

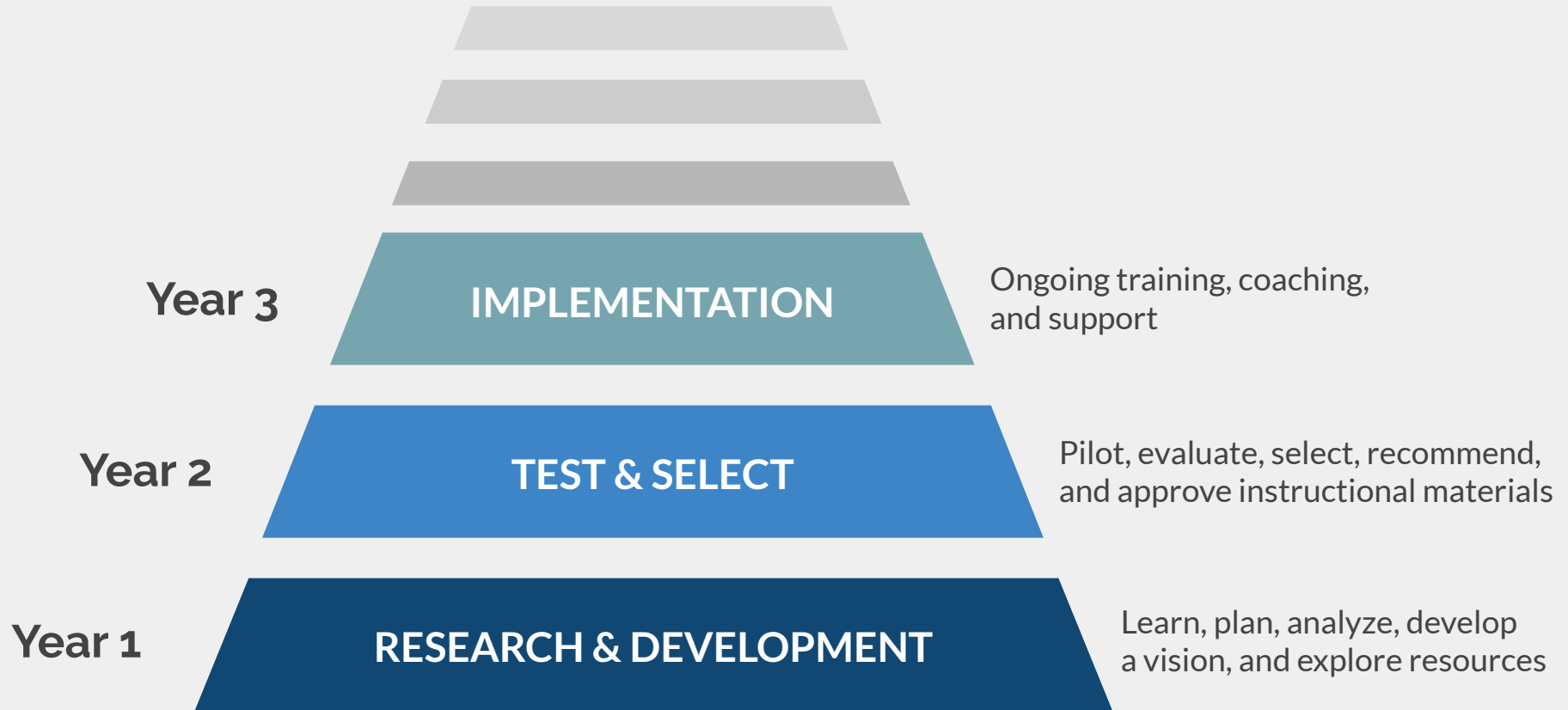


LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

Elementary Mathematics Instructional Materials Adoption Process Update

October 9, 2025

Core Curriculum Adoption Process



Core Curriculum Adoption Process

RESEARCH & DEVELOPMENT

Year 1

- 1. Professional Learning:** *Teacher training on essential content standards, frameworks, and research-based instructional strategies. Leadership team plans and coordinate the adoption process, including teacher, school, and district leaders.*
- 2. Develop a Local Lens:** A vision for student learning grounded in cognitively engaging instructional strategies, authentic learning experiences, essential standards, frameworks, district goals, the Learner Profile, and assessments of student outcomes.
- 3. Evaluation Criteria:** Designed for new materials, aligned with the local vision for student learning.
- 4. Research & Analyze Options:** Explores and screen curricular options for piloting aligned with evaluation criteria.

