



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** Middle School Mathematics Placement and Pathways

**NUMBER:** MEM-6812.2

**ISSUER:** Frances Gipson, Ph.D., Chief Academic Officer  
Division of Instruction

Derrick Chau, Ph.D., Senior Executive Director  
P-12 Instruction

**DATE:** April 4, 2018

**ROUTING**  
 All Offices  
 Local District Superintendents  
 Administrators of Instruction  
 Directors  
 Secondary Mathematics  
 Coordinators  
 Counselor Coordinators  
 School-site Principals  
 Mathematics Department  
 Chairs  
 APSCS/Counselors

**PURPOSE:** The purpose of this Memorandum is to provide information to schools regarding the middle school mathematics pathways and courses aligned to the new California State Standards. It also provides guidelines to schools regarding middle school student placement in mathematics pathways, specifically in regard to placement in accelerated pathways.

**MAJOR CHANGES:** This Memorandum replaces MEM-6812.1. Additionally, recommend criteria for placing incoming grade 6 students in math pathways has changed based on the new elementary school progress report. For more information on the elementary school progress report, refer to BUL-2332.6. *Elementary School Progress Report Marking Practices and Procedures*, dated July 26, 2017.

**BACKGROUND:** In 2010, the California Board of Education adopted the California Common Core State Standards: Mathematics (CA CCSSM). These standards were fully implemented and assessed in the 2014-2015 school year. In the spring of 2015, students in grades 3-8 and 11 were expected to show proficiency in the California Common Core State Standards as assessed by the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments.

The CA CCSSM has shifted primary concepts, skills, and focus in all secondary mathematics courses. Under the CA CCSSM, additional rigor is introduced in earlier grade levels by including skills and concepts formerly included at higher grade levels. Therefore, careful evaluation of students' achievement in mathematics courses and assessments must be used in determining middle school mathematics course placement.

**Equity and Access in Mathematics for All Students**

It is the goal of the Division of Instruction to ensure all students have access to high quality instruction at all levels. In keeping with this, there is a mathematics program that



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provides students multiple options for reaching advanced mathematics courses, such as Calculus, in high school.

The pathways are structured to provide students a variety of acceleration points throughout middle and high school. These pathways are designed to be responsive to individual students' needs, which are not served by a single acceleration option. In this manner, the mathematics placement program ensures access for all, while giving students the time they need in order to be successful.

For newcomers still acquiring English, providing primary language support is appropriate to ensure students meet the mathematics content standards. At the same time, linguistic supports for the content should be provided in English with appropriate scaffolds.

### **Acceleration**

In line with the recommendation of the California Department of Education, the California Common Core State Standards: Mathematics (CA CCSSM) represent progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the new, more advanced Algebra I courses, typically taken by most students in the ninth grade. Development of these skills and knowledge depends on students being placed in appropriate courses, with emphasis on the appropriate foundational concepts at the appropriate time, throughout their K-8 sequence and beyond (California Mathematics Framework, Appendix A).

The CA CCSSM is rigorous with increasing emphasis on conceptual understanding, application, and procedural fluency. Learning the mathematics prescribed by the CA CCSSM requires that all students rise to the challenge by spending time to learn each topic with diligence and dedication. Skimming over existing materials in order to rush ahead to more advanced topics can no longer be considered good practice (Wu, 2012).

Accordingly, the California Mathematics Framework (Appendix A) asserts that the decisions to accelerate students into the Common Core State Standards for higher mathematics before ninth grade should not be rushed. Prematurely placing students into an accelerated course sequence option must be avoided. Likewise, it is not recommended to compact the standards before grade seven to ensure that students are developmentally ready for accelerated content. The Common Core State Standards for Mathematics state, "*Placing students into tracks too early should be avoided at all costs. It is not recommended to compact the standards before grade seven*" (Common Core State Standards, Appendix A, pg. 81).

Misplacement has negative consequences for students when they are unable to keep pace with the incremental difficulty of mathematics content; students' weaknesses in key foundational areas that support algebra readiness frequently translate into



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substantial difficulty reaching proficiency in higher-level mathematics in high school (Finkelstein, et al., 2012). Therefore, it is the District's position that schools should carefully weigh each student's individual academic record and provide comprehensive information to parents regarding the benefits and potential challenges associated with acceleration before making student placement decisions. Ultimately, the responsibility for placement resides with the parent; however, it is the responsibility of the school to ensure parents have all the necessary information for placement so that they can make informed decisions for their child.

## **INSTRUCTIONS: I. MIDDLE SCHOOL MATHEMATICS COURSES AND PATHWAYS**

### **A. Overview of Mathematics Pathways**

Middle school mathematics offers three pathways for students. For course codes, grade level information and intervention courses, please see the Course Codes for 2018/2019 (Attachment A). Each of these pathways is outlined below, and a diagram of pathway course progressions can be found in the Middle School Pathway Options document (Attachment D).

#### **1. College and Career Pathway**

The College and Career Pathway begins in grade 6. This pathway is recommended by both the California Framework and the Common Core State Standards. It provides students with the necessary foundation for success with A-G courses in high school. (See the Background section of this memo for more information on acceleration.)

The course progression for the College and Career Pathway is below.

##### **a. College and Career Pathway**

*Grade 6 - CC Math 6*

*Grade 7 - CC Math 7*

*Grade 8 - CC Math 8*

#### **2. Accelerated Pathway**

The Accelerated Pathway begins in grade 7. It is intended for students who show mastery of the grade-level standards. In the Accelerated Pathway, three years of math are combined into two years during grade 7 and grade 8. Standards are not cut or skipped but compacted, requiring that students learn at a faster pace.



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- a. Accelerated Pathway  
*Grade 6 – CC Math 6*  
*Grade 7 – Accelerated CC Math 7*  
*Grade 8 – Accelerated CC Algebra 1*

### 3. Highly Accelerated Pathway

The Highly Accelerated Pathway begins in grade 6. This pathway is intended for students who show significant mastery of the standards beyond grade-level. In the Highly Accelerated Pathway, five years of math are combined into three years during grades 6, 7 and 8. Again, standards are not cut or skipped but compacted. In this pathway, compacting is more significant; therefore, it is important students are able to handle the faster pace required by this series of courses.

- a. Highly Accelerated Pathway  
*Grade 6 – Highly Accelerated CC Math 6/7*  
*Grade 7 – Highly Accelerated CC Math 8/Algebra 1*  
*Grade 8 – CC Geometry*

## II. PLACEMENT GUIDELINES

Due to the rigorous nature of the acceleration pathways, it is recommended students meet specific guidelines for acceleration through the review of a variety of data points, including grades, test scores, and teacher/school recommendations. These data points should be considered in combination with the parents' request for specific pathway placement. Please note, students with an English Learner classification and/or students with disabilities shall not be prohibited from participation in accelerated pathways. Appropriate instructional supports should be provided.

Schools should communicate with parents about placement, particularly if the recommendation is for the student to change pathways. Please read the "Parent Request for a Change in Math Placement" section (Section II. D. 2) for more information about parent requests for a change in math placement.

### A. Identification and Placement Guidelines

The recommended criteria for placement in the various mathematics pathways are outlined in the table below.



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### 1. Incoming Grade 6 Students

Previous Course Title	Composite Score from 3 <sup>rd</sup> Reporting Period	Smarter Balanced Summative Assessment Score*	Placement Eligibility
Grade 5 Math	4	Standards Met or higher	Highly Accelerated Math 6/7
		Standards Nearly Met or below	CC Math 6
	3 or below	Any	CC Math 6

*\*If Smarter Balanced Summative Assessment scores for the current year are not available for matrix development, you may use the previous year's scores. Adjustments to student programming should be made once the data is available.*

### 2. Incoming Grade 7 Students

Previous Course Title	Final Grade in Previous Course	Smarter Balanced Summative Assessment Score*	Placement Eligibility
CC Math 6	A or B (or 4, if taken at an elementary school)	Standards Met or higher	Accelerated Math 7
		Standards Nearly Met or below	CC Math 7
	C or below	Any	CC Math 7
Highly Accelerated Math 6/7	A or B	Standards Met or higher	Highly Accelerated Math 8/Algebra 1
		Standards Nearly Met or below	Accelerated Math 7 or CC Math 7
	C or below	Any	Accelerated Math 7 or CC Math 7

