



**The Yuba Environmental Science  
Charter Academy  
(YES Charter Academy)**

*"YES to Excellence in Education"*

**CHARTER PETITION  
Element 2**

Prepared in compliance with the terms, conditions, and requirements of  
The Charter Schools Act, Education Code Section 47600, *et seq.*, and  
related statutes



## **II. Element 2 -- Measurable Pupil Outcomes and Standards**

---

**"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607."**

### **Education Code Section 47605(b)(5)(B)**

- The number of YES students scoring far below basic or basic on the CST will decrease by 1% each year.
- The number of YES students, including those in numerically significant pupil subgroups, who read at or above grade level at the end the year will increase by 1% each year.
- YES CHARTER ACADEMY Students will achieve at least 93% student attendance each year.
- YES CHARTER ACADEMY students, including those in numerically significant pupil subgroups, will meet the API growth target each year for 2 of 3 years and/or receive an API state or comparison rank of 4 or above in each year for 2 of 3 years.
- YES CHARTER ACADEMY will achieve 95% participation in state standardized testing

All YES CHARTER ACADEMY students will demonstrate “academic mastery” in all of the core academic areas. For non-special needs and non EL students, “mastery” will be defined as a score of “basic” or above on the California Standards Test and grades of C or better on all year-end academic portfolios and exhibitions. Portfolios and exhibitions will be assessed according to school-wide rubrics, with input from teachers across all content areas and outside community members. “Mastery” for special needs and EL students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

All students will experience a common core of learning that fulfills YES CHARTER ACADEMY’s mission. The measurable student outcomes are ways to accurately determine the extent to which all students of YES CHARTER ACADEMY demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in our educational program — a program

Charter Petition  
Element 2 (Renewal, Jan 2013)



that will be aligned with the Common Core State Standards and the California Environmental Protection Agency's "Education and the Environment Initiative" curriculum and assessment frameworks.

After completion of the K-8 program, graduates of YES CHARTER ACADEMY will demonstrate proficiency in the following areas

### A. Proficiency in English and Language Arts

Student reads with understanding and writes convincingly and effectively

- Student reads actively and derives meaning from written media.
- Student reads extensively both fiction and non-fiction for both enjoyment and research.
- Student writes using grammatically acceptable English.
- Student adjusts tone and style of writing for purpose and audience.
- Student supports statements using well-rounded facts, theory, and opinion.
- Student separates fact from opinion.
- Student logically reaches conclusions based on sufficient evidence.
- Student clearly and concisely states key points.
- Student demonstrates creativity through style, organization, and development of content.

### B. Proficiency in Health and Family & Community Life Skills

Student sufficiently understands and functions in the world around him/her and realizes his/her own unique educational interests, talents, and abilities.

A graduate of YES CHARTER ACADEMY is comfortable and at ease when speaking before an audience and in a team, and is able to contribute his/her opinions and/or help facilitate the aim of the group. Our students will be independent thinkers and responsible citizens.

- Student is able to appreciate and participate in the arts and music, choral and/or instrumental.
- Student is aware of the importance of life-long physical fitness and participates actively, with sportsmanship, in a variety of sports.
- Student has the self-discipline to set direction in his/her studies.
- Student has an ability to work collaboratively in effective teams.
- Student understands the role of the media in culture and is aware of media and societal influences.
- Student demonstrates involvement in his/her community.
- Student has knowledge of the reciprocal relationship between the individual and his/her environment.



- Student is comfortable with computer-based technologies as an effective tool to learn and to research in order to form an opinion.
- Student is aware of schedules and deadlines and appropriate tradeoffs in quality and time in project work.
- Student is physically fit and aware that a sedentary lifestyle is not healthful.

### C. Proficiency in History, Social Sciences, and Geography

Student understands the scope of history and its relevance to contemporary issues.

Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving:

- Cause and effect: people, events, or situations influencing an action or result.
- Comparison: similarities and differences.
- Classification: events and situations explained as political, economic, social, and/or intellectual.
- Anticipation of the future using evidence from the past and the present to draw conclusions about the future.
- Organization of historical events within a timeline.
- Student applies physical geography and cultural awareness to his/her understanding of societies.
- Student understands the structures, operations, and relationships of the government in the United States.
- Student has facility with reading maps and charts that display numerical data as well as boundaries, roads, and demographics.

### D. Proficiency in Mathematics

Student applies mathematical principles and operations to solve real-world logical problems.

Student demonstrates knowledge of basic skills and conceptual understanding in:

- Problem solving with numbers and operations
- Geometry and measurement
- Functions and algebra
- Quadratic equations

### E. Proficiency in Science



Student applies scientific concepts and skills to explain the world and find solutions to its problems.

- Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- Student understands application of basic skills to everyday life and/or science problems.
  
- Student observes, compares, orders, and categorizes characteristics and behaviors of phenomenon, objects, and living things.
- Student communicates ideas verbally in a clear and concise manner using expository and science writing and reporting formats.
- Student relates factors of differing objects and events, and infers about unknown or unseen processes.
- Student applies knowledge and thought processes to explain his/her world and to extrapolate solutions.
- Student shows a perception of the interrelationships among scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, and ecosphere).
- Student recognizes the effects of science, technology, and societies on one another and on the environment.