

Locations

- 1401 Old Coors Dr. SW, Albuquerque, NM 87121

**School Leadership**

- Steve Wood, Principal
- **Governing Board Members:**
 - Bernard Loeffler, President
 - Kay Wade, Vice President
 - Melissa McLaney, Treasurer
 - Laura Braun
 - Richard Malcolm
 - John Watts

Mission/Vision

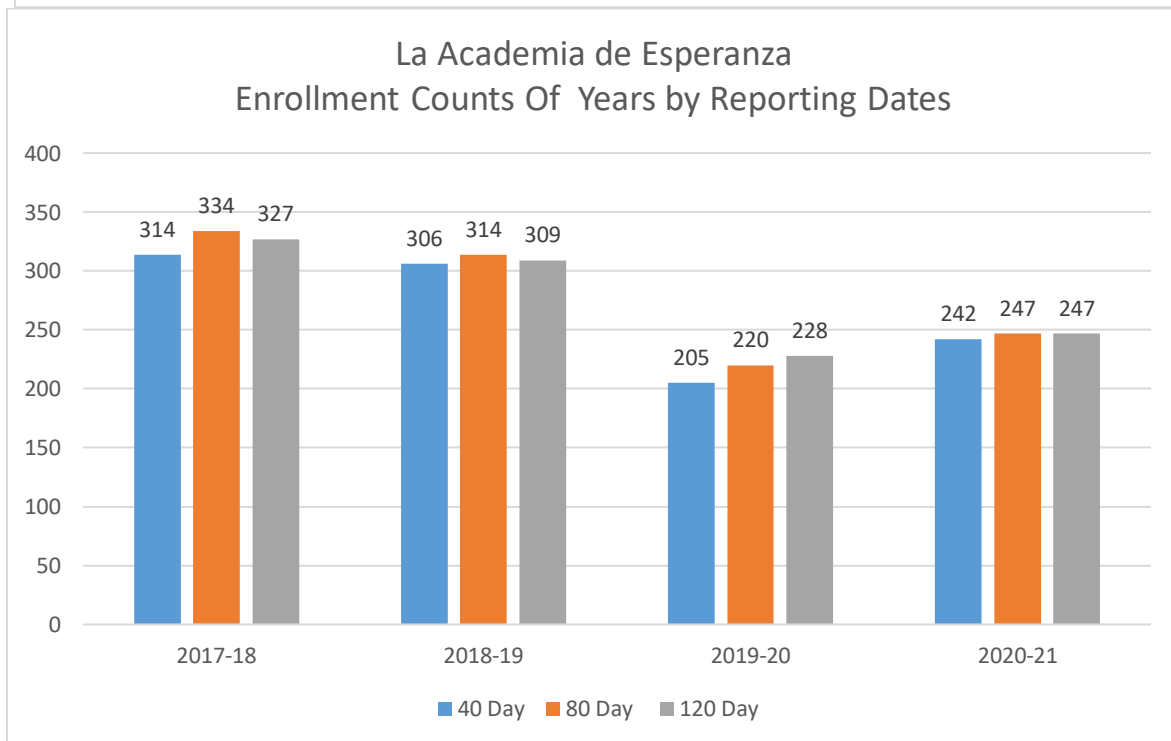
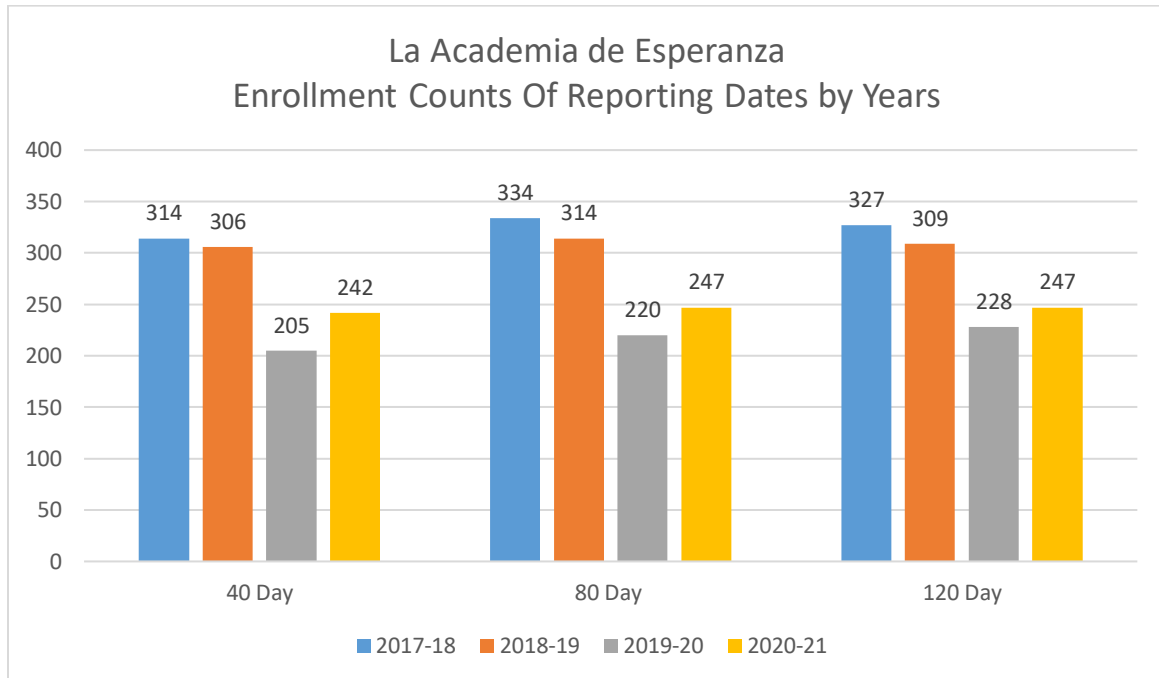
- LADE strives to open the hearts and minds of children to life's possibilities, while supporting their self-determination in the least restrictive environment. We focus on educating and meeting the individual needs of each of our students. La Academia de Esperanza provides quality academic and vocational learning for students ages 11 to 18 in preparation for their roles as socially responsible individuals, within a community-based, ethnically and culturally-sensitive educational environment.

History

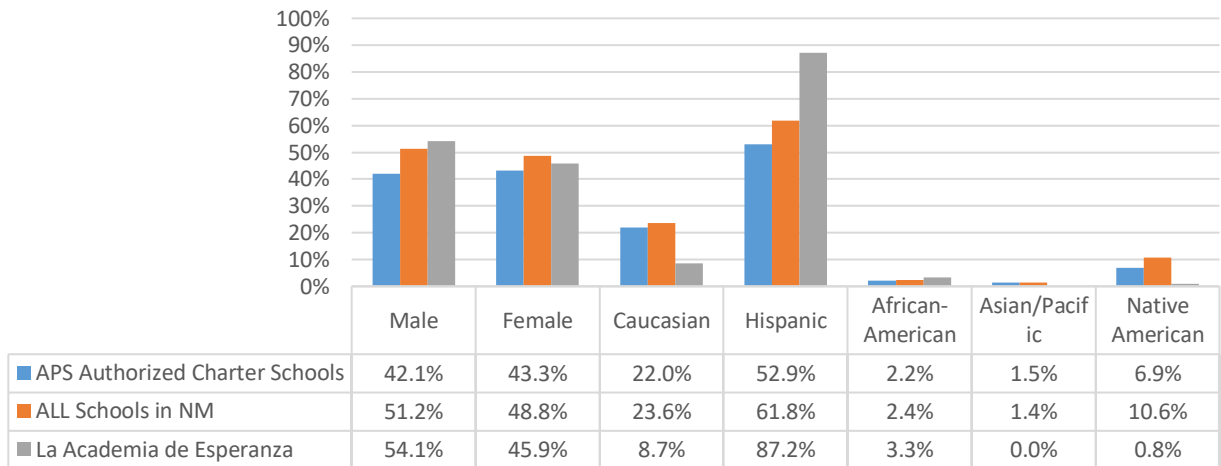
- Originally Chartered by the APS in 2003.
- Renewed by APS in 2015 2020
- Contract: July 1, 2020-June 30, 2025
 - Renewal due: October 1, 2024

Demographics

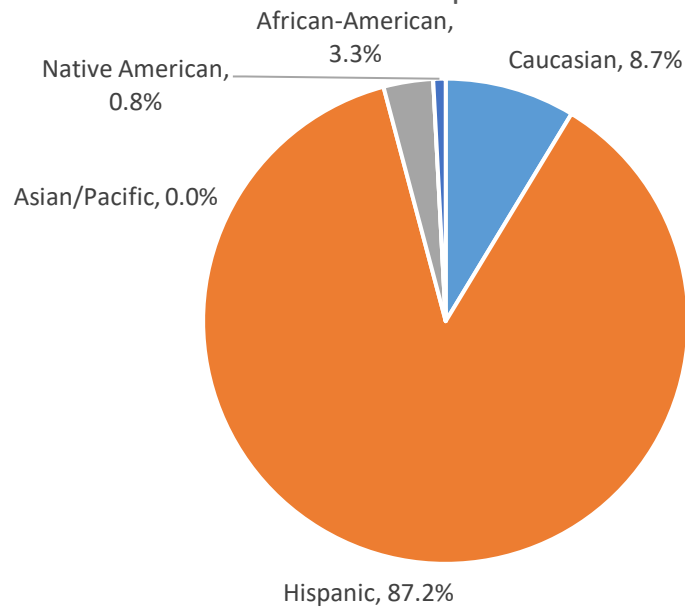
- Enrollment cap is 400 students. FY 22 Budget is being built off of 249 students.

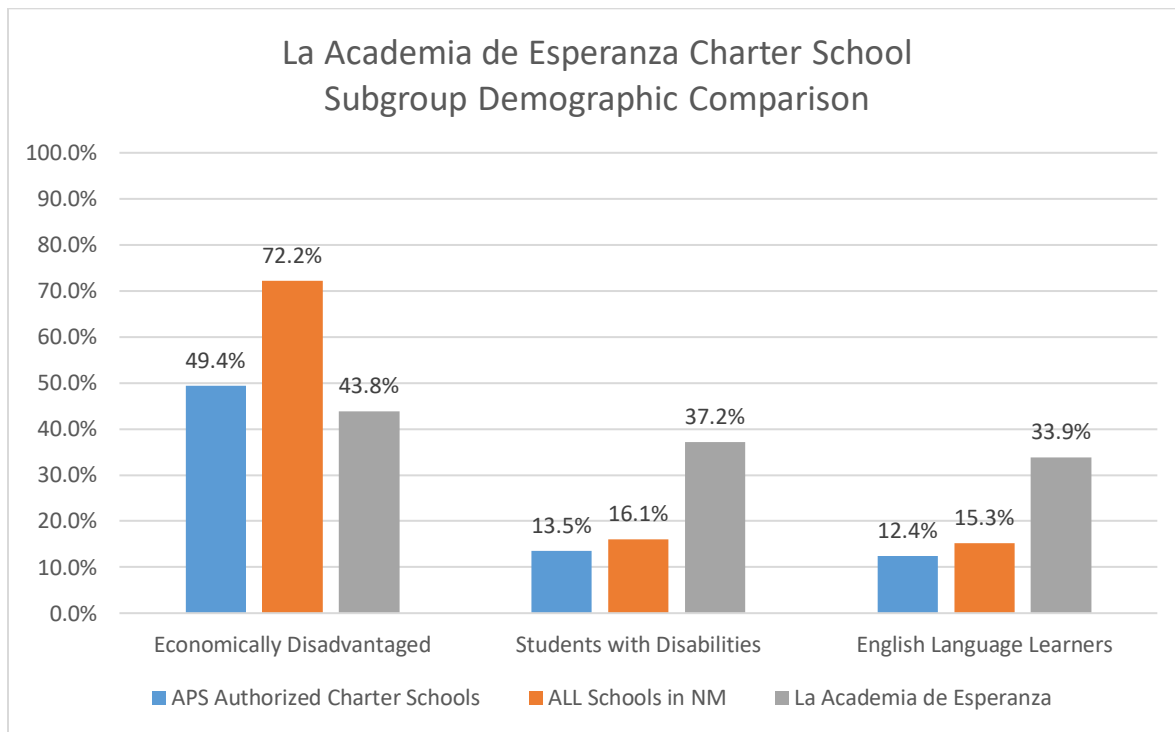


La Academia de Esperanza Charter School
Demographics Compared to APS Authorized Charter Schools and
All Schools in New Mexico



La Academia de Esperanza
Racial Make-up of Students





Academic Performance

School Grading Report:

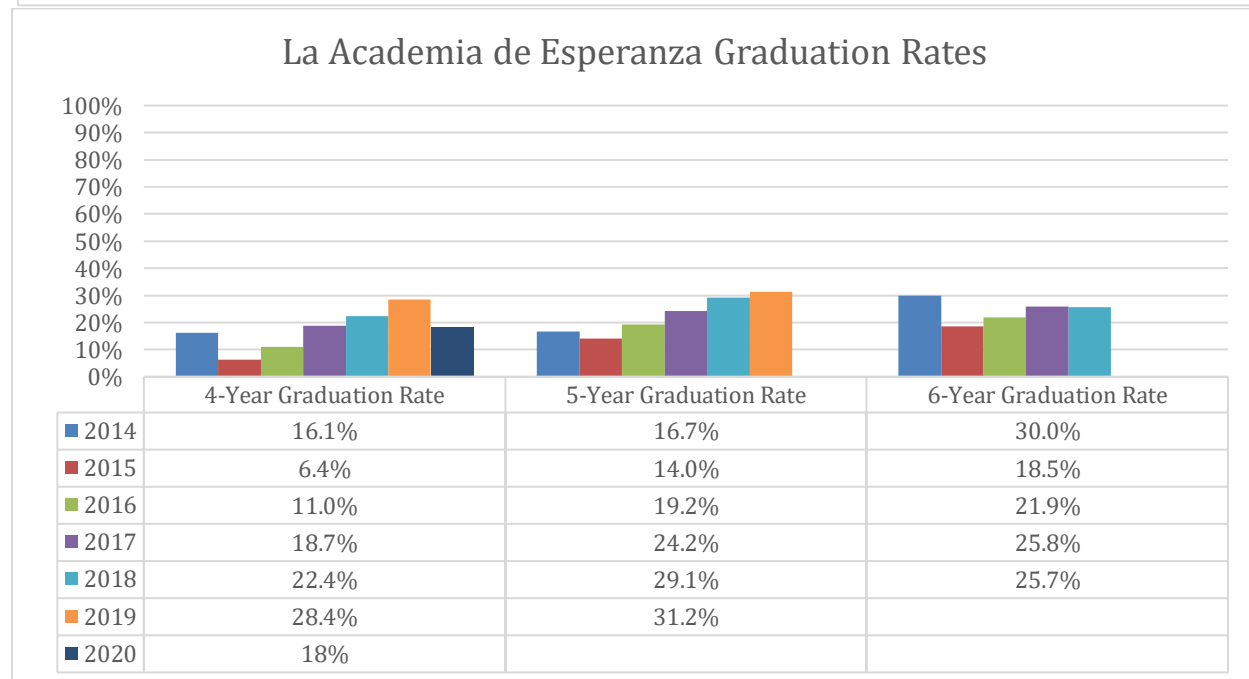
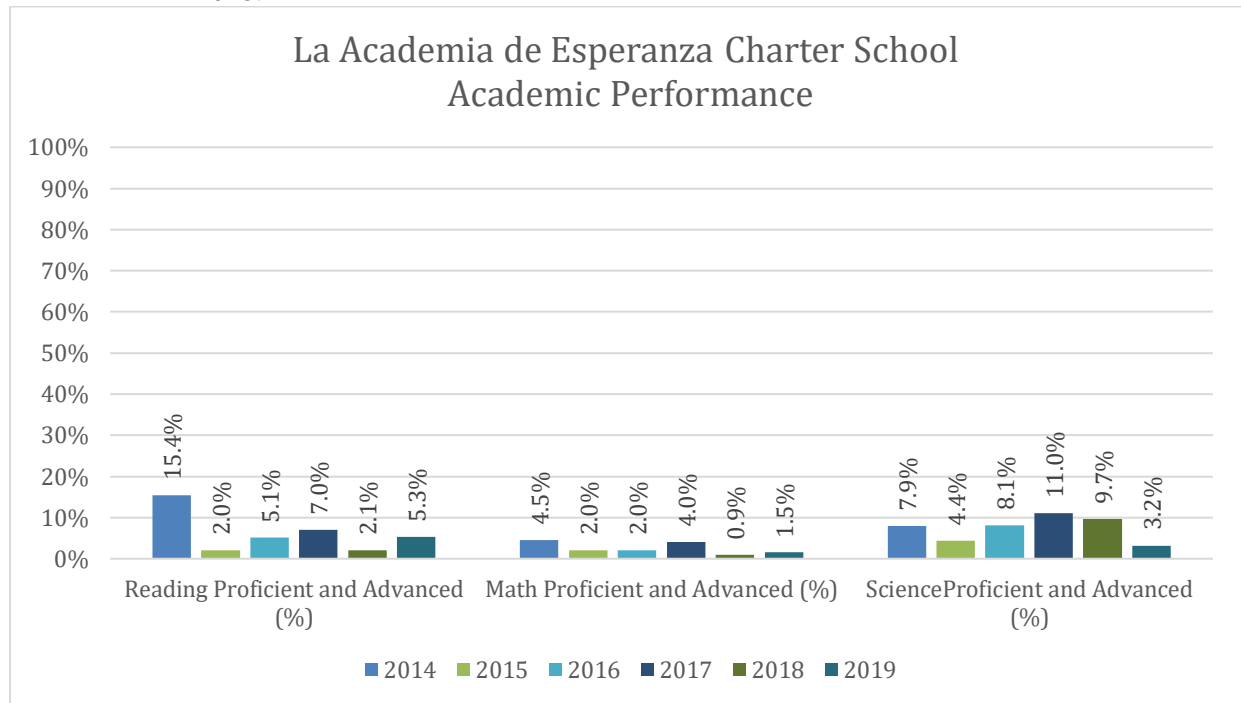
2014: D

2015: D

2016: F

2017: F

2018: F





Academic Performance	
	Mission Specific Goals 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.
	Continuous Learning Plan 1) Provide highlights of your Continuous Learning Plan 2) Provide data from your Continuous Learning Plan (ex. Engagement, etc.)
	Re-Entry Plan (Fall) 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	Re-Entry Plan (Spring) ⇒ Section will be reviewed in the Spring. ⇒ Expectations will be updated and shared by February 2021
	Strategic Planning (90-Day Plan in New Mexico DASH – Fall) 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	Strategic Planning (90-Day Plan in New Mexico DASH – Spring) 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?
Educational Plan	
For Spring Site Visit	Mission of the School 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
For Spring Site Visit	Teaching Aligned to Mission • Possible virtual classroom observation in the Spring
	Education Law Compliance 1) Describe how you have measured engagement with students during virtual/hybrid education. 2) Describe any changes you have made to your attendance policy.
	Social/Emotional Support of Students 1) Describe how you have supported students social/emotional needs.
For Spring Site Visit	Discipline Policies and Practices 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.

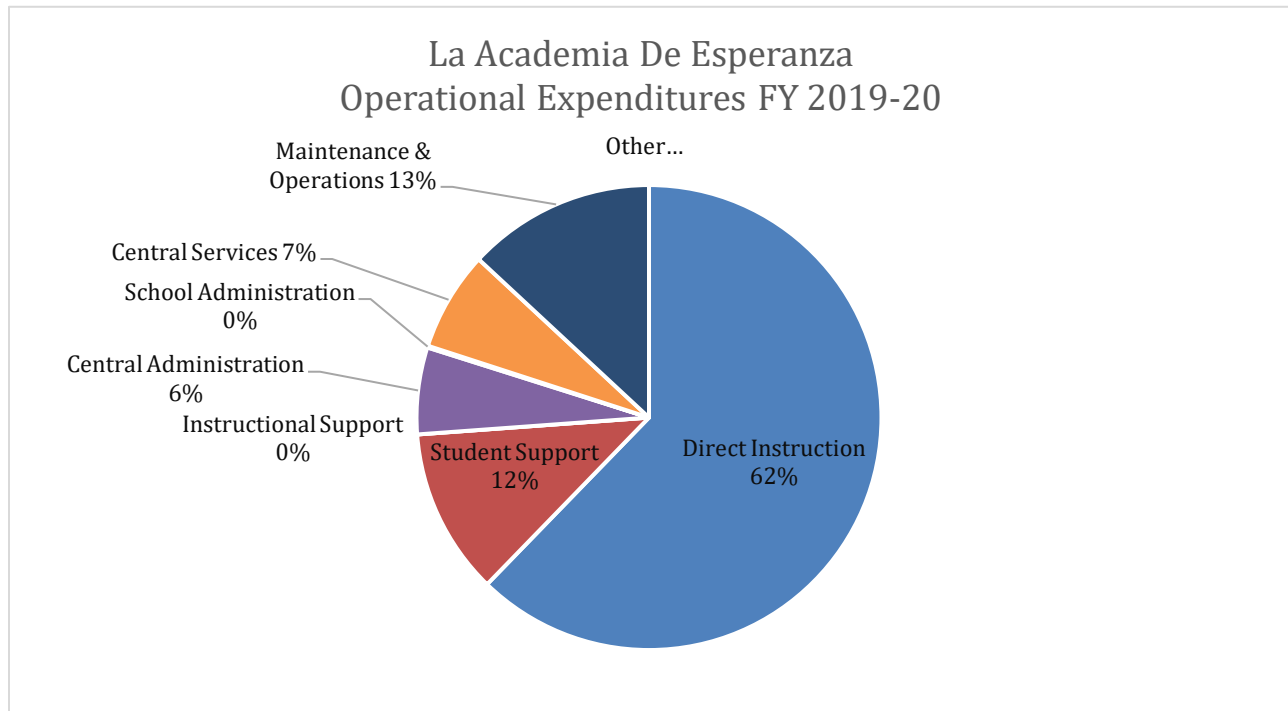
<i>For Spring Site Visit</i>	Controversial Issues 1) Provide a copy of your instruction of controversial issues policy
	English Learners 1) Describe how you have supported English Learners during virtual/hybrid education.
Governing Council - <i>For the following items please provide the information in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

