



LAGUNA BEACH  
UNIFIED SCHOOL DISTRICT

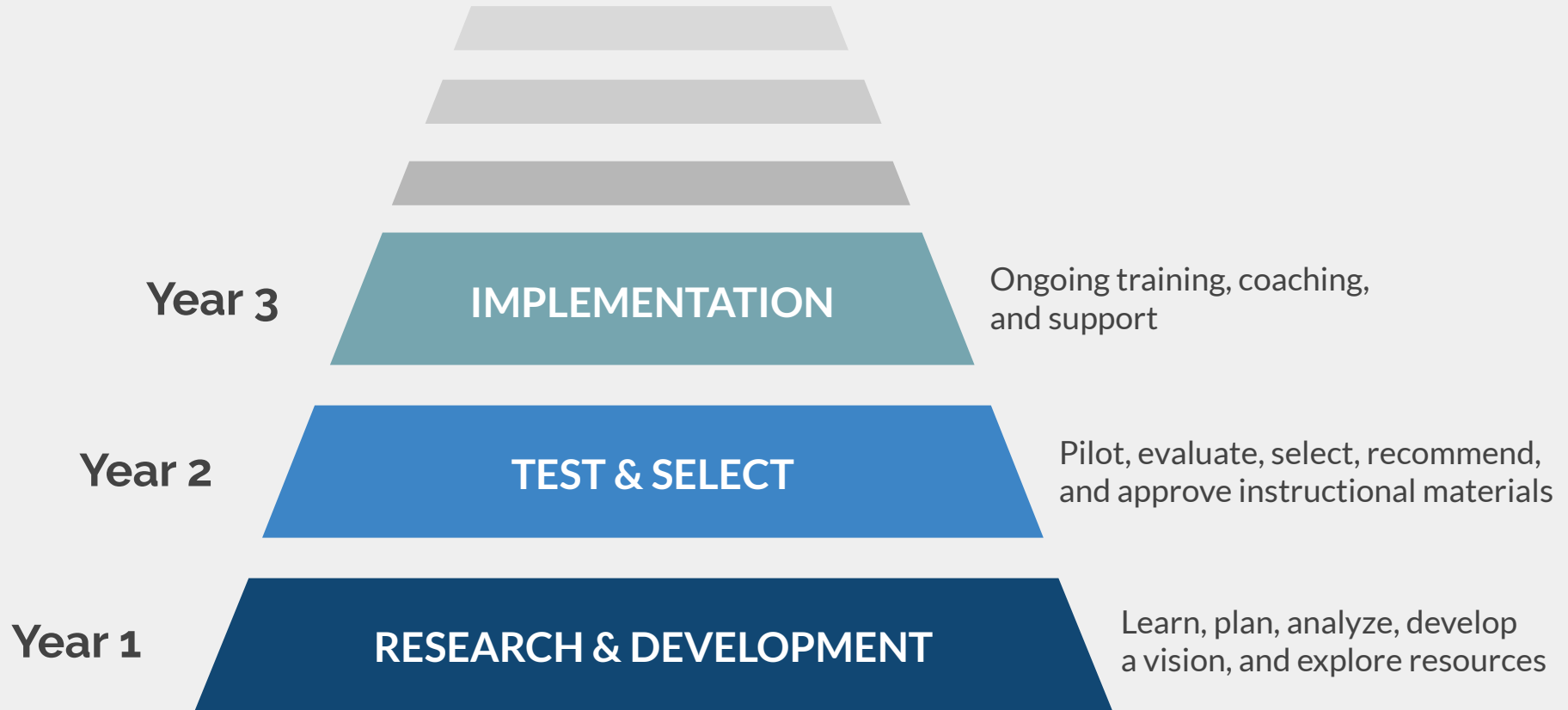
# Elementary Mathematics Instructional Materials Adoption Recommendation

## Board Presentation

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January 8, 2026

# Core Curriculum Adoption Process



# Core Curriculum Adoption Process

2018-24

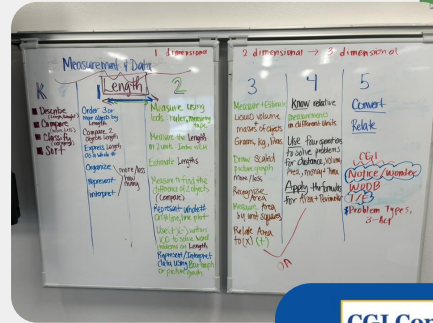
PRIOR WORK

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

## RESEARCH & DEVELOPMENT

Year 1 [2024-25]

- 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 [2025-26]

- 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:** An instructional services stakeholder group reviews and offers recommendations. 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

25-26

TEST & SELECT

Year 2

## Pilot Materials & Selection Process

- ❑ **Pilot instructional materials** by half of elementary K-5 teachers
- ❑ **Teachers feedback** on evaluation criteria
- ❑ **Curriculum-based professional development** through instructional coaching and structured PLCs
- ❑ **Family input** through parent meetings, family events, Board presentation, and a Public Review period
- ❑ **Student input** through class surveys and assessments
- ❑ **Recommend** materials adoption based on criteria feedback

# Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

## SURVEYS: 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...)

## Pilot Teachers

50 percent of K-5 teachers, ELD, Special Education, and Math Intervention Staff support by Instructional Coaches

"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."

"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."

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

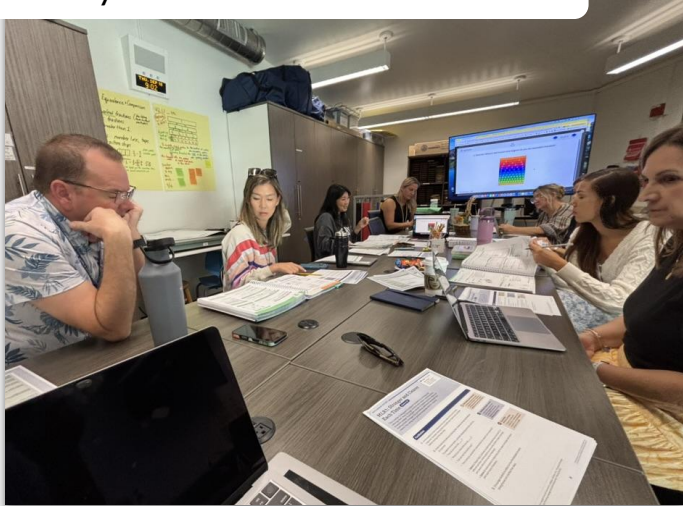
# Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

Weekly Curriculum-Based PLCs



Pilot Implementation

Collaborative Implementation:  
co-teaching, demo lessons, etc.



# Core Curriculum Adoption Process

Group	Input & Data Collection
<b>Elementary Teachers</b>	<ul style="list-style-type: none"><li>● Volunteer pilot teachers (half of all K-5 teachers)</li><li>● Weekly curriculum-based PLCs and surveys aligned to evaluation criteria</li><li>● Training and consensus day protocols</li></ul>
<b>Instructional Coaches and Leaders</b>	<ul style="list-style-type: none"><li>● Ongoing classroom observations, coaching, co-teaching, and demo lessons</li><li>● Support of PLC discussions and pilot data collection</li><li>● Participation in math leadership team meetings</li></ul>
<b>Elementary Students</b>	<ul style="list-style-type: none"><li>● Student math outcomes and trends (iReady, SBAC, grades)</li><li>● Classroom surveys and discussions during the pilot</li><li>● Observations of student engagement, discourse, and problem-solving</li><li>● Participation and discussion during hands-on learning activities at family math events</li></ul>
<b>Families and Community</b>	<ul style="list-style-type: none"><li>● Family Math Nights activities aligned to pilot materials</li><li>● Shared at 4 elementary SSC and PTA meetings</li><li>● Curriculum kit setup in school office for 2 months</li><li>● Public Review window during December</li><li>● Fall Board presentation</li><li>● Back-to-School Night information</li><li>● Informal conversations with pilot teachers</li><li>● Curriculum Council reps</li></ul>

