



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: Guidelines for Independent Study Programs

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ROUTING

All Schools
Local District
Superintendents
Community of Schools
Administrators

DATE: August 29, 2022

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-6779.4 - *Guidelines for Independent Study Programs*, dated August 1, 2022. This version reflects changes with the law made through Assembly Bill 181. Key changes include:

- Tiered Reengagement: Modifications to the thresholds that activate when a student enrolled in a traditional independent study program is subject to Tiered Reengagement strategies (EC §51747[d]).
- Additional Guidance regarding pupils with IEPs (EC §51745 [c])
- Exemptions to Long-Term Independent Study Requirements: Adding students who are receiving specified clinical treatments and who are enrolled in comprehensive schools, to the list of students exempt from live interaction, synchronous instruction, tiered reengagement, and a transition plan (EC § 51747[i]).
- Written Agreement Requirements: Changing the requirements of who must sign written agreements, to include the certificated employee designated as having responsibility for the special education programming of the student (EC § 51747[g][9] and EC § 51749.6[b][1]).

This policy also reflects changes in implementation procedures. Beginning in the 2022-2023 school year My Integrated Student Information System (MiSiS) will be the system of record for all IS programs except for Extraordinary Conditions, Specified Medical/In-Patient Treatment and independent charter schools. All IS forms for Full-Time/Long-Term, Short-Term, and Part-Time at elementary, secondary, opportunity, and continuation schools must be initiated in MiSiS. Forms for Extraordinary Conditions must be completed using Attachment I, *Master Agreement for IS, Extraordinary Conditions* and Attachment J, *Record of Assignment Form, Extraordinary Conditions*. For Short-Term IS at elementary, secondary and opportunity schools, the student's schedule will no longer need to be changed. Step by step procedures have been updated and must be followed for each IS Program. This policy



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contains updated general policy procedures for IS enrollment, scheduling, and attendance, refer to [General Procedures for all Independent Study Programs](#).

Additionally, beginning in the 2022-2023 school year, six new Full-Time/ Long-Term IS Schools will open. The schools are as follows:

- Arts & Entertainment Virtual Academy
- Computer Science Virtual Academy
- International Studies & World Languages Virtual Academy
- STEAM Leadership & Public Service Virtual Academy
- STEAM Business & Entrepreneurship Virtual Academy
- STEAM Virtual Academy

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 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.



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- 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), (Attachment A Elementary School Master Agreement for IS, Attachment C, Secondary Schools Master Agreement for IS, or Attachment I, Master Agreement for IS, Extraordinary Conditions) and subsidiary agreements, including the Record of Assignment (ROA) (Attachment B, Elementary School Record of Assignment, Attachment D, Secondary Schools Short-Term or Part-Time Record of Assignment (ROA), or Record of Assignment Form, Extraordinary Conditions) 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.



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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 following [*General Procedures for all Independent Study Programs*](#), 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 follows the [*General Procedures for all Independent Study Programs*](#), provides general supervision, instruction, evaluates the submitted work, coordinates the IS processes by completing the Master Agreement and ROA in MiSiS, and Attendance for All Independent Study Programs.
 - For 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 (two classes) at comprehensive secondary, opportunity and continuation 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 implements the Master Agreement aligned to District policies and procedures. For Short-Term and Part-Time IS at comprehensive secondary schools, if the pupil is



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scheduled for IS with more than one teacher, each teacher is responsible for completing the approved ROA in MiSiS, providing instruction, and evaluating the submitted work.

11. IS Schools: Long-Term/Full-Time Schools providing IS. City of Angels and Virtual Academies are the only Long-Term/Full-Time IS schools.

B. National College Athletic Association (NCAA) Requirements

NCAA guidelines regarding nontraditional coursework (defined as online, or through distance learning, hybrid/blended, IS, individualized instruction, correspondence or similar means) 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 meet all requirements for an NCAA-approved core course, which are only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.
2. There must be a regular instructor-led interaction for all students in the course. The instructor and the pupil must have ongoing access to, and regular interaction with one another for purposes of instruction, evaluation, and providing assistance to the pupil throughout the duration of the course. The pupil's work (e.g., exams, essays, assignments) must be available for evaluation and validation.
3. Evaluation of the pupil's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies.
4. The course includes a defined time period for completion as stipulated in the Master Agreement.
5. The course is identified as nontraditional on the official high school transcript.

The District shall ensure that courses taught in IS schools meet NCAA requirements. To maintain approval, teachers must meet with pupils for a minimum of one hour per week.

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 individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program specifically provides for that participation. If a Parent of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. 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's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. A pupil with an IEP



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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 and REF-125902, *Guidance Regarding Students with Disabilities and Virtual Academy Online Independent Study Programs*, dated May, 9, 2022.

C. Pupils with Section 504 Plans

If the pupil has a Section 504 Plan, the plan should be updated in a meeting 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 website: <https://achieve.lausd.net/Page/3581>. Refer to BUL-4692.8, *Section 504 of the Rehabilitation Act of 1973*, 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 under section 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



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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 IS Supervising Designee shall include, but are not limited to:
 - 1. Completing the Master Agreement and signing it.
 - 2. Completing the subsidiary agreements, Record of Assignments (ROA) 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. At Continuation Schools 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. At IS Schools, regular meetings with the pupil to discuss the pupil's progress and documenting it in the MiSiS Contact Log.
 - 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. At IS Schools, 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.

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. Students who turn 5 after February 2 who are enrolled in MiSiS as Transitional Expansion (TE)
 - or
 - 2. 21 years of age or older



or

3. 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 Schools, 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 for Pupils With Specified Medical/In-Patient Treatment

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

Term Type	Length of Term	Description
Long-Term / Full-Time	Minimum of 3 consecutive and 15 or more schooldays up to a semester or school year. (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.
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,	Secondary pupil takes one or two classes as IS that cannot be provided via classroom-based instruction,



	Opportunity, and Continuation Schools).	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).
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A. Long-Term/Full-Time IS at IS Schools

These schools provide Long-Term/Full-Time IS for pupils in Grades TK-12 and is located at multiple sites throughout the District. These program offers an individualized and personalized program provided by the teachers and staff at IS Schools. 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 Schools, 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 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 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).



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Consistent with all IS requirements, the District may also offer Long-Term/Full-Time online IS through IS Schools 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 and must create the Master Agreement in MiSiS, 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



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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 I) and ROA (Attachment J), 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.

D. IS for Pupils with Specified Medical/In-Patient Treatment

1. Pupils who are enrolled in a comprehensive school for classroom-based instruction who are under the care of appropriately licensed professionals may participate in IS due to necessary medical treatments or in-patient treatment for mental health care or substance abuse.
2. Schools shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in IS in this context.
3. Pupils participating in IS under these conditions may participate for more than 14 schooldays. The requirements for live interaction, synchronous instruction, tiered reengagement and a transition plan do not apply to IS under these conditions. All other requirements apply. See Attachment M, Master Agreement, Independent Study, Pupils with Specified Medical/In-Patient Treatment and Attachment N, Record of Assignment, Pupils with Specified Medical/In-Patient Treatment.



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

For general enrollment requirements, refer to REF-6554.5, 2022-2023 *Opening Day Procedures: Supplemental Guide and Updates*, dated August 15, 2022. No changes in enrollment procedures are required for school of attendance IS programs.

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.

1. Requirements specific to IS School are as follows:

- a. Enrollment is contingent upon space available in the school. The administrator at the school of attendance shall contact staff at IS School to determine availability. Pupils should not be withdrawn from their current school of attendance until IS School confirms space is available.
- b. If space is available, pupils who move into the District may enroll directly in IS School without contacting the District school of residence.
- c. Daily Participation Requirements
 - 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. Pupils in TE are not eligible for independent study.
 - 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.
 - For pupils in grades 9 to 12, inclusive, pupils have opportunities for at least weekly synchronous instruction throughout the school year.

The IS Supervising Designee shall document each pupil's participation in live interaction and synchronous instruction in MiSiS 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. 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).



- d. 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.
- e. 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 secondary school pupils, 6th- 12th grade

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

1. The general placement requirements for all types of IS available within the District are as follows:
 - a. 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: The Master Agreement 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. Parent's failure to sign the Master Agreement will result in the student being referred to the student's in-person school.
 - b. Only District-approved Master Agreement and ROA subsidiary agreements for IS are attached in this bulletin and are in MiSiS (Attachments: Elementary A and B; Secondary C, D, or E; Extraordinary Conditions I and J; Specified Medical/In-Patient Treatment M and N). Failure to use the most current District approved Master Agreement and ROA subsidiary agreements may result in the disallowance of attendance for apportionment purposes.
 - c. 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 elementary, 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)

- 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.
 - The objectives and methods of study for the pupil's work and the methods used to evaluate the work.
 - 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.
 - 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.
 - The duration of the IS agreement, including the beginning and ending dates for the pupil's participation in IS under the agreement.
 - 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.
 - A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English Learners, pupils with disabilities with an Individualized Education Program or a Section 504 plan in order to be consistent with their program or plan, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - A statement that IS is an optional educational alternative in which no pupil may be required to participate.
 - In the case of a suspended or expelled pupil who is referred or assigned to any school, class, or program pursuant to EC 48915 or 48917, a statement that instruction may be provided through IS only if the pupil is offered the alternative of classroom instruction.
 - Before the commencement of IS, the Master Agreement shall be signed and dated by the pupil, the pupil's Parent or caregiver if the pupil is under the age of 18 year, the certificated employee responsible for the general supervision of IS, the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable, and all persons who have direct responsibility for providing assistance to the pupil. Certificated employees other than the IS supervising designee who have responsibilities for the student, as noted above, may sign the Master Agreement in the "other" field.
- d. The Master Agreement, Record of Assignment form(s), Evaluation and



Certification form, and pupil work product samples must be maintained on file for five school years after the school year in which it originated, along with the assignments and samples of the work product of each subject assigned.

- e. The Master Agreement and subsidiary agreements (or written agreements) may be signed using an electronic signature that complies with state and federal standards, as determined by the Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in EC Section 16.5 of the Government Code and in Chapter 10 (commencing with EC Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- f. 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* in MiSiS, as required for auditing purposes, no later than one week after the new IS Supervising Designee begins supervision/instruction.

G. PROCEDURES FOR SCHEDULING AND ATTENDANCE

- 1. Long-Term/Full-Time at IS Schools
 - a. 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, [General Procedures for all Independent Study Programs](#)
 - b. Elementary pupils are scheduled in one grade level course section.
 - c. Secondary pupils are scheduled into a homeroom and academic course sections.
 - d. The scheduled teacher is assigned as the IS Supervising Designee and must follow [General Procedures for all Independent Study Programs](#), which include but are not limited to completing the Master Agreement and Record of Assignment (ROA) forms.
- 2. Short-Term at School of Attendance Comprehensive Elementary, Secondary, Opportunity and Continuation Schools
 - a. 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 procedures are followed, refer to [General Procedures for all Independent Study Programs](#). The IS Supervising Designee shall coordinate the processes required for IS, including Master Agreement (Attachment C), subsidiary agreements (Attachments D and G)



- in MiSiS, scheduling, teacher ROA evaluation of work and attendance accounting.
- b. 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.
3. School of Attendance - Part-Time at Secondary, Opportunity and Continuation Schools
 - a. 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 [General Procedures for all Independent Study Programs](#) 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.
 - b. 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 [General Procedures for all Independent Study Programs](#) for instructions on scheduling and attendance procedures.

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

1. The general attendance requirements for all types of IS available within the District are as follows:
 - a. 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 attendance codes are allowed:

IS Schools:

- **P (Present):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday. Synchronous instructional time for which evidence of pupil participation is furnished and maintained may be



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combined with the daily time value of pupil work products personally judged by the IS supervising teacher to determine attendance credit for each day (EC section 51747.5).

- **A (Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday

Comprehensive Elementary, Secondary, Opportunity Schools:

- **IC (IS Complete):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday
 - **IN (IS Not Complete/Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday
- b. 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.
 - c. Attendance credit may not be earned for work submitted after the due date. Such work only qualifies for academic credit.
 - d. 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).
 - e. 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. Synchronous instructional time for which evidence of pupil participation is furnished and maintained may be combined with the daily time value of pupil work products personally judged by the IS supervising teacher to determine attendance credit for each day (EC section 51747.5).
 - f. A pupil placed in IS shall not be credited with more than one day of attendance per calendar day.
 - g. Long-Term/Full-Time Tiered Reengagement Strategies (Pupils in IS for 15 or More Schooldays in a Year): For pupils enrolled in an IS School, tiered reengagement strategies are required in IS for 15 or more schooldays in a year for all pupils who are not generating attendance for more 10 percent of required minimum instructional time over four continuous weeks of the District's approved instructional calendar, found



not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement, tiered reengagement strategies must be implemented. Refer to Attachment K, Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Independent Study. These strategies include, but are not limited to, the following:

- Verify current contact information of the pupil.
 - Notify the Parent of lack of participation within one schoolday of the absence (non-attendance day) or lack of participation.
 - A plan for outreach from the school to determine the pupil's needs, including connection with health and social services as necessary.
 - 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.
 - Tiered reengagement strategies shall be documented in MiSiS.
 - For more information about tiered reengagement strategies, see Attachment K and/or visit the [Pupil Services website](#).
- h. 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. Synchronous instructional time for which evidence of pupil participation is furnished and maintained may be combined with the daily time value of pupil work products personally judged by the IS supervising teacher to determine attendance credit for each day (EC section 51747.5).
- i. 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.
- j. 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 L, Affiliated Charter Schools Pupil Contemporaneous Daily Educational Activity Record).



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

1. The academic credit requirements for all IS programs available within the District are as follows:
 - a. Credit may be granted only for completion of courses of instruction consistent with the California State Frameworks and Standards for K-12, and the Preschool Learning Foundations for student in TK. Any expansion beyond this established scope must be in accordance with the IS educational opportunities.
 - b. 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.
 - c. 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.

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 completed during IS when issuing mark(s).
 - d. 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).
 - e. 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.
 - f. 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.

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

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



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

1. The general record keeping requirements for all types of IS available within the District are as follows:
 - a. 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:
 - 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.
 - 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.
 - A copy of this policy.
 - 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.
 - The ROA form must be used by all schools of attendance for in-school IS at elementary, middle, senior opportunity, and continuation schools, and 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.
 - A record of grades and other evaluations of IS assignments issued to the pupil.
 - 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.
 - 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, *Long-Term/Full-Time Daily Participation Record for IS Sample*). A pupil who does not participate in IS on a schoolday shall be documented as non-participatory for that school day.

- 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.
- 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.
- 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.

L. ADDITIONAL RECORD-KEEPING REQUIREMENTS FOR THE DISTRICT

1. 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:
 - a. The number of pupils who have opted into IS provided by the Local Educational Agency.
 - b. How the Local Educational Agency is meeting the daily or weekly synchronous requirement for pupils.
 - c. Actions the Local Educational Agency is taking to encourage the transition of the pupils to in-person instruction.
 - d. The expanded learning opportunities provided to pupils.
 - e. How the school is addressing the mental health and wellness needs of pupils.
 - f. The supports and interventions the school is using to address the academic needs of pupils.
 - g. The enrichment opportunities provided to pupils.
 - h. The safety protocols the school is using to ensure the health and safety of pupils and staff.
 - i. Any additional information requested by the California Collaborative for Educational Excellence, in consultation with the executive director of the state board.
2. The District shall ensure staff-to-pupil ratios are consistent in all IS offerings and document accordingly.
3. 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.