	Meets
	Working to Meet
	Does Not Meet

Financial Information

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	62%	\$1,870,623.27	Teachers, EAs, instructional coaches, etc.
2100	Student Support	12%	\$347,809.73	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	\$0.00	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	6%	\$181,258.03	Governance Council, executive administration, community relations, etc.
2400	School Administration	0%	\$3,658.21	School Administrator, etc.
2500	Central Services	7%	\$207,973.46	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	13%	\$393,012.75	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	0%	\$0.00	Miscellaneous
	GRAND TOTAL		\$3,004,335.45	



A total of 74% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.



La Academia de Esperanza 2020-21 FALL Site Visit Report

Charter School Name: La Academia de Esperanza

Date of Site Visit: October 9, 2020

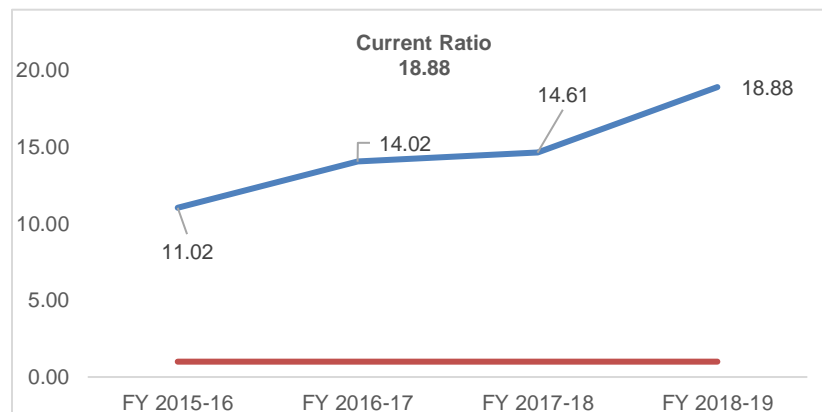
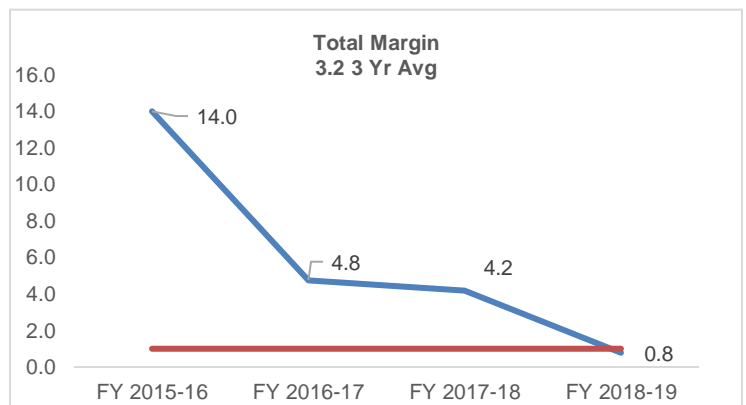
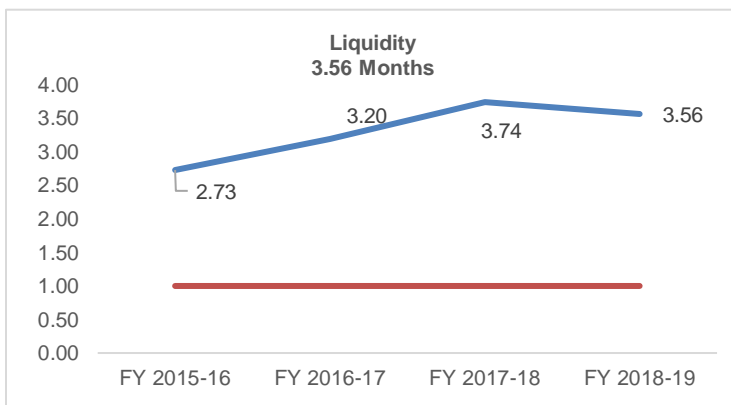
Name of Reviewer: Roberta Velasquez

	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

	Audit Findings <ul style="list-style-type: none"> • Upload updated Internal Control Policies and Procedures <ul style="list-style-type: none"> ○ Are in the process of reviewing and revising all policies and procedures
	<ul style="list-style-type: none"> • Upload current approved Correction Action Plan <ul style="list-style-type: none"> ○ 2018-19 CAP uploaded
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> ○ Jama Sullivan license expires August 2021
	Business Official License <ul style="list-style-type: none"> ○ Jama Sullivan license expires June 20, 2025
	Finance and Audit Committee Members <ul style="list-style-type: none"> • Both committees have appropriate members
	Financial Reports posted on Website <ul style="list-style-type: none"> • Charter School Business Manager to review independently: <ul style="list-style-type: none"> ○ Link to Sunshine portal present ○ Governing Council minutes from most recent GC meeting posted <p>Financial Reports presented to GC posted on website No financial reports are listed on website currently – ROBERTA TO REVIEW – ALL THERE DURING FALL SITE VISIT REVIEW</p> <ul style="list-style-type: none"> ○ BARS have been approved by GC and noted in minutes ○ Disbursements have been approved by GC and noted in minutes
	Special Ed Maintenance of Effort <ul style="list-style-type: none"> • Charter School Business Manager to review SPED MOE to determine if school is on target for FYE compliance

Financial Audit

	Bank Reconciliation <ul style="list-style-type: none"> ○ Reviewed August 2020
	Journal Entries <ul style="list-style-type: none"> • Must be approved by second party <ul style="list-style-type: none"> ○ Business manager prepares, Charter Leader approves
	Cash Receipts <ul style="list-style-type: none"> • Upload Cash receipt journal from accounting system <ul style="list-style-type: none"> ○ Reviewed two cash receipts 8/21/20
	Payroll Reports <ul style="list-style-type: none"> • Charter School Business Manager will review bank reconciliation to ensure timely submission <ul style="list-style-type: none"> ○ CRS-1 report due 25th of the following month submitted August 10, 2020 ○ Educational Retirement Board (ERB) due 15th of each month submitted August 10, 2020 ○ Retiree Health Care (RHC) due 10th of each month check cleared August 7, 2020 ○ New Mexico Public School Insurance Authority (NMPSIA) due 10th of each month submitted 8/5/2020 <p>Currently Charter Leader is not reviewing NMPSIA, ERB, or CRS. Recommendation is that Charter Leader review prior to submission.</p>
	Purchase Orders <ul style="list-style-type: none"> • Upload a purchase order report. Samples will be asked for in advance of the site visit based on the report. Reviewed PO21-00086 \$591.32 Amazon, PO 21-00078 \$8,170.00 Alliance Glass and Mirror
	Request for Reimbursement – must be submitted quarterly for all funds that run through APS <ul style="list-style-type: none"> • No RfR's submitted to date • RfR's are normally submitted quarterly

Special Education Review

0-59% - Does not Meet 60-79% - Working to Meet 80-100% - Meets

1. Processes and Accountability	Total points= <u>18.88</u> / <u>18.88</u> points = <u>100</u> %
2. IEP Compliance	Total points= <u>38</u> / <u>43</u> points = <u>88</u> %
3. Transition Compliance	Total points= <u>26</u> / <u>27</u> points = <u>96</u> %
4. Evaluation Compliance	Total points= <u>12</u> / <u>12</u> points = <u>100</u> %

<u>Follow-up to previous site visit from Spring 2020</u>		
Site Visit – 4/22/20	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> La Academia de Esperanza has no pending previously identified concerns. 		

