

Board Policy

GCCS

Placement in Mathematics Courses

BP 6152.1

Instruction

The Governing Board of the Grizzly Challenge Charter School (“GCCS” or “Charter School”) believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers.

The Principal or designee shall work with GCCS teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at district high schools.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

Charter School staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any of the following characteristics: race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; including a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the Charter School will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

If a student or parent/guardian questions the student's placement, he/she may appeal the decision to the Principal or designee. The decision of the Principal or designee shall be final.

The Principal or designee shall ensure that all teachers, counselors, and other Charter School staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

The Board and the Principal or designee shall annually review student data related to placement in mathematics courses offered at the Charter School to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are

not being held back in a disproportionate manner on the basis of any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses.

Adopted: March 23, 2023

Revised: