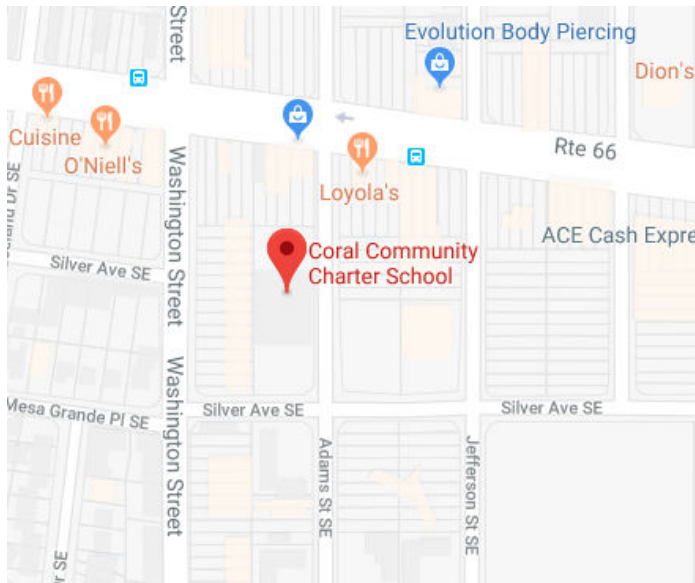


Locations

- 4401 Silver Ave SE Albuquerque, NM 87108



School Leadership

- Lori Bachmann, Executive Director
- Governing Board Members:
 - Keren Fenderson, Chair
 - Sue Steketee, Vice-Chair
 - Mary Merchant, Secretary
 - Michael Reeves, Treasurer
 - Tim Tokarski

Mission

- Coral Community Charter School is dedicated to providing single gender classes, quality instruction, individualization, and family/community involvement to ensure students' proficiency.

Vision

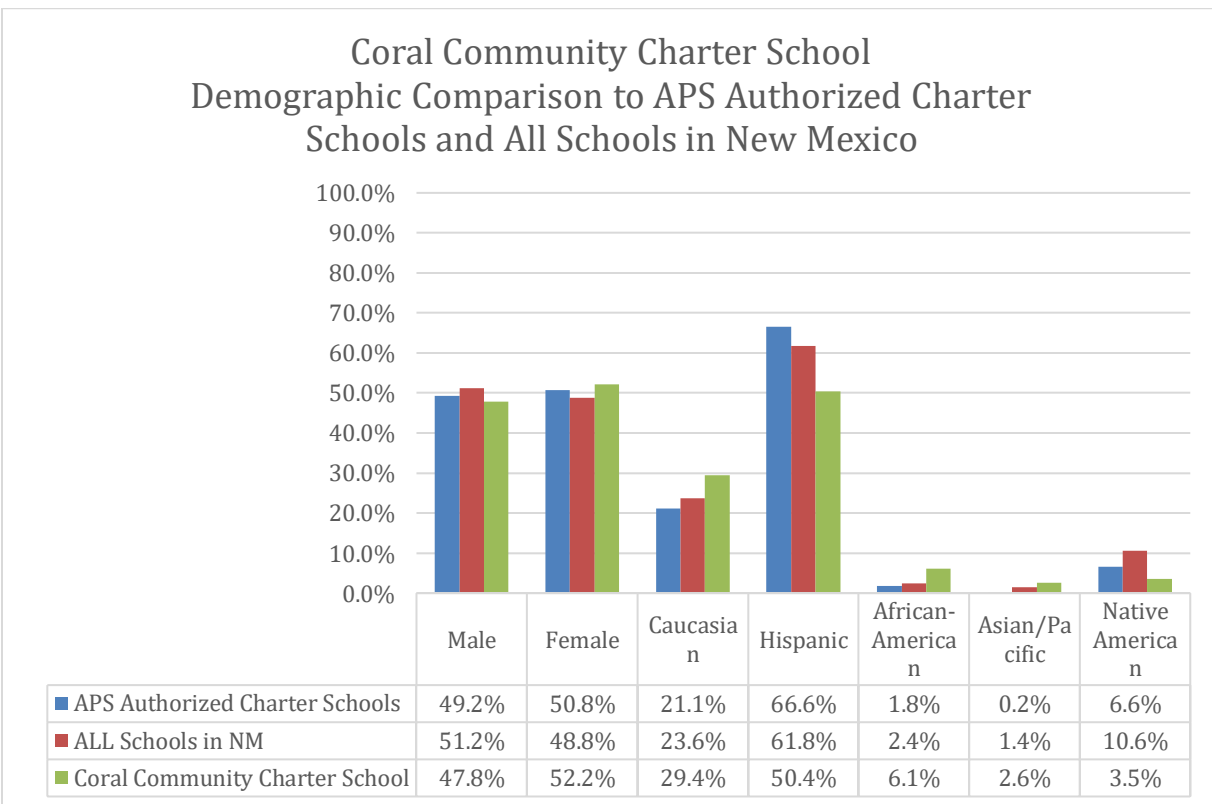
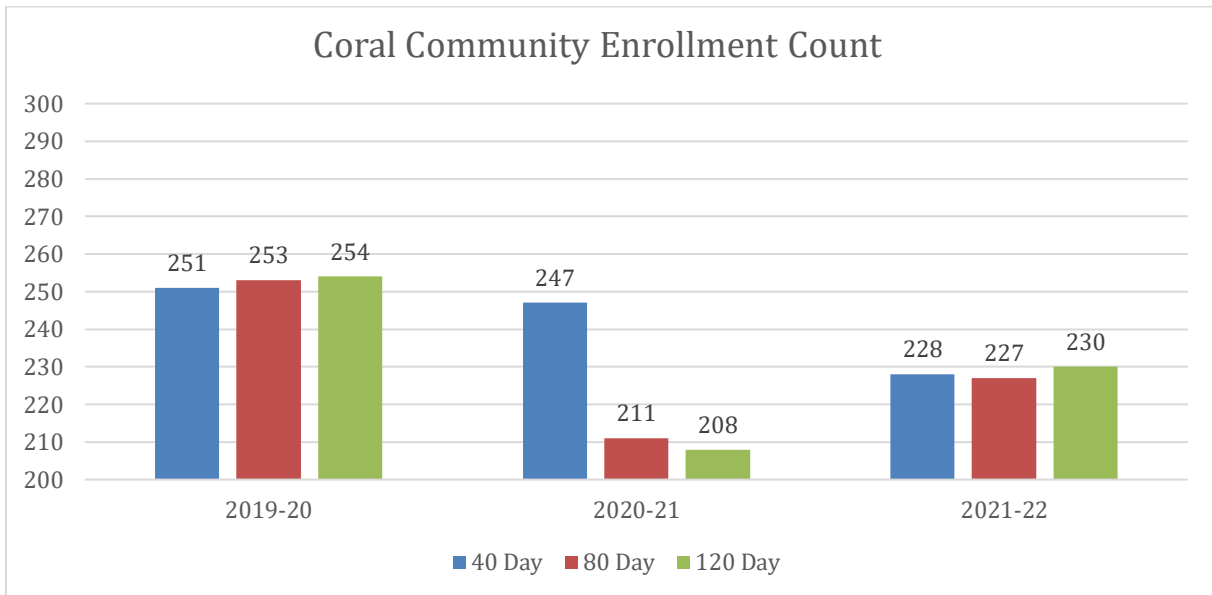
- Whatever it takes to succeed!

