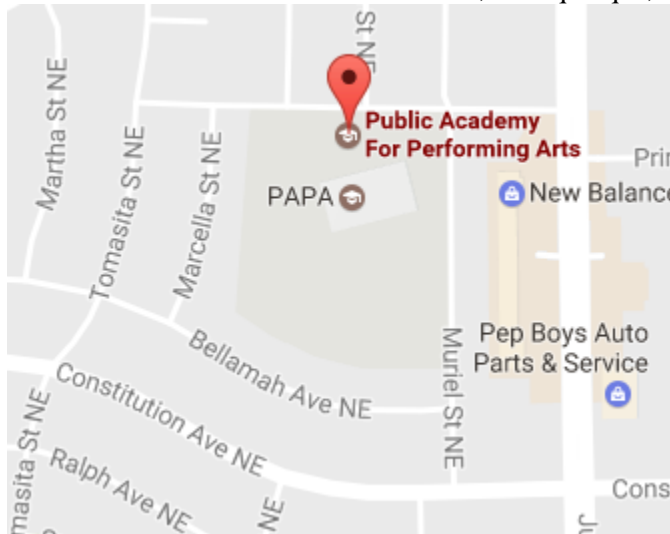


Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2018-19 Site Visit

Location

- 11800 Princess Jeanne Ave. NE, Albuquerque, NM 87112



School Leadership

- Doreen Winn, Director
- Governing Board Members:
 - Elizabeth Roybal, President
 - Mark Huntzinger, Vice President
 - Jennifer Lopez, Secretary
 - Mance Anderson, Community Member
 - Mike Keith, Parent
 - Phil Rehbiel, Community Member
 - Michael Mastko, Community Member
 - Student members
 - Middle School Student Council President
 - High School Student Council President

Mission/Vision

- Mission: The Public Academy for Performing Arts is a public charter school that integrates a rigorous college preparatory curriculum with the performing arts and prepares students to pursue their passions and talents.
- Vision: The Public Academy for Performing Arts will be a small, supportive educational community where students achieve high academic standards and pursue excellence in the performing arts.

