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**ASSESSMENT POLICY**

Sage Oak Charter Schools (SOCS) adopts this Assessment Policy to apply to all students enrolled in SOCS.

**California Assessment of Student Performance and Progress (CAASPP)**

SOCS administers the state-mandated California Assessment of Student Performance and Progress, which monitors educational progress in English Language Arts, Mathematics, and Science. CAASPP testing includes:

- Smarter Balanced Assessments: Administered for English Language Arts and Mathematics to students in grades 3-8 and 11, assessing their proficiency in Common Core State Standards.
- California Science Test: Administered to students in grades 5, 8, and once in high school, assessing their proficiency in Next Generation Science Standards.

**California Alternate Assessment (CAA)**

SOCS administers the state-mandated California Alternate Assessment for students with moderate to severe intellectual disabilities who meet the eligibility criteria set forth by the California Department of Education administered in lieu of the general CAASPP assessments. The CAA assessments are designed to evaluate the academic achievements of students in a format that accommodates their specific needs.

**Reading Difficulties Risk Screener (RDRS)**

SOCS administers the state-mandated Reading Difficulties Risk Screener to students in grades K-2. This assessment is given one time per school year and assesses students for the risk of reading difficulties.

**Physical Fitness Test (PFT)**

SOCS administers the state-mandated Physical Fitness Test to students in grades 5, 7, and 9. The test consists of five parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test is given once per school year and was designed to support students in starting life-long habits of regular physical activity.

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### **English Language Proficiency Assessments for California (ELPAC)**

SOCS administers the state-mandated English Language Proficiency Assessments for California to students whose primary language is not English. The assessments are designed to measure English language proficiency (ELP) for students in grades K-12. The ELPAC consists of two distinct assessments: one for the initial identification of students as English learners (ELs) and a second for the annual summative assessment, which evaluates an EL student's progress in learning English and determines their level of ELP.

### **Supplementary Local Assessment**

SOCS does not recommend opting out of state testing. However, if a parent/guardian decides to opt out their student from CAASPP testing, the student will be required to take the school-adopted Supplementary Local Assessment in order for SOCS to collect the data needed to support student achievement.

### **Diagnostic Local Assessment**

SOCS administers a school-adopted Diagnostic Local Assessment for students in grades 1-11 for Math and English Language Arts. All students must take both the pre- and post-diagnostic local assessments administered in the fall and spring of each school year or within 20 days of enrollment. In addition, ongoing progress monitoring assessments may be administered as needed.

### **Transitional Kindergarten (TK) Local Assessment**

All transitional kindergarten students will take a school-created Transitional Kindergarten pre- and post-local assessment. Students will be assessed on kindergarten content standards in Math and English Language Arts.

SOCS strongly encourages kindergarten students to take the 1st - 11th grade Diagnostic Local Assessment. However, upon parent/guardian request, kindergarten students may in lieu take the TK Local Assessment.

### **Local Assessment for Students with Moderate to Severe Disabilities**

SOCS students with moderate to severe intellectual disabilities who qualify to take the California Alternate Assessment (CAA) will be assessed using alternative methods of evaluation designed specifically for students with moderate to severe intellectual disabilities and approved by the

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Director of Special Education. Students with moderate to severe intellectual disabilities will be assessed using these alternative methods of evaluation in lieu of the other school-adopted local assessments due to the fact that these assessments are not appropriate for students with moderate to severe disabilities.

### **Teacher Proctoring**

All state and local assessments will be proctored by the teacher either in person or virtually based on the best interest of the student and in accordance with the guidelines outlined in the Meeting Policy.

Conducting assessments in person may be essential to meet the individual needs of students to complete the assessment effectively, including but not limited to specific accommodations written into the Individual Education Program (IEP). If deemed necessary, students will be mandated to attend all designated assessment appointments in person at the location designated by the school.

In order for the assessment to be conducted virtually, the student must have a computer with a working camera, microphone, and access to a strong reliable WiFi signal. During the virtual assessment session, the teacher will ensure that the student and immediate surroundings are visible and free of distraction. The parent/guardian must be present in the testing location, but may not assist with the assessment. Students may not use a cell phone or other electronic devices during the assessment. In the event that a student does not adhere to these guidelines, in-person proctoring sessions will be scheduled to allow enough time for the assessment to be completed within the assessment window.

### **Opt Out Policy**

Education Code section 60615 and Title 5 of the California Code of Regulations section 852 allow parents/guardians to submit a written opt-out request to exclude their child from any or all parts of the CAASPP or the CAA.

Education Code section 53008 allows parents/guardians to submit a written opt-out request to exclude their child from the RDRS if any of the following criteria are satisfied:

- 1) The student has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.

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- 2) The student is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
- 3) The student is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening pursuant to this section redundant.

Opt-out requests must be submitted in writing each year before assessments are administered and clearly specify which assessments to exclude. The school will honor all valid, written opt-out requests in compliance with these regulations.

Please note that parents/guardians cannot opt their child out of other required assessments, including the PFT, ELPAC, or any local school-adopted assessments, as these are mandated by state and federal guidelines to monitor student progress and ensure compliance with educational standards.

**Special Education Students**

Special education students will receive testing accommodations and/or supports as specified in the Individualized Education Program (IEP) when taking the local and state assessments.