2007 Mathematics Primary Adoption Report

California Department of Education
Sacramento, 2009

2007 Mathematics Primary Adoption Report

Publishing Information

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CPM Educational Program	*Algebra Connections*	8 ..... **17**

Basic Grade-Level Programs (continued)

Publisher	*Program*	*Grade Levels*
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Holt, Rinehart and Winston	*Holt California Mathematics: Course 1, Course 2, Algebra I*	6–8 ..... **20**
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Pearson Scott Foresman	*Scott Foresman - Addison Wesley enVision Math California*	K–6 ..... **30**
Pearson Prentice Hall	*Prentice Hall Mathematics California*	6–8 ..... **32**
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Wright Group/McGraw-Hill	*California Everyday Mathematics*	K–6 .....**38**

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Publisher	Program	Grade Levels
CompassLearning, Inc.	*Odyssey Focus Math: Grades 4–7*	4–7 .....**39**
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Harcourt School Publishers	*California Fast Forward Math (Harcourt/Holt)*	4–7 .....**41**
Houghton Mifflin Learning Technology (formerly Riverdeep)	*Destination Math California Intervention*	4–7 .....**42**
iLearn, Inc.	*iPASS Math Intervention*	4–7 .....**43**
Kaplan K–12 Learning Services	*Momentum Math*	4–7 ..... **44**
SRA/McGraw-Hill	*SRA Number Worlds*	4–7 .....**45**
Wright Group/McGraw-Hill	*Pinpoint*	4–7 .....**46**

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CompassLearning, Inc.	*Odyssey Focus Math: Algebra Readiness*	8 .....**48**
Glencoe/McGraw-Hill	*California Algebra Readiness: Concepts, Skills, and Problem Solving*	8 .....**49**
Holt, Rinehart and Winston	*Holt California Algebra Readiness*	8 .....**50**
iLearn, Inc.	*iPASS Algebra Readiness*	8 .....**51**
JRL Enterprises, Inc. (I Can Learn Educational Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	8 .....**52**

Algebra Readiness Programs (continued)

Publisher	*Program*	*Grade Levels*
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell Algebra Readiness*	8 ..... **54**
MIND Institute	*Algebra Readiness*	8 ..... **55**
Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra Readiness*	8 ..... **56**
Pearson Prentice Hall	*Connecting to Algebra for Algebra Readines*	8 ..... **58**
UCLA Mathematics Department	*Introduction to Algebra*	8 ..... **59**

THESE PROGRAMS ARE NOT ADOPTED

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Publisher	*Program*	*Grade Levels*
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Algebra I*	8 ..... **62**
JRL Enterprises, Inc. (I Can Learn Educational Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	6–8 ..... **63**
Wright Group/McGraw-Hill	*UCSMP (University of Chicago School Mathematics Project)*	7–8 ..... **64**

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InfoSis, LLC	*Effective Math Intervention*	4–7 ..... **66**
Mastery Learning Systems	*Count, Notice & Remember Math Intervention*	4–7 ..... **67**
Pearson Scott Foresman	*California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)*	4–7 ..... **68**

Algebra Readiness Programs

Publisher	*Program*	*Grade Levels*
Advanced Academics, Inc.	*Advanced Academics' Algebra Readiness*	8 ..... **69**
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Bridge to Algebra*	8 ..... **70**
Learning to Learn	*Learning to Learn Algebra Readiness*	8 ..... **71**
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Foreword

The 2007 Mathematics Primary Adoption advances the goal of providing California's students with instructional materials that are rigorous and standards-based. The adoption process also provides materials for students who are struggling to master grade-level standards and preparing to take a course in algebra.

This report recounts the events and activities that constituted the 2007 Mathematics Primary Adoption and provides individual program descriptions and adoption actions.

The principal work of curriculum framework development and instructional materials evaluation was performed under the auspices of the Curriculum Development and Supplemental Materials Commission, with approval by the State Board of Education (SBE), and involved panels of reviewers that included classroom teachers, administrators, parents, mathematicians, and university professors. We are most grateful for the many hours of dedicated service provided by the Curriculum Commissioners, panel members, and panel facilitators, all of whom generously volunteered their valuable time and expertise for the adoption.

To ensure that tomorrow's leaders are equipped to compete in our global economy and are able to make connections between mathematics and everyday life, California needs to educate all students in mathematics at levels consistent with their counterparts throughout the world. The mathematics adoption supports this goal by delivering more choices of high-quality mathematics instructional materials.

Jack O'connell
State Superintendent of Public Instruction

Theodore R. Mitchell
President, State Board of Education

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Introduction

The State Board of Education (SBE) adopted the *Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (herein referenced as the *California Mathematics Standards*) on December 11, 1997. These content standards are guidelines for what every student in California should know and be able to do. They are based on the premise that all students are capable of learning rigorous mathematics. The standards focus on essential content for all students and prepare students for advanced study in mathematics, science, and technical and vocational careers.

The 2005 edition of the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (herein referenced as the *Mathematics Framework*) was adopted by the SBE on March 9, 2005. The criteria for evaluating instructional materials submitted for the 2007 Mathematics Primary Adoption, Kindergarten through Grade Eight (K–8), were also adopted by the SBE on March 9, 2005 (see Appendix A). The criteria are included in Chapter 10 of the *Mathematics Framework* and serve as the evaluation instrument for determining whether instructional materials align with the content standards and the framework. The criteria require that instructional materials submitted be one of three program types: **basic grade-level, intervention, and algebra readiness.** All three types must be stand-alone programs and reviewed separately according to their specific criteria.

The criteria are divided into the following five categories that apply to all three types of programs:

1. **Mathematics content/alignment with the standards.** The content as specified in the *California Mathematics Standards* and presented in accord with the guidance provided in the *Mathematics Framework*.

2. **Program organization.** The sequence and organization of the mathematics program that provide structure for what students should learn each year in basic programs and for the duration of algebra readiness and mathematics intervention programs.

3. **Assessment.** The strategies presented in the instructional materials for measuring what students know and are able to do.

4. **Universal access.** Instructional materials that address the needs of special student populations, including students eligible for special education, students whose achievement is either significantly below or above that typical of their class or grade level, and students with special needs related to English language proficiency.

5. **Instructional planning and support.** The instructional planning and support information and materials, typically including a separate teacher's edition to help teachers in implementing the mathematics program.

Materials that fail to meet the criteria for mathematics content alignment with the standards are not considered satisfactory for adoption. Only those programs that meet all criteria in category 1 and that have strengths in each of categories 2 through 5 are recommended for adoption.

Standards maps for the three program types were developed by the CDE and approved by the SBE to help publishers identify areas where their instructional materials were aligned with the content standards. Publishers completed the maps and submitted them with their programs. The SBE appointed Content Review Panel (CRP) experts and Instructional Materials Advisory Panel (IMAP) members used the maps to evaluate whether a program was in alignment with the content standards.

Adoption Process

The California *Education Code* describes the process for the adoption of instructional materials for kindergarten through grade eight and mandates that submitted materials be evaluated for consistency with the adopted content standards and evaluation criteria approved by the SBE.

Timeline

The SBE adopted the timeline for the 2007 Mathematics Primary Adoption on January 12, 2006. Minor revisions were subsequently approved by the SBE to allow additional time to recruit qualified reviewers and to allow time for publishers to respond to deadlines. The timeline reflected the requirements of California *Education Code* (EC) Section 60200(b)(1), which calls for adoptions to occur "not less than two times every six years" for language arts, mathematics, science, and history-social science, and "not less than two times every eight years" in other subjects. The first instructional materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new adoption list. The last primary adoption for mathematics took place in 2001.

Publishers Invitation to Submit

A Publishers Invitation to Submit (ITS) meeting was held on January 9, 2007. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K–8 instructional materials for the 2007 Mathematics Primary Adoption. Each publisher received a copy of the Publishers Invitation to Submit: 2007 Mathematics Primary Adoption, a document that contains all of the information necessary for a publisher to know how to effectively participate in an adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events; the publisher's responsibilities for participation in the adoption; a review of the adoption process; an overview of the content standards, the framework, and the evaluation criteria; and the logistics of the submission process.

Appointment and Training of Panel Members

The recommendations of the Curriculum Commission led the SBE to appoint in November 2006, January 2007, and March 2007 a total of 14 CRP experts and 141 IMAP members to evaluate submitted mathematics programs. A total of 54 mathematics programs were submitted (25 basic grade-level, 12 intervention, and 17 algebra readiness programs). The CRP experts and IMAP members were divided into 26 review panels (14 basic grade-level program panels, six intervention program panels, and six algebra readiness program panels).

The IMAP members included classroom teachers, district coordinators, and administrators with experience in the field of mathematics. The CRP experts possessed a doctoral degree in mathematics or a related field.

The Curriculum Framework and Instructional Resources (CFIR) Division staff assisted the Curriculum Commission in the training of reviewers on March 26-29, 2007, to prepare them for the 2007 Mathematics Primary Adoption deliberations. The training included sessions on the framework, content standards, evaluation criteria, legal and social compliance standards, and adoption process. Publishers made formal presentations on their programs at the training and answered questions from the IMAP and CRP members.

The training was conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training. Each day, at a predetermined time, the training would pause to provide an opportunity for public comment.

CRP/IMAP Review, Deliberations, and Report of Findings

In April 2007, the IMAP members and CRP experts received complete sets of instructional materials that they were assigned to review and evaluate according to the criteria. Curriculum Commission members had the option of receiving sets of all submitted programs. Panels were assigned to review one type of program (e.g., basic grade-level, intervention, or algebra readiness). The IMAP members and CRP experts conducted their independent reviews of the mathematics instructional materials during the months of April, May, June, and the beginning of July.

The IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations in two separate sessions: July 16-19, 2007, for basic grade-level programs, and July 30-August 2, 2007, for intervention and algebra readiness programs. The IMAP members and CRP experts discussed their individual notes and citations they had developed while performing their independent review. A curriculum commissioner or facilitator was assigned to each panel. CFIR Division staff provided support to the panels. During deliberations, publishers were provided with a formal publisher response time to answer three to five questions on their respective programs posed by the panel members. Publishers received questions in advance and could provide written as well as oral responses.

The IMAP members and CRP experts worked collaboratively during deliberations to produce a *Report of Findings (Report)* for each program. Each *Report* contains the following sections: Program Components, Recommendation, Mathematics Content/Alignment with Standards, Program Organization, Assessment, Universal Access, and Instructional Planning and Support. The reports include citations that are exemplary (not exhaustive) of the panels' findings and recommendations. In addition, for some programs, the reports list required edits and corrections as a condition for adoption.

Of the 54 submitted programs, 39 programs were recommended by the IMAP/CRP members for adoption (22 basic grade-level programs [of these, two programs were not recommended for all grade levels submitted], seven intervention programs, and 10 algebra readiness programs) with some recommendations contingent upon satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not

include complete revision or rewriting of chapters or programs, or addition of new content to a program. Changes such as these from publishers and members of the public are not allowed during the adoption process.

Deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the panel deliberations. Each day, at a predetermined time, the deliberations process included an opportunity for public comment.

Legal and Social Compliance Review

The purpose of the legal and social compliance (LSC) review is to ensure that K–8 instructional materials used in California schools contribute positive influences, communicate healthy messages, and reflect overall diverse images. The State Legislature established laws and the SBE adopted policies and guidelines for instructional materials to reflect California's present diversity and limit the use of brand names and corporate logos in instructional materials. The LSC review process was an important part of the 2007 Mathematics Primary Adoption and gave the public an opportunity to review the social content in the instructional materials.

The LSC review was conducted by three groups: individuals serving as CRP experts and IMAP members, five county offices of education, and CDE staff. The CRP/IMAP members received training in LSC during the training week, March 26-29, 2007.

For the LSC reviews, the reviewers used the standards contained in EC sections 60040-60045, 60048, 60200, and SBE policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 Edition). The standards address such areas as the accurate portrayal of cultural and racial diversity and equitable and positive roles of males and females, disabled people, ethnic and cultural groups, and the elderly. The standards include the provisions of Assembly Bill (AB) 116, Mazzoni (Chapter 276, Statutes of 1999), that prohibit (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information to report perceived violations of the LSC standards. On June 22, 2007, two Commissioners met to review all the citations for concurrence. As a result of this review, 37 citations were forwarded to publishers. All of the publishers elected to revise their materials to comply with the LSC standards.

Public Comment and Review

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 12, 2007, at 21 Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a 30-day opportunity to provide written comments to the SBE on the Curriculum Commission's recommendations throughout October 2007.

In addition, prior to making its recommendations to the SBE, the Curriculum Commission held three public hearings, one during each of the Mathematics Subject Matter Committee (SMC) meetings on September 14 and 26, 2007, and one during the full Curriculum Commission meeting on September 28, 2007. Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings. All public comments received by the Curriculum Commission were forwarded to the SBE for its November agenda item on the 2007 Mathematics Primary Adoption.

The SBE also held a public hearing at its November 8, 2007 meeting prior to taking action on the Curriculum Commission's recommendations.

Curriculum Commission Review and Deliberations

On September 26-28, 2007, the members of the Curriculum Commission considered the recommendations from the IMAP members and CRP experts, public comments, and reports from individual commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of the content standards required for the type of program (basic grade-level, intervention, and algebra readiness programs) as discussed and prioritized in the *Mathematics Framework*.

On September 14 and 26, 2007, the Mathematics SMC held hearings and discussed in depth the CRP/IMAP *Report of Findings* for each program. The discussion included the CRP/IMAP lists of minor edits and corrections, publishers' responses to the lists of minor edits and corrections in the *Reports,* publisher submitted errata (printing errors), and findings from the commissioners' own independent review.

After the discussion at the Mathematics SMC level, a roll-call vote was taken on the submissions. The Mathematics SMC placed some programs on consent lists (one for each program type) and recommended all programs on consent with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The motion was stated in the affirmative. A majority vote by the Mathematics SMC was required for any program to be recommended to the Curriculum Commission for adoption.

On September 28, 2007, the full Curriculum Commission also discussed programs in depth. Again, some programs were placed on consent lists (one for each program type), and all programs on consent were recommended with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The motion was stated in the affirmative. Nine commissioners were required to vote in the affirmative to recommend any program. The adoption recommendation for each program was to recommend the program for particular grade levels, and with identified minor edits and corrections, legal and social compliance citations, and approved publisher-submitted errata (printing errors), as appropriate.

The Curriculum Commission recommended 41 of the 54 submitted programs for adoption (22 basic grade-level programs, eight intervention programs, and 11 algebra readiness programs).

The Curriculum Commission's adoption recommendations were presented to the SBE on November 8, 2007, for action.

Review of Publisher Errata

As part of the adoption recommendations to the SBE, the Curriculum Commission authorized the chair and vice chair of the Commission's Mathematics Subject Matter Committee (SMC) to review and approve publisher-submitted tables of errata at a meeting held on October 23, 2007. All errata were reviewed using the same guidelines. The chair and vice chair of the Commission's Mathematics SMC did not approve errata that involved content changes or was otherwise inconsistent with the Commission's policy on errata (printing errors) or the edits and corrections policy for this adoption.

State Board Action

The Curriculum Commission's recommendations were presented to the SBE at a meeting on November 8, 2007. The SBE held a public meeting to take testimony on the Curriculum Commission recommendations and the programs submitted for adoption. After discussion, the SBE acted to adopt all Curriculum Commission recommendations, adopting 41 of the 54 programs that were submitted by publishers. The SBE action also allowed publishers to submit additional errata to be verified by CDE, or its designee. A complete list of the programs adopted by the SBE is provided on pages 9-11.

Edits and Corrections Meeting

Edits and corrections meetings were held with adopted publishers on November 27–28, 2007, and December 3–4, 2007. The Mathematics SMC chair and vice chair and CFIR Division staff met with publisher representatives to review how the required edits and corrections were made in the programs. The required edits and corrections were those identified in the *2007 Mathematics Primary Adoption Curriculum Commission Advisory Report* and any additional corrections approved by the SBE at its November 2007 meeting.

Final Print Editions

Publishers whose instructional materials were adopted by the SBE were required to submit final print editions of their materials that reflect all required edits and corrections, revised text for legal and social compliance, and approved errata by February 6, 2008, unless an extension of this deadline was requested in writing. CFIR Division staff conducted a review to verify that all required edits were made. All adopted programs were listed on the online Price List and Order Form maintained by the CDE.

Publishers' Responsibilities for Adopted Instructional Materials

According to the provisions of EC sections 60061 and 60061.5 and the provisions of *California Code of Regulations, Title 5, Education,* publishers whose materials are adopted by the SBE are

required to comply with the "most favored nation" clause. The clause ensures that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. A post-adoption meeting for adopted publishers was held on December 7, 2007, to cover post-adoption timelines, requirements regarding sales and marketing, the piloting policy of the SBE, alternate formats, pricing, and more.

Summary of State Board of Education (SBE) Action

November 8, 2007

These Programs Are Adopted		
BASIC GRADE-LEVEL PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. CGP Education, Inc.	*California Standards-Driven Mathematics Program: Course One, Course Two, Algebra I*	6–8
2. CPM Educational Program	*Algebra Connections*	8
3. Glencoe/McGraw-Hill	*Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving*	6–8
4. Harcourt School Publishers	*California HSP Math*	K–6
5. Holt, Rinehart and Winston	*Holt California Mathematics: Course 1, Course 2, Algebra I*	6–8
6. Houghton Mifflin Company	*Houghton Mifflin California Math*	K–6
7. Key Curriculum Press	*Discovering Algebra: An Investigative Approach, California Edition*	8
8. Kinetic Books	*Algebra I*	8
9. Macmillan/McGraw-Hill School Division	*Macmillan/McGraw-Hill Math, 2009 Copyright*	K–6
10. Marshall Cavendish International ***Includes two programs**	*Earlybird Kindergarten Mathematics (Standards Edition) (K); Primary Mathematics (Standards Edition)*	K–5
11. McDougal Littell, a division of Houghton Mifflin	*McDougal Littell California Pre-Algebra and Algebra I*	7–8
12. McDougal Littell, a division of Houghton Mifflin	*McDougal Littell California Math Course 1, Course 2, Algebra I (Ron Larson and others)*	6–8
13. McDougal Littell, a division of Houghton Mifflin	*McDougal Littell California Structure and Method Course 1, Course 2, Algebra I (Mary P. Dolciani and others)*	6–8
14. Pearson Scott Foresman	*Scott Foresman - Addison Wesley enVision Math California*	K–6
15. Pearson Prentice Hall	*Prentice Hall Mathematics California*	6–8
16. Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra I*	8

These Programs Are Adopted		
BASIC GRADE-LEVEL PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
17. Sadlier-Oxford, A Division of Wm. H. Sadlier, Inc.	*Progress in Mathematics ©2008 California Edition*	K–6
18. Saxon, an imprint of Harcourt Achieve	*California Saxon Math K–6*	K–6
19. SRA/McGraw-Hill	*SRA Real Math*	K–6
20. TPS Publishing Co.	*California State Standards Aligned Mathematics Program: K–3*	K–3
21. Wright Group/McGraw-Hill	*California Everyday Mathematics*	K–6
INTERVENTION PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. CompassLearning, Inc.	*Odyssey Focus Math: Grades 4–7*	4–7
2. Glencoe/McGraw-Hill	*California Math Triumphs*	4–7
3. Harcourt School Publishers	*California Fast Forward Math (Harcourt/Holt)*	4–7
4. Houghton Mifflin Learning Technology (formerly Riverdeep)	*Destination Math California Intervention*	4–7
5. iLearn, Inc.	*iPASS Math Intervention*	4–7
6. Kaplan K–12 Learning Services	*Momentum Math*	4–7
7. SRA/McGraw-Hill	*SRA Number Worlds*	4–7
8. Wright Group/McGraw-Hill	*Pinpoint*	4–7

These Programs Are Adopted		
ALGEBRA READINESS PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. America's Choice, Inc.	*Ramp-Up to Algebra*	8
2. CompassLearning, Inc.	*Odyssey Focus Math: Algebra Readiness*	8
3. Glencoe/McGraw-Hill	*California Algebra Readiness: Concepts, Skills, and Problem Solving*	8
4. Holt, Rinehart and Winston	*Holt California Algebra Readiness*	8
5. iLearn, Inc.	*iPASS Algebra Readiness*	8
6. JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	8
7. McDougal Littell, a division of Houghton Mifflin	*McDougal Littell Algebra Readiness*	8
8. MIND Institute	*Algebra Readiness*	8
9. Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra Readiness*	8
10. Pearson Prentice Hall	*Connecting to Algebra for Algebra Readiness*	8
11. UCLA Mathematics Department	*Introduction to Algebra*	8

These Programs Are Not Adopted		
BASIC GRADE-LEVEL PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Algebra I*	8
2. JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	6–8
3. Wright Group/McGraw-Hill	*UCSMP (Univ. of Chicago School Math Project)*	7–8
INTERVENTION PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. Advanced Academics, Inc.	*Advanced Academics' Mathematics Intervention*	4–7
2. InfoSis, LLC	*Effective Math Intervention*	4–7
3. Mastery Learning Systems	*Count, Notice & Remember Math Intervention*	4–7
4. Pearson Scott Foresman	*California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)*	4–7
ALGEBRA READINESS PROGRAMS		
Publisher	*Program Title*	*Grade Level(s)*
1. Advanced Academics, Inc.	*Advanced Academics' Algebra Readiness*	8
2. Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Bridge to Algebra*	8
3. Learning to Learn	*Learning to Learn Algebra Readiness*	8
4. SRA/McGraw-Hill	*SRA Algebra Readiness*	8
5. Teacher Created Materials	*Active Algebra: Algebra Readiness*	8
6. The Princeton Review	*Lightning Math*	8

Instructional Materials Funding Realignment Program

Assembly Bill 1781 (Chapter 802, Statutes of 2002) established the Instructional Materials Funding Realignment Program (IMFRP) starting with the 2002-03 fiscal year. The program (EC, Chapter 3.25, sections 60420-60424) requires that LEAs use the funds to ensure that each pupil, kindergarten through grade twelve (K–12) is provided with a standards-aligned textbook or basic instructional materials in reading/language arts, mathematics, science, and history-social science by the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE.

The 2007 Mathematics Primary Adoption is the latest standards-aligned state primary adoption to take place since the IMFRP was established in January 2003. Districts and county offices that accept IMFRP funds are required to provide each pupil in K–8 with instructional materials from the 2007 Mathematics Primary Adoption list no later than the start of the school term in fall 2009.

For districts and county offices that operate schools for grades 9–12, the standards-aligned instructional materials must be adopted by the local governing board. These adoptions must be made by a local governing board resolution.

Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds for other approved purposes, including the purchase of other instructional materials consistent with the content and cycles of the curriculum frameworks.

The funding provided in the 2007-2008 state budget for the IMFRP is $419,774,000. This amounts to approximately $69 per pupil.

These Programs Are Adopted

BASIC GRADE-LEVEL, INTERVENTION, & ALGEBRA READINESS PROGRAMS

Basic Grade-Level Programs

Publisher: CGP Education, Inc.

Title of Program: ***California Standards-Driven Mathematics Program: Course One, Course Two, and Algebra I***

Grade Level(s): 6–8

PROGRAM COMPONENTS

CGP Education, Inc.'s *California Standards-Driven Mathematics Program: Course One, Course Two, and Algebra I* includes a Student Textbook (ST), Teacher's Edition Textbook (TE), Homework Book (HWB), Skills Review CD-ROM (SRCD), Reteaching Resources CD-ROM (RTCD), Assessment Test Generator CD-ROM (ATCD), Preprogram Benchmark Test (PPB), Section Assessment Tests (SA), End of Course Test (EOC), Solution Guide (SG), and Teacher Resources CD-ROM (TRCD).

SUMMARY

The SBE adopted CGP Education, Inc.'s *California Standards-Driven Mathematics Program: Course One, Course Two, and Algebra I,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program is aligned to the *California Mathematics Standards* and contains content that is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: CPM Educational Program

Title of Program: *Algebra Connections*

Grade Level(s): 8

PROGRAM COMPONENTS

CPM Educational Program's *Algebra Connections* includes a Hardbound Student Text (ST), Teacher Edition (TE) Extra Practice Book (EP), Parent Guide (PG), Algebra Models™ (Algebra Tiles), and Additional California Topics (ACT).

SUMMARY

The SBE adopted CPM Educational Program's *Algebra Connections* because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports the comprehensive teaching of the *California Mathematics Standards* in Algebra I. The program presents topics at different levels of rigor and brings students to proficient/advanced levels of performance. The attention given to each standard is consistent with the emphasis in Chapter 3 of the *Mathematics Framework*. Concepts and procedures are explained and accompanied by examples to reinforce the lessons.

Criteria Category 2: Program Organization

Concepts are developed in logical order and increase in depth and complexity. There are materials for individual study in addition to classroom instruction.

Criteria Category 3: Assessment

Suggestions are given on how to use assessment data to guide decisions about instructional practices and how to modify an instructional program so that all students continually progress toward meeting or exceeding the standards. Questions are provided to monitor students' comprehension during instruction. The program provides a variety of strategies for assessing students' progress.

Criteria Category 4: Universal Access

Tools for providing universal access are embedded throughout the program. Extensions and enrichments beyond core problems, problem solving, and connections between ideas are present in the program.

Criteria Category 5: Instructional Planning and Support

The program provides support to the teacher in planning and implementing instruction. The program ensures opportunities for students to learn the essential skills and knowledge called for in the *California Mathematics Standards* and the *Mathematics Framework*.

Basic Grade-Level Programs

Publisher: Glencoe/McGraw-Hill

Title of Program: ***Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving***

Grade Level(s): 6–8

PROGRAM COMPONENTS

Glencoe/McGraw-Hill's *Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving* includes a Student Edition (SE), Teacher Edition (TE), Teacher Wraparound Edition (TWE), Teacher Works Plus (TW+)/Student Works Plus (SW+) CD ROM, Diagnostic and Placement Tests (D&PT), Notables, Teacher Reference Handbook (TRH), and Chapter Resource Masters.

SUMMARY

The SBE adopted Glencoe/McGraw-Hill's *Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Harcourt School Publishers

Title of Program: ***California HSP Math***

Grade Level(s): K–6

PROGRAM COMPONENTS

Harcourt School Publishers' *California HSP Math* includes a Student Edition (SE), Teacher Edition (TE), Assessment Guide (AG), Practice Workbook (PW), Reteach the Standards Workbook (RW), Enrich Workbook with Projects (EW), Problem Solving and Reading Strategies Workbook (PS), Math Language Support for EL (ML), Family Involvement Activities, Math Concept Readers, Contexts for Learning Units, Professional Development for Math Units, and Strategic Intervention (SI).

SUMMARY

The SBE adopted Harcourt School Publishers' *California HSP Math,* with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

The program is accessible to all students and includes strategies to adapt the curriculum to meet students' needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Holt, Rinehart and Winston

Title of Program: ***Holt California Mathematics: Course 1, Course 2, Algebra I***

Grade Level(s): 6–8

PROGRAM COMPONENTS

Holt, Rinehart and Winston's *Holt California Mathematics: Course 1, Course 2, Algebra I* includes a Student Edition (SE), Teacher's Edition (TE), Chapter Resource File (CRF), Focus on California Standards: Intervention Workbook for Grades 6 & 7 (FCS), Student One Stop [CD-ROM], Teacher's One-Stop Planner® [CD-ROM], Alternate Openers: Explorations Transparencies, Are You Ready? Intervention and Enrichment, Assessment Resources, Countdown to Mastery Transparencies, Focus on California Standards: Benchmark Tests for Grades 6 & 7, Focus on California Standards: Intervention for Grades 6 & 7, Homework and Practice Workbook, Homework and Practice Workbook Teacher's Guide, IDEA Works! Modified Worksheets and Tests, Know-It Notebook, Know-It Notebook Teacher's Guide, Lesson Transparencies, On Course Mapping Instruction: A Teacher's Guide for Planning, Questioning Strategies, Ready to Go On? Intervention and Enrichment, Review for Mastery Workbook, Review for Mastery Workbook Teacher's Guide, Success for English Language Learners, Power Presentations [CD-ROM], Test and Practice Generator with Quiz Game [CD-ROM], Classroom Manipulatives Kit, ans Teacher's Manipulatives Kit.

SUMMARY

The SBE adopted Holt, Rinehart and Winston's *Holt California Mathematics: Course 1, Course 2, Algebra I,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. It provides many mathematical problems to help develop automatic use of procedures and foster development of mathematical reasoning.

Criteria Category 2: Program Organization

The program's sequence and organization provide structure for what students should learn, and they allow teachers to convey the mathematics content efficiently and effectively. Materials are provided for individual studies in addition to classroom instruction and for practice and tutoring outside the classroom.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement. A variety of assessments are available to measure student progress both at regular intervals and at strategic points of instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. It includes strategies to anticipate, identify, address, and correct common student errors and misconceptions. The program includes standards-based goals that are explicitly and clearly associated with instruction and assessment. All parts of the program are included so that teachers have little or no reason to gather or develop supplemental materials.

