*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)** |
| --- | --- | --- |
| Curriculum Associates | *Classroom Mathematics California* | Algebra 1 |

## Program Summary:

The *Classroom Mathematics California* Algebra 1 program includes the following: Student Worktext volume 2 (SW V2), Teacher’s Guide Volume 1 (TG V1), Teacher’s Guide Volume 2 (TG V2), Digital Teacher Toolbox (TTB), Hands‑On Activities (HOA), Universal Design for Learning (UDL), Develop Academic Language (DAL)

## Recommendation:

*Classroom Mathematics California* is recommended for adoption for Algebra I 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: Algebra I, Correlation Charts TG-v1 pp. B7–B18 Example: Standard A-CED.3, Lesson 10, Session 2, TG-v1 pp. 319–322
* Criterion 1.2: Algebra I, Multi-Day Lesson Structure. Overview: TG-v1 pp. A12–A13. Example: TE V1 pp. 31b–38, TE V1 pp.17a–20
* Criterion 1.3: Algebra I, SW-v1 All pages
* Criterion 1.4: Algebra I, TG-v1 pp. 840–841

### Criteria Category 2: Program Organization

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

#### Citations:

* Criterion 2.1: Algebra I, Lesson Progression TG-v2, pp. 425g–425h
* Criterion 2.2: Algebra I, Pacing Guide TG-v2 pp. A10–A11
* Criterion 2.3: Algebra I, SW-v2, p. 523
* Criterion 2.4: Algebra I, TTB Lesson 3 Tools For Instruction (TFI)
* Criterion 2.5: Algebra 1, TG-v2 pp. 455–456 (Reteach, Reinforce, Extend)

### 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: Algebra I, HOA and Visual Models. A1 TG-V2 p. 437 HOA
* Criterion 3.2: Algebra I, Lesson Quizzes: A1 TG-V2 pp. 460a–460b, Unit Assessments: A1 TG-V2 pp. 586b–586e
* Criterion 3.5: Algebra I, Skill-based Unit Performance Tasks: A1 TG-V1 pp. 308–308a, Modeling in Action Lessons: A1 TG-V1 pp. 301a–303

Unit Reviews: A1 TG-V1 pp. 306–308a

* Criterion 3.6: Algebra I, Teacher’s Guide and provided online in the Teacher Toolbox to Reteach, Reinforce, and Extend learning.  
  A1 TG-V1 p. 338b

### 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: Algebra I, TG-v1 pp. A24–A25 Program Overview Universal Design for Learning (UDL)
* Criterion 4.3: Algebra I, TG-v2 pp. 587g–587m Lesson Progression, Establishing Classroom Environments that Support Mathematical Discourse for ALL Learners, Language Expectations, and Models, Progressions, and Teaching Tips
* Criterion 4.4: Algebra I, TG-v2 p. 587l Language Expectations
* Criterion 4.5: Algebra I, TG-v1 p. 130 Academic Vocabulary; Cognate Support

### 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: Algebra I, Math Background, A1 TG-V1 pp. 129m–129r
* Criterion 5.2: Algebra I, Lesson 0: Sessions for the First Three Days. A1 TTB Lesson 0
* Criterion 5.2: Algebra I, DAL Example: A1 TG-V1 p. 207a, A1, TG-V1 p. 17a
* Criterion 5.3: Algebra I, Example: TE V1 pp. 193b–195a, pp. 261b–263a
* Criterion 5.6: Algebra I, Digital Math Tools are provided for students and teachers to use to solve problems with concrete and symbolic representations. Examples of Digital Tools: A1 TTB Desmos Quick Connect, A1 TTB Graphing Calculator

## 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 | Alg I | TE | p. 9–10 | 1-5 problem numbers | Investigate and correct. | Mismatch between TE and SE answer key.  1-5 or 1-4d |
| 2 | Alg I | SE | pp. 99–100 | 1-5 problem numbers | Investigate and correct. | Mismatch between TE and SE answer key.  1-5 or 1-4d |

## Social Content Citations

None.

California Department of Education, August 2025