



ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

	Title I A	Title I D	Title II A
Allocation	177538.72	0	19,974.60
Debit	190,552.72	0	0.00
Credit	13,014.00	0.00	0.00
Balance	0.00	0	19,974.60

Application Status	Date
Return to District	

Module 2: Transferability & Reap Flex								
Reap Eligibility	Transfer Eligibility	REAP	Transfer	Transfer T1	TOTAL TRANSFER	Title4A Award	T4 Award Balance	Fund Utilization
Yes	Yes	No	Yes	0.00	13,014.00	13014	13014	ABA will utilize the funds from title four to support our before and after school programming for SY 21-22. This will help the school to help meet the safe and healthy schools objective.

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	NA

Module 4.1: District Level Administrative Staff



ESEA Consolidated Application



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ALBUQUERQUE BILINGUAL ACADEMY

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	

Module 5: Program Consultation and Program Planning	
Program Plan Funding	School Rank Order NEW (only available for applications prior to 21-22)
<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. During annual teacher 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 2021-2022, ABA is relying heavily upon input obtained from our stakeholder needs assessments. Respondent input yielded the following: increasing volunteerism opportunities for parents and community members; offering more afterschool enrichment opportunities for students (e.g. sports), and; offering a variety of education and training courses for parents (e.g. technology, ESL, and Spanish .</p>	



ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

Module 6: CSI & TSI Support

School	CTAmount	Support
		0 ABA will set aside \$900 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
177,538.00	6.96	0.00	0.00	0.00	0.00

Module 8.1: Parent Costs Set Aside

Parent Costs	Out To School	District Activities	Parent Involvement	Fund Usage	School Parent Compact	District Parent Policy
0	No	No	NA	NA	Yes	Yes

Module 8.2: Summer School Set Aside

Summer School Amount	Eligibility	Program



ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

Module 8.3 After School Program

After School Amount	Eligibility	Program
0	<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 that demonstrate the most need due to scheduling from the COVID 19 emergency health order.</p>	<p>Academics - Tutoring. Daily tutoring will be incorporated into the ABA after school program. This will occur daily between 2:30 pm and 3:30 pm. Math and reading tutoring will be emphasized and support will be provided to participating students in English and Spanish.</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 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.</p> <p>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
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ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

Module 8.5: School Culture and Climate

School Safety	School Safety Funds
<p>1.00 FTE Social Worker \$71,050.00 (without 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> <p>1.00 FTE Student Success Advisor \$55,476.00 (without 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>.50 FTE ELL Coordinator/Dean, \$35,525.00 (without benefits) Major duties: coordinate ELL services for eligible students; oversee and assist in administration of required screening and testing; track exited ELs; ensure timely parent notification; serve as liaison between school and families of ELs.</p>	0

Module 8.6: Other Set Aside

Other Costs	Other Detail

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



ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

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
<p>K-3</p> <p>Istation ISIP Reading and Math; NWEA MAP Reading and Math Benchmark Assessment; iMSSA Interim Assessment</p> <p>4-8</p> <p>NWEA MAP Reading and Math Benchmark Assessment; iMSSA Interim Assessment</p>	<p>K8</p> <p>Istation ISIP Reading and Math Progress Monitoring; Common Formative Assessments</p> <p>Students will continue to complete individual Math and Reading self-monitoring (goal setting) forms throughout the school year. Forms are maintained by students with the help of teachers and are reviewed and signed by parents. Teachers maintain classroom and collaboration based student data tracking posters in which student progress is monitored. Percentages of Tier 1-3 students and below, average, and above average students are identified based on progress monitoring performance.</p> <p>Finally, CFAs were developed during SY19-20. These CFAs are built around the ten power standards identified through the careful analysis of student performance data</p>	<p>The Social and Emotional Learning (SEL) curriculum was adopted and further-developed for implementation with ABA students. This curriculum is delivered by our school social worker. SEL teaches students strategies students develop 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 recognition for their positive behaviors, and have their names drawn to earn tangible rewards. Teachers in grades K- 8 utilize Class DOJO, which serves a system for parent-teacher communication as well as positive behavioral support awarding of points for positive behavior in the classroom. Finally, next year, the full-time social worker and student success advisor will provide</p>



ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

on the 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.

3-8

NWEA MAP Skills Reading and Math

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.

school-based social and emotional academic intervention services to classes and will also lead the implementation of a school-wide restorative justice program.

Module 15: School Rank Order

Snapshot	School Rank Order NEW
120 Day	Option 5

Module 16: School Wide Waiver

School Wide Waiver	Justification
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ESEA Consolidated Application



2021-2022

ALBUQUERQUE BILINGUAL ACADEMY

Module 17: 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/TSI	Community Schools	Math Tutor	Intervene	Tech	Materials
ALBUQUERQUE BILINGUAL ACADEMY	School Wide	PK08	373	246	65.95%	190,551	774.60	NO	NO	NO	NO	NO	YES	YES	YES	NO	TSI	YES	YES	NO	NO	YES
TOTAL			373.00	246.00		190,550.72	246.00															

Module 18.1: Neglected Funding			
District Facility	Neglected Count	Per Child Amount	Facility Total Amount
TOTAL			

Module 18.2: Neglected Services			
Facility	Program Description	On Line Program	Staffing Qualifications