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

<u>Current site visit - Fall 2020</u>	
Date: <u>10/16/20</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>6th-12th</u>	Total Enrollment: <u>240</u> SWD: <u>90</u> GI: <u>0</u>
SPED providers: <u>8 – Sp. Ed. Teachers, 2 – SW, 1 – SLP</u>	
Contracted: <u>OT, TVI/OM, Diagnostician, Interpreter</u>	
Documents due date: <u>10/9/20</u>	Date documents were uploaded: <u>10/7/20</u>



1. Processes and Accountability <i>*See links to state and federal regulations for additional guidance</i>	18.25 points
1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules – 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) The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points	Total points = <u>2</u> /2
1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations. 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
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	Total points = <u>3</u> /3
1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – 2 points	Total points = <u>3</u> /3
1.e. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – 3 points	Total points = <u>3</u> /3
1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 ____ March 2020 ____	Total points = <u>.5</u> /.5
1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – Each reporting period - .33 points 40 th <u>YES</u> 80 th ____ 120 th ____	Total points = <u>.33</u> /.33
1. Processes and Accountability	Total points= <u>18.88</u> / 18.88 points

<p>2. IEP Compliance The following parts of the IEP reviewed are in compliance. <i>See links to state and federal regulations for additional guidance.</i></p>	
<p style="text-align: right;">36 - 50 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p>2.a. The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). - Each reporting period - 2 points</p> <p>40th <u>YES</u> 80th _____ 120th _____</p>	<p>Total points = <u>2</u>/2</p>
<p>2.b. PLPs-Present levels of performance- Includes scores, data and narratives. Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) - Must meet al requirements per IEP - Each IEP - 2 points</p>	<p>Total points = <u>6</u>/6</p>
<p>2.c. Goals- Must be measurable. Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) - Must meet al requirements per IEP - Each IEP - 2 points</p> <p>IEP #3 - Functional goal/Career Readiness does not appear to be connected to student needs as described in present levels. 1.5 p.</p>	<p>Total points = <u>5.5</u>/6</p>
<p>2.d. PTGs-Goals must include measurable progress towards goals. The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii)) Must meet al requirements per IEP - Each IEP - 2 points</p> <p>IEP #2 - Student newly enrolled, points were adjusted.</p>	<p>Total points = <u>4</u>/4</p>
<p>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services. The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) Must meet al requirements per IEP - Each IEP - 2 points</p> <p>IEP #1 - Services appear not support present levels and goals (1 point), IEP #2 - It is unclear if services are mins or hours/week, moth, semester/year. (1.5 points)</p>	<p>Total points = <u>4.5</u>/6</p>
<p>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) Must meet all requirements per IEP - Each IEP - 1 points</p> <p>IEP #2 - Has the incorrect setting outlined. (0 points)</p>	<p>Total points = <u>2</u>/3</p>
<p>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services. Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) Must meet al requirements per IEP - Each IEP - 2 points</p> <p>IEP #2 - Proposals lack clarity, some proposals missing a justification that is based on data (1.5 points) IEP #3 - Missing the proposal for level of service, missing a proposal for how instruction will occur during pandemic. (1.5 points)</p>	<p>Total points = <u>5</u>/6</p>



<p>2.h. IEP Team Participants-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>Total points = <u>3</u>/3</p>
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	
<p>2.i. Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1))</p>	<p>Total points = <u>2</u>/2</p>
<p>Must meet all requirements per IEP – Each IEP – 1 points IEP #1 – N/A Adult student</p>	
<p>2.j. Parent notification: The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a))</p>	<p>Total points = <u>2</u>/2</p>
<p>Must meet all requirements per IEP – Each IEP – 1 points IEP #1 – N/A Adult student</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 style="text-align: right;"><i>Total points will be adjusted accordingly.</i></p>	
<p>2.k. Testing Accommodations – 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>Total points = <u>2</u>/2</p>
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	
<p>2.l. FBA/BIP if appropriate- 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>Alternate Assessment – 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>IEP #2 – Missing documentation in present levels indicting why the Alternate Assessment is not appropriate for the student (0 points)</p>	
<p>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services. ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))</p>	
<p>Each item per IEP – 1 point</p>	<p>Total points = <u>0</u>/1</p>
<p><u>2. IEP Compliance</u></p>	<p>Total points= <u>38</u> / <u>43</u> points</p>

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 <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)	
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 = <u>3</u> /3
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 = <u>3</u> /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 = <u>3</u> /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 = <u>3</u> /3
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 = <u>3</u> /3
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 = <u>2</u> /3
IEP #3 – Academic/Functional goals included an incorrect connection to post-secondary goal (0 points)	



3.g. Student invited to IEP Team meeting – 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.	
Must meet all requirements per IEP – Each IEP – 1 points	Total points = <u>3</u>/3
3.h. Participating agency – 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.	
Must meet all requirements per IEP – Each IEP – 1 points	Total points = <u>3</u>/3
3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).	
Must meet all requirements per IEP – Each IEP – 1 points	Total points = <u>3</u>/3
3.j. Special Education IEPs submitted on time for SPP 13 upload – 1.5 points	
SPP 13 IEP file upload due date _____ File upload date completed _____	
Total points = <u>N/A</u>/1.5	
Will complete after SPP-13 upload	
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 .	
PSO surveys completed and uploaded by September 30, 2020 – 1.5 points	
Total points = <u>N/A</u>/1.5	
Will complete in the spring 2021	
<u>3. Transition Compliance</u>	Total points= <u>26</u> / <u>27</u> points



4. Evaluation Compliance The following parts of the Evaluation reviewed are in compliance <i>* See links to state and federal regulations for additional guidance.</i>		10 - 20 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i>
4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) Each reporting period – 1 point 40 th <u>N/A</u> 80 th _____ 120 th _____ Total points= <u>N/A</u>/1 No Initial Evaluations		
4.b. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) – Each reporting period – 2 points 40 th <u>YES</u> 80 th _____ 120 th _____ Total points= <u>2</u>/2		
4.c. REED – Review of existing evaluation data. 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) REED document – 5 points Total points= <u>5</u>/5		
4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice. 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) Each evaluation's PWN - 2 point Total points= <u>2</u>/2		
4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation. (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. Parental consent for reevaluations. 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) Each evaluation's consent – 3 points Total points= <u>N/A</u>/3 Reevaluation conducted with no formal testing.		



