



PALISADES CHARTER HIGH SCHOOL

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PCHS MATHEMATICS COURSE PLACEMENT POLICY

Grade Nine Mathematics Course Placement Policy

The policy of the Palisades Charter High School ("PCHS" or the "Charter School") Board of Directors ("Board") is to place all incoming grade nine students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers. Additionally, this school policy also meets the Legislative intent of the Mathematics Placement Act of 2015 because it:

- A. Systematically takes multiple objective academic measures of pupil performance into consideration;
- B. Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress;
- C. Requires an annual examination of pupil placement data to ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background;
- D. Requires a report on the results of the annual examination by the school to its governing board or body; and
- E. Offers clear and timely recourse for all pupils and their parents/legal guardian who questions their student's placement.



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Grade Nine (9) Mathematics Course Placement Process

PCHS Math Placement Validation Matrix: This matrix serves as a general guideline for 9th grade course placements.

Current Math 8 Course	Current Math 8 Course Fall Grade	Current Math 8 Course Spring	CAASPP Math Band	Internal Middle School Assessment Score	Grade 9 Course
Math 8 or Pre Algebra	D or Fail	D or Fail	Any score	Any score	Algebra I Support
Math 8 or Pre Algebra	D or higher	C or higher	Any score	Any score	Algebra I
Math 8 or Pre-Algebra	C or higher	D or Fail	Nearly Met or Does not Meet	Below Standard	Algebra I Support
Math 8 or Pre-Algebra	C or higher	D or Fail	Met or higher	Met or Above	Algebra I
Algebra I	D or Fail	D or Fail	Any score	Any score	Algebra I Support
Algebra 1	C or higher	D or Fail	Does not Meet or Nearly Met	Below Standard	Algebra I
Algebra I	D or Fail	C or higher	Nearly Met to Exceeds	Standard met or Above	Geometry
Algebra I	D or Fail	C or higher	Does not Meet	Below Standard	Geometry or Geometry Support
Algebra I	C or higher	C or higher	Nearly Met or Met	Standard met or Above	Geometry



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Algebra I	A	A	Met or higher	Met or higher	Honors Geometry
Algebra 1	B or higher	B or higher	Exceeds Standards	Above Standard	Honors Geometry
Geometry	D or Fail	D or Fail	Nearly Met or Does not Meet	Below Standard	Geometry
Geometry	C or higher	D or Fail	Any Score*	Any Score*	Geometry
Geometry	D or Fail	C or higher	Does not Meet	Below Standard	Algebra 2 Support
Geometry	D or Fail	C or higher	Nearly Met to Exceeds	Standard met or Above	Algebra 2
Geometry	C or higher	C or higher	Nearly Met or higher	Standard met or Above	Algebra 2
Geometry	A	A	Met or higher	Met or Above	Honors Algebra 2
Algebra 2	Any Grade	D or Fail	Any Score*	Any Score*	Algebra 2
Algebra 2	D or higher	C or higher	Any Score*	Any Score*	AMC/AMS
Algebra 2	C or higher	C or higher	Met or Exceeds	Standard met or Above	AMC/AMS
Algebra 2	A	A	Exceeds Standard	Above Standard	Math Analysis

* CSU/UC Freshman Admission Requirements requires a full year (2 semesters) of Geometry and Algebra 2



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A. Initial Placement

In determining the mathematics course placement for entering grade nine students, the Charter School systematically takes multiple objective academic measures of student performance into consideration.

PCHS makes an initial Mathematics course placement during enrollment based on the following multiple objective academic measures:

Current Mathematics course from Grade Eight (8) and syllabus (if necessary);

Grade Eight (8) Mathematics semester grades from the official middle school transcript;

Existing California Assessment of Student Performance and Progress ("CAASPP") test scores (if available);

Middle School Research-based Internal Standardized Assessment (if available)

Note: PCHS bases placement, in part, upon Mathematics courses taken at the students' prior middle school. Any courses taken AFTER students graduate their middle school will NOT factor into students' placement. Additionally, any Mathematics course that is not on the student's official transcript from the prior middle school will NOT factor into the student's placement.

