



TITLE: Guidelines for Independent Study Programs

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ISSUER: Alison Yoshimoto-Towery
 Chief Academic Officer
 Division of Instruction

Pedro Garcia
 Senior Executive Director
 Division of Instruction

ROUTING
 All Schools and Offices

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POLICY: This bulletin outlines the policies and guidelines for the District’s Independent Study (IS) Programs. This policy applies to all schools except when noted. IS is not permitted at Community Day Schools (CDS), or Carlson Home and Hospital School.

MAJOR CHANGES: This replaces BUL-6779.2 - *Guidelines for Independent Study Programs*, dated September 14, 2021. This version reflects changes in the law under Assembly Bill 167, which guarantees ongoing pupil learning for pupils who are quarantined or who are affected by a natural disaster, an opportunity to access IS, as well as other amendments to tiered reengagement, daily participation, and signature requirements. This policy also contains updated forms and updated general policy procedures for IS enrollment, scheduling, and attendance.

GUIDELINES: I. BACKGROUND

IS is a voluntary alternative instructional program by which pupils may access District curriculum objectives, master state standards, and fulfill graduation requirements outside of the traditional classroom setting. The teacher determines the time value of completed assignments (number of attendance days). IS is individualized instruction based on a Master Agreement between the pupil, teacher, and parent/guardian/educational rights holder (“Parent”) and other person(s) if applicable.

On September 14, 2021, the District Board of Education ratified a delegation of its authority to approve the District’s IS policy and procedures to the District’s Superintendent of Schools/designee to remain in force until the delegation is rescinded.

II. OVERVIEW

The primary purpose of IS is to provide an alternative program to meet the academic needs of pupils outside of the traditional classroom setting. Schools shall not use IS as an alternative program for pupils displaying behavioral challenges. Pupils participating in IS must meet the District’s requirements and be likely to succeed in IS as well as or better than in the regular classroom setting.



IS is a voluntary instructional program and a choice made by the pupil, parent, the teacher(s) and other certificated school staff. No pupil or staff member shall be required to participate in IS. All pupils must have the option of a full program in a traditional classroom setting at the time IS is made available and should the pupil decide to transfer from IS at any time, the option of a traditional classroom setting must be available within five instructional days of the parent's request.

Educational opportunities offered through IS may include, but shall not be limited to, the following:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Individualized alternative education designed to teach the knowledge and skills of the core curriculum. IS shall not be provided as an alternative curriculum. Note: Individualized Education Plan (IEP) teams may determine that IS is appropriate for a pupil on the alternate curriculum if the pupil is able to make satisfactory educational progress in IS.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

IS courses shall be consistent with the California State Frameworks and Standards. IS content shall be aligned to grade level standards and provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the Local Educational Agency for graduation and approved by the University of California or the California State University as creditable under the a-g admissions criteria. No course included among the courses required for high school graduation shall be offered exclusively through IS.

A. Key Definitions

The following definitions apply to this policy:

1. Independent Study (IS): An alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. Participation is voluntary.
2. Written Agreement: The Master Agreement (MA) and subsidiary agreements, including the Record of Assignment (ROA) for the individual pupil participating in IS.



3. Live Interaction: Interaction between the pupil and Local Educational Agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.
4. Parent: A parent includes the natural parent, adoptive parent, legal guardian, or educational rights holder.
5. Pupil-Parent-Educator Conference: Prior to signing a Master Agreement for IS, the parent can request a meeting to discuss educational options. This meeting will include, at a minimum, the pupil, parent, and teacher, IS supervising designee, or other certificated school personnel designated by the principal. The meeting may be conducted by telephone, videoconference, or in-person meeting. An education advocate may also attend this meeting at the parent's request. During this conference, questions about curriculum offerings and nonacademic supports available in IS may be discussed.
6. Synchronous Instruction: Classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher(s) and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil as noted below.
7. Satisfactory Educational Progress: Shall be determined based on all of the following indicators:
 - The pupil's achievement and engagement in the IS program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code (EC) Section 52060.
 - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - Learning required concepts, as determined by the supervising teacher.
 - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
8. Independent Study Administrator: This administrator who holds a valid teaching credential and oversees the IS program school-wide shall coordinate the processes required for IS which includes scheduling, teacher evaluation of work, and attendance accounting. This administrator oversees and implements a comprehensive system to carry out and ensure compliance with IS policies and procedures on behalf of the District.



9. Independent Study Supervising Designee: This designee provides general supervision, instruction, evaluates the submitted work, coordinates the IS processes by thoroughly completing the applicable Master Agreement (Attachment A, Elementary School Master Agreement for Independent Study (IS), Attachment C, Secondary Schools Master Agreement for Independent Study (IS) or Attachment I, Master Agreement for Independent Study, Extraordinary Conditions, and Record of Assignment Attachment B, Elementary School Record of Assignment (ROA) Form, Attachment D, Secondary Schools Short-Term or Part-Time Record of Assignment (ROA) Form, Attachment E, Long-Term/Full-Time Secondary Schools Record of Assignment (ROA) Form or Attachment J, Record of Assignment Form, Extraordinary Conditions and Attachment G, Secondary Short-Term Evaluation and Certification of Pupil Work, Assignment Credit and Apportionment Attendance Credit for Independent Study) forms included in this bulletin, as applicable and following the procedures included in Attachment K, General Procedures for Placement, Enrollment, & Attendance for All Independent Study Programs.
 - For Long-Term/Full-Time IS at IS schools and Short-Term IS at comprehensive elementary schools, the pupil's scheduled teacher is designated as the IS Supervising Designee.
 - For Short-Term and Part-Time IS at comprehensive secondary schools, one of the scheduled teachers is assigned as the IS Supervising Designee.
 10. IS Teacher: A credentialed teacher provides general supervision, instruction, evaluates the pupil's work, and administers the Master Agreement aligned to District policies and procedures. For Short-Term and Part-Time IS at comprehensive secondary schools, if the pupil is scheduled for IS with more than one teacher, each teacher is responsible for thoroughly completing the approved ROA, providing instruction, and evaluating the submitted work.
- B. National College Athletic Association (NCAA) Requirements
- NCAA guidelines regarding nontraditional coursework (defined as online, correspondence, IS, software-based credit recovery, etc.) requires that all of the following criteria be met in order for a course to be used for NCAA initial-eligibility purposes.
1. Courses must be four-year college preparatory. College preparatory is defined for these purposes as any course that prepares a pupil academically to enter a four-year collegiate institution upon graduation from high school.
 2. The instructor and the pupil have ongoing access to, and regular interaction with one another for purposes of teaching, evaluating, and providing assistance to the pupil throughout the duration of the course.
 3. The pupil's work (e.g., exams, essays, assignments) is available for evaluation and validation.