History

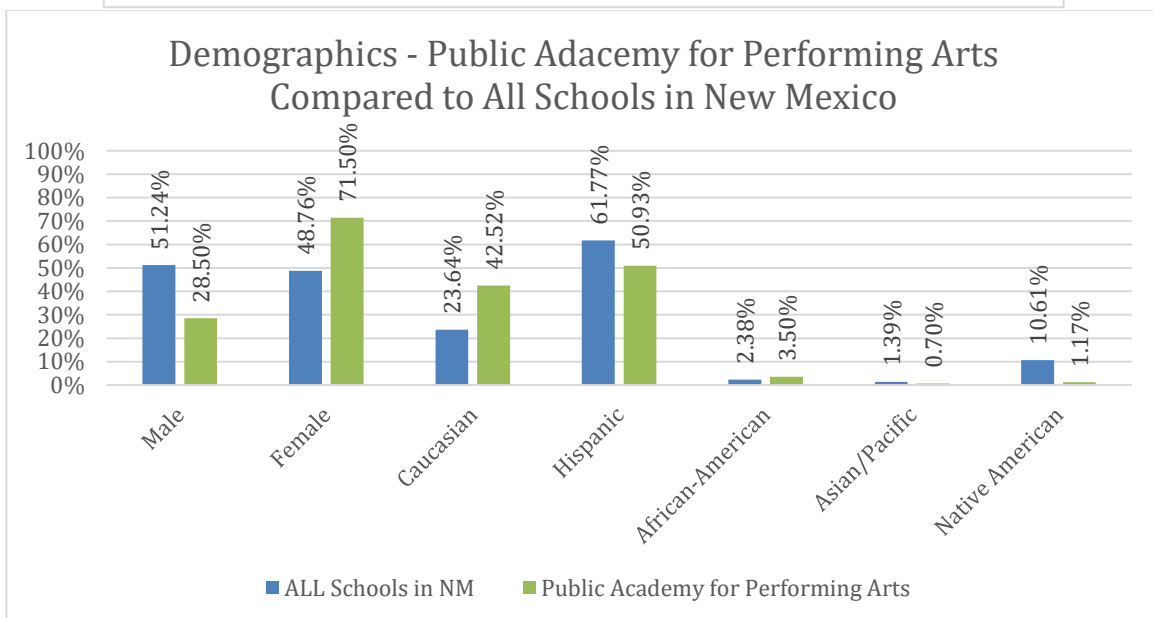
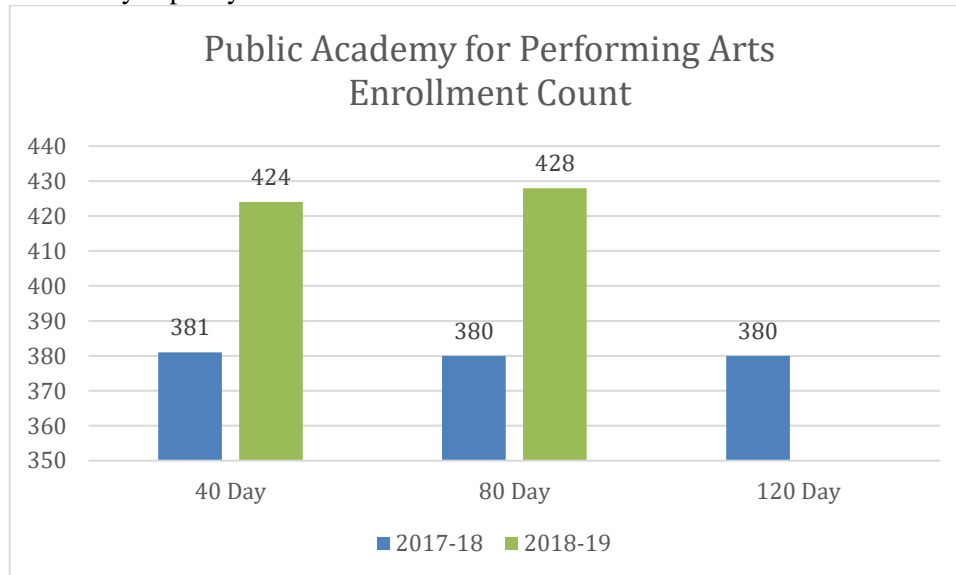
- Originally Chartered by the APS in 2000
- Renewed by APS in 2014.
- Contract: July 1, 2015-June 30, 2020
 - Renewal due: October 1, 2019

