

Information Memorandum

Date: July 31, 2003

To: MEMBERS, STATE BOARD OF EDUCATION

From: Sue Stickel, Deputy Superintendent, Curriculum & Instruction Branch

Subject: California Charter School Survey Summary
July 2003

At the February 2003 State Board meeting, the board requested information relating to the operations of special education programs in charter schools.

In response to this request please find attached a summary of the charter school survey that was conducted by California Department of Education (CDE)/Special Education Division (SED).

The summary includes information related to the following categories:

- Characteristics of Charter Schools
- Relationships to Charters to Special Education Local Plan Areas (SELPA)
- Special Education Funding Support
- Provision of Special Education Services
- Assistance from CDE in the Provision of Free and Appropriate Public Education (FAPE)
- Reporting and Accountability

[Attachment 1](#): California Charter School Survey/Executive Summary (Pages 1-2)

[Attachment 2](#): California Charter School Survey Summary (Pages 1-15)

[Attachment 3](#): California Charter School Survey/Appendix A (Pages 1-5)

[Attachment 4](#): California Charter School Survey/Response Summary Appendix B (Pages 1-3)

The data from the survey has provided the department with information that will be useful in understanding the educational practices of the state's charter schools.

As a result of the information obtained from the survey, the suggested next actions are:

1. CDE will work with the SELPA organization to develop/implement practices that will facilitate charter schools participation as members of the SELPA during the various phases of the charter schools operation.

2. The Special Education Division will work with the Charter School Division, charter school authorizers and operators to facilitate their participation in the Self Review and Compliance Monitoring Process.
3. The Special Education Division will propose a collaborative effort with the Charter School Division to develop a Special Education Institute for State Board of Education (SBE) charter school operators to attend that will facilitate the development and implementation of special education programs during the various phases of their operation.
4. The Special Education Division will examine the feasibility of conducting a study that would look at the performance of students with disabilities who attend charter schools.

California Charter School Survey Executive Summary July 2003

The California Department of Education Special Education Division (CDE/SED) requested the Western Regional Resource Center (WRRC) at the University of Oregon for assistance in conducting a survey of charter schools in the state. The WRRC agreed to assist with the survey just prior to the California Board of Education asking CDE/SED to provide information on charter schools and the issues surrounding the provision of special education services.

The survey was developed in collaboration with CDE Special Education, CDE Charter Schools Division, and the WRRC. Input on development of the survey was received from the California Network of Educational Charters (CANEC), SELPA Directors, CDE Charter Schools Office, and other interested educators.

The survey was developed, field tested by several charter school operators and staff members at CDE. The final survey was distributed to a mailing list from the Charter Schools Division of charter schools in operation during the 2002-2003 school year. Categories of information on the survey included:

- Characteristics of Charter Schools Responding to the Survey
- Relationship of Charters to Special Education Local Plan Areas (SELPAs)
- Special Education Funding Support
- Special Education Services: Pre-enrollment
- Special Education Services: IEP Implementation
- Assistance from CDE in Providing FAPE for Students with Disabilities
- Reporting and Accountability

A total of 163 charter school operators responded to the survey (a 41% return rate from currently operating charter schools). The results were tallied and analyzed by the WRRC, with individual responses kept confidential. Highlights of the full report include:

- *Special education enrollment in charter schools averages 8.4%, less than the state public school average of 10.2% Enrollment rates range from 0% in 13 charter schools (no special education enrollment) to 100% in three charter schools (special education only).*
- *74% of responding Charter Schools were start-ups (new schools). Average charter school enrollment was 384, with 8.4% of the students receiving special education.*
- *84% of Charter Schools operate in a single site (that is, they are a single school).*

- *Three quarters of charter schools operate as a school site located within their chartering district. Only 9% of charters operate outside the geographic region of their chartering agency.*
- *Charters have a variety of ways to provide special education and related services. Most charter schools use their own staff and district staff to provide special education and related services. Contracts and district memoranda of agreement are used by about a third of charter schools to provide some of these services.*
- *Most charter schools have no contact with their SELPA prior to receiving their charter approval. Almost 10% of charter schools do not know their SELPA status.*
- *Contact between charter schools and SELPAs increases after receipt of charter approval, although 20% of charters still have no SELPA contact after approval.*
- *Charters have a variety of ways of interacting with and depending on SELPAs for assistance. More frequent communications between the charter school and its SELPA seems to lead to better relationships that may support services to students with disabilities.*
- *Charter school operators may not fully understand the specifics of their funding.*
- *Charters with “minimum academic standards” as an entrance requirement report serving about half as many students with disabilities as do charters as a whole.*
- *It is apparent that funding for special education is of serious concern to some charter school operators (11% indicate they lack access to resources needed). Special finance studies may be necessary to determine the types and effectiveness of finance strategies and actual expenditures on special education and related services in charter schools.*
- *While most charter schools report that they understand state special education requirements, there may be a positive role for SELPAs to increase training and mentoring of charter school leaders and staff in this area.*

Conclusions and recommendations will be determined after board review.

California Charter School Survey Summary
July 2003

Table of Contents

Introduction.....	1
Development of the Survey Instrument	2
Response to the Survey	3
Summary of Responses	
• Characteristics of Charter Schools Responding to the Survey	3
• Relationship of Charters to Special Education Local Plan Areas (SELPA)	6
• Special Education Funding Support.....	8
• Special Education Services: Pre-enrollment.....	9
• Special Education Services: IEP Implementation.....	10
• Assistance from CDE in Providing FAPE for Students with Disabilities	10
• Reporting and Accountability	11
Appendices	
• Appendix A: Copy of the Survey	
• Appendix B: Results Summary	

Introduction:

School choice has a history that precedes current formal “choice policies” in education. For example, many public school systems have offered “open enrollment” as an option, allowing any student in that district to attend a school of their choice outside their neighborhood school attendance area. Other school systems have created magnet or other alternative schools, with a special curriculum emphasis or a specific target population in mind. Charter schools expand the range of these choice options. In 1992, the Charter School Education Act was passed, formalizing the operation of publicly supported Charter Schools as an option in California.

In California, local schools districts, County Boards of Education and the State Board of Education are all authorized to *charter schools* under the provisions of California’s charter school legislation (Education Code, §§ 47600 through 47664). To date, more than 500 schools have been chartered, with 400 of these in operation for the 2002-2003 school year.

Charter Schools have the same obligation as other publicly funded schools to serve students with disabilities under the provisions of the Individuals with Disabilities Education Act (IDEA). Charter school operators have expressed some concerns about the realities of providing the required special education programs for students with disabilities attending charter schools. The concerns expressed include:

- the cost and funding mechanisms for special education,
- methods of providing special education and related services, and
- participation in Special Education Local Plan Areas (SELPA)

These concerns arise in part from trying to implement a program which is highly regulatory in nature (i.e., IDEA, an educational civil rights statute) in a charter school environment which intends to allow for innovation and flexibility.

The California Department of Education Special Education Division (CDE/SED) recognized the need for attention to the concerns raised by the charter school operators regarding special education and charter schools. CDE/SED contacted the Western Regional Resource Center (WRRC) at the University of Oregon for assistance in conducting a survey of charter schools in the state. The WRRC is a federally supported technical assistance center that works with state education agencies and early childhood (Part C) lead agencies. The WRRC works with states to improve policies, program, and practices in special education that will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families. The WRRC agreed to assist with the survey just prior to the California State Board of Education asking CDE/SED to provide information on charter schools and the issues

surrounding the provision of special education services. CDE/SED decided to continue work with the WRRC to ensure an independent perspective and to afford a mechanism for confidentiality of all specific responses from the charter schools participating in the survey.

