

**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. 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 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, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards. See Exhibit A.

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

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.

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.

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.

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(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 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 held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

(cf. 0500 - Accountability)

## PLACEMENT IN MATHEMATICS COURSES

### 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

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

60605.8 Common Core standards

### 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>

**El Rancho Unified School District**  
**High School Summer Math Placement Courses and Criteria**  
**(Immediately Following a Student's 8<sup>th</sup> Grade Year)**

At ERUSD, we are proud to offer the opportunity for our students to accelerate in mathematics through East Los Angeles Community College's Jaime Escalante Math Program. These courses cover a full year's worth of material in six and a half weeks during the first 6.5 weeks after the closing of the school year. Therefore, the requirements for these courses are more rigorous than for the similar courses offered during the school year.

To be eligible for a particular course, at least 3 of the 4 following criteria must be satisfied.

Most Recent 8 <sup>th</sup> Grade Course	Summer Course Placement	Criteria #1: Academic Grade	Criteria #2: 7 <sup>th</sup> grade CAASPP Results	Criteria #3: End of Course Test (Final Exam)	Criteria #4 Teacher Recommendation	Placement, First Semester of 9 <sup>th</sup> Grade Year, if a student earned a C (73%) or higher	Placement, First Semester of 9 <sup>th</sup> Grade Year, if a student earned less than a C (below 73%)
Math 8	Escalante Integrated Math 1	B or higher (83% or higher)	Standard Exceeded	83% or higher	Required	Integrated Math 2 Honors	Integrated Math 1
Integrated Math 1	Escalante Integrated Math 2	B or higher (83% or higher)	Standard Exceeded	83% or higher	Required	Integrated Math 3 Honors	Integrated Math 2 Honors
Integrated Math 1	Escalante Integrated Math 1	B- or less (less than 83%)	Standard Met/Standard Nearly Met	Less than 83%	Required	Integrated Math 2 Honors	Integrated Math 1 or Integrated Math 2 Honors (provided 8 <sup>th</sup> grade Integrated Math 1 grade meets criteria next table)

For a student who was enrolled in *Integrated Math 1* during his/her 8<sup>th</sup> grade year, but is not eligible for the *Escalante Integrated Math 2* course, the *Escalante Integrated Math 1* course provides an opportunity for the student to remain in an honors level math class during his/her 9<sup>th</sup> grade year. In addition, if the student is eligible to take *Integrated Math 2 Honors* without needing to take the *Escalante Integrated Math 1* course, then the *Escalante Integrated Math 1* course functions as a bridge class or an opportunity for the student to improve his/her mathematical skills.

## High School Fall Math Placement Courses and Criteria

### (First Semester of 9<sup>th</sup> Grade Year)

To be eligible for a particular course, at least 3 of the 4 Criteria must be satisfied.

Most Recent 8 <sup>th</sup> Grade Course OR Summer Escalante Course	Course Placement: First Semester of 9 <sup>th</sup> Grade Year	Criteria #1: Academic Grade	Criteria #2: 7 <sup>th</sup> CAASPP Results	Criteria #3: End of Course Test (Final Exam)	Criteria #4 Teacher Recommendation	Placement, First Semester of 10 <sup>th</sup> Grade Year, if a student earned a C- (70%) or higher in both Semesters	Placement, First Semester of 10 <sup>th</sup> Grade Year, if a student earned less than a C- (70%) in either Semester
Math 8	Integrated Math 1	Any	Any	Any	None Required	Integrated Math 2	Integrated Math 1
Integrated Math 1	Integrated Math 2 Honors	C or higher (73% or higher)	Standard Exceeded/ Standard Met	73% or higher	Optional	Integrated Math 3 Honors	Integrated Math 2 or Integrated Math 2 Honors
Integrated Math 1	Integrated Math 2	C- or higher (70% or higher)	Standard Met	70% or higher	Optional	Integrated Math 3	Integrated Math 2
Escalante Integrated Math 1	Integrated Math 2 Honors	C or higher (73% or higher)	None	None	None	Integrated Math 3 Honors	Integrated Math 2 or Integrated Math 2 Honors
Escalante Integrated Math 2	Integrated Math 3 Honors	C or higher (73% or higher)	None	None	None	Pre-calculus Honors	Integrated Math 3 or Integrated Math 3 Honors

Note: The Jaime Escalante Summer Program offers an accelerated honors-level curriculum, and as a result, the criteria for successfully completing Escalante courses are based solely on the final grade.