



The
**Preuss
School**
UC San Diego

Independent Study Assignment
Contract Policy



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Independent Study

Overview

The Preuss School UC San Diego may provide, at the discretion of the principal, the optional alternative of independent study to those scholars/parent guardians who request and willfully enter into an independent study agreement.

Independent study includes standards-aligned content at the level of quality and intellectual challenge substantially equivalent to in-person instruction. Independent study provides access to all courses offered by The Preuss School for graduation, including those approved by the University of California or the California State University as creditable under the A-G admissions criteria.

Scholars with disabilities may be provided with independent study so long as the other special education requirements are met, including a meeting of the IEP team to determine that the scholar can be offered a free appropriate public education in an independent study setting. (Education Code 51747; 5 CCR 11700)

Because excessive leniency in the duration of independent study assignments may result in a scholar falling behind their peers and increasing the risk of dropping out of school, independent study assignments shall be no more than one week in duration. However, when necessary, based on the specific circumstances, the Principal or designee may allow for a more extended period between the date an assignment is created and when it is due, up to the agreement's termination date.

When satisfactory education progress in one or more courses is not being made, certificated employees must notify the pupil or parent/guardian and determine what additional supports are needed. Satisfactory educational progress is defined as receiving a C (70%) or greater, and the scholar missing no more than 50% of assignments.

Written Agreements

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

The master agreement shall contain all the required elements(1)The manner, time, frequency, and place for submitting a pupil's assignments, reporting their academic progress, and communicating with a scholar's parent or guardian regarding the scholar's academic progress. (AB 130)

(2)The objectives and methods of study (pupil activities selected by the supervising credentialed staff as the means to reach the educational objectives outlined in the written agreement) for the pupil's work.

(3)The methods utilized to evaluate that work (any specified procedure through which a certificated learning facilitator personally assesses the extent to which the pupil has achieved the objectives outlined in the written assignment

(4)The specific resources, including materials and personnel, to be made available to the pupil

(a)Resources reasonably necessary to the achievement of the objectives in the written agreement, not to exclude resources ordinarily available to all pupils on the same terms as the terms on which they are generally available to all pupils.

(b)The resources include confirmation of or providing access to the connectivity and devices adequate to participate and complete work. (AB 130)

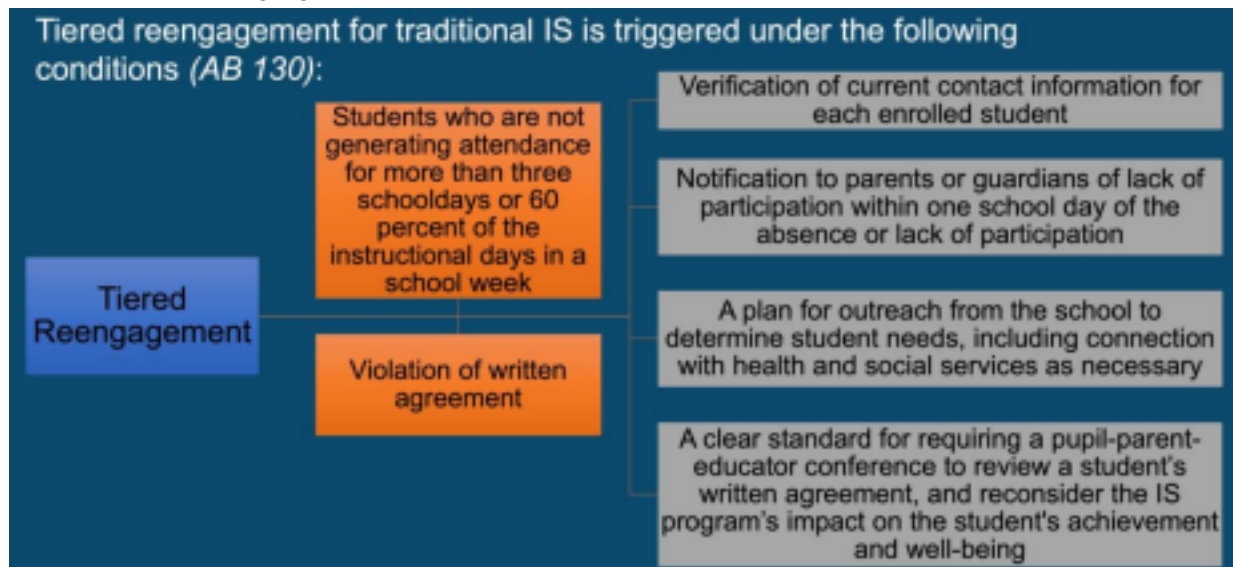
(c) A statement detailing the academic and other supports that will be provided to address the needs of scholars who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs to be consistent with the scholar's IEP or 504 Plan, scholars in foster care or experiencing homelessness, and scholars requiring mental health supports. (AB130)

(5)A statement of the policies adopted according to subdivisions (a) and (b) of Education Code section 51747:

(a)The maximum length of time allowed between the assignment and the completion of a pupil's assigned work is five school days.

(b)The number of assignments a pupil may miss before there must be an evaluation of whether it is in the pupil's best interests to continue in independent study is more than 50% of all assignments.

(c)Procedures for tiered re-engagement strategies for all pupils 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 learning agreement, and procedures for tiered re-engagement strategies for pupils not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement:



(6)The duration of the independent study agreement, including the beginning and end dates for the pupil's participation in independent study under the agreement, recognizing that no independent study agreement shall be longer than one school year.

(7)A statement of the number of course credits to be earned by the pupil upon completion.

(8)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 according to Education Code 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).

(9) A statement detailing the academic and other supports that will be provided to address the needs of scholars who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec 794), scholars in foster care, scholars experiencing homelessness, and scholars requiring mental health supports (AB 181).

(10) Signatures (by those below):

- (a) The pupil;
- (b) The pupil's parent, legal guardian, or caregiver as that term is used in Family Code section 6550 and following if the pupil is less than 18 years old;
- (c) The principal
- (d) The pupil's advisory teacher
- (e) All members of the pupil's individualized education program team (as applicable)

Senate Bill 153 (for 2024-2025 School Year: The written agreement maintained by the school to be signed before the commencement of the independent study if the pupil's program or course is projected to last for 16 school days or more, and during the school year in which the independent study takes place in the pupil's program or course is projected to last for 15 school days or fewer.

(11) A plan to provide weekly opportunities for synchronous instruction and live interaction, for scholars participating in independent study for 15 or more school days in a school year.

(12) For each scholar, each written agreement that meets the requirements for independent study is required to be maintained on file for three (3) years.

(a.) Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file.

(b.) Before signing a written agreement pursuant to this policy, a parent or guardian may request that the School conduct a phone, 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.

Return to In-Person Instruction

For scholars who participate in independent study for 15 or more school days in a school year and whose families wish to return to in-person instruction from independent study, Preuss shall allow the student to return expeditiously, and in no case later than five instructional days.

Exceptions for Pupils Under Professional Care

Scholars who participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. Preuss shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

Program Evaluation

The Principal or designee shall annually report to the Superintendent the number of scholars participating in independent study and the average daily attendance generated for apportionment purposes. Based on the program evaluation, The Superintendent shall determine areas for program improvement as needed.

(1) The average daily attendance (ADA) generation is equal to the daily time value spent by students engaged in asynchronous instruction, including asynchronous online, or computer-based instructional activities.

(2) Time value must be equivalent to a full day of work as judged by a certificated employee of the charter school.

(3) A daily engagement record is needed for pupils participating in independent study for 15 days or more.

(4) Cannot exceed one day of apportionment credit per day of instruction (combination of classroom and IS).

(5) Minimum day by grade span (applies to school districts and COEs):

(6) Grades 4-12 = 240 minutes.

Attendance Credit vs. Academic Credit	
<p>Attendance Credit</p> <ul style="list-style-type: none"> • Effort devoted to assigned work used for attendance credit. • Effort is individually determined. 	<p>Academic Credit</p> <ul style="list-style-type: none"> • Quality of achievement used for academic credit. • Work sometimes needs to be reassigned for academic credit. <ul style="list-style-type: none"> ◦ Teacher should include an explanatory note when the same assignment is reported for attendance credit more than once. ◦ Ideally the supervising teacher is aware before the assignment is due that the student is not performing satisfactorily and can provide support.

(7) Synchronous instruction is not automatically included in time value for the purpose of traditional IS apportionment credit. (AB 130)

(8) Apportionment credit requires an IS work product of sufficient time value.

(9) In order to include participation in synchronous instruction in instructional time and apportionment calculations, scholars must have a work product evaluated for time value as an outcome from their participation in synchronous instruction. (AB 130)

Definitions

- **Live interaction:** 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. (AB 130)
- **Pupil-parent-educator conference:** A meeting involving, at a minimum, all parties who signed the student's written IS agreement pursuant to subdivision (g) of EC Section 51747 or the written learning agreement pursuant to subdivision (b) of EC Section 51749.6. (AB 130)
- **Synchronous instruction:** 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 EC Section 51747.5. (AB 130)

References

Legal Reference:

California State Senate Bill 153, the education omnibus trailer bill has included changes to independent study programs for the 2024-25 school year. Those changes are included in the document above

EDUCATION CODE

17289 Exemption for facilities

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

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

52522 Adult education alternative instructional delivery

52523 Adult education as a supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

Assembly Bills 130 & 181

Senate Bill 153