



## **INDEPENDENT STUDY POLICY**

Lighthouse Community Public Schools (“LCPS” or “Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the LCPS Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be from five (5) days to no more than fourteen consecutive (14) school days.
2. The Assistant Principal of Instruction or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a) When any pupil fails to complete 15% or more of the assignments during any period of 14 school days.
  - b) In the event a student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

- iii. Learning required concepts, as determined by the supervising teacher.
  - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three (3) years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies<sup>1</sup> for the following pupils:
- a) All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
  - b) Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c) Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

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<sup>1</sup> The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

- a) Verification of current contact information for each enrolled pupil.
  - b) Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
  - c) A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
  - d) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
- a) For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
    - i. Daily Synchronous Instruction Schedule (School Administration and Teachers)
    - ii. Create a Consistent Schedule: Develop a daily schedule that includes specific time blocks for synchronous instruction. Each grade level will have a tailored schedule to accommodate developmental needs.
    - iii. Notify Families: Share the daily schedule with families, highlighting the importance of attendance and participation.
    - iv. Flexible Timing: Offer alternative time slots for synchronous sessions to accommodate families with varying schedules, ensuring every student has the opportunity to participate.
    - v. Curriculum Alignment: Ensure that daily synchronous instruction is aligned with the curriculum and grade-level standards.
    - vi. Interactive Lessons: Teachers will conduct live, interactive sessions each day, incorporating activities such as read-alouds, guided practice, and collaborative discussions to keep students engaged.
    - vii. Attendance and Participation Tracking (Responsibility: Teachers and Attendance Officers)
      - 1. Daily Attendance: Track student attendance during synchronous sessions, following up with families of students who are absent or frequently miss instruction.
    - viii. Regular Updates: Communicate regularly with families to provide updates on their child's progress, share upcoming instructional activities, and offer tips for supporting learning at home.

- b) For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
- i. Daily Synchronous Instruction Schedule (Teachers and Teachers in Training)
  - ii. Create a Consistent Schedule: Develop a daily schedule that includes specific time blocks for synchronous instruction. Each grade level will have a tailored schedule to accommodate developmental needs.
  - iii. Notify Families: Share the daily schedule with families, highlighting the importance of attendance and participation.
  - iv. Flexible Timing: Offer alternative time slots for synchronous sessions to accommodate families with varying schedules, ensuring every student has the opportunity to participate.
  - v. Curriculum Alignment: Ensure that daily synchronous instruction is aligned with the curriculum and grade-level standards.
  - vi. Interactive Lessons: Teachers will conduct live, interactive sessions each day, incorporating activities such as read-alouds, guided practice, and collaborative discussions to keep students engaged.
  - vii. Attendance and Participation Tracking (Responsibility: Teachers and Attendance Officers)
    1. Daily Attendance: Track student attendance during synchronous sessions, following up with families of students who are absent or frequently miss instruction.
  - viii. Regular Updates: Communicate regularly with families to provide updates on their child's progress, share upcoming instructional activities, and offer tips for supporting learning at home.
- c) For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
- i. School Administration and Teachers
    1. **Weekly Time Slots:** Assign specific time slots during the week for each subject or course, ensuring that every teacher provides at least one live synchronous session per week.
    2. **Timetable Coordination:** Coordinate with teachers to avoid scheduling conflicts and ensure that students can attend all required sessions.

3. **Communication:** Provide students and parents with a detailed weekly schedule, including session times, subjects, and links to virtual classrooms.
  4. **Attendance Recording:** Track student attendance for each synchronous session, ensuring records are kept up-to-date.
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
1. Communication with Families
    - a. Contact families who wish to transition their child from independent study to in-person instruction.
    - b. Provide clear information on the transition process, including the expected timeline and any necessary steps or documents.
    - c. Confirm the student's return date and update the student's status in the school's records.
  2. Academic Assessment and Preparation
    - a. Review the student's progress during independent study to identify any gaps or areas needing attention.
    - b. Prepare necessary instructional materials and resources that align with the current in-class curriculum.
    - c. Assign a mentor or point of contact for the student to support their transition.
  3. Classroom Assignment and Scheduling
    - a. Assign the student to a classroom and ensure that the teacher is informed about the student's return.
    - b. Update the student's schedule to align with the in-person instruction timetable.
    - c. Provide the student and their family with a new class schedule and any relevant classroom information.
  4. Orientation and Reintegration Support
    - a. Organize a brief orientation for the returning student, including a tour of the school (if needed) and an introduction to teachers and classmates.
    - b. Provide any necessary support resources, such as counseling or tutoring, to help the student reintegrate smoothly..
  5. Monitor and Follow-Up
    - a. Monitor the student's adjustment to in-person instruction.
    - b. Schedule a follow-up meeting with the student and their family to discuss the transition and address any ongoing needs.
  6. Additional Considerations:

- a. Health and Safety: Ensure that all health protocols are communicated and followed during the transition.
  - b. Special Needs: Provide additional support for students with special needs to ensure a smooth transition.
  - c. Communication Channels: Maintain open lines of communication between the school, the student, and the family throughout the process.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
  - b) The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
  - c) The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d) A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - e) The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - f) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - g) A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the 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.

- h) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i) For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
  - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Revision Date: 11.13.2023

Adopted: 8.1.24

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Executive Director may establish regulations to implement these policies in accordance with the law.



**Written Agreement for Independent Study**

<b>Student Name:</b>	<b>Agreement Duration:</b>
<b>Student Number:</b>	<b>Beginning Date:</b>
<b>DOB:</b>	<b>End Date:</b>
<b>Address:</b>	<b>Grade Level:</b>
<b>Phone:</b>	<b>Program Placement: Independent Study</b>
<b>School:</b>	

1. **The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress:**
  - a) **Manner of Reporting:** Virtual
  - b) **Time:** During school hours between [INSERT] and [INSERT]
  - c) **Frequency:** Every 5 school days.
  - d) **Place:** At the school site or online via virtual live connection.
  
2. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
  
3. **Method of Study:** The following methods of study will be utilized: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Synchronous instruction.
  
4. **Method of Evaluation:** The following methods of evaluation will be utilized: Teacher-made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Journals, Presentations, Quizzes, Labs, Final Examinations.
  
5. **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include

resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

**6. Board Policies Pursuant to Education Code Sections 51747(a) and (b):**

- a) For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be within no more than 14 school days.
- b) The Executive Director/Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 15% assignments during any period of 5 school days.
  - ii. In the event Student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

**7. Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Students will meet California State Standards in all courses. All students, grades K-8, take benchmark assessments three times throughout the school year, which measure both proficiency and individualized growth. Students, grades 9-12, shall obtain academic credits towards Charter School graduation requirements.

8. **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its multi-tiered systems of support (“MTSS”) to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.
  
9. **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  
10. **Pupil-Parent-Educator Conference:** Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

**Signatures and Dates:**

***I have read and I understand the terms of this agreement, and agree to all provisions set forth.<sup>2</sup>***

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Certificated employee who has been designated as having responsibility for the general supervision of independent study		
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable		

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<sup>2</sup> Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

# LCPS Short-Term Independent Study 24-25

## Verification of Completion

(To Be Completed by Crew Leader)

<b>Student Name:</b>	<b>Agreement Duration:</b>
<b>Student Number:</b>	<b>Beginning Date:</b>
<b>DOB:</b>	<b>End Date:</b>
<b>Address:</b>	<b>Grade Level:</b>
<b>Phone:</b>	<b>Program Placement: Independent Study</b>
<b>School:</b>	
<b>Crew Leader:</b>	


**I, the Crew Leader(s), certify the student named above, has met their Agreement conditions as indicated below:**

**\_\_\_Completed.** The student has met all terms and agreements of the Agreement. Credit for attendance is marked below.

**\_\_\_Partially Completion or Terminated.** The student has not satisfactorily met all the terms and conditions of the Agreement for the reasons below.

Missed teacher appointment on: \_\_\_\_\_ and \_\_\_\_\_  
 independent work was incomplete, not done, or of unsatisfactory quality.

Termination Date (if necessary): \_\_\_\_\_

**The student has satisfactorily completed the terms of STIS Agreement for the following dates:**

Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1	--/--/--	--/--/-- -	--/--/-- -	--/--/-- -	--/--/-- -
2	--/--/--	--/--/-- -	--/--/-- -	--/--/-- -	--/--/-- -
3	--/--/--	--/--/-- -	--/--/-- -	--/--/-- -	--/--/-- -
4	--/--/--	--/--/-- -	--/--/-- -	--/--/-- -	--/--/-- -

**My signature verifies:**

The student's performance of meeting the terms and conditions of the STIS Agreement as reported on the Certification of Completion, and that One student work sample for each subject on the Agreement is filed in the student folder and will be available for three (3) years from the date below.

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 Crew Leader Signature

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 Date