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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Alma del Mar Charter School****MCR Onsite Date:** **03/19/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents are consistently provided with progress reports, including updated information on the student's progress towards reaching the annual goals set in the IEP, at least as often as parents are informed of the progress of non-disabled students. The requirement to issue a summary of academic achievement and functional performance to a student who has graduated from secondary school or exceeded the age of eligibility does not apply since Alma del Mar Charter School serves students in grades K-8 only. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that an IEP Team meeting is held at least annually to consider the student's progress and to review and revise the IEP. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Record review and staff interviews also indicated that if the charter school and parents agree to make changes to a student's IEP, documented in writing, between annual meetings, parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is determined to be eligible for special education, the Team, including the parents, develops an IEP during the Team meeting. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education and the charter school ensures that the IEP will not be changed outside of the Team meeting. However, record review also indicated that when the student is identified with a disability on the autism spectrum, the student's disability makes him or her vulnerable to bullying, harassment or teasing, or the student’s disability affects social skills development, the IEP does not always address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.  |
| **Department Order of Corrective Action:** |
| Review charter school procedures and provide training to special education supervisors and Evaluation Team Leaders on the requirement to address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing when the student is identified with a disability on the autism spectrum, the student's disability makes him or her vulnerable to bullying, harassment or teasing, or the student’s disability affects social skills development. For those students whose records were identified by the Department, reconvene the IEP Teams to address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Develop an internal oversight and tracking system to ensure that IEP Teams address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for the identified circumstances. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.Conduct a review of a sample of student records across grade levels for students whose Team meetings were held, after implementation of all corrective actions, for evidence that the IEP Team complies with the requirement to address the skills and proficiencies needed to avoid and respond to bullying for the identified circumstances. **\*Please note when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request:** **a) list of student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Provide evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **September 28, 2018**.For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting and copies of the IEP by **September 28, 2018**. Provide a detailed description of the charter school’s internal oversight and tracking system by **September 28, 2018**.Submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the charter school to address any identified non-compliance by **December 17, 2018**. |
| **Progress Report Due Date(s):** |
| **09/28/2018** | **12/17/2018** |  |  |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the charter school does not consistently consider and address in the IEP the need for an educational program that is less than or more than the regular school day or school year, including extended day or year services. |
| **Department Order of Corrective Action:** |
| Review the charter school’s procedures and provide training to special education supervisors and Evaluation Team Leaders for the requirement to consider and address in the IEP the need for an educational program that is less than or more than the regular school day or school year, including extended day or year services. Develop an internal oversight and tracking system to ensure that IEP Teams consider the need for an educational program that is less than or more than the regular school day or school year, including extended day or year services. The tracking system should include periodic reviews by an administrator to ensure continuing compliance. Subsequent to all corrective actions, conduct an internal review of a sample of student records across grade levels for compliance with the requirement to consider and address in the IEP the need for an educational program that is less than or more than the regular school day or school year, including extended day or year services. **\*Please note when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request:** **a) list of student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Provide evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **September 28, 2018**.Provide a detailed description of the charter school’s internal oversight and tracking system by **September 28, 2018**.Submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the charter school to address any identified non-compliance by **December 17, 2018**. |
| **Progress Report Due Date(s):** |
| **09/28/2018** | **12/17/2018** |  |  |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the charter school responds to all federal requirements of the Notice of Proposed School District Action (N1). Specifically, the charter school provides a description of the action proposed or refused by the charter school; an explanation of why the charter school proposed or refused to take the action; a description of any other options that the charter school considered and the reasons why those options were rejected; and a description of each evaluation procedure, test, record, or report the charter school used as a basis for the proposed or refused action. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The charter school provided its special education student roster as required by the Department. |