



BURBANK
UNIFIED SCHOOL DISTRICT

**Independent Learning
Academy Handbook
for *Families***

2022-2023

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Overview

Assembly Bill 130 was signed into law and requires school districts to offer a voluntary, independent study option to students for the 2022-2023 school year. Students learn from home and engage in lessons that are taught daily (grades TK-3) and weekly (grades 9-12) by BUSD teachers. Lessons are assigned by teachers through online learning platforms. Elementary teachers will use District approved textbooks and SchoolsPLP; and, Secondary teachers will use Apex Learning. Students are expected to complete coursework daily and attend all synchronous (live Zoom) sessions.

Please note that Independent Study is a State standards-aligned curriculum and students must maintain good study habits, manage their time and organize their work in order to meet learning benchmarks and remain in good standing. Missing assignments or missing live sessions may jeopardize the ability of the student to remain at the Independent Learning Academy. While students will be meeting with teachers daily and weekly, it is critical that parents ensure their students are completing their work and engaged in learning. Students will attend classes independently and parents are expected to coach (not attend classes) their students at home. Parents should be monitoring their student's progress, deadlines and communications in order to ensure student success.

Important Note:

Students who are not successful in the Independent Study program may be referred back to in-person learning. All students have the right to return to in-person learning within 5 days of a request. All efforts will be made to place students at their home elementary school. ***However, the district cannot guarantee placement at their home school.*** This is because the district must adhere to class size limits. This means that a student may have to attend a different elementary school. All secondary students will be returned to their home schools. Special education students must have an IEP meeting to recommend a change in placement.

Helpful Definitions:

Independent Study- students are taught from home and engage in lessons taught daily by (Grades TK-5) an independent study teacher and weekly (Grades 6-12) and work on assignments in Google Classroom and online courses throughout the week.

Home School - school where the student would be enrolled if not in independent study.

Teacher of Record- the teacher the student will receive instruction and assignments from. Assessments and grades will also be done by this teacher.

Synchronous Instruction- virtual instruction provided by the teacher of record related to the coursework the students is enrolled in. This may include whole class instruction, small group instruction or one on one instruction.

Live Interaction - a daily check in by the teacher or other staff member. This may include instruction, tutoring, or just a wellness check, depending on the needs of the student.

Independent Learning Academy (ILA) Staff

Administrator	Laura Anderson lauraanderson@burbankusd.org
Office Manager	Debra Gilmore debraleavitt-gilmore@burbankusd.org
Counselor	Jeanette Cobain Jeanettecobain@burbankusd.org
IEPs and Special Education	Pascal Nattis pascalnattis@burbankusd.org
IT/Technology/Chromebooks	Henry Gunawan henrygunawan@burbankusd.org

Curriculum

Independent study is established by local governing boards as an alternative delivery method for providing instruction in the core curriculum. *EC Section 51745(a)(1)–(6)*

Independent study is an instructional strategy for delivering California’s standards-based, grade level content; not an alternative curriculum, and is designed to teach the knowledge and skills of the core curriculum. *EC Section 51745(a)(3)*

Board policies for **Traditional Independent Study** at both the elementary and secondary levels shall require that content be aligned to grade level standards provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction; and, for high school students includes access to all courses offered by BUSD for graduation and creditable under the a–g admissions criteria for the University of California or the California State University. *EC Section 51747(c)*

Course-based Independent Study (APEX in Secondary) provides that the governing board/body must annually certify CBIS courses to be the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant content standards. *EC Section 51749.5(a)(4)(A)*


Elementary School Curriculum: District approved Instructional materials, including Houghton Mifflin *Go Math & Benchmark Advance*. The classes will also have supplemental curriculum through *Schools PLP*.

SchoolsPLP: <https://schoolsplp.com/>

School Pathways: <https://schoolpathways.com/>

Secondary Curriculum: APEX [Curriculum](#)

The ILA addresses the challenge of its diverse students at the secondary level by providing rigorous courses through Apex Learning. These courses offer seamless instruction, practice and review to ensure that all students reach and exceed grade level proficiency. For the list of ILA approved courses, click on the link below.

 [ILA Classes.pdf](#)

Enrollment Process

Independent Study is offered to all students enrolled in a BUSD school. Students in Special Education may participate in independent study if their IEP specifically provides for that participation.

While independent study can be a good option for some students, the pace and rigor of learning without the benefits of in-person assistance and teaching can be challenging for some students. In addition, online learning cannot replace valuable social and emotional skills and development students receive from in-person learning. BUSD strongly encourages parents and students to speak with their teacher, counselor or administrator before determining whether independent study is the best option for your child.