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4. For audit purposes, the District shall ensure that records are appropriately maintained. These records shall include, but are not limited to, the following:
 - a. A copy of the IS policy and related procedures.
 - b. 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.
 - c. A file of all agreements, Master Agreement (Attachment A, C, I, or M), Record of Assignment (ROA) form (Attachment B, D, E, J or N), Secondary Short-Term Evaluation and Certification of Pupil Work Assignment Credit and Apportionment Attendance Credit for Independent Study form (Attachment G).
 - d. 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.
 - e. Appropriate documentation of compliance with the teacher-pupil ratios required by EC section 51745.6.
 - f. 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).
5. 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-6554.5, *2022-23 Opening Day Procedures Supplemental Guide and Updates*, dated August 15, 2022
- 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



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- 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.
- REF-125902, *Guidance Regarding Students with Disabilities and Virtual Academy Online Independent Study Programs*, dated May, 9, 2022.

California EC sections 51745-51749.6

LEGAL AUTHORITY:

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.

ATTACHMENTS:

- ATTACHMENT A: Elementary School Master Agreement for Independent Study (IS)
Sample Acuerdo Maestro de Escuelas Primarias para Estudio Independiente Muestra (Spanish version)
- ATTACHMENT B: Elementary School Record of Assignment (ROA) Form Sample
Formulario de Registro de Tareas para Escuelas Primarias (ROA) Muestra (Spanish version)
- ATTACHMENT C: Secondary Schools Master Agreement for Independent Study (IS)
Sample Acuerdo Maestro de Escuelas Secundarias/Preparatorias para Estudio Independiente Muestra (Spanish version)
- ATTACHMENT D: Secondary Schools Short-Term or Part-Time Record of Assignment (ROA) Form Sample
Formulario de Registro de Tareas a Corto Plazo o a Tiempo Parcial para Escuelas Secundarias/Preparatorias Muestra (Spanish version)
- ATTACHMENT E: Long-Term/Full-Time Secondary Schools Record of Assignments (ROA) Form Sample
Formulario de Registro de Tareas para largo plazo/tiempo completo Escuelas Secundarias/Preparatorias Muestra (Spanish version)
- ATTACHMENT F: Independent Study (IS) Teacher/ Independent Study Supervising Designee Assignment Change Form Sample
- ATTACHMENT G: Secondary Short-Term Evaluation and Certification of Pupil Work Assignment Credit and Apportionment Attendance Credit for Independent Study Sample



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- 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: Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Independent Study
- ATTACHMENT L: Affiliated Charter Schools Pupil Contemporaneous Daily Educational Activity Record
- ATTACHMENT M: Master Agreement for Independent Study, Pupils With Specified Medical/In-Patient Treatment
Acuerdo Maestro para Estudio Independiente, para Alumnos con Tratamiento Médico Específico/Hospitalización (Spanish version)
- ATTACHMENT N: Record of Assignment Form, Pupils With Specified Medical/In-Patient Treatment
Formulario de Registro de Tareas para Alumnos con Tratamiento Médico Específico/Hospitalización (Spanish version)

Live Link Updated as Necessary: [General Procedures for all Independent Study Programs](#)

ASSISTANCE: For assistance or further information please contact:

Office	Contact	Phone	E-mail
Division of Instruction	Pedro Garcia Senior Executive Director	(213) 241- 4822	pag0011@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.kiepp@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	lcla.rondeau@lausd.net



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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

IS Schools	Contact	Phone	E-mail
Office of Virtual Academy	Jesus Angulo Administrator of Operations	(213) 241-3180	jangulo@lausd.net
Office of Virtual Academy	Latasha Buck, Administrator of Instruction	(213) 241-3180	lnb4534@lausd.net
Office of Virtual Academy	Connie Brandstetter, Administrator of Instruction	(213) 241-3180	clb0104@lausd.net
Office of Virtual Academy	Ryan Morse, Special Education Administrator	(213) 241-3180	ryan.morse@lausd.net
Office of Virtual Academy	Laura Banuelos, Administrator of Parent and Community Engagement	(213) 241-3180	lxh0446@lausd.net
City of Angels School	Vince Carbino Principal	(323) 415-8350	vince.carbino@lausd.net

Local District (LD)	Counseling Coordinator	Phone	E-mail
LD Central	Dickson Perey	(213) 766-7418	dsp3985@lausd.net
LD East	Eiman Hernandez	(323) 224-3100	exh6016@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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ATTACHMENT A



Los Angeles Unified School District Elementary School Master Agreement for Independent Study (IS) Sample

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement:☐

General Education

☐

Special Education

Type:☐

Short-Term (Minimum of 3 consecutive and a maximum of 14 cumulative schooldays per school year, regardless of the school of enrollment)

☐

Long-Term/Full-Time (15 schooldays up to a semester or school year, IS Schools only)

Academic and Other Supports to Address Pupil Needs:

	Need/Concern	Support/Resource
<input type="checkbox"/>	Not performing at grade level:	
<input type="checkbox"/>	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
<input type="checkbox"/>	Pupil with IEP:	
<input type="checkbox"/>	Pupil with Section 504 Plan:	
<input type="checkbox"/>	In foster care:	
<input type="checkbox"/>	Experiencing homelessness:	
<input type="checkbox"/>	Mental health supports:	



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School Responsibilities and Agreement:

- ◆ The major objective is to allow the pupil to keep current and earn an academic credit grade for each of the Elementary School Subjects' study objectives for the pupil's grade level during the duration of this Master Agreement as outlined in the California Content Standards and Frameworks. These subjects include: English Language Arts (K-5/6)/ Literacy and Language (TK), Mathematics Content/Practices, Social Science, Science, Health Education, Art, Music, and Physical Education.
- ◆ This Master Agreement enables the pupil to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/legal guardian/educational rights holder ("Parent") the pupil will submit assignments on or before the due date specified in the ROA form(s).
- ◆ The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than 14 schooldays for comprehensive elementary schools, and one school year for IS Schools.
- ◆ All pupils enrolled in Independent Study (IS) shall receive appropriate existing services and resources to enable them to complete their IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment. The Los Angeles Unified School District will provide the teacher services, instructional materials, devices and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
- ◆ The teacher will provide the following information in the ROA form: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the pupil, methods of evaluation used by the teacher to measure the satisfactory educational progress of the pupil, specific resources available to the pupil (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Pupil Responsibilities and Agreement: I understand and agree that:

- ◆ IS is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement, between me, my teacher, and my parent/guardian/educational rights holder ("Parent") and other person(s) if applicable.
- ◆ I am enrolling voluntarily and understand that IS is an optional alternative to classroom-based instruction in which no pupil may be required to participate. I have the same rights as other pupils in my grade at my home school. I understand that a regular classroom option will always be available at my home school or other agreed upon site.
- ◆ If I have an Individualized Education Program (IEP), the IEP must be updated to reflect my placement in Independent Study. If I have a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of my IS placement.
- ◆ If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
- ◆ All course work will be consistent with the California Content Standards and Frameworks for TK-5/6.
- ◆ In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are part of this Master Agreement and ROA form(s).
- ◆ I will have the resources of school personnel, state-authorized textbooks, supplementary instructional materials, and community resources, as described on my ROA forms, which may include additional assignment sheets prepared by my teacher that will become a part of this Master Agreement.
- ◆ The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA form(s), which is part of this Master Agreement.
- ◆ The methods used by my teacher to evaluate my work and my performance will include grading, measuring,



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and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each subject.

- ◆ I will complete the course and/or subject work listed on the ROA form(s). I will meet or check in weekly with my teacher unless otherwise indicated, and my assignments are due on or before the assignment due date specified on each of my ROA forms. I will be on time for my appointment or will call my teacher to schedule a new appointment.
- ◆ I am expected to complete all the assignments by the due date specified in the ROA form(s). If I 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, my teacher will determine if it is best for me to remain in IS or to transfer to another type of educational program. The maximum length of time, by grade level and type of program, that may elapse between the time an assignment is made and the date the assignment is due for Regular Education and Special Education is one week for TK-3rd grade pupils; two weeks for 4th - 5th/6th grade elementary pupils. My work assignments will be substantially equivalent in quality and quantity to what I would be required to complete in my regular classroom-based instruction and are consistent with the curriculum and certifications adopted by the District's Board of Education.
- ◆ I am expected to make satisfactory educational progress and report/submit my work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every schoolday, attend test days, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on and checking emails or announcements.
- ◆ I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.
- ◆ I understand that my Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.
- ◆ Subsidiary attachments such as Assignment Sheets, ROA, and other necessary papers are a part of the Master Agreement.
- ◆ I plan to complete all of my assignments to earn full academic credit depending on the date of my enrollment and academic progress. I understand that I have to meet satisfactory educational progress to continue in this program.
- ◆ My Parent or I may contact my teacher at any time to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder ("Parent") Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child which I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS. I also understand and accept all of the foregoing agreements made by my child under Pupil Responsibilities and Agreement. In addition, I specifically agree that:

- ◆ My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS teacher/supervising designee to develop an appropriate educational plan for my child.
- ◆ I am responsible for the supervision of my child while my child is participating in Independent Study. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (subsidiary agreement to this Master Agreement) to the teacher(s).
- ◆ I understand that the school will retain original samples of my child's work for documentation.
- ◆ I will provide transportation for my child to keep in-person appointments and will supervise my child when participating in workshops or activities planned by my school.
- ◆ Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, Designated and Integrated ELD will be provided.
- ◆ I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact the school if my child has device or connectivity



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issues.

- ◆ I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair for willfully damaged books & school property, including all technology devices that are checked out to my child.
- ◆ I understand that my child has to meet satisfactory educational progress to continue in this program, and if my child is not meeting satisfactory educational progress in one or more courses, I will meet with my child and the teacher to reconsider the impact of independent study on my child's achievement and well-being.
- ◆ I understand that I can change my child's program to in-person instruction at any time, and my child will be transferred to in-person instruction within 5 instructional days of my request.
- ◆ I have the right to appeal to the school administrator any decision about my child's placement or school program in accordance with the Los Angeles Unified School District's policies and procedures.
- ◆ Affiliated Charter School Parent: In addition to the above statements, I agree to keep a record of my child's daily instructional activities and to provide this written document to the school as part of my child's submission of work.
- ◆ I understand and acknowledge that there are state and district-required assessments that have to be conducted in person. For more information, I will review the Parent Student Handbook and/or contact the school.

Signatures and Dates: We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

IS Supervising Designee Signature:	Date:
Student Signature:	Date:
Parent/Guardian/Educational Rights Holder Signature:	Date:
*Other (if applicable) Signature:	Date:

**If applicable, the signature(s) of Other Person(s) Responsible for providing direct assistance to the pupil are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*



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ANEXO A

Distrito Escolar Unificado de Los Ángeles Acuerdo Maestro de Escuelas Primarias para Estudio Independiente Muestra (IS, por sus siglas en inglés)

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

- Colocación del programa:**
- ☐ Educación general ☐ Educación Especial
- ☐ Corto plazo (3 a 14 días por año escolar)
- ☐ Largo plazo/tiempo completo (15 días escolares hasta un año escolar)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Apoyo/Recursos
<input type="checkbox"/>	El rendimiento no está a nivel de grado:	
<input type="checkbox"/>	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
<input type="checkbox"/>	Estudiante con IEP:	
<input type="checkbox"/>	Estudiante con Plan de la Sección 504:	
<input type="checkbox"/>	En cuidado adoptivo temporal:	
<input type="checkbox"/>	En situación sin hogar:	
<input type="checkbox"/>	Apoyos para salud mental:	



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Responsabilidades y Acuerdo de la Escuela:

- ◆ El objetivo principal es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos de estudio de las materias de la Escuela Primaria para el nivel de grado del alumno durante la vigencia de este Acuerdo Maestro, como se indica en las Normas y Marcos de Contenido de California.
Estas materias incluyen: Lengua y Literatura en Inglés (K-5/6)/Lectoescritura y Lenguaje (TK), Contenido/Prácticas de Matemáticas, Ciencias Sociales, Ciencias Naturales, Educación sobre la Salud, Arte, Música y Educación Física.
- ◆ Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor legal/titular de los derechos educativos ("Padre"), el estudiante presentará las tareas en o antes de la fecha de entrega que se especifique en los formularios ROA.
- ◆ El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un año escolar para City of Angels.
- ◆ Todos los alumnos inscritos en Estudio Independiente (IS) recibirán los servicios y recursos existentes apropiados para permitirles completar su IS con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros alumnos de la escuela de inscripción. El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
- ◆ El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

- ◆ IS es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, y mi padre/tutor/titular de derechos educativos ("Padre") y otra(s) persona(s) -si corresponde.
- ◆ Me estoy inscribiendo voluntariamente y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir que un estudiante que participe. Tengo los mismos derechos que otros alumnos de mi grado en mi escuela domiciliar. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado.
- ◆ Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
- ◆ Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
- ◆ Todo el trabajo del curso será consistente con las Normas de Contenido de California y Marcos de TK-5/6.
- ◆ Para recibir crédito académico, debo completar los principales objetivos de cada área curricular que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos forman parte de este acuerdo maestro y formulario(s) de ROA.
- ◆ Dispondré de los recursos del personal de la escuela, de los libros de texto autorizados por el estado, de los materiales didácticos complementarios y de los recursos de la comunidad, tal y como se describen en los formularios de mi ROA, que pueden incluir hojas de tareas adicionales preparadas por mi maestro y que pasarán a formar parte de este Acuerdo Maestro.



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- ♦ Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mi(s) formulario(s) ROA, que forma(n) parte de este Acuerdo Maestro.
- ♦ Los métodos utilizados por mi maestro para evaluar mi trabajo y mi rendimiento incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
- ♦ Completaré el curso y/o el trabajo de la materia que se indica en el(los) formulario(s) ROA. Me reuniré o me reportaré semanalmente con mi maestro, a menos que se indique lo contrario, y mis tareas deberán ser entregadas en o antes de la fecha de entrega que se especifique en cada uno de mis formularios ROA. Llegaré a tiempo a mi cita o llamaré a mi maestro para programar una nueva cita.
- ♦ Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Si no logro completar tres tareas consecutivas (para cada materia de estudio cuando corresponda) durante cualquier período de 15 días, o falto a dos sesiones sincrónicas sin una razón válida, mi maestro determinará si es mejor para mí permanecer en IS o trasladarme a otro tipo de programa educativo. El tiempo máximo, por grado y tipo de programa, que puede transcurrir entre el momento en que se asigna una tarea y la fecha de entrega de la tarea para la Educación Regular y la Educación Especial es de una semana para los estudiantes de TK a 3º grado; dos semanas para los estudiantes de 4º - 5º/6º grado de primaria. Mis tareas de trabajo académico serán sustancialmente equivalentes en calidad y cantidad a lo que se me exigiría completar en mi instrucción regular basada en el salón de clase y concuerdan con el currículo y certificaciones que adoptó la Junta de Educación del Distrito.
- ♦ Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que asista a los días de exámenes, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las instrucciones escritas y orales. Esto puede incluir el inicio de sesión y la comprobación de correos electrónicos o anuncios.
- ♦ Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.
- ♦ Entiendo que mis padres y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten.
- ♦ Los anexos complementarios, como hojas de tareas, ROA y otros documentos necesarios, forman parte del Acuerdo Maestro.
- ♦ Tengo planeado completar todas mis tareas para obtener todos los créditos académicos según la fecha de mi inscripción y progreso académico. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ♦ Mi padre o yo podemos contactar a mi maestro en cualquier momento para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”): Entiendo que IS una alternativa educativa opcional para mi hijo(a) que he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo(a) reciba instrucción a través de IS. También entiendo y acepto todos los acuerdos anteriores formalizados por mi hijo(a) bajo Responsabilidades y Acuerdo del Estudiante. Además, estoy específicamente de acuerdo en que:

- ♦ Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro IS/supervisor designado para desarrollar un plan educativo apropiado para mi hijo(a).
- ♦ Soy responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en el Estudio Independiente. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo(a) se comunique con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha



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indicada en el formulario ROA adjunto (acuerdo complementario a este Acuerdo Maestro).

