
Mathematics Placement Policy 3-304

Scope:

The Governing Board recognizes the importance of appropriate placement in mathematics courses for students entering Grade 9. Accurate placement is critical to ensure students have equitable access to advanced coursework, including college-preparatory pathways. This policy complies with Education Code § 51224.7 and is intended to eliminate placement biases and ensure objective, fair, and transparent decisions for such students.

Purpose

The purpose of this Policy is to insure appropriate placement in mathematics courses during the 9th Grade.

1. Applicability

This policy applies to all incoming 9th Grade students.

2. Multiple Objective Academic Measures

Initial placement in 9th grade math courses shall be based on multiple, objective academic measures, which may include, but are not limited to:

- 8th grade math course grades and report cards
- Results from standardized assessments (e.g., CAASPP)
- District-administered placement tests or diagnostic tools
- Any additional relevant academic data

Placement shall not rely on a single measure, nor shall it be based on demographics, perceived student identity, or subjective criteria.

For non-unified school districts, the District shall address the consistency of mathematics placement policies between elementary and high school districts.

3. Notice of Placement

The District shall provide written notice to each parent/guardian regarding the 9th grade math placement decision. The notice shall include the student's performance on each objective measure used and an explanation of the placement decision.

Adopted on: September 9, 2026

Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

4. Reevaluation Window

Within the first month of the school year, the District shall reevaluate each 9th grade student's math placement to ensure it remains appropriate. If evidence suggests a student has been placed too low or too high, adjustments shall be made in a timely and supportive manner.

5. Appeals Process

A parent, guardian, or student may request a review of the math placement. The request must be submitted in writing to the site principal within 20 calendar days of the start of the school year or a placement change. The principal shall review the placement decision and respond in writing within 10 school days. The principal's decision shall be final.

6. Annual Board Review

The Board shall annually receive a report that disaggregates and analyzes student placement data by:

- Course
- Gender
- Ethnicity
- Socioeconomic background
- English learner status
- Race

This review will help identify and address any patterns of bias or inequity.

7. Public Posting

The District shall ensure that this mathematics placement policy is posted on the District's website.

Administrative Regulations

1. Initial Placement Process

- Middle school staff shall forward relevant student performance data to the high school team each spring.
- The placement team shall review data prior to enrollment and determine initial course placement.
- Parents/guardians shall be notified of the course placement during summer orientation or registration.

2. Reevaluation Procedures

- Within the first month of school, each student's performance shall be reviewed using diagnostic assessments and teacher observation.
- If a placement change is needed, the student and family shall be notified and offered support during the transition.

3. Appeal Review

- Upon receipt of a placement appeal, the site principal shall review the student's data and consult with relevant staff.
- A written response shall be provided to the family and kept on file.

4. Data Monitoring and Reporting

- The Superintendent or designee shall prepare an annual placement report using deidentified, disaggregated data.
- This report shall be presented to the Board.