MATHEMATICS

The GHC Mathematics Department is dedicated to providing students with a comprehensive mathematics program enabling them to use mathematics in everyday life and the workplace as well as providing a rigorous, college preparatory curriculum. Our courses are grounded in the California State Standards and the Standards for Mathematical Practices. We support the vision of school mathematics described by the National Council of the Teachers of Mathematics:

Students confidently engage in complex mathematical tasks chosen carefully by teachers. They draw on knowledge from a wide variety of mathematical topics, sometimes approaching the same problem from different mathematical perspectives or representing the mathematics in different ways until they find methods that enable them to make progress. Teachers help students make, refine, and explore conjectures on the basis of evidence and use a variety of reasoning and proof techniques to confirm or disprove those conjectures. Students are flexible and resourceful problem solvers. Alone or in groups and with access to technology, the goal is to work productively and reflectively, with the skilled guidance of their teachers. Orally and in writing, the objective is for students to communicate their ideas and results effectively. The result will be to value mathematics and engage actively in learning it.

The goal of mathematics instruction is to lay a foundation of math literacy in concept and application. Students express, interpret and use mathematical concepts to construct valid arguments and solve real-world problems, and demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. In addition to classroom instruction, teachers utilize a variety of online and offline resources to assist students who are struggling as well as provide enrichment opportunities to students who want to deepen their skills and knowledge. Three years of college preparatory math including Algebra 1 AB, Geometry AB, and Algebra 2 AB are required for graduation. All students are strongly encouraged to take four years of mathematics. For UC/CSU validation option, please see page_____.

Grade Nine Mathematics Course Placement Policy

The policy of the Granada Hills Charter ("GHC" 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. Appropriate placement in a mathematics course in grade nine ensures that every student has the opportunity to excel in mathematics and is properly prepared for college and their future career. This policy also meets the Legislative intent of the Mathematics Placement Act of 2015.

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.

Initial Placement at Spring Enrollment

GHC counselors make an initial mathematics course placement during enrollment based on the following objective academic measures:

- Student transcripts;
- Current mathematics course;
- Eighth grade first semester grade; and
- Existing California Assessment of Student Performance and Progress ("CAASPP") test scores.

Final Placement after Summer Transition Academy

During the GHC Summer Transition Academy, all incoming students complete a placement exam that is aligned to state-adopted content standards in mathematics to ensure proper grade nine mathematics course placement. Results from placement exams are distributed to students, parents and/or guardians, GHC counselors, and the mathematics department.

The mathematics department reviews eighth grade spring semester grades in addition to placement exam results to determine whether students meet the placement criteria (described below) for placement into particular courses and informs the counseling office of any recommended changes to the initial placement, if necessary. The mathematics department will make a final mathematics course placement based on placement exam results, and the objective academic measures listed above. If a student's placement test scores do not confirm the initial placement, the counselors will contact the parents and/or guardians to recommend the proper course placement.

Placement Criteria

Algebra I

All students not enrolled in Algebra I or higher in grade eight are placed into Algebra I regardless of performance on placement exams. 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 math courses, GHC collaborates with feeder schools and districts to review specific curriculum and standards addressed in each course .

Algebra I Plus

Students enrolled in Common Core Math 8 or its equivalent during their eighth grade year and meeting one of the two following criteria are eligible for the Algebra I Plus course.

- Earned a grade of D or F in Common Core Math 8
- Scored lower than a 220 on the NWEA MAP adaptive mathematics test.

Geometry

To be placed into Geometry in grade nine, students must have been enrolled in Algebra I in grade eight earning a final grade of B or higher in Algebra I and meet one of the two following criteria:

- Score 245 or higher on NWEA MAP adaptive mathematics test
- Meet or exceed standards on CAASPP grade eight mathematics test

Students not meeting these criteria will be placed in Algebra I and offered additional support as needed. 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.

Algebra II

To be placed into Algebra II in grade nine, students must have completed Algebra I, must have completed and earned a final grade of C or higher in Geometry, and meet one of the two following criteria:

- Score 245 or higher on NWEA MAP adaptive mathematics test or
- Exceeds standards on CAASPP grade eight mathematics test

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.