Final Placement

During the first weeks of school, all incoming students will complete a series of checkpoint exams in Algebra I, Geometry, Algebra II, and Math Analysis. These checkpoint tests are aligned to state-adopted content standards in mathematics to measure mathematics achievement level. Results from these exams are distributed to students, parents and/or guardians, PCHS counselors, and the mathematics department.

The mathematics department reviews internal test results in their PLCs to determine whether students need additional instruction for success. Any changes to a student's mathematics program after school begins will be recommendations to move students to advance within a designated course.

Placement Criteria

PCHS Mathematics Pathways require passing grades in prerequisite math courses to move forward on the pathways. Students must move sequentially through the pathway to complete the pathway. For more specific information about support and honors courses, see the PCHS Course Catalog at go.palihigh.org/palicourses



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Algebra I:

All students not enrolled in Algebra I or higher in grade eight (8) are placed into Algebra I. The curriculum is based on the California Algebra 1 content standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem-solving situations. Due to the different naming conventions for grade eight (8) Mathematics courses, PCHS collaborates with feeder schools and districts to review specific curricula and standards addressed in each course. See the *PCHS Math Placement Validation Matrix*.

Geometry:

The Geometry curriculum is based on the California Common Core State Standards for Geometry, which include proving and applying basic theorems, computing perimeters, circumferences, areas, and volumes of geometric shapes, performing basic constructions, and using trigonometric functions to solve problems. See the *PCHS Math Placement Validation Matrix*.

Algebra II:

The Algebra II curriculum is based on the California Common Core State Standards for Algebra II, which includes Modeling, Functions, Number and Quantity, Algebra, and Statistics and Probability. See the *PCHS Math Placement Validation Matrix*.

Advanced Math Concepts/Skills:

The Advanced Math Concepts/Skills curriculum is based on the California Common Core State Standards for Precalculus, which includes matrices, complex numbers, trigonometry, and the geometry of a plane. See the *PCHS Math Placement Validation Matrix*.

Math Analysis:

The Math Analysis curriculum is based on the California Common Core State Standards for Precalculus. Math Analysis is a pre-calculus course that emphasizes a better understanding of functions and their applications and strengthens students' mathematical reasoning and problem-solving skills. Some of the topics covered include trigonometry, parametric equations, vectors, polar coordinates, complex numbers, polynomial functions, rational functions, exponential functions, logarithmic functions, sequences, series, and limits. See the *PCHS Math Placement Validation Matrix*.



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Honors Math Analysis:

The Honors Math Analysis curriculum is based on the California Common Core State Standards for Precalculus. Honors Math Analysis is a more rigorous pre-calculus course that includes logic and matrices in addition to functions and their applications. Some of the topics covered include trigonometry, parametric equations, vectors, polar coordinates, complex numbers, matrices, polynomial functions, rational functions, exponential functions, logarithmic functions, sequences, series, and limits. See the *PCHS Math Placement Validation Matrix*.

B. Placement Checkpoint

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.

C. and D. Annual Examination of Data

Each year, PCHS will examine aggregate student placement data to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The results of this annual review will be reported to the PCHS Board of Trustees.

E. Recourse

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 parent/legal guardian of any Ninth (9th) Grade student may submit a written request to the Charter School Executive Director, or his or her designee, that:

1. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall 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.
2. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request.



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The Executive Director 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 this policy. Based on this assessment, the Executive Director 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 Executive Director shall specify the mathematics course or level recommended for the student.

The Executive Director's or designee's response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.

Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director's or designee's response time exceed one (1) month.

If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.

Online Posting

The Charter School shall ensure that this mathematics placement policy is posted on its website.

Statutory Reference: This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Approved by the PCHS Governing Board on April 18, 2023.