

Audit Committee – Phil Krehbiel (Chair), OPEN, Melanie Dunn-Chavez, Rhonda Cordova, Ruby Arispe, Barbara CampBell  
Finance Committee – Phil Krehbiel (Chair), Rhonda Cordova, Melanie Dunn-Chavez, Barbara CampBell –8:00a.m.monthly, day of Council Meeting.  
Long-Range Planning – OPEN (Chair), Melanie Dunn-Chavez, Naomi Montoya, Lisa Miller  
Performing Arts Committee – Elizabeth Roybal (Chair), Melanie Dunn-Chavez, Naomi Montoya, Alexis Corbin  
Policy Review Committee – Mark Huntzinger (Chair), Melanie Dunn-Chavez, OPEN , Virginia Wilmerding, Lisa Miller



**Public Academy for Performing Arts**  
**draft Governing Council Meeting Minutes**  
**April 26, 2021**

<b>Date:</b> 4/26/2021	<b>Location:</b> Due to current health conditions, meeting was conducted via Zoom	
<b>Governing Council Meeting</b>		
<b>Time:</b> 5:02-6:13 pm	<b>Facilitator:</b> Elizabeth Roybal	
<b>Invitees in Attendance:</b> Elizabeth Roybal (voting member) via Zoom, Mark Huntzinger (voting member) via Zoom (had some connection problems towards the end of the meeting), Phil Krehbiel (voting member) via Zoom, Lisa Ulibarri-Miller (voting member) via Zoom, Barbara CampBell (voting member) via Zoom arrived at 5:06 pm, Melanie Chavez (Executive Director) via Zoom, Rhonda Cordova (business manager) via Zoom, Carol Torrez (staff representative) via Zoom, Virginia Wilmerding (staff representative) via Zoom, Santana Gonzalez (voting member) via Zoom, Alexis Corbin (voting member) via Zoom		
<b>Not in Attendance:</b>		
<b>Guests in Attendance as named in Zoom meeting:</b> Debbie Candelaria, Melinda Forward, Michael Power		
<b>Discussion</b>		<b>Resource</b>
1. <b>Call to Order</b> at 5:02 pm/ Roll Call, voting members Elizabeth Roybal, Phil Krehbiel, Santana Gonzales, Lisa Ulibarri-Miller, Mark Huntzinger, Alexis Corbin  Barbara Campbell arrived at 5:06		Elizabeth Roybal
2. <b>Welcome and Introductions</b> of all governing council members present. Welcoming remarks including Governing Council meeting procedures by Elizabeth Roybal.		Elizabeth Roybal
3. <b>Approval of Agenda</b> Motion by Mark Huntzinger to approve the agenda seconded by Phil Krehbiel. Roll call vote motion carried 6-0.		Elizabeth Roybal
4. <b>Approval of Minutes</b> Mark Huntzinger had sent corrections for correcting the time format, “dragged to drafted”, and the appropriate abbreviation for CRRSAA. Phil Krehbiel also had the correction of dragged to drafted.  Moved by Phil Krehbiel and seconded by Lisa Ulibarri-Miller to approve the minutes as corrected. Motion carried 6-0  ** It was thought that the minutes for the special meetings on March 5 and 13 had to be approved. However, they were finalized and approved at the March 30, 2021 meeting.		Elizabeth Roybal

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<b>5. Open Forum</b> None	Elizabeth Roybal
<b>6. Finance committee report</b> Phil Krehbiel, Melanie Chavez, and Rhonda Cordova met the morning of April 26, 2021. Financial report and Budget summary was given by Phil Krehbiel. He provided the council with a list of reports the finance committee is requesting. The 13 reports being regularly reviewed by the committee are as follows: <b>For previous month:</b> <ul style="list-style-type: none"> <li>• Bank Statement</li> <li>• Bank Reconciliation</li> <li>• Journal Entries</li> <li>• Balance Sheet Report (showing assets and liabilities for all accounts)</li> <li>• Bank Account Register (showing all checks written)</li> <li>• Budget Summary of Funds Report (showing a summary of budgeted expenses versus actual, offset by encumbrances)</li> <li>• Comparative Financial Statements – summary (revenues and expenses, all funds, last fiscal year, and current fiscal year)</li> <li>• Comparative Financial Statements – detail (revenues and expenses, all funds, last fiscal year, and current fiscal year)</li> <li>• Trial Balance Report (all transactions)</li> <li>• Monthly Balance Forecast Report – summary (actual revenues and expenses by month compared to the budget)</li> <li>• Account Balance Report – detailed (actual revenues and expenses, and encumbrances, compared to the budget)</li> <li>• Budget Adjustment Request (BARS) History Report</li> <li>• Purchase Orders of \$5,000 or more, current fiscal year</li> </ul> <p>Projected budget surplus is about 9.85% or \$350,000 after all encumbrances. PAPA is financially sound at this time.</p> <p>Barbara CampBell moved to approve the finance committee report. Seconded by Mark Huntzinger. Motion carried 7-0</p> <p>Bar ending 0021-IV is from a new federal grant. It will help to fund a teacher to help with SW and 504, update software needed for student studies, include a new portable as a fixed assets, include an additional shade structure for outdoor learning and additional chrome books.</p>	Phil Krehbiel



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<p>Bar ending 0022-D is to reduce the operational carryover.</p> <p>Moved by Barbara CampBell and seconded by Phil Krehbiel to approve both bars. Motion carried 7-0</p> <p>Purchase orders over 5000  Apple for updated computers  School Outfitters</p> <p>PO's were reviewed</p> <p>Quarterly report will be presented at a meeting next week</p> <p>Budget review  This part of the budget is operational only. PAPA submits to APS, APS submits to the state. This budget is constructed with our best guess as to funding per student.</p> <p>The full budget is compiled by Mel and Rhonda and must be submitted in May.</p> <p>Budget is based on 7, 976.95 per student. Budget includes a 1.5% raise for most staff members. Some raises that are larger are due to anticipated tier changes. We are required to have a 1 month carryover at the end of the year, per APS. This amount is included in the budget.</p> <p>Phil Krehbiel moved that we approve the 2021-2022 operational budget. Barbara CampBell seconded. Motion carried 7-0</p>	
<p><b>7. Executive Director report</b></p> <ul style="list-style-type: none"> <li>*Return to in person learning is going well</li> <li>*Choir and band can now be inside with 9 ft social distancing.</li> <li>*Surveillance testing of 1% of student population with parent permissions</li> <li>*3<sup>rd</sup> Q had 50% of students with an F. Now we are closer to 20%</li> <li>*Fire drills and Shelter in Place drills have happened.</li> <li>*Equity Council and SAC/SHAc have met</li> <li>*PTSO elected new officers</li> </ul>	<p>Mel</p>



**Public Academy for Performing Arts**  
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<p>*Foundation planning 20 year reunion</p> <p>*NMPED has forgiven some domains for completion for teacher evaluations</p> <p>*Site Visit will report on next week. All green</p> <p>*Upcoming Spring Dance Show and Graduation</p> <p><b>May 13<sup>th</sup> is the last day of school.</b></p>	
<p><b>8. Organizational business</b></p> <p>Nominating committee led by Michael Power. Recommending Jessica Short for Governing Council.</p> <p>Performing Arts meeting Wednesday May 26<sup>th</sup>. Details to be announced</p>	Liz Roybal
<p><b>9. Announcements/ Discussion</b></p> <p>None</p>	
<p><b>10. Executive Session</b></p> <p>Lisa Miller moved "we close this meeting for limited personnel matters as specified in NMSA 10-15-1-H(2). Time 6:05 pm</p> <p>Roll call vote. Motion carried 7-0</p> <p>At 6:11 Liz Roybal moved that "matters discussed in the closed meeting were limited to limited personnel matters, no action was taken. Roll call vote. Motion carried 6-0</p> <p>Continuation of Executive Director's contract requires action.</p> <p>Barbara CampBell moved to extend Director Chavez's contract for the upcoming 2021-2022 school year. Seconded by Phil Krehbiel. Motion carried 7-0</p>	
<p><b>11. Adjournment 6:13pm</b></p>	Liz Roybal

**Public Academy for Performing Arts**  
**draft Governing Council Meeting Minutes**  
**April 26, 2021**

Next regular meeting May 25 <sup>th</sup> , 5pm	
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Minutes taken by Lisa Ulibarri-Miller. Draft typed on 5.1.2021



# Public Academy for Performing Arts

## Budget Summary Of Funds Report

Accounting Cycle: FY2021; End Date: 04/30/2021; Account Type: Expenditure; Show Prior Year Accounts: No; Created On: 5/20/2021 4:03:56 AM

Fund	Description	Adopted	Current	YTD Actuals	Payable/Encumber	YTD	Unencumbered Budget Balance	Percent Remaining
11000	Operational	\$3,751,546.00	\$3,635,336.00	\$2,447,483.70	\$836,679.26		\$351,173.04	9.66%
21000	Food Services	\$155,000.00	\$155,000.00	\$36,144.32	\$44,868.40		\$73,987.28	
23000	Non-Instructional Support	\$230,000.00	\$266,941.05	\$39,827.27	\$28,642.25		\$198,471.53	
24106	Entitlement IDEA-B	\$103,458.00	\$103,458.00	\$75,710.32	\$27,778.19		(\$30.51)	
24153	English Language Acquisition	\$120.00	\$120.00	\$0.00	\$0.00		\$120.00	
24154	Teacher/Principal Training & Recruiting	\$19,360.00	\$19,360.00	\$15,353.72	\$3,073.98		\$932.30	
24301	CARES Act	\$114,633.00	\$78,557.00	\$66,378.35	\$12,178.65		\$0.00	
24306	CARES Act/Geer	\$11,536.00	\$11,536.00	\$4,210.55	\$43.46		\$7,281.99	
25152	Title XIX MEDICAID 0/2 Years	\$31,000.00	\$57,779.61	\$21,784.48	\$5,993.84		\$30,001.29	
26207	CNM Foundation	\$3,800.00	\$5,767.13	\$1,254.25	\$1,000.00		\$3,512.88	
27103	TQM in Public Schools PED	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
27107	Literacy For Children @ Risk PED	\$5,026.00	\$5,026.00	\$0.00	\$0.00		\$5,026.00	
27109	Instructional Mats - GAA of 2019	\$18,995.00	\$18,995.00	\$13,520.50	\$257.00		\$5,217.50	
29130	Youth Chat Grant	\$5,735.30	\$5,735.30	\$1,050.00	\$1,700.00		\$2,985.30	
31200	Public School Capital Outlay	\$333,665.00	\$333,665.00	\$278,054.16	\$55,610.84		\$0.00	
31400	Special Capital Outlay-State	\$20,000.00	\$20,000.00	\$0.00	\$0.00		\$20,000.00	
31600	Capital Improvements HB-33	\$331,285.00	\$493,143.35	\$317,221.45	\$153,058.61		\$22,863.29	
31700	SB9 State Match	\$6,941.00	\$6,941.00	(\$79.95)	\$0.00		\$7,020.95	
31701	SB9 Ad Valorem	\$337,790.00	\$373,718.03	\$164,873.54	\$19,112.94		\$189,731.55	
31703	SB-9 State Match Cash	\$10,758.00	\$10,758.00	\$10,758.00	\$429.91		(\$429.91)	
Fund		\$5,490,648.30	\$5,601,836.47	\$3,493,544.66	\$1,308,500.39		\$799,791.42	

Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-047-2021-0023-I

Fund Type: General Fund / Capital  
Outlay / Debt Service

Adjustment Type: Increase

Fiscal Year: 2020-2021

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

**FLOWTHROUGH ONLY**

Budget Period: Jul 1 2020 12:00AM

To: Jun 30 2021 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 11000.0000.41310 \$3,792

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	2300 Support Services-General Administration	53413 Legal	0000 No Program	0000 No Job Class	\$3,000	\$3,792	\$6,792	
					Sub Total	\$3,792		
					Indirect Cost			
					DOC. TOTAL	\$3,792		

**Justification:**

Final SEG Calculation

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Approvals by Digital Signature**

Name

Role

Date

Rhonda Cordova

Business Manager

4/28/2021 4:15:48 PM



Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-047-2021-0024-IB

Fund Type: Flowthrough

Adjustment Type: Initial Budget

Fiscal Year: 2020-2021

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

**FLOWTHROUGH ONLY**

Budget Period: 07/01/2020

To: 06/30/2021

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 24307.0000.41924 \$10,000

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24307 CARES Act, GEERF, Social Emotional Learning (SEL)	1000 Instruction	53330 Professional Development	4020 Alternative and At-Risk Programs	0000 No Job Class		\$10,000	\$10,000	
					Sub Total	\$10,000		
					Indirect Cost			
					DOC. TOTAL	\$10,000		

**Justification:**

Allocation for FY2021

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Approvals by Digital Signature**

Name

Rhonda Cordova

Role

Business Manager

Date

5/24/2021 10:28:54 PM

Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-047-2021-0025-D

Fund Type: General Fund / Capital  
Outlay / Debt Service

Adjustment Type: Decrease

Fiscal Year: 2020-2021

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

**FLOWTHROUGH ONLY**

Budget Period: Jul 1 2020 12:00AM

To: Jun 30 2021 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 23000.0000.41705 (\$60,768)

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
23000 Non- Instructional Support	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$266,941	(\$60,768)	\$206,173	
Sub Total						(\$60,768)		
Indirect Cost								
DOC. TOTAL						(\$60,768)		

**Justification:**

Decrease estimated revenues. The amount did not materialize due to the closure for FY2021.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Approvals by Digital Signature**

Name

Rhonda Cordova

Role

Business Manager

Date

5/19/2021 8:12:49 PM



Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-047-2021-0026-D

Fund Type: Direct Grant

Adjustment Type: Decrease

Fiscal Year: 2020-2021

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

**FLOWTHROUGH ONLY**

Budget Period: Jul 1 2020 12:00AM

To: Jun 30 2021 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 26207.0000.41921 (\$1,500)

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
26207 CNM Foundatio n	1000 Instruction	55915 Other Contract Services	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$5,767	(\$1,500)	\$4,267	
Sub Total						(\$1,500)		
Indirect Cost								
DOC. TOTAL						(\$1,500)		

**Justification:**

Dual credit courses decreased and so did expected revenues for FY2021

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional  
ets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Approvals by Digital Signature**

<u>Name</u>	<u>Role</u>	<u>Date</u>
Rhonda Cordova	Business Manager	5/19/2021 11:21:22 PM

Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
300 Don Gaspar Santa Fe, NM 87501-2786  
**Budget Adjustment Request**

Doc. ID: 001-047-2021-0027-D

Fund Type: General Fund / Capital  
Outlay / Debt Service

Adjustment Type: Decrease

Fiscal Year: 2020-2021

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

**FLOWTHROUGH ONLY**

Budget Period: Jul 1 2020 12:00AM

To: Jun 30 2021 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 31700.0000.43204 (\$6,767)

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31700 Capital Improvements SB-9	4000 Capital Outlay	57332 Supply Assets (\$5,000 or less)	0000 No Program	0000 No Job Class	\$6,941	(\$6,767)	\$174	
Sub Total						(\$6,767)		
Indirect Cost								
DOC. TOTAL						(\$6,767)		