*\*If Smarter Balanced Summative Assessment scores for the current year are not available for matrix development, you may use the previous year's scores. Adjustments to student programming should be made once the data is available.*



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3. Incoming Grade 8 Students

Previous Course Title	Final Grade in Previous Course	Smarter Balanced Summative Assessment Score*	Placement Eligibility
CC Math 7	Any	Any	CC Math 8
Accelerated CC Math 7	A or B (or 4, if taken at an elementary school)	Standards Met or higher	Accelerated Algebra 1
		Standards Nearly Met or below	CC Math 8
	C or below	Any	CC Math 8
Highly Accelerated Math 8/ Algebra 1	A or B	Standards Met or higher	CC Geometry
		Standards Nearly Met or below	Accelerated Algebra 1 or CC Math 8
	C or below	Any	Accelerated Algebra 1 or CC Math 8

*\*If Smarter Balanced Summative Assessment scores for the current year are not available for matrix development, you may use the previous year's scores. Adjustments to student programming should be made once the data is available.*

B. Acceleration Guidelines

Students may not accelerate by skipping courses because they miss necessary content that could create gaps in learning that may manifest themselves when students reach more advanced math courses in high school. Students must take the courses in the sequences identified by the course pathways outlined in Section I. A and II. A. Students who do not accelerate in middle school will have additional opportunities to accelerate in high school beginning with grade 9.

It is recommended that students meet the guidelines outlined in Section II. A in order to be placed in an accelerated pathway, however a parent may request course placement in an accelerated course even if the student does not meet all of the recommended criteria. We encourage schools and parents to discuss placement recommendations and the potential impacts of acceleration, as it relates to each individual student's needs. Please see Section II. D 2, *Parent Request for a Change in Math Placement*, for more information.



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C. Intervention Guidelines

Students earning a grade of D or F in their College and Career Pathway mathematics course are strongly recommended for enrollment in an intervention course to support them as they continue to the next course in the sequence (Attachment A).

Parent meetings to discuss an intervention plan and a possible change in math course enrollment should be held for students in accelerated pathways earning a C or below.

D. Parent Notification and Requests for Placement

In order to support parents in making decisions regarding their student’s math placement, information must be provided to parents throughout the year. In addition, parents should be provided the opportunity to attend or view online a parent information meeting regarding math pathways and acceleration options. Although it is not mandatory, attendance at a parent information meeting is strongly recommended if parents want their student placed in either the Accelerated or Highly Accelerated Pathways.

1. Parent Notification Requirements

Parents must be notified of the option to accelerate using a parent notification letter (available online on the [Division of Instruction Math website](#)) and agree to accelerate their student by signing the Acceleration Agreement (Attachment B). Acceleration Agreement forms will be maintained by the school.

A list of the letters, the intended audience and the timeline are provided below for reference. Letters will be available on “Math Memos” page of the Division of Instruction Mathematics website at <http://achieve.lausd.net/Page/5775>.

Letter	Recipient	Date
Middle School Math Pathway Letter	All middle school parents	August
Middle School Acceleration Pathway Letter	All parents of 5 <sup>th</sup> and 6 <sup>th</sup> grade students.	Prior to hosting Parent Information Meetings in the Spring



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Letter	Recipient	Date
Acceleration Agreement in Mathematics	Parents of any student enrolled in or eligible for an accelerated pathway in grades 6-8	Include the form with the school-issued notification provided to parents whose children qualify to accelerate.

## 2. Parent Request for a Change in Math Placement

If a parent or guardian would like to request a different math course for their child, they are invited to speak with the counselor or administrator to discuss options for alternative math courses. The guidelines described in this memorandum are recommendations. If the parent requests their student be accelerated despite not satisfying the recommended criteria, it is the parent's right to elect that option. Regular communication with the parent regarding student progress is recommended to ensure the student is successfully progressing with the standards, or to open discussions about a possible change in math course enrollment. For students with disabilities, the IEP team or Section 504 Plan team may need to convene to discuss a parent/guardian's request.

## E. Responsibilities for Middle School Placement

### 1. School Responsibilities

Every school serving students in grades 5-8 will conduct parent education meetings to share pathway components and requirements with all parents. These meetings can be held by individual school sites or the local district. Sign-in sheets will be maintained by the school site.

