each until reaching 8th grade; the maximum capacity will be 360 students at Year 7.

Our mission: 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.

SABE will teach bi-literacy using an immersion program where the minority language, Spanish, will receive a greater portion of the instructional time in the early elementary years (90% in kindergarten) and then decrease as grade level increases until reaching equilibrium (50% English, 50% Spanish) by the fourth grade. By assuring that students receive core educational content in Spanish rather than Spanish as an auxiliary course, SABE's students will achieve proficiency in both English and Spanish to a degree that provides competency for real-life and academic situations.

Community need:

Rio Rancho students in elementary and middle school grades (K-8) have limited access to dual language programs in their home school district. Rio Rancho Public Schools (RRPS) provides two bilingual immersion programs in the district at Puesta Del Sol and Colinas Del Norte. These programs are available to one class per grade level at both elementary schools. In addition, three other RRPS elementary schools provide 45 minutes of Spanish instruction per day for English Language Learners (ELLs). However, this leaves half of the ten Rio Rancho elementary schools with no bilingual program whatsoever. Only one of the four middle schools has a 45-minute maintenance program. No RRPS middle schools have a dual immersion program.

Those who live outside of the two elementary school districts or who have kids in middle school and wish to place their children in a dual immersion program must travel 30-40 minutes one way to take their children to one of Albuquerque's dual language charter schools. By creating a bilingual charter school in Rio Rancho, we will relieve the commutes of Rio Ranchoans and foster a sense of solidarity by meeting educational needs here within our own community.

Currently, RRPS is suffering from overcrowding at the elementary school level. By opening a new school in Rio Rancho, we will serve the dual purpose of providing much-needed bilingual education and creating space for more elementary students. One of the closest dual language charter schools to Rio Rancho residents is Corrales International School, which has 515 students waitlisted, some of whom are from Rio Rancho. SABE will serve to alleviate the waiting list for CIS and other dual language programs in Albuquerque and meet the needs of a part of the metro area that has been neglected.

Helping ELLs:

While RRPS currently has math and reading proficiency levels above state averages, it should be noted that there is a significant achievement gap between ELLs and the general student body. For example, on the District Accountability Report for RRPS for 2011-2012, all students in the RRPS district have a reading proficiency level of 65.98%, while ELLs have a reading proficiency level of 31.45%. Math proficiency levels show a similar discrepancy (58.71% and 31.18%, respectively).

According to the 2010 U.S. Census, one in five people in Rio Rancho speaks a language other than English at home. One in six speaks Spanish at home, which means that approximately 81% of all ELLs in Rio Rancho speak Spanish. Additionally, 37% of people in Rio Rancho identify as Hispanic, which means that many students may have Spanish as a heritage language, even though it is not the primary home language. In an article referenced on the National Association for Bilingual Education's website, Dr. Stephen Krashen, a linguist and education activist, asserts that the key to improving literacy among ELLs is providing instruction in the ELL's native language:

When schools provide children quality education in their primary language ... the knowledge that children get through their first language helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language. The reason is simple: Because we learn to read by reading – that is, by making sense of what is on the page – it is easier to learn to read in a language we understand. Once we can read in one language, we can read in general.

By teaching children to read in their home language, Spanish, we give them a jump on literacy that is easily transferable to English.

The case for bilingualism among native English speakers:

But what about native English speakers? A study performed in 2013 by Virginia Diaz and Faye Karp at the University of Massachusetts Boston found that "Spanish's shallow orthography (pronouncing a word exactly as spelled) makes learning to decode text easier for young learners,

and may be beneficial to learning English." In addition, Diaz and Karp found that both native English speakers and native Spanish Speakers "have higher Spanish proficiency outcomes at the end of the program in 90/10 than in 50/50, with no detriment to English in the long run." At the end of the program, those students who participated in the study were proficient in Spanish, but just as importantly, they had high English proficiency levels, indicating that Spanish added to, not detracted from, English.

In addition, multiple studies, most notably the 2004 Bialystok and Martin-Rhee study called "The development of two types of inhibitory control in monolingual and bilingual children", have shown that bilingual individuals are more proficient at problem-solving and ignoring distractions. As long as bilinguals keep up both languages, these abilities stay with them throughout their lifetime and even serve to delay dementia when they enter their elder years. Bilingual individuals are also more competitive and capable than their monolingual counterparts in an increasingly globalized world.

Culture:

We have learned that a big concern in our community is the disconnect between generations. Native Spanish-speaking children often begin school speaking only Spanish, but instead of adding English to their native language, they replace their native language and no longer communicate with their parents and grandparents in Spanish. As a result, family relationships suffer. By maintaining the language of their heritage, students will be firmly tied to their familial roots, and by strengthening families through communication and culture, our community will be stronger.

Last, SABE will perpetuate the culture and heritage of our state. In the New Mexico State Constitution, Spanish is recognized as equal to English and thus there are provisions for the Spanish language in education. Article XII, Section 8 of the state constitution reads:

The legislature shall provide for the training of teachers in the normal schools or otherwise so that they may become proficient in both the English and Spanish languages, to qualify them to teach Spanish-speaking pupils and students in the public schools and educational institutions of the state, and shall provide proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students.

Founders:

Miranda González

Miranda has a bachelor's in English and Spanish Education from Brigham Young University-Idaho. She currently teaches English as a Foreign Language online for Livemocha Incorporated, a

language company subsidiary of Rosetta Stone. She has written curriculum for adult EFL learners and translated written, audio, and video web content from English to Spanish and vice versa. She has given private instruction through video conference to students from all over the world and helped pilot and successfully launch a cloud-based social language-learning platform.

Miranda has volunteered as an English teacher for under-served Spanish-speaking communities and currently serves as an advisor in the Rio Rancho branch of La Sociedad de Socorro, a faith-based educational and philanthropic organization that serves women. Her teaching experience includes tutoring refugees and immigrants in fundamental civics and English so that they could attain U.S. citizenship at the Osseo Adult Basic Education Center in Brooklyn Center, Minnesota. She and her husband are raising three bilingual children. She is very active in Rio Rancho's bilingual community and, as a result, became aware of the pressing need for a dual language school in the area.

Brennan Divett

Brennan Divett is currently the ESL Coordinator at the ASK Academy charter school in Rio Rancho, New Mexico where he teaches Spanish and History. He is currently working on a master's in Spanish from the University of North Texas during the summer months. Brennan graduated from the University of New Mexico with a Bachelor of Arts in Education in teaching Spanish with double minors in TESOL and Social Studies.

Brennan was an inaugural member of the TeacherCorps program at UNM where he taught Spanish and participated in after school service-learning programs in low socio-economic status and at-risk neighborhoods in the international district of Albuquerque, New Mexico. He spent two years in Costa Rica as a church representative where he taught classes in English as a Foreign Language and was involved in community service.

Founding Governing Board:

1. Marjori Krebs, Ed.D., is an Associate Professor in the Department of Teacher Education, Educational Leadership and Policy in the College of Education at the University of New Mexico. Dr. Krebs received her Doctorate of Education in Educational Leadership from Bowling Green State University, her Master of Arts Degree in Educational Theory and Practice from The Ohio State University, and her Bachelor of Arts Degree in History from the University of Oklahoma.

In addition to serving as the Coordinator of Master's Education for Elementary and Secondary Education, she is also a Presidential Fellow in the Office of the President at UNM working in the area of K-12 and University Partnerships. Among her responsibilities in this role include serving on the Operations Team for Mission: Graduate; coordinating regular meetings between the leadership of Albuquerque Public Schools, Rio Rancho Public Schools, Central New Mexico

Community College, and UNM; and serving on the State of New Mexico Higher Education Leadership Team for the Partnership for the Assessment of Readiness for College and Career (PARCC), the student assessment for the Common Core State Standards.

In addition, Dr. Krebs is currently working with the Zuni Public School District in partnership with the W. K. Kellogg Foundation in the areas of professional development, project-based learning, and recruiting Zuni tribal members to be teachers. Krebs serves as a consultant in the areas of service-learning and project-based learning and conducts research in the areas of service-learning, project-based learning, and K-12 teacher preparation.

In addition to other areas of service to the community, Dr. Krebs is a member of the Board of Directors for the Boys and Girls Clubs of Central New Mexico and also for the Heart Gallery of New Mexico Foundation.

2. Philip J. Leonardelli, M.D., is a pediatrician with over 40 years of experience. He received his Doctor of Medicine from the University of Colorado School of Medicine in 1974 and his pediatric specialty from the Baylor College of Medicine in 1977. Dr. Leonardelli continuously practiced general pediatrics for various institutions in Montana, Colorado, and New Mexico from 1977 to 2000. He then opened his own practice, Dr. Phil Pediatrics, in 2001 and continues to provide dedicated service to Rio Rancho families. He is a fellow of the American Pediatric Association and a member of the New Mexico Pediatric and Medical Societies and is board certified by the American Board of Pediatrics.

Dr. Leonardelli has completed medical missions trips to Nepal in 1994, Haiti (after the earthquake), and Guatemala and Belize in 2013. He is a current board member of the Sierra Ryan Foundation for neuroblastoma research and support, and a past board member of a group home in Montana that serviced and housed disabled children with congenital illnesses such as Congenital Rubella Syndrome and Down's syndrome, among others.

He is an expert in the field of child development with extensive experience in the study and treatment of ADHD. Dr. Leonardelli was also an assistant professor of pediatrics for the WWAMI program at the University of Washington Medical School and a preceptor for UNM medical students and St. Francis P.A. students. His diversity of experience will not only allow him to make informed decisions about the education of children, but his skills as a small business owner will facilitate decision-making regarding the management of public funds. Because he lives and operates his practice in Rio Rancho, he is well-suited to address the needs of this specific community.

3. Vincent M. Haslam, J.D., LL.M., was born and raised in New Mexico. After graduating from Rio Rancho High School, he moved to Quito, Ecuador, where he spent two years volunteering for his church. During his time in Ecuador, he learned to speak fluent Spanish. Vincent received his

Bachelor of Arts in Economics and Juris Doctor from the University of New Mexico and a Master of Laws in Taxation from the University of Washington. Vincent is a Young Lawyer Division Liaison for the Taxation Law Section of the New Mexico State Bar, a member of the Young Leaders Society of United Way of Central New Mexico, and a member of ABA Real Property, Trust, and Estate Law Section and Taxation Section.

He currently practices law at Beckley & Tann, P.A. in Albuquerque, where he advises clients in the areas of estate planning, business planning, taxation, trust and estate administration, as well as in liability and collection matters. He also counsels business owners on state, local, and federal tax matters that affect their business. Vincent's role as a Board member will be to advise SABE in all legal issues and provide oversight in the administration of state resources.

4. Wayne Moosman, C.P.A, C.I.A., C.M.A, is the manager of the Ethics and Audit department of Los Alamos National Laboratories. He has 24 years of audit and financial work experience, including nine years as a Federal Officer of financial reviews and performance assessment for the National Nuclear Security Administration, three years as the Director of Audit at the USDA Forest Service, and eleven years as a Senior Auditor at the Defense Contract Audit Agency.

Wayne's extensive audit experience will serve as a major asset to the SABE Board of Directors. He will be instrumental in overseeing the execution of the operational budget and preparing for audits and reviewing and implementing feedback from audit reviews.

5. Miranda González - See qualifications above.