TEST & SELECT

Year 2

- 5. Pilot Materials Process:** *Teachers pilot the materials, provide feedback, and participate in curriculum-based PD through instructional coaching and structured PLCs. Families provide input through parent meetings, family events, Board presentations, and a public review period.*
- 6. Selection Process:** Teachers participate in a facilitated consensus-building selection process.
- 7. Approval Process**
Curriculum Council Recommendation: An instructional services stakeholder group reviews and offers recommendation. Consists of teachers, directors, coordinators, principals, instructional coaches, and elected parent representatives (PTA, SSC, and DELAC).
School Board Approval: New curriculum recommendation is presented at a Board meeting to the public for feedback and Board approval.

IMPLEMENTATION

Year 3+

- 8. Implementation**
Materials orders, staff training, and ongoing instructional coaching support.

Core Curriculum Adoption Process

2018-24

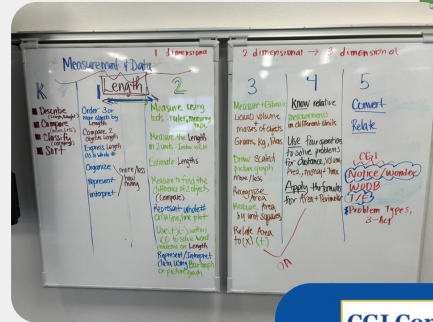
PRIOR WORK

Developed Math Essential Standards and Common Formative Assessments

Inquiry-Based Instructional Strategies Workshops, District PD Day Sessions, Lunch & Learns, School Visits

Elementary Math Teacher Leader Program (23-24 OCDE Partnership, 12 teachers, 6 days)

Started Development of New Math Scope & Sequences



CGI Connections to the CA Framework

Key ideas from CGI

One of the key ideas of CGI is that children are capable sense makers of mathematics. Students solve problems and grapple with ideas to make sense of them.

...the use of Invented Algorithms contributes to children's understanding of base ten and properties of operations as these algorithms consistently require children to think about base-ten concepts and how operations work. (p. 111)

Key ideas from the Framework

All children are capable. Teachers need to recognize - and convey to students - that everyone is capable of learning math and that each person's math capacity grows with engagement and perseverance. (ch. 1, p. 11)

Students who use invented strategies before learning standard algorithms understand base-10 concepts more fully and are better able to apply their understanding in new situations than students who learn standard algorithms first. (ch. 3, p. 19)



Mathematics Framework

Core Curriculum Adoption Process

24-25

RESEARCH & DEVELOPMENT

Year 1

24-25 Priorities Areas

1. Understanding the new CA Math Framework and pedagogies
2. Developing common vision for math learning experiences
3. Exploring aligned resources

Core Curriculum Adoption Process

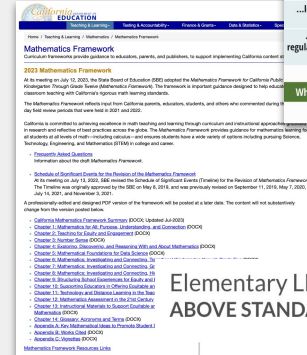
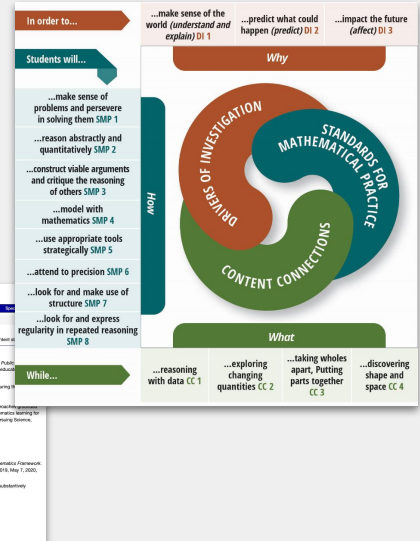
24-25

RESEARCH & DEVELOPMENT

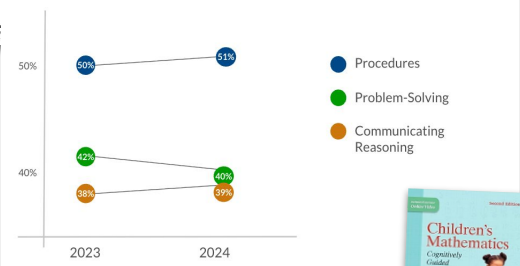
Year 1

Priorities Areas

1. Understanding the new CA Math Framework and pedagogies



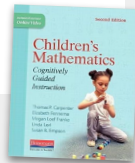
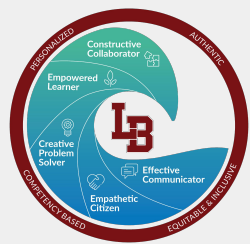
Elementary LBUSD CAASPP Math Performance ABOVE STANDARD by Domain Area



3 Dimensions of Systemic Change That Support Mathematics Instruction (Chapter 2)

The three dimensions of systemic change that are particularly important for effective mathematics instruction are:

1. An **assets-based approach** to instruction
2. **Active student engagement** through **investigations and connections**
3. Instruction that centers cultural and personal **relevance**, reflecting California's diverse students.



Core Curriculum Adoption Process

24-25

RESEARCH & DEVELOPMENT

Year 1

Priorities Areas

2. Developing common vision for math learning experiences

What are the key learning strategies and experiences that students need in elementary math?

What are the key student skills and learning outcomes for elementary math?

Elementary School	Grade	What are the key student skills and learning outcomes for elementary math?	What are the key instructional strategies and learning experiences that students need in elementary
Top of the World	4-5	Reasoning and precision	Collaboration, samples, discussion
El Morro	4-5	Reasoning and attending to precision	Opportunity to explore and comprehend the math skills and the why behind it
Top of the World	2-3	Students knowing routines to explain their thinking and listen to others. Students b	Number sense and conceptual understanding to be able to transfer different math topics- such as relat
Top of the World	2-3	Explain and model their reasoning, why something work	Opportunities to hear peers present their strategies
El Morro	K-1	Conceptual/procedural understanding, not just memorization	Positive discourse including vocabulary, hands-on experiences using tools
Top of the World	4-5	Foundational skills that students can use to build and further develop their math	Math talks, practice, exposure, collaboration.
El Morro	4-5	Students need to be ready to enter the real world and understand concepts. They r	Daily routines-math fact fluency, problem-solving, collaboration, making claims and supporting them.
Top of the World	4-5	Students need to be creative, problem solvers, listen, share their thinking, and have	Number talks, open tasks, authentic problems, multiple ways to show what you know.
El Morro	4-5	Confidence, understanding, and communication	Learning the core concepts in a way they understand, how to explain their understanding, and practicing
Top of the World	2-3	We want students to be able to use discourse and make claims, gain understandin	CGI routines, essential questions, relevant problems, counting collections, manipulatives, working well w
Top of the World	4-5	To leave elementary school and enter middle school with a solid skill set of FOUNE	Math talks, collaboration, computation, real world problem solving
El Morro	2-3	Developing a deep understanding of number sense and mathematical concepts sc	Using math talks, appropriate tools, and authentic and relevant experiences/investigations with studen
Top of the World	4-5	A love of learning, positive feelings about math and the beginning of understandin	Math talks, understanding data, seeing connections between numbers, real world, applicable proble

Core Curriculum Adoption Process

24-25

RESEARCH & DEVELOPMENT

Year 1

Priorities Areas

2. Developing common vision for math learning experiences

Common Vision for Elementary Math Learning Experiences

Our elementary math learning experiences prioritize **problem-solving, reasoning, and communication** as foundational skills. We emphasize **collaborative learning, hands-on activities, and real-world applications** to engage students in meaningful mathematical thinking. Instruction focuses on an **inquiry-based approach, building strong number sense, and deep conceptual understanding**, moving beyond rote memorization to develop true mathematical fluency.

By fostering a **positive math identity**, we create an environment where all students see themselves as capable mathematicians. Our shared commitment ensures that students are not only prepared for future math success but also develop **confidence and curiosity** in their mathematical journey.

