
LOCAL ASSESSMENT POLICY

Sage Oak Charter Schools (“SOCS” or “Charter School”) adopt this Local Assessment Policy to apply to students enrolled in SOCS.

One of the responsibilities of SOCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, SOCS collects academic performance data through state mandated testing in addition to administering local assessments.

No Opt Out for Local Assessment

In California, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. The choice to opt out only applies to the state mandated assessments, as there is no law permitting a parent/guardian to opt out of the Charter School’s local assessments.

Failure to attend a scheduled local assessment meeting/test session will result in a missed meeting per our Attendance, Support, and Involuntary Disenrollment Policy and a second local assessment meeting/test session will be scheduled. Failure to attend the second session will result in a second missed meeting per our Attendance, Support, and Involuntary Disenrollment Policy, and a third local assessment meeting/test session will be scheduled. Failure to attend the third session will result in a third missed meeting per our Attendance, Support, and Involuntary Disenrollment Policy and involuntary disenrollment may occur.

Teacher Proctored Local Assessments

All TK-11th grade students must take a teacher proctored local assessment. Both pre- and post-diagnostic tests are given each year and may be given as needed throughout the year. The teacher may proctor in person or proctor virtually based on the best interest of the student and in accordance with the Virtual Proctoring Policy.

Diagnostic pretests will be administered to all students during the local assessment pretest window in the fall of each school year or within the first 20 school days of enrollment. Diagnostic posttests will be administered to all students during the local assessment posttest window in the spring of each school year. If a student’s enrollment date falls on/after March 1st, the student is only required to take the diagnostic once.

LOCAL ASSESSMENT POLICY

The teacher will provide the parent/guardian with an individualized diagnostic report for both math and reading when the diagnostic assessment is completed. The teacher will review results with the parent/guardian and provide an opportunity to answer any questions at the following learning period meeting (LPM).

1st -11th Grade Local Assessment

SOCS uses a school adopted, state approved verified data local diagnostic assessment for students in grades 1-11 for math and reading. In addition, ongoing progress monitoring may be administered to show whether students are on track to achieve end-of-year targets. The results from the assessment provide standards based data necessary for meeting state and Charter School requirements.

Transitional Kindergarten Local Assessment

All transitional kindergarten students take a Transitional Kindergarten (TK) pre/post assessment, which is a paper and pencil diagnostic. Students will be assessed on their letters/sounds, word recognition, number sense and math concepts.

Kindergarten Local Assessment Options

SOCS strongly encourages kindergarten students to take the 1st - 11th Grade Local Assessment. However, upon parent/guardian request, kindergarten students may take the TK assessment in lieu without operations and accountability department approval.

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 Director of Special Education. Students with moderate to severe intellectual disabilities will be assessed using these alternative methods of evaluation in lieu of the 1st -11th Grade or Transitional Kindergarten assessment due to the fact that these assessments are not appropriate for students with moderate to severe disabilities.

Alternate Assessment to State Smarter Balanced Math, ELA and/or CAST Testing

SOCS does not recommend opting out of state testing. Charter schools exist in a performance based accountability system for student academic performance, and SOCS fully participates in that system. However, if a parent/guardian decides to opt out of Smarter Balanced math, ELA

LOCAL ASSESSMENT POLICY

and/or CAST testing, the student will be required to take the alternate local assessment in order for SOCS to collect the data needed to increase student achievement.

Special Education Students

Special education students will receive testing accommodations and/or supports as appropriate when taking the local and state assessments.