

## Educational Program Amendment Request Form

The Charter Contract was entered into by and between the New Mexico Public Education Commission and [ \_\_\_\_\_ ], hereafter "the School", effective [ \_\_\_\_ ] of [ \_\_\_\_ ], [ \_\_\_\_ ]. The School was approved for a [ \_\_\_\_ ] Charter Contract.

The School's Charter Contract currently states:

**EDUCATIONAL PROGRAM OF THE SCHOOL:**

**MISSION:**

[**SCHOOL NAME**] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section \_\_\_\_\_, as follows:

**PROPOSED CHANGE TO COMPREHENSIVE EDUCATIONAL PROGRAM:**

**GRADE LEVELS SERVED IN COMPREHENSIVE EDUCATIONAL PROGRAM:**

**Grades 4-8**

**EFFECTIVE FISCAL YEAR:**

**Submit this form and all supporting documents to [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**

The School's Educational Program amendment request is hereby submitted by [ \_\_\_\_\_ ] on [ \_\_\_\_\_ ], and affirms the school meets the following eligibility criteria:

- The school must confer with the PEC to convert to the 2019 contract template within 30 days of a vote on this request;
- If the fiscal year has started, or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year; and
- The school's governing board is in compliance with all reporting requirements.

\_\_\_\_\_  
Charter School Representative Signature

\_\_\_\_\_  
Date

The School's Educational Program amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

\_\_\_\_\_  
Chair, Public Education Commission

\_\_\_\_\_  
Date

**Albuquerque Bilingual Academy**  
**ABA GC Meeting Minutes for Virtual Meeting**  
**Date: March 15, 2021**

<b>Board Members Present</b>	Brenda Baca, Melissa Trujeque, Doris Cole, Julian Munoz	
<b>Absent</b>	Jose Garcia	
<b>Others in Attendance</b>	Chris Jones, Kyle Hunt, Danielle Miranda, Esteban Cole, Priyam Banerjee	
<b>QUORUM</b>	<u>  X  </u> YES <u>    </u> NO	
<b>Meeting called to order</b>	Brenda Baca called the meeting to order at <u>4:30 pm</u> & Roll Call by Brenda Baca	
<b>Item</b>	<b>Discussion</b>	<b>Action/Recommendation</b>
<b>Approval of the Agenda</b>	03/15/2021	Brenda Baca called for a motion to approve the agenda. Julian Munoz motioned. Melissa Trujeque seconded. Brenda Baca called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
<b>Special Issues (Discussion/Action)</b>		
<b>Approval of Charter Contract Amendment</b>	<p>a. Add Heritage Model of Bilingual Education (Grades 2-3, 4-5, and 6-8)</p> <p>Jones: Let me share the information so you have some background on what I am proposing and then I hope to gain your approval. In summary, what we need to do in my opinion and of course this is going to be entirely up to the council to decide but we need to add some different offerings for our students. I think we serve a very good purpose in our community; we have a 50/50 dual-language emersion program currently. That really does work well for those students who enter with some background, when it comes to Spanish they have some command of their home language. If Spanish is the target language for students and they come in later than about 2<sup>nd</sup> grade, they always seem to have a really hard time. One thing that's important to understand is first of all the way dual-language works for us is 50/50 emersion is that students learn for 3 hours of Spanish and 3 hours of English. so for those students who come in without having Spanish spoken in the home, without having the reinforcement support in the home, and without having any prior knowledge of the language coming in at 3<sup>rd</sup>-8<sup>th</sup> grade is often difficult for them. Because they're learning math in Spanish and they need to learn that terminology and then transfer that to English to take their assessments. They also take social studies in Spanish and it is complete emersion, there is some support in English but there isn't a lot because it is a requirement based on what we're looking at in front of us. Then there is Spanish language arts which is always good because that's the intent for our students to learn, to become fluent in the Spanish language, so they need to be able to read and write and become bi-literate. But what those of us know who work in these programs, what we know is that doesn't always happen. Oftentimes you see the really sharp students who have IQ's, good head on their shoulders, good family support, they just have a more difficult time in a 50/50 emersion program. Therefore, what I am proposing to the board tonight is to add another component and that component will be a Heritage Model. If you look at what's in front of you, we see these different time requirements when it comes to bilingual education. Up top it will give you what happens with Initial Fluent English Proficient students and those students whose language usage survey indicated that there is no influence of languages other than English in the student's home. When students registers for school, they have to take a language usage survey. If another language is spoken in the home and there is that influence, we have to give them a WIDA Screener and that rules those students out. Next is English Learner Students and those are student whose language usage survey indicated that there is influence from a language other than English (Questions 1-7) and whose department-approved English language proficiency screener score resulted in an English Learner classification. And finally there's Reclassified Fluent English Proficient and that is when a student who has reached proficiency in the annual department-approved English language proficiency assessment and is thus no longer classified as an English learner. Now it gets into the instructional time requirements for those kids that are inside of a Bilingual Multicultural Education Program: IFEP Students- 1 to 3 hours per day, English Learner- 2 to 3 hours per day, Reclassified Fluent English Proficient-1 to 3 hours per day. This big thing for us to consider is how much time do our students really need to focus to become at least baseline proficient, conversational when it comes to Spanish, and have a command of that language as the target plus while holding onto their English proficiency. What I'm proposing is the Heritage Model and that would be best for us because the majority of our kids do come from that background where someone along the line spoke Spanish, so we want to teach them what that language is and then teach them the culture. The only other option would be World Language and that would allow us to teach Spanish just as an elective/special, so instead of doing technology, they would be taught Spanish for 1 hour or 45minutes what have you. It does not come with an funding, all it really is us making a judgement call to consider Spanish as an important part of what we're doing and what we want to teach kids and making sure we have someone in-house that can teach groups of students Spanish as an elective/special. Heritage does come with some funding and this would require PED approval. But Heritage, for us, would be a 2</p>	Brenda Baca called for a motion to approve the plan of a Heritage Model as presented by Mr. Jones. Julian Munoz motioned. Melissa Trujeque seconded. Brenda Baca called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained

hour program with 1 hour for those students who do not require EL services and 2 hours for those students that are going to take Spanish Language Arts for 1 hour per day plus the 1 hour of English Language Development. Heritage is my recommendation because would be a 2 hour program; we would hire a teacher to pull small groups of kids or push-in to teach the 1 hour to the extra classes that are developed. With that in mind, that would also be 1 hour of additional services for ELD, that's for kids who need support in becoming more proficient in English. My goal is to add a couple of combo classes to begin. For the upcoming year, I would like to add a 4/5 combo class that would be a self-contained multi-grade level class and it would come with a teacher. We have an enrollment cap of 475 students and right now we are well underneath that; we're at about 375 students for next year. This would allow us to bring in additional kids who carry a unit value. If we added a 4/5 class, that would be 25 additional kids who may be reluctant to come into a full emersion program but still value the opportunity to learn the Spanish language. What I would like to do after that is consider adding a 2/3 grade class that would do the same thing; a combo class with a teacher who could teach the 1 hour of Spanish instruction to students and then provide the rest of the content. Eventually what I would like to do for the middle school in particular is offer additional courses that are not Spanish. So, I want to offer an English math class and an English social studies class, only because we do have a high number of students who flounder at that level and they do pick on some of the language but not enough for us to be comfortable sending them off to high school. I'll stop there and give you a chance to ask questions; I know that is a ton of information and then I'll get into the amendment request itself.

Baca: So, new family wanting to come to your school but their 3<sup>rd</sup> grader doesn't know Spanish and doesn't want to take math in Spanish, how would that work for them? How would you explain it to them coming into our school if we went with the heritage program?