Accelerated Summer Courses

Incoming ninth graders are eligible to enroll in Accelerated Algebra I in the summer before grade 9. Enrollment is based on space available. To be enrolled in the class, students must have earned an A in their grade 9 CCMath 8 class for both semesters and a score of 230 or higher on the NWEA.

Incoming ninth graders are eligible to enroll in Accelerated Geometry in the summer before grade 9. Enrollment is based on space available. To be enrolled in the class, students must have earned an A in their grade 9 Algebra I class for both

semesters and a score of 245 or higher on the NWEA.

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. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements 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. The teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student. Students cannot skip courses in the course sequence.

Annual Examination of Data

Each year, GHC 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 governing board.

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 9th grade student may submit a written request to the Office of Instruction and department chair, that:

i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Office of Instruction 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.
ii. Requests that the student retake the placement test, in which case the Office of Instruction 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 Office of Instruction shall respond in writing to the parent/legal guardian's request. The Office of Instruction, the department chair 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 Office of Instruction and the department chair must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Office of Instruction and the department chair shall specify the mathematics course or level recommended for the student. The Office of Instruction and the department chair response must provide the determination as well as the objective academic measures that the Office of Instruction and the department chair relied upon in making that determination.
iv. Notwithstanding the foregoing, if the Office of Instruction requires additional time to respond to a parent/legal guardian's request, the Office of Instruction will provide a written response indicating that additional time is needed. In no event shall the Office of Instruction response time exceed one (1) month.

If, after reconsideration of the student's mathematics placement by the Office of Instruction and the department chair, 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 Office of Instruction and the department chair, 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.

Grades 10 Through 12 Mathematics Course Placement Policy

The policy of Granada Hills Charter ("GHC" or the "Charter School") is to place 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. All incoming students will complete a placement exam that is aligned to state-adopted content standards in mathematics. Results from placement exams are distributed to students, parents and/or guardians, GHC counselors, and the mathematics department to ensure proper placement and supports are provided..

Mathematics Course Sequences

This placement policy and mathematics course sequences have been designed with the following core tenets:

1) Offer students a variety of courses designed to appeal to different students' strengths, interests, and goals
2) Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement
3) Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

Potential mathematics course sequences:

<table>
<tr><td rowspan="11">Algebra I</td><td rowspan="11">Geometry</td><td rowspan="11">Algebra II</td><td rowspan="3">Informational Data Science/FiCycle</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td>CP Statistics</td></tr>
<tr><td>AP Statistics</td></tr>
<tr><td rowspan="2">CP Statistics</td><td>AP Statistics</td></tr>
<tr><td>Informational Data Science/FiCycle</td></tr>
<tr><td>AP Statistics</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td rowspan="4">CP/AP Pre-Calculus</td><td>Informational Data Science/FiCycle</td></tr>
<tr><td>CP Statistics</td></tr>
<tr><td>AP Statistics</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td>AP Precalculus</td><td>AP Calculus BC</td></tr>
</table>

<table>
<tr><th colspan="4">Middle Years Program</th><th colspan="2">Diploma Program</th></tr>
<tr><td rowspan="3">Algebra I</td><td rowspan="3">Geometry</td><td rowspan="3">Algebra II</td><td rowspan="2"></td><td>SL Analysis and Approaches 1</td><td>SL Analysis and Approaches 2</td></tr>
<tr><td>SL Applications and Interpretations 1</td><td>SL Applications and Interpretations 2</td></tr>
<tr><td>AP PreCalculus</td><td>HL Analysis and Approaches 1</td><td>HL Analysis and Approaches 2</td></tr>
</table>

*Algebra I, Geometry, and Algebra 2 are required to earn a GHC diploma. In the event that students complete these courses in middle school, placement into grade 9 mathematics courses follows the GHC Grade 9 Mathematics Placement Policy. Students who take the minimum math requirements limit their post- secondary options.

**The math department does not recommend that students go directly from Algebra 2 to AP Statistics. It has been shown that students are more successful if they first complete Pre-Calculus or its equivalent..

