



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. Traditional independent study, whether short-term (less than 16 days) or on rare occasions long-term, (16 days or greater), may only be used for emergency circumstances such as extended illness/medical conditions, death of a family member, upon recommendation of the Multi-Tiered Systems of Support ("MTSS") Team or Individualized Education Program ("IEP") Team, or other exceptional circumstances as reviewed and approved by the Head of School, Principal or designee. 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 Charter School:

1. Approving a student's participation in independent study is at the discretion of the Principal, Head of School or designee. The Principal, Head of School or designee's considerations may include, but are not limited to, the student's current academic standing; the student's grade level; the timing relative to the grading period; the purpose for which independent study is requested; previous participation in independent study; available information about medical condition(s) which limit participation in classroom instruction; and input from teachers, Multi-tiered Systems of Support ("MTSS") team or the Individualized Education Program ("IEP") team, as applicable.
2. 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 fifteen (15) school days.
3. The Principal, Head of School 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 fifteen percent (15%) or more of the assignments during any period of fifteen (15) 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.

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.

- 4. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
- 5. The Charter School has adopted tiered reengagement strategies* 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:

- 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.
- 6. 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 Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
 - b. For pupils in grades 4-8, inclusive, the Charter School shall 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.
- c. For pupils in grades 9-12, inclusive, the Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
7. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.*

* The tiered re-engagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 5, 6, and 7 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. 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; or
- c. 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.

8. The Charter School may offer independent study to meet the short- or long-term educational needs of pupils enrolled in the Charter School as needed in the case of emergency conditions as described in Education Code Sections 46392 and 46393 (e.g., fire, flood, impassable roads, epidemic, earthquake, epidemic, war, imminent safety hazard determined by local law enforcement). Independent study shall be offered to any pupil impacted by any of the emergency conditions set forth in Education Code Sections 46392 and 46393 within ten (10) days of the first day of a school closure or material decrease in attendance. In the event of emergency conditions set forth in Education Code Sections 46392 and 46393, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than ten (10) school days, pupils who are individuals with exceptional needs shall receive the services identified in their IEP for emergency conditions and may participate in an independent study program pursuant to this policy.
9. 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. Independent study agreements shall be fully executed as follows:
 - a. Signatures on the independent study agreement shall include 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.

- b. 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.
 - c. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study.
 - d. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year.
 - e. For a pupil participating in an independent study program due to the emergency conditions specified in this policy, each written agreement shall be established within a reasonable amount of time as follows:
 - Where reasonable, given the emergency conditions, the independent study agreement for independent study scheduled for more than fifteen school days shall be signed prior to the commencement of independent study. If the emergency conditions make obtaining signatures prior to the commencement of independent study unreasonable, the signature for independent study scheduled for more than fifteen days will be obtained as soon as reasonably possible. For independent study scheduled for fifteen (15) school days or fewer under emergency conditions, each written agreement shall be signed during the school year in which the independent study program takes place.
10. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
11. The CEO may establish regulations to implement these policies in accordance with the law.



Written Agreement for Independent Study

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

- 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 _____ and _____.
 - c. **Frequency:** Every five (5) school days
 - d. **Place:** At the schoolsite 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) **Methods 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) **Methods 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 fifteen (15) 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 fifteen percent (15%) or more of the assignments during any period of fifteen (15) 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 Course Credits or for Elementary Grades Measures of Academic Achievement to be Earned by the Pupil Upon Completion

Students will meet California State Standards in all courses. All students, grades TK-6, take benchmark assessments at 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 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.

(Continued on the next page)

11) Signatures and Dates:

I have read and I understand the terms of this agreement, and agree to all provisions set forth.¹

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		

¹ 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.

Lighthouse Community Public Schools Short-Term Independent Study Documentation

Student:	Start/End Date:	Grade Level:
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Assigned Educational Activities During Independent Study (Make Copy for Each day on STIS)

Day 1				
Subject	(Please note not all subjects may be assigned during IS)	# of Minutes in Class Daily	Time Value of Assignments (This should be equivalent to class minutes daily)	Supervising Credential Teacher Verification
English Language Arts				
Math				
Social Studies				
Science				
Physical Education				
Other (e.g Elective, ELD, Art, CTE, Spanish)				

Lighthouse Community Public Schools Short-Term Independent Study Documentation

Student:	Start/End Date:	Grade Level:
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Please note: Students are not required to divide up the assigned work evenly among their independent study days but must engage in educational activities assigned by the school on each day that the school is in session (Monday through Friday, non-school holidays).

Lighthouse Community Public Schools Short-Term Independent Study Documentation

Student:	Start/End Date:	Grade Level:
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For K-8 Parent/HS Student Completion: Please insert the date and check and initial on each school day in which the student engaged in educational activities assigned by the school.

Day 1: / /	Day 2: / /	Day 3: / /	Day 4: / /	Day 5: / /
Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []

Day 6: / /	Day 7: / /	Day 8: / /	Day 9: / /	Day 10: / /
Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []	Engaged in Assigned Educational Activities: ☐ ELA ☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: []

Day 11: / /	Day 12: / /	Day 13: / /	Day 14: / /	Day 15: / /
Engaged in Assigned Educational Activities: ☐ ELA	Engaged in Assigned Educational Activities: ☐ ELA	Engaged in Assigned Educational Activities: ☐ ELA	Engaged in Assigned Educational Activities: ☐ ELA	Engaged in Assigned Educational Activities: ☐ ELA

Lighthouse Community Public Schools Short-Term Independent Study Documentation

Student:	Start/End Date:	Grade Level:
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☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: [] []	☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: [] []	☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: [] []	☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: [] []	☐ Math ☐ Social Studies ☐ Science ☐ PE Parent/Student Initials: [] []
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For Crew Leader (Supervising Credentialed Teacher) Completion:

Assigned Crew Leader:		Hours or Fraction of the Hour of Pupil Work Products and the Time that the Pupil Engaged in Asynchronous Instruction Per Day (circle one):	• TK/K: 3-4 hours per day; 17 hours per week • Grades 1-3: 5 hours per day; 24 hours per week • Grades 4-5: 5 hours/day; 25 hours per week • Grades 6-8: 6 hours per day; 30 hours per week • Grades 9-12: 6 hours per day (could be 8 with advanced courses); 30 hours per week
Start Date of Independent Study:		Total # of Possible Days of Independent Study Attendance:	
		1) # of Days of Student Engagement on Assignments on School Days:	
End Date of Independent Study:		2) # of Days of Time Value of Student Work Product as Judged by the Supervising Teacher:	
		Days of Independent Study Attendance Granted: (Insert the lesser of #1 or #2)	

Lighthouse Community Public Schools Short-Term Independent Study Documentation

Student:	Start/End Date:	Grade Level:
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Representative Work Sample Collected: (check when complete)	☐ completed	Written Independent Study Agreement on File: (check when complete)	☐ completed
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I certify that the above information is true and correct and reflects my judgment as to the time value of the student work product.

Crew Leader (Supervising Teacher) Signature

Print Name

Date