*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)** |
| --- | --- | --- |
| Carnegie Learning | *California ClearMath* | **Algebra 1** |

## Program Summary:

The *California ClearMath* Algebra 1 program includes the following: Teacher’s Implementation Guide Overview (TIGO); Teacher’s Implementation Guide--organized by Module, Topic, and Lesson (Access in TIG: M#, T#, L#); MATHia Workspaces in Clear Learning Center--organized by Module, Topic, and Lesson (Access in CLC: M#, T#, L#); Student Edition (SE): Multilingual Learner Support Handbook (MLSH).

## Recommendation:

*California ClearMath* is recommended for adoption for Algebra 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:

* Criterion 1.1: Access in TIG: M1, T1, A Picture Is Worth a Thousand Words, p. 3 (A-NQ1, A-NQ2, A-FIF4, SMP4, SMP5)
* Criterion 1.1: SE M2, T7, L3, Play Ball! Absolute Value Equations and Inequalities, pp. 243–251 (A-CED.1, A-CED.2, A-CED.2, A-REI.3.1, A-REI.11, F-IF.7b, SMP 2, SMP 3, SMP 4, SMP 7, SMP 8)
* Criterion 1.2: TIGO, Introducing Foundations for Effective Math Instruction, pp. 74–80
* Criterion 1.3: SE: M5, T12, L7, You Lose Some, You Lose Some, pp. 455–461
* Criterion 1.4: Access in CLC: M4, T11, L4, Jumping to Conclusions (Waste Management)

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: TIGO, Aligning with CA-CCSSM and Big Ideas, p. 10
  + Criterion 2.3: Access in CLC: M1, T3, End-of-Topic-Assessments, Performance Task
  + Criterion 2.4: TIGO Monitoring Student Progress, p. 70 <https://explore.carnegielearning.com/view/114596871/72/#zoom=true>
  + Criterion 2.5: TIGO, A Three-Part Lesson Structure, pp. 14–15

### Criteria Category 3: Assessment

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

#### Citations:

* + Criterion 3.1: TIGO, The Assessment Suite, p. 90
  + Criterion 3.1: Access in CLC: M2, T7, MATHia Playlist for the Topic
  + Criterion 3.4: Access in TIG, M1, T1, L1, Purposeful Questions, pp.4–7
  + Criterion 3.5: TIGO, Introducing Comprehensive Assessment and Data - Driven Instruction, p. 92
  + Criterion 3.6: TIGO, Unpacking a Re-Engagement, pp. 54–55 <https://explore.carnegielearning.com/view/114596871/56/>

### 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:

* + Criterion 4.1: TIGO, Optimizing Learning Through Universal Design, p. 82
  + Criterion 4.3: TIGO, Navigating Concept Lesson Facilitation Notes, pp. 65–69
  + Criterion 4.4: MLSH, M1, T2, L1, Is There a Pattern Here?, pp. 17–19
  + Criterion 4.5: TIGO Embedding Language Development into Instruction, p. 84
  + Criterion 4.6: TIGO Unpacking a Re-Engagement Lesson, p. 54

### 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:

* + Criterion 5.1: TIGO, Framing the Math Arc in a Module Overview, p. 61 <https://explore.carnegielearning.com/view/114596871/62/>
  + Criterion 5.2: Access in TIG, M1, T1, L4, Re-Engaging with Domain and Range, pp. 30–30B
  + Criterion 5.3: TIGO, Preparing for Instruction with the Topic Overview, pp. 62–63
  + Criterion 5.4: TIGO, Introducing the Course Sequence, pp. 20–46

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | A1 | SE | p. 497 | Consider the equation 0=2(x−5)2−1 | Consider the equation 0=2(x−5)2−1 | Reference in the quadratic unit should be a square, not times 2 (x2) |

## Social Content Citations

None

California Department of Education, August 2025