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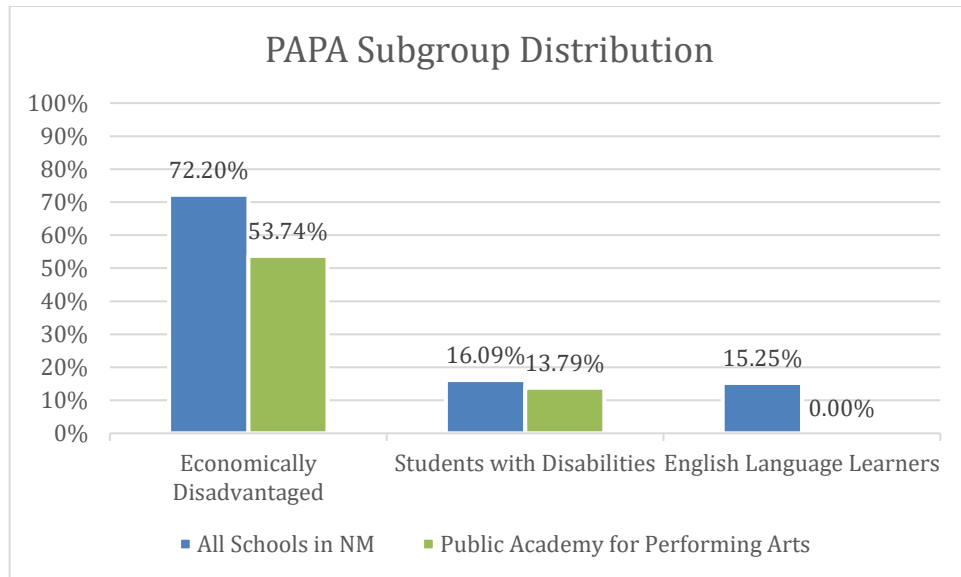
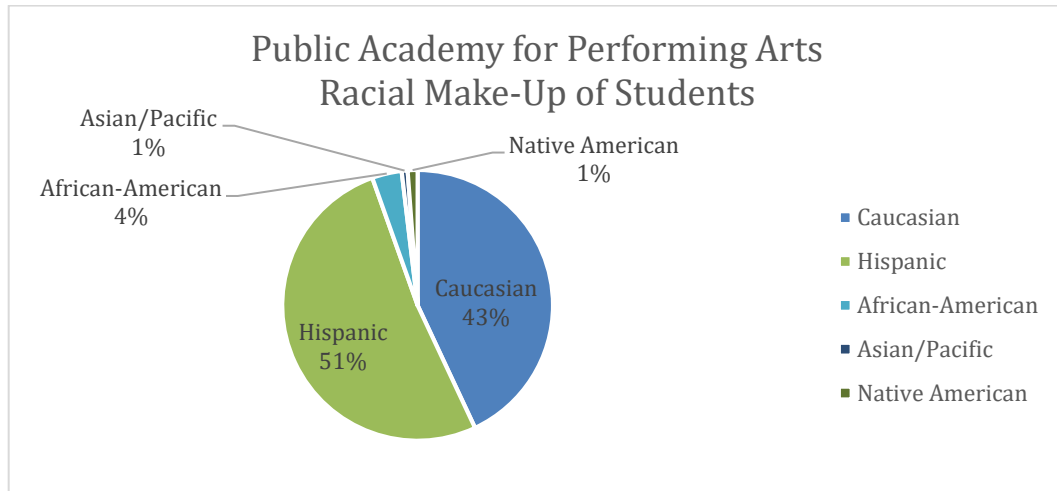
Demographics

- The school had 428 students enrolled at 80 day. The enrollment cap is 1,000 students with the current facility capacity at 600.



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Academic Performance

School Report Card:

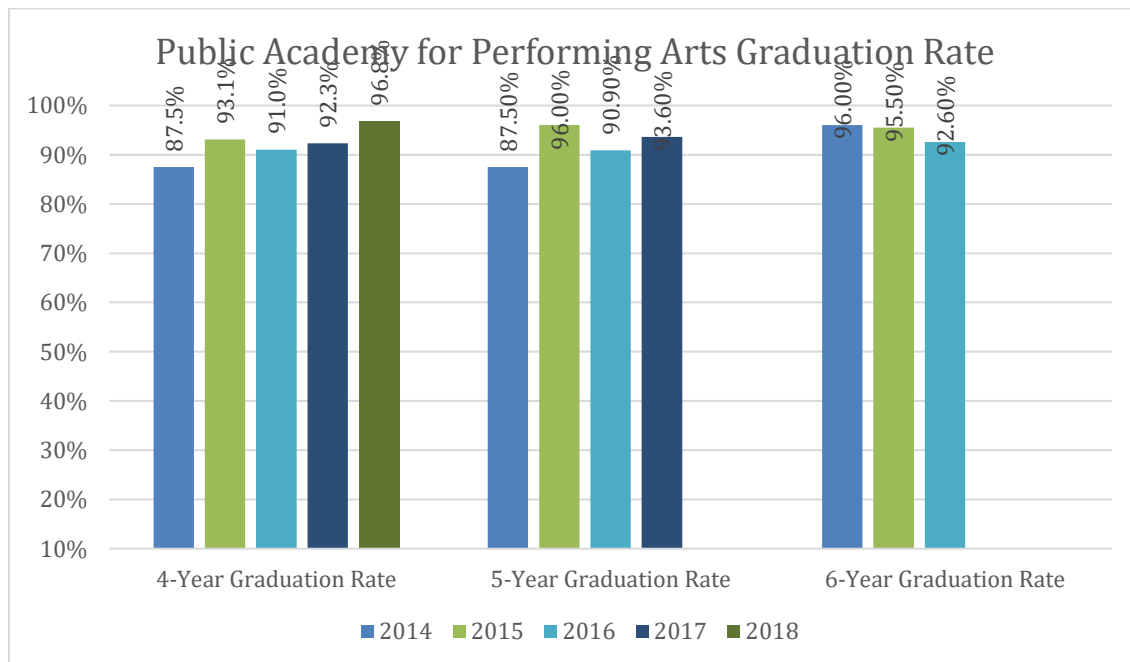
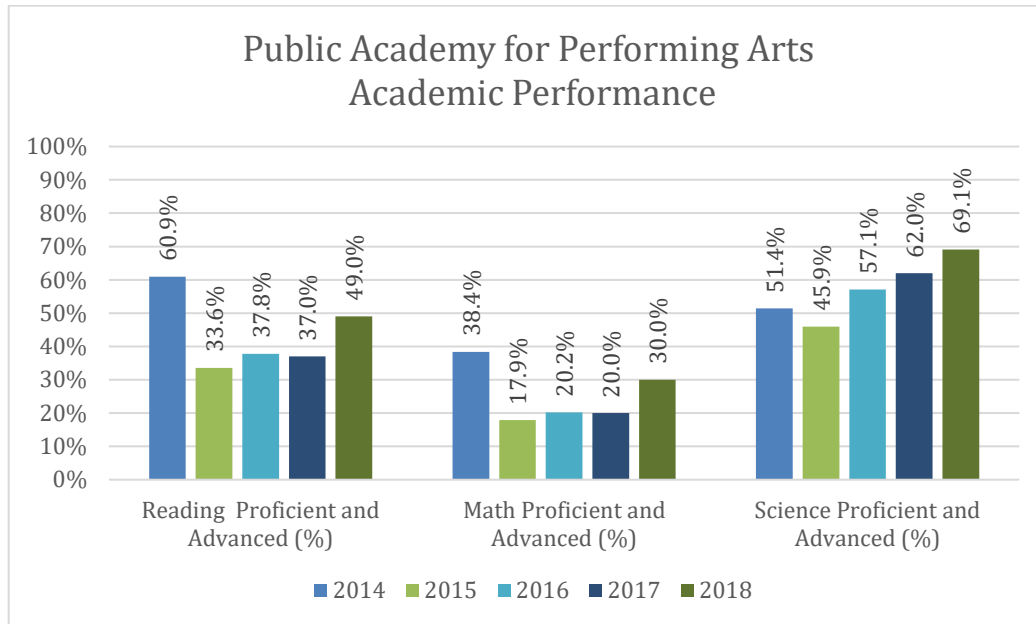
2014: A

2015: B

2016: B

2017: B

2018: A



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Academic Performance		
Yes	No	Comments
Mission Specific Indicators: Supporting documents provided that demonstrate specific information for the mission specific indicators from the previous performance framework.		
X		
Mission Specific Indicators: Suggested changes or new goals submitted for next year's performance framework.		
X		
Education Plan (<i>Unless waived by the New Mexico Public Education Department the school must demonstrate compliance with applicable laws, rules, and regulations</i>)		
Clear demonstration of the school's mission can be seen throughout the school facility, in classrooms, from staff, and from students.		
X		
The school demonstrates compliance with appropriate number of instructional days or hours.		
X		1205 hours
The school demonstrates compliance with the Next Step Plan (if applicable).		
X		Exemplar
The school demonstrates compliance with graduation requirements (if applicable).		
X		24.5 credits
The school demonstrates compliance with content standards, including Common Core.		
X		Data reflection and review; lesson plan review
The school demonstrates compliance with the 90-Day Plan/NM Dash.		
X		
The school demonstrates compliance with state required assessments.		
X		
The school has a clear policy and practice regarding admissions, lottery, and waiting list. <i>*Note: Please provide a copy of the admissions documents that are used to place a student in the lottery and then to enroll the students.</i>		
X		Transcripts requested to properly place them;
The school has fair and open recruitment and enrollment policies and practices. <i>*Note: Please provide a copy of any recruitment flyers/documents that are used.</i>		
X		
The school demonstrates due process protections for students.		
X		
YES	NO	COMMENTS
The school demonstrates privacy, civil rights, and student liberty requirements, including 1 st amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction.		
	X	

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		http://www.aps.edu/about-us/policies-and-procedural-directives/policies/instruction/i-1-treatment-of-religious-issues
		The school demonstrates legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
X		
		The school demonstrates compliance with Section 504 of the Rehabilitation Act of 1973.
X		
		The school demonstrates compliance with the Americans with Disabilities Act.
X		
		The school demonstrates compliance with Title III, relating to English Language Learners.
X		
		The school demonstrates compliance with compulsory school attendance.
X		
		<u>Governance and Reporting</u>
		The governing board meeting minutes and agendas available for review in person at the school.
X		
		The governing board meeting minutes and agendas available for review on the school's website.
X		
		The Governing Board has an Open Meetings Act Resolution.
X		
		The governing Board has a conflict of interest policy.
X		
		The governing Board has an anti-nepotism policy.
X		
		The governing board has organization and membership rules (ex. Bylaws).
X		
		The governing board members are in compliance with mandated training requirements.
X		

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YES	NO	COMMENTS
		The governing board provides a written annual evaluation for the head of the school, which demonstrates accountability for performance expectations.
X		HOUSSE Rubric
<u>Employees</u>		
		The school demonstrates compliance with state certification requirements of teachers and other staff.
X		
		The school demonstrates compliance with having Highly Qualified teachers.
X		
		The school demonstrates compliance with the School Personnel Act, Family Medical Leave Act, and the Americans with Disabilities Act.
X		
		The school demonstrates through policies that they do not interfere in employees' rights to organize collectively.
	X	A sample policy can be found here (http://www.aps.edu/about-us/policies-and-procedural-directives/policies/h.-negotiations/h.01-labor-relations) with the recommendation that the governing council approve much simpler language such as "APS employees have the right to form, join, and otherwise participate in the activities of employee organizations of their own choosing for the purpose of bargaining collectively with the Board. Employees also have the right to refuse to join or participate in the activities of employee organizations."
		The school provides professional development and timely teacher evaluations.
X		11 days of PD; targeted PD based in evaluation; in Title II plan;
		The school demonstrates compliance of legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
X		
		The school demonstrates compliance with laws, rules, and regulations relating to background checks of all individuals associated with the school including staff, and community members.
X		<u>Update employee handbook</u>
		Sample of 3-Employee files demonstrate proper licensure, highly qualified status, evaluation form, and background check.
X		<u>Employee 1: OK</u> <u>Employee 2: OK</u> <u>Employee 3: OK</u>
<u>School Environment</u>		
		The school demonstrates compliance with occupancy and New Mexico facility condition rating requirements.
X		

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The school has an approved 5-year facility master plan.		
X		
The school has an approved 5-year facilities maintenance plan.		
X		
YES	NO	COMMENTS
The school demonstrates compliance with fire inspections and related documents.		
X		
The school has an approved safe schools plan.		
X		
The school demonstrates compliance with school health rules including dispensing of pharmaceuticals.		
X		exemplar

