

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education

GUIDELINE NO. 73
February 10, 2009

SUBJECT: REPORTING ATTENDANCE FOR ADULT INDEPENDENT STUDY (AIS)
AND DISTANCE LEARNING DURING TIME PERIODS CONTAINING
UNASSIGNED DAYS

- I. Background
- II. Policy
- III. Adult Independent Study (AIS)
- IV. Distance Learning

I. BACKGROUND

Adult Independent Study (AIS) and Distance Learning afford students the opportunity to attain curricular objectives and fulfill graduation requirements outside the regular classroom setting. Attendance is based on work completed rather than seat time. The purpose of this Guideline is to establish policy for reporting attendance during weeks with non-working days and to reaffirm attendance reporting procedures for compliance with program mandates.

II. POLICY

For attendance accounting purposes, it is neither necessary nor appropriate to mandate when the student studies. Work may be completed at any time with product applied toward advancement in course and program. However, attendance may only be counted in conjunction with regularly scheduled school days. For weeks with holidays, e.g., Thanksgiving, attendance may be counted only on days on which school is in session.

III. ADULT INDEPENDENT STUDY (AIS)

A written Master Agreement is required of all students enrolled in the AIS Program. No attendance shall be earned prior to signing the Master Agreement. The Agreement establishes the manner, time, frequency, and place for submitting assignments. Agreements are valid for one semester or one-half year for schools on a year-round calendar. Assignments must be submitted by the due date established in the Master Agreement. Students may earn a maximum of three hours of attendance per day, not to

exceed 15 hours per student, per week. No hours may be carried over or retroactively applied, nor may they exceed the annual sum of “number of school days x three hours per day.”

IV. DISTANCE LEARNING

Distance Learning is an alternative instructional methodology that permits students to work at their individual proficiency levels outside the classroom. A folder with evidence of registration, evaluation and placement, assessment, and student work is maintained for each participant. Progress is measured in terms of competency attainment (80 percent mastery on chapter/unit tests). Learning is verified through completed instructional units. These units are the basis for hours reported on the monthly attendance rosters. Teachers report attendance as follows:

- ESL BEGINNING LOW (50-01-91)
Each Learning English unit consists of four 30-minute video lessons and support materials. There are 20 units in all and each of the completed units is credited as 10 hours of ADA.
- ESL BEGINNING LOW (50-01-96)
Each Putting English to Work 1 unit consists of one 30-minute video lesson with support materials. There are 20 units in all and each of the completed units is credited as 10 hours of ADA.
- ESL BEGINNING HIGH (50-01-92)
Putting English to Work 2 has two instructional levels. Each of units 1-12 consists of one 30-minute video lesson with support materials. This equates to Level 2A. Each of units 13-24 consists of a 30-minute video lesson and support materials. This equates to Level 2B. Each completed unit is credited as 10 hours of ADA.
- ESL INTERMEDIATE LOW (50-01-93)
Putting English to Work 3 has two instructional levels. Each of units 1-12 consists of one 30-minute video lesson with support materials. This equates to Level 3A. Each of units 13-24 consists of one 30-minute video lesson and support materials. This equates to Level 3B. Each completed unit is credited as 10 hours of ADA.
- ESL INTERMEDIATE HIGH A (50-01-94)
Connect with English consists of 24 episodes with appropriate support materials. One unit consists of one 15-minute video lesson and support materials. Each completed unit is credited as 8 hours of ADA.

- **ESL INTERMEDIATE HIGH B (50-01-95)**
Connect with English continues with the next 24 episodes (units 25-48) with appropriate support materials. Each completed unit is credited as 8 hours of ADA.
- **PARENT EDUCATION (51-07-93)**
Now and Future Parent and Los Padres consist of 10 videos each with appropriate support materials. One unit consists of one 30-minute video lesson and support materials. Each completed unit is credited as 10 hours of ADA. For secondary students, the completed Now and Future Parent course, with an appropriately credentialed teacher of record, earns 5 elective credits toward a high school diploma.
- **PARENTING THE ADOLESCENT (51-05-93)**
Surviving the Teen Years consists of 10 videos with appropriate support materials. One unit consists of one 30-minute video lesson and support materials. Each completed unit is credited as 12 hours of ADA. For secondary students, the completed course, with an appropriately credentialed teacher of record, earns 10 elective credits toward a high school diploma.
- **ESL/CITIZENSHIP (50-01-90)**
U.S. Citizens consists of three 30-minute videos with appropriate support materials. Each completed unit is credited as 20 hours of ADA.
- **GED (30-50-93)**
GED Connection consists of 39 video lessons (length of each video varies) and support materials. Each completed unit is credited as 6 hours of ADA.

A student folder with a current registration form, evidence of assessment and appropriate placement, corrected student tests (initialed and dated by teacher), and samples of student work is created and maintained for every student in the program. TOPSpro Entry and Update information as well as CASAS pre- and post-test results are recorded in the student folder. The actual TOPS forms and CASAS tests need not be included in the student folder. Students may be reenrolled in the same Distance Learning class until unfinished units have been completed.

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