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**Charter Schools Division
Renewal Analysis and Recommendation
November 1, 2024**

School Name: Sandoval Academy of Bilingual Education

School Address: 4321 Fulcrum Way NE, Suite A Rio Rancho, NM 87144

Head Administrator: Jackie Rodriguez

Governing Board Chair: Beckie Torres

Contract Term: 2020–2025

Statutory Renewal Requirements

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

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends Sandoval Academy of Bilingual Education be renewed with a charter contract term of five years, without conditions.

Part B: Progress Report

The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress**, or **Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2024 Charter School Renewal Application.

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

** Results from 2023-24 Vistas data, scheduled to be released in November 2024, could change this rating in the final recommendation.*

1.a. Student Outcomes

Through the NMVISTAS designations, Sandoval Academy of Bilingual Education has earned a designation of Traditional for the last two years. The school uses NWEA, iStation, iStation-Español, American Reading Company IRLA and ENIL as interim assessments as well as AVANT Stamp and ACCESS. NWEA MAP assessments are conducted for Reading, Spanish Reading, and Math. SABE uses benchmark and formative classroom assessments which supports personalized learning; they have seen progress in student reading scores (32% to 45%). SABE has taken several adult actions to bring student assessment scores in line with the state and district (RRPS) level. SABE realizes that math is an issue affecting them even after seeing a small increase in students testing proficiencies; they continue with on-going professional development for teachers that focuses on dual-literacy, data-driven instruction and differentiated learning strategies that help teachers to better meet the diverse needs of their students. They have implemented Professional Learning Community (PLCs) and they have data coaches. Adult actions have also taken place to address the below the state and district science scores- the middle school is using open science education. Students' social emotional learning remains a top focus area of the school along with its academics.

SABE also uses WIDA to assess students. The school reviews data that has been captured at the beginning of the year, middle of the year and end of year. They look at proficiency data in depth, not just at a skill level but also at a language level. School leadership spoke about how Avant Stamp is not a good fit for them, so they use the Biliteracy Trajectory Tool (BTT) and that is how they report to the New Mexico Public Education Department. All teachers use benchmark assessments and classroom performances to evaluate all of their students. Teachers also do a deep dive into NWEA - reading, math and Spanish results after each assessment period; which in turn helps drive instruction. A goal that school leadership has is that they want to create a biliteracy seal so students in fifth & eighth grade can present at the end of the school year.

SABE has also invested in a data software system, called Munetrix which will be able to help them capture all of their data and compare it with other districts. School leadership and teachers do data studies throughout the year (BOY, MOY & EOY). After data is reviewed they make adjustments that are student and grade level specific. Teachers receive professional development on how to be able to analyze the data that they will be looking at each year. The school also works with an instructional coach and they conduct in-house surveys. One of the biggest challenges that the school has is acquiring funding to bring professionals to conduct professional development to the teachers at the school but to also be able to send staff to conferences. Another key point that the school address that helps data review is attendance; if students aren't in school they aren't learning. They have instituted student-led conferences so the students can really know their test scores.

1.b. Mission-specific Goals

Throughout the whole contract term SABE exceeded the standard for their mission-specific goal of having 60% or more of students at Sandoval Academy of Bilingual Education 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.

2.a. Educational Program

The school is committed to implementing its "distinctive education program" and it is being met with fidelity. Their focus is dual language- they use a true Spanish & English immersion model. A Spanish music program is offered along with English physical education instructors who are fully licensed and all teachers that teach Spanish hold their bilingual endorsement. Everything that is done at SABE is done with this in mind: "Student-centered approach in engagement, growth, holistic development in a familial setting". One of the school's leaders reflected on how the renewal from five years ago opened their eyes. Now all teachers who teach Spanish are bilingually endorsed. They are on a block schedule to ensure they are meeting their educational minutes and that students are receiving education in a 50/50 model. The majority of our kids are heritage language learners. PE & Art are taught by endorsed teachers. The curriculum that SABE uses is GLAD along with the school's own curriculum. SABE participates in La Cosecha Conference, as they are a site that conference participants visit in November. This year SABE has a new social emotional learning (SEL) curriculum which is helping build teacher knowledge but overall is building a familial culture amongst everyone who attends SABE.

