



Mathematics Placement Policy

Board Approved: May 2026

The school and its Board recognize the importance of learners' achievement in all subject areas, in particular mathematics, as critical for college and career readiness.

The Governing Board is adopting a fair, objective, and transparent mathematics placement protocol for pupils entering Grade 9 for all learners in all subgroups, taking multiple objective academic measures of pupil performance into consideration.

In accordance with *the California Mathematics Placement Act of 2015*, the Governing Board therefore directs school staff to create, implement, and monitor a mathematics placement protocol that includes the following elements:

- Ensure a cohesive, vertically aligned math program between the middle and high school grade levels to promote a seamless transition and opportunities for math placement to occur before the start of the 9th-grade school year.
- Systematically consider multiple academic measures of learner performance when determining math placement grades 9-12, including interim and summative assessments that are aligned to state-adopted content standards in mathematics, classroom assignments and grades, and report cards.
- Only consider objective measures, such as placement recommendations made by facilitators and counselors with knowledge of learners' talents and abilities, not measured by objective data, to advance a learner to a higher mathematics class than objective data indicates.
- Assessment to occur before the learner enters 9th grade or within the first month of instruction. If placed before instruction occurs, a one-month placement checkpoint must occur to ensure accurate placement and give the opportunity for re-evaluation of placement if needed.
- Process for learners and/or parents/guardians to request a reassessment within 30 days of placement if necessary, with the reassessment request required in writing.

Learner placement data shall be examined annually to ensure that learners who are qualified to progress in mathematics courses based on their performance on objective academic measures selected for inclusion in the policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. This data shall be reported to the Board on an annual basis.

This policy will appear on the school website.

This policy is in compliance with California Education Code 51224.7

https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB359