

## **LVJUSD Math Placement Act Report**

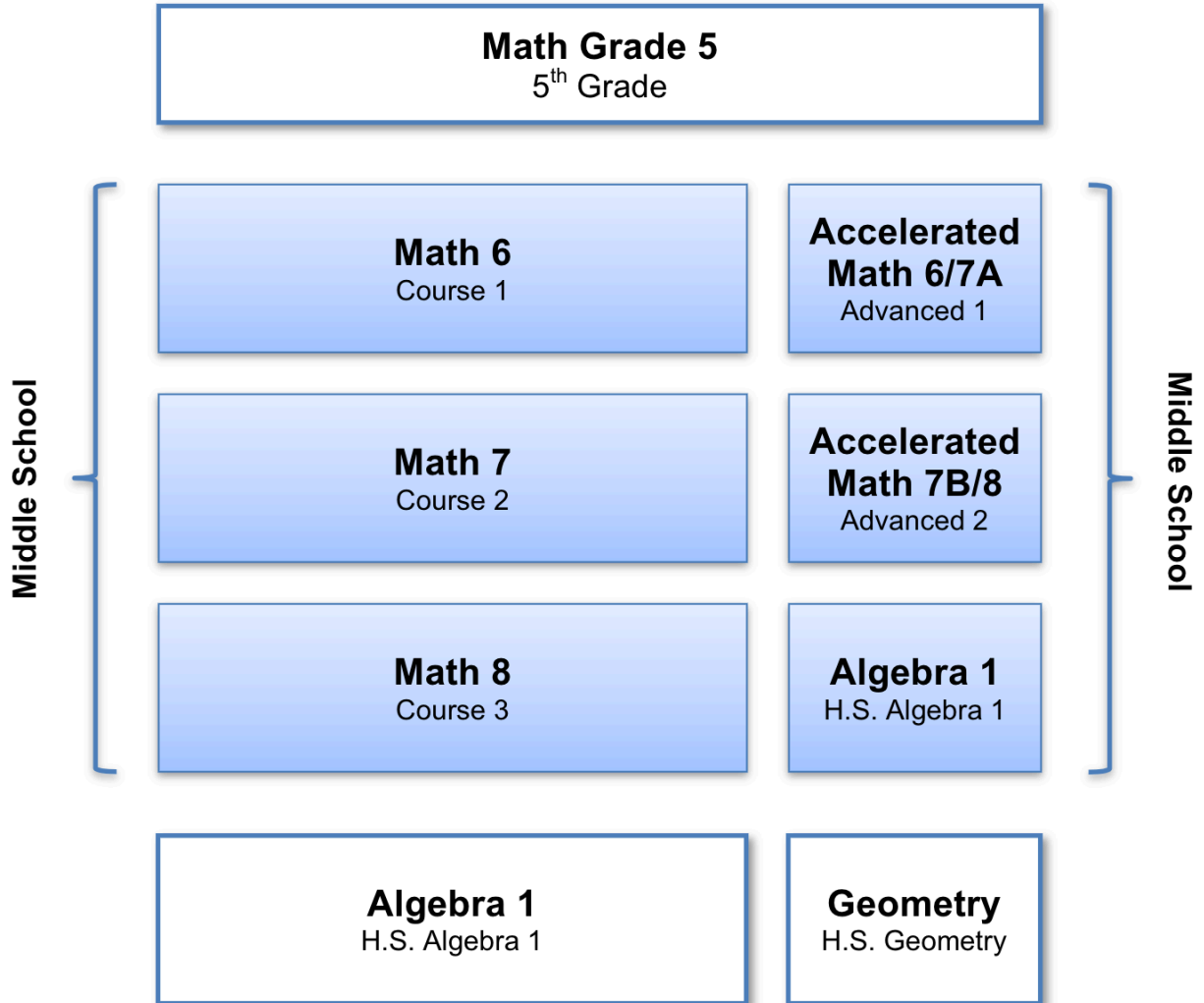
### **Background:**

On October 5, 2015 California Governor, Jerry Brown, approved the passage of Senate Bill (SB) No. 359 (Mitchell). This Senate Bill created the California Mathematics Placement Act of 2015. SB 359 requires governing boards of local educational agencies that serve 9<sup>th</sup> grade students to regularly report at a public meeting their “fair, objective, and transparent” math placement policies. This report focuses on incoming 9<sup>th</sup> grade students and should include: 1) the multiple measures used to assess the placement of students; 2) the process for reevaluation of placement once the school year begins; 3) the annual review of aggregate placement data; and 4) the appeal process for students and their families.

