



California Department of Education
California Consortium for Independent Study



2009–10
Exemplary Independent Study
Recognition Award
Application

California Department of Education
Educational Options Office
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916-322-5012

TABLE OF CONTENTS

INTRODUCTION	1
Application Process	1
Timeline	2
Site Visits	2
Recommendations and Final Decisions	2
Obligations of Schools That Receive the Exemplary Independent Study Recognition Award	3
Annual Assurance	3
School Eligibility Criteria	4
INTENT TO SUBMIT	5
Intent to Submit Form Instructions	5
Required Eligibility Reports	5
API Reports	5
A-G Requirements (Schools with High School Students Only)	6
Western Association of Schools and Colleges Accreditation Status (Schools with High School Students Only)	6
Intent to Submit Form	7
PART 1—LEGAL COMPLIANCE	8
Application Preparation	8
Assembly	8
Submission	8
Screening	9
Legal Compliance Requirements	9
Required Legal Compliance Documents	9
Required Annotations	10
Review Results	10
Common Problems with Legal Compliance Documents	11
Part 1—Legal Compliance Cover Sheet	12
PART 2—EDUCATIONAL PRACTICES	13
Application Preparation	13
Assembly	13
Submission	13
Screening	14
Background Information	14
Supportive Statements	14
School Accountability Report Card	14
Western Association of Schools and Colleges Accreditation Report (Schools with High School Students Only)	15
Educational Practices	15
Scoring	15
Developing the Responses	16
Common Problems with Responses	17
Educational Practice 1: 2009–10 School Overview	18
Educational Practice 2: Local Educational Agency (LEA) or Direct-Funded Charter Support	20

Educational Practice 3: Admission, Support, Intervention, and Transition	21
Educational Practice 4: Teachers	22
Educational Practice 5: Curriculum and Materials	23
Educational Practice 6: Assessing Student Achievement	24
Educational Practice 7: School Leadership and School Culture	25
Educational Practice 8: Signature Practice	26
Part 2—Educational Practices Cover Sheet	27

2009–10 Exemplary Independent Study Recognition Award Application

INTRODUCTION

The Exemplary Independent Study Recognition Award (EISRA), a joint project of the California Consortium for Independent Study (CCIS) and the California Department of Education (CDE), recognizes excellent educational practices in schools where independent study is the primary mode of instruction. In addition to excellent educational practices, EISRA recipients are expected to have exemplary legal compliance documents.

Beginning with the 2009–10 EISRA, the application process will consist of two parts: Part 1—Legal Compliance and Part 2—Educational Practices. This EISRA application packet includes instructions for completing Part 1 and Part 2, the review process, site visit information, and the forms to be submitted. This packet is available on the CDE Independent Study Web page at <http://www.cde.ca.gov/sp/eo/is/>.

Application Process

To be considered for the award, a school must:

1. Meet the school eligibility criteria. (See page 4.)
2. Submit an Intent to Submit Form and the required reports. (See page 5.)
3. Prepare and submit Part 1—Legal Compliance. (See page 8.)
4. Correct any issues identified in the legal compliance review. (See pages 10–11.)
5. Prepare and submit Part 2—Educational Practices. (See page 13.)
6. Be available for a site visit if selected. (See page 2.)

Applications submitted by the appropriate deadline will be reviewed. Prior to submitting Part 2, an applicant's submitted legal compliance documents must be approved by the Legal Compliance Review Team. Each applicant will be given the opportunity to correct any legal compliance issues identified during the legal compliance review.

Part 2 of the application will be submitted, reviewed, and scored following the approval of Part 1. Applications that receive the highest number of points will qualify for a site visit. The number of site visits may be constrained by the availability of resources. Award determination is made by the CCIS Executive Board and the CDE.

Timeline	
October 1, 2009	Announcement letter e-mailed to the field; application available on the CDE Web site.
October 30, 2009	Intent to Submit form due to the CDE.
January 15, 2010*	Part 1—Legal Compliance due to the CDE.
March 1, 2010	Legal Compliance Review results e-mailed to applicants.
May 1, 2010	Legal Compliance corrections due to the CDE.
June 1, 2010 (on or before)	Correction review results e-mailed to applicants.
September 15, 2010*	Part 2—Educational Practices due to the CDE.
September–October 2010	Educational Practice responses reviewed.
November–December 2010	Site visits.
January 2011	Schools notified of award status.
March–April 2011	Awards ceremony.

