Scripps Ranch Community Cluster Meeting

&

San Diego Unified Mathematics

October 21, 2026

Jessica Walsh - Program Manager Math K-12

Tonight's Conversation

1. Data and student progress
2. District priorities and vision for students
3. Family and district partnerships
4. Q & A

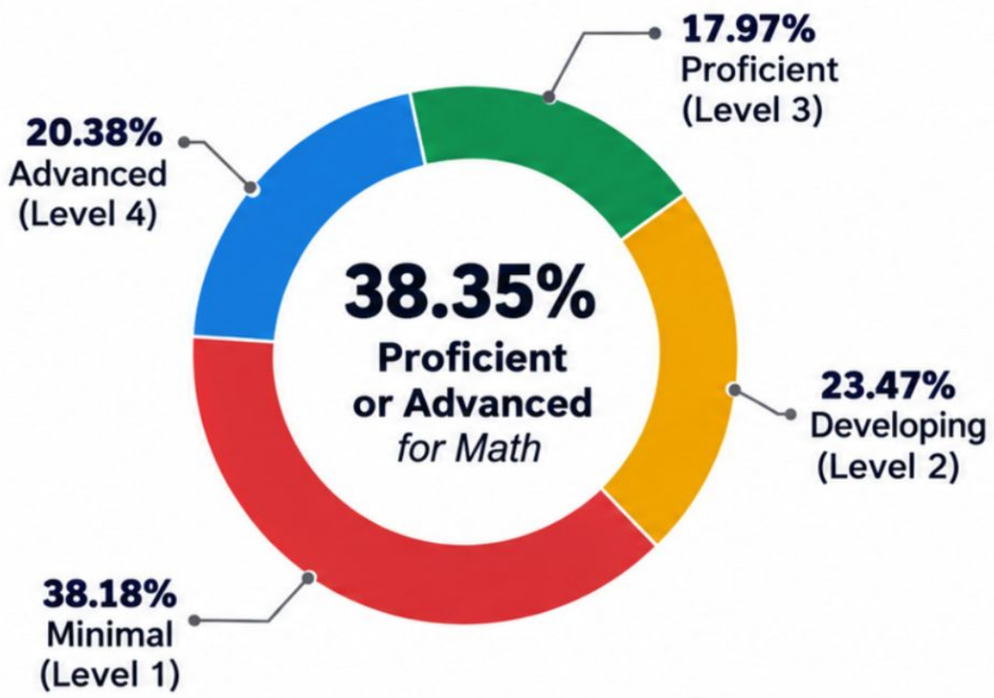
San Diego Unified Mathematics

It is the **vision** of San Diego Unified that **everyone** see themselves as **mathematicians** who are **knowledgeable**, can **apply** their thinking when **making sense** of the world, and can **communicate** their reasoning as active **critical thinkers** and **problem solvers**.

CAASPP Mathematics Results 2026

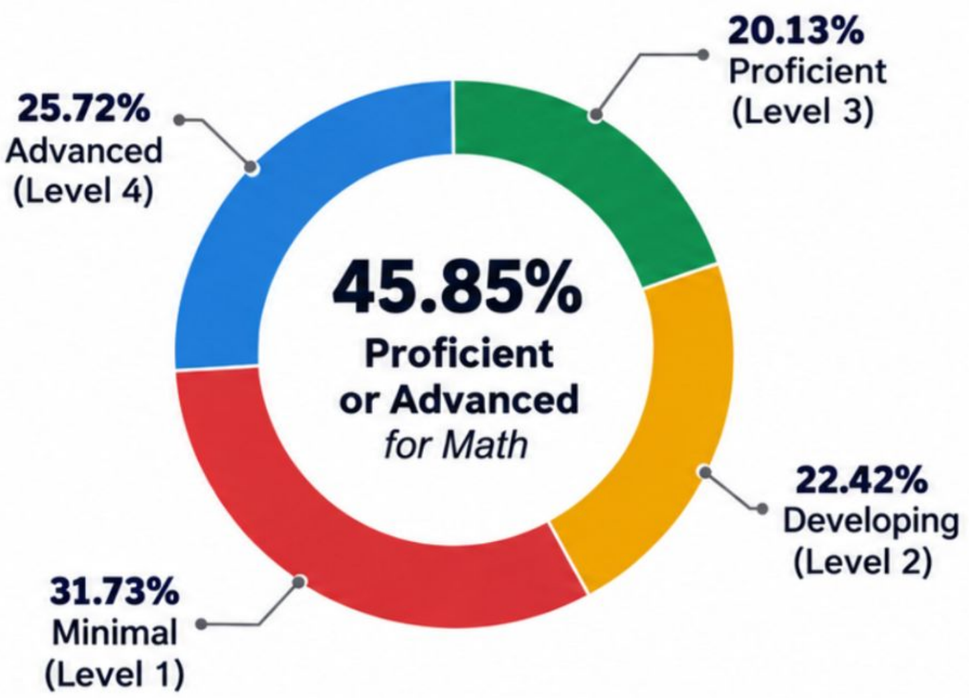
California State Mathematics

Percentage of students within each achievement level



San Diego Unified Mathematics

Percentage of students within each achievement level



Distance from Proficiency

California State
Distance from Proficiency
Mathematics

All Students

Yellow

38.9 points below proficient

Increased 3.5 Points

Number of Students: 2,903,753

San Diego Unified
Distance from Proficiency
Mathematics

All Students

Yellow

17.9 points below proficient

Maintained 1.3 Points

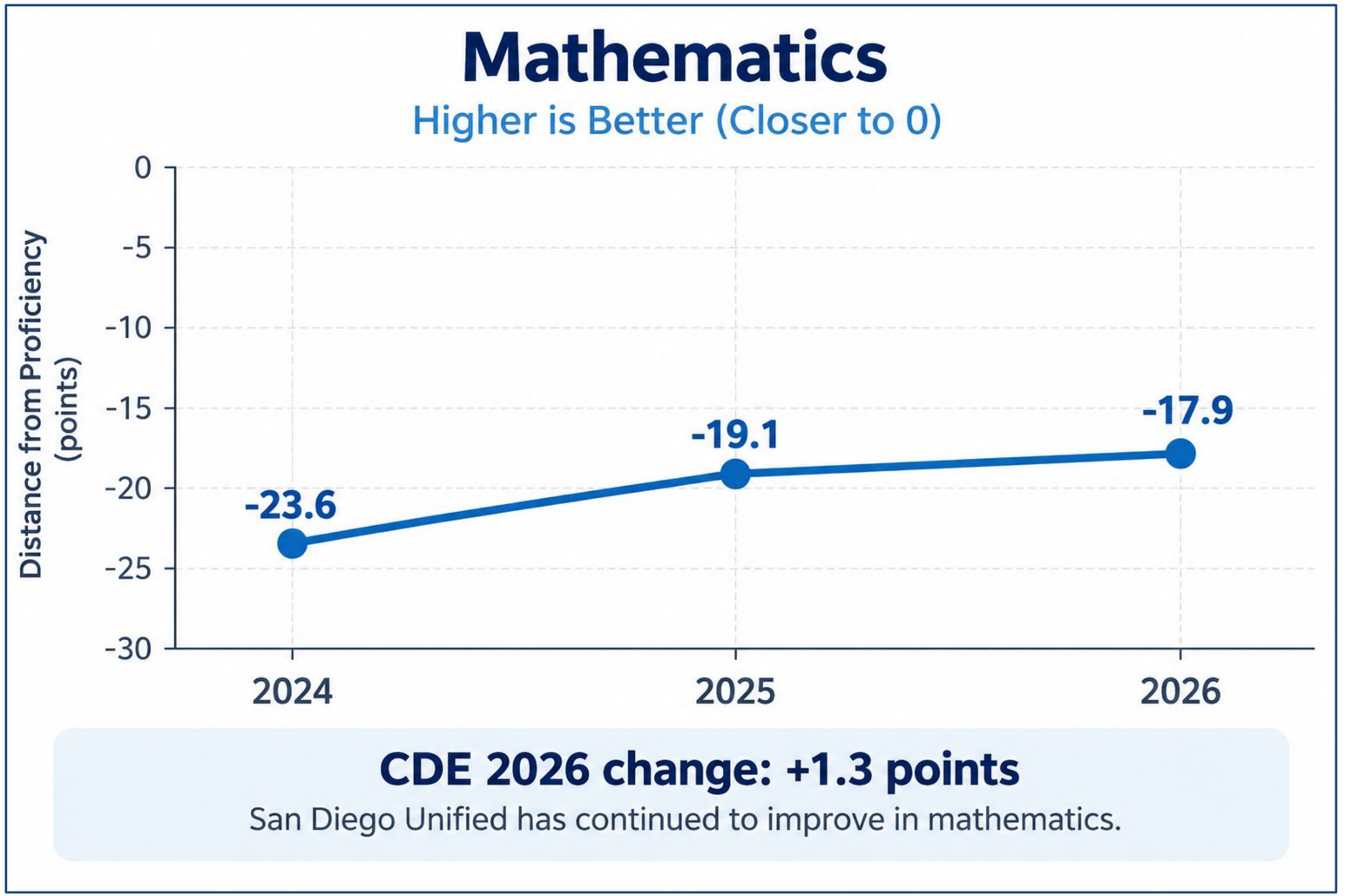
Number of Students: 44,387

Distance from Proficiency shows how close students are, on average, to meeting the grade-level standard in mathematics on the CAASPP assessment.

Our goal: Continue helping more students build strong math understanding, confidence, and skills so they **meet or exceed grade-level standards and are prepared for the next level of mathematics.**

Board Goal 3: Mathematics

The performance of 3rd - 8th and 11th grade students on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment (SBA) Math portion **will increase 18 points from -23.6** (2023-24) points below standard in June 2024 **to -5.6 points** below standard by **June 2030**.



