



# ESEA Consolidated Application



2020-2021

## ALBUQUERQUE BILINGUAL ACADEMY

	Title I A	Title I D	Title II A
<b>Allocation</b>	183762.72	0	16,802.60
<b>Debit</b>	183,762.72	0	0.00
<b>Credit</b>	0.00	0.00	0.00
<b>Balance</b>	0.00	0	16,802.60

Application Status	Date
In Process	

Module 2: Transferability & Reap Flex						
Reap Eligibility	Transfer Eligibility	REAP	Transfer	Transfer T1	TOTAL TRANSFER	Fund Utilization

Module 3: Private School Equitable Services						
Transfer T1	Child Count	Private Low Income PCT	Sum Low Income Students	Proportionate Funds	Sum Admin Costs	Private School Total
0	0	0.00 %	0	00.00	0	00.00

Module 3.1: Private School Criteria						
Private School	Low Income Students	Private Low Income Students	Private School Funds	Administrative Costs	Private School Total	Criteria

Module 4: District Level Admin Staff, Superintendents, Principals or Business Staff			
Salary Support	Business Manager Compensation	Business Office Support	Support Rationale
No	No	No	N/A

Module 4.1: District Level Administrative Staff						
Position Location	Position Title	Functions Duties	Pars Certifications	% FTE Title I	% FTE Other	FTE 100 %

Module 4.2: District Level Administrative Costs		
Administrative Amt	Administrative Detail	Admin Pool



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Module 5: Program Consultation and Program Planning		
Program Plan Funding	School Rank Order	Snapshot
<p>ABA utilizes a needs assessment process on an annual basis as well as staff reflective presentations to the governance council in order to identify areas of need. The needs assessment itself was developed through the Google Doc/Drive platform and asked teachers and staff to identify strengths and weaknesses and provide recommendations on the continued implementation of school-wide curriculum, administrative systems for teaching and learning, as well as other areas of need as defined by staff. Furthermore, the Title I parent advisory committee participates in bi-annual meetings in which programmatic elements are evaluated and recommendations are made to help strengthen title i programming for ABA students. Teachers prepare academic indicator data and reflection presentations for the governance council. This year, presentations were scheduled to take place on May 26, 2020. However, due to the emergency health order that closed school, presentations will take place in the fall of 2020 or as soon as orders change to accomodate the format used for said presentations. During annual presentations, teachers share with governance council members, information related to grade-level demographics, academic proficiency, academic growth, and make recommendations the council and administration. This process facilitates collaborative planning for the subsequent school year. For school year 2020-2021, ABA is relying heavily upon input obtained from our staff and stakeholder needs assessments. Respondent input yielded the following: more home-based core and supplementary curriculum options as well as training for parents; preventing bully-like behaviors that take place during school hours; increasing volunteerism opportunities for parents and community members; offering more after-school enrichment opportunitis for students, and; offering education and training courses for parents.</p>	Option 4	40 Day



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### Module 6: CSI & TSI Support

School	CTAmount	Support
	1000	ABA will set aside \$1,000 to pay for substitutes for our two SPED teachers responsible for supporting SWD. Teachers will attend PED-provided training opportunities and TAP Workshops provided by funding will also cover the cost of substitute teachers while our two SPED teachers conduct classroom visits and monitor the implementation of accommodations in general education classrooms, also create sustained collaboration during teacher prep periods.

### Module 7: Title I Community Schools

Title I Funds	Name of School	Process	Title I Funds Usage	Community School Amount	Community School Coordinator Amount	Active Family & Community Engagement	Professional Development Funds	Professional Development Description	Evaluate & Assess

### Module 8: Indirect Costs

T1Part A	Indirect Cost Rate	Fixed Assets	Budget Balance	Indirect Amount	Funds Bugeted

### Module 8.1: Parent Costs Set Aside

Parent Costs	Out To School	District Activities	Parent Involvement	Fund Usage	School Parent Compact	District Parent Policy

### Module 8.2: Summer School Set Aside

Summer School Amount	Eligibility	Program



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### Module 8.3 After School Program

After School Amount	Eligibility	Program
9,367	<p>The after school program will be made available to all enrolled students on a first-come first-served basis until program capacity is reached. Special consideration will go to students that fit into one or more of the following subgroups: bottom quartile academic performance; students in need of social emotional support as evidenced by achievement, attendance, truancy, disciplinary data, and; students and families in most need of after instruction care due to the potential non-traditional schedule that stems from the COVID-19 emergency health order.</p>	<p>Enrichment - Fine Arts program. A performing arts program will be offered that focuses on self expression and empowerment for students. New Mexico culture will be the emphasis of programs offered, which will offer to students the chance to learn of and participate in New Mexico music and poetry performances. Through participation, students will increase self esteem and self-concept, develop writing and reading skills through the reading-writing connection, and develop language/vocabulary skills. Enrichment - an after school program consisting of STEM clubs will follow the same format and feature the same goals as the fine arts after school program offering described above. Activity leaders will infuse literacy and numeracy, critical thinking, and creativity. Clubs include: environmental science, fitness, technology, etc. This academic year, based on stakeholder needs assessment, we will also provide tutoring services for students in math and reading in both Spanish and English.</p>