The goal of these meetings is to ensure parents are provided adequate and timely information regarding student math pathway options in order to participate in placement decisions. Please note, translation services for parents are provided in high frequency languages. In addition, letters to parents related to this memorandum have been translated in high frequency languages and can be found on the LAUSD mathematics website (<http://achieve.lausd.net/math>).



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### a. Requirements for Offering the Highly Accelerated Pathway

Middle and span schools that anticipate offering the Highly Accelerated Pathway must follow the procedure below to ensure a proper and adequate program is established. Schools must complete the following steps annually, which are also listed in the Highly Accelerated Program Participation Requirements document (Attachment C).

Step 1 – Teachers of Highly Accelerated Pathway courses and their administrators must attend an informational meeting at the Local District to gain an understanding of the expectations of all pathways offered to students. Attendance is required annually even if a similar meeting was attended previously.

Step 2 – Schools will maintain records with the signed Acceleration Agreement (Attachment B) for all students enrolled in the pathway.

Step 3 – School administration will ensure that teachers assigned to Highly Accelerated classes possess either a single subject or supplemental credential in mathematics. Additionally, teachers must also possess the requisite English Learner Authorization. Special education teachers may not be assigned as roster-carrying teachers.

Local Districts and the Division of Instruction will work together to support schools offering the Highly Accelerated Pathway, and ensure schools offering this pathway comply with the above requirements. Schools that do not have enough students to form a full class should contact their Local District Mathematics Coordinator or the Division of Instruction to discuss options for meeting the needs of this group of students.

### 2. Local District Responsibilities

Local Districts will support schools with offering and coordinating parent information sessions open to all parents, including parents of grade 5 students. Sign-in sheets will be maintained either at the Local District or school site, depending on who coordinated the meetings.

#### a. Requirements for Supporting the Highly Accelerated Pathway

Each Local District that has schools planning to provide the Highly Accelerated Pathway should schedule and present mandatory information meetings for administrators and teachers at those schools.



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### 3. District Responsibilities

The District will support schools and Local Districts by developing online parent education presentations, as well as by providing an informational PowerPoint that schools may adapt for use in their parent information meetings.

The District will also work with the Parent, Community and Student Services Branch to develop additional parent education opportunities around middle school mathematics courses and placement and in various languages.

### 4. Annual Analysis of Student Placement Data

The District will require schools to analyze aggregate student 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 on the basis of their race, ethnicity, gender, disability, or socioeconomic background. The Local District will support schools with both gathering and analyzing data. The District shall report the aggregate results of this annual analysis to the LAUSD Board of Education.

## III. ASSESSMENTS

All students in grades 6 through 8 will take the grade-level appropriate Smarter Balanced Summative Assessments.

Important: Students in middle school must take the assessment for their grade level. This means all grade 6 students take the grade 6 Smarter Balanced Summative Assessment, all grade 7 students take the grade 7 Smarter Balanced Summative Assessment, and all grade 8 students take the grade 8 Smarter Balanced Summative Assessment, regardless of the course pathway (College and Career, Accelerated, Highly Accelerated, etc.).

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>.



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## IV. NEW OR EXPERIMENTAL COURSES

The pathways and course sequences outlined in this memo have been specifically designed to align to the California Common Core State Standards and should be followed in the order given. To create a new mathematics pathway or experimental course, please communicate with the 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-3697.4, *Procedures for New or Experimental Course Submission*).

## V. SUPPORT FOR STUDENTS WITH DISABILITIES (SWD)

Specific supports for students with disabilities (SWD) whose disability impacts performance in math should be detailed within the student's Individualized Education Program (IEP). The recommended strategies, adaptations, and accommodations for the California Common Core State Standards for Mathematics (CA CCSSM) can be found in the *California Mathematics Framework for Grades Kindergarten Through Grade 12* in the chapter "Universal Access" and in "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 math instruction: <http://achieve.lausd.net/Page/4183>. Students with disabilities who require accommodations/modifications may not be excluded from accelerated courses as a general rule.

SWD in the resource specialist program (RSP) who need additional support in Common Core math 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>. Students in the special day program (SDP) should receive their support in the special education math course; no additional support course for math should be necessary for students in SDP unless they require intensive, Tier 3 intervention.

