

The Accelerated Schools
Accelerated Charter Elementary School (ACES)
The Accelerated School (TAS)
Wallis Annenberg High School (WAHS)

Instructional Continuity Plan

The purpose of an instructional continuity plan (ICP) is to ensure that students continue to receive quality instruction and support when in-person schooling is disrupted, whether due to emergencies, natural disasters, or other unforeseen circumstances. It provides a framework for teachers, administrators, and other stakeholders to adapt and deliver instruction remotely or in alternative settings, minimizing learning loss and ensuring equitable access to education.

This Instructional Continuity Plan outlines the policies and guidelines for The Accelerated Schools (ACES, TAS, and WAHS). It will ensure that the Accelerated Schools (ACES, TAS, and WAHS) have a method to provide continuity of academic instruction, mitigate the negative impact of lost learning time, and support mental health.

I. BACKGROUND

Independent Study (IS) is a voluntary alternative instructional program by which pupils may access District curriculum objectives, master state standards, and fulfill graduation requirements outside of the traditional classroom setting. The teacher determines the time value of completed assignments (number of attendance days). IS is individualized instruction based on a Contract Agreement (*Included on page 13*) between the pupil, teacher, and Parent and other person(s) if applicable.

The Governing Board recognizes its responsibility for the education of all students enrolled in The Accelerated Schools (TAS). The Board authorizes the CEO to establish an Independent Study program as an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school daily.

The CEO or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated, for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. The CEO or designee shall establish regulations to implement this policy in accordance with the law.

Written Agreement and Contracts

The CEO or designee shall ensure that each participating student has an executed written independent study agreement with TAS as prescribed by law. This agreement shall be maintained on file and include, but not be limited to, all of the following:

1. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
2. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the pupil.
4. The duration of the independent study agreement (not to exceed one semester or half of the school year), including the beginning and ending dates for the pupil's participation in independent study under the agreement.

5. 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.
6. 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.
7. Each written agreement shall be signed, prior to 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.

II. OVERVIEW

The primary purpose of IS is to provide an alternative program to meet the academic needs of pupils outside of the traditional classroom setting. Schools shall not use IS as an alternative program for pupils displaying behavioral challenges. Pupils participating in IS must meet the District's requirements and be likely to succeed in IS as well as or better than in the regular classroom setting.

IS is a voluntary instructional program and a choice made by the pupil, Parent, teacher(s), and other certificated school staff. No pupil or staff member shall be required to participate in IS. All pupils must have the option of a full program in a traditional classroom setting at the time IS is made available, and should the pupil decide to transfer from IS at any time, the option of a traditional classroom setting must be available within five instructional days of the Parent's request.

Educational opportunities offered through IS may include, but shall not be limited to, the following:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Individualized alternative education designed to teach the knowledge and skills of the core curriculum. IS shall not be provided as an alternative curriculum. Note: Individualized Education Plan (IEP) teams may determine that IS is appropriate for a pupil on the alternate curriculum if the pupil is able to make satisfactory educational progress in IS.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the Parent of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

IS courses shall be consistent with the California State Frameworks and Standards. IS content shall be aligned to grade-level standards and provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, 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. No course included among the courses required for high school graduation shall be offered exclusively through IS.

A. Key Definitions

The following definitions apply to this policy:

- 1. Independent Study (IS):** An alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. Participation is voluntary.
- 2. Written Agreement:** The Contract Agreement (CA) for the individual pupil participating in IS.
- 3. Live Interaction:** Interaction between the pupil and Local Educational Agency 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.

4. Parent: A Parent includes the natural Parent, adoptive Parent, legal guardian, or educational rights holder.

5. Pupil-Parent-Educator Conference: Prior to signing a Contract Agreement for IS, the Parent can request a meeting to discuss educational options. This meeting will include, at a minimum, the pupil, Parent, teacher, IS supervising designee, or other certificated school personnel designated by the principal. The meeting may be conducted by telephone, videoconference, or in-person. An education advocate may also attend this meeting at the parents' request. During this conference, questions about curriculum offerings and nonacademic support available in IS may be discussed.

