

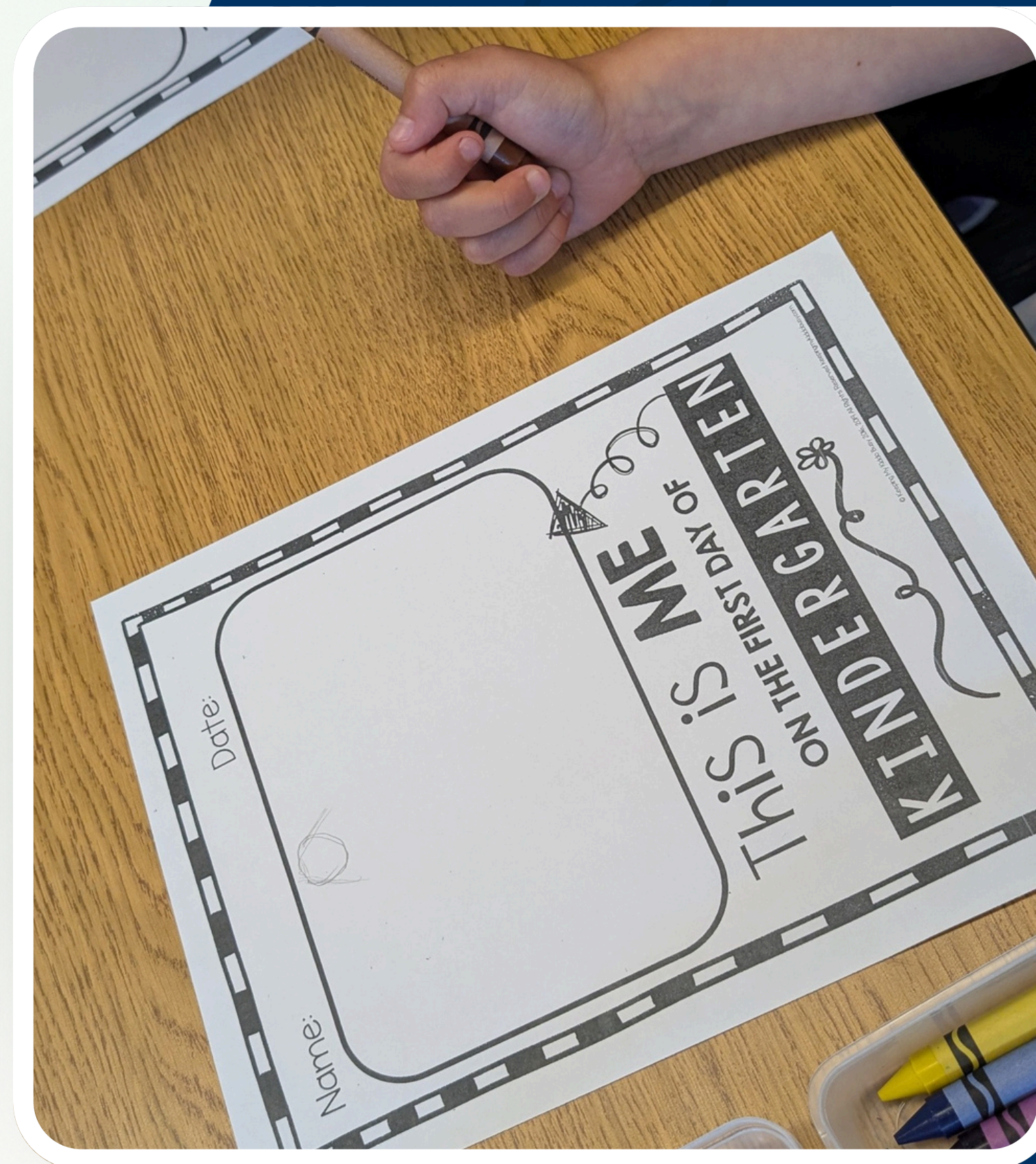


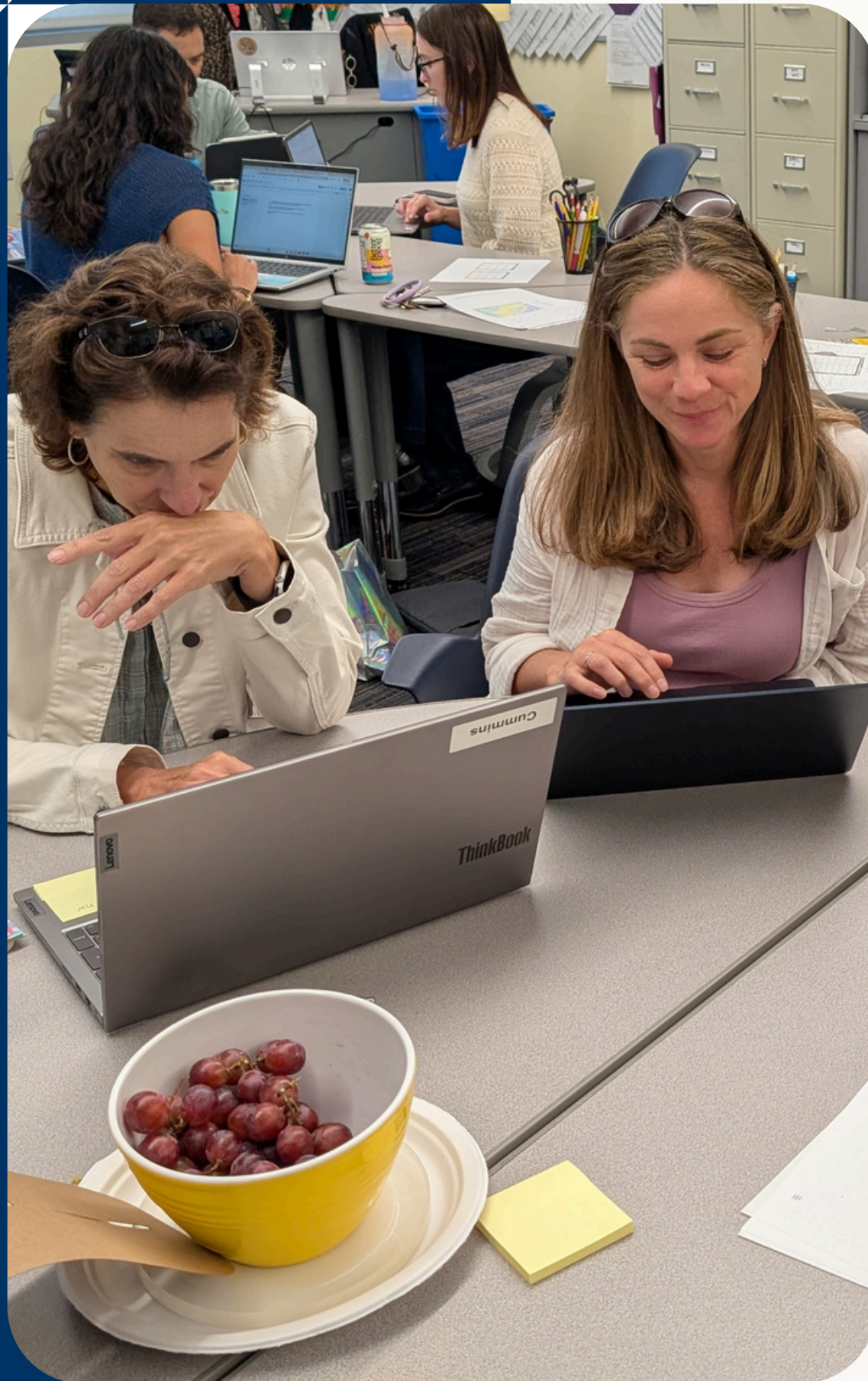
**Las Lomitas
Elementary
School District**
Inclusive. Engaging. Inspiring.

MATH TOWN HALL

*Learning more about LLESD Math Pathways
Design work and the future of math in LLESD*