We require students enrolled in independent study to have current immunizations as they may be meeting with teachers in-person, involved in school activities or may be taking a concurrent class with another BUSD school. This is a mandatory condition of enrollment. Please contact Lenora Aguilera at lenoraaguilera@burbankusd.org with any questions about immunizations.

In addition, students who are not already enrolled in a BUSD school should enroll here <https://www.burbankusd.org/Page/3724>. Once the online enrollment process is completed, you can make an appointment with ILA staff to set up an appointment to select courses and sign your required written agreement. Sign up sheet [Parent Introduction Meeting Sign Ups](#)

Zoom link for introductory meeting
<https://zoom.us/j/98013928216?pwd=K2RYXAvMnRHNUIMSG1oYWh1VGxSdz09>

Concurrent Enrollment- with the Comprehensive High School

Students may take up to two classes **in person** at the comprehensive high schools, including elective courses. Students concurrently enrolled at ILA and JBHS or BHS must meet all attendance and academic requirements for classes in order to receive credit. Students are also

required to follow all school rules while attending in-person classes at the comprehensive high schools.

Dual Enrollment- with the Community Colleges

Students at the Independent Learning Academy are eligible to enroll in dual enrollment courses. These are college courses offered on the comprehensive high school campuses that also allow students to earn high school credit. These courses are taught by instructors from the college.

Expectations

Independent Study is rigorous and requires a student to spend significant time on learning and assignments as they would during in-person instruction. The level of satisfactory educational progress is based on the pupil's achievement and engagement, the completion of assignments; the learning of required concepts; and progress toward successful completion of the course. *EC* sections 51747(b) and 51749.5(a)(8). It is critical and a requirement that students complete work daily, attend all synchronous and asynchronous sessions and have ongoing communication with their teacher regarding pacing, work completion and mastery of concepts.

Communication

The ILA is committed to addressing issues effectively and maintaining open and high-quality communications. Families are encouraged to share questions, suggestions, or concerns directly with the relevant teachers, or administrators.

The school staff publishes a school-wide memo which includes important information relevant to all families. Everyone is encouraged to read each memo promptly to stay informed about school-wide events, news, and procedures.

Communication among Independent Study (IS) families is facilitated by Google group email lists and traditional family contact lists.

Group email lists should be used for IS-related information relevant to everyone who will be receiving the email, such as attendance, assignments, grades, and other logistics.

Communications between individuals, with teachers or administration, of a more complex nature, or not directly related to the IS program, should be conducted by personal email, phone, or face-to-face. Information relevant to a sub-group (such as the 4th grade math group) should be sent only to the teacher.

Description of the Independent Study Models

Elementary Independent Study (Grades TK-5):

1. Enrollment into the Independent Study Program is voluntary. Your child may return to in-person instruction at any time. If this is your decision, a transition meeting will be held with the site administrator and your child's supervising teacher within 5-school days to help facilitate his/her return to in-person instruction. There is no guarantee that a student who changes instructional models will be assigned the same teacher.
2. A student with special education needs cannot participate unless his/her IEP specifically allows for such participation.
3. A student must make "satisfactory progress" to remain enrolled in the Elementary Independent Study Program. This includes:
 - a. the completion of assignments, assessments or other indicators
 - b. learning required concepts, as determined by the supervising teacher
 - c. progressing toward successful completion of the course of study as determined by the supervising teacher
4. If your student misses 3 days, 60% of the assignments in a week, or does not comply with this Master Agreement, the District will implement tiered reengagement strategies which may include parent contact, parent-pupil-educator conferences, academic interventions, and/or other appropriate strategies to help support your student. If your student does not improve after three weeks of not meeting the minimum requirements, the district will convene a conference to determine if placement in the Elementary Independent Study Program is educationally appropriate for your student.
5. Your student must attend all required synchronous learning sessions and complete all asynchronous learning assignments as a measure of attendance within the Elementary Independent Study Program.
6. Synchronous Learning and daily live interaction requirements are below
 - a. Students TK through grade 3
Student will receive DAILY synchronous (live online) instruction
Students will be given additional check-in support
 - b. Students in grades 4 and 5
Students will receive BOTH Daily Live interaction and Daily synchronous (live online) instruction
7. Students are required to submit assignments weekly at a minimum, but must work on assignments daily. Each assignment is worth a time value and cumulatively all assignments will add up to the required number of instructional minutes your child is to complete for the week for his/her grade level. Your student's teacher will evaluate the completeness of each assignment in awarding the time value for attendance credit each week
8. A typical independent assignment might include some or all of the following:
 - a. Reading and keeping a reading log
 - b. Working on or completing a writing assignment
 - c. Completing language arts activities

- d. Completing math activities
 - e. Logging PE time and activities (1 hour 40 minutes minimum per week)
9. Students will receive standards-based report cards and grades on selected assignments.
 10. Parent meetings and parent conferences serve as a time for families and teachers to discuss student progress.
 11. Students in 3rd-5th grade also participate in State-mandated testing.