CAASPP Math: Districtwide Progress

PROFICIENT OR ADVANCED, 2026

45.9%

20,454 of 44,563 with a result

DEVELOPING, 2026

22.4%

9,980 of 44,563 with a result

MINIMAL, 2026

31.7%

14,129 of 44,563 with a result

AVERAGE DISTANCE FROM STANDARD, 2026

-17.9

44,563 students with a result

Achievement level, Mathematics, 2024, 2025 and 2026

CAASPP Math: Scripps Ranch Cluster Progress

PROFICIENT OR ADVANCED, 2026
76.6%
2,337 of 3,050 with a result

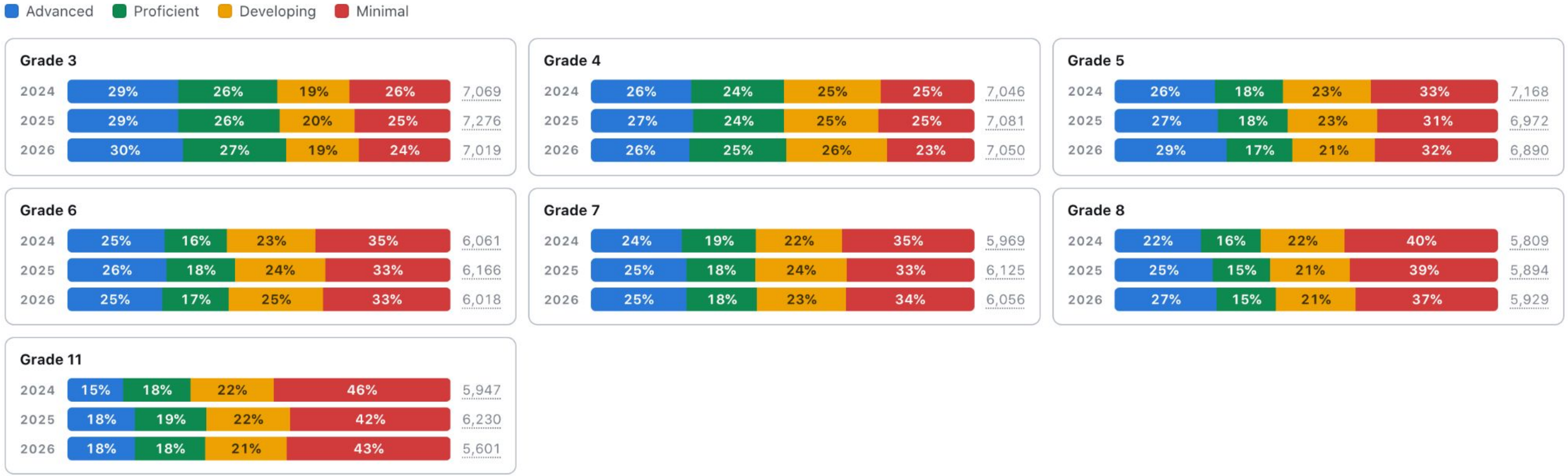
DEVELOPING, 2026
14.5%
443 of 3,050 with a result

MINIMAL, 2026
8.9%
270 of 3,050 with a result

AVERAGE DISTANCE FROM STANDARD, 2026
+69
3,050 students with a result

Achievement level, Mathematics, 2024, 2025 and 2026

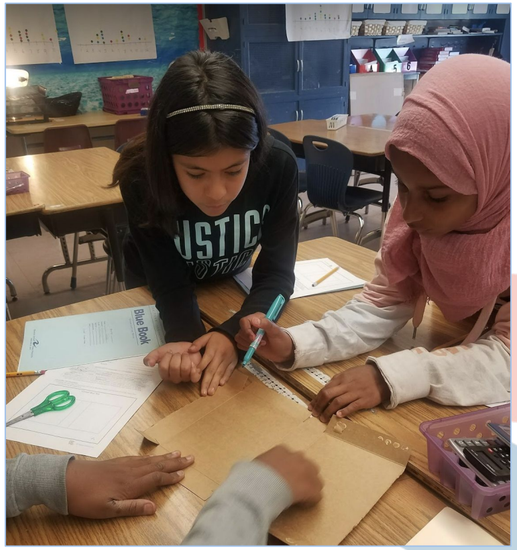
CAASPP Math: Achievement Level by Grade



Our Data Story Continues

Student Group	Distance from Proficiency	Change	Students	Performance
African American	86.6 points below	Maintained +0.4	2,866	Orange
American Indian	52.5 points below	Maintained +2.2	100	Orange
English Learners	85.3 points below	Declined 3.9	10,539	Orange
Foster Youth	111.5 points below	**Increased 13.5**	91	Orange
Hispanic	63.8 points below	Maintained +0.7	19,558	Orange
Homeless	96.1 points below	Maintained +2.2	3,755	Red
Long-Term English Learners	172.8 points below	Maintained −1.8	1,044	Red
Socioeconomically Disadvantaged	58.3 points below	Maintained +0.6	26,528	Orange
Students with Disabilities	96.0 points below	Maintained 0.0	8,257	Red

Our goal:
Continue helping more students build strong math understanding, confidence, and skills so they **meet or exceed grade-level standards and are prepared for the next level of mathematics.**



A Coherent TK–12 Student Math Experience

Build Strong Foundations

Conceptual understanding, fluency, hands-on experiences, and collaboration

Develop Confident Mathematicians

Students feel confident, develop agency, and have a positive math identity.

Engage in Rigorous Learning

Access to challenging, meaningful mathematics that inspires curiosity and prepares them for future opportunities.

Equitable Access TK–12

Clear pathways to advanced and higher-level mathematics for all students.

You *are* a math person

johncberrayfoundation.com

Priorities for 2026-2027

Building Leadership Capacity

Continue with our Community of Practice with Principals and Associate Principals where they learn, understand and share best practices.

Building Teacher Capacity

Continue with our Cluster Lead and Site Math Leads at elementary and extend this model to Grade 6 Math and High School Math.

