

HighTech LA

MATHEMATICS PLACEMENT POLICY

This policy of the HighTech LA (the “Charter School”) 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, which is to prevent students from repeating their 8th grade math course despite demonstrating the ability to proceed in the mathematics course sequence.

HighTech LA is committed to graduating 100% of its students college-ready, which requires developing strong foundational mathematical knowledge and skills and offering a course sequence that satisfies the UC “a-g” subject requirement “c” for mathematics, and providing opportunities for high achieving students to take an Advanced Math course in their 12th grade year.

HighTech LA has established a standard course sequence for all students entering grade 9. According to the standard course sequence, all 9th grade students take Mathematics 1.

1. Acknowledging that some students may need intervention and support to succeed in Mathematics 1 and a small number of students may be qualified to bypass Mathematics 1 and accelerate through the standard course sequence, in determining the mathematics course placement and/or need for remediation in Mathematics 1 for entering 9th grade students, the Charter School 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. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - d. 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. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to reevaluate individual student progress and determine if additional remediation is necessary for struggling students or if a student should be accelerated to the next mathematics course. All mathematics teachers responsible for teaching 9th grade students will assess the performance for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement and/or level of remediation. Based on the

assessment, the teacher will then recommend that the student remain in the current mathematics placement and receive additional intervention and support or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Principal, or his or her designee, 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 are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement and/or level of remediation, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement and/or level of remediation was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement and/or level of remediation.
 - ii. Requests reconsideration of the student's mathematics placement and/or level of remediation based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement or if the level of remediation is appropriate based on the student's performance, in which case the Principal shall specify the mathematics course or level of remediation recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics

placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School 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.

Adopted:

Amended: