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2020-2021 Annual School Performance Report: Albuquerque Sign Language Academy

School Name: Albuquerque Sign Language Academy

School Address: 620 Lomas Blvd. NW, Albuquerque, NM 87102

Head Administrator: Rafe Martinez

Business Manager: Patricia Garrett

Authorized Grade Levels: K-12 (currently serves K-9)

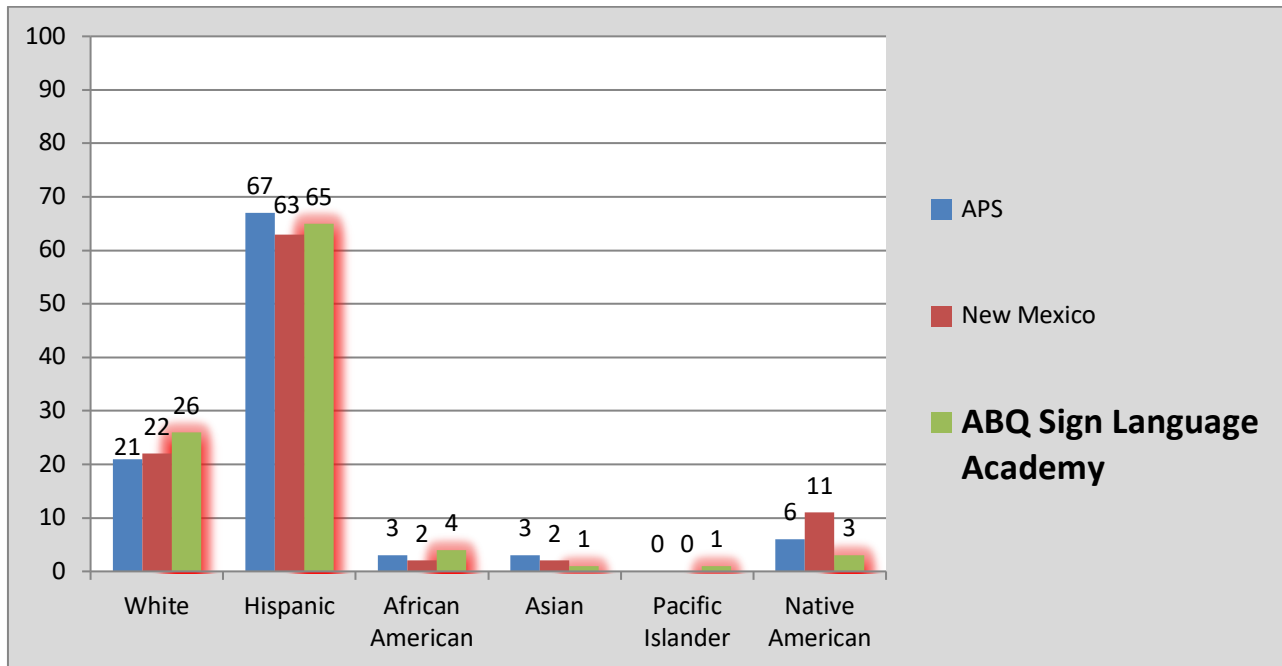
Authorized Enrollment Cap: 200

Current Enrollment: 111

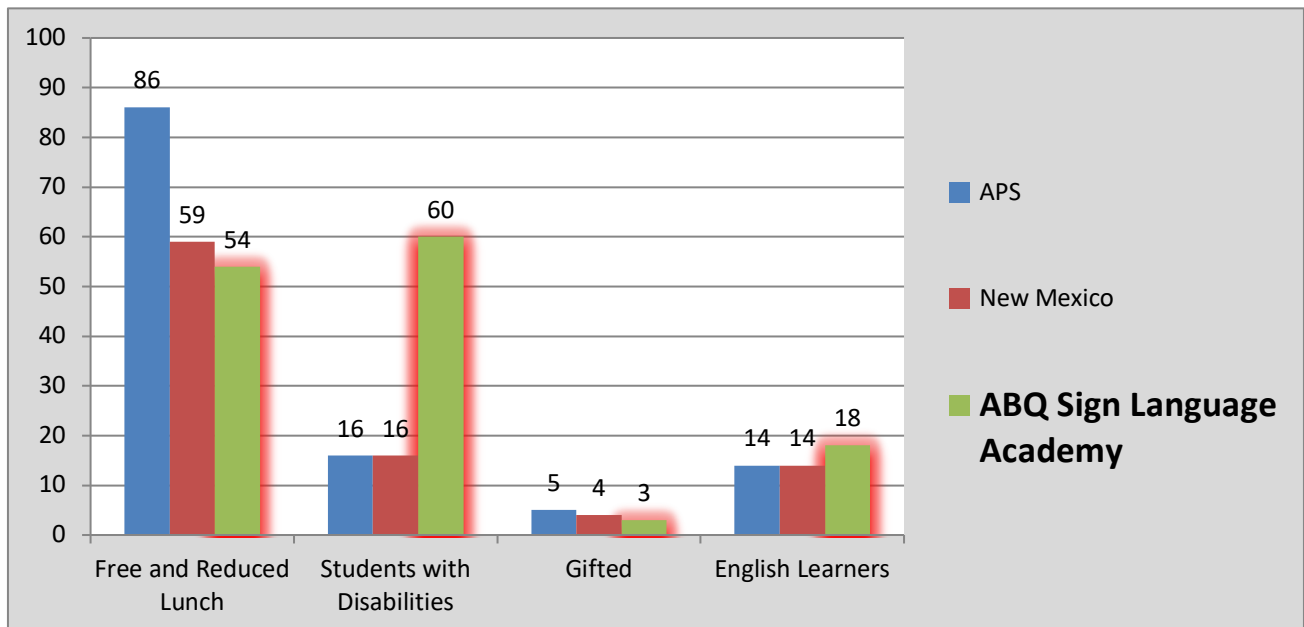
Contract Term: 2020-2025

Mission: The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

Enrollment by Race/Ethnicity



Enrollment by Other Subgroups



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: April 20, 2021

Virtual Site Visit Participants

School: Raphael “Rafe” Martinez, Head Administrator; Stephanie Lovato, Laura Vasiliaus, Rachael Mesillas

OPFD/CSD: Brigette Russell; Karen Woerner; Dylan Wilson; Missy Wauneka

Response to COVID Pandemic

[Albuquerque Sign Language Academy \(ASLA\)](#) began providing remote learning in March of 2020, when schools were first required to cease in person learning, and has continued to offer the option of remote learning as of the time of the site visit. Small group instruction began later on. ASLA has been providing extra intervention during after school programming. All the while the school specifically focused on families that were struggling with online learning. With full entry, about 64 out of 111 kids are coming to the campus. Students of families who chose to stay remote receive full instruction all day every day.

Teaching, Learning, and Assessment

Albuquerque Sign Language Academy has been responsive to families’ concerns and has utilized family responses to craft educational programs. Each classroom looks a little bit different in terms of the balance between teaching remotely, in the building, or at Shady Lakes. Each teacher becomes almost their own “mini school.” “This exemplifies our approach with students at the center,” according to the head administrator

The school partnered with a [UNM PE Program](#) to provide physical education. Small group activities occurred for about two hours a couple times a week. Administrators have weekly meetings to make sure teachers aren’t being overwhelmed with requirements above and beyond daily instruction. Surveys have been sent out to gather teachers’ opinions on re-opening and to compile concerns. The school states it takes teacher health concerns seriously. Teachers are invited to Town Halls, which sometimes involves celebrating teachers’ hard work.

Student and Family Support and Engagement

Through the Comprehensive Literacy State Development Grant, Albuquerque Sign Language Academy has started using new programs to keep students online. Technology has also been utilized to be proactive on attendance. Staff are using the Remind app and text messages to see where students are at the start of each class. Hotspots and other devices are proved to families to keep them connected.

Students are placed in the class that made the most sense for them, based on NWEA and other assessments, rather than placing them based on grade level. The result is mixed grade classes meant to meet student support needs. Examples include Life Skills 1 and 2; Kindergarten and 1st grad; a 3-5th Classroom; a 2-5th Intervention Classroom for students needing more intensive support; and 3-5th grade Proficient and Beyond Class. This data-based placement continued even during the pandemic. Teachers are setting up office hours to provide further support to kids that are struggling.

Families and the community are engaged via newsletters and virtual Town Halls. The Town Halls occur every two weeks. Over the past year the school had three parents and one staff person pass unexpectedly. The town halls have become instrumental as a place to process grief. Teachers wanted to

make this year feel as normal as possible, so the school ensured annual events such as the Fall Carnival, Winter Literacy, and Science Fair still happened. Sign Language classes continued to be offered for families

ASLA capitalized on its established community partners during the pandemic. The [Communities for Learning](#) After School Program helps families struggling to log on. The UNM PE Program provided physical education. [Shady Lakes](#) offers an outdoor educational setting. The [Presbyterian Ear Institute](#) serves as an early childhood partner through its. [ACE Leadership](#), a high local charter school, works with ASLA to make sure students can continue to be supported after they graduate from ASLA. The school is working with [NM Highlands](#) to create NMHU for Deaf Ed and is exploring a partnership with USC.

Successes, Innovations, and Challenges

Although attendance has been a challenge, Albuquerque Sign Language Academy has been proactive with its outreach and problem solving with families; in fact, ASLA has accounted for every single child during the pandemic. When drop offs were noticed, the school made sure to re-engage those families.

In response to limited building space, ASLA made the innovative move to partner with Shady Lakes and provide an outdoor experience/learning space. Doing so has allowed the school to provide in person learning to more students not just because of the increase in education space, but by accommodating the families that are not okay with their children being in an enclosed building. ASLA intends to continue the partnership with Shady Lakes and become the maintainers of the lakes.

ASLA took advantage of its busses to provide further innovation. Busses were used to send home classroom materials, meals, art projects, etc. This meant that families did not have to travel to the school themselves and ensured that all students had necessary materials. The school wants “to make sure that kids and families are getting what they need.”

Mission-Specific Goals:

Goal: ASL Language Goal: At least 80% of K-12 students, enrolled on the 40th and 120th day, will achieve 70% or higher scores on the Avenue: Copy Right or Picture Naming subtests*. *Note: The Avenue: PM progress monitoring system includes eight apps that present students with short Curriculum Based Measurement (CBM) tasks to assess students' literacy reliably and validly over time. The system, funded through the United States Department of Education, is free for use. The eight tasks begin with assessment of pre-reading skills and progress to measure reading comprehension and writing. In addition to measuring literacy, Avenue: PM also is a unique reliable and valid measure of American Sign Language (ASL), therefore making Avenue: PM an essential assessment tool for the ASL Academy. The "Copy Right" and "Picture Naming" subtests measures students' receptive/expressive comprehension of American Sign Language.

School Response: Online learning during the COVID-19 pandemic proved to be especially difficult for deaf, hard of hearing, and multiple needs students. Providing ASL instruction proved to be a challenge through Zoom - a limiting, 2-dimensional platform. Additionally, (as seen by all schools) online instruction was impacted by students who had limited access to technology, reliable internet service, and personal/social struggles and tragedies brought on by the pandemic. The ASLA Mission Specific goal connected to ASL proficiency is reliant at least three factors:

- Being able to be **consistently** exposed to people with strong signing skills,
- Being able to use sign during an in-person interaction due to facial and body cues,
- To properly measure ASL proficiency using AVE PM, students needed to have internet access that could support the platform.

Although we were able to bring in many of our students for face-to-face instruction and we handed out iPads, laptops, and hotspots to our families, we fell within the 70%-79% threshold of ASL proficiency as defined by our metric, thus putting us into the "Does Not Meet Standard" category.

It is also important to note that we continued to administer all academic short cycle assessments throughout the school year and MOST (70%) students maintained or showed growth over the year. This number aligns with those students who showed growth in ASL proficiency. The delineation between those students who showed growth/maintained and those who did not is in direct correlation to the factors mentioned previously.

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 in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

Performance Framework Indicators (school-specific questions)

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

The school has 20 students identified as EL students. The 120-day ELP Error Report from STARS listed four students. The school is asked to investigate these potential errors after each reporting window, keep evidence of the research completed and any corrections made, and file updates in the appropriate student cum folders.

2a-2c Audit Findings FY20

The school had one minor audit finding in FY19 and two in FY20. The school indicated that the contracted school business official, Patricia Garrett, was on maternity leave June through December which led to some issues.

- 2020-001 Budgetary concerns (Other Noncompliance)
- Purchasing (Other noncompliance)

2e. Is the school adequately staffed to ensure proper fiscal management?

Rafe Martinez, Head Administrator, is now trained as CPO and will be the designee for the school. Mr. Martinez is reminded to register online annually on the State Purchasing Department's website as the school's designated CPO. This should be done now for 2020-2021 and again in the Fall for 2021-2022. The re-certification training is every two years, but the registration is an annual requirement.

3a. Is the school complying with governance requirements?

The school posts board agendas, minutes, and bylaws on its website. Posted bylaws are not the most current and should be updated. It is also recommended that the annual OMA Resolution be posted each year also. Additionally, the board members are not listed on the website nor is there a way to contact them directly. It is recommended that this be resolved, even if it is by providing a generic email that board members can check. The public should be able to contact the board directly.

Regarding mandatory training, CSD records indicate that most board members have completed their training hours and only one needs five (5) more hours.

3c. Is the school meeting reporting requirements?

At the time off the visit, the school had not provided any required assessment data for the Striving Readers Comprehensive Literacy (SRCL) or Comprehensive Literacy State Development (CLSD) grant for the past year for all grade levels. Also, the weekly report on PPE/Surveillance Testing for that week indicated a reminder notice for Albuquerque Sign Language Academy.

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

The Safe Schools Plan was last approved in July 2018. The resubmission, every 3 years, was due in December 2020. The school had some delays in responding to the Safe and Healthy Schools bureau with requested updates to be approved. Deputy Director Karen Woerner recently met with the school and Ms. Granito, Safe Schools Plan Coordinator, to review the checklist and it appears that the school is on track to get final approval. The school is reminded to keep in regular contact with Ms. Granito until approval is granted.

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: 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.


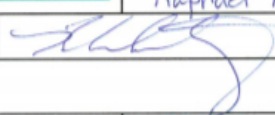
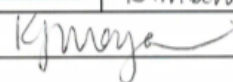
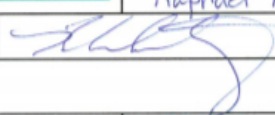
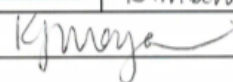
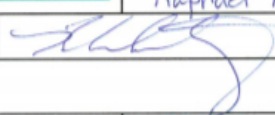
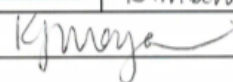
A	B
Albuquerque Sign Language Academy	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review - COVID ▼
Indicator 2 Subgroup Performance	Unable to Review - COVID ▼
Indicator 3 Mission Specific Goals	Unable to Review - COVID ▼
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard ▼
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID ▼
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard ▼
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard ▼
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES ▼
Indicator 1f Educational Program: NM DASH Plan	Not Applicable ▼
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard ▼
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Working to Meet Standard ▼
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard ▼
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard ▼
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard ▼
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Working to Meet Standard ▼
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard ▼
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES ▼
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES ▼
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES ▼
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard ▼
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard ▼
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES ▼
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES ▼
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES ▼
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES ▼
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES ▼
Indicator 5d 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

2020-2021 was Albuquerque Sign Language Academy's first year of operation in the current contract.

Appendix B: Assurances

 Charter Schools Division Performance Indicator Assurances 2020-21																	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px; font-size: 0.8em;">Charter School Name</div> <div>Albuquerque Sign Language Academy</div> </div> </div> <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="border: 1px solid black; height: 20px; margin-top: 10px;"></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. 	<p>✓ School obtains legally compliant background checks per NMSA § 22-10A-5.</p> <p><input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2.</p> <p><input type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable.</p> <p style="text-align: right;">2020-21 Charter Performance Indicator Assurances Page 1 of 2</p> <p><input checked="" type="checkbox"/> The school complies with health and safety requirements:</p> <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. <p><input checked="" type="checkbox"/> The school handles information appropriately:</p> <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="border: 1px solid black; height: 20px; margin-top: 10px;"></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: 30%;">School Leader Printed Name</td> <td colspan="3">Raphael Martinez</td> </tr> <tr> <td>Signature</td> <td style="width: 40%;"></td> <td style="width: 10%;">Date</td> <td>7/22/2021</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;">Board Chair Printed Name</td> <td colspan="3">Kimberly J. Moya</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date</td> <td>7/22/2021</td> </tr> </table> <p style="text-align: right;">2020-21 Charter Performance Indicator Assurances Page 2 of 2</p>	School Leader Printed Name	Raphael Martinez			Signature		Date	7/22/2021	Board Chair Printed Name	Kimberly J. Moya			Signature		Date	7/22/2021
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