



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

"YES to Excellence in Education"

**CHARTER PETITION
Element 3**

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

Charter Petition
Element 3 (Renewal, Jan 2013)



III. Element 3 -- Methods to Assess Pupil Progress Towards Meeting Outcomes

Methods to Assess Pupil Progress Toward Meeting Outcomes

"The method by which pupil progress in meeting those pupil outcomes is to be measured."

Education Code Section 47605 (b) (5) (C)

A. Content-Specific Outcomes for Students

In general, YES CHARTER ACADEMY students will be assessed using a variety of methods that include the following:

- Curriculum-based state-mandated tests and other standardized assessment tools
- Personal interactive journals
- Portfolios and handmade books
- Informal oral and teacher-made exams
- Demonstration of mastery using manipulative materials
- Demonstration of mastery by peer teaching and/or cross-age tutoring
- Formal presentation to the class of projects and reports
- Written evaluations by staff of pupil level regarding academic mastery and behavior (personal development)
- Self-assessments - Reflection on both long- and short-term planning for Individual Learning Plans
- Use of the annual assessment results from the Statewide Testing and Reporting (STAR) Program (specific tracking of percentile changes in consecutive years)
- Use of Online Assessment Reporting System (OARS) to monitor benchmark progress on state standards
- Rubrics developed by the school faculty and administration
- Trimester academic conferences

As we will continue to define the process of evaluating student learning, these critical questions will guide our work:

- How do we help students articulate their learning process?
- How do we help students evaluate their own learning?
- How do we measure student gains in learning, other than standardized testing?
- How does our work in electronic portfolios, paper portfolios, protocols, and student-generated rubrics drive the curriculum and instruction for deeper learning for all students?



- How can working together in grade-level teams be enhanced in this process to calibrate assessment between and within grade levels?

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Credentialed teachers will consider each student's individual abilities, interests, and talents while utilizing the measurements below. Assessment is used as an opportunity for further revision. Testing is viewed as another opportunity for self-discovery and success. Comfort with test taking is important to our students as they advance to high school and college, but will not be used exclusively for grading or success within our YES CHARTER ACADEMY school environment. High levels of accomplishment will be expected, and deadlines will be used to encourage timely conclusion of learning activities.

Student progress will be tracked on progress reports comprising comprehensive checklists issued on a semester basis (twice per year). YES Charter Academy intends to track student progress using state student ID (SSID) numbers in order to account for real student growth and learning over the course of time at YES CHARTER ACADEMY.

B. School-wide Student Outcomes

In addition to the above-mentioned content-specific outcomes for students (see Element 2) the following are school-wide YES CHARTER ACADEMY outcomes:

- YES CHARTER ACADEMY will meet all required state and federal academic performance benchmarks as demonstrated on standardized tests and the state's academic performance index.
- Students will achieve at least 90% student attendance each year.
- YES CHARTER ACADEMY 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
- Students enrolled in the school at least three consecutive years will annually demonstrate growth in scores from internal pre- to post-testing in each of reading, writing, and math (tracked using SSIDs)

Our charter school shall administer the mandated state assessments and shall also meet any required state or federal performance standards developed. Every year the YES CHARTER ACADEMY will receive an evaluation via the State of California's Academic Performance Index (API) based on mandated state assessments to determine if students are achieving academic levels which are at least equivalent to or exceeding those achieved by students in similar schools across the state.

C. Use and Reporting of Datum

Our curricula's on-going refinement, which will be based upon the California State Frameworks and Content Standards and the California Environmental Protection Agency's "Education and the Environment Initiative" curriculum and assessment frameworks, will utilize the state- authorized testing



program and score analysis to provide us with regular measures of achievement from our student body. We plan to disaggregate for individuals and groups with special needs by employing criterion-based assessments. Ongoing and year- end summative assessments will be prepared and made available, via Parent Conferences and report cards.

A self-study of our performance will be an on-going practice of our administration and teaching faculty. Self-reflective practice is part of the school culture, and, to this end, our charter academy collect not only student scores, but also to survey for parent and community impressions of our student work, and then develop methods to evaluate and recommend on-going areas for improvement. This meta-practice approach to operations allows us to accomplish data collection intentionally throughout the year, and then make adjustments constantly during the course of a school year. We will utilize the WACS “Focus On Learning” format for a self-study that evaluates demographic data, outcome data, process and perception data from a stakeholder’s perspective, then develop a determination of critical needs from findings and evidence gathered from departments that will lead towards a school-wide action plan.

At YES CHARTER ACADEMY we will have an open door policy for parents to visit classrooms. There will be three formal parent and teacher conferences scheduled each academic year: the first prior to Thanksgiving, a Spring Conference in March, and a final conference in June. Various assessment tools will be provided at these conferences to assist the teacher and parent in determining the academic and social growth of that child. The Appendix to this charter provides the reader with several examples of non-traditional assessments that are available to the teachers.

In addition, by October following an academic year, YES CHARTER ACADEMY will prepare for parents, community, and the County Office of Education, an annual accountability report similar to the School’s Accountability Report Card (SARC) with additional elements reflecting on the school’s performance toward meeting the provisions of the charter and charter laws as highlighted below. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above.
- An analysis of whether student performance is meeting the goals specified above. This data will be displayed on both a YES CHARTER ACADEMY school wide basis and disaggregated by grade level and subject-area categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the YES CHARTER ACADEMY Board during the year.
- Data on the level of parent involvement in YES CHARTER ACADEMY’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether YES CHARTER ACADEMY implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.



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- An overview of YES CHARTER ACADEMY admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the YES CHARTER ACADEMY internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

Other information regarding the educational program and the administrative, legal, and governance operations of the YES CHARTER ACADEMY relative to compliance with the terms of the charter generally.