Date: January 29 & 30, 2026





Math Pathways Design Team

Erik Burmeister, Facilitator

Leanne Cummins, 6-8 Math Teacher

Richard Choi, 6-8 Math Teacher

Andrew Anagnostou, 6-8 Math Teacher

Leah Wachtel, 5th Grade Teacher

Danielle Dallmann, 4th Grade Teacher

Kellie Morris, 2nd Grade Teacher

Angelina DiRienz, 1st Grade Teacher

Candice Wirig, Math Intervention LE

Kate Cook, Math Intervention LL

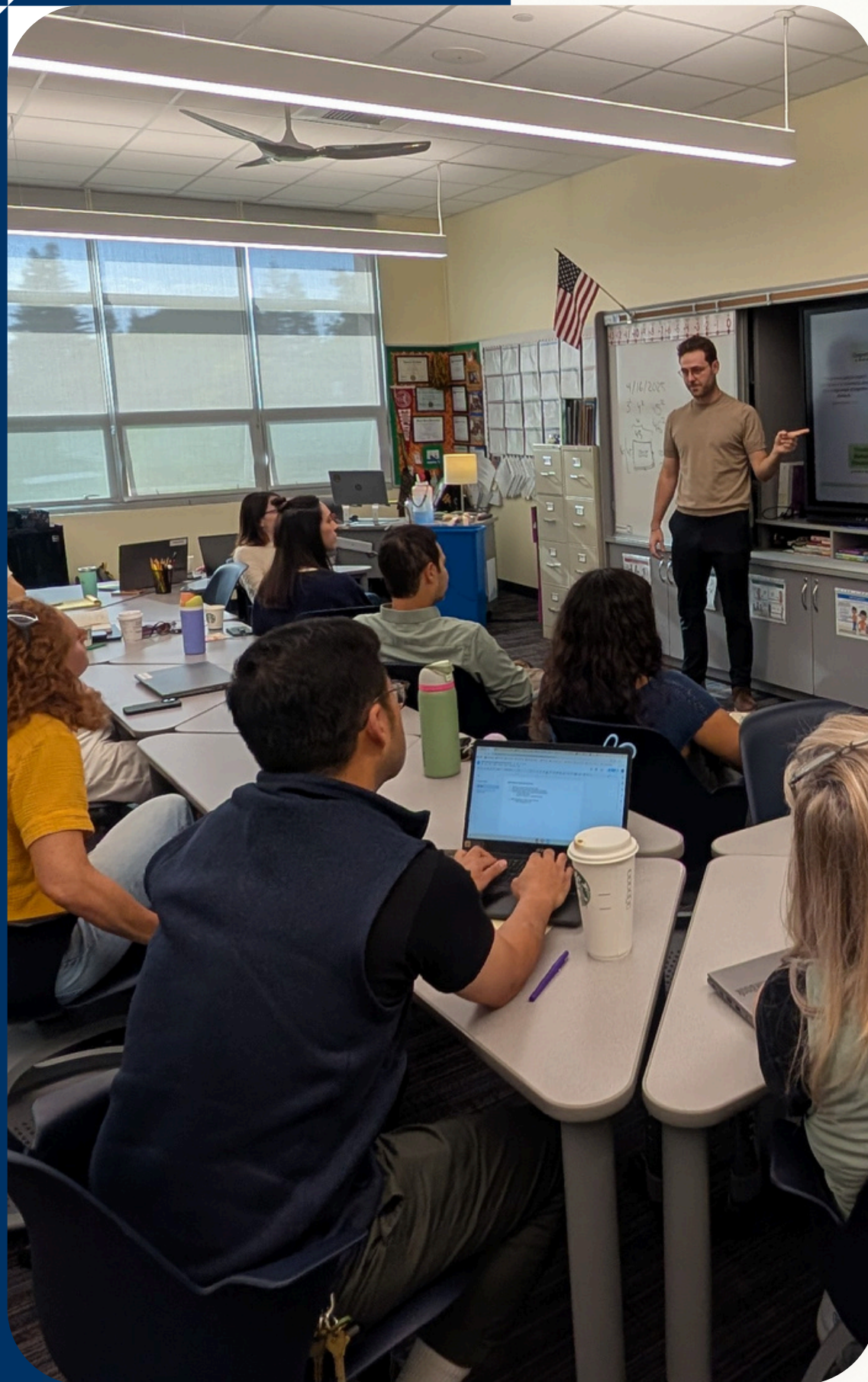
Tiffany Obayashi, LE Resource Teacher

Nick Lum, Parent

Nagendra Jayanty, Parent

Chad Weldy, Parent