- ◆ Entiendo que la escuela conservará muestras originales del trabajo de mi hijo(a) para su documentación.
- ◆ Proporcionaré transporte para que mi hijo(a) cumpla con las citas y supervisaré a mi hijo(a) cuando participe en talleres o actividades planeadas por mi escuela.
- ◆ Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es EL, se le proporcionará el ELD Designado e Integrado.
- ◆ Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con la escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.
- ◆ Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).
- ◆ Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa, y si mi hijo(a) no está cumpliendo con un progreso educativo satisfactorio en uno o más cursos, me reuniré con mi hijo(a) y el maestro para reconsiderar el impacto del estudio independiente en el logro y el bienestar de mi hijo(a).
- ◆ Entiendo que puedo cambiar el programa de mi hijo(a) a la instrucción en persona en cualquier momento, y mi hijo(a) será trasladado a la instrucción en persona dentro de los 5 días de instrucción a partir de mi solicitud.
- ◆ Tengo el derecho de apelar ante el administrador de la escuela cualquier decisión acerca de la colocación de mi hijo(a) o programa escolar de acuerdo con las políticas y procedimientos del Distrito Escolar Unificado de Los Ángeles.
- ◆ Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).
- ◆ Entiendo y reconozco que hay evaluaciones requeridas por el estado y el distrito que deben realizarse en persona. Para obtener más información, revisaré el Manual para padres y estudiantes y/o me pondré en contacto con la escuela.

Firmas y fechas: Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del Supervisor Designado de IS:	Fecha:
Firma del estudiante:	Fecha:
Firma del padre/tutor/titular de los derechos educativos:	Fecha:
*Firma de otros individuos (si procede) :	Fecha:

**Si corresponde, la(s) firma(s) de otra(s) persona(s) responsable(s) de brindar asistencia directa al estudiante(s) se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*



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ATTACHMENT B

Los Angeles Unified School District Elementary School Record of Assignment (ROA) Form Sample (Subsidiary to Independent Study Master Agreement)

Instructions: For Short-Term IS the ROA is to include all assignments to be completed for the duration of the IS term. For Long-Term/Full-Time, additional ROAs must be completed for each 10 schoolday period.

Pupil Name:		Pupil ID:	
IS Supervising Designee:		Grade:	School:
Assignment Start Date:	Assignment End Date:	Assignment Due Date:	Total Assigned Days:

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 4:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day pupil is scheduled to return to classroom studies, which is _____.

For IS Schools (Long-Term/Full-Time) Independent Study, the pupil will meet with the teacher and submit the assignment(s) as follows:			
Check one:		Day: <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
Location:		Time:	
Teacher's Phone:		Frequency:	
Teacher's Email:		Manner:	

Daily Live Interaction and Synchronous Instruction:

For IS Schools (Long-Term/Full-Time) Independent Study the pupil must meet as follows:	
<input type="checkbox"/> Daily Live Interaction (grades TK-5/6) by any method (manner) of reporting. Synchronous Instruction: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly (grades 4-5/6)	

Method (Manner) of Reporting: Telephone, webinar, blogs, email, fax, mail, discussion board, text message with parent, or in person are acceptable methods of checking in/reporting academic progress. Pupils and parents may check in by any of these methods to clarify assignment(s), check on academic progress, or discuss other support options with their teacher(s). Teachers will check in with parents at least weekly regarding academic progress. This check in can be through any method/manner of reporting noted above.



Methods of Study:

<input type="checkbox"/>	Pupil Reads	<input type="checkbox"/>	Answers Questions	<input type="checkbox"/>	Completes Worksheets	<input type="checkbox"/>	Takes Quizzes/Tests
<input type="checkbox"/>	Online Class	<input type="checkbox"/>	Other:				

<input type="checkbox"/>	Demonstration of Skills	<input type="checkbox"/>	Written Test	<input type="checkbox"/>	Oral Presentation	<input type="checkbox"/>	Minimum Performance of 60%
<input type="checkbox"/>	Pupil Assignment Scores	<input type="checkbox"/>	Participation	<input type="checkbox"/>	Other		

1. The pupil's achievement and engagement in the Independent Study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the pupil is working on assignments.
3. Learning required concepts, as determined by the teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the teacher.

Personnel: _____

Pupil was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

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Assignments need to be provided for all subjects in which the pupil currently receives instruction. TK-2 students are expected to earn a letter grade of S (Satisfactory) or greater and/or a number grade/score of 3 or greater on all assignments. Grade 3-6 students are expected to earn a letter grade of C (Average) or greater and/or a number grade/score of 70 or better on all assignments

Subjects	Assignments to be Completed
English Language Arts (K-5/6)/ Literacy and Language (TK)/ Designated ELD	
Mathematic Content/Practices	
Science	
History-Social Science	
Visual and Performing Arts	
Physical Education	
Health Education	

IS Supervising Designee Signature:		ROA Issue Date:	
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Los Angeles Unified School District Elementary Subjects Teacher Evaluation

Instructions: The Independent Study (IS) Supervising Designee completes this form based on the completed Record of Assignment to summarize the credit earned and the grade awarded for each subject, and to list the student's determination of the time value of the student's work product. For each day the student completes work that is equivalent to at least the minimum schoolday, one day of attendance credit is earned.

Student Name:		Student ID:
School:	Grade:	Due Date:
ROA Start Date:	ROA End Date:	ROA Received Date:

Elementary Subjects Teacher Evaluation and Certification Statement

Subjects	Date Asgmt Completed	% Completed	Grade Earned	Subjects	Date Asgmt Completed	% Completed	Grade Earned
English Language Arts (K-5/6)/ Literacy and Language (TK)/ Designated ELD				Visual and Performing Arts			
Mathematics Content/Practices				Physical Education			
Science				Health Education			
History-Social Science							



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Attendance Credit Earned

Instructions: Submit attendance in MiSiS for the period accounted for in the corresponding ROA. The attendance data will populate on the table below based on the attendance submitted.

Attendance Codes:

IS Schools (City of Angels/Virtual Academies):

- **P (Present):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday
- **A (Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday

Comprehensive Schools:

- **IC (IS Complete):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday
- **IN (IS Not Complete/Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday

Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					

Time Value of Work (the number of days the work submitted is worth)			
Total Schooldays Assigned		Total Attendance Days Earned (time value of work)	

Evaluation Certification Statement and Signature: My signature below indicates that I, the assigned teacher, evaluated the pupil's completed assignments and determined the percentage of work completed, the grade earned, and time value (attendance credit) of work. A pupil earns one day of attendance for a full day's work assignment. Only work assignments that are turned in on time may generate attendance credit.

IS Supervising Designee Signature:		Evaluation Date:	
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ANEXO B



Distrito Escolar Unificado de Los Ángeles
Formulario de Registro de Tareas para Escuelas Primarias (ROA) Muestra
(Complementario al Acuerdo Maestro de Estudio Independiente)

Instrucciones: En el caso de IS (estudios independientes) de Corto Plazo, el registro ROA debe incluir todas las tareas que se deben completar durante el periodo de IS. En el caso de IS de Largo Plazo/Tiempo Completo, se deben completar los registros ROA adicionales por cada período de 10 días instruccionales.

Nombre del estudiante:		ID de estudiante:	
Designado supervisor de IS:		Grado escolar:	Escuela
Fecha de inicio de la tarea:	Fecha de finalización de la tarea	Plazo de entrega de la tarea:	Total de días asignados:

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 4:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es _____.

Para el Estudio Independiente en City of Angels (a largo plazo/tiempo completo), el estudiante se reunirá con el maestro y presentará la(s) tarea(s) de la siguiente manera:			
Marcar una opción:	Día:	<input type="checkbox"/> Lun.	<input type="checkbox"/> Mar.
		<input type="checkbox"/> Miér	<input type="checkbox"/> Jue.
		<input type="checkbox"/> Vie.	
Lugar:		Hora:	
Tel: del maestro:		Frecuencia:	
Correo electrónico del maestro:		Modo:	

Interacción Diaria en Vivo e Instrucción Sincrónica:

Para el estudio independiente a largo plazo/tiempo completo, el estudiante debe cumplir con lo siguiente:	
<input type="checkbox"/> Interacción diaria en vivo (grados TK -5/6) por cualquier método (forma) de informe	
Instrucción sincrónica:	<input type="checkbox"/> Diariamente (grados TK-3) <input type="checkbox"/> Semanalmente (grados 4 – 5/6)

Método (forma) de elaboración de informes: Teléfono, webinar, blogs, correo electrónico, fax, correo, tablero de diálogo, mensaje de texto con los padres, o en persona son métodos aceptables para verificar/reportar el progreso académico. Los estudiantes y los padres pueden ponerse en contacto mediante cualquiera de estos métodos para aclarar la tarea(s), verificar el progreso académico, o discutir otras opciones de apoyo con su(s) maestro(s). Los maestros se comunicarán con los padres por lo menos semanalmente con respecto al progreso académico. Esta revisión puede realizarse a través de cualquier método/forma de notificación mencionada anteriormente.



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Calificación que se va a obtener: Las calificaciones para cada tarea se publicarán regularmente en Schoology, y los informes de progreso y las boletas de calificación se entregarán de acuerdo con los períodos de calificaciones del Distrito. Si un estudiante se transfiere a estudio independiente mientras un curso está en marcha, la calificación académica que obtenga durante el IS (estudio independiente, por sus siglas en inglés) se integrará a la calificación académica obtenida en el salón de clases regular a fin de llegar a la calificación del estudiante para el período de calificaciones actual.

Métodos de estudio:

<input type="checkbox"/>	El estudiante lee	<input type="checkbox"/>	Responde preguntas	<input type="checkbox"/>	Completa las hojas de cálculo	<input type="checkbox"/>	Toma Pruebas/Exámenes
<input type="checkbox"/>	Clase en línea	<input type="checkbox"/>	Otro:				

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se harán sobre la misma base que se utiliza en el salón de clases regular para trabajos similares, que pueden incluir uno o más de los siguientes métodos:

<input type="checkbox"/>	Demostración de habilidades	<input type="checkbox"/>	Prueba escrita	<input type="checkbox"/>	Presentación verbal	<input type="checkbox"/>	Rendimiento mínimo del 60%
<input type="checkbox"/>	Puntuaciones de asignación de estudiantes	<input type="checkbox"/>	Participación	<input type="checkbox"/>	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa de Estudio Independiente, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y la participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en las tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro.
4. Progreso hacia la culminación exitosa del curso de estudio o curso individual, según lo determine el maestro.

Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:



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Tareas que se deben proporcionar para todas las materias en las que el estudiante actualmente recibe instrucción. Los estudiantes de TK-2 obtengan una calificación de letra S (Satisfactorio) o más y / o una calificación numérica / calificación de 3 o más en todas las asignaciones. Se espera que los estudiantes de los grados 3-6 obtengan una calificación en letra de C (promedio) o más y / o una calificación / calificación numérica de 70 o mejor en todas las tareas.

Materias	Tareas que se completarán		
Lengua y literatura en Inglés (K -5/ 6)/ Lectoescritura y Lenguaje (TK)/ ELD designado			
Contenido/prácticas de la matemáticas			
Ciencias naturales			
Historia/Ciencias Sociales			
Artes escénicas y visuales			
Educación física			
Educación sobre la salud			
Firma del designado supervisor de IS:	<table border="1"><tr><td data-bbox="951 1860 1192 1929">Fecha de emisión de ROA</td><td data-bbox="1192 1860 1513 1929"></td></tr></table>	Fecha de emisión de ROA	
Fecha de emisión de ROA			



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Distrito Escolar Unificado de Los Ángeles Formulario de Registro de Tareas para Escuelas Primarias (ROA)

Instrucciones: El Supervisor Designado de Estudio Independiente (IS) llenará este formulario con base en el Registro de Tareas completo para proporcionar un resumen del crédito obtenido y la calificación otorgada en cada materia, y para enumerar la determinación para el valor del tiempo de trabajo del estudiante. Por cada día que el alumno realice un trabajo equivalente a la jornada escolar mínima, se obtiene un día de crédito de asistencia.

Nombre del estudiante:		Núm. de ID estudiantil:
Escuela:	Grado:	Fecha de entrega:
Fecha de inicio del ROA:	Fecha de entrega del ROA:	Fecha en que se recibió el ROA:

Evaluación de Materias de Primaria a cargo del Maestro y Declaración de Certificación

Materias	Fecha en la que se completó	% Completo	Calificación obtenida:	Materias	Fecha en la que se completó	% Completo	Calificación obtenida:
Lenguaje y Literatura en Inglés (K-5/6)/ Lectoescritura y Lenguaje (TK)/ ELD designado				Artes escénicas y visuales			
Contenido/prácticas de la matemáticas				Educación física			
Ciencias naturales				Educación sobre la salud			
Historia/Ciencias Sociales							



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Crédito De Asistencia Obtenido

Instrucciones: Presentar la asistencia en MiSiS para el período contabilizado en el ROA correspondiente. Los datos de asistencia se llenarán en la tabla de abajo según la asistencia presentada.

Códigos de asistencia:

Escuelas IS (City of Angels/Academias Virtuales)

- **P (Presente):** Créditos de asistencia obtenidos por equivalente de tiempo del trabajo a por lo menos un día escolar
- **A (Ausente):** Entrega pendiente de tarea o evaluación de IS, tareas incompletas, o no completó suficientes tareas equivalentes a por lo menos un día escolar.

Escuelas Integrales:

- **IC (IS completo):** Créditos de asistencia obtenidos por equivalente de tiempo del trabajo por lo menos un día escolar
- **IN (IS no completo / ausente):** Entrega pendiente de tarea o evaluación de IS, tareas incompletas, o no completó suficientes tareas equivalentes a por lo menos un día escolar

Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					

Valor temporal del trabajo (el número de días que vale el trabajo enviado)			
Días escolares totales asignados		Total de días de asistencia ganados (valor de tiempo del trabajo)	

Declaración y firma de certificación de la evaluación: Mi firma abajo indica que yo, el maestro asignado, evalué las tareas que realizó el estudiante y determiné el porcentaje de trabajo que completó, la calificación obtenida, y el valor del tiempo (crédito de asistencia) de trabajo. Un estudiante obtiene un día de asistencia por una tarea equivalente de día completo de trabajo escolar. Sólo las tareas que se entreguen a tiempo pueden generar crédito de asistencia.