6. 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(s) and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil, as noted below.

7. Satisfactory Educational Progress: Shall be determined based on all of the following indicators:

- The pupil's achievement and engagement in the IS program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code (EC) Section 52060.
- The completion of assignments, assessments, or other indicators that show evidence that the pupil is working on the assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

8. Independent Study Administrator: This administrator, who holds a valid teaching credential and oversees the IS program school-wide, shall coordinate the processes required for IS, which include following General Procedures for all Independent Study Programs, teacher evaluation of work, and attendance accounting. This administrator oversees and implements a comprehensive system to carry out and ensure compliance with IS policies and procedures on behalf of the District.

9. Independent Study Supervising Designee: This designee follows the General Procedures for all Independent Study Programs, provides general supervision and instruction, evaluates the submitted work, coordinates the IS processes by completing the Contract Agreement, and the Attendance for all Independent Study Programs.

10. IS Teacher: A credentialed teacher provides general supervision and instruction, evaluates the pupil's work, and implements the Contract Agreement aligned to District policies and procedures.

B. Equity of Pupil Services

No funds or other items of value shall be provided to the pupil or the pupil's Parent that the District does not provide to pupils who attend regular classes. Providing access to connectivity and Local Educational Agency-owned devices adequate to participate in an IS program and complete assigned work or to participate in an IS course shall not be considered funds or other items of value.

All pupils enrolled in IS shall receive appropriate existing services and resources to enable them to complete their IS courses successfully. School administrators shall ensure the same access to all existing services and resources as available to other pupils in the school of enrollment.

III. SUPPORTING DIVERSE POPULATIONS

The following provides information/guidelines for supporting pupils with IEPs, pupils with 504 plans, English learners, and pupils in entertainment and allied industries seeking enrollment in an IS program.

A. English Learner

All English Learners (ELs) need to be provided a comprehensive ELD program, comprised of Designated ELD (dELD) and Integrated ELD (iELD). During this instructional time, ELs develop listening, speaking, reading, and writing skills in English. According to the California ELA/ELD Framework, dELD and iELD are defined as follows:

1. Integrated ELD (iELD): Instruction provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure pupils strengthen their abilities to use English as they simultaneously learn content through English.
2. Designated ELD (dELD): Instruction provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

Elementary ELs must receive a daily designated time for Designated ELD, and Secondary ELs must have an appropriate ELD/Long-Term EL course in their schedule.

Moreover, the Parent must receive meaningful communication in a language they can understand about the available instructional programs and services, including the right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program.

B. Pupils with IEPs

An individual with exceptional needs, as defined in Section 56026, may participate in independent study if the pupil's individualized education program specifically provides for that participation. If a Parent of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. An IEP team meeting is required to determine if placement in IS is appropriate as a Free Appropriate Public Education (FAPE). As part of the IEP meeting, IEP teams, including all relevant related services providers, will determine accommodations and how related services may be provided to pupils. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. A pupil with an IEP may not be enrolled in IS unless the IEP specifically provides for such enrollment, even for a Short-Term or limited time frame or for Part-Time IS.

The information regarding the placement, accommodations, and services in IS must be entered in the IEP FAPE 1 and 2 Part 4.

The Education Code provides pupils with IEPs the right to return to in-person learning from IS in no less than 5 instructional days. The District school of attendance will schedule an IEP team meeting within 30 days, not including school breaks of more than 5 days.

C. Pupils with Section 504 Plans

If the pupil has a Section 504 Plan, the plan should be updated in a meeting to reflect any changes in accommodations as a result of the IS placement.

D. Temporarily Disabled Pupil

A temporarily disabled pupil may receive individual instruction through IS instead of instruction through Carlson Home and Hospital school, if the pupil's Parent or if the pupil is over 18 years of age and the District agrees. If a pupil's disability initially appears temporary, but later appears to be ongoing, consider whether referrals for evaluation for special education or under Section 504 are warranted.

IV. CREDENTIALING

IS for each pupil shall be under the general supervision of a District employee who possesses a valid certification document pursuant to EC section 44865 or an emergency credential pursuant to EC section 44300. Pupils' IS shall be coordinated, evaluated, and documented, as prescribed by law. The California Commission on Teacher Credentialing and the federal Every Student Succeeds Act (ESSA) require that pupils be taught by a teacher who has met licensure requirements for the grade level and subject area to which the teacher has been assigned, including an appropriate English Learner (EL) Authorization. In the case of special education, the teacher must hold the appropriate authorization for the special education eligibility area of each pupil. In the case of Career Technical Education (CTE), the teacher must hold the appropriate authorization for the specific CTE Industry Sector. A multiple subject or single subject general education credentialed teacher who holds a valid teaching credential obtained via B.A. degree and teacher preparation program that included student teaching may qualify for credential flexibility via EC section 44865. Please note that permits and intern documents do not qualify a teacher for EC section 44865. EC section 44865 does not apply to Special Education, English Language Development, or Career Technical Education courses. In addition, for schools that are designated Title I sites, ESSA requires that the parents of any child who is taught by an inappropriately authorized teacher or a substitute teacher for 20 consecutive days must receive a Parent Notification Letter.

A. The responsibilities of the IS Supervising Designee shall include, but are not limited to:

1. Completing the Contract Agreement and signing it.
2. Completing any subsidiary agreements, Record of Assignments (ROA) and supervising and approving coursework and assignments.
3. Maintaining records of pupil assignments showing the date the assignment is given and the date the assignment is due.
4. Providing direct instruction and counsel as necessary for individual pupil success.
5. Determining the time value of assigned work or work products completed and submitted by the pupil.
6. Assessing pupil work and assigning grades or other approved measures of achievement.

B. At the secondary grade levels, for purposes of "other persons responsible" and is required by federal and state law, the course section teacher, holding a valid subject matter teaching authorization and EL authorization, generally provides the curriculum and assignments to be completed by the pupil. Each IS Teacher will evaluate the pupil's completed work assignments and products for the determination of academic credit earned.

V. COMMITMENTS NECESSARY FOR SUCCESSFUL INDEPENDENT STUDY

IS requires the commitment of the pupil and family to ensure academic success. Pupils are expected to work independently, complete assignments in a timely manner, with the support of Parent monitoring. Parents of elementary pupils requesting IS must make a commitment to properly assist the teacher in meeting all the requirements of IS.

At the secondary level, the pupil must make a major commitment, assisted, or supported as necessary by the Parent and others who may assist directly with instruction.

VI. RESIDENCY REQUIREMENT

Participation in IS in an Accelerated School or program shall be restricted to pupils who are enrolled in one of the Accelerated Charter schools.

VII. ELIGIBILITY REQUIREMENTS

Any pupil enrolled in an Accelerated School or program is eligible to enroll in IS **except for the following:**

- A. Students who are not enrolled in an Accelerated school or program
- B. Pupils Under Expulsion: For rehabilitation and reinstatement purposes, pupils who are under an active expulsion order will not be assigned to an IS program except for circumstances that are evaluated and approved on a case-by-case basis by the school administrator and Expulsion Team.
- C. Pupils under Suspension: Pupils under suspension cannot be placed in IS during a suspension.
- D. Age Requirement: TK-12 schools may not enroll the following pupils:
 - 1. Students who turn 5 after February 2 who are enrolled as Transitional Expansion (TE) or
 - 2. 21 years of age or older or
 - 3. Pupils 19 and 20 years of age who have not been continuously enrolled in kindergarten or any of grades 1-12 inclusive since their 18th birthday.

Such pupils should be referred to an adult school or the Accelerated College and Career Transition (AC2T) Program in their area unless the pupil has an IEP.

VIII. INDEPENDENT STUDY OFFERED DURING EXTRAORDINARY CONDITIONS

The Education Code provides that school districts submit affidavits if schools must be closed due to the following conditions: fire, flood, earthquake, or epidemic; any order of any military officer of the United States or of the state to meet an emergency created by war, any civil officer of the United States, of the state, or of any county, city, or city authorized to issue that order to meet an emergency created by war; because of other extraordinary conditions; because of inability to secure or hold a teacher; or because of the illness of the teacher.

For affidavits submitted to the State Superintendent of Public Instruction for events occurring after September 1, 2021, the District shall certify that it has a plan for IS willing to be offered to all pupils during extraordinary conditions. The plan shall comply with all of the following:

- 1. Within 10 days of a school closure, apply to any pupil impacted by any of the following conditions
 - a. Fire
 - b. Flood
 - c. Impassable roads
 - d. Earthquake

- e. The imminence of a major safety hazard as determined by the local law enforcement agency
- f. A strike involving transportation services to pupils provided by a non-school entity
- g. An order provided for as noted above

2. Require reopening in-person as soon as possible, once allowable under the direction of the city or county health officer.

3. Notwithstanding subdivision (c) of EC Section 51745, include information regarding establishing IS Contract Agreements and ROA, as determined by the District in a reasonable amount of time.

4. This plan is not required to comply with tiered reengagement strategies, daily synchronous instruction, or transition planning to return to in-person instruction requirements. A copy of the plan shall accompany the affidavit provided to the State Superintendent of Public Instruction.

IS for Pupils with Specified Medical/Inpatient Treatment:

1. Pupils who are enrolled in classroom-based instruction and are under the care of appropriately licensed professionals may participate in IS due to necessary medical treatments or inpatient treatment for mental health care or substance abuse.
2. Schools shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in IS in this context.
3. Pupils participating in IS under these conditions may participate for more than 14 school days. The requirements for live interaction, synchronous instruction, tiered reengagement, and a transition plan do not apply to IS under these conditions. All other requirements apply.

IX. GENERAL PROCEDURES FOR ENROLLMENT

No changes in enrollment procedures are required for the school of attendance IS programs.

XI. GENERAL PROCEDURES FOR INDEPENDENT STUDY PLACEMENT

1. The general placement requirements for IS available within the District are as follows:
 - a. A written Contract Agreement is required for all pupils placed in IS. The Contract Agreement for IS serves as authorization to substitute the pupil's work product for the pupil's presence in a classroom. The Contract Agreement shall be signed, dated by all required parties, and in effect prior to the start of IS.

Prior to the signing of the Contract Agreement, the certificated employee representing the District ensures that the Parent and pupil understand the conditions of the Contract Agreement for IS. Parents' failure to sign the Contract Agreement will result in the student being referred to the student's in-person school.

- b. Only District-approved Contract Agreements. Failure to use the most current District-approved Contract Agreement may result in the disallowance of attendance for apportionment purposes.

c. The Contract Agreement for IS must be for a period of no less than three consecutive instructional days and no more than a school year for elementary pupils and no more than a semester for secondary pupils. An additional semester for a secondary pupil could be added with another Contract Agreement. The Contract Agreement includes general pupil data, including the pupil's name, address, grade level, birth date, school of enrollment, and program placement. The IS agreement for each participating pupil shall also include, but is not limited to, all the following components: (EC section 51747; 5 CCR sections 11700, 11702)

