*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation 2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Agile Mind Educational Holdings, Inc | *California Integrated Mathematics I* | **Mathematics 1** |

## Program Summary:

The *California Integrated Mathematics I* program includes the following: Topic# Lesson# (T# L#); Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)   
***Note:*** *LA pages are supported by Deliver Instruction for educators and by SAS Qs when appropriate*.

## Recommendation:

*California Integrated Mathematics I* is recommended for adoption for Math 1 because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

1. Criterion 1.1: Integrated Math 1 (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Im1_CA_LessonAlignments.pdf>) (Course Materials, About the Course, Lesson Alignments)
2. Criterion 1.1 (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>) (Course Materials, About the Course, Scope and Sequence)
3. Criterion 1.2: T12 L2
4. Criterion 1.2: T7 L5 All pages of Lesson Activities
5. Criterion 1.3: T19 L4 (<https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_SAS4-student.pdf>) All pages of the Lesson Activity
6. Criterion 1.4: T3 L4 (<https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_CR1-student.pdf>) Constructed Response 1 Water Shortage due to increased population

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* 1. Criterion 2.1: T2 Prepare Instruction, “About this topic” and “Prerequisite skills” sections
  2. Criterion 2.2: Math I Big Ideas <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Mathematics_I_CA_Big_Ideas.pdf>
  3. Criterion 2.5: Corequisite Support Guide <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CCSS_coreq_guide_2024-25.pdf>
  4. Criterion 2.8: Scope and Sequence <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>
  5. Criterion 2.9: Alignment to Standards

### Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning.

#### Citations:

* 1. Criterion 3.1: T19 L7 Assessment
  2. Criterion 3.1: Agile Mind’s Approach to Assessment (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Agile_Mind_Assessment_Guide.pdf>)
  3. Criterion 3.3: T4 L7
  4. Criterion 3.4: Corequisite Support Guide (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CCSS_coreq_guide_2024-25.pdf>) (Found in Teacher Materials)
  5. Criterion 3.6: T12 L2 (Differentiation Notes)

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* 1. Criterion 4.1: T3 L4 pp. 1–4: Vending Machines
  2. Criterion 4.2: T1 Prepare instruction, See Language Support & Teaching special populations of students
  3. Criterion 4.3: T3 L2, See Classroom Strategy, Differentiation sections
  4. Criterion 4.4: T3 L1 (Literacy Strategy and Support for ELL)
  5. Criterion 4.6: T6 L5 “Deliver Instruction” differentiation notes for lesson activity p. 11

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* 1. Criterion 5.2: T1 L2, Deliver instruction, Sentence Frame
  2. Criterion 5.3: Scope and Sequence (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>) (pacing guidance)
  3. Criterion 5.4: Scope and Sequence (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf->) (Digital materials: Professional Support, Course Planning and Pacing, Scope and Sequence
  4. Criterion 5.6: T4 L2 Deliver Instruction Lesson Activities
  5. Criterion 5.7: T16 L6 Student Activity Sheet (<https://trainreview3.agilemind.com/LMS/content/work/04_04z_CoordinateGeometry/resources/0404z_CoordinateGeometry_SAS6-student.pdf>)
  6. Criterion 5.9: Topic 5 Lesson 4 Language Strategies

## Edits and Corrections:

None

## Social Content Citations

None

California Department of Education, August 2025