


← Back

Math Framework Archived

Cupertino Union School District •  Pam Durham • 6 months ago • Friday, May 14 at 8:04 AM • **Cupertino Union School District, Community Members**

Dear CUSD Families,

Currently, the California Department of Education is **considering shifts** to the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Mathematics Framework). This process may result in state recommendations by November 2021, as noted in the **timeline**. Parents have raised questions about what this will mean for our schools. We are writing to provide information and reassurance regarding the implications of these shifts for our students.

Impact of State Framework on Local Districts

The state regularly updates content area frameworks and these documents provide guidance, not mandates, to local districts. The intent of the framework is to provide recommendations for how to address the state standards, the list of learning skills that students will be taught. While the learning standards are required, the methods outlined in the framework are optional suggestions. Local districts have the authority to utilize recommendations in the framework, or choose another path that better aligns with the needs of their students.

Math Pathways in CUSD

In 2018–2019, CUSD engaged in a year-long process to gather community feedback about student experiences in mathematics and improve our middle school math courses. This included a Math Pathways Teacher Research Team, student focus groups, and a parent survey as well as a Mathematics Advisory Council composed of parents, students, a representative from Fremont Union High School District, and CUSD staff. These conversations began with the following aims:

- Ensure that our middle school students are placed in math courses that match their learning skills and interests, and also provide them with the best opportunity to stretch, grow, and be successful in order to reach their highest potential
- Highlight and build upon teaching methods that inspire and support each student to gain the confidence, curiosity, and skills needed for success in mathematics during their years in CUSD, high school, and beyond

As a result of these conversations, our **Board Policy** and **course pathways** were revised and improved with core commitments in mind:

- A sound educational program must include the study of subjects that prepare students for college and career, including courses in science, technology, engineering, and mathematics (STEM)
- All students will be challenged and supported in their math courses while experiencing a suitable instructional pace that encourages mastery of foundational skills, as well as deep conceptual understanding of mathematics
- All students will have opportunities to develop ownership for their learning goals and experience enjoyment in mathematics, to the greatest extent possible

- Students shall be provided an opportunity to complete a sequence of mathematics courses in middle school that prepares them for a successful course of study in high school

Intentions in CUSD

CUSD is not planning to make shifts to our math courses in the foreseeable future and we do not anticipate that a revised state framework will significantly impact our mathematics pathways in CUSD. We continue to support our outstanding teachers with professional development and collaboration time to support a personalized, rigorous approach to mathematics instruction as promised in our **Strategic Plan**. We also continue to support student agency and parent voice in their child's math placement. Should a new state framework be approved by the State Board of Education, CUSD will reconvene a Mathematics Advisory Council to consider the state recommendations and report to the Board of Trustees regarding any potential implications or next steps. We commit to transparent communication regarding this process and engaging our community in this conversation. Together, we will continue to uphold a standard of excellence for our instructional program and support each child in reaching their highest potential.

Sincerely,

Allison Liner, Associate Superintendent of Educational Services

Marie Crawford, Director of Instructional Leadership and Intervention - Math & Science