

Instruction

Placement in Mathematics Courses

A sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. 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.

The Paramount Unified School District is committed to creating a fair, objective, and transparent protocol that serves pupils who are transitioning between middle school and high school. The District will implement the requirements outlined in the California Mathematics Placement Act of 2015 to ensure that all students are accurately evaluated and appropriately placed into mathematics courses. Students will have opportunities to participate in mathematical pathways in middle and high school including accelerated options for eligible students.

The Superintendent or designee shall work with teachers, counselors and administrators to develop protocols for placing students in mathematics courses offered in high schools. Placement in math courses shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, the following:

1. The course the student completed in the previous year or in the summer to ensure the sequence of mastery of standards will continue.
2. Semester math grades.
3. Unit assessment results including special attention to extended, constructed response questions.
4. Teacher input.
5. State standardized mathematics assessment data (where applicable).
6. A placement test for students new to the district.

For pupils receiving special education services, the final mathematics placement will be determined by the pupil's IEP.

Instruction (continued)

Students shall be enrolled in mathematics courses based on these placement protocols. A student shall not repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

Within the first month of school, students shall be evaluated to ensure they are appropriately placed in mathematics courses. This determination shall be made based upon the student's grade, performance on the district's common assessments and the teacher's recommendation. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 15 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian 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.

A waiver requesting that the pupil be placed in a higher sequence course, contrary to the professional recommendation of the site administration, is available to the parent/ guardian. By signing this waiver, the parent/ guardian will accept responsibility for the requested placement.

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.

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.

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. This policy and the district's mathematics placement protocols shall be posted on the district's website.

Instruction (continued)

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered 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 race, ethnicity, gender or socioeconomic backgrounds.

Legal Reference:

Education Code:

- 200-262.4 Prohibition of Discrimination
- 48070.5 Promotion and Retention
- 51224.5 Completion of Algebra 1
- 51224.7 California Mathematics Placement Act of 2015
- 51225.3 High School Graduation Requirements