9TH GRADE MATH PLACEMENT POLICY

Epic California Academy recognizes the importance of each student's achievement in all subject areas, including mathematics as critical for college and career readiness. This policy is in place to adopt a fair, objective, and transparent mathematics placement policy and protocol for pupils entering Grade 9, and for all learners in all subgroups taking multiple objective academic measures of pupil performance into consideration.

1. Mathematics Placement Protocol

In accordance with the California Mathematics Placement Act of 2015, this policy includes the following objective elements when considering student placement:

- Multiple objective academic measures of pupil performance;
- Interim and summative assessments that are aligned to state-adopted content standards in mathematics;
- At least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress
- Annual examination of pupil placement data;
- Clear and timely recourse for questions regarding pupil placement;
- Regular evaluation of students' progress.

Epic California Academy's mathematics placement protocol for students entering grade nine is to assign a student's math course based upon the following objective academic measures, implemented as applicable:

- Student report card(s)
- Student scores on state assessment(s)
- Student scores on interim assessment(s)
- Student score on standards-based mathematics placement exam

2. Procedures for Timely Recourse

The School shall implement a procedure, including clear and timely recourse, whereby each pupil and his or her parent or legal guardian may question their placement in a mathematics class.

3. Annual Review of Mathematics Placement Data

School staff shall annually review aggregate school wide data on math placement and compare placements school wide with placements of students in various racial/ethnic, gender, and socioeconomic (e.g., free/reduced meal-eligible) subgroups to ensure that pupils who are qualified to progress in mathematics courses are not held back in a disproportionate manner. The staff shall report on the aggregate results of this review to the Board.

4. Limitation on Use of Subjective Placement Measures

Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. However, recognizing that facilitators and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may

be made to advance a student to a higher mathematics class than objective data indicates.

5. Policy Availability

This policy will appear on the school's website.

Compliance with the Education Code

This policy in in compliance with California Education Code 51224.7
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB359