



Tracy Charter School
Master Agreement for Independent Study
2026-2027 School Year: Grades K-12
Contract Term: One School Year

For office use only
Duration: **One School Year**

Start Date _____
End Date _____
Teacher Assigned _____
☐ IEP Case Mgr _____

Student Name _____ Grade Level _____

Student ID # _____ Birthdate _____

Address _____

Parent/Guardian(s) Name _____ Parent/Guardian Phone # _____

Parent/Guardian Email _____ Student Phone # _____

Objectives: The student will complete the courses assigned by the school counselor. All course objectives will be consistent with the established Charter School's board policy and are consistent with Charter School and California State standards as outlined in the Charter School's subject/course descriptions. Courses will be assigned by grade level and/or required for graduation for high school students. Additional courses may be added to by the supervising teacher or counselor and these additional courses will be reflected in their online platform.

☐ K-5	☐ 6-8	☐ 9-12 (to be filled out by teacher)	credits
English/Language Arts	English	English	
Math	Math	Math (if required)	
Science	Science	Science (if required)	
Social Studies	History	Social Science (if required)	
PE	PE	PE (if required)	
	Elective	Elective(s)	

METHOD OF STUDY/EVALUATION

Specific methods of study will be designated via the web-based platforms, K-5 Genius, Edgenuity, or supplemental printed or online materials. Examples of Methods of study for the student will include but are not limited to Computerized Curriculum, Independent Reading, Textbook activities, Problem Solving, Study Projects, Drill & Practice, Physical Education, Web - Internet Research & Library Research.

Methods of Evaluation will be designated on the web-based platforms K-5 Genius, Edgenuity or supplemental printed or online materials. Examples of acceptable methods of evaluation include but are not limited to Quizzes, Tests, Work Samples, Essays, Journals, Projects, Presentations, Labs and State/District assessments. These methods of evaluation align with TUSD adopted assessments that would be reported on report cards/transcripts.

Resources/Supports: The School will provide appropriate instructional materials and personnel to enable all students to complete the assigned work. Academic, behavioral, and social/emotional support will be made available to all students in Tracy Charter School. Academic, behavioral, and social/emotional support will be made available to all students in Tracy Charter School, and especially for those students who are not performing at grade level.

Tracy Charter School shall utilize its multi-tiered systems of support ("MTSS") or SST process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. Tracy Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school 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 and providing a free appropriate public education to all students with disabilities.

ASSESSMENTS

All students will complete assigned diagnostic, interim, and summative local learning assessments, including, but not limited to, benchmark assessments; and state mandated testing requirements, as appropriate, specific to grade level, according to school wide expectation and organizational standard in order to inform educational plans and/or identify necessary areas of need for intervention or program support. Failure to do so may result in an evaluation of appropriate program placement.

All students will participate in the state-mandated standardized testing in accordance with applicable law. The mandated California state tests include the annual administration of:

- CAASPP testing for all students in subjects and grade levels to be determined by the State of California, which is currently grades 3 through 8, and grade 11.

- English language testing (ELPAC) for students identified as English Language Learners in any grade or initially for students whose primary language at home is not English
- Physical fitness testing in grade levels to be determined by the State of California
- Any other state testing as required by the State of California

TECHNOLOGY

All students are issued a device, case, power cord, and hotspot upon enrollment. Students are required to have a school-issued computer and hotspot. **Personal devices are not supported by ISET and may not be compatible with school curriculum.** For tech support the first point of contact will be the teacher, students will need to contact the teacher immediately regarding technical issues.

Mathematics Course Proctoring Requirements

Students enrolled in mathematics courses are required to use a school-issued device when accessing course content and completing assignments or assessments. Certain math assessments may be administered in a proctored setting, either in person at Tracy Charter School or remotely through ClassWize or another school-approved monitoring platform. Students must follow all teacher directions related to scheduling, device use, camera access, and assessment conditions.

MEETINGS (Manner, Time, Frequency, and Place)

- Students are required to meet weekly one-on-one with the assigned teacher of record. Days and times for these meetings will be determined during the first week of school by the assigned teacher.
- In addition, students are required to attend any group meetings online in TEAMS and/or in-person. Days and times for these meetings will be determined by the assigned teacher. (K-8th grade meetings are DAILY, 9th -12th grade meetings are WEEKLY). In person meetings will be held at Tracy Charter School.
- These meetings are **required** as part of the program. If a student has an emergency, the meeting will have to be rescheduled with the assigned teacher if time is available.
- If a student misses 3 weekly teacher meetings in succession, two meetings in a month, or accrues five absences in a semester, an evaluation will be conducted to determine if the student is to remain enrolled at Tracy Charter School.

ACADEMIC EXPECTATIONS

Grades K to 3—**daily** synchronous group instruction and weekly one-on-one meetings with the teachers are required for all students throughout the school year.

- Students are expected to work approximately 20 hours per week to keep up with the work in their classes.

Grades 4 to 8— **daily** synchronous group meetings and weekly one-on-one meetings with the teachers are required for all students throughout the school year.

- Students are expected to work approximately 25 hours per week to keep up with the work in their classes.

Grades 9 to 12 – **weekly** group advisory meetings and weekly one-on-one meetings with the teachers are required throughout the year.

- Students are expected to work approximately 30 hours per week to keep up with the work in their classes. It is expected that students will not fall behind in their coursework.

If any student (K-12) fails to complete independent study assignments, such that their attendance falls below 85%, an evaluation will be conducted to determine if the student is to remain enrolled at Tracy Charter School, a meeting with Parent, Teacher, and Student may be set up to discuss strategies to help the student.

ACADEMIC INTEGRITY AND ASSESSMENT VERIFICATION

All submitted work must reflect the student's own knowledge and effort. Tracy Charter School may use school-approved tools to identify possible AI-generated work, plagiarism, unauthorized assistance, or unusual assessment activity. When additional verification is needed, a student may be asked to explain the work, demonstrate understanding, complete an additional assessment, or retake the assessment in a proctored setting.

BEHAVIOR EXPECTATIONS

All students are required to comply with expectations in the Student Handbook and California Education Code. Students found to be in violation of California Ed Code 48900 and/or related sections – will violate this master agreement and may be referred to their school of residence.

Adult Student Communications: If a student is 18 or older, the student authorizes the school to communicate with the parent/guardian unless a written statement has been submitted to the school by the student denying the parent/guardian access to school communications.

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 to or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.*

BOARD POLICY

Independent Study Instructional Requirements

For pupils 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 pupil must complete the assigned work shall be five (5) school days.

When any pupil fails to make satisfactory progress in 2 or more courses (e.g. 10% or more behind) during any period of five (5) school days, the Principal or the Principal's designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This 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.

In the event Student's educational progress falls below satisfactory levels as determined by ALL of the following indicators an evaluation will be held to determine whether it is in the best interest of the pupil to remain in independent study:

1. 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).
2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
5. Missed three (3) weekly teacher meetings in succession, two meetings in a month, or accrues five absences in a semester.
6. All students will complete assigned diagnostic, interim, and summative local learning assessments, and state mandated testing requirements, as appropriate, specific to grade level, according to school wide expectation and organizational standard in order to inform educational plans and/or identify necessary areas of need for intervention or program support. Failure to do so may result in an evaluation of appropriate program placement.

Students are expected to attend regularly scheduled synchronous instruction per grade level as well as complete assigned work. **"Synchronous Instruction" means classroom-style, designated small group or one-on-one instruction delivered in person or in the form of internet or telephonic communications. This involves live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.**

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This 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.

Student progress and attendance may be reviewed at any time to determine if Tracy Charter School is the most appropriate setting for a student.

ACKNOWLEDGEMENT OF RESPONSIBILITIES

Students Agreement/Responsibilities:

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me by my teacher or counselor.
- I understand that I am expected to attend school each day by completing assigned coursework. All work submitted must be my own and may be reviewed using school-approved academic-integrity and assessment-verification tools. If academic integrity concerns are identified, I may be required to redo the assignment or assessment, and the original work may receive no credit. Additional consequences may include failure of the course or an evaluation of continued placement at Tracy Charter School.

Parent/Legal Guardians Agreement:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the assigned teacher. This includes ensuring that a responsible adult is present and available every school day with the student to make sure the student is making adequate progress in all courses.
- I understand that my child is required to attend school every day in accordance with both the CA state compulsory attendance laws and school policy.
- I understand that in order for my student to be credited attendance, not only does he/she need to complete work each school day, but he/she must complete the assignments assigned by the teacher(s).
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in assigned work or attending the scheduled meeting, I will contact the teacher prior to the date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my student's scheduled meetings for my student's scheduled meetings at the school and that lack of transportation is not an acceptable reason for failing to attend the meeting with the teacher.
- I understand that all work submitted by my student must be their own. If academic integrity concerns are identified, my student may be required to redo an assignment or assessment, and the original work may receive no credit.
- I have the right to appeal any decision about my student's placement in accordance with the school's policies and procedures.

Teachers Agreement:

- The teacher will communicate with the counselor to assign courses to be completed during the duration of this agreement.
- The teacher will evaluate work in a timely manner.
- The teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

Signatures and Dates:

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California 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 Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

Student: _____

Date: _____

Parent/Guardian/Caregiver: _____

Date: _____

Tracy Charter School Teacher: _____

Date: _____

RSP Teacher, if applicable: _____

Date: _____