History

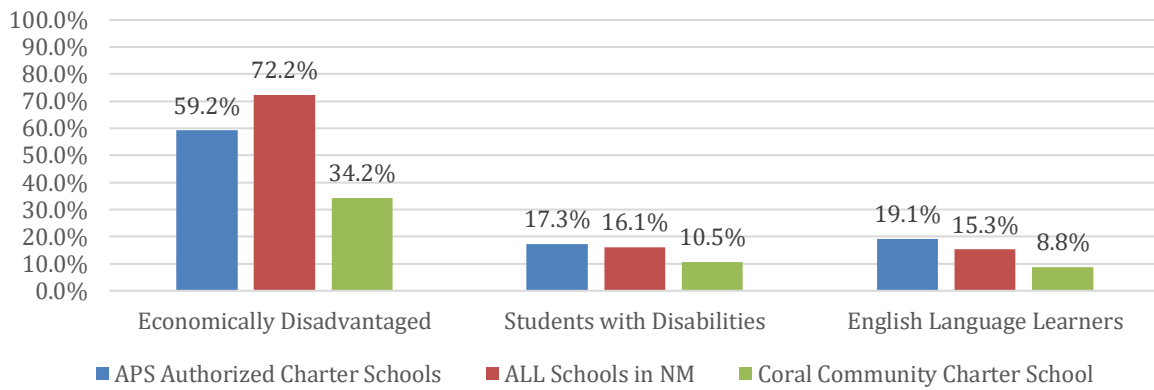
- Originally Chartered by the Public Education Commission in 2013. First Year was 2013-14.
- Renewed with APS 2018, Contract Terms: July 1, 2019 through June 30, 2023
 - Renewal Application is due October 1, 2022

Demographics

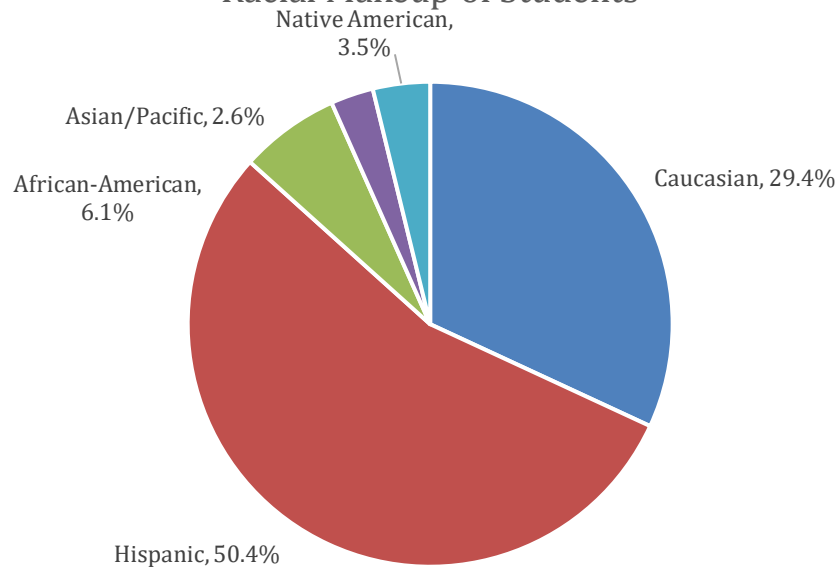
- Enrollment cap currently set at 390 students. FY 22 Budget will be based off of 213 students.