4. Evaluation of the pupil's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies.
5. The course includes a defined time period for completion as stipulated in the Master Agreement.
6. The course is acceptable for any pupil and is placed on the high school transcript.

C. Equity of Pupil Services

No funds or other item of value shall be provided to the pupil or pupil's parent that the District does not provide to pupils who attend regular classes. Providing access to connectivity and Local Educational Agency-owned devices adequate to participate in an IS program and complete assigned work, or to participate in an IS course, shall not be considered funds or other items of value.

All pupils enrolled in IS shall receive appropriate existing services and resources to enable them to complete their IS courses successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment.

III. SUPPORTING DIVERSE PUPIL POPULATIONS

The following provides information/guidelines for supporting pupils with IEPs, pupils with 504 plans, English learners, and pupils in entertainment and allied industries seeking enrollment in an IS program.

A. English Learner

All English Learners (ELs) need to be provided a comprehensive ELD program, comprised of Designated ELD (dELD) and Integrated ELD (iELD). During this instructional time, ELs develop listening, speaking, reading, and writing skills in English. According to the California ELA/ELD Framework, dELD and iELD are defined as follows:

1. Integrated ELD (iELD): Instruction provided to ELs throughout the schoolday and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure pupils strengthen their abilities to use English as they simultaneously learn content through English.
2. Designated ELD (dELD): Instruction provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

Elementary ELs must receive a daily designated time for Designated ELD and Secondary ELs must have an appropriate ELD/Long-Term EL course in their schedule.



Moreover, the Parent must receive meaningful communication in a language they can understand about the available instructional programs and services, including the right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program.

B. Pupils with IEPs

An IEP team meeting is required to determine if placement in IS is appropriate as a Free Appropriate Public Education (FAPE). As part of the IEP meeting, IEP teams including all relevant related services providers will determine accommodations and how related services may be provided to pupils. A pupil with an IEP may not be enrolled in IS unless the IEP specifically provides for such enrollment, even for a Short-Term or limited time frame or for Part-Time IS. The information regarding the placement, accommodations, and services in IS must be entered in the IEP FAPE 1 and 2 Part 4.

The Education Code provides pupils with IEPs the right to return to in-person learning from IS in no less than 5 instructional days. The District school of attendance will schedule an IEP team meeting within 30 days, not including school breaks of more than 5 days.

For more information on pupils with IEPs and IS, see BUL-5412.3, Procedures for Students with Disabilities Participating in Independent Study School, dated August 2, 2021.

C. Pupil with Section 504 Plan

If the pupil has a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of the IS placement. Information about Section 504 plans can be found at the Educational Equity Compliance Office. Refer to BUL-4692.8, Section 504 of the Rehabilitation Act, issued February 8, 2021.

D. Temporarily Disabled Pupil

A temporarily disabled pupil may receive individual instruction through IS instead of instruction through Carlson Home and Hospital school, if the pupil's parent or if the pupil is over 18 years of age and the District agrees. If a pupil's disability initially appears temporary, but later appears to be ongoing, consider whether referrals for evaluation for special education or 504 are warranted.

E. Pupils in Entertainment and Allied Industries

For more information regarding pupils in the entertainment and allied industries, see BUL-6837.1, Pupils in the Entertainment and Allied Industries, dated November 21, 2017.



IV. CREDENTIALING

IS for each pupil shall be under the general supervision of a District employee who possesses a valid certification document pursuant to EC section 44865 or an emergency credential pursuant to EC section 44300. Pupils' IS shall be coordinated, evaluated, and documented, as prescribed by law.

The California Commission on Teacher Credentialing and the federal Every Student Succeeds Act (ESSA) require that pupils be taught by a teacher who has met licensure requirements for the grade level and subject area to which the teacher has been assigned, including an appropriate English Learner (EL) Authorization. In the case of special education, the teacher must hold the appropriate authorization for the special education eligibility area of each pupil. In the case of Career Technical Education (CTE), the teacher must hold the appropriate authorization for the specific CTE Industry Sector. A multiple subject or single subject general education credentialed teacher who holds a valid teaching credential obtained via B.A. degree and teacher preparation program that included student teaching, may qualify for credential flexibility via EC section 44865 (Teacher Consent Form for Alternative Settings, which requires teacher and principal consent and can be accessed at <https://achieve.lausd.net/Page/1542>). Please note that permits and intern documents do not qualify a teacher for EC section 44865.

EC section 44865 does not apply to Special Education, English Language Development, or Career Technical Education courses. In addition, for schools that are designated Title I sites, ESSA requires that the parent of any child who is taught by an inappropriately authorized teacher or a substitute teacher for 20 consecutive days must receive a Parent Notification Letter (see ESSA reference guide available at [REF-097901.1, *Every Student Succeeds Act*](#)).