Secondary Independent Learning Academy (Grades 7-12)- Course-Based Model

1. Enrollment into the Independent Study Program is voluntary. Your child may return in-person instruction at any time. If this is your decision, a transition meeting will be held with the site administrator and your child's supervising teacher within 5-school days to help facilitate his/her return to in-person instruction.
2. Students take 6 classes each semester, totaling 30 units per semester at the high school level. Students take 1-2 classes at a time every 22 days.
3. A student with special education needs cannot participate unless his/her IEP specifically allows for such participation.
4. Your student must attend all required synchronous learning sessions and complete all asynchronous learning assignments as a measure of attendance.
5. A student must make "satisfactory progress" to remain enrolled in the Independent Study Program. This includes:
 - a. the completion of assignments, assessments or other indicators
 - b. learning required concepts, as determined by the supervising
 - c. teacher progressing toward successful completion of the course of study as determined by the supervising teacher
6. Students should take the Course-Based model for a full year as it is difficult to move from one class to six classes.
7. Usually, they take one class at a time, but at times in the year they will take two to make sure they finish the 6 classes per semester.
8. The student MUST finish each class in 22 school-calendar days (excluding holidays and weekends). There are very few exceptions to this and all exceptions must be cleared by the ILA Administrator. In rare situations, exceptions may include:
 - a. Medical emergency or serious illness
 - b. Death in the family
9. Whatever is not done within the course gets zeroed out and then the pass/not pass status is determined by the resulting overall percentage.
10. If your student misses 3 days, 60% of the assignments in a week, or does not comply with this Master/Written Agreement, the District will implement tiered reintegration strategies which may include parent contact, parent-pupil-educator conferences, academic interventions, and/or other appropriate strategies to help support your student. If your student does not improve after three weeks of not meeting the minimum requirements, the district will convene a conference to determine if

placement in the Independent Study Program is educationally appropriate for your student.

11. All curriculum is provided by Apex, with the support of the content area teacher.
12. The content area teacher provides weekly synchronous lessons and grades all written work for that course.
13. Each ILA teacher has content-area classes they teach.
14. Each ILA teacher is also the case manager (supervising teacher) for an assigned roster of students. As case manager, they are responsible for overseeing their ILA progress, timely and consistent communication, attendance, locking and unlocking tests across content areas, and assigning classes as they progress through the courses.

Secondary Independent Learning Academy (7-12) - Traditional Model

1. Traditional Independent Study requires students take 6 classes at once, but they have the full semester to complete the courses - just as they do in in-person school.
2. Students take 6 classes each semester, totaling 30 units per semester at both the high school and middle school.
3. This model of instruction makes it easier for students to return to the comprehensive middle or high school at the semester.
4. The student **MUST** finish 6 classes in a semester. There are very few exceptions to this and all exceptions must be cleared by the ILA Administrator. In rare situations, exceptions may include:
 - a. illness
 - b. 504 plan requiring a shortened schedule
5. All curriculum is provided through BUSD teachers.
6. This model can be extremely challenging as students will be learning material from 6 classes, however it is more similar to the regular in-person program.
7. The content area teacher provides weekly synchronous lessons and assigns the grades for all written work in the course.
8. If your student misses 3 days, 60% of the assignments in a week, or does not comply with this Master Agreement, the District will implement tiered reintegration strategies which may include parent contact, parent-pupil-educator conferences, academic interventions, and/or other appropriate strategies to help support your student. If your student does not improve after three weeks of not meeting the minimum requirements, the district will convene a conference to determine if placement in the Independent Study Program is educationally appropriate for your student.

Written Agreement

Independent Study is an optional educational program. The California Department of Education

has very specific guidelines for Independent Study. A student must live within the district boundaries to attend independent study. **Before a student can begin independent study, the student and a parent or guardian must sign the BUSD Independent Study written agreement.** The following are requirements of the written agreement:

1. Students must be Burbank residents
2. The independent study is not valid for more than one year (parents and students will need to sign a written agreement each year they are enrolled in Independent Study)
3. The written agreement must indicate the list of courses, credits and beginning and end dates of the written agreement.
4. Methods of study and method of evaluation
5. Resources and supports including access to technology
6. Due dates and satisfactory level of progress
7. Teacher meeting dates, frequency and location

Please note a student-parent-educator conference is required prior to signing a written agreement. This can be done via phone, video conference, or in-person and is an opportunity for students and parents to ask questions about educational options and support. In addition, students missing 3 or more days of work within a week period will be required to attend a conference with their parents to discuss pupil progress.