## VI. ENGLISH LEARNERS SUPPORT

English Learner instruction should be integrated into the students' mathematics courses. The CA ELD standards must be used to support instruction for English learners in mathematics instruction. Teachers of EL students must be familiar with students' language proficiency levels in order to scaffold and differentiate instruction accordingly. Additional tools and resources for supporting English learners with both academic language acquisition and content development can be



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found on the Multilingual Multicultural Education Division website at  
<http://achieve.lausd.net/mmed>.

**RELATED  
RESOURCES:**

LAUSD Guidelines for Standards-Based Instruction  
LAUSD Math Website <http://achieve.lausd.net/math>

California Mathematics Framework (2015).  
<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

Common Core State Standards Initiative (CCSSI). (2010). Mathematics Appendix A.  
[http://www.corestandards.org/assets/CCSI\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf) (Accessed  
April 8, 2013).

Principals Toolkit.  
[http://home.lausd.net/pdf/Toolkits/Math\\_Pathways\\_Toolkit/Math\\_Pathways\\_Toolkit\\_FINAL.pdf](http://home.lausd.net/pdf/Toolkits/Math_Pathways_Toolkit/Math_Pathways_Toolkit_FINAL.pdf)

Wu, Hung-Hsi. 2012. *To Accelerate, or Not*.  
[http://www.huffingtonpost.com/hungsiwu/math-education\\_b\\_1901299.html](http://www.huffingtonpost.com/hungsiwu/math-education_b_1901299.html)

**ASSISTANCE:**

For assistance or further information, please contact the Local District Mathematics  
Coordinator or a Secondary Mathematics Coordinator in the Division of Instruction at  
(213) 241-6444.



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Attachment A

**Course Codes for 2018/2019**

<b>Grade Level</b>	<b>Common Core Math Courses</b>	<b>Course Number</b>
Grade 6	CC Math 6 AB	310111/12
Grade 7	CC Math 7 AB	310115/16
Grade 8	CC Math 8 AB	310337/38
<b>Accelerated Pathway Courses</b>		
Grade 7	Honors Accelerated CC Math 7 AB	310117/18H
Grade 8	Honors Accelerated CC Algebra 1	310339/40H
<b>Highly Accelerated Pathway Courses</b>		
Grade 6	Honors Highly Accelerated CC Math 6/7 AB*	310113/14H
Grade 7	Honors Highly Accelerated CC Math 8/Alg 1 AB*	310119/20H
Grade 8	CC Geometry AB**	310423/24H

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

*\*\*This is a high school course.*

**Intervention Courses:**

<b>Grade Level</b>	<b>Common Core Intervention Math Courses</b>	<b>Course Number</b>
Grade 6	CC MATH 6 TUT LAB AB	312607/08
Grade 7	CC MATH 7 TUT LAB AB	312619/20
Grade 8	CC MATH 8 TUT LAB AB	312611/12
Grades 6-8	DEV MATH MS AB*	310123/24

*\*The Developmental Math courses were developed by the Division of Special Education and are recommended as support classes in the RSP programs.*

**Please Note:** This list represents the mathematics courses offered at most schools throughout LAUSD. 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 office or the Division of Instruction.



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Attachment B

**ACCELERATION AGREEMENT IN MATHEMATICS**

- ❖ I have read the attached letter discussing the accelerated mathematics programs.
- ❖ I understand it is recommended that students in accelerated classes maintain a “B” or better.
- ❖ I understand that high school graduation credits are not given for courses taken in middle school. However, courses taken in middle school will be considered for student placement in high school mathematics.
- ❖ I understand the California Department of Education requires students to successfully complete four semesters (two years) of mathematics in high school, regardless of the level of course completed in middle school.
- ❖ I understand that LAUSD policy requires students to be enrolled in mathematics courses in grades 9 through 11, regardless of the level of course completed in middle school.
- ❖ I understand the Smarter Balanced Summative Assessment given at the end of the year will be aligned to the grade my student is enrolled in, not my student’s mathematics course.
- ❖ In the event that my child is NOT progressing in this class, there will be a parent-teacher meeting set up on an agreed upon date to develop a mutual action plan for intervention and support.
- ❖ If, at the end of the quarter, the student has NOT earned a “B” or better in the accelerated mathematics course, he or she may be placed in a different pathway option.
- ❖ I understand that voluntary parent information meetings are offered to help me make a decision regarding my child’s math placement, and I should contact the school if I have questions.