Focus on Grade 3, Grade 6 and HS Integrated Math Workgroup

Professional Learning and Support

Classroom Learning Walks + Research Based Strategies + Look For Tools + Targeted Feedback

Professional Learning and Support

Community: Learner Centered Environment
Curriculum: TK-5 Eureka Math^2 + 6-8 Amplify Desmos
Instruction: Intentional Learning Supports

-Mathematical Discourse with structured partnerships (Language-UDL-Extensions-Intervention)

Looking Ahead

ACCESS → OPPORTUNITY → AGENCY

Students have quitable access to a balanced and culturally relevant mathematics program that develops deep conceptual understanding, procedural proficiency, and strong problem-solving skills.

Students have meaningful opportunities to engage in rigorous mathematics, solve problems, collaborate, and communicate their thinking, building a strong foundation for advanced mathematics and future pathways.

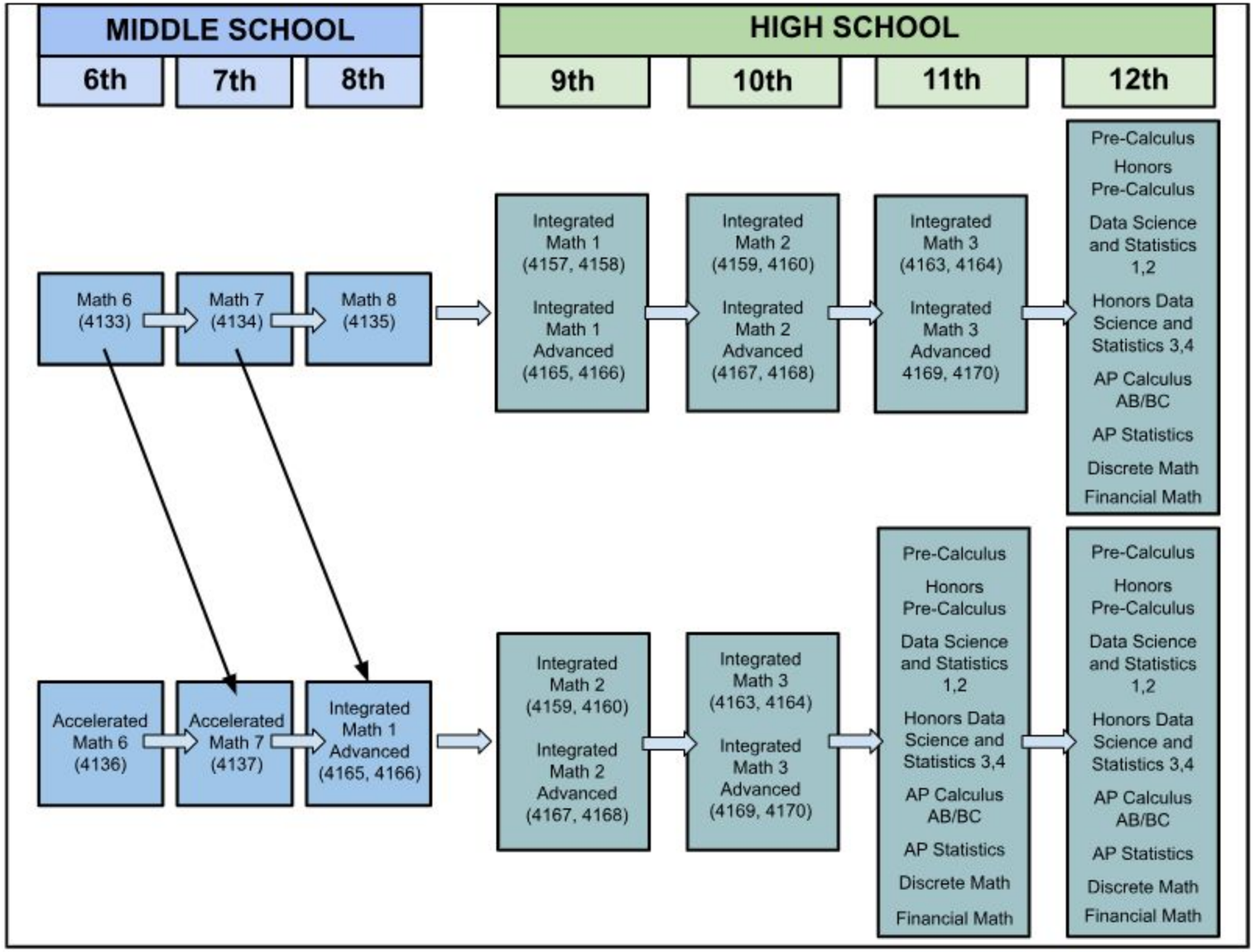
Students see themselves as capable mathematicians, take ownership of their learning, and develop the confidence to make choices that open doors to college, careers, and life beyond high school.

High-quality, grade-level+ curriculum

Strong Foundations • Acceleration Opportunities • Advanced Course Pathways

College • Career • Life-Ready

Math Courses - Pathways



Student Choice !!

All pathways lead to Calculus!!

