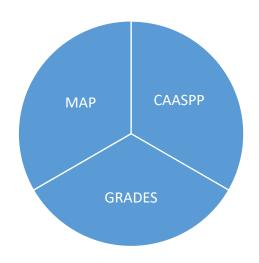
Fontana Unified School District Mathematics Placement Protocol



The Fontana Unified School District is committed to ensuring that all students have access to a high-quality mathematics curriculum and effective teaching and learning with high expectations of our students regardless of race, ethnicity, gender or socioeconomic background. The district strives to provide support and resources needed to maximize students' learning potential.

With the shifts in the California Mathematics standards:

- It is more important than ever that all students have access to high-quality mathematics programs that meet the goals and expectations of these new standards.
- A student's placement in math courses is a crucial crossroads for his or her future educational success.
- Misplacement in the sequence of math courses can impact a student's confidence and high school experience and may also impact the college and career opportunities available to the student.



Multiple Measures:

Student placement will be based on multiple measures, including the following objective criteria math grades, scores on the Measurement of Academic Progress (MAP), and performance on the California Assessment of Student Performance and Progress (CAASPP). Teacher recommendation may also be considered.

For initial math course placement in:

- Intervention courses Students must meet all three objective intervention criteria.
- Honors/Advanced courses Students may meet any two of the three honors/advanced objective criteria.

Reevaluation:

As required by the *CA Mathematics Placement Act of 2015*, **all 9**th **grade students' initial math placements** must be reevaluated within the first month of high school.

For reevaluation of math course placements in:

- **Intervention courses** Students must meet all objective reevaluation intervention criteria.
- Honors/Advanced courses Students may meet any two of the three honors/advanced objective reevaluation criteria.

More specific initial placement and reevaluation criteria for each course can be found on pages 2-3 of this protocol.

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Middle School Math Placement

	Incoming 6 th					
		Math 180	Math 6	Advanced Math 6		
t t	MAP (5 th Grade Fall or Winter)	≤ 30 th Percentile		≥ 60 th Percentile		
Placemen Criteria	¹ CAASPP (4 th Grade)	≤ 2370 SS	All 6 th grade students are enrolled in Math 6 unless they are enrolled in Advanced Math 6	≥ 2485 SS		
	Grades	1's & 2's in Math on report card		3's & 4's in Math on report card		
	Teacher Recommendation	Yes		Yes		

Additional Notes:

All students are placed in grade level mathematics or above. Those students who qualify for Math 180 concurrently take Math 6.

After using multiple measures, confirm placement of Math 180 students using the Math Inventory Assessment and 5^{th} Grade Spring CAASPP scale score (SS) \leq 2412 SS

	Incoming 7 th						
		Math 180	Integrated Coding & Computing 7	Math 7	Advanced Math 7		
+	MAP (6 th Grade Fall or Winter)	≤ 30 th Percentile	≤ 50 th Percentile	All 7 th grade students are enrolled in Math 7 unless they are enrolled in Advanced Math 7	≥ 60 th Percentile		
Placement Criteria	¹ CAASPP (5 th Grade)	≤ 2397 SS	≤ 2470 SS		≥ 2528 SS		
	Grades	Report card math D or F	Any rade		Report card math B or A		
	Teacher Recommendation	Yes	Yes		Yes		

Additional Notes:

All students are placed in grade level mathematics or above. Those students who qualify for Math 180 or Integrated Coding & Computing 7 concurrently take Math 7. After using multiple measures, confirm placement of Math 180 and Integrated Coding and Computing students using the following:

- Math 180: Math Inventory Assessment, 6th Grade Spring CAASPP scale scores (SS))≤ 2415, and 2nd semester grades in math of D or F
- Integrated Coding & Computing: 6^{th} Grade Spring CAASPP scale score (SS) \leq 2488 SS

Incoming 8 th						
		Math 180	Integrated Coding & Computing 8	Math 8	Honors IM1	
#	MAP (7 th Grade Fall or Winter)	≤ 30 th Percentile	≤ 50 th Percentile	All 8 th grade students are enrolled in Math 8 unless they are enrolled in Honors IM 1	≥ 60 th Percentile	
Placemen' Criteria	¹ CAASPP (6 th Grade)	≤ 2415 SS	≤ 2488 SS		≥ 2552 SS	
	Grades	Report card math D or F			Report card math B or A	
	Teacher Recommendation	Yes	Yes		Yes	

Additional Notes:

All students are placed in grade level mathematics or above. Those students who qualify for Math 180 or Integrated Coding & Computing 8 concurrently take Math 8. After using multiple measures, confirm placement of Math 180 and Integrated Coding and Computing students using the following:

- Math 180: Math Inventory Assessment, 7th Grade Spring CAASPP scale scores (SS))≤ 2427, and 2nd semester grades in math of D or F
- Integrated Coding & Computing: 7^{th} Grade Spring CAASPP scale score (SS) \leq 2504 SS