Firma del Supervisor Designado de IS:		Fecha de la evaluación:	
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ATTACHMENT C

Los Angeles Unified School District Secondary Schools Master Agreement for Independent Study (IS) Sample

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

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- Type:**
- ☐ Short-Term (Minimum of 3 consecutive and maximum of 14 cumulative schooldays per school year, regardless of the school of enrollment)
 - ☐ Long-Term/Full-Time (15 schooldays up to a semester; IS Schools only)
 - ☐ Part-Time (Must be scheduled for a minimum school day in regular program. For each Mester/Semester, pupil may have one to two part-time IS classes that cannot be provided via classroom- based instruction due to pupil's schedule constraints)

Academic and Other Supports to Address Pupil Needs:

	Need/Concern	Support/Resource
<input type="checkbox"/>	Not performing at grade level:	
<input type="checkbox"/>	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
<input type="checkbox"/>	Pupil with IEP	
<input type="checkbox"/>	Pupil with Section 504 Plan:	
<input type="checkbox"/>	In foster care:	
<input type="checkbox"/>	Experiencing homelessness:	
<input type="checkbox"/>	Mental health supports:	



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School Responsibilities and Agreement:

- ◆ The major objective of Independent Study (IS) during the duration of this Master Agreement, is to enable the pupil to keep current and earn an academic credit grade for each of the Secondary School Course of Study objectives outlined in the California Content Standards and Frameworks.
- ◆ This Master Agreement enables the pupil to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/guardian/educational rights holder ("Parent"), the pupil will submit assignments on or before the due date specified in the ROA form(s).
- ◆ The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than one semester.
- ◆ All pupils enrolled in IS shall receive appropriate existing services and resources to enable them to complete IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment (EC § 51746). The Los Angeles Unified School District will provide the teacher services, instructional materials, device and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
- ◆ The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the pupil, methods of evaluation used by the teacher to measure the satisfactory educational progress of the pupil, specific resources available to the pupil (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Pupil Responsibilities and Agreement:

I understand and agree that:

- ◆ Independent Study (IS) is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement between me, my teacher, my Parent, and other person(s) if applicable.
- ◆ I am enrolling voluntarily, and I understand that IS is an optional alternative to classroom-based instruction in which no pupil may be required to participate. I understand that a regular classroom option will always be available at my home school or other agreed upon site. If I am referred or assigned pursuant to EC48917-EC 51747 (c)(7), an alternative classroom option has been offered and is available.
- ◆ If I have an Individualized Education Program (IEP), the IEP must be updated to reflect my placement in Independent Study. If I have a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of my IS placement.
- ◆ If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
- ◆ All visits I may wish to make to any other school campus require the prior approval of my teacher and the school.
- ◆ All course work will be consistent with the California Content Standards and Frameworks.
- ◆ In order to receive course credit, I must complete the major objectives of each course I undertake as outlined in the California Content Standards and Frameworks. These objectives are part of this Master Agreement and ROA form (Subsidiary Agreement to the Master Agreement) prepared by each of my course teachers and/or Independent Study Supervising Designee.
- ◆ I will have the resources of school personnel, state-authorized textbooks, supplementary instructional materials, and community resources, as described on my ROA forms prepared by each of my course teachers and/or Independent Study Supervising Designee, which are a part of this Master Agreement.
- ◆ The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA forms, which are a part of this Master Agreement.
- ◆ The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each course.
- ◆ I will complete the course and/or subject work listed on the ROA form(s). I will meet or check in weekly with my teacher unless otherwise indicated, and my assignments are due on or before the assignment due date specified on each of my ROA forms. I will be on time for my appointment or will call my teacher to schedule a new appointment.



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- ◆ I am expected to complete all the assignments by the due date specified in the ROA form(s). If I fail to complete three consecutive assignments (for each course of study when applicable) during any period of 15 days, or miss two synchronous sessions without a valid reason, my teacher will determine if it is best for me to remain in IS or to transfer to another type of educational program. The maximum length of time, by grade level and type of program, that may elapse between the time an assignment is made and the date the assignment is due for Regular Education, Special Education, Opportunity Education, and Continuation Education is two weeks for 6th - 8th grade pupils and three weeks for 9th - 12th grade, unless an exception is approved in accordance with District policy for IS.
- ◆ My work assignments will be substantially equivalent in quality and quantity to what I would be required to complete in my regular classroom-based instruction and are consistent with the curriculum and certifications adopted by the District's Board of Education.
- ◆ I am expected to make satisfactory educational progress and report/submit work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every schoolday, attend test days, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on and checking emails or announcements.
- ◆ When I meet with any of my course teachers and/or assigned IS Supervising Designee, I will be prepared to ask questions, obtain necessary assistance, and take tests or quizzes as indicated on the ROA.
- ◆ I will be evaluated at each appointment based on one or more of the following: demonstration of skills, product completion, or oral/written tests.
- ◆ I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.
- ◆ I understand that my Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.
- ◆ Subsidiary attachments such as ROA forms, assignment sheets and other necessary documents prepared by my teachers are a part of this Master Agreement.
- ◆ During the effective dates of this Master Agreement, I will complete at least the minimum amount of credits depending on the dates of my IS enrollment. This number may be adjusted if circumstances require a change. I understand that I have to meet satisfactory educational progress to continue in this program.
- ◆ My Parent or I may contact my teachers and/or IS Supervising Designee to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder ("Parent") Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child which I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS. I also understand and accept all of the foregoing agreements made by my child under Pupil Responsibilities and Agreement. In addition, I specifically agree that:

- ◆ My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS Supervising Designee to develop an appropriate educational plan for my child.
- ◆ I am responsible for the supervision of my child while my child is participating in IS. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (Subsidiary Agreement to this Master Agreement) to the teacher(s).
- ◆ I understand that the school will retain original samples of my child's work for documentation.
- ◆ I will provide transportation for my child to keep appointments and will supervise my child when participating in workshops or activities planned by the school.
- ◆ Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, a Designated ELD/LTEL course and Integrated ELD will be provided.
- ◆ I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact my school if my child has device or connectivity issues.
- ◆ I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair of willfully damaged books and school property, including all technology devices that are checked out to my child.
- ◆ I understand that my child has to meet satisfactory educational progress to continue in this program, and if my child is not meeting satisfactory educational progress in one or more courses, I will meet with my child and the teacher to reconsider the impact of independent study on my child's achievement and well-being.



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- ◆ I understand that I can change my child's program to in-person instruction at any time, and my child will be transferred to in-person instruction within 5 instructional days of my request.
- ◆ I have the right to appeal to the school administrator any decision about my child's placement or school program in accordance with the Los Angeles Unified School District's policies and procedures.
- ◆ Affiliated Charter School Parent: In addition to the above statements, I agree to keep a record of my child's daily instructional activities and to provide this written document to the school as part of my child's submission of work.
- ◆ I understand and acknowledge that there are state- and district-required assessments that have to be conducted in person. For more information, I will review the Parent Student Handbook and/or contact the school.

Signatures and Dates:

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

IS Supervising Designee Signature:	Date:
Student Signature:	Date:
Parent/Guardian/Educational Rights Holder Signature:	Date:
*Other (if applicable) Signature:	Date:

**Person(s) Responsible for providing direct assistance to the pupil are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*



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ANEXO C



Distrito Escolar Unificado de Los Ángeles Acuerdo Maestro de Escuelas Secundarias/Preparatorias para Estudio Independiente Muestra (IS, por sus siglas en inglés)

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

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Esp.

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Regularización

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2º Oportunidad

- Tipo:**
- ☐ Corto plazo (3 a 14 días por año escolar)
 - ☐ Largo plazo/tiempo completo (15 días escolares hasta un Semestre; sólo en City of Angels)
 - ☐ Tiempo parcial (debe programarse en clases regulares para un día escolar mínimo. Para cada semestre, el alumno puede tener una o dos clases de IS de tiempo parcial que no se pueden proporcionar a través de la instrucción en el salón de clases debido a las limitaciones de horario del alumno)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Soporte/Recursos
<input type="checkbox"/>	El rendimiento no está a nivel de grado:	
<input type="checkbox"/>	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
<input type="checkbox"/>	Estudiante con IEP:	
<input type="checkbox"/>	Estudiante con Plan de la Sección 504:	
<input type="checkbox"/>	En cuidado adoptivo temporal:	
<input type="checkbox"/>	En situación sin hogar:	
<input type="checkbox"/>	Apoyo salud mental:	



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Responsabilidades y Acuerdo de la Escuela:

- ♦ El objetivo principal del Estudio Independiente (IS) durante la vigencia de este Acuerdo Maestro, es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos del Curso de Estudio de Secundaria/Preparatoria como se indica en las Normas y Marcos de Contenido de California.
- ♦ Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA, por sus siglas en inglés) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor/titular de los derechos educativos (“Padre”), el estudiante presentará las tareas en la fecha de entrega o antes, la cual se haya especificado en los formularios ROA.
- ♦ El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un semestre.
- ♦ Todo estudiante inscrito en IS recibirá los servicios y recursos existentes apropiados para permitirle completar el estudio independiente (IS) con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros estudiantes de la escuela donde se haya realizado la inscripción (EC § 51746). El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
- ♦ El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

- ♦ El Estudio Independiente (IS) es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, mi padre de familia, y otra(s) persona(s) si corresponde.
- ♦ Me estoy inscribiendo voluntariamente, y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir a un estudiante que participe. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado. Si se me deriva o asigna de conformidad con el código EC48917-EC 51747 (c)(7), se ha ofrecido una opción alternativa de aula, misma que está disponible.
- ♦ Si tengo un Programa de Educación Individualizado (IEP), el Plan de Reclassificación Individualizado y/o IEP deberán actualizarse para reflejar mi colocación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan deberá actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
- ♦ Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado.
- ♦ Todas las visitas que desee hacer a cualquier otro plantel escolar requieren la aprobación previa de mi maestro y de la escuela.
- ♦ Todo el trabajo del curso será consistente con las Normas y Marcos de Contenido de California.
- ♦ Para recibir crédito académico, debo completar los principales objetivos de cada curso que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos son parte de este Acuerdo Maestro y formulario ROA (Acuerdo Complementario al Acuerdo Maestro) preparado por cada uno de mis maestros del curso y/o el Supervisor Designado de Estudio Independiente.
- ♦ Dispondré de los recursos del personal de la escuela, de los libros de texto autorizados por el estado, de los materiales didácticos complementarios y de los recursos de la comunidad, tal y como se describe en los formularios de mi ROA, preparados por mis maestros de los cursos y Supervisor Designado, y que pasarán a formar parte de este Acuerdo Maestro.
- ♦ Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a, lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mis formularios ROA, que forman parte de este Acuerdo Maestro.
- ♦ Los métodos utilizados por mi maestro para evaluar mi trabajo y mi rendimiento incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
- ♦ Completaré el curso y/o el trabajo de la materia que se indica en el(los) formulario(s) ROA. Me reuniré o me reportaré semanalmente con mi maestro, a menos que se indique lo contrario, y mis tareas deberán ser entregadas en o antes de la fecha de entrega que se especifique en cada uno de mis formularios ROA. Llegaré a tiempo a mi cita o llamaré a mi maestro para programar una nueva cita.



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- ◆ Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Si no logro completar tres tareas consecutivas (para cada cursos de estudio cuando corresponda) durante cualquier período de 15 días, o falto a dos sesiones sincrónicas sin una razón válida, mi maestro determinará si es mejor para mí permanecer en IS o trasladarme a otro tipo de programa educativo. El tiempo máximo, por grado y tipo de programa, que puede transcurrir entre el momento en que se asigna una tarea y la fecha de entrega de la tarea para la Educación Regular y la Educación Especial, Educación de Segunda Oportunidad, y la Educación de Regularización es de dos semanas para alumnos de 6° a 8° grado y tres semanas para el 9° a 12° grado, a menos de que se apruebe una excepción de acuerdo con la política del Distrito para IS.
- ◆ Mis tareas de trabajo académico serán sustancialmente equivalentes en calidad y cantidad a lo que se me exigiría completar en mi instrucción regular basada en el salón de clase y concuerdan con el currículo y certificaciones que adoptó la Junta de Educación del Distrito.
- ◆ Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que asista a los días de exámenes, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las instrucciones escritas y orales. Esto puede incluir el inicio de sesión, y la comprobación de correos electrónicos o anuncios.
- ◆ Cuando me reúna con cualquiera de los maestros de mi curso y/o con la persona designada para la supervisión del IS, estaré preparado para hacer preguntas, obtener la ayuda necesaria y realizar los exámenes o pruebas que se indiquen en el ROA.
- ◆ Seré evaluado en cada cita en base a uno o más de los siguientes aspectos: demostración de habilidades, realización de trabajos o pruebas orales/escritas.
- ◆ Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.
- ◆ Entiendo que mis padres y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten.
- ◆ Los anexos complementarios, como los formularios ROA, las hojas de asignación y otros documentos necesarios preparados por mis maestros, forman parte de este Contrato Maestro.
- ◆ Durante las fechas de vigencia de este Acuerdo Maestro, completaré al menos la cantidad mínima de créditos dependiendo de las fechas de mi inscripción en IS. Este número puede ajustarse si las circunstancias requieren un cambio. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ◆ Mi padre o yo podemos contactar a mi maestro y/o Supervisor Designado de IS para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”):

Entiendo que IS una alternativa educativa opcional para mi hijo(a) que he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo(a) reciba instrucción a través de IS. También entiendo y acepto todos los acuerdos anteriores formalizados por mi hijo(a) bajo Responsabilidades y Acuerdo del Estudiante. Además, estoy específicamente de acuerdo en que:

- ◆ Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro supervisor de IS para desarrollar un plan educativo apropiado para mi hijo.
- ◆ Soy responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en IS. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo/a se comunice con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (Acuerdo Complementario a este Acuerdo Maestro).
- ◆ Entiendo que la escuela conservará muestras originales del trabajo de mi hijo(a) para su documentación.
- ◆ Proporcionaré transporte para que mi hijo(a) cumpla con las citas y supervisaré a mi hijo(a) cuando participe en talleres o actividades planeadas por la escuela.
- ◆ Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es estudiante EL, se le proporcionará un curso ELD/LTEL designado y ELD integrado.



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- ◆ Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad
- ◆ Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).
- ◆ Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa, y si mi hijo(a) no está cumpliendo con un progreso educativo satisfactorio en uno o más cursos, me reuniré con mi hijo(a) y el maestro para reconsiderar el impacto del estudio independiente en el logro y el bienestar de mi hijo(a).
- ◆ Entiendo que puedo cambiar el programa de mi hijo(a) a la instrucción en persona en cualquier momento, y mi hijo(a) será trasladado a la instrucción en persona dentro de los 5 días de instrucción a partir de mi solicitud.
- ◆ Tengo el derecho de apelar ante el administrador de la escuela cualquier decisión acerca de la colocación de mi hijo(a) o programa escolar de acuerdo con las políticas y procedimientos del Distrito Escolar Unificado de Los Ángeles.
- ◆ Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).
- ◆ Entiendo y reconozco que hay evaluaciones requeridas por el estado y el distrito que deben realizarse en persona. Para obtener más información, revisaré el Manual para padres y estudiantes y/o me pondré en contacto con la escuela.