Development of the Survey Instrument:

The survey was developed in collaboration with CDE Special Education, CDE Charter Schools Division, and the WRRC. Opportunities to shape the content of the survey were offered by CDE Special Education Staff member, Jennifer Faulkner, in these venues:

- California Network of Educational Charters (CANEC) meeting
- SELPA Directors' meeting
- Phone and e-mail contacts by numerous interested educators
- CDE Charter Schools Office

A draft version form of the survey was field tested by several charter school operators at the request of CDE. Some adjustments were made to the final survey version (A copy of the survey instrument, in the form that it appeared on the web, is included in Appendix A.) A request to participate in the survey was sent to a mailing list of charter schools in operation during the 2002-2003 school year was obtained from the Charter Schools Division. This list is judged by CDE to be the most complete method of reaching all charter school operators in the state. Respondents were provided the URL for the survey and asked to use a web-interface to respond if possible. Responses submitted in this way were loaded directly into a data base for tabulation and analysis. If respondents lacked access to the web or had trouble with the web-based approach, they were invited to complete a paper copy of the survey and fax it to the University of Oregon, Western Regional Resource Center.

Categories of information on the survey included:

- Characteristics of Charter Schools Responding to the Survey
- Relationship of Charters to Special Education Local Plan Areas (SELPAs)
- Special Education Funding Support
- Special Education Services: Pre-enrollment
- Special Education Services: IEP Implementation
- Assistance from CDE in Providing FAPE for Students with Disabilities
- Reporting and Accountability

Response to the Survey:

A total of 163 charter school operators responded to the survey. Because of the variety of ways that California allows the chartering of these schools (by LEAs, by County Offices of Education, and by the California State Board of Education), there is no single listing of current charter schools. The CDE Public Schools Directory¹ lists 400 registered charter schools operating in California for the 2002-2003 school year. Using this as the base, the response rate to the survey was 41% for the state as a whole. Responses were tracked to the eleven CDE regions of the state. At the regional level, the response rate ranged from a low of 28% (Region 6, Delta Sierra) to a high of 59% (Region 2, Northeastern).

In the summary that follows, the authors refer often to the results as applying to “charter schools.” This is a practical convention to avoid repeatedly using the phrase “of those Charter Schools responding to this survey.” The reader is cautioned, however, that the sample represents about 40% of the Charter schools listed by CDE as operating for the current year and that the results may not be fully generalized to the entire population of these schools. We may, for example, have over selected schools serving students with disabilities, since that was the primary subject of the survey.

Summary of Responses

The following sections provide summary information at the state level for each section and item in the survey. For each item are shown the number of responses and the percent of total respondents to the survey that number represents. For items where more than one response was allowable, percent totals exceed 100%. Missing responses are noted for each item where applicable; for some items, missing responses are a logical result of the item phrasing; in other cases, they represent failure of the respondent to address the question.

Characteristics of Charter Schools Responding to the Survey:

Special Education Enrollment:

Special education enrollment for the responding schools totaled 5,285, about 8.4% of total enrollment, somewhat less than the state average enrollment of special education students (10.2% for 2001-2002, the most recent year for which data are available). Thirteen schools reported no special education students enrolled (two of these are new charters that have not enrolled any students yet). The rate of special education enrollment was from 0% to 100%, with 43 charter schools reporting more than the state average in special education enrollment. Seven charter

“Special education enrollment in charter schools averages 8.4%, less than the state public school average of 10.2%. Enrollment rates range from 0% in 13 charter schools (no special education enrollment) to 100% in three charter schools (special education only).”

¹ Web Page: [Note: Invalid link removed.]

File downloaded as of June 13, 2003: pubschls.xls

schools report special education enrollment in excess of 20%, with three charter schools being entirely special education enrollment (100%). There is little apparent pattern to the location of the higher enrollment special education schools; the 7 highest enrollment rate schools are located in 5 of the more populated regions of the state.

Two charter schools, each operating at multiple locations, report 0% special education enrollment for a total combined enrollment of almost 1,200 “at risk” students. It seems unlikely that no students with disabilities would exist in such a population.

Conversions v. Start-Ups:

Of 163 Charter Schools responding to the survey, 120 (74%) were start-ups (new schools) while 37 (23%) were conversions from previously existing public schools. Six respondents did not reply to this item (missing=6). These schools reported a total enrollment for 2002-2003 school year of 62,607, or an average size of 384 students. This contrasts with the mean size of all California Public Schools of 686 (source: DataQuest, state wide summary of number of schools and total enrollment, 2002-2003).

Single Site v. Multi-Site Schools (Question 1):

The vast majority (137, or 84%) of Charter Schools operate in a single site, while 16% operate in multiple sites (missing = 0). Multi-site charters are distributed throughout the state, more or less in proportion to population, operating in 9 of the 11 regions (Los Angeles, San Bernardino, and San Diego Counties account for half of the multi-site schools).

Chartering Agencies (Question 2):

Most Charter Schools were chartered by a local school district (146, or 90%), with 11 (7%) chartered by county offices and 5 (3%) chartered by the State Board of Education. Six (6) County Offices of Education have chartered schools: two counties have issue more than half these charters.

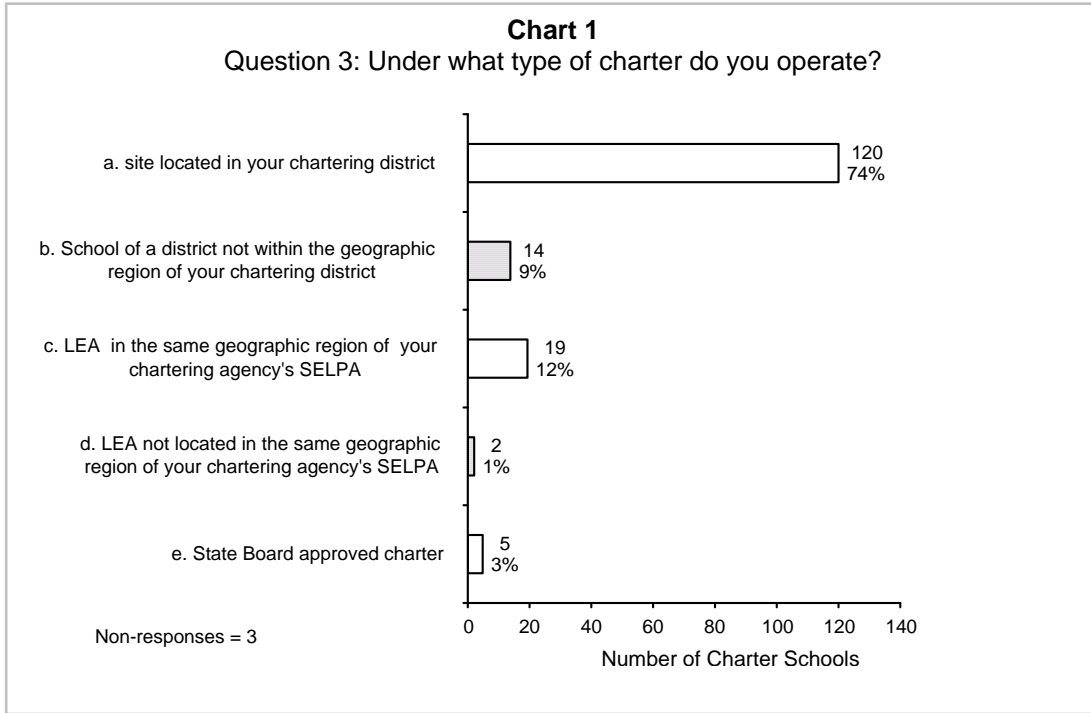
Type of charter (Question 3):

About 75% of charter schools report operating as a school site located within their chartering district. About 12% (n=19) report that they operate as LEAs located in the same geographic region as their chartering agency. In all but one of these cases, the chartering agency was a school district. A few charter schools operate as either a school or a LEA not located in the same geographic region as their chartering agency (9%). Only two operate as school districts not located in the same geographic region as their chartering agency’s SELPA. Five (5) respondents indicated they operated (as school districts) under State Board approved charters.

“74% of responding Charter Schools were start-ups (new schools). Average charter school enrollment was 384, with 8.4% of the students receiving special education.”

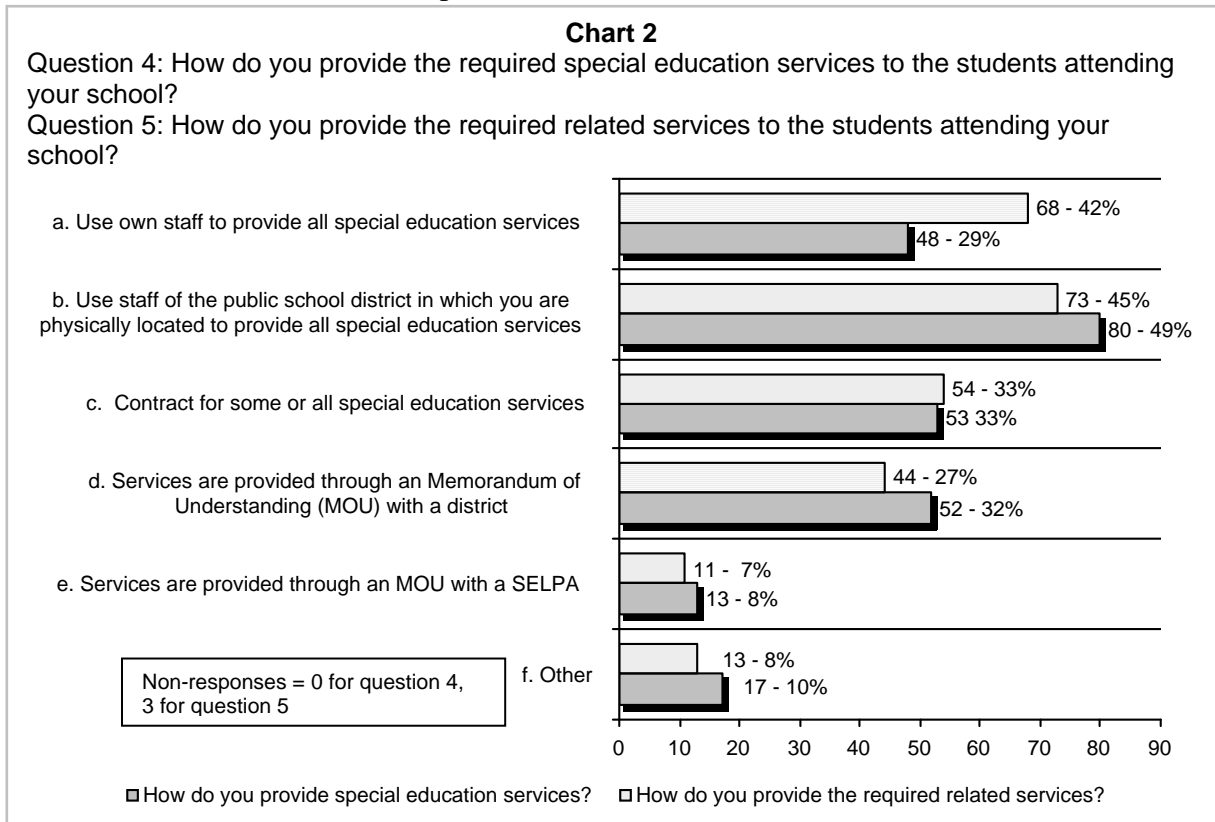
“84% of Charter Schools operate in a single site (that is, they are a single school).”

“75% of charter schools operate as a school site located within their chartering district. Only 9% of charters operate outside the geographic region of their chartering agency.”



Provision of Special Education and Related Services:

Respondents were asked to indicate how they provided special education (question 4) and related services (question 5) to special education students. The response options were the same for both questions. Respondents could select more than one response to each question (see the chart below); thus, the percent totals are more than 100%.



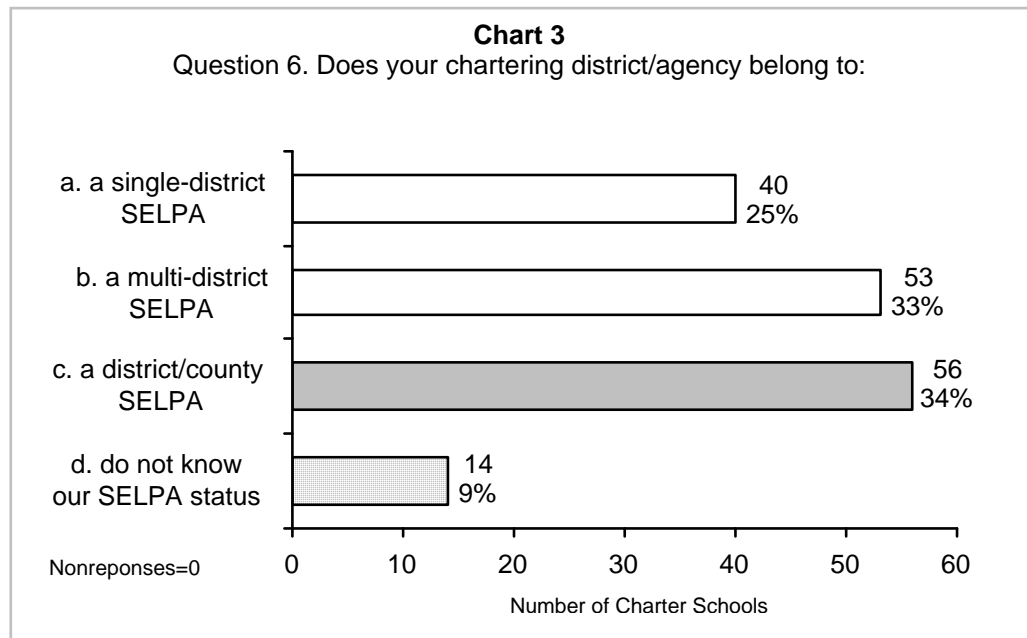
Less than a third of charter schools report using their own staff to provide special education and less than half use their own staff to provide related services. About half of charter schools report using staff of the public school district in which they are physically located to provide special education and related services. A third or less of charter schools report providing special education and related services through contracts, or through memoranda of agreement with local districts and SELPAs.

“Charters have a variety of ways to provide special education and related services. Most charter schools use their own staff and district staff to provide special education and related services. Contracts and district memoranda of agreement are used by about a third of charter schools to provide some of these services.”