***Applications received after 4:00 p.m., will not be considered.**

Site Visits

A site visit team will visit applicant schools that receive the highest number of points on Part 2—Educational Practices. The purpose of the visit is to confirm and possibly supplement the evidence presented in the application that establishes that the school and its independent study practices are exemplary.

The school's School Accountability Report Card (SARC) and Western Association of Schools and Colleges (WASC) Visiting Committee Report will be reviewed prior to the site visit. The site visit team will ask the applicant school to present evidence that validates the information provided in the application, with an emphasis on the Educational Practice responses. During the site visit, the site visit team will interview the site administrator, teachers, students, guidance and support staff, and others.

Recommendations and Final Decisions

Based on the entire process, the site visit team will submit a recommendation to the CCIS Executive Board and the CDE for final award determination. The award is for a period of three years.

The EISRA will be presented at a CCIS conference or other appropriate forum. Schools receiving the award will also be showcased on the CCIS Web site. Receipt of the award should also provide an excellent basis for recognizing and publicizing information about the school and its students' accomplishments within the school district, county, and community.

Obligations of Schools That Receive the Exemplary Independent Study Recognition Award

The CCIS will expend funds for costs associated with the application review and site visits to applicant schools. The CCIS will ask each school that receives the award for reimbursement of costs incurred in evaluating the application and completing the site visit. It is anticipated that this amount will be \$200–\$400, based on the school's enrollment.

Schools that receive the EISRA will be asked, to the best of their ability, to be a resource for schools and districts in need of technical assistance. This assistance may include offering site visits, sample materials, telephone consultation, training, and/or Web site links as requested. Staff may be asked to present at CCIS conference workshops and to participate in EISRA reviews in the future, including application reviews and site visits to applicant schools.

Annual Assurance

Schools selected to receive the EISRA agree to submit an Annual Assurance form to the CDE by June 30, 2012, and June 30, 2013, the second and third years of the award designation. The purpose of this form is to ensure that the school continues to meet or exceed the standards described in the application and to identify and discuss any technical assistance provided by the school to requesting schools and/or districts during the year. Award recipients will be provided with the form. The completed form must be signed by the principal/administrator and superintendent.

School Eligibility Criteria

Schools that meet the following eligibility criteria are invited to apply:

1. Not less than 75 percent of the students enrolled in the school on the annual October reporting day for 2009 must participate in independent study.
2. The school must have a 2008 Base Academic Performance Index (API) statewide rank of 6 or above **and** a 2009 Growth API score of at least 776 for an elementary school or 752 for a middle school or 719 for a high school. Schools in the Alternative Schools Accountability Model (ASAM) must have the appropriate API scores to qualify.
3. The school must not be in Program Improvement (PI) and must not have had a substantial independent study audit finding¹ in the last two years.
4. All teachers at the school must be highly qualified in all core academic subject areas they teach as required by the No Child Left Behind (NCLB) Act of 2001.²
5. Schools with high school students must: (1) have a University of California/California State University (UC/CSU)-Approved Course List; or (2) have submitted a course list for approval.
6. Schools with high school students must have received WASC accreditation.

After determining that your school meets the eligibility criteria, please thoroughly review this EISRA application packet:

- The Intent to Submit section, beginning on page 5, includes instructions and the form to complete and submit.
- Part 1, beginning on page 8, includes instructions and the cover sheet, which lists the required documents.
- Part 2, beginning on page 13, includes instructions, the Educational Practices section of the application, and the cover sheet listing the required documents.

¹ A non-apportionment audit finding (less than one average daily attendance [ADA] disallowed) will not disqualify a school.

² If recent staff departures have resulted in less than full compliance, contact Mary M. Jones, Education Programs Consultant, at 916-323-5034.

INTENT TO SUBMIT

Intent to Submit Form Instructions

Eligible schools intending to submit an application must return a completed Intent to Submit Form with a copy of the eligibility reports listed below. These reports will be reviewed to verify that the school meets the eligibility criteria. (See page 7 for the Intent to Submit Form.)

Fax the completed and signed Intent to Submit Form to Mary M. Jones, Education Programs Consultant, at 916-323-2039 by **October 30, 2009**. After faxing the form, mail the original and the required reports to Mary Jones at the address on page 8. (Regular mail is acceptable; overnight or express mail is not required.)