**Justification:**

Budgeted Carryover balance was over estimated. Actual budget carried over was \$174.44

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

**Approvals by Digital Signature**

Name

Rhonda Cordova

Role

Business Manager

Date

5/20/2021 12:30:44 AM



State of New Mexico  
Public School Operating Budget

Revenue

Fund	Budget Function	Name: Object	Public Academy for Performing Arts 2021-2022 Description	Estimated Amt	Projected Amt
11000			Operational		
11000	0000	11000	Cash Assets		
11000	0000	11111	Unrestricted Cash	198,580	345,000
11000	0000	11000	<b>Total: Cash Assets</b>	<b>198,580</b>	<b>345,000</b>
11000	0000	41000	Revenue From Local Sources		
11000	0000	41705	Fees – Users	60	0
11000	0000	41920	Contributions and Donations From Private Sources	697	0
11000	0000	41980	Refund of Prior Year's Expenditures	930	0
11000	0000	41000	<b>Total: Revenue From Local Sources</b>	<b>1,687</b>	<b>0</b>
11000	0000	43000	Revenue From State Sources		
11000	0000	43101	State Equalization Guarantee	3,417,100	3,565,696
11000	0000	43000	<b>Total: Revenue From State Sources</b>	<b>3,417,100</b>	<b>3,565,696</b>
11000			<b>Total: Operational</b>	<b>3,617,367</b>	<b>3,910,696</b>
23000			Non-Instructional Support		
23000	0000	11000	Cash Assets		
23000	0000	11111	Unrestricted Cash	136,940	136,266
23000	0000	11000	<b>Total: Cash Assets</b>	<b>136,940</b>	<b>136,266</b>
23000	0000	41000	Revenue From Local Sources		
23000	0000	41705	Fees – Users	69,232	130,000
23000	0000	41000	<b>Total: Revenue From Local Sources</b>	<b>69,232</b>	<b>130,000</b>
23000			<b>Total: Non-Instructional Support</b>	<b>206,172</b>	<b>266,266</b>
24000			Federal Flow-through Grants		
24106			Entitlement IDEA-B		
24106	0000	41000	Revenue From Local Sources		
24106	0000	41924	Flowthrough Grants from District	103,458	87,315
24106	0000	41000	<b>Total: Revenue From Local Sources</b>	<b>103,458</b>	<b>87,315</b>
24106			<b>Total: Entitlement IDEA-B</b>	<b>103,458</b>	<b>87,315</b>
24153			English Language Acquisition		
24153	0000	41000	Revenue From Local Sources		
24153	0000	41924	Flowthrough Grants from District	120	75
24153	0000	41000	<b>Total: Revenue From Local Sources</b>	<b>120</b>	<b>75</b>
24153			<b>Total: English Language Acquisition</b>	<b>120</b>	<b>75</b>
24154			Teacher/Principal Training & Recruiting		
24154	0000	41000	Revenue From Local Sources		
24154	0000	41924	Flowthrough Grants from District	19,360	19,967
24154	0000	41000	<b>Total: Revenue From Local Sources</b>	<b>19,360</b>	<b>19,967</b>
24154			<b>Total: Teacher/Principal Training &amp; Recruiting</b>	<b>19,360</b>	<b>19,967</b>
24301			CARES Act		

**State of New Mexico**  
**Public School Operating Budget**  
**Revenue**

27107	0000	43204	Prior Year Balances		5,026	5,026
27107	0000	43000	Total: Revenue From State Sources		5,026	5,026
27107			Total: 27107 GOB Library		5,026	5,026
27109			Instructional Materials - Special Appropriations			
27109	0000	11000	Cash Assets			
27109	0000	11111	Unrestricted Cash	23,371		0
27109	0000	11000	Total: Cash Assets	23,371		0
27109			Total: Instructional Materials - Special Appropriations	23,371		0
27000			Total: State Flow-through Grants	28,397		5,026
29000			Combined State/Local Grants			
29130			School Based Health Center			
29130	0000	11000	Cash Assets			
29130	0000	11112	Restricted Cash	5,735		5,600
29130	0000	11000	Total: Cash Assets	5,735		5,600
29130	0000	41000	Revenue From Local Sources			
29130	0000	41923	Administration - Categorical	2,800		0
29130	0000	41000	Total: Revenue From Local Sources	2,800		0
29130			Total: School Based Health Center	8,535		5,600
29000			Total: Combined State/Local Grants	8,535		5,600
31200			Public School Capital Outlay			
31200	0000	43000	Revenue From State Sources	333,665		0
31200	0000	43000	Total: Revenue From State Sources	333,665		0
31200			Total: Public School Capital Outlay	333,665		0
31400			Special Capital Outlay-State			
31400	0000	43000	Revenue From State Sources			
31400	0000	43202	State Flow-through Grants	20,000		0
31400	0000	43204	Prior Year Balances	0		20,000
31400	0000	43000	Total: Revenue From State Sources	20,000		20,000
31400			Total: Special Capital Outlay-State	20,000		20,000
31600			Capital Improvements HB-33			
31600	0000	11000	Cash Assets			
31600	0000	11111	Unrestricted Cash	161,858		22,863
31600	0000	11000	Total: Cash Assets	161,858		22,863
31600	0000	41000	Revenue From Local Sources			
31600	0000	41110	Ad Valorem Taxes - School District	331,285		355,153
31600	0000	41000	Total: Revenue From Local Sources	331,285		355,153
31600			Total: Capital Improvements HB-33	493,143		378,016
31700			Capital Improvements SB-9			
31700	0000	43000	Revenue From State Sources			
31700	0000	43204	Prior Year Balances	174		174

Estimate for next year





rear \$332,544

State of  
Public Schools  
Operating Budget  
Expenditure Detail with  
Job Class

Budget Name: Public Academy for Performing Arts 2021-2022

FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt	Projected FTE
			Expenditure				
			Operational				
			Instruction				
11000	1000						
11000	1000	51100	1411 Salaries Expense: Teachers-Grades 1-12	1,286,150	24.56	1,443,061	25.28
11000	1000	51100	1412 Salaries Expense: Teachers- Special Education	305,006	5.40	271,475	5.15
11000	1000	51100	1611 Salaries Expense: Substitutes-Sick Leave	16,000	0.00	40,000	0.00
11000	1000	51300	1411 Additional Compensation: Teachers-Grades 1-12	46,000	0.00	17,558	0.00
11000	1000	51300	1412 Additional Compensation: Teachers- Special Education	12,387	0.00	0	0.00
11000	1000	52111	0000 Educational Retirement	229,161	0.00	266,723	0.00
11000	1000	52112	0000 ERA - Retiree Health	33,444	0.00	35,602	0.00
11000	1000	52210	0000 FICA Payments	100,941	0.00	120,000	0.00
11000	1000	52220	0000 Medicare Payments	23,608	0.00	32,000	0.00
11000	1000	52311	0000 Health and Medical Premiums	79,173	0.00	104,711	0.00
11000	1000	52312	0000 Life	1,790	0.00	1,850	0.00
11000	1000	52313	0000 Dental	5,583	0.00	5,750	0.00
11000	1000	52314	0000 Vision	1,138	0.00	1,200	0.00
11000	1000	52315	0000 Disability	1,280	0.00	1,400	0.00
11000	1000	52316	0000 Other Insurance	75	0.00	75	0.00
11000	1000	52500	0000 Unemployment Compensation	3,485	0.00	3,750	0.00
11000	1000	52720	0000 Workers Compensation Employer's Fee	390	0.00	390	0.00
11000	1000	53330	0000 Professional Development	390	0.00	1,000	0.00
11000	1000	55915	0000 Other Contract Services	12,548	0.00	18,289	0.00
11000	1000	56112	0000 Other Textbooks	9,423	0.00	11,000	0.00
11000	1000	56113	0000 Software	11,113	0.00	29,500	0.00
11000	1000	56118	0000 General Supplies and Materials	2,750	0.00	20,000	0.00
11000	1000	57332	0000 Supply Assets (\$5,000 or less)	1,307	0.00	5,000	0.00
11000	1000		Total: Instruction	2,183,142	29.96	2,430,334	30.43
11000	2000		Support Services				
11000	2100		Support Services-Students				
11000	2100	51100	1211 Salaries Expense: Coordinator/Subject Matter Specialist	70,700	1.00	73,892	1.00
11000	2100	51100	1214 Salaries Expense: Guidance Counselors/Social Workers	6,499	0.10	6,750	0.10
11000	2100	52111	0000 Educational Retirement	10,862	0.00	11,411	0.00
11000	2100	52112	0000 ERA - Retiree Health	1,544	0.00	1,613	0.00
11000	2100	52210	0000 FICA Payments	4,567	0.00	4,750	0.00
11000	2100	52220	0000 Medicare Payments	1,068	0.00	125	0.00
11000	2100	52311	0000 Health and Medical Premiums	5,141	0.00	5,500	0.00
11000	2100	52312	0000 Life	65	0.00	70	0.00



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11000	2400	52312	0000 Life	277	0.00	285	0.00
11000	2400	52313	0000 Dental	1,325	0.00	1,405	0.00
11000	2400	52314	0000 Vision	270	0.00	275	0.00
11000	2400	52315	0000 Disability	106	0.00	110	0.00
11000	2400	52500	0000 Unemployment Compensation	390	0.00	400	0.00
11000	2400	52720	0000 Workers Compensation Employer's Fee	54	0.00	54	0.00
11000	2400	53330	0000 Professional Development	240	0.00	500	0.00
11000	2400	55915	0000 Other Contract Services	17,212	0.00	20,000	0.00
11000	2400	56113	0000 Software	7,804	0.00	8,000	0.00
11000	2400	56118	0000 General Supplies and Materials	8,500	0.00	40,000	0.00
11000	2400		<b>Total: Support Services-School Administration</b>	<b>327,350</b>	<b>4.69</b>	<b>381,654</b>	<b>4.69</b>
11000	2500		Central Services				
11000	2500	51100	1220 Salaries Expense: Business Office Support	50,736	1.00	53,037	1.00
11000	2500	52111	0000 Educational Retirement	7,180	0.00	7,505	0.00
11000	2500	52112	0000 ERA - Retiree Health	1,015	0.00	1,061	0.00
11000	2500	52210	0000 FICA Payments	2,605	0.00	3,000	0.00
11000	2500	52220	0000 Medicare Payments	609	0.00	1,000	0.00
11000	2500	52311	0000 Health and Medical Premiums	12,916	0.00	14,000	0.00
11000	2500	52312	0000 Life	59	0.00	65	0.00
11000	2500	52313	0000 Dental	642	0.00	650	0.00
11000	2500	52314	0000 Vision	68	0.00	70	0.00
11000	2500	52315	0000 Disability	108	0.00	120	0.00
11000	2500	52500	0000 Unemployment Compensation	92	0.00	100	0.00
11000	2500	52720	0000 Workers Compensation Employer's Fee	10	0.00	10	0.00
11000	2500	53330	0000 Professional Development	150	0.00	300	0.00
11000	2500	55915	0000 Other Contract Services	64,725	0.00	65,000	0.00
11000	2500	56113	0000 Software	12,331	0.00	12,500	0.00
11000	2500		<b>Total: Central Services</b>	<b>153,246</b>	<b>1.00</b>	<b>158,418</b>	<b>1.00</b>
11000	2600		Operation & Maintenance of Plant				
11000	2600	51100	1614 Salaries Expense: Maintenance	34,269	1.00	35,621	1.00
11000	2600	51100	1615 Salaries Expense: Custodial	22,748	1.00	23,665	1.00
11000	2600	52111	0000 Educational Retirement	8,068	0.00	8,389	0.00
11000	2600	52112	0000 ERA - Retiree Health	1,141	0.00	1,186	0.00
11000	2600	52210	0000 FICA Payments	3,535	0.00	4,000	0.00
11000	2600	52220	0000 Medicare Payments	827	0.00	1,000	0.00
11000	2600	52311	0000 Health and Medical Premiums	5,714	0.00	6,056	0.00
11000	2600	52312	0000 Life	57	0.00	100	0.00
11000	2600	52313	0000 Dental	445	0.00	500	0.00
11000	2600	52314	0000 Vision	98	0.00	100	0.00

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24106	1000	52315	0000 Disability		99	0.00	100	0.00
24106	1000	52500	0000 Unemployment Compensation		101	0.00	110	0.00
24106	1000	52720	0000 Workers Compensation Employer's Fee		10	0.00	10	0.00
<b>24106</b>	<b>1000</b>		<b>Total: Instruction</b>		<b>70,372</b>	<b>0.73</b>	<b>72,884</b>	<b>0.73</b>
24106	2000		Support Services					
24106	2100		Support Services-Students					
24106	2100	51100	1214 Salaries Expense: Guidance Counselors/Social Workers		25,993	0.40	11,695	0.18
24106	2100	52111	0000 Educational Retirement		3,678	0.00	1,655	0.00
24106	2100	52112	0000 ERA - Retiree Health		520	0.00	234	0.00
24106	2100	52210	0000 FICA Payments		1,612	0.00	702	0.00
24106	2100	52220	0000 Medicare Payments		377	0.00	145	0.00
24106	2100	52312	0000 Life		23	0.00	0	0.00
24106	2100	52313	0000 Dental		246	0.00	0	0.00
24106	2100	52500	0000 Unemployment Compensation		33	0.00	0	0.00
24106	2100	52720	0000 Workers Compensation Employer's Fee		4	0.00	0	0.00
<b>24106</b>	<b>2100</b>		<b>Total: Support Services-Students</b>		<b>32,486</b>	<b>0.40</b>	<b>14,431</b>	<b>0.18</b>
<b>24106</b>	<b>2000</b>		<b>Total: Support Services</b>		<b>32,486</b>	<b>0.40</b>	<b>14,431</b>	<b>0.18</b>
<b>24106</b>			<b>Total: Entitlement IDEA-B</b>		<b>103,458</b>	<b>1.13</b>	<b>87,315</b>	<b>0.91</b>
24153			English Language Acquisition					
24153	1000		Instruction		120	0.00	75	0.00
24153	1000	56112	0000 Other Textbooks		120	0.00	75	0.00
<b>24153</b>	<b>1000</b>		<b>Total: Instruction</b>		<b>120</b>	<b>0.00</b>	<b>75</b>	<b>0.00</b>
<b>24153</b>			<b>Total: English Language Acquisition</b>		<b>120</b>	<b>0.00</b>	<b>75</b>	<b>0.00</b>
24154			Teacher/Principal Training & Recruiting					
24154	1000		Instruction					
24154	1000	51300	1411 Additional Compensation: Teachers-Grades 1-12		7,272	0.00	8,000	0.00
24154	1000	52111	0000 Educational Retirement		1,019	0.00	1,132	0.00
24154	1000	52112	0000 ERA - Retiree Health		143	0.00	160	0.00
24154	1000	52210	0000 FICA Payments		420	0.00	467	0.00
24154	1000	52220	0000 Medicare Payments		99	0.00	110	0.00
24154	1000	52311	0000 Health and Medical Premiums		786	0.00	750	0.00
24154	1000	52312	0000 Life		8	0.00	8	0.00
24154	1000	52313	0000 Dental		38	0.00	38	0.00
24154	1000	52314	0000 Vision		7	0.00	7	0.00
24154	1000	52315	0000 Disability		7	0.00	7	0.00
24154	1000	52500	0000 Unemployment Compensation		17	0.00	20	0.00
24154	1000	52720	0000 Workers Compensation Employer's Fee		2	0.00	2	0.00
24154	1000	53330	0000 Professional Development		8,339	0.00	8,916	0.00
<b>24154</b>	<b>1000</b>		<b>Total: Instruction</b>		<b>18,157</b>	<b>0.00</b>	<b>19,617</b>	<b>0.00</b>



