

www.flournoyschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA Tuesday, September 21, 2021 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE:

Tuesday, September 21, 2021 at 6:15 pm

TYPE:

Public Hearing Board Meeting

LOCATION:

Via web conference.

To participate in the live meeting click on the link below.

Join Zoom Meeting

https://us04web.zoom.us/j/76189952111?pwd=Vmc0UmpONTd4RVVGSFlsQ3ZuSUIsUT09 Meeting ID: 761 8995 2111 BPasscode: 5D9f62

PUBL	IC HEARING NOTICE POSTED:	09/10/2021 Flournoy School, Flournoy	Store and Pask	enta Store
BOAR	D MEETING AGENDA POSTED:	09/17/2021 Flournoy School, Flournoy	Store and Pask	enta Store
1.	PUBLIC MEETING CALL TO C	ORDER BY PRESIDING OFFICER	, at	p.m.
	Roll call			
	Patrick Archer			
	Cathy Bjornestad-Tobin			
	Tyson Carter			
	Sara Valoroso			
	Vacancy			
	PUB	LIC COMMENT PERTAINING TO AGENDA		
Comm	nents on Closed Session Agenda I	tems, (below). Any person wishing to speak to	any item on the	Closed
	n Agenda will be granted three n	• 1.10 111000000000000000000000000000000		
		e, any person wishing to speak to any item <u>not c</u>		
		ntation. No action may be taken at this meetin	ig on items addr	essed
during	these comments.			
Comm	ents on Agenda Items: At this ti	me, any person wishing to speak to any item <u>or</u>	the Agenda wil	be
grante	d three minutes to make a prese	ntation.		
2.	PLEDGE OF ALLEGIANCE			
	Recognize staff present:	Rachel Davis, Superintendent		
		Melinda Flournoy, Business Manager		
		Amanda Taylor, Teacher	1	
		Cody Weston, Custodian		
		Mei Vance, Instructional Aide		
		Sandra Palafox, Instructional Aide		
		Maria Hererra	¥ 5	
		Deborah Hammons		

3.	ADOPT	TION OF AGENDA		/_ Motion/Second	Ayes/Noes /Abstain
4.	APPRO	OVAL OF MINUTES FROM	I THE MEETINGS OF:	Tuesday, August 10,	<u>2021</u>
				/	//
5.	COMIV	IFNTS		<u>Motion/Second</u>	Ayes/Noes /Abstain
٥.	1.	From members of the E	Soard of Education		
	2.		nt and Business Manage	r	
	3.	From the Staff/Teachers			
		,			
6.	GENER	AL FUNCTION CONSENT	ITEMS		
	1.	Bills and warrants for:	August 2021		
	2.	MOUs/Agreements:	NONE	/	//
			1	Motion/Second	Ayes/Noes /Abstain
7.		CHEARING:			
		g is declared a public heari			
		ment of Education Instructi			
10	consider Scor	oe, Purpose and Other Fact	ore Related to Adoption of section 51747 (a) and (b), 5		8 Independent Study
	30	(Lu code s	section 31747 (a) and (b), 2	CCR 11701	
8.	DISCUS	SSION/ACTION ITEMS	(Attachments)		
			• March 1997 September 1998 September 1997 Septembe		
	, 1.	Consider approval of Re	esolution Regarding Suf	ficiency of Instructions	al Materials and
		approval of Certification	n. _.	/	/
				Motion/Second	Aye/Noes /Abstain
	2.		e 2020-2021 Unaudited	Actuals for Flournoy S	School
		(Pursuant of Ed Code S	ection 41200)	/	//
		Consider approval of th	a Dagalutian of Adamtic	Motion/Second	Aye/Noes /Abstain
	3.	Consider approvar or th	e Resolution of Adopting	g the GANN Limit.	, ,
				/ Motion/Second	Aye/Noes /Abstain
	4.	Discuss and consider to	appoint Mike Sanderson		
		y y		/	/ /
				Motion/Second	Aye/Noes /Abstain
	5.	Consider approval of th	e Expanded Learning Op	portunity Grant Plan	
				/	//_
				Motion/Second	
	6.	Consider approval of the	e updated board policy I	BP/AR 6158 Independe	ent Study
				/	/
	_			Motion/Second	
	7.	Consider approval of the	e updated Independent	Study Master Agreem	ent
				/	
	8.	Review 2021/22 Budget	/ICAD Approval Latter /		Aye/Noes /Abstain
	ο.	VENIEW SOSTIVE DUUBEI	LCAP ADDIOVALLELLER (1	HIOTHAUOH OHIVI	

8. <u>DISCUSSION ON NEXT BOARD MEETING</u>

- 1. Next meeting date: <u>Tuesday, October 12, 2021 at 6:15 p.m.</u>
- 2. Possible items for action/discussion
 - Quarterly Report on Williams Uniform Complaints

9. **FURTHER COMMENTS**

- 1. From members of the Board of Education
- 2. From the Superintendent

Adjournment at _____ p.m.





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PUBLIC	HEARING NOTICE POSTED:	07/30/2021 Flournoy School, Flournoy Store and Paskenta Store
BOARD	MEETING AGENDA POSTED:	08/06/2021 Flournoy School, Flournoy Store and Paskenta Store
1.	PUBLIC MEETING CALL TO ORD	ER BY PRESIDING OFFICERSV, at6:17 p.m.
	Roll call	,,
	Patrick Archer	_X
	Cathy Bjornestad-Tobin	_X
	Tyson Carter	
	Sara Valoroso	_X
	Vacancy	

PUBLIC COMMENT PERTAINING TO AGENDA

<u>Comments on Closed Session Agenda Items, (below).</u> Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

<u>Comments from the Floor:</u> At this time, any person wishing to speak to any item <u>not on</u> the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

<u>Comments on Agenda Items:</u> At this time, any person wishing to speak to any item <u>on</u> the Agenda will be granted three minutes to make a presentation.