Basic Grade-Level Programs

Publisher: Houghton Mifflin Company

Title of Program: *Houghton Mifflin California Math*

Grade Level(s): K–6

PROGRAM COMPONENTS

Houghton Mifflin Company's *Houghton Mifflin California Math* includes a Pupil Edition (PE), Teacher's Edition (TE), Chapter Resource Booklets (CR), Math Center: Computation & Mental Math (MC-C&MM), Math Center: Geometry & Measurement (MC-G&M), Math Center: Challenge (MC-C), Benchmark Intervention (BI), Chapter Challenges and Investigations (CC), Destination Math (DM), Math Music CD (MM-CD), Math Expressions Teacher Guide (ME-TG), District Benchmark Assessments (DBA), English Learners Resources (ELR), Achieving Fact Fluency (AFF), Strategic Intervention (SI), and Vocabulary Word Cards in English and Spanish (VWCES).

SUMMARY

The SBE adopted Houghton Mifflin Company's *Houghton Mifflin California Math,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Key Curriculum Press

Title of Program: ***Discovering Algebra: An Investigative Approach, California Edition***

Grade Level(s): 8

PROGRAM COMPONENTS

Key Curriculum Press' *Discovering Algebra: An Investigative Approach, California Edition* includes a Student Edition (SE), Teacher's Edition (TE), More Practice Your Skills (MPYS), Dynamic Algebra Explorations (DAE), Assessment Resources (AR), A Guide for Parents (GP), Condensed Lessons (CL), Teaching Resources on CD (TRCD), and California Implementation Guide (CIG).

SUMMARY

The SBE adopted Key Curriculum Press' *Discovering Algebra: An Investigative Approach, California Edition,* because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* for eighth grade. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Kinetic Books

Title of Program: *Algebra I*

Grade Level(s): 8

PROGRAM COMPONENTS

Kinetic Books' *Algebra I* includes an Individual License (IN), Teacher's Edition (TE), Class Set License (CS), Computer Lab License (CL), Web Access License (WA), and Individual License Teacher's Edition CD-ROM (IN/TE CD).

SUMMARY

The SBE adopted Kinetic Books' *Algebra I,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Macmillan/McGraw-Hill School Division

Title of Program: ***Macmillan/McGraw-Hill Math, 2009 Copyright***

Grade Level(s): K–6

PROGRAM COMPONENTS

Macmillan/McGraw-Hill School Division's *Macmillan/McGraw-Hill Math, 2009 Copyright* includes a Student Edition (SE), Teacher Edition (TE), Strategic Intervention Guide (SIG), California Mathematics Chapter Resource Master (CRM), and Diagnostic Placement Test (DPT).

SUMMARY

The SBE adopted Macmillan/McGraw-Hill School Division's *Macmillan/McGraw-Hill Math, 2009 Copyright,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports teaching of the *California Mathematics Standards* with varying levels of rigor. Problem-solving strategies provide guided decision making in grades K–1 transitioning to independent decision making in grades 2–6.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program provides integrated assessment strategies and tools for monitoring student achievement using diagnostic, formative, and summative assessments to make data-driven decisions that inform instruction.

Criteria Category 4: Universal Access

This program includes instructional strategies to adapt the curriculum to meet students' identified special needs and learning styles.

Criteria Category 5: Instructional Planning and Support

The instructional materials provide a clear road map for teachers to follow when they are planning instructions and implementing the program.

Basic Grade-Level Programs

Publisher: Marshall Cavendish International

Title of Program: *Earlybird Kindergarten Mathematics (Standards Edition) (K); Primary Mathematics (Standards Edition) (1–5)*

Grade Level(s): K–5

PROGRAM COMPONENTS

Marshall Cavendish International's *Earlybird Kindergarten Mathematics (Standards Edition)* includes a Textbook Part A (TBA), Textbook Part B (TBB), Activity Book Part A (ABA), Activity Book Part B (ABB), Teacher's Guide Part A (TGA), Teacher's Guide Part B (TGB), Teacher's Resource Pack Part A (TRPA), Teacher's Resource Pack Part B (TRPB), Big Books (BB), Math Readers (MR), Posters (K). *Primary Mathematics (Standards Edition) (1–5)* includes a Teacher's Guide Part A (ATG), Teacher's Guide Part B (BTG), Posters (P1–3), Textbook (1A–5ATB), Textbook (1B–5BTB), Workbook (1A–5AWB), Workbook (1B–5BWB), Extra Practice (EP1–5), Tests (1A–5A Tests), Tests (1B–5B Tests), and Math All Around Reader (MAAR, Grades 1–2).

SUMMARY

The SBE adopted Marshall Cavendish International's *Earlybird Kindergarten Mathematics (Standards Edition) (K); Primary Mathematics (Standards Edition) (1–5),* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement and sufficient background information for teachers about the content.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: McDougal Littell, a division of Houghton Mifflin

Title of Program: *McDougal Littell California Pre-Algebra and Algebra I*

Grade Level(s): 7–8

PROGRAM COMPONENTS

McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Pre-Algebra and Algebra I* includes a Student Edition (SE), Teacher Edition (TE), California Standards Review and Practice Booklet (CASRP), Resource Book, Assessment Book, Notetaking Guide, High School Activity Generator CD-ROM (AG), Teaching Mathematics Using Technology (TMT), Getting Ready for Algebra Booklet (GR), Best Practices Toolkit (BP), and Practice Workbook (PW).

SUMMARY

The SBE adopted McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Pre-Algebra and Algebra I,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards.* It provides many mathematical problems to help develop automatic use of procedures and foster the development of mathematical reasoning.

Criteria Category 2: Program Organization

The program contains an overview that clearly identifies mathematical concepts, which are developed in a logical order. Materials are provided for individual study outside the classroom and for practice and tutoring. Support materials are an integral part of the instructional program and are aligned with the *California Mathematics Standards.*

Criteria Category 3: Assessment

The program provides a variety of tools that assess students' progress. Teachers are provided with sufficient background information about the content.

Criteria Category 4: Universal Access

The program provides guidance and strategies for adapting the curriculum to meet students' identified special needs and to provide effective and efficient instruction for all students, especially those whose reading, writing, listening, and speaking skills fall below grade level.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. Strategies are provided to anticipate, identify, address, and correct students' common misconceptions.

Basic Grade-Level Programs

Publisher: McDougal Littell, a division of Houghton Mifflin

Title of Program: ***McDougal Littell California Math Course 1, Course 2, Algebra I (Ron Larson and others)***

Grade Level(s): 6–8

PROGRAM COMPONENTS

McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Math Course 1 (Grade 6), Course 2 (Grade 7), Algebra 1 (Grade 8)* includes a Pupil Edition (PE), Teacher's Edition (TE), California Standards Review and Practice (CASRP), Assessment Book (AB), and Best Practices Tool Kit (BPTK).

SUMMARY

The SBE adopted McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Math Course 1 (Grade 6), Course 2 (Grade 7), Algebra I (Grade 8),* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: McDougal Littell, a division of Houghton Mifflin

Title of Program: ***McDougal Littell California Structure and Method Course 1 (Grade 6), Course 2 (Grade 7), Algebra I (Grade 8) (Mary P. Dolciani and others)***

Grade Level(s): 6-8

PROGRAM COMPONENTS

McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Structure and Method Course 1, Course 2, Algebra I* includes a Pupil Edition (PE), Teacher's Edition (TE), California Standards Key Concepts Book (CSKCB), California Standards Review and Practice (CASRP), Algebra Skills Resources (ASR), Resource Book (RB), Practice Masters (PM), Study Guide for Reteaching and Practice (RP), Technology Handbook (TH), Preparation for Middle School Math Teacher's Guide (PMSMTG), Activity Generator CD (AG), At-Home Tutor (AHT), Algebra Overhead Visuals (OV), Student Algebra Tile kit (SAT), and Instruction Aids kit (IA).

SUMMARY

The SBE adopted McDougal Littell, a division of Houghton Mifflin's *McDougal Littell California Structure and Method Course 1, Course 2, Algebra I*, with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, and suggestions are given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Pearson Scott Foresman

Title of Program: ***Scott Foresman - Addison Wesley enVision Math California***

Grade Level(s): K–6

PROGRAM COMPONENTS

Pearson Scott Foresman's *Scott Foresman - Addison Wesley enVision Math California* includes a Student Edition (SE), Teacher Edition (TE), Teacher Resource Masters (TRM), Teacher Edition Overview and Implementation Guide (TE-OIG), California Teacher Resource Teacher Tools (CTRTT), California Interactive Daily Spiral Review Workbook (CIDSRW), California Benchmark Test Student Book (CBTSB), California Benchmark Test Teacher Guide (CBTTG), California Visual Learning Bridge Transparencies (CVLBT), California Math Library and Teacher Guide Package (CMLTGP), Math Diagnosis & Intervention System (MDIS), Teacher's Guide and Diagnostic Tests (TGDT), and eTools CD (eTools).

SUMMARY

The SBE adopted Pearson Scott Foresman's *Scott Foresman - Addison Wesley enVision Math California,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

This program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The math content is correct and factually accurate, written with precision, and presented at broadly different levels of rigor. Materials drawn from other subject areas are scholarly and consistent with the content at the appropriate grade level.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively. The program is developed in a comprehensive, consistent format and logical order across grade levels. The program materials increase in depth and complexity during the school year and from grade level to grade level.

Criteria Category 3: Assessment

The program provides an assessment system, including entry-level, progress-monitoring, summative, and diagnostic assessment tools. Sufficient background information for teachers and suggestions on how to use assessment data to guide instruction are included.

Criteria Category 4: Universal Access

The program provides comprehensive guidance, materials and strategies to reinforce and expand the curriculum so students with special needs have access to grade-level content. Suggestions for flexible grouping strategies to accommodate a wide range of achievement levels are included.

Criteria Category 5: Instructional Planning and Support

The program provides support for teachers planning instruction, pacing the program, and involving parents in supporting student achievement. Teachers have a choice of instructional strategies for any given lesson, and materials include suggestions for addressing common student errors and misconceptions.

Basic Grade-Level Programs

Publisher: Pearson Prentice Hall

Title of Program: *Prentice Hall Mathematics California*

Grade Level(s): 6–8

PROGRAM COMPONENTS

Pearson Prentice Hall's *Prentice Hall Mathematics California* includes a Student Edition (SE), Teacher's Edition (TE), All in One Teaching Resources, and California Progress Monitoring Assessments.

SUMMARY

The SBE adopted Pearson Prentice Hall's *Prentice Hall Mathematics California,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program is aligned to the *California Mathematics Standards* and contains content that is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

Though the initial assessment does not help teachers determine student needs, overall the program contains strategies and tools for measuring student achievement.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Pearson Prentice Hall

Title of Program: ***Prentice Hall Mathematics California Algebra I***

Grade Level(s): 8

PROGRAM COMPONENTS

Pearson Prentice Hall's *Prentice Hall Mathematics California Algebra I* includes a Student Edition (SE), Teacher Edition (TE), Lesson Planner Plus (LPP), Assessment Book (AB), Math Standards Review and Practice Workbook (MSRPW), and All-in-One Teaching Resources (TR).

SUMMARY

The SBE adopted Pearson Prentice Hall's *Prentice Hall Mathematics California Algebra I,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program thoroughly supports teaching to the *California Mathematics Standards* for Algebra I in accord with the guidance provided in the *Mathematics Framework*.

Criteria Category 2: Program Organization

The program is organized and sequenced to provide structure to what students should learn and allows teachers to convey mathematics content efficiently and effectively. Concepts are developed in a logical order that is mathematically and pedagogically sound.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement. Teachers are provided with materials for numerous assessments throughout the program, while students are given opportunities to monitor their own progress through the use of exercises in the student edition.

Criteria Category 4: Universal Access

The program is fully accessible to all students and provides comprehensive guidance and strategies to adapt the curriculum to meet students' identified instructional needs.

Criteria Category 5: Instructional Planning and Support

The program provides readily accessible support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Sadlier-Oxford, A Division of Wm. H. Sadlier, Inc.

Title of Program: *Progress in Mathematics ©2008 California Edition*

Grade Level(s): K–6

PROGRAM COMPONENTS

Sadlier-Oxford, a division of Wm. H. Sadlier, Inc.'s *Progress in Mathematics ©2008 California Edition* includes a Student Edition (SE), Teacher Edition (TE), Workbook (WB), Online Resource (OR), and Student Test Booklet (STB).

SUMMARY

The SBE adopted Sadlier-Oxford, a division of Wm. H. Sadlier, Inc.'s *Progress in Mathematics ©2008 California Edition,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program sequence and content is organized and presented in agreement with the guidance provided in the *Mathematics Framework.*

Criteria Category 3: Assessment

The program provides instructional materials that contain strategies and tools for continually measuring students' achievement and suggestions are given to teachers on how to use assessment data to guide instructional practices.

Criteria Category 4: Universal Access

This program contains curriculum that provides universal access to all students and includes strategies to adapt the curriculum for special populations.

Criteria Category 5: Instructional Planning and Support

The program is designed to provide teachers with a clear road map to follow in planning and implementing instruction.

Basic Grade-Level Programs

Publisher: Saxon, an imprint of Harcourt Achieve

Title of Program: ***California Saxon Math K–6***

Grade Level(s): K–6

PROGRAM COMPONENTS

Saxon, an imprint of Harcourt Achieve's *California Saxon Math K–6* includes a Student Edition (SE) and Teacher Materials (TM).

SUMMARY

The SBE adopted Saxon, an imprint of Harcourt Achieve's *California Saxon Math K–6,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports the teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program organization provides structure and support to ensure that the mathematical content is taught efficiently.

Criteria Category 3: Assessment

The program contains tools for monitoring student comprehension and measuring individual student progress and suggestions on using assessment data.

Criteria Category 4: Universal Access

This program is accessible to students and includes strategies to adapt the curriculum to meet diverse student needs.

Criteria Category 5: Instructional Planning and Support

The program provides materials for lesson planning and support for implementation.

Basic Grade-Level Programs

Publisher: SRA/McGraw-Hill

Title of Program: *SRA Real Math*

Grade Level(s): K–6

PROGRAM COMPONENTS

SRA/McGraw-Hill's *SRA Real Math* includes a Teacher's Edition (TE), Student Edition (SE), California Assessment (CA), Reteach Support Guide (RSG), Across the Curriculum (ATC), Enrichment Support Guide (ESG), English Language Support Guide (ELSG), Vocabulary Cards (VC), E Games, Building Blocks (BB), E Math Tools, Home Connection (HC), Home Connection Games (HCG), Intervention Support Guide (ISG) , California Practice Workbook (CPW), California Standards Practice Workbook (CSPW), Game Mats, and E Presentation.

SUMMARY

The SBE adopted SRA/McGraw-Hill's *SRA Real Math,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. Mathematical topics are presented at different levels of rigor, and there is a variety of materials to provide support so students meet and/or exceed the *California Mathematics Standards.*

Criteria Category 2: Program Organization

The program sequence and organization provide structure to what students should learn and allow teachers to convey the mathematics content efficiently and effectively. Concepts increase in depth and complexity over the span of the grade levels.

