

CHAPTER
13

Formats for Evaluation of Independent Study

Evaluation of any instructional program is critical. By examining the operations and pupils' performance in light of clearly stated and measurable objectives, the district is able to know how well a program is meeting those objectives. Because independent study is relatively new in many districts and, by intent, is very flexible, the need for good evaluation is critical. Although evaluation is not specified in either the *Education Code* or the *California Code of Regulations, Title 5*, an annual evaluation and review of independent study by the local board of education is advisable. Some districts use advisory committees consisting of teachers, students, parents, and community members to assist in the design and evaluation of independent study. Where the governing board has established an alternative school pursuant to *Education Code* Section 58500, in which independent study is one of or the only instructional strategy, the use of advisory committees is recommended and is consistent with *Education Code* Section 58510.

Unfortunately, it is easy for evaluation to be ignored. When staff time and resources are in short supply, the day-to-day operation of a school tends to absorb all the staff's time and energy. Yet even a very simple evaluation component might improve the school's effectiveness and efficiency dramatically. It is essential to make time for this process and, subsequently, to be able to communicate the successes to others. The educators responsible for independent study must be able to substantiate what is being done and support its validity with facts.

For simplicity, where the word "school" is used in this chapter, read "program" unless independent study is being evaluated as the only instructional strategy in a board-established alternative school.

A Purpose of Evaluation

The purpose of an evaluation is to improve the school's performance as well as to determine how well the school is fulfilling locally established educational objectives. The evaluation can be formative and the results used to make planning decisions; or the evaluation can be summative and used to indicate outcomes, products, and successes.

Basic questions to be answered in designing an evaluation include:

1. What is the specific purpose?
2. Will the evaluation be internal (done by the staff), external (done by an outsider), or some combination of both?
3. How much will the evaluation cost, and how will it be financed?
4. Who is the client for the evaluation—the staff, the board of education, or an outside funding source?
5. What will be the output of the evaluation—a written report, an oral report to the staff and the governing board, or some combination?
6. When will the evaluation be done? What will be the schedule of steps?
7. How will recommendations for improvement be followed up?
8. What are the goals and objectives? What information must be obtained if goals and objectives are to be met? How can this information be ob-

tained? Once the staff has this information, what does it suggest about making improvements? Good evaluation is an ongoing process.

See the Evaluation Checklists I and II and Independent Study Student Survey forms at the end of this chapter.

B Criteria for Evaluation

The school district or county office of education should evaluate independent study on its achievement of the purposes and functions revealed in the statement of objectives of the independent study strategy and on the appropriateness of those purposes and functions to the mission of the school district or county office. General guidelines have been established to determine the effectiveness of a school's educational program and services. The district or county office should seek evidence that independent study is adequately meeting these criteria.

1. *Philosophy, school mission, goals, and objectives.* In a statement of philosophy (board policy) approved by the governing body of the school district, the school mission should be clear. Goals and objectives consistent with the philosophy should be systematically developed and reviewed by the community, administration, staff, students, and governing body. There should be a continuing evaluation of progress toward these goals and objectives.
2. *Organization.* A clearly defined organizational structure is needed. This structure should include the functions of the administration, staff, students, and concerned persons in the community; the administrative relationships among these groups; and the limits of authority and responsibility. A demonstrably workable structure will ensure that working relationships and communication are effective.
3. *Student personnel services.* Student personnel services are necessary to identify the needs, interests, aptitudes, and personal and career goals of all students and to provide these students with adequate counseling and guidance.
4. *Curricular program.* A curriculum with written course descriptions and objectives must provide all students with suitable courses of instruction

consistent with the school's philosophy, goals, and objectives, and meet the needs, abilities, and interests of students. All students in independent study should be provided with appropriate and adequate instructional resources, comparable with those available for classroom instruction to implement the curricular program. Curriculum developers should consult the district or county curriculum guides and the state's curriculum frameworks and model curriculum standards to ensure compatibility.

5. *Evaluation.* Curriculum and students' learning should be the object of continuous evaluation involving faculty, students, administration, and community. This process should be concerned with the nature, scope, and effective teaching of individualized course offerings and their interrelationship in the curriculum.
6. *Staff.* A well-qualified staff selected from those who voluntarily choose to work in independent study is essential. The staff should work consistently, both as individuals and as a team, to provide opportunities for effective learning. Independent study, even when it uses computers extensively, uses staff in ways that are critical for success. Therefore, the important question is whether the "right" staff are available rather than whether or not there are enough persons.

As noted in Chapter 4, the recommended teacher-student ratio is about one to 25 (1:25) or whatever number of students in this range is feasible. The teacher-student ratio need not be lower than in a classroom situation (although that will probably be better), but the supervising teachers and counselors should have the appropriate characteristics.

For independent study to be successful, the district or county office should investigate other school and community resources to supplement professional and paraprofessional staffs. Determine the extent to which:

- a. School and other librarians are willing and able to assist.
- b. Retired teachers are willing to tutor.
- c. Prospective employers understand the value of hands-on learning and will cooperate by making opportunities available.

- d. Particular persons and groups in the life of specific students can be counted on to support and facilitate those students in independent study.

7. *School facilities.* Provision of adequate facilities is important. The characteristics of appropriate facilities will vary with purpose and design.
8. *Finance.* Continuing financial support that provides for the necessary staff, physical facilities, instructional resources, and other support services is as essential for independent study as for any regular program.

C Additional Assessment Techniques

External measures of a pupil's performance, such as district competency tests, may be used along with individualized instruments to provide useful measures of the independent study operation and the individual pupil's performance. Additional techniques include the following:

1. *Follow-up of students.* One critical measure of students' success in independent study is what happens to students who leave. How many graduate? How many have jobs or other positive placement? How many return to a classroom-based school program? How do students feel about independent study six months, a year, or several years later?
2. *Parents' and community's assessment.* Parents and members of the community play a key role. Questionnaires or other survey instruments may be designed for and used with each group to assess their opinions of independent study and solicit suggestions for improvement.
3. *Assessment by staff.* One of the best measures of success is the perception of the staff, including support personnel and volunteers. Although this technique would seem obvious, many schools do not carefully measure staff attitudes and suggestions for improvement. Staff meetings where planning and evaluation are discussed can provide an excellent means for continuous or periodic evaluation.
4. Peer audits can be an effective means of evaluation. The advantages are that they provide (1) an

opportunity for staff to “show off” their accomplishments; (2) a situation in which everyone exchanges ideas; (3) a test by which quality can be verified; (4) a forum in which problems can be identified; (5) a process by which concerned persons can become more sensitive to each other’s needs and feelings; (6) an opportunity for professional growth, if done effectively; and (7) a reminder that quality is everyone’s concern. Peer audits may also have costs, which should be considered.

It is important to select peers for an audit who not only have the training and experience necessary to review all areas that need to be evaluated but also can act with confidentiality. The California Consortium for Independent Study (CCIS), with the cosponsorship of the California Department of Education (CDE), is offering training in the use of the Independent Study Program Self-assessment Form issued by the CDE (see the form at the end of this chapter).

D Accreditation by Western Association of Schools and Colleges

Another form of evaluation is the accreditation process developed by the Western Association of Schools and Colleges (WASC) specifically for schools that use independent study. Assistance and information can be obtained from WASC at (650) 696-1060; or FAX (650) 696-1867; or e-mail: wasc@smcoe.k12.ca.us.

1. The following steps are required before a school can apply for accreditation:
 - a. The district governing board must establish a school and name it.
 - b. Secure a CDS (county-district-school) identification number from the Planning and Administrative Support Office, Technology Services Division, California Department of Education, (916) 327-4014, FAX (916) 322-3257. This office will supply the necessary information and required application form.
 - c. Offer a separate Diploma of Graduation with (a) the same requirements throughout the

district, or (b) a–f requirements available for students.

- d. Comply with all state codes and regulations.
 - e. Provide students equal access to support services.
 - f. Briefly evaluate the school, using WASC criteria. These criteria categories are:
 - (1) Philosophy, goals, and objectives
 - (2) Organization
 - (3) Student support services
 - (4) Curricular program
 - (5) Co-curricular program
 - (6) Staff
 - (7) School plant
 - (8) Finance
 - (9) School and community
2. The Executive Director of WASC emphasized the following points in a meeting about the criteria for candidacy for accreditation of independent study schools:
 - a. The instruction to be used to produce the document for accreditation for “independent study schools” is in the *Focus on Learning Process Guide for Joint WASC Accreditation* and the California Department of Education’s *Program Quality Review*.
 - b. A school must be a separate high school identified by its district and have a CDS number listed in the *California Public School Directory*.
 - c. Support services, such as counseling, psychological services, and so on, must be provided for students at least at the same level as services for students in the local comprehensive high schools.
 - d. The school must be in compliance with all sections of California’s *Education Code*.
 - e. Provision must be made for students to have access to classes and programs needed to qualify for college entrance (a–f courses).
 - f. In public schools the district must show that adequate resources are provided to support the independent study school. Adequate resources were defined as a budget which allocates a minimum of 80 percent of the income generated by independent study to the school.

- g. In private schools adequate resources would be defined by the percentage of tuition that is used directly for instructional purposes.
 - h. Graduation requirements must be consistent with local comprehensive high school graduation requirements.
3. Steps in the accreditation process for schools using independent study:
- a. *Application.* Information on the application must include school finance, governing board, philosophy and purposes of the school (mission and goals), school characteristics, expectations of the board of education, admission procedures and records, personnel, sociological characteristics and ethnic balance, standardized tests, and graduation requirements.
 - b. *Candidate visitation.* A committee of two members appointed by the WASC Commission will visit the school for approximately a half-day. Staff should be prepared to highlight the school briefly and answer questions such as the following:
 - (1) Has the school developed and published a clear statement of purposes together with plans for a curriculum to carry out these purposes?
 - (2) Does the school have a properly functioning governing board?
 - (3) Has a chief administrative officer been employed?
 - (4) Does the school have an organization, structure, course offerings, and staffing acceptable for the school's stage of development?
 - (5) Does the school have an admissions policy compatible with its stated objectives?
 - (6) Is instruction offered in all subject areas required by applicable law?
 - (7) Has the school developed an adequate financial base to give reasonable assurance of continuing financial stability?
 - c. *Candidate status (approval or denial).* The approval or denial letter will make recommendations. If approved for candidacy, schools will be able to include the statement "Ap-

- proved Candidate for Accreditation, Western Association of Schools and Colleges" on their transcripts.
- d. *Self-study, preparation of report.* To help with preparation for this process, WASC requires a self-study by means of (1) a manual, *Procedures for Appraising Independent Study High Schools, Criteria Approach*, provided by WASC; and (2) half-day self-study coordinator orientation workshops that are offered at various locations to explain the self-study and help prepare for the visitation. The purpose of the self-study is to evaluate the school program for students and assist with the future planning for school improvement. This project involves the whole staff. Before the report is started, it is necessary to form committees. These committees, whose structure depends on the size of the school, could include the administrator or self-study coordinator, steering committee, criterion committee, and responder groups. The report is submitted to the visiting committee approximately a month before the visitation.
 - e. *Accreditation committee visitation and report (cost varies, dependent on size of enrollment).* The visitation lasts approximately three days as outlined below:
 - Day before visit:* Visiting committee orientation; orientation and organizational meeting of the visiting committee
 - First day:* Meeting with steering committee and school administration; scheduled visits to the classrooms, conferences, review of exhibit material
 - Second day:* Classroom and training site visitations; meetings with selected groups or individuals
 - Third day:* Meeting with selected personnel; drafting of visiting committee's report; meeting with steering committee and administration; completion of final revision of the visiting committee's report; report to the staff and community
 - f. *Accreditation approval or denial.* The Accrediting Commission for Schools meets at regularly scheduled times to consider accreditation

of independent study high schools (ISHS). Before the meeting the commission members will have received copies of the visiting committee's report and confidential reports to the commission recommending terms of accreditation. At the meeting these materials will be discussed, and the ISHS reports will be available for reference. The commission will allow as much time as necessary to discuss the findings of the visiting committees and the supporting evidence found in their reports. This process ensures that each accreditation receives full and fair consideration. The decisions of the commission are the composite judgments of the members. The term of accreditation for the independent study high school is based in part on the appropriateness of the school's stated goals and objectives for an institution of its type and the degree to which the goals and objectives are being met. The other determinant for accreditation is the degree to which the independent study high school meets the WASC criteria, which are established as general guidelines to determine the effectiveness of the independent study instructional program.

Follow-up is normally repeated every six years. The visiting committee's confidential recommendation to the school's commission is one of the terms listed below:

- (1) A term of *six* years with a written progress report to the school's governing board on the *major* recommendations listed in the visiting committee's report (On review and formal acceptance by the board, the report will be filed with the WASC office.)
- (2) A term of *six* years with a complete progress report on *all* recommendations and a one-day on-site revisit by a two-member committee, to be completed no later than the third year of the six-year term
- (3) A term of *three* years, with a *full* self-study and *full* on-site visit during the third year

- (4) A term of *one* or *two* years (circle one or two), with a complete progress report and revisit to serve as a warning that, unless prompt attention is given to the major recommendations, accreditation may be denied
- (5) Denial of accreditation based on conditions detailed in the visiting committee's report.

The decision of the commission on the term of accreditation or denial of accreditation may be appealed within 60 days after receipt of notification of the action of the commission. The appeal must be made in writing by the chief administrators of the school and district and must specify the basis of the appeal.

Continuing follow-up after the self-study and visit is critical to the ongoing school improvement process. A follow-up committee must be established immediately after the visiting committee's recommendations are made. Follow-up should be correlated schoolwide, and action plans should be incorporated as part of an overall school plan (e.g., yearly goals and objectives). This committee will be responsible for monitoring the progress of the implementation at both the departmental and schoolwide levels. An annual review of progress in meeting the yearly goals that reflect the visiting committee's recommendations and action plans is essential. The follow-up committee should inform the superintendent and board regularly on the progress made.