SABE is the only dual-language K-8 public school in Rio Rancho, 50-50 model. Students and families are really happy at SABE and love the educational program that the school is implementing. Both parents and students are happy that the school helps in building their self-confidence, togetherness, culture and has taught them how to communicate with each other and their teachers. The students are very happy and like that the school provides a good social emotional learning curriculum that incorporates student involvement and teaching amongst their peers. Throughout classroom observations, the site visit team not only saw the implementation of the educational program but also saw and noticed how happy all students were. Students are learning in their native language and at the same time they are learning core subjects that will help them in high school.

2.b. Financial Compliance

The school has had only three financial indicators over the contract term with ratings other than Meets the Standard, making Demonstrates Substantial Progress the highest rating CSD can give the school on this section. All of these ratings were in the first two years of the contract term. The school has sound fiscal processes, and has reported timely to the PED School Budget Bureau for the past three years. The school has not had more than two audit findings in any year of the contract term, with only one repeat finding and no significant deficiency or material weakness findings.

2.c. Governance Responsibilities

For this indicator throughout the contract term SABE earned two (2) “Working to Meet” ratings on indicator 3.c. of the performance framework and those two ratings were in back to back years (2021-22 and 2022-23). Since then school leadership has taken adult actions to correct these repeated findings. They now have an internal system for how to submit amendments and notifications in a timely manner that the executive director tracks.

2.d. Equity and Identity

SABE has an active equity council. They have aligned efforts with the Martinez-Yazzie mandate to comply with IEA, HEA and BEA. SABE hosts several cultural events throughout the year as well as their instructional practices align with students' cultural experiences. The school hosts multiple “Somos SABE- parent/family nights” throughout the year; which incorporates everyone's culture. The school doesn't celebrate "holidays", they celebrate seasons-inclusivity is a priority for the school. These initiatives reflect SABE's strong commitment to providing a culturally and linguistically relevant education. By respecting students' identities and fostering a sense of belonging, the school creates an environment where diversity is celebrated and every student feels valued.

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a “historically defined Indian-impacted” school.

2.f. Other Performance Indicators

Throughout the contract term, SABE earned a total of four (4) repeat findings of “Working to Meet” or “Does not Meet” ratings on their performance framework. One set of repeat findings occurred under indicator 2.c. responsive to audit findings- meaning the school had one repeat finding 2021-001 plus a new finding. The school took immediate adult actions to remedy those repeat findings and it is reflective of the last two years of their contract as the school was rated “meets standard” for that indicator. Indicator 3.c.- reporting requirements: the schools executive director has created an in-house tracking system that she follows anytime there is a change on the board; this has been proven to be working as the school was rated “meets standard” for this indicator in the 2023-24 school year. In the 2021-22 and 2022-23 school years, the school received a rating of “working to meet” on indicator 4.b. attendance and retention. The school has missed the state attendance rate by less than 5%; SABE along all schools across the state struggled to get students back in the classroom after the pandemic. School leadership has implemented various strategies to improve student attendance, including conducting home visits, providing incentives for perfect attendance, and holding parent meetings for students who miss more than 10 days. While attendance remains an ongoing work in progress, these efforts reflect a commitment to engaging families and promoting consistent school participation. The School has had no OCR complaints, SPED or NM Attorney general complaints during its contract term.

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

Site Visit Attendees

October 8, 2024

CSD Team: Lucy Valenzuela(lead), Ted Farnath and Kelli Renken

CSD Remote: Kenneth Norris, Corina Chavez, and Martica Davis

School Leadership: Jackie Rordiguez (Executive Director) and Felicitas Reyes (Principal)

Governing Board: Becky Torres (Chair) and Lisa Spangler