



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: High School Mathematics Placement and Pathways

NUMBER: REF-069702.0

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P-12 Instruction

DATE: April 3, 2019

ROUTING
 All Offices
 Local District
 Superintendents
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 Directors
 Mathematics Coordinators
 Counseling Coordinators
 School-site Principals
 Mathematics Department
 Chairs
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PURPOSE: The purpose of this reference guide is to provide information to high schools regarding the mathematics pathways and courses aligned to the Common Core State Standards and guidelines regarding student placement in mathematics courses for 2019-2020.

MAJOR CHANGES: This reference guide replaces MEM-6801.1 *High School Mathematics Placement and Pathways*, dated April 19, 2018. This guide refers to placement and pathways for high school, which addresses SB 359, the California Mathematics Placement Act of 2015. The changes include validation rules for Transition to College Mathematics and Statistics (TCMS) and required training for TCMS, Introduction to Data Science, and Algebra I and II.

BACKGROUND: The Los Angeles Unified School District is committed to ensuring that all students are college and career ready. The California State Standards reflect the importance of focus, coherence, and rigor as guiding principles for mathematics instruction and learning. To provide opportunities for students, L.A. Unified has developed courses for a 4th or 5th year mathematics option.

All L.A. Unified students must complete “a-g” courses in mathematics to graduate. This guide provides the pathways for schools to enroll students in the “a-g” courses. Also, AB359 requires school Districts to develop and adopt, in a regularly scheduled public meeting, a fair, objective, and transparent mathematics placement policy for pupils entering grade 9. AB359 requires the following:

1. Systematically take multiple objective academic measures of pupil performance into consideration.
2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit re-evaluation of individual pupil progress.
3. Require examination of aggregate pupil placement data annually.
4. Offer clear and timely recourse for each pupil and his or her parent or legal guardian who questions the pupil’s placement.



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INSTRUCTIONS: I. HIGH SCHOOL MATHEMATICS COURSES AND PATHWAYS

L.A. Unified will follow a pathway of courses defined in the CA Mathematics Framework: Common Core (CC) Algebra 1, Common Core (CC) Geometry, Common Core (CC) Algebra 2, and other higher mathematics courses. The CA standards aligned Curriculum Maps (Instructional Guides) are available for download at <http://achieve.lausd.net/math>.

A. High School Pathways

1. College and Career Pathway for High School

Students in this pathway will take CC Algebra 1, CC Geometry, CC Algebra 2AB, and an optional fourth year of mathematics (See Attachments A and C). The standards progress across the courses in a specific succession, as outlined by the California Mathematics Framework [Appendix A](#); therefore schools must offer the courses in this order unless the school opts to offer an alternative course sequence. If schools decide to offer an alternative courses sequence, they need approval from the Local District director. The sequences of courses have been designed to ensure student success. CC Algebra 1 and CC Geometry concepts will best prepare the students for CC Algebra 2AB. Below are additional higher-level math course options (See Attachment C for suggested course sequences available in high school).

a. Transition to College Mathematics and Statistics (TCMS)

The TCMS course is currently offered in 43 high schools District-wide and available to any high schools that are interested in offering the course. The purpose of the course is to provide an additional option to 12th grade students who have completed three years of math. This is a fourth year of mathematics course option for seniors to prepare for college-level mathematics. Students taking a 4th year math course may be placed in college-level mathematics course under CSU's new multiple measures to determine college math placement, and are less likely to require suggested or mandatory support while in college. TCMS may also be offered to juniors who have completed three years of mathematics in high school. Suggested criteria for placing seniors in this course: Students who earned a mark of "C" or higher in the previous math course taken in 10th or 11th grade. Whereas TCMS may validate an



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Algebra 2 course, the students must have passed Algebra 2 or its equivalent with a “D” to be enrolled in TCMS. TCMS is not recommended for students who intend to pursue a STEM field in a postsecondary educational institution.

Schools Interested in Offering TCMS

Professional development is required to equip teachers with the preparation and knowledge they need to teach the course as designed. The District will provide the textbook for the class. During the 2019-2020 school year, schools interested in offering the course are to contact the Administrator of High School Programs in the Division of Instruction to indicate interest by filling out Attachment B1. Only schools/teachers who have received training will have the course available through MiSiS and, therefore, be able to add it to their master schedules (Attachment B1). This course may not be offered within the special day program; however, special education staff may provide collaborative support if needed. For more information, see the Division of Instruction Mathematics website or contact the High School Mathematics Coordinator, Division of Instruction. More information regarding TCMS can be found on the Mathematics website at <http://achieve.lausd.net/math>.

b. Introduction to Data Science (3rd or 4th Year Math Course)

For students interested in course options within the College and Career Pathway, see Attachment C.

One of the course options within the College and Career Pathway includes the Introduction to Data Science (IDS) course in lieu of or subsequent to Algebra 2. Successful completion of this course validates a third year mathematics requirement. IDS is a highly technical course that includes computer programming/coding. Schools should consider either CC Geometry or CC Algebra 2AB/Financial Algebra 2AB as prerequisite for IDS.