High School Math Placement

Incoming 9 th					
		Math 180 + IM1 or Other IM 1 Intervention Class	IM1	Honors IM2	
Placement Criteria	MAP (8th Grade Fall or Winter)	≤ 30 th Percentile		≥ 60 th Percentile	
	¹ CAASPP (7 th Grade)	≤ 2425 SS	All 9 th grade students are enrolled in IM 1 unless they are	≥ 2567 SS	
	Grades	8 th Grade 1 st Semester Report Card grade in math D or F	enrolled in Honors IM 2	8 th Grade 1 st Semester Report Card grade in math A or B	
	Teacher Recommendation	Yes		Yes	

Additional Notes:

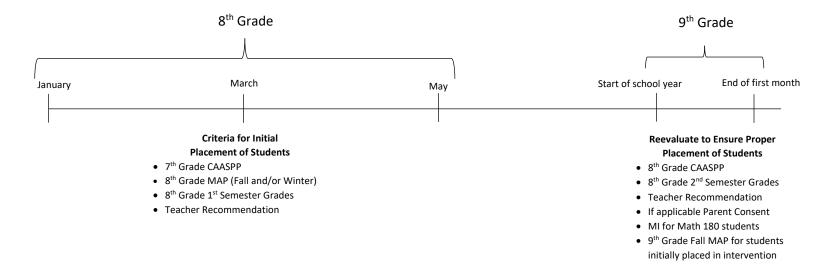
After using multiple measures to initially place students, high school counselors/administration will confirm placement for all 9th grade students in Fall Semester of 9th Grade using criteria in table below.

Reevaluation Criteria for Fall of 9th Grade						
		Math 180 + IM1 or Other IM 1 Intervention Class	IM1	Honors IM2		
Placement Criteria	MAP (Fall 9 th Grade for Intervention Courses only; Winter 8 th Grade for non- intervention courses)	9 th Grade Fall MAP ≤ 30 th Percentile		8 th Grade Winter MAP ≥ 60 th Percentile		
	¹ CAASPP (8 th Grade)	≤ 2443 SS	All 9 th grade students are	≥ 2586 SS		
	Grades	8 th Grade 2 nd Semester Report Card grade in math D or F	enrolled in IM 1 unless they are enrolled in IM 2	8 th Grade 2 nd Semester Report Card grade in math A or B		
	Mathematics Inventory (MI) (for MATH 180 ONLY)	Quantile score between 500 & 800		NA		
	Teacher Recommendation	Yes		Yes		

Additional Notes: All 9th grade math placements must be reevaluated in the fall of the 9th grade year and meet the criteria for MAP, CAASPP, Grades, and MI (MI criteria is only for students enrolled in MATH 180).

9th Grade Fall Placement Checkpoint

Each 9th grade student's math placement will be reevaluated within the first month of school. The following measures will be used in determining a student's placement during these specific times:



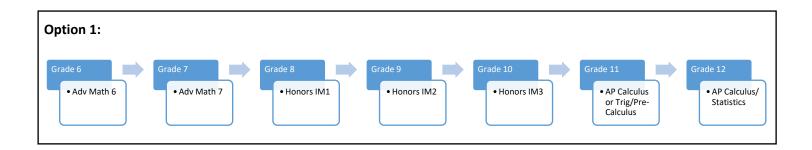
The initial process of placing students in math courses takes place between January – March using multiple measures as outlined in this protocol. Additionally, within the first month of the school year, all student placements are reevaluated based on multiple measures. When a student's placement is still questionable, students will be placed in the higher math option, and their need for additional math support will be reevaluated throughout the semester.

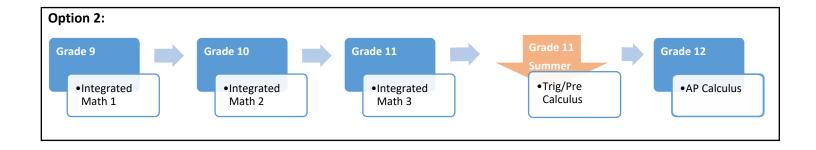
Parent Recourse:

If for any reason parent(s)/guardian(s) believe their child is not properly placed in a math course, they have the option to discuss the matter with the middle or high school counselor within the first two full weeks of school. If the school counselor and parents/guardians are unable to reach agreement about a student's placement, the parents/guardians may then appeal the placement recommendation in writing to the school principal or designee for a final decision no later than the end of the third week of school.

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Students have multiple opportunities to reach higher level math courses. **Option 1** begins in grade 6, however, any student may enter the advanced/honors math course sequence at any time. **Option 2** below shows students taking grade level courses throughout their high school career can obtain AP Calculus by taking a summer Trig/Pre-Calculus between their 11th and 12th grade year.





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Fontana Unified School District: Mathematics Flow Chart