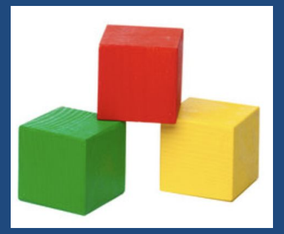
Personal Finance Course starting 2026-27

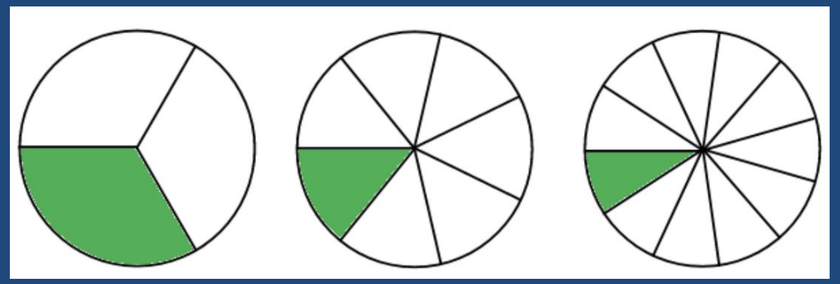
Families are Essential Math Partners

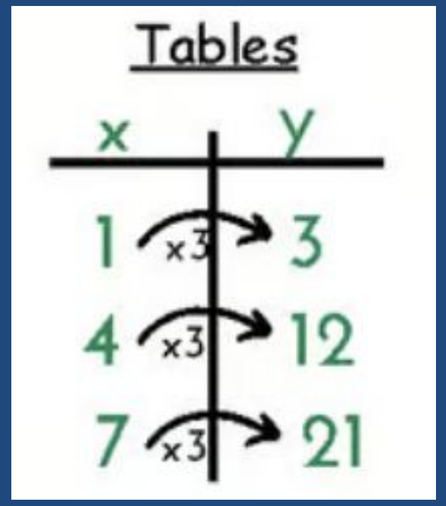
You do not have to be the math teacher at home, you can be the **MATH ENCOURAGER.**

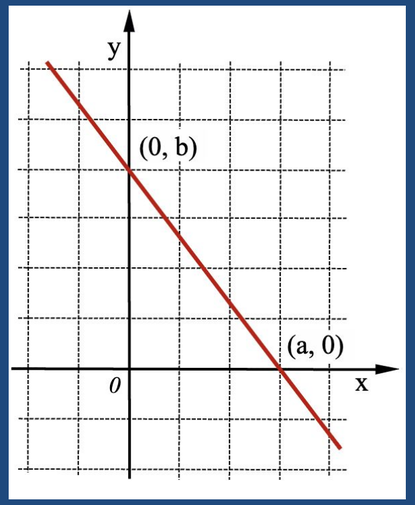
Progression of Mathematics

Concrete to Abstract Learning







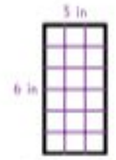


Counting-Groupings-Fractions-Proportional Relationships-Algebra

Trust the Learning Process

Multiplication

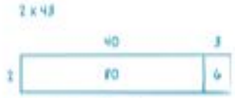
GRADE 3

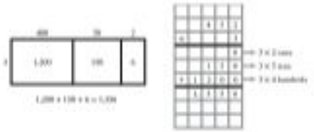


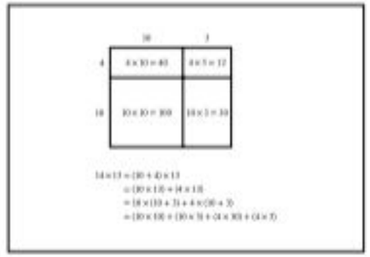
$6 \times 3 = 18$
Area: 18 square inches

$3 \times 9 = 27$
Area: 27 square inches

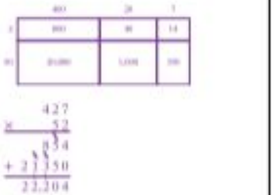
GRADE 4

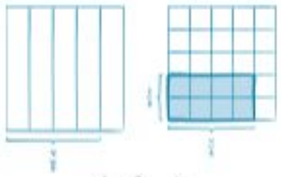




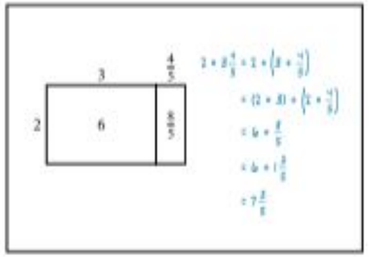


GRADE 5





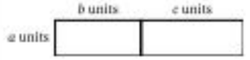
$\frac{4}{5} \times \frac{2}{5} = \frac{8}{25}$