Schools Interested in Offering Introduction to Data Science (IDS)

In order to offer the course, professional development is mandatory. Additionally, schools must provide a computer for classroom use to every student enrolled. There is no textbook for the class. Only schools/teachers who have received training



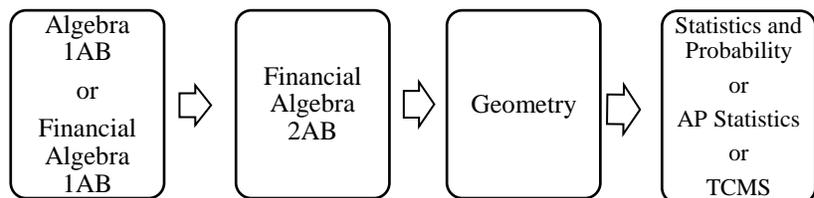
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will have the course available through MiSiS and, therefore, be able to add it to their master schedules (Attachment A). Special day program teachers may be assigned to teach IDS, if they have attended the required training. For more information, see the Division of Instruction Mathematics website or contact the Secondary Math Coordinator, Division of Instruction. More information regarding IDS can be found on the mathematics website at <http://achieve.lausd.net/math>.

2. An Alternate to Algebra 1 and Algebra 2

a. Financial Algebra Courses

In addition to the above courses, Financial Algebra 1AB and Financial Algebra 2AB is approved by University of California Office of the President (UCOP) to meet “c” mathematics courses for “a-g.” Financial Algebra 1AB and Financial Algebra 2AB provide an alternative math course pathway for high school students. These courses are suitable for all students who are interested in finance and business including, but not limited to, students in Linked Learning schools and Small Learning Communities (SLC) with a finance and business emphasis. The Financial Algebra course extends students’ understanding of functions and real numbers and increases the tools students have for modeling real world scenarios involving business and finance. The course assists students in making sense of the financial world around them and effectively managing fiscal resources through meaningful mathematical modeling. The course emphasizes the use of mathematics to model and explore the real world of financial phenomena including interpreting and justifying reasoning to make data supported financial decisions. The recommended sequence for students in this pathway is as follows:



(See the scope of sequence on the math website at <http://achieve.lausd.net/Page/11406>).



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Schools Interested in Offering Financial Algebra 1AB and 2AB
Training is required for a school to offer Financial Algebra. Financial Algebra 1AB and Financial Algebra 2AB may be taken in lieu of CC Algebra 1 and CC Algebra 2AB. Schools that are planning to offer the courses in 2019-2020 school year must submit their intent using the “Intent to Offer Financial Algebra” form (Attachment B2) to the Secondary Mathematics Program, Division of Instruction by April 30, 2019. The school must identify the teacher(s) who will teach each course. These teachers must attend Financial Algebra professional development. Only schools/teachers who have received training will be able to access the course through MiSiS and, therefore, be able to add it to their master schedules.

Note: Financial Algebra 1AB is not a required pre-requisite for Financial Algebra 2AB. Special day program teachers may be assigned to teach Financial Algebra 1AB and Financial Algebra 2 AB, if they have attended the required training.

3. Accelerated Pathways for High School

a. Mathematics Placement for Incoming Grade 9 Students

All students entering Grade 9 must be enrolled in an “a-g” mathematics course with the rigor of Algebra 1 or beyond. High schools must systematically take multiple objective academic measures, e.g. class mark from previous year and grade 8 Smarter Balanced Assessment score of students’ performance into consideration to identify and place additional incoming grade 9 students into an accelerated course sequence. (See options C and D on Attachment C)

b. Options for Acceleration in High Schools

Students have options at the high school level to accelerate and enroll in advanced mathematics courses (i.e. Calculus). Multiple objective academic measures should be considered when identifying students who may be successful in any of the following accelerated options in high school:

- Concurrent enrollment in Geometry during the same year that students take Algebra I (See Option B in Attachment C).
- Honors Advanced Math is an accelerated hybrid Algebra II/Precalculus course that allows students who enter high school taking Algebra I in grade 9 to reach Calculus in grade twelve (See Options A, B and C in Attachment C).



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B. Placement of High School Students for 2019-2020

Attachment C shows course pathways for students in the 2019-2020 school year. For graduation requirements, please refer to related resources.

1. Current Ninth, Tenth and Eleventh graders.

In order to advance to the next course in a pathway, students must earn a “D” or better. This is aligned with current graduation requirements (for more details on specific requirements for graduation, please reference related resources).

The District progression of courses is as follows:

- CC Algebra 1
- CC Geometry
- CC Algebra 2AB
- Higher math courses

The principal or designee should contact the High School Administrator, Division of Instruction at (213) 241-5333 if the school would like to request a waiver from the above sequence.

Below is a list of course options for students’ 2019-2020 placement by prerequisite. Schools should review the table and course sequence charts on Attachment C to assist with student math placement.

2018-2019 Course Titles	Placement Options for 2019-2020
CC Algebra 1	CC Geometry Financial Algebra 2AB**
CC Geometry	CC Algebra 2AB Honors Advanced Math Introduction to Data Science* Financial Algebra 2AB**
CC Algebra 2AB	Pre-Calculus Statistics and Probability Introduction to Data Science* AP Statistics TCMS**

* In order to offer this course, schools must meet certain requirements.

** Schools are required to submit the intent to offer the course and teachers must receive training.



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2018-2019 Course Titles	Placement Options for 2019-2020
Honors Advanced Math	AP Calculus AB Statistics and Probability AP Statistics TCMS**
Pre-calculus	AP Calculus AB Statistics and Probability AP Statistics TCMS**
Statistics and Probability	AP Statistics Pre-Calculus TCMS**
AP Calculus AB	AP Calculus BC Discrete Math
AP Calculus BC	Discrete Math AP Statistics
Intro to Data Science	Statistics and Probability AP Statistics
Discrete Math	Statistics and Probability AP Statistics AP Calculus AB AP Calculus BC

* *In order to offer this course, schools must meet certain requirements.*

** *Schools are required to submit the intent to offer the course and teachers must receive training.*

a. Annual Examination of Placement Data

The District requires schools to examine school-wide placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner based on their race, ethnicity, gender, disability, language proficiency, or socioeconomic background. The District shall report the aggregate results of this examination to the L.A. Unified Board of Education. Schools should work with their local district mathematics coordinators to examine their placement data to ensure that there is no disproportionality in enrollment.

In addition to the analysis of its placement data that each school will conduct, the District shall also report the aggregate results of District-wide data to the L.A. Unified Board of Education.



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2. Current Eighth Graders (Class of 2023)

a. Common Core (CC) Math 8

Students entering grade 9 who completed CC Math 8 in grade 8 must be enrolled in CC Algebra 1 or its equivalent, such as Financial Algebra 1 in grade 9. Students who may need additional support, as determined by the school and parents, can be scheduled for an additional support class (CC Algebra 1 Tutorial Lab). Students who earned a mark of “F” or “D” should be enrolled concurrently in Algebra 1 Tutorial Lab. Students with disabilities receiving mathematics support from the Resource Specialist Program (RSP) may receive intervention/ support in the Learning Center using the Developing Math Skills Across Content Areas course (DEV MATH SH). See section VII for more information on mathematics tutorial lab support.

b. Accelerated CC Algebra 1

Students entering grade 9 who completed Accelerated CC Algebra 1 in grade 8 and successfully meet the criteria below should be placed in Common Core (CC) Geometry. The criteria are:

- A passing grade of “D” or better in Accelerated CC Algebra 1 AND
- A score of “Standard Met” or “Standard Exceeded” on the Smarter Balanced Summative Assessment.
 - In cases where a student earned a mark of “D” in Accelerated CC Algebra 1 (Grade 8) and scored “Standards Nearly Met” or below on Smarter Balanced Summative Assessment, the school should consider, in consultation with the parent, moving the student to Algebra 1 with support.

A parent must be notified if the student met the criteria (Attachment D1) and agree by signing the Acceleration Agreement (Attachment D2). Forms will be maintained by the school. All other students who completed Accelerated CC Algebra 1 in grade 8 and who did not meet the above criteria will be placed in CC Algebra 1 or its equivalent.

c. CC Geometry and above

Students entering grade 9 who completed CC Geometry (or higher, in special cases) in grade 8 and successfully complete the criteria below may be placed in the next course in an



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appropriate sequence (see the chart of course prerequisites in Section I.B.1 above or Attachment C).

It is recommended students earn an “A” or “B” in the course and receive “Standard Met” or higher on the Smarter Balanced Summative Assessment in order to move forward; however, other factors may also be taken into consideration when placing a student at this level. Counselors and parents should consider multiple measures of academic achievement when making the determination that a student is ready for the next course in the sequence.

3. Process for Parent Request for a Change in Math Placement

If a parent or legal guardian would like to request a different math course for their child, he or she is invited to speak with the counselor to discuss options for alternative math courses. The parent should be provided with appropriate information to make an informed decision based on the student’s need and available course options. The school should honor the parent’s request with the parent confirming that he or she understands the implication of the requested change. For parents of English Learners, it is recommended that information be provided in the languages spoken by the parents of the students. If a parent requests a different mathematics class, the school will provide a copy of Attachments A and C as well as provide verbal explanation of the course sequence.

II. ASSESSMENTS

All students in grade 11 will take the Smarter Balanced Summative Assessments, which assesses standards in Algebra 1, Geometry and Algebra 2 standards. For more information about the Smarter Balanced Assessments visit: the California Assessment of Student Performance and Progress at <http://www.caaspp.org>, the California Department of Education at <http://www.cde.ca.gov/ta/tg/sa/index.asp>, or the L.A. Unified Smarter Balanced page at: http://notebook.lausd.net/portal/page?_pageid=33,137146&_dad=ptl&_sc_hema=PTLEP.

III. COURSE WAIVERS

The pathways and course sequences outlined in this memo have been specifically designed to align to the *California State Standards for Mathematics* and should be used in the order written. Any school that wants to create a new pathway or experimental course must work with the



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Division of Instruction's Secondary Mathematics team. Please note there are specific deadlines by which items must be completed for implementation in the upcoming school year (see BUL-3697.3 *Procedures for New or Experimental Course Submission*).

Some students with an Individualized Education Program (IEP) may be eligible for a waiver from Algebra 2 or the third year of mathematics. For more information, see BUL-6257.1 *High School "a-g" Graduation Requirements and Students with Disabilities*.

IV. SUPPORT FOR STUDENTS WITH DISABILITIES (SWD)

Specific supports for Students with Disabilities (SWD) whose disability impacts performance in mathematics should be detailed within the student's IEP. The recommended strategies, adaptations, and accommodations for the California State Standards for Mathematics can be found in the *California Mathematics Framework for Grades Kindergarten Through Grade 12* in the chapter "Universal Access" and "Appendix C: Possible Adaptations for Students with Learning Difficulties in Mathematics." Additional recommended supports can be found on the Division of Special Education website page on mathematics instruction: <http://achieve.lausd.net/Page/4183>.

SWDs whose IEPs indicate a need for support in math, including those on the alternate curriculum, may be served:

- in a general education math class with consultative or co-teaching support from a special education teacher, or
- in a pull-out special day class taught by a special education teacher.

Students on the alternate curriculum may participate in general education classes with modifications, if any are needed, as indicated in the student's IEP. The IEP team will determine the level of the student's participation in the math courses listed in this guide.

SWD who need additional support in mathematics skills and concepts can be scheduled into either a general education math support elective course (e.g., Math Tutoring Lab) or the Learning Center course (Developing Math Skills Across Content Areas). The Learning Center course descriptions can be accessed on the Division website: <http://achieve.lausd.net/Page/4275>.

V. SUPPORT FOR ENGLISH LEARNERS

Language classification should not preclude English Learners (EL) from selecting appropriate and/or accelerated pathways in mathematics.



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Teachers of English Learners must know the proficiency level descriptors as outlined in the CA English Language Development (ELD) Standards in order to assist in determining the most appropriate level of support. Teachers of mathematics should integrate the ELD Standards in the instruction of content and use a variety of ELD strategies, materials, and additional resources to provide targeted instruction. The use of a student's primary language to support the learning of the content is appropriate, while EL students are being taught the language of the discipline. The CA ELD Standards Augmentation for Mathematics can be found on the CDE website at <http://www.cde.ca.gov/sp/el/er/documents/finalagmtneidstndab899.doc>. Mathematics teachers of English Learners must use the CA ELD Standards to plan differentiated instruction.

VI. PARENT NOTIFICATION

All high schools should notify parents or legal guardians regarding the available course pathways for their students. Schools are encouraged to communicate with parents or legal guardians about the various course pathways and the new courses that are available for their students to take, such as TCMS, the Introduction to Data Science, Financial Algebra 1AB, and Financial Algebra 2AB. When informing parents or legal guardians about the available pathways, provide them with Attachment C. The Accelerated Agreement letter for parents of any student enrolled in or eligible for an accelerated pathway in grades 9 and 10 (Attachment D1), must be provided to parents in August 2019 and can be downloaded from the Mathematics website at <http://achieve.lausd.net/math>.

VII. MATHEMATICS TUTORIAL LAB SUPPORT

All ninth-grade students, including students with disabilities served in a special day program, who took CC Math 8 in 8th grade and received a D or Fail and did not meet standards on the CAASPP, should be concurrently enrolled in an elective mathematics class (CC Algebra 1 Tutorial Lab). Additionally, all students who took CC Algebra 1, ACC CC Algebra 1 or Highly ACC CC Algebra 1 in the 8th grade and received a D or Fail, and did not meet the standards on the CAASPP assessment should be concurrently enrolled in an elective mathematics class (CC Algebra 1 Tutorial Lab). Schools may enroll additional students in support classes as needed. Schools should concurrently enroll students who may need intervention in Geometry in the CC Geometry Tutorial Lab. In addition, students who are enrolled in Algebra 2, but struggling as determined by multiple sources of data, may be concurrently enrolled in CC Algebra 2 Tutorial Lab. CC Algebra 1 Intervention Program through the Schoology can be used for Algebra 1 Tutorial Lab. CC Geometry Intervention and



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CC Algebra 2 Intervention programs are also available on the Schoology for use in the CC Geometry Tutorial Lab and CC Algebra 2 Tutorial Lab respectively. For students receiving RSP support, the Learning Center (DEV MATH SH) is another course option for receiving mathematics support.

Ninth-grade ELD1 A/B and ELD 2A/B students who took CC Math 8, CC Algebra 1, ACC CC Algebra 1, or Highly ACC CC Algebra 1 in the 8th grade and received a mark of D or Fail and did not meet the standards on the CAASPP assessment should not be enrolled in a second elective mathematics class that supplants one of the two consecutive periods of ELD1A/B and ELD2A/B they are receiving. ELD1A/B and ELD2A/B are yearlong courses taught in two consecutive periods that are blocked to provide intensive English language instruction for beginning level English Learners (MEM-6909.0, *Placement, Scheduling and Staff for English Learners in High School for 2017-2018*). Considering the variety of school schedules within each local district, each school must find alternative ways to provide Mathematics Tutorial support to students who require it.

