



WHERE OAKLAND SHINES

## Mathematics Placement Policy

Lighthouse Community Public Schools (LCPS) has established a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade. This policy ensures the success of every student and meets 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.

The mission of Lighthouse Community Public Schools is to prepare a diverse, K-12th grade student population for college and the career of their choice. This requires developing strong foundational mathematical knowledge and skills, offering a course sequence that satisfies the UC "a-g" subject requirement "c" for mathematics, and providing opportunities for higher achieving students to advanced mathematics courses.

LCPS has established a standard course sequence for all students in grades 6 through 10 with opportunities for acceleration after grade 10. According to the standard course sequence, all 8th grade students take Common Core State Standards ("CCSS") Math 8 and progress to CCSS High School Integrated I in 9th grade.

CCSS Integrated I does not repeat content from CCSS Math 8. As such, no student who follows the standard course sequence repeats his or her 8th grade mathematics course.

1. Acknowledging that some students may need intervention and support to succeed in CCSS Integrated I and a small number of students may be qualified to bypass CCSS Integrated I and accelerate through the standard course sequence, in determining the mathematics course placement and/or need for remediation in CCSS Integrated I for entering 9th grade students, LCPS systematically takes multiple objective academic measures of student performance into consideration, including:
  - a. Eighth grade MAP (NWEA) assessment in 8th grade;

- b. Final grade in mathematics on the student's official, end of the year 8th grade report card;
  - c. Statewide summative mathematics assessments through the California Assessment of Student Performance and Progress ("CAASPP");
  - d. Placement tests that are aligned to state-adopted content standards in mathematics available only to students who have successfully completed an equivalent high school level course;
  - e. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
  - f. 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 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 LCPS 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. LCPS shall annually report the aggregate results of this examination to the LCPS Board.
4. LCPS 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 LCPS Principal, or his or her designee, that:
    - i. Requests information regarding how the student's mathematics placement and/or level of remediation were determined. Within ten (10) days of receipt, the LCPS Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that LCPS 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 ten (10) school days of receipt, the LCPS 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.
5. LCPS 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.

*Updated: 2019-2020*