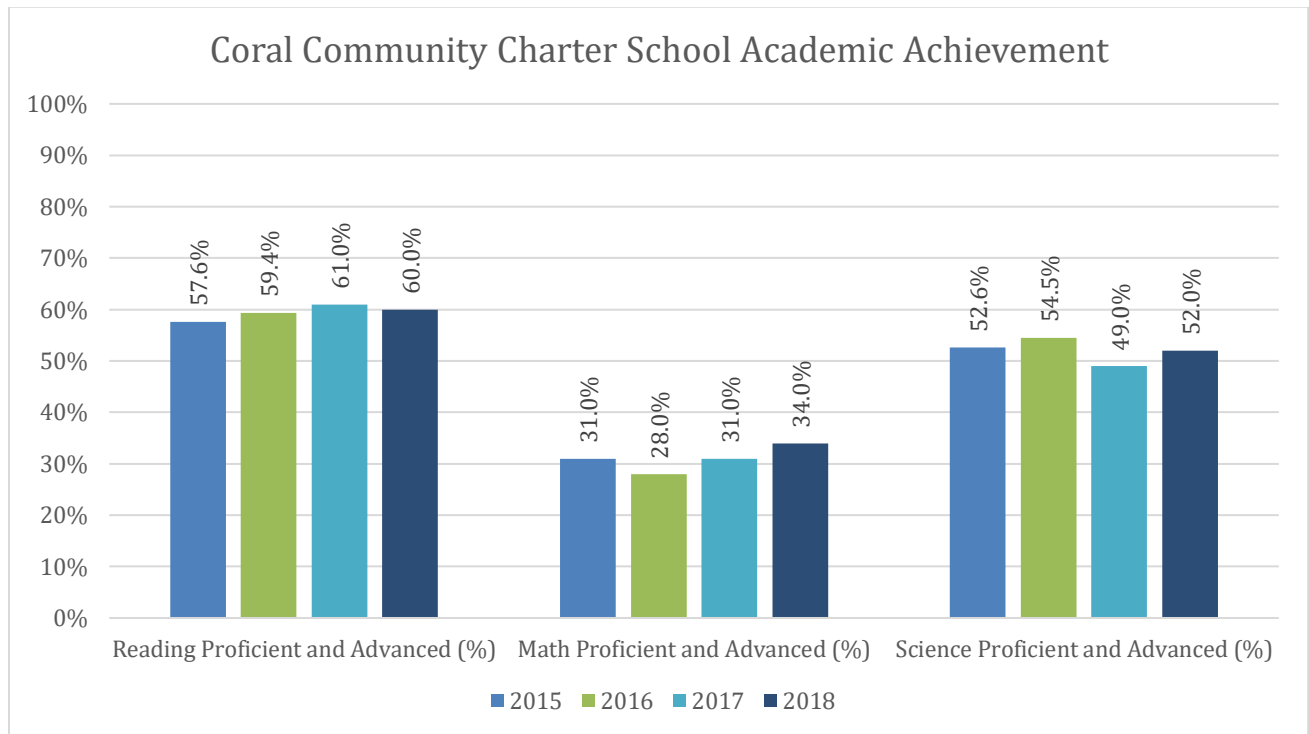
**Coral Community Charter School
Demographic Comparison to APS Authorized Charter
Schools and All Schools in New Mexico**



**Coral Community Charter School
Racial Makeup of Students**



Academic Performance





Academic Performance	
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Coral Community Charter School
2021-22 FALL and SPRING Site Visit Report

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	Meets
	Working to Meet
	Does Not Meet



Coral Community Charter School
2021-22 FALL and SPRING Site Visit Report

Finance

Charter School Name: Coral Community
Date of Site Visit: September 29, 2021

	Meets
	Working to meet
	Does not meet

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Albuquerque Public Schools
Office of Innovation and School Choice

Coral Community Charter School
Fall Site Visits 2021-22

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Special Education Review

0-59% - Does not Meet

60-79% - Working to Meet

80-100% - Meets

1. Processes and Accountability	Total points= 18.8 / 18.8 = 100%
2. IEP Compliance	Total points= 29.0 / 30.0 = 97%
4. Evaluation Compliance	Total points= 19.0 / 20.0 = 95%

Follow-up to previous site visit from Spring 2021		
Site visit - <u>4/20/21</u>	Recommendations	Evidence of Improvement During Current visit
Coral Community Charter School has no pending previously identified concerns.		

