

## Mathematics Placement Policy Statement of Purpose

The Mathematics Placement Act of 2015 (SB 359) provides that [a]ll pupils, regardless of race, ethnicity, gender, or socioeconomic background, deserve an equal chance to advance in mathematics. With the shift towards the implementation of the Common Core State Standards for Mathematics, it is particularly important for all pupils to have access to high-quality mathematics programs that meet the goals and expectations of these standards. It is crucial for teachers and guidance personnel to advise pupils and parents on the importance of accurate mathematics course placement and its impact on future college eligibility so pupils may take each course in the mathematics course sequence.

### Mathematics Course Access

Westlake Charter School WCS holds high expectations for all students and will ensure all students graduate college proven, having met a-g requirements and having completed one college course. WCS's mathematics course sequence is built in a way that provides students with rigorous coursework and no tracking, which means that all students will have access to all mathematics courses that are offered. Student 4 year learning plans will be personalized to support all students in mastering mathematics content standards and the standards for mathematical practices. Daily Flex Time will be provided for students to receive reteaching and extension. Daily Flex Time at WCS allows our team of experts to personalize for all of our students thus ensuring all students will have the supports necessary to complete the rigorous, a-g aligned mathematics courses required for graduation and college entrance.

### Mathematics Placement Policy

This Policy of the Westlake Charter School ("WCS") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, WCS systematically takes multiple objective academic measures of student performance into consideration, including:
  - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
  - b. Placement tests that are aligned to state-adopted content standards in mathematics;
  - c. Classroom assignments and grades;
  - d. Final grade in mathematics on the student's official, end of the year 8th grade report card;
  - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.



2. WCS will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

It is permissible under this policy and the Math Course Sequence policy for students to take multiple math courses in one school year, as long as the student takes the courses in the sequential order specified by the WCHS math course sequence.

3. The WCHS Principal shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy, and are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. WCS shall annually report the aggregate results of this examination to the WCS Board.
4. WCS offers clear and timely recourse for each student and the student's parent or legal guardian who questions the student's placement, as follows:
  - a. A parent/legal guardian of any 9th grade student may submit a written request to the WCHS Principal, that:
    - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt of the written request, the WCS Principal shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that WCS relied upon in determining the student's mathematics placement.
    - ii. Requests for reconsideration of the student's mathematics placement shall be based on objective academic measures. Within five (5) school days of receipt of the written request, the WCHS Principal shall respond in writing to the parent/legal guardian's request. The Principal and the student's mathematics teacher shall assess the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Principal must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's response must provide the determination as well as the objective academic measures that the Principal relied upon in making that determination.
5. WCS shall ensure that this Mathematics Placement Policy is posted on its website.
6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.