- The frequency, time, place, and manner for submitting the pupil's assignments, reporting the pupil's academic progress, and communicating with the pupil's Parent regarding the pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate the work.
- The specific resources that will be made available to the pupil, including materials and personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments that will trigger an evaluation of whether the pupil should be allowed to continue in IS.
- The duration of the IS agreement, including the beginning and ending dates for the pupil's participation in IS under the agreement.
- 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.
- 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, pupils with disabilities with an Individualized Education Program or a Section 504 plan in order to be consistent with their program or plan, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- A statement that IS is an optional educational alternative in which no pupil may be required to participate.
- In the case of a suspended or expelled pupil who is referred or assigned to any school, class, or program pursuant to EC 48915 or 48917, a statement that instruction may be provided through IS only if the pupil is offered the alternative of classroom instruction.
- Before the commencement of IS, the Contract Agreement shall be signed and dated by the pupil, the pupil's Parent or caregiver if the pupil is under the age of 18 year, the certificated employee responsible for the general supervision of IS, the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable, and all persons who have direct responsibility for providing assistance to the pupil. Certificated employees other than the IS supervising designee who have responsibilities for the student, as noted above, may sign the Master Agreement in the "other" field.

d. The Contract Agreement, Record of Assignment form(s), Evaluation and Certification form, and pupil work product samples must be maintained on file for five school years after the school year in which it originated, along with the assignments and samples of the work product of each subject assigned.

e. The Contract Agreement and any subsidiary agreements (or written agreements) may be signed using an electronic signature that complies with state and federal standards, as

determined by the 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 EC Section 16.5 of the Government Code and in Chapter 10 (commencing with EC Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

XII. GENERAL PROCEDURES FOR ATTENDANCE ACCOUNTING

1. The general attendance requirements for IS available within the District are as follows:
 - a. IS attendance is based on pupil work product rather than presence in class. When the pupil submits or demonstrates evidence of completed assigned work by the due date and the work has been evaluated, the teacher determines the time value of completed assignments (number of attendance days).

IS pupils who are late for or miss scheduled conferences, or who do not submit assigned work on time, should not be reported as tardy or truant. There are no unexcused absences in IS.

XIII. GENERAL PROCEDURES FOR ACADEMIC CREDIT

1. The academic credit requirements for all IS programs available within the District are as follows:
 - a. Credit may be granted only for completion of courses of instruction consistent with the California State Frameworks and Standards for K-12, and the Preschool Learning Foundations for students in TK. Any expansion beyond this established scope must be in accordance with the IS educational opportunities.
 - b. The permanent record of every IS pupil must show the subjects attempted by, as well as credits and grades awarded to, each pupil who enrolls in any type of IS.
 - c. Teachers providing instruction via IS are required to follow the marking procedures. If any progress marks are due during the time the pupil is enrolled in IS, the teacher must take into consideration the classwork, homework, and other assignments completed during IS when issuing mark(s).
 - d. Each school shall accept credit for full or partial coursework completed by a pupil attending a juvenile court school or nonpublic school (EC section 48645.5).
 - e. Parent may appeal grades in accordance with District procedures.
 - f. Pupils in foster care, experiencing homelessness, involved with the juvenile justice system, migrant education pupils, newcomer pupils, and/or children of military families who transfer to high schools mid-semester, have a right to receive full or partial credits for all work satisfactorily completed before transferring schools.

XIV. GENERAL PROCEDURES FOR DIPLOMAS

1. The diploma requirements for all secondary IS programs available within the District are as follows:

- a. IS pupils must complete the same diploma requirements as pupils enrolled in Long-Term/Full-Time, in-seat attendance programs.
- b. The diploma must be issued by and must bear the name of the school in which the IS pupil is enrolled.

XV. GENERAL PROCEDURES FOR RECORD KEEPING

1. The general record-keeping requirements for IS available within the District are as follows:

a. All permanent records shall be kept at the IS site and shall show credits attempted by and awarded to each pupil per the Contract Agreement. The records shall include, but are not limited to the following:

- Failure to use forms provided by the school may result in the disallowance of attendance for apportionment purposes. Completed forms and submitted work are to be maintained at the school site for a minimum of five school years after the school year in which the forms and submitted work were completed.
- A record that identifies all pupils participating in IS and which specifies the grade level, program placement, and school of enrollment. A list of all pupils by grade level, program, or school who have participated or are currently participating in IS, showing the credits attempted by and awarded to each pupil according to the agreement, and a record of the pupil's attendance.
- A copy of this policy.
- Contract Agreements and any subsidiary agreements with representative copies of completed and evaluated pupil assignments must be maintained in the school office for a minimum of five school years after the school year in which it originated. This file must be made available for auditing purposes. Note: These files may be maintained electronically.
- A record of grades and other evaluations of IS assignments issued to the pupil.
- A written record of the findings of any evaluation made pursuant to missed assignments as delineated in the requirements for the Contract Agreement, along with the pupil transcripts, shall be maintained as part of the pupil's permanent record and kept at the District school of attendance. A list of IS teachers that includes their teacher assignments will allow the auditor to calculate the ratio of IS ADA/teacher and compare the ratio to other instructional programs in the District.
- The school shall document each pupil's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which Long-Term/Full-Time IS is provided. A pupil who does not participate in IS on a school day shall be documented as non-participatory for that school day.
- The school shall maintain written or computer-based evidence of pupil engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.

- For purposes of this section, schools shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.
- An audit trail is required for each pupil enrolled in IS. All documents mentioned are to be kept as part of the audit trail.

XVI. ADDITIONAL RECORD-KEEPING REQUIREMENTS FOR THE DISTRICT

1. The District shall ensure staff-to-pupil ratios are consistent in all IS offerings and document accordingly.
2. The District shall maintain verification of adoption of IS policies and procedures and ensure IS courses are aligned with all relevant local and state content standards. For high schools, 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. For audit purposes, the District shall ensure that records are appropriately maintained. These records shall include, but are not limited to, the following:
 - a. A copy of the IS policy and related procedures.
 - b. A listing of the pupils, by grade level, program, and school, who have participated in IS, along with the units of the curriculum attempted and completed by pupils in grades TK-8 and the course credits attempted by and awarded to pupils in grades 9-12.
 - c. A file of all agreements, Contract Agreement, Record of Assignment (ROA) form, Secondary Short-Term Evaluation and Certification of Pupil Work Assignment Credit, and Apportionment Attendance Credit for Independent Study form.
 - d. As appropriate to the program in which the pupils are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of pupil work products judged by a certificated teacher, and reviewed by the IS Supervising Designee if they are two different persons.
 - e. Appropriate documentation of compliance with the teacher-pupil ratios required by EC section 51745.6.
 - f. Appropriate documentation of compliance to ensure the coordination, evaluation, and supervision of the IS of each pupil by a District employee who possesses a valid certification document pursuant to EC 44865 or an emergency credential pursuant to EC section 44300 (EC section 51747.5).
4. The District shall collect information regarding the number of pupils participating in IS for 15 or more schooldays, for CALPADS reporting purposes.

Independent Study Program Contract Agreement

The Accelerated Schools (ACES, TAS, WAHS)

Program Overview:

The Accelerated Schools will offer Independent Study (IS) as an optional alternative to our in-person program. Although IS programs will provide access to all existing services and resources, including all required courses, the delivery of instruction will be substantially different, requiring students to engage independently in coursework for the majority of instructional time.

IS students will complete coursework through online platforms.

- **Elementary Schools:** iReady Math & ELA lessons, grading is completed through the platform
- **Middle and High School:** The Gradient Learning Platform will be used for ELA, Math, Science, and History/Social Science Courses. The manner, time, frequency, and place for submitting assignments are detailed on the platform. Student work will be scored and graded according to our secondary grading policy. Independent Study students will earn the same number of credits and the same progress toward graduation as they would if they were taking the same courses through our in-person program. (See Parent/Student Handbook for more details.)

Student Expectations:

IS students will be expected to do the following:

- Engage in appropriate learning experiences from 8:00am - 3:00pm on all school days, except during designated break times. Most of these learning experiences will be self-directed, without supervision or synchronous guidance from teachers or other school personnel.
- Engage actively in live interaction and synchronous instruction, according to the Independent Study schedule.
- Check all relevant platforms daily for announcements and assignments.
- Submit all coursework and take all assessments by the designated due dates.
- Revise work and re-take assessments and assignments as necessary to demonstrate mastery.

Supports and Interventions:

- When a student is “off-track” (earning a grade below “C”), the IS teacher will work with the student to develop an action plan during a regularly scheduled 1:1 check-in.
- If a student fails to meet expectations detailed in an action plan or if the student remains off track for more than 2 consecutive weeks, the school administrator may initiate a process to evaluate whether or not the student should be allowed to continue in independent study.

- Support for the learning needs of each student will be addressed through synchronous instruction. These blocks will include unique offerings for students not performing at grade level, for English learners, for individuals with exceptional needs, etc.

Family Communication:

The IS teacher can be reached via email by parents/guardians, and conferences may be scheduled, as needed, by either the teacher or by the parent/guardian.

Process for Enrollment in Independent Study:

In order to enroll a student in IS, the parent/guardian should:

- Conduct a meeting (either in-person or electronically) with the school principal or designee.
- Sign and submit the provided independent study contract agreement, detailing the student's individual Independent Study plan.

Additional Information for Families of Students with Exceptional Needs:

Before a student with an IEP can be placed in long-term Independent Study (more than 10 school days), that IEP must reflect Independent Study as the appropriate placement for that student.

Parents of students with IEPs should contact their school principal or special education administrator to arrange for an IEP team meeting to consider independent study, as participation in Independent Study is subject to Individualized Education Program (IEP) Team determination.

California Education Code mandates an IEP before a student can participate in independent study. Per the Individual with Disabilities Education Act (IDEA), for students with disabilities receiving special education services through an Individualized Education Program (IEP), any placement/program change must be reviewed and discussed in an IEP team meeting, and any changes documented in the IEP before a program or placement change may take place.)

While the IEP to consider independent study is pending, The Accelerated Schools are ready, willing, and able to deliver the offer of free appropriate public education ("FAPE") reflected in your student's current IEP. Parents who have demonstrated interest in attending the Independent Study program will receive a Prior Written Notice (PWN) that describes the support available while an IEP is in process. Students with related services identified in their IEP will receive these services either at their school of attendance or by a designated related services provider, either in-person or synchronously online, as determined by the IEP team. The IEP team must determine the appropriate amount of related services based on the student's individual needs and in consideration of the synchronous instructional time available during the Online Independent Study Program. The support provider will meet with the parent and make an appointment time for providing services.

If the IEP team deems independent study not to be appropriate, Parents/Guardians have the right to explore resolution paths, as outlined in "A Parent's Guide to Special Education Services."

Independent Study Agreement

The Accelerated Schools

By signing this document, all parties agree that they have read and understand the Secondary Independent Study Overview and that they will abide by all relevant policies and procedures.

The IS student agrees to attend and actively participate in all scheduled sessions, except when excused for a valid reason, verified by the parent/guardian.

The Independent Study program will require students to participate verbally and in writing during live interaction. The student also agrees to work actively on assignments during self-directed learning time.

The parent/guardian agrees to provide appropriate supervision and support to the student and to maintain regular contact with the IS teacher and other school staff via email and/or phone calls.

For more detailed information, please see The Accelerated Schools' Instructional Continuity Plan located on our website.