The Relationship of Charters to Special Education Local Plan Areas (SELPAs)

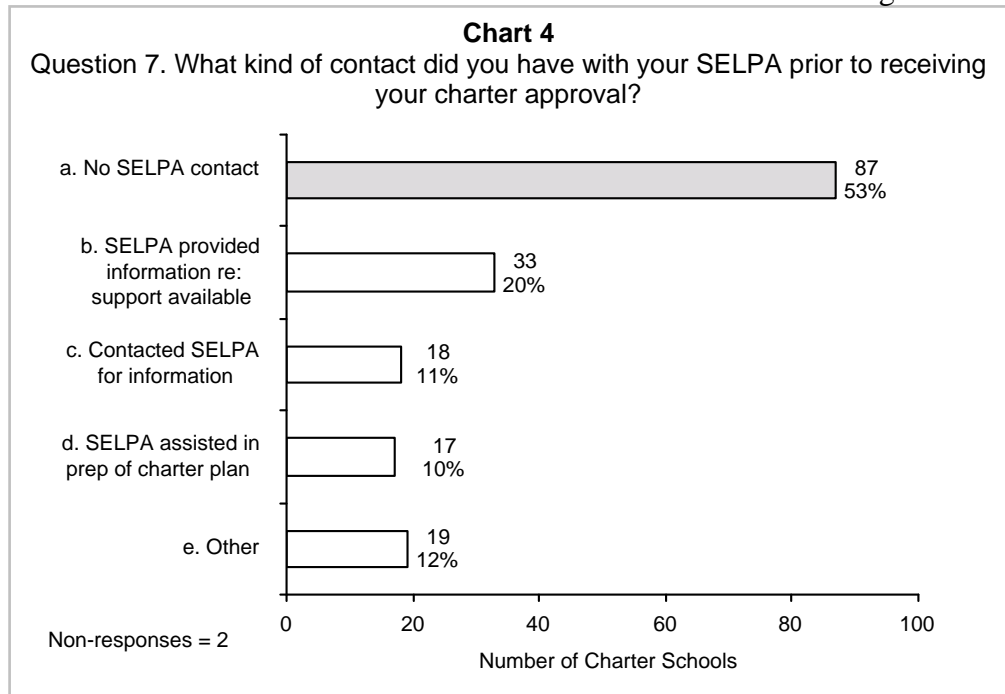
Type of SELPA by Chartering Agency:

The type of SELPA the chartering agency belongs to was more or less evenly divided among the options: 25% single-district, 33% multi-district and 34% district/county SELPAs. Fourteen charter schools reported that they did not know their SELPA status.



Contact Prior To and After Receiving Charter Approval:

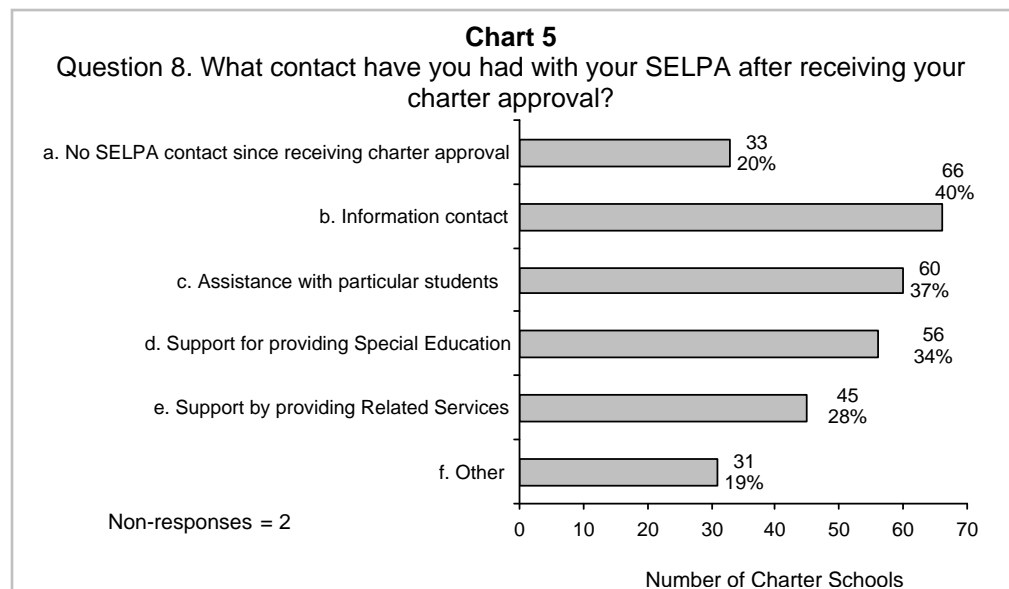
More than half of charter schools (53%) had no contact with a SELPA prior to receiving their charter approval. When contact was present (19% of cases), it was most often in the form of information on what support could be available from the SELPA. Only 11% of charters reported initiating contact to request SELPA information. In 10% of the cases, the SELPA assisted in preparation of the charter plan.



“Most charter schools have no contact with their SELPA prior to receiving their charter approval. Almost 10% of charter schools do not know their SELPA status.”

Of the 14 charter schools that did not know their SELPA status, 13 had no contact with a SELPA prior to receiving their charter and 8 had no contact since receiving their charter. The role SELPAs have in the provision of special education and related services would suggest that this condition should not exist. Supportive contact between Charters and SELPAs should be normative and may well be in many cases. Where contact never occurs there is a risk that service provision to students with disabilities may suffer.

Only 33 (20%) of charters reported having no contact with their SELPA after receiving their charter approval. The most frequent contact (40%) was for information, while 37% reported SELPA assistance with particular students, 34% support for providing Special Education, and 28% support for providing Related Services.



Frequency of Contact between Charter Schools and SELPAs:

“Contact between charter schools and SELPAs increases after receipt of charter approval, although 20% of charters still have no SELPA contact after approval.”

In question 9, charters were asked “If you have had contact with your SELPA, how often?” Thirty (30) charter schools did not respond to this question. Of those that did, 81 (50%) indicated contact at from semi-annually to monthly.

Many SELPAs had contact more often than monthly. Fifty-seven (57) charters offered additional explanations regarding the frequency of their contact with SELPAs after chartering. Of these, 19 reported contact more than twice monthly, 17 “as needed” or “on call,” 4 reported no contact, 8 reported contact yearly or less often, and 6 indicated that all contact with the SELPA was managed by the chartering district. Thirty-four respondents provided other comments with regard to their contacts with their SELPAs. Two of these respondents commented negatively on their relations with their SELPA. One noted that contentious contact with the SELPA was frequent (“Constant battle with SELPA regarding funding”) and a source of ongoing frustration over funding issues (“SELPA takes 40% of our AB602 funds without providing services”). The other respondent indicated that “[SELPA] services are not adequate by any means.” Most respondents, however, indicated neutral or positive relationships with their SELPAs: that they had contact through their chartering LEA, had membership on the SELPA executive or advisory committee, that they had received assistance with their plan application, or assistance with serving individual students.

“Charters have a variety of ways of interacting with and depending on SELPAs for assistance. More frequent communications between the charter school and its SELPA seems to lead to better relationships that may support services to students with disabilities.”

Contact with SELPAs prior to receipt of charter approval may increase the likelihood of ongoing contact. Of the 17 charters who were assisted by SELPAs with their plans, 12 report ongoing contact on at least a monthly basis. Thirty (30) charters did not respond to this question, while 64 (most of whom had no prior contact with their SELPAs) reported contact less than once per quarter.

Special Education Funding Support

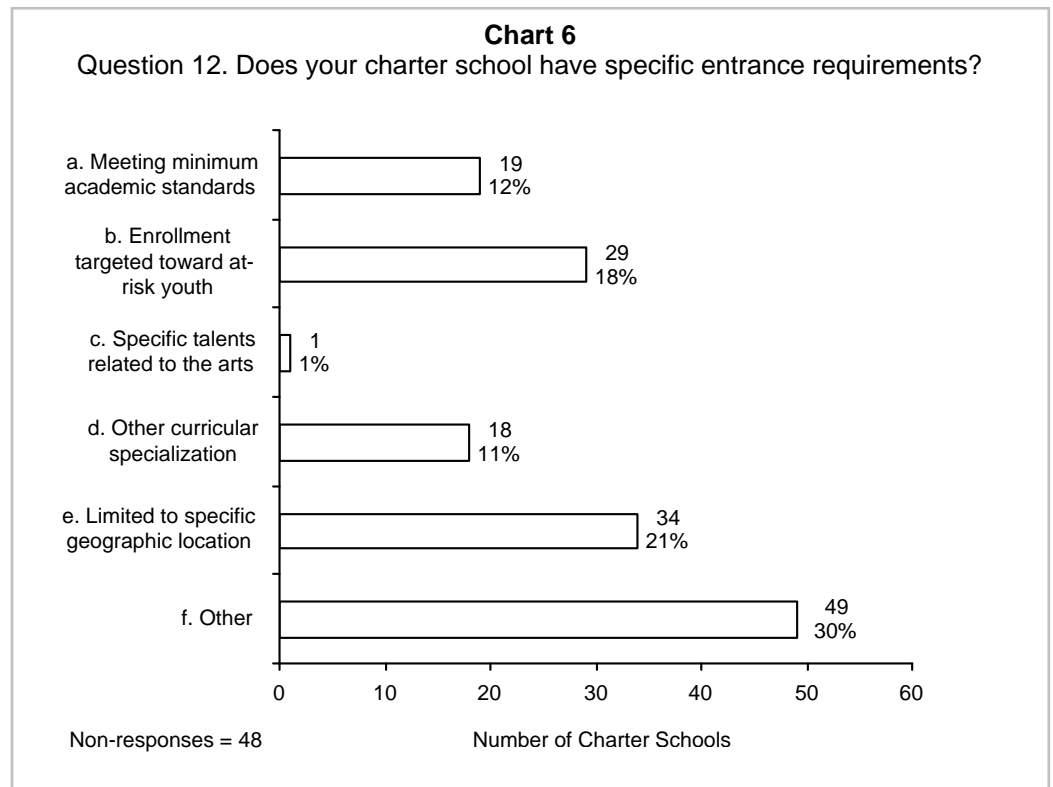
Two questions asked respondents to indicate how much money they received for special education from the state and how much from federal sources. Neither question produced reliable information. For “state dollars,” only 38 charters entered a dollar figure, varying from a per capita amount to an (apparently) annual total for the school. Fewer (only 14) entered a figure for “federal dollars,” again in apparently different forms. 40 schools indicated they received no state dollars and 45 indicated they received no federal dollars. While these results suggest that funding is an issue of interest to the charter school community, they provide little substantive information about the reality of funding. These data are not otherwise worth summarizing.

“Charter school operators may not fully understand the specifics of their funding. While most do not complain, some express serious concern. Special studies of charter school finance and expenditures may be needed in order to determine the degree to which charter financing strategies provide for the cost of special education programs in charters.”

A more exact answer to how funding is provide to and used by charter schools could be the subject of a systematic finance study of charter school financing, a review and examination of financial reports from charter schools, or a sample audit of charters. These approaches were clearly beyond the scope of this survey.

Special Education Services: Pre-enrollment

Charter schools report some specific entrance requirements, most commonly a limit to students from a specific geographic location (e.g., the chartering agency’s attendance area). Nineteen (19) schools have minimum academic standards. In these schools, special education enrollment averages 4.4%, or slightly more than half the 8.4% rate for charter schools as a whole. A total of 35 schools have either academic standards or other curricular specialization entrance requirements. For these schools, average special education enrollment is 7.0%. Schools specializing in serving “at risk” populations also average 7.0% special education enrollment. However, 4 “at-risk” schools with student enrollments totaling about 1400 report no special education students. If these are eliminated from the calculation, the remaining 25 charters serving “at-risk” students average special education enrollments of about the same as all charters (8.3%).



“Charters with “minimum academic standards” as an entrance requirement report serving about half as many students with disabilities as do charters as a whole.”

For those schools that indicated “other” requirements, the most common was ability to benefit from independent study (these appear to be home schooling or independent study charters). Four schools specialized in bilingual instruction, 5 require active parent involvement, 4 serve California Youth Authority or adjudicated youth. Where interest exceeds the capacity of a school to allow entrance, preference or limit to a locale or a lottery were noted as additional requirements.

Special Education Services: IEP Implementation

Charters were asked two questions regarding IEP implementation: whether they had the “expertise” on staff and whether they had “access to the resources” necessary to implement the services required in the IEP. Only one school failed to respond to these two questions. For the remaining 162 school, 68% indicated they had the expertise and 89% indicated they had access to the resources needed to provide required IEP services. For those schools who felt resources were not available, 7 listed specific reasons relating to high service fees (e.g., “nearly the rate of apportionment per ADA”), “encroachment” on the general fund, or failure of the chartering district or SELPA to provide resources. Several respondents admitted that there is never enough money to do what educators want to do.

“It is apparent that funding for special education is of serious concern to some charter school operators (11% indicate they lack access to resources needed). Special finance studies may be necessary to determine the types and effectiveness of finance strategies and actual expenditures on special education and related services in charter schools.”

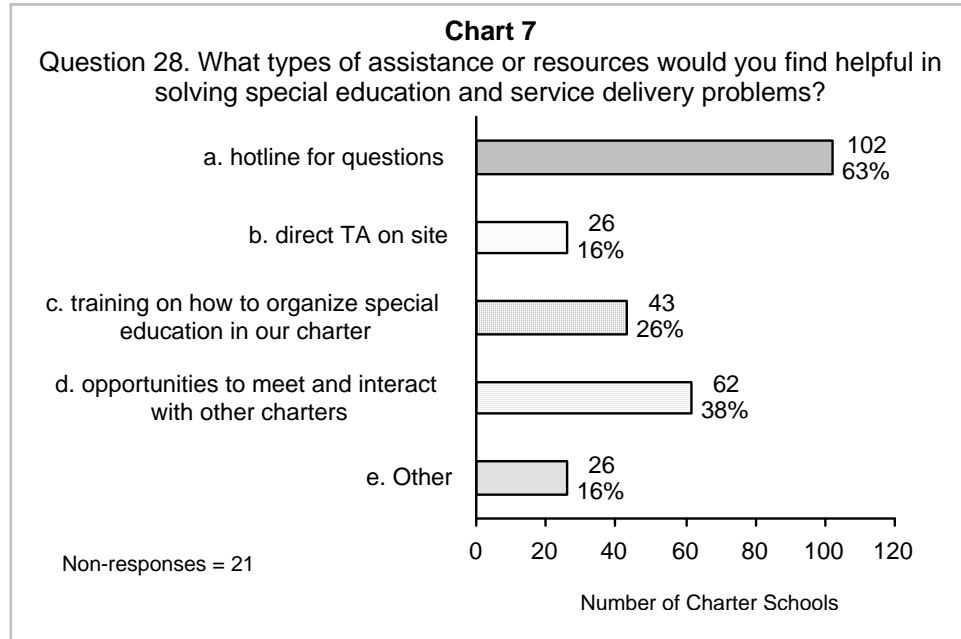
Assistance from CDE in Providing FAPE for Students with Disabilities:

Most charter school operators report they understand state special education requirements (96%) and are aware of the process the state uses regarding investigation and resolution of written complaints (80%). Only 26 charters reported having been involved in the complaints process. While complaints are most often brought by parents, the state process also allows school personnel involved to file a written complaint particularly if they feel there are conditions that hinder the provision of FAPE to a student with a disability. The complaints process thus provides charter school personnel with an avenue for addressing concerns they may have with systemic issues that may hinder service provision.

