

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

Board Members Present	Brenda Baca, Melissa Trujeque, Doris Cole, Julian Munoz	
Absent	Jose Garcia	
Others in Attendance	Chris Jones, Kyle Hunt, Danielle Miranda, Esteban Cole, Priyam Banerjee	
QUORUM	<u> X </u> YES <u> </u> NO	
Meeting called to order	Brenda Baca called the meeting to order at <u>4:30 pm</u> & Roll Call by Brenda Baca	
Item	Discussion	Action/Recommendation
Approval of the Agenda	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
Special Issues (Discussion/Action)		
Approval of Charter Contract Amendment	<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 2nd 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 3rd-8th 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 3rd 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 3rd 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 3rd 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 3rd. On May 3rd 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>	
Public Comment	N/A	
Announcement of Next GC Meeting	<p>Next GC meeting: <u>Monday, March 29, 2021; 5:30 pm</u></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>
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