Jones: The typical explanation is that we're a dual language emersion, so if you're student doesn't know Spanish it is going to be very difficult for them at the 3<sup>rd</sup> grade level. If you don't speak Spanish at home and can't support them, you may want to reconsider sending to your student to us because earning a 'D' once you get into intermediate level is not good. Most people come because they think their students will do well in a 50/50 dual language emersion program but what we find out later on is that they don't do so well, especially without having Spanish speaking parents at home. Now what the board would have to decide along with me as well as our leadership team which would be Ms. Miranda, Ms. Priyam, Mr. Cole, Mr. Bryant, and Diana, we have to decide which grade levels are most important for us to add right now because a lot of this has to be followed by marketing. People don't know we're offering this right now unless we market it; we have to let people know. So, we could potentially add 2 classrooms for next year, if we wanted to, and we could get the construction underway. We could add a 2/3 combo class that would be what I described as the heritage model and 1 hour of Spanish language arts and followed by 1 hour of ELD for those students who qualify as well as a 4/5 combo class that follows the same structure. We could do that but again it would really be us exploring how many students are even interested in this. I think for me and my opinion and my experience, I was the assistant principal here for some time and since being the director, I know for a fact that we will have families that are interested if we can get the word out and if we have the classrooms and the teachers for it. It makes me think of my own daughters, I wouldn't mind sending my daughters to a program like that as long as it's Spanish language arts that they're learning and they don't have to sit there with their mouths open and try to learn math. So Brenda to answer your question it really depends on what we offer. If we don't have a 2/3 combo class that follows the heritage model, then we can't accept anyone at those grade levels. It depends on what we want to start with.

Baca: Ok, thank you.

Jones: I want to share with you the amendment request form because that is next. If we choose to do this and if the board votes in favor of this recommendation, we will have to go up in front of the PEC. They want us to expand and increase our enrollment because they know our teachers do a great job with the population that we serve. I think we would have success as long as we have a good plan that we can outline for them and articulate once we get in front of them. For us this is pretty easy because we aren't adding a bilingual education program, we're only adding a program for some students. If we do this, I would want to get on the agenda for the month of April and get this approved so that we can begin marketing. If we only have 5 students interested in a program like this, then obviously we would have to put the brakes on until we have a considerable amount of time to market and make sure we have full class of 24 students. But we need to get on the agenda immediately. So again, this won't change our school's program, it will only add to it and I think enhance it. We already have one extra classroom which is why I believe we can add at least one multi-grade level classroom. In my opinion, it would be 4/5 combo class granted that we have the students and the interest. I would just request your approval, so we can get on the agenda for the month of April. We can try to market this and again if we don't have a full classroom that's committed to coming then we can wait until the following year and try again once we have ample opportunity to market this as an addition to what we're doing. I'd like to request that they allow us to add this for grades 2-8 so we have the flexibility to add additional classes and courses when we're prepared. I don't want to have to go back up and say now we want 4/5 or 6-8; I want to go



	<p>already had, not resisting the PED’s demand for us to bring back 100% but scaling up to it as we see fit and giving us more time to feel comfortable with what we have and who we have in front of us. We are operating on a good crew of people; we have a great staff but it’s required that every single person is at school every single day because if not we’re missing important things like screenings and teaching and learning which is the whole reason students have come back and there’s just a lot to this. So, the 50% is still my recommendation through the month of April until May 3<sup>rd</sup> at which time I think we’ll feel more comfortable bringing students back at 100%. Here are the two dangers 1) students leaving and going to APS and 2) PED they may reach out to us and perform site visits and they may see what we’re doing and they may have a problem with it. So it’s really up to the board to decide what’s the best approach for our school. There’s a good chance that if we do what we want to do and what we know is best they could eventually force us into the full re-entry anyway. As the head administrator, I’ve always pushed back a little bit. I think it’s important that we do what’s best and have site based control and local control that comes from our board. My recommendation is my recommendation and if they did come to our campus, I’d be willing to have the tough discussion with them, let them know what are plans are and if they so choose and they forced us to bring back all students starting in two days from the time they made this prompt to visit then we would make it possible. But my recommendation is to scale into it. So I guess at this point I’m opening it up for discussion or questions and then followed by a vote is what I would ask for.</p> <p><u>Munoz:</u> So you recommend that you keep doing what you had established or did you make changes to the plan?</p> <p><u>Jones:</u> Yeah, good question. We’d like to continue with what we already established which is we’re done with small group, now we’re continuing to scale upward and not downward, now we’re going to 50%. So, 50% of our students will be on campus one any given day except for Wednesdays when cleaning happens until May 3<sup>rd</sup>. On May 3<sup>rd</sup> we’ll stop 50% capacity and we’ll again scale up to a full re-entry and that’s 100% of all students who wish to come back.</p> <p><u>Munoz:</u> And that’s your recommendation, correct?</p> <p><u>Jones:</u> That is my recommendation.</p>	
<b>Public Comment</b>	N/A	
<b>Announcement of Next GC Meeting</b>	<p>Next GC meeting: <b><u>Monday, March 29, 2021; 5:30 pm</u></b></p> <p>Meeting was adjourned at <u>5:18pm</u></p>	<p>Brenda Baca asked for a motion to adjourn.  Julian Munoz motioned.  Melissa Trujeque seconded.  -Brenda Baca called for a vote.  GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p>
<b>Adjourn</b>		