Firmas y fechas:

Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del Supervisor Designado de IS:	Fecha:
Firma del estudiante:	Fecha:
Firma del padre/tutor/titular de los derechos educativos:	Fecha:
*Firma de otros individuos (si procede) :	Fecha:

** Si corresponde, la(s) persona(s) responsable(s) de proporcionar asistencia directa al estudiante(s) se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*



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Attachment D



Los Angeles Unified School District Secondary Schools Short-Term or Part-Time Record of Assignment (ROA) Form Sample (Subsidiary to Independent Study Master Agreement)

Instructions: For Short-Term IS at comprehensive, opportunity, and continuation schools, each assigned Independent Study (IS) Teacher must complete a separate ROA to include all subject/courses the student is scheduled with them, the ROA is to include all assignments to be completed for the duration of the IS term. For or Part-time IS, each scheduled IS Teacher must complete an ROA to include all assignments to be completed for each 10 schoolday period.

Pupil Name:		Pupil ID:	
IS Supervising Designee:	Grade:	School:	
Assignment Start Date:	Assignment End Date:	Assignment Due Date:	

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 4:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day the pupil is scheduled to return to classroom studies, which is _____

Method (Manner) of Reporting: Telephone, webinar, blogs, discussion boards, email, fax, mail, text message with parent, or in person are acceptable methods of checking in/reporting academic progress. Pupils and parents may check in by any of these methods to clarify assignment(s), check on academic progress, or discuss other support options with their teacher(s). Teachers will check in with parents at least weekly regarding academic progress. This check in can be through any method/manner of reporting noted above.

Credit to be Earned: Grades for each assignment will be regularly posted on Schoology, and progress reports and report cards will be issued in accordance with District marking periods. If a pupil transfers to independent study while a course is in progress, the academic grade to be earned during the IS will be integrated into the academic grade earned in the regular classroom to arrive at the grade earned by the pupil for the current grading period.

Methods of Study:	<input type="checkbox"/>	Pupil Reads	<input type="checkbox"/>	Answers Questions	<input type="checkbox"/>	Completes Worksheets	<input type="checkbox"/>	Takes Quizzes/Tests
	<input type="checkbox"/>	Online Courses	<input type="checkbox"/>	Other:				

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

<input type="checkbox"/>	Demonstration of Skills	<input type="checkbox"/>	Written Test	<input type="checkbox"/>	Oral Presentation	<input type="checkbox"/>	Minimum Performance of 60%
<input type="checkbox"/>	Pupil Assignment Scores	<input type="checkbox"/>	Participation	<input type="checkbox"/>	Other		



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Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Pupil:

Personnel: _____

Materials Provided to Pupil:

Pupil was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:

--

Assignments to be Completed:

Note: Pupils earn .05 academic credits per day of completed assignments; 5 credits for 90 schooldays or one full semester; 10 credits for a full school year (180 schooldays). At comprehensive schools, each assigned subject/course teacher must complete a separate ROA.

Subject/Course Title	Daily Credits	Assignments to be Completed
	.05	
	.05	
	.05	

IS Subject/Course Teacher:	ROA Issued Date:
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ANEXO D



Distrito Escolar Unificado de Los Ángeles **Escuelas Secundarias a Corto Plazo o a Tiempo Parcial** **Formulario de Registro de Tareas** **para Escuelas Secundarias/Preparatorias: (ROA) Muestra** **(Complementario al Acuerdo Maestro de Estudio Independiente llene un formulario ROA por** **materia/maestro del curso)**

Instrucciones: Para Estudio Independiente a Corto Plazo en las escuelas integrales, de segunda oportunidad y de continuación, cada maestro de Estudio Independiente (IS) asignado deberá completar un Registro de Tareas (ROA) por separado que incluya todas las asignaturas/los cursos en los que el estudiante está programado con ellos, el ROA debe incluir todas las tareas a ser completadas durante el término de Estudio Independiente (IS). Para el Estudio Independiente (IS) de Medio Tiempo, cada maestro programado en IS deberá completar un ROA que incluya todas las tareas que se deberán completar en cada período de 10 días instruccionales.

Nombre del alumno:		Núm. de ID estudiantil:
Supervisor Designado de IS:	Grado:	Escuela:
Fecha de inicio del ROA:	Fecha de finalización del ROA:	Fecha de presentación del ROA:

Fecha de presentación del trabajo (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo será completado y presentado al maestro designado mediante una combinación de trabajos en laboratorio, en aulas, en persona, y/o en línea para su evaluación, a más tardar a las 4:00 p.m. en la fecha de presentación de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben realizar el día en que se ha programado al estudiante para regresar a los estudios en el salón de clases, que es _____.

Método (forma) de elaboración de informes: Teléfono, webinar, blogs, tablero de diálogo, correo electrónico, fax, correo, mensaje de texto con los padres, o en persona son métodos aceptables para verificar/reportar el progreso académico. Los estudiantes y los padres pueden ponerse en contacto mediante cualquiera de estos métodos para aclarar tareas, verificar el progreso académico, o discutir otras opciones de apoyo con su(s) maestro(s). Los maestros se comunicarán con los padres por lo menos semanalmente con respecto al progreso académico. Esta revisión puede realizarse a través de cualquier método/forma de notificación mencionada anteriormente.

Crédito que se obtendrá: Las calificaciones para cada tarea se publicarán regularmente en Schoology, y los informes de progreso y las boletas de calificación se entregarán de acuerdo con los períodos de calificaciones del Distrito. Si un estudiante se transfiere a estudio independiente mientras un curso está en marcha, la calificación académica que obtenga durante el IS (estudio independiente, por sus siglas en inglés) se integrará a la calificación académica obtenida en el salón de clases regular a fin de llegar a la calificación del estudiante para el período de calificaciones actual.

Métodos de estudio:	<input type="checkbox"/>	El estudiante lee	<input type="checkbox"/>	Responde preguntas	<input type="checkbox"/>	Completa las hojas de cálculo	<input type="checkbox"/>	Toma Pruebas/Exámenes
	<input type="checkbox"/>	Cursos en línea	<input type="checkbox"/>	Otro:				

Métodos de evaluación para medir el progreso educativo satisfactorio: La evaluaciones académicas del trabajo se realizarán sobre la misma base que se utiliza en el aula regular para el trabajo similar, que puede incluir uno o más de los siguientes métodos:



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<input type="checkbox"/>	Demostración de habilidades	<input type="checkbox"/>	Prueba escrita	<input type="checkbox"/>	Presentación verbal	<input type="checkbox"/>	Rendimiento mínimo del 60%
<input type="checkbox"/>	Puntuaciones de la tarea del estudiante	<input type="checkbox"/>	Participación	<input type="checkbox"/>	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa de estudio independiente, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y la participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
4. Progreso hacia la culminación exitosa del curso de estudio o curso individual, según lo determine maestro a cargo de la supervisión.

Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

--

Tareas que se completarán

Nota: Los estudiantes obtienen .05 créditos académicos por día de tareas completadas; 5 créditos por 90 días escolares o un semestre completo; 10 créditos por un año escolar completo (180 días escolares).

Materia/título del curso	Créditos diarios	Tareas que se completarán
	.05	
	.05	
	.05	

Firma del designado supervisor de IS:		Fecha de emisión de ROA	
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ATTACHMENT F



**Independent Study (IS) Teacher/Independent Study
Supervising Designee Assignment Change Form Sample**

Instructions: As required for auditing purposes, when there is a change in IS Teacher/IS Supervising Designee assignment, this form must be completed no later than one week after the new IS Teacher or IS Supervising Designee begins instruction. The new assigned IS Teacher/IS Supervising Designee signs as the IS Teacher/IS Supervising Designee and enters the first date of instruction.

_____ has been assigned to be the IS Teacher/Supervising Designee
IS Teacher/IS Supervising Designee Signature

for pupil _____, _____, beginning _____.
(Pupil Name) (Pupil ID number) (IS Teacher/IS Supervising Designee/ start date)

This IS Teacher/IS Supervising Designee is replacing the former IS Teacher/IS Supervising Designee, who is on another assignment.

IS Teacher/Supervising Designee Signature

Date



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ATTACHMENT E

Los Angeles Unified School District Long-Term/Full-Time Secondary IS Schools Record of Assignment (ROA) Form (Subsidiary to Independent Study Master Agreement) Sample

Instructions: For Long-Term/Full-Time, additional ROAs must be completed for each 10 schoolday period.

Pupil Name:		Pupil ID:	
Teacher:	Grade:	School:	
Assignment Start Date:	Assignment End Date:	Assignment End Date:	Total Assigned Days:

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 4:00 p.m. on the assignment due date.

For Long-Term/Full-Time Independent Study, the pupil will meet with the teacher and submit the assignment(s) as follows:			
Check one:	Day:	<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
Location:		Time:	
Teacher's Phone:		Frequency:	
Teacher's Email:		Manner:	

Daily Live Interaction and Synchronous Instruction:

For Long-Term/Full-Time Independent Study the pupil must meet as follows:	
<input type="checkbox"/> Daily Live Interaction (grades 6-8) by any method (manner) of reporting	
Synchronous Instruction:	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly (grades 6-12)

Method (Manner) of Reporting: Telephone, webinar, blogs, discussion boards, email, fax, mail, text message with parent, or in person are acceptable methods of checking in/reporting academic progress. Pupils and parents may check in by any of these methods to clarify assignment(s), check on academic progress, or discuss other support options with their teacher(s). Teachers will check in with parents at least weekly regarding academic progress. This check in can be through any method/manner of reporting noted above.

Credit to be Earned: Grades for each assignment will be regularly posted on Schoology, and progress reports and report cards will be issued in accordance with District marking periods. If a pupil transfers to independent study while a course is in progress, the academic grade to be earned during the IS will be integrated into the academic grade earned in the regular classroom to arrive at the grade earned by the pupil for the current grading period.

Methods of Study:

<input type="checkbox"/>	Pupil Reads	<input type="checkbox"/>	Answers Questions	<input type="checkbox"/>	Completes Worksheets	<input type="checkbox"/>	Takes Quizzes/Tests
<input type="checkbox"/>	Online Courses	<input type="checkbox"/>	Other:				



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Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

<input type="checkbox"/>	Demonstration of Skills	<input type="checkbox"/>	Written Test	<input type="checkbox"/>	Oral Presentation	<input type="checkbox"/>	Minimum Performance of 60%
<input type="checkbox"/>	Pupil Assignment Scores	<input type="checkbox"/>	Participation	<input type="checkbox"/>	Other		

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Pupil:

Personnel: _____

Materials Provided to Pupil:

Pupil was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:

--

IS Supervising Designee:		ROA Issued Date:	
--------------------------	--	------------------	--



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Assignments to be Completed:

Period	Subject/CourseTitle	Daily Credits	Assignments to be Completed
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	



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Los Angeles Unified School District Secondary Long-Term/Full-Time Evaluation and Certification of Student Work Assignment Credit and Apportionment Attendance Credit for Independent Study

Instructions: For secondary students, the Independent Study (IS) Supervising Designee completes this form based on the completed Record of Assignment to summarize the credit earned and the grade awarded for each subject/course, and to list the student's determination of the time value of the student's work product. For each day the student completes work that is equivalent to at least the minimum schoolday, one day of attendance credit is earned.

Student Name:	Student ID:	School:		Grade:
Assignment Start Date:	End Date:	Duration (Total Instructional Days):	Due Date:	Received Date:

Subject/Course Title	Assignments to be Completed	Academic Grade for Work Submitted	Academic Credit				
			After the pupil returns the work assignment, the Independent Study teacher completes this evaluation section.				
			% Percent Complete	# Days Completed	Daily Credits	Total Credits for the # of Days Completed	Max Academic Credits Earned for Course
							5/10



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Subject/Course Title	Assignments to be Completed	Academic Grade for Work Submitted	Academic Credit				
			After the pupil returns the work assignment, the Independent Study teacher completes this evaluation section.				
			% Percent Complete	# Days Completed	Daily Credits	Total Credits for the # of Days Completed	Max Academic Credits Earned for Course
							5/10



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Attendance Credit Earned

Instructions: Submit attendance in MiSiS for the period accounted for in the corresponding ROA. The attendance data will populate on the table below based on the attendance submitted.

Attendance Codes:

- **P (Present):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday
- **A (Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday

Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Time Value of Work (the number of days the work submitted is worth)					
Total Schooldays Assigned		Total Attendance Days Earned (time value of work)			

Signature: My signature below indicates that I, the assigned Independent Study Supervising Designee, have personally evaluated the pupil's work product for academic credit and have also assessed the time value (attendance credit) of the pupil's work products.

IS Supervising Designee Signature:		Evaluation Date:	
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ANEXO E



Distrito Escolar Unificado de Los Ángeles Formulario de Registro de Tareas para Escuelas Secundarias/Preparatorias de Largo Plazo/Tiempo Completo (ROA) Muestra (Complementario al Acuerdo Maestro de Estudio Independiente)

Instrucciones: Para los contratos de largo plazo/tiempo completo, se deben completar ROA adicionales para cada período de 10 días instruccionales.

Nombre del alumno:		Núm. de ID estudiantil:
Supervisor Designado de IS:	Grado:	Escuela:
Fecha de inicio del ROA:	Fecha de finalización del ROA:	Fecha de presentación del ROA:

Para el Estudio Independiente en City of Angels (a largo plazo/tiempo completo), el estudiante se reunirá con el maestro y presentará la(s) tarea(s) de la siguiente manera:

Marcar una opción:		Día:	<input type="checkbox"/>	Lun.	<input type="checkbox"/>	Mar.	<input type="checkbox"/>	Miér	<input type="checkbox"/>	Jue:	<input type="checkbox"/>	Vie.
Lugar:		Hora:										
Tel: del maestro:		Frecuencia:										
Correo electrónico del maestro:		Modo:										

Interacción Diaria en Vivo e Instrucción Sincrónica:

Para el estudio independiente a largo plazo/tiempo completo, el estudiante debe cumplir con lo siguiente:	
<input type="checkbox"/> Interacción diaria en vivo (grados 6-8) por cualquier método (forma) de informe Instrucción sincrónica <input type="checkbox"/> Diariamente <input type="checkbox"/> Semanalmente (grados 6-12)	

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 4:00 p.m. en la fecha de entrega de la tarea.

Método (forma) de elaboración de informes: Teléfono, webinar, blogs, tablero de diálogo, correo electrónico, fax, correo, mensaje de texto con los padres, o en persona son métodos aceptables para verificar/reportar el progreso académico. Los estudiantes y los padres pueden ponerse en contacto mediante cualquiera de estos métodos para aclarar tareas, verificar el progreso académico, o discutir otras opciones de apoyo con su(s) maestro(s). Los maestros se comunicarán con los padres por lo menos semanalmente con respecto al progreso académico. Esta revisión puede realizarse a través de cualquier método/forma de notificación mencionada anteriormente.

Crédito que se obtendrá: Las calificaciones para cada tarea se publicarán regularmente en Schoology, y los informes de progreso y las boletas de calificación se entregarán de acuerdo con los períodos de calificaciones del Distrito. Si un estudiante se transfiere a estudio independiente mientras un curso está en marcha, la calificación académica que obtenga durante el IS (estudio independiente, por sus siglas en inglés) se integrará a la calificación académica obtenida en el salón de clases regular a fin de llegar a la calificación del estudiante para el período de calificaciones actual.



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Métodos de estudio:		El estudiante lee		Responde preguntas		Completa las hojas de cálculo		Toma Pruebas/Exámenes
		Cursos en línea		Otro:				

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se realizarán sobre la misma base que se utiliza en el aula regular para el trabajo similar que puede incluir uno o más de los siguientes métodos:

	Demostración de habilidades		Prueba escrita		Presentación verbal		Rendimiento mínimo del 60%
	Puntuaciones de la tarea del estudiante		Participación		Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa de estudio independiente, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y la participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
4. Progreso hacia la culminación exitosa del curso de estudio o curso individual, según lo determine el maestro a cargo de la supervisión.