What we'll cover tonight...

- Why LLESD is evaluating its math pathways
- What has already changed and what work is being considered
- The two approaches to acceleration: skipping vs. compaction
- What the prototype math pathways look like and how to read them
- How students are supported and how placement decisions are made
- What's next...

You'll leave tonight with clarity on the direction, the options, and the process.



Shared Math Goals

Rigor and equity go hand in hand.

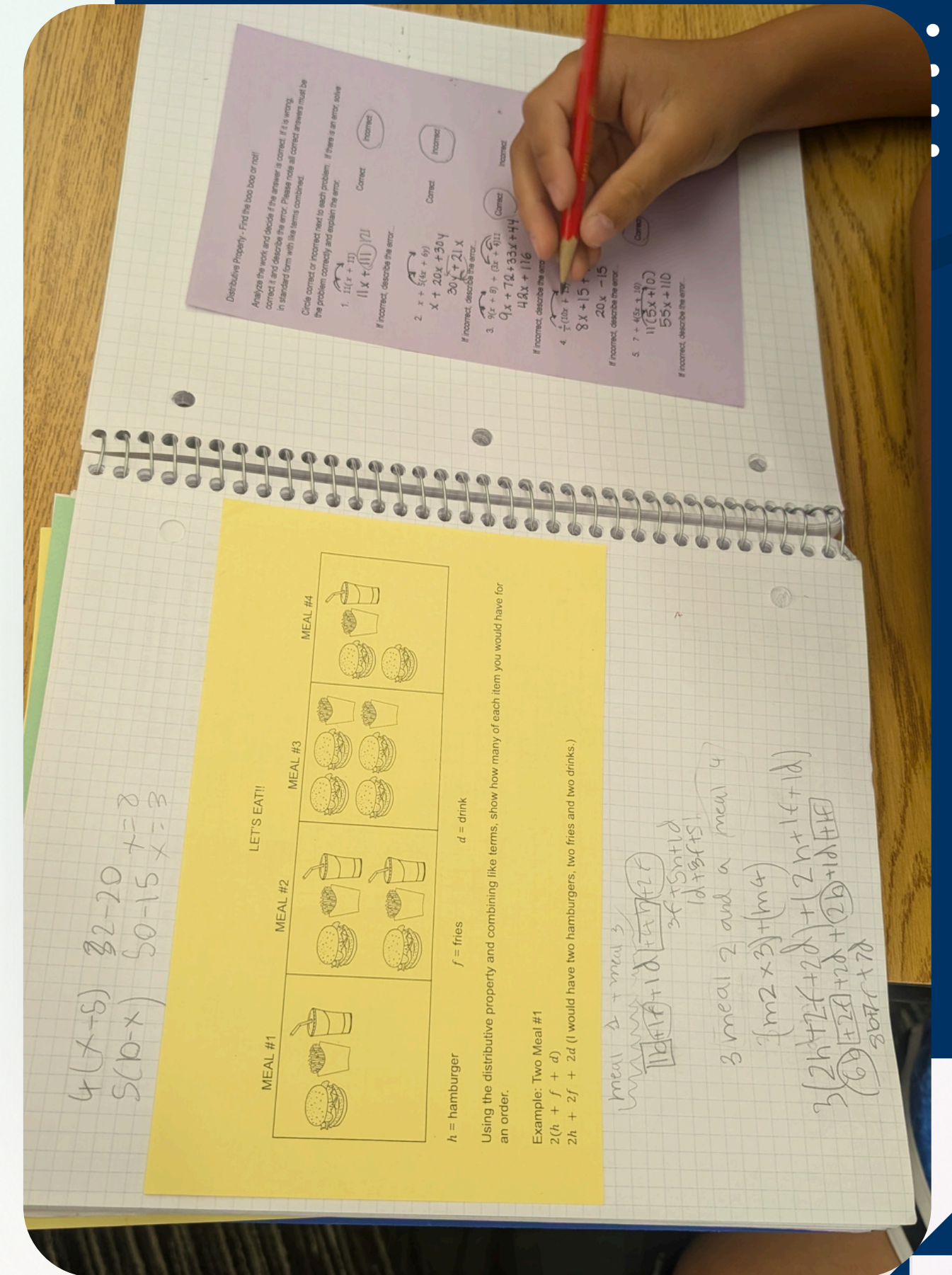
Strong preparation for high school math and beyond.

Allow the process and questions to guide your understanding.

Acceleration remains a critical opportunity for LLESD.

Seek to understand.

Multiple pathways provide opportunity & access.



Our Program is STRONG!

CAASPP Data
(State Assessment)

% Meeting or Exceeding

School Site	6	7	8	Average
La Entrada	85.2	85	76.4	82.2
Hillview	74.8	78	71.8	74.9
Woodside	76.3	86.2	70.6	77.7
Corte Madera	82.3	79.6	88.9	83.6
Palo Alto	78.2	80.9	77.6	78.9

La Entrada	2021	2022	2023	2024	2025
6	77.6	85.7	82.7	81.7	85.2 ▾
7	88.8	87.3	83.3	83.3	85
8	83.4	78	80.6	81	76.4
Average	83.3	83.7	82.2	82	82.2

Why are we evaluating our Math Pathways?

- All students benefit from direct instruction in foundational concepts to support long-term success
- Families shared a desire for greater clarity about how course content connects to future math expectations
- Placement decisions sometimes felt high-stakes, highlighting the value of more flexible opportunities to revisit and adjust pathways over time
- As high school expectations continue to evolve, there is an opportunity to strengthen alignment between middle school advanced courses and high school math
- Acceleration is most effective when it is grounded in demonstrated mastery, allowing students to move ahead with confidence and a strong understanding
- Our goal is for every student to be well prepared for high school math, with clear and supported options to go further





Steps so far...

- Formed and launched a Math Pathways Design Team that has met multiple times
- The team has collaborated formally and informally on what revised pathways might look like
- Conducted a community survey to understand student, family, and staff perspectives
- Piloted a shift in Honors 6 and Honors 7 to cover about 1.5 years of content in one year (supported by brisk pace, full content, heavier homework load)
- Evaluating alignment between middle school courses and high school expectations
- Introduced Beast Academy in Grades 1–5 to expand extension opportunities for students who are already at grade level

Student Survey, Grades 1–3

High-Level Results

- Math is generally positive and accessible
 - 94% say they like math or feel neutral about it
 - 67% say math feels “just right”; 23% say it feels too easy
- Strong sense of pride and confidence
 - 90% feel proud when they finish a math problem
 - 92% enjoy learning new ways to solve problems
- Homework feels appropriately balanced
 - 65% say homework feels “just right”
 - Most students can complete homework independently or with occasional help

Strengths

- Students feel successful, capable, and engaged in math
- Math homework largely reinforces classroom learning
- High enthusiasm for games, hands-on activities, and interactive learning

Opportunities

- Some students report that math feels too easy, signaling a need for intentional extension
- Only 45% say their teacher always helps when they get stuck → opportunity to strengthen support structures and strategies
- Heavy reliance on family help highlights the importance of clear communication and accessible resources

Student Survey, Grades 4–5

High-Level Results

- Students feel confident and capable
 - 96% feel confident learning new math topics
 - 76% enjoy doing math
- Homework is manageable for most students
 - 86% complete homework in 30 minutes or less
 - 88% finish homework without much stress
- Growing interest in future pathways
 - 90% report some awareness of middle-school acceleration options

Strengths

- Students feel supported and confident in their learning
- Math is seen as relevant to real life (87%)
- Students value varied homework types, not just worksheets

Opportunities

- Only 69% feel appropriately challenged, suggesting the need for clearer differentiation
- One-third of students seek support to move ahead or prepare for middle school
- Some uncertainty remains about whom to ask regarding math options → opportunity to improve clarity and guidance

Student Survey, Grades 6–8

High-Level Results

- Overall confidence is high
 - 95% feel confident they can learn new math topics
 - 97% say their current course is appropriate in difficulty
- Homework is mostly reasonable
 - 73% spend 30 minutes or less per night
 - 85% find homework helpful
- Support systems are present—but not always visible
 - 93% say they get help when they need it
 - 33% didn't know after-school math support existed

Strengths

- Students generally feel well-placed in their courses
- High confidence and strong alignment between effort and expectations
- Clear demand for skill-building and practice-based learning

Opportunities

- Only 67% say homework feels meaningful → opportunity to strengthen purposeful practice
- Awareness of supports and pathways is uneven
- Interest in additional math learning exists—but varies widely, reinforcing the need for choice and flexibility

Parent Survey, Grades TK–8

Parents see positive engagement—but mixed views on challenge

- Most parents say their child enjoys math, but fewer feel their child is consistently stretched
- Enjoys math: 76%; Appropriately challenged: 55%

Rigor is valued, but not always clearly experienced

- Parents generally believe math builds year-to-year, yet many question whether struggle is productive
- Rigor increases over time: 76%; Productive struggle: 51%

Homework balance is mostly right—but depth is a concern

- Homework amount feels appropriate for most families, but fewer see it as building deep understanding
- Homework “just right”: 57%; Builds rigor & understanding: 62%

Use of outside support is common and often enrichment-driven

- Many families seek tutoring or programs not only for help, but to move ahead or add rigor
- Outside support: 36%; Seeking more rigor or faster pace: 40%

Strong interest in more opportunities—but limited clarity today

- Families want additional enrichment and support, yet report low understanding of pathways and placement
- Would pursue added opportunities: 80%; Understand pathways: 36%; Clear communication: 41%



Broadly speaking...

LLESD students OVERWHELMINGLY ENJOY MATH! (76%–90%) and that feeling aligns with parents' perception of their enjoyment of math (76%)

Students report higher confidence and “fit” than parents report for challenge/stretch

- Students: high confidence learning new topics (4–5: 96%; 6–8: 95%) and course difficulty largely appropriate (6–8: 97% “appropriate”)
- Parents: fewer say their child is appropriately challenged (55%) and fewer see “productive struggle” (51%)

Homework is generally age-appropriate in time/stress; perceived value is mixed (especially as students get older)

- Students: most finish homework without too much stress (4–5: 88%; 6–8: 77%) and many find it helpful (6–8: 85%; 4–5: 64%)
- Parents: most say homework amount is “just right” (57%), but fewer say it builds rigor/understanding (62%); many also say “too little” (37%)





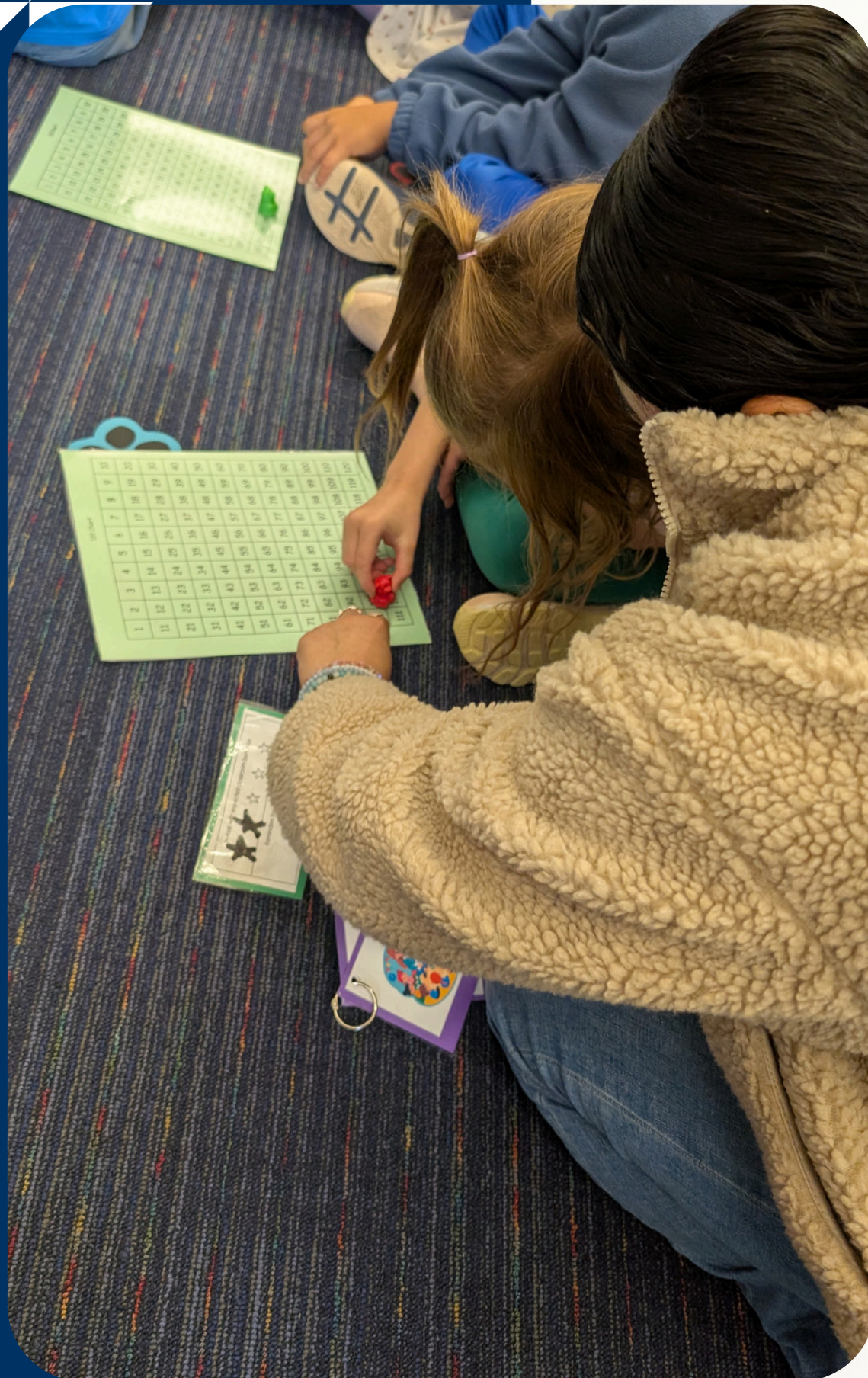
Broadly speaking... (continued)

Overall sentiment is positive, but clarity/communication is the consistent weak spot for adults (and visibility for supports is a weak spot for students too)

- Students: many know who to ask about options (4–5: 70%; 6–8: 72%)
- Parents: fewer say they understand pathways (36%) and fewer agree communication about placement is clear (41%); awareness of district supports is also low (42% yes / 58% no)
- Middle school students: a notable share didn't know after-school math support existed (33%)

Families want more opportunities—and many already pursue learning outside of school

- Parents: strong interest in additional opportunities (80% yes) and many report outside-of-school support/experiences (36% yes)
- Students: outside help is common (e.g., family support and tutoring reported across grades)





Possible Takeaways...

- **Clearer communication** about pathways/placement + where to get help (parents: 36–42% understanding/awareness; 41% clarity)
- **More visible and accessible supports/enrichment** (especially MS after-school) (33% unaware) and respond to demand (80% interested)
- **Calibrate challenge/extension** so “stretch” is more consistently felt (parents: 55% challenge; 51% productive struggle)
- **Strengthen homework purpose and design**, especially meaning-making (students: 67% meaningful; parents: 62% depth)



**Las Lomitas
Elementary
School District**
Inclusive. Engaging. Inspiring.

Let's pause for questions.





Skipping vs. Compacting

Context

- Middle School Common Core Math is a three-year, research-based, comprehensive sequence designed to build the foundation for success in high school Algebra and beyond
- All school districts (and most private schools) follow the Common Core Math standards
- The pacing is intentional and allows time for conceptual understanding, hands-on learning, and application

What Happens When You Move Faster

- Some approaches to moving faster involve skipping portions of the curriculum
- When content is skipped, students may have less exposure to certain concepts that can be important later, or the responsibility to cover the content falls outside of school
- Compacted approaches that preserve all content typically allow less time for hands-on application, which is why intentional design and support matter



Skipping vs. Compacting

When Common Core was adopted, many K–8 districts moved toward compacting, an approach in which:

- All content is taught at a faster pace
- Mastery is demonstrated along the way, sometimes with supplemental work

Over time, LLESD’s acceleration approach evolved to help students move ahead, including instances where:

- Acceleration occurred between 5th and 6th grade
- Portions of pre-algebra content in 8th grade received less instructional time
- In the most accelerated pathways, students were sometimes expected to apply concepts they had limited direct instructional time to learn, particularly in double-accelerated sequences
- Many students were able to navigate this successfully, while others would have benefited from more direct instruction & practice





Skipping vs. Compacting

While some students could fill in the gaps, not all could

- MS Algebra is assumed by many to be the full HS Algebra course; it is not. Some students/families felt they were repeating Algebra in HS when, in reality, they were just being given the full course.
- Some of those who went ahead struggled.
- The Honors course IS regular HS Alg 1.



Considering Compacting

What we are considering..

- LLESD is piloting and prototyping what a compacted program would look like, preserving full instruction while allowing students to move at an accelerated pace
- Acceleration would be based on demonstrated mastery, informed by end-of-year and diagnostic assessments
- Courses would be clearly named and aligned with high school expectations to ensure transparency and consistency
- Placement recommendations would be made by staff using objective data, with families and students retaining choice, including the option to pursue a different pathway with appropriate family-provided support
- Flexible on- and off-ramps would allow students to advance when they're ready, rather than at a single high-stakes moment

Current LLESD Math Pathways

Grade Level	One-Year Advanced	Two-Year Advanced
Math 6	Math 6 Honors	Math 7 Honors
Math 7	Math 7 Honors	Hon Alg
MS Algebra (also offering Math8 this year)	Honors Alg	Geometry

Possible Pathway Prototype

Las Lomas Elementary School District Math Pathways (Proposed)

Bridge Plus = Required for Pathway
Bridge = Optional, but required to accelerate

	5 th Grade Supplement &/or Summer Bridge <small>Virtual or In-Person</small>	Sixth Grade School Year	Summer Before or Morning in Year Prior	Seventh Grade School Year	Summer Before or Morning in Year Prior	Eighth Grade School Year
Grade-Level Pathway		CC Math 6		CC Math 7		CC Math 8
1-Year Compacted Pathway		CC Math 6/7A	Bridge	CC Math 7B/8	Bridge	HS Alg 1
2-Year Compacted Pathway	Bridge Plus A	CC Math 7B/8 Bridge Plus B		HS Alg 1		Geometry

What would this mean for the grade level?

- Rigorous, engaging grade-level math with a comfortable pace and opportunity for support & deeper learning.
- A true grade-level Math 8 course so all Common Core content can be mastered, setting grade-level students up for success in HS Algebra 1.
- Onramps for those who want to accelerate, but might not have been ready at the end of 5th.

	5 th Grade Supplement &/or Summer Bridge <small>Virtual or In-Person</small>	Sixth Grade School Year	Summer Before or Morning in Year Prior	Seventh Grade School Year	Summer Before or Morning in Year Prior	Eighth Grade School Year
Grade-Level Pathway		CC Math 6		CC Math 7		CC Math 8
1-Year Compacted Pathway			Bridge	CC Math 7B/8	Bridge	HS Alg 1
2-Year Compacted Pathway						

What would this mean for 1-year Compacted?

- Relatively the same number of students who are currently completing Honors Alg in 8th grade.
- Replacement of Math 6 Honors and Math 7 Honors with a similar course designed to cover the 1.5 years of the 3-year program standards.
- Conscious not to skip content, rather compact content through pacing and elimination of some of the scaffolding.
- Increased (from years past) homework expectation/load.
- Replacement of “Honors Algebra” with “HS Algebra 1,” aligned in name, rigor, and unit coverage with the rigors of HS Algebra.
- Bridges become an opportunity for accelerated students who are struggling to get reinforcement if desired.

	5 th Grade Supplement &/or Summer Bridge <small>Virtual or In-Person</small>	Sixth Grade School Year	Summer Before or Morning in Year Prior	Seventh Grade School Year	Summer Before or Morning in Year Prior	Eighth Grade School Year
Grade-Level Pathway						
1-Year Compacted Pathway		CC Math 6/7A	Bridge	CC Math 7B/8	Bridge	HS Alg 1
2-Year Compacted Pathway						

What would this mean for 2-year Compacted?

- Relatively the same number of students who are currently completing Geometry by 8th grade.
- Replacement of Math 7 Honors with a similar course designed to cover the second 1.5 years of the 3-year program standards.
- Addition of two required Bridge “Plus” courses that cover the 15 units of CC Math 6/7a. Self-paced. Assessments for each unit. Multiple options for Bridge Plus A.
- Increased (from years past) homework expectation/load.
- Conscious not to skip content, rather compact content through pacing and elimination of some of the scaffolding.
- Considering the option to allow students who show mastery of 5th-grade content to begin work during “independent” time w/ teacher approval/direction.

	5 th Grade Supplement &/or Summer Bridge <small>Virtual or In-Person</small>	Sixth Grade School Year	Summer Before or Morning in Year Prior	Seventh Grade School Year	Summer Before or Morning in Year Prior	Eighth Grade School Year
Grade-Level Pathway						
1-Year Compacted Pathway						
2-Year Compacted Pathway	Bridge Plus A	CC Math 7B/8 Bridge Plus B		HS Alg 1		Geometry