Attach a narrative that responds to the following prompts:

- Describe the rationale for the change in the Educational Program

The communities near the Unser/Ladera neighborhood and the surrounding areas have increasingly inquired about our school program and have demonstrated interest in our dual language programming. However, upon contacting the school, many families have indicated hesitation about enrolling their children due to their childrens' lack of foundational skills in Spanish. They feel their children would be better suited to a program that provides more of a transitional phase while their children explore the rigors of learning a new language. Expanding our program by adding a Heritage model would allow us to ensure our community's needs are being met while also helping to diversify our student population.

- Describe the proposed changes to the Educational Program, including the following:
  - o Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State Standards and New Mexico Content Standards);
  - o Methods of instruction; and
  - o Formative and summative assessments.
  - o If changes to one or more areas are not needed, provide an explanation.

The change for our charter school is the addition of the heritage model. Currently, Albuquerque Bilingual Academy (ABA) implements the dual-language model of bilingual education. With the addition of the heritage model, we will offer students and families an option that may better meet their needs. The needs of ABA students vary depending upon their previous exposure to Spanish as a target language and home support. ABA will continue to utilize our current units of instruction that align with New Mexico, Common Core, WIDA, and other national standards (e.g., NexGen Science). Unit plans include information regarding how teachers will provide whole group and small group instruction, use culturally and linguistically relevant instructional materials and strategies, and how data is used to differentiate instruction for all students. School-developed common formative assessments, curriculum-based assessments, interim assessments, and summative assessments are all used to evaluate and inform instruction. At this time, ABA does not request and is not planning for any substantive changes to our educational program.

- Explain how the proposed changes to the Educational Program align to the mission documented in the charter.

The mission of Albuquerque Bilingual Academy ensures that culturally and linguistically diverse students thrive in an academic, family-centered, developmentally seamless continuum of learning where high expectations, PRIDE, respect, and empowerment meet grade-level proficiency. An added bilingual education model will continue to support our mission. This will be achieved by providing families with the option of having their students participate in the bilingual education program model that is most appropriate for them. Based on their previous experience participating in bilingual education programs, their current level of Spanish or English language proficiency, the support systems available to them that can assist in language acquisition, and of course, their home heritage that speaks to the cultural and linguistic diversity and overall pride students bring to school each day that translates to an underlying enthusiasm to become bilingual and biliterate citizens.

- Explain how the proposed changes to the Educational Program improve student achievement in the target population served by the charter.

A second bilingual education model option to our charter educational program would improve student achievement, especially for those who have demonstrated limited proficiency in their home or target languages. Currently, ABA students must receive three hours of instruction in Spanish and three hours of instruction in English. The dual-language model is research-based and highly effective for those students who can spend between five to seven years in the program. However, for students who enter after third grade when reading to learn becomes a requirement, three hours of language instruction in a core content area such as math hinder learning and maintaining or reaching grade-level proficiency. Therefore, for those students who are not prepared, from a Spanish proficiency standpoint, to receive three hours of content instruction in Spanish, they may opt into the Heritage program. This would allow them to receive one hour of Spanish Language Arts instruction and one hour of ELD instruction (if they qualify) and then receive math and social studies instruction in English. This approach will ensure that all current and future students can pursue their goal of becoming bilingual while also ensuring that they do not regress or fail to make adequate growth in the other critical content areas.

- Discuss the transition plan for the changes to the Educational Program, including the following:
  - o Timeframes for implementation of the changes;
  - o Purchasing necessary resources (e.g. curriculum and assessment materials) to implement the changes;
  - o Hiring and/or Training staff to effectively implement the changes; and

- o Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change and ensure improved student achievement.

ABA hopes to undergo a quick yet calculated transition to add the Heritage model to our bilingual multicultural education program. The vast majority of our planned growth will take place during the spring/summer (May-July). Activities associated with our transition will include acquiring curricular resources, hiring and training staff to serve as a self-contained bilingual education teacher at the intermediate levels, and staff highly qualified in their respective content areas at the middle school/secondary level. ABA will have all staff secured before June 30, 2021, so that the selected staff members may participate in curriculum-specific training and our work with Dual Language Education of New Mexico to implement CLAVES and the program evaluation process via El Enriquecer. These three critical training needs will address high-level BMEP implementation areas; however, the school will also provide training in other essential areas of the initiative: instructional planning and delivery, data-based instruction and differentiation, standards-based grading, professional learning communities, etc. ABA leadership strongly feels that our spring/summer 2021 timeline will be met; we are confident that we will implement the additional model without any significant challenges or setbacks.

- Explain the budget impact and how the school will manage all expenses, including, but not limited to, those already identified in the transition plan of the narrative. Include the following, as applicable:
  - o Recruiting, hiring, and training new or current employees
  - o Purchase of concrete resources.

The addition of a second bilingual education program model will not have a significant budget impact on ABA other than the funds committed to staffing the position(s) and purchasing additional LEA-adopted curricular resources as the program expands. Recruiting, hiring, and training future staff members will follow the same processes already in place at ABA. The curriculum selection has been completed in years past, and the acquisition of additional resources for added classrooms will be included with our spring/summer refresh that takes place on an annual basis.

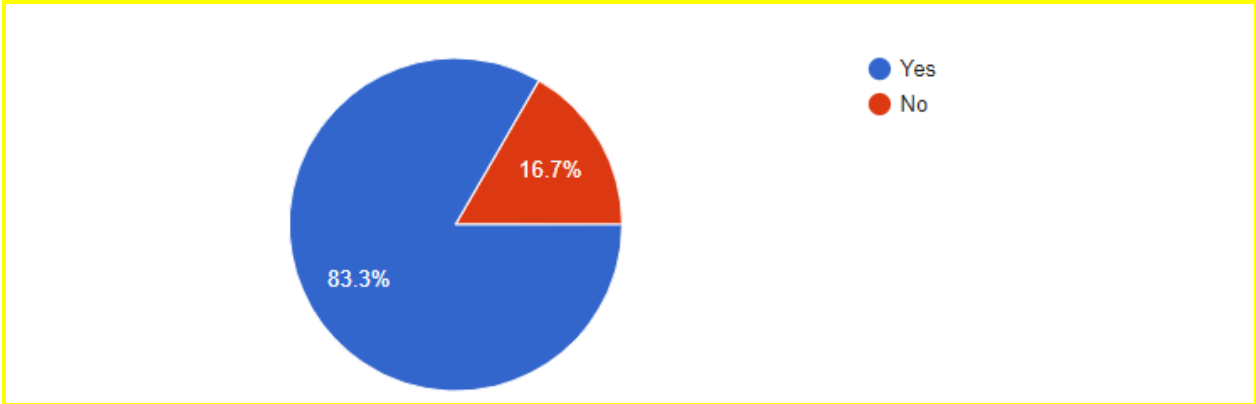
- Explain how the school has engaged with the current school community to evaluate support or opposition to the change, support the transition, and explain the need to make the change. Include:



- o Specific information regarding the support or opposition by parents, teachers, students, administrative staff to the change.