Families are not allowed to travel out of the country and still have their child attend Independent Study.

Attendance

Teachers evaluate completed assignments and award attendance credit based on their determination of the time value of the work.

Completed assignments representing more attendance days for the assignment period may not be banked for future use or applied to earlier assignment periods. Late independent study work may not be credited against earlier assignment periods.

Schools report attendance for pupils on independent study as they would for pupils in classroom-based programs. However, there will be a delay in reporting independent study attendance since the attendance cannot be reported until the pupil submits the completed assignments and the teacher determines the time value of that work.

Students should attend all synchronous, live instruction and complete assigned asynchronous work. Students should complete all work within the assigned week unless a teacher makes other arrangements with the student.

Tiered Re-engagements

If a student does not complete daily assignments or does not participate in synchronous and live instruction, parents and students will receive the following notifications, communications and interventions:

Step 1) Students will be expected to make up the work within 1 day unless they have received permission from their teacher for more time. Students missing a day of work completion will receive a phone call or email notification.

Step 2) Students missing 3 days (assignments) within a week will receive a phone call regarding work completion and support.

Step 3) Students missing 5 days (assignments) within a week will be required to attend a support session with the counselor.

Step 4) Students who do not improve their work completion after attending help sessions with the counselor will need to meet with the counselor and the student’s parent/guardian to work on a plan of improvement (academics, organization, time management).

Step 4) If a student misses 7 days (assignments) within a two week period or continues to struggle with engagement, participation and work completion, they will be required to attend a Student Study Team meeting (SST) with the counselor, administrator and parents to determine if Independent Study is the appropriate educational model or if there are other interventions and supports the student may need for success.

Schedules

Elementary Schedule Grades Transitional Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3

Time (Dependent on Grade Level)	Students in Grades TK, 1, 3 (Grade A)	Students in Grades K, 2 (Grade B)	Teacher (Prep: Work day starts at 8:00)
8:30-8:45	Whole Group Morning Session		
8:45-9:30	Grade A Live Instruction ELA	Asynchronous Work	Teaching Grade A
9:30-10:15	Asynchronous Work	Grade B Live Instruction ELA	Teaching Grade B

10:30-11:15	Grade A Live Instruction Math	Asynchronous Work	Teaching Grade A
11:15-12:00	Asynchronous Work	Grade B Live Instruction Math	Teaching Grade B
12:45-1:45	ELD/Help Sessions/Asynchronous work all subjects or live instruction in other subjects		Help Sessions/Interventions
1:45-2:05	PE		Teacher Meeting Time
2:05-2:25	Asynchronous Science/Soc Studies/SEL/ Extras	Asynchronous Science/Soc Studies/SEL/ Extras	Teacher Planning Time, Parent Meetings (Teacher work day ends at 3:00 pm)
<u>Whole Group</u> Setting the stage for the day. Read aloud, schedule review.			
<u>Live Instruction:</u> Whole group lessons, fixed or flexible small groups, or individual one on one instruction and/or any combination of the above.			
<u>Special Services and Extra Help Session</u> ELD is required for English Learners. Intervention time. Extra help in any subject.			
<u>Asynchronous Work</u> Assigned work completed by the student on their own time.			
<u>Physical Education</u> Assignments provided by General Education Teacher.			

Elementary Schedule Grades 4 and 5

Time (Dependent on Grade Level)	Students in Grade 4 (Grade A)	Students in Grade 5 (Grade B)	Teacher (Prep: Workday starts at 8:00)
8:40-8:55	Whole Group Morning Business		
8:55-9:40	Grade A Live Instruction ELA	Asynchronous Work	Teaching Grade A
9:40-10:25	Asynchronous Work	Grade B Live Instruction ELA	Teaching Grade B
10:25-10:40	Break		
10:40-11:25	Grade A Live Instruction Math	Asynchronous Work	Teaching Grade A
11:25-12:10	Asynchronous Work	Grade B Live Instruction Math	Teaching Grade B
12:10-12:55	Lunch		
12:55-1:55	ELD/Help Sessions/Asynchronous work all subjects or live instruction in other subjects		Help Sessions/Interventions
1:55-2:15	PE		Teacher Meeting Time
2:15-2:55	Asynchronous Science/Soc Studies/SEL/Extras	Asynchronous Science/Soc Studies/SEL/Extras	Teacher Planning Time
<u>Whole Group</u> Setting the stage for the day. Read aloud, schedule review.			
<u>Live Instruction:</u> Whole group lessons, fixed or flexible small groups, or individual one on one instruction and/or any combination of the above.			
<u>Special Services and Extra Help Session</u> ELD is required for English Learners. Intervention time. Extra help in any subject.			
<u>Asynchronous Work</u> Assigned work completed by the student on their own time.			
<u>Physical Education</u> Assignments provided by General Education Teacher.			

