Los Angeles County Office of Education
Division of Curriculum and Instructional Services

CALIFORNIA
DEMONCACY
SCHOOL

AWARD
APPLICATION

For California Elementary, Middle, and High Schools

Application Packet
2017 - 2018

Application Deadline: March 1, 2018
Overview

Background
The California Democracy School Civic Learning Initiative is a first of its kind approach to institutionalizing civic learning for all students across entire grade levels in schools. Originally funded by the S.D. Bechtel, Jr. Foundation and directed by the Los Angeles County Office of Education with support from the Los Angeles County Education Foundation, the initiative originally engaged 12 high schools in Los Angeles and Orange Counties over a three-year span. All 12 successfully completed the program and were awarded California Democracy School status for institutionalizing high quality civic inquiry and investigations across one or more grade levels to empower all students to acquire the knowledge, skills, and dispositions for effective life-long civic engagement.

Purpose
“The success of our nation and state depends on educated, informed and active citizens and residents… For all students in California to have access to a continuum of civic learning experiences starting in kindergarten—and to effectively respond to equity issues—we must embed robust civic learning throughout the K-12 experiences, both within and beyond school walls” (California Task Force on K–12 Civic Learning, Revitalizing K–12 Civic Learning in California: A Blueprint for Action (August 2014), pp. 6, 30. www.cde.ca.gov/eo/in/documents/clffinalreport.pdf

The goal of the California Democracy School Award program is to recognize elementary, middle, and high schools that are providing high quality civic learning for all students as part of an integrated curricular program or stand-alone curriculum across one or more grade levels. For the purpose of this program, high quality civic learning is defined as a civic action process whereas students engage in an inquiry about a current public problem or issue, research and analyze multiple perspectives about potential causes and solutions, participate in a civil deliberation to understand different perspectives, reach an informed conclusion, and propose a public policy solution.

Award Criteria
In order to qualify for the award, schools must provide evidence for institutionalizing civic learning by having the following elements in place along with thoughtful responses to the questions below.
- **Civic Outcomes for Students** – What civic knowledge, skills, and dispositions do students acquire? How are they assessed?
- **The School Environment** – How is civic learning integrated into the curriculum or delivered as a stand-alone curriculum? How are outcomes assessed? What is the professional development plan for existing and new teachers? How does the learning environment support the program? How has civic learning impacted classroom climate and school culture?
- **School/District Sustainability** – What policies are in place to build capacity and sustain the program for the future in the areas of curriculum, professional development, and accountability?

Examples for each of these along with other resources can be found on the California Democracy School website at https://www.lacoe.edu/CaliforniaDemocracySchool

Award Process
Schools across California are invited to apply for the California Democracy School Award. Once applications are received and reviewed based on the scoring rubric, schools will be contacted to prepare for a site validation visit. Schools that meet the required criteria will be recognized with a plaque and banner at the California Civic Learning Showcase to be held at the Richard Nixon Presidential Library and Museum in Yorba Linda, California on May 12, 2018.

<table>
<thead>
<tr>
<th>2017–2018 CALIFORNIA DEMOCRACY SCHOOL AWARD TIMELINE</th>
<th>Submit applications by mail or email by 5:00 p.m., Thursday, March 1, 2018 to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Invitation to Schools</td>
<td>California Democracy School Award Program</td>
</tr>
<tr>
<td>Application Deadline</td>
<td>c/o Michelle Herczog, Ed.D.</td>
</tr>
<tr>
<td>Completion of Site Validation Visits</td>
<td>Consultant III, History-Social Science</td>
</tr>
<tr>
<td>Award Presentation</td>
<td>Los Angeles County Office of Education</td>
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<td>9300 Imperial Highway, ECW 236</td>
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<td></td>
<td>Downey, CA 90242</td>
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</tbody>
</table>

For more information, please contact, Michelle M. Herczog, Ed.D., Consultant III, History-Social Science, Los Angeles County Office of Education, (562) 922-6908 or Herczog_Michelle@lacoe.edu
Los Angeles County Office of Education
2018 California Democracy School Award Program

APPLICATION

County-District-School (CDS) Code – 14 digits

County Name

District Name

School Name (If your school is selected, this school name will be engraved on the award plaque.)

Mailing Address

City

Zip Code

Area Code and Phone Number

Ext.

Area Code and Fax Number

Principal’s Email Address

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★
School Information

1. Current school enrollment: _____

2. Percentage of Your Student Population Who are English Learners: ____% 

3. Percentage of Your Student Population Who Qualify for Free or Reduced Lunch: ____% 

4. Which category best describes where your school is located? 
   - [ ] Urban 
   - [ ] Suburban 
   - [ ] Rural 

5. What is your school calendar? 
   - [ ] Traditional 
   - [ ] Year-round 
   - [ ] Modified 

6. Is your school a charter school? 
   - [ ] Yes 
   - [ ] No
Directions to Your School

If your school is selected as a nominee, the site visit team members will need directions to your school.

<table>
<thead>
<tr>
<th>County</th>
<th>District</th>
<th>School</th>
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<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>Zip Code</th>
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<table>
<thead>
<tr>
<th>Principal</th>
<th>(Area Code) Phone Number</th>
<th>Ext.</th>
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</table>

Name and Location of the Nearest Airport

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school and directions for parking. Please do not submit directions or a map generated by an Internet website.