### **Math Course Pathway:**

The Livermore Valley Joint Unified School District (LVJUSD) developed a mathematics course flowchart that shows the course pathways for students as they exit 5<sup>th</sup> grade until they enter 9<sup>th</sup> grade. The majority of students will progress using the standard pathway of 6<sup>th</sup> grade math, 7<sup>th</sup> grade math, and 8<sup>th</sup> grade math courses. In addition, our District offers accelerated pathways available for students who are exceptionally advanced in mathematics.

Livermore Valley Joint Unified School District  
2024-2025 Mathematics Course Offerings  
Elementary to Middle to High School Sequences



**Math Placement Process:**

Livermore Valley Joint Unified School District						
Middle/HS School Math Placement Matrix						
Performance Value #1		Average Math Grade T1 & T2				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math	AC	T	P		M
8	Math 8 Algebra I	F	D	C	B	A
		Then the student receives:				
		0	1	2	3	4
<b>1/3 of Placement Score</b>						
Performance Value #2		Placement Test Scores (MDTP)				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math	0-59%	60-74%	75-89%	90-100%	
8	Math 8 Algebra I					
		Then the student receives:				
		1	2	3	4	
<b>1/3 of Placement Score</b>						
Performance Value #3		CAASPP Score (2023)				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math	Standards Not Met	Standards Nearly Met	Standards Met	Standards Exceeded	
8	Math 8 Algebra I					
		Then the student receives:				
		1	2	3	4	
<b>1/3 of Placement Score</b>						

<p><b>A Student's Placement Score is the combination of the three Performance Values and is used along with teacher recommendation to determine next year's math class.</b></p>	<p>Grade 6- 10 points- cutoff for accelerated.</p>
<p>LVJUSD Curriculum Department 2024</p>	

The Math Placement Act requires school districts to develop a placement process that uses multiple student data sources to assist in determining the math placement for our incoming 9<sup>th</sup> grade students. Our District uses the LVJUSD Math Placement Matrix which consists of a collection of State testing data. The California Assessment of Student Performance and Progress (CAASPP), student math grades (first two trimester marks), and the Mathematics Diagnostic Testing Project (MDTP) exam results. If additional student data is needed, we will also review this year's CAASPP results and a student's third trimester math grade. In May, parents are notified of their child's math course placement for the upcoming school year.

**Math Placement Appeal Process:**

LVJUSD has established a clear appeal process for parents/guardians who feel the recommended math course for their child should be changed. Within ten days of receiving placement notification, a parent/guardian may appeal the math placement decision. The parent/guardian would complete the form [posted online](#) (see below) and submit the form to the principal of the child's school. Most often, these matters are handled at the school level. In the event of a disagreement at the school level, the form is sent to the Director of Secondary Education and an appeal meeting is held. After the parent/guardian, Principal, and Director meet and review the student's data, a final decision is made for the fall math placement.



## Livermore Valley Joint Unified School District Mathematics Placement Appeal Form

Date \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_

School: \_\_\_\_\_ Math Teacher: \_\_\_\_\_

Current Math Course: \_\_\_\_\_

I am requesting that my child be placed in \_\_\_\_\_

(Name of Math Class)

Please describe the reasons why your child should be placed in the class you are requesting.

***Please submit this form to the principal of the LVJUSD  
school your student will be attending in the fall.***

### Math Placement Reassessment Process:

Generally, during the summer, the Math Placement Matrix is supplemented with additional student data including: trimester three math grades, math final exam score, and the current year's CAASPP math results.

