

December 21, 2018 Due: January 2, 2019		Item #3--Corrective Action Plans for Financial Oversight			
Name of Charter School	Alma d'arte Charter High School	School State ID Number	511		
Head Administrator	Holly A. Schullo	School Years	2018-2019		
Governing Board Approval Date	2-Jan-19	Submission Date	3-Jan-19		
GENERAL AGREEMENT					
Monitoring tool reports to PEC/CSD	The school will provide a report on the progress of the CAP at the PEC's _____, 2019 meetings. Hereafter these reports are referred to as the CAP Progress Reports.				
FINANCIAL GOALS					
CAP Requirement	CAP Requirement description	Notes on CAP requirement	Timeline		Monitoring report update
#3. Financial Concerns per Audit and accountability letters dated 9/27/18 and 12/4/2018			PEC Determined		Web EPSS
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	Outcome Evidence	Met/ Did Not Meet
A. Proper T&E Reporting	The business manager has already performed a comprehensive review of all personnel folders to include T&E reported personnel. T&E reporting due in October, 2018 was reported correctly based on the personnel file review and supporting documentation rather than previously drafted contract information. The business manager is working with personnel and the Director to bring all personnel files and contracts in compliance with provided support documentation. The GC will consider for approval at the January 21, 2019 board meeting a T&E policy to standardize calculation and reporting for Alma d'Arte Charter High School's T&E Index Factor. The current business manager has already attended internal T&E training for the 2018-19 reporting timeframe and has several years of experience with T&E reporting for other New Mexico charter schools. If additional T&E training is provided at the February, 2019 NMASBO training, the current business manager will attend that training.	All personnel folder supporting document and contract corrections to be completed end of February, 2019. T&E policy to be considered for approval on January 21, 2019. T&E training already completed; however, business manager will look for further training opportunities throughout the year.	Director, H Schullo and Business Manager, K Shelton	Personnel contracts that align with provided support documentation. Follow-up T&E audit 2019-20.	

<p>B. IV-A.00: 2a) Business Mgmt/Oversight: financial compliance. Certified and registered Chief Procurement Office in place.</p>	<p>CPO Certification courses are only offered once per quarter and most courses take place in Albuquerque. For 2019 Q2 CPO Certification courses, the Director had a scheduling conflict with another required training. As soon as 2019 Q3 classes opened for registration in November, we immediately enrolled the Director for the CPO Certification training and registration.</p>	<p>The Director is currently enrolled in CPO Certification and Registration classes taking place in Albuquerque February 19-22, 2019. As soon as certification is received, we will upload supporting documentation to WebEPSS. Designated second faculty member to certify as CPO, with a math and financial literacy background, for best practices.</p>	<p>Director, H Schullo and Business Manager, K Shelton</p>	<p>Proof of CPO Certification training enrollment has been uploaded to WebEPSS.</p>	
<p>C. IV-A.01: 2b) Business Mgmt/Oversight: accounting principles. FY18 audit evidence of actions.</p>	<p>Upload to WebEPSS audit response CAP as evidence of actions Alma d'Arte Charter High School has taken to remedy finding(s). Upload to WebEPSS minutes from Audit Committee and Governance Council meetings as evidence of review/discussion of audit findings as well as monitoring the school's efforts to remedy identified finding(s).</p>	<p>The FY18 audit report has not yet been released by the Office of the State Auditor. As soon as the report is released, Alma d'Arte Charter High School will perform all action steps identified in this CAP.</p>	<p>Director, H Schullo and Business Manager, K Shelton</p>	<p>Audit CAP, Audit Committee meeting minutes, Governance Council meeting minutes.</p>	
<p>D. Comprehensive personnel folder review - self identified goal.</p>	<p>Prior administration and business manager did not maintain personnel folders in accordance with required documentation or draft accurate contracts. Prior to the PED site visit, the current administrator and business manager self identified a need for a comprehensive review of all personnel folders to bring folders into compliance with all statutes. Comprehensive review has included review for required documentation such as contracts that align with support documents provided, verification of YOY, official transcripts, background checks, and licensure support.</p>	<p>The comprehensive personnel review is complete. To date, most personnel files have been updated to include all required personnel documents to support contract specifications and T&E reporting. Our goal is to have all personnel folders in full compliance by the end of February, 2018 to be reviewed by PED during the spring site visit.</p>	<p>Director, H Schullo and Business Manager, K Shelton</p>	<p>Proper documentation in all personnel folders. No repeat findings under the Employee section of the Organization Performance Framework following the spring PED site visit.</p>	
<p>E. Accurate and complete financial reporting to Finance Committee and Governance Council on a monthly basis - self identified goal.</p>	<p>Prior business manager did not provide the school's Finance Committee and Governance Council with a standard monthly reporting of financials. The current administrator and business manager self identified a need for accurate and complete financial reporting to both the Finance Committee and Governance Council on a monthly basis. The business manager created a standardized comprehensive packet for both the Finance Committee and Governance Council to be presented at each monthly meeting.</p>	<p>The standardization of comprehensive packets for both the Finance Committee and Governance Council is complete and has been in place since the August, 2018 Governance Council meeting. No further action is required unless the Finance Committee or Governance Council requests the business manager provide additional reporting.</p>	<p>Director, H Schullo and Business Manager, K Shelton</p>	<p>The new standardized Finance Committee and Governance Council packets have been uploaded to WebEPSS as support that both the Finance Committee and Governance Council are receiving comprehensive financial reporting on a monthly basis.</p>	