Required Eligibility Reports

API Reports

Submit a copy of the following API reports:

- 2008 Base API Report: Base API, Ranks, and Targets
- 2009 Growth API Report: School Report-API Growth and Targets Met
- 2009 School Report–PI Status
- School Demographic Characteristics

To access these reports, go to

<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit> on the CDE API School Level Reports Web page.

1. Enter the name of the school and click “Submit.”
2. Select 2008 Base API Report–School Report (Includes ASAM Schools) and click “Submit.”
3. Print a copy of the report.
4. Click on “School Reports” at the top of the page above the page header.
5. Select 2009 Growth API Report (Includes ASAM schools) and click “Submit.”
6. Print a copy of the report.
7. Click on “School Demographic Characteristics,” located to the right of the school name.
8. Print a copy of the report.
9. In the bar below the school information, click on “PI.”
10. Print a copy of the report.

11. Place the copies behind the Intent to Submit Form.

A-G Requirements (Schools with High School Students Only)

Submit one of the following:

- A copy of your school's approved a-g course list.
 - Access the University of California's a-g Course Lists Web page at <https://doorways.ucop.edu/list/> (Outside Source).
 - Type the name of your school in the "School or Program Name" box and click "Search."
 - Print a copy of your school's UC/CSU-Approved Course List, **or**
- A list of the courses submitted for approval. Provide an explanation and the status of the submission.

Western Association of Schools and Colleges Accreditation Status (Schools with High School Students Only)

Submit one of the following:

- If you printed the UC/CSU-Approved Course List, highlight the WASC status, located below the Course Contact information.
- If you do not yet have the approved list to print,
 - Access the WASC Web site at http://www.acswasc.org/directory_search.cfm (Outside Source).
 - Enter the name of your school in the "School Name" box and click "Submit Search."
 - Print a copy of the page with your school information.

PART 1—LEGAL COMPLIANCE

Application Preparation

1. Review Part 1—Legal Compliance Cover Sheet to identify the required documents. (See page 12.)
2. Access and print the Legal Compliance Review Form from the CCIS Web site. (See page 9 for the Web address.)
3. Prepare the required legal compliance documents as indicated, paying close attention to the annotation requirements for the documents and the review form.
4. Complete the Cover Sheet.
5. Submit the completed application and Part 1—Legal Compliance Cover Sheet to the principal/administrator and district superintendent for review and signature.

Assembly

Submit **one original** and **four copies** of the application with the documents in the order listed on the cover sheet.

- The Legal Compliance Review Form **must** be single-sided. Other documents may be double-sided.
- **Do not staple** any of the documents. If needed, use clips.
- Use a colored sheet of paper to separate each set of documents.
- The completed application is to be **clipped** in the upper left-hand corner.
- **Do not** submit in binders, folders, notebooks, spiral bindings, or other covers.

Submission

Applicants must submit Part 1 on or before 4:00 p.m., on **January 15, 2010**, to the following address:

Mary M. Jones, Education Programs Consultant
Educational Options Office
Exemplary Independent Study Recognition Award
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814-5901

Faxed copies will not be accepted. The CDE encourages each applicant to submit each part of the application by Certified Mail or Return Receipt Requested so that the applicant will have proof of receipt of the application.

Screening

The submitted application will be screened to determine if everything on the cover sheet checklist is provided. Submissions **will not** be considered if:

- ✓ Required documents are missing.
- ✓ The EISRA Legal Compliance Review Form and legal compliance documents are not properly annotated. (See page 10.)

Legal Compliance Requirements

Independent study must be operated in compliance with state legal requirements for independent study as specified in the *California Education Code* and *California Code of Regulations*, Title 5.

A review of the legal compliance documents will be conducted. Awardees are expected to have exemplary documents that may be shared with other schools.

Each applicant school must submit documents that show the Legal Compliance Review Team exactly how legal compliance is met and students are assigned work.

Note: It is highly recommended that you use the EISRA Legal Compliance Review Form to carefully and thoroughly review your legal compliance documents to identify any areas in which your documents do not comply with the items on the form. The timeline allows time for taking any needed changes to your local Governing Board for approval and for making any necessary changes to your Administrative Regulations, Independent Study (I.S.) Agreement, and/or any subsidiary documents.

Required Legal Compliance Documents

The following documents must be **properly annotated** and submitted for review:

- A completed EISRA Legal Compliance Review Form. Access the form on the CCIS Exemplary Independent Study Recognition Award Web page at <http://www.ccis.org/exemplary-independent-study-recognition.html> (Outside Source).
- The district's Board Policy and Administrative Regulations for independent study.
- A completed I.S. Agreement for an actual student (with the student's name and identifying information removed or marked out) that demonstrates how the agreement is completed in practice.