### Module 8.4: Staff Development Set Aside

Staff Development	Activities

### Module 8.5: School Culture and Climate

School Safety	School Safety Funds
<p>1.00 FTE Social Worker \$71,447 (Includes benefits)            ABA will again hire a 1.00 FTE Social Worker to lead efforts toward social and emotional development for all ABA students. The school will continue to implement a restorative justice program, which will be led by our 1.00 FTE Social Worker. The beginning training was provided in 2018 by the International Institute for Restorative Practices. The 1.00 FTE Social Worker will provide staff implementation training during half day PD days built into the SY 20-21 calendar. She will also assist with student discipline with hopes that we will eliminate the need for suspensions and expulsions.</p>	77447



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### Module 8.6: Other Set Aside

Other Costs	Other Detail
95,948	<p>1.00 FTE Student Success Advisor \$70,452 (Includes benefits) Major Duties: Develop master schedules (daily, specials, intervention, school year); develop next step plans with 8th grade students; provide academic intervention/counseling; serve as liaison between school and families; serve as member of equity council, and; serve as homeless and foster liaison.</p> <p>1.00 FTE Technology Lab Educational Assistant \$25,496 (Includes benefits) Major Duties: Facilitate student access to school-based curriculum and resources during computer lab special classes. Assist in preparation for and proctoring of state and locally-required testing. Primary responsibility is to provide student support and customer service. Be present, visible, and available to students requiring technical assistance. Research for solutions to questions that you are unfamiliar with. Learn to use the power of Google. Be acquainted with the available help resources and stay updated with campus technology changes and problems. Assist families and students in taking state and locally-required surveys.</p>

### Module 9.1: Delinquent Funding

### Module 9.2: Delinquent Services

Facility	Environment Code	Program Description	On Line Program	Transition Activities	Staffing

### Module 10.1: Preschool Funding

Preschools	Students	Preschool Amt
TOTAL		

### Module 10.2: Preschool Services

Preschools	Exclusive Pre K Funding	Services	Materials	Staffing





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### Module 13: Foster Care Students

Foster Care Transport	Foster Transport Amt	Foster Care Determinations	Foster Care Funding	Foster Care Enrollment	Foster Care Liaison
NO	1	Please see the attached best interest determination form used by ABA.	ABA confers with the CYFD point of contact at the beginning of each school year. ABA's CYFD contact is: Xuan Le, 505-841-7800. After using the homeless and foster care form included in registration packets to identify students in foster care, ABA works with the CYFD POC and family if applicable to conduct best interest determinations for students.	Yes	Danielle Miranda

### Module 14: Student Needs & Progress Monitoring

Assessments	Progress Monitoring	PBIS
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<p>K-3&amp;#58;IstationISIPReadingand MathNWEAMAPReadingand MathBenchmarkAssessment.</p> <p>4-8&amp;#58;IstationISIPReadingandMath NWEA MAP Reading and Math Benchmark Assessment</p>	<p>K-8&amp;#58;IstationISIPReadingandMathProgress Monitoring;CommonFormativeAssessments</p> <p>Students will continue to complete individual Math and Readingself-monitoring(goalsetting)formsthroughout the school year. Forms are maintained by students with thehelpofteachersandarereviewedandsignedby parents.Teachersmaintainclassroomandcollaboration based student data tracking posters in which student progressismonitored.PercentagesofTier 1-3 students and below, average, and above average students are identifiedbasedonprogressmonitoringperformance. Finally, CFAs were developed during SY19-20. These CFAs are built around the ten power standards identified throughthecarefulanalysisofstudentperformedata on the PARCC/NMTAMELA math and reading tests. The ten most difficult standards for students to master are the basis for each assessment and the school uses these assessments in conjunction with units of instruction to measure student growth toward proficiency in these hard to master standards.</p> <p>3-8&amp;#58;NWEAMAPSkillsReadingandMath</p> <p>As described above, students self-monitor progress and develop goal setting forms that are reviewed with and signed by parents. The MAP Skills dashboard is used by teachers and unit plans are developed in accordance with the Learning Continuum, which is a reporting tool that compliments MAP Skills. MAP Skills and the Learning Continuum working in tandem to facilitate developmentally appropriate instruction for students, which is evidenced in unit plans as differentiate instruction and small grouping configurations.</p>	<p>The Social and Emotional Learning (SEL) curriculum was adopted and further-developed for implementationwithABAstudents.Thiscurriculum is delivered by our school social worker. SELteachesstudentsstrategiesstudentsdevelop self-regulation, self-awareness, and empathy skills. In addition, ABA's social worker and students success advisor developed a "snap shot" system in which students are provided with immediate recognitionfortheirpositivebehaviors,andhave their names drawn to earn tangible rewards. TeachersingradesK- 8utilizeClassDOJO,which serves a system for parent-teacher communication aswellaspositivebehavioralsupportawardingof points for positive behavior in the classroom. Finally, next year, the full-time social worker and student successadvisorwillprovideschool-basedsocial andemotionalacademicinterventionservicesto classes and will also lead the implementation of a school-wide restorative justice program.</p>
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### Module 15: School Wide Waiver

School Wide Waiver	Justification
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### Module 16: Site Allocation

								Utilization of Funds															
School	School Type	School Grade Levels	Enrolled	Low Income Students	% Low Income	Building Allocation	Low Income Amt	Hire Staff for Reading	Hire Staff for Math	Assist	Module Best Practice	Class Size	At Risk	Read Tutor	Social	English Learner	CSI/TS I	Community Schools	Math Tutor	Intervene	Tech	Materials	
<b>TOTAL</b>																							

### Module 17.1: Neglected Funding

District Facility	Neglected Count	Per Child Amount	Facility Total Amount
<b>TOTAL</b>			

### Module 17.2: Neglected Services

Facility	Program Description	On Line Program	Staffing Qualifications
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