<p>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations. 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. Reevaluations. 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>Each evaluation's report – 3 points</p> <p>Reevaluation conducted with no formal testing.</p>		Total points= <u>N/A</u> /3
<p>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility. 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 reevaluation 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>Complete EDT forms per evaluation – 3 points</p> <p>IEP #1 – EDT document is incomplete</p>		Total points= <u>3</u> /3
<p>4.h. Initial IEPs – provision of services. 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>30 days initial placement timeline - 2 points</p> <p>File reviewed included a Reevaluation</p>		Total points= <u>N/A</u> /2
<p>4.i. Consent for Initial Placement - Parental consent for services. 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>Consent for initial placement - 2 points</p> <p>File reviewed included a Reevaluation</p>		Total points= <u>N/A</u> /2
<p><u>4. Evaluation Compliance</u></p>		Total points= <u>12</u> / <u>12</u> points

Concerns from Current Visit – 10/16/20	Recommendations	Action Plan (with completion dates)
2.c. IEP Compliance - Goals – IEP #3 – Functional goal/Career Readiness does not appear to be connected to student needs as described in present levels.	<p>The IEP must include a statement of measurable annual goals, including academic and functional and related services when appropriate. It is recommended to use present levels as the baseline to build upon when creating goals.</p> <p>For more information and specific examples, refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Ensure goals are developed based on student’s present levels of performance.</p> <p>Review spring 2021</p>
2.e. IEP Compliance - Service Schedule – IEP #1 – Services appear not support present levels and goals IEP #2 – It is unclear if services are minutes or hours/week, month, semester or year.	<p>The IEP must include an accurate 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.</p>	<p>Ensure all IEPs have a correct service schedule.</p> <p>Review spring 2021</p>
2.f. IEP Compliance - LRE – Least Restrictive Environment IEP #2 – Has the incorrect setting outlined. It should be setting 3 instead of 4.	<p>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.</p> <p>The IEP team must also provide a detailed explanation for students who will not be include in the general education setting for more than 80%.</p>	<p>Ensure all IEPs have a correct indication of the Least Restrictive Environment</p> <p>Review spring 2021</p>
2.g. IEP Compliance - PWN – Prior Written Notice – IEP #2 – Proposals lack clarity, some proposals missing a justification that is based on data. Missing proposal to have the student exempt from taking state assessments. IEP #3 – Missing the proposal for level of service, missing a proposal for how instruction will occur during pandemic.	<p>PWNs must include all items and options the Public Agency and/or Parent/guardian 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)</p> <ul style="list-style-type: none"> -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports 	<p>Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that justifies reason for acceptance or rejection.</p> <p>Review spring 2021</p>

<p>2.i. – IEP Compliance - Alternate Assessment IEP #2 – Missing documentation in present levels indicating why the Alternate Assessment is not appropriate for the student</p>	<p>An IEP must include clear documentation of students needs as they affect access to grade level curriculum and state assessment compliance.</p> <p>Refer to NMPED Technical Assistance Manual “Developing Quality IEPs”.</p>	<p>Ensure IEPs clearly document team’s decisions to address specific needs. Also, a proposal must be included in the PWN indicating the actions the team plans on taking.</p> <p><i>Review spring 2021</i></p>
<p>3.f. Transition Plans – Annual Goals related to post school goals IEP #3 – Academic/Functional goals included an incorrect connection to post-secondary goal.</p>	<p>Transition IEPs must include annual goals related to transition service needs. With a minimum of one academic and one career/functional. Annual goals should address what needs to be achieved this year to help the student move towards their measurable postsecondary goal. Goal must be outcome oriented.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p><i>Review spring 2021</i></p>

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



Academic Performance	
	Mission Specific Goals 4) Provide any new mission specific goals or revisions to your current goals.
	Virtual/Hybrid/Small Group Learning 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?
	Strategic Planning (90-Day Plan in New Mexico DASH – Spring) 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?
Educational Plan	
	Mission of the School 2) Describe how you have been able to maintain your mission during virtual/hybrid education. Please give specific examples tied to your mission.
	Social/Emotional Support of Students 2) Describe how you plan to support students social/emotional needs as we return to in-person instruction
	Equity 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?
Operations	
	Facilities <ul style="list-style-type: none"> Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
	Education Technology Plan <ul style="list-style-type: none"> Describe your education technology plan to support student learning.
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.	
Governing Council	
	Bylaws/Policies <ul style="list-style-type: none"> Make sure link is up to date and the links take you directly to Bylaws/Policies of the Governing Council.
	Controversial Issues <ul style="list-style-type: none"> Provide a link to the policy on the teaching of controversial issues (ex. Religion)
	Governing Council Membership <ul style="list-style-type: none"> Ensure that the list of Governing Council Membership is updated, and all relevant columns have the correct information for each member.
	Audit Committee Membership <ul style="list-style-type: none"> List members of the Audit Committee



La Academia de Esperanza
2020-21 FALL Site Visit Report

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



La Academia de Esperanza 2020-21 FALL Site Visit Report

Charter School Name: La Academia de Esperanza

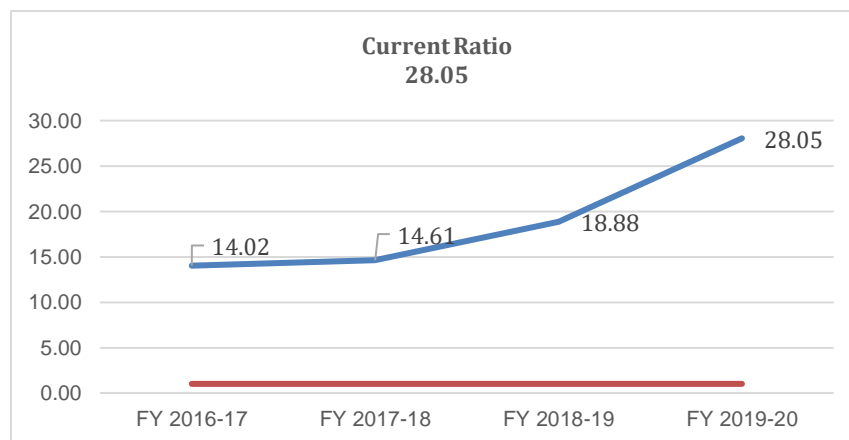
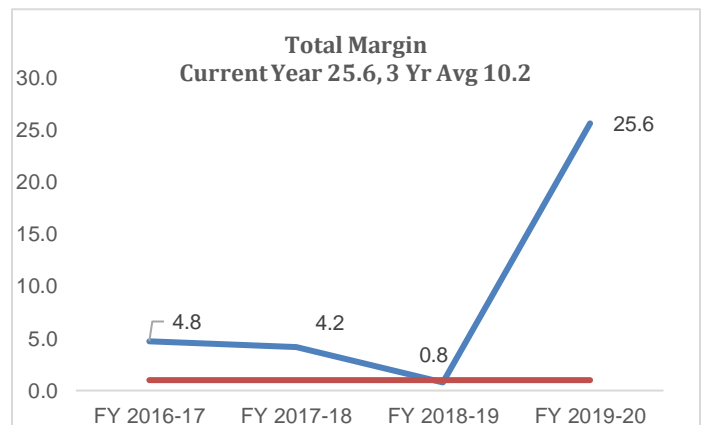
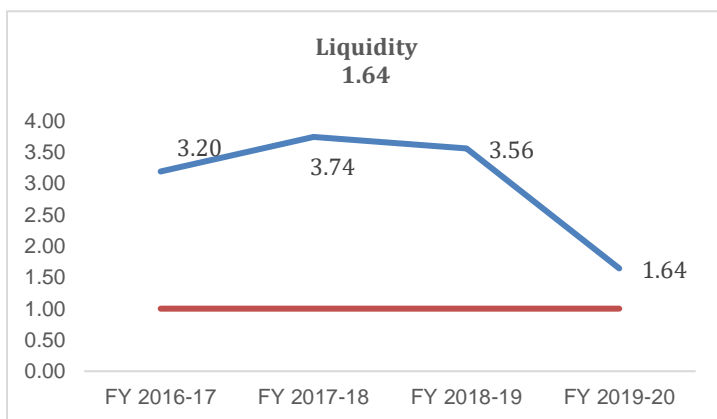
Date of Site Visit: May 5, 2021

