

SACRAMENTO CHARTER HIGH SCHOOL MATHEMATICS PLACEMENT POLICY

This policy of Sacramento Charter High School (the “Charter School”) as approved by the St. HOPE Public Schools’ 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, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Statewide mathematics assessments, including summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - b. Mathematics placement tests;
 - c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on each student’s classroom assignment and grades;
 - d. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided for the beginning part of the school year;
 - e. Final grade in mathematics, if available, on the student’s official, end of the year 8th grade report card;
2. The Charter School 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. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements 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. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement 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 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, 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 was determined. The Charter School Principal or designee shall promptly 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.
 - ii. Requests that the student retake the placement test or other appropriate assessment, in which case the Principal or designee will attempt to facilitate the retest promptly.

- iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. The Charter School Principal or designee shall promptly 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, in which case the Principal shall specify the mathematics course or level 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. Within 15 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagrees with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 15 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.
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.