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2020-2021 Annual School Performance Report: Albuquerque Bilingual Academy

School Name: Albuquerque Bilingual Academy

School Address: 7500 La Morada Place NW, Albuquerque, NM 87120

Head Administrator: Chris Jones

Business Manager: Kyle Hunt

Authorized Grade Levels: K-8

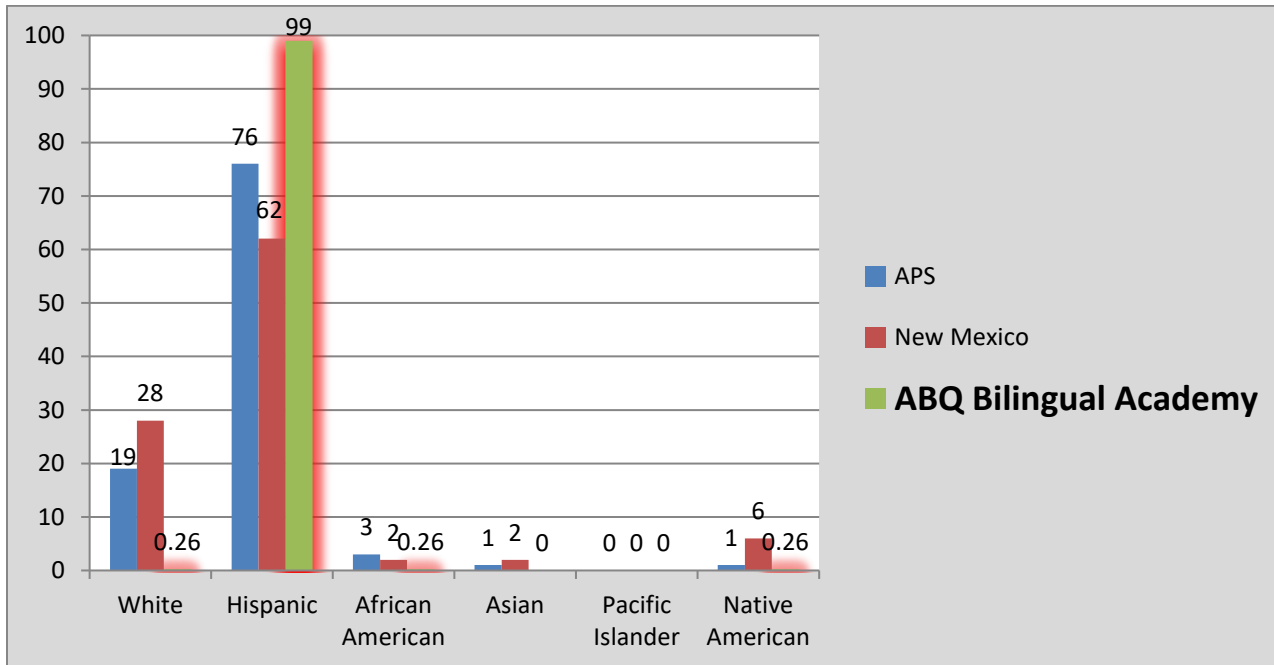
Authorized Enrollment Cap: 475

Current Enrollment: 391

Contract Term: 2020-2025

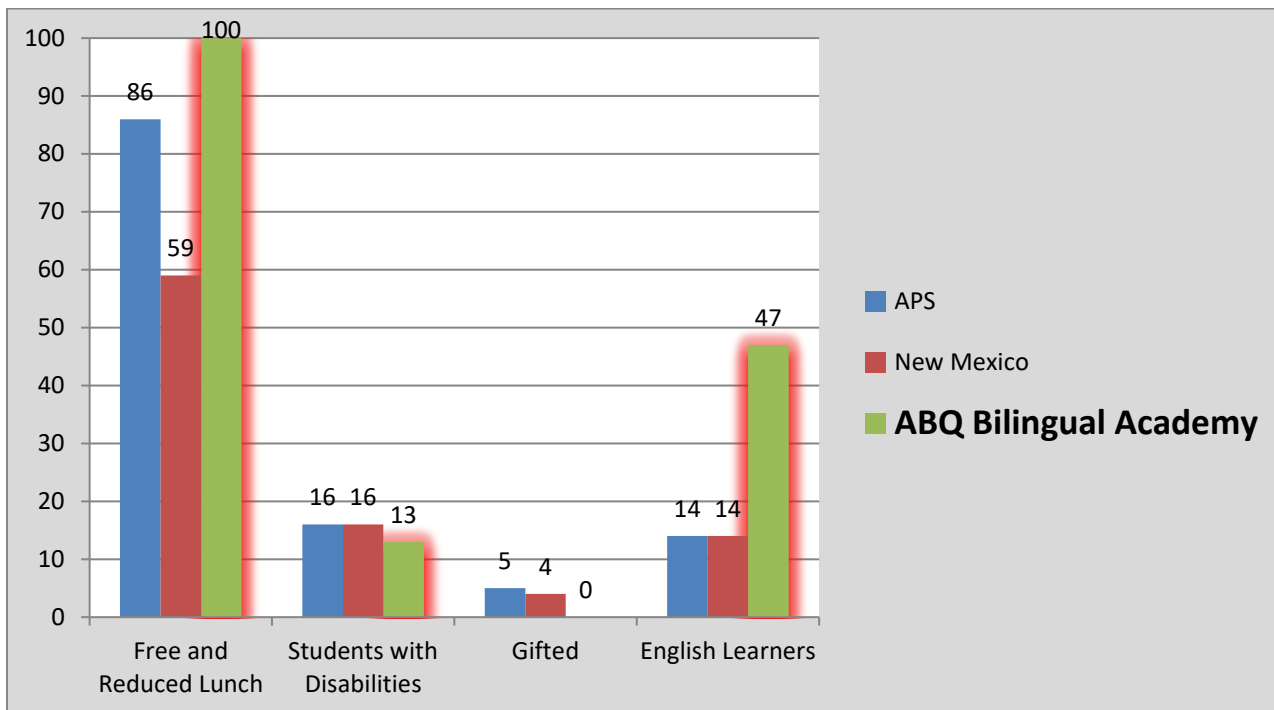
Mission: Albuquerque Bilingual Academy ensures that culturally and linguistically diverse students thrive in an academic; family centered; developmentally seamless continuum of learning; where high expectations, respect, pride and empowerment meet grade level proficiency.