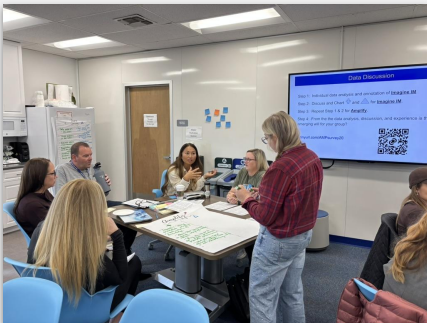
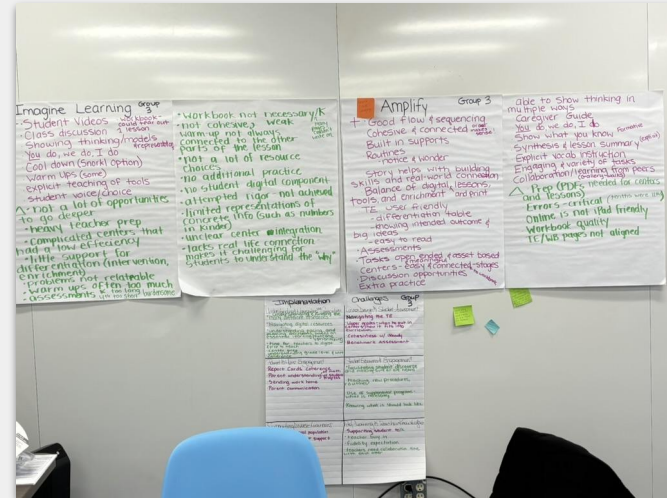
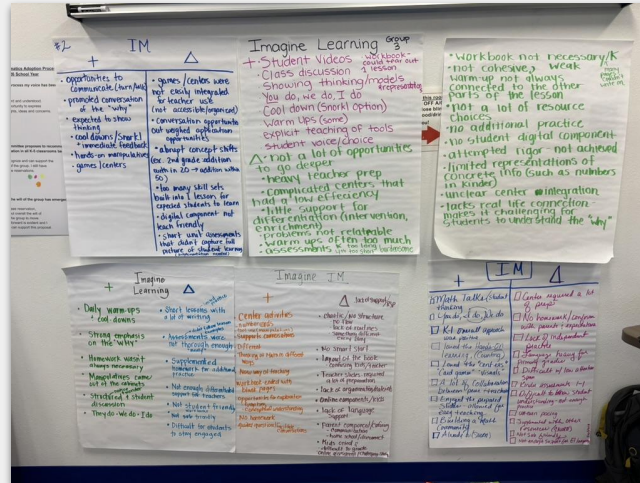
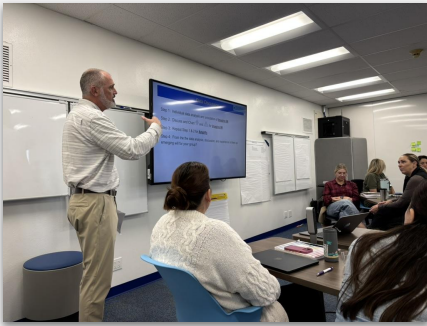
# Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

## Consensus Recommendation



# Core Curriculum Adoption Process

25-26

TEST & SELECT

Year 2

Consensus & Unanimous Recommendation = Amplify Desmos



**Laguna Beach Unified School District K-5 Mathematics Adoption Process Consensus Recommendation**  
**2025-2026 School Year**

*Voices: Throughout this entire adoption process my voice has been heard and considered.*

<b>Disagree</b> I have not had any opportunity to share my thoughts, ideas or concerns. My voice was not heard.	<b>Agree</b> I was heard and understood. I had opportunity to express my thoughts, ideas and concerns.	<b>Strongly Agree</b> My voice and all other voices (thoughts, ideas and concerns) were shared and heard. I had Multiple opportunities to share my voice.
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**Proposal: The LBUSD K-5 Mathematics Adoption Committee proposes to recommend *Amplify* to the LBUSD Board of education for adoption and implementation in all K-5 classrooms beginning in the 2026-27 school year.**

I would veto. This is not aligned with our Vision for math learning.	I recognize and can support the will of the group. I still have some reservations.	I am excited about our recommendation. Looking forward to implementation.
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**Consensus: It is clear to me that the will of the group has emerged regarding this proposal.**

I see clear disagreement, which communicates to me not to move ahead with this proposal.	I see reservation, but overall the will of the group to move forward is evident and I can support this proposal.	It is clearly the will of this group to move forward with this proposal.
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