*** Highlighted** items have not been completed. Follow-up will be conducted in the **Spring 2022**.

Current site visit - Fall 2021

Reviewer: **Patricia Espinoza** Date: **11/8/21**
 Grades: **PK- 6th** Total Enrollment: **206** SWD: **27** GI: **1**
 Sp. Ed. Providers: **2-SE Teachers**
 Contracted: **SLP, OT, SW, PT, AU, Diagnostician**

1. Processes and Accountability

**See links to state and federal regulations for additional guidance.*

20 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= 2 / 2

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1.b. The school has a written process that documents how they complete annual IEPs – 2 points <div style="text-align: right;">Total points= 2 / 2</div>
1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points <div style="text-align: right;">Total points= 2 / 2</div>
1.d. The school has an updated roster for Students with disabilities. Including: name, state ID, grade, Eligibility(ies), last IEP date and last Evaluation date – 3 points <div style="text-align: right;">Total points= 3 / 3</div>
1.e. 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 <div style="text-align: right;">Total points= 3 / 3</div>
1.f. 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) – 3 points <div style="text-align: right;">Total points= 3 / 3</div>
1.g. 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 <div style="text-align: right;">Total points= 3 / 3</div>
1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2021 <u>YES</u> Nov. 2021 <u>YES</u> Jan. 2022 <u> </u> Mar. 2022 <u> </u> <div style="text-align: right;">Total points= 0.5 / 0.5</div>
1.i. 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 40th <u>YES</u> 80th <u> </u> 120th <u> </u> <div style="text-align: right;">Total points= 0.3 / 0.3</div>
1. Processes and Accountability <div style="text-align: right;">Total 18.8 /18.8</div>

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Fall Site Visits 2021-22

2. IEP Compliance

The following parts of the IEP reviewed are in compliance.

**See links to state and federal regulations for additional guidance.*

32 - 50 possible points*

**Points will be adjusted to reflect all areas reviewed.*

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**

40th YES

80th

120th

Total points= 2 / 2

No overdue IEPs for the 40th day

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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 all requirements per IEP - Each IEP - 2 points

Total points= 2 / 2

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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 point

Total points= 2 / 2

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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2.h. IEP Team Participants-The IEP Team Meeting Participants 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))

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 2 / 2

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))

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 2 / 2

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))

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

Total points= 2 / 2

The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.

Total points will be adjusted accordingly.

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)

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 1 / 2

IEP #2 - Testing accommodations page was left blank (0 points)

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)

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.

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))

Each item per IEP – 1 point

Total points= 0 / 0

2. IEP Compliance

Total points= 29 / 30 Points

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4. Evaluation Compliance

The following parts of the Evaluation reviewed are in compliance

**See links to state and federal regulations for additional guidance.*

20 - 30 possible points*

**Points will be adjusted to reflect all areas reviewed..*

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**

40th N/A 80th 120th Total points= 0 / 0
N/A - No initial evaluations for 40th day

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**

40th YES 80th 120th Total points= 2 / 2
No Overdue Evaluations for 40th day

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= 4 / 5

IEP #2 - The evaluation team used the wrong template, REED is missing a description justifying the team's recommendation for formal testing.

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)

Evaluation's PWN - 2 points Total points= 2 / 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)

Evaluation's consent – 3 points Total points= 3 / 3

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)

Evaluation's report – 3 points Total points= 3 / 3

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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) Complete EDT forms per evaluation – 5 points		Total points= 5 / 5
4.h. Initial IEPs – provision of services. Each public agency must ensure that - A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1) Meets 30 days initial placement timeline - 2 points N/A -File reviewed included a Reevaluation		Total points= 0 / 0
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) Consent for initial placement - 2 points N/A -File reviewed included a Reevaluation		Total points= 0 / 0
4. Evaluation Compliance		Total points= 19 / 20 Points

Concerns from current site visit <u>11/8/21</u>	Recommendations	Action Plan (with completion dates)
2.k. IEP Compliance – Testing Accommodations IEP #2 - Testing accommodations page was left blank (0 points)	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.	Ensure all sections of the IEP are completing according to the student's needs. Review spring 2022
4.c. Evaluation – REED – Review of Existing Evaluation Data IEP #2 - The evaluation team used the wrong template, REED is missing a description justifying the team's recommendation for formal testing.	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. Review spring 2022

* **Highlighted** items have not been completed. Follow-up will be conducted in the **Spring 2022**.