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24306	2600	Total: Operation & Maintenance of Plant	11,536	0.00	0	0.00
24306	2000	Total: Support Services	11,536	0.00	0	0.00
24306		Total: CARES/GEER - Hepa Filters	11,536	0.00	0	0.00
24308		CRRSA, ESSER II				
24308	1000	Instruction				
24308	1000	1411 Salaries Expense: Teachers-Grades 1-12	0	0.00	97,829	0.50
24308	1000	56113 0000 Software	0	0.00	61,625	0.00
24308	1000	Total: Instruction	0	0.00	159,454	0.50
24308	2000	Support Services				
24308	2100	Support Services-Students				
24308	2100	1218 Salaries Expense: School/Student Support	0	0.00	160,000	1.00
24308	2100	Total: Support Services-Students	0	0.00	160,000	1.00
24308	2600	Operation & Maintenance of Plant				
24308	2600	0000 Fixed Assets (more than \$5,000)	0	0.00	163,625	0.00
24308	2600	0000 Supply Assets (\$5,000 or less)	0	0.00	40,000	0.00
24308	2600	Total: Operation & Maintenance of Plant	0	0.00	203,625	0.00
24308	2000	Total: Support Services	0	0.00	363,625	1.00
24308		Total: CRRSA, ESSER II	0	0.00	523,079	1.50
24000		Total: Federal Flow-through Grants	213,031	2.17	630,436	2.41
25000		Federal Direct Grants				
25152		Title XIX MEDICAID 0/2 Years				
25152	2000	Support Services				
25152	2100	Support Services-Students				
25152	2100	55915 0000 Other Contract Services	3,811	0.00	30,000	0.00
25152	2100	56118 0000 General Supplies and Materials	21,300	0.00	5,000	0.00
25152	2100	57332 0000 Supply Assets (\$5,000 or less)	4,710	0.00	0	0.00
25152	2100	Total: Support Services-Students	29,821	0.00	35,000	0.00
25152	2000	Total: Support Services	29,821	0.00	35,000	0.00
25152		Total: Title XIX MEDICAID 0/2 Years	29,821	0.00	35,000	0.00
25000		Total: Federal Direct Grants	29,821	0.00	35,000	0.00
26000		Local Grants				
26207		CNM Foundation				
26207	1000	Instruction				
26207	1000	55915 0000 Other Contract Services	1,000	0.00	6,000	0.00
26207	1000	56112 0000 Other Textbooks	267	0.00	0	0.00
26207	1000	Total: Instruction	1,267	0.00	6,000	0.00
26207		Total: CNM Foundation	1,267	0.00	6,000	0.00
26000		Total: Local Grants	1,267	0.00	6,000	0.00
27000		State Flow-through Grants				



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31700	4000	57332	0000 Supply Assets (\$5,000 or less)		0	0.00	174	0.00
<b>31700</b>	<b>4000</b>		<b>Total: Capital Outlay</b>		<b>0</b>	<b>0.00</b>	<b>174</b>	<b>0.00</b>
<b>31700</b>			<b>Total: Capital Improvements SB-9</b>		<b>0</b>	<b>0.00</b>	<b>174</b>	<b>0.00</b>
31701			Capital Improvements SB-9 Local					
31701	2000		Support Services					
31701	2900		Other Support Services					
31701	2900	55913	0000 Contracts - Inter-agency/REC		15,000	0.00	20,000	0.00
<b>31701</b>	<b>2900</b>		<b>Total: Other Support Services</b>		<b>15,000</b>	<b>0.00</b>	<b>20,000</b>	<b>0.00</b>
<b>31701</b>	<b>2000</b>		<b>Total: Support Services</b>		<b>15,000</b>	<b>0.00</b>	<b>20,000</b>	<b>0.00</b>
31701	4000		Capital Outlay					
31701	4000	54315	0000 Maintenance & Repair - Bldgs/Gnds/Equipment (SB-9)		506	0.00	5,000	0.00
31701	4000	56113	0000 Software		3,500	0.00	3,500	0.00
31701	4000	57331	0000 Fixed Assets (more than \$5,000)		15,000	0.00	20,000	0.00
31701	4000	57332	0000 Supply Assets (\$5,000 or less)		157,712	0.00	313,357	0.00
<b>31701</b>	<b>4000</b>		<b>Total: Capital Outlay</b>		<b>176,718</b>	<b>0.00</b>	<b>341,857</b>	<b>0.00</b>
<b>31701</b>			<b>Total: Capital Improvements SB-9 Local</b>		<b>191,718</b>	<b>0.00</b>	<b>361,857</b>	<b>0.00</b>
31703			SB-9 State Match Cash					
31703	4000		Capital Outlay					
31703	4000	57332	0000 Supply Assets (\$5,000 or less)		10,758	0.00	0	0.00
<b>31703</b>	<b>4000</b>		<b>Total: Capital Outlay</b>		<b>10,758</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>
<b>31703</b>			<b>Total: SB-9 State Match Cash</b>		<b>10,758</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>
			Total Expenditure		4,619,120	41.92	5,619,071	42.63



**PUBLIC ACADEMY FOR PERFORMING ARTS**

11800 Princess Jeanne Ave., NE / Albuquerque, NM 87112 / (T) 505-830-3128 / (F) 505-830-9930 / [www.paparts.org](http://www.paparts.org)  
[Melanie L. Dunn-Chavez, Executive Director](#)

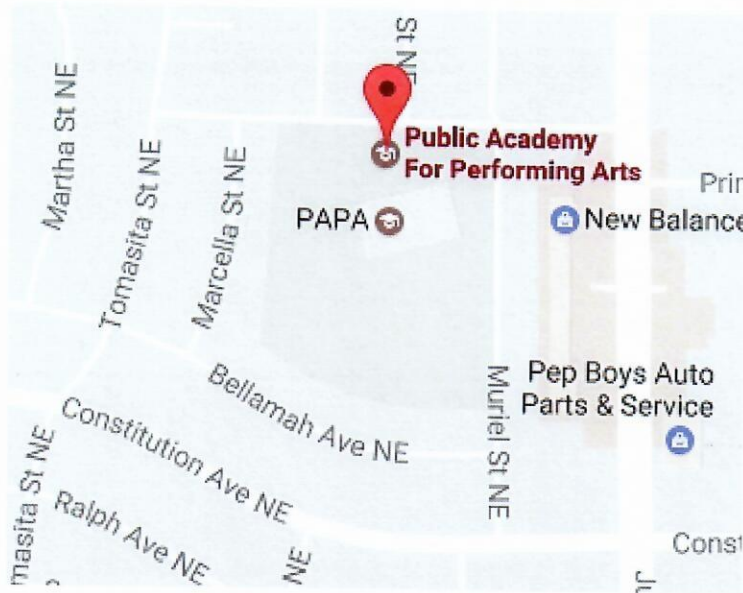
**Executive Director's Report  
May 2021**

- Quarter 4/Semester 2 Fs – 11%
- Summer school – will use BYU. Grades 8 – 11, about 50 students need credit recovery (for any year with Fs in hs)
- SAT Scores (11<sup>th</sup> graders) – no cut score from PED for graduation yet, average PAPA composite = 1045 (range 400-1600, 50<sup>th</sup> percentile = 1050, 16/44 – 36% scored over 50<sup>th</sup> percentile), scores ranged from 1420 (about 95<sup>th</sup> percentile) to 740 (about 8<sup>th</sup> percentile), Evidence-based Reading average = 540 (about 52<sup>nd</sup> percentile), EBRW ranged from 740 (about 98<sup>th</sup> percentile) to 340 (about 3<sup>rd</sup> percentile). Math average = 504 (about 46<sup>th</sup> percentile), scores ranged from 710 – 330 (about 91<sup>st</sup> to 3<sup>rd</sup> percentiles). No comparison to NM.
- Events
  - Graduation
  - Awards
  - 8<sup>th</sup> Grade Promotion
  - Wowee! PAPA Film and Media students have swept the awards for the 2021 Future Voices of New Mexico Film and Photography contest.
    - **2021 Lensic Future Voices Photography Award Winners**
    - **Color** Third Place: Jayden Garcia, Public Academy for Performing Arts
    - **Architecture** First Place: Maya Stolz, Public Academy for Performing Arts Second Place Third Place: Destany Ruiz, Public Academy for Performing Arts
    - **Street** Second Place: Elise Lopez, Public Academy for Performing Arts Honorable Mention: Mya Stolz, Public Academy for Performing Arts
    - **Animation** 3rd place What Lies Within Our Dreams by Gretchen Westphal, Public Academy for Performing Arts 2nd place Dream Killer by Xavier Pecastaing, Public Academy for Performing Arts 1st place A Silent Dreams Journey by Lucas Griego
    - **Comedy** 3rd place My Life as a Robot by Orion Swallows, Public Academy for Performing Arts 2nd place Emotionless Color by Finnegan McKelvey, Public Academy for Performing Arts 1st place Catching Bigfoot by Hannah Cowles, Public Academy for Performing Arts
    - **Experimental** 3rd place What We See When We Dream by Ethan Woodall, Public Academy for Performing Arts 2nd place Project Dystopia by Mosiah Silentwalker, Public Academy for Performing Arts
    - **Narrative** 3rd place M.A.D by Akira Braga, Public Academy for Performing Arts 2nd place Dream World by Brielle Nagyvary, Public Academy for Performing Arts 1st place Plastic Nightmare by Jude Smith Van Winkle, Public Academy for Performing Arts
- Facility
  - Capital Master Plan Facility Assessment and meeting – survey, walk through assessment, prioritizing need for bond this November and revision of CMP, new portables do not lower on CMP list, asked for dbl portables for dance and band, single for dressing room. \$\$ dedicated during prior bond elections saved for PAPA. Meetings will begin this summer.
  - HVAC upgrade – still working for another month
  - Wiring/internet upgrade – finished Tuesday
  - Security Site Assessment meeting Monday, 5/24
- No COVID cases while open!! New COVID updates – still require masks on campus
- Master class schedule nearly finished, loading next week
- Running Calendar created and will send to GC (July)
- Planning themes for 2021-22 – 20<sup>th</sup> anniversary, platinum, strong and flexible
- Staffing patterns – hired office assistant w/health experience, FT Band + Orchestra, 1 pt to ft with History, 1 pt to ft to assist with social work/assessment/SAT/504, 1 teacher just resigned but have plan to fill vacancy if no results from advertising
- Site Visit results – see information in packet
- Equity Council – working on evaluation tools for programs/systems/teaching with focus on equity this summer
- Foundation – plans for 20<sup>th</sup> reunion event in fall, will propose 1 section buy-out of teacher w/admin license for Foundation work, meeting next week



**Location**

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

**School Leadership**

- Melanie Chavez, Executive Director
- Governing Board Members:
  - Elizabeth Roybal, President
  - Lisa Miller, Vice-President/(Acting) Secretary
  - Mark Huntzinger
  - Phil Krehbiel
  - Alexis Corbin
  - Barbara CampBell
  - Santana Gonzales

**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.

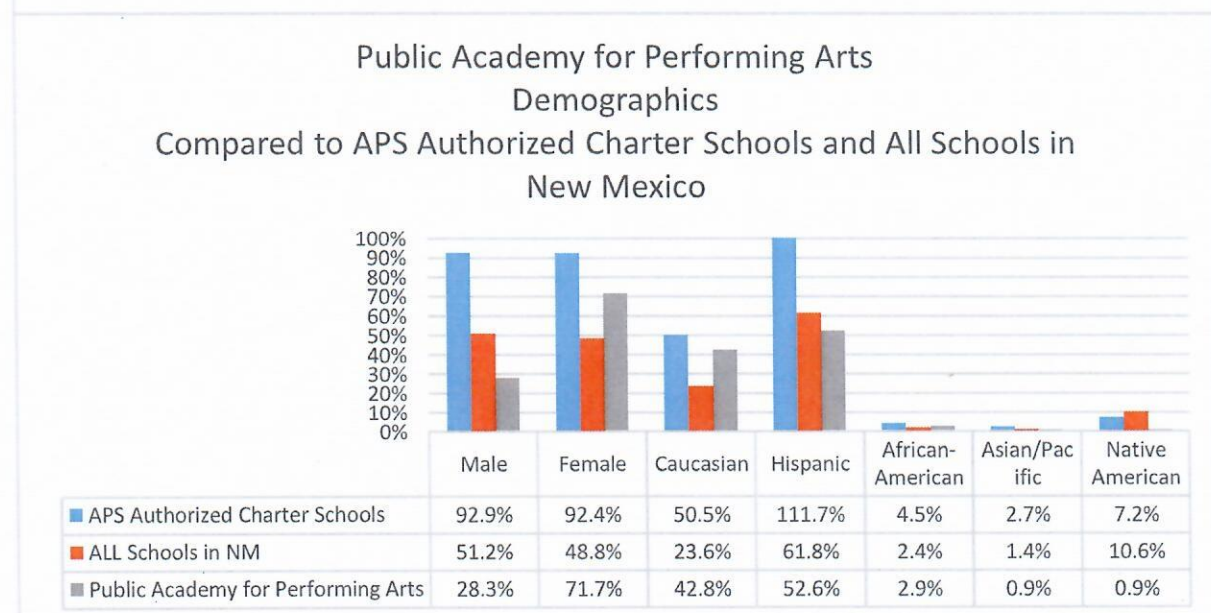
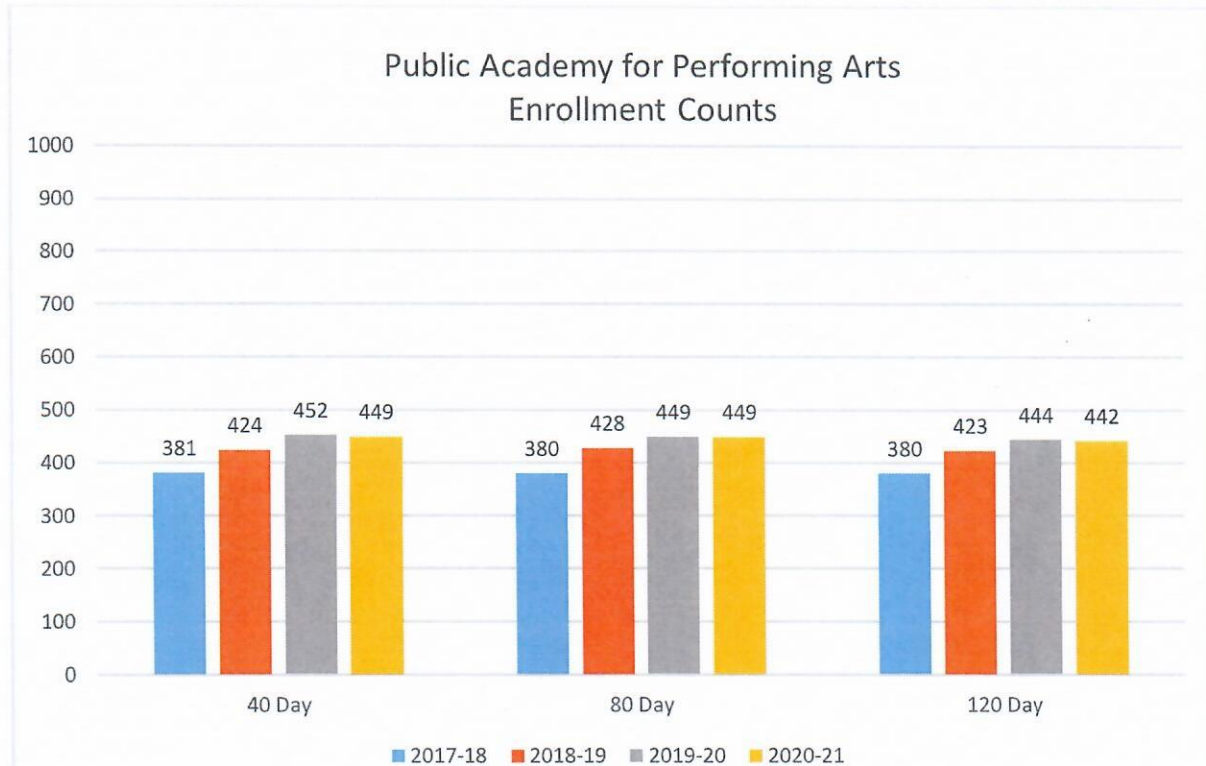
**History**

- Originally Chartered by the APS in 2000
- Renewed by APS in 2015, 2020
- Contract: July 1, 2020-June 30, 2025
  - Renewal due: October 1, 2024

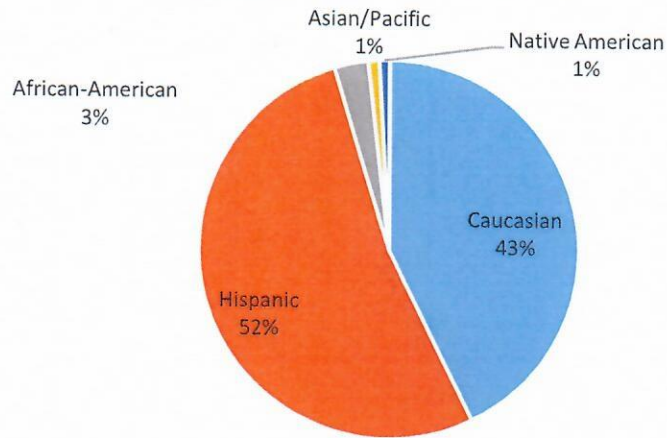


### Demographics

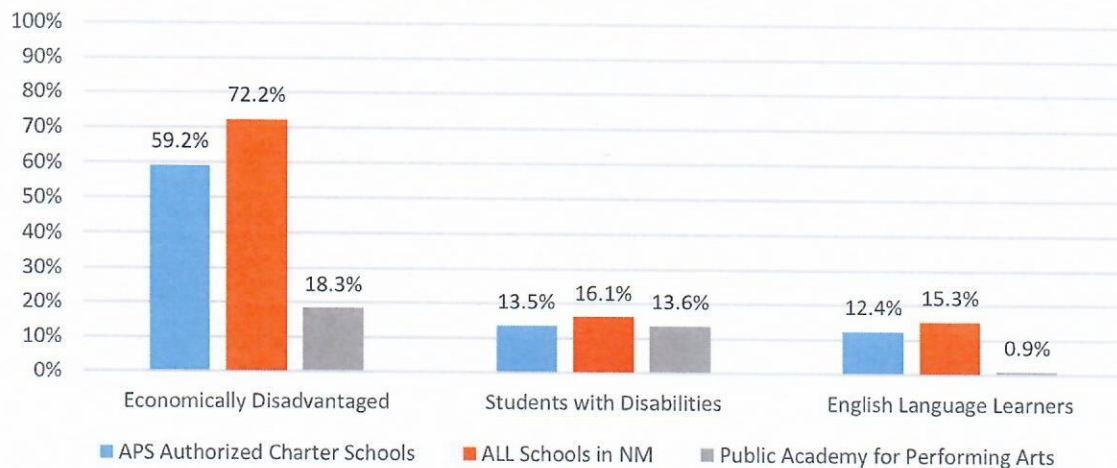
- Enrollment cap is 1,000 students. For SY 2021-22 school is budgeting for 447 students.



Public Academy for Performing Arts  
Racial Make-Up of Students



Public Academy for Performing Arts  
Demographic Subgroup Comparison

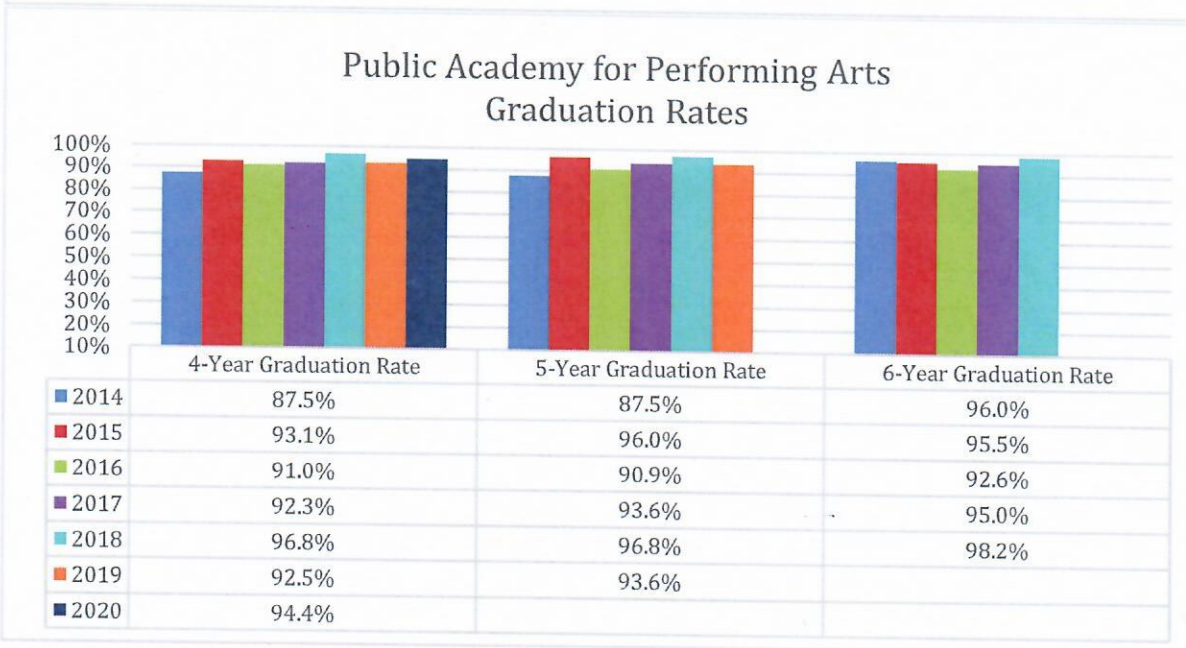
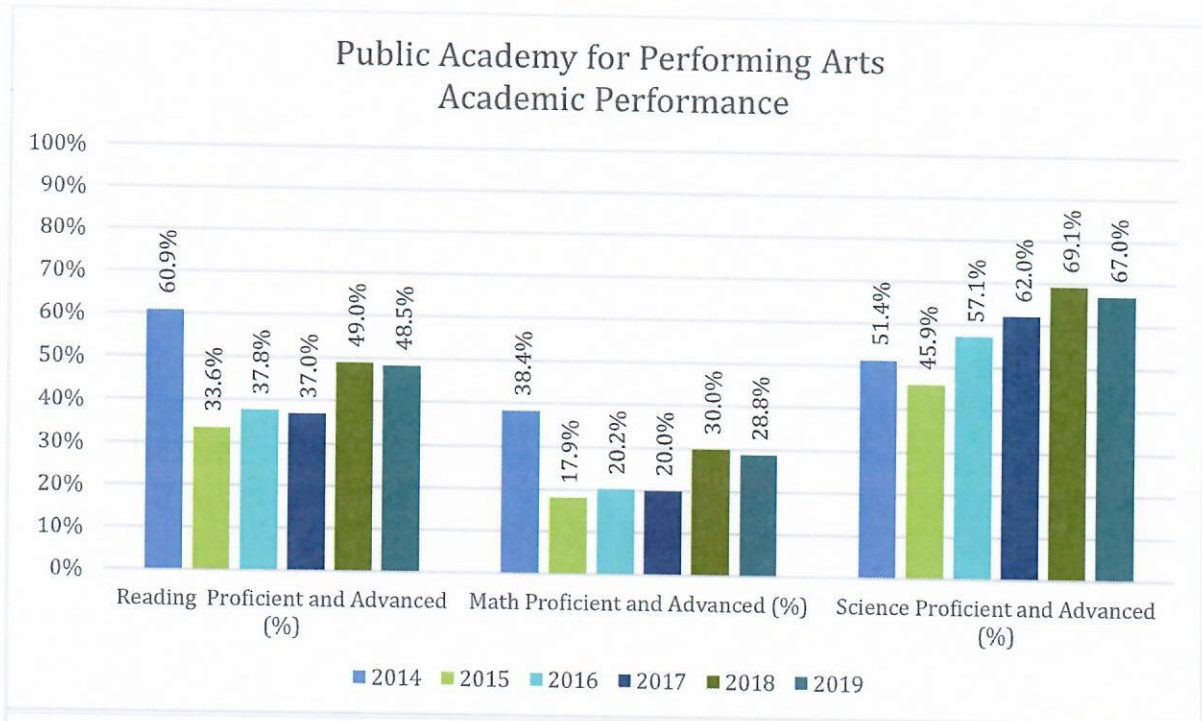




**Academic Performance**

School Report Card:

2014: A  
2015: B  
2016: B  
2017: B  
2018: A







<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> 1) Provide goal statements for your current two mission specific goals. <i>a) If you don't have or know your two mission specific goals, go to step 3.</i> 2) Provide any data from the last calendar year if available. 3) Provide any new mission specific goals or revisions to your current goals.
	<b>Continuous Learning Plan</b> 1) Provide highlights of your Continuous Learning Plan 2) Provide data from your Continuous Learning Plan (ex. Engagement, etc.)
	<b>Re-Entry Plan (Fall)</b> 1) Provide highlights of your Re-Entry Plans 2) Where are you now in the re-entry plan (ex. Virtual for semester/year vs. Hybrid) 3) What are your plans for instruction in the Spring? 4) Successes from first part of the fall semester? 5) Concerns from first part of the fall semester? 6) Provide any data from your Re-Entry Plan (ex. Engagement, enrollment, surveys, etc.)
For Spring Site Visit	<b>Re-Entry Plan (Spring)</b> ⇒ Section will be reviewed in the Spring. ⇒ Expectations will be updated and shared by February 2021
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Fall)</b> 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
For Spring Site Visit	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
<b>Educational Plan</b>	
For Spring Site Visit	<b>Mission of the School</b> 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
For Spring Site Visit	<b>Teaching Aligned to Mission</b> • Possible virtual classroom observation in the Spring
	<b>Education Law Compliance</b> 1) Describe how you have measured engagement with students during virtual/hybrid education. 2) Describe any changes you have made to your attendance policy.
	<b>Social/Emotional Support of Students</b> 1) Describe how you have supported students social/emotional needs.
For Spring Site Visit	<b>Discipline Policies and Practices</b> 1) Describe or Provide a copy of the data that you used to analyze discipline. 2) Describe any changes you have made to your discipline policy or practice as a result of analyzing that data.



For Spring Site Visit	<b>Controversial Issues</b> 1) Provide a copy of your instruction of controversial issues policy
	<b>English Learners</b> 1) Describe how you have supported English Learners during virtual/hybrid education.
<b>Governing Council - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</b>	
	<b>Bylaws/Policies</b>
	<b>Controversial Issues</b>
	<b>Membership/Regular Meetings</b>
	<b>Training</b>
	<b>Oversight of School Management</b>
<b>Employees</b>	
For Spring Site Visit	<b>Licensure</b> <ul style="list-style-type: none"> <li>Will be measured through STARS Report</li> </ul>
For Spring Site Visit	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>Provide a link to your employee handbook.</li> </ul>
For Spring Site Visit	<b>Background Checks</b> <ul style="list-style-type: none"> <li>Provide your Background Check Policy</li> </ul>
	<b>Professional Development Plan</b> <ul style="list-style-type: none"> <li>Describe your professional development plan for teachers, staff, and school leaders.</li> </ul>
<b>Operations</b>	
	<b>Admissions/Lottery/Wait Lists</b> Describe how your admission/lottery/wait list process was changed or improved because of the Pandemic.
For Spring Site Visit	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
For Spring Site Visit	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>Will be measured as schools turn in their site safety plan on December 4.</li> </ul>
For Spring Site Visit	<b>Transparency</b> <ul style="list-style-type: none"> <li>Provide a link to the sunshine portal on your website.</li> <li>Provide a link to the 2019-20 performance framework on your website.</li> </ul>
For Spring Site Visit	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> </ul>

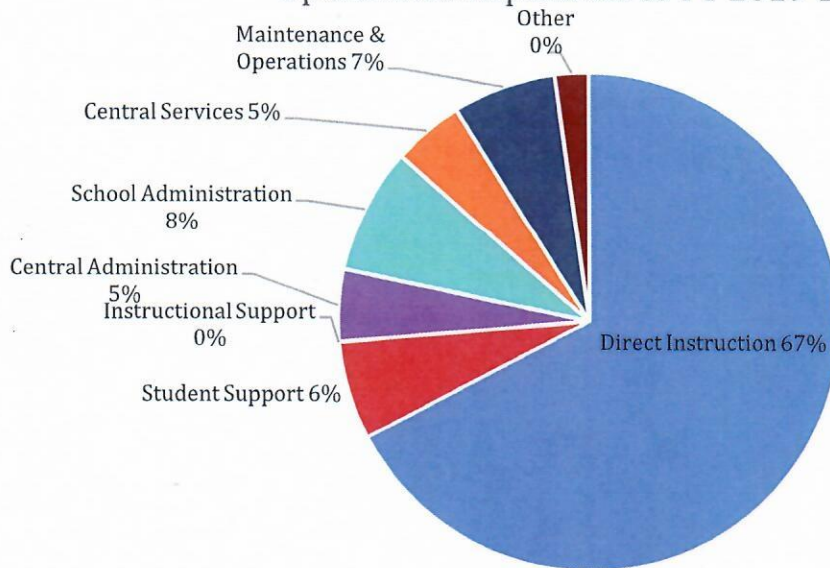
	Meets
	Working to Meet
	Does Not Meet

**Financial Information**

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	67%	\$2,211,463.42	Teachers, EAs, instructional coaches, etc.
2100	Student Support	6%	\$208,670.59	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	\$160.00	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	5%	\$156,236.79	Governance Council, executive administration, community relations, etc.
2400	School Administration	8%	\$269,151.44	School Administrator, etc.
2500	Central Services	5%	\$149,830.70	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	7%	\$220,131.46	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	2%	\$70,576.03	Miscellaneous - Food Service
	GRAND TOTAL		\$3,286,220.43	

Public Academy for Performing Arts  
Operational Expenditures FY 2019-20



A total of 82% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.