Each applicant must submit two I.S. Agreements in order to show how different grade

levels are handled. If the school serves both elementary and secondary grade students, submit one agreement for an elementary grade and one for a secondary grade.

- For each completed I.S. Agreement, submit a completed set of example subsidiary documents for one course or subject identified in the I.S. Agreement (e.g., assignment and work record forms, course contracts, curriculum guides) with the students' name and identifying information removed or marked out.

Note: It is critical that the submitted documents (I.S. Agreement and other subsidiary documents) provide a complete picture of how independent study is provided to the student.

Required Annotations

This procedure provides a “crosswalk” for reviewing the submitted documents. The EISRA Legal Compliance Review Form and submitted legal compliance documents must be annotated as follows:

1. The item number for each item on the EISRA Legal Compliance Review Form must be clearly written beside the supporting text(s) on the submitted legal compliance document(s).
2. The page number(s) where the supporting text(s) can be found must be clearly written beside each item on the EISRA Legal Compliance Review Form.

For example:

- A “2” written beside a paragraph on page 1 of the Board Policy indicates that the paragraph addresses item #2 on the EISRA Legal Compliance Review Form.
- “Board Policy, page 1” written beside item #2 on the EISRA Legal Compliance Review Form indicates that the reviewer will find a “2” clearly written by the supporting paragraph on page 1 of the Board Policy.

If you have any legal compliance questions or questions about how to annotate the documents, please contact Rosalinda Jorin, Office Assistant, Educational Options Office, at 916-322-5012.

Review Results

The Legal Compliance Review Team will review the Legal Compliance Review Form and all submitted documents. Any compliance issues will be identified, with an explanation and suggested resolution provided. Applicants must make all additions, corrections, and/or changes to continue in the award process.

The legal compliance documents review results will be e-mailed to applicant schools by **March 1, 2010**. The CDE must receive revised legal compliance documents by **May 1, 2010**. The revised documents will be reviewed, and applicants will be notified of the results by e-mail on or before **June 1, 2010**. Applicants must receive approval of their legal compliance documents before submitting Part 2 of the application.

Note: As stated on the Legal Compliance Review Form, Items 8-9j are not required by law to be included in the district's Board Policy or Administrative Regulations. Since districts must meet these requirements in order to have legally compliant independent study, exemplary legal compliance documents are expected to include them. Applicants may find these items identified in the legal compliance review results and must make the additions, corrections, and/or changes to continue in the award process.

Common Problems with Legal Compliance Documents

1. Annotation problems.
 - The annotations were not provided.
 - The provided annotations were incorrect (e.g., did not address the item indicated, applicable text was not located on the document and page indicated).
2. The Board Policy did not have an adoption date.
3. The Board Policy and/or Administrative Regulations were not updated regularly.
 - Reviewed documents contained obsolete language. Regular review and updating ensures documents are current and in agreement with any changes to the law.
4. Applicants that did not have Administrative Regulations did not have all legally required elements in their Board Policy.
5. A **specific** time period for the length of time between the date an assignment is given and the date it is due (e.g., one week, two weeks) was not stated in the Board Policy and/or I.S. Agreement.
6. Inconsistencies between documents were found. For example, the length of time between the date an assignment is given and the date it is due was two weeks in the Board Policy but one week in the I.S. Agreement.
7. A sample copy of the documents identified as part of the I.S. Agreement or supporting the I.S. Agreement were not provided. (A complete package of documents is required to complete the legal compliance review.)
8. I.S. Agreements together with the subsidiary documents lacked one or more of the four required elements: (1) objectives; (2) methods of study; (3) personnel and material resources; and (4) the method to evaluate whether the objective had been reached (for average daily attendance [ADA] and academic purposes).
 - One or more of the four required elements lacked specificity (e.g., material resources were identified, but personnel resources were not; generic objectives were provided).
9. I.S. Agreements lacked the "Other Assisting Person" signature line and date.

Part I—Legal Compliance Cover Sheet

Due January 15, 2010

County-District-School (CDS) Code: _____

County Name: _____

District Name: _____

School Name: _____

Principal's/Administrator's E-mail Address: _____

Area Code and Telephone Number: _____

Exemplary Independent Study Recognition Award Contact Name and Position, if other than the Principal/Administrator: _____

Area Code and Telephone Number: _____

Legal Compliance Checklist

The submitted documents provide a clear, complete picture of legal compliance in our school.