- A. The responsibilities of the supervising teacher shall include, but are not limited to:
1. Completing the Master Agreement (Elementary Attachment A, Secondary Attachment C) and signing it.
 2. Completing the subsidiary agreements, Record of Assignments (ROA) (Elementary Attachment B, Secondary Attachments D or E, Extraordinary Circumstances, Attachment J) and supervising and approving coursework and assignments.
 3. Maintaining records of pupil assignments showing the date the assignment is given and the date the assignment is due.
 4. Maintaining a daily or hourly attendance register in accordance with section XVID 4, Additional Record-Keeping Requirements for the District
 5. Providing direct instruction and counsel as necessary for individual pupil success.
 6. Regularly meeting with the pupil to discuss the pupil's progress.



7. Determining the time value of assigned work or work products completed and submitted by the pupil.
 8. Assessing pupil work and assigning grades or other approved measures of achievement.
 9. Documenting each pupil's participation in live interaction and synchronous instruction, as applicable, pursuant to EC 51747 on each school day for which IS is provided.
- B. At the secondary grade levels, for purposes of “other persons responsible” and is required by federal and state law, the course section teacher, holding a valid subject matter teaching authorization and EL authorization, generally provides the curriculum and assignments to be completed by the pupil. Each IS teacher will evaluate the pupil's completed work assignments and products for determination of academic credit earned. One secondary certificated employee holding the appropriate teaching authorization (as noted above) must be assigned as the IS Supervising Designee to complete the Evaluation and Certification of Pupil Work Assignment Credit and ADA Apportionment Value form (Attachment G) to summarize the credit earned, grade awarded by the course section teachers, and to list and certify the determination of the time value (ADA apportionment value).

V. COMMITMENTS NECESSARY FOR SUCCESSFUL INDEPENDENT STUDY

IS requires the commitment of the pupil and family to ensure academic success. Pupils are expected to work independently, complete assignments in a timely manner with the support of parent monitoring. Parents of elementary pupils requesting IS must make a commitment to properly assist the teacher to meet all the requirements of IS.

At the secondary level, the pupil must make a major commitment, assisted, or supported as necessary by parent and others who may assist directly with instruction. For more information, schools can refer parents to the online learning website at: <https://achieve.lausd.net/onlinelearning>.

VI. RESIDENCY REQUIREMENT

Participation in IS in a Los Angeles Unified school or program shall be restricted to pupils who reside in Los Angeles County or in a county immediately adjacent to Los Angeles County.



VII. ELIGIBILITY REQUIREMENTS

Any pupil enrolled in a District school or program is eligible to enroll in IS **except for the following:**

- A. Residence Based on Parent Employment
Pupils who have established residency to attend a school within the boundaries of the District based solely on Parent employment within that District's boundaries (EC section 48204 (b)).
- B. Pupils Under Expulsion
For rehabilitation and reinstatement purposes, pupils who are under an active expulsion order will not be assigned to an IS program except for circumstances that are evaluated and approved on a case-by-case basis by the administrator of the Student Discipline and Expulsion Support Unit.
- C. Pupils under Suspension
Pupils under suspension cannot be placed in IS during a suspension.
- D. Age Requirement
TK-12 schools may not enroll the following pupils:
 1. 21 years of age or older
 - or
 2. Pupils 19 and 20 years of age who have not been continuously enrolled in kindergarten or any of grades 1-12 inclusive since their 18th birthday.

Such pupils should be referred to the adult school or Accelerated College and Career Transition (AC²T) Program in their area unless the pupil has an IEP.

VIII. TYPES OF INDEPENDENT STUDY

The following are the types of IS programs offered in L.A. Unified:

- Long-Term/Full-Time IS at IS School (City of Angels), TK-12
- Short-Term IS at Comprehensive Elementary, Secondary, Opportunity, Continuation Schools of Attendance
- Part-Time IS Comprehensive Secondary, Opportunity, Continuation Schools of Attendance
- IS Offered During Extraordinary Conditions

IS is offered as follows in some program term types but not all.



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Term Type	Length of Term	Description
Long-Term / Full-Time	15 schooldays up to a semester or school year. This option is available only through Long-Term / Full-Time IS schools	Pupil takes all courses through IS for an entire semester. An additional semester could be added with another Master Agreement. Pupil takes all courses through IS for an entire mester/semester for Secondary IS or school year for Elementary IS.
Term Type	Length of Term	Description
Short-Term	Minimum of 3 consecutive and a maximum of 14 cumulative schooldays per school year, regardless of which school(s) the pupil attends (comprehensive elementary, secondary, opportunity, continuation schools).	Provided to a classroom-based pupil who needs to be away from the school site for a short period of time. Short-Term IS of less than 15 schooldays does not require tiered re-engagement strategies, synchronous instruction, or a plan to transition to in-person instruction.
Part-Time	Mester/Semester (Comprehensive Secondary, Opportunity, and Continuation Schools).	Secondary pupil takes one or two classes as IS that cannot be provided via classroom-based instruction, given scheduling constraints. Pupil will be enrolled in in-seat courses for at least the minimum day requirements (240 minutes, equivalent to 4 courses in a 6-period day at comprehensive secondary schools, Continuation Schools minimum day is 180 minutes).

A. Long-Term/Full-Time IS School (City of Angels), TK-12

This school provides Long-Term/Full-Time IS for pupils in Grades TK-12 and is located at multiple sites throughout the District. This program offers an individualized and personalized program provided by the teachers and staff at IS School (City of Angels). For more information, refer to:

<http://www.cityofangelsschool.org/> or <https://achieve.lausd.net/onlinelearning>.

Enrollment in Long-Term/Full-Time IS is an option available to all eligible L.A. Unified pupils, as outlined in Section II above.



Placement in IS School (City of Angels), including the virtual academies, is on a case-by-case basis in which the following is taken into account: pupil's current academic motivation, behavior, social-emotional status and whether the IS School's (City of Angels) program is a match to the pupil's needs. For pupils with disabilities, placement is determined by the IEP team.

The NCAA has granted approval for all IS School (City of Angels) courses. To maintain approval, teachers must meet with pupils for a minimum of one hour per week.