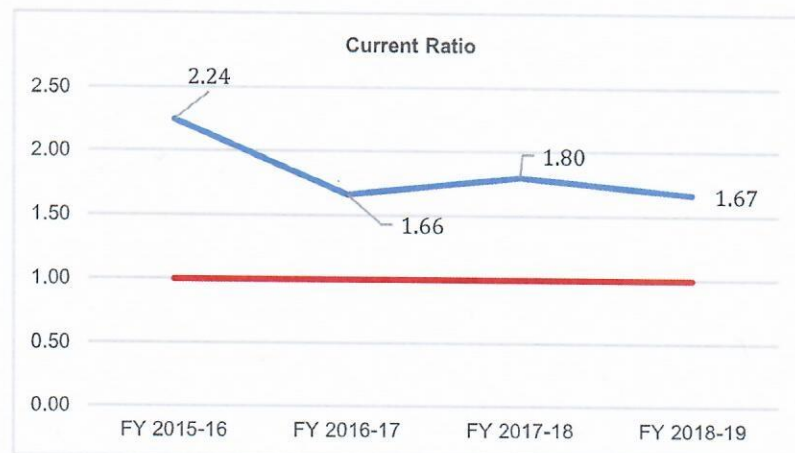
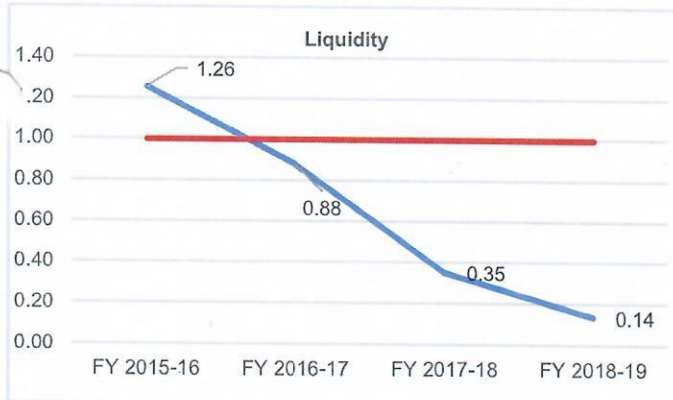
Charter School Name: Public Academy for Performing Arts  
Date of Site Visit: November 17, 2020  
Name of Reviewer: Roberta Velasquez

	Meets
	Working to Meet
	Does Not Meet

## Financial Performance

This portion will contain data calculated by Charter School Business Manager

1. Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9
2. Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months
3. Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive
4. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions





### Financial Compliance

*Upload all requested documents one week prior to site visit. Specifics are below, if you have questions, contact Roberta.*

	<b>Audit Findings</b> <ul style="list-style-type: none"> <li>• Upload updated Internal Control Policies and Procedures <ul style="list-style-type: none"> <li>◦ Last reviewed/revised July 2019</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Upload current approved Correction Action Plan <ul style="list-style-type: none"> <li>◦ No findings for 2018-19</li> </ul> </li> </ul>
	<b>Chief Procurement Officer Compliance</b> <ul style="list-style-type: none"> <li>• Melanie Dunn-Chavez license expires July 2021</li> </ul>
	<b>Business Official License</b> <ul style="list-style-type: none"> <li>◦ Rhonda Cordova license expires June 30, 2025</li> </ul>
	<b>Finance and Audit Committee Members</b> <ul style="list-style-type: none"> <li>• List provided, both committees have required members</li> </ul>
	<b>Financial Reports posted on Website</b> <ul style="list-style-type: none"> <li>• Charter School Business Manager to review independently: <ul style="list-style-type: none"> <li>◦ Link to Sunshine portal present</li> <li>◦ Governing Council minutes from most recent GC meeting posted</li> <li>◦ Financial Reports presented to GC posted on website</li> <li>◦ BARS have been approved by GC and noted in minutes</li> <li>◦ Disbursements have been approved by GC and noted in minutes</li> </ul> </li> </ul>
	<b>Special Ed Maintenance of Effort</b> <ul style="list-style-type: none"> <li>• Charter School Business Manager to review SPED MOE to determine if school is on target for FYE compliance</li> </ul>

### Financial Audit

	<b>Bank Reconciliation</b> <ul style="list-style-type: none"> <li>• Upload most recent approved bank reconciliation. <ul style="list-style-type: none"> <li>◦ Reviewed August 2020. Board is reviewing September and October 2020</li> </ul> </li> </ul>
	<b>Journal Entries</b> <ul style="list-style-type: none"> <li>• Must be approved by second party</li> <li>• Upload all JE's and supporting documentation posted in previous month <ul style="list-style-type: none"> <li>◦ Reviewed JE 49051, 49609, and 49612</li> </ul> </li> </ul>
	<b>Cash Receipts</b> <ul style="list-style-type: none"> <li>• Upload Cash receipt journal from accounting system</li> <li>• Upload cash receipt, bank deposit receipt, and corresponding bank statement (samples will be asked for in advance of site visit based on bank statement)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Reviewed 10/1/2020 \$200.00, 10/6/20 \$40.00 and 10/16/20 \$70.00</li> </ul>
	<b>Payroll Reports</b> <ul style="list-style-type: none"> <li>• Charter School Business Manager will review bank reconciliation to ensure timely submission <ul style="list-style-type: none"> <li>○ CRS-1 report due 25<sup>th</sup> of the following month submitted 11/17/20</li> <li>○ Educational Retirement Board (ERB) due 15<sup>th</sup> of each month submitted 11/13/20</li> <li>○ Retiree Health Care (RHC) due 10<sup>th</sup> of each month submitted 11/10/20</li> <li>○ New Mexico Public School Insurance Authority (NMPSIA) due 10<sup>th</sup> of each month submitted 11/10/20</li> </ul> </li> </ul>
	<b>Purchase Orders</b> <ul style="list-style-type: none"> <li>• Upload a purchase order report. Samples will be asked for in advance of the site visit based on the report. Upload payment voucher packet for those samples. <ul style="list-style-type: none"> <li>○ Reviewed PO 2021-040 Staples \$476.59, 2021-050 Shamrock Supply \$1,185.05 and 2021-062 Britany Brinter \$200.00</li> </ul> </li> </ul>
	<b>Request for Reimbursement – must be submitted quarterly for all funds that run through APS</b> <ul style="list-style-type: none"> <li>• Upload RfR Summary Report</li> <li>• RFR's submitted quarterly.</li> </ul>



### Special Education Review

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= <u>18.33</u> / <u>18.83</u> points = <u>97</u> %
<b>2. IEP Compliance</b>	Total points= <u>37.5</u> / <u>47</u> points = <u>80</u> %
<b>3. Transition Compliance</b>	Total points= <u>19</u> / <u>27</u> points = <u>70</u> %
<b>4. Evaluation Compliance</b>	Total points= <u>14</u> / <u>19</u> points = <u>74</u> %

<u>Follow-up to previous site visit from Spring 2020</u>		
Site Visit – 4/21/20	Recommendations	Evidence of Improvement During Current Visit
<b>2.h. IEP Compliance - PWN</b> – <b>Prior Written Notice</b> – IEP #1 – Missing a proposal for the level of services that will be provided for this year and next.	Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. With detailed description of the services to be provided and the setting.  It is recommended to hold an amendment to add the missing level of services <b>by 40<sup>th</sup> day 2020-2021 school year.</b>  <i align="right">Review fall 2020-21 SY</i>	<b>PAPA did not complete this recommendation before the 40th day. The student has now disenrolled as of 11/4/20.</b>  <b><u>No Additional Follow-up.</u></b>

\* **Highlighted** items have not been completed. Follow-up will be conducted in the **spring 2021**.

<b><u>Current site visit - Fall 2020</u></b>	
Date: <u>11/17/20</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>6th – 12th</u>	Total Enrollment: <u>450</u> SWD: <u>61</u> GI: <u>0</u>
SPED providers: <u>5 – Sp. Ed. Teachers, 1 – Sp. Ed. Director, 1 – Social Worker</u>	
Contracted: <u>SLP, OT, Diagnostician, School Psychologist</u>	
Documents due date: <u>11/13/20</u>	Date documents were uploaded: <u>11/11/20</u>



<b>1. Processes and Accountability</b> <i>*See links to state and federal regulations for additional guidance</i>	<b>18.83 points</b>
<b>1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules</b> – Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency’s educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3) <b>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</b>	
<b>Total points = <u>2</u>/2</b>	
<b>1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</b> a) The school has a written description for completing IEPs – 2 points - <u>1.5</u> b) The school has a written description for completing Reevaluations – 2 points - <u>2</u> c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points - <u>3</u>	
<b>Total points = <u>6.5</u>/7</b>	
<i>IEP process missing some details.</i> <b>1.c. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points</b>	
<b>Total points = <u>3</u>/3</b>	
<b>1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> 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) – 2 points	
<b>Total points = <u>3</u>/3</b>	
<b>1.e. The school has a written document explaining their continuum of services.</b> 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) – 3 points	
<b>Total points = <u>3</u>/3</b>	
<b>1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 _____    March 2020 _____	
<b>Total points = <u>.5</u>/.5</b>	
<b>1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report.</b> Caseload waivers are appropriate for school size – Each reporting period - .33 points  40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> _____    120 <sup>th</sup> _____	
<b>Total points = <u>.33</u>/.33</b>	
<b>1. Processes and Accountability</b>	
<b>Total points= <u>18.33</u> / 18.83 points</b>	



<b>2. IEP Compliance</b> <b>The following parts of the IEP reviewed are in compliance.</b> <i>See links to state and federal regulations for additional guidance.</i>	
<b>36 - 50 possible points*</b> <i>*Points will be adjusted to reflect all areas reviewed</i>	
<b>2.a. The IEPs reviewed are current per STARS report.</b> 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)). - <b>Each reporting period - 2 points</b> 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> _____      120 <sup>th</sup> _____	<b>Total points = <u>2</u>/2</b>
<b>2.b. PLPs-Present levels of performance- Includes scores, data and narratives.</b> Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) - <b>Must meet all requirements per IEP - Each IEP - 2 points</b> IEP #2 - Very limited information in several areas. No scores for functional performance. (1 point) IEP #3 - Evaluation summary is outdated, missing some descriptions of student's proficiency level and data for changing functional goal (1.5 points)	
<b>Total points = <u>4.5</u>/6</b>	
<b>2.c. Goals- Must be measurable.</b> 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) - <b>Must meet all requirements per IEP - Each IEP - 2 points</b>	
<b>Total points = <u>6</u>/6</b>	
<b>2.d. PTGs-Goals must include measurable progress towards goals.</b> 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)) <b>Must meet all requirements per IEP - Each IEP - 2 points</b>	
<b>Total points = <u>6</u>/6</b>	
<b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> 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)) <b>Must meet all requirements per IEP - Each IEP - 2 points</b>	
<b>Total points = <u>4</u>/6</b>	
IEP #1 - Missing the location of Sp. Ed. Services. (1.5 points) #2 - Some dates are incorrect, SLP was included as supplementary when it should be in the services section. (1 point) #3 Some dates are incorrect. (1.5 points)	
<b>2.f. LRE- data based and reflects how the student is placed within the continuum of service.</b> 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)) <b>Must meet all requirements per IEP - Each IEP - 1 points</b>	
<b>Total points = <u>1.5</u>/3</b>	
IEP #1, #2 & #3 - Missing detailed explanation why the student is not being served 80% or more in Reg. Ed. (.5 points each)	
<b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> 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) <b>Must meet all requirements per IEP - Each IEP - 2 points</b>	
<b>Total points = <u>3.5</u>/6</b>	
IEP #1 - Proposals need more details and how instruction will be provided during the pandemic (1.5 points), IEP #2 & #3 Missing a proposal for the level of services and how instruction will be provided during the pandemic (1 point each)	



<b>2.h. IEP Team Participants-</b> The <i>IEP Team Meeting Participants</i> signature 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))	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points = <u>2</u>/3</b>
<b>IEP #3 – Missing the General Ed. Teacher, no person can serve two roles for the required team members. (0 points)</b>	
<b>2.i. Parent Involvement:</b> 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))	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points = <u>2</u>/3</b>
<b>IEP #2 – There is no documentation of parent participation. (0 points)</b>	
<b>2.j. Parent notification:</b> 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))	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points = <u>3</u>/3</b>
<i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i>	
<i align="right">Total points will be adjusted accordingly.</i>	
<b>2.k. Testing Accommodations –</b> A statement of accommodations necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment. 34 CFR 300.320(a)(6)(i)	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points = <u>3</u>/3</b>
<b>2.l. FBA/BIP if appropriate-</b> The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i). (6.31.2.11(F) (1) NMAC)	
<b>Alternate Assessment –</b> If the IEP team determines that a child must take an alternate assessment, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR 300.320(a)(6)(ii). Alternate Assessment must be included in the IEP.	
<b>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.</b> 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))	
<b>Each item per IEP – 1 point</b>	<b>Total points = <u>N/A</u>/1</b>
<b><u>2. IEP Compliance</u></b>	
<b align="right">Total points= <u>37.5</u> / <u>47</u> points</b>	



### **3. Transition Compliance**

**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. 34 CFR 300.320(b), (6.31.2.11(G) (2) NMAC)

**9 – 27 points**

**3.a. Measurable post-secondary goals:** The IEP must 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)

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 1/3**

*IEP #2 & #3 - Post-Secondary Goals do not meet NMPED goal format requirements. Goals must be outcome oriented and occur after the student leaves High School. (0 points each)*

**3.b. Post-secondary goals updated annually** – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 3/3**

**3.c. Transition assessment** – The IEP must include evidence that the measurable post-secondary goals were based on age appropriate transition assessment(s). Age appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 3/3**

**3.d. Course of study** – The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 2/3**

*IEP #2 – Course of Study is missing the school year the student will complete each grade level. (0 points)*

**3.e. Coordinated Transition activities** – The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 2/3**

*IEP #1 – Missing some Coordinated Transition Activities. At least 2 Coordinated Transition Activities per Post-Secondary goal is required. (0 points)*

**3.f. Annual goals related to post school goals** – The IEP must include annual IEP goal(s) related to the student's transition services needs.