	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

	Audit Findings <ul style="list-style-type: none"> Financial cap for 2019-20 uploaded
	<ul style="list-style-type: none"> Board Policies uploaded during Fall 2020 site visit. All policies and procedures are being reviewed and/or revised currently. Should be finished by June 2021
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> Jama Sullivan, license expires August 2021
	Business Official License <ul style="list-style-type: none"> Jama Sullivan license expires June 30, 2025
	Financial Reports posted on Website <ul style="list-style-type: none"> Charter School Business Manager to review independently: <ul style="list-style-type: none"> Link to Sunshine portal present Governing Council minutes from most recent GC meeting posted Financial Reports presented to GC posted on website BARS have been approved by GC and noted in minutes Disbursements have been approved by GC and noted in minutes
	Special Ed Maintenance of Effort <ul style="list-style-type: none"> Currently on schedule to meet MOE by year end

Financial Audit

	Bank Reconciliation <ul style="list-style-type: none"> Reviewed March 2021 bank statements and reconciliations. No stale dated checks noted.
	Request for Reimbursement – must be submitted quarterly for all funds that run through APS <ul style="list-style-type: none"> RfR's for Title I, Idea B, Cares, Title II, Title III No RfR's for CSI
	Budget to Actual report – <ul style="list-style-type: none"> No funds exceeded budgetary authority as of date of site visit
	Finance Committee – meets monthly <ul style="list-style-type: none"> Meet the Tuesday before regular GC meeting Review BARS Review Budget Summary Review Balance Sheet Review Disbursements Review Statement of Revenues & Expenditures Review RfR status Review Change in fund balance

Special Education Review

0-59% - Does not Meet

60-79% - Working to Meet

80-100% - Meets

1. Processes and Accountability	Total points= <u>20</u> / <u>20</u> points = <u>100</u> %
2. IEP Compliance	Total points= <u>40</u> / <u>47</u> points = <u>85</u> %
3. Transition Compliance	Total points= <u>29</u> / <u>30</u> points = <u>97</u> %
4. Evaluation Compliance	Total points= <u>13</u> / <u>13</u> points = <u>100</u> %

Follow-up to previous site visit from Spring 2020		
Site Visit – 4/22/20	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> La Academia de Esperanza has no pending previously identified concerns. 		

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

<u>Fall 2020 site visit with Spring 2021 updates</u>	
Date: <u>10/16/20 & 4/20/21</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>6th-12th</u>	Total Enrollment: <u>250</u> SWD: <u>92</u> GI: <u>0</u>
SPED providers: <u>8 – Sp. Ed. Teachers, 2 – SW, 1 – SLP</u>	
Contracted: <u>OT, TVI, Diagnostician, School Psychologist, Interpreter</u>	
Documents due date: <u>10/9/20</u>	Date documents were uploaded: <u>10/7/20</u>



5. Processes and Accountability		20 points
<i>*See links to state and federal regulations for additional guidance</i>		
1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules – 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) The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points		
		Total points = 2/2
1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations. 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 = 7/7
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		
		Total points = 3/3
1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – 2 points		
		Total points = 3/3
1.e. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – 3 points		
		Total points = 3/3
1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 <u>YES</u> March 2020 <u>YES</u>		
		Total points = 1/1
1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – Each reporting period - .33 points 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u>		
		Total points = 1/1
1. Processes and Accountability		Total points= 20/ 20 points

6. IEP Compliance The following parts of the IEP reviewed are in compliance. <i>See links to state and federal regulations for additional guidance.</i>	
<p style="text-align: right;">36 - 55 possible points*</p> <p style="text-align: right;"><i>*Points will be adjusted to reflect all areas reviewed</i></p>	
2.a. The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). - Each reporting period - 2 points	
40 th <u>YES</u> 80 th <u>NO</u> 120 th <u>YES</u> Total points = <u>4</u>/6 80 th - 1 - Overdue IEP	
2.b. PLPs-Present levels of performance- Includes scores, data and narratives. Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) - Must meet al requirements per IEP - Each IEP - 2 points	Total points = <u>6</u>/6
2.c. Goals- Must be measurable. Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) - Must meet al requirements per IEP - Each IEP - 2 points	Total points = <u>5.5</u>/6 IEP #3 - Functional goal/Career Readiness does not appear to be connected to student needs as described in present levels. 1.5 p.
2.d. PTGs-Goals must include measurable progress towards goals. The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii)) Must meet al requirements per IEP - Each IEP - 2 points	Total points = <u>4</u>/4 IEP #2 - Student newly enrolled, points were adjusted.
2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services. The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) Must meet al requirements per IEP - Each IEP - 2 points	Total points = <u>4.5</u>/6 IEP #1 - Services appear not support present levels and goals (1 point), IEP #2 - It is unclear if services are mins or hours/week, moth, semester/year. (1.5 points)
2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) Must meet all requirements per IEP - Each IEP - 1 points	Total points = <u>2</u>/3 IEP #2 - Has the incorrect setting outlined. (0 points)
2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services. Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) Must meet al requirements per IEP - Each IEP - 2 points	Total points = <u>5</u>/6 IEP #2 - Proposals lack clarity, some proposals missing a justification that is based on data (1.5 points) IEP #3 - Missing the proposal for level of service, missing a proposal for how instruction will occur during pandemic. (1.5 points)



<p>2.h. IEP Team Participants-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>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>3</u>/3</p>
<p>2.i. Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1))</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>2</u>/2</p>
<p>IEP #1 – N/A Adult student</p>	
<p>2.j. Parent notification: The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a))</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>2</u>/2</p>
<p>IEP #1 – N/A Adult student</p>	
<p>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</p>	
<p><i>Total points will be adjusted accordingly.</i></p>	
<p>2.k. Testing Accommodations – 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>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>2</u>/2</p>
<p>2.l. FBA/BIP if appropriate- 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>Alternate Assessment – 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>IEP #2 – Missing documentation in present levels indicting why the Alternate Assessment is not appropriate for the student (0 points)</p>	
<p>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services. ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))</p>	
<p>Each item per IEP – 1 point</p>	<p>Total points = <u>0</u>/1</p>
<p><u>2. IEP Compliance</u></p>	
<p>Total points= <u>40</u> / <u>47</u> points</p>	

7. 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 <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)	
12 - 30 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 <i>Where appropriate</i> , 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 point	Total points = <u>3</u> /3
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 point	Total points = <u>3</u> /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 point	Total points = <u>3</u> /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 point	Total points = <u>3</u> /3
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 point	Total points = <u>3</u> /3
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 point	Total points = <u>2</u> /3
IEP #3 – Academic/Functional goals included an incorrect connection to post-secondary goal (0 points)	



3.g. Student invited to IEP Team meeting – 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.	
Must meet all requirements per IEP – Each IEP – 1 point	Total points = <u>3</u>/3
3.h. Participating agency – 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.	
Must meet all requirements per IEP – Each IEP – 1 point	Total points = <u>3</u>/3
3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).	
Must meet all requirements per IEP – Each IEP – 1 point	Total points = <u>3</u>/3
3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points	
SPP 13 IEP file upload due date <u>12/14/2020</u> File upload date completed <u>12/8/20</u>	Total points = <u>2</u>/2
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.	
PSO surveys completed and uploaded by September 30, 2020 – 1 point	Total points = <u>1</u>/1
<u>3. Transition Compliance</u>	Total points= <u>29</u>/ <u>30</u> points

8. Evaluation Compliance The following parts of the Evaluation reviewed are in compliance <i>* See links to state and federal regulations for additional guidance.</i>	
16 - 25 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i>	
4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) Each reporting period – 1 point 40 th <u>N/A</u> 80 th <u>N/A</u> 120 th <u>N/A</u> Total points= <u>N/A</u>/3 <u>N/A – No Initial Evaluations were conducted during the current school year.</u>	
4.b. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) – Each reporting period – 1 point 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> Total points= <u>3</u>/3	
4.c. REED – Review of existing evaluation data. 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) REED document – 5 points Total points= <u>5</u>/5	
4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice. 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) Each evaluation’s PWN - 2 point Total points= <u>2</u>/2	
4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation. (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. Parental consent for reevaluations. 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) Each evaluation’s consent – 3 points Total points= <u>N/A</u>/3 <u>Reevaluation conducted with no formal testing.</u>	



<p>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations. 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. Reevaluations. 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>Each evaluation's report – 3 points</p> <p>Reevaluation conducted with no formal testing.</p>		Total points= <u>N/A</u> /3
<p>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility. 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 reevaluation 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>Complete EDT forms per evaluation – 3 points</p> <p>IEP #1 – EDT document is incomplete</p>		Total points= <u>3</u> /3
<p>4.h. Initial IEPs – provision of services. 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>30 days initial placement timeline - 2 points</p> <p>File reviewed included a Reevaluation</p>		Total points= <u>N/A</u> /2
<p>4.i. Consent for Initial Placement - Parental consent for services. 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>Consent for initial placement - 2 points</p> <p>File reviewed included a Reevaluation</p>		Total points= <u>N/A</u> /2
<p>4. Evaluation Compliance</p>		Total points= <u>13</u> / <u>13</u> points

Concerns from Fall site visit – 10/16/20	Recommendations	Action Plan (with completion dates)
2.c. IEP Compliance - Goals – IEP #3 – Functional goal/Career Readiness does not appear to be connected to student needs as described in present levels.	<p>The IEP must include a statement of measurable annual goals, including academic and functional and related services when appropriate. It is recommended to use present levels as the baseline to build upon when creating goals.</p> <p>For more information and specific examples, refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Ensure goals are developed based on student’s present levels of performance.</p> <p>Review fall 2021</p>
2.e. IEP Compliance - Service Schedule – IEP #1 – Services appear not support present levels and goals IEP #2 – It is unclear if services are minutes or hours/week, month, semester or year.	<p>The IEP must include an accurate 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.</p>	<p>Ensure all IEPs have a correct service schedule.</p> <p>Review fall 2021</p>
2.f. IEP Compliance - LRE – Least Restrictive Environment IEP #2 – Has the incorrect setting outlined. It should be setting 3 instead of 4.	<p>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.</p> <p>The IEP team must also provide a detailed explanation for students who will not be include in the general education setting for more than 80%.</p>	<p>Ensure all IEPs have a correct indication of the Least Restrictive Environment</p> <p>Review fall 2021</p>
2.g. IEP Compliance - PWN – Prior Written Notice – IEP #2 – Proposals lack clarity, some proposals missing a justification that is based on data. Missing proposal to have the student exempt from taking state assessments. IEP #3 – Missing the proposal for level of service, missing a proposal for how instruction will occur during pandemic.	<p>PWNs must include all items and options the Public Agency and/or Parent/guardian 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)</p> <ul style="list-style-type: none"> -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports 	<p>Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that justifies reason for acceptance or rejection.</p> <p>Review fall 2021</p>

<p>2.i. – IEP Compliance - Alternate Assessment IEP #2 – Missing documentation in present levels indicating why the Alternate Assessment is not appropriate for the student</p>	<p>An IEP must include clear documentation of students needs as they affect access to grade level curriculum and state assessment compliance.</p> <p>Refer to NMPED Technical Assistance Manual “Developing Quality IEPs”.</p>	<p>Ensure IEPs clearly document team’s decisions to address specific needs. Also, a proposal must be included in the PWN indicating the actions the team plans on taking.</p> <p>Review fall 2021</p>
<p>3.f. Transition Plans – Annual Goals related to post school goals IEP #3 – Academic/Functional goals included an incorrect connection to post-secondary goal.</p>	<p>Transition IEPs must include annual goals related to transition service needs. With a minimum of one academic and one career/functional. Annual goals should address what needs to be achieved this year to help the student move towards their measurable postsecondary goal. Goal must be outcome oriented.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p>Review fall 2021</p>

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

La Academia de Esperanza's 2020-25 Performance Framework

School Year 2018-19 <i>Baseline Data</i>	School Year 2019-20	School Year 2020-21	Performance Measures	School Year 2021-22	School Year 2022-23	School Year 2023-24	School Year 2024-25
	<i>Strategic Planning School Redesign/Transformation</i>			<i>Implementation of Strategic Plan and School Redesign/Transformation</i>			
5.3%			ELA	8.3% (+3)	11.3% (+3)	14% (+3)	17% (+3)
1.5%			Mathematics	4.5% (+3)	7.5% (+3)	10.5% (+3)	13.5% (+3)
3.2%			Science	6.2% (+3)	9.2% (+3)	12.2% (+3)	15.2% (+3)
199			Enrollment	225	250	275	275
			Star 360 Math	65%	70%	75%	80%
			Star 360 Reading	65%	70%	75%	80%
				Seniors Grad (Diploma)	93%	95%	97%
Domains of Rapid Improvement from Center for School Turnaround				Semester 1		Semester 2	
Turnaround Leadership <ul style="list-style-type: none">Prioritize improvement and communicate its urgencyMonitor short- & long-term goalsCustomize and target support to meet needs				Progress is adequate and there are no concerns		Progress is adequate and there are no concerns	
Talent Development <ul style="list-style-type: none">Recruit, develop retain and sustain talent.Target professional learning opportunitiesSet clear performance expectations				Progress is adequate and there are no concerns		Progress is adequate and there are no concerns	
Instructional Transformation <ul style="list-style-type: none">Diagnose and respond to student learning needsProvide rigorous evidence-based instructionRemove barriers and provide opportunities				Progress is adequate and there are no concerns		Progress is adequate and there are no concerns	
Culture Shift <ul style="list-style-type: none">Build a culture focused on student learning and effortSolicit and act upon stakeholder inputEngagement students and families in pursuing education goals.Enrollment				Progress is adequate but there are concerns		Progress is adequate and there are no concerns	
Legend				Progress is adequate and there are no concerns		Progress is adequate but there are concerns	Progress is inadequate and there are concerns