RELATED RESOURCES:

[BUL-045786.1, *Graduation Requirements for Classes 2021*, dated February 23, 2018](#)

[BUL-6778.0, *Graduation Requirements for Classes 2020*, dated January 3, 2017](#)

[BUL-6566.2, *Graduation Requirements for Classes of 2016-2019*, dated December 15, 2016](#)

[BUL-3697.3, *Procedures for New or Experimental Course Submission*, dated December 8, 2014](#)

[BUL-6257.0, *High School a-g Graduation Requirements and Students with Disabilities*, dated May 19, 2014](#)

[MEM-6812.2, *Middle School Mathematics Placement and Pathways*, dated April 4, 2018](#)

SB-359 California Mathematics Placement Act of 2015.

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

L.A. Unified Board of Education Resolution Res-070-14/15



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<http://boardresolutions.lausd.net/fmi/iwp/cgi?-db=Resolutions&-loadframes>

L.A. Unified Mathematics Curriculum Map. Online video module on the curriculum maps is available at

<http://www.lausd.net/cdg/ccss/secondary/index.html>

L.A. Unified Guidelines for Standards-Based Instruction

L.A. Unified Math Website <http://achieve.lausd.net/math>

California Mathematics Framework (2015)

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

California Mathematics Framework Appendix A (2015)

<http://www.cde.ca.gov/ci/ma/cf/documents/aug2013apxacourseplace.pdf>

Common Core State Standards Initiative (CCSSI). (2010). Mathematics Appendix A.

http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

(Accessed April 8, 2013)

CA ELD Standards Augmentation for Mathematics

<http://www.cde.ca.gov/sp/el/er/documents/draftagmtneidstndab899mth.pdf>

Wu, Hung-Hsi. 2012. *To Accelerate, or Not*

http://www.huffingtonpost.com/hungsiwu/math-education_b_1901299.html

ASSISTANCE:

For assistance or further information, please contact Patricia Heideman, Administrator, High School Instruction, or the Secondary Mathematics Coordinator in the Division of Instruction at (213) 241-6444, or by email at pheidema@lausd.net.



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ATTACHMENT A

High School Course Codes for 2018-2019

Grade Level	Common Core Math Courses	Course Number
High School	CC Algebra 1 (Year-long)	310341/42
High School	CC Geometry AB	310423/24
High School	CC Algebra 2 AB	310343/44
High School	Financial Algebra 1 AB**	310233/34
High School	Financial Algebra 2 AB**	310239/40
High School	Honors Advanced Math AB	310507H/08H
High School	Pre-Calculus AB	310711/12
High School	AP Calculus AB	310701/02
High School	AP Calculus BC	310705/06
High School	Discrete Math	310503/04
High School	Statistics and Probability	310607/08
High School	AP Statistics	310609/10
High School	Introduction to Data Science*	310235/36
High School	Transition to College Math and Statistics**	310611/12

* In order to offer this course, schools must meet certain requirements. See the appropriate section of this memo for more information.

**Training is required to teach the course. See the appropriate section of this memo for more information.

See MiSiS for other “a-g” math courses that could be equivalent to the above courses including any honor course that might be equivalent.

Intervention Courses

Grade Level	Common Core Intervention Math Courses	Course Number
High School	CC ALG 1 TUT LAB AB	312613/14
High School	CC ALG 2 TUT LAB AB	312617/18
High School	CC GEOM TUT LAB AB	312615/16
High School	DEV MATH SH AB	310127/28

Please Note: This list represents the courses offered at most schools throughout L.A. Unified. It is not intended to be a comprehensive list of courses offered in the District. If you have questions about courses not listed here, please contact your Local District Secondary Mathematics Coordinator or the Secondary Mathematics Program, Division of Instruction at (213) 241-6444.



**Intent to Offer Transition to College Mathematics and Statistics
2019 - 2020**

Transition to College Mathematics and Statistics (TCMS) provides an alternative course pathway for high school students. TCMS is designed to ensure college readiness for students who complete Algebra 1, Geometry, and Algebra 2. Students who complete TCMS with a “C” or better will have a greater chance in being placed in college-level general education mathematics classes without additional support.

I understand the purpose of the TCMS. I, therefore, agree to provide the intended course as designed with appropriate support.

Principals should complete this form to indicate their intent to offer TCMS.

**Please scan and email the completed form to:
Patricia Heideman, Administrator of High School Instruction, Division of Instruction at
pheidema@lausd.net**

Deadline to Return Form: Friday, April 26, 2019.

School Name		Location Code	
		Local District	__NW __NE __S __C __E __W
Principal Name		LAUSD Email	@lausd.net
AP SCS Name		LAUSD Email	@lausd.net
Math Coord. Name		LAUSD Email	@lausd.net

I recommend the following teacher to be trained for the course:

Transition to College Mathematics and Statistics: Roster-Carrying Teacher for 2019-2020

Assigned Math Teacher Last Name, First Name	Employee Number	Program (GenEd or SDP-Core)	Grade Level(s)	Number of Sections	Projected Enrollment Estimate # of students per section

Principal Signature: _____ **Date:** _____

For questions, please contact Secondary Mathematics Program, Division of Instruction at 213-241-6444.