2.	PLEDGE OF ALLEGIANCE		
	Recognize staff present:	Rachel Davis, Superintendent	_X
		Melinda Flournoy, Business Manager	_X
		Amanda Taylor, Teacher	_X
		Cody Weston, Custodian	
		Mei Vance, Instructional Aide	
		Sandra Palafox, Instructional Aide	
		Maria Hererra, Cook/Manager	
		Deborah Hammons, Instructional Aide	

3.	<u>ADOP</u>	TION OF AGENDA	_CT/_PA Motion/Second	_3/_0/_0 Ayes/Noes /Abstain
4.	ADDR	OVAL OF MINUTES FROM THE MEETINGS OF:	<u>wiotion/secona</u>	Ayes/Noes /Abstain
		22, 2021 & Wednesday, June 23, 2021	CT / DA	2 / 2 / 0
			CT/_PA Motion/Second	_3/_3/_0_ Ayes/Noes /Abstain
5.		<u>/IENTS</u>		
	1.	From members of the Board of Education		
	2.	From the Superintendent and Business Manager		
	3.	From the Staff/Teachers		
6.	GENE	RAL FUNCTION CONSENT ITEMS		
	1.	Bills and warrants for: June and July 2021		
	2.	MOUs/Agreements: MOU with TCDE covering the	need for mainta	aining the
		confidentiality of the welfare recipient listing.		
		Agreement with CSM Consulting, Inc.	for e-rate comp	liance services.
			PA/_CT	_3_/_3_/_0_
			Motion/Second	Ayes/Noes /Abstain
7.	<u>PUBLI</u>	C HEARING: To consider Scope, Purpose and Other Factor	re Related to Ad	loption of Board
Policy	BP/AR 6	158 Independent Studey (Ed Code section 51747 (a) and	(b), 5 CCR 1170	1
8.	DISCU	SSION/ACTION ITEMS (Attachments)		
	1.	Consider approval of the Quarterly Report on Williams	Uniform Compl	aints Ed Code
		35186(d)	PA_/_CT	_3/_3/_0
				Ayes/Noes /Abstain
	2.	Discuss and consider approval to higher a paraprofession	onal one on one	aide for 2021-22
		school year.		_3/_3/_0
	2		Motion/Second	Ayes/Noes /Abstain
	3.	Discuss and consider approval of proposals for a new co		
				3/_3_/_0_
	4.	Consider adoption of Board Policy AR/BP 6158 Indepen	Motion/Second	
	7.	consider adoption of board Folicy ANy BF 0138 indepen		
			CT/_PA Motion/Second	_3/_3/_0 Ayes/Noes /Abstain
8.	DISCU	SSION ON NEXT BOARD MEETING	Motion/Second	Ayes/Noes /Abstum
•	1.	Next meeting date: Tuesday, September 14, 2021 at 6:	15 n m	
	2.	Possible items for action/discussion	15 p.m.	
	۷.	Updated Board Policies		
		Instructional Materials Resolution		
		GANN Resolution		
		 Unaudited Financial Statements 		
9.	<u>FURTH</u>	ER COMMENTS		
	1.	From members of the Board of Education		
	2.	From the Superintendent Adjour	nment at 7:	

			Section 1997 Secti	
Number	Amount Status	Fund	Cancel Register Id	Payee
40218823	84.53 Cleared	01		AT&T/Calnet (000006/1)
40218824	688.80 Cleared	01		Basic Laboratory, Inc. (000130/1)
40218825	191.60 Cleared	01		Coastal Business Systems Inc. (000183/1)
40218826	431.57 Cleared	01		Green Waste (000036/1)
40218827	65.58 Cleared	01		McCoy's Hardware & Farm Supply (000048/1)
40218828	2,088.97 Cleared	10		Pacific Gas & Electric Co (000056/1)
40218829	686.18 Cleared	01		Scholastic, Inc. (000067/2)
40218830	95.00 Cleared	01		Michael D. Butler (000194/1)
40218831	595.00 Cleared	01		Tehama Co. Dept of Env Health (000075/1)
40218832	678.77 Cleared	01		University of Toronto Press (000180/1)
40218833	376.36 Cleared	01		US Bank (000083/1)
40218834	2,234.67 Cleared	01		WAXIE Sanitary Supply (000169/1)

	2022 FUND-OBJ E)	2022 FUND-OBJ Expense Summary / Register 000269	
	01-4300	4,041.56	
	01-5502	783.80	
	01-5503	2,088.97	
	01-5506	431.57	
	01-5600	191.60	
	01-5800	595.00	
	01-5901	84.53	
	01-9110*		8,217.03-
Tota	Totals for Register 000269	8,217.03 8,2	8,217.03-

12 Totals for Register 000269

Number of Items

8,217.03

* denotes System Generated entry

Net Change to Cash 9110

8,217.03- Credit

Sorted by Check Number, Include Address:No, Filtered by (Org = 908, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 8/31/2021, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Page 1 of 2 ESCAPE ONLINE

Generated for MELINDA FLOURNOY (MFLOURNOY908), Sep 14 2021 10:31AM

Selection

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the governing board of Flournoy Union Elementary School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 21, 2021 at 6:15 p.m., which did not take place during or immediately following school hours, and:

Whereas, the governing board provided at least 10 days' notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

Whereas sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Therefore, it is resolved that for the 2021-2022 school year, the Flournoy Union Elementary School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Passed and adopted this 21st day of September 2021, at a regular meeting by the following vote, to wit:

Noes: Absent: Abstained			
Clerk, Board of	Trustees		
CERTIFICATI	ON:		
I, Rachel Davis Flournoy Unior	certify that the foregoing is a corn Elementary School District Boa	rect copy of a resolution rd of Trustees.	passed and adopted by the
Superintenden	t ,	Date	

Flournoy Union Elementary School District

NOTICE OF PUBLIC HEARING

Sufficiency of Instructional Materials

2021-2022 School Year

Education Code 60119, as revised by Chapter 900, Statutes of 2004, and CCR Title 5, Sections 9531(c), requires that in order to be eligible to receive instructional materials funds, the governing board of each district and county office of education is required to hold an annual public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in specified subjects consistent with the content and cycles of the curriculum frameworks adopted by the state board.