Albuquerque Public Schools
Office of Innovation and School Choice

Coral Community Charter School
Spring Site Visit 2021-22



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Albuquerque Public Schools
Office of Innovation and School Choice

Coral Community Charter School
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Academic Performance	
	Mission Specific Goals <ul style="list-style-type: none"> Using the Google form, please upload your Mission-specific goals data for evaluation. The beginning of the form includes a spreadsheet template for your mission-specific goals sheets. Mission-Specific Goals Form - https://forms.gle/KuJZkHKKNUFCPtr5A If you have any issues with uploading to the Google Drive, please contact Dr. Eleanor Andrews at eleonor.andrews@aps.edu.
	2020-21 Evidence of Knowledge Gained <ol style="list-style-type: none"> Show Data that you have analyzed using Beginning of Year Assessments Compared to Middle of Year Assessments What changes have you implemented in response to that data
	20% Set Aside from Stimulus Funds for Learning Loss <ol style="list-style-type: none"> What are your plans to use the required 20% of stimulus funds to address learning loss? What evidence-based interventions are using for students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups.
	Staff and Student Support <ol style="list-style-type: none"> How has social emotional support of staff and students evolved over the year?
	Strategic Planning (90-Day Plan in New Mexico DASH – Spring) <ol style="list-style-type: none"> Provide highlights of your 90-day plans How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school? How is this related to your strategic plan and mission?
Educational Plan	
	Mission of the School <ol style="list-style-type: none"> How have you seen your mission evolve over the past 3 years? What strategic changes will you make for next school year (2022-23)?
	English Learners <ol style="list-style-type: none"> How many TESOL endorsed teachers do you have to support English Learners? When you analyze student achievement data of English Learners what have you found? What changes do you plan to make to
Governing Council - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."	
	Training <ul style="list-style-type: none"> Document Training for Governing Council and Include Plan for Training if all training is not completed
	Discrimination Policy

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	<ul style="list-style-type: none"> Upload a link to your discrimination/discipline policy and ensure that the policy is updated to prohibit discrimination/discipline based on hair
Employees	
	Licensure <ul style="list-style-type: none"> Will be measured through STARS Report
	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	
	Lottery Processes Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment.
	Facilities <ul style="list-style-type: none"> Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
	Safe School Plan <ul style="list-style-type: none"> Will be measured as schools turn in their site safety plan on December 4.
	Transparency <ul style="list-style-type: none"> Provide a link to the sunshine portal on your website. Provide a link to the 2020-21 performance framework on your website.
	Education Technology Plan <ul style="list-style-type: none"> Describe your education technology plan to support student learning. How might you use technology in the future for hybrid learning.

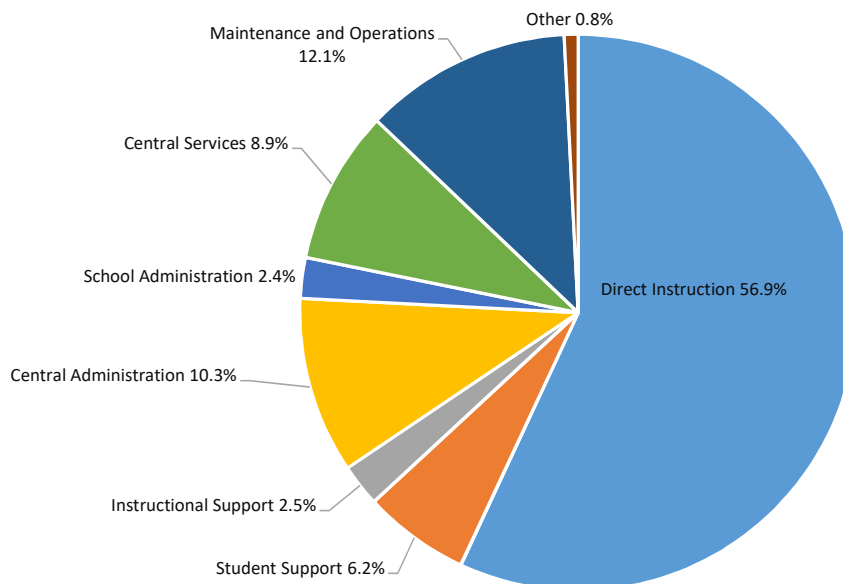
	Meets
	Working to Meet
	Does Not Meet

Meets
Working to meet
Does not meet

Operational Expenditures by Function

Function		APS Charter School Median %	Coral %	Amount	Compliance Criteria
1000	Direct Instruction (Teachers, EAs, instructional coaches, etc.)	57%	56.9%	\$1,055,839.83	Meets =56% or above Working to Meet =51 to 56% Does Not Meet =Below 51%
2100	Student Support (Social workers, counseling, ancillary services, etc.)	9%	6.2%	\$114,583.16	Meets =12% or above Working to Meet =9 to 12% Does Not Meet =Below 9%
2200	Instructional Support (Library/Media services, instruction-related technology, academic student assessment, etc.)	0%	2.5%	\$45,596.65	Meets =0 to 1% Working to Meet =1 to 3% Does Not Meet =Above 3%
2300	Central Administration (Governance Council, executive administration, community relations, etc.)	7%	10.3%	\$190,244.09	Meets =0 to 8% Working to Meet =8 to 11% Does Not Meet =Above 11%
2400	School Administration (School Administrator, etc.)	5%	2.4%	\$43,837.12	Meets =0 to 6% Working to Meet =6 to 9% Does Not Meet =Above 9%
2500	Central Services (Business Manager, human resources, printing, technology services, etc.)	7%	8.9%	\$165,484.54	Meets =0 to 7% Working to Meet =7 to 10% Does Not Meet =Above 10%
2600	Maintenance and Operations (M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.)	9%	12.1%	\$223,930.50	Meets =0 to 10% Working to Meet =10 to 13% Does Not Meet =Above 13%
	Other (Construction services, lease to purchase)	0%	0.8%	\$15,017.73	Meets =0 to 1% Working to Meet =1 to 4% Does Not Meet =Above 4%
	GRAND TOTAL			\$1,854,533.62	
1000, 2100, 2200, 2400	Student Success (Direct Instruction, Student Support, Instructional Support, and School Administration)	76%	67.9%	\$1,259,856.76	Meets =76% or above Working to Meet =72 to 76% Does not Meet = Below 72%

