



# **Expanded Math for 8th grade**

**April 2026**

# **Interpretation**

**We were unable to get interpretation for tonight's meeting.**

**We will meet with any families that would like a follow up and offer interpretation.**



**What is the policy and what are  
our recommendations?**

## Policy passed March 24, 2026

- Next year, all SFUSD 8th graders will be enrolled in Math 8.
- Next year, SFUSD is offering Algebra 1 as **an elective class** for 8th graders.
- If you choose to take Algebra in middle school, you also must take Math 8 at the same time.
- You can also wait to take Algebra 1 in high school with no negative impact.
- Some students who meet academic criteria will be able to take Algebra as their only math course.

# What does this all mean for a rising 8th grade student at APG?

- Taking Algebra means that you will have 2 math classes, 7 classes total, and your school day will start at 8:40 AM. This would be your schedule for the year.
- You will still have your elective class regardless of your math coursework (arts classes, AVID, Spire reading etc.).

# Our Recommendation

**We recommend every student take Math 8 or Expanded**

**Math (Math 8 and Algebra 1 at the same time).** Every middle school and K - 8 principal, including Mr. Schoeman, wrote an open letter to the Board of Education advocating for this to support the mathematical development of students. In this letter they referred to the [Stanford Study](#) that showed not skipping Math 8 better prepares students for more advanced mathematics, including Algebra 1. 82% of math teachers surveyed also recommend Math 8 for students.

# Why Should I Take Math 8?

Choosing to 'opt out' of Math 8 is skipping a standard middle school course and is **not recommended**.



## Learning Gaps

Skips 8 units of foundational math, potentially leaving students unprepared for Algebra II and Geometry.



## Research Findings

Stanford study shows a significant drop in SBAC scores and a higher likelihood of retaking Algebra I in 9th grade.



## Student Experience

Administrators report students often struggle with confidence, nervousness, and perceived learning gaps.