This hearing is scheduled during the regular meeting of the Flournoy Union Elementary School District Board as follows:

Tuesday, September 21, 2021 at 6:15 p.m. Flournoy Union Eleme1tary School District 15850 Paskenta Rd., Flournoy, CA 96029

Posted 09/10/2021 Flournoy School Bulletin Board Flournoy Store Bulletin Board Paskenta Post Office Bulletin Board

COMPARISON - Unrestricted Revenues

		2	2020-21 Budget	Uı	naudited Actuals	L	Difference
LCFF Sources		\$	447,058.00	\$	448,777.65	\$	1,719.65
Federal Revenue		\$	_	\$	16,645.00	\$	16,645.00
Other State Revenue		\$	7,001.00	\$	7,692.36	\$	691.36
Other Local Revenue		\$	49,108.00	\$	26,278.86	\$	(22,829.14)
Total R	evenues	\$	503,167.00	\$	499,393.87	\$	(3,773.13)
COMPARISON - Unrestricted Expendi	<u>itures</u>						
Certificated Salaries		\$	149,755.00	\$	139,805.18	\$	(9,949.82)
Classified Salaries	ŕ	\$	87,726.00	\$	84,969.54	\$	(2,756.46)
Employee Benefits		\$	85,589.00	\$	81,344.45	\$	(4,244.55)
Books & Supplies		\$	25,709.00	\$	7,760.87	\$	(17,948.13)
Services		\$	180,468.00	\$	137,542.52	\$	(42,925.48)
Capital Outlay		\$	-	\$	-	\$	-
Other Outgo/Transfers of Indirect Costs)	\$	2,796.00	\$		\$	(2,796.00)
Total Expe	nditures	\$	532,043.00	\$	451,422.56	\$	(80,620.44)
	5 "T	\$	(28,876.00)	\$	47,971.31	\$	76,847.31
Transfers Out		\$	(1,791.00)	\$	(27,107.00)	\$	(25,316.00)
COMPARISON - Fund Balance, Rese	rves						
Beginning Fund Balance		\$	407,755.00	\$	407,755.00		
Ending Fund Balance		\$	594,477.00	\$	645,024.90		
Net Increase (Decrease) In Fund Balance		\$	186,722.00	\$	237,269.98	\$	50,547.98
Prepaid Expenses				\$			
Revolving Cash				\$	1,500.00		
Reserve for Economic Uncertainties				\$	71,000.00		
Other Assignments				\$	521,977.00		
					32.,300		
Total R	Reserves			\$	594,477.00		

Fund 01 - GENERAL		Seattle 12		Fiscal Year 2021	through 06/30)/2021
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES					A COMPANY OF VARIOUS	
LCFF Revenue Sources	(8010-8099)	447,058.00	448,777.65		(1,719.65)	0%
Federal Revenue	(8100-8299)	.00	16,645.00		(16,645.00)	
Other State Revenue	(8300-8599)	7,001.00	7,692.36		(691.36)	
Other Local Revenue	(8600-8799)	49,108.00	26,278.86		22,829.14	46%
Total Revenues EXPENDITURES	***	503,167.00	499,393.87		3,773.13	1%
Certificated Salaries	(1000-1999)	149,755.00	139,805.18	.00	9,949.82	7%
Classified Salaries	(2000-2999)	87,726.00	84,969.54	.00	2,756.46	3%
Employee Benefits	(3000-3999)	85,589.00	81,344.45	.00	4,244.55	5%
Books and Supplies	(4000-4999)	25,709.00	7,760.87	.00	17,948.13	70%
Services & Operating Expens	ses (5000-5999)	180,468.00	137,542.52	.00	42,925.48	24%
Other Outgo	(7100-7299, 7400-7499)	2,796.00	.00	.00	2,796.00	100%
Total Expenditures	·	532,043.00	451,422.56	.00	80,620.44	15%
0	perating Surplus/(Deficit)	(28,876.00)	47,971.31	47,971.31		
OTHER FINANCING SOU	RCES/USES					
nterfund Transfers Out	(7600-7629)	1,791.00	27,107.00	.00	(25,316.00)	(1414)%
Other Financing Sources	(8930-8979)	226,117.00	226,117.67		(0.67)	0%
Contributions	(8980-8999)	(8,728.00)	(9,712.00)		984.00	(11)%
Total Other Financ	ing Sources/Uses	215,598.00	189,298.67	.00	26,299.33	12%
	Net Surplus/(Deficit)	186,722.00	237,269.98	237,269.98		
	Beginning Fund Balance	407,755.00	407,754.92	407,754.92		
1	Net Ending Fund Balance	594,477.00	645,024.90	645,024.90		
Components of Ending F	und Balance					
NONSPENDABLE I	REVOLVING CASH - 9711	1,500.00	.00			
OTH	ER ASSIGNMENTS - 9780	521,977.00	.00			
DESIG EC	CONOMIC UNCERT - 9789	71,000.00	.00			
	Ending Fund Balance	594,477.00	.00			

RESOLUTION FOR ADOPTING THE "GANN" LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line K {COE line P}])

- WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,
- WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,
- WHEREAS, the Flournoy Elementary School District must establish a revised Gann limit for the 2020-21 fiscal year and a projected Gann Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;
- NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2020-21 and 2021-22 fiscal years are made in accord with applicable constitutional and statutory law;
- AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2020-21 and 2021-22 fiscal years do not exceed the limitations imposed by Proposition 4;
- AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