1. All documents are clearly annotated according to the application instructions. Yes No
2. A completed Legal Compliance Review Form is provided. Yes No
3. An annotated copy of the district's Board Policy is provided. Yes No
4. Annotated Administrative Regulations are provided. Yes No NA
5. Annotated sample I.S. Agreements and example subsidiary documents are provided. Yes No

Note: If any of the above are marked "No," the application will not be read.

Certification

I certify that I have reviewed the information contained in this application and that, to the best of my knowledge, all information is accurate and complete.

Principal's/Administrator's Name: _____

Principal's/Administrator's Signature (in blue ink)

Date

District Superintendent's Name: _____

District Superintendent's Signature (in blue ink)

Date

PART 2—EDUCATIONAL PRACTICES

Application Preparation

1. Review Part 2—Educational Practices Cover Sheet to identify the required documents. (See page 27.)
2. Prepare the supportive statements.
3. The Educational Practices section can be completed in Microsoft Office Word in 12-point Arial font and then printed for submission.
4. Complete the Cover Sheet.
5. Submit the completed application and Part 2—Educational Practices Cover Sheet to the principal/administrator and district superintendent for review and signature.

Assembly

Submit **one original** and **one copy** of the application with the documents in the order listed on the cover sheet.

- The supportive statements and eight Educational Practice responses **must** be single-sided. Other documents may be double-sided.
- **Do not staple** any of the documents. If needed, use clips.
- Use a colored sheet of paper to separate each set of documents.
- The completed application is to be **clipped** in the upper left-hand corner.
- **Do not** submit in binders, folders, notebooks, spiral bindings, or other covers.

Submission

Applicants must submit Part 2 on or before 4:00 p.m., on **September 15, 2010**, to the following address:

Mary M. Jones, Education Programs Consultant
Educational Options Office
Exemplary Independent Study Recognition Award
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814-5901

Faxed copies will not be accepted. The CDE encourages each applicant to submit each part of the application by Certified Mail or Return Receipt Requested so that the applicant will have proof of receipt of the application.

Screening

The submitted application will be screened to determine if everything on the cover sheet checklist is provided. Submissions **will not** be considered if:

- ✓ Required documents are missing.
- ✓ One or more Educational Practice response(s) is incomplete or missing.

Background Information

The following documents are provided to enhance the reviewer's knowledge of the school and its practices. They will not be scored.

Supportive Statements

Submit a supportive statement from an individual from each of the three groups listed below (a total of three one-page statements). Each supportive statement is limited to one page, must be in 12-point Arial font, must have the title at the top of the page (e.g., "Staff Statement"), and must include the name of the writer. Ensure that each statement focuses on specific qualities and innovative characteristics that make the applicant school exemplary.

1. Staff Statement: One staff member should describe the characteristics that make the school exemplary.
2. Student Statement: One student should describe ways in which the school and independent study have helped him or her be successful, citing personal experiences. The student writing the statement must be enrolled at the school when the statement is written.
3. Parent/Guardian Statement: One parent/guardian should describe ways the school and independent study have helped his or her student(s) achieve their goals. The parent/guardian who provides this statement and the student who provides the Student Statement must not be members of the same family. The parent/guardian must have a student currently enrolled at the school.

Note: Pages that exceed the stated limits will not be read.

School Accountability Report Card

Submit a copy of the most recent School Accountability Report Card (SARC). If your district uses both a short and long form, submit only the long form.

Western Association of Schools and Colleges Accreditation Report (Schools with High School Students Only)

Submit a copy of the Western Association of Schools and Colleges (WASC) Visiting Committee Report.

Educational Practices

The purpose of the eight Educational Practice responses is to document the exemplary practices in place at the school. Responses should provide evidence of exemplary, not just satisfactory or legal, practices.

Scoring

The Educational Practice responses will be rated according to the following scoring rubric:

Excellent	10 points	Provides thorough, detailed information and includes appropriate supporting examples that demonstrate excellent practices.
Strong	7 points	Provides detailed information and includes appropriate examples that demonstrate strong practices.
Adequate	4 points	Provides general information and may include examples that demonstrate adequate practices.
Minimal	1 point	Information is not provided, is incomplete, or is unacceptable. Examples are not provided. Practices are not adequate.