The six charter schools who indicated they did not understand the state special education requirements all provide special education to 108 students with disabilities (about 5.8% of their average enrollment). The 32 schools who indicated they were not aware of the complaints process serve 483 students with disabilities (about 6.6% of their enrollment).

Only 9% of charter schools reported they have sought any assistance from state special education staff, with 2.5% having sought on-site assistance. Awareness of the Special Education Division’s hotline (1-800-926-0648) is almost completely lacking among charter school operators. However, 142 indicated preferences for the types of assistance they would find most

helpful, the most frequently selected strategy (72%) being a “hotline for questions.”



There is a clear opportunity for CDE/SED and the SELPAs to market the assistance they can provide to charter schools, to increase the availability of information, and to include charter school operators in awareness trainings that may be available. With limited resources, the provision of extensive on-site assistance may not be feasible, but creating opportunities for charter school personnel to interact, share issues, problems, and solutions may be a feasible strategy of assistance (44% of charters indicated an interest in this type of networking).

“While most charter schools report that they understand state special education requirements, there may be a positive role for SELPAs to increase training and mentoring of charter school leaders and staff in this area.”

Reporting and Accountability:

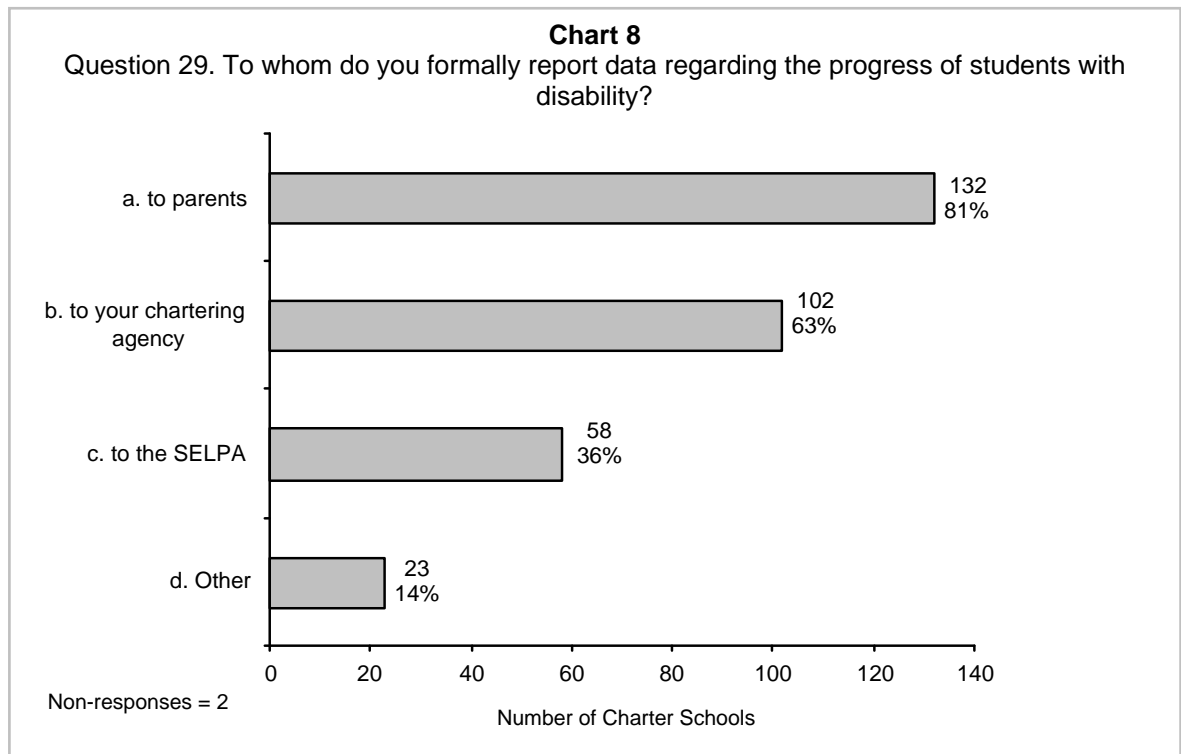
Questions regarding reporting and accountability produced answers that are not easily understood. There were 113 specific responses to this item. Of these, the bulk indicated reporting at a frequency similar to that of other students (e.g., quarterly). Some charters maintain a much higher rate of regular parent contact and reporting (monthly or weekly).

How often do you formally report student progress to parents?

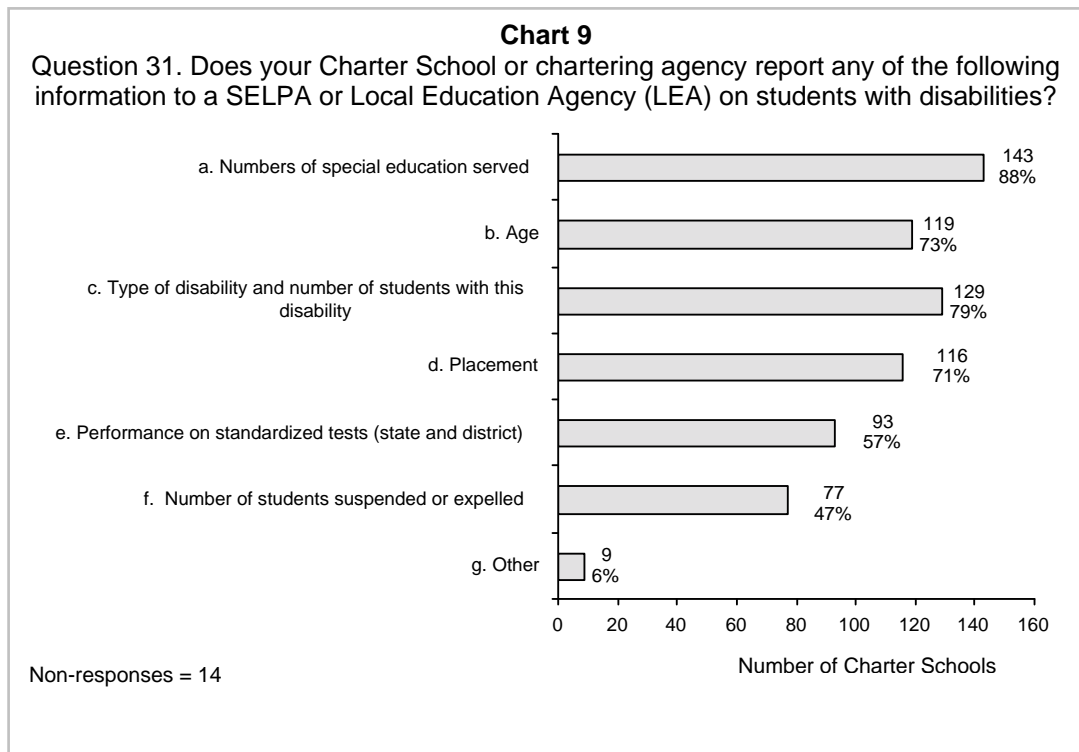
weekly	7
monthly	17
quarterly	56
semi-annually	8
annual	20

Most charters (132, or 82% of those responding to this item) report that they formally report student progress data to parents. Other formal reporting of student progress includes 63% to chartering agencies, 36% to SELPAs, and 14% to others. Only 2 schools did not respond to this

question, suggesting that some level of formal reporting is standard. When these schools do not report directly to parents, whether the parents receive the reports subsequently from the SELPA, chartering agency or others is not clear.