Synchronous Instruction - Requirements for Pupils in IS for 15 or More Schooldays in a Year

1. For pupils in transitional kindergarten (TK), kindergarten (K), and grades 1 to 3, inclusive, pupils have opportunities for daily Synchronous instruction throughout the school year.
2. For pupils in grades 4 to 8, inclusive, pupils have opportunities for both daily live interaction and at least weekly synchronous instruction throughout the school year.
3. For pupils in grades 9 to 12, inclusive, pupils have opportunities for at least weekly synchronous instruction throughout the school year.

The teacher shall document each pupil's participation in live interaction and synchronous instruction pursuant to EC Section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided (Attachment H, Long-Term/Full-Time Daily Participation Record for Independent Study - Sample Form). A pupil who does not participate in independent study on a school day shall be documented as non-participatory for that school day (EC 51747.5).

Consistent with all IS requirements, the District may also offer Long-Term/Full-Time online IS through IS School (City of Angels) that may include additional daily virtual interaction.

The District also shall maintain a written or computer-based record such as a gradebook or summary document of pupil engagement, for each class, of all grades, assignments, and assessments for each pupil for independent study assignments (EC section 51747.5).

B. IS at Comprehensive Elementary/Secondary /Opportunity/Continuation Schools of Attendance

1. Short-Term IS at the School of Attendance
 - a. Short-Term IS is provided to pupils who need to be away from the school site for a short period of time, minimum of 3 consecutive and maximum of 14 cumulative schooldays per school year, regardless of the school of enrollment during the school year. This allows Districts to claim apportionment for pupils participating in IS. In such cases, the pupil will return to the traditional classroom(s).



- b. Short-Term IS may be offered only to pupils enrolled, scheduled and attending classes at the school site.
 - c. At elementary schools, the pupil's scheduled teacher is designated as the IS Supervising Designee. At secondary, opportunity, and continuation schools, one of the scheduled teachers is assigned as the IS Supervising Designee.
 2. Part-Time IS at Comprehensive Secondary/Opportunity/Continuation Schools Only
 - a. Part-time IS is when a secondary pupil takes one or two classes as IS, that cannot be provided via classroom-based instruction, given scheduling constraints.
 - b. Part-Time IS may be offered by a District secondary school only to pupils enrolled in and attending classes at the school site.
 - c. No course shall be offered only through IS.
 - d. All secondary pupils must be scheduled for a daily minimum of 240 minutes of classroom-based instruction before they can be scheduled in IS classes, including those pupils participating in this Part-Time IS program.
 - e. If the IS is for credit recovery purposes beyond the school day, refer to the current version of MEM-6733.4, Credit Recovery Program Opportunities, dated September 28, 2020.
- C. Independent Study Offered During Extraordinary Conditions

The Education Code provides that school districts submit affidavits if schools must be closed due to the following conditions: fire, flood, earthquake, or epidemic; any order of any military officer of the United States or of the state to meet an emergency created by war, any civil officer of the United States, of the state, or of any county, city, or city authorized to issue that order to meet an emergency created by war; because of other extraordinary conditions; because of inability to secure or hold a teacher; or because of the illness of the teacher.

For affidavits submitted to the State Superintendent of Public Instruction for events occurring after September 1, 2021, the District shall certify that it has a plan for IS willing to be offered to all pupils during extraordinary conditions. The plan shall comply with all of the following:

1. Within 10 days of a school closure, apply to any pupil impacted by any of the following conditions
 - a. Fire
 - b. Flood
 - c. Impassable roads
 - d. Earthquake
 - e. The imminence of a major safety hazard as determined by the local law enforcement agency



- f. A strike involving transportation services to pupils provided by a non-school entity
 - g. An order provided for as noted above
 2. Require reopening in-person as soon as possible once allowable under the direction of the city or county health officer.
 3. Notwithstanding subdivision (c) of EC Section 51745, include information regarding establishing IS Master Agreements (Attachment A, C, or I), as determined by the District in reasonable amount of time.
 4. This plan is not required to comply with tiered reengagement strategies, daily synchronous instruction, or transition planning to return to in-person instruction requirements. A copy of the plan shall accompany the affidavit provided to the State Superintendent of Public Instruction.

IX. GENERAL PROCEDURES FOR ENROLLMENT (ALL INDEPENDENT STUDY PROGRAMS)

For general enrollment requirements, refer to REF-6554.4, *2019-2020 Opening Day Procedures: Supplemental Guide and Updates*, dated November 1, 2019. No changes in enrollment procedures are required for school of attendance IS programs.

For the 2021-2022 school year only, parents of all enrolled pupils were notified of their options to enroll in in-person instruction or IS, as noted on the District's website. Upon the request of the parent, before signing a written agreement to enroll their child in IS, a pupil-parent-educator conference shall be conducted. The meeting may be conducted by telephone, videoconference, or in-person. An education advocate may also attend this meeting at the parent's request. During this conference, questions about curriculum offerings and nonacademic supports available in IS may be discussed. This conference is to assist the parent in making the decision about enrollment or disenrollment in the various options for learning.

- A. Requirements specific to IS School (City of Angels) are as follows:
 1. Enrollment is contingent upon space available in the school. The administrator at the school of attendance shall contact staff at IS School (City of Angels) to determine availability. Pupils should not be withdrawn from their current school of attendance until IS School (City of Angels) confirms space is available.
 2. If space is available, pupils who move into the District may enroll directly in IS School (City of Angels) without contacting the District school of residence.
 3. Daily Participation Requirements
 - a. For pupils in transitional kindergarten (TK), kindergarten (K), and grades 1 to 3, inclusive, pupils have opportunities for daily synchronous instruction throughout the school year.



- b. For pupils in grades 4 to 8, inclusive, pupils have opportunities for both daily live interaction and at least weekly synchronous instruction throughout the school year.
- c. For pupils in grades 9 to 12, inclusive, pupils have opportunities for at least weekly synchronous instruction throughout the school year.

The teacher shall document each pupil's participation in live interaction and synchronous instruction pursuant to EC 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the IS program (Attachment H). A pupil who does not participate in live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day (EC 51747.5).