Criteria Category 3: Assessment

The program contains a variety of strategies and tools for continually measuring student achievement, and suggestions are given on how to use assessment data to guide and differentiate instruction.

Criteria Category 4: Universal Access

The program provides comprehensive guidance and strategies to adapt the curriculum to meet students' identified special needs and provide effective, efficient instruction for all students.

Criteria Category 5: Instructional Planning and Support

The program provides support for teachers who are planning instruction and implementing the program so that all students learn the essential skills and knowledge. Support is available in both print and electronic formats.

Basic Grade-Level Programs

Publisher: TPS Publishing Co.

Title of Program: ***California State Standards Aligned Mathematics Program: K–3***

Grade Level(s): K–3

PROGRAM COMPONENTS

TPS Publishing Co.'s *California State Standards Aligned Mathematics Program: K–3* includes a Teacher Textbook (TT), Student Textbook (ST), Student Strategic & Intensive Workbook (SW), Student At Grade & Advanced Workbook (AW), Universal Access Teacher Classroom Support Guide (CG), Teacher/Parent Coaching & Literacy Guide K–3 (TPG), Teacher Answer & Black Line Master CD-ROM K–3 (TAB), Focused Tutorial CD-ROM K–3 (FT), Teacher Assessment CD-ROM K–3 (TA), and Reteach K–2 Workbook Pack (RTK)

SUMMARY

The SBE adopted TPS Publishing Co.'s *California State Standards Aligned Mathematics Program: K–3,* with minor edits and corrections, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the *California Mathematics Standards* at each grade level. The mathematics content is correct and factually accurate.

Criteria Category 2: Program Organization

The program provides instructional materials and math content that is organized and presented in agreement with the guidance provided in the *Mathematics Framework*.

Criteria Category 3: Assessment

Instructional materials in this program provide the essential components of assessment, including strategies and tools for continually measuring student achievement.

Criteria Category 4: Universal Access

This program provides universal access to the curriculum for all students and includes strategies to adapt the curriculum for special populations.

Criteria Category 5: Instructional Planning and Support

The materials are designed to help teachers implement a mathematics program that ensures opportunities for all students to learn the essential skills and knowledge called for in the *California Mathematics Standards and Mathematics Framework*.

Basic Grade-Level Programs

Publisher: Wright Group/McGraw-Hill

Title of Program: *California Everyday Mathematics*

Grade Level(s): K–6

PROGRAM COMPONENTS

Wright Group/McGraw-Hill's *California Everyday Mathematics* includes a Teacher's Guide to Activities (TGA), Math at Home Books 1-4 (MAH BK 1-4), My First Math Book (MFMB), Math Masters (MathM), Minute Math (MM), Resources for the Kindergarten Classroom (RB), My Reference Book (MRB), Math Journal (MJ), Assessment Handbook (AH), Teacher's Lesson Guide (TLG), Student Reference Book (SRB), Five Minute Math (5-MM), Teacher's Reference Manual (TRM), Family Games Kit (FG), and Differentiation Handbook (DH).

SUMMARY

The SBE adopted Wright Group/McGraw-Hill's *California Everyday Mathematics,* with minor edits and correction, because it aligns with the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program's content supports comprehensive teaching of the *California Mathematics Standards.*

Criteria Category 2: Program Organization

The program's materials for each grade level are developed in a logical order and increase in depth and complexity.

Criteria Category 3: Assessment

The program provides background information for teachers about the content, and questions are provided to monitor students' comprehension during instruction.

Criteria Category 4: Universal Access

The program is accessible to students with special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher, including clear, grade-appropriate explanations for mathematics concepts, and clear instructions for efficient use of manipulatives to promote student learning.

Intervention Programs

Publisher: CompassLearning, Inc.

Title of Program: ***Odyssey Focus Math: Grades 4–7***

Grade Level(s): 4–7

PROGRAM COMPONENTS

CompassLearning, Inc.'s *Odyssey Focus Math: Grades 4–7* includes a Web-based Teacher's Guide (TG), Student Materials (SM), Blackline Masters (BM), and Student Software Package 4–7 (SS4-7).

SUMMARY

The SBE adopted CompassLearning, Inc.'s *Odyssey Focus Math: Grades 4–7,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn and, the program is organized around the six volumes and the subset of the *California Mathematics Standard* (see Appendix E of the *Mathematics Framework*).

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and an initial assessment to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: Glencoe/McGraw-Hill

Title of Program: *California Math Triumphs*

Grade Level(s): 4–7

PROGRAM COMPONENTS

Glencoe/McGraw-Hill's *California Math Triumphs* includes a Student Edition (SE), Teacher Wraparound Edition (TE), Assessment Masters, Teacher Classroom Resources, Glossary, Mastering the California Mathematics Standards, Visual Vocabulary Cards, Active Problem Solving Folders, Student Works Plus! DVD, California Professional Development Video Workshop Package Intervention, California Professional Development Video Workshop DVD Intervention, California Professional Development Video Workshop Guide Intervention (CA-PDVWGI), and California Manipulatives Kit.

SUMMARY

The SBE adopted Glencoe/McGraw-Hill's *California Math Triumphs,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized around the six volumes and the subset of the *California Mathematics Standards* (see Appendix E).

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and an initial assessment to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: Harcourt School Publishers

Title of Program: ***California Fast Forward Math (Harcourt/Holt)***

Grade Level(s): 4–7

PROGRAM COMPONENTS

Harcourt School Publishers' *California Fast Forward Math (Harcourt/Holt)* includes a Student Edition (SE), Teacher Edition (TE), Assessment Guide (AG), Student Manipulative Kit, Flash Cards, Individual Record Form, Administrator Guide, Online Assessment, and iTools CD-ROM.

SUMMARY

The SBE adopted Harcourt School Publishers' *California Fast Forward Math (Harcourt/Holt)*, with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standard* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized around the six volumes and the subset of the *California Mathematics Standards* (see Appendix E).

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and an initial assessment to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: Houghton Mifflin Learning Technology (formerly Riverdeep)

Title of Program: *Destination Math California Intervention*

Grade Level(s): 4–7

PROGRAM COMPONENTS

Houghton Mifflin Learning Technology's *Destination Math California Intervention* includes a Teacher's Guide (TG), Six Student Volumes (V1–6), Glossary (GL), Four Tech Courses (Mastering Skills and Concepts (MSC 2, 3, 4, 5), Learning Management System (LMS), and Destination Math California Intervention Web site (DMCI)).

SUMMARY

The SBE adopted Houghton Mifflin Learning Technology's *Destination Math California Intervention*, with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn and the program is organized around the six volumes and the subset of the *California Mathematics Standards* (see Appendix E).

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and an initial assessment to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Intervention Programs

Publisher: iLearn, Inc.

Title of Program: *iPASS Math Intervention*

Grade Level(s): 4–7

PROGRAM COMPONENTS

iLearn, Inc.'s *iPASS Math Intervention* includes a Student Edition (SE), Teacher Edition (TE), Student Tool Kit (STK). The program designates units of study by alphabet letters (e.g., A, B, C); chapters and lessons are each designated by arabic numerals (e.g., 1, 2, 3).

SUMMARY

The SBE adopted iLearn, Inc.'s, *iPASS Math Intervention,* with minor edits and corrections, because it aligns with the subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program meets the criteria and supports teaching of the subset of the *California Mathematics Standards.* The program provides students with sufficient material to develop a complete understanding of mathematical concepts and reasoning skills.

Criteria Category 2: Program Organization

The program sequence meets the criteria and provides structure to what students should learn. The program is organized around the six volumes and the subset of the *California Mathematics Standards* (see Appendix E of the *Mathematics Framework*).

Criteria Category 3: Assessment

The program meets the criteria and uses assessment data to guide instruction. The ongoing assessment provides direction so that students are able to demonstrate their knowledge to ensure proper placement in the program.

Criteria Category 4: Universal Access

The program meets the criteria. It provides ample opportunities for review and practice to help accelerate students' performance.

Criteria Category 5: Instructional Planning and Support

The program meets the criteria. It provides opportunities for all students to learn the essential skills and knowledge called for in the *California Mathematics Standards* and *Mathematics Framework.*

Intervention Programs

Publisher: Kaplan K–12 Learning Services

Title of Program: *Momentum Math*

Grade Level(s): 4–7

PROGRAM COMPONENTS

Kaplan K–12 Learning Services' *Momentum Math* includes Student Editions (SE), Teacher Editions (TE), Review and Practice Companion (RAP), Assessment Companion, Elementary (ACE) and Assessment Companion, and Middle School (ACMS).

SUMMARY

The SBE adopted Kaplan K–12 Learning Services' *Momentum Math,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn and the program is organized around the six volumes and the subset of the *California Mathematics Standard* (see Appendix E).

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and an initial assessment to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: SRA/McGraw-Hill

Title of Program: *SRA Number Worlds*

Grade Level(s): 4–7

PROGRAM COMPONENTS

SRA/McGraw-Hill's *SRA Number Worlds* includes a Student Edition (SE), Teacher Edition (TE), Activity Cards (AC), Practice Blackline Masters (PB), Assessment (A), English Learner Support Guide (EL), Vocabulary Cards (VC), and Number Knowledge Test (NKT).

SUMMARY

The SBE adopted SRA/McGraw-Hill's *SRA Number Worlds,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

This program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*), and provides students with sufficient material to develop a complete understanding of those standards in the shortest possible time.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized around the six volumes and the subset of the *California Mathematics Standards* (see Appendix E) in the form of six units in each of the five leveled sets of materials.

Criteria Category 3: Assessment

The program provides initial assessment to determine placement of students. The program is organized around a system of strategies and tools for formative and summative assessment using both formal and informal tools to monitor students' conceptual understanding, basic skills and procedures, and problem-solving ability. The program also provides guidance for instruction.

Criteria Category 4: Universal Access

The program is accessible to all students and provides strategies to meet students' identified special needs, including those of English language learners.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher planning and implementing the program. A key element of the program is the development of standards-based goals that progress incrementally and link diagnostic assessment and guidance on instruction toward achievement of identified standards.

Intervention Programs

Publisher: Wright Group/McGraw-Hill

Title of Program: *Pinpoint*

Grade Level(s): 4–7

PROGRAM COMPONENTS

Wright Group/McGraw-Hill's *Pinpoint* includes Student Booklets (SB Levels D-G, Volumes (1–6), Teacher's Guide (TG), Animated Example (AE), Blackline Master (BM), Math Flaps (MF), Teacher Classroom Kit (TCK), Manipulative Kits (MK D-G), Assessment Resources Book (AR), and Student Tutorial CD-ROM (CD).

SUMMARY

The SBE adopted Wright Group/McGraw-Hill's *Pinpoint,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program supports comprehensive teaching and learning of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is designed to accelerate the student's progress in mathematics.

Criteria Category 2: Program Organization

The program content is organized and presented in accordance with Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains a variety of strategies and tools for continual monitoring of student achievement.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to meet the needs of diverse learners.

Criteria Category 5: Instructional Planning and Support

The instructional materials provide support for the teacher who is planning instruction and implementing the program. A key feature of the curriculum is the grade-level design.

Algebra Readiness Programs

Publisher: America's Choice, Inc.

Title of Program: *Ramp-Up to Algebra*

Grade Level(s): 8

PROGRAM COMPONENTS

America's Choice, Inc.'s *Ramp-Up to Algebra* includes a Student Edition Units 1-8 (SE U#), Teacher Edition (TE), Getting Started (GS), Homework (HW), Getting Started CD (GS-CD), Concept Book (CB), Assessment and Handouts (AH), Access for Special Needs (SN), and Strategies for English Language Learners (EL).

SUMMARY

The SBE adopted America's Choice, Inc.'s *Ramp-Up to Algebra,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency with foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 13 standards from grade seven and three standards from Algebra I as specified in Appendix E.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: CompassLearning, Inc.

Title of Program: ***Odyssey Focus Math: Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

CompassLearning, Inc.'s *Odyssey Focus Math: Algebra Readiness* includes a Web-based Teacher's Guide (TG), Student Materials (SM), Blackline Masters (BM), Student Software Materials (SSM), and Teacher Software Materials (TSM).

SUMMARY

The SBE adopted CompassLearning, Inc.'s *Odyssey Focus Math: Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency with foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn. The program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 13 standards for grade seven and three standards from Algebra I as specified in Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: Glencoe/McGraw-Hill

Title of Program: ***California Algebra Readiness: Concepts, Skills, and Problem Solving***

Grade Level(s): 8

PROGRAM COMPONENTS

Glencoe/McGraw-Hill's *California Algebra Readiness: Concepts, Skills, and Problem Solving* includes a Student Edition (SE), Teacher Wraparound Edition (TWE), Reviewing for the General Mathematics CST (CST), Resource Masters Chapter 1-8 (RM #), ELL Strategies (EL), Vocabulary Cards (VC), Educational Strategies DVD (ES DVD), Algebra Readiness DVD (AR DVD), and Active Problem Solving Folders for Differentiated Instruction (DI).

SUMMARY

The SBE adopted Glencoe/McGraw-Hill's *California Algebra Readiness: Concepts, Skills, and Problem Solving,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn. The program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: Holt, Rinehart and Winston

Title of Program: *Holt California Algebra Readiness*

Grade Level(s): 8

PROGRAM COMPONENTS

Holt, Rinehart and Winston's *Holt California Algebra Readiness* includes a Student Edition Volume 1 (SE V1), Student Edition Volume 2 (SE V2), Student Edition Volume 3 (SE V3), Student Edition Volume 4 (SE V4), Teacher's Edition (TE), Are You Ready? Intervention (AYR), Assessment Resources (AR), Lessons Plans [CD-ROM], Classroom Manipulatives Kit (CMP), and Teacher's Manipulatives Kit.

SUMMARY

The SBE adopted Holt, Rinehart and Winston's *Holt California Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: iLearn, Inc.

Title of Program: *iPASS Algebra Readiness*

Grade Level(s): 8

PROGRAM COMPONENTS

iLearn, Inc.'s *iPASS Algebra Readiness* includes a Teacher Edition (TE), Student Edition (SE), and Algebra Readiness Program Set (ARPS). The Algebra Readiness Program Set includes a Lesson Challenge Quiz (LCQ), Unit Challenge Quiz (UCQ), Unit Mastery Test (UMT), Chapter Challenge Test (CCT), and Chapter Mastery Test (CMT).

SUMMARY

The SBE adopted iLearn, Inc.'s *iPASS Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with the Standards

This program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program in Appendix E of the *Mathematics Framework.* The mathematics content is factual and accurate.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn. The program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 13 standards for grade seven and the three Algebra I standards as specified in Appendix E of the *Mathematics Framework.* The program contains ample materials for individual study, practice, and remediation.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program as well as their strengths and weaknesses.

Criteria Category 4: Universal Access

The program automatically adapts the curriculum to provide effective instruction for students with special needs and those students whose reading, writing, listening, and speaking skills fall below grade level.