In April of 2021, families were allowed to provide feedback regarding the current bilingual educational model and the proposed addition of the Heritage model. Survey responses were collected and analyzed in connection to our needs assessment school staff will complete during the same month. The current plan for our upcoming Parent Advisory Committee will also include an opportunity for community members and families to give input about the proposed changes.

If available, I would prefer a bilingual education program for my student in grade 4-8 that allowed them to focus on language acquisition through one hour of Spanish Language Arts instruction (math and social studies instruction will be in English instead of Spanish).



Albuquerque Bilingual Academy (ABA) provides instruction in two languages. Bilingual Education programs offered by ABA range between one and three hours of target language instruction. The primary method of delivery in educational research literature is identified as a Dual Language Model where two languages are used. At ABA, instruction is provided 50% of the time in English and 50% in Spanish for those students who opt in to the dual language program, which results in three hours of target language instruction for students. This dual language model serves over 80% of ABA students. ABA also utilizes the heritage model to serve ABA students who opt-in to a one to two hour program. Through the dual language and heritage models, students demonstrate positive cross-cultural attitudes and behaviors.

- i. **Bilingual education** is the foundation of the ABA charter. ABA implements the dual language model of bilingual education that allows students to receive three hours of instruction in their home and target languages, resulting in three hours in Spanish as well as three hours of instruction in English. The bilingual education experience is said to “shape the brain for a lifetime.” The ABA BMEP Instructional Plan requires that students receive Spanish content instruction in the following subject areas: social studies, math, Spanish language arts, and; the following English content instruction: science, English language arts, math support, ELD (falls on the Spanish instructional side, but is provided by the TESOL certified instructor at each grade level). ABA utilizes the Heritage model, which serves as the school’s second bilingual education program offering. The heritage model serves 20% of ABA students who opt-in to a one to two hour program as opposed to the full three hour dual language immersion program. Both programs offer Spanish as the target language for participating students and are available as options for new and returning students.
- ii. **Blended learning** is employed throughout ABA with various models implemented depending on student readiness. Digital core and supplemental curriculum programs are utilized to personalize a learning path for students.
- iii. **Student data binders:** Each homeroom teacher is required to maintain data folders for their students. These data binders contain goal setting worksheets, monthly calendars, and assessment data. Students are required to keep track of their daily attendance through the use of the monthly calendars. Students also keep track of their assessment data from multiple sources such as short cycle assessments, classroom tests and quizzes, and formal writing samples. These data binders are readily available upon request and shared with parents and stakeholders when necessary. At the end of each school year, these data binders are collected and passed onto the next classroom teacher. This is done so that they have a beneficial reference tool they can then use to plan instruction with regards to their incoming class.
- iv. **Student data profiles:** ABA teachers maintain student data profile sheets on each student in their homeroom class. These profile sheets provide a brief snapshot of the student's assessment results from different assessments administered throughout the academic year.
- v. Bilingual Education models work when teachers have the appropriate training to deliver the designated content in the target language. Teachers who provide instruction in Spanish are required to have an endorsement in Bilingual Education. Teachers who provide instruction in English, especially to English language learners must be endorsed in TESOL (Teaching English to Students of Other Languages). **Data-driven differentiated instruction** is built into each teacher-developed unit plan. Small flexible groups are formed and used during daily instruction to meet the individual needs of ABA students.

- vi. Each month, according to designated days on the school calendar, **parent connections and workshops** are held after school. Events may include home visits (fall), Open House, Harvest Festival, Science Fair, Literacy Night, Math Night, Winter Program, Cinco De Mayo celebration, Parent-Student Dances, Kindergarten Promotion, and Eighth Grade Promotion. In addition, multiple Parent Teacher Conferences are held throughout the academic year.