The District shall also maintain a written or computer-based record such as a grade book or summary document of pupil engagement, for each class, of all grades, assignments, and assessments for each pupil for IS assignments (EC51747.5).

4. If the pupil does not return three consecutive assignments (for each course of study when applicable) during any period of 15 days, or misses two appointments without a valid reason, the assigned teacher in consultation with parent will determine whether it is best for the pupil to remain in IS or to transfer to another type of educational program/school. If the assigned teacher's evaluation is unsatisfactory to the pupil or parent it may be appealed to school administration at IS School (City of Angels). The maximum length of time that may elapse between the time an assignment is made and the date the assignment is due is as follows:
 - one week for elementary school pupils, TK-5th grade
 - two weeks for middle school pupils, 6th-8th grade
 - three weeks for high school pupils, 9th-12th grade

X. GENERAL PROCEDURES FOR INDEPENDENT STUDY PLACEMENT (ALL INDEPENDENT STUDY PROGRAMS)

- A. The general placement requirements for all types of IS available within the District are as follows:
 1. A written Master Agreement is required for all pupils placed in IS. The Master Agreement for IS serves as authorization to substitute the pupil's work product for the pupil's presence in a classroom. The Master Agreement shall be signed, dated by all required parties, and in effect prior to the start of IS. NOTE: For the 2021-2022 school year only, the Master Agreement shall be signed, dated by all required parties, and in effect no later than 30 days after the first day of instruction in an IS program or October 15, whichever is later. The Master Agreement (Attachment A, C, or I) includes ROA subsidiary agreements.



Prior to the signing of the Master Agreement, the certificated employee representing the District ensure that the Parent and pupil understand the conditions of the Master Agreement for IS.

2. Only District-approved Master Agreement and ROA subsidiary agreements for IS are attached in this bulletin (Attachments: Elementary A and B; Secondary C, D, or E; Extraordinary Conditions I and J). Failure to use the most current District approved Master Agreement and ROA subsidiary agreements may result in the disallowance of attendance for apportionment purposes.
3. The Master Agreement for IS must be for a period of no less than three consecutive instructional days and no more than a school year for elementary pupils and no more than a semester for secondary pupils. An additional semester for a secondary pupil could be added with another Master Agreement. Comprehensive, continuation, and opportunity schools may offer Short-Term IS only.

The Master Agreement includes general pupil data, including the pupil's name, address, grade level, birth date, school of enrollment, and program placement. The IS agreement for each participating pupil shall also include, but is not limited to, all the following components: (EC section 51747; 5 CCR sections 11700, 11702)

- a. The frequency, time, place and manner for submitting the pupil's assignments, reporting the pupil's academic progress, and communicating with a pupil's parent regarding the pupil's academic progress.
- b. The objectives and methods of study for the pupil's work and the methods used to evaluate the work.
- c. The specific resources that will be made available to the pupil, including materials and personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments that will trigger an evaluation of whether the pupil should be allowed to continue in IS.
- e. The duration of the IS agreement, including the beginning and ending dates for the pupil's participation in IS under the agreement.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.



6. When the Master Agreement has been finalized and there is a change in class section and/or teacher, that teacher is assigned as the IS Supervising Designee and must complete Attachment F, IS Supervising Designee Assignment Change Form, as required for auditing purposes, no later than one week after the new IS Supervising Designee begins supervision/instruction.

XI. PROCEDURES FOR SCHEDULING AND ATTENDANCE

A. Long-Term/Full-Time at IS Schools

1. An IS Administrator must oversee the IS program schoolwide and coordinates the processes required for IS ensuring that each pupil is enrolled and scheduled into classes immediately and no later than the day the pupil begins the IS program and ensure the required procedures in this policy are followed.
2. Elementary pupils are scheduled in one grade level course section.
3. Secondary pupils are scheduled into a homeroom and academic course sections.
4. The scheduled teacher is assigned as the IS Supervising Designee and must follow Attachment K, General Procedures for Placement, Enrollment, & Attendance for all IS Programs which include but are not limited to completing the Master Agreement and Record of Assignment (ROA) forms.

B. Short-Term at School of Attendance Comprehensive Elementary, Secondary, Opportunity and Continuation Schools

1. An IS Administrator must ensure that each pupil is enrolled and scheduled into classes immediately and no later than the day the pupil begins the program and ensure the required Attachment K procedures are followed. The IS Supervising Designee shall coordinate the processes required for IS, including Master Agreement (Attachment C), subsidiary agreements (Attachments D and G), scheduling, teacher evaluation of work and attendance accounting.
2. When a pupil is to change from the regular program to IS, their schedule must be updated in MiSiS on the day the pupil begins the program or earlier.
The pupil's schedule is updated in MiSiS on the day the pupil begins the program or earlier. Prior to scheduling the pupil, the set up in the Scheduling module needs to be created. Refer to Attachment K for instructions on scheduling and attendance procedures.
3. If a pupil requests IS longer than 14 days per school year, Short-Term IS is only available up to the 14th day. The Short-Term IS Master Agreement must accurately reflect the start and end dates.



- C. School of Attendance - Part-Time at Secondary, Opportunity and Continuation Schools
1. An IS Administrator must ensure that each pupil is enrolled and scheduled into classes immediately and no later than the day the pupil begins the program and ensure the required Attachment K procedures are followed. An IS Supervising Designee shall coordinate the processes required for IS, including Master Agreement (Attachment C) and Record of Assignment (ROA) form (Attachment D and G), scheduling, and teacher evaluation of work.
 2. When a pupil cannot take one or two classes due to scheduling constraints and it is decided that the course will be offered through IS, the pupil's schedule must be updated accordingly. This course must be scheduled at the pupil's school of enrollment.

At Continuation Schools, when a pupil is enrolled in the regular or work experience program and needs to take one or two classes at their school of enrollment as IS, the IS sections are scheduled to exclude attendance. Refer to Attachment K for instructions on scheduling and attendance procedures.

XII. GENERAL PROCEDURES FOR ATTENDANCE ACCOUNTING (ALL INDEPENDENT STUDY PROGRAMS)

- A. The general attendance requirements for all types of IS available within the District are as follows:
1. IS attendance is based on pupil work product rather than presence in class. When the pupil submits or demonstrates evidence of completed assigned work by the due date established in the Record of Assignment form (subsidiary agreement to the Master Agreement) and the work has been evaluated, the teacher determines the time value of completed assignments (number of attendance days).

IS pupils who are late for or miss scheduled conferences, or who do not submit assigned work on time should not be reported as tardy or truant. There are no unexcused absences in IS. Only the following two attendance codes are allowed:
 - P (Present): Attendance credit earned for time value of work equivalent to at least a minimum school day
 - A (Absent): IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum school day
 2. Pupil may not earn attendance credit prior to signing a Master Agreement. The start date for pupil work cannot be earlier than the effective date of the Master Agreement which is the last date signed on the Master Agreement. For the 2021-2022 school year only, Master Agreements may be signed no later than thirty (30) days after the first day of IS instruction.



3. Attendance credit may not be earned for work submitted after the due date. Such work only qualifies for academic credit.
4. A pupil who turns in completed assignments representing more attendance days in a reporting period than the number of schooldays in that reporting period does not earn any surplus or bankable attendance credit usable in the future or applicable against past absences, (i.e., attendance credit is limited to the number of instructional days for the period work is assigned).
5. Attendance for pupils enrolled in regular or special education TK-12 classes is accounted for in whole days. Pupils should be assigned full day's schedule of work. No attendance credit may be claimed for an IS pupil unless the pupil has completed an amount of work for that day that is sufficient, in the teacher's judgment, to constitute at least completing work equivalent to a full day. No attendance credit is allowable for fractions of a day. Any fraction of a minimum day must be dropped for apportionment purposes when the teacher determines the total time value.
6. A pupil placed in IS shall not be credited with more than one day of attendance per calendar day.
7. Long-Term/Full-Time Tiered Re-Engagement Strategies (Pupils in IS for 15 or More Schooldays in a Year): For pupils enrolled in IS School (City of Angels), tiered re-engagement strategies are required in IS for 15 or more schooldays in a year for all pupils whose time value of work are not generating attendance of more than three schooldays or 60 percent of the instructional week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, or pupils found not participatory for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement, tiered re-engagement strategies must be implemented. Refer to Attachment L, Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Independent Study. These strategies include, but are not limited to, the following:
 - a. Verify current contact information of the pupil.
 - b. Notify the Parent of lack of participation within one schoolday of the absence (non-attendance day) or lack of participation.
 - c. A plan for outreach from the school to determine the pupil's needs, including connection with health and social services as necessary.
 - d. Remind the parent that if the pupil fails to meet satisfactory educational progress in one or more courses, the parent, pupil, and teacher must have a conference to review the pupil's written agreement, and reconsider the IS program's impact on the pupil's achievement and well-being. Pupils at risk of not making satisfactory educational progress include pupils who fail to complete three consecutive assignments (for each subject of study when applicable) during any period of 15 days, or miss two synchronous sessions without a valid reason.



- e. Tiered re-engagement strategies shall be documented in MiSiS.
- f. For more information about tiered reengagement strategies, see Attachment L and/or visit the [Pupil Services website](#).
8. For Continuation Schools: Attendance for pupils enrolled in continuation schools are accounted for in whole hours, with a day's worth of work credited for a maximum of three hours or 180 instructional minutes per week.
9. For Apportionment Credit for Continuation High School or Opportunity Schools: The maximum number of pupils eligible for IS apportionment credit at any specific continuation high school, or opportunity school, is limited to 10 percent of the pupils enrolled in the school.
10. For Affiliated Charter Schools: In addition to the above general requirements, the State also requires that charter school pupils must do the work assigned on the scheduled school day for which it is claimed as attendance (Attachment M).

XIII. GENERAL PROCEDURES FOR ACADEMIC CREDIT (ALL INDEPENDENT STUDY PROGRAMS)

- A. The academic credit requirements for all IS programs available within the District are as follows:
 1. Credit may be granted only for completion of courses of instruction consistent with the California State Frameworks and Standards for TK-12. Any expansion beyond this established scope must be in accordance with the IS educational opportunities.
 2. The permanent record of every IS pupil must show the subjects attempted by, as well as credits and grades awarded to, each pupil who enrolls in any type of IS.
 3. Teachers providing instruction via IS are required to follow the marking procedures in BUL-2332.7, *Elementary School Progress Report Marking Practices and Procedures*, dated September 6, 2018, or BUL-1353.1, *Marking Practices and Procedures in Secondary Schools*, dated October 25, 2004.
 4. If any progress marks are due during the time the pupil is enrolled in IS, the teacher must take into consideration the classwork, homework, and other assignments that were completed in the previously scheduled corresponding classroom course when issuing the mark. If there were no progress marks due during the pupil's placement in IS courses, and the pupil is placed back into the corresponding classroom courses, the work completed while placed in IS must be taken into consideration when issuing grades for the corresponding classroom courses.



Each school shall accept credit for full or partial coursework completed by a pupil attending another public school, juvenile court school, or nonpublic school (EC section 48645.5).

5. Parent may appeal grades in accordance with District procedures. Please refer to BUL-1926.3, *Request to Change a Pupil's Grade*, dated September 17, 2019, for the appeal process.
6. Pupils in foster care, experiencing homelessness, involved with the juvenile justice system, migrant education pupils, newcomer pupils, and/or children of military families who transfer to high schools mid-semester, have a right to receive full or partial credits, for all work satisfactorily completed before transferring schools. For more information, please refer to BUL-076310.1, *Graduation Exemption and Partial Credits*, dated December 13, 2019.