ELD and other Special Services can be arranged during asynchronous or live support in a pull-out format.

Live support can be mandatory for students that require more help and optional for those students that are truly independent.

Secondary Schedule Traditional Model

The schedule below reflects the instructional minutes for the Traditional ILA program for secondary, which is comparable to the in-person schools. The state requires that the school day be a combination of the live instruction (zoom/google meet) and the online asynchronous instruction for a complete day. All students in an Independent Study program are expected to attend class and complete work daily.

Note that only middle school courses have live sessions scheduled for period 1. All HS students will utilize period 1.5 & 6.5 to complete asynchronous work before or after their live sessions begin.

Period	Start	End	Minutes
1 (MS)	8:00	8:55	55
1.5 (HS)	8:30	8:55	25
2	9:00	9:55	55
3	10:00	10:55	55
Lunch	11:00	12:00	60
4	12:05	1:00	55
5	1:05	2:00	55
6	2:05	3:00	55

6.5 (HS)	3:05	3:30	25
7- if needed	3:30	4:25	55

Below shows how the live (zoom/google meet) sessions will be organized. The student is expected to work on his asynchronous online assignments for the remainder of the day.

	Monday		Tuesday		Wednesday		Thursday		Friday	
Period 1 8:00-8:55	English 6	English 7	Math 6 (Rosa)	X	SS 6	SS 7	Sci 6	Sci 7		
Period 2 9:00-9:55	English 8	English 9	Math 7	Math 8	SS 8	World Hist	Sci 8	Earth Sci	Creative Wtg	PE 9-10
Period 3 10:00-10:55	English 10	PE 6-8	Algebra 1 PE 6-8	Geometry	US Hist/AP	Govmt/AP PE 6-8	Biology PE 6-8	Chemistry	Media Lit	PE 11-12
Lunch 11:00-12:00										
Period 4 12:05-1:00	English 12	English 11	Algebra 2	Stats & AP Stats	Econ/AP	Psychology	Env Studies		PE 6-8	
Period 5 1:05-2:00	AP Lit	AP Lang	Pre-Calc	AP Calc						
Period 6 2:05-3:00	Art App	Reading			Geography					

The schedule above will vary according to the specific courses each student is taking.

Access to Technology

Students are issued a district Chromebook at their home school and students can continue to use the chrome book to access curriculum when they enroll in Independent Study. Students needing a chromebook or hotspot for internet access should contact robbynders@burbankusd.org. Students in BUSD sign a Tech User Agreement during the Data Confirmation Process. Please remind your child to take care of the chrome book and to be responsible when using the internet.

If your child needs technical assistance, please contact our tech support by completing this [form](#) or email athomesupport@burbankusd.org.

Textbooks

Elementary and secondary textbooks are distributed to independent study students from their home school.

Academic Honesty

Students are expected to follow BUSD policies on academic honesty. Students must use proper citations when doing research and they may not plagiarize other individual's work from the internet. Secondary Teachers use software called "Turn it In" to screen student work for plagiarism. Students may face consequences for plagiarism including but not limited to rewriting an assignment, an F on a plagiarized assignment, lower citizenship marks, or community service.

NCAA

The Independent Learning Academy is not currently approved for NCAA eligibility. Please consult your school counselor before enrolling in the ILA if you are an athlete that wants to be eligible to play in college athletics.

Accreditation

The Independent Learning Academy is accredited through the Western Association of Schools and Colleges (WASC).

References and Resources

California Department of Education <https://www.cde.ca.gov/sp/eo/is/faq.asp>

EdSource - What is independent study in California?

<https://edsource.org/2021/quick-guide-what-is-independent-study-in-california/659197>

Burbank Public Library <https://burbanklibrary.org/>

Board Policies (6158)

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030557&revid=asqJPT9BxIBUIJE2huqMoQ==&PG=6&st=independent%20study&mt=Exact>

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030557&revid=0e316p6LVgt3LYDJD5bKw==&PG=6&st=independent%20study&mt=Exact>