Reporting enrollment and service characteristic data to a SELPA, to the LEA, or to the California Special Education Management Information System (CASEMIS) should be a norm for all schools serving students in special education. The responses to these questions on the survey suggest that the school operators are not clear on this point. Only about a third indicated they reported to CASEMIS directly. The kinds of data that charter schools indicated they do report suggests a lack of understanding at the school operator level of the state's data reporting requirements. This does not necessarily mean that the data are not reported (SELPAs, LEAs, and chartering agencies may manage data collection and reporting). Current available data from DataQuest do not separately report special education enrollments by charter school.



Conclusions and recommendations will be determined after board review.

California Charter School Survey

April 16, 2003

The State Board of Education has requested that the California Department of Education (CDE) conduct a survey of charter schools and Special Education Local Plan Areas (SELPA's). The purpose of the survey is to determine issues that may be present in ensuring that charter schools are able to provide appropriate special education services to children with disabilities. We are requesting your participation in this process and ask that you respond to the questions on the following survey.

CONFIDENTIALITY: CDE will not use responses to this survey for direct monitoring of any responding charter school or charter district. To ensure confidentiality, CDE has requested the University of Oregon, Western Regional Resource Center, compile and summarize the responses. The report the WRRRC provides CDE will include a directory of respondents (which we will use to report summary results back to you), but will protect the identity of individual respondents with respect to any item on the survey. The survey should take approximately 15 minutes to complete.

IMPORTANT INFORMATION: After you have completed the survey, print a hard copy of your responses. Then, select the "submit response" button at the bottom of this page. Your responses will be submitted to the WRRRC and saved to their data base. You will see a confirmation notice on your screen, letting you know that the submission was successful. If you do not select the **submit response button**, your survey responses will not be submitted nor saved to the data base.

Web Browser Note: This survey can be completed and submitted using a Netscape or Microsoft Explorer web browser, on either a Mac or Windows platform computer. MS Explorer tends to provide the best **printed** copy of the survey. If you are using another browser, the printed version may "cut off" some of the copy. This does not impact your electronic response and submission.

If you have questions about the survey content, please call Jennifer Faulkner at (916)323-9778. If you have questions or problems with the electronic submission of the form please e-mail Sue at wrrc@oregon.uoregon.edu

Please complete the survey and return it no later than April 30, 2003.

Charter Identifier Information

Charter School Name:

School Number:

CDS Code:

Charter Type: Start-up Conversion

Name of individual completing survey:

Phone:

E-mail:

The following questions are related to the physical location of your charter school. Please answer all that apply.

1. Where is your charter physically located?

City:

County:

Zip code:

2. Do you operate your charter school in more than one location?

yes no

3. If yes please provide a listing of the location(s) of your other site(s)?

Other sites:

4. How many years has your charter been in operation?

5. Number of other charter schools chartered by the agency that chartered your school:

Type of Charter

1. What agency granted your charter? Please indicate one of the following and provide the name of the agency.

- School District
 County Office
 California Board of Education

Name of agency:

2. Under what type of charter do you operate? (Please select one of the following)

- As a school site located in your chartering district
 As a school of a district not within the geographic region of your chartering district
 As an LEA located in the same geographic region of your chartering agencies SELPA
 As an LEA not located in the same geographic region of your chartering agencies SELPA
 As a State Board approved charter

3. How do you provide the required **special education services** to the students attending your school? (Please select all that apply.)

- Use own staff to provide all special education services.
 Use staff of the public school district in which you are physically located to provide all special education services.
 Contract for some or all special education services
 Services are provided through an Memorandum of Understanding (MOU) with a district.
 Services are provided through an MOU with a SELPA.
 Other (please explain)

4. How do you provide the required **related services** to the students attending your school? (Please select all that apply.)

- Use own staff to provide all related services
 Use staff of the public school district in which you are physically located to provide all related services
 Contract for some or all related services
 Services are provided through an Memorandum of Understanding (MOU) with a district.
 Services are provided through an MOU with a SELPA.
 Other (please explain)

Your Charter School's Relationship to a Special Education Local Plan Area (SELPA):

1. Does your chartering district/agency belong to:

- a single-district SELPA
 a multi-district SELPA
 a district/county SELPA
 do not know our SELPA member status

2. What kind of contact did you have with your SELPA prior to receiving your charter approval? (Please check all that apply)

- a. No SELPA contact before receiving charter approval
 b. SELPA provided information regarding special education support available
 c. We contacted SELPA for information
 d. SELPA assisted in preparation of charter plan for serving special education students
 e. Other (please explain)

3. What contact have you had with your SELPA after receiving your charter approval? (Please check all that apply)

- a. No SELPA contact since receiving charter approval
- b. Information contact
- c. Assistance with particular students
- d. Support for providing Special Education
- e. Support by providing Related Services
- f. Other (please explain)

4. If you have had contact with your SELPA, how often? (Choose one)

- Monthly
- Quarterly
- Semi-annually
- Other

Special Education Funding Support:

1. What is the dollar amount of State special education funding you receive?
2. What is the dollar amount of Federal special education funding you receive?

Special Education Services: *Pre-enrollment*

1. Does your charter school have specific entrance requirements? (If so, indicate all that apply.)

- a. Meeting minimum academic standards
- b. Enrollment targeted toward at-risk youth
- c. Specific talents related to the arts
- d. Other curricular specialization (specify area)
- e. Limited to specific geographic location (e.g. a specific county or counties)
- f. Other (please explain)
- Specific curricular specialization (d. above)

IEP Implementation

1. What is your current student enrollment? (# of students)
2. How many students have Individual Education Programs (IEP)?
3. Do you have the **expertise** on your staff needed to provide the services included in the Individualized Education Program for your students with disabilities?

yes

no

If no, please explain
4. Do you have access to the **resources** necessary to provide the required services to implement IEP?

yes

no

If no, please explain

Assistance from CDE in Providing Free Appropriate Public Education for Students with Disabilities

1. Are you familiar with the state special education requirements for referral and provision of special education to students with disabilities?

- yes
- no

2. Are you aware of process the state uses regarding the investigation and resolution of written complaints relating to special education?

- yes
- no

If yes, have you ever been involved in this process?

- yes
- no

If so, how many times?

3. Have you used the 1.800.926.0648 number that the Special Education Division maintains to address questions regarding special education issues?

- yes
- no

If so, how many times?

