Assembly Bill 130:
Changes to Independent Study

July 29, 2021

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

I.   Overview of Independent Study Requirements

II. Address "hot topic" items

III. Connecting independent study (IS) and the Local Control and Accountability Plan (LCAP)

IV. Upcoming Guidance Opportunities

V.   Resources

Hot Topic Independent Study Changes

New legislation requires that local educational agencies (LEAs):

1. Revise their board policies

2. Revise written agreements (Traditional IS)

3. Develop learning agreement (Course-based IS)

4. Provide opportunities for live interaction and synchronous instruction

5. For the 2021–22 school year only, school districts and county offices of education (COEs) shall offer IS as an educational option

California *Education Code* Sections 51745–51749.6

School districts and COE shall offer IS in the 2021–22 school year, only

Options to meet IS requirement:
• Contract with a COE
• Enter into an interdistrict transfer agreement with another school district

Waiver Requirements

Waiver requests shall demonstrate **both** of the following:

1. Unreasonable fiscal burden due to low numbers of pupils participating or other extenuating circumstances.

2. Unable to enter into an interdistrict transfer agreement or to contract with a COE.

Requesting a Waiver

School District

- Contact COE for information and requirements

COE and Districts in single-district counties

- Contact CDE's School Fiscal Services Division at attendanceaccounting@cde.ca.gov

Pupil Health Concerns

- Individualized study if a pupil's health may be at-risk

  - LEA's are relieved from having to verify or determine whether a pupil's health is at-risk

  - The pupil shall not be required to provide a medical statement

  - **A pupil's health is considered at-risk as determined by the parent, guardian, or caregiver.**

Independent Study Modalities

Traditional IS

- Attendance based on time value of assignments. **Teachers should be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work**

- IS shall be under general supervision of a LEA employee with a valid credential, (may be an emergency credential)

Course-based IS (CBIS)

- Attendance is earned if all course requirements are met and the pupil is making satisfactory progress. CBIS replaces time valued assignments with enrollment and the satisfactory progress in certified courses

- All courses shall be taught under the general supervision of a teacher with the appropriate subject matter credential

Traditional Independent Study: Board Policies (1 of 3)

- Adopted board policies shall include:
  - Length of time from date an assignment is made and date it must be completed
  - Level of satisfactory educational progress (SEP) and number of missed assignments before an evaluation is conducted
  - ➢ SEP based on achievement and engagement (LCAP); completion of assignments/other; learning required concepts; and progress toward completion
  - Content aligned to grade level standards
  - For high schools, pupils shall have access to all courses required for graduation and meeting UC/CSU A–G admissions criteria

Board Policies (2 of 3)

- Board policies shall include:
  - Tiered reengagement strategies: not generating attendance for more than 3 school days or 60 percent of instructional days/week
  - Opportunities for synchronous instruction and live interaction for all pupils:
    - Transitional Kindergarten (TK)–3, daily synchronous instruction
    - Grades 4–8, both daily live interaction and weekly synchronous instruction
    - Grades 9–12, weekly synchronous instruction
  - Plan to transition pupil to in-person instruction within five instructional days

Board Policies (3 of 3)

- Board policies shall include:
  - Notification to parents/guardians of IS option
  - Information on LEA's website
    - Right to request a pupil-parent-educator conference before enrollment
    - Pupil's rights for enrolling, disenrolling, and reenrolling in IS
    - Synchronous/Asynchronous instruction available in IS
  - Prior to signing written agreement and upon request:
    - LEA shall meet with parent/guardian

Traditional Independent Study: Written Agreement (1 of 3)

- Required elements of the Written Agreement

  - Plan for submitting assignments, and for reporting academic progress, and communicating progress to parent/guardian

  - Objectives and methods of study, and evaluation methods

  - Available resources, includes materials and personnel, and confirming or providing access to connectivity and devices

  - Length of time from date an assignment is made and date it must be completed, the level of satisfactory educational progress, and the number of missed assignments before conducting an evaluation

Written Agreement (2 of 3)

- Required elements

  - Duration of agreement

  - Number of course credits or other measures of academic accomplishment to be earned

  ➢ Academic/other supports to address pupil needs (LCAP)

  - Identify IS as an optional educational alternative

- Required elements
  - Signed before commencement of IS
  - Allows for electronic signatures
  - For 2021–22 school year only, written agreements shall be signed no later than 30 days after the first day of instruction.

Live Interaction and Synchronous Instruction in Traditional Independent Study

51747.5(c) LEAs shall document pupil participation in live interaction and synchronous instruction pursuant to section 51747 on each school day, as applicable … Pupils not participating in IS on a schoolday shall be documented as nonparticipatory for that schoolday

- TK–Grade 3   Daily Synchronous Instruction

- Grades 4–8   Both Daily Live Interaction and weekly Synchronous Instruction

- Grades 9–12   Weekly Synchronous Instruction

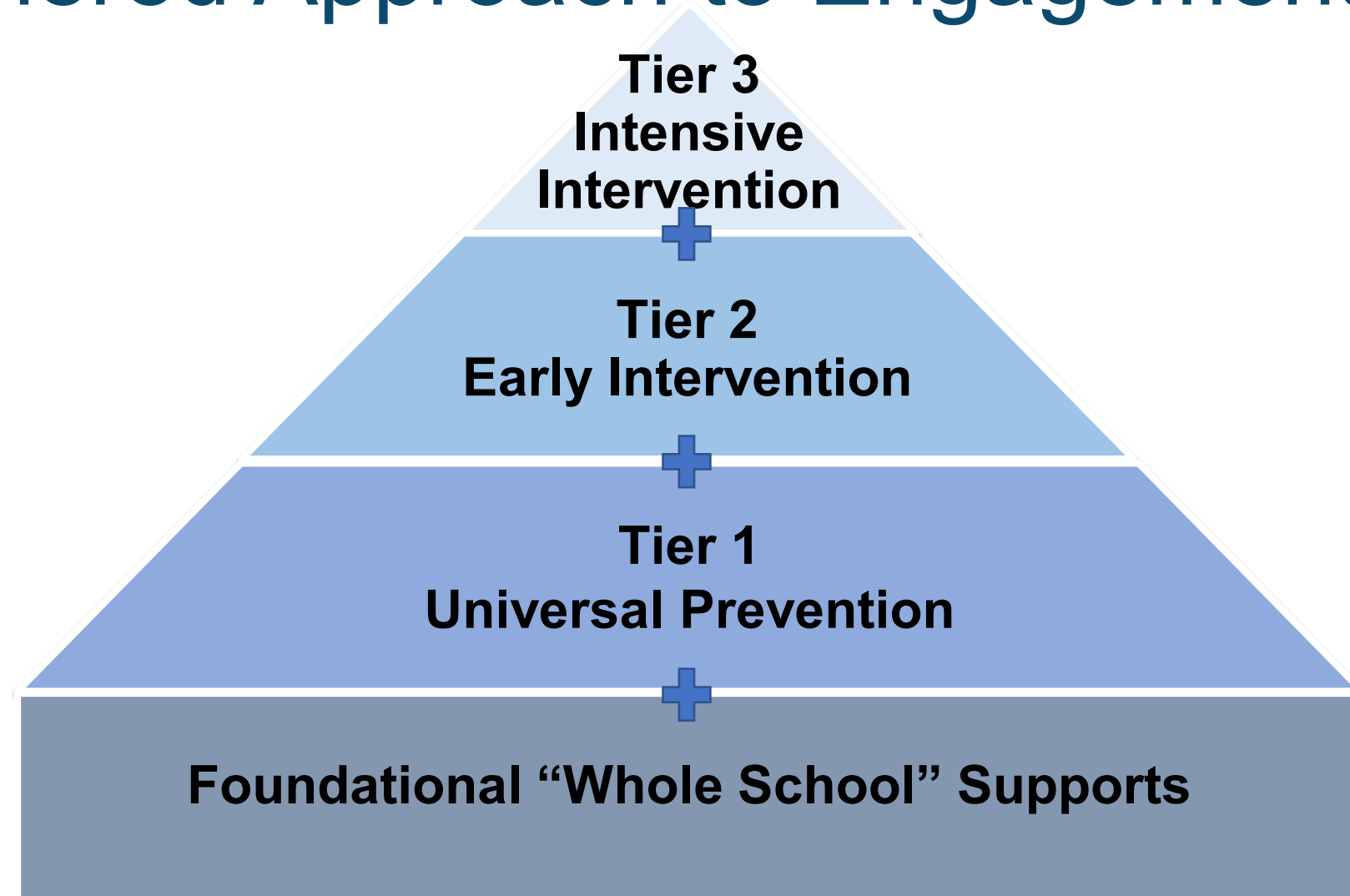# Live Interaction and Synchronous Instruction

- Live Interaction

    Interaction between the pupil and classified or certificated staff (may include peers). Purpose: maintaining school connectedness, includes wellness checks, progress monitoring, provision of services, and instruction. May take place in person, via internet or telephonic communication.