**Note:** Foundational units include linear equations, geometric transformations, Pythagorean Theorem, and ratios.



**What is the math content?**

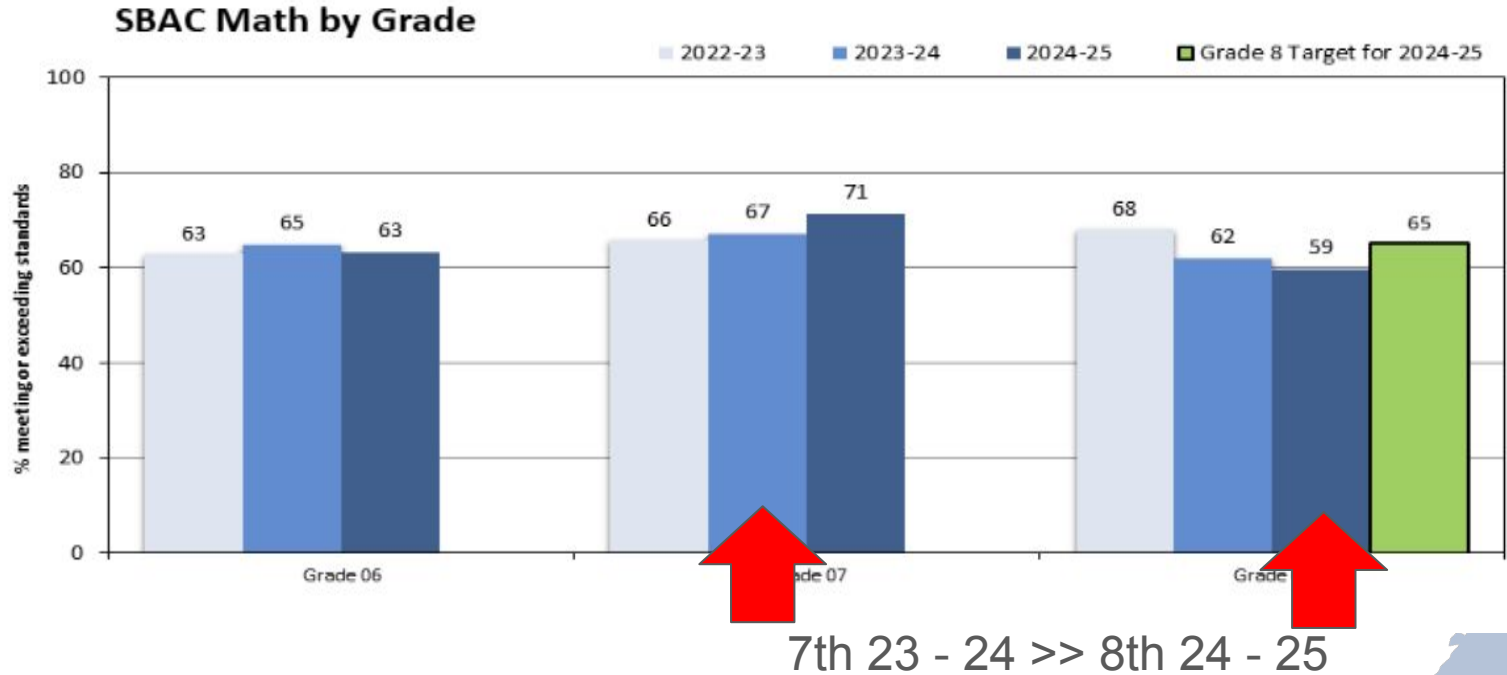
# Math 8 and Algebra 1

- **Math 8** is a foundational math course before Algebra 1 that focuses on linear functions, equations, geometry including the Pythagorean Theorem, and bivariate data.
- **Algebra 1** is a foundational high school math course that focuses on systems of linear equations, quadratic equations, exponential relationships, and inequalities.



**What does our data show us?**

# APG 8th Gr Cohort SBAC 24-25





**What are the implications for  
Lowell applications?**

# Lowell Band 1 Admissions 2026 - 2027

## **BAND 1 admission is based on:**

- The applicant's grades in English, Math, Social Studies, and Science for the entire 7th grade year, and the first semester of 8th grade
- The applicant's scores from the reading and Math portions of the 8th grade STAR Winter Assessment of January 2026

**The total possible score for Band 1 is 89 points. The 2026 - 2027 cut-off score for Band 1 is 82.5 points.**

# Lowell Points Based on Grades

<b>SEMESTER</b>	<b>MAX POINTS</b>	<b>SCALE USED: POINTS FOR EACH SUBJECT: MATH, ELA, SCIENCE, HISTORY / SOCIAL STUDIES</b>
1st sem 7th	16	A = 4; B = 3; C = 2; D = 1
2nd sem 7th	16	A = 4; B = 3; C = 2; D = 1
1st sem 8th	32	A = 8; B = 6; C = 4; D = 2