Recursos específicos disponibles para el estudiante:

Personal:

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

--

Supervisor de IS Designado:		Fecha de emisión del ROA:	
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Tareas a completar:

Período	Título de la asignatura/curso	Créditos diarios	Tareas a completar
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	
		.05	



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Distrito Escolar Unificado de Los Angeles **Evaluación y Certificación de las Tareas del Estudiante** **en Secundaria/Preparatoria con IS a Largo Plazo/Tiempo Completo** **Crédito y Distribución de los Créditos de Asistencia por el Estudio Independiente**

Instrucciones: Para los estudiantes de secundaria y preparatoria, el Supervisor Designado de Estudio Independiente (IS) completa este formulario basándose en cada Registro de Tareas completado como resumen de los créditos obtenidos y la calificación otorgada en cada asignatura/curso para cada uno, y para hacer una lista con la determinación del valor del tiempo del trabajo producido por el estudiante. Por cada día que el estudiante complete el trabajo que sea equivalente por lo menos a un día escolar mínimo, obtendrá un día de crédito de asistencia.

Nombre del alumno:	Núm. de ID estudiantil:	Escuela:	Grado:
Fecha de inicio de tarea:	Fecha de finalización:	Duración (Total de días de instrucción):	Fecha de vencimiento:
			Fecha en que se recibió:

Período	Título de la asignatura/el curso	Tareas a completar	Nota académica por el trabajo presentado	Crédito Académico				
				Después de que el estudiante entregue la tarea asignada, el Supervisor IS Designado completará esta sección de la evaluación.				
				% completado	Número de días completado	Créditos diarios	Créditos totales por el número de días completados	Máximo de créditos académicos a obtener por asignatura/curso
								5/10



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Período	Título de la asignatura/el curso	Tareas a completar	Nota académica por el trabajo presentado	Crédito Académico				
				Después de que el estudiante entregue la tarea asignada, el Supervisor IS Designado completará esta sección de la evaluación.				
				% completado	Número de días completado	Créditos diarios	Créditos totales por el número de días completados	Máximo de créditos académicos a obtener por asignatura/curso
								5/10

Firma del designado supervisor de IS:		Fecha de emisión de ROA	
---------------------------------------	--	-------------------------	--



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Crédito de Asistencia Obtenido

Instrucciones: Presentar en MiSiS la asistencia del período contabilizado en el ROA correspondiente. Los datos de asistencia se llenarán en la siguiente tabla en función de la asistencia presentada.

Códigos de asistencia:

- **P (Presente):** Crédito de asistencia obtenido por el valor del tiempo de trabajo equivalente a un día escolar mínimo por lo menos.
- **A (Ausente):** Presentación de tareas IS o evaluación pendiente, incompleto, o no completó suficientes tareas equivalentes a un día escolar mínimo

Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana					
Código de asistencia					

Valor de tiempo del trabajo (el número de días equivalente al trabajo entregado)			
Total de días escolares asignados		Total de días de asistencia obtenidos (valor del tiempo de trabajo)	

Firma: Mi firma abajo indica que yo, la persona designada para la supervisión del Estudio Independiente (IS) he evaluado personalmente el producto de trabajo del estudiante para obtener créditos académicos y también he evaluado el valor del tiempo (crédito de asistencia) de los trabajos producidos por el estudiante.

Firma del Supervisor de Estudio Independiente (IS):		Fecha de evaluación:	
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ATTACHMENT G

Los Angeles Unified School District Secondary Schools Short-Term or Part-Time Record of Assignment (ROA) Evaluation

Instructions: For Short-Term and Part-Time IS at comprehensive, opportunity, and continuation schools, each assigned Independent Study (IS) Teacher must complete a separate ROA to include all subject/courses the student is scheduled with them. Each IS Teacher evaluates the student's completed assignments and determined the percentage of work completed, grade earned, number of days completed, daily credit earned, and credits to be earned for the course.

Student Name:		Student ID:
School:	Grade:	ROA Due Date:
ROA Start Date:	ROA End Date:	ROA Received Date:

Subject/Course Teacher Evaluation and Certification Statement:

After the pupil returns the work assignment, the Course teacher completes this evaluation section.

Credit Earned is determined as .05 credits per schoolday of work completed; i.e. 5 credits for 90 days or one semester equals .05 days ($5/90=.05$).

Period	Subject/ Course Title	Academic Grade for Work Submitted	% Complete	# Days Completed	Daily Credits	Total Credits for # of Days Completed (.05 X # Days)	Max Academic Credits to be Earned for Course
					.05		
					.05		
					.05		

My signature below indicates that I, the IS Subject/Course Teacher, evaluated the student's work assignments or product for the assignment dates/period listed above and determined the percentage of work completed, the grade and total credits earned. A student earns one day of attendance for a full day's work assignment. Only work assignments that are turned in on time may generate attendance credit.

IS Subject/Course Teacher:		ROA Issued Date:	
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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Los Angeles Unified School District Secondary Short-Term Evaluation and Certification of Student Work Assignment Credit and Apportionment Attendance Credit for Independent Study

Instructions: For secondary students at comprehensive, opportunity, and continuation schools, the Independent Study (IS) Supervising Designee completes this form based on each completed Record of Assignment to summarize the credit earned and the grade awarded by the IS Subject/Course teachers, and to list the student's determination of the time value of the student's work product. For each day the student completes work that is equivalent to at least the minimum schoolday, one day of attendance credit is earned.

Student Name:		Student ID:
School:	Grade:	Due Date:
Assignment Start Date:	End Date:	Received Date:

Period	Subject/Course Title	Teacher Name	Academic Grade for Work Submitted	% Complete	# Days Completed	Daily Credits	Total Credits for # of Days Completed (.05 X # Days)	Max Academic Credits to be Earned for Course
						.05		
						.05		
						.05		



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Secondary Short-Term Evaluation and Certification of Student Work Assignment Credit and Apportionment Attendance Credit for Independent Study

Attendance Credit Earned

Instructions: Submit attendance in MiSiS for the period accounted for in the corresponding ROA. The attendance data will populate on the table below based on the attendance submitted.

Attendance Codes:

- **IC (IS Complete):** Attendance credit earned for time value of work equivalent to at least a minimum schoolday
- **IN (IS Not Complete/Absent):** IS assignment submission or evaluation pending, incomplete assignments, or did not complete enough assignments equivalent to a minimum schoolday

Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					
Enter dates directly above a day of week					
Day of Week					
Attendance Code					

Time Value of Work (the number of days the work submitted is worth)

Total Schooldays Assigned		Total Attendance Days Earned (time value of work)	
---------------------------	--	---	--

Evaluation Certification Statement and Signature: My signature below indicates that I, the assigned teacher, evaluated the pupil's completed assignments and determined the percentage of work completed, the grade earned, and time value (attendance credit) of work. A pupil earns one day of attendance for a full day's work assignment. Only work assignments that are turned in ontime may generate attendance credit.

IS Supervising Designee Signature:		ROA Issued Date:	
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ATTACHMENT H

Legend:
1- No Participation
2- Participated in
Synchronous Instruction
3- Participated in Live
Interaction

Full-Time/Long-Term Daily Participation Report for Independent Study-SAMPLE

Instructions: Write Pupil's name, Grade, and ID # on each line. Input the date respectively underneath the day of the week. Under the appropriate date, indicate the appropriate participation code. Include all codes that apply (e.g., pupil may have 1 or 2 codes on a given day).

Pupil's Name	Grade	Pupil's ID #	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Date:																						



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ATTACHMENT I

Los Angeles Unified School District Master Agreement for Independent Study, Extraordinary Conditions THIS FORM SHOULD ONLY BE USED AFTER OFFICIAL NOTIFICATION FROM THE DISTRICT

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement: ☐ General Ed ☐ Special Ed ☐ Continuation ☐ Opportunity

Type: ☐ Short-Term (Minimum of 3 consecutive and maximum of 14 cumulative schooldays per school year, regardless of the school of enrollment)
☐ Long-Term/Full-Time (15 schooldays up to a semester; IS Schools only)

Academic and Other Supports to Address Pupil Needs:

	Need/Concern	Support/Resource
<input type="checkbox"/>	Not performing at grade level:	
<input type="checkbox"/>	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
<input type="checkbox"/>	Pupil with IEP	
<input type="checkbox"/>	Pupil with Section 504 Plan:	
<input type="checkbox"/>	In foster care:	
<input type="checkbox"/>	Experiencing homelessness:	
<input type="checkbox"/>	Mental health supports:	



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School Responsibilities and Agreement:

- ◆ The major objective of Independent Study (IS) during the duration of this Master Agreement, is to enable the pupil to keep current and earn an academic credit grade for each of the Secondary School Course of Study objectives outlined in the California Content Standards and Frameworks.
- ◆ This Master Agreement enables the pupil to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/guardian/educational rights holder ("Parent"), the pupil will submit assignments on or before the due date specified in the ROA form(s).
- ◆ The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than one semester.
- ◆ All pupils enrolled in IS shall receive appropriate existing services and resources to enable them to complete IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment (EC § 51746). The Los Angeles Unified School District will provide the teacher services, instructional materials, device and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
- ◆ The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the pupil, methods of evaluation used by the teacher to measure the satisfactory educational progress of the pupil, specific resources available to the pupil (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Pupil Responsibilities and Agreement: I understand and agree that:

- ◆ IS is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement, between me, my teacher, and my Parent and other person(s) if applicable.
- ◆ I am enrolling voluntarily and understand that IS is an optional alternative to classroom-based instruction in which no pupil may be required to participate. I have the same rights as other pupils in my grade at my home school. I understand that a regular classroom option will always be available at my home school or other agreed upon site.
- ◆ If I have an Individualized Education Program (IEP), it reflects the plan for extraordinary conditions. If I have a Section 504 Plan, it reflects the plan for extraordinary conditions.
- ◆ If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
- ◆ All course work will be consistent with the applicable California Content Standards and Frameworks
- ◆ In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are made a part of this Master Agreement and ROA form(s).
- ◆ I will have the resources of school personnel; a device and connectivity; state authorized textbooks, supplementary instructional materials, which may include additional assignment sheets prepared by my teacher that will become a part of this Master Agreement.
- ◆ The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA form(s), which is part of this Master Agreement.
- ◆ The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each subject.
- ◆ I am expected to complete all the assignments by the due date specified in the ROA form(s).
- ◆ I am expected to make satisfactory educational progress and report/submit my work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every schoolday, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on, and checking emails or announcements.
- ◆ I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.
- ◆ My Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost



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or damaged books or other materials that are checked out to me. Subsidiary attachments such as Assignment Sheets, ROA, and other necessary papers are a part of the Master Agreement.

- ◆ I plan to complete all of my assignments to earn full academic credit depending on the date of my enrollment and academic progress. I understand that I have to meet satisfactory educational progress to continue in this program.
- ◆ My Parent or I may contact my teacher at any time to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder (“Parent”) Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child that I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS and agree to the conditions listed above under “Pupil Responsibilities and Agreement.” I also understand and accept all of the foregoing agreements made by this pupil. In addition, I specifically agree that:

- ◆ My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS supervising teacher to develop an appropriate educational plan for my child.
- ◆ I am responsible for the supervision of my child while my child is participating in IS. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (subsidiary agreement to this Master Agreement) to the teacher(s).
- ◆ I understand that my school will retain original samples of pupil work for documentation.
- ◆ I will supervise my child when participating in workshops or activities planned by the school.
- ◆ Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, Designated and Integrated ELD will be provided.
- ◆ I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact my school if my child has device or connectivity issues.
- ◆ I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair for willfully damaged books & school property, including all technology devices that are checked out to my child.
- ◆ I understand that my child has to meet satisfactory educational progress to continue in this program.
- ◆ Affiliated Charter School Parent: In addition to the above statements, I agree to keep a record of my child’s daily instructional activities and to provide this written document to the school as part of my child’s submission of work.
- ◆ I understand and acknowledge that there are state- and district-required assessments that have to be conducted in person. For more information, I will review the Parent Student Handbook and/or contact the school.

Signatures and Dates:

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Pupil Signature:	Date:
Parent/Guardian/Educational Rights Holder Signature:	Date:
IS Teacher Signature:	Date:
IS Supervising Designee Signature:	Date:
*Other (if applicable) Signature:	Date:

**If applicable, the signature(s) of Other Person(s) Responsible for providing direct assistance to the pupil are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*



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ANEXO I



Distrito Escolar Unificado de Los Ángeles Acuerdo Maestro para Estudio Independiente, Condiciones Extraordinarias **ESTE FORMULARIO DEBERÁ EMPLEARSE ÚNICAMENTE DESPUÉS DE LA NOTIFICACIÓN OFICIAL DEL DISTRITO**

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:		Código Postal:
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Colocación del programa: ☐ Edu. general ☐ Edu. especial ☐ Regularización ☐ 2º Oportunidad

Tipo: ☐ Corto plazo (3 a 14 días escolares)

☐ Largo plazo/tiempo completo (15 días escolares hasta un Semestre)

☐ Tiempo parcial (debe programarse para un día escolar mínimo, mestre/semestre, una o dos clases que no se pueden proporcionar a través de la instrucción en el salón de clases)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Apoyo/Recursos
<input type="checkbox"/>	El rendimiento no está a nivel de grado:	
<input type="checkbox"/>	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
<input type="checkbox"/>	Estudiante con IEP:	
<input type="checkbox"/>	Estudiante con Plan de la Sección 504:	
<input type="checkbox"/>	En cuidado adoptivo temporal:	
<input type="checkbox"/>	En situación sin hogar:	
<input type="checkbox"/>	Necesita apoyos de salud mental:	



Responsabilidades y Acuerdo de la Escuela:

- ♦ El objetivo principal del Estudio Independiente (IS, por sus siglas en inglés) durante la vigencia de este Acuerdo Maestro, es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos del Curso de Estudio de Secundaria/Preparatoria como se indica en las Normas y Marcos de Contenido de California.
- ♦ Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA, por sus siglas en inglés) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor/titular de los derechos educativos (“Padre”), el estudiante presentará las tareas en la fecha de entrega o antes, la cual se haya especificado en los formularios ROA.
- ♦ El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un semestre.
- ♦ Todos los estudiante inscritos en IS recibirán los servicios y recursos existentes apropiados para permitirle completar el estudio independiente (IS) con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros estudiantes de la escuela donde se haya realizado la inscripción (EC § 51746). El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
- ♦ El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

- ♦ IS es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, y mi padre de familia, y otra(s) persona(s) si corresponde.
- ♦ Me estoy inscribiendo voluntariamente y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir que un estudiante que participe. Tengo los mismos derechos que otros alumnos de mi grado en mi escuela domiciliar. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado.
- ♦ Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
- ♦ Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
- ♦ Toda la serie de cursos será consistente con las Normas y Marcos de Contenido de California.
- ♦ Para recibir crédito académico, debo completar los principales objetivos de cada área curricular que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos forman parte de este acuerdo Maestro y formulario(s) de ROA.
- ♦ Dispondré de los recursos del personal de la escuela, un dispositivo y conectividad; libros de texto autorizados por el estado, materiales didácticos complementarios, que pueden incluir hojas de tareas adicionales preparadas por mi maestro los cuales pasarán a formar parte de este Acuerdo Maestro.
- ♦ Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mi(s) formulario(s) ROA, que forma(n) parte de este Contrato Maestro.
- ♦ Los métodos utilizados por mi maestro para evaluar mi trabajo y mi desempeño incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
- ♦ Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las
- ♦ instrucciones escritas y orales. Esto puede incluir el inicio de sesión, y la comprobación de correos electrónicos o anuncios.