E Annual Reports

When the evaluation process has been completed, adequate information should be available to promote independent study. The staff could develop audiovisual presentations, such as slide shows and videos, or plan an annual report to ensure that the superintendent, school board, educational personnel, and parents are aware of the purposes, highlights, and accomplishments of independent study. The annual report could list suggestions for future growth or

improvements that could be obtained through a wider support base. Some possible components for an annual report are listed at the end of this chapter in the form of a table of contents. The length and depth of the information would be determined by the school's needs. Areas to be stressed may include quality, likeness to and differences from traditional schools, and so forth.

1. *Annual report format.* Annual reports vary in size, from one to several pages, depending on the size of the school and the information presented. The report could have a single focus, such as the results of a survey of students, staff, and parents. Brief statements with graphics are eye-catching and take little time to read; clear concise information gets the message across effectively. Designing a report cover that reflects the nature of independent study can be an effective means of communication, especially if the design is done by a student.
2. *Compilation of information.* Before beginning the report, determine what information needs to be gathered. The information should communicate that independent study is an effective educational alternative. Data can be gathered from student registration forms, interviews with students and parents, and surveys of students, parents, and staff. These data might include, but not be limited to, the following:
 - Numbers of students served
 - Demographics of students served (e.g., age, sex)
 - Status of students on entering and completing independent study
 - Anecdotal comments

The following suggestions may be helpful in compiling the information:

- a. Do student-parent surveys at least one month before the report is due.
- b. Have students and parents tally the surveys.
- c. If the school, district, or county has a research and evaluation department, solicit its help.
- d. Put all statistics on computer. If the school does not have a computer, ask a teacher, student, or parent for assistance.

- e. Before disseminating the report, have a variety of people (e.g., English teacher, students, clerical staff, community person) evaluate the contents.

3. *Distribution of the annual report.* Copies of the annual report may be delivered or mailed to the following agencies, organizations, and persons: the governing board, community advisory persons, parents, interested school site personnel such as counselors and child welfare and attendance personnel, the California Department of Education, and state legislators. If the report is lengthy, segments could be reproduced and used for presentations when appropriate, such as a board presentation to justify growth or continuation of independent study. Specific sections could be reproduced and sent to target audiences; for example, a discussion of independent study linkages may be sent to community agencies with which the school interacts.

F School Accountability Report Card

Another kind of annual report to the community is the School Accountability Report Card. As part of Proposition 98, school districts in the California are required to prepare and distribute to all parents and other interested individuals a School Accountability Report Card for each school (*Education Code* Section 35256).

School boards have the discretion of implementing the model adopted by the State Board of Education or of developing their own report card formats, provided the format addresses the 13 assessment areas. At least every three years, school district governing boards are to compare their schools' report cards to the state model.

The School Accountability Report Card must include, but is not limited to, an assessment of the following school conditions:

1. Students' achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals
2. Progress toward reducing dropout rates
3. Estimated expenditures per student and types of services funded

4. Progress toward reducing class sizes and teaching loads
5. Any assignment of teachers outside their subject areas of competence
6. Quality and currency of textbooks and other instructional materials
7. Availability of qualified personnel to provide counseling and other student support services
8. Availability of qualified substitute teachers
9. Safety, cleanliness, and adequacy of school facilities
10. Adequacy of teacher evaluations and opportunities for professional improvement
11. Classroom discipline and climate for learning
12. Teacher and staff training and curriculum improvement programs
13. Quality of instruction and leadership
14. Effective January 1, 1994, AB 198 established a fourteenth item to be included in the annual school accountability report cards. The new item requires a report on the conditions of the school with regard to “the degree to which students are prepared to enter the workforce.”

An assessment for purposes of the School Accountability Report Card results in descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

Sources of information for the report follow:

School description

- CBEDS Report
- List of school personnel by job title and number

Students’ achievement

- *Survey of Basic Skills*, Part I (CAP)
- Results of locally administered norm- or criterion-referenced measures
- Results of Advanced Placement tests or Golden State Examinations

Students’ attendance

- Intervention programs to reduce dropout rates
- Information on excused and unexcused absences

Expenditures and services

- Types of services funded, including categorical and special programs

Class size and teaching loads

- Class size and teaching loads by department
- Plans or description of progress to reduce class size or teaching loads

Teacher assignment

- The number of teachers assigned to instruct outside their credential authorization, including explanations as necessary
- Teachers with special certification (e.g., bilingual classes, mentor teachers)

Textbooks and materials

- The process for aligning textbooks and instructional materials with curriculum
- The library and media services available for students’ use

Counseling and other student support services

- Caseloads for counselors and other student support staff

Substitute teachers

- Availability of suitable substitute teachers

School facilities and safety

- School activities that promote students’ safety and well-being, such as special antidrug or antigang programs
- School records on asbestos and radon

Teacher evaluation and professional improvement

- School staff by years of experience

Discipline and climate for learning

- The number of disciplinary incidents in the past three years, including suspensions, expulsions, discipline referrals, and truancies

Training and curriculum improvement

- District staff development programs

Quality of instruction and leadership

- Results of school program reviews and accreditations
- Results of self-studies or community surveys

Evaluation Checklist I

The following is a checklist of areas that could be included in the program evaluation process. This information could then be utilized to produce an annual report.

<i>Area</i>	<i>Formative (Planning)</i>	<i>Summative (Indicate outcomes, successes, etc.)</i>	<i>Activities</i>	<i>Evaluation product</i>
School mission, goals, and objectives	X	X	Design according to district form.	Mission statement, goals
Statistical information obtained at intake or registration appointment	X		Type of school last attended, who referred the student, reasons for leaving school early, time elapsed since last enrolled, number of schools attended, students' ages, credits previously earned	(See sample locator form.)
Test score pre- and postreading/math	X	X	Test students as they enter or leave and/or at the end of the school year.	Test scores
Student assessment	X	X	Students' temperament and learning styles—day or evening learner	Tabulation of results by category
Home information: home, meals, food	X		Parents' educational levels, number of people living in home, meals/food eaten, amount of television viewed daily, home rules, etc.	Tabulation/survey
Enrollment	X	X	Enrollment process completed	Tally of enrollment figures
Course offerings/curriculum	X		Compare with district offerings.	Course list, curriculum guides
Support services for students	X		Personal/career counseling, health services	List of services offered
Authentic assessment	X	X	Tests, as appropriate, for each course offered (Let students know specifically what they can expect to know at the end of the course.) Projects, presentations, demonstration of skills, recitation of knowledge.	Test scores Work products

Evaluation Checklist II

Area	Formative (Planning)	Summative (Indicate outcomes, successes, etc.)	Activities	Evaluation product
Community involvement			Outside work experience (OWE), Regional Occupational Centers/Programs (ROC/P)	List of students in ROC/P, OWE, and community volunteers
Completion of “contract”/ dropout rate			Monthly tally of students’ percentage of full attendance; yearly tally of completion of contracts; reasons for leaving the program	Correlation of positive attendance and student numbers
Training			Attendance at conferences, local/state participation in district/county in-services, postgraduate work, grant writing	Survey of number attending and kinds of participation
Program recognitions/accomplishments			Student newspaper, literary magazine, yearbook, submission of artwork for local display, etc.	Student newspaper, literary magazine, yearbook, artwork
Student surveys (See samples in this chapter.)			Design, distribute, and tally surveys: parents, students, staff.	Survey results
Graduates/scholarships			Maintain a list as students graduate, with follow-up.	Number of graduates, number/types of scholarship awarded
Postgraduate achievements			Mail surveys to previous graduates, asking about their present employment, level of schooling completed, and future plans.	Tally of surveys returned