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points = 3/3**



<b>3.g. Student invited to IEP Team meeting</b> – The student’s file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b> IEP #1, #2 & #3 – Content of Student’s invitation letters is addressed to the parent, not the student. (0 points each)	<b>Total points = <u>0</u>/3</b>
<b>3.h. Participating agency</b> – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points = <u>3</u>/3</b>
<b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> 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(c); 6.31.2.11(G) (3) (c) NMAC).	
<b>Must meet all requirements per IEP – Each IEP – 1 points</b> IEP #2 – Annual notification of the transfer of rights date is incorrect (0 points)	<b>Total points = <u>2</u>/3</b>
<b>3.j. Special Education IEPs submitted on time for SPP 13 upload – 1.5 points</b>  SPP 13 IEP file upload due date _____ File upload date completed _____	
Will complete after SPP-13 upload	<b>Total points = <u>N/A</u>/1.5</b>
<b>3.k. All districts are required to administer and report Post-School Outcomes Survey, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address SPP Indicator 14.</b>  PSO surveys completed and uploaded by September 30, 2020 – 1.5 points	
Will complete in the spring 2021	<b>Total points = <u>N/A</u>/1.5</b>
<b>3. Transition Compliance</b>	
<b>Total points= <u>19</u> / <u>27</u> points</b>	

<b>4. Evaluation Compliance</b> <b>The following parts of the Evaluation reviewed are in compliance</b> <i>* See links to state and federal regulations for additional guidance.</i>			
			<b>10 - 20 possible points*</b> <i>*Points will be adjusted to reflect all areas reviewed</i>
<b>4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete)</b> 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)) <b>Each reporting period – 1 point</b> 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> _____                      120 <sup>th</sup> _____ <b>Total points= <u>1</u>/1</b>			
<b>4.b. The Re-evaluations are current per STARS report.</b> 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)) – <b>Each reporting period – 2 points</b> 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> _____                      120 <sup>th</sup> _____ <b>Total points= <u>2</u>/2</b>			
<b>4.c. REED – Review of existing evaluation data.</b> As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers; 34 CFR 300.305 (a)(1)(i,ii,iii) <b>REED document – 5 points</b> <u>IEP # 1- REED is incomplete, missing documentation in several sections.</u> <b>Total points= <u>2</u>/5</b>			
<b>4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice.</b> The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a) <b>Each evaluation's PWN - 2 point</b> <b>Total points= <u>2</u>/2</b>			
<b>4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.</b> (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation. <b>Parental consent for reevaluations.</b> Must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. 34 CFR 300.300(a) &(c)(1)(i) <b>Each evaluation's consent – 3 points</b> <u>IEP #1 – Consent to evaluate is missing the cover page indicating the type of assessments that will be administered</u> <b>Total points= <u>1</u>/3</b>			



<p><b>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.</b> Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. <b>Reevaluations.</b> A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 - If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's parent or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2)</p> <p><b>Each evaluation's report - 3 points</b></p>	<b>Total points= <u>3</u>/3</b>
<p><b>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)</p> <p><b>Complete EDT forms per evaluation - 3 points</b></p>	<b>Total points= <u>3</u>/3</b>
<p><b>4.h. Initial IEPs – provision of services.</b> Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <u>within 30 days</u> of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)</p> <p><b>30 days initial placement timeline - 2 points</b></p> <p><u>File reviewed included a Reevaluation</u></p>	<b>Total points= <u>N/A</u>/2</b>
<p><b>4.i. Consent for Initial Placement - Parental consent for services.</b> A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)</p> <p><b>Consent for initial placement - 2 points</b></p> <p><u>File reviewed included a Reevaluation</u></p>	<b>Total points= <u>N/A</u>/2</b>
<p><b><u>4. Evaluation Compliance</u></b></p>	
<b>Total points= <u>14</u> / <u>19</u> points</b>	



Concerns from Current Visit – 11/17/20	Recommendations	Action Plan (with completion dates)
<b>2.b. IEP Compliance - PLPs – Present Levels of Performance</b> IEP #2 – Very limited information in several areas. No scores for functional performance. IEP #3 – Evaluation summary is outdated, missing some descriptions of student's proficiency level and data for changing functional goal.	All IEPs must include a statement of the child's present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.  Review NMPED IEP Manual, Writing the IEP section - "Tips on Present Levels of Academic Achievement and Functional Performance" for detailed guidance.	Ensure all IEPs include complete present levels of performance.  <b>Review spring 2021</b>
<b>2.e. IEP Compliance - Service Schedule</b> IEP #1 – Missing the location of Sp. Ed. Services. #2 – Some dates are incorrect, SLP was included as supplementary services when it should be in the Special Education and Related Services section. #3 Some dates are incorrect.	The IEP must include an <u>accurate</u> 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. The <b>Special Education &amp; Related Services</b> section is for <u>All</u> Special Education services. This section must also include information of the <b>Location</b> of where the services are to take place – Regular Education or Special Education settings.	Ensure all IEPs have a correct service schedule.  <b>Review spring 2021</b>
<b>2.f. IEP Compliance - LRE – Least Restrictive Environment</b> IEP #1, #2 & #3 – Missing detailed explanation why the student is not being served 80% or more in Reg. Ed.	The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule. The IEP team must also provide a detailed explanation for students who <u>will not</u> be include in the general education setting for more than <b>80%</b> .	Ensure all IEPs include documentation explaining their integration in the Reg. Ed. setting. <b>Review spring 2021</b>
<b>2.g. IEP Compliance - PWN – Prior Written Notice –</b> IEP #1 – Proposals need more details and how instruction will be provided during the pandemic IEP #2 & #3 Missing a proposal for the level of services and how instruction will be provided during the pandemic.	PWNs <u>must</u> include all items and options the <b>Public Agency</b> and/or <b>Parent/guardian</b> proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to) -Provision of <u>services</u> and <u>setting</u> -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports	Ensure all IEPs include a complete and accurate PWN of all proposed actions. Proposals must include proper justification based on data that provides a reason for acceptance or rejection. <b>Review spring 2021</b>



<b>2.h. IEP Compliance – Team Participants –</b> IEP #3 – Missing the General Ed. Teacher, no person can serve two roles for the required team members.	Signature page shall reflect who were present and participated in the IEP Team meeting. This provides necessary documentation that the IEP Team meeting was duly constituted with the required members (at least 1-Regular Education Teacher, 1-Special Education Teacher, and 1-LEA representative) in addition to parent participation.	Ensure all required members of a properly constituted IEP attend every IEP meeting.  <i><b>Review spring 2021</b></i>
<b>2.i. IEP Compliance – Parent Involvement –</b> IEP #2 – There is no documentation of parent participation.	Each public agency must take steps to ensure that one or both of the parents of a child with disability are present at each IEP Team meeting or are <b><u>afforded the opportunity to participate</u></b>	Ensure IEP team encourages and support parent participation in the development of the IEP.  <i><b>Review spring 2021</b></i>
<b>3.a. &amp; 3.b. Transition – Post-secondary goals / updated annually</b> IEP #2 & #3 - Post-Secondary Goals do not meet NMPED goal format requirements. Goals must be outcome oriented and occur after the student leaves High School.	Transition IEPs must include measurable postsecondary goals that address <b><i>training</i></b> after high school, <b><i>Education</i></b> after high school, and <b><i>Employment</i></b> after high school, and (where appropriate) <b><i>independent living Skills</i></b> after high school <b><u>and</u></b> goals must be updated annually.	Train staff to ensure this section is completed accurately.  <i><b>Review spring 2021</b></i>
<b>3.d. Transition Plan – Course of Study</b> IEP #2 – Course of Study is missing the school year the student will complete each grade level.	Transition IEPs must include a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals.	Train staff to ensure this section is completed accurately.  <i><b>Review spring 2021</b></i>
<b>3.e. Transition Plan – Coordinated Transition Activities</b> IEP #1 – Missing some Coordinated Transition Activities. At least 2 Coordinated Transition Activities per Post-Secondary goal is required.	For each postsecondary goal, the IEP must include transitions services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of functional vocational evaluation, that will enable the student to meet the postsecondary goal.	Train staff to ensure this section is completed accurately.  <i><b>Review spring 2021</b></i>



<b>3.g. Transition Plans – Student invited</b> IEP #1, #2 & #3 – Content of Student’s invitation letters is addressed to the parent, not the student.	When holding a transition IEP, Parents <u>and</u> students must be invited to the meeting. Sample invitations can be found at the Sp. Ed. website for charter schools, under APS documents.	Ensure an appropriate transition meeting notification is given to parents & students.  <i>Review spring 2021</i>
<b>3.i. Transition Plans – Age of Majority</b> IEP #2 – Annual notification of the transfer of rights date is incorrect.	Beginning no later than the first IEP to be in effect when the student turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the parent and child have been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority.	Train staff to ensure this section is completed accurately.  <i>Review spring 2021</i>
<b>4.c. Evaluation – REED – Review of Existing Evaluation Data</b> IEP # 1– REED is incomplete, missing documentation in several sections. Missing information from parent and student. Missing the review of 2014 & 2017 previous evals. Missing some information for current academic performance.	As part of ... any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; current classroom-based, local, or state assessments, and classroom-based observations; and observations by teachers and related services providers; to determine if additional data is needed.	For upcoming reevaluations, ensure the REED includes all the necessary data that will enable the Eligibility Determination Team to make the appropriate decisions as part of the Reevaluation process.  <i>Review spring 2021</i>
<b>4.e. Evaluation – Consent for Testing</b> IEP #1 – Consent to evaluate is missing the cover page indicating the type of assessments that will be administered	The public agency must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. Informed means that the parents must clearly understand what evaluation data will be collected, how it will be collected, and how the data will be used.	For upcoming evaluations, it is recommended the school fully informs parents of the assessments the school is planning on utilizing when acquiring consent.  <i>Review spring 2021</i>
<b>Student #2 &amp; Student #3</b> – Based on all the findings outlined above. It is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas <b>by 120<sup>th</sup> day.</b>  <div align="right"><i>Review spring 2021</i></div>		

\* **Highlighted** items will be followed-up during **Spring 2021 site visit.**





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<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> 4) Provide any new mission specific goals or revisions to your current goals.
	<b>Virtual/Hybrid/Small Group Learning</b> 1) Successes from this school year? 2) Concerns from this school year? 3) What innovative practices that you have used in the virtual environment, will be used in long term success of the school?
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> 3) Provide highlights of your 90-day plans 4) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
<b>Educational Plan</b>	
	<b>Mission of the School</b> 2) Describe how you have been able to maintain your mission during virtual/hybrid education. Please give specific examples tied to your mission.
	<b>Social/Emotional Support of Students</b> 2) Describe how you plan to support students social/emotional needs as we return to in-person instruction
	<b>Equity</b> 1) Describe what your Equity Council has discussed along with any action items completed 2) How is their diverse representation/equity of voice on the council? 3) What are the top three equity issues at your school?
<b>Operations</b>	
	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> </ul>
<b>Desk Audit - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information." Please make sure the document is up to date. If you need the link sent to you, please let us know.</b>	
<b>Governing Council</b>	
	<b>Bylaws/Policies</b> <ul style="list-style-type: none"> <li>Make sure link is up to date and the links take you directly to Bylaws/Policies of the Governing Council.</li> </ul>
	<b>Controversial Issues</b> <ul style="list-style-type: none"> <li>Provide a link to the policy on the teaching of controversial issues (ex. Religion)</li> </ul>
	<b>Governing Council Membership</b> <ul style="list-style-type: none"> <li>Ensure that the list of Governing Council Membership is updated, and all relevant columns have the correct information for each member.</li> </ul>
	<b>Audit Committee Membership</b> <ul style="list-style-type: none"> <li>List members of the Audit Committee</li> <li>Include contact information for Parent/Finance Expert</li> </ul>



	<b>Training</b> <ul style="list-style-type: none"> <li>Ensure that the column showing number of training hours completed by each governing council member is up to date.</li> </ul>
	<b>Oversight of School Management</b> <ul style="list-style-type: none"> <li>Ensure that the link is up to date and link takes you directly to the <b>Policy/Process for Charter Leader Evaluation</b>.</li> </ul>
<b>Employees</b>	
	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>Provide a link to your <b>employee handbook</b>.</li> </ul>
	<b>Background Checks</b> <ul style="list-style-type: none"> <li>Provide your Background Check Policy</li> </ul>
<b>Operations</b>	
	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>Will be measured as schools turn in their site safety plan by the deadline from NMPED.</li> </ul>
	<b>Transparency</b> <ul style="list-style-type: none"> <li>Provide a link to the sunshine portal on your website.</li> <li>Provide a link to the 2019-20 performance framework on your website.</li> </ul>

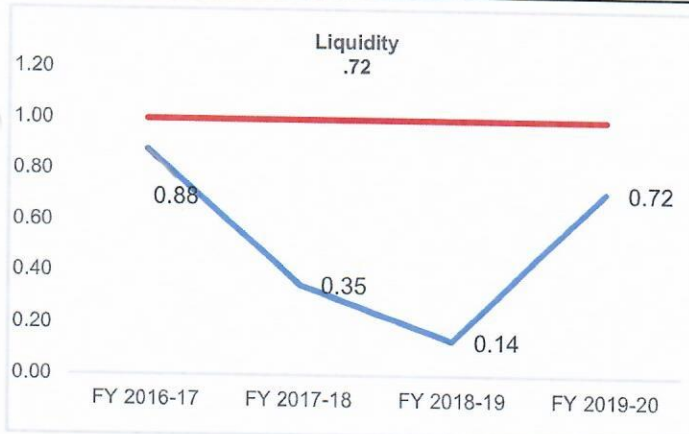
Charter School Name: Public Academy for Performing Arts  
Date of Site Visit: April 16, 2021

	Meets
	Working to meet
	Does not meet

### Financial Performance

This portion will contain data calculated by Charter School Business Manager

5. Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9
6. Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months
7. Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive
8. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions





### Financial Compliance

	<b>Audit Findings</b>
	<ul style="list-style-type: none"> <li>Financial CAP for FY 2019-20 uploaded</li> <li>Board policies uploaded. Will be revising by June 30, 2020</li> </ul>
	<b>Chief Procurement Officer Compliance</b>
	<ul style="list-style-type: none"> <li>Melanie Dunn-Chavez license expires July 2021</li> </ul>
	<b>Business Official License</b>
	<ul style="list-style-type: none"> <li>Rhonda Cordova license expires June 30, 2025</li> </ul>
	<b>Financial Reports posted on Website</b>
	<ul style="list-style-type: none"> <li>Charter School Business Manager to review independently: <ul style="list-style-type: none"> <li>Link to Sunshine portal present</li> <li>Governing Council minutes from most recent GC meeting posted</li> <li>Financial Reports presented to GC posted on website</li> <li>BARS have been approved by GC and noted in minutes</li> <li>Disbursements have been approved by GC and noted in minutes</li> </ul> </li> </ul>
	<b>Special Ed Maintenance of Effort</b>
	<ul style="list-style-type: none"> <li>On schedule to meet MOE by year end</li> </ul>

### Financial Audit

	<b>Bank Reconciliation</b>
	<ul style="list-style-type: none"> <li>Reviewed February 2021. One stale dated check that was voided in March.</li> </ul>
	<b>Request for Reimbursement – must be submitted quarterly for all funds that run through APS</b>
	<ul style="list-style-type: none"> <li>RfR's for Idea B and CARES both partially spent</li> <li>No RfR's for Title III, Title II, HEPA filters</li> </ul>
	<b>Budget to Actual report –</b>
	<ul style="list-style-type: none"> <li>No funds as of date of site visit that exceed budgetary authority</li> </ul>
	<b>Finance Committee – meets monthly</b>
	<ul style="list-style-type: none"> <li>Reports are distributed by the 15<sup>th</sup> of each month</li> <li>Review JE's</li> <li>Review bank reconciliation and stale dated checks</li> <li>Review Balance Sheet</li> <li>Budget expense report to know where they are</li> <li>PO listing for any PO greater than \$5,000</li> <li>Budget comparison from year to year</li> <li>Review revenue and expense reports</li> <li>Review TB</li> </ul>

### Special Education Review

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= <u>20</u> / <u>20</u> points = <u>100</u> %
<b>2. IEP Compliance</b>	Total points= <u>47</u> / <u>52</u> points = <u>90</u> %
<b>3. Transition Compliance</b>	Total points= <u>15</u> / <u>21</u> points = <u>71</u> %
<b>4. Evaluation Compliance</b>	Total points= <u>13.5</u> / <u>14</u> points = <u>96</u> %

<u>Follow-up to previous site visit from Fall 2020</u>		
Site Visit – 11/17/20	Recommendations	Evidence of Improvement During Current Visit
<b>Student #2</b> – Concerns with Present levels, goals, LRE, PWN, Parent Participation, Post-secondary goals, course of study, Student invitation & Age of majority notification, <b>Student #3</b> – Concerns with present levels, goals, LRE, PWN, Participants, Post-secondary goals & Student invitation	Based on all the findings, it is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas <b>by 120<sup>th</sup> day.</b> <i>Review spring 2021</i>	PAPA conducted an IEP on 12/10/20 for Student #2 and an amendment IEP on 12/14/20 for student #3 to address all concerns. <b>All items have been addressed.</b>  <u>No additional follow-up</u>

\* **Highlighted** items have not been completed. Follow-up will be conducted in the **fall 2021**.