Criteria Category 5: Instructional Planning and Support

The program is designed to automatically develop individualized assignments for students, allowing teachers to implement a program that ensures opportunities for all students to learn the essential skills and knowledge called for in the *Mathematics Framework.*

Algebra Readiness Programs

Publisher: JRL Enterprises, Inc. (I Can Learn Ed. Systems)

Title of Program: ***I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry***

Grade Level(s): 8

PROGRAM COMPONENTS

JRL Enterprises, Inc.'s *I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry* includes a Fundamentals of Math (MM1), Pre-Algebra (MPA), Algebra (HA1), Geometry (HGM), Student Textbook (ST), Problem Sets of the Day (POD), Classroom Guide (CG), Fundamentals of Math Textbook (FMT), Addendum Pre-Algebra Textbook (APAT), Addendum Algebra Textbook (AAT), Addendum Volumes 1 and 2 (AD), Geometry Textbook (GT), Classroom Guide Addendum (CGA), and Textbook Addendum (TA).

SUMMARY

The SBE adopted JRL Enterprises Inc.'s *I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels. The program includes many mathematical problems that utilize a variety of strategies to foster the development of mathematical understanding.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn. The program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework*. The program contains ample materials for individual study, practice, and remediation.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs. Materials help students understand and use appropriate academic language in mathematics.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction. Suggestions are given for using the materials in a variety of instructional settings. The program identifies strategies and alternative teaching methods to facilitate students' learning. The program includes student review, practice, and homework activities, which support and extend classroom instruction.

Algebra Readiness Programs

Publisher: McDougal Littell, a division of Houghton Mifflin

Title of Program: *McDougal Littell Algebra Readiness*

Grade Level(s): 8

PROGRAM COMPONENTS

McDougal Littell, a division of Houghton Mifflin's *McDougal Littell Algebra Readiness* includes a Pupil Edition (PE), Teacher's Edition (TE), Remediation Book (RB), Assessment Book (AB), Math Intervention Books 1–7 (MI 1–7), Math Intervention Teacher's Edition (MITE), Activity Generator CD (AG), Test Generator (TG), and Practice Workbook (PW).

SUMMARY

The SBE adopted McDougal Littell, a division of Houghton Mifflin's *McDougal Littell Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

This program is organized so that foundational skills and concepts can be addressed and taught along with the subset of 16 standards for grade seven and Algebra I. Concepts are delivered in a logical order and increase in depth and complexity. Opportunities are provided for individual study and practice outside the classroom.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments (diagnostic tests) to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

This program provides suggestions for lesson plans, organization of resources, and background support for teachers. Clear, grade-appropriate explanations are provided. Alternative lesson ideas are given for teacher flexibility.

Algebra Readiness Programs

Publisher: MIND Institute

Title of Program: *Algebra Readiness*

Grade Level(s): 8

PROGRAM COMPONENTS

MIND Institute's *Algebra Readiness* includes a Student Edition Textbook (SE-TB), Teacher Edition Textbook (TE-TB), Interactive Courseware CD-ROM (CD), Assessment Book (AB), User's Guide (UG), and Warm Ups (WU).

SUMMARY

The SBE adopted MIND Institute's *Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework.*

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. The program provides a close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: Pearson Prentice Hall

Title of Program: ***Prentice Hall Mathematics California Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

Pearson Prentice Hall's *Prentice Hall Mathematics California Algebra Readiness* includes a Student Edition (SE), Teacher's Edition (TE), Math Companion (MC), Math Companion Teacher's Guide (MCTG), Student Workbook (SW), Student Workbook Teacher's Edition (SWTE), Math Standards Review and Practice Workbook (MSRPW), Teacher's Guide Math Standards Review (TGMSR), Multi-Lingual Handbook (MLH), Daily Review Transparencies (DRT), California Progress Monitoring Assessments (CPMS), All-in-One Teaching Resources Chapter 1-10 (AOTR), Teaching Center Exam View CD-ROM (TCEVCDR), Student Center CD-ROM (SCCDR), Teacher Planning CD-ROM (TPCDR), Teacher Center Presentation CD-ROM (TCPCDR), and Math XL (MXL).

SUMMARY

The SBE adopted Pearson Prentice Hall's *Prentice Hall Mathematics California Algebra Readiness,* because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels. The program includes many mathematical problems that utilize a variety of strategies to foster the development of mathematical understanding.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I standards as specified in Appendix E. The program contains ample materials for individual study, practice, and remediation.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs. Materials help students understand and use appropriate academic language in mathematics.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher planning instruction. It provides suggestions for using the materials in a variety of instructional settings. The program identifies strategies and alternative teaching methods to facilitate students' learning. The program includes student review, practice, and homework activities, which support and extend classroom instruction.

Algebra Readiness Programs

Publisher: Pearson Prentice Hall

Title of Program: ***Connecting to Algebra for Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

Pearson Prentice Hall's *Connecting to Algebra for Algebra Readiness* includes a Student Edition (SE), Teacher's Guide Bits and Pieces I (BP1), Teacher's Guide Bits and Pieces II (BP2), Teacher's Guide Bits and Pieces III (BP3), Teacher's Guide Variables and Patterns (VP), Teacher's Guide Comparing and Scaling (CS), Teacher's Guide Accentuate the Negative (AN), Teacher's Guide Moving Straight Ahead (MSA), Implementation Guide (IG), Assessment Resources (AR), Additional Practice and Skills Workbook Teacher's Guide (APST), Additional Practice and Skills Workbook (APS), and Special Needs Handbook (SNH).

SUMMARY

The SBE adopted Pearson Prentice Hall's *Connecting to Algebra for Algebra Readiness,* with minor edits and corrections, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: UCLA Mathematics Department

Title of Program: *Introduction to Algebra*

Grade Level(s): 8

PROGRAM COMPONENTS

UCLA Mathematics Department's *Introduction to Algebra* includes Student Pages (SP), Teacher Pages (TP), Reproducible Teacher Resource Guide (R), Student Handbook (SH), and Teacher Handbook (TH).

SUMMARY

The SBE adopted UCLA Mathematics Department's *Introduction to Algebra,* with minor edits and correction, because it aligns with the required subset of the *California Mathematics Standards* and meets the evaluation criteria.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and develops fluency in foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework.*

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

These Programs Are Not Adopted

BASIC GRADE-LEVEL, INTERVENTION, & ALGEBRA READINESS PROGRAMS

Basic Grade-Level Programs

Publisher: Carnegie Learning, Inc.

Title of Program: ***Carnegie Learning Cognitive Tutor Algebra I***

Grade Level(s): 8

PROGRAM COMPONENTS

Carnegie Learning, Inc.'s *Carnegie Learning Cognitive Tutor Algebra I* includes a Student Edition Textbook (ST) and Software (Software), Teacher's Implementation Guide (TIG) Volumes 1 and 2, and Teacher's Resources and Assessments (TRA) Volumes 1 and 2.

SUMMARY

The SBE did not adopt Carnegie Learning, Inc.'s, *Carnegie Learning Cognitive Tutor Algebra I,* because it is not fully aligned with the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1 through 4.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support comprehensive teaching of the the *California Mathematics Standards* at the grade level; concepts and procedures are not fully explained and accompanied with examples to reinforce the lesson; and the program has a high level of content that is not directly related to the grade-level content standards. The program's software component contains errors of precision and notation.

Criteria Category 2: Program Organization

The program is not sequenced, organized, or presented in a manner that will provide structure to what students are expected to learn. Many concepts are not given sufficient instructional time; prerequisite skills are presented after the more complex skills that rely on them; and student materials do not provide guidance to help build understanding of a topic. Standards are not listed in the software portion of the program, and no guidance is given for ascertaining that problems completed in the software portion are standards-based.

Criteria Category 3: Assessment

The program lacks strategies and tools for measuring student achievement and suggestions on how to use assessment data to guide instruction. In particular, no initial assessment is offered to evaluate a student's level of achievement at the beginning of the school year.

Criteria Category 4: Universal Access

The program lacks guidance for teachers and does not provide strategies to make the curriculum accessible to all students or to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: JRL Enterprises, Inc. (I Can Learn Education Systems)

Title of Program: *I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*

Grade Level(s): 6–8

PROGRAM COMPONENTS

JRL Enterprises, Inc.'s *I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry* includes Fundamentals of Math (MM1), Pre-Algebra (MPA), Algebra (HA1), Student Textbook (ST), Problem Sets of the Day (POD), Classroom Guide (CG), Addendum to the Classroom Guide (ACG), I Can Learn Classroom Explorer (CE), Electronic Teacher Edition (TE), and Program Description (PD).

SUMMARY

The SBE did not adopt JRL Enterprises, Inc.'s *I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry,* because it does not meet the evaluation criteria in Categories 1 through 5 and it is not fully aligned with the *California Mathematics Standards.*

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support comprehensive teaching of the *California Mathematics Standards* at each grade level. Some content is missing, and a substantial portion of the content does not relate to the standards for each grade level.

Criteria Category 2: Program Organization

The program sequence and organization does not provide structure to what students should learn and does not allow teachers to convey the mathematics content efficiently and effectively.

Criteria Category 3: Assessment

The program does not contain strategies and tools for measuring student achievement, and suggestions are not given on how to use assessment data to guide instruction.

Criteria Category 4: Universal Access

The program is not accessible to all students and does not include strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program does not provide support for the teacher who is planning instruction and implementing the program.

Basic Grade-Level Programs

Publisher: Wright Group/McGraw-Hill

Title of Program: ***UCSMP (University of Chicago School Mathematics Project)***

Grade Level(s): 7–8

PROGRAM COMPONENTS

Wright Group/McGraw-Hill's *UCSMP (University of Chicago School Mathematics Project)* includes a Student Edition (SE), Teacher's Edition (TE), Assessment Resources (AR), and Teaching Resources (TR).

SUMMARY

The SBE did not adopt Wright Group/McGraw-Hill's *UCSMP (University of Chicago School Mathematics Project),* because it does not meet the evaluation criteria in Categories 1 and 2, and it is not fully aligned with the *California Mathematics Standards.*

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support teaching to the *California Mathematics Standards* in a manner consistent with the guidance provided in the *Mathematics Framework*.

Criteria Category 2: Program Organization

The program is not organized around the key topics presented in Chapter 3 of the *Mathematics Framework*. The program does not provide sufficient instructional and practice materials on all of the key topics. Connections between related topics are not taught after each topic has been separately introduced.

Criteria Category 3: Assessment

The program contains strategies and multiple methods for measuring student achievement.

Criteria Category 4: Universal Access

The program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified instructional needs. Visual representations help meet the needs of students whose language arts skills are below grade level.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Intervention Programs

Publisher: Advanced Academics, Inc.

Title of Program: *Advanced Academics' Mathematics Intervention*

Grade Level(s): 4–7

PROGRAM COMPONENTS

Advanced Academics, Inc.'s *Advanced Academics' Mathematics Intervention* includes Web-based Units (U) and Lessons (L), Teacher's Guide (TG), Lesson Plan (LP), Reports, GradeBook (GB), ClassMail (CM), and Instant Help with optional White Board.

SUMMARY

The SBE did not adopt Advanced Academics, Inc.'s *Advanced Academics' Mathematics Intervention,* because it does not align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1, 3, and 4.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) and is not designed to accelerate the progress of students in mathematics.

Criteria Category 2: Program Organization

The program is sequenced to provide structure to what students should learn and the program is organized around the six volumes and the subset of the *California Mathematics Standards* (in Appendix E).

Criteria Category 3: Assessment

The program does not contain strategies and tools for measuring student progress and initial assessments to determine students' placement in the program.

Criteria Category 4: Universal Access

This program is not accessible to all students and does not include strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. The program does provide a link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: InfoSis, LLC

Title of Program: *Effective Math Intervention*

Grade Level(s): 4–7

PROGRAM COMPONENTS

InfoSis, LLC's *Effective Math Intervention* includes a Student Edition (SE), Teacher's Manual (TM), Solutions Manual (SM), Flash Cards (FC), Diagnostic Assessment (DA), Diagnostic Assessment Solutions Manual (DASM), California Intervention Assessment (IA), and California Intervention Assessment Solutions Manual (IASM).

SUMMARY

The SBE did not adopt InfoSis, LLC's *Effective Math Intervention,* because it does not align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1 through 5.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*).

Criteria Category 2: Program Organization

The program does not allow teachers to convey the *California Mathematics Standards* efficiently and effectively. The program content is not organized and is not presented in accordance with the guidance provided in the *Mathematics Framework* (see Appendix E).

Criteria Category 3: Assessment

The program does not contain strategies or tools for monitoring student progress through formative and summative assessment.

Criteria Category 4: Universal Access

This program is not accessible to all students and it does not include strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program does not provide support for the teacher who is planning instruction and implementing the program. The program does not provide a close link between assessments and guidance on instruction.

Intervention Programs

Publisher: Mastery Learning Systems

Title of Program: ***Count, Notice & Remember Math Intervention***

Grade Level(s): 4–7

PROGRAM COMPONENTS

Mastery Learning Systems' *Count, Notice & Remember Math Intervention* includes a Student Edition (SE), Teacher Edition (TE), Teacher Edition CD (TECD), Volumes 1-6, Core Processes of Mathematics (Vol. 4, CPM), Adding, Subtracting, and Place Value (Vol. 1, AS), The Best Stuff for Multiplying and Dividing (Vol. 1, MD1), Sharing Big Numbers (Vol. 1, MD2), Fractions and Decimals (Vol. 2, FD), Percents, Ratios, & Rates (Vol. 3, PRR), Functions & Equations (Vol. 5, FE), and Measurement & Geometry (Vol. 6, MG).

SUMMARY

The SBE did not adopt Mastery Learning Systems' *Count, Notice & Remember Math Intervention,* because it does not align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1 through 5.

Criteria Category 1: Mathematics Content/Alignment with the Standards

The program does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*). The program does not address foundational concepts and skills from earlier grade levels and does not align with the standards in the Mathematical Reasoning strand. The program does not include guidance for instruction through diagnostic tools.

Criteria Category 2: Program Organization

This program does not provide sufficient guidance to help build understanding of a topic. It does not contain an index or glossary. Grade-level standards are not explicitly stated on the student pages.

Criteria Category 3: Assessment

This program does not provide sufficient background information for teachers. The program does not contain strategies or tools for measuring students' progress or identifying students' strengths and weaknesses, nor does it contain guidance for using assessment data to modify the instructional program in order to meet the needs of all students.

Criteria Category 4: Universal Access

This program is not accessible to all students and does not include strategies to adapt the curriculum to meet students' identified special needs, especially English language learners.

Criteria Category 5: Instructional Planning and Support

This program does not provide support for the teacher planning instruction and implementing the program. The program does not provide a close link between diagnostic assessment and guidance on instruction.