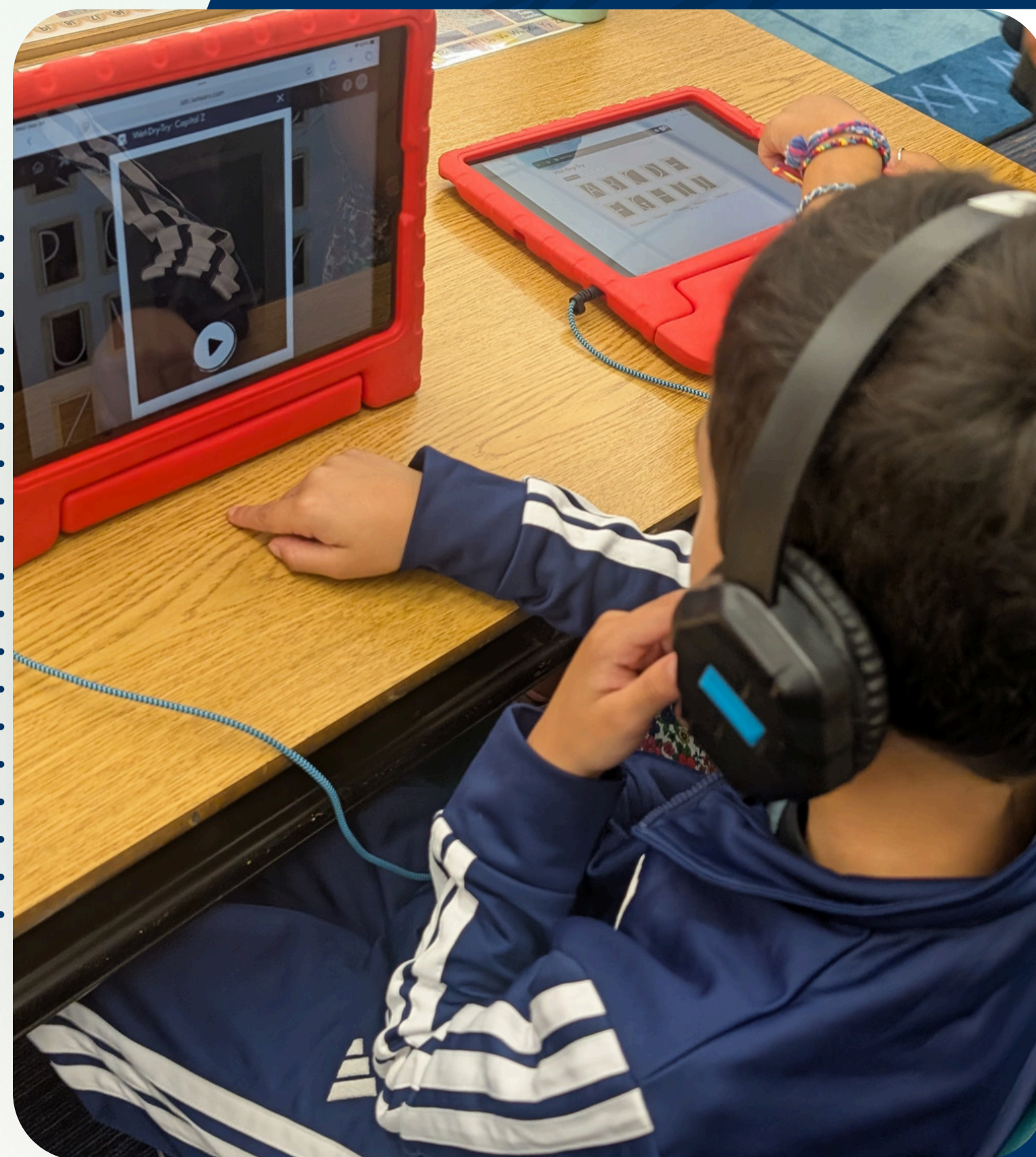
Placement and Support

- Placement for all 6-8 courses would be made using mastery assessment data, reflecting all topics necessary as prerequisites for the next-level course. Including:
 - End-of-Year Fourth Grade Assessment for 5th Grade Differentiation
 - End-of-Year Fifth Grade Assessment, CAASPP, and grade/performance for placement in 6th.
 - Benchmark Assessments in all middle school courses for alignment.
 - Encouragement for Bridge opportunities for students exhibiting interest and capacity for acceleration.
- Parents and students, as is the case now, can inquire about what mastery would be necessary to accelerate to the next level.
- Relatively flexible on-ramps and off-ramps in the best interest of the student, growth over time, and willingness/motivation levels.
- Math Support elective course for students in CC Math 6 and CC Math 7.
- After-school math drop-in center (budget allowing).



**Las Lomitas
Elementary
School District**
Inclusive. Engaging. Inspiring.

**Let's pause, again,
for questions and
clarifications.**





Next steps...

- Gather feedback from staff, parents, and students about potential changes in 6–8
- Reiterating as necessary and submitting finalized plans to the Board and seeking approval
- Continuing to scope and sequence core math courses
- Designing the scope and sequence for optional bridge courses and required Bridge Plus courses for double acceleration
- Developing diagnostic assessments to inform placement recommendations
- Aligning course selection and master scheduling to support whatever direction we end up pursuing



Next steps...

- Communicating pathways clearly to students and families to increase clarity and answer questions
- Coordinating with high schools to communicate redesigned pathways and course expectations
- Developing clear collateral that explains pathway options and decision points for students and parents
- Evaluating math instruction and curriculum in Grades TK-5 to ensure alignment, rigor, and differentiation opportunities
- Selecting a new math curriculum in a future adoption cycle that aligns with our approach to math teaching and learning

Bottom line: *All pathways are rigorous and prepare students for success in high school math.*



Our goal is high levels of math achievement for every student — through rigorous instruction, flexible pathways with opportunities for advancement, appropriate challenge, and timely support when needed — so students are confident, engaged, prepared for high school and beyond, and experience math as something they can understand, succeed in, and enjoy.

Input and Feedback? Email math@llesd.org