Date	Clerk, Board of Trustees
AND	CERTIFICATION:
AYES:	I, Rachel Davis, Superintendent
NOES:	
ABSENT:	Certify that the foregoing is a correct copy of a resolution passed and adopted by the Flournoy School District Board of Trustees
	Dated:
	Superintendent

Unaudited Actuals Fiscal Year 2020-21 School District Appropriations Limit Calculations

8		2020-21 Calculations			2021-22 Calculations	
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data		Entered Data/
A. PRIOR YEAR DATA	Dutu	2019-20 Actual	Totals	Data	Adjustments*	Totals
(2019-20 Actual Appropriations Limit and Gann ADA		2019-20 Actual			2020-21 Actual	
are from district's prior year Gann data reported to the CDE)						
FINAL PRIOR YEAR APPROPRIATIONS LIMIT						
(Preload/Line D11, PY column)	260,923.11		260,923.11			370,202.65
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	29.20	4	29.20			39.94
ADJUSTMENTS TO PRIOR YEAR LIMIT	Δα	justments to 2019-	20		lit	
3. District Lapses, Reorganizations and Other Transfers	, ,	justinents to 2015-	20	Ac	ljustments to 2020-	21
Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT						
(Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA			H			
(Only for district lapses, reorganizations and						
other transfers, and only if adjustments to the						
appropriations limit are entered in Line A3 above)						
OURDENT VEAR CAND ARA						
B. CURRENT YEAR GANN ADA		2020-21 P2 Report		2	021-22 P2 Estimate	
(2020-21 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools			1			
reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	39.94		39.94	39.94		00.04
Total Charter Schools ADA (Form A, Line C9)	0.00	1	0.00	0.00		39.94
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)	0.00	1998 St. 84 (1998 St. 1998 St	39.94	0.00		0.00
(00.04			39.94
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE	0	2020-21 Actual			2021-22 Budget	
AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	1 1	1			7	
Homeowners' Exemption (Object 8021)	2,010.26		2.040.00	0.00		
2. Timber Yield Tax (Object 8022)	2,266.76	1.7	2,010.26 2,266.76	0.00		0.00
Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
Secured Roll Taxes (Object 8041)	152,571.44	1	152,571.44	166,259.00		0.00 166,259.00
5. Unsecured Roll Taxes (Object 8042)	7,468.04		7,468.04	0.00		0.00
6. Prior Years' Taxes (Object 8043)	244.81		244.81	0.00		0.00
7. Supplemental Taxes (Object 8044)	2,045.05		2,045.05	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
Penalties and Int. from Delinquent Taxes (Object 8048) Other In Line Taxes (Object 8088) Other In Line Taxes (Object 8088)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	42.58		42.58	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF						
Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools						
in Lieu of Property Taxes (Object 8096) 16. TOTAL TAXES AND SUBVENTIONS						
(Lines C1 through C15)	166,648.94	0.00	166 649 04	100 050 00	2.00	
	100,040.04	0.00	166,648.94	166,259.00	0.00	166,259.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)			1			
17. To General Fund from Bond Interest and Redemption						
Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES	400 040 0	9				
(Lines C16 plus C17)	166,648.94	0.00	166,648.94	166,259.00	0.00	166,259.00

		2020-21 Calculations			2021-22 Calculations	Form GA
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			4,219.25			4,219.25
OTHER EXCLUSIONS						
20. Americans with Disabilities Act			0.00		-	0.00
21. Unreimbursed Court Mandated Desegregation Costs			0.00			0.00
22. Other Unfunded Court-ordered or Federal Mandates			0.00			0.00
23. TOTAL EXCLUSIONS (Lines C19 through C22)	T		4,219.25			4,219.25
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	280,719.00	25 KILLS	280,719.00	280,823.00		280,823.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	1,431.00		1,431.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	282,150.00	0.00	282,150.00	280,823.00	0.00	280,823.00
(Lines of Fide of S)			202,100.00	200,020.00	0.00	200,020.00
DATA FOR INTEREST CALCULATION		61				
Total Revenues (Funds 01, 09 & 62; objects 8000-8799) Total Interest and Return on Investments	643,540.36	11-1-	643,540.36	644,316.00		644,316.00
(Funds 01, 09, and 62; objects 8660 and 8662)	10,508.89		10,508.89	6,000.00		6,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS PRELIMINARY APPROPRIATIONS LIMIT		2020-21 Actual			2021-22 Budget	
Revised Prior Year Program Limit (Lines A1 plus A6)			260,923.11			370,202.65
2. Inflation Adjustment			1.0373			1.0573
Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places) PRELIMINARY APPROPRIATIONS LIMIT			1.3678			1.0000
(Lines D1 times D2 times D3)			370,202.65			391,415.26
APPROPRIATIONS SUBJECT TO THE LIMIT						
5 Local Revenues Excluding Interest (Line C18)			166,648.94			166,259.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero) b. Maximum State Aid in Local Limit			4,792.80			4,792.80
(Lesser of Line C26 or Lines D4 minus D5 plus C23;						
but not less than zero) c. Preliminary State Aid in Local Limit			207,772.96			229,375.51
(Greater of Lines D6a or D6b)			207,772.96			229,375.51
7. Local Revenues in Proceeds of Taxes						
Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			6 045 74			2 740 06
b. Total Local Proceeds of Taxes (Lines D5 plus D6cj)			6,215.74 172,864.68			3,718.86 169,977.86
8. State Aid in Proceeds of Taxes (Greater of Line D6a,						
or Lines D4 minus D7b plus C23; but not greater			004 557 00			
than Line C26 or less than zero) 9. Total Appropriations Subject to the Limit			201,557.22			225,656.65
a. Local Revenues (Line D7b)			172,864.68			
b. State Subventions (Line D8)			201,557.22			
c. Less: Excluded Appropriations (Line C23)			4,219.25			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			370,202.65			
(Emico Dod pido Dob milido Dob)			5. 5,252.05		CONTRACTOR OF THE SAME AND PERSONS	THE RESERVE THE PERSON NAMED IN