**Intent to Offer Financial Algebra
2019-2020**

Financial Algebra 1 and Financial Algebra 2 provide an alternative course pathway for high school students. This course is intended for all students, including students with disabilities, who are interested in finance and business, and students in Linked Learning schools with a finance and business emphasis. The course will be suitable as another course option for students to complete their “c” math requirements for graduation.

I understand the purpose of the Financial Algebra 1AB or 2AB. I, therefore agree to provide the intended course as designed with appropriate support, such as technology, textbook, and release time for planning.

Principals should complete this form to indicate their intent to offer Financial Algebra 1 or Financial Algebra 2.

Please scan and email the completed form to:

Patricia Heideman, Administrator of High School Instruction, Division of Instruction at
pheidema@lausd.net

Deadline to Return Form: Friday, April 26, 2019.

School Name	Location Code	
	Local District	__NW __NE __S __C __E __W
Principal Name	LAUSD Email	@lausd.net
AP SCS Name	LAUSD Email	@lausd.net
Math Coord. Name	LAUSD Email	@lausd.net

I recommend the following teacher(s) to be trained for the course:

Financial Algebra 1AB- Roster-Carrying Financial Algebra 1AB Teachers for 2019-2020

Assigned Math Teacher Last Name, First Name	LAUSD Employee Number	Program (GenEd or SDP-Core)	Grade Level(s)	Number of Sections	Projected Class Enrollment Estimate # of students per section		
					GenEd	RSP	SDP

Financial Algebra 2AB- Roster-Carrying Financial Algebra 2AB (Course 2) Teachers for 2019-2020

Assigned Math Teacher Last Name, First Name	LAUSD Employee Number	Program (GenEd or SDP-Core)	Grade Level(s)	Number of Sections	Projected Class Enrollment Estimate # of students per section		
					GenEd	RSP	SDP

Principal Signature: _____ **Date:** _____

Questions? Please call Secondary Mathematics Program, Division of Instruction at (213) 241-6444.



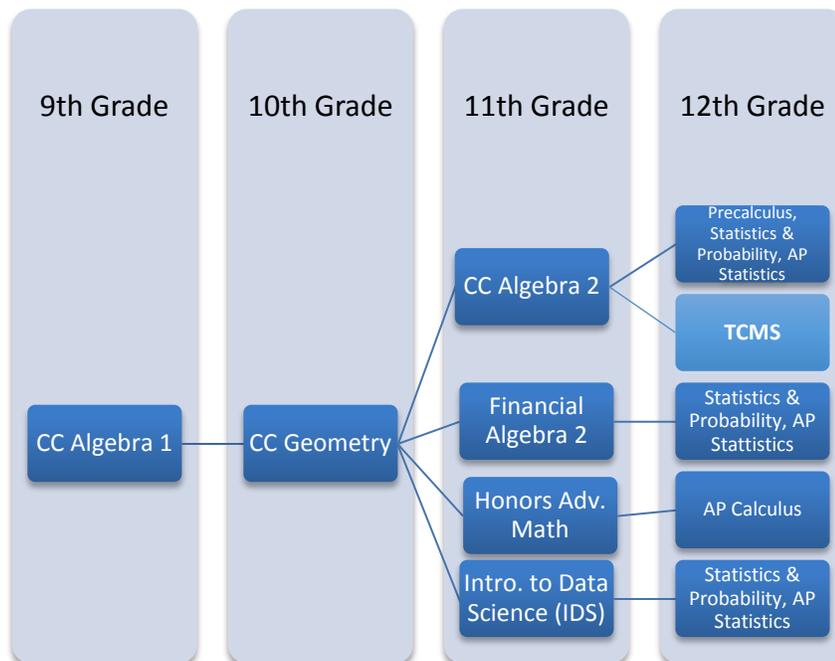
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ATTACHMENT C

High School Mathematics Pathway Options Description:

- Option A: Incoming grade 9 students who took CC Math 8 – Common Core Pathway
- Option B: Concurrent enrollment to provide acceleration for identified students in grade 9
- Option C: Incoming grade 9 students who were in Acceleration Pathway in middle school and took ACC CC Algebra 1 in grade 8
- Option D: Incoming grade 9 students who were in Highly Accelerated Pathway in middle school and took CC Geometry in grade 8
- Option E: Incoming grade 9 students who may be interested in business and finance and whose school is offering Financial Algebra 1