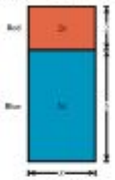
Algebraic Reasoning

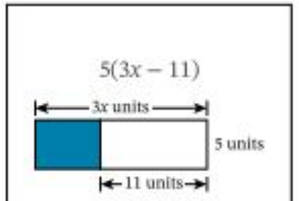
GRADE 6

$a(b + c)$



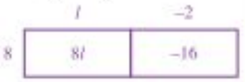
$x(2 + 5) = 2x + 5x = 7x$



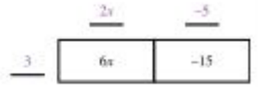


GRADE 7

$8(l - 2) = 8l - 16$



$6x - 15 = 3(2x - 5)$

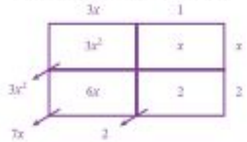


$-12x + 18y - 36 = 6(-2x + 3y - 6)$

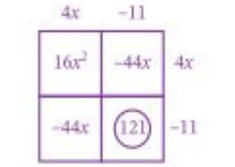
ALGEBRA I

$(2x + 7)(x + 3) = 2x^2 + 13x + 21$

$3x^2 + 7x + 2 = (3x + 1)(x + 2)$

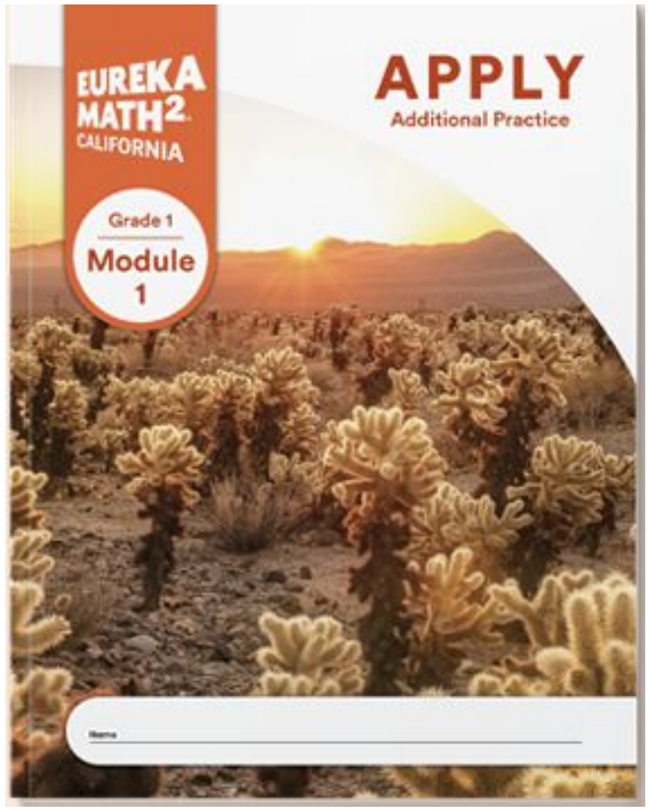


$16x^2 - 88x = -200$



District Adopted TK–5 Math Curriculum

EUREKA MATH² CALIFORNIA



The Apply book helps deepen understanding through family support and independent practice activities for Grades 1–5.

Practicing at Home

Practice Partner

Use the thinking of the "partner" who is solving problems like those in the Practice.

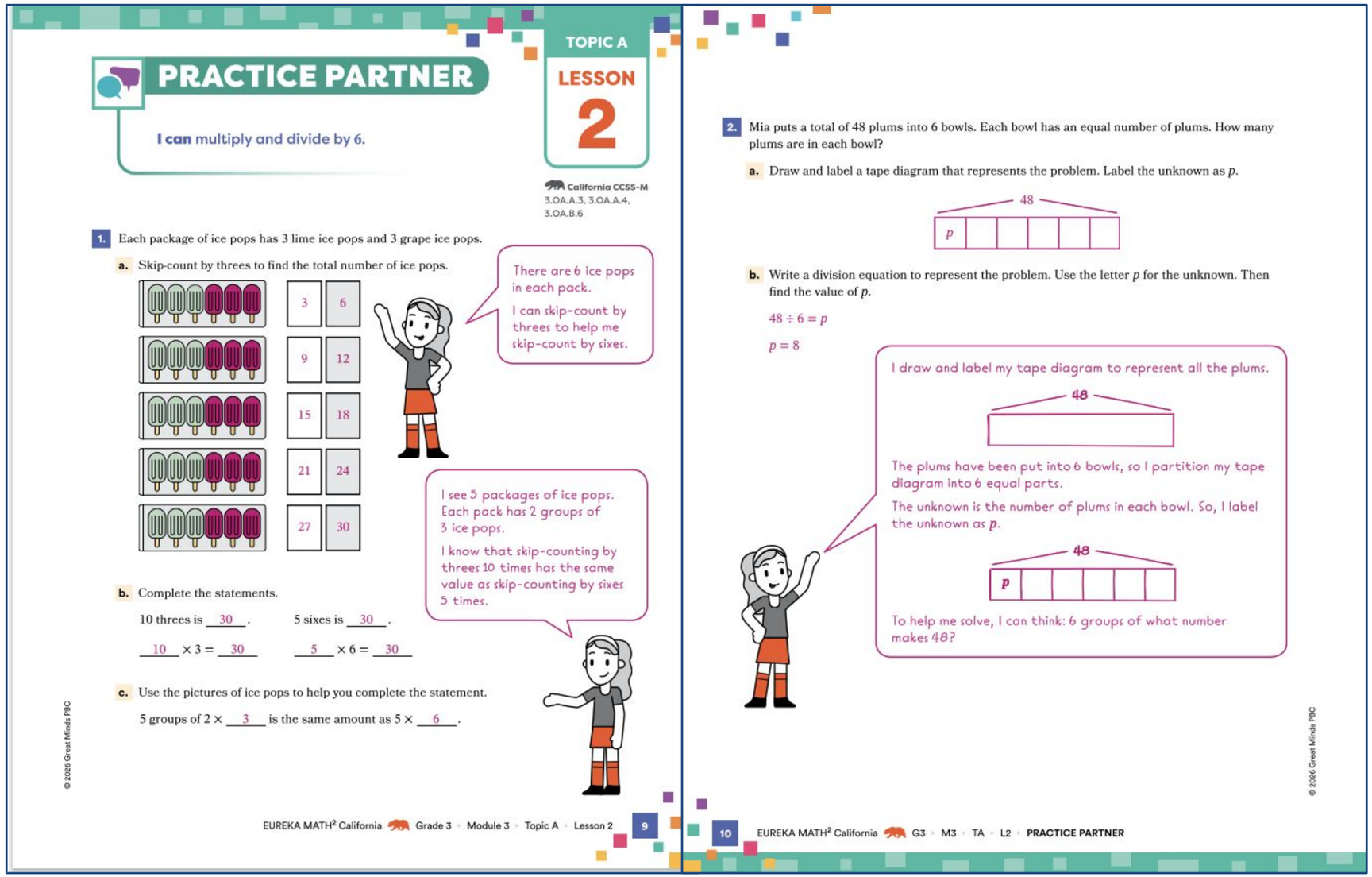
Ask Questions

What do you notice about how they solve the problem?

How have you solved a problem like this before?

How can you start the problem?

What tool can you use?



PRACTICE PARTNER

TOPIC A

LESSON 2

I can multiply and divide by 6.

California CCSS-M 3.OA.A.3, 3.OA.A.4, 3.OA.B.6

1. Each package of ice pops has 3 lime ice pops and 3 grape ice pops.

a. Skip-count by threes to find the total number of ice pops.

3	6
9	12
15	18
21	24
27	30

There are 6 ice pops in each pack.

I can skip-count by threes to help me skip-count by sixes.

I see 5 packages of ice pops. Each pack has 2 groups of 3 ice pops.

I know that skip-counting by threes 10 times has the same value as skip-counting by sixes 5 times.

b. Complete the statements.

10 threes is 30.

5 sixes is 30.

10 × 3 = 30

5 × 6 = 30

c. Use the pictures of ice pops to help you complete the statement.

5 groups of 2 × 3 is the same amount as 5 × 6.

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2. Mia puts a total of 48 plums into 6 bowls. Each bowl has an equal number of plums. How many plums are in each bowl?

a. Draw and label a tape diagram that represents the problem. Label the unknown as p.

b. Write a division equation to represent the problem. Use the letter p for the unknown. Then find the value of p.

$48 \div 6 = p$

$p = 8$

I draw and label my tape diagram to represent all the plums.

The plums have been put into 6 bowls, so I partition my tape diagram into 6 equal parts.

The unknown is the number of plums in each bowl. So, I label the unknown as p.

To help me solve, I can think: 6 groups of what number makes 48?

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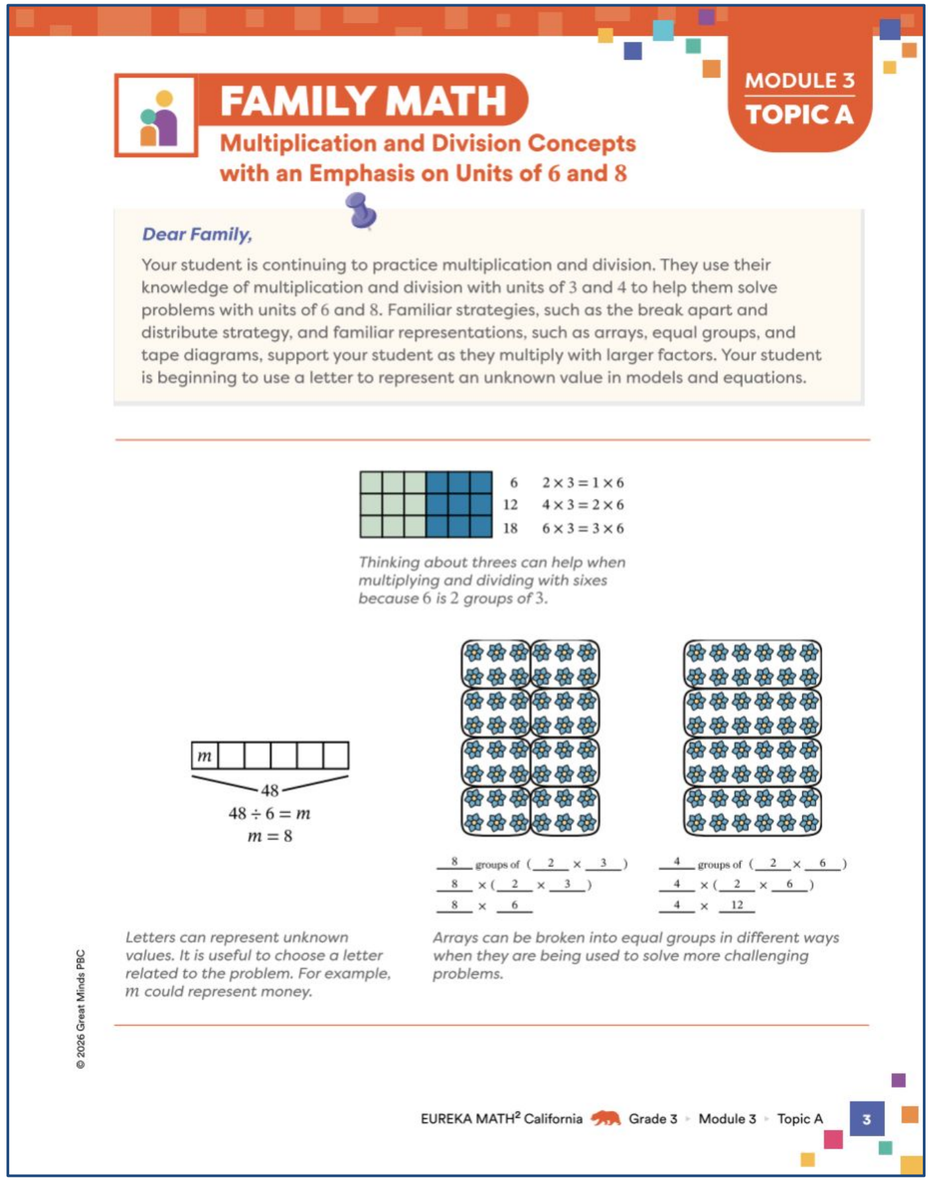
Family Math

