

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 319

Student Centered

MATHEMATICS PLACEMENT POLICY

BACKGROUND

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The new law requires Local Educational Agencies, including charter schools; to have a board approved placement policy for mathematics for 9th grade students in place beginning with the 2016-17 school year. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). In particular, a student's 9th grade math course placement is a crucial crossroads for their future educational success.

Misplacement in the sequence of mathematics courses can create a number of barriers and results in pupils being less competitive for college admissions. A fair, objective and transparent policy on 9th grade math placement may help reduce misplacement of students into the appropriate math course as they enter high school.

The mission of Gateway College and Career Academy is to provide learners who are not on track to graduate with the opportunity to complete high school and achieve success within a supportive college community. This mission is supported by providing a personalized placement in math courses for all Gateway College and Career Academy students, along with follow up monitoring of student success, in order to customize the student's educational plan to best meet the academic needs and educational goals of each student. Gateway College and Career Academy serves a diverse population of students from many different backgrounds, and through the Personalized Performance Learning approach, the school can support every student in achieving their academic potential, across all demographic groups.

MATHEMATICS PLACEMENT

The counseling staff in consultation with math instructors and academic support personnel make math placement decisions. While school staff are primarily responsible for making math placement decisions, parents and students play a key role in in the final decision. Families can make a request for a particular math placement during the enrollment or re-enrollment process.

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Revised:

School staff members take into account multiple measures to determine the math course placement that will lead to the greatest student success for each student. Multiple objective academic measures of student performance are the most important indicators taken into consideration. These include student transcripts, past grades, performance in the previous math courses, results of the statewide mathematics assessments, including interim and/or summative assessments as available, results of gifted and talented testing, and placement tests that are aligned to state-adopted content standards in mathematics. For students with an active Individualized Education Program (IEP), the goals and progress of the IEP are taken into consideration.

The following guidelines are used when making math placement decisions for 9th grade students:

- Students entering 9th grade who have successfully completed a level of math of Geometry or above are placed into the next level math course (Algebra 1 and Geometry can be interchangeable courses) (RCC math 11, 25, 26, 35).
- Students who have successfully completed the high school Algebra I requirement prior to 9th grade are placed into Geometry or higher (Algebra 1 and Geometry can be interchangeable courses)(RCC math 11, 25, 26, 35).
- Students who enter 9th grade with a C or better in 8th grade math or Pre-Algebra or Algebra Readiness are placed in Algebra I (RCC math 25, 26, GCCA Algebra 1).
- Students who enter 9th grade having already failed Algebra I, or who received a grade lower than a C in Pre-Algebra or Math 8 or Algebra Readiness, are placed into a modified pace Algebra I course that is divided into Part 1 and Part 2. (GCCA Foundation math or GCCA Algebra 1).
- Students who were in a non-traditional educational setting prior to entering 9th grade may use the alternative evaluation procedures laid out in the School Handbook. (Foundation math assessment on paper or online assessment ALEKS).

ACCOUNTABILITY

In order to provide a transparent policy regarding Mathematics placement, the board approved policy will be posted on the school's website under the "School Information" section. Students and parents have the right to timely recourse if they do not agree with the school's math placement decision. The first step in this process is contacting the student's counselor to discuss the placement decision.

The school will monitor the success of placement decisions by reviewing math placement at the end of the first month of each semester. Placement will be re-evaluated using student success data. Students who are struggling will be given various academic interventions and supports. Students who appear to have mastered the material in a course may be considered for acceleration with the approval of their counselor.

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