
INDEPENDENT STUDY POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma^[SHP1] (hereinafter, collectively “CPCS” or the “Charter Schools”) offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels 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 student must complete the assigned work shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
3. Regular attendance is critical to the success of all students. Attendance is defined as *“a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)”*

California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program. Attendance is calculated based on the work completed by the student and submitted by the due dates established in the Independent Study Master Agreement. The assigned teacher assesses the student’s work to determine whether the work completed constitutes a full day of attendance. When determining the time value of a student’s work, the teacher will consider each student individually and may adjust the assignments accordingly.

4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.

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- b. In the event that a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers 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.
5. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy^[SHP1] for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follow:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence 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. When the Attendance or Adequate Progress Policy is triggered, 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 requirement above regarding the number of missed assignments and level of satisfactory educational progress that will trigger an evaluation as to whether it is in the best interest of the pupil to remain in independent study.
 - e. A plan to evaluate the pupil’s achievement and necessary support through the Charter School’s Multi-Tiered Systems of Support process.
6. The following plan shall be in place in accordance with Education Code Section 51747(e):
 - 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 assigned supervising teacher shall be as follows: Daily

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- synchronous activity will be in the online classroom with group or one-to-one instruction.
- 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 CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: daily check in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
- 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 assigned supervising teacher shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. 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 herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
 - i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.
 - 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 student upon completion.
 - g. The inclusion of a statement in each independent study agreement that independent

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study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

- h. 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 support.
 - i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, 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 student.
8. 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: The withdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdraw documents (including exit grades) and send them to the parent/guardian or adult student.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Executive Director shall establish regulations to implement these policies in accordance with the law.