- Describes and shows key math concepts
- Highlights new math vocabulary
- Provides activities for student and family to do together at home



MODULE 3
TOPIC A

FAMILY MATH

Multiplication and Division Concepts with an Emphasis on Units of 6 and 8

Dear Family,

Your student is continuing to practice multiplication and division. They use their knowledge of multiplication and division with units of 3 and 4 to help them solve problems with units of 6 and 8. Familiar strategies, such as the break apart and distribute strategy, and familiar representations, such as arrays, equal groups, and tape diagrams, support your student as they multiply with larger factors. Your student is beginning to use a letter to represent an unknown value in models and equations.

6 $2 \times 3 = 1 \times 6$
12 $4 \times 3 = 2 \times 6$
18 $6 \times 3 = 3 \times 6$

Thinking about threes can help when multiplying and dividing with sixes because 6 is 2 groups of 3.

$48 \div 6 = m$
$m = 8$

Letters can represent unknown values. It is useful to choose a letter related to the problem. For example, m could represent money.

___8___ groups of (___2___ × ___3___)
___8___ × (___2___ × ___3___)
___8___ × ___6___

___4___ groups of (___2___ × ___6___)
___4___ × (___2___ × ___6___)
___4___ × ___12___

Arrays can be broken into equal groups in different ways when they are being used to solve more challenging problems.

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At-Home Activities

How Much and How Many with 6 and 8

With your student, look for opportunities to solve real-world multiplication and division problems with units of 6 and 8. For example, if a box of granola bars holds 6 bars, ask your student how many bars are in 5 boxes. If it costs $8 for a movie ticket, ask your student how many tickets you can buy with $24. Encourage them to use strategies such as skip-counting, drawing an array, and breaking apart the problem into more familiar factors.

Multiplication to Keep Fit

Do a fun workout with your student. Choose a few exercises, such as jumping jacks, sit-ups, push-ups, or lunges, that you can do together. Do each exercise 6 or 8 times to complete 1 set. Do 2 to 5 sets of the exercises with your student, keeping track of how many you complete. During your cooldown, ask your student questions about the number of exercises. Encourage them to use multiplication and division to determine the answers.

- "How many total sit-ups did we do? What can we multiply to help us figure it out?"
- "How many sit-ups and jumping jacks did we do? Tell me what equations help you find the total."
- "We did 48 lunges, and there were 8 in each set. How many sets of lunges did we do?"

District Adopted 6-8 Math Curriculum

Amplify.

Amplify

The Workbook -
This resource is the print that is available for all students to support in-class learning and independent practice activities for Grades 6-8.

Caregiver Hub -
Refresh Videos- Sub-Unit 2 — Calculating Unit Rates
Unit Resource Support - Practice & Summary
English, Spanish

The Answer Matters – But the Thinking Matters More

ASK

“How do you know that?”

“Can you show me?”

“Can you explain your thinking?”

LISTEN FOR

Connections between the story, drawing and equation.

Clear explanations.

CELEBRATE

Effort.

A new strategy.

A corrected mistake.

A clear explanation.

Supporting at Home

Build confidence + a growth mindset

What students believe about themselves matters.

- “You’re capable of hard things.”
- “Mistakes help your brain grow.”
- “Let’s focus on the next step.”

🚫 Try to avoid: “I was never good at math.”

Everyday Math Ideas

Try math in real life:

- grocery budgets, discounts, taxes
- cooking and fractions
- comparing prices and unit rates
- sports stats and averages
- saving money goals

Help your child build a consistent home routine

Small habits add up.
Aim for:

- **10-15 minutes (K-2)**
- **15–20 minutes (G3-5)**
- **20–30 minutes (G6-12)**
- **3–5 days per week**
- same time each day when possible

A few minutes of conversation can build powerful math habits.

Kitchen

Cooking and fractions
Double a recipe
Measure fractions

Car / Walk

Estimate distance
Notice patterns
Count by 2s, 5s, 10s

Grocery Store

Estimate the total
Compare prices
Find the better value

Around Home

Measure furniture
Tell time
Sort, build, and estimate

✦ Caregiver Guides- Home-to-School Connections

Stay Connected

Regularly communicate with your child's teacher(s):

Touch base with your child's teacher through email, phone calls, conferences to further discuss ways in which you can support your child's learning at home.

Your Most Important Role?

Help your child believe:
“I am a math person.”

Be curious. Play with numbers. Ask questions.
Celebrate thinking.

Thank you for partnering with us in mathematics!

Resources

Math Resources

SDUSD Math Website - Caregiver Page

Eureka Math Games

Eureka Math TK -5 Website for Parents

Amplify Desmos Math 6-8 Caregiver Hub

Data Resources

CAASPP Website

CA Dashboard Website

Math Articles

Parents' Beliefs About Math Change Their Students Achievement

Parents Are Often Nervous About Math

Engaging In Math At Home

You *are* a math person

johncberrayfoundation.com

Q&A

Thank You