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: May 27, 2021

Virtual Site Visit Participants

School: Chris Jones: Director; David Bryant: Ass. Principal; Diana Diaz: STARS Coordinator & Director of Operations; Yvette Barnwell: SPED Director (pre-k-6); Danielle Miranda: SPED Coordinator and Counselor; Cecy Barffuson Franco: Social Worker; Priyam Banerjee: Teacher; Kyle Hunt: Business Manager

OPFD/CSD: Melissa Sanchez; Missy Brown; Rachel Stofocik

Response to COVID Pandemic

[Albuquerque Bilingual Academy \(ABA\)](#) serves 391 students in grades K-8. The site visit began with a slideshow of student work; Director Jones explained that the school emphasized the arts every day during remote learning to help the students and adults cope with the stressful year. Accordingly, a music program will be added next year. The school also celebrated the addition of their heritage model to the current bilingual education program. The school is a K-5+ and ELTP school and the added days and programs is celebrated by the learning community. The Director explained that both programs really benefit students academically and socially. A science fair was still held, and an ABA teacher designed a webpage specifically for displaying the student work. Finally, the Director explained that the school would be bolstering their community school model next year as they received the CS planning award.

The school leaders explained that initially the school struggled to get devices for everyone; however, it was accomplished and in an EOY survey, 100% of families were happy with the tech and device support that the school staff offered. Through asynchronous and synchronous learning and the offering of archived lessons and classes, the school leaders tried to be flexible for families and students. The school staff also designed a webpage specific to the pandemic and updates. Finally, teachers provided office hours daily and still held three rounds of parent teacher conferences throughout the year. Director Jones explained that the teachers had to learn a lot this year, so the school provided extra training to support the shift to online learning. Despite the hardships, the school-maintained enrollment with all but 15% of students returning to in-person learning in the spring.

Teaching, Learning, and Assessment

The school continues to implement its mission and material terms. School staff ensured that students had culturally and linguistically relevant curriculum so that they could thrive in an academic, family-centered, developmentally seamless continuum of learning where high expectations, PRIDE, respect, and empowerment are emphasized so that students can meet grade level proficiency. ABA has a Spanish Committee that focuses on what language instruction looks like and the school continued celebrations of language and heritage. For instance, the school still held a large Cinco De Mayo celebration. The school provides a plethora of family-centered events and enrichment opportunities.

Ms. Miranda presented the “memory books” that students created as part of their Next Steps Plan. The books contained student reflections on the year and thoughts about how they adjusted and coped during the pandemic. The school staff still measured student proficiency levels and responded to students’ needs post assessments. For Tier 4 students, the staff made home visits.

Special Education Teachers delivered daily zoom classes for students through one-on-one instruction or in small groups, while ancillary providers met with students later in the day. Once a week Ms. Barnwell and Ms. Chavez met with parents and students and offered training on Canvas and individualized programming to meet the IEP standards.

For social and emotional learning, school staff provided SEL classes daily. The staff used the term “checking the emotional temperature” for students prior to instruction. The social worker and counselor were available, and if a student was having trouble, they would meet with that student immediately. Ms. Cecy explained that the school emphasized teaching students how to be problem solvers as well as how to be empathetic of others.

Student and Family Support and Engagement

ABA staff provided multiple examples of how they engaged families. The school held “Parent Connection events” like reading night where the librarian came and read to kids online and families were in their pajamas and were encouraged to have hot chocolate and tea. The school also had fun interactive math, science, and Spanish nights. The Parent Advisory Committee continued throughout the pandemic to offer feedback about what kinds of support services were needed. The school also provided classes for parents in English and Spanish.

As mentioned earlier, the school made a commitment to offering specials classes daily. Students participated in art, physical education, music, and technology. One example of the school staff embracing the remote learning setting, was that the kindergarteners learned how to type. The school had virtual displays of artwork and emphasized daily/weekly reflections and themes like “I am grateful for...,” “acts of kindness,” and “honor our heroes.”

Performance Framework Indicators (school-specific questions)

1.b. Is the school protecting the rights of English Learner students?

The school explained that for EL Screening they use the WAPT assessment and survey. School leaders also give parents the opportunity to opt out of services—not testing. The school leader said that they use the records from previous schools etc. CSD recommended that the school get guidance from Kirsi Lane in the Culture and Language Division of PED because only students who are new to public school or coming from another state should receive the survey. Ms. Diaz, from ABA, explained that they base identification on LUS. 14 students were marked— but the school said that it was a coding error but that she would go back and look at previous years.

2a-2c Audit Findings FY20

2020-001 Internal Control over Payroll (Other Matters) - One instance where an employee was overcompensated for 1/2 a day's work

2020-002 Internal Controls over Cash Disbursements (Other Noncompliance) - One instance where \$8K was overpaid to a vendor

Mr. Jones pulled up responses to audit and corrective action plan. The school leader explained that they do have an established process and are trying to rely on internal controls over payroll process. At school level we used a contracted business manager. The error was caused by an incorrect entry by the payroll specialist. The school leaders are trying to work together more to mitigate these errors for instance, the business manager and the payroll person are working together more. The Cash Disbursements finding was a result of CES sending two invoices. The business manager said that it was an easy fix and that they are relying more on checks and balances to avoid such issues. About the GEERS funding—there is still just under 900 dollars of money in there, Kyle is going to submit another RFR for that.

3.c. Is the school meeting reporting requirements? When looking at your website: March and April agendas are not posted? What are board's plan to complete training?

Mr. Jones answered the question about the agendas by sending the correct link.

3 of 5 board members seem to be on track to complete the training. Mr. Jones explained that last week the person who was behind would receive training with PCSNM. Everyone is on track to get it done by the deadline.

5.c. Is the school complying with health and safety requirements?

The school did submit their Plan and while they don't have approval for safe school's plan yet, the school feels confident that it will be approved.

Mission-Specific Goals:

Goal 1: 65% of students in grades 1-8 that were enrolled during the previous and current Avant test administration(s) will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments.

School Response: Albuquerque Bilingual Academy was unable to implement and measure the agreed upon mission-specific goals for our charter school during the 2020-2021 school year; This was due to two key factors that were outside of our control. During March of 2020, our school was impacted by the COVID-19 pandemic that led to school closure and then transitioned to a remote learning format. During the 2019-2020 school year, the period of remote learning began for ABA teachers and students during early April 2020 and continued through mid-June 2020. State assessments, during this period were halted due to the infeasibility of an online assessment implementation, therefore, students were exempted from participating in the Avant STAMP assessment that is used by ABA to determine our progress toward

meeting our mission specific goals. Therefore, ABA was unable to establish the requisite baseline data needed to calculate our mission specific goal due to the increase in composite score component that was negotiated during the time of our charter contract renewal. The COVID-19 pandemic continued into the 2020-2021 school year March 2021 (and beyond for many students), which also led to the school's inability to measure our mission specific-goals. This was due to low participation rates, a very non-traditional school year, and a test administration that relied on voluntary participation for those families who were not yet comfortable with in-person attendance.

Assurances:

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

Overall Financial/Organizational Framework Rating: Meets Standard

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 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.








Albuquerque Bilingual Academy	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 prog	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	Meets (or Exceeds) 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	Working to Meet Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Working to Meet 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	Working to Meet 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

2020-21 was Albuquerque Bilingual Academy's first year of operation in the current contract.

Appendix B: Assurances

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>NEW MEXICO Public Education Department</p> </div> <div style="text-align: center;"> <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">Charter School Name</td> <td>Albuquerque Bilingual Academy</td> </tr> </table> <p>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.</p> <div style="background-color: #e0ffe0; height: 15px; margin: 5px 0;"></div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ 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). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable. </div>	Charter School Name	Albuquerque Bilingual Academy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ 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. <div style="background-color: #e0ffe0; height: 15px; margin: 5px 0;"></div> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">School Leader Printed Name</td> <td>Chris Jones</td> </tr> <tr> <td style="background-color: #e0ffe0;">Signature</td> <td></td> </tr> <tr> <td style="background-color: #e0ffe0;">Date</td> <td>7/8/2021</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">Board Chair Printed Name</td> <td>Brenda Baca</td> </tr> <tr> <td style="background-color: #e0ffe0;">Signature</td> <td></td> </tr> <tr> <td style="background-color: #e0ffe0;">Date</td> <td>7/8/2021</td> </tr> </table>	School Leader Printed Name	Chris Jones	Signature		Date	7/8/2021	Board Chair Printed Name	Brenda Baca	Signature		Date	7/8/2021
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