Pupil Name:	Pupil ID:	Grade:
Address:	Birthdate:	Age:
City:		Zip Code:
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		
Program Placement (Check One): <input type="checkbox"/> General Education <input type="checkbox"/> Special Education		

Student Name: _____

Signature: _____

Date: _____

Parent/Guardian Name: _____

Signature: _____

Date: _____

Independent Study Teacher Name: _____

Signature: _____

Date: _____

Administrator Name: _____

Signature: _____

Date: _____

Other (if applicable) Name: _____

Title: _____

Signature: _____

Palisades and Eaton Fire Learning Continuity Plan - Overview

In response to the significant loss and disruption caused by the Palisades and Eaton Fire for many students and staff who are part of the Accelerated Schools, we have created this learning continuity plan. At the heart of this plan is the goal of returning to in-person instruction as quickly as possible once The Accelerated Schools are able to meet the multiple conditions of reopening. This learning continuity plan rests upon the vast majority of our students returning to in-person instruction on Monday, January 13, while providing access to an emergency home learning plan for those unable to come to campus, because they have lost housing or have health conditions that prohibit a speedy return to The Accelerated Schools. (Please note that pending Governing Board approval, if weather or infrastructure conditions change such that Conditions for Reopening are not met, the same plan will be followed with adjusted timelines.)

Administrative Staff Work Days	Schools Reopen
Thursday and Friday, January 9-10	Monday, January 13, 2025

School Reopening Target Date

If the conditions for reopening are met, The Accelerated Schools will reopen on Monday, January 13, 2025, for in-person learning following regular school day schedules. The Accelerated Schools' administrative staff will work on Wednesday, January 8 to prepare home learning activities for those students unable to attend school in-person, ready classrooms, and prepare for the return of students on Monday, January 13, 2025.

Unlike the period of school during the COVID pandemic, The Accelerated Schools are returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school must come to school.

Emergency Home Learning Plan Dates	Thursday, January 9 through Friday, January 10, 2025
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Emergency Home Learning Plan Summary

In response to the Palisades and Eaton Fire, we have created an Emergency Home Learning Plan that will run from Thursday, January 9, through Friday, January 10, 2025. The Emergency Home Learning Plan is intended to serve those students and families residing in the affected areas or for those with prevailing health conditions that make a return to The Accelerated Schools difficult. This Emergency Home Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Families must contact the school attendance office to share the duration of the absences from school. The school attendance office will code their participation in home learning for these 2 school days. While mostly applicable to secondary school students in grades 6-12, students will be asked to engage in essential assignments that will be graded and submitted via Gradient.

- **Emergency Home Learning Plan: TK-5**
TK/-5: iReady assignments provided by your teacher

- **Emergency Home Learning Plan: 7-12**

6th-12th Grade: Check Gradient for each class and complete the essential assignments posted by the teachers. Submit assignments based on proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

Students Away From Campus Beyond January 13, 2025

We understand that for those who lost homes and may be residing in temporary/transition housing, returning to in-person instruction may continue to pose challenges. The Accelerated Schools has developed a short-term Independent Study Contract that allows students to work independently, away from school, for up to fifteen school days during the year. For elementary school students, families are asked to contact the school attendance office. The office managers and/or attendance clerks can facilitate the completion of the short-term independent study contract. At the secondary level, please reach out to the main office or your school counselor, requesting a short-term independent study contract. The main office or counselor will collaborate with the secondary school administration to complete the short-term independent study contract.

Secondary School Students Who Need to Access Campus

The period of school closure due to the Palisades and Eaton Fire was done as an emergency response. The Accelerated Schools' leaders recognize that students may need to collect personal items and school materials from the campus. To this end, the Accelerated Schools' campuses will remain open to students on Wednesday, January 8, 2025, if they need to access any personal items, pending evacuation orders lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality in Los Angeles is one of the conditions that must be met in order for schools to reopen following the Palisades and Easton Fires. For students and staff who wish to have access to personal protective equipment, The Accelerated Schools will make available a KN95 mask. Masks will be available at distribution desks in the front of the schools, in the main office, and upon request.