Excel Academy Charter School Master Agreement for Independent Study

Student: {name}
Student Number: {number}
Address:
{street}
{city}, {state} {zipcode}
DOB: {date of birth}
Program Placement: {title}
1st Phone Number: {###-####}
2nd Phone Number: {###-####}

Contract Term: Full Year
Beginning Date: {start date}
End Date: {end date}
Year: 2026 - 2027
Grade Level: {#}
General Education School for Classroom Option: {school district}

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established school's governing board and are consistent with the school's or state standards as outlined in the school's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
{class_title}	{category_title}	{class_credits} {credit type}
{curriculum_title}		{course_value}

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, and Community Provider Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to support the achievement of progressing through grade level content standards and must include resources that are traditionally available to all public school students. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher created tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, and Finals.

Personalized Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: 8:30am- 4:30 Day: Mon - Fri. Frequency: at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Virtual Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, whole group. Time: 8:00 AM - 4:00 PM Day: Mon - Fri. Frequency: daily with a combination of synchronous and asynchronous learning opportunities. Attendance will be collected daily and reported at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

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 for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades Tk through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is every 25 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate setting for this student.

Additional Board Policy:

Specific Resources including materials and personnel that will be made available to all students.

The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide the following for all students: school personnel, a credentialed teacher, textbooks, computers and software, supplementary material, educational activities, and community resources.

Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support (MTSS) to address the needs of pupils who are not performing at grade level or need support in other areas, such as English Learners, foster and homeless youth and pupils requiring mental health support. As a public charter school, EACS follows all rules and regulations contained within the Individuals with Disabilities Education Act (IDEA) and the California Education Code. EACS is committed to providing required services and supports per a pupil's active Individualized Education Program (IEP) where applicable. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). EACS additionally 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 public education for all students with disabilities. The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Missed Assignments and Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that three or more identified assignments are missed in a learning period; and

2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's *Satisfactory Educational Progress Policy* and procedure which considers ALL of the following indicators:
    a. 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 the Education Code Section 52060(d) paragraphs (4) and (5).
    b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    c. Learning required concepts, as determined by the supervising teacher.
    d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

3 An Attendance Intervention Meet.ing (AIM) may be held once a student receives a second Progress Improvement Notification (PIN) to create a support plan for student success. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.

4. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and a Best Interest Meeting will be held, where an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which 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.

Tiered Re-Engagement Strategies

The Charter School has adopted tiered reengagement strategies for all pupils who are 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 the written agreement pursuant to Education Code Section 5747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
4. An Early Intervention/Re-Engagement letter will be sent via email or hard copy to parents, guardians or caregivers who are making unsatisfactory educational progress.
5. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.

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

Student Signature Date

Parent/Guardian/Caregiver Signature Date

Supervising Teacher Signature Date

OtherSignatureDate OtherSignatureDate