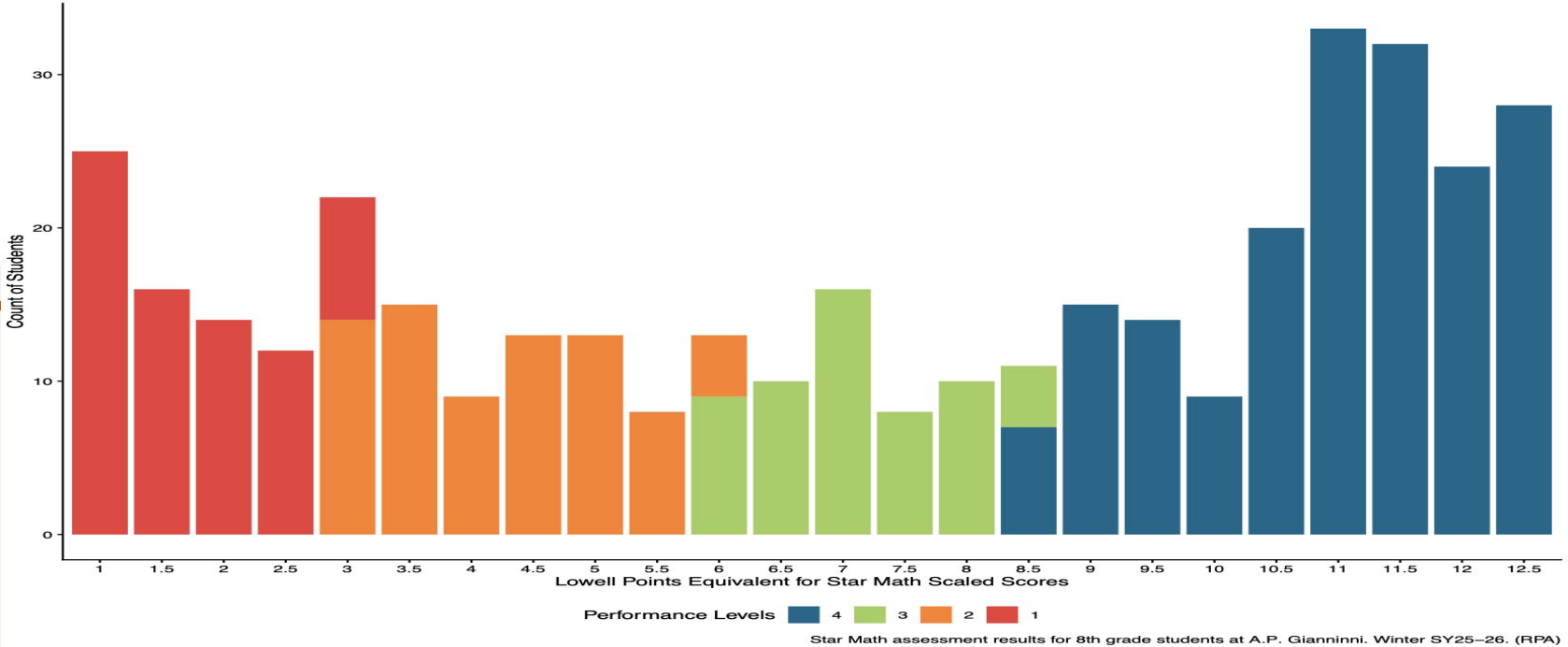
## Summary of Implications: Lowell admissions for the 2025 - 2026 school year

To reach 82.5 points last year (Cut off for Automatic Enrollment)

- With All A's in core classes Max 64 points
- You still needed 18.5 from STAR scale scores from ELA and Math (12.5 max points per subject test)

Across the district, students who took Math 8 and Algebra 1 performed higher on the STAR tests, and were more likely to be admitted via Band 1.

# 25-26 Lowell Points Distribution Based on 8th grade STAR Assessment



# Lowell Admissions

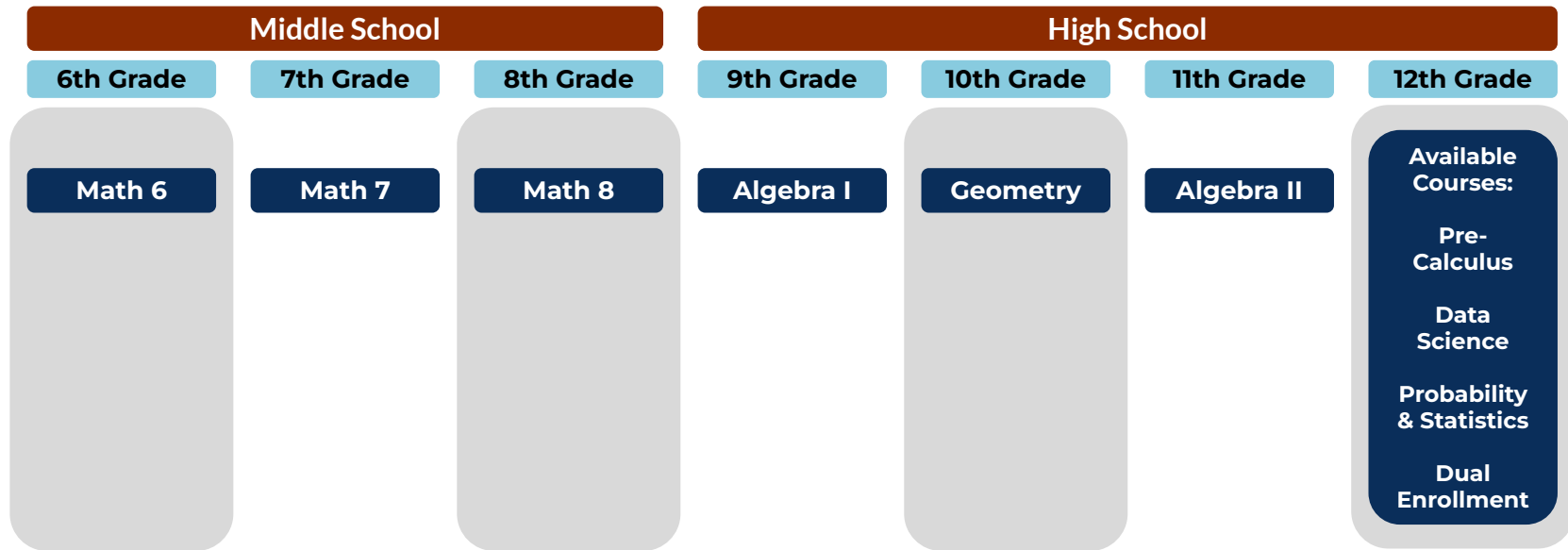
- Multiple academic criteria are used as part of the Lowell admissions process

- Bands (qualification methods) are used based on a points system

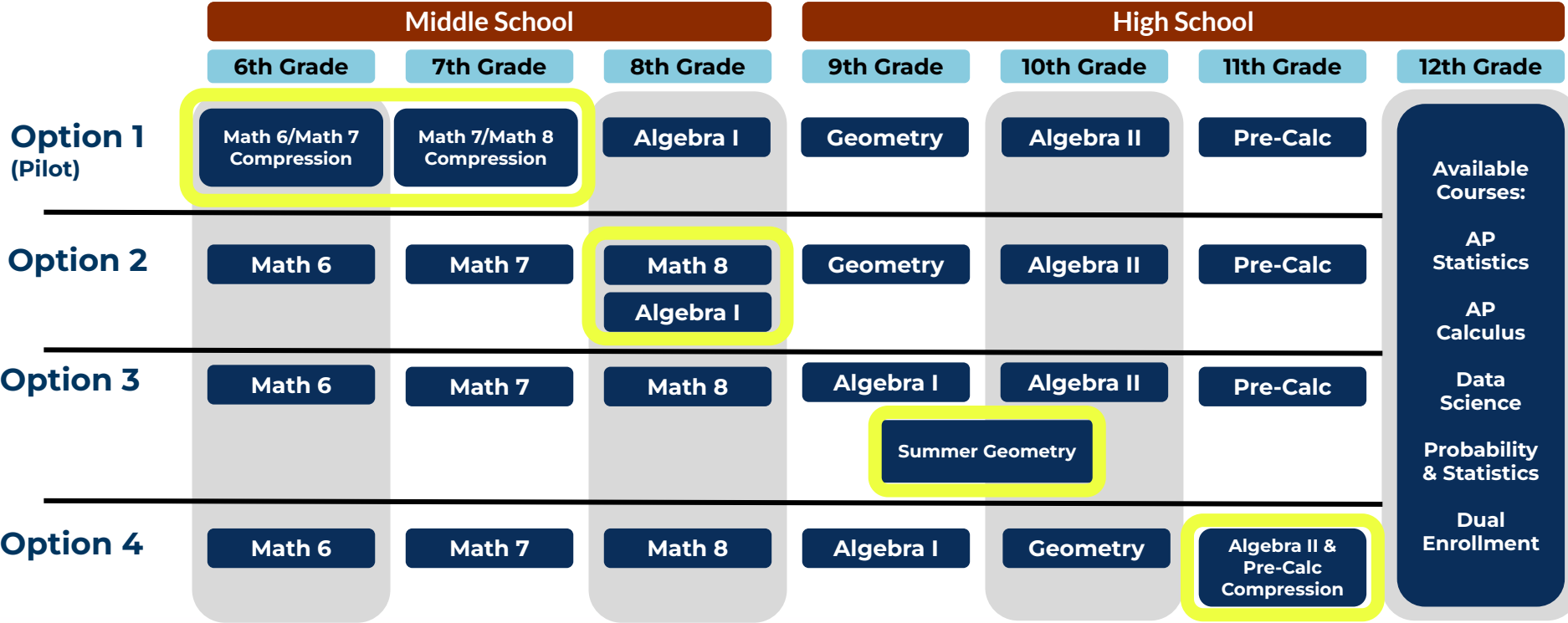
- The higher a student's 8th Grade Winter Star Math scaled score, the more points they are assigned

		Lowell Points equivalent	Percentile range	Star Reading Scaled Score	Star Math Scaled Score
January 2026 Star Winter Assessment Reading	12.5	12.5	98 - 99	1209 - 1400	1206 - 1400
		12	96 - 97	1193 - 1208	1185 - 1205
		11.5	94 - 95	1182 - 1192	1174 - 1184
		11	92 - 93	1173 - 1181	1167 - 1173
		10.5	90 - 91	1166 - 1172	1162 - 1166
		10	88 - 89	1160 - 1165	1158 - 1161
		9.5	86 - 87	1154 - 1159	1153 - 1157
		9	84 - 85	1150 - 1153	1150 - 1152
		8.5	82 - 83	1145 - 1149	1146 - 1149
		8	80 - 81	1141 - 1144	1143 - 1145
		7.5	77 - 79	1135 - 1140	1138 - 1142
		7	74 - 76	1130 - 1134	1133 - 1137
		6.5	71 - 73	1124 - 1129	1128 - 1132
		6	68 - 70	1119 - 1123	1123 - 1127
		January 2026 Star Winter Assessment Math	12.5	5.5	65 - 67
5	62 - 64			1109 - 1112	1113 - 1117
4.5	* 59 - 61			1104 - 1108	1107 - 1112
4	56 - 58			1098 - 1103	1102 - 1106
3.5	51 - 55			1090 - 1097	1093 - 1101
3	41 - 50			1074 - 1089	1075 - 1092
2.5	31 - 40			1055 - 1073	1051 - 1074
2	21 - 30			1030 - 1054	1025 - 1050
1.5	11 - 20			991 - 1029	986 - 1024
1	1 - 10			600 - 990	600 - 985
* minimum required for Band 2 consideration					

# Standard Secondary Math Sequence

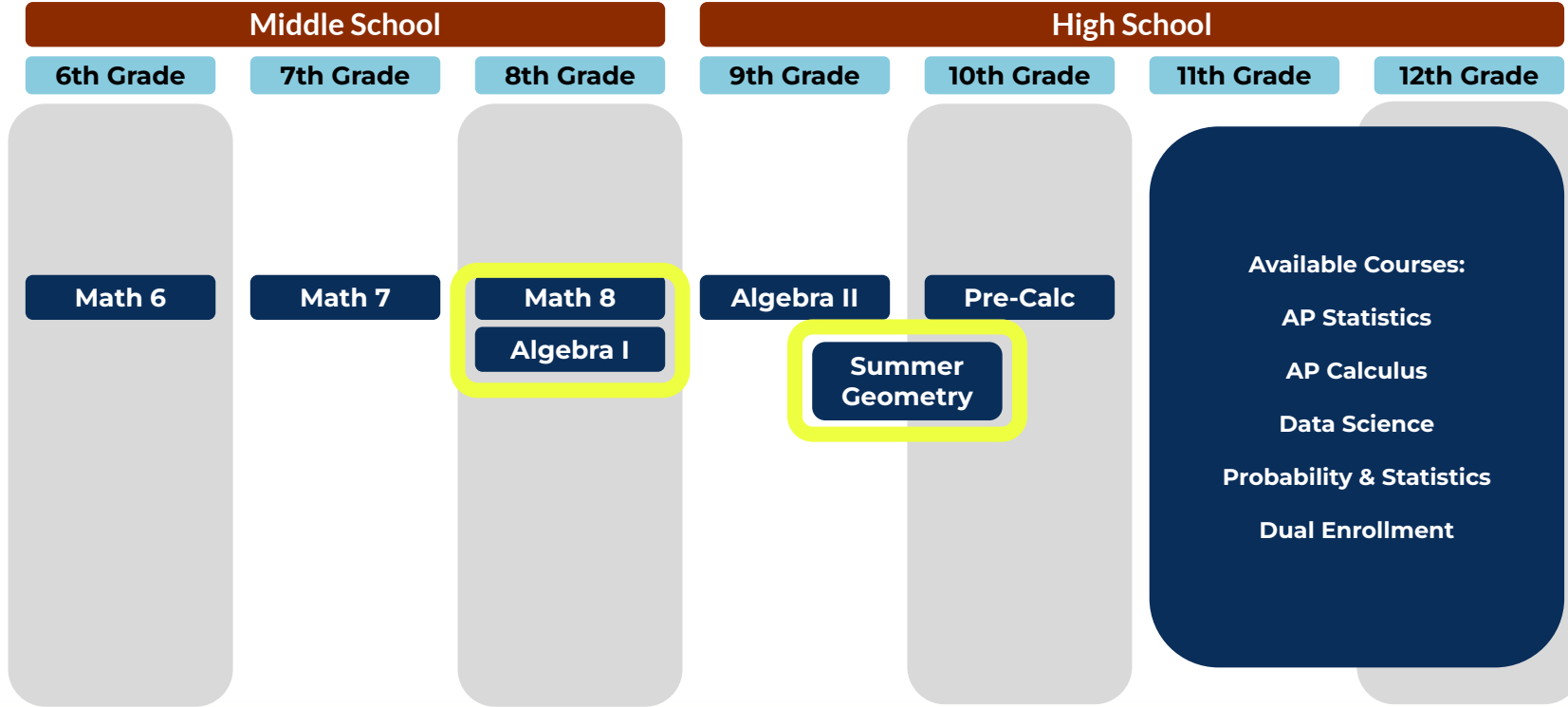


# Acceleration Opportunities



# Sample Additional Acceleration Pathway

Combining  
Option 1  
and  
Option 2



# What's the importance of Calculus? Do I need it?

You do not NEED Calculus in high school to be successful. You also do not NEED Algebra in 8th grade to be successful. These are choices you CAN make if you love math, have a strong work ethic, and want to pursue a STEM field.

- Advanced math coursework in high school include AP Statistics and AP Calculus.
- If you change your mind in high school, you will still have time in high school and college.

## Remember:

- Make sure to make an informed decision for yourself.
- Talk to your family.
- There are many paths for success.
- If you choose zero period / 2 math classes, your day will start at 8:40. You cannot drop one of the classes; this will be your schedule for the year.

## Additional Considerations

- Language Programs - Offer 8th gr 7:40-8:40
- Lowell will take the highest grade if taking 2 math classes
- Zero period classes (not necessarily math)

## Next Steps & How to Enroll

- All 8th grade students will be enrolled in Math 8.
- If you ARE eligible for Algebra 1, you will be enrolled.  
**But you can OPT-OUT of Algebra 1.**
- If you ARE NOT eligible for Algebra 1, you will be enrolled in Math 8 as your only math course. **But you can OPT-IN to Algebra 1 as a second math course.**
- Some students who are academically eligible will be able to take Algebra 1 as their only math course. This requires a meeting with counselors and “informed consent.”



# **Additional Slides for Families**

## SUMMARY OF STANFORD RESEARCH FINDINGS

### Algebra I as Elective

*Students took both Math 8 and Algebra I*

Impact at the end of 8th grade last year

These students **made large gains** in math proficiency on the state assessment at the end of the 8th grade year.

Impact on students who were less well-prepared for Algebra I

Students who opted in to Algebra I without meeting the minimum criteria still **made meaningful progress/gains** on the state assessment.

Impact during 9th grade thus far

These students **continue to excel** in high school math, showing high performance on the district assessment in the fall.

# Educator Survey Summary

## Respondents (n = 53\*)

- 8 schools represented in total
- Aptos (MS) accounted for the largest share at 36%, followed by Francisco (MS) at 17% and A.P. Giannini (MS) at 11%
- 76% of respondents are teachers, 11% are admin, 6% are counselors, 8% other (clerk, family liaison, CSC, school psych)
- The respondent pool represents a range of experience levels, with a slight skew toward newer staff (0–3 years, 36%) balanced by a substantial proportion of veterans with 11+ years at their current school (25%).

## Preliminary Findings

### Key Takeaways include:

Large majority support for the elective model (Algebra 1 alongside Math 8): most educators believe motivated, self-selecting students will be successful in this approach

Strong consensus against replacing Math 8 entirely: 41 of 50 respondents (82%) said they do not feel confident students are prepared for Algebra as the only 8th grade math course

Mixed views on the compression course redesign: roughly half see potential merit, while the other half raise concerns about feasibility, student readiness, and inequitable access

Scheduling constraints—particularly 6-period school days—are the dominant structural barrier cited by educators, especially at schools like Alice Fong Yu where the elective model would be unworkable

Educators from schools already running the pilot (Aptos MS) report first-hand positive outcomes, lending credibility to the elective model from practitioners

Veteran educators and high school math teachers express concern that surface-level algebra proficiency in 8th grade may mask weaker conceptual foundations, based on past district experience

Several respondents call for school-site autonomy, arguing that the district's varied school structures make a one-size-fits-all model inequitable

*These preliminary findings are AI-generated—with light edits and additional prompts for AI from staff to increase clarity—and should be interpreted with caution. "Provide a detailed summary of these survey results [delivered as a downloadable written report]" initial prompt. Claude, Sonnet 4.6, Anthropic, 10 Mar. 2025, [claude.ai](#)*

# Mathematics in Grade 8

*Student placement determined by a combination of academic criteria and family choice*

School Model	Math Course Options	Placement
<b>Expanded Math Schools</b> (19 schools)	<b>Expanded Math</b> (Math 8 & Algebra 1 concurrently)	<ul style="list-style-type: none"><li>● <b>Auto enrollment:</b> Meets criteria<ul style="list-style-type: none"><li>○ Gr 6 SBAC Math proficiency <i>and</i></li><li>○ Fall Math grade of C or higher</li></ul></li><li>● <b>Opt-In:</b> Elects to enroll</li></ul>
	<b>Math 8 ONLY</b>	<ul style="list-style-type: none"><li>● <b>Default:</b> Does not meet Expanded Math Auto Enrollment criteria</li><li>● <b>Opt-Out:</b> Opts out of Expanded Math</li></ul>
	<b>Algebra 1 ONLY</b> (Opting out of Math 8)	<ul style="list-style-type: none"><li>● Meets “Academic Eligibility Criteria”</li><li>● Counselor meeting + parent/guardian consent</li></ul>
<b>Pilot Braided Compression Schools</b> (2 schools)	<b>Algebra 1 Compression, SY26-27</b> (Math 8 + Algebra 1 in one course)	<ul style="list-style-type: none"><li>● All students enrolled</li></ul>

# How Could a Student Opt Out of Math 8?

*Student placement determined by a combination of academic criteria and family choice*

<ul style="list-style-type: none"><li>● <b>Context / Rationale</b></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Board Policy 6152.1</a> (“Math Placement Policy”) allows students meeting <b>academic eligibility criteria</b> to skip Math 8 and enroll only in Algebra 1 in 8th grade, rather than taking both courses concurrently (Expanded Math).</li><li>● Students must meet with a counselor and obtain parent/guardian consent prior to enrollment.</li></ul>
<ul style="list-style-type: none"><li>● <b>Academic Eligibility Criteria Parameters</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Demonstrated Readiness:</b> Meets district-defined proficiency thresholds indicating <u>Algebra 1 readiness</u> and <u>likelihood of not repeating Algebra 1 in Grade 9</u></li><li>● <b>Qualifying Assessments:</b> Based on <u>either</u> the “last administered” SBAC <u>or</u> Star Math results</li></ul>

# Course Enrollment

## Expanded Math

30

- **Algebra I**
  - Students will be automatically enrolled in the Expanded Math Algebra I course if they meet minimum criteria
    - Proficient or above on 6th Grade Math SBAC
    - “C” or above in fall semester of 7th grade math
  - Students may elect to “opt out” of this course if they choose
  - Students not automatically enrolled may “opt in” to the Expanded Math Algebra I course if desired
- **Math 8**
  - Students who demonstrate readiness may have the option to skip Math 8 and enroll directly in Algebra 1, rather than taking both courses in the same year.
  - Students who meet the academic threshold will meet with their guidance counselor, and families will make an informed decision before providing consent.

## Compression

- All students at compression school sites will be enrolled in a compression course in 6th, 7th and Algebra I in 8th grade.



## Grade 8 Overview

### The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

### Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connection between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

### Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

### Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

### Statistics and Probability

- Investigate patterns of association in bivariate data.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Algebra I Overview

### Number and Quantity

#### The Real Number System

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

#### Quantities

- Reason quantitatively and use units to solve problems.

### Algebra

#### Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

#### Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials.

#### Creating Equations

- Create equations that describe numbers or relationships.

#### Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

### Functions

#### Interpreting Functions

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

#### Building Functions

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

#### Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

### Statistics and Probability

#### Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

#### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Family Options Considerations and Guidance

## Expanded Math Options

### Algebra I - Opt IN

**Students not automatically enrolled may “opt in” to the Expanded Math Algebra I course if desired**

Some considerations:

- Students close to the threshold for automatic enrollment may be successful in Expanded Math.
- Does your student enjoy mathematics and have mathematical skills and understanding?
- Is your student someone who will stick with a math problem and try to solve it?
- Will your student spend additional time working on homework to understand the math they are learning?

(NCTM)

# Family Options Considerations and Guidance

## Expanded Math Options

### Algebra I - Opt OUT

***Students may elect to “opt out” of this course if they choose***

Some considerations:

- This is not the only math acceleration opportunity. There are opportunities to accelerate during high school.
- Does your student enjoy math and want to take two concurrent math courses?
- Are there electives that your student would like to pursue instead?

## Expanded Math Options

### Math 8 - Opt OUT

**Students who demonstrate readiness may have the option to skip Math 8 and enroll directly in Algebra 1**

Students who meet the academic threshold will meet with their guidance counselor, and families will make an informed decision before providing consent.

Some considerations:

- Stanford researchers studied the effect of skipping Math 8 and found:
  - Higher levels of repeating Algebra I in grade 9 (19.2%) compared with peers who were concurrently enrolled in Math 8 and Algebra I in 8th Grade
  - No detectable learning gains on grade-8 state assessments

# Admissions Language from Elite Universities

Admissions language about Calculus: [UC](#); [Harvard](#);

Stanford:

*The students who thrive at Stanford are those who are genuinely excited about learning, not necessarily those who take every single AP, IB, Honors, or Accelerated class just because it has that designation. We hope a school's curriculum offers students the opportunity to contribute to the learning process and to pursue questions and ideas with energy and curiosity.*

## To Learn More

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- You may learn more about the research findings that informed this policy, view survey results and the implementation plan by school at [our website](#).
- View the SFUSD hosted family webinar from [March 23rd](#) and the [slidedeck](#) with the Stanford research team findings of the Algebra I pilot that was conducted from Fall 2024 - Fall 2025, and family webinar about Math in SFUSD from [March 5th](#) and the slidedeck available [here](#).