Intervention Programs

Publisher: Pearson Scott Foresman

Title of Program: ***California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)***

Grade Level(s): 4–7

PROGRAM COMPONENTS

Pearson Scott Foresman's *California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)* includes a Student Edition (SE), Teacher's Edition Book A, Book B, and Book C (TEA-C).

SUMMARY

The SBE did not adopt Pearson Scott Foresman's *California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman),* because it does not align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1 and 2.

Criteria Category 1: Mathematics Content/Alignment with the Standards

This program does not support comprehensive teaching of the subset of the *California Mathematics Standards* listed in Appendix E of the *Mathematics Framework*. The program design does not meet the needs of fourth- and fifth-grade intervention students.

Criteria Category 2: Program Organization

The structure and organization of the program is such that concepts are not introduced at a reasonable pace. There is insufficient instruction and practice material on many important topics.

Criteria Category 3: Assessment

The program contains strategies and tools for continuous monitoring of student progress.

Criteria Category 4: Universal Access

The program is accessible to students with a diversity of needs and includes strategies and tools to support the teaching and learning of mathematics.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program.

Algebra Readiness Programs

Publisher: Advanced Academics, Inc.

Title of Program: ***Advanced Academics' Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

Advanced Academics, Inc.'s *Advanced Academics' Algebra Readiness* includes Web-based Units (U) and Lessons (L), Teacher's Guide (TG), Lesson Plan (LP), GradeBook (GB), ClassMail (CM), Instant Help with optional White Board (IH), Program Description Binder (PDB), Student's Course Home Page Diagnostic Exams Screen (SGHP), and My Grades Screen (MG).

SUMMARY

The SBE did not adopt Advanced Academics, Inc.'s *Advanced Academics' Algebra Readiness*, because it does not fully align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1 and 5.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category. The program does not support comprehensive teaching of the subset of the *California Mathematics Standards* as required in Appendix E of the *Mathematics Framework*. The mathematics is not written with precision, and mathematical terms are not defined appropriately. Mathematic topics are not presented at broadly different levels of rigor that will bring students to proficiency. The component concepts and skills of all required standards are not developed.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program does not provide support for the teacher who is planning instruction and implementing the program. The program does not promote generalization and transfer of skills and knowledge.

Algebra Readiness Programs

Publisher: Carnegie Learning, Inc.

Title of Program: ***Carnegie Learning Cognitive Tutor Bridge to Algebra***

Grade Level(s): 8

PROGRAM COMPONENTS

Carnegie Learning, Inc.'s *Carnegie Learning Cognitive Tutor Bridge to Algebra* includes a Student Text (ST), Teacher Implementation Guide Volumes 1 and 2 (TIG1-2), Teacher's Resources and Assessments Volumes 1 and 2 (TRA1-2), Student Assignments (SA), Homework Helper Text (HH), Cognitive Tutor CD (CTCD), and Software Implementation Guide Parts 1, 2, 3 (SIG1-3).

SUMMARY

The SBE did not adopt Carnegie Learning, Inc.'s *Carnegie Learning Cognitive Tutor Bridge to Algebra,* because it does not meet the evaluation criteria in Category 1.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category because a preponderance of the mathematics content is incorrect, factually inaccurate, or imprecise.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that text and software can work together. The software is an integral piece of the instructional program. Concepts are given in a logical order and increase in depth and complexity.

Criteria Category 3: Assessment

The program provides teachers with information about the content. Suggestions are given for using assessment data to guide and modify instruction.

Criteria Category 4: Universal Access

The program is accessible to all students and includes several strategies to meet the special needs of students.

Criteria Category 5: Instructional Planning and Support

The program provides suggestions for teachers on how to present content as well as how to anticipate and address common errors. Activities provide reinforcement and additional practice.

Algebra Readiness Programs

Publisher: Learning to Learn

Title of Program: ***Learning to Learn Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

Learning to Learn's *Learning to Learn Algebra Readiness* includes a Student Textbook (ST), and Teacher's Manual (TM).

SUMMARY

The SBE did not adopt Learning to Learn's *Learning to Learn Algebra Readiness*, because it does not fully align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Categories 1, 3, and 5.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category and does not support comprehensive teaching of the subset of standards as required in Appendix E of the *Mathematics Framework*. The mathematics is not written with precision, and mathematical terms are not defined appropriately. The program does not address foundational skills and concepts that develop fluency.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn and is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E.

Criteria Category 3: Assessment

The program does not provide entry-level assessments to identify students' strengths and weaknesses or guidance for teachers on how to modify instruction.

Criteria Category 4: Universal Access

The program is designed to meet the instructional needs of students whose language arts skills are below grade level, including English learners.

Criteria Category 5: Instructional Planning and Support

The program does not provide different kinds of lessons and alternative ways to explain concepts to students. Review and practice problems are not distributed throughout the program.

Algebra Readiness Programs

Publisher: SRA/McGraw-Hill

Title of Program: *SRA Algebra Readiness*

Grade Level(s): 8

PROGRAM COMPONENTS

SRA/McGraw-Hill's *SRA Algebra Readiness* includes a Teacher Edition (TE), Activity Cards (AC), Student Edition (SE), Vocabulary Cards (VC), English Learner Support Guide (ELSG), Practice Book (PB), and Assessment Book (AB).

SUMMARY

The SBE did not adopt SRA/McGraw-Hill's *SRA Algebra Readiness,* because it does not fully align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Category 1.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category and does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) by addressing foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 16 standards for grade seven and Algebra I as specified in Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: Teacher Created Materials

Title of Program: ***Active Algebra: Algebra Readiness***

Grade Level(s): 8

PROGRAM COMPONENTS

Teacher Created Materials' *Active Algebra: Algebra Readiness* includes Teacher Edition/Units 1-7 (TE), Student Edition/Guided Practice Book (SE), Teacher Resource CD (TRCD), and Teacher Resource Guide (TRG).

SUMMARY

The SBE did not adopt Teacher Created Materials' *Active Algebra: Algebra Readiness,* because it does not fully align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Category 1.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category and does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) by addressing foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of standards for grade seven and Algebra I as specified in Appendix E in the *Mathematics Framework*.

Criteria Category 3: Assessment

The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher who is planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.

Algebra Readiness Programs

Publisher: The Princeton Review

Title of Program: *Lightning Math*

Grade Level(s): 8

PROGRAM COMPONENTS

The Princeton Review's *Lightning Math* includes a Student Edition (SE), Teacher Edition (TE), Skills Book (SB), Lightning Math CD (LMCD), Lightning Math Family Guide (FG), and Classroom Manipulatives Kit (CMK).

SUMMARY

The SBE did not adopt The Princeton Review's *Lightning Math,* because it does not fully align with the required subset of the *California Mathematics Standards* and does not meet the evaluation criteria in Category 1.

Criteria Category 1: Mathematics Content/Alignment with Standards

The program does not meet the criteria in this category because it includes incorrect usage of mathematical terminology throughout and does not support comprehensive teaching of the subset of the *California Mathematics Standards* selected for the program (see Appendix E of the *Mathematics Framework*) by addressing foundational concepts and skills from earlier grade levels.

Criteria Category 2: Program Organization

The program sequence provides structure to what students should learn, and the program is organized so that foundational skills and concepts can be assessed and taught before students are taught the subset of 13 standards for grade seven and the three Algebra I standards as specified in Appendix E of the *Mathematics Framework*.

Criteria Category 3: Assessment

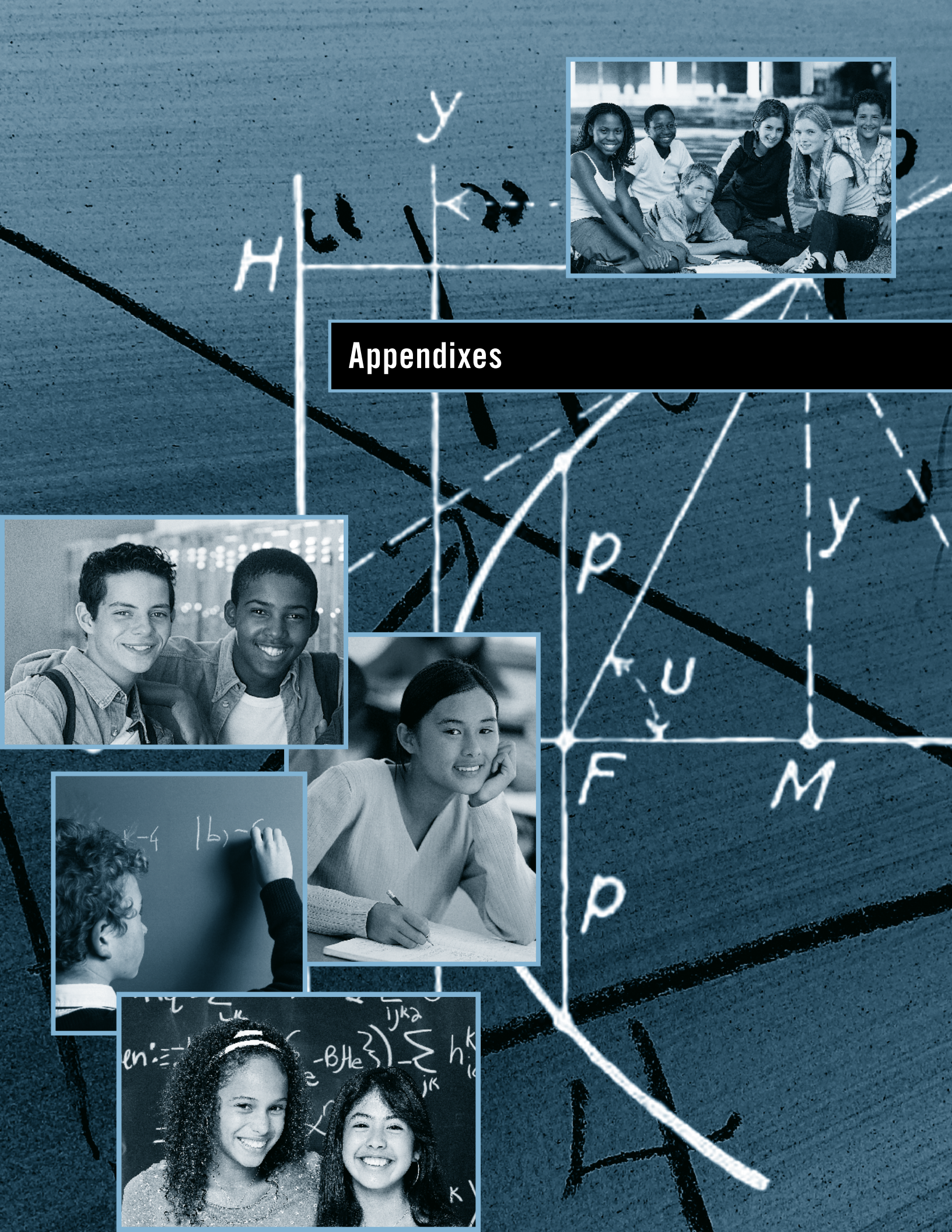
The program contains strategies and tools for measuring student achievement, suggestions for using assessment data to guide instruction, and entry-level assessments to identify those students needing the program and their strengths and weaknesses.

Criteria Category 4: Universal Access

This program is accessible to all students and includes strategies to adapt the curriculum to meet students' identified special needs.

Criteria Category 5: Instructional Planning and Support

The program provides support for the teacher planning instruction and implementing the program. A key feature of the program is the close link between diagnostic assessment and guidance on instruction.



Appendixes

Appendix A

Criteria for Evaluating Mathematics Instructional Materials Kindergarten Through Grade Eight

(Adopted by the State Board of Education on March 9, 2005)

Instructional materials adopted by the state help teachers present the content set forth in the *Mathematics Content Standards for California Public Schools* (referred to in this publication as the *California Mathematics Standards*). To accomplish this purpose, this chapter establishes criteria for evaluating the instructional materials for the six-year adoption cycle beginning with the primary adoption in 2007. These criteria serve as evaluation guidelines for the statewide adoption of mathematics instructional materials for kindergarten through grade eight, as defined in *Education Code* Section 60010.

The weight of textbooks is not a part of the criteria for evaluating instructional materials; however, beginning with the 2007 kindergarten through grade eight mathematics primary adoption, maximum weight standards for elementary and secondary school textbooks will apply to adopted materials (pursuant to Assembly Bill 2532, Chapter 1096, Statutes of 2002). Textbook publishers will be required to provide local school districts with options for lighter-weight materials, such as split volumes, electronic editions, or classroom sets, for textbooks that do not comply with the maximum standards approved by the California State Board of Education. Those weight standards are three pounds for kindergarten through grade four, four pounds for grades five through eight, and five pounds for grades nine through twelve. More information about implementing the weight standards will be included in the *Invitation to Submit,* which contains guidelines for publishers planning to submit materials for possible adoption.

The *California Mathematics Standards* are rigorous. Instructional materials play a central role in helping students to achieve the standards. Organized by grade level from kindergarten through grade seven, the mathematics content standards are presented in five strands: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; and Mathematical Reasoning. However, publishers are not required to adhere to this organization of strands as long as they address all the individual standards. In addition, the order of the mathematics standards does not imply a required organization for the materials within a grade level or discipline. Instructional materials may contain groups of related standards and address them simultaneously for coherence and utility.

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. Mathematics in the higher grades is not organized by strand because the mathematics studied in grades eight through twelve falls naturally under the disciplines algebra, geometry, and so forth. Local educational agencies and teachers have flexibility in planning courses of study because the standards for grades eight through twelve do not mandate

Note: Appendix A is taken from Chapter 10 of the *Mathematics Framework for California Public Schools.*

that a particular discipline be initiated and completed in a single grade. Most schools teach the disciplines in traditional courses; others teach the material in an integrated program.[1] The content of each discipline must be covered, and students are expected to achieve the standards regardless of the sequence of the disciplines. Thus the content covered in an integrated program that combines Algebra I, geometry, and Algebra II must be the same content that is covered in traditional courses for those disciplines.

The acquisition of mathematical reasoning is intrinsically entwined in the learning, the doing, and the understanding of a particular portion of the mathematics content. Therefore, the standards under the Mathematical Reasoning strand are to be addressed not in isolation but by and through the presentation of content listed under the other strands.

Instructional materials adopted by the California State Board of Education, on the whole, should provide programs that will be effective for all students-those who have mastered most of the content taught in the earlier grades and those who may have significant gaps in learning. In addition, instructional materials must specifically address the needs of teachers who instruct a diverse student population. Publishers should select research-based pedagogical approaches that give teachers effective alternatives in teaching mathematics. Guidance on evaluating educational research can be found in the report *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide* (U.S. Department of Education 2003).[2]

The criteria require that instructional materials address the learning needs of students and that programs be submitted in one of three categories: **basic grade level, intervention,** and **algebra readiness.** Districts will decide, on the basis of individual assessment data, whether each student uses one or a combination of basic grade-level, intervention, or algebra readiness materials. Regardless of the type of program, instructional materials must provide all students with access to the concepts, skills, and problem-solving tools described in the *California Mathematics Standards*.

