*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* | **K–5** |

## Program Summary:

The *California ClearMath* program includes the following: Teacher’s Implementation Guide Vol. 1 (TIG Vol. 1); Teacher’s Implementation Guide Vol. 2 (TIG Vol. 2); Student Resource Book Vol. 1 (SRB Vol. 1); Student Resource Book Vol. 2 (SRB Vol. 2); Student Practice Book (SPB); (Digital) Clear Learning Center.

## Recommendation:

*California ClearMath* is recommended for adoption for K–5 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: Grade K, TIG Vol. 1, pp. TIG 36–TIG 37
* Criterion 1.1: Grade 1, SRB Vol. 1, p. 37C
* Criterion 1.1: Grade 2, TIG Vol. 1, p. TIG 12
* Criterion 1.1: Grade 3, TIG Vol. 1, p.4, pp. 6–7
* Criterion 1.1: Grade 4, TIG Vol. 1, pp. 398–399
* Criterion 1.1: Grade 5, TIG Vol. 1, p. 150
* Criterion 1.2: Grade 1, (Digital) Clear Learning Center, Grade 1, Course Introduction and Overview, Multilingual Learner Support Handbook (pp. i–iii)
* Criterion 1.2: Grade 3, (Digital) Clear Learning Center, Grade 3, Course Introduction and Overview, Instructional Strategies
* Criterion 1.3: Grade 4, TIG Vol. 2 p. 1167
* Criterion 1.4: Grade K, (Digital) Clear Learning Center, Module 4, Topic 7, Additional Topic-Level Instructional Resources, Topic Center: Environmental

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: Grade 3, TIG Vol. 1, pp. TIG 12–TIG 14
  + Criterion 2.6: Grade 1, SRB Vol. 1, pp. 37C–37D
  + Criterion 2.8: Grade 5, TIG Vol. 1, pp. TIG 9–TIG 10

### 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: Grade 2, TIG Vol. 1, pp. TIG 89–TIG 95
  + Criterion 3.2: Grade 5, (Digital) Clear Learning Center Grade 5, Module 1, Topic 1, Topic Summative Assessments, Topic Performance Task, Printable Topic Performance Task
  + Criterion 3.3: Grade K, SRB Vol. 1 p. 160

### 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: Grade 1, (Digital) Clear Learning Center Grade 1, Module 1, Topic 3, Additional Topic Level Resources, Topic Center: Social Justice
  + Criterion 4.2: Grade 4, TIG Vol. 1 pp. TIG 87–TIG 88
  + Criterion 4.3: Grade 3, TIG Vol. 1 pp. TIG 70–TIG 72 and pp. 55–64
  + Criterion 4.4: Grade 2, TIG Vol. 1 pp. TIG 82–TIG 84

### 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: Grade 2, TIG Vol. 1 pp. TIG 60–TIG 70
  + Criterion 5.4: Grade 3, TIG Vol. 1 p. TIG 10
  + Criterion 5.6: Grade 4, TIG Vol. 2 pp.1055–1056

## 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 | 2 | TIG Vol. 1 | p. TIG 12 | Only 2.G.2, 2.G.3 are listed | 2.G.1 (add) | Add 2.G.1 missing standard |
| 2 | 2 | TIG Vol. 2 | pp. 688–689 | Only 2.G.1, 2.G.2 are listed | 2.G.3 (add) | Add 2.G.3 missing standard |
| 3 | 2 | TIG Vol. 2 | p. TIG 8 | Only 2.G.2, 2.G.3 are listed | 2.G.1 (add) | Add 2.G.1 missing standard |

## Social Content Citations

None.

California Department of Education, August 2025