



## **CENTRAL UNIFIED SCHOOL DISTRICT MATHEMATICS PLACEMENT POLICY**

*The purpose of the policy is to create protocols that serve students in the years of transition (elementary to middle and middle to high school) using fair and objective measures so that students are placed in appropriate mathematics courses. Central Unified will implement the requirements of the California Mathematics Placement Act (SB359) and accurately monitor and evaluate the progress of students using the following measures of pupil performance.*

*Please see the attached Board Policy (BP 6152.1)*

### **Placement Protocols**

All 6<sup>th</sup> grade students will have the opportunity at the end of the year to take a diagnostic assessment that is aligned to Common Core Math Standards in order to show readiness for either a Common Core Math 7 or a Common Core Math 7/8 Accelerated course.

If a 6<sup>th</sup> grade student meets all criteria of the diagnostic test, exceeds the most recent CA Assessment of Student Performance in mathematics, he or she regardless of teacher recommendation will have the opportunity to be placed in the highest math course available. Teacher recommendations will only be used in order to place students in an accelerated class when scores are marginal.

All 8<sup>th</sup> grade students will have the opportunity to take a diagnostic assessment at the end of the year that is aligned to Common Core Math Standards in order to show readiness for an Integrated Math Pathway. The results of the assessment will be used as one measure to determine placement in one or more of the following: Integrated Math I, Integrated Math II, Enhanced Math I, Enhanced Math II, Math I-II daily, and support classes.

All 8<sup>th</sup> grade students at the end of the year will have the opportunity to take a Learning Characteristics Inventory and indicate interest in an Enhanced Mathematics Pathway.

If an 8<sup>th</sup> grade student at the end of the year shows interest and is recommended by a teacher and/or meets criteria on a Learning Characteristics Inventory, he or she will have the opportunity to be placed in a Math Enhanced Course in 9<sup>th</sup> grade. Math Enhanced Courses are designed for students who demonstrate a desire to apply mathematics through engineering based problem solving.

All 8<sup>th</sup> grade students in Common Core Math 8 will have the opportunity to show interest in taking a Math I-II Daily class.

If an 8<sup>th</sup> grade student at the end of the year shows interest and meets all criteria of the diagnostic test, he or she regardless of teacher recommendation will have the opportunity to be placed in a Math I-II Daily Course. Grades and teacher recommendation will only be used in order to place students in a Math I-II Daily Course when scores are marginal. The Math I-II Daily Course is designed for students who demonstrate a desire to take upper level math classes earlier in high school. This course takes the place of one elective class.

*Please see the attached Mathematics Pathways*

## **Multiple Check-Points**

All 9<sup>th</sup> grade students, within the first month of school will take a district created check-point assessment designed to ensure that students have not been misplaced in the area of mathematics.

If a student exceeds standards or demonstrates a need for support, the appropriate adjustments in the student's schedule will be made in a timely manner.

## **Appeal Process**

Students and parents who question placement decisions should first contact the school principal. If further action is needed, a formal appeal in writing from the student and/or parent(s) is to be submitted to the Central Unified Educational Services Department. A meeting including parents, student and district personnel will be scheduled by the district office to take place within 10 days of receiving the written appeal. The district committee will be comprised of an Assistant Superintendent, Director of Instruction, Principal, and a mathematics teacher who will review the data and make final decisions.

*Please see attached Course Placement form*

If you have questions regarding the Central Unified Mathematics Placement Policy or would like more information regarding Senate Bill 359, please contact Greg Tchapanian in the Educational Services Department at 559-274-4700 X 10225.

## INSTRUCTION

### Placement in Mathematics Courses

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.1 - High School Graduation Requirements)*

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - State Academic Achievement Tests)*

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

The placement protocols shall specify a time within the first month of the school year when students shall be reevaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

*(cf. 5123 - Promotion/Acceleration/Retention)*

District staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

*(cf. 4131 - Staff Development)*

Prior to the beginning of each school year, the Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site. (Education Code 51224.7)

