

**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. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)*

The Superintendent or designee shall work with district teachers, counselors, and administrators and feeder school representatives to develop protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall be based on objective multiple measures that may include, but are not limited to, student grades, results on statewide assessments, district assessments and/or diagnostic placement tests.

In addition, a student may be placed in a higher level mathematics course based on the recommendation of the parent and/or based on the student's interest to take the higher level course.

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

*(cf. 6162.5 - Student Assessment)*

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 multiple 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.

**PLACEMENT IN MATHEMATICS COURSES** (continued)

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a parent/guardian of a student who disagrees 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. 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 district students' placement in mathematics courses receive training on the placement protocols.

*(cf. 4131 – Certificated Personnel: 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 appeal process, to parents/guardians, students, teachers, school counselors, and administrators. The district's mathematics placement protocols shall be posted on the district's web site.

*(cf. 1113 - District Sponsored Web Sites)*

*(cf. 5145.6 - Parental Notifications)*

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, and shall consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

*(cf. 0500 - Accountability)*

**PLACEMENT IN MATHEMATICS COURSES** (continued)

*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 Algebra in course of study for grades 7-12

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

*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, rev. 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>