Foundational Courses Required for Graduation

All students at GHC must complete Algebra I, Geometry, and Algebra II. To proceed to the next course in this sequence, students must complete the second semester of these courses with a final grade of C or higher. If a student enrolls in GHC after ninth grade they will take the placement test upon enrollment.

Students who are not on pace to complete the math courses required for graduation may proceed to the next mathematics course with a grade of D or higher. For example, a student who earns a D in Geometry in grade 11 would proceed to Algebra II in grade 12. However, if students proceed with a grade of D, these courses would not be counted towards UC or CSU eligibility. Additionally, these students will be recommended to complete additional summer or intervention courses before proceeding.

Placement into Secondary Level Courses Not Required for Graduation

Students who complete the mathematics graduation requirements with a passing grade are eligible to enroll in secondary level mathematics classes.

Informational Data Science (“IDS”) and Financial Life Cycle don’t require teacher recommendation and are available to all students who have completed the prerequisite course, Geometry, with a passing grade in both semesters and all graduation requirements.

CP Statistics does not require teacher recommendation and is available to all eleventh and twelfth grade students who have completed the prerequisite course, Algebra 2 with a passing grade in both semesters.

AP Pre-Calculus, and AP Statistics do not require teacher recommendations and are available to all students who have completed the prerequisite course, Algebra 2 with a passing grade in both semesters.

AP Calculus AB does not require a teacher recommendation and is available to all students who have completed the prerequisite course, CP Precalculus or AP Pre-Calculus, with a passing grade in both semesters.

AP Calculus BC does not require a teacher recommendation and is available to all students who have completed the prerequisite course, AP Pre-Calculus or Calculus AB with a passing grade in both semesters. It is recommended that a student has meet one of two criteria:

- Score of 4 or 5 on AP Pre-Calculus exam
- Grade of C or higher in AP Pre-Calculus

Accelerated Summer Courses

Students in grade 9 are eligible to enroll in Accelerated Geometry in the summer before grade 10. Enrollment is based on space available. To be enrolled in the class, students must meet one of the two criteria::

1) A in Algebra I class for both R3 and R4 or
2) Algebra 1 Teacher Recommendation, B in Algebra I class for both R3 and R4 and 245 or higher on the January NWEA

Students (including students in grade 10 and 11) not meeting these requirements may be placed on a space available wait list (with administrative approval). Without prior written administrative approval, GHC does not offer credit or placement for courses completed at other schools.

Students in Algebra 2 are eligible to enroll in Pre-Calculus in the summer. Enrollment must either be in a course offered at GHC or be completed in seat at a city college. To be enrolled in the class, students must meet one of the two criteria:

1) A in Algebra 2 class for both semesters or
2) A score 265 or higher on January NWEA

Students not meeting these requirements may be placed on a space available wait list (with administrative approval). Without prior written administrative approval, GHC does not offer credit or placement for courses completed at other schools.

Credit Recovery Options

Students in grade 9 who do not earn a C or higher in both semesters of Algebra I must complete both semesters of Algebra I the following year. These students are not eligible to complete Algebra I in summer school. This is due to the foundational nature of the concepts and standards in Algebra I. Students in grades 10 and 11 who do not complete Algebra I with a C or higher are eligible to complete the course in summer school, based on space available.

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. A parent/legal guardian of any student may submit a written request to the Office of Instruction and department chair, that:

1) Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Office of Instruction 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 that the student retake any placement test, in which case the Office of Instruction will attempt to facilitate the retest within two (2) weeks.
3) Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Office of Instruction and the department chair shall respond in writing to the parent/legal guardian's request. The Office of Instruction and the department chair 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 Office of Instruction and the department

chair must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Office of Instruction shall specify the mathematics course or level recommended for the student. The Office of Instruction response must provide the determination as well as the objective academic measures that the Office of Instruction and the department chair relied upon in making that determination.

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

c. If, after reconsideration of the student's mathematics placement by the Office of Instruction and the department chair, 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 Office of Instruction, acknowledging and accepting responsibility for this placement.

d. This recourse does not apply to placement into courses required for graduation.

Approved by the GHC Governing Board May 15, 2023

David Bensinger

Board Secretary