*(cf. 1113 - District and School Web Sites)*

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

*(cf. 0500 - Accountability)*

*Legal Reference:*

*EDUCATION CODE*

*200-262.4 Prohibition of discrimination*

*48070.5 Promotion and retention; required policy*

*51220 Areas of study, grades 7-12*

*51224.5 Completion of Algebra I or Mathematics I*

*51224.7 California Mathematics Placement Act of 2015*

*51225.3 High school graduation requirements*

*51284 Financial literacy*

*60605 State-adopted content and performance standards in core curricular areas*

*60605.8 Common Core standards*

*Management Resources:*

*CSBA PUBLICATIONS*

*Math Misplacement, Governance Brief, September 2015*

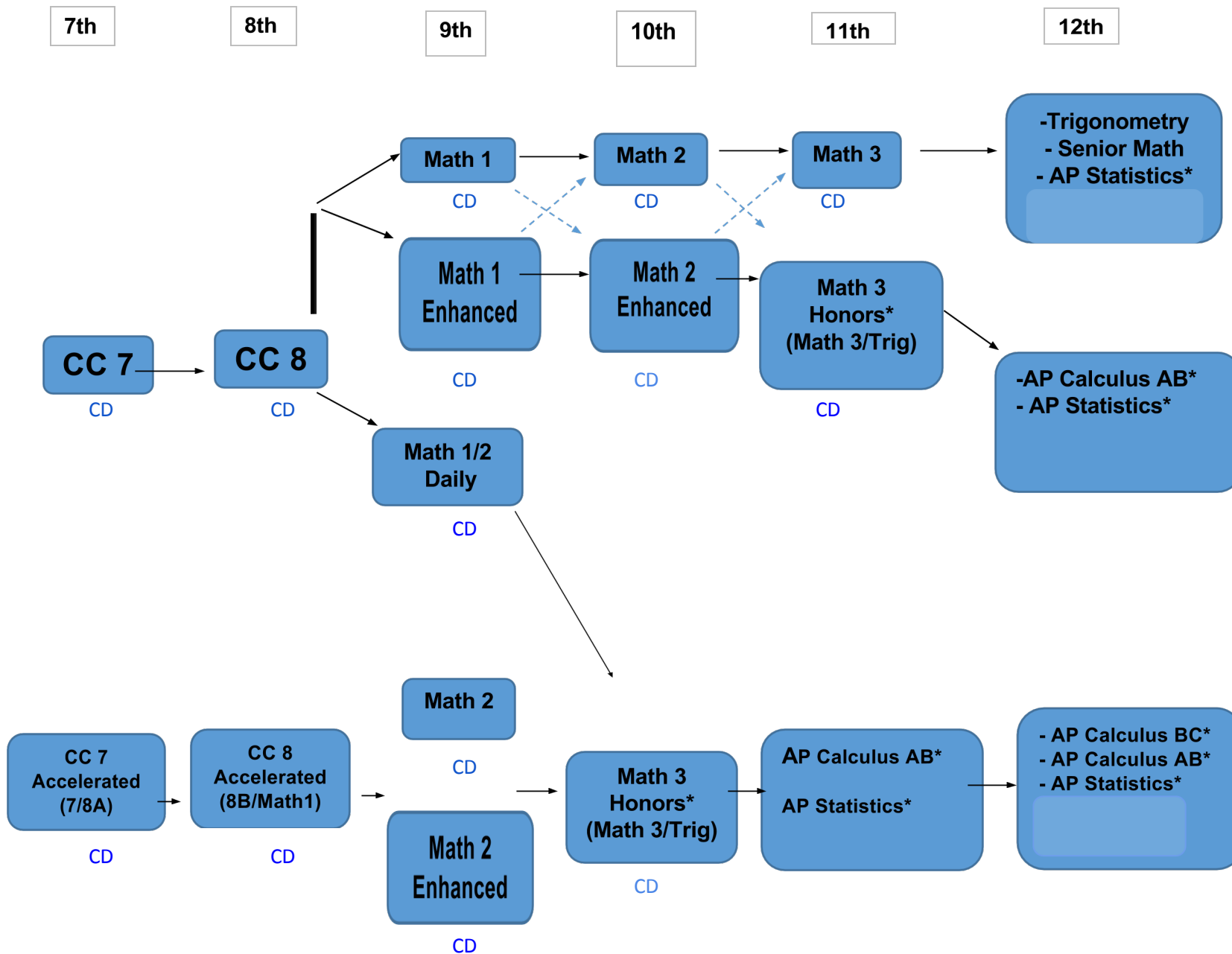
*Governing to the Core, Governance Briefs*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013*

*California Common Core State Standards: Mathematics, January 2013*  
*COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS*  
*Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*  
*LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)*  
*Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes*  
*WEB SITES*  
*CSBA: <http://www.csba.org>*  
*California Department of Education: <http://www.cde.ca.gov>*  
*Common Core State Standards Initiative: <http://www.corestandards.org/math>*  
*Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR): <http://www.lccr.com>*

Policy adopted: 5/24/16



Black arrows show recommended pathways

Blue arrows show options for entering/exiting to a different pathway

Click on the CD below a course to read the course description.

\* Denotes a course with an augmented GPA