<p>F. Put in place proper segregation of duties to remedy lack of internal controls - self identified goal.</p>	<p>The prior administrator and business manager did not have proper segregation of duties in place which created a lack of good internal control. The current administrator and business manager self identified a need for strong segregation of duties to ensure proper internal controls. The current administrator and business manager developed segregation of duties in the areas of: purchasing; receipt of cash; payroll processing; and liability reconciliation, review, and payments.</p>	<p>Proper segregations of duties have been in place since August, 2018. All processes identified have appropriate segregation of duties to ensure one person does not have full control over a process or procedure. All processes include a review to ensure good stewardship of public funds. Internal training will be conducted on an "as needed" basis to ensure proper segregation of duties are upheld.</p>	<p>Director, H Schullo and Business Manager, K Shelton</p>	<p>The FY19 audit will involve a comprehensive review of the new processes and procedures that have been put in place. The published FY19 audit report will report any findings in this area.</p>	
<p>G. Establish a comprehensive filing system that includes a standard for required supporting documentation - self identified goal.</p>	<p>The prior business manager lacked a standardized and comprehensive filing system. Additionally, many financial process packets did not include all necessary documents to show support for payments. The current administrator and business manager self identified a need for a standardized and comprehensive filing system, as well as standard support document packets for all payments made in support of business office and financial operations.</p>	<p>A standardized and comprehensive filing system has been in place since October, 2018. Internal training has been conducted to ensure that proper payment support documentation is filed with proof of payments made in support of business office and financial operations. Additional internal training will be conducted on an "as needed" basis to ensure proper maintenance of the filing system and support documents.</p>	<p>Director H Schullo and Business Manager, K Shelton</p>	<p>The FY19 audit will involve a comprehensive review of payments made in support of business office and financial operations. The published FY19 audit will report any findings in this area.</p>	
<p>December 21, 2018 Due: January 2, 2019</p>	<p>Item #2-- CAP for Identifying, serving, assessing, and monitoring English Language Learners (Language and Culture Bureau)</p>				
<p>Name of Charter School</p>	<p>Alma d'arte Charter High School</p>			<p>School State ID Number</p>	<p>511</p>
<p>Head Administrator</p>	<p>Holly Schullo</p>			<p>School Years</p>	<p>2018-2019</p>
<p>Governing Board Approval Date</p>	<p>21-Jan-19</p>			<p>Submission Date</p>	<p>29-Jan-19</p>
<p>GENERAL AGREEMENT</p>					
<p>Monitoring tool reports to PEC/CSD</p>	<p>The school will provide a report on the progress of the CAP at the PEC's ____, 2019 meetings. Hereafter these reports are referred to as the CAP Progress Reports.</p>				

