



Mathematics Placement Policy Statement of Purpose

The Mathematics Placement Act of 2015 (SB 359) provides that all 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-ready, 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.

Default Placement:

All students entering 9th grade will be placed in Math 1 as the default starting course, unless objective evidence indicates readiness for a higher-level course.

Math 1 Prerequisite Requirement:

Placement in Math 2 or higher requires that the student has successfully completed Math 1 or a course determined by the WCS administration to be equivalent to Math 1.

Administrative Equivalency Determination: The WCS administration may designate a prior course as equivalent to Math 1 based on a review of all of the following:

- The course syllabus and scope and sequence of content covered;
- Alignment of the prior course to California Common Core State Standards addressed in WCS's Math 1 course; and



- Student performance data, including grades and any available assessment results.

Any equivalency determination must be made by the Principal. The determination shall be made on an individualized basis and shall not be applied as a blanket equivalency for all students from a particular school or program.

Students who have not completed Math 1 or an approved equivalent will be placed in Math 1, regardless of other academic indicators, unless they demonstrate mastery of all Math 1 content through a WCS-administered assessment as described in the Verification of Prior Coursework section below.

Criteria for Placement Above Math 1 (Math 2 or Higher in 9th Grade):

A student may be considered for placement in a higher-level mathematics course if all of the following objective criteria are met:

- a. The student has successfully completed Math 1 or a course approved by the WCS administration as equivalent to Math 1, with a passing grade or an equivalent measure of mastery.
- b. The student demonstrates proficiency on state assessments or placement tests aligned with California Content Standards in mathematics.
- c. The student has met any additional performance benchmarks established by WCS for acceleration (e.g., diagnostic tests before or at the start of 9th grade).

Verification of Prior Coursework:

- WCS will request prior coursework documentation (report cards, course syllabus, or teacher verification) whenever available.
- If documentation is not available prior to the start of the school year, the student will initially be placed in Math 1, with placement reevaluated during the first month of school using diagnostic tests, placement assessments, and teacher input.
- Where prior coursework cannot be verified through documentation, the WCS administration may administer a Math 1 mastery assessment. A student who demonstrates full mastery of Math 1 content standards through such an assessment may be considered for placement in Math 2 or higher, subject to all criteria above.

Placement Reconsideration:

- Students may request placement in a more advanced course within the first month of school.
- Requests must be supported by objective academic measures.
- The Principal or designee and the math teacher will review available evidence and recommend placement.
- WCS will ensure that the process is transparent and fair and that parents/students are notified in writing of the placement determination.



Sequential Progression:

- Students may take multiple math courses in a single year if the sequential prerequisites are satisfied and the courses are approved by the Principal.
- No student will be advanced to a higher-level course without demonstrating readiness for all prerequisite content.

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, provided they take the courses in the sequential order specified by the WCHS math course sequence.

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.

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:

1. A parent/legal guardian of any 9th-grade student may submit a written request to the WCHS Principal, that:
 - a. 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.
 - b. 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.

WCS shall ensure that this Mathematics Placement Policy is posted on its website. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.