(Type here - response limited to this page)
Part 1: Civic Outcomes for Students

What knowledge, skills, and dispositions do students acquire? How are they assessed? Response limited to this page.

- **Civic Knowledge** – Describe the civic knowledge acquired by students, as identified in the California History-Social Science Standards and Framework including the structure of government and the role and responsibilities of government and citizens to address current public problems and issues.

- **Skills** – Describe the cognitive and civic participatory skills acquired by students, as identified in the California History-Social Science Standards and Framework including analysis of different perspectives, effective use of deliberative processes in speaking and listening, reaching consensus, and working collaboratively with others.

- **Dispositions** – Describe students’ concern for others’ rights and welfare, commitment toward promoting fairness and trust, and appreciation of public duty and civic responsibility (e.g., volunteering, voting in elections, participating in community meetings, communicating with elected and appointed officials).

- **Assessment** – Describe mechanisms for assessing students’ knowledge, skills, and dispositions (i.e., classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessments).
Part 2: School Environment

Describe the program details as listed below. Limit response to 3 pages.

- **Curriculum** – Describe the curriculum used to engage all students in high quality civic learning. Be sure to address specific ways, or instructional strategies used, that differentiate for students with learning challenges (i.e. English Learners, students with learning challenges, struggling readers).

- **Assessment** – Describe the assessment system used to determine if students have mastered civic knowledge, skills, and dispositions (i.e. classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessment).

- **Professional Development** – Describe the type, frequency, content, and delivery system of professional development provided.

- **Learning Environment** – Describe the physical environment of the classroom/school space, resources and dedicated time and space for teachers to collaborate for planning, reflection and revising instruction.

- **Home/Community Communication** - Describe how civic learning is communicated with families and community members to further understanding, build capacity, and support.
Part 3: School/District Sustainability

Describe the policies in place to ensure that high quality civic learning is provided to all students across one or more grade levels, addressed in the elements below (i.e. School Level Plan, Local Control Accountability Plan). Limit response to 3 pages.

- **Curriculum** policy that proves that curricula has been adopted for a stand-alone course or integrated within an existing course(s) (e.g., science, history-social science, English Language Arts).

- **Professional Development** policy is in place to ensure resources (i.e. time, funding, facility use) to provide civic learning professional development for teachers.

- **Accountability** plan to ensure that civic learning is a required component of the educational program for students (e.g., Senior projects, classroom-based formative and summative tasks, portfolios, capstone projects, graduation requirement).

- **School/Community Support** is ensured through institutionalized structures and systems for building capacity and sustaining programming.
1. **Civic Outcomes for Students** – The reviewer has a clear and complete understanding of the civic outcomes described below.

   a. **Civic Knowledge** - Description of civic knowledge acquired by students, as identified in the California History-Social Science Standards and Framework including the structure of government and the role and responsibilities of government and citizens to address current public problems and issues.

   b. **Skills** - Description of cognitive and civic participatory skills acquired by students, as identified in the California History-Social Science Standards and Framework including analysis of different perspectives, effective use of deliberative processes in speaking and listening, reaching consensus, and working collaboratively with others.

   c. **Dispositions** - Description of students’ concern for others’ rights and welfare, commitment toward promoting fairness and trust, and appreciation of public duty and civic responsibility (e.g. volunteering, voting in elections, participating in community meetings, communicating with elected and appointed officials).

   d. **Assessment** – Description of mechanisms for assessing students’ knowledge, skills, and dispositions (i.e., Senior project, classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessments).
2. **School Environment** - Reviewer has a clear/complete understanding of programming in place in the following areas.

   **e. Curriculum** – A clear description of the curriculum is provided with strategies for students with different learning needs (i.e. English Learners, students with learning challenges, struggling readers) to engage in high quality civic learning.

   **f. Assessment** – A clear description of the assessment system to determine if students have mastered civic knowledge, skills, and dispositions (i.e. classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessment).

   **g. Professional Development** – A clear description of the type, frequency, content, and delivery system of professional development is provided.

   **h. Learning Environment** – A clear description of the physical environment of the classroom/school space and dedicated time and space for teachers to collaborate for planning, reflection and revising instruction.

   **i. Home/Community Communication** – A clear description of the communications plan to families and community members to further understanding, build capacity, and support.
3. **School/District Sustainability** – Reviewer has a clear/complete understanding of policies that have been adopted to ensure that high quality civic learning is provided to all students across one or more grade levels in the following areas. Policy examples include School Level Plans, Local Control Accountability Plan, and school board policies.

   j. **Curriculum** – A curriculum has been adopted for a stand-alone course or integrated within an existing course(s) (e.g., science, history-social science, English Language Arts).

   k. **Professional Development** – Policy and resources are dedicated to provide civic learning professional development for teachers.

   l. **Accountability** – Policy is adopted to ensure that civic learning is a required component of the educational program for students (e.g., Senior project, classroom-based formative and summative tasks, portfolios, capstone projects, graduation requirement).

   m. **School Community Support** – Structures and systems are in place to engage families and community members for building capacity and sustaining programming.

   **Total points awarded:**

   ```
   Excellent  Approaching  Incomplete
   (5)        (3)         (1)
   ```