4. Have you sought assistance from state special education staff regarding the administration of special education?

- yes
- no

If yes, how? (Check as many as apply)

- by Phone
- by e-mail
- by letter

5. Have you ever contacted state special education staff to provide on-site assistance to your school?

- yes
- no

If yes, in which school year(s)?

- 1994-95
- 1995-96
- 1996-97
- 1997-98
- 1998-99
- 1999-00
- 2000-01
- 2001-02
- 2002-03

If yes, was the assistance timely and helpful?

- yes
- no (Please explain)

6. What types of assistance or resources would you find helpful in solving special education and service delivery problems? (check all that apply)

- a. hotline for questions
- b. direct TA on site
- c. training on how to organize special education in our charter
- d. opportunities to meet and interact with other charters to discuss special education assistance in working with your SELPA
- e. Other

If you checked "e. other" please explain

Reporting and Accountability:

1. To whom do you formally report data regarding the progress of students with disability?

- a. to parents
- b. to your chartering agency
- c. to the SELPA
- d. Other I

If you checked "d. other" please explain

How often do you formally report student progress to parents of a student with a disability?

2. Does your Charter School or chartering agency report any of the following information to a SELPA or Local Education Agency (LEA) on students with disabilities? (Check all that apply)

- a. Numbers of special education served
- b. Age
- c. Type of disability and number of students with this disability
- d. Placement
- e. Performance on standardized tests (state and district)
- f. Number of students suspended or expelled
- g. Other (please explain)

3. Do you report California Special Education Management Information System data (CASEMIS) for the students with IEPs who attend your charter?

- yes
- no
- do not know

Any Other Comments or Suggestions

	163		100%
Total Number of Respondents	Number of Responses (N)	Number of non-responses	Percent of total respondents
Charter Characteristics			
Start Up	120		74%
Conversion	37		23%
1. Do you operate in more than one location?		0	
Single Site	137		84%
Multiple Sites	26		16%
2. What agency granted your charter?		1	
School District	146		90%
County	11		7%
California Board of Education	5		3%
3. Under what type of charter do you operate?		3	
a. site located in your chartering district	120		74%
b. School of a district not within the geographic region of your chartering district	14		9%
c. LEA in the same geographic region of your chartering agency's SELPA	19		12%
d. LEA not located in the same geographic region of your chartering agency's SELPA	2		1%
e. State Board approved charter	5		3%
4. How do you provide special education services? (Note re: % Totals*)		0	
a. Use own staff to provide all special education services	48		29%
b. Use staff of the public school district in which you are physically located to provide all special education services	80		49%
c. Contract for some or all special education services	53		33%
d. Services are provided through an Memorandum of Understanding (MOU) with a district	52		32%
e. Services are provided through an MOU with a SELPA	13		8%
f. Other	17		10%
5. How do you provide the required related services? (Note re: % Totals*)		3	
a. Use own staff to provide all related services	68		42%
b. Use staff of the public school district in which you are physically located to provide all related services	73		45%
c. Contract for some or all related services	54		33%
d. Services are provided through an Memorandum of Understanding (MOU) with a district	44		27%
e. Services are provided through an MOU with a SELPA	11		7%
f. Other	13		8%
Relationship to a Special Education Local Plan Area (SELPA)			
6. Does your chartering district/agency belong to:		0	
a. a single-district SELPA	40		25%
b. a multi-district SELPA	53		33%
c. a district/county SELPA	56		34%
d. do not know our SELPA status	14		9%
Note re: % Totals*: Percentages total to more than 100% on items with the possibility of more than one response.			

	Number of Responses (N)	Number of non-responses	Percent of Total Respondents
7. Contact with your SELPA prior to charter approval? (Note re: % Totals*)		2	
a. No SELPA contact	87		53%
b. SELPA provided information re: support available	33		20%
c. Contacted SELPA for information	18		11%
d. SELPA assisted in prep of charter plan	17		10%
e. Other	19		12%
8. Contact with your SELPA after charter approval? (Note re: % Totals*)		2	
a. No SELPA contact since receiving charter approval	33		20%
b. Information contact	66		40%
c. Assistance with particular students	60		37%
d. Support for providing Special Education	56		34%
e. Support by providing Related Services	45		28%
f. Other	31		19%
9. If you have had contact with your SELPA, how often?		30	
a. Monthly	43		26%
b. Quarterly	18		11%
c. Semi-annually	20		12%
d. Other	52		32%
e. No response	30		18%
Special Education Funding Support			
10. What is the dollar amount of State sped funding you receive?			
11. What is the dollar amount of Federal sped funding you receive?			
Special Education Services: Pre-enrollment			
12. Charter school specific entrance requirements? (Note re:% Totals*)		48	
a. Meeting minimum academic standards	19		12%
b. Enrollment targeted toward at-risk youth	29		18%
c. Specific talents related to the arts	1		1%
d. Other curricular specialization	18		11%
e. Limited to specific geographic location	34		21%
f. Other	49		30%
IEP Implementation			
13. What is your current student enrollment?	62,607		
14. How many students have IEPs?	5,285		
15. Expertise on your staff needed to provide the services in the IEP?		1	
yes	110		67%
no	52		32%
16. Access to the resources to provide the required services for IEP?		1	
yes	144		88%
no	18		11%
Assistance from CDE in Providing FAPE for Students with Disabilities			
17. Familiar with state requirements for referral and provision of sped?		0	
yes	157		96%
no	6		4%
18. Aware of process the state uses re: written complaints?		1	
yes	130		80%
no	32		20%
Note re: % Totals*: Percentages total to more than 100% on items with the possibility of more than one response.			
19. If yes, have you ever been involved in this process?		1	
yes	26		16%
no	116		71%
20. If so, how many times?			

	Number of Responses (N)	Number of non-responses	Percent of Total Respondents
21. Have you used the 800 number that the Sped Ed Division maintains?		3	
yes	4		2%
no	156		96%
22. If so, how many times?			
23. Sought assistance from state special education staff?		2	
yes	14		9%
no	147		90%
24. If (Note re: % Totals*)			
by Phone	13		8%
by e-mail	9		6%
by letter	5		3%
25. Contacted state special education staff to provide on-site assistance?		2	
yes	4		2%
no	157		96%
26. If yes, in which school year(s)?			
1994-95			
1995-96			
1996-97			
1997-98			
1998-99			
1999-00			
2000-01			
2001-02			
2002-03			
27. If yes, was the assistance timely and helpful?			
yes	4		2%
no	2		1%
28. Types of assistance or resources would you find helpful? (Note re: % Totals*)		21	
a. hotline for questions	102		63%
b. direct TA on site	26		16%
c. training on how to organize special education in our charter	43		26%
d. opportunities to meet and interact with other charters	62		38%
e. Other	26		16%
Reporting and Accountability			
29. Formally report data re: the progress of students with disability to: (Note re: % Totals*)		2	
a. to parents	132		81%
b. to your chartering agency	102		63%
c. to the SELPA	58		36%
d. Other	23		14%
30. How often formally report student progress to parents of a student w/ disability?			
31. Report any of the following information to a SELPA or LEA? (Note re: % Totals*)		14	
a. Numbers of special education served	143		88%
b. Age	119		73%
c. Type of disability and number of students with this disability	129		79%
d. Placement	116		71%
e. Performance on standardized tests (state and district)	93		57%
f. Number of students suspended or expelled	77		47%
g. Other	9		6%
32. Do you report CASEMIS data?		4	
yes	50		31%
no	35		21%
do not know	74		45%