

MATHEMATICS INSTRUCTION

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple academic measures.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

MATHEMATICS INSTRUCTION

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

Legal Reference:**State**

Ed. Code 51210
Ed. Code 51220
Ed. Code 51224.5
Ed. Code 51224.7
Ed. Code 51225.3
Ed. Code 51284
Ed. Code 60605

Ed. Code 60605.8

Description

[Course of study for grades 1-6](#)
[Course of study for grades 7-12](#)
[Algebra in course of study for grades 7-12](#)
[California Mathematics Placement Act of 2015](#)
[High school graduation requirements](#)
[Financial literacy](#)
[State-adopted content and performance standards in core curricular areas](#)
[Common Core standards](#)

Management Resources

California Department of Education
Publication
California Department of Education
Publication
Common Core State Standards Initiative
Publication
CSBA Publication
Website

Website
Website
Website

Description

Mathematics Framework for California Public Schools:
Kindergarten Through Grade Twelve, 2013
California Common Core State Standards: Mathematics, rev.
January 2013
Appendix A: Designing High School Mathematics Courses
Based on the Common Core State Standards
Governing to the Core, Governance Briefs
[CSBA District and County Office of Education Legal Services](#)
[Common Core State Standards Initiative](#)
[CSBA](#)
[California Department of Education](#)

Cross References**Code**

0440
0440
0460
0460
0500
1312.2
1312.2
1312.2-E(1)
1312.4

Description

[District Technology Plan](#)
[District Technology Plan](#)
[Local Control And Accountability Plan](#)
[Local Control And Accountability Plan](#)
[Accountability](#)
[Complaints Concerning Instructional Materials](#)
[Complaints Concerning Instructional Materials](#)
[Complaints Concerning Instructional Materials](#)
[Williams Uniform Complaint Procedures](#)

MATHEMATICS INSTRUCTION

1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
4131	Staff Development
4331	Staff Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.4	International Baccalaureate Program
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6176	Weekend/Saturday Classes
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program