Coral Community Charter School
Operational Expenditures FY 2020-21

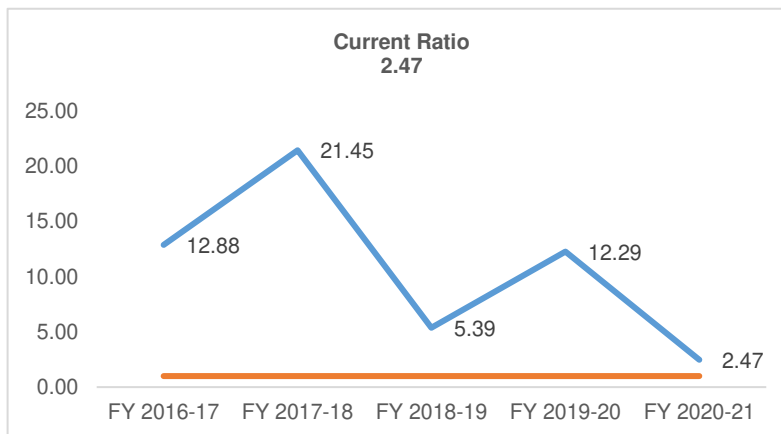
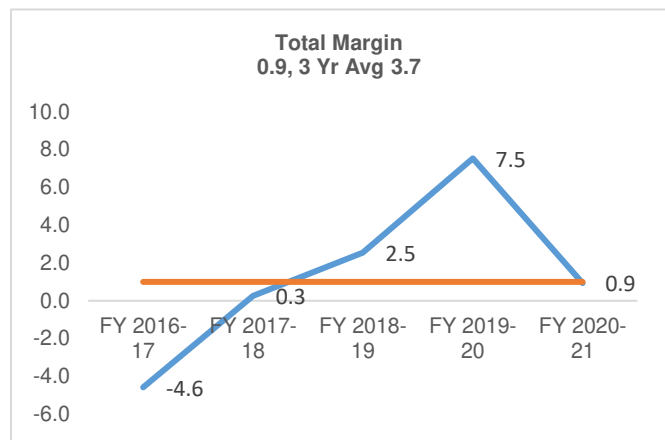
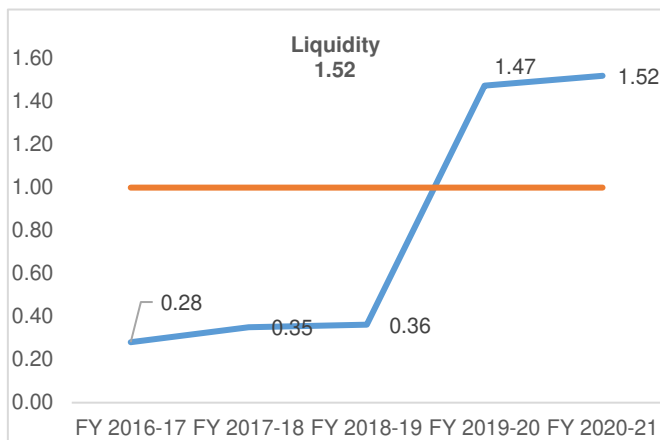


Albuquerque Public Schools
Office of Innovation and School Choice
2021-22 Spring Site Visit Report

Charter School Name: Coral Community Charter School
Date of Site Visit: April 19, 2022

Financial Performance

- 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
- 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
- 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
- Operational Expense percentages



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Office of Innovation and School Choice
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Financial Audit

	Federal Funds – Federal Fund Report (Life To Date) <ul style="list-style-type: none"> • Upload detailed list of expenditures for funds 24301, 24308, and 24330 <ul style="list-style-type: none"> ○ Have RfR's for each of the funds listed above been submitted - Yes ○ What is % expended life to date 24301 100%, 24308 61%, 24330 21% ○ What has been purchased with funding List provided ○ What is the percentage of 20% evidence based funding spent life to date 13%
	Vendors <ul style="list-style-type: none"> • Reviewed the following three vendors: Carlos Salazar (Blazin Zia), TIG (PC Specialists), Worthington <ul style="list-style-type: none"> ○ W9 for each vendor selected – Yes ○ Contract and/or quotes received – Yes ○ Vendor conflict of interest form has been created and the school began using it last month.
	Follow-up items from Fall 2021-22 site visit if necessary – no follow-up on below required from Fall site visit <ul style="list-style-type: none"> ○ Bank Reconciliation ○ Cash Balances ○ Payroll Reports ○ Cash Receipts

Financial Compliance

	Audit Findings <ul style="list-style-type: none"> • Review current approved Correction Action Plan <ul style="list-style-type: none"> • Is number of audit finding 2 or less – Yes, 1 for the school, 1 for the foundation • Have repeat audit findings been cleared from previous year – No • Are there any significant deficiencies or material weakness audit findings – Yes, 1 MW for the foundation
	Internal Control Policies and Procedures <ul style="list-style-type: none"> • Review Internal Control Policies and Procedures • Have revisions been made as addressed in most current CAP – Yes • If so have revised Internal Control policies and procedures been uploaded – Yes
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> • Kathryn Sanchez, license expires October 21, 2023 • Is CPO registered with NM General Services Department – Yes
	Business Official License <ul style="list-style-type: none"> • Kathryn Sanchez, license expires June 30, 2031

Albuquerque Public Schools
Office of Innovation and School Choice
2021-22 Spring Site Visit Report

	Audit and Finance Committee <ul style="list-style-type: none"> Audit committee – two members of GC, MR Reeves, MMerchant, one parent, CEylicio, one volunteer with financial expertise, DMarrazzo Finance committee – at least two members of the GC, KFenderson, MR Reeves
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	Meets
	Working to Meet
	Does Not Meet

Albuquerque Public Schools
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Coral Community Charter School
Spring Site Visits 2021-22

Special Education Review

0-59% - Does not Meet

60-79% - Working to Meet

80-100% - Meets

1. Processes and Accountability	Total points= 20.0 / 20.0 = 100%
2. IEP Compliance	Total points= 33.0 / 34.0 = 97%
4. Evaluation Compliance	Total points= 25.0 / 26.0 = 96%

Follow-up to previous site visit from Fall 2021

Site visit - <u>11/8/21</u>	Recommendations	Evidence of Improvement During Current visit
Coral Community Charter School has no pending previously identified concerns.		

*** Highlighted** items have not been completed. Follow-up will be conducted in the **Fall 2022**.

Current site visit - Spring 2022

Reviewer: **Patricia Espinoza** Date: **4/12/22**
 Grades: **PK- 5th** Total Enrollment: **225** SWD: **32** GI: **2**
 Sp. Ed. Providers: **2-SE Teachers**
 Contracted: **SLP, OT, SW, PT, AU, Diagnostician & Bil-Diagnostician, School Psychologist**

1. Processes and Accountability

**See links to state and federal regulations for additional guidance.*

20 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= **2** / 2

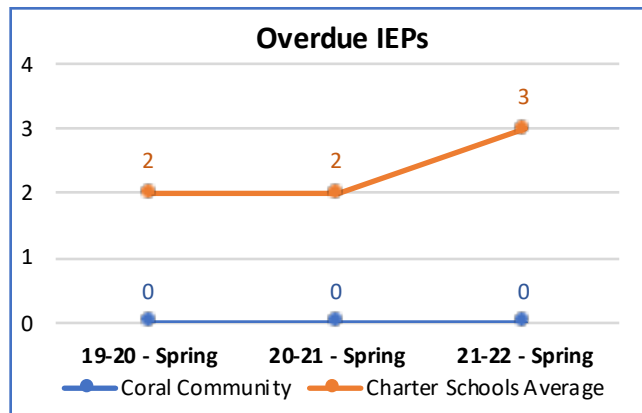
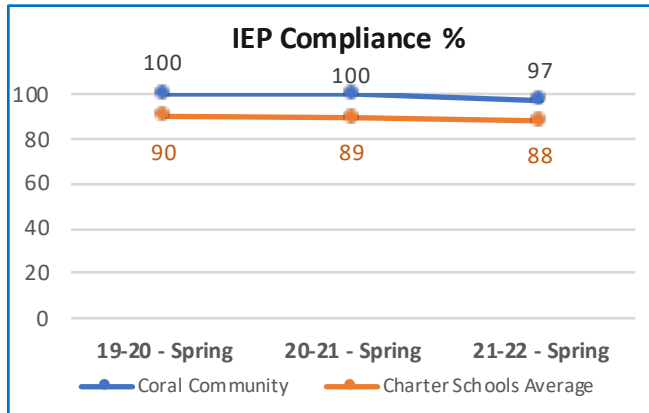
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1.b. The school has a written process that documents how they complete annual IEPs – 2 points Total points= 2 / 2
1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points Total points= 2 / 2
1.d. The school has an updated roster for Students with disabilities. Including: name, state ID, grade, Eligibility(ies), last IEP date and last Evaluation date – 3 points Total points= 3 / 3
1.e. 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.f. 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) – 3 points Total points= 3 / 3
1.g. 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.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2021 <u>YES</u> Nov. 2021 <u>YES</u> Jan. 2022 <u>YES</u> Mar. 2022 <u>YES</u> Total points= 1 / 1
1.i. 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 40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u> Total points= 1 / 1
1. Processes and Accountability Total 20.0 /20.0 points

Albuquerque Public Schools
Office of Innovation and School Choice

Coral Community Charter School
Spring Site Visits 2021-22



2. IEP Compliance

The following parts of the IEP reviewed are in compliance.