Table of Contents for an Annual Report

- I. Introduction from Independent Study Director
 - Background Information
 - Program Description
 - School Mission/School Goals
 - Standards for Independent Study Agreement
- II. Enrollment Statistical Data for the Year
 - Year-end Report
 - Independent Study Enrollment (possibly in graph[s])
 - Average Daily Attendance (monthly totals)
- III. Student Profile Data
 - Student Temperament Survey
 - Student Learning Types
 - Portrait of Personality Types
- IV. Overview of Year
 - Results of Student/Staff/Parent Surveys
 - Student Profile
- V. Highlights of Accomplishments
- VI. Conclusions
- VII. Future Growth

Student Profile

Note: When compiling a profile, be sure to include specific guidelines. Add or delete items from the following list based on grade level or focus intended. Independent study offers a means of individualizing the educational program of a student whose needs may best be met through study outside the regular instructional program.

- A. A student who may benefit most from independent study has left school for one or more of the following reasons:
 - 1. Inability to succeed in a large-group setting
 - 2. Member of a family committed to educating its own children
 - 3. Marriage or child-rearing conflict
 - 4. Financial need
 - 5. Mobility/travel/traveling artistic performers and athletes
 - 6. Recurring physical illness that does not warrant home or hospital instruction
 - 7. Psychological problem or family or personal crisis
 - 8. Difficulty in school placement because of age or lack of credits
- B. Acceptance in independent study is based on:
 - 1. Evidence that the student can work on grade level with minimal certificated supervision when directly supervised by a parent
 - 2. Evidence that the proposed program will be pursued
 - 3. Availability of the certificated staff to supervise the student effectively
 - 4. Assessment results
- C. Kindergarten through grade six or grades seven and eight independent study might also address the profile of the parent:
 - 1. Ability to be responsible for the supervision of the pupil while he/she is completing the assigned work and for submitting all completed assignments necessary for evaluation
 - 2. Ability to encourage him/her to do more than the minimum study requirements in order for the pupil to complete school consistent with the traditional school
 - 3. Willingness to attend independent study curriculum in-service meetings for parents
- D. The high school independent study student:
 - 1. Recognizes the value of formal education and is willing to work diligently toward achieving a high school diploma
 - 2. Demonstrates qualities essential for achieving success in an alternative program (e.g., responsible, punctual, honest, adaptable, socially mature)
 - 3. Possesses a sound foundation of basic skills
 - 4. Functions on an adult level by working on personal and career goals by volunteering in the community or by being self-supporting when necessary
 - 5. Completes an academic program that meets all district/county requirements for graduation, participates in OWE or ROC/P, or volunteers in the community
- E. At the conclusion of independent study, the high school independent study student generally:
 - 1. Graduates and begins a working career or attends community college
 - 2. Returns to a comprehensive or continuation high school or adult education school
 - 3. Passes the *California High School Proficiency Exam*

Student Profile Statistics

Number of schools attended by independent study students prior to placement

2	-	1%
3	-	15%
4	-	15%
5	-	15%
6	-	14%
7	-	11%
8	-	9%
9	-	5%
10	-	7%
Over 10	-	8%
Average number of schools		
6		

Age of independent study students at entry

Age: 14	-	2%
15	-	9%
16	-	34%
17	-	31%
18	-	11%
Over 18	-	12%
Average age (through 19)		
16.5		

Median reading score
10.5 *

The above profile indicates that the majority of independent study students enter at age 16 and are in their junior or senior year.

*Excludes reading lab students.

Kindergarten Through Grade Eight Parent Survey

1. What kind of school setting had your child been in before coming to independent study? _____

2. How did you hear about independent study? _____
3. Did you have specific reasons for choosing independent study over a traditional program? Would you share these with us if you are comfortable doing so? _____

4. Do you have any suggestions concerning the curriculum you used in your program?

5. Were the in-service programs and field trips held by independent study helpful? What in-service programs and field trips would you like to have for next year? _____

6. Would you be interested in more interaction with other parents in the program?

7. Would a workshop for new parents be helpful? What suggestions would you have for an orientation such as this? _____

8. Would you recommend this program to other families? _____
9. Do you feel that the evaluation of your child's progress was consistent with your evaluation? _____

10. Do you have any suggestions for improving this assessment process? _____

11. Are there any other school services you would like to see that would enhance our program? _____

Independent Study Student Survey

Instructions: Please answer the following questions regarding your experiences in independent study. Please circle the letter or fill in your response.

1. Gender:
 - a. male
 - b. female
2. My plans after high school include: (Circle all that apply.)
 - a. two-year college
 - b. four-year college
 - c. trade/technical school
 - d. full-time work
 - e. part-time work
 - f. the military
 - g. undecided
 - h. other (specify) _____
3. I have been on independent study:
 - a. less than 6 months
 - b. 6 months to 1 year
 - c. 2 years
 - d. 3 years or more
4. Why did you choose independent study? (Circle all that apply.)
 - a. attendance problems at traditional high school
 - b. behavioral problems at traditional high school
 - c. needed more individual attention
 - d. friends attend
 - e. needed to make up high school credits
 - f. flexible course schedule
 - g. working
 - h. needed to be away from peer pressure
 - i. other _____
5. Who made the decision that you would attend independent study?
 - a. you
 - b. you and your parents
 - c. you and your counselor
 - d. your parents
 - e. other _____
6. How well were you doing in school before coming to independent study?
 - a. above average
 - b. average
 - c. below average
 - d. not attending
7. When I entered independent study, I was:
 - a. current with all my credits for my grade level
 - b. lacking credits for my grade level
8. Do you think you will graduate from high school?
 - a. yes, definitely
 - b. probably
 - c. no
 - d. don't know
9. Since attending independent study, I enjoy school:
 - a. more
 - b. less
 - c. about the same
10. Since attending independent study, I attend school:
 - a. more regularly now
 - b. less regularly now
 - c. the same attendance pattern as before
 - d. does not apply
11. The coursework in independent study is:

<i>Part A (Circle one.)</i> <ol style="list-style-type: none"> a. more challenging than traditional high school b. less challenging than traditional high school c. about the same 	<i>Part B (Circle one)</i> <ol style="list-style-type: none"> a. more appropriate b. less appropriate c. about the same
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42. How many hours of television do you watch daily?
 a. 0–2
 b. 3–4
 c. 5–6
 d. 7 +
43. I am working _____ per week:
 a. under 10 hours
 b. 11–25 hours
 c. over 25 hours
 d. not at all
44. I am a volunteer in school/community services weekly:
 a. under 10 hours
 b. 10–20
 c. over 20 hours
 d. volunteer location _____
45. How do you feel you learn best?
 a. reading material or seeing a movie
 b. hearing a lecture or listening to directions
 c. participating in a laboratory or hands-on workshop
46. When do you learn best?
 a. in the morning
 b. in the afternoon
 c. in the early evening
 d. late night
47. Generally, how do you schedule your study time?
 a. space it over 5 days
 b. cram it into 2 or 3 days
 c. study mainly on weekends
 d. space it over 7 days
48. Next year I plan to attend:
 a. independent study high school
 b. traditional high school
 c. continuation school
 d. adult education
 e. college or trade school
 f. other (specify) _____
49. Your school location is:
 a. _____
 b. _____
 c. _____
 d. _____
50. I would rate the condition of this school facility as:
 a. excellent
 b. good
 c. fair
 d. poor
51. Cleanliness of this school can be described as:
 a. adequate
 b. marginal
 c. inadequate
52. I feel that this school is a safe place for me to learn
 a. agree
 b. disagree
53. During this school year, how many organized activities (sports, community service groups, or clubs) have you belonged to? Include all school sponsored organizations as well as organized activities sponsored by agencies other than school (e.g., 4-H, Scouting, Little League, AYSO soccer, church youth groups)
 a. none
 b. 1
 c. 2
 d. 4 or more
54. What is your *overall* attitude toward independent study?
 a. very positive
 b. positive
 c. negative
 d. very negative
 e. no opinion
55. What is your total number of years in school (K–12)? _____
56. How many schools have you attended since kindergarten? _____

57. Parent's graduation levels (indicate highest level completed).

Mother

- a. do not know
- b. less than twelfth grade
- c. high school diploma
- d. college, 2 years
- e. college, 4 years
- f. postgraduate

Father

- a. do not know
- b. less than twelfth grade
- c. high school diploma
- d. college, 2 years
- e. college, 4 years
- f. postgraduate

58. I have been on independent study:

- a. less than 6 months
- b. 6 months to 1 year
- c. 1 year
- d. 2 years
- e. 3 years

59. While I have been on independent study, I (circle all that apply):

- a. worked full-time
- b. worked part-time
- c. was in ROP
- d. was in IWE
- e. was in OWE

For students who will be returning next year:

60. Which of the following classes would you like to see added to the independent study class list? (circle all that apply)

- a. senior composition
- b. singles living
- c. physiology
- d. other _____

61. Additional comments: _____

Self-Assessment of Independent Study: Legal Compliance

Date: _____

District or county office name: _____

Program scope (✓ check the answers that apply):

County District Part-time Full-time

Comments: _____

Types of instruction offered (✓ check the answers that apply):

- Equal to regular instruction? Yes No
- Consistent with board-adopted curriculum? Yes No

Comments: _____

- Different types (see *Education Code* Section 51745(a))? Specify:

Students served: Grades _____ – _____; Ages: _____ – _____

Describe other typical characteristics: _____

Comments: _____

School or program name: _____

Address: _____

ZIP code () _____

Administrator's name: _____

Phone: _____

Address if different: _____

ZIP code _____

Self-Assessment Form for Independent Study

Legal Compliance Issues

Instructions: Consider each item in the context of a review of the documents, practices, and outcomes of independent study *wherever it occurs in the district*. If the answer is “no,” mark the response: No . If the answer is consistently affirmative, mark the response: Yes . Write comments and explanations on separate pages, carefully identifying the comments with an answer number. Note that each item is numbered on the left, and each *answer* (yes or no) is numbered on the right. The answers may be recorded on a Scantron form, and the comments, by item number, should be recorded on separate sheets of paper or on the pages at the end of this form.

Key for Abbreviations

Board—local school governing board

Agreement—written Agreement or Master Agreement

EC—California *Education Code*

IS—independent study

5 CCR—*Title 5, California Code of Regulations*

Student—pupil or student

(P)—a precondition or requirement for apportionment

MR—Manual reference; corresponds to chapter number and page numbers in the *Independent Study Operations Manual, 1993 Revised Edition*, California Department of Education. For adult education issues, see “Program Advisory on Adult Education” in the *Manual*, Appendix B, 1–10. These citations are not inclusive but can assist reviewer(s) in understanding the legal compliance issues. There may be other appropriate references throughout the *Manual*.

Board Policy Issues

1. Is independent study (IS) offered pursuant to Board policies? (*EC* § 51747) (P)
Yes No 1
- a. Was policy adopted pursuant to the procedures set forth in the *Title 5* state regulations? (*5 CCR*, § 11701) (P)
Yes No 2

Note to reviewer(s): The *5 CCR* prescribes decision making by the Board, in a public hearing, considering the scope of its existing or prospective use of IS as an instructional strategy, its purposes in authorizing IS, and factors bearing specifically on the maximum realistic lengths of assignments and the acceptable maximum number of missed assignments for specific populations of students. The consequences of proposed policies for student performance are also to be considered.

-
- b. Has policy been adopted to set the maximum length of time, by grade level and type of program, which may elapse between the time an IS assignment is made [by the supervising teacher] and the date by which the student must complete the assigned work? Yes No (P) 3
 - c. Has policy been adopted to set the number of missed assignments that will call for an evaluation to determine whether it is in the best interests of the student to remain engaged in IS? Yes No (P) 4
 - d. Does policy exist to require that a current written Agreement for each student engaged in IS be maintained on file? Yes No (P) 5

(MR 2 pp. 2–11; 5 p. 3, 3-a)

2. Do written policies and procedures exist to *prevent* all of the following:

- a. Participation in independent study of any student who resides outside the local or adjoining county? (*EC* § 46300.2, § 51747.3(b)) Yes No (P) 6
- b. Provision of funds or any other things of value not provided to students who attend regular classes to students who attend IS or home study (however it may be described) or to their parents or guardians? (*EC* § 46300.6, § 51747.3 (a)) Yes No (P) 7

(MR 7 p. 2)

Note to reviewers: For operational purposes the limits of teacher flexibility in providing “things of value” to pupils and students for their independent study are those that apply generally within the classroom. Even within a particular grade-level classroom, a teacher may find it necessary or appropriate to make individualized adjustments in the books and instructional materials allocated to particular students. Therefore, in any situation, such as the resolution of a complaint of a parent of any child enrolled in the district of perceived or alleged discrimination or inequitable distribution of “things of value” to pupils or students, no district employee should be found responsible for providing to anyone connected with a given pupil’s Independent Study Agreement anything that is not substantially the same as what the child would receive if he or she were in a classroom of the district.

- c. The participation in IS of any individual with exceptional needs, as defined in *EC* § 56026, whose participation is not specifically provided for in his/her individual educational plan (IEP)? (*EC* § 51745 (c)) Yes No 8

(MR 1 p. 4; 3 p. 2; 9 p. 2)

d. The participation in IS of any temporarily disabled student pursuant to *EC* § 48206.3? (*EC* 51745(d))

Yes No 9

(MR 1 p. 4; 3 p. 2; 8 p. 5a)

Note to reviewers: Under *EC* § 48206.3, school districts may claim *one day* of ADA credit, to a limit of five in a five-day school week, for each *hour* of instruction provided to a student who is in a hospital in the district or who is confined to home because of a temporary ailment. This “home and hospital” instruction may *not* be provided through IS. However, if the parents or guardians of temporarily disabled students and the district agree, the student may *instead* receive instruction through IS as an *alternative to* “home and hospital” instruction. The normal attendance credit rules apply to IS for such a student. Note also that if a student is in a hospital located in a different school district from the one in which the student’s home is located, there *must be* an interdistrict transfer agreement if the home district is to provide IS instruction.)

e. In any continuation school or opportunity school or class, the participation in IS of more than 10 percent of the enrollment (*EC* § 51745(b)):

• For continuation schools and classes?