Unaudited Actuals Fiscal Year 2020-21 School District Appropriations Limit Calculations

52 71530 0000000 Form GANN

		2020-21 Calculations			2021-22 Calculations	
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero) If not zero report amount to: Keely Bosler, Director State Department of Finance Attention: School Gann Limits State Capitol, Room 1145 Sacramento, CA 95814			0.00			
SUMMARY 11. Adjusted Appropriations Limit		2020-21 Actual			2021-22 Budget	
(Lines D4 plus D10) 12. Appropriations Subject to the Limit			370,202.65			391,415.26
(Line D9d) * Please provide below an explanation for each entry in the adjustm			370,202.65			
vlelinda Flournoy Gann Contact Person		530-833-5331	or.			

august 11, 2021

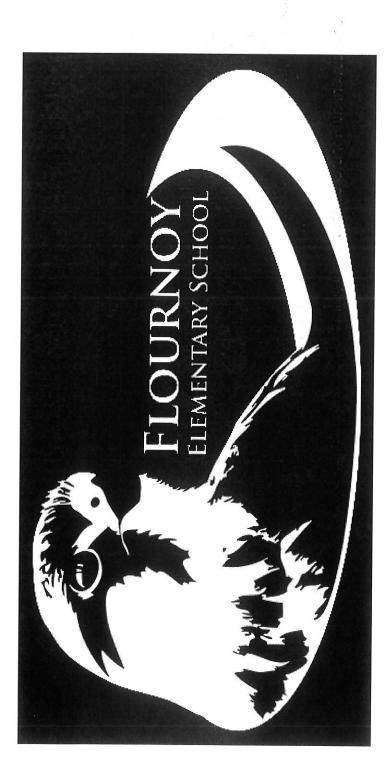
Phillip M. (Mike) Sanderson 14735 Weston Rd PO BOX 2316 Flournoy, CA. 96029

Flournoy Elementary School Board; Members of the Board, Greetings

I am hearby informing you that I am available to serve on the Flouring Flementary School Board to fill the currently vacant position.

My interest is based on a desire to see the excellent education and atmosphere of the school to continue. The abil dren of this community deserve the Dest we can give them.

That you, PM (Mili) & andus



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Flournoy Union Elementary School District	Rachel Davis	rdavis@flournovschool.org
	Superintendent	530-833-5331

including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The district sought input in a variety of ways to identify needs for students academic recovery. This included; parent conferences, back to school night, distance learning orientation with parents, phone calls to families, input surveys, staff meetings, and open house.

A description of how students will be identified and the needs of students will be assessed.

The District has utilized a multi-tiered system of assessment including classroom progress reports, i-Ready assessments (each trimester), reading fluency, and ELPAC data. Additionally, CAASPP results will also be utilized.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be informed of the opportunities for supplemental instruction and support through communications from the teacher, school site and district using Catapult Connect and other communication modalities.

A description of the LEA's plan to provide supplemental instruction and support.

paraprofessional support, MOU with TCDE for psychological services, MOU ELL support (Title III), and MOU Technology Support services, The district will provide supplemental instruction and support through extending learning time with classroom intervention, one-on-one or small group learning supports provided by certificated or classified staff, and learning recovery programs and materials. Additional and .MOU Resource specialist program services.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	4505.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1034.00	
Integrated student supports to address other barriers to learning	2434.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	5059.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	2934.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	500.00	
Total Funds to implement the Strategies		

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA. These monies are being used in coordination with other sources to focus on academic recovery and SEL needs of our students. The focus is on literacy, addressing learning loss, and keeping the focus on what students need. These efforts are being done in coordination with existing LCAP goals, and will support our efforts in moving forward academically and socially for our students.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, neeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.mailto:lcff@cde.ca.gov

Instructions: Plan Requirements

provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum,

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities.
- students at risk of abuse, neglect, or exploitation,
 - disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, creditdeficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- "Supplemental instruction" means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- "Support" means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]). operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal

The seven supplemental instruction and support strategies are:

- Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: S
- Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. þ.
- Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. o.
- Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. 3
- Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. 4.
- Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. 5
- Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. 6
- Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' socialemotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local

A description of how parents, teachers, and school staff were involved in the development of the plan

strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments. As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how be provided through a program of engaging learning experiences in a positive school climate.

learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (EC applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an

Expanded Learning Opportunities Grant Plan for Flournoy Union Elementary School District

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted. The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education

8.6

strengthen student achievement

AR 6158(b)

INDEPENDENT STUDY (continued)

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

(cf. 0420.4 - Charter School Authorization) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Instruction

BP 6158(a)