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- ◆ Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.
- ◆ Mi padre de familia y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten. Los anexos complementarios, como Hojas de Tareas, ROA y otros documentos necesarios, forman parte del Acuerdo Maestro.
- ◆ Tengo planeado completar todas mis tareas para obtener todos los créditos académicos según la fecha de mi inscripción y progreso académico. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ◆ Mi padre de familia o yo podemos contactar a mi maestro en cualquier momento para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”):

Entiendo que IS una alternativa educativa opcional para mi hijo(a) la cual he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo reciba instrucción a través de IS y estoy de acuerdo con las condiciones mencionadas anteriormente bajo “Responsabilidades y Acuerdo del Estudiante”. También entiendo y acepto todos los acuerdos anteriores formalizados por este estudiante. Además, estoy específicamente de acuerdo en que:

- ◆ Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro supervisor de IS para desarrollar un plan educativo apropiado para mi hijo(a).
- ◆ Soy el responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en IS. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo(a) se comunice con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (acuerdo complementario a este Acuerdo Maestro).
- ◆ Entiendo que mi escuela conservará muestras originales del trabajo del estudiante para su documentación.
- ◆ Supervisaré que mi hijo(a) esté participando en los talleres o actividades planificadas por la escuela.
- ◆ Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es un alumno EL, se le proporcionará el ELD Designado e Integrado.
- ◆ Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.
- ◆ Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).
- ◆ Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ◆ Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).
- ◆ Entiendo y reconozco que hay evaluaciones requeridas por el estado y el distrito que deben realizarse en persona. Para obtener más información, revisaré el Manual para padres y estudiantes y/o me pondré en contacto con la escuela.

Firmas y fechas:

Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del estudiante:	Fecha:
Firma del padre/tutor/titulares de derechos educativos:	Fecha:
Firma del maestro de IS:	Fecha:
Firma del Supervisor Designado de IS:	Fecha:
*Firma de otros individuos (si procede) :	Fecha:

**Si corresponde, la(s) firma(s) de otra(s) persona(s) responsable(s) de brindar asistencia directa al estudiante se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*



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ATTACHMENT J



Los Angeles Unified School District Record of Assignment Form, Extraordinary Conditions (Subsidiary to IS Master Agreement - Complete one ROA form per subject/course teacher)

***THIS FORM SHOULD ONLY BE USED AFTER OFFICIAL NOTIFICATION FROM THE DISTRICT**

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	ROA Start Date:	ROA End Date:
School Enrolled:		

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 4:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day the pupil is scheduled to return to my classroom studies, which is: _____

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

- | | | |
|---|--|--|
| <input type="checkbox"/> Demonstration of Skills | <input type="checkbox"/> Written Test | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Minimum Performance of 60% | <input type="checkbox"/> Pupil Assignment Scores | <input type="checkbox"/> Participation |
| <input type="checkbox"/> Other: _____ | | |

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. 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, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Pupil:

Personnel: _____

Materials Provided to Pupil:

Pupil was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.



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Instructional Materials:

--

Assignments to be completed.

Note: Pupils earn .05 academic credits per day of completed assignments; 5 credits for 90 schooldays or one full semester; 10 credits for a full school year (180 schooldays).

Subject/Course Title	Daily Credits	Assignments to be Completed
	.05	

IS Supervising Designee/Teacher Signature:		ROA Issue Date:	
--	--	-----------------	--



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Teacher Evaluation and Certification Statement:

After the pupil returns the work assignment, the course teacher completes this evaluation section.

Credit Earned is determined as .05 credits per schoolday of work completed; i.e. 5 credits for 90 days or one semester equals .05 days ($5/90=.05$).

% Percent Complete	Daily Credits	# Days Completed	Total Credits Earned Daily Credits (.05 X # Days)	Academic Grade
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			

My signature below indicates that I, the Teacher, evaluated the pupil's work assignment or product for the assignment dates/period listed above and determined the percentage of work completed by the pupil, the total credits earned, and grade.

IS Teacher Signature:		Date:	
-----------------------	--	-------	--



Distrito Escolar Unificado de Los Ángeles
Formulario de Registro de Tareas, Condiciones Extraordinarias
(Complementario al Acuerdo Maestro de Estudio Independiente)

***ESTE FORMULARIO DEBERÁ EMPLEARSE ÚNICAMENTE DESPUÉS DE LA NOTIFICACIÓN OFICIAL DEL DISTRITO**

Instrucciones: En las escuelas integrales, cada maestro asignado debe completar un ROA por separado. En City of Angels, el maestro asignado puede completar un formulario por estudiante, indicando las asignaciones que se deben completar para cada materia del curso programado (materia académica 1-6 y materia académica 7 según sea necesario para el apoyo de ELD).

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio de ROA:	Fecha de finalización de ROA:
Escuela de inscripción:		

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 4:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es: ____.

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se harán sobre la misma base que se utiliza en el salón de clases regular para trabajos similares, que pueden incluir uno o más de los siguientes métodos:

<input type="checkbox"/>	Demostración de habilidades	<input type="checkbox"/>	Prueba escrita	<input type="checkbox"/>	Presentación verbal	<input type="checkbox"/>	Rendimiento mínimo del 60%
<input type="checkbox"/>	Puntuaciones de la tarea del estudiante	<input type="checkbox"/>	Participación	<input type="checkbox"/>	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa IS, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
4. Progreso hacia la culminación exitosa del curso de estudios o curso individual, según lo determine el maestro a cargo de la supervisión.



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Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

--

Tareas que se completarán.

Nota: Los estudiantes obtienen .05 créditos académicos por día de tareas completadas; 5 créditos por 90 días escolares o un semestre completo; 10 créditos por un año escolar completo (180 días escolares). En las escuelas integrales, cada maestro asignado debe completar un ROA por separado. En City of Angels, el maestro asignado puede completar un formulario por estudiante, indicando las asignaciones que se deben completar para cada materia del curso programado (materia académica 1-6 y materia académica 7 según sea necesario para el apoyo de ELD).

Materia/título del curso	Créditos diarios	Tareas que se completarán
	.05	
	.05	
	.05	
	.05	
	.05	
	.05	
	.05	

Firma del designado supervisor de IS/maestro:		Fecha de emisión de ROA	
---	--	-------------------------	--



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Evaluación a cargo del Maestro y Declaración de Certificación:

Después de que el estudiante entregue las tareas para el trabajo, el maestro del curso completa esta sección de evaluación.

El crédito obtenido se determina como .05 créditos por día escolar de trabajo completado; p.ej., 5 créditos por 90 días o un semestre equivale a .05 días ($5/90=.05$).

% Por ciento completado	Créditos diarios	# días completados	Créditos totales obtenidos Créditos diarios (.05 X # días)	Calificación académica
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			

Mi firma abajo indica que yo, el maestro(a), evalué la tarea del estudiante o trabajo correspondiente a las fechas/período de la tarea indicada arriba, y determiné el porcentaje para el trabajo completado por el estudiante, el total de créditos obtenido, y la calificación.

Firma del maestro(a):		Fecha:	
-----------------------	--	--------	--




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ATTACHMENT K

Pupil Services and Attendance Tiered Reengagement Strategies for Independent Studies

In accordance with EC§51747) schools are to have procedures for tiered reengagement strategies of independent study pupils who are not generating attendance for more 10 percent of required minimum instructional time over four continuous weeks of the District's approved instructional calendar, found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement.

This table includes a list of possible strategies that provides differentiated attendance support for students. The LA Unified Attendance goal is for all students to achieve 100% Attendance.4

Chronic Less than 91% students (includes students not generating more than 60 percent or more of the school week)	BASIC 92-95% (NO MORE THAN 2- NON ENGAGEMENT/PARTICIPATION DAYS FOR EVERY 25 DAYS)	Excellent 96-100% (NO MORE THAN 1- NON ENGAGEMENT/ PARTICIPATION DAY FOR EVERY 25 DAYS) 
STRATEGIC INTERVENTION FOR STUDENT ABSENCES FOR CHRONIC ABSENCES LITTLE TO NO ENGAGEMENT/PARTICIPATION	RE-TEACHING/ INTERVENTION FOR STUDENT ABSENCES FOR MODERATE ATTENDANCE ENGAGEMENT/PARTICIPATION	MAINTAINING REGULAR ATTENDANCE ENGAGEMENT/PARTICIPATION
<ul style="list-style-type: none"> <input type="checkbox"/> Identify students not generating attendance for more than 60 percent or more of the school week or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, 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 pupils (e.g. MiSiS, MyData, Focus, Schoology) <input type="checkbox"/> Engagement and Outreach Letter #3 <input type="checkbox"/> Rewards for students who move up in attendance bands by the next 25th instructional day <input type="checkbox"/> Student virtual workshops <ul style="list-style-type: none"> ◆ Study skills/organizational Skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> Parent meeting, coordinated with PSA Unit <input type="checkbox"/> Parent workshops <input type="checkbox"/> Parent phone calls to ensure school has updated contact and address information <input type="checkbox"/> Case manage identified students <input type="checkbox"/> Blackboard Connect log in reminder calls <input type="checkbox"/> Individual parent conference with student and school staff <input type="checkbox"/> Referrals to school and community resources <input type="checkbox"/> Referral to school-based support staff <input type="checkbox"/> School Engagement Team Meeting/ plan for intervention <input type="checkbox"/> Resource Panel presentation for case consultation and/or additional community resources <input type="checkbox"/> Consult with District Attorney Mediation or City Attorney as needed <input type="checkbox"/> Consult with DCFS as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify students via (e.g., MiSiS, MyData, Focus, Schoology Analytics) <input type="checkbox"/> Mail Engagement Letters to students <input type="checkbox"/> Contact all available numbers to try to reach parent/legal guardian/educational rights holder/caregiver (parent). <input type="checkbox"/> Once contact has been established, review contact numbers to ensure school has updated phone numbers, and address information. <input type="checkbox"/> Provide family, school or community referral to address barriers, as appropriate/needed <input type="checkbox"/> General & small group targeted parent virtual meeting to review the importance of school attendance, expectations and available supports <input type="checkbox"/> Hold an SSPT meeting <input type="checkbox"/> Weekly or bi-monthly student check-ins <ul style="list-style-type: none"> ◆ Identify a staff member or PSA to monitor and/or reward weekly student attendance improvement <input type="checkbox"/> Attendance improvement certificates <input type="checkbox"/> Student targeted workshops/ group interventions <ul style="list-style-type: none"> ◆ Study skills/organizational skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> Blackboard Connect message to parents <input type="checkbox"/> Provide parent workshops based on school community needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Student certificates for Excellent attendance (from the beginning of the school year) <input type="checkbox"/> Blackboard Connect message to congratulate parents /students <input type="checkbox"/> Recognition during virtual assembly/ school newsletter <input type="checkbox"/> 96% or higher team member benefits – weekly/bi-monthly incentive <input type="checkbox"/> Opportunity drawing ticket/special activity every 25th day milestone <input type="checkbox"/> Invitation to attend and/or virtual assemblies <input type="checkbox"/> Recognition for students and/or parents at awards ceremony (semester/year) <input type="checkbox"/> Ongoing student check-ins to congratulate and encourage student to maintain attendance rate <input type="checkbox"/> Establish call center for parent/ guardian inquiries



UNIVERSAL STRATEGIES THAT TARGET ALL BANDS

- ☐ 25th instructional day celebrations
- ☐ Attendance challenges
 - Encourage students to maintain excellent attendance until the upcoming instructional day milestone to earn rewards and privileges
- ☐ Classroom competitions/awards/recognition
 - Highest classroom attendance (e.g., virtual celebrations, banner, rewards, etc.)
 - Public displays of graphs and winning classrooms on school website or newsletter
- ☐ Incentives/opportunity drawings on high absenteeism days
- ☐ Informational letters, incentives, and/or opportunity drawings for days with “poor attendance” per previous years’ data
 - Tuesday after Labor Day, Friday before/Monday after winter break, etc.
- ☐ Mentor program for 9th grade students (e.g., with 12th graders or staff members as mentors)
- ☐ New student/parent orientation to discuss attendance/engagement policy
- ☐ Classroom virtual visits to discuss attendance expectations
- ☐ Newsletters for students and parents mailed home monthly/quarterly or each semester or posted on school’s website
- ☐ Virtual Parent meetings and activities to educate, engage, and involve parents in their child’s education
- ☐ Perfect attendance awards and activities (monthly/semester/end of year)
 - Certificates
 - Meal coupons, small prizes, front of the lunch line pass, tickets to school sporting events, etc.
 - Recognition on a data wall/ school’s website
 - Tickets for a monthly opportunity drawing
- ☐ Progress letters including attendance data and credit updates to students and parents
- ☐ Referrals to school and community resources that address needs of families and promote attendance
 - Connect families to school and community programs, extracurricular activities, counseling groups, etc.
- ☐ Ongoing communication for parents/guardians on methods to updated contact and address information
- ☐ Virtual Resource fair (in collaboration with support staff)
 - Breakout rooms: alternative education sites, health clinic, mental health agencies, job/career, etc.



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ATTACHMENT L



Los Angeles Unified School District - Affiliated Charter Schools Student Contemporaneous Daily Educational Activity Record

Student Name: _____ Grade: _____ Teacher: _____

Duration (Total Instructional Days): _____ Start Date: _____ End Date: _____

_____ Charter School) recognizes that families may not evenly distribute student's work assignment over weekdays. However, due to strict State law requirements for public schools to have evidence of a student's satisfactory educational progress, _____ Charter School expects each student to be engaged in an educational activity required of them in the assignments equivalent to each weekday that school is in session, and asks that this "daily engagement" be documented on a daily basis in this student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the study period.

Daily Engagement in Educational Activities Assigned by the School

Parent – Please fill in date and *initial*. Write in the description on line next to subjects in which student was engaged on each day.

	Monday ____/____/____ Initial: _____	Tuesday ____/____/____ Initial: _____	Wednesday ____/____/____ Initial: _____	Thursday ____/____/____ Initial: _____	Friday ____/____/____ Initial: _____
Language Arts/Designated ELD					
Social Sciences					
Mathematics					
Science					
Physical Education					
Elective:					
Elective:					

I certify that my child was engaged in an educational activity required of him or her by his or her school on the days indicated by my initial or signature on this form.

Parent/Legal Guardian/Educational Rights Holder Print Name: _____

Signature: _____ Date: _____



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ANEXO L



Distrito Escolar Unificado de Los Ángeles - Escuelas Charter afiliadas: Registro Actual de Actividad Educativa Diaria del Estudiante

Nombre del estudiante: _____ Grado: _____
Maestro: _____ Duración (total de días de instrucción): _____
Fecha de inicio: _____ Fecha de finalización: _____

La escuela Charter _____ reconoce que las familias posiblemente no distribuyan uniformemente los trabajos académicos de tarea del estudiante durante los días de semana. Sin embargo, debido a los estrictos requisitos de la ley estatal para que las escuelas públicas tengan evidencia del progreso educativo satisfactorio de un estudiante, la Escuela Charter _____ espera que cada estudiante participe en una actividad educativa requerida con las tareas equivalentes a cada día de la semana que la escuela esté en sesión, y pide que este “compromiso diario” sea documentado diariamente en este registro del estudiante por parte del padre/tutor. Esto no debe interpretarse como excluyente del trabajo escolar los fines de semana y no debe interpretarse para imponer la manera en que una familia distribuya las tareas durante el periodo de estudio.