**See links to state and federal regulations for additional guidance.*

32 - 50 possible points*

Two IEPs reviewed

**Points will be adjusted to reflect all areas reviewed.*

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, 1-2-overdue IEPs= 1 point; 3+ overdue IEPs= 0**

40th YES 80th YES 120th YES

Total points= 6 / 6

No overdue IEPs for the 40th, 80th or 120th

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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 all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

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 all requirements per IEP - Each IEP - 2 points

Total points= 2 / 2

IEP #2 - N/A - Newly enrolled student

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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 all requirements per IEP – Each IEP – 2 points	Total points= 4 / 4
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 point	Total points= 2 / 2
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 all requirements per IEP – Each IEP – 2 points	Total points= 4 / 4
2.h. IEP Team Participants- The IEP Team Meeting Participants 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)) Must meet all requirements per IEP – Each IEP – 1 point	Total points= 2 / 2
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)) Must meet all requirements per IEP – Each IEP – 1 point	Total points= 2 / 2
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)) Must meet all requirements per IEP – Each IEP – 1 points	Total points= 2 / 2

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The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.

Total points will be adjusted accordingly.

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)

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 1 / 2

IEP #2 - Testing accommodations page was left blank (0 points)

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)

N/A

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.

N/A

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))

N/A

Each item per IEP – 1 point

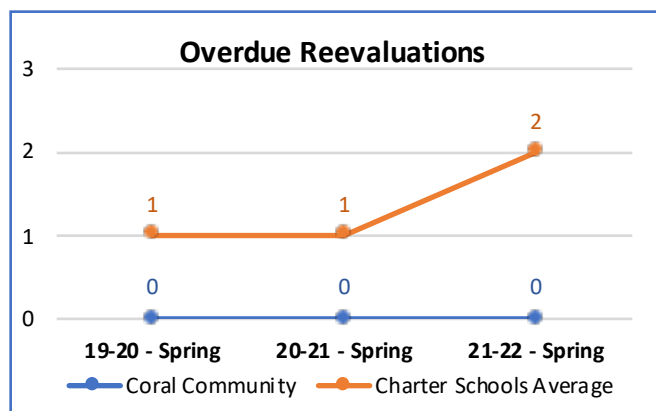
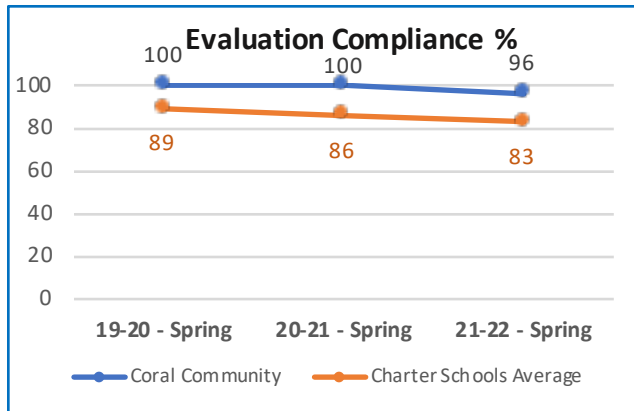
Total points= /

2. IEP Compliance

Total points= 33 / 34 Points

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4. Evaluation Compliance

The following parts of the Evaluation reviewed are in compliance

**See links to state and federal regulations for additional guidance.*

20 - 30 possible points*

One Evaluation reviewed

**Points will be adjusted to reflect all areas reviewed.*

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**

40th N/A

80th YES

120th YES

Total points= **2** / 2

N/A - No initial Evaluations for 40th. MET requirement for 80th & 120th

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**

40th YES

80th YES

120th YES

Total points= **6** / 6

No Overdue Reevaluations for 40th, 80th, & 120th

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= **4** / 5

IEP #2 - The evaluation team used the wrong template, REED is missing a description justifying the team's recommendation for formal testing.

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)

Evaluation's PWN - 2 points

Total points= **2** / 2

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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)

Evaluation's consent – 3 points

Total points= 3 / 3

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)

Evaluation's report – 3 points

Total points= 3 / 3

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)

Complete EDT forms per evaluation – 5 points

Total points= 5 / 5

4.h. Initial IEPs – provision of services. Each public agency must ensure that - A meeting to develop an IEP for a child is conducted **within 30 days** of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)

Meets 30 days initial placement timeline - 2 points

Total points= /

N/A -File reviewed included a Reevaluation

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)

Consent for initial placement - 2 points

Total points= /

N/A -File reviewed included a Reevaluation

4. Evaluation Compliance

Total points= 25 / 26 Points

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Concerns from current site visit <u>11/8/21 & 4/12/22</u>	Recommendations	Action Plan (with completion dates)
2.k. IEP Compliance – Testing Accommodations <i>IEP #2 - Testing accommodations page was left blank (0 points)</i>	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.	Ensure all sections of the IEP are completing according to the student's needs. <i>Review fall 2022</i>
4.c. Evaluation – REED – Review of Existing Evaluation Data <i>IEP #2 - The evaluation team used the wrong template, REED is missing a description justifying the team's recommendation for formal testing.</i>	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. <i>Review fall 2022</i>

* **Highlighted** items have not been completed. Follow-up will be conducted in the **fall 2022**.