XIV. GENERAL PROCEDURES FOR DIPLOMAS (ALL SECONDARY INDEPENDENT STUDY PROGRAMS)

- A. The diploma requirements for all secondary IS programs available within the District are as follows:
 1. IS pupils must complete the same diploma requirements as pupils enrolled in Long-Term/Full-Time, in-seat attendance programs.
 2. The diploma must be issued by and must bear the name of the school in which the IS pupil is enrolled. IS School (City of Angels) issues diplomas bearing its school name. Schools of attendance providing IS issue diplomas bearing the school's name.
 3. Diplomas bearing only the name of the District may not be issued to pupils graduating through IS.

XV. GENERAL PROCEDURES FOR RECORD KEEPING (ALL IS PROGRAMS)

- A. The general record keeping requirements for all types of IS available within the District are as follows:
 1. All permanent records shall be kept at the IS site and shall show credits attempted by and awarded to each pupil per Master Agreement. The records shall include, but are not limited, to the following:
 - a. Failure to use forms in this bulletin may result in the disallowance of attendance for apportionment purposes. Completed forms from this bulletin and submitted work are to be maintained at the school site for a minimum of five school years after the school year in which the forms and submitted work were completed.
 - b. A record which identifies all pupils participating in IS and which specifies the grade level, program placement, and school of enrollment. A list of all pupils by grade level, program or school who have participated or are currently participating in IS, showing the credits attempted by and awarded to each pupil according to the agreement and a record of the pupil's attendance.
 - c. A copy of this policy.



- d. Master Agreements and subsidiary agreements (e.g., Record of Assignment forms, Secondary Schools Evaluation and Certification form), with representative copies of completed and evaluated pupil assignments, must be maintained in the school office for a minimum of five school years after the school year in which it originated. This file must be made available for auditing purposes. Note: These files may be maintained electronically.
- e. A class roster for IS must be maintained separately from the roster used for regular classroom attendance. Any manual records must be maintained for a minimum of five school years after the school year in which it occurred.
- f. A record of grades and other evaluations of IS assignments issued to the pupil.
- g. The ROA form must be used by all schools of attendance for in-school IS at elementary, middle, senior and continuation schools and opportunity schools, centers and programs. Failure to use forms in this bulletin may result in the disallowance of attendance for apportionment purposes. Completed forms from this bulletin and submitted work are to be maintained at the school site for a minimum of five school years after the school year in which it occurred.
- h. A written record of the findings of any evaluation made pursuant to missed assignments as delineated in the requirements for the Master Agreement, along with the pupil transcripts, shall be maintained as part of the pupil's permanent record and kept at the District school of attendance. A list of IS teachers that includes their teacher assignments will allow the auditor to calculate the ratio of IS ADA/teacher and compare the ratio to other instructional programs in the District.
- i. The school shall document each pupil's participation in live interaction and synchronous instruction on each schoolday, as applicable, in whole or in part, for which Long-Term/Full-Time IS is provided (Attachment H). A pupil who does not participate in IS on a schoolday shall be documented as non-participatory for that school day.
- j. The school shall maintain written or computer-based evidence of pupil engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.
- k. For purposes of this section, schools shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.
- l. An audit trail is required for each pupil enrolled in IS. All documents mentioned in this bulletin are to be kept as part of the audit trail.



XVI. ADDITIONAL RECORD-KEEPING REQUIREMENTS FOR THE DISTRICT

- A. The District shall notify the California Collaborative for Educational Excellence of the following information, following the form and procedures it develops, on or before the second and fourth Monday of each month, of the following information related to IS:
1. The number of pupils who have opted into IS provided by the Local Educational Agency.
 2. How the Local Educational Agency is meeting the daily or weekly synchronous requirement for pupils.
 3. Actions the Local Educational Agency is taking to encourage the transition of the pupils to in-person instruction.
 4. The expanded learning opportunities provided to pupils.
 5. How the school is addressing the mental health and wellness needs of pupils.
 6. The supports and interventions the school is using to address the academic needs of pupils.
 7. The enrichment opportunities provided to pupils.
 8. The safety protocols the school is using to ensure the health and safety of pupils and staff.
 9. Any additional information requested by the California Collaborative for Educational Excellence, in consultation with the executive director of the state board.
- B. The District shall ensure staff-to-pupil ratios are consistent in all IS offerings and document accordingly.
- C. The District shall maintain verification of adoption of IS policies and procedures and ensure IS courses are aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the Local Educational Agency for graduation and approved by the University of California or the California State University as creditable under the a-g admissions criteria.
- D. For audit purposes, the District shall ensure that records are appropriately maintained. These records shall include, but are not limited to, the following:
1. A copy of the IS policy and related procedures.
 2. A listing of the pupils, by grade level, program, and school, who have participated in IS, along with the units of the curriculum attempted and completed by pupils in grades TK-8 and the course credits attempted by and awarded to pupils in grades 9-12.
 3. A file of all agreements, Master Agreement (Attachment A, C, or I), Record of Assignment (ROA) form (Attachment B, D, E, or J), Secondary Short-Term Evaluation and Certification of Pupil Work Assignment Credit and Apportionment Attendance Credit for Independent Study form (Attachment G), with representative samples of each pupil's work products bearing the IS Teacher's notations indicating that the IS teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.



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4. As appropriate to the program in which the pupils are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of pupil work products judged by a certificated teacher, and reviewed by the IS Supervising Designee if they are two different persons.
 5. Appropriate documentation of compliance with the teacher-pupil ratios required by EC section 51745.6.
 6. Appropriate documentation of compliance to ensure the coordination, evaluation, and supervision of the IS of each pupil by a District employee who possesses a valid certification document pursuant to EC 44865 or an emergency credential pursuant to EC section 44300 (EC section 51747.5).
- E. The District shall collect information regarding the number of pupils participating in IS for 15 or more schooldays, for CALPADS reporting purposes.