Yes No 10

• For opportunity schools or classes?

Yes No 11

(MR 8 p. 6)

Note to reviewers: For the purpose of *Education Code* § 51745(b), “pupils participating” shall be defined as P-2 ADA. Therefore, in computing the limit on students in schools or programs whose independent study may be eligible for apportionment credit, use the number for each continuation school or opportunity program that represents 10 percent of the current year’s ADA as reported on Line A-7 and on A-8 of the J-18/19-P2 form, Second Period Report of Attendance for Students Residing in the District. No student who is pregnant or parenting is to be counted.

3. If IS is offered to adults, do Board policy and administrative regulations or written procedures encompass Adult Education? (*EC* § 51747)

Yes No 12

(MR 5 p. 3)

Note to reviewers: Some adult education administrators may not be clear about the requirements for independent study which must be in their Board policy because the requirements do not appear in the sections of the *Education Code* on adult education. Therefore, these persons may need to be alerted to the necessity of knowing the independent study legal requirements and of including them, as required, in Board policies and administrative regulations.

Items 4 through 6 pertain to the Master Agreement.

Note: A legally compliant completed agreement is a prerequisite for apportionment based on reported ADA.

(MR 8 pp. 6–10a, 18–27)

4. Is a completed, written, dated, and signed IS Agreement required for each student engaged in IS? (*EC* § 51747; *5 CCR* § 11702, 11703(B)(3)) (P)
Yes No 13

5. Does the written Agreement include all the following requirements? (*EC* § 51747(a)(b)(c)(1-8)) All parts (P)

(MR 2 p. 5; 8 pp. 7–11)

- a. The manner, time, frequency, and place for submitting a student’s assignment and reporting on a student’s progress:

• manner? Yes No 14

• frequency? Yes No 15

• time? Yes No 16

• place? Yes No 17

Note to reviewers: Be alert to the reference to *frequency* because earlier models did not include this requirement. Specification of the person to whom to report is not a requirement, but it is recommended, especially in a setting large enough to experience confusion in this respect. Remember that *manner* is not limited to meetings and may include other types of reporting.

- b. The objectives and methods of study for the student’s work covered by the Agreement? (*5 CCR*, § 11702(b)) Yes No 18

Note to reviewers: It is recommended that the reviewer consider how the stated objectives *and* methods of study are communicated to and understood by the student and parent concerned. Some words on the Agreement may not constitute a meaningful objective. In order to be succinct, it may be necessary to refer to a more detailed statement in another document, such as an attached page that elaborates the major objective(s) and specifies some immediate objectives, often together with an assignment that constitutes a plan to achieve the objective. See Chapter 8 of the *Manual* for sample forms.

- c. The methods used to evaluate student work toward the objective(s)? Yes No 19

- d. The specific resources, including materials *and* personnel, which will be made available to the student? Yes No 20

- e. A statement of the policy adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil’s work? Yes No 21

f. The number of missed assignments that will require an evaluation of the pupil's continued enrollment in independent study? Yes No 22

g. Duration of an Agreement that is no longer than one semester or, in a school on a year-round calendar, one-half year? Yes No 23

h. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the Agreement, to be earned by the pupil upon completion? Yes No 24

Note to reviewers: For a Master Agreement covering a semester at the high school level, credits would be expressed in regular Carnegie units, but for agreements of shorter duration this item should be expressed in small units, even fractions. At the elementary level, or wherever units of credit do not apply, some meaningful equivalent should be expressed in terms that are appropriate to the student and parent. They represent a "guaranteed" educational outcome if the student fulfills the terms of the agreement.

i. The inclusion of a statement that IS is an optional educational alternative in which no student is required to participate? (See also Item 10.) Yes No 25

Note to reviewers: Consider the written evidence and what people say about their experience(s). Any nonvoluntary participation is illegal and makes that pupil's involvement noncompliant. See Appendix A on legal references, in the *Manual*. (5 CCR, § 11700(d)(2))

j. A start date for student work that is not earlier than the effective date of the Agreement? Yes No 26

Note to reviewers: An Agreement becomes effective when all required participants indicate their concurrence with it by their signature and the date it is written. (5 CCR, § 11700(a))

k. The beginning *and* ending dates of the Agreement? Yes No 27

6. Is the Agreement signed *and* dated prior to commencement of IS by (EC § 51747(c)(8)): All (P)

a. Student? Yes No 28

b. Parent, legal guardian, or caregiver for a minor? Yes No 29

c. Certificated person providing general supervision? Yes No 30

d. Other person(s) directly responsible for providing instructional assistance to the student? Yes No 31

(MR 8 pp. 9–10a)

(See note on next page.)

Note to reviewers: Because an Agreement without the required signatures is invalid, this is another critical item for compliance review. A signature by an administrator may be helpful and required by local regulations, but it is not required by state regulations. A signature by “Other” may be omitted, but for quality review purposes it may be of primary importance because “other” may be another teacher or a person who supplies an essential element of structure or reinforcement. *ADA cannot be claimed until the three (3) required signatures have been affixed and a date is entered to represent the effective date, i.e., the start of the attendance record.* The signature of a parent or legal guardian is not required for adults or legally emancipated minors; the Master Agreement should clearly indicate that the signature is absent for this reason.

Items 7 through 35 pertain to administrative regulations, written procedures, and rules for independent study.

7. Are procedures for students to engage in independent study established? (P)
 (EC §§ 51745, 51747) Yes No 32
 (MR 6 pp. 4–6)

8. Do all supervising teachers maintain consistent contact records for all assigned IS students? (EC § 51747(a)(b)(c)(1-8) and 5 CCR, § 11700(b), (j)) Yes No 33
 (MR 8 pp. 5, 13)

9. Are written procedures established for the following (EC § 51747(b); 5 CCR, § 11701):
 a. Terminating a student’s IS? Yes No 34
 (MR 2 pp. 6–7, 10)

b. Handling incomplete assignments? Yes No 35
 (MR 2 pp. 5–6, 10; 6 p. 9)

c. Informing students and parents of student’s rights? Yes No 36

Note to reviewers: Because participation in independent study is voluntary, termination of participation, either as a consequence of the student’s behavior or by the student’s own volition, must provide for return to the classroom or legal transfer to some other alternative school. Look for these provisions, and determine how well they work for IS, the student, and the system of which IS is a part.