Option A

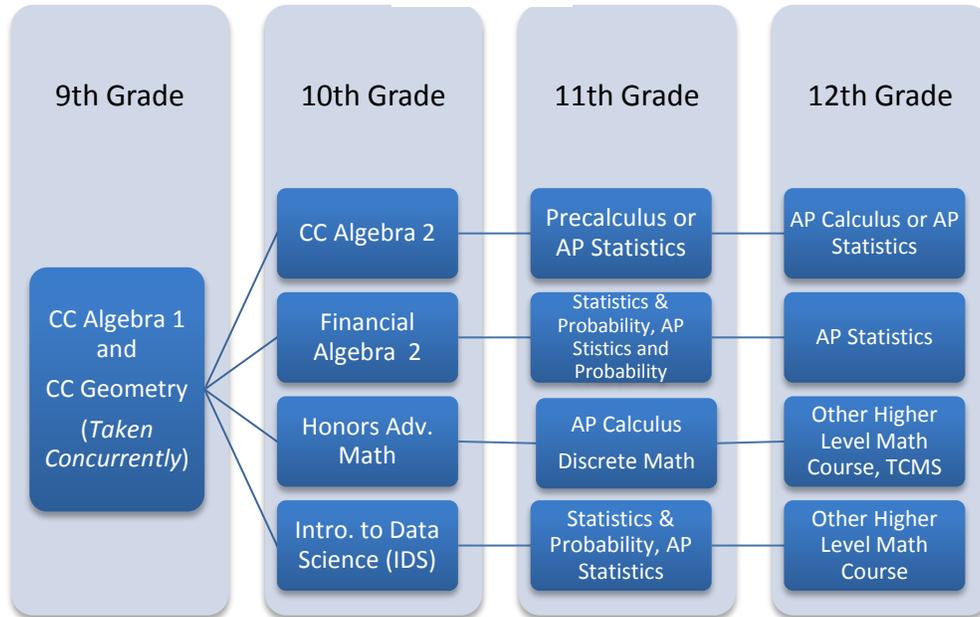




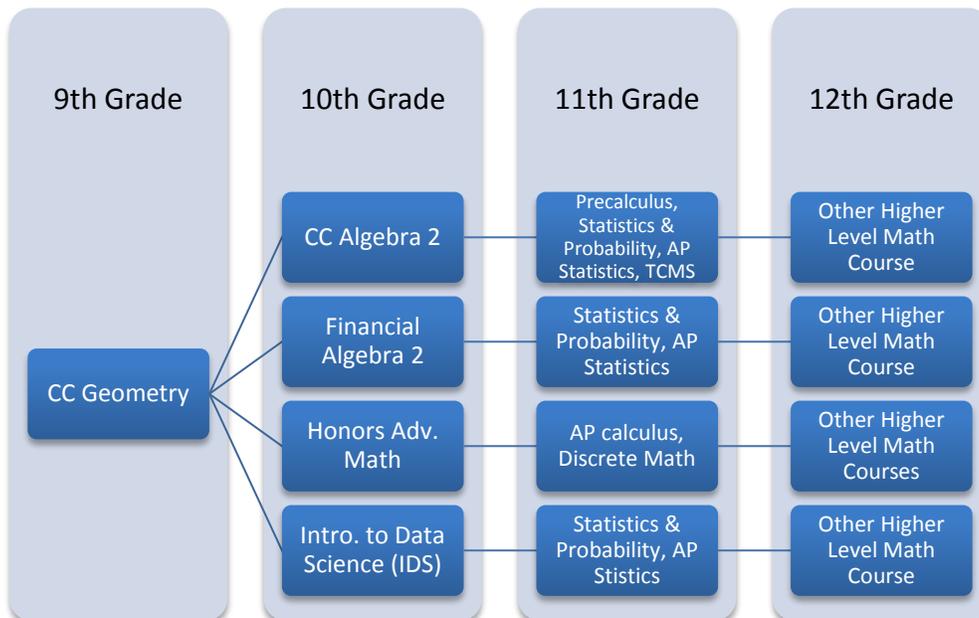
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Option B