### Current site visit - Spring 2021

Date: 4/16/21 Reviewer: Patricia Espinoza  
Grades: 6th – 12th Total Enrollment: 450 SWD: 61 GI: 0  
SPED providers: 5 – Sp. Ed. Teachers, 1 – Sp. Ed. Director, 1 – Social Worker  
Contracted: SLP, OT, Diagnostician, School Psychologist  
Documents due date: 4/8/21 Date documents were uploaded: 4/6/21





**Public Academy for Performing Arts**  
2020-21 Fall and Spring Site Visit Report

<b>1. Processes and Accountability</b>		<b>20 points</b>
<i>*See links to state and federal regulations for additional guidance</i>		
<b>1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules</b> – Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency's educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3) <b>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</b>		
		Total points = <u>2</u> /2
<b>1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</b> a) The school has a written description for completing IEPs – 2 points b) The school has a written description for completing Reevaluations – 2 points c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points		
		Total points = <u>7</u> /7
<b>1.c. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points</b>		
		Total points = <u>3</u> /3
<b>1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> 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) – 2 points		
		Total points = <u>3</u> /3
<b>1.e. The school has a written document explaining their continuum of services.</b> 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) – 3 points		
		Total points = <u>3</u> /3
<b>1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 <u>YES</u> March 2020 <u>YES</u>		
		Total points = <u>1</u> /1
<b>1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report.</b> Caseload waivers are appropriate for school size – Each reporting period - .33 points 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> <u>YES</u> 120 <sup>th</sup> <u>YES</u>		
		Total points = <u>1</u> /1
<b>1. Processes and Accountability</b>		Total points= <u>20</u> / <u>20</u> points



<b>2. IEP Compliance</b> <b>The following parts of the IEP reviewed are in compliance.</b> <i>See links to state and federal regulations for additional guidance.</i>	
<b>36 - 55 possible points*</b> <i>*Points will be adjusted to reflect all areas reviewed</i>	
<b>2.a. The IEPs reviewed are current per STARS report.</b> 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)). - <b>Each reporting period - 2 points</b> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <span>40<sup>th</sup> <u>YES</u></span> <span>80<sup>th</sup> <u>YES</u></span> <span>120<sup>th</sup> <u>YES</u></span> <span>Total points = <u>6</u>/6</span> </div>	
<b>2.b. PLPs-Present levels of performance- Includes scores, data and narratives.</b> Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) - <b>Must meet al requirements per IEP - Each IEP - 2 points</b> <span style="float: right;"><b>Total points = <u>5.5</u>/6</b></span> <i>IEP #2- Missing data from the BIP (1.5 points)</i>	
<b>2.c. Goals- Must be measurable.</b> 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) - <b>Must meet al requirements per IEP - Each IEP - 2 points</b> <span style="float: right;"><b>Total points = <u>6</u>/6</b></span>	
<b>2.d. PTGs-Goals must include measurable progress towards goals.</b> 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)) <b>Must meet al requirements per IEP - Each IEP - 2 points</b> <span style="float: right;"><b>Total points = <u>4</u>/6</b></span> <i>IEPs #1, #2, &amp; #3 - Some PTGs contained limited information; either no scores, or no description of the progress (#1 &amp; #2 - 1.5 points) (#3 - 1 point)</i>	
<b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> 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)) <b>Must meet al requirements per IEP - Each IEP - 2 points</b> <span style="float: right;"><b>Total points = <u>4.5</u>/6</b></span> <i>IEP #1 - Missing the location for SE services (1.5 points), IEP #2 - End dates are incorrect, Related services were included in the wrong section for supplemental services (1-point)</i>	
<b>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> 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)) <b>Must meet all requirements per IEP - Each IEP - 1 point</b> <span style="float: right;"><b>Total points = <u>3</u>/3</b></span>	
<b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> 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) <b>Must meet al requirements per IEP - Each IEP - 2 points</b> <span style="float: right;"><b>Total points = <u>6</u>/6</b></span>	



<p><b>2.h. IEP Team Participants-</b>The <i>IEP Team Meeting Participants</i> signature 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))</p>	
<p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points = <u>3</u>/3</b></p>
<p><b>2.i. Parent Involvement:</b> 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))</p>	
<p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points = <u>3</u>/3</b></p>
<p><b>2.j. Parent notification:</b> 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))</p>	
<p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points = <u>3</u>/3</b></p>
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p>	
<p align="right"><i>Total points will be adjusted accordingly.</i></p>	
<p><b>2.k. Testing Accommodations –</b> A statement of accommodations necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment. 34 CFR 300.320(a)(6)(i)</p>	
<p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points = <u>2.5</u>/3</b></p>
<p><i>IEP #2 – IEP included Text to Speech for ELA allowable areas. The school could not explain what those are. (.5 points)</i></p>	
<p><b>2.l. FBA/BIP if appropriate-</b> The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC)</p>	
<p><b>Alternate Assessment –</b> If the IEP team determines that a child must take an alternate assessment, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR 300.320(a)(6)(ii). Alternate Assessment must be included in the IEP.</p>	
<p><b>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.</b> 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))</p>	
<p><b>Each item per IEP – 1 point</b></p>	<p><b>Total points = <u>.5</u>/1</b></p>
<p><i>IEP #2 – BIP has not been updated since it was created on 11/21/19, no data was reported on its effectiveness. (.5 points)</i></p>	
<p><b>2. IEP Compliance</b></p>	<p><b>Total points= <u>47</u> / <u>52</u> points</b></p>



<b>3. Transition Compliance</b> <b>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.</b> Schools shall integrate transition planning into the IEP process. The <i>Transition Services</i> 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. 34 CFR 300.320(b), (6.31.2.11(G) (2) NMAC)	
<b>12 – 30 points</b>	
<b>3.a. Measurable post-secondary goals:</b> The IEP must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to Training, Education, Employment, and <b>Where appropriate</b> , independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC)	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b> <i>IEP #2 &amp; #3 – Post-Secondary goals do not meet NMPED requirements. #3 - Missing Employment Post-Secondary Goal.</i>	<b>Total points = <u>0</u>/2</b>
<b>3.b. Post-secondary goals updated annually</b> – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.c. Transition assessment</b> – The IEP must include evidence that the measurable post-secondary goals were based on age appropriate transition assessment(s). Age appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.d. Course of study</b> – The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b> <i>IEP #2 – Course of Study is missing the name of the “Online College class”</i>	<b>Total points = <u>1</u>/2</b>
<b>3.e. Coordinated Transition activities</b> – The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b> <i>IEP #2 &amp; #3 - Missing Coordinated Transition Activities.</i>	<b>Total points = <u>0</u>/2</b>
<b>3.f. Annual goals related to post school goals</b> – The IEP must include annual IEP goal(s) related to the student's transition services needs.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>



<b>3.g. Student invited to IEP Team meeting</b> – The student’s file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.h. Participating agency</b> – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> 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(c); 6.31.2.11(G) (3) (c) NMAC).	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>1</u>/2</b>
<b>IEP #2 – Missing date indicating when annual notification of the transfer of rights was provided.</b>	
<b>3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points</b>	
SPP 13 IEP file upload due date <u>12/14/2020</u> File upload date completed <u>12/8/20</u>	
	<b>Total points = <u>2</u>/2</b>
<b>3.k. All districts are required to administer and report Post-School Outcomes Survey, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address SPP Indicator 14.</b>	
<b>PSO surveys completed and uploaded by September 30, 2020 – 1 point</b>	<b>Total points = <u>1</u>/1</b>
<b>YES</b>	
<b>3. Transition Compliance</b>	
	<b>Total points= <u>15</u> / <u>21</u> points</b>

<b>4. Evaluation Compliance</b> <b>The following parts of the Evaluation reviewed are in compliance</b> <i>* See links to state and federal regulations for additional guidance.</i>		<b>16 - 25 possible points*</b> <i>*Points will be adjusted to reflect all areas reviewed</i>
<b>4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete)</b> 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)) <b>Each reporting period – 1 point</b> 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> <u>N/A</u> 120 <sup>th</sup> <u>N/A</u> <b>Total points= <u>1</u>/1</b> <u>No Initial Evaluations were conducted for 80<sup>th</sup> &amp; 120<sup>th</sup>.</u>		
<b>4.b. The Re-evaluations are current per STARS report.</b> 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)) – <b>Each reporting period – 1 point</b> 40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> <u>YES</u> 120 <sup>th</sup> <u>YES</u> <b>Total points= <u>3</u>/3</b>		
<b>4.c. REED – Review of existing evaluation data.</b> As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers; 34 CFR 300.305 (a)(1)(i,ii,iii) <b>REED document – 5 points</b> <b>Total points= <u>5</u>/5</b>		
<b>4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice.</b> The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a) <b>Each evaluation's PWN - 2 point</b> <b>Total points= <u>2</u>/2</b>		
<b>4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.</b> (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation. <b>Parental consent for reevaluations.</b> Must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. 34 CFR 300.300(a) & (c)(1)(i) <b>Each evaluation's consent – 3 points</b> <b>Total points= <u>N/A</u>/3</b> <u>N/A - Reevaluation conducted with no formal testing.</u>		



<p><b>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.</b> Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. <b>Reevaluations.</b> A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 - If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's parent or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2)</p> <p><b>Each evaluation's report - 3 points</b></p> <p><i>N/A - Reevaluation conducted with no formal testing.</i></p>		Total points= <u>N/A</u> /3
<p><b>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)</p> <p><b>Complete EDT forms per evaluation - 3 points</b></p> <p><i>IEP #1 - EDT document is incomplete, missing date and data justifying eligibility decisions.</i></p>		Total points= <u>2.5</u> /3
<p><b>4.h. Initial IEPs - provision of services.</b> Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <u>within 30 days</u> of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)</p> <p><b>30 days initial placement timeline - 2 points</b></p> <p><i>File reviewed included a Reevaluation</i></p>		Total points= <u>N/A</u> /2
<p><b>4.i. Consent for Initial Placement - Parental consent for services.</b> A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)</p> <p><b>Consent for initial placement - 2 points</b></p> <p><i>File reviewed included a Reevaluation</i></p>		Total points= <u>N/A</u> /2
<p><b>4. Evaluation Compliance</b></p>		Total points= <u>13.5</u> / 14 points



Concerns from Current Visit – 4/16/21	Recommendations	Action Plan (with completion dates)
<b>2.b. IEP Compliance - PLPs – Present Levels of Performance</b> IEP #2- Missing data from the BIP	All IEPs must include a statement of the child’s present levels of academic achievement and <b>functional performance</b> . Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.	Ensure all IEPs include complete present levels of performance.  <b>Review fall 2021</b>
<b>2.d. IEP Compliance - PTGs – Progress Towards Goals</b> IEPs #1, #2, & #3 – Some PTGs contained limited information; either no scores, or no description of the progress	Periodic reports on the progress the student is making toward meeting the annual goal (such as through the use of quarterly or other periodic reports, concurrent with the issuance of regular education report cards) needs to be provided to the parent. Refer to “IEP Manual October 2011” Technical Manual from NMPED.	Ensure all IEPs include measurable and descriptive academic and functional progress towards goals. Including Ancillary services.  <b>Review fall 2021</b>
<b>2.e. IEP Compliance - Service Schedule –</b> IEP #1 – Missing the location for SE services IEP #2 – End dates are incorrect, Related services were included in the wrong section for supplemental services	The IEP must include an accurate statement of the special education and related services to be provided. It must also <b>accurately reflect where Special Education services, including related services, are taking place.</b> Related services are to be included in the section labeled <b>Special Education &amp; Related Services</b> .	Ensure all IEPs have a correct service schedule.  <b>Review fall 2021</b>
<b>2.k. IEP Compliance – Testing Accommodations -</b> IEP #2 – IEP included Text to Speech for ELA allowable areas. The school could not explain what those are	IEPs must contain a statement of “any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments. When determining <b>appropriate</b> testing accommodations, the IEP team must research the allowable accommodations for the specific state assessment such as PARCC, SBA, ACCESS, etc. Review testing accommodation manuals for state required assessments to make sure IEP teams are considering the allowable accommodations for students with disabilities.	Ensure IEPs contain allowable accommodations that are appropriate to the student needs.  <b>Review fall 2021</b>



<p><b>2.i. IEP Compliance - FBA/BIP –</b> IEP #2 – BIP has not been updated since it was created on 11/21/19, no data was reported on its effectiveness</p>	<p>The IEP team must, in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC).</p>	<p>Ensure BIP data is gathered and used in updating or continuing with the current BIP.</p> <p><b>Review fall 2021</b></p>
<p><b>3.a. &amp; 3.b. Transition – Post-secondary goals / updated annually</b> IEP #2 &amp; #3 – Post-Secondary goals do not meet NMPED requirements. #3 - Missing Employment Post-Secondary Goal.</p>	<p>Transition IEPs must include measurable postsecondary goals that address <b>training</b> after high school, <b>Education</b> after high school, and <b>Employment</b> after high school, and (where appropriate) <b>independent living Skills</b> after high school <b>and</b> goals must be updated annually.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p><b>Review fall 2021</b></p>
<p><b>3.d. Transition Plan – Course of Study</b> IEP #2 – Course of Study is missing the name of the “Online College class”</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals. Every course must be included with the official course’s name.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p><b>Review fall 2021</b></p>
<p><b>3.e. Transition Plan – Coordinated Transition Activities</b> IEP #1 - Missing Coordinated Transition Activities.</p>	<p>For each postsecondary goal, the IEP must include transitions services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of functional vocational evaluation, that will enable the student to meet the postsecondary goal.</p>	<p>Transition plan must include at least 2 Coordinated Transition Activities per Post-Secondary goal.</p> <p><b>Review fall 2021</b></p>

<p><b>3.i. Transition Plans – Age of Majority</b> IEP #2 – Missing date indicating when annual notification of the transfer of rights was provided.</p>	<p>Beginning no later than the first IEP to be in effect when the student turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the parent and child have been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority.</p> <p>For more information on all the components of a <b>transition IEP</b>, refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p><b>Review fall 2021</b></p>
<p><b><u>Student #1 &amp; Student #2</u></b> Based on all the findings outlined above. It is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas <b>before the end of the current school year</b>.</p> <p><b><i>PAPA conducted an amendment for both students before this report was completed and corrected all the findings.</i></b></p> <p align="right"><b><i>No additional follow-up</i></b></p>		
<p><b>4.g. Evaluation – EDT – Eligibility Determination Team</b> IEP #1 – EDT document is incomplete, missing date and data justifying eligibility decisions.</p>	<p>Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines... In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services. The team must ensure evaluation procedures meet NMTEAM 2017 requirements.</p>	<p>Ensure EDTs include all the necessary documentation being considered when making eligibility determination decisions.</p> <p><b>Review fall 2021</b></p>

\* **Highlighted** items will be followed-up during **Fall 2021 site visit**.