STUDENT ACCESS

The *Mathematics Framework* outlines strategies for successful diagnostic teaching by recommending instructional assistance designed to help all students, including struggling students, learn the key concepts in mathematics well so that they develop a foundation on which to build further mathematical understanding. (The strategies for and categories of students are defined in Chapter 6, "Universal Access," in this framework.) The descriptions that follow explain to publishers the correlation between the learning needs of students (defined in Chapter 6) and the three types of programs appropriate to use with students.

[1] If a publisher submits an integrated program for grade eight, the entire program series must be submitted (e.g., to evaluate a three-year integrated Algebra I/geometry/Algebra II series, materials for all three years of the program would be reviewed to determine alignment with the Algebra I standards).

[2] This report appears on the following Web site: http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html.

1. Benchmark Students

Benchmark students are making good progress toward achieving the standards but may be experiencing temporary or minor difficulties. Students' needs must be addressed quickly, often by reteaching concepts in a different way. These students typically participate in a **basic grade-level program.**

2. Strategic Students

Some students may be a year below grade level. The regular classroom teacher can bring them to grade level, but their difficulties must be examined systematically and fully. These students may also need to take two periods of mathematics a day to master the content of the standards. Generally, these students participate in a **basic grade-level program with additional support.**

3. Intensive Students

Some students are at serious risk of not meeting the standards, as indicated by the students' repeated low performance on valid and reliable measures. Generally, these students are performing two or more years below grade level. Intensive intervention and extended instructional time will be required. These students require an **intervention program** that focuses on foundational skills and concepts essential for students to succeed in a basic grade-level mathematics program. The program should not serve as a fixed-term course since the intent is for students to accelerate their achievement so that they can succeed in the basic grade-level program.

THREE TYPES OF PROGRAMS

Three types of programs will be considered for adoption: basic grade level (kindergarten through grade eight), intervention (grades four through seven), and algebra readiness (grade eight). All three types of programs must be stand-alone products and will be reviewed separately:

1. Basic Grade-Level Program (Kindergarten Through Grade Eight)

The basic grade-level program is the comprehensive mathematics curriculum for students in kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the *California Mathematics Standards*. This comprehensive curriculum should provide instructional content for at least 50 minutes per day. In addition to the basic material provided to cover the standards for students who are achieving at or near grade level (benchmark level), there should be instruction to support the learning of students who are at the strategic level. Instruction suitable for advanced learners should be included in a basic grade-level program as well.

2. Intervention Program (Grades Four Through Seven)

Students who have significant gaps in their knowledge of mathematics may benefit from a mathematics intervention program. These programs contain materials that teachers can use to support instruction in the six topical volumes described in Appendix E, "Mathematics Intervention and Algebra Readiness Instructional Materials."

3. Algebra Readiness Program (Grade Eight or Above)

Although those students who have mastered the content described in the *California Mathematics Standards* for kindergarten through grade seven will be ready to take Algebra I in grade eight, other students will not have the necessary preparation and will not be ready for algebra. Those who are not prepared to take an algebra course in grade eight will require specialized instructional materials that focus on the prerequisite standards described in Appendix E. Algebra readiness instructional materials must be designed to serve students for a full year of instruction; schools, however, may use the materials in different instructional settings. Algebra readiness programs prepare students for success in Algebra I.

Valid and reliable diagnostic assessments embedded in the curriculum must be provided to inform the teacher of students' strengths and weaknesses. Instruction that is based on the requisite standards, coupled with the information obtained from the assessments, should prepare students for algebra.

EVALUATION CRITERIA

The criteria for the evaluation of mathematics instructional resources for kindergarten through grade eight are divided into five categories (these categories apply to all three types of programs).

1. **Mathematics content/alignment with the standards.** The content as specified in the *California Mathematics Standards* and presented in accord with the guidance provided in the *Mathematics Framework for California Public Schools*

2. **Program organization.** The sequence and organization of the mathematics program that provide structure for what students should learn each year in basic programs and for the duration of algebra readiness and mathematics intervention programs

3. **Assessment.** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal access.** Instructional materials that address the needs of special student populations, including students eligible for special education, students whose achievement is either significantly below or above that typical of their class or grade level, and students with special needs related to English-language proficiency

5. **Instructional planning and support**. The instructional planning and support information and materials, typically including a separate teacher's edition to help teachers in implementing the mathematics program

Materials that fail to meet the criteria for mathematics content/alignment with the standards will not be considered satisfactory for adoption. Only those programs that meet all criteria in category 1 and that have strengths in each of categories 2 through 5 will be deemed worthy of adoption. Unless otherwise noted, the following information in categories 1 through 5 applies to all three types of programs:

CATEGORY 1: Mathematics Content/Alignment with the Standards

Mathematics materials should support teaching to the *California Mathematics Standards* in accord with the guidance provided in the *Mathematics Framework for California Public Schools*. Instructional materials suitable for adoption must satisfy the following criteria:

1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately.

2. The materials in basic instructional programs support comprehensive teaching of the *California Mathematics Standards* at each grade level as detailed, discussed, and prioritized in Chapter 2, "The California Mathematics Content Standards," and Chapter 3, "Grade-Level Considerations," in this framework. The materials in algebra readiness and mathematics intervention programs support comprehensive teaching, as detailed in Appendix E. So that the mathematics all students should know and be able to do is made clear, the only standards that may be referenced in any program are the California academic content standards developed under *Education Code* Section 60605, and the instructional design must reflect current and confirmed research. The materials must not conflict with the content in the *California Mathematics Standards* or the *Mathematics Framework*.

3. The attention given to each standard in the basic program is in accord with its level of emphasis in Chapter 3. Appendix E contains guidance for instructional materials for algebra readiness and mathematics intervention.

4. Mathematical topics are presented at broadly different levels of rigor and are written to bring students to the level of proficient or advanced performance (materials for advanced learners are not required for intervention programs).

5. For the basic program a substantial majority of the content relates directly to the *California Mathematics Standards* for each grade level, although standards from earlier grades may be reinforced, and a foundation for the mastery of later standards must be built at each grade level. For the intervention and algebra readiness programs, a substantial majority of the content relates directly to the subset of *California Mathematics Standards* selected for those programs (see Appendix E) and to the foundational concepts and skills necessary for student proficiency in the standards.

6. All content must be clearly relevant to mathematics. Unrelated topics not directly focused on the *California Mathematics Standards* and the *Mathematics Framework* are kept to a minimum.

7. A checklist of *California Mathematics Standards* is included in the teacher's guide, together with citations for page numbers for the standards or lists of other references that demonstrate alignment with the *California Mathematics Standards*, and, to the extent possible, the *Mathematics Framework*. Material referenced to show alignment

with a standard in the Mathematical Reasoning strand should also be aligned with one or more standards outside that strand.

8. Concepts and procedures are explained and accompanied with examples to reinforce the lessons. **All formulas and theorems appropriate to the grade must be proven; informal or heuristic proofs are acceptable if a complete proof is provided in a later lesson or grade within the program.** Students are provided with sufficient material so that they can develop a complete understanding of the mathematical concepts and reasoning skills outlined in the *California Mathematics Standards*.

9. Many mathematical problems are provided to help develop automatic use of procedures and to foster the development of mathematical understanding. Strategies for solving various classes of problems are also provided. The types of problems are those that:

   - Help students develop and understand a concept.
   - Provide practice in learning a skill.
   - Provide practice with mental calculations.
   - Provide practice with written calculations.
   - Involve routine single-step calculations.
   - Involve multistep procedures.
   - Require a mathematical proof.
   - Are mathematically interesting and challenging.
   - Provide opportunities for mathematical, logical reasoning.
   - Are applications of previously learned mathematics.

10. Applications of the mathematics must be clearly marked as such and must not be equated with the mathematics itself or dictate the scope and sequence of the mathematics program.

11. Materials drawn from other subject-matter areas are scholarly and consistent with the content at the appropriate grade level in the currently adopted California curriculum framework for that subject-matter area.

12. Intervention programs are designed to accelerate the progress of students in mathematics in the shortest possible time so that they can begin to make progress, using the basic grade-level programs. To serve this purpose, intervention programs must provide targeted and explicit instruction on the subset of mathematics standards indicated in Appendix E and be free of unrelated or unnecessary content. (See "A Mathematics Intervention Program [Grades Four Through Seven]" in Appendix E for further explanation.)

13. Algebra readiness programs must target the specific subset of 16 mathematics standards listed in "Algebra Readiness (Grade Eight or Above)" in Appendix E by addressing the foundational concepts and skills from earlier grades and by breaking each of the 16 standards into component concepts and skills. At a minimum, materials must address foundational skills and concepts that develop fluency with operations on whole numbers; representing fractions, mixed numbers, decimals, and percentages; operations on positive fractions; use of symbols to express verbal information; writing and solving simple linear equations; plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane; and graphing and interpreting relationships of the form $y = mx$. The foundational skills and concepts must be addressed repeatedly, building in depth and complexity and providing perspective and distributed practice.

CATEGORY 2: Program Organization

The sequence and organization of the mathematics program provide structure to what students should learn each year and allow teachers to convey the mathematics content efficiently and effectively. The program content is organized and presented in agreement with the guidance provided in the *Mathematics Framework*. To be considered suitable for adoption, instructional materials in mathematics must provide these essential components:

1. For the basic program, materials for each grade are developed in a logical order and increase in depth and complexity during each school year and from grade to grade. Materials for each grade are organized around the key topics presented in Chapter 3. For the intervention programs, materials must be organized around the six volumes and the subset of standards specified in Appendix E. No specific order of topics within these volumes is required, and volumes may be split into smaller units for publication. For the algebra readiness programs, no specific order of topics is required; however, materials must be organized so that foundational skills and concepts can be assessed and taught, as needed, before students are taught the subset of 16 standards for grade seven and Algebra I specified in Appendix E.

2. Concepts are developed in a logical order and increase in depth and complexity. The scope and sequence of the materials are presented as follows:
   - New concepts are introduced at a reasonable pace, and sufficient instructional and practice materials on all the important topics are provided.
   - The order in which topics are presented is mathematically and pedagogically sound.
   - Prerequisite skills and ideas are presented before the more complex topics that depend on them are introduced.
   - Mathematical content and instructional activities are sequenced to prevent common student misconceptions.

- The connections between related topics are taught after each topic has been separately introduced to prevent confusing the two topics, and the organization of the material supports the understanding of these connections.
- Student materials contain guidance to help build understanding of a topic, including references to earlier sections of the instructional program and summative reviews.
- Repetition and review are used to develop automaticity or to prepare for further learning.
- Computational and procedural skills, conceptual understanding, and problem solving are interconnected and are included throughout the program.
- Mathematical discussions are brought to closure. Examples of a lesson that has been brought to closure follow: The solutions to problems are complete, and the concepts that students should have learned have been summarized; new concepts and definitions introduced during the lesson have been discussed and emphasized; or the demonstration of a new theorem has been completed. If the demonstration has been postponed, the students know when it will be completed and which concepts will be involved.

3. Materials for teachers and students contain an overview of the chapters that clearly identifies the mathematical concepts. Materials must include tables of contents, indexes, and glossaries containing important mathematical terms.

4. Materials must provide for individual study, in addition to classroom instruction, and for practice and tutoring outside the classroom.

5. Those support materials provided, such as electronic learning resources or manipulatives, are an integral part of the instructional program and are clearly aligned with the content in the *California Mathematics Standards* and the *Mathematics Framework*.

6. For grades four through eight, the relevant grade-level standards must be explicitly stated in both the teachers' and the students' editions.

CATEGORY 3: Assessment

Instructional materials, following the guidance provided in Chapter 5, "Assessment," in this publication, should contain strategies and tools for continually measuring student achievement. To be considered suitable for adoption, instructional materials in mathematics must provide these essential components:

1. In the basic and algebra readiness programs, guidance is given for the teacher in assessing each student's level of achievement at the beginning of the school year. This

initial assessment should be comprehensive and help the teacher determine whether the student needs additional materials and resources to achieve the grade-level standards or intervention materials that reteach concepts and skills that should have been mastered previously. In the algebra readiness and the intervention programs, the entry-level assessments should identify which students need the program and their strengths and weaknesses.

2. Questions are provided to monitor students' comprehension during instruction.

3. Sufficient background information for teachers about the content is included.

4. Assessments, such as lesson quizzes and chapter and unit tests, which have valid content and measure individual student progress both at regular intervals and at strategic points of instruction, are provided. The assessments are based on research and are designed to:

   - Measure each student's skills and knowledge.
   - Monitor students' progress toward meeting the standards.
   - Provide summative evaluations of individual student achievement.
   - Identify students who are not making reasonable progress.
   - Monitor students' conceptual understanding, use of basic skills and procedures, and problem-solving ability.
   - Monitor students' reasoning, from informal explanations to formal proofs.
   - Provide multiple methods of assessing what students know and are able to do.
   - Help the teacher determine the effectiveness of instruction.
   - Help the teacher keep parents and students informed about students' progress.

5. Suggestions are given on how to use assessment data to guide decisions about instructional practices and how to modify an instructional program so that all students continually progress toward meeting or exceeding the standards.

6. In the intervention program frequent diagnostic assessments are provided to tailor instruction to the standards with which students are having difficulty. The program should include an initial assessment to determine students' placement in a program (e.g., referenced to the six volumes or sections within each volume to be used or both), diagnostic assessments to identify areas of strengths and weaknesses, formative assessments to demonstrate students' progress toward meeting identified benchmarks, and a summative assessment to determine whether a student has mastered the materials. For example, Grade 2 Number Sense Standard 2.2 (Find the sum or difference of two whole numbers up to three digits long) involves both addition and subtraction and covers a range of component concepts and skills. Assessments on this standard

should identify whether students have difficulty because they do not understand place value, lack a knowledge of basic facts, or make errors in regrouping (carrying or borrowing) or in keeping the digits in place-value columns, and so forth. In this and other cases, diagnostic assessment should be informed by the types of errors students are apt to make in each content area. Teachers' editions should help educators select and use assessment tools that provide student data to help educators meet the instructional needs of students. All materials should include information and strategies for making the lessons accessible to all categories of special needs students.

7. In the algebra readiness program, extensive diagnostic assessments on the foundational concepts and skills from earlier grades are provided, as indicated in Appendix E. Those assessments can be used to guide instruction. For the 16 specified standards that make up the program, extensive diagnostic assessments must also be provided to guide instruction on the standards and on the component concepts and skills.