ATTACHMENT C

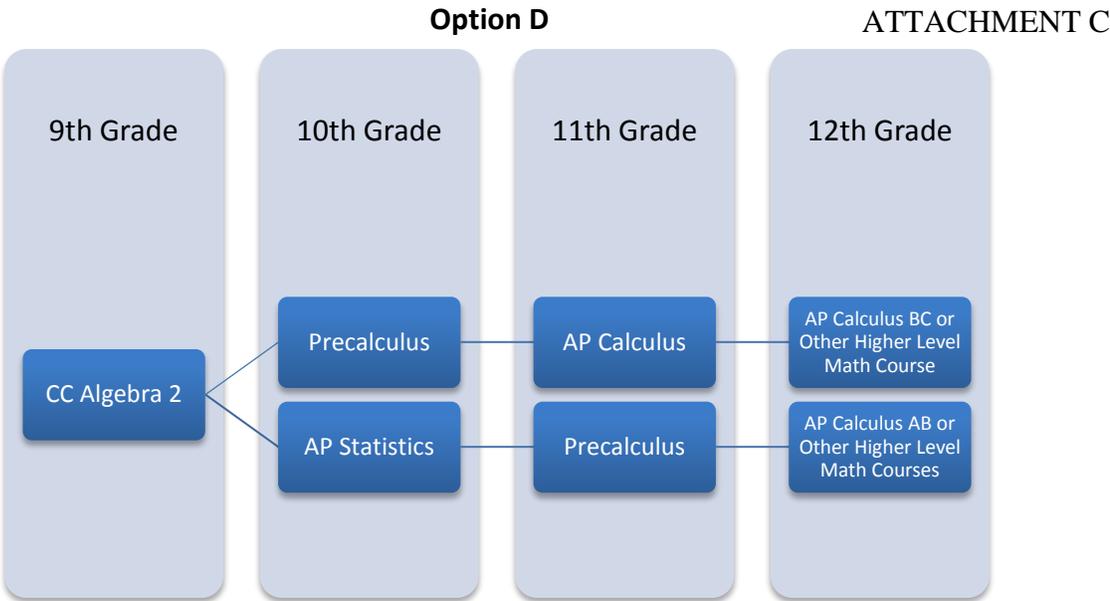


Option C





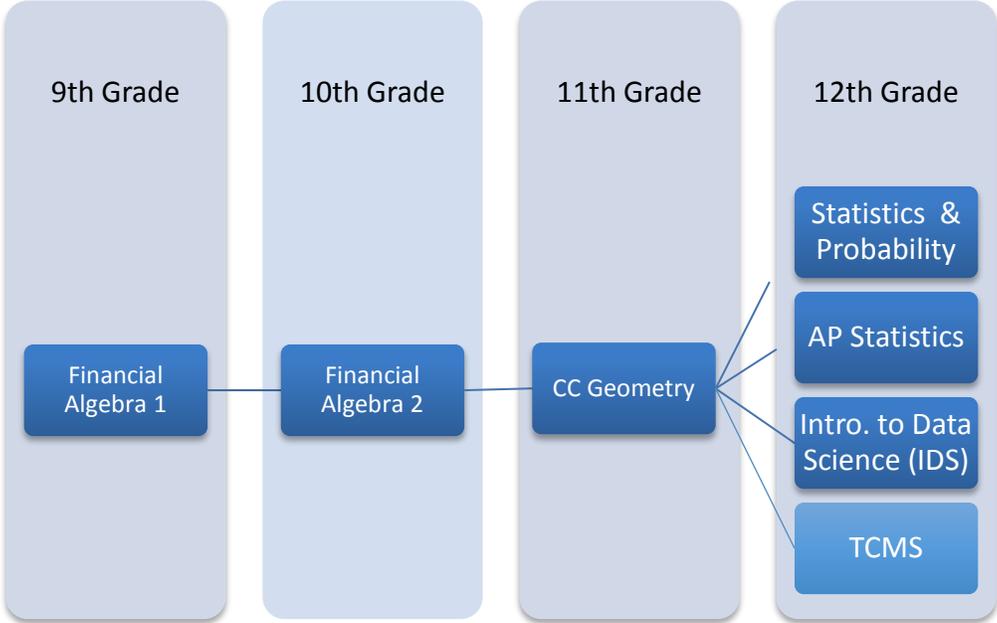
LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE



Option E



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE





SCHOOL LETTERHEAD

Date, 2019

Dear Student and Parents/Guardians,

This letter is to inform you about the high school placement policy for Los Angeles Unified School District. 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 the middle school will be enrolled in Geometry or Algebra 2 in the ninth 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 Algebra I, Geometry, Algebra II and a fourth year math course, the L.A. Unified 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

2. A student takes CC Geometry *and* CC Algebra II 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 II in a two-year period is that the student may take advanced math courses in the 11th and 12th grades.

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



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ATTACHMENT D1

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 <i>(concurrent)</i>	CC Algebra 2	Pre-calculus	AP Calculus
High School Acceleration Option 2	CC Math 8	CC Algebra 1	CC Algebra 2 and CC Geometry <i>(concurrent)</i>	Pre-calculus	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 his or her 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 in grade 12.



ATTACHMENT D1

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, he/she 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 his/her schedule for two math courses due to taking other a-g requirements.

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



HS Mathematics Pathways Acceleration Agreement

Acceleration Opportunities in High School:

(1) Concurrent enrollment in CC Algebra 1 and CC Geometry in Grade 9; (2) concurrent enrollment in CC Geometry and CC Algebra 2 in grade 10; and (3) Honors Advanced Mathematics in grade 11.

- I have read the attached letter discussing the high school accelerated mathematics programs.
- I understand that students in the accelerated program will be doing math at a higher level of rigor *and* at a faster pace than that of a regular level mathematics course.
- I understand that it is recommended that students in accelerated classes maintain a grade of “B” or better.
- I understand that L.A. Unified policy requires students to be enrolled in mathematics courses in grades nine through 11. Therefore, students enrolled in an accelerated pathway will have to take an advanced course beyond Algebra 2.
- In the event that my child is NOT able to maintain a grade of B or better in this course on the 10 and/or 15 week Progress Report(s) in the fall semester, there will be a parent-teacher meeting held to develop a mutual action plan for intervention and support.
- If, at the end of the fall semester, my child is NOT able to raise his or her grade to a “B” or better in the accelerated mathematics program, he or she may be recommended to be placed in a different pathway option in the spring semester.
- I understand that as a parent or legal guardian, if I request a different mathematics course for my child, I will be invited to speak with the counselor to discuss options for alternative mathematics courses.

By signing this form, I acknowledge the following:

I have read this Acceleration Agreement and understand the above criteria for accelerating my student in high school mathematics program being offered.

Student’s Name: _____ Date: _____ Grade: _____

Parent/Guardian’s Name: _____

Parent/Guardian’s Signature: _____

Email Address: _____ Phone Number: _____



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