**State of  
Public School  
Operating Budget  
Expenditure Detail with  
Job Class**

27107	2000	27107 GOB Library							
27107	2200	Support Services							
27107	2200	Support Services-Instruction							
27107	2200	56114 0000 Library And Audio-Visual	0	0.00		5,026		0.00	
27107	2200	<b>Total: Support Services-Instruction</b>	0	0.00		5,026		0.00	
27107	2000	<b>Total: Support Services</b>	0	0.00		5,026		0.00	
27107		<b>Total: 27107 GOB Library</b>	0	0.00		5,026		0.00	
27109		Instructional Materials - Special Appropriations							
27109	1000	Instruction							
27109	1000	56111 0000 Instructional Materials Cash - 50% Textbooks	23,371	0.00		0		0.00	
27109	1000	<b>Total: Instruction</b>	23,371	0.00		0		0.00	
27109		<b>Total: Instructional Materials - Special Appropriations</b>	23,371	0.00		0		0.00	
27000		<b>Total: State Flow-through Grants</b>	23,371	0.00		5,026		0.00	
29000		Combined State/Local Grants							
29130		School Based Health Center							
29130	1000	Instruction							
29130	1000	55915 0000 Other Contract Services	2,935	0.00		5,600		0.00	
29130	1000	<b>Total: Instruction</b>	2,935	0.00		5,600		0.00	
29130		<b>Total: School Based Health Center</b>	2,935	0.00		5,600		0.00	
29000		<b>Total: Combined State/Local Grants</b>	2,935	0.00		5,600		0.00	
31200		Public School Capital Outlay							
31200	4000	Capital Outlay							
31200	4000	54610 0000 Rental - Land and Buildings	333,665	0.00		0		0.00	
31200	4000	<b>Total: Capital Outlay</b>	333,665	0.00		0		0.00	
31200		<b>Total: Public School Capital Outlay</b>	333,665	0.00		0		0.00	
31400		Special Capital Outlay-State							
31400	4000	Capital Outlay							
31400	4000	57332 0000 Supply Assets (\$5,000 or less)	0	0.00		20,000		0.00	
31400	4000	<b>Total: Capital Outlay</b>	0	0.00		20,000		0.00	
31400		<b>Total: Special Capital Outlay-State</b>	0	0.00		20,000		0.00	
31600		Capital Improvements HB-33							
31600	4000	Capital Outlay							
31600	4000	55913 0000 Contracts - Inter-agency/REC	420,631	0.00		378,016		0.00	
31600	4000	57331 0000 Fixed Assets (more than \$5,000)	7,849	0.00		0		0.00	
31600	4000	57332 0000 Supply Assets (\$5,000 or less)	41,800	0.00		0		0.00	
31600	4000	<b>Total: Capital Outlay</b>	470,280	0.00		378,016		0.00	
31600		<b>Total: Capital Improvements HB-33</b>	470,280	0.00		378,016		0.00	
31700		Capital Improvements SB-9							
31700	4000	Capital Outlay							

**State of  
Public School  
Operating Budget  
Expenditure Detail with  
Job Class**

[illegible]



**State of  
Public School  
Operating Budget  
Expenditure Detail with  
Job Class**

11000	2600	52315	0000 Disability	65	0.00	70	0.00
11000	2600	52500	0000 Unemployment Compensation	166	0.00	175	0.00
11000	2600	52720	0000 Workers Compensation Employer's Fee	21	0.00	21	0.00
11000	2600	54411	0000 Electricity	35,000	0.00	40,000	0.00
11000	2600	54412	0000 Natural Gas (Buildings)	15,000	0.00	20,000	0.00
11000	2600	54415	0000 Water/Sewage	40,500	0.00	45,000	0.00
11000	2600	55200	0000 Property/Liability Insurance	62,767	0.00	65,000	0.00
11000	2600	55915	0000 Other Contract Services	12,232	0.00	218,002	0.00
11000	2600	56113	0000 Software	1,534	0.00	2,000	0.00
11000	2600	56118	0000 General Supplies and Materials	9,435	0.00	30,000	0.00
11000	2600	56211	0000 Gasoline	236	0.00	1,000	0.00
11000	2600	57331	0000 Fixed Assets (more than \$5,000)	0	0.00	5,000	0.00
11000	2600	57332	0000 Supply Assets (\$5,000 or less)	1,504	0.00	26,000	0.00
<b>11000</b>	<b>2600</b>		<b>Total: Operation &amp; Maintenance of Plant</b>	<b>255,362</b>	<b>2.00</b>	<b>532,885</b>	<b>2.00</b>
<b>11000</b>	<b>2000</b>		<b>Total: Support Services</b>	<b>1,089,123</b>	<b>9.79</b>	<b>1,478,862</b>	<b>9.79</b>
11000	3000		Operation of Non-Instructional Services				
11000	3100		Food Services Operations				
11000	3100	56118	0000 General Supplies and Materials	20	0.00	1,000	0.00
11000	3100	57332	0000 Supply Assets (\$5,000 or less)	82	0.00	500	0.00
<b>11000</b>	<b>3100</b>		<b>Total: Food Services Operations</b>	<b>102</b>	<b>0.00</b>	<b>1,500</b>	<b>0.00</b>
<b>11000</b>	<b>3000</b>		<b>Total: Operation of Non-Instructional Services</b>	<b>102</b>	<b>0.00</b>	<b>1,500</b>	<b>0.00</b>
<b>11000</b>			<b>Total: Operational</b>	<b>3,272,367</b>	<b>39.75</b>	<b>3,910,696</b>	<b>40.22</b>
23000	1000		Non-Instructional Support				
23000	1000		Instruction				
23000	1000	56118	0000 General Supplies and Materials	69,907	0.00	266,266	0.00
<b>23000</b>	<b>1000</b>		<b>Total: Instruction</b>	<b>69,907</b>	<b>0.00</b>	<b>266,266</b>	<b>0.00</b>
<b>23000</b>			<b>Total: Non-Instructional Support</b>	<b>69,907</b>	<b>0.00</b>	<b>266,266</b>	<b>0.00</b>
24000			Federal Flow-through Grants				
24106	1000		Entitlement IDEA-B				
24106	1000		Instruction				
24106	1000	51100	1412 Salaries Expense: Teachers- Special Education	47,720	0.73	48,436	0.73
24106	1000	52111	0000 Educational Retirement	6,360	0.00	6,854	0.00
24106	1000	52112	0000 ERA - Retiree Health	1,048	0.00	969	0.00
24106	1000	52210	0000 FICA Payments	2,845	0.00	2,906	0.00
24106	1000	52220	0000 Medicare Payments	665	0.00	675	0.00
24106	1000	52311	0000 Health and Medical Premiums	11,480	0.00	12,169	0.00
24106	1000	52312	0000 Life	46	0.00	50	0.00
24106	1000	52313	0000 Dental	507	0.00	510	0.00
24106	1000	52314	0000 Vision	91	0.00	95	0.00

**State of  
Public School  
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Expenditure Detail with  
Job Class**

11000	2100	52313	0000 Dental	2,680	0.00	2,750	0.00
11000	2100	52314	0000 Vision	45	0.00	50	0.00
11000	2100	52500	0000 Unemployment Compensation	90	0.00	95	0.00
11000	2100	52720	0000 Workers Compensation Employer's Fee	12	0.00	12	0.00
11000	2100	53211	0000 Diagnosticians - Contracted	20,005	0.00	25,000	0.00
11000	2100	53212	0000 Speech Therapists - Contracted	47,113	0.00	50,000	0.00
11000	2100	53213	0000 Occupational Therapists - Contracted	20,109	0.00	25,000	0.00
11000	2100	53215	0000 Psychologists/Counselors - Contracted	3,050	0.00	5,000	0.00
11000	2100	53218	0000 Specialists - Contracted	0	0.00	5,000	0.00
11000	2100	53330	0000 Professional Development	508	0.00	1,000	0.00
<b>11000</b>	<b>2100</b>	<b>Total: Support Services-Students</b>		<b>194,058</b>	<b>1.10</b>	<b>218,018</b>	<b>1.10</b>
11000	2200	Support Services-Instruction					
11000	2200	55915	0000 Other Contract Services	3,500	0.00	5,000	0.00
<b>11000</b>	<b>2200</b>	<b>Total: Support Services-Instruction</b>		<b>3,500</b>	<b>0.00</b>	<b>5,000</b>	<b>0.00</b>
11000	2300	Support Services-General Administration					
11000	2300	51100	1111 Salaries Expense: Superintendent	96,960	1.00	101,338	1.00
11000	2300	52111	0000 Educational Retirement	13,720	0.00	14,340	0.00
11000	2300	52112	0000 ERA - Retiree Health	1,940	0.00	2,027	0.00
11000	2300	52210	0000 FICA Payments	5,469	0.00	6,000	0.00
11000	2300	52220	0000 Medicare Payments	1,280	0.00	1,750	0.00
11000	2300	52311	0000 Health and Medical Premiums	12,916	0.00	14,000	0.00
11000	2300	52312	0000 Life	59	0.00	65	0.00
11000	2300	52313	0000 Dental	642	0.00	650	0.00
11000	2300	52314	0000 Vision	106	0.00	110	0.00
11000	2300	52500	0000 Unemployment Compensation	90	0.00	95	0.00
11000	2300	52720	0000 Workers Compensation Employer's Fee	12	0.00	12	0.00
11000	2300	53411	0000 Auditing	12,913	0.00	17,000	0.00
11000	2300	53413	0000 Legal	7,500	0.00	20,000	0.00
11000	2300	55400	0000 Advertising	2,000	0.00	2,000	0.00
11000	2300	55812	0000 Board Training	0	0.00	3,500	0.00
<b>11000</b>	<b>2300</b>	<b>Total: Support Services-General Administration</b>		<b>155,607</b>	<b>1.00</b>	<b>182,887</b>	<b>1.00</b>
11000	2400	Support Services-School Administration					
11000	2400	51100	1112 Salaries Expense: Principals	75,750	1.00	79,170	1.00
11000	2400	51100	1217 Salaries Expense: Secretarial/Clerical/Technical Assistants	136,344	3.69	146,065	3.69
11000	2400	52111	0000 Educational Retirement	29,989	0.00	31,871	0.00
11000	2400	52112	0000 ERA - Retiree Health	4,228	0.00	4,505	0.00
11000	2400	52210	0000 FICA Payments	12,368	0.00	13,514	0.00
11000	2400	52220	0000 Medicare Payments	2,893	0.00	3,500	0.00
11000	2400	52311	0000 Health and Medical Premiums	29,600	0.00	32,000	0.00



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# State of New Mexico Public School Operating Budget

## Revenue

31700	0000	43000	Total: Revenue From State Sources	174	174
31700			Total: Capital Improvements SB-9	174	174
31701			Capital Improvements SB-9 Local		
31701	0000	11000	Cash Assets	205,928	182,000
31701	0000	11111	Unrestricted Cash		
31701	0000	11000	Total: Cash Assets	205,928	182,000
31701	0000	41000	Revenue From Local Sources		
31701	0000	41110	Ad Valorem Taxes – School District	167,790	179,857
31701	0000	41000	Total: Revenue From Local Sources	167,790	179,857
31701			Total: Capital Improvements SB-9 Local	373,718	361,857
31703			SB-9 State Match Cash		
31703	0000	11000	Cash Assets		
31703	0000	11112	Restricted Cash	10,758	0
31703	0000	11000	Total: Cash Assets	10,758	0
31703			Total: SB-9 State Match Cash	10,758	0
31703			Total: Revenue	5,892,127	5,619,071

No Allocation for f

# State of New Mexico

## Public School Operating Budget

### Revenue

24301	0000	41000	Revenue From Local Sources						
24301	0000	41924	Flowthrough Grants from District			78,557	0		
24301	0000	41000	Total: Revenue From Local Sources			78,557	0		
24301			Total: CARES Act			78,557	0	No Allocation for f	
24306			CARES/GEER - Hepa Filters						
24306	0000	41000	Revenue From Local Sources						
24306	0000	41924	Flowthrough Grants from District			11,536	0		
24306	0000	41000	Total: Revenue From Local Sources			11,536	0		
24306			Total: CARES/GEER - Hepa Filters			11,536	0	No Allocation for f	
24308			CRRSA, ESSER II						
24308	0000	41000	Revenue From Local Sources						
24308	0000	41924	Flowthrough Grants from District			523,079	0		
24308	0000	41000	Total: Revenue From Local Sources			523,079	0		
24308	0000	44000	Revenue From Federal Sources						
24308	0000	44504	Federal Flowthrough Prior Year			0	523,079		
24308	0000	44000	Total: Revenue From Federal Sources			0	523,079		
24308			Total: CRRSA, ESSER II			523,079	523,079		
24000			Total: Federal Flow-through Grants			736,110	630,436		
25000			Federal Direct Grants						
25152			Title XIX MEDICAID 0/2 Years						
25152	0000	11000	Cash Assets						
25152	0000	11112	Restricted Cash			52,780	30,000		
25152	0000	11000	Total: Cash Assets			52,780	30,000		
25152	0000	44000	Revenue From Federal Sources						
25152	0000	44301	Other Restricted Grants – Federal Direct			7,041	5,000		
25152	0000	44000	Total: Revenue From Federal Sources			7,041	5,000		
25152			Total: Title XIX MEDICAID 0/2 Years			59,821	35,000		
25000			Total: Federal Direct Grants			59,821	35,000		
26000			Local Grants						
26207			CNM Foundation						
26207	0000	11000	Cash Assets						
26207	0000	11112	Restricted Cash			2,767	3,000		
26207	0000	11000	Total: Cash Assets			2,767	3,000		
26207	0000	41000	Revenue From Local Sources						
26207	0000	41921	Instructional - Categorical			1,500	3,000		
26207	0000	41000	Total: Revenue From Local Sources			1,500	3,000		
26207			Total: CNM Foundation			4,267	6,000		
26000			Total: Local Grants			4,267	6,000		
27000			State Flow-through Grants						
27107			27107 GOB Library						
27107	0000	43000	Revenue From State Sources						