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

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(cf. 0420.4 - Charter School Authorization)
(cf. 6181 - Alternative Schools/Programs of Choice)
```

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

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(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
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BP 6158(b)

INDEPENDENT STUDY (continued)

(cf. 6146.1 - High School Graduation Requirements) (cf. 6146.11 - Alternative Credits Toward Graduation) (cf. 6172 - Gifted and Talented Student Program) (cf. 6200 - Adult Education)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
- 3. Learning required concepts, as determined by the supervising teacher
- 4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards 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 district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

BP 6158(c)

INDEPENDENT STUDY (continued)

- 2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
- 3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

- 1. Verification of current contact information for each enrolled student
- 2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

BP 6158(d)

INDEPENDENT STUDY (continued)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
- 2. The objectives and methods of study for the student's work and the methods used to evaluate that work
- 3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 4. 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 which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

BP 6158(e)

INDEPENDENT STUDY (continued)

- 6. 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 student upon completion
- 7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 8. A statement that independent study is an optional educational alternative in which no student may be required to participate
- 9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

BP 6158(f)

INDEPENDENT STUDY (continued)

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

- 1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
- 2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

- 3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
- 4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
- 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other

BP 6158(g)

INDEPENDENT STUDY (continued)

indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

- 6. Examinations shall be administered by a proctor.
- 7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.

9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

BP 6158(h)

INDEPENDENT STUDY (continued)

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar) (cf. 6112 - School Day)

- 11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
- 12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

- 13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
- 14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
- 15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
- 16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

BP 6158(i)

INDEPENDENT STUDY (continued)

- 2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
- 3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
- 4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
- 5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
- 7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
- 8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
- 9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- 10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed

before an evaluation of whether the student should be allowed to continue in course-based independent study.

BP 6158(i)

INDEPENDENT STUDY (continued)

- 11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
- 12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to

independent study

BP 6158(k)

INDEPENDENT STUDY (continued)

- 2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
- 3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
- 4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
- 5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
- 6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

BP 6158(1)

INDEPENDENT STUDY (continued)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability) (cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

BP 6158(m)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41020 Audit guidelines

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

46390-46393 Emergency average daily attendance

46600 Interdistrict attendance computation

47612-47612.1 Charter school operation

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52060 Local control and accountability plan

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

<u>COURT DECISIONS</u>

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal. App. 4th 1365

Management Resources: (see next page)

BP 6158(n)

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

<u>Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting WEB SITES</u>

California Consortium for Independent Study: http://www.ccis.org

California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

Education Audit Appeals Panel: http://www.eaap.ca.gov

Policy adopted: **Instruction**

CSBA MANUAL MAINTENANCE SERVICE

July 2021

AR 6158(a)

INDEPENDENT STUDY

Definitions

Live interaction means interaction between the student and 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. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means 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 and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
- 4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

AR 6158(c)

INDEPENDENT STUDY (continued)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students) (cf. 6184 - Continuation Education)

AR 6158(d)

INDEPENDENT STUDY (continued)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
- 4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

- 1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
- 2. Approving or denying the participation of students requesting independent study
- 3. Facilitating the completion of written independent study agreements
- 4. Ensuring a smooth transition for students into and out of the independent study mode

of instruction

5. Approving all credits earned through independent study

AR 6158(e)

INDEPENDENT STUDY (continued)

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

- 1. Completing designated portions of the written independent study agreement and signing the agreement
- 2. Supervising and approving coursework and assignments
- 3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
- 4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
- 5. Providing direct instruction and counsel as necessary for individual student success
- 6. Regularly meeting with the student to discuss the student's progress
- 7. Determining the time value of assigned work or work products completed and submitted by the student
- 8. Assessing student work and assigning grades or other approved measures of

achievement

AR 6158(f)

INDEPENDENT STUDY (continued)

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Regulation approved:

CSBA MANUAL MAINTENANCE SERVICE
July 2021

Flournoy Union Elementary School District Traditional Independent Study Master Agreement

School	Year	i .	

Student Information

Student Name:		Grade:	
Address:	9	Birthdate:	
Parent/Guardian:		Parent/Guardian:	
School enrolled:		Primary Phone:	
Program Placement:	• GED • SPED* • Other *Student's IEP must specifically provide for enrollment into an Independent Study Program	Reason for Independent Study:	QuarantineOther

Type of Independent Study

Cumulative Independent Study Days for this School Year:			
• Short Term Independent Study Independent Study AB 167: First 14 cumulative school days of IS in the school year do not require: • synchronous instruction, • daily live interaction, or • tiered re-engagement	• Long Term Independent Study After 14 days, LEAs must include synchronous instruction, daily live interaction, and tiered re-engagement pursuant to statute.		

Duration of Agreement

Beginning Date:	End Date:
