

**OLIVE GROVE CHARTER SCHOOLS, INC.**  
**INDEPENDENT STUDY POLICY**

Olive Grove Charter Schools, Inc. (“OGCS” or “Charter School”) shall offer independent study to meet the 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 and is provided as an optional alternative instructional strategy by which pupils may reach curriculum objectives and fulfill OGCS graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. 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 OGCS Governing Board (“Board”) for implementation at OGCS:

1. For pupils in the following 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 as follows:
  - a. TK – 3<sup>rd</sup> Grade: Ten (10) school days.
  - b. 4<sup>th</sup> – 8<sup>th</sup> Grade: ten (10) school days.
  - c. 9<sup>th</sup> – 12<sup>th</sup> Grade: fifteen (15) school days.

The Executive Director or designee may approve a period not to exceed four (4) weeks when special or extenuating circumstances justify a longer period of time for individual pupils determined on a case-by-case basis.

The Board recognizes that independent study may be used as an option to encourage pupils to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board, above, to help identify pupils who are falling behind in their schoolwork and/or in danger of dropping out of school.

2. The Director 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 three (3) consecutive independent study assignments during any period of twenty (20) school days.
  - b. When any pupil misses without valid reason(s) two (2) appointments with their supervising teacher, education specialist, and/or counselor.
  - c. In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Academic Probation Policy 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.

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.

3. 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 the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies 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. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
  - d. When the evaluation in response to missed assignments and lack of satisfactory progress, as described above, is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
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 assigned supervising teacher shall be as follows:  
[The supervising teacher will provide daily opportunities for instruction via a morning meeting, lunch bunch, and/or afternoon roundup meeting, which will include a lesson and time for peer-to-peer interaction as well as interaction between pupils and teacher.
  - 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 assigned supervising teacher shall be as follows:  
[OGCS will schedule daily activities to provide opportunities for live interaction between each pupil and an employee of the school. The supervising teacher will provide weekly opportunities for synchronous instruction via individual meetings, small group activities, and/or homeroom-style multi-grade class meetings.
  - 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:  
[The supervising teacher will provide weekly opportunities for synchronous instruction via individual meetings, small group activities, and/or homeroom-style, multi-grade class meetings.
6. When a family indicates a wish to return their pupil or pupils to in-person instruction from independent study, OGCS shall provide the family with options within their district of residence or surrounding areas for in-person instruction expeditiously, and, in no case, later than five instructional days.
  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) 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. 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 all persons who have direct responsibility for providing assistance to the pupil. 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.
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 Director shall establish regulations to implement these policies in accordance with the law.