Core Curriculum Adoption Process

24-25

RESEARCH & DEVELOPMENT

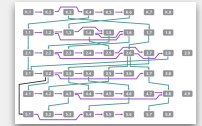
Year 1

Priorities Areas

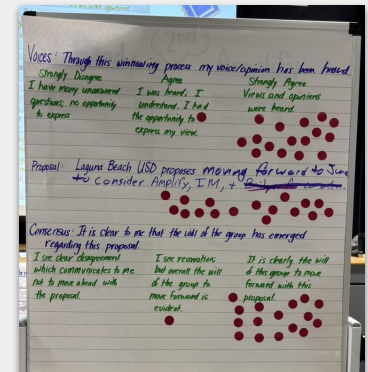
3. Exploring aligned resources

Laguna Beach Analysis of High Quality Tasks

2nd Grade		
Curriculum	Yes	No
Amplify	23	0
Illustrative Math	18	6
1		
2		
3		
4		
5		
5th Grade		
Curriculum	Yes	No
Amplify	25	0
Illustrative Mathematics	37	3
1		
2		
3		
4		
5		
Total		
Curriculum	Yes	No
Amplify	46	0
Illustrative Mathematics	33	9
1		
2		
3		
4		
5		



High-Quality Instructional Materials



Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

“The lessons really push students to think deeply about math and explain their reasoning instead of just memorizing steps. It’s helping them see why math works.”

Priority Evaluation Criteria

1. **High-Quality Tasks** (inquiry-based, elicit student thinking/discourse...)
2. **Access for All** (differentiation for SWD, ELs...)
3. **Assessments** (formative, summative, exit tickets...)
4. **Usability** (support for student engagement, teacher tools...)

“Students are talking about math more than ever. The turn-and-talk routines and partner work give them confidence to share their ideas.”

“The centers and games are very hands-on and fun — they let kids explore math in different ways and make connections through play.”

Pilot Teachers

6 grade level teams, ELD staff, math intervention staff

“The ‘You Do, We Do, I Do’ structure makes it clear how lessons flow — students start by exploring, then share and solidify their understanding.”

Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

Pilot Materials & Selection Process

- ❑ **Pilot instructional materials**
- ❑ **Teachers feedback** on evaluation criteria
- ❑ **Curriculum-based professional development** through instructional coaching and structured PLCs
- ❑ **Parent input** through parent meetings, family events, Board presentation, and a public review period
- ❑ **Student input** through class surveys
- ❑ **Recommend** materials adoption based on criteria feedback

Approval Process

- ❑ **Curriculum Council Recommendation:** Instructional services stakeholder group reviews and offers recommendations. Consists of teachers, directors, principals, coordinators, instructional coaches, Board members, and elected parent representatives (PTA, SSC, and DELAC).
- ❑ **School Board Approval:** Recommendation presented at a Board meeting to the public for feedback and Board approval.

Core Curriculum Adoption Process

RESEARCH & DEVELOPMENT

Year 1

1. Professional Learning (Sept - Mar)
2. Develop a Local Lens (Jan - Mar)
3. Evaluation Criteria (Mar - May)
4. Research & Analyze Options (April - May)

TEST & SELECT

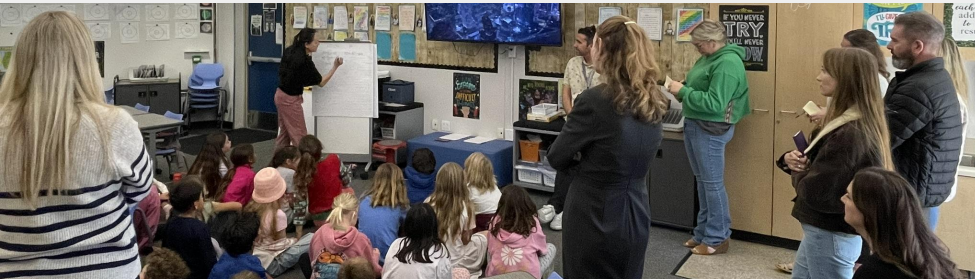
Year 2

5. Pilot Materials Process (Aug - Nov)
6. Selection Process (Nov)
7. Approval Process
Curriculum Council Recommendation (Dec)
School Board Approval (Jan)

IMPLEMENTATION

Year 3+

8. Implementation
Materials orders, staff training, and ongoing instructional coaching support.





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