RELATED RESOURCES

- REF-6554.4, *2019-20 Opening Day Procedures Supplemental Guide and Updates*, dated November 1, 2019
- BUL-1040.4, *Credit for Concurrent Enrollment in High School and Community College*, dated October 23, 2019
- MEM-6733.4, *Credit Recovery Program Opportunities*, dated September 28, 2020
- BUL-6838.1, *Criteria for Granting Instructional Credit in Secondary Schools*, dated November 21, 2017
- BUL-6718, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness, and/or Involved with the Juvenile Justice System*, dated August 8, 2016
- BUL-2332.7, *Elementary School Progress Report Marking Practices and Procedures*, dated September 6, 2018
- BUL-076310.1, *Graduation Exemption and Partial Credits*, dated December 13, 2019
- BUL-1353.1, *Marking Practices and Procedures in Secondary Schools*, dated October 25, 2004
- BUL-6837.1, *Pupils in the Entertainment and Allied Industries*, dated November 21, 2017
- BUL-1926.3, *Request to Change a Pupil's Grade*, dated September 17, 2019
- BUL-5341.3 *Inter-District Permits (District to District) and Student Transfers in Elementary and Secondary School*, dated February 8, 2021
- BUL-5412.3, *Procedures for Students with Disabilities Participating in City of Angels Independent Study School*, dated August 2, 2021.
- [MiSiS Job Aids- Independent Studies Attendance Procedures](#)



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LEGAL AUTHORITY

California EC sections 51745-51749.6
California Code of Regulations (CCR), Title 5, Sections 11700-11703
Every Student Succeeds Act, 20 USC section 6312
Authorization for Independent Study is found in California EC (E.C.), Article 5.5,
Sections 51745-and 51749.6 California Code of Regulations (CCR), Title 5, Sections
11700-11703.



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ASSISTANCE: For assistance or further information please contact:

Office	Contact	Phone	E-mail
City of Angels School	Vince Carbino Principal	(323) 415-8350	vince.carbino@lausd.net
Office of Virtual Academy	Jesus Angulo Administrator of Operations	(213) 241-2610	jangulo@lausd.net
Division of Instruction	Brenda Pensamiento Secondary Administrator	(213) 241-4196	pensami@lausd.net
Division of Instruction	Mylene Keipp Secondary Director	(213) 241-5333	mylene.keipp@lausd.net
Division of Instruction	Carlen Powell Elementary Administrator	(213) 241-4196	carlen.powell@lausd.net
Division of Instruction Academic & Counseling Services	Shelly Alavez Counseling Coordinator	(213) 241-7510	sxa3900@lausd.net
Division of Instruction Academic & Counseling Services	Nancy Chavez Counseling Coordinator for Options Schools	(213) 241-7510	nchave2@lausd.net
Division of Special Education	Lela Rondeau Coordinator TK-12 Instruction	(213) 241-6701	lela.rondeau@lausd.net
Student Discipline & Expulsion Support Office	Isabel Villalobos Coordinator	(213) 202-7555	isabel.villalobos@lausd.net
MiSiS Support – Help Desk	IT Helpdesk	(213) 241-5200	ITD.lausd.net
Pupil Services and Attendance	Elsy Rosado Director	(213) 241-3844	eyr3367@lausd.net

Local District	Counseling Coordinator	Phone	E-mail
LD Central	Carmela Bravo	(213) 241-0126	cbravo@lausd.net
LD East	Eiman Hernandez Julio Hernandez	(323) 224-3100	exh6016@lausd.net julio.hernandez@lausd.net
LD Northeast	Janet Lord	(818) 252-5400	jlord@lausd.net
LD Northwest	Angelica Streif	(818) 654-3600	axs03761@lausd.net
LD South	Barbara Politz	(310) 354-3400	blp2505@lausd.net
LD West	Gina Kim	(310) 914-2100	gxx1383@lausd.net



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- ATTACHMENTS:**
- ATTACHMENT A: Elementary School Master Agreement for Independent Study (IS)
Acuerdo Maestro de Escuelas Primarias para Estudio Independiente
(Spanish version)
 - ATTACHMENT B: Elementary School Record of Assignment (ROA) Form
Formulario de Registro de Tareas para Escuelas Primarias (ROA) (Spanish
version)
 - ATTACHMENT C: Secondary Schools Master Agreement for Independent Study (IS)
Acuerdo Maestro de Escuelas Secundarias/Preparatorias para Estudio
Independiente (Spanish Version)
 - ATTACHMENT D: Secondary Schools Short-Term or Part-Time Record of Assignment (ROA)
Form
Formulario de Registro de Tareas a Corto Plazo o a Tiempo Parcial para
Escuelas Secundarias/Preparatorias (Spanish Version)
 - ATTACHMENT E: Long-Term/Full-Time Secondary Schools Record of Assignments (ROA)
Form
Formulario de Registro de Tareas para largo plazo/tiempo completo
Escuelas Secundarias/Preparatorias (Spanish Version)
 - ATTACHMENT F: Independent Study (IS) Teacher/ Independent Study Supervising Designee
Assignment Change Form
 - ATTACHMENT G: Secondary Short-Term Evaluation and Certification of Pupil Work
Assignment Credit and Apportionment Attendance Credit for Independent
Study
 - ATTACHMENT H: Long-Term/Full-Time Daily Participation Record for Independent Study–
Sample
 - ATTACHMENT I: Master Agreement for Independent Study, Extraordinary Conditions
Acuerdo Maestro para Estudio Independiente, Condiciones Extraordinarias
(Spanish Version)
 - ATTACHMENT J: Record of Assignment Form, Extraordinary Conditions
Formulario de Registro de Tareas, Condiciones Extraordinarias
 - ATTACHMENT K: General Procedures for Placement, Enrollment, & Attendance for All
Independent Study Programs
 - ATTACHMENT L: Pupil Services and Attendance: Tiered Attendance Intervention Strategies
for Independent Study
 - ATTACHMENT M: Affiliated Charter Schools Pupil Contemporaneous Daily Educational
Activity Record
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