Series 6000   *Instruction*   *BP 6152.1(a)*

Placement in Mathematics Courses

The Governing Board believes that a student's placement in an academic course should be primarily based on the student's current academic needs and abilities. A sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. The California Math Placement Act of 2015 and California Education Code 51224.7 require that school districts create fair, objective, and transparent math placement protocols that serve pupils in middle school and high school, and to promote equitable placement in the most rigorous mathematics course for which the student has the potential for success. 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)

The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that 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, they may appeal the decision to the site administrator. The student or parent/guardian may appeal the site administrator's decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

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)

The Board and the Superintendent or designee shall annually review student data related to placement in 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 any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses. The Superintendent or designee shall also report on the percentage of district students who have successfully completely mathematics courses that satisfy the requirements for entrance to the University of California and the 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
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: http://www.nwea.org
University of California, Mathematics Diagnostic Testing Project: http://mdtp.ucsd.edu

Adopted: 4-19-2016
Amended: 4-17-2018, 3-19-19, 6-14-2022