ATTACHMENT E1

*SCHOOL LETTERHEAD*

*Date, 2023*

Dear Student and Parents/Guardians,

This letter is to inform you about the high school placement policy for Los Angeles Unified School District (LAUSD). The District offers sequences of math courses called pathways to meet the various needs and interests of our students. The majority of grade nine students will be enrolled in the Common Core Algebra I course. Students who were in an accelerated program in middle school will be enrolled in CC Geometry or CC Algebra 2 or beyond when they enter 9th grade.

It is the goal of the District that students transitioning to high school have experienced rigorous mathematics instruction designed to provide a strong foundation for success in the advanced math courses that are available in high school. In addition to the high school pathway that includes CC Algebra I, CC Geometry, CC Algebra 2 and a fourth-year math course, LAUSD recognizes that it is appropriate for some students to accelerate the math pathway in high school. However, due to the intensity of an accelerated pathway, the District recommends that acceleration only be considered for students with a strong foundation in mathematics and who are committed to the rigor of taking two math classes in the same school year.

# High School Accelerated Option

The District provides the following accelerated options in high school:

1. A student takes Common Core (CC) Geometry ***and*** CC Algebra I in the 9th grade. To take this option, it is recommended that a grade of a “B” or “A” be earned in CC Math 8 and that the student’s 8th grade Smarter Balanced math result was “Standard Met” or “Standard Exceeded” as a minimum requirement.

or

1. A student takes CC Geometry ***and*** CC Algebra 2 in the 10th grade. To take this option, it is recommended that a grade of a “B” or “A” be earned in CC Algebra I and that the student’s 8th grade math Smarter Balanced math result was “Standard Met” or “Standard Exceeded” as a minimum requirement.

The result of successfully passing CC Algebra I, CC Geometry and CC Algebra 2 in a two-year period is that the student may take advanced math courses in the 11th and 12th grades.

1. If a student is committed to an accelerated path, but does not take Options 1 or 2, they may choose to pursue a third option by taking Honors Advanced Math in the 11th grade rather than taking CC Algebra 2.

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An earned grade of “B” or “A” in CC Algebra I ***and*** CC Geometry are recommended requirements to qualify for the Honors Advance Math course.

A parent/guardian may choose to place his/her child in any of the accelerated pathways even if the student has not met the minimum recommended requirements.

# \*Sample high school acceleration pathway options:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | | | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| High School Acceleration Option 1 | | | CC Math 8 | CC Algebra 1 and CC Geometry  *(concurrent)* | CC Algebra 2 | Precalculus | AP Calculus |
| High School Acceleration Option 2 | | | CC Math 8 | CC Algebra 1 | CC Algebra 2 and CC Geometry  (concurrent) | Precalculus | AP Calculus |
| High School Acceleration Option 3 | | | CC Math 8 | CC Algebra 1 | CC Geometry | Honors Advanced Math | AP Calculus |
|  |  | Highlight indicates Acceleration Points. | | | | | |

**Considerations for an Accelerated Pathway**

Because of the increased rigor of an accelerated pathway, it is very important that students and parents/guardians carefully consider other math course options. Students who decide to take an accelerated math pathway must make a personal commitment to engage in the study of advanced math courses and/or to take two math courses in the same school year. Students and their parents/guardians should consult with their academic counselor about their math course options. Each student and they parent/guardian should carefully read the High School Acceleration Agreement form before signing.

Counselors, students and parents should consider multiple objective and subjective measures when considering *any* of the accelerated pathways.

For acceleration Option 1 and Option 2, an 8th grade Smarter Balanced score of “Standard Met” or “Standard Exceeded” is recommended, as is a grade of “B” or “A” in the math course taken the previous semester.

\*Please note that the sample math courses listed may not be available at all schools.

\*\*Students successfully completing Honors Advanced Mathematics with a C or higher may enroll in AP Calculus the following year.

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# Continued Success and Enrollment in an Accelerated Course

Compacted accelerated courses such as Honors Advanced Math and double block CC Algebra I or II and CC Geometry are extremely rigorous. Furthermore, students must demonstrate continued academic success in these courses throughout the school year as a condition for continued enrollment in any of the accelerated options. If a student receives a grade below a “B” in the fall semester of Honors Advanced Math A (310507H), the teacher should evaluate the individual student’s potential to be successful in an accelerated Mathematics program using multiple measures. Based upon the teacher’s evaluation and in collaboration with the academic counselor and parent, the student’s placement may be adjusted in the spring semester. Students successfully completing Honors Advanced Mathematics with a “C” or higher may enroll in AP Calculus in grade 12.

Please review the attached High School Acceleration Agreement. If a student is placed in any of the acceleration options in high school, they and the parent/guardian will be required to sign the High School Acceleration Agreement as a requirement for enrollment in an accelerated path.

# Additional Considerations

There are advantages and disadvantages of accelerating math at each grade level. Ninth graders may not be as successful due to the transition to the high school experience but have more flexibility in their schedule to take two math courses concurrently.

Tenth graders may be more prepared to take two courses concurrently and the student’s counselor will have the advantage of receiving input from the student’s ninth grade mathematics teacher regarding the student’s readiness for the accelerated option. However, it is also the case that a tenth grader may not have the flexibility in they schedule for two math courses due to taking other A-G requirements.

For more information, please contact … (name, title, email, phone).