

Instruction

Placement in Mathematics Courses

California Mathematics Placement Policy, for Pupils Entering Grades 7 and 9

The purpose of the policy is to create a fair, objective, and transparent protocol that serves pupils who are transitioning between elementary and middle school and middle school and high school. Beginning of the 2016-17 school year, the District will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place students in appropriate mathematics courses. The District will take into consideration the following multiple objective academic measures of pupil performance.

1. Standardized statewide mathematics assessment score, CAASPP performance data levels 2-4 from grades 6 and 8.
2. End of the course final, summative assessment grade measuring student mastery on state-adopted standards with a grade of C or above, and demonstrating sufficient preparation for the next in sequence mathematics course.
3. Final math grade on the end of the year official report card.
4. Teacher recommendation based upon classroom assessments and grades.
5. Results from a diagnostic assessment within the first three weeks of school to ensure accurate pupil placement and permit re-evaluation of individual pupil progress.
6. For pupils receiving special education services, the final mathematics placement will be determined by the pupil's IEP team.

Exemptions for Students in Grades 6 and 8 Performing Above Grade Level

For students in grades 6 and 8, parents/guardians will receive communication from site administration informing them of the opportunity to take mathematics placement assessment(s), qualifying them for placement in mathematics courses above grade level. Data from the above-mentioned assessment(s) will determine mathematics placement for these pupils.

Public Reporting of Students' Mathematics Performance, Grades 6 and 8

Pursuant to Section 51224.7 of the Education Code, site administration will report annually to the Office of Superintendent on the aggregate pupil placement data, demonstrating that all students are appropriately and fairly placed in mathematics courses based upon the multiple objective performance measures listed above.

Instruction

Placement in Mathematics Courses

Parent/Guardian and Pupil Recourse for Challenging Mathematics Placement

The District acknowledges the need to offer clear and timely recourse for each pupil and his/her parent(s) or legal guardian(s) who question the pupil's placement. The District enumerates the following remedial steps:

1. Per parent/guardian's formal request, site administration may make available the outcomes from the objective multiple performance measures listed above.
2. Per parent/guardian's formal request, site administration will allow the student to retake the end of the course final, summative assessment. Based on the results of this assessment, site administration may reconsider student's mathematics placement.
3. A waiver requesting that the pupil be placed in the next in sequence course, against the professional recommendation of site administration, is available to parent/guardian. By signing this waiver parent/guardian will acknowledge and accept responsibility for requested placement.

Public Reporting of Mathematics Placement Policy

The District shall ensure that its mathematics placement policy is posted on its Internet website.