

Charter School Oversight - Triumph Academy

Legend

The oversight process utilized by the District has been designed relevant to implementation of pertinent Education Code sections. In addition to reviewing the Charter School's compliance, relevant to California Education Code sections, the oversight process also involves reviewing the Charter School's progress towards fulfilling the mission, purpose, goals, objectives and outcomes of the Charter School as referenced in the Charter School's board approved Petition and contingent Memorandum of Understanding.

The oversight process is based on the Charter School conducting an annual self-review , including but not limited to, completing self-review materials. The self-review process is followed up with site and/or virtual visitation(s) by LVUSD and/or LVUSD contracted service providers, whereby the completed self-review material is used to guide the visitation. Oversight visitations are designed to review and validate the self-review in reference to documents and observations of the actual operations of the Charter School.

The self-review responds to essential components of the 16 required elements included in the board approved Charter School's Petition. In addition, two elements of the required 16 elements will be reviewed in more depth, one area of focus being Financial. The other area of focus will be determined by an agreement between the district and charter school. If the District determines that a need for additional in depth review or a particular aspect of the Charter School is warranted, a more rigorous oversight process will be initiated on the identified specific elements requiring further review.

At the conclusion of the annual oversight process, a written summary of the results, including suggestions and/or recommendations and commendations will be provided to the Charter School.

Note: To help assure that the self-review process does not duplicate and is articulated with ongoing state accountability measures, while conducting the self-review, the Charter School may reference recent WASC, LCAP, and Annual Audit materials as conformation or evidence related to self-review items.

LEGEND

Δ Indicates an element of the self-review suggested to be completed by the Charter School

✓ Indicates an essential element of the self-review to be completed by the Charter School

Σ Indicates an element for an in-depth review by the Charter School and follow up by the LVUSD Oversight Team

The ratings Strong, Sufficient, Insufficient may be converted to rubric scores, Strong = 2, Sufficient = 1 and Insufficient = 0. They represent the degree of evidence that is available to support fulfillment of the board approved charter school's petition goals and objectives, compliance with contingent MOU as well as applicable Ed Code requirements.

**22. 22 SUPPLEMENTAL INFORMATION
(Education Code 47605 (g))**

	Strong	Sufficient	Insufficient	N/A	Comments
√ The charter school can provide evidence that it is committed to serving all students, especially the highest needs students: those who require special education services; those who are English learners; those who are eligible for services under Section 504 of the Rehabilitation Act of 1973; and those who are gifted and talented	-	√	-	-	
√ The charter school is an independent LEA for special education purposes and a member of an independent SELPA	-	√	-	-	
√ The charter school is not and independent LEA and is a part of the District	-	-	-	√	
√ The school confers on a regular basis with the SELPA regarding the special education responsibilities of charter	-	√	-	-	
√ The school consistently complies with SELPA requirements and policies	-	√	-	-	
√ The charter school has adopted policies regarding its Special Education fiscal allocation plan	-	√	-	-	
Charters that are not independent LEA and are part of the district please answer the following:					
√ Charter is fiscally responsible for its' fair share of any encroachment upon the authorizing districts' general fund as a result of the charter school providing special education services	-	-	-	√	
√ The school provides notifications to SELPA Director of intent in accordance with required time lines. (The notification must be received by your current SELPA Director and the California Department of Education at least one full year before your intended exit is to be effective (on or before June 30th).)	-	-	-	√	
Charter Schools, Non-classroom Based Instruction Non-classroom based instruction means the student works independently, outside of the charter school's classroom(s) at least 20% of the instructional time. That work can be independent study, home study, work study, computer based learning, or other non- classroom educational programs. Students are not directly supervised by charter instructional staff. Basic Compliance Components of Independent Study A charter school shall not be eligible to receive apportionment for independent study unless evidence exists that it has::					
Σ Complied with the charter requirements	-	√	-	-	
Σ Adopted written board policies and regulations that are in accordance with Education Code Section 51747	-	√	-	-	

Σ A credentialed teacher is assigned overall responsibility for the pupil's independent study (AKA supervising teacher)	-	√	-	-
Σ Supervising teacher(s) determine the time value of the work completed (aka ADA earned)	-	√	-	-
Σ A written master agreement compliant with Education Code Section 51747, and completed prior to the start of any student work	-	√	-	-
Σ Dated signature of the pupil, parent/guardian, supervising teacher, and other persons responsible prior to or on first of commencement of the IS master agreement (5 CCR Section 11702 and Education Code 51747(c)(8))	-	√	-	-
Σ Voluntary participation (since enrollment in a charter school is voluntary, by definition, IS at a charter school is also voluntary)	-	√	-	-
Σ Classroom option continuously available in charter or school of residency (for a non-classroom based charter, the classroom option is provided by the authorizer)	-	-	-	√
Σ Equitable provisions for resources and services as compared to classroom based programs (for charters who offer both classroom and non-classroom based education)	-	-	-	√
Σ Compliance with state testing and high school graduation laws	-	√	-	-
Σ Compliance with state and adjacent county residency laws and limitations	-	√	-	-
Σ Records compliant with 5 CCR Section 11703	-	√	-	-
Σ Comparable Pupil-to-Teacher ADA Ratio to largest unified district in the county, or using a fixed pupil-to-teacher ADA ration of no more than 25:1.	-	√	-	-
Σ Conflict of Interest Policies and Disclosure Statements	-	√	-	-
Σ Students age 19 - 21 must have been continuously enrolled since they turned 18, and show progress toward a diploma	-	√	-	-
Σ Nothing of value provided to IS students that isn't also provided to classroom based students (for charters who offer both classroom and non-classroom based education)	-	-	-	√
Σ A Determination of Funding has been submitted to the state (may be good for up to 5 years)	-	√	-	-
Σ Student engaged in educational activity	-	√	-	-

Σ A new agreement is signed and dated by all required parties on or before the subsequent term of independent study. (An agreement is good for up to one school year.)	-	√	-	-
Σ No fees are charged	-	√	-	-
Σ No adult education programs	-	√	-	-
√ Compliance with all independent study and charter school laws	-	√	-	-

Summary:

Presented your completed survey to LVUSD board on June 11, 2020 with summary "Unsatisfactory" rating for relevant required elements.