

OAK PARK UNIFIED SCHOOL DISTRICT

BOARD POLICY

Series 6000

Instruction

AR 6152.1(1)

Placement In Mathematics Courses

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. The district will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place students in appropriate mathematics courses.

Placement Protocols

In determining student placement in mathematics courses for students entering in grades 7-9, 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 (CAASPP).
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 previous mathematics course
5. The final mathematics grade on the end-of-year report card

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 the student 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

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consideration of the objective measures specified in the placement protocol, the student 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.

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 mathematic content standards.

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)

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.

At minimum, the district's communications regarding math placement criteria and pathways shall include language as outlined in Exhibits 6152.1 Placement in Mathematics Courses.

Any changes to math placement criteria or pathways shall require Board approval and may only be changed to take effect at the beginning of a new school year unless otherwise approved by the Board.

The district is committed to proactively engaging with students and parents/guardians about math placement decisions, especially with those students entering grades six (6) through nine (9) and from historically underrepresented student groups.

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The Superintendent or designee shall ensure that secondary schools will provide parents/guardians at least one live or recorded presentation and send home at least one written communication within the first eight (8) weeks of the school year. This presentation and written communication will provide information on:

1. The district's comprehensive math pathway sequence from middle school through high school;
2. The district's current math placement policies and protocols for placing students in mathematics courses for the next grade;
3. How and when students can accelerate their math course sequence;
4. In what other courses are placement decisions based on placement in mathematics (e.g., science placement or Honors/AP courses); and
5. What to do if a student and/or parent/guardian questions the student's math placement.

The Superintendent or designee shall also ensure that the district communicates about math placement policies and protocols in district-wide committees, specifically to under-represented student groups such as multilingual learners, students with disabilities, and low socio-economic students.

Placement Recourse – Appeals and Waivers for Grades 7-9

The district acknowledges the need to offer clear and timely recourse for each student and their parent(s) or legal guardian(s) who question the student's placement. The district's appeal and waiver process includes the following steps:

1. Grades 7-8: Within 10 school days of an initial placement decision or a placement decision upon re-evaluation, a student and their parent/guardian who disagree with the placement may appeal the decision to the principal. If the principal upholds the placement, a parent/guardian may nevertheless sign a waiver requesting that the student be placed in the next in-sequence course, against the professional recommendation of the student's teacher and site administrator, acknowledging and accepting the responsibility of this placement.
2. Grade 9: Within 10 school days of an initial placement decision or a placement decision upon re-evaluation, a parent/guardian may request a waiver from the OPHS administrator.

Adopted: 3-19-19

Amended: 6-14-2022, 1-23-24, 1-22-25

Policy Reference:

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State

Ed. Code 200-270

Ed. Code 48070.5

Ed. Code 51220

Ed. Code 51224.5

Ed. Code 51224.7

Ed. Code 51225.3

Ed. Code 51284

Ed. Code 52059.5-52077

Ed. Code 60605

Ed. Code 60605.8

Ed. Code 60640-60648.5

Management Resources

California Department of Education
Publication

California Department of Education
Publication

California School Board Association
Publication

Common Core State Standards Initiative
Publication

CSBA Publication

Lawyers' Committee for Civil Rights
(LCCR) Pub.

Website

Website

Website

Website

Website

Website

Website

Description

[Prohibition of discrimination](#)

[Promotion and retention of students](#)

[Course of study for grades 7-12](#)

[Algebra in course of study for grades 7-12](#)

[California Mathematics Placement Act of 2015](#)

[High school graduation requirements](#)

[Financial literacy](#)

[Local control and accountability plan](#)

[State-adopted content and performance standards in core
curricular areas](#)

[Common Core standards](#)

[California Assessment of Student Performance and Progress](#)

Description

[California Common Core State Standards: Mathematics,
January 2013](#)

[2023 Mathematics Framework for California Public Schools:
Kindergarten Through Grade Twelve, June 2023](#)

[Disproportionality in Math Placement](#)

[Appendix A: Designing High School Mathematics Courses
Based on the Common Core State Standards](#)

[Math Misplacement, Governance Brief, September 2015](#)

[Held Back - Addressing Misplacement of 9th Grade Students
in Bay Area School Math Classes, 2013](#)

[CSBA District and County Office of Education Legal Services](#)

[Lawyers' Committee for Civil Rights of the San Francisco Bay
Area \(LCCR\)](#)

[Northwest Evaluation Association, Measures of Academic
Progress](#)

[University of California, Mathematics Diagnostic Testing
Project](#)

[Common Core State Standards Initiative](#)

[CSBA](#)

[California Department of Education](#)