

**PLACEMENT IN MATHEMATICS COURSES**

The Board of Trustees believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling careers. ~~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 a well-articulated sequence of mathematics courses and 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, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6011 – Academic Standards)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - State Academic Achievement Tests)*

District staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background, or any characteristic specified in BP 0410 – Nondiscrimination in District Programs and Activities, including but not limited to, race, sex, gender, nationality, and ethnicity.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*  
*(cf. 0415 – Equity)*  
*(cf. 6174 – Education for English Learners)*

~~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.~~

**PLACEMENT IN MATHEMATICS COURSES** (continued)

The placement protocols shall ~~specify a time~~ **provide for at least one reevaluation** within the first month of the school year ~~when students shall be reevaluated~~ to ensure that ~~they~~ **students** 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.

**If a student or parent/guardian questions the student's placement, he/she may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.**

~~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 **annually** 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 **being** held back in a disproportionate manner on the basis of ~~their race, ethnicity, gender, or socioeconomic background~~ **any subjective or**

**PLACEMENT IN MATHEMATICS COURSES** (continued)

discriminatory basis, and shall develop strategies. ~~The Board and Superintendent shall also consider appropriate recommendations~~ for removing any identified barriers to students' access to mathematics courses. ~~The Superintendent or designee shall also report on the percentage of the District students who have successfully completed mathematics courses that satisfy the requirements for entrance to the University of California State University.~~

*(cf. 0460 – Local Control and Accountability Plan)*

*(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

*52060-52077 Local Control and accountability plan*

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

60605.8 -Common Core standards

*60640-60649 California Assessment of Student Performance and Progress*

*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>

Northwest Evaluation Association, Measures of Academic Progress: <https://www.nwea.org>

University of California, Mathematics Diagnostic Testing Project: <https://mdtp.ucsd.edu>

First reading: January 14, 2020

Policy

adopted: ~~March 28, 2017~~

**BEAUMONT UNIFIED SCHOOL DISTRICT**

Beaumont, California

**PLACEMENT IN MATHEMATICS COURSES****Placement Protocols**

In determining student placement in mathematics courses for students entering grade 9, the Superintendent or designee shall assess whether each student has the prerequisite skills for success in the course and consider student and parent/guardian requests. Such determinations shall be based on multiple measures, including, but not limited to, the following:

1. Interim and summative grade 8 mathematics assessments from the California Assessment of Student Performance and Progress
2. For students with disabilities, an alternate test or other measures when designated in a student's individualized education program (IEP)
3. Other assessments such as Measures of Academic Progress, the readiness tests of the University of California's Mathematics Diagnosis Testing Project, and/or district benchmark assessments
4. The student's grades in his/her previous mathematics course
5. The final mathematics grade on the end-of-the-year report card

*(cf. 5121 – Grades/Evaluation of Student Achievement)*

*(cf. 6142.92 – Mathematics Instruction)*

*(cf. 6143 – Courses of Study)*

*(cf. 6162.5 – Student Assessment)*

*(cf. 6162.51 – State Academic Achievement Tests)*

Individual student performance data shall be analyzed each spring prior to scheduling and placing students into secondary mathematics courses. Students and parents/guardians shall be notified in writing by the end of the school year as to the mathematics course in which the student has been placed.

No student shall be required to repeat a mathematics course which he/she has successfully completed in accordance with district's placement protocols.

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

Students who exhibit deficits in knowledge and skills needed to advance to a higher level mathematics course may receive supplemental instruction to improve achievement of mathematics content standards.

*(cf. 6011 – Academic Standards)*

*(cf. 6179 – Supplemental Instruction)*

**PLACEMENT IN MATHEMATICS COURSES** (continued)**Reevaluation**

Within the first month of the school year, mathematics course placements shall be individually reevaluated to ensure placement in the most rigorous mathematics course for which the student has the potential for success.

Criteria for reevaluating each student's placement shall include, but are not limited to, course preassessment results, attendance, and student performance in the first month of the school year as determined by teacher observation and grades on assignments and tests. Student and parent/guardian request for course placement may also be considered.

**Notification of Placement Protocol**

The District's policy and protocols related to student placement in mathematics courses shall be posted on the District's website. (Education Code 51224.7)

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

The Superintendent or designee shall also make the District's placement policy, protocols, and course sequence readily accessible to students, parents/guardians, and staff at school sites and/or in student handbooks.

**Appeals**

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 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.