10. Have the necessary steps been taken to make certain that every student given the opportunity to participate in independent study after receiving a “suspended expulsion” pursuant to EC § 48917 had a bona fide opportunity for a classroom-based alternative, such as Opportunity Education, at the time the option of independent study was selected by the student and his/her parent, guardian, or caregiver? (EC § 51747(c)(7))

a. Have policy or administrative regulations, or equivalent written rules, clearly provided for a classroom alternative to independent study for students on suspended expulsion status? Yes No 37 (P)

b. If the independent study option is offered to students on “suspended expulsion,” do their written agreements clearly indicate that they have the option of classroom instruction? Yes No 38 (P)

(MR 8 p. 6)

- c. Do responsible school and district or county personnel clearly demonstrate an understanding of the voluntary nature of the independent study option *and* the availability of at least one classroom alternative:
- administrators? Yes No 39
 - counselors? Yes No 40
 - teachers? Yes No 41
 - support staff? Yes No 42

(MR 2 pp. 5–6)

Note to reviewers: Be sensitive to clues that indicate that independent study is a forced—not a bona fide free—choice. These include terms such as “they are put into independent study” (rather than “they have the opportunity to choose between [*classroom option*] and independent study”). Check to see if all categories of personnel demonstrate the same understanding of the voluntary nature of independent study and the availability of alternatives. Look for evidence of the attitude that indicates the use of independent study as a punitive or control strategy rather than as an optional instructional strategy. Any of these behaviors may be clues to noncompliance with this condition of apportionment.

11. Are specific conditions of termination noted in the Agreement? Yes No 43
(EC § 51747(b)(c)(4))

(MR 2 pp. 6–7; 6 pp. 8–9)

Note to reviewers: These conditions should be written in language which is easily understood by the student and parent. Expectations, responsibilities, and results of specific actions should be included.

12. Do the regulations adequately address both objectives *and* method(s) of study? Yes No 44
(EC § 51747(c)(2))

(MR 8 p. 9)

Note to reviewers: Since the objectives must fit the particular Agreement, they may or may not exist in a curriculum guide. Look for instructions that enable students to get statements from their teacher(s) about how to achieve the objective(s) under the mandated “methods of study.”

13. Are the evaluation method(s) specified (*EC* § 51747(c)(2)):

- a. For each assignment? Yes No 45
- b. For the IS plan as a whole? Yes No 46

Note to reviewers: Evaluation procedures should not just include paper-and-pencil activities and/or test scores. They should be valid indicators of learning and mastery.

(MR 7; 8 pp. 10–11; 11 pp. 7–8; 12 p. 6; 13)

14. Do completed assignment records show the date the assignment was given and date it was completed? (*EC* § 51747(a)(c)(4); 5 *CCR*, § 11701) Yes No 47

(MR 8 pp. 6, 21–22, 27)

15. Do official records for audits include (*EC* § 51747; 5 *CCR*, § 11703(b)): All (P)

- a. A copy of adopted Board policy? Yes No 48
- b. A copy of official procedures for IS? Yes No 49
- c. A file of all IS agreements, master and supporting, if used? Yes No 50
- d. A list of students who have participated in IS which shows, by each Agreement:
- credits attempted by each student? Yes No 51
 - credits awarded to each student? Yes No 52
 - record of the student’s attendance (as shown on attendance register)? Yes No 53

(MR 2; 8 pp. 5, 11–13)

Note to reviewers: Look for a Board-adopted policy because without it, IS is not in compliance. Auditors may disallow any ADA based on Agreement that was not based on an official legally compliant Board policy. In many districts, regulations are created and established by the superintendent. If local Board approval is required, look for it, too. Physical files of Agreements will be requested by auditors. The list of students and required record for each one may be on paper or in a computer database.

16. For adult students, is IS offered only for academic courses leading to the high school diploma? (*EC* § 46300.4) Yes No 54

(MR 8 pp. 5)

(See note on next page.)

Note to reviewers: Courses not required for the high school diploma (such as ABE and citizenship courses) and vocational courses not required by the governing board for graduation may not be claimed for ADA if taken via independent study. IS may not be used for adult ESL classes.

17. Do the administrative regulations prohibit claiming ADA for a student's independent study *prior* to the effective dates of the student's written Agreement? (*EC* §§ 46300.7 and 51747(c)(8)) Yes No 55

(MR 2 p. 4; 8 p. 10)

18. Is no ADA claimed for any elementary level student enrolled in school for full-time independent study pursuant to *EC* § 48204(f)? (*EC* § 51747.3(c)) (P) Yes No 56

(MR 2 p. 5a)

Note to reviewers: *EC* Section 48204(f), operative until July 1, 2003, allows an elementary school student to enroll in and attend a school that is convenient to the location of a parent or guardian's place of employment without an interdistrict transfer agreement.

19. Do the regulations prohibit and avoid claiming ADA for any student if the time value of the student's work products for each assignment have *not* been *personally judged by a certificated teacher*? (*EC* § 51747.5(b)) (P) Yes No 57

(MR 2 pp. 4–5, 9–11; 5 p. 9 ; 7 p. 2)

Note to reviewers: Because the required Agreement must be signed by a supervising teacher as defined by 5 CCR, § 11700(b) and (j), the certificated teacher who personally evaluates (i.e., judges) student work pursuant to the assignment covered by the Agreement will be the one who signed the Agreement, or another certificated teacher who signed the Agreement as "other," or a substitute for either of these teachers, or the responsible administrator/supervisor. The reviewer should be sensitive to indications that ineligible persons have been delegated this task that must be completed by the responsible certificated teacher. (5 CCR, § 11703(b)(3))

20. Do the regulations prevent claiming K–12 ADA for any students 19 or 20 years of age unless they have been continuously enrolled in school since their eighteenth birthday? (*EC* § 46300.1) Yes No 58

(MR Appendix B)

Note to reviewers: Commencing July 1, 1993, all adult students, except those who have been continuously enrolled since their eighteenth birthday and up to age 21, may enroll only in adult education courses. Check carefully to make certain that all students 18 to 21 years of age in independent study via any K–12 school enrollment have been continuously enrolled and that all other adult students are in adult classes. See adult education items.

-
21. Is there evidence that no course that is required for high school graduation under EC § 51225.3 is offered *exclusively* through IS? (EC § 51745(e)) Yes No 59

(MR 2 p. 6)

22. Has a system been developed to collect the data needed for the CBEDS item on IS? (EC § 11749) Yes No 60

(MR 8 pp. 11, 30)

Note to reviewers: The CBEDS item requires enrollment figures (not ADA) for full-time independent study. Can the data on the number of graduates as of the end of the prior year be easily retrieved so that the information can be reported without error by the following October? Ask about the experience of preparing their last CBEDS report and what was learned from it. Check to see if the responsible person is aware of the definitions supplied in the CBEDS manual and those needed for professional assignment information.

23. Teacher records required for audits, which vary, depending upon district policy and administrative regulations (5 CCR, § 11703):

- a. Are available? Yes No 61
- b. Show how ADA was computed from student work records (grade book)? Yes No 62
- c. Reveal how attendance based on ADA computations was reported? Yes No 63

(MR 8 pp. 3–5, 11–12, 28–29)

Note to reviewers: Complete and detailed teacher records are not only a key to a quality program but they also will make an auditor’s work easier and will add validity to local procedures and processes. However, the requirement that the teacher report attendance is not different from what is required of classroom teachers.