Length of Independent Study Agreement:	Supervising Teacher:

This contract for Independent Study is for students enrolled in a comprehensive elementary or secondary school who enroll in, or whose parent, guardian or caregiver voluntarily enroll their child in, independent study to accommodate travel plans or other situations requiring the Student to be away from school.

Voluntary Statement: It is understood that independent study is an optional educational alternative that pupils voluntarily select. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom. (EC 51747 (c)(7); 5 CCR 11700(d)(2)(A) Please note: FUESD provides traditional independent study, not an IS program, and was granted the waiver in relation to AB 130.

Quarantine Independent Study: For the purposes of quarantine or COVID-19-related closure, the IS master agreement does not have to include the statement that instruction may be provided to the pupil through IS only if the pupil is offered the alternative of classroom instruction.

Notification regarding expulsion or suspended expulsion: It is understood that instruction may be provided for a student that has been expelled EC 48915 (expulsion) or 48917 (suspended expulsion) through independent study only if the pupil has the continuous choice of classroom instruction EC 51747(c)(7); 5 CCR 11700(d)(2)(B)

Assignments: It is understood that according to the district policy for grades TK through 8, the maximum length of time allowed between the assignment and the date the assignment is due is **FIVE (5) days**. After **three (3) missed** assignments, or if the student is not making satisfactory educational progress as determined by the general supervising teacher using the measures prescribed in accordance with paragraph (2) of subdivision (b) of Education Code Section 51747, an evaluation will be made to determine whether independent study is an appropriate strategy for this pupil.

Objectives, Methods of Study, Methods of Evaluation, and Resources: It is understood that the student is to complete the subjects listed in Exhibits, and that subject objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject descriptions. The teacher or teachers will evaluate submitted work and assign a letter grade or credit.

Long Term Independent Study: (more than 14 cumulative days of independent study) It is understood that pursuant to law, students will be offered the opportunity to engage in both live interaction and synchronous learning according to the following guidelines (after 14 cumulative days of short term independent study):

- TK-3rd grade students: daily synchronous instruction for all students throughout the school year.
- 4th-8th grade students will be offered daily live interaction and weekly synchronous instruction for all students throughout the school year.

It is understood that by enrolling in LongTerm Independent Study (more than 14 cumulative days of independent study), the student agrees to participate in the mandatory live sessions according to the schedule outlined by the supervising teacher. The student agrees to complete other coursework online, according to this Agreement.

All students will need to meet with their supervising teacher based on their reporting schedule. To communicate about the student's progress, the teacher will first utilize electronic means (such as email, Aeries phone, Zoom, Telephone, or Google Classroom) and will communicate as outlined in District policy.

1. Manner, Time, Frequency, and Place for Submitting Pupil's Assignments

Manner: Google Classroom, online via curriculum assignment or program, zoom, email, in person

Time: Pupil will turn in assignments by the due date established and communicated by the teacher. Assignment due dates will be determined at the beginning of the FUESD INDEPENDENT STUDY.

Frequency: Work will be completed daily or weekly based on the assignment due dates. Pupil may also turn in assignments in person.

2. Manner, Time, Frequency, and Place for Reporting Pupil's Academic Progress

Manner: Aeries, email, phone, in person

Time: Last day of short term independent study

Frequency: Weekly

Place: Aeries, email or in person at Flournoy School

3. Manner, Time, Frequency, and Place for Communication with Pupil's Parent or Guardian Regarding Pupil's Academic Progress

Manner: Aeries, email, phone, in person

Time: Last day of short term independent study

Frequency: Weekly

Place: Aeries, email, phone or in person

4. Objectives and Methods of Study for Pupil's Work

 Curriculum will be aligned to California Core State Standards (CCSS) in English Language Arts, math, science, social studies and physical education in prospective grade level.

5. Methods Used to Evaluate Pupil's Work

- 1. Curriculum assessments
- 2. Completed assigned work
 - a. Pupil must complete at least 60% of assigned work for the time period of the short term independent study program

- 3. Additional optional methods to evaluate Pupil's work:
 - a. i-Ready (Reading and Math)
 - b. Easy CBMs (Reading Fluency and Math)
 - c. CAASPP (Grades 3-8 only)
 - d. ELPAC (English Language Learners only)
- 6. Specific Resources that Will be Made Available to the Pupil. [This section must include the materials and personnel and must confirm or provide the pupil with access to connectivity and devices adequate to participate in the independent study program and complete assigned work.]
 - Credentialed teacher
 - Classified Staff (paraprofessionals)
 - Common Core State Standards Curriculum
 - Chromebook, charger, headphones
 - Hot spot (if applicable)
 - Online Access To Educational Platforms
 - o Google Classroom
 - o Class Dojo
 - o i-Ready
 - o Reflex
 - o Read Live
 - o Easy CBM
 - o Online curriculum via assignment or program
- 7. Maximum Length of Time Allowed Between the Assignment and the Completion of Pupil's Assigned Work; How Satisfactory Progress will be Measured and Requisite Levels of Progress; and the Number of Missed Assignments Allowed Before an Evaluation of Whether or Not Pupil Should be Allowed to Continue in FUESD TERM INDEPENDENT STUDY
 - Pupil must complete at a minimum 60% of work assigned.
 - Work must be turned in by the assigned due date.
 - Progress will be evaluated on an ongoing basis by the classroom teacher and communicated to all stakeholders by the time frame, frequency, and manner indicated in FUESD Independent Study.

Satisfactory Progress: It is understood that a student's progress in independent study is determined through evaluation and review of data based on the following indicators

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable measures of Student achievement and

Student engagement as those terms are defined in Education Code section 52060(d)(4) and (5).

- 2. Completion of assignments, assessments, or other indicators that evidence the student 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.

It is understood that the following situations may prompt either the initiation or re-engagement strategies (BP 6158) or a meeting to review student's progress.

- 1. A student fails to complete three independent study assignments
- 2. A student is not generating attendance for more than three (3) school days or 60 percent of the instructional days per week;
- 3. A student's academic performance is not commensurate with performance during non-independent study instruction; or
- 4. Requested by parent or teacher.

It is understood that re-engagement strategies are described in the BP 6158 and include, but are not limited to:

- 1. verification of contact information
- 2. notification to parents/guardians of absence or lack of participation
- 3. outreach to determine student needs, and
- 4. requiring a student-parent-educator conference to review the student's written agreement and reconsider the impact of Independent Study on the student's achievement and well-being.
- 8. Number of Course Credits or Other Measures of Academic Accomplishment to be Earned by Pupil Upon Completion

N/A

9. 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, Individuals with Exceptional Needs in Order to be Consistent

with a Pupil's Individualized Education Program or Plan Pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), Pupils in Foster Care or Experiencing Homelessness, and Pupils Requiring Mental Health Supports