	ACADEMIC GOALS				
CAP Requirement	CAP Requirement description	Notes on CAP requirement	Timeline		Monitoring report update
#2. CAP for Identifying, serving, assessing, and monitoring English Language Learners (Language and Culture Bureau)			PEC Determined		Web EPSS
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	Outcome Evidence	Met/ Did Not Meet
A. Identify: Language Usage Survey (LUS)	1. Call upon matriculating schools for LUS at least three times; 2. For students whose matriculating schools do not provide LUS, send a survey home for new students; 3. Audited CUM and IEP Folders for language other than English (we identified one student); 4. STARS data (identified two). 5. Contact Bureau with questions. 6. LEA uses the process as described on page 34 of the LUS Guidance Handbook.	Ongoing	Principal, Registrar, and EL Support Team	HLS from previous school, CUM, IEP, and STARS Reports	
B. English Language Proficiency Screening Assessment	1. Test students who identify languages other than English on LUS question number 7 using WIDA ACCESS for screening students who have not yet tested out of EL service.	Ongoing	Director, Schullo; TESOL endorsed teachers; and EL Teachers trained to administer ACCESS tests	Access Test, CUM Folders	
C. Screening and Assessment	1. Parent notification letter must be sent to the parents of English learners upon <u>initial identification</u> (6.29.5.11 NMAC and Title I) and annually (Title I requirement). 2. The LUS, WIDA Screener Online results and parent notification are kept in the cumulative file.	Ongoing	Director, H Schullo, EL Team	Parent Notification Letter drafted, sent, and kept in CUM File	

<p>D. English Learner (EL) Programs; Linguistic and Cultural Support for Our EL Learners</p>	<p>1. Ensure program goals for our EL learners. Identified students are assigned to a bilingual (5 faculty) and/or TESOL/Bilingual endorsed (5 faculty) teacher. We have TESOL endorsed for ELA, History, Math, and SPED (Science teacher is bilingual but not TESOL endorsed) and offer monolingual support 3. PD: Teachers trained in SIOP (2017-2018). Update EL Strategies Training with new and continuing Faculty. 4. Support language acquisition in the content areas through language enrichment through vocabulary development, scaffolded instruction, building on prior knowledge, and using specific sensory and graphic supports (such as foldables, graphic organizers). 5. Continue to support for most recent EL exits and monitor for three years. 5. Reading Strategies for PD: Teach Before Reading Strategies (previewing headings, captions, etc; looking at pictures; making predictions), During Reading Strategies (questioning, visualizing, paraphrasing, re-reading, complete outlines, etc.), and After Reading Strategies (summarize, answer questions, confirm predictions).</p>	<p>Ongoing</p>	<p>Director, H Schullo, EL Team and Teachers</p>	<p>Lesson Plans, Walkthroughs, PD Agendas and Resources</p>	
<p>E. Monitoring and Data Analysis</p>	<p>1. Check EL's CUM Folders for language levels for services needed, and for no longer needs services results, to find English fluency scores. 2. Double-check STARS Data / IEP Data to ensure identification and services provided. 3. Monitor grades of these students flagged in PowerSchool and advisory. 4. Monitor for two (2) years after EXIT with scoer of 5 or higher, through ZAP, progress in PowerSchool.</p>	<p>1 and 2, January; 3 and 4 are Ongoing</p>	<p>Director, H Schullo; Registrar; Data Coordinator (STARS Report); SPED Teacher (IEPs); and Teachers (Advisory)</p>	<p>CUM Folders, STARS, IEPs, PowerSchool, SIOP Checklists for planning, Walkthroughs</p>	
<p>F. Advance EL with enrichment and advanced curricular opportunities</p>	<p>1. Pilot ENLACE Program in U.S. History for enrichment. 2. Advance learning opportunities through AP/Dual Enrollment. 3. Test students in home language for Seal of Biliteracy and language levels for advanced classes/AP Classes (i.e., Avant).</p>	<p>Summer 2019</p>	<p>Director, H. Schullo</p>	<p>Enlace Data, AP/Dual Enrollment Data</p>	
<p>December 21, 2018 Due: January 2, 2019</p>	<p align="center">Item #1-- CAP for servicing students with special needs (Special Education)</p>				
<p>Name of Charter School</p>	<p>Alma d'arte Charter High School</p>			<p>School State ID Number</p>	<p>511</p>
<p>Head Administrator</p>	<p>Holly Schullo</p>			<p>School Years</p>	<p>2018-2019</p>
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<p align="center">GENERAL AGREEMENT</p>					
<p>Monitoring tool reports to PEC/CSD</p>	<p>The school will provide a report on the progress of the CAP at the PEC's 2019 meetings. Hereafter these reports are referred to as the CAP</p>				
<p align="center">ACADEMIC GOALS</p>					

CAP Requirement	CAP Requirement description	Notes on CAP requirement	Responsible	Evidence required to support the requirement	Monitoring report update
#1. CAP for servicing students with special needs (Special Education)			PEC Determined		Web EPSS
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	Outcome Evidence	Met/ Did Not Meet
A. Ensure all IEPs are current and within compliance	1. Ensure ALL updated IEPs are in continuous compliance. 2. Complete 9 remaining IEPs for school year as the annual date becomes due. 3. LEA monitors transferring and incoming students for IEPs from any previous LEA. 4. ALL new IEPs will be reviewed and updated for service levels within 30 days of entry, to adopt and implement previous public agency IEP or develop and implement a new IEP that meets applicable requirements under 6.31.2 NMAC.	Ongoing	Principal, SPED Teacher	1. Continuous monitoring of IEP dates and Re-Evaluation Dates (Indicator 13, PWN). 2. Monitor caseload with calendar and TieNet. 3. LEA monitors all incoming IEPs and transfer students at point of entry.	
B. Serving Special Needs Students	1. All special education students offered compensatory services (32 days). 2. Study Skills is now Content Mastery, 235 minutes per week, hours 4 and 6, with resource support also available. Students will receive direct instruction and support services as indicated in each student's IEP from a special educator who offers clarification and assistance on assignments. 3. Inclusion: our special educator will also co-teach and re-teach in classrooms with a high number of special education students. 4. Additionally, special education teacher provides general education classroom support for special needs students, such as scaffolding content mastery, and research based strategies (graphic organizers). Strategies are shared with regular education teachers to ensure students are receiving individual support needed to be successful, all while experiencing the academic rigor of the general education classroom. 5. Monitoring: Case management is used for communication with student and stakeholders to support goals of IEP (grades checks, etc.). Progress notes are sent home quarterly. Grade checks are conducted no less than weekly for ZAP tutoring on Wednesdays, in Content Mastery and regular education courses, and by parents through Powerschool.	Ongoing	SPED Teacher, Principal, Service Providers	1. Letter for Compensatory uploaded to Webepps and attached. 2. Students are assigned to Content Mastery course, in which they receive help; SPED teacher supports ELA and Math inclusion, and other courses with higher numbers of special needs students. 3, 4. Inclusion model in addition to Content Mastery. 5. LEA will track services provided and monitor progress in Powerschool, Content Mastery course, and service provider logs.	

- #1. CAP for servicing students with special needs (Special Education)
- #2. CAP for Identifying, serving, assessing, and monitoring English Language Learners (Language and Culture Bureau)
- #3. Financial Concerns per Audit and accountability letters dated 9/27/18 and 12/4/2018