Note: If **required** examples are not included, points will be deducted from the score.

It is possible to receive a total of 80 points. Applications that receive the highest number of points will qualify for a site visit. The number of site visits may be constrained by the availability of resources.

Developing the Responses

1. Read the Elements of Exemplary Independent Study, available on the CCIS Exemplary Independent Study Web page at <http://www.ccis.org/exemplary-independent-study.html> (Outside Source). Since most of the Educational Practices are based on these elements, this document will assist you in preparing your responses.
2. Read through the eight Educational Practices before beginning your writing. This will help you understand the scope of what is required. It will also help you plan your responses in order to prevent duplication or overlap of information.
3. Carefully read each Educational Practice. Each Educational Practice requires a variety of responses (e.g., data, short answers [several sentences], and longer responses) and includes the opportunity to provide additional information.
 - Provide all requested information.
 - Make sure each completed response fully addresses what is asked.
 - Responses may be short and concise or longer and detailed, with examples, depending on the requested information. You are encouraged to review each completed Educational Practice to ensure that the responses to all of the items work together to provide a complete understanding of the practices/procedures in your school.
 - “Show,” do not just “tell.” Show with examples and concrete details, rather than tell with adjectives, adverbs, and vague language.
 - Specific “for instances” or “student stories” that illustrate an exemplary practice are highly encouraged. (Do not include actual names.)
 - Review your Educational Practice responses for completeness, clarity, and examples. Your completed Part 2 application should enable reviewers to understand and visualize your school and its practices.
4. Base your responses on the 2009–10 school year.
5. Responses to Educational Practices 1–8 may not exceed 25 pages (including the application text but excluding the copy of the test results for Educational Practice 6). Pages that exceed the 25-page limit will not be read.
 - The font must be 12-point Arial.
 - Each Educational Practice contains a page break in order to keep the Educational Practice responses separate.

Common Problems with Responses

1. The response did not address what was requested (e.g., did not provide required information, unfocused, off topic, talked around the topic).
2. The response lacked details. Reviewers did not have a good understanding or clear “picture” of the school and/or practice after reading the response.
3. Examples were not provided. (Examples can clearly illustrate and enhance the reviewer’s understanding.)
4. The response was written as if the reviewer had prior information, which resulted in questions rather than a clear understanding of the practice discussed.
5. The response used too many adjectives instead of providing examples.
6. The response was well written, but did not provide the information requested.
7. The response was poorly written, hindering the reviewer’s understanding of the practice discussed.
8. The “Tell us anything else...” response was redundant, repeating information already provided.

Educational Practice 1: 2009–10 School Overview

- 1a. Charter school: Yes No
If Yes, Direct-funded: Locally-funded:
- 1b. Grades served: _____
- 1c. Total enrollment: _____
- Students in K-8: _____
 - Students in grades 9-12: _____
- 1d. Percentage of students in independent study: _____%
- 1e. Teacher-to-ADA ratio: _____
- 1f. Base API for 2008: _____ Base API for 2009: _____
- 1g. Statewide rank for 2008: _____ Statewide rank for 2009: _____
- 1h. 2010 growth API: _____
- 1i. Similar schools rank for 2008: _____ Similar schools rank for 2009: _____
- 1j. Percentages from the School Demographic Characteristics:
- Free or reduced price lunch: _____%
 - Gifted and Talented Education Program students: _____%
 - English learners: _____%
 - Students with disabilities: _____%
 - School mobility: _____%
- 1k. Standardized Testing and Reporting (STAR) participation rate: _____%
- 1l. California High School Exit Exam (CAHSEE) pass rate for English-language arts (ELA): _____% Math: _____% from the CAHSEE School Report (administration=combined) available on the CDE California High School Exit Exam (CAHSEE) Web page at <http://cahsee.cde.ca.gov/page2.asp?subject=ExitExam&level=School&submit1=Submit>.
- 1m. The frequency of regularly scheduled face-to-face student/parent-teacher meetings.
 Weekly Every two weeks Monthly Other (Explain)
- 1n. Are additional student/parent-teacher interactions (e.g., informal meetings, contact by telephone, e-mail) available? Yes No
If yes, what are they and how often do they occur?
- 1o. How many teachers does a student work with at a time? Explain as needed.
- 1p. How many courses or elementary-level subject units does a student take at a time?

- 1q. What is the length of time between when an assignment is given and when it is due?

- 1r. If appropriate, how do you use any of the following: classes, labs, small group sessions, computer-assisted learning, online instruction, access to classes at the comprehensive high school or community college, etc.?
- 1s. Does your school have a special focus or program (e.g., technology, school-to-career, the arts)? Yes No
If yes, describe.
- 1t. What is the role(s) of parents/guardians, and what supports are provided to them?
- 1u. How do you use other persons responsible for assisting students (e.g., tutors, volunteers, mentors)?
- 1v. What other opportunities are available to your students (e.g., field trips, performances, community involvement)?

Tell us anything else you think is important for us to know about any of the items listed above (opportunity for examples).

Educational Practice 2: Local Educational Agency or Direct-Funded Charter Support
(For purposes of this section, local educational agency includes direct-funded charter schools.)

- 2a. How is the local educational agency's (LEA's) commitment to offering independent study that is at least equal in quality and quantity to classroom study demonstrated?
- 2b. What role does independent study play in the LEA's efforts to close the achievement gap and reduce the number of dropouts?
- 2c. List the other educational options available for students, so that independent study is not the only alternative to the traditional classroom. (This may not apply to direct-funded charters.)
- 2d. **Non-charter schools:** Verify that independent study is funded at a comparable level to classroom-based education. Include the percentage of apportionment funds earned by students' attendance received by the school and how this compares with other schools in the district. Explain how the school receives its proportionate share of categorical funds.
- 2e. **Charter schools:** Discuss funding received by the school through the Senate Bill 740 funding determination process. Include the percent of funding received and the number of years for which funding was received.
- 2f. Discuss the terms and conditions of employment of independent study teachers and how they are comparable to those of LEA classroom-based teachers, including whether teachers are on the same salary structure as classroom teachers or are paid hourly.

School average teacher salary: _____

District average teacher salary: _____

Tell us anything else you think is important for us to know about your school's relationship with your LEA (opportunity for examples).

Educational Practice 3: Admission, Support, Intervention, and Transition

- 3a. Discuss your admission process. Include (1) the basis for admitting students; (2) how students are assessed for their potential to be successful in independent study; and (3) the process for identifying specific student needs. A student example is required; do not include actual names.
- 3b. If appropriate, discuss your policy for admitting special education students and/or students working below grade level.
- 3c. Describe the variety of supports provided to students. Include student access to counselors and/or other personnel and services that meet their academic, social, career, and emotional needs.
- 3d. How do you provide needed support to secondary students when parents/guardians are not available or do not play a positive role in the student's life?
- 3e. If appropriate, how do you support special education students and students working below grade level? A student example is required; do not include actual names.
- 3f. How are struggling students identified and what interventions are provided? A student example is required; do not include actual names.
- 3g. How do you ensure a successful transition back to the traditional classroom or another educational option, when needed? A student example is required; do not include actual names.

Tell us anything else you think is important for us to know about your admission, support, intervention, and transition policies and procedures (opportunity for additional examples).

Educational Practice 4: Teachers

- 4a. The number of teachers at your school: _____
- 4b. School teacher-to-average daily attendance (ADA) ratio: _____
District teacher-to-ADA ratio for district schools and locally-funded charters: _____
For direct funded charter schools that use another district for the baseline teacher-to-ADA, the ratio of that district: _____
- 4c. The number of teachers who meet the NCLB requirements in all core subjects taught:

- Through single subject credentials: _____
 - Through High Objective Uniform State Standard of Evaluation (HOUSSE): _____
 - Through the subject matter verification process for secondary teachers in special settings: _____
- 4d. List your teachers' credentials and other professional qualifications.
- 4e. The average number of students assigned to each supervising teacher during the 2009–10 school year: _____
- 4f. Teachers' ability to work effectively with students in independent study is demonstrated by (e.g., identifying students' learning styles, interests, and needs; developing relationships that foster success):
- 4g. What is the role of Supervising Teachers?
- 4h. How are subject matter specialists used?
- 4i. How and in what ways do your teachers modify instruction and assignments to meet student needs?
- 4j. Teachers have access to and participate in professional development, ongoing instructional assistance and support, and LEA committees (e.g., curriculum development committees and other subject/grade level collaboration, staff development focused on state content standards and assisting students in passing the CAHSEE) in the following ways:

Tell us anything else you think is important for us to know about your teachers (opportunity to include other instructional strategies/practices and examples).

Educational Practice 5: Curriculum and Materials

5a. Are all courses and materials aligned with California state content standards?

Yes No If no, provide an explanation.

5b. What curriculum (course of study, set of courses, or program of coursework) is used in your school and how does it relate to the LEA-adopted curriculum?

5c. Are the textbooks used in your school the most recently adopted by the State Board of Education, or for high schools, by the LEA?

Yes No If no, provide an explanation.

5d. Discuss the assignments used (and lesson plans if applicable), their alignment to the standards, and who develops them.

5e. Discuss how you pace instruction in order to complete the curriculum and how this varies according to different student needs.

5f. What additional curriculum and materials were selected or created to enable students performing below proficient to master the content standards and increase performance on the STAR California Standards Tests (CSTs) and to pass the CAHSEE?

Tell us anything else you think is important for us to know about your curriculum and materials (opportunity to include innovative options [e.g., use of technology] and for examples).

Educational Practice 6: Assessing Student Achievement

- 6a. List the data currently used to measure student achievement (e.g., student-level data system, state assessment data, district assessments, course assignments).
- 6b. How do your teachers, counselors, administrators, and others use data and other measures to monitor, assess, and improve academic progress and achievement at the school level **and** for individual students? Examples of changes (group and individual) made as a result of data analysis are required.
- 6c. Is there an achievement gap between racial/ethnic groups of students?

Yes No

If yes, what has been done or is being done to address it?

- 6d. Include a copy of the school's 2009 STAR CST test results, available on the CDE Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov/>. Place the copy at the end of this response (i.e., between Educational Practice 6 and 7).
- STAR participation rate: _____%
 - List the steps taken to increase the rate:
- 6e. Schools with high school students: For 2009–10, the percentage of students who have passed the CAHSEE.
- Grade 10: ELA _____% Math _____%
 - Grade 11: ELA _____% Math _____%
 - Grade 12: ELA _____% Math _____%
 - List the steps taken to increase the passage rate:

Tell us anything else you think is important for us to know about assessing student achievement (opportunity for examples). If applicable, include any significant changes that have had an impact on recent test scores.

Educational Practice 7: School Leadership and School Culture

- 7a. Who is on your school leadership team? Provide titles or positions, not actual names.
- 7b. Discuss your leadership team's vision and strategic plan for the school, how they are reflected in practice, and what the team sees in the future for your school.
- 7c. How does your principal/administrator interact with your school leadership team?
- 7d. The principal's/administrator's knowledge of independent study and ability to maintain support for independent study as a high quality option in your LEA is demonstrated by:
- 7e. What percent of your principal's/administrator's full-time equivalent (FTE) is dedicated to your school? _____%
- 7f. What percent of his or her time is spent on your campus? _____%
- 7g. Student, parent/guardian, and community representation in and involvement with the school is demonstrated by:
- 7h. The school culture and environment contribute to student achievement in the following ways (include expectations for staff and for students, relationships among staff, and relationships between staff and students):
- 7i. What makes your school culture unique and how is it maintained?

Tell us anything else you think is important for us to know about your school leadership and school culture (opportunity for examples).

Educational Practice 8: Signature Practice

What do you consider the most important and successful educational practice you can share with other schools? Describe the practice and explain its value. At least one example of the practice in action is required.

Part 2–Educational Practices Cover Sheet

Due September 15, 2010

County-District-School (CDS) Code: _____

County Name: _____

District Name: _____

School Name: _____

Principal's/Administrator's E-mail Address: _____

Area Code and Telephone Number: _____

Exemplary Independent Study Recognition Award Contact Name and Position, if other than the Principal/Administrator: _____

Area Code and Telephone Number: _____

Educational Practices Checklist

1. All statements were prepared according to the application instructions. Yes No
2. Three one-page supportive statements are provided. Yes No
3. A copy of the most current School Accountability Report Card (SARC) is provided. Yes No
4. For schools with high school students, a copy of the Western Association of Schools and Colleges (WASC) Visiting Committee report is provided. NA Yes No
5. Thorough, detailed responses, with examples, are provided for each Educational Practice response. Yes No

Note: If any of the above are marked "No," the application will not be read.

Certification

I certify that I have reviewed the information contained in this application and that, to the best of my knowledge, all information is accurate and complete.

Principal's/Administrator's Name: _____

Principal's/Administrator's Signature (in blue ink)

Date

District Superintendent's Name: _____

District Superintendent's Signature (in blue ink)

Date