Once the school year began, all new students were assessed using the MDTP assessment. Over the summer, we worked to enable administration of the MDTP exam, which allowed for immediate score results. In addition, within the first 30 days of the start of the school year, teachers re-evaluated any student who may have been inappropriately placed. Students found to be in this circumstance were promptly moved into the appropriate course.

### Math Placement and Course Distribution:

In the 2024-25 school year, both the 6th and 9th grades showed a high percentage of students placed appropriately according to MDTP standards. For any student who was misplaced (below the MDTP), schools were required to provide a rationale. Overall, these numbers indicate that the vast majority of students in both grades are in appropriate placements, with a small percentage placed either above or below the standard.

2024-25 Grade	Total Students*	Students Appropriately Placed	Students Placed Above MDTP ( <i>this number included in "Appropriately Placed"</i> )	Students Placed below MDTP
6th Grade	863	858 (99%)	41 (4%)	5 (.05%)
9th Grade	870	863 (99%)	58 (6%)	7 (.08)

\* Not including students with IEP Math placement

All incoming 9<sup>th</sup> grade students should be on a pathway, ready to successfully take and master *Algebra 1* or a higher-level math class. In reviewing the 9<sup>th</sup> grade course placement data, we compared the overall percentage of each ethnic group as a percentage of students in each course offering. This indicates a need to re-examine traditional math preparation and placement practices through an equity lens, in the primary, elementary, and middle school grades.

### 9th Grade High School Course Enrollment

	American Indian	Asian	Black or African American	Hispanic /Latino	Native Hawaiia n/ Pac Islander	Not Specified	White	F	M	Total Male and Female
<b>Algebra I - w Comp &amp; Robotics</b>	0	2	0	4	0	1	10	5	12	17
<b>Algebra I</b>	1	68	14	260	6	2	264	303	312	615
<b>Algebra II</b>	0	23	0	1	0	0	7	15	16	31
<b>Algebra II - Precalculus Accelerated</b>	0	12	0	0	0	0	3	10	5	15
<b>Geometry</b>	1	39	1	28	1	0	87	71	86	157
<b>Geometry with Python</b>	0	2	0	2	0	0	4		8	8
<b>Math Academy</b>	1	1	1	21	0	0	2	6	20	26
<b>Precalculus</b>	0	1	0	0	0	0			1	1
<b>Grand Total</b>	<b>3</b>	<b>148</b>	<b>16</b>	<b>316</b>	<b>7</b>	<b>3</b>	<b>377</b>	<b>410</b>	<b>460</b>	<b>870</b>

#### Next Steps:

We are currently working on a five-year Transitional Kindergarten (TK)-12 math plan, with a strong emphasis on enhancing math teaching effectiveness and student achievement. Currently, our Elementary Math Leadership Team and Math Task Force continue to provide direction in areas such as aligning the curriculum, analyzing data, and implementing instructional and assessment strategies, among other responsibilities.

Additionally, our partnership with the Silicon Valley Math Initiative (SVMI) brings professional development opportunities and lesson studies to educators, enhancing their capabilities in areas such as Math Language Routines. These routines, developed in collaboration with Stanford Graduate School of Education and the Stanford Center for Assessment, Learning, and Equity (SCALE), empower teachers to amplify, assess, and develop students' language skills within the context of mathematics.

Common Summative Assessments (Math Final) were created and administered for all Middle School math courses, and Algebra 1, Geometry, and Algebra 2 at the High School Level. At the beginning of each year, all secondary schools have a full day release to analyze the data, and for teachers to formulate action plans

that support teachers in improving their instruction. This collaborative process actively engages all math teachers, fostering a sense of shared ownership and accountability within our math teaching community.

At the secondary level, teachers are continually investigating and proposing new math courses for students. Over the past three years, this process has resulted in the introduction of new courses like Algebra 1 and Geometry with Python and Financial Life Cycle Mathematics, reflecting a commitment to adaptability and student-centered learning.