- Synchronous Instruction

    Classroom-style instruction, designated small group, or one-on-one. Delivered in person, via internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Shall be provided by the teacher of record for the pupil.

Tiered Approach to Engagement

Tier 3
Intensive
Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational "Whole School" Supports

Source: Attendance Works at https://www.attendanceworks.org

Solid Foundation for Pupil Success

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning

Foundational Supports

Hot Topic Recap

What have we covered?

1. Revising board policies

2. Revising written agreement (Traditional IS)

3. Develop learning agreement (Course-based IS)

4. Provide opportunities for live interaction and synchronous instruction

5. For the 2021–22 school year only, the requirements that school districts and COEs offer IS as an educational option

Course-based Independent Study: Board Policies (1 of 3)

- Board policies shall align with the following requirements:

  - A signed learning agreement on file

  - Courses are taught by LEA certificated employees who hold the appropriate subject matter credential

  - Annually certified courses to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction

  - High schools shall include access to all courses offered by the LEA for graduation and to meet UC/CSU A–G admission criteria

- Board policies shall align with:

  - Opportunities for synchronous instruction and live interaction

    - TK–3, daily synchronous instruction; Grades 4–8, both daily live interaction and weekly synchronous instruction; Grades 9–12, weekly synchronous instruction

  ➢ Progress based on achievement and engagement (LCAP); completion of assignments/other; learning required concepts; and progress toward completion

  - Provision to conduct an evaluation if satisfactory progress is not being made in one or more courses

Board Policies (3 of 3)

- Board policies shall align with:

  - Tiered reengagement strategies for pupils not making satisfactory educational progress in one or more courses, or in violation of learning agreement

  - Plan to transition pupil to in-person instruction within five instructional days

Course-based Independent Study: Learning Agreement (1 of 3)

- The Learning Agreement shall include:

  - Duration of the course(s), of the learning agreement, and the number of course credits for each course consistent with the certification

  - Objectives for each course, including how SEP is measured and when an evaluation is required to determine if the pupil shall remain in IS

  - Available resources, include confirming or providing access to connectivity and devices

  - ➤ Academic/other supports to address pupil needs (LCAP)

Learning Agreement (2 of 3)

- Required Elements of the Learning Agreement:
  - Statement that IS is an optional educational alternative
  - Plan for submitting assignments, and for reporting academic progress, and communicating progress to parent/guardian
  - Objectives and methods of study, and evaluation methods
  - Length of time from date an assignment is made and date it must be completed, the level of SEP, and the number of missed assignments before evaluating if pupil shall remain in CBIS
  - Number of course credits/measures to be earned upon completion

- Required elements of the Learning Agreement

    - Signed before commencement of IS

    - Allows for electronic signatures on written agreements

    - For 2021–22 school year only, written agreements shall be signed no later than 30 days after the first day of instruction.

Templates in Process

- Sample Board Policies

- Traditional IS Written Agreement

- CBIS Learning Agreement

- Checklists

Upcoming Events

- August 3, 2021
  - School Fiscal Services Division webinar on IS topics

- Beginning August 10, 2021
  - Tuesdays at 10 a.m. Virtual Office Hours; weekly for 8–12 weeks; 1 hour each week

  - Topics will include: Attendance Accounting, Charters, Special Education in IS, LCAP, Synchronous Instruction and Live Interaction, Guest speakers

- Coming in September
  - Informational webinars

Registration information for IS program events will be distributed through the Independent Study Listserv. To join, go to https://www.cde.ca.gov/sp/eo/is/indstudylistserv.asp.

Note: Information subject to change. Updates will be provided through the listserv.

School Fiscal Services Independent Study Guidance

Covering the following Independent Study topics with fiscal impacts:

- Attendance

- Recordkeeping

- Offering requirements

- Waiver provisions

- Required parent notification

- Pupil-parent-educator conferences

- Additions to board policies and written agreements

- Audit Requirements

*For listserv information see <u>https://www.cde.ca.gov/fg/aa/pa/</u>.

Outside Resources

- Attendance Works: https://www.attendanceworks.org/

- California Consortium for Independent Study: https://ccis.org/

- California School Boards Association: https://www.csba.org/About/AboutCSBA

- School Pathways: https://schoolpathways.com/

- WestEd: https://www.wested.org/

California Department of Education Resources

- Independent Study Program questions: independentstudy@cde.ca.gov

- Attendance Accounting and Instructional Time questions: attendanceaccounting@cde.ca.gov

- Special Education Division: specedinfoshare@cde.ca.gov

- Charter Schools Division: charters@cde.ca.gov

With gratitude

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