FUESD uses a Multi Tiered System of Supports (MTSS) to meet the diverse needs of all students. This is a layered approach to content delivery and intervention and is based on student performance towards meeting grade level proficiency standards. This approach takes into consideration both academic and social-emotional needs.

Pupil will be offered interventions through the MTSS model based on need and as determined by the classroom teacher and other support staff onsite.

10. Instructional Plan

Short Term Independent Study: Regardless of how the short-term IS is provided to a student, LEAs have broad discretion over instructional methods used. These methods may include paper or virtual assignments, lectures, videos, simulcasting, interactive curriculum, and other types of instruction. Students must create a tangible work product to which their teacher must assign a time value. Relative to the standard ("long-term") IS requirements described below, LEAs may offer a less complex form of IS to students in their first 14 school days of IS; they do not have to provide synchronous instruction, daily live interaction, or tiered reengagement for students during the first 14 schooldays. The 14 school days are cumulative over the school year.

Long Term Independent Study: For the term of the Agreement, Pupil will participate in live interaction and/or synchronous instruction as follows: Pupils in grades TK-3 must be provided with a plan for opportunities for daily synchronous instruction throughout the school year. Pupils in grades 4-8 must be provided with a plan for opportunities for both daily live interaction and at least weekly synchronous instruction throughout the school year.

	Live Synchronous May include any of the following learning opportunities: zoom in person telecommunication phone	Daily live interaction May include any of the following in person interactions: • phone • zoom • telecommunication • email • in person
TK-3	Daily	Daily
4-8	Once per week	Once per day

Subject	Assignment / Objective / Resources/Schedule Description of what pupil is expected to read, write, com	Evaluation aplete,
	etc.	
	T T	

By signing below, I represent and warrant that I understand that FUESD Traditional INDEPENDENT STUDY PROGRAM is an optional educational alternative that Pupil voluntarily selects, and no pupil is required to participate in this program. If Pupil is referred or assigned to [FUESD INDEPENDENT STUDY] pursuant to Education Code section 48915 or 48917, instruction may be provided to Pupil through independent study only if Pupil is offered the alternative of classroom instruction. I hereby recognize that Pupil has been offered the alternative of classroom instruction and has nonetheless decided to participate in independent study. *Please note: For Short term independent study: LEAs may earn apportionment for student attendance from the first day of traditional IS when used for quarantine. For the purposes of quarantine or COVID-19-related closure, the IS master agreement does not have to include the statement that instruction may be provided to the pupil through IS only if the pupil is offered the alternative of classroom instruction.

Pupil	Date

Parent/Legal Guardian/Caregiver	Date	
Teacher/Staff	Date	
Administration/Staff	Date	



Tehama County Department of Education

Richard DuVarney Tehama County Superintendent of Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

September 15, 2021

Superintendent and Board of Trustees Flournoy Union Elementary School District

RE:

2021-22 Budget/LCAP Approval

The Tehama County Department of Education has received and completed our review of the District's Local Control and Accountability Plan (LCAP) and Adopted Budget for fiscal year 2021-22. Based on our review, the 2021-22 adopted budget and LCAP of the Flournoy Union Elementary School District have been conditionally approved.

LCAP Approval

Pursuant to Education Code (EC) Section 52070(d), the three criteria for LCAP approval include:

- 1. Adherence to the State Board of Education (SBE) Template
- 2. Sufficient Expenditures in Budget to implement LCAP
- 3. Adherence to SBE Expenditure Regulations

Through the review and oversight process, it has been determined that your District's LCAP does not adhere to the State Board of Education (SBE) Template, and will be in compliance with the above criteria after technical corrections have been made. The corrections must be made before October 8, 2021.

We remind districts that Supplemental and Concentration (S&C) grant funding is included in the Local Control Funding Formula to increase and/or improve services to low-income, English learner and foster youth student populations. To properly serve these targeted groups who generated the funding, it is expected that S&C grant dollars be fully expended each fiscal year.

This is particularly important as the 2021-22 education omnibus budget trailer bill creates two significant new LCAP requirements:

Superintendent and Board of Trustees Flournoy Union Elementary School District Page 3

Carryover Requirements

Changes in Education Code sections 42238.07 and 52064 create a new carryover requirement related to the requirement to increase or improve services for unduplicated pupils.

Starting with the 2022-23 LCAP adoption, LEAs must include in their LCAPs a calculation of any shortfall – quantitatively or qualitatively – between planned actions and services contributing to increased and improved services for unduplicated pupils and actual actions and services for the year prior to the LCAP year. If, based on estimated actuals, the shortfall is such that the LEA did not meet its required minimum percentage to increase or improve services, then the difference will become an added increased and improved services requirement in the LCAP year.

The LCAP template will be revised later this year by the SBE to accommodate these new requirements, and Education Code section 52071 has been amended to add new requirements for county office review and approval of LCAPs, including explicit requirements to enforce the carryover provisions.

LCAP Supplement

Uncodified section 124 of AB 130 requires the SBE to adopt a "one-time supplement template to the annual update to the 2021-22 local control and accountability plan."

This supplement shall be adopted by the SBE by November 30, 2021. LEAs will be required to present the supplement at a regularly scheduled board meeting on or before February 28, 2022, as part of an "update on the annual update" for the 2021-22 LCAP. The supplement must also be included as part of the 2022-23 adopted LCAP submitted for approval.

Budget Approval

Pursuant to EC Section 42127, the Tehama County Department of Education has completed review and analysis of your District's Adopted Budget for fiscal year 2021-22. The budget has been **conditionally approved pending correction of** the District's LCAP. In addition, we have the following comments and concerns:

Cash Flow

The district has not provided a cash flow. This should be included as part of the budget submission. It is important to closely monitor cash throughout the year to ensure that the actual cash balance at year end will be sufficient.

Superintendent and Board of Trustees Flournoy Union Elementary School District Page 3

Deficit Spending

The District's budget reflects deficit spending in all three years of the unrestricted multi-year projection. A significant drop in enrollment and Average Daily Attendance (ADA) will exacerbate the deficit spending. There were a number of changes incorporated in the Budget Trailer Bill, such as a reduction in the State Unemployment Insurance Rate, which will decrease the projected deficit spending. Districts must stay agile and carefully monitor 2021-22 enrollment, ADA, and budget to develop a plan for future operations.

We are committed to working closely with the District to support efforts to maintain the sound financial condition of the Flournoy Union Elementary School District.

If our office can be of further assistance, please contact Jennifer Kiff at 528-7376.

Sincerely,

RICHARD DUVARNEY

Tehama County Superintendent of Schools

cc: Melinda Flournoy, District Business Manager