

Alder Grove Charter School  
**TK- 6 Master Agreement**  
School Year 2025-2026

Student Legal Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Student Preferred Name: \_\_\_\_\_

Entry Date (first day of attendance): \_\_\_\_\_ Exit Date (last day of school year): \_\_\_\_\_

CT Name (please print): \_\_\_\_\_

**Objective:** The student will complete the courses appropriate for the grade level listed above. The student will engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. All course objectives will be consistent with the established policies of Alder Grove Charter School and State Standards. Learning Records will be completed by the Credentialed Teacher (CT) at scheduled intervals and will include specific descriptions of the major course concepts/objectives, the course of study activities covered by this agreement, and the "Course Value," or number of hours of work, assigned for each course.

COURSES	MEASURES OF ACADEMIC ACHIEVEMENT

It is understood that:

This agreement is to enable the student to successfully reach the objectives and complete the concepts which will be delineated in the Learning Record.

1. Method of Study: Specific methods of study will be designated by the assignments from the teacher and the Attendance Record. Examples of methods of study for the student will include but are not limited to: independent reading, textbook activities, problem solving, research projects, drill & practice, experiential learning, computerized curriculum, web/internet research, library research, field trips, on-campus courses, other\_\_\_\_\_.
2. Method of Evaluation: Academic Evaluation will be designated in assignments from the teacher and the Attendance Record. Examples of acceptable methods of evaluation include but are not limited to: teacher-made tests, student conferences, progress/report cards, chapter/unit tests, work samples, observations, portfolios, state standards testing, learning journals, presentations, quizzes, labs, finals, other\_\_\_\_\_.
3. Board Policies Pursuant to Education Code Section 51747(a) and (b):
  - a. For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be no more than 20 school days.

b. 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:

- When any pupil fails to complete two (2) assignments during any period of twenty (20) school days
- In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Academic and Attendance Intervention Meeting (AAIM) procedure, which considers ALL of the following indicators:
  - 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).
  - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - Learning required concepts, as determined by the supervising teacher.
  - Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

4. The Charter School shall utilize its established practices within its Charter and relevant policies 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. The 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.
5. Alder Grove Charter School will provide the parent/guardian and student: teacher services, instructional materials, and other necessary items and resources required to meet the Standards for the current grade level. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
6. **Academic Progress:** We understand that teachers are required to report and communicate the student’s academic progress. If the student falls below the level of satisfactory educational progress noted below, an evaluation will be conducted to determine whether the student should remain in Independent Study or return to their school district of residence or other traditional school program.

**Manner of Reporting:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Frequency:** \_\_\_\_\_ **Place:** \_\_\_\_\_

**Manner of Communicating:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Frequency:** \_\_\_\_\_ **Place:** \_\_\_\_\_

7. **Academic and Other Supports:** We understand that support will be provided to meet the academic or other needs of this student as noted below.

Need/Concern	Support/Resources Provided	Responsible Person(s)
Academic		Teacher (CT)
English Language Development		Teacher (CT)
Exceptional Needs/504 Plan		Specialized Academic Instruction Teacher
Foster/Homeless		Foster/Homeless Liaison
Social-Emotional/Mental Health		School Psychologist, Community Resources
Other		

8. The student agrees to complete the assigned work independently. It is recommended that the student meet with the teacher face-to-face every 10 school days. No more than 20 school days may elapse between face-to-face meetings.
9. Any changes to the Master Agreement must be agreed upon by Parent and Charter School Staff.
10. 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 Ed. 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.

Signatures below indicate student, parent and CT have reviewed the course content, text options, expectations and grading criteria for each of the courses listed on page 1 of this Agreement.

**First Date of Attendance will be:** \_\_\_\_\_

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Student Signature
Date

Date \_\_\_\_\_

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Credentialed Teacher Signature	Date
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Date

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Parent / Guardian Signature
Date

Date \_\_\_\_\_

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Administrator Initial / Mark	Date
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Date \_\_\_\_\_

Additional Persons Who Have Direct Responsibility for Providing **Special Education Services** to the Pupil:

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_