By signing this form, I acknowledge the following:

*I have read this Acknowledgement Form and understand the above criteria for the accelerated mathematics program offered.*

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian’s Name: \_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_



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(Armenian)

Attachment B

**ՄԱԹԵՄԱՏԻԿԱՅԻ ԱՐԱԳԱՑՎԱԾ ԴԱՍԸՆԹԱՑՆԵՐԻ ՀԱՄԱՁԱՅՆԱԳԻՐ**

- ❖ Ես ընթերցել եմ արագացված մաթեմատիկայի ծրագրերի վերաբերյալ կից նամակը
- ❖ Ինձ հայտնի է, որ արագացված դասընթացներ անցնող աշակերտները պետք է ստանան “B” կամ ավելի բարձր միավորներ:
- ❖ Ինձ հայտնի է, որ ավագ դպրոցի ավարտական միավորները նախատեսված չեն միջին դպրոցի դասընթացների համար: Այնուամենայնիվ միջին դպրոցում անցած դասընթացները հաշվի են առնվում աշակերտին մաթեմատիկայի խորացված ուսումնասիրությամբ ավագ դպրոց տեղափոխելիս:
- ❖ Ես հասկանում եմ, որ ըստ Կալիֆորնիայի կրթության վարչության պահանջի ավագ դպրոցում աշակերտները պետք է հաջողությամբ ուսումնասիրեն մաթեմատիկա չորս կիսամյակ (երկու տարի), անկախ նրանից, թե ինչ մակարդակի դասընթացներ էին նրանք անցել միջին դպրոցում:
- ❖ Ես հասկանում եմ, որ ըստ LAMT-ի քաղաքականությանը աշակերտները պետք է անցնեն մաթեմատիկայի դասընթացներ 9-11-րդ դասարաններում, անկախ նրանից, թե ինչ մակարդակի դասընթացներ էին նրանք անցել միջին դպրոցում:
- ❖ Ես հասկանում եմ, որ տարվա վերջում անցկացվող Smarter Balanced Summative Assessment համապատասխանելու է իմ երեխայի դասարանի մակարդակին, ոչ թե իր մաթեմատիկայի դասընթացին:
- ❖ Այն դեպքում, եթե իմ երեխան այնտեղ առաջադիմություն ՉՈՒՆԵՆԱ, նախապես համաձայնեցված օրվա դրությամբ տեղի կունենա ծնող-ուսուցիչ հանդիպում մշակելու համար համաձայնեցված գործողությունների պլան միջամտություն և օգնություն ցուցաբերելու համար:
- ❖ Եթե քառորդի վերջում աշակերտը ՉՍԱՆԱ “B” կամ ավելի բարձր միավոր արագացված մաթեմատիկայի դասընթացից, նա կարող է փոխել իր ուղղվածությունը:
- ❖ Ինձ հայտնի է, որ ցանկության դեպքում առաջարկվում են հանդիպումներ ծնողների հետ օգնելու համար ինձ որոշում կայացնել իմ երեխայի մաթեմատիկական ուղղվածության մակարդակը որոշելու համար, և հարցերի դեպքում, կարող եմ կապ հաստատել դպրոցի հետ:

Սույն ձևը ստորագրելով ես ընդունում եմ հետևյալը՝

***Ես ընթերցել եմ այս ծանոթացման ձևը և ինձ համար հասկանալի են առաջարկվող արագացված մաթեմատիկայի ծրագրի համար սահմանված վերը նշված չափանիշները:***

Աշակերտի անուն՝ \_\_\_\_\_ Դասարան: \_\_\_\_\_  
 Ծնողի/խնամակալի անուն՝ \_\_\_\_\_  
 Ծնողի/խնամակալի ստորագրություն՝ \_\_\_\_\_  
 Էլ. Հասցե՝ \_\_\_\_\_ Հեռախոս՝ \_\_\_\_\_



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

(Chinese)

Attachment B

**加速數學議定書**

- ❖ 本人已閱讀附件中關於數學速成計劃的內容。
- ❖ 本人理解速成班學生的成績最好應該為 B 或更好。
- ❖ 本人理解初中參加的課程不會獲得高中畢業學分。但是，初中參加的課程將作為高中數學分班時的考慮因素。
- ❖ 本人理解加州教育部要求學生必須在高中完成四個學期（兩年）的數學課程，不包括初中時完成的課程。
- ❖ 本人理解洛杉磯聯合學區(LAUSD)要求學生在 9 年級到 11 年級階段參加數學課程，不包括初中時完成的課程。
- ❖ 本人理解年終時進行的更智慧的平衡全面評估法 (Smarter Balanced Summative Assessment) 將以學生的年級作為評估依據，並非學生的數學課程。
- ❖ 若孩子的成績未進步，雙方將在協定的日期舉行家長-教師會，制定輔導和支援的行動企劃。
- ❖ 到季度底，若學生的數學速成課程還未獲得「B」或更好的成績，學校可能會讓學生參加其他學習計劃。
- ❖ 本人理解學校將提供家長自願參加的資訊告知會以幫助我決定孩子應該參加何種數學提高計劃，若有任何問題，我應該連絡學校。

簽署此表單，本人承認：

*我已閱讀此承諾表，理解上述有關數學速成計劃的條件。*

學生姓名: \_\_\_\_\_ 年級: \_\_\_\_\_

家長/監護人: \_\_\_\_\_

家長/監護人簽名: \_\_\_\_\_

網址: \_\_\_\_\_ 電話號碼: \_\_\_\_\_



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

(Korean)

Attachment B

**속성 수학 합의서**

- ❖ 본인은 속성 수학 프로그램에 대하여 첨부된 서신을 읽었습니다.
- ❖ 본인은 속성 클래스에 등록된 학생은 반드시 그 클래스에서 "B" 이상의 성적을 유지해야 함을 이해합니다.
- ❖ 본인은 중학교에서 이수한 과목이 고교 졸업 학점으로 인정되지 않는다는 사실을 이해합니다. 그러나, 고교 수학 학급 배정 시 중학교에서 이수한 과목을 참고할 것입니다.
- ❖ 캘리포니아 교육부는 고교에서 4 학기 (2 년) 수학을 이수할 것을 요구하며 그리고 이는 중학교에서 이수한 수학 과정 수준과 관계없이 택해야만 하는 것을 이해합니다.
- ❖ LAUSD 정책에 의거하여, 중학교에서 이수한 수학 수준에 관계없이, 학생은 9 학년부터 11 학년까지 수학 과목에 등록하는 것을 요구한다는 점을 이해합니다.
- ❖ 학년말에 치르는 스마터 발란스트 종합 학력고사는 학생의 해당 학년 시험을 치르며 그 자녀의 수학 과목 수준의 시험이 아니라는 점을 이해합니다.
- ❖ 본인의 자녀가 이 클래스를 제대로 따라가지 못할 경우, 합의한 날짜에 학부모-교사가 회의하여 보충지도와 지원을 위한 상호 실행 방안을 협의할 것입니다.
- ❖ 일사분기 말에 학생이 속성 수학 과정에서 "B" 이상의 성적을 받지 못했을 경우, 해당 학생은 다른 과정으로 배정될 수 있습니다.
- ❖ 본인은 자발적인 학부모 정보 모임을 통해 본인 자녀의 수학 학급 배정과 관련된 결정에 도움을 받을 수 있음과 질문이 있으면 학교에 연락해야 함을 이해합니다.

본 문서에 서명함으로써, 본인은 아래와 같이 인정합니다:

**본인은 본 승인 양식을 읽었으며 제공되는 속성 수학 프로그램과 관련된 위 사항을 이해하였습니다.**

학생의 성명: \_\_\_\_\_ 학년: \_\_\_\_\_

학부모/보호자의 성명: \_\_\_\_\_

학부모/보호자의 서명: \_\_\_\_\_

이메일 주소: \_\_\_\_\_ 전화번호: \_\_\_\_\_



(Spanish)