24. Are files, including representative samples of student work that show achievement and teacher’s evaluation, maintained for all current IS students? (5 CCR § 11700(1), 11703(b). *Current* includes the past three years.) (P) Yes No 64

(MR 8 p. 4, 13)

Note to reviewers: Indicate the types of samples found and comment on their appropriateness. Samples should be originals that indicate the type of work that was completed.

25. Is the ratio of ADA to supervising teacher within the limits set by EC § 51745.6? (EC § 51745.6; 5 CCR, § 11700(a))

(MR 2 p. 2; 4 pp. 2–3, 7–8)

(See note on next page.)

Note to reviewers: The instructions as revised in January 1999 apply and may be found on pages 4–7 and 4–8 of the *Manual* and on instruction sheets that are widely available. No apportionment is earned for ADA above the limit set by this ratio.

26. Do certificated staff coordinate, evaluate, and generally supervise (*EC* § 51747.5)

- a. Each student’s IS education plan? Yes No 66
- b. The district’s IS option? Yes No 67

(MR 4 p. 4–5, 9–11; 5 p. 9; 5 p.2)

Note to reviewers: Indicate if either of the two functions is not regularly performed by certificated staff.

27. Is there an individual with exceptional needs, as defined in Section 56026, who is participating in independent study *without* an Individual Education Plan (IEP) that specifically provides for that participation? (*EC* § 51745(c))

Yes No 68

(MR 1 p. 4; 3 p. 2; 9 p. 2)

28. Do the records for all students enrolled in IS show the grade level, program placement, and specific school in which each student is enrolled? (*EC* § 51748)

Yes No 69

(MR 5 p. 1)

29. Are the records for IS adult school attendance kept separate from K–12 records for students engaged in IS? (*EC* § 46300.1)

Yes No 70

(MR 8 p. 4)

30. Is full-time IS student attendance maintained in a separate official register or state-approved attendance accounting system? (*5 CCR*, § 11703(4))

Yes No 71

(MR 8 pp. 4–5)

31. Do students meet the following *minimum* attendance requirements (*5 CCR*, § 11703(b)(3); *EC* §§ 46112, 46113, 46114, 46117, 46141, 46142, 46146, and 46147):

- a. For kindergarten, completed work equivalent to the minimum day (180 minutes)? Yes No 72
- b. For grades one–three, completed work equivalent to the minimum day (230 minutes)? Yes No 73
- c. For grades four–eight, completed work equivalent to the minimum day (240 minutes)? Yes No 74

-
- d. For high school (9–12), completed work equivalent to the minimum day (240 minutes)? Yes No 75
- e. For continuation school, completed work equivalent to 15 hours per week, unless student is regularly employed? Yes No 76

(MR 4 p. 5; 8 pp 2, 4–5)

Note to reviewers: Look at the practice in its context to determine its efficacy and its validity. Part-time attendance is not mentioned because it does not generate apportionment days. Thus, a student who studies in a regular school situation for at least the equivalent of a minimum day has “earned” an apportionment day there, and his or her studies in IS are an accommodation that counts fully for academic purposes and has no value for ADA computation purposes. See Chapter 8 of the *IS Manual* for more information.

32. Is the curriculum at least the core curriculum adopted by the local governing board? (EC § 51745(a)(3)) Yes No 77

(MR 11)

Note to reviewers: Consider specific evidence or indications to which reference has been or could be made, such as mention of doctrinal religious instruction.

33. Is there a *sufficient supply* of selected books, instructional materials, and aids *available as needed* (EC § 51746, 5 CCR § 11701.5):
- a. For *any* student engaged in IS? Yes No 78
- b. For teacher requirements? Yes No 79

(MR 5 p. 6; 11)

Note to reviewers: Consider both dimensions—sufficiency and availability—from the viewpoint of both students *and* instructors. “Sufficiency” should encompass quantity *and* quality. Consider *equity* in classrooms.

34. Do all high school students engaged in IS have access to all courses required or needed for graduation, including those courses offered only in the classroom mode of instruction? (EC § 51745, 5 CCR § 11701.5) Yes No 80

(MR 2 p. 5; 6 pp. 6, 9, 14–16; 10 p. 2)

(See note on next page.)

Note to reviewers: This item is an “acid test” of legitimacy as a true alternative to classroom-based instruction. If that access is not available by policy and in practice, independent study may be in fact a “dumping ground” and, therefore, out of compliance with the law. Consider the indications that IS’s graduates were free to take courses needed for graduation, especially laboratory sciences, on a campus of a school where that course is offered. Also, look at whether the concern with accounting for minimum attendance for ADA purposes has been translated into a difference about students studying enough to meet graduation requirements on an appropriate schedule for the particular student.

35. Are the following personnel duties assigned with specific stated or implied reference to the definitions provided in 5 CCR, § 11700, especially items (b) and (j):

- a. For duties of administrator(s)? Yes No 81
- b. For duties of supervising teacher(s)? Yes No 82

(MR 2 p. 5; 4 pp. 2–4)

Items 36 and 37 pertain to independent study as an instructional strategy in adult education.

36. Do administrative regulations or written procedures exist to prevent the claiming of more than three hours per apportionment day or 15 hours of IS per five-day week for each student in adult education? (EC § 46300(e)) Yes No 83

(MR 8 p. 4)

Note to reviewers: The limitation is on independent study ADA for adult education—not on the student. Students may, if they can, enroll in more adult classes.

37. Have all the requirements for concurrent enrollment of high school students in adult education IS, as listed below, been met through any necessary policy and administrative regulations or procedures? (EC § 52500.1)

- a. Are all the concerned persons informed that all adult education programs, courses, or classes pursuant to *Education Code* Section 41976(a), subdivisions (5), (7), (8), (9), or (10), are *not* eligible for adult education apportionment? Yes No 84

Note to reviewers: The reference under (a) to EC § 41976(a) covers programs for (5) substantially handicapped persons, (7) older adults, (8) apprentices, (9) home economics, and (10) health and safety. Adult programs eligible for apportionment for high school students are listed in EC § 41976(a), subdivisions (1) parenting, including parent cooperative preschool; (2) elementary and secondary basic skills and other courses required for the high school diploma; (3) ESL; (4) preparation for citizenship; and (6) adult short-term vocational programs with high-employment potential. If any contact with participating students and/or teachers is possible, reviewers should, through conversation, examine the validity of the records, especially as to whether the student did indeed experience appropriate counseling.

b. Do the official records for all concurrently enrolled high school students reveal that each student, prior to enrollment in adult education, completed a counseling session in which all the following persons participated: (1) student, (2) a certificated representative of the student's high school, and (3) the student's parent or guardian (if the student is a minor)? Yes No 85

c. Do the official records for the concurrently enrolled high school student indicate that the counseling session addressed: (1) the requirements of *voluntary participation* by the student in adult education, and (2) the understanding that the enrollment in adult education *will enhance the student's progress* toward meeting the educational requirements for graduation from high school? Yes No 86

(See Appendix B, Program Advisory SPB: 93/94-08, May 26, 1994.)

38. Are all adult school courses offered by independent study listed on the adult school or program's current A-22 Course Approval List? (*EC* § 52504, § 52506, and § 52515) Yes No 87

Comments: _____

Remarks regarding any aspect of this review:
(Use additional sheets if more room is needed.)

