

Elite Academic Academy, Adult Workforce Investment, Charter School

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.

1. 1. Educational Program	Strong	Sufficient	Insufficient	N/A	Comments
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a. Targeted School Populations

Σ Targeted School Populations are reflective of student population to be served as outlined in board approved charter petition

-	√	-	-
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Σ Age, grade levels and number of students

-	√	-	-
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Σ Type of desired student populations

-	√	-	-
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b. Attendance

Σ The school is using an approved student attendance accounting system	√	-	-	-	Our Operations Department had zero audit exceptions
Σ School year and school day are published and approved by the Charter School	√	-	-	-	Board Approved
Σ Attendance requirements are published and approved by the Charter School	√	-	-	-	Parent Student Handbook/ IS Policy
How learning best occurs as described in approved charter petition, is in evidence at the charter school for the following:					
Σ The learning setting (e.g. traditional, home-based, distance learning is in evidence as described in the board approved charter petition)	√	-	-	-	Non-Classroom Based
Σ Subject areas scope and sequence is aligned with skills to be taught	-	√	-	-	
Σ Clear rationale supporting teaching methodologies for intended population	-	√	-	-	
Σ Instructional design and/or strategies are based on successful practice or research	-	√	-	-	
Σ Program is strongly aligned to school's mission	√	-	-	-	
Evidence exists that the School address the needs of all students, as described in the approved Charter Proposal as follows:					
Σ A plan or strategy to support students not meeting pupil outcomes	√	-	-	-	Independent Learning Plan
Σ Programs for English Language Learner	-	√	-	-	
Σ Programs for Gifted Students/ Proficient Students	-	√	-	-	
Σ Programs for below grade level and other at-risk students	-	√	-	-	
Σ Programs for Special Education Students	-	√	-	-	
Σ Monitoring student groups' progress informs the implementation of the school's instructional program	-	√	-	-	
d. Transferability of Courses (H.S.) evidence exists for the following:					
Σ A Clear description of transferability of courses to other high schools and eligibility of courses to meet college entrance requirements is available and provided to parents of charter high school students	-	√	-	-	

e. What It Means to be an Educated Person in the 21st Century

Σ Evidence that the charter school is enabling pupils to become self-motivated, competent, life-long learners

- √ - -

Σ A clear list of academic skills and qualities important for an educated person is provided for each student and parent of the charter school

- √ - -

Σ A clear list of non-academic skills and qualities important for an educated person is provided for each student and parent of the charter school

- √ - -

Σ The charter school provides assurance that, to the extent Independent Study is provided, the school will comply with state laws relating to independent study as set forth in Education Code 47612.5

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