CATEGORY 4: Universal Access

Students with special needs must have access to the same academic standards-based curriculum provided to all students, as set forth in Chapter 6. Instructional materials must conform to the policies of the California State Board of Education and to other applicable state and federal requirements regarding diverse populations and students with special needs. To be considered suitable for adoption, instructional materials in mathematics must provide these essential components:

1. Comprehensive guidance and strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:

   - Suggestions that describe specific ways to address the learning needs of benchmark, strategic, or intensive students (as defined in Chapter 6)
   - Suggestions for reinforcing or expanding the curriculum to meet the needs of benchmark, strategic, and intensive students (as defined in Chapter 6) and for grouping students within or across grade levels to accommodate a wide range of achievement levels
   - Additional instructional time and practice, especially in key standards, including specialized teaching methods or materials and accommodations for students with special needs
   - Special help for students who are below grade level, including clearer explanations, with ample opportunities for review and practice or other assistance to help accelerate students' performance to grade level

2. Suggestions on how to help strategic or intensive students learn the key concepts in mathematics in the basic program and have access to grade-level content

3. In the basic program, teachers' and students' editions that include alternatives for advanced students that allow students to accelerate beyond their grade-level content (acceleration) or to study the content in the *California Mathematics Standards* in greater depth or complexity (enrichment)

4. Instructional materials designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall below grade level. (Materials should help students understand and use appropriate academic language in mathematics.)

5. Evidence of adherence to the "Design Principles for Perceptual Alternatives," pursuant to *Education Code* Section 60061.8, as described in Appendix F, "Design Principles"

CATEGORY 5: Instructional Planning and Support

Instructional materials must contain a clear road map for teachers to follow when they are planning instruction. The materials should be designed to help teachers implement a mathematics program that ensures opportunities for all students to learn the essential skills and knowledge called for in the *California Mathematics Standards* and the *Mathematics Framework*. To be considered suitable for adoption, instructional materials in mathematics must provide these essential components:

1. A teacher's edition that includes ample and useful annotations and suggestions on how to present the content in the students' edition and in the ancillary materials

2. A checklist of lessons in the teacher's edition cross-referencing the standards covered and detailing the time necessary for instruction

3. Lesson plans, including suggestions for organizing resources in the classroom and for pacing lessons (Pacing plans should allow for instruction at a reasonable pace and give particular attention to topics emphasized in the framework.)

4. Clear, grade-appropriate explanations of mathematics concepts in a form that teachers can easily adapt for classroom presentation

5. Strategies to anticipate, identify, address, and correct common student errors and misconceptions

6. A system for accelerating or decelerating the rate at which new material is introduced to students in a manner suited to their ability to assimilate new material

7. Different kinds of lessons and alternative ways in which to explain concepts, offering teachers choice and flexibility in implementing the program

8. Prioritization of critical components of lessons (Learning objectives and instruction and the relationship of lessons to standards or skills within standards are explicit.)

9. Review and practice problems, as described in Chapter 4, "Instructional Strategies," which are distributed in the program to enhance students' understanding and to promote generalization and transfer of skills and knowledge

10. Materials designed to help teachers identify the reason that students may find a particular type of problem more challenging than another (e.g., identify component skills not mastered) and to point to specific remedies

11. Standards-based goals that are explicitly and clearly associated with instruction and assessment

12. All parts of the program so that teachers have little or no need to identify, gather, or develop supplementary materials (For example, blackline masters are designed to minimize dark areas on a page so that toner is not wasted during photocopying. Answer keys are provided for all workbooks and other related student activities.)

13. All required manipulatives or suggestions for inexpensive alternatives (Manipulatives must be designed to promote student learning consistent with the content in the *California Mathematics Standards,* and clear instructions must be provided for their efficient use.)

14. For a basic program a teacher's edition that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve

15. A teacher's edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their knowledge of the subject, as necessary

16. Charts showing the cost of staff development services and the time necessary for preparing teachers to fully implement the mathematics program

17. Technical support and suggestions for appropriate use of resources associated with a unit: audiovisual, multimedia, and information technology

18. Homework activities that extend and reinforce classroom instruction and provide additional practice of skills and development of concepts that have been taught (These activities are optional for kindergarten through grade two.)

19. Strategies for informing parents or guardians about the mathematics program and suggestions for ways in which they can help support student achievement

20. In intervention and algebra readiness programs, suggestions for how to use the materials in different instructional settings (A key feature of these programs is the close link between diagnostic assessment and guidance on instruction. In particular, intervention programs must be guided by diagnostic assessments so that, in the

shortest possible time, students can begin to make progress, using the basic grade-level programs. Algebra readiness programs must provide diagnostic assessments on the foundational concepts and skills and must contain lessons that can be implemented in the classroom, as needed, to rebuild the missing foundational content.) Strategies from Appendix E follow:

- Instructional materials for algebra readiness focus on a subset of standards. The specialized focus of this program is students' mastery of arithmetic. It provides the opportunity for coverage of the specified standards in depth and support for a variety of instructional strategies, including various ways to explain a concept and to develop students' conceptual understanding.
- Instructional materials prioritize the concepts and skills to be taught so that the teacher can make optimal use of time and resources.
- Instructional materials provide an adequate sample of the range of examples that illustrate each concept.
- Instructional materials include extensive diagnostic components to guide instruction. Diagnosis may often apply to the many smaller, embedded concepts and skills and not to a whole standard.
- Instructional materials reflect the interests and the ages of the students.
- Instructional materials provide assistance in the specialized vocabulary of mathematics and in the academic language of instruction, including instructional strategies in the teacher's edition for approaches appropriate for English learners.

Appendix B

Learning Resources Display Centers

Learning Resource Display Centers (LRDCs) throughout California display both submitted and adopted instructional materials and resources for kindergarten through grade eight.

LRDC #1

Humboldt County Office of Education
Humboldt Educational Resource Center

901 Myrtle Ave.
Eureka, CA 95501

Contact: Peg Gardner
(707) 445-7077

LRDC #2

Butte County Office of Education
Instructional Resource Center

5 County Center Drive
Oroville, CA 95965

Contact: Bob Benoit
(530) 532-5814

LRDC #3

Sonoma County Office of Education
Instructional Resource Center

5340 Skylane Blvd.
Santa Rosa, CA 95403

Contact: Jennifer Duckhorn
(707) 524-2837

LRDC #4

Sacramento County Office of Education
Instructional Technology and Learning Resources

10474 Mather Blvd.
Mather, CA 95655

Contact: Ben Anderson
(916) 228-2351

LRDC #5

Contra Costa County Office of Education
Curriculum & Instruction Department

77 Santa Barbara Road
Pleasant Hill, CA 94523

Contact: Rovina Salinas
(925) 942-5332

LRDC #6

Alameda County Office of Education
Educational Services

313 West Winton Ave.
Hayward, CA 94544

Contact: Hector Garcia
(510) 670-4235

LRDC #7

College of Education
San Francisco State University
Cahill Learning Resources & Media Lab.

1600 Holloway Ave., Burk Hall 319
San Francisco, CA 94132

Contact: Rita Yee
(415) 338-3423

LRDC #8

Stanislaus County Office of Education
Technology Learning Resources

1100 H Street
Modesto, CA 95354

Contact: Bob Gausman
(209) 525-4988

LRDC #9

Santa Clara County Office of Education
Library Service #232

1290 Ridder Park Drive
San Jose, CA 95131-2304

Contact: Diane Perry and Peter Doering
(408) 453-6800

LRDC #10

Merced County Office of Education
Instructional Services

632 W. 13th Street
Merced, CA 95340

Contact: John Magneson
(209) 381-6630

LRDC #11

Fresno County Office of Education
School Library and Media Services

1111 Van Ness
Fresno, CA 93721

Contact: Janie Rocheford
(559) 265-3094

LRDC #12

Tulare County Office of Education
Educational Resource Services

7000 Doe Avenue, Suite A
Visalia, CA 93291

Contact: Elainea Scott and Steven Woods
(559) 651-3077

LRDC #13

Kern County Superintendent of Schools Office
The Learning Center

2020 K Street
Bakersfield, CA 93301

Contact: Kathy Hall
(661) 636-4640

Note: LRDC #14 is now LRDC #A4 (see page 90).

LRDC #15

University of California
Davidson Library, Curriculum Lab

Santa Barbara, CA 93106-9010
Bakersfield, CA 93301

Contact: Lorna Lueck
(805)893-3060

LRDC #16

Ventura County Office of Education

5100 Adolfo Road
Camarillo, CA 93102

Contact: Patti Johnson
(805) 437-1340

LRDC #17

San Bernardino County Superintendent of Schools
Curriculum and Instruction

4595 Hallmark Parkway
San Bernardino, CA 92407-1834

Contact: Alicia Gonzales
(909) 887-7506

LRDC #18

Los Angeles County Office of Education
Library Services

12757 Bellflower Blvd.
Downey, CA 90242

Contact: Sharon McNeil
(562) 922-6359

LRDC #19

Los Angeles Unified School District
Textbook Services

1545 Wilshire Blvd. Suite 200
Los Angeles, CA 90017

Contact: Esther Sinofsky
(213) 207-2271

LRDC #20

Orange County Department of Education

1715 E. Wilshire, Ste. 713
Santa Ana, CA 92705

Contact: Sandra Lapham
(714) 245-6777

LRDC #21

University of California, Riverside
Rivera Library

P.O. Box 5900
Riverside, CA 92517-5900

Contact: Christina Cicchetti
(951) 827-5138 or 3715

LRDC #22

San Diego County Office of Education
Learning Resource Display Center

6401 Linda Vista Rd., Room 201
San Diego, CA 92111

Contact: Barbara Takashima
(858) 292-3557

The following LRDCs display only adopted instructional materials and resources for grades K-8. They do not display submitted materials and resources prior to adoption.

LRDC #A1

San Mateo County Office of Education

101 Twin Dolphin Drive
Redwood City, CA 94065-1064

Contact: Karol Thomas
(650) 802-5651

LRDC #A2

San Jose State University
King Library

One Washington Square
San Jose, CA 95192-0028

Contact: Susan Kendall
(408) 808-2039

LRDC #A3

California State University, Sacramento
Library, Reference Department

2000 State University Drive East
Sacramento, CA 95819-6039

Contact: Rosalind Van Auker
(916) 278-5673

LRDC #A4

California Polytechnic State University
Kennedy Library
Information and Instructional Services

1 Grand Avenue
San Luis Obispo, CA 93407

Contact: Dr. Jose Montelongo
(805) 756-7492

LRDC #A5

California State University, Fullerton
Pollack Library, Curriculum Materials Center

800 N. State College Blvd.
Fullerton, CA 92834

Contact: Ron Rodriguez
(714) 278-7544 or
Reference Desk (714) 278-3743

LRDC #A6

Monterey County Office of Education
Instructional Resources and Technology Department

901 Blanco Circle/P.O. Box 80851
Salinas, CA 93912-0851

Contact: Harry Powell
(831) 755-0388

LRDC #A7

Yolo County Office of Education
Learning Resources Display Center

1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Contact: John Roina
(530) 668-3757

07-022 web only 10-08

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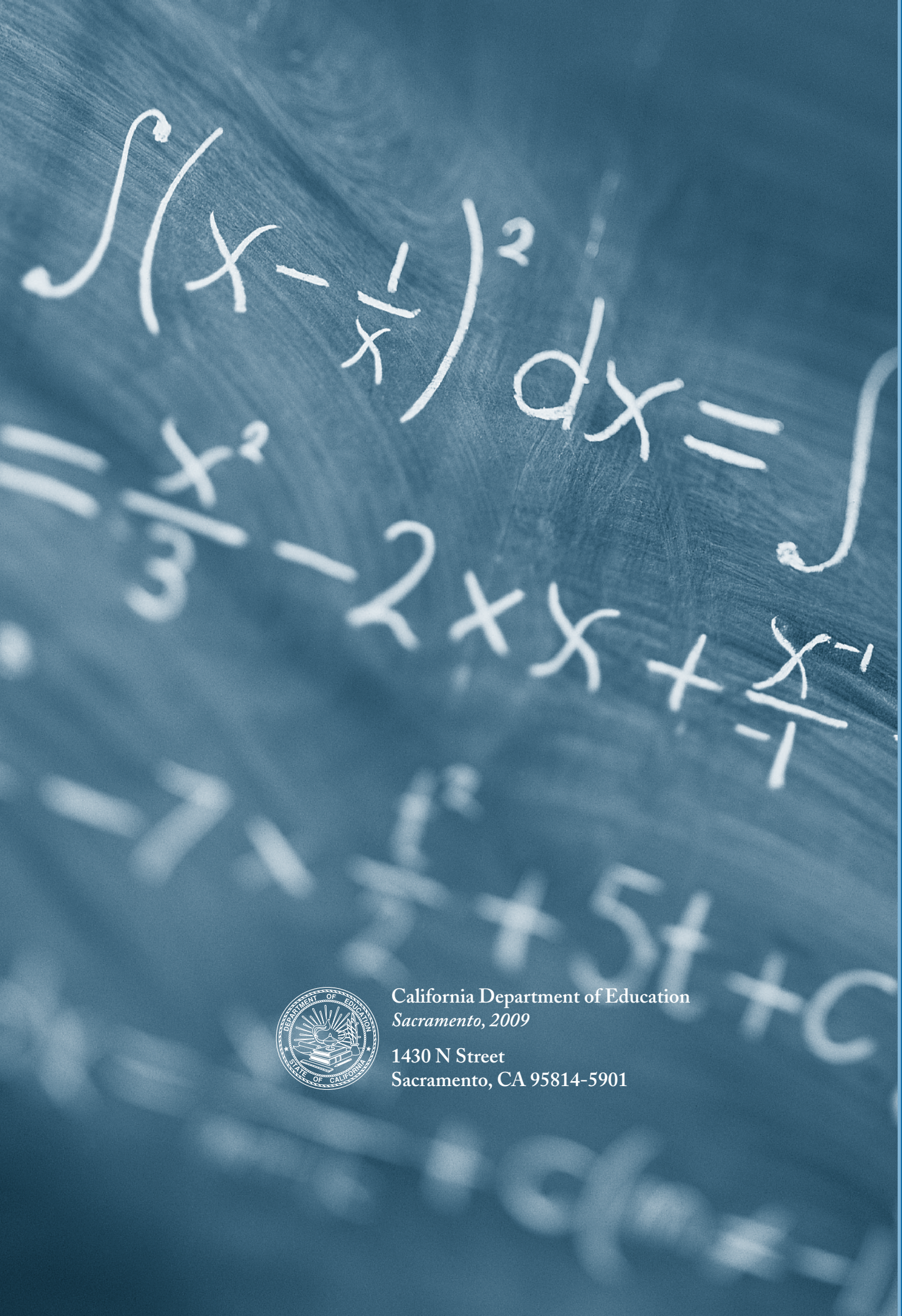

California Department of Education
Sacramento, 2009

1430 N Street
Sacramento, CA 95814-5901