Participación diaria en actividades educativas asignadas por la Escuela					
Padre – Por favor agregue la fecha y sus iniciales.					
Escriba la descripción en el renglón junto a las materias en las que el estudiante participó cada día.					
	Lunes _____ Iniciales: _____	Martes _____ Iniciales: _____	Miércoles _____ Iniciales: _____	Jueves _____ Iniciales: _____	Viernes _____ Iniciales: _____
Lenguaje y Literatura en Inglés/ designadoELD					
Ciencias Sociales					
Matemáticas					
Ciencias naturales					
Educación física					
Materia optativa:					
Materia optativa:					

Certifico que mi hijo(a) participó en una actividad educativa requerida por su escuela en los días indicados, con mis iniciales o firma en este formulario. Nombre del Padre/tutor legal/titular de derechos educativos con letra de molde: _____

Firma: _____

Fecha: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



ATTACHMENT M

Los Angeles Unified School District Master Agreement for Independent Study, Pupils with Specified Medical/In-Patient Treatment (EC §51745 (i))

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement: ☐ General Ed ☐ Special Ed

- Type:** ☐ Short-Term (Minimum of 3 consecutive and maximum of 14 cumulative schooldays per school year, regardless of the school of enrollment)
- ☐ Long-Term/Full-Time (15 schooldays up to a semester; IS Schools only)

Academic and Other Supports to Address Pupil Needs:

	Need/Concern	Support/Resource
<input type="checkbox"/>	Not performing at grade level:	
<input type="checkbox"/>	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
<input type="checkbox"/>	Pupil with IEP	
<input type="checkbox"/>	Pupil with Section 504 Plan:	
<input type="checkbox"/>	In foster care:	
<input type="checkbox"/>	Experiencing homelessness:	
<input type="checkbox"/>	Mental health supports:	



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School Responsibilities and Agreement:

- ◆ The major objective of Independent Study (IS) during the duration of this Master Agreement, is to enable the pupil to keep current and earn an academic credit grade for each of the Secondary School Course of Study objectives outlined in the California Content Standards and Frameworks.
- ◆ This Master Agreement enables the pupil to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/guardian/educational rights holder (“Parent”), the pupil will submit assignments on or before the due date specified in the ROA form(s).
- ◆ The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than one semester.
- ◆ All pupils enrolled in IS shall receive appropriate existing services and resources to enable them to complete IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment (EC § 51746). The Los Angeles Unified School District will provide the teacher services, instructional materials, device and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
- ◆ The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the pupil, methods of evaluation used by the teacher to measure the satisfactory educational progress of the pupil, specific resources available to the pupil (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Pupil Responsibilities and Agreement: I understand and agree that:

- ◆ IS is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement, between me, my teacher, and my Parent and other person(s) if applicable.
- ◆ I am enrolling voluntarily and understand that IS is an optional alternative to classroom-based instruction in which no pupil may be required to participate. I have the same rights as other pupils in my grade at my home school. I understand that a regular classroom option will always be available at my home school or other agreed upon site.
- ◆ If I have an Individualized Education Program (IEP), it reflects the plan for extraordinary conditions. If I have a Section 504 Plan, it reflects the plan for extraordinary conditions.
- ◆ If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
- ◆ All course work will be consistent with the applicable California Content Standards and Frameworks
- ◆ In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are made a part of this Master Agreement and ROA form(s).
- ◆ I will have the resources of school personnel; a device and connectivity; state authorized textbooks, supplementary instructional materials, which may include additional assignment sheets prepared by my teacher that will become a part of this Master Agreement.
- ◆ The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA form(s), which is part of this Master Agreement.
- ◆ The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each subject.
- ◆ I am expected to complete all the assignments by the due date specified in the ROA form(s).
- ◆ I am expected to make satisfactory educational progress and report/submit my work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every schoolday, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include



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logging on, and checking emails or announcements.

- ◆ I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.
- ◆ My Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me. Subsidiary attachments such as Assignment Sheets, ROA, and other necessary papers are a part of the Master Agreement.
- ◆ I plan to complete all of my assignments to earn full academic credit depending on the date of my enrollment and academic progress. I understand that I have to meet satisfactory educational progress to continue in this program.
- ◆ My Parent or I may contact my teacher at any time to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder (“Parent”) Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child that I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS and agree to the conditions listed above under “Pupil Responsibilities and Agreement.” I also understand and accept all of the foregoing agreements made by this pupil. In addition, I specifically agree that:

- ◆ My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS supervising teacher to develop an appropriate educational plan for my child.
- ◆ I am responsible for the supervision of my child while my child is participating in IS. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (subsidiary agreement to this Master Agreement) to the teacher(s).
- ◆ I understand that my school will retain original samples of pupil work for documentation.
- ◆ I will supervise my child when participating in workshops or activities planned by the school.
- ◆ Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, Designated and Integrated ELD will be provided.
- ◆ I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact my school if my child has device or connectivity issues.
- ◆ I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair for willfully damaged books & school property, including all technology devices that are checked out to my child.
- ◆ I understand that my child has to meet satisfactory educational progress to continue in this program.
- ◆ Affiliated Charter School Parent: In addition to the above statements, I agree to keep a record of my child’s daily instructional activities and to provide this written document to the school as part of my child’s submission of work.
- ◆ I understand and acknowledge that there are state- and district-required assessments that have to be conducted in person. For more information, I will review the Parent Student Handbook and/or contact the school.

Signatures and Dates:

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Pupil Signature:	Date:
Parent/Guardian/Educational Rights Holder Signature:	Date:
IS Teacher Signature:	Date:
IS Supervising Designee Signature:	Date:
*Other (if applicable) Signature:	Date:

**If applicable, the signature(s) of Other Person(s) Responsible for providing direct assistance to the pupil are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*



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ANEXO M



Distrito Escolar Unificado de Los Ángeles **Acuerdo Maestro para Estudio Independiente, para Alumnos con Tratamiento** **Médico Específico/Hospitalización (Spanish version)**

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Colocación del programa: ☐ Edu. general ☐ Edu. especial

Tipo: ☐ Corto plazo (3 a 14 días escolares)

☐ Largo plazo/tiempo completo (15 días escolares hasta un Semestre)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Apoyo/Recursos
<input type="checkbox"/>	El rendimiento no está a nivel de grado:	
<input type="checkbox"/>	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
<input type="checkbox"/>	Estudiante con IEP:	
<input type="checkbox"/>	Estudiante con Plan de la Sección 504:	
<input type="checkbox"/>	En cuidado adoptivo temporal:	
<input type="checkbox"/>	En situación sin hogar:	
<input type="checkbox"/>	Necesita apoyos de salud mental:	



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Responsabilidades y Acuerdo de la Escuela:

- ◆ El objetivo principal del Estudio Independiente (IS, por sus siglas en inglés) durante la vigencia de este Acuerdo Maestro, es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos del Curso de Estudio de Secundaria/Preparatoria como se indica en las Normas y Marcos de Contenido de California.
- ◆ Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA, por sus siglas en inglés) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor/titular de los derechos educativos (“Padre”), el estudiante presentará las tareas en la fecha de entrega o antes, la cual se haya especificado en los formularios ROA.
- ◆ El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un semestre.
- ◆ Todos los estudiante inscritos en IS recibirán los servicios y recursos existentes apropiados para permitirle completar el estudio independiente (IS) con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros estudiantes de la escuela donde se haya realizado la inscripción (EC § 51746). El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
- ◆ El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

- ◆ IS es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, y mi padre de familia, y otra(s) persona(s) si corresponde.
- ◆ Me estoy inscribiendo voluntariamente y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir que un estudiante que participe. Tengo los mismos derechos que otros alumnos de mi grado en mi escuela domiciliar. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado.
- ◆ Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
- ◆ Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
- ◆ Toda la serie de cursos será consistente con las Normas y Marcos de Contenido de California.
- ◆ Para recibir crédito académico, debo completar los principales objetivos de cada área curricular que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos forman parte de este acuerdo Maestro y formulario(s) de ROA.
- ◆ Dispondré de los recursos del personal de la escuela, un dispositivo y conectividad; libros de texto autorizados por el estado, materiales didácticos complementarios, que pueden incluir hojas de tareas adicionales preparadas por mi maestro los cuales pasarán a formar parte de este Acuerdo Maestro.
- ◆ Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mi(s) formulario(s) ROA, que forma(n) parte de este Contrato Maestro.
- ◆ Los métodos utilizados por mi maestro para evaluar mi trabajo y mi desempeño incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
- ◆ Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje



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en las tareas todos los días de clase, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las

- ◆ instrucciones escritas y orales. Esto puede incluir el inicio de sesión, y la comprobación de correos electrónicos o anuncios.
- ◆ Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.
- ◆ Mi padre de familia y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten. Los anexos complementarios, como Hojas de Tareas, ROA y otros documentos necesarios, forman parte del Acuerdo Maestro.
- ◆ Tengo planeado completar todas mis tareas para obtener todos los créditos académicos según la fecha de mi inscripción y progreso académico. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ◆ Mi padre de familia o yo podemos contactar a mi maestro en cualquier momento para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”):

Entiendo que IS una alternativa educativa opcional para mi hijo(a) la cual he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo reciba instrucción a través de IS y estoy de acuerdo con las condiciones mencionadas anteriormente bajo “Responsabilidades y Acuerdo del Estudiante”. También entiendo y acepto todos los acuerdos anteriores formalizados por este estudiante. Además, estoy específicamente de acuerdo en que:

- ◆ Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro supervisor de IS para desarrollar un plan educativo apropiado para mi hijo(a).
- ◆ Soy el responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en IS. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo(a) se comuniquen con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (acuerdo complementario a este Acuerdo Maestro).
- ◆ Entiendo que mi escuela conservará muestras originales del trabajo del estudiante para su documentación.
- ◆ Supervisaré que mi hijo(a) esté participando en los talleres o actividades planificadas por la escuela.
- ◆ Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es un alumno EL, se le proporcionará el ELD Designado e Integrado.
- ◆ Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.
- ◆ Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).
- ◆ Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa.
- ◆ Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).
- ◆ Entiendo y reconozco que hay evaluaciones requeridas por el estado y el distrito que deben realizarse en persona. Para obtener más información, revisaré el Manual para padres y estudiantes y/o me pondré en contacto con la escuela.



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Firmas y fechas:

Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del estudiante:	Fecha:
Firma del padre/tutor/titulares de derechos educativos:	Fecha:
Firma del maestro de IS:	Fecha:
Firma del Supervisor Designado de IS:	Fecha:
*Firma de otros individuos (si procede) :	Fecha:

**Si corresponde, la(s) firma(s) de otra(s) persona(s) responsable(s) de brindar asistencia directa al estudiante se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*



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ATTACHMENT N



Los Angeles Unified School District **Record of Assignment Form, Pupils with Specified Medical/In-Patient Treatment** (Subsidiary to IS Master Agreement - Complete one ROA form per subject/course teacher)

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	ROA Start Date:	ROA End Date:
School Enrolled:		

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 4:00 p.m. on the assignment due date.

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

- | | | |
|---|--|--|
| <input type="checkbox"/> Demonstration of Skills | <input type="checkbox"/> Written Test | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Minimum Performance of 60% | <input type="checkbox"/> Pupil Assignment Scores | <input type="checkbox"/> Participation |
| <input type="checkbox"/> Other: _____ | | |

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. 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, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Pupil:

Personnel: _____



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Materials Provided to Pupil:

Pupil was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:

--

Assignments to be completed.

Note: Pupils earn .05 academic credits per day of completed assignments; 5 credits for 90 schooldays or one full semester; 10 credits for a full school year (180 schooldays).

Subject/Course Title	Daily Credits	Assignments to be Completed
	.05	

IS Supervising Designee/Teacher Signature:		ROA Issue Date:	
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Teacher Evaluation and Certification Statement:

After the pupil returns the work assignment, the course teacher completes this evaluation section.

Credit Earned is determined as .05 credits per schoolday of work completed; i.e. 5 credits for 90 days or one semester equals .05 days ($5/90=.05$).

% Percent Complete	Daily Credits	# Days Completed	Total Credits Earned Daily Credits (.05 X # Days)	Academic Grade
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			

My signature below indicates that I, the Teacher, evaluated the pupil's work assignment or product for the assignment dates/period listed above and determined the percentage of work completed by the pupil, the total credits earned, and grade.

IS Teacher Signature:		Date:	
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Distrito Escolar Unificado de Los Ángeles
Formulario de Registro de Tareas, para Alumnos con Tratamiento Médico
Específico/Hospitalización (Spanish version)

(Complementario al Acuerdo Maestro de Estudio Independiente)

Instrucciones: En las escuelas integrales, cada maestro asignado debe completar un ROA por separado.

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio de ROA:	Fecha de finalización de ROA:
Escuela de inscripción:		

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 4:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es: _____.

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se harán sobre la misma base que se utiliza en el salón de clases regular para trabajos similares, que pueden incluir uno o más de los siguientes métodos:

<input type="checkbox"/>	Demostración de habilidades	<input type="checkbox"/>	Prueba escrita	<input type="checkbox"/>	Presentación verbal	<input type="checkbox"/>	Rendimiento mínimo del 60%
<input type="checkbox"/>	Puntuaciones de la tarea del estudiante	<input type="checkbox"/>	Participación	<input type="checkbox"/>	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

5. El aprovechamiento del estudiante y su participación en el programa IS, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y participación estudiantil, debe ser de por lo menos 60%.
6. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
7. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
8. Progreso hacia la culminación exitosa del curso de estudios o curso individual, según lo determine el maestro a cargo de la supervisión.



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Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

--

Tareas que se completarán.

Nota: Los estudiantes obtienen .05 créditos académicos por día de tareas completadas; 5 créditos por 90 días escolares o un semestre completo; 10 créditos por un año escolar completo (180 días escolares). En las escuelas integrales, cada maestro asignado debe completar un ROA por separado.

Materia/título del curso	Créditos diarios	Tareas que se completarán
	.05	
	.05	
	.05	
	.05	
	.05	
	.05	
	.05	

Firma del designado supervisor de IS/maestro:		Fecha de emisión de ROA	
---	--	-------------------------	--



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Evaluación a cargo del Maestro y Declaración de Certificación:

Después de que el estudiante entregue las tareas para el trabajo, el maestro del curso completa esta sección de evaluación.

El crédito obtenido se determina como .05 créditos por día escolar de trabajo completado; p.ej., 5 créditos por 90 días o un semestre equivale a .05 días ($5/90=.05$).

% Por ciento completado	Créditos diarios	# días completados	Créditos totales obtenidos Créditos diarios (.05 X # días)	Calificación académica
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			
	.05			

Mi firma abajo indica que yo, el maestro(a), evalué la tarea del estudiante o trabajo correspondiente a las fechas/período de la tarea indicada arriba, y determiné el porcentaje para el trabajo completado por el estudiante, el total de créditos obtenido, y la calificación.

Firma del maestro(a):		Fecha:	
-----------------------	--	--------	--