



ROCKLIN ACADEMY FAMILY OF SCHOOLS

MATHEMATICS PLACEMENT POLICY

The Rocklin Academy Board of Directors has adopted this policy to develop a fair, objective, and transparent protocol for placement in mathematics courses for pupils entering ninth grade. The Board affirms that a fair, objective, and transparent mathematics placement protocol based on multiple objective academic measures will result in appropriate ninth grade mathematics placement and will prevent mathematics misplacement.

Rocklin Academy recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics ("STEM"). A student's ninth grade mathematics placement, in particular, is crucial to ensuring future educational success.

1. Review of Multiple Objective Academic Measures

Mathematics placement for entering ninth grade students shall be determined based upon a systematic review of multiple academic measures of student performance, including:

- a. Prior year mathematics course placement as determined by transcripts or report cards;
- b. Final grade in mathematics on the student's official, end of the year eighth grade report card;
- c. Scores on appropriate placement tests that are aligned to state-adopted content standards in mathematics.
- d. Statewide mathematics assessment, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP").
- e. Other objective indicators of student performance and proficiency in mathematics. Recommendation, if available, of each student's eighth grade mathematics teacher based on classroom assignment and grade.
- f. Recommendation, if any, of each student's ninth grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 3, below.

2. Timing of Mathematics Placement Decisions and Parent/Student Notification

Mathematics placement decisions shall be made according to a timeline that allows for maximum use of current objective academic measures. Current RAFOS students will be

notified of mathematics placement at the end of the current school year. Newly enrolled students will be informed of mathematics placement prior to the start of the school year.

3. Placement Checkpoint

RAFOS 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 students will complete an assessment during the first three weeks of the school year to verify that they have been properly placed. If a determination is made that a student is not enrolled in the correct course, the proper placement will be identified and the student will be enrolled in the appropriate course.

4. Clear and Timely Recourse

Rocklin Academy 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 ninth grade student may submit a written request to the Principal, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the 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 school relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests reconsideration of the student's mathematics placement 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 3 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.

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. The 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.
6. The Rocklin Academy Family of Schools shall ensure that this mathematics placement policy is posted on its website.
7. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.