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2018-19 Site Visit

APS Charter School Site Visit 2018 - 19

Fiscal Management

School: Public Academy for Performing Arts

Date: Feb. 5, 2019 @

1:00

Name of Reviewer(s): Judy Bergs

YES	NO	
X		1. Financial reporting to APS is timely. Compare to APS records for the past year.
X		2. Proof of Chief Procurement Officer Certification. Requirement effective 7/1/2015. Is the CPO signing all purchase orders? Doreen is the CPO for AKCS. Her certificates expires 7/5/19. Doreen is registered for a CPO class and recertification in June 2019.
X		3. Provide copies of financial reports provided to the Governing Council for the current fiscal year. Review GC minutes. Are disbursements approved and documented in GC minutes? Financial reports provided to the GC include: Budget Report (totals only by Fund), Journal Entries, Receipts and Accounts Payable Listing, Budget to Actual Comparison and BARs. There was evidence in the Dec. 18, 2018 minutes for approval of disbursements.
X		4. Review most recent bank reconciliation. Does the most recent bank statement reconcile to the general ledger? Are outstanding items less than one year old? Are the reconciliations reviewed and approved by an independent person? The Dec. 2018 bank reconciliation was reviewed and all outstanding items are current. The Finance Committee reviews and approves.
X		5. View website to determine if financial reports are posted and if there is a link to the Sunshine Portal. The most recent financial reports presented on the website are Jan. 28, 2019. There is a link to the Sunshine Portal.
X		6. Is an annual inventory performed and documented when this was completed? Asset inventory is kept current throughout the year with additions and deletions. Do you have any equipment/assets purchased with Federal Funds (Object Code 57331-57332)? Verify with APS records. None The most recent annual inventory was completed Sept. 1, 2018.
	X	7. Review financial policies and procedures for Internal Control compliance. Are the policies and procedures complete, current and followed? Most recently amended by the GC 2/27/18. There is no mention of the requirement for a Chief Procurement Officer and their duties or following State Procurement Code for major purchases of materials or services in D.4 Purchasing and Encumbrances. D.9 Petty Cash should be regularly audited by an independent person. I did not see any policies or procedures for processing Budget Adjustment Requests, Request for Reimbursements (RFRs), Financial Reporting or Journal Entries. Refer to PSAB Supplement 2 Internal Control Structure for a useful guide.
X		8. Verify the Audit Committee members. Must be 2 members of the Governing Council, 1 volunteer member who is a parent of a student attending the school, and 1 volunteer member who has experience in accounting or financial matters. Review minutes.
X		9. Verify the Finance Committee members. Must be at least 2 members of the Governing Council. Review minutes.

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X		10. Obtain a copy of the current Business Manager's Business Official License. Rhonda has a Level II Business License that expires 6/30/25.
X		11. Review journal entries. Is documentation attached and are they reviewed and approved by an independent person? Rhonda prepares the journal entries. The Principal and the Audit Committee reviews and approves.
X		12. Status of 218 Agreement. PAPA's 218 Agreement was approved 11/18/11.
X		13. Review randomly selected employee files for completed Forms: 2 employees were selected. W-4 Employees Withholding Allowance Certificate Form I-9 Employment Eligibility Verification Verification of Background Check is documented
YES	NO	
X		14. The following tax reports have been filed and are current: Monthly CRS-1 Report - The Dec. 2018 report was completed 1/7/19. Monthly ERB Report - The Dec. 2018 report was completed 1/10/19. Monthly RHC Report - The Dec. 2018 report was completed 1/10/19. Monthly NMPSIA Report - The January 2019 billing was paid 1/10/19. Quarterly 941 Report - The Dec. 2019 report was completed 1/19/19. Quarterly Dept. of Labor Report (State Unemployment) - The Dec. 2019 report was completed 1/8/19. Workman's Compensation Report - The Dec. 2019 report was completed 1/7/19. W-2s and W-3 - The 2018 W-2s were submitted to 2/3/19 (Due Date is 1/31/19) Form 1099 and 1096 (Review Contractors) - 2018 1099's were distributed to vendors but not submitted to IRS by the 1/31/19 deadline. ACA Reporting - 2017 1094-Bs were submitted to IRS 1/17/18. 2018 Forms have been distributed to employees but not due to IRS until 3/4/19.
X	X	
X	X	
X		15. Review the SPED Maintenance of Effort calculation to determine if the school is on target to be compliant at the end of the fiscal year (June 30). PAPA is projecting to be in-compliance at year end as of the 12/31/18 worksheet. This is monitored quarterly.
X		16. Review prior year Site Visit - Fiscal Management section and verify all exceptions are not repeated at the current year's site visit. No repeated exceptions.

Albuquerque Public Schools
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Public Academy for Performing Arts
2018-19 Site Visit

Review and Discussion Items from the Charter School Fiscal Performance and Viability Report:

Actual enrollment in STARS aligns with approved budget for current year. PAPA reported 428 students on the 80 day STARS report and budgeted 380 for 2018-19 enrollment (112.6%).

Is the current cash balance enough to cover one average month of General Fund expenditures? Calculation = General Fund total expenditures/12/General Fund Unrestricted Fund Balance. Goal is 1 month or more. The State Auditor's Office has not approved the Audited Financial Reports for June 30, 2018 as of the site visit.

Were the number of audit findings for the most recent audit 2 or less to meet the Financial Performance Framework Standards?

The State Auditor's Office has not approved the Audited Financial Reports for June 30, 2018 as of the site visit.

Have all repeat audit findings been resolved? The State Auditor's Office has not approved the Audited Financial Reports for June 30, 2018 as of the site visit.

Were any of the audit findings classified as a significant deficiency or material weakness in the latest audit?

The State Auditor's Office has not approved the Audited Financial Reports for June 30, 2018 as of the site visit.

Recommendations/Comments for Site Visit:

Site visit exceptions are highlighted in yellow.

Albuquerque Public Schools
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Public Academy for Performing Arts
2018-19 Site Visit

Special Education review Date: <u>March 6, 2019</u> Reviewer: <u>Patricia Espinoza</u>		
Grades: <u>6-12</u> Total Enrollment: <u>425</u> SWD: <u>58</u> GI: <u>0</u>		
SPED providers: <u>4-Teachers, 1-Sp. Ed. Coordinator, 1-SW</u>		
Contracted: <u>SLP, OT, & Diagnostician</u>		
YES	NO	DATA REVIEW <i>*See links to state and federal regulations for additional guidance.</i>
YES		1. The school has documentation of a properly-constituted SAT at each school, which includes the student's parents and the student (as appropriate), shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. 6.29.1.9(E)(2) NMAC a. SAT Process <u>YES</u> b) SAT staff training <u>YES</u> c) SAT student log <u>YES</u> d) 1-2 SAT files <u>YES</u>
N/A		2. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) 40 th <u>N/A</u> 80 th <u>N/A</u> 120 th <u>N/A</u> EOY ____ For the current school year, there has been no students that have completed the SAT and initial evaluation process.
YES		3. The school has a written process that documents how they keep track of IEPs and Re-evaluations.
YES		4. The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> EOY ____
YES		5. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> EOY ____
YES		6. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> EOY ____

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N/A	7. The school has ESY eligibility data recorded for every student receiving ESY services. ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))
YES	8. All students by the age of 14 have a transition plan (Indicator 13) Transition services shall be addressed by the IEP Team beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Team, and updated annually, thereafter. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) NMAC). School has an invitation to the transition IEP which invites the student, parent, and outside agency.
YES	9. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority per STARS report. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC). Fall site visit <u>YES</u> Spring site visit <u>YES</u>
YES	10. The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> EOY ____
YES	11. All FBAs/BIPS are attached to appropriate IEPs. IEP Teams are encouraged to conduct FBAs and integrate BIPs into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal regulations. (6.31.2.11(F) (1) NMAC)
YES	12. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child's current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536)
YES	13. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (34 C.F.R. '300.115(a))

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IEP REVIEW - Number of IEPs reviewed: Disability <u>3</u> Gifted <u>0</u> The following parts of the IEPs reviewed are in compliance * See links to state and federal regulations for additional guidance.
PLPs-Present levels of performance- Includes scores, data and narratives. Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. (34 C.F.R. § 300.320(a) (1) <u>Inconsistent</u> <u>One IEP reviewed is missing present levels for Writing</u>
Goals- Must be measurable. Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) <u>Inconsistent</u> <u>One IEP reviewed is missing the goal for Writing</u>
PTGs-Goals must include measurable progress towards goals. The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii) <u>YES</u>
Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services. The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) <u>YES</u>
LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) <u>YES</u>
PWN- Records all proposals by school and parents- documents what was discussed including the continuum of services. Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) <u>YES</u>
Participant Signatures-The IEP Team Meeting Participants page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a) <u>YES</u>
FBA/BIP if appropriate- note if they are updated (6.31.2.11(F) (1) NMAC) <u>YES</u>
Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1)) <u>YES</u>
Parent notification: The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a)) <u>YES</u>

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The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13. Schools shall integrate transition planning into the IEP process. The *Transition Services* section of the IEP includes the results of transition assessment, the student's post-secondary goals and course of study, and coordinated set of activities. However, transition services also shall be incorporated throughout the IEP including in the annual goals, special education and related services. (6.31.2.11(G) (2) NMAC)

Measurable post-secondary goals: The IEP shall include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to Training, Education, Employment, and ***Where appropriate***, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC [YES](#)

Post-secondary goals updated annually - [YES](#)

Age appropriate transition assessment - [YES](#)

Course of study designed to help student meet goals - [YES](#)

Transition activities designed to help student meet goals - [YES](#)

Annual goals related to post school goals - [YES](#)

Student invited to meeting - [YES](#)

Participating agency invited to meeting - [YES](#)

All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC). [YES](#)

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Date of Previous visits: <u>3/1/18 & 11/13/18</u>		Name of Reviewer: <u>Patricia Espinoza</u>
Pending concerns from Spring 2018 3/1/18	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> There are no pending concerns identified during the spring 2018 site visit. 		

Concerns from Fall 2018 11/13/18	Recommendations	Evidence of Improvement During Current Visit
# 4 – Overdue IEPs STARS data from the 40 th day report NO overdue IEPs, however, the school's spreadsheet provided indicate 2 overdue IEPs on the day of the site visit.	Ensure arrangements are made in advance to hold IEP meetings on time. To first, notify parents with sufficient notice to attend or re-schedule IEP meeting; and second, to allow a few extra days for unforeseen circumstances. Hold all IEPs due before the 120 th STARS count date.	The school has met this requirement
Service Schedule – Inconsistent Ancillary services included in the wrong section of the Schedule of Services; they were included in the supplementary aids & services.	The IEP must include a statement of the special education and related services to be provided. It must also accurately reflect where Special Education services, including related services, are taking place. All Special Education & Related services must be described within that section of the Schedule of Services Hold an addendum to make the necessary correction of the schedule of service page.	The school has met this requirement

Concerns from Current Visit 3/6/19	Recommendations	Action Plan (with completion dates)
PLPs – Present Levels of Performance - Inconsistent One IEP reviewed is missing present levels for Writing	All IEPs must include a statement of the child's present levels of academic achievement and functional performance for all areas they qualify including related services. Include scores, data and narrative.	Hold an addendum to add missing present levels and goal for writing. If student has met goal and no longer qualifies for this service, document in present levels and PWN.
Goals – Inconsistent One IEP reviewed is missing the goal for Writing	The IEP must include a statement of measurable annual goals, including academic and functional and related services when appropriate. For more information and specific examples, refer to "IEP Manual October 2011" Technical Manual from NMPED.	Student #1 (P.B.) Hold addendum before the end of the 2018-2019 school year. <i>Review 2019-20 SY</i>

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DATA REVIEW Areas of Concern	Spring 2018	Fall 2018	Spring 2019
1) SAT Process			
2) Indicator 11 – 60 day timeline			
3) Tracking IEPs and Reevaluations			
4) Overdue IEPs		X	
5) Overdue Reevaluations			
6) Sp. Ed. balanced caseloads			
7) ESY eligibility data			
8) Indicator 13 – Transitions			
9) Transfer of Rights			
10) Graduation options			
11) FBAs & BIPs			
12) Alternative Education Setting			
13) Continuum of Services			
IEP Review			
PLPs – Present Levels of Performance			X
Goals – Academic, Functional, and Ancillary	X		X
Progress towards goals			
Service Schedule		X	
LRE – Least Restrictive Environment			
PWN – Prior Written Notice	X		
Participant Signatures			
FBAs/BIPs			
Parent Involvement			
Parent Notification/Invitation			
Transitions			
Measurable post-secondary goals			
Post-secondary goals updated annually			
Age appropriate transition assessment			
Course of study			
Transition activities			
Annual goals related to post-school goals			
Student notification/invitation			
Participating outside agency	X		
Transfer of rights at age of majority			
Other			

**Areas of concern marked with an X.*

**Items marked with an X for the spring 2019 site visit will be followed up in 2019-2020 SY.*