Attachment B

**ACUERDO PARA EL CURSO DE MATEMÁTICA  
ACELERADA**

- ❖ He leído la carta adjunta que explica los programas acelerados de Matemáticas.
- ❖ Entiendo que se recomienda que los estudiantes en clases aceleradas mantengan una calificación de B o más alta.
- ❖ Entiendo que no recibirán créditos de graduación de la preparatoria por cursos tomados en la escuela secundaria. Sin embargo, se tendrán en cuenta las materias cursadas en la escuela secundaria para asignar al estudiante a las clases de matemática de la preparatoria.
- ❖ Entiendo que el Departamento de Educación de California requiere que los estudiantes completen satisfactoriamente cuatro semestres (dos años) de matemática en la escuela preparatoria, independientemente del nivel de los cursos que hayan completado en la escuela secundaria.
- ❖ Entiendo que la política del LAUSD requiere que los estudiantes se inscriban en cursos de matemáticas del 9° al 11° grado, independientemente del nivel de los cursos completados en la escuela secundaria.
- ❖ Entiendo que la evaluación final Smarter Balanced dada al final del año se integrará con el grado en el que esté inscrito mi estudiante, y no por el curso de matemática de mi hijo.
- ❖ En el caso de que mi hijo NO esté progresando en esta clase, se concertará una reunión entre los padres y el maestro en una fecha acordada para desarrollar un plan de acción común de intervención y apoyo.
- ❖ Si al final del trimestre, el estudiante no ha obtenido una calificación de "B" o más alta en el curso acelerado de matemáticas, se le podría asignar a una opción diferente como trayectoria.
- ❖ Entiendo se ofrecen reuniones de información para que los padres participen voluntariamente con el fin de ayudarme a tomar una decisión en cuanto a la asignación de mi hijo en matemáticas, y que debería comunicarme con la escuela si tuviera preguntas.

Al firmar este formulario, reconozco lo siguiente:

***He leído este Formulario de Confirmación y entiendo los criterios mencionados más arriba para el programa acelerado de matemáticas que se está ofreciendo.***

Nombre y apellido del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Nombre y apellido del padre/tutor: \_\_\_\_\_

Firma del padre/tutor: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_ Número de teléfono: \_\_\_\_\_



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**HIGHLY ACCELERATED MATHEMATICS PROGRAM PARTICIPATION REQUIREMENTS**

Attachment C

<b>SCHOOL SITE RESPONSIBILITIES</b>	<b>PARENT RESPONSIBILITIES</b>	<b>STUDENT ELIGIBILITY</b>
<p>In order to offer the Highly Accelerated Pathway, schools must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have the principal (or administrator for mathematics) and any teacher assigned to a highly accelerated course attend a mandatory informational meeting held by the Local District (even if a similar meeting was attended previously)</li> <li><input type="checkbox"/> Work with your Local District to participate in voluntary parent education meetings to share program components with eligible/interested parents*</li> <li><input type="checkbox"/> Provide all parents letter<sup>o</sup> describing the pathways</li> <li><input type="checkbox"/> Provide all parents of students entering the Highly Accelerated Pathway with the Acceleration Agreement (Attachment B) and maintain signed copies.</li> <li><input type="checkbox"/> Provide appropriately credentialed teachers</li> </ul> <p>* All schools are required to offer parent information sessions regardless of whether they intend to offer the Highly Accelerated Pathway (See section I.B.3.a of this Memorandum).</p>	<p>In order to have a student enroll in the Highly Accelerated Pathway, parents must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the parent letter provided by the school</li> <li><input type="checkbox"/> Sign the Acceleration Agreement (Attachment B) and return it to the school</li> </ul> <p>Recommended, but not required:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend a parent education meeting</li> </ul>	<p>In order to enroll in the Highly Accelerated Pathway, it is recommended that students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Earn marks of “4” in math on all report cards for grades 5</li> <li><input type="checkbox"/> Score “Standard Met” or higher on the Smarter Balanced Summative Assessment</li> </ul>
<p><b>ADDITIONAL INFORMATION</b></p>		
<ul style="list-style-type: none"> <li>• If a school meets the above requirements, they will be eligible to offer the Highly Accelerated Mathematics Program.</li> <li>• If a school qualifies to offer the program but does not have enough students to form a full class, they should contact their Local District Coordinator or the Division of Instruction to discuss options for meeting the needs of this group of students.</li> </ul>		



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

Attachment D

# MIDDLE SCHOOL MATH PATHWAY OPTIONS

