



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Sandoval Academy of Bilingual Education

School Name: Sandoval Academy of Bilingual Education (SABE)

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

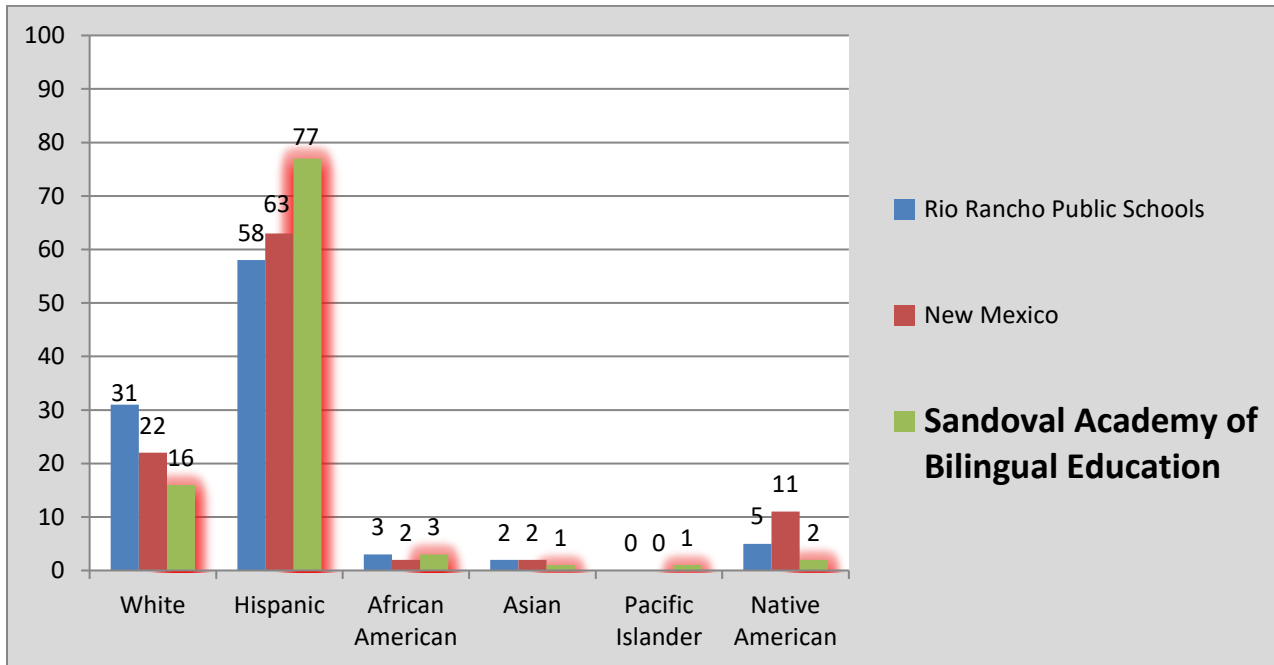
Authorized Enrollment Cap: 280

Current Enrollment: 209

Contract Term: 2019-2025

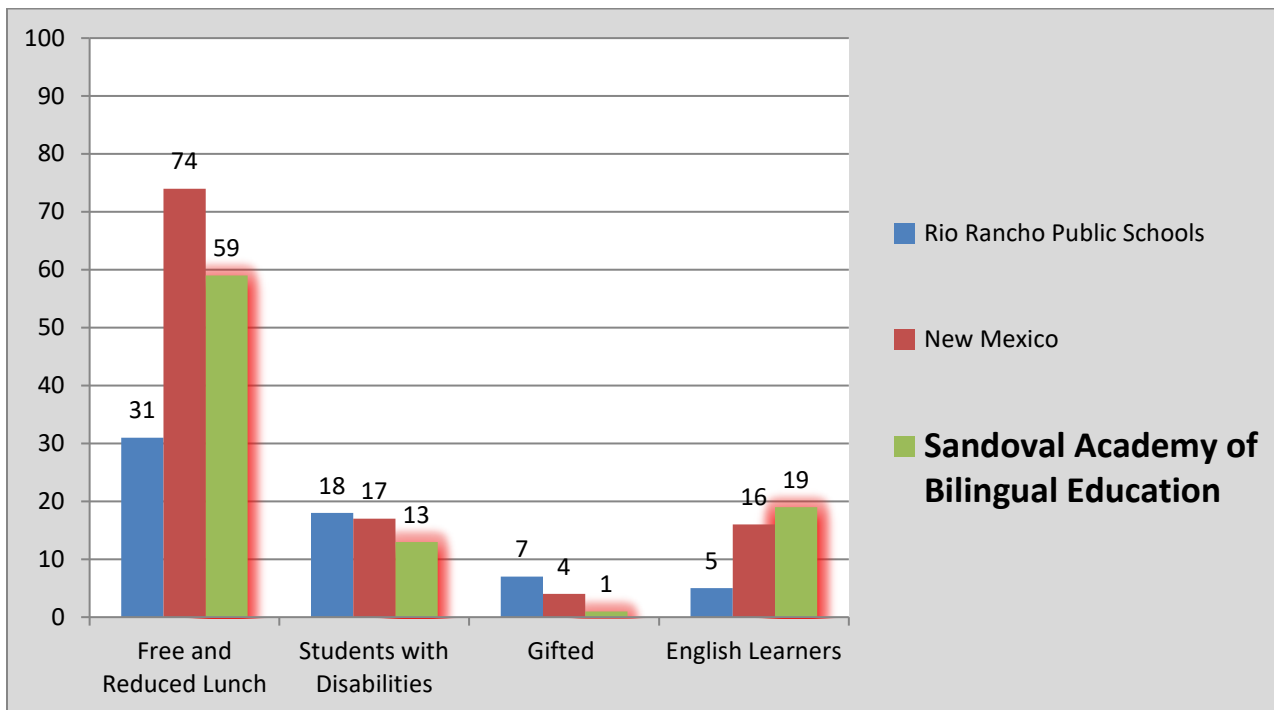
Mission: Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their worldview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

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

Site Visit Summary: June 1, 2021

Virtual Site Visit Participants

School: Alice Banks; Mily Geisel, Kristina Smith; Jackie Rodriguez; Felicitades Reyes

PED: Corina Chavez; Melissa Sanchez; Missy Wauneka

Response to COVID Pandemic

[The Sandoval Academy of Bilingual Education \(SABE\)](#) serves 213 students in grades K-8 in Rio Rancho. SABE was closed through Labor Day then brought students back for small group learning four days per week. During full re-entry, the school brought approximately 100 students back in person out of their enrollment of 213 total. The school maintained an “online academy” as well as in-person classes. When possible, teachers taught *either* online or in-person. However, 4th and 5th grade teachers taught both in-person and online simultaneously. SABE provided materials and training to ensure staff and student safety during COVID, including PPE, cleaning, and sanitizing and social distancing. The school only experienced 2 positive COVID cases out of 100 students attending school in person. Over the course of this school year, enrollment increased. Students attended school 4 days per week in-person during hybrid and full re-entry phases. The school provided SEL Community Lessons and Enrichment on Friday mornings and did early release and plans to continue with this model next school year.

Teaching, Learning, and Assessment

SABE utilizes a 50/50 English/Spanish model and maintained this model to the extent possible both online and in-person. The school uses [American Reading Company](#) for English and Spanish curriculum, [Great Minds Math](#) and teaches using a thematic model. SABE does a lot of small group learning. To promote COVID-safe practices, SABE had students who were coming to school in person stay in the same classroom while teachers moved spaces.

SABE utilized [iReady](#), DRA and the [NWEA MAP](#) assessment and also designed its own assessment tool, called the Biliteracy Trajectory Tool (BTT). The BTT is designed to measure growth in English Language as well as Spanish Language. SABE also administered Universal Benchmark Assessments to all students. In lower elementary, SABE used [SeeSaw](#) for homework.

Middle school engagement and attendance were a challenge this year. It was also challenging not to have any control over students’ learning environment and things such as internet access, having a dedicated learning space at home.

SABE supported teachers this year by reducing all non-essential work and focusing on physical safety to prevent COVID. The school also has two parents who support the school with substitute teaching. Professional development includes teacher observations, monthly mentorship meetings, Wednesday workshops, 2 teacher breaks per day.

Student and Family Support and Engagement

All SABE’s students who qualify for ancillary services received them during virtual and in-person learning. SABE contracted additional hours with a social worker to help support parents and serve as a parent liaison. The school offered Friday SEL, Art and PE lessons and had a “Lunch Bunch” to support students’ social needs. SEL was also brought into daily lessons Monday through Friday. SABE partners with [Sown to Grow](#), [Kids Focus](#), and [Kids Cook](#).

SABE communicates with families through Google Classroom, SeeSaw, Data Folders, the Biliteracy Trajectory Tool, Parent Conferences and Meetings, Engage NM, Family Newsletters, the school's Parent Liaison, the school website, and [Class Dojo](#). The BTT helps teach parents the developmental stages of learning a new language.

Performance Framework Indicators (school-specific questions)

1c. Is the school protecting the rights of students with special needs?

CSD: SABE had a few overdue IEPs this year.

This was due to parents not wanting to bring their students on campus to be evaluated. The school was able to resolve this by allowing parents to bring their children in on Fridays when no other students were on campus.

1d. Is the school protecting the rights of English Learner Students?

CSD: There are 7 students on the ELP Error Report.

SABE is not sure how to fix this, CSD will send follow-up information about how to properly code students.

2a-2c Audit Findings FY20

2020-001 (Previously 2017-001) Timely Deposit of Cash Receipts (Other Noncompliance) One of 13 deposits not taken to the bank within 24 hours per statute

2020-002 Purchasing (Other Noncompliance) - invoice service price exceeded budget

Does the school have a plan in place to make timely deposits moving forward and to ensure that service prices do not exceed the amount of the purchase order?

These were personnel issues. The person who was responsible was trained and asked to correct these issues.

3.a Is the school complying with governance requirements?

CSD: Since the school maintains a website, board agendas need to be posted at least 72 hours prior to the meeting. CSD also recommends posting Annual Open Meetings Act Resolution and meeting minutes on the website.

Mission-Specific Goals:

Goal: 60% or more of students at SABE enrolled on the 40th and 120th day will grow one (1) year's language level in both English and Spanish as measured by the Biliteracy Trajectory Tool. Data will be collected at the beginning of the year, middle of the year and end of the year via the Biliteracy Trajectory Tool.

School Response: See attachments.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standards

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

Sandoval Academy of Bilingual Education	2020-2021
Category I. Academic Performance Framework	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Unable to Review - COVID
Category II. Organizational Performance Framework	
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020/2021 was Sandoval Academy of Bilingual Education's first year of operation in the current contract.

[Appendix B: Assurances](#)



**Charter Schools Division
 Performance Indicator Assurances
 2020-21**

Charter School Name **SABE/ Sandoval Academy of Bilingual Education**

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

- The school protects the rights of students with special needs, by:**
 - ✓ Providing services per individual IEP,
 - ✓ Maintaining both direct service and ancillary support logs,
 - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.
- The school protects the rights of English Learner (EL) students:**
 - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.
- The school complies with federal and state grant program requirements.**
- The school meets Governance and reporting requirements:**
 - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
 - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
 - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).
- The school protects the rights of all students:**
 - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
 - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
 - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
 - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
 - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
 - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
 - ✓ School updates Next Step Plans annually for all high school students.
- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.**
- The school protects employee rights:**
 - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
 - ✓ School has an employee handbook that includes discipline and grievance policies.
 - ✓ School has a salary schedule that complies with minimum teacher salaries.
 - ✓ School has a documented mentorship program for first year Level One teachers.
 - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.
- The school complies with facility requirements in NMSA § 22-8B-4.2.**
- The school complies with transportation requirements, including all inspections and insurance, if applicable.**

- The school complies with health and safety requirements:**
 - ✓ The school conducts all required emergency drills per [PED memorandum of 3/25/21](#).
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.
- The school handles information appropriately:**
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Jackie Rodriguez	
Signature	<i>Jackie Rodriguez</i>	Date 06/30/2021
Board Chair Printed Name	Becky Torres	
Signature	<i>Becky Torres</i>	Date Jun 30, 2021