*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* | **K–8** |

## Program Summary:

The *Classroom Mathematics California* K–8 program includes the following: Student Worktext Volume 1 (SW Vol. 1), Student Worktext Volume 2 (SW Vol. 2), Teacher’s Guide Volume 1 (TG Vol. 1), Teacher’s Guide Volume 2 (TG Vol. 2), Digital Teacher Toolbox (TTB), Digital Success Central.

## Recommendation:

*Classroom Mathematics California* is recommended for adoption for K–8 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: TG Vol. 1 pp.1q–1t
* Criterion 1.1: Grade 1: TG Vol. 1 pp. B8–B11
* Criterion 1.1: Grade 2: TG Vol. 1 pp. B7–B12
* Criterion 1.1: Grade 3: TG Vol. 2 pp. 467c–467h
* Criterion 1.1: Grade 4: TG Vol. 2 pp. 375c–375j
* Criterion 1.1: Grade 5: TG Vol. 2 pp. 313c–313h
* Criterion 1.1: Grade 6: TG Vol. 1 pp. B7–B15
* Criterion 1.1: Grade 7: TG Vol. 2 p. 713a
* Criterion 1.1: Grade 8: TG Vol. 1 pp. B7–B14
* Criterion 1.2: Grade 1 Digital TTB, Unit 5, Beginning of Unit, Plan & Teach, Understanding Content Across Grades
* Criterion 1.2: Grade 2: Digital TTB, Unit 1, Lesson 1, Teach, Mental Math Strategies for Addition
* Criterion 1.2: Grade 6: TG Vol. 1 p. 391
* Criterion 1.2: Grade 8: TG Vol. 1 p. 311
* Criterion 1.3: Grade 4: SW Vol. 2 pp. 427–454
* Criterion 1.4: Grade 3: TG Vol. 1 pp. B27–B28

### 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 K: TG Vol. 1 pp. B24–B27
  + Criterion 2.1: Grade 6: TG Vol. 1 pp. 355g–355h
  + Criterion 2.3: Grade 2: TG Vol. 1 pp. 322a–329
  + Criterion 2.6: Grade 1: TG Vol. 1 pp. 185b–186d
  + Criterion 2.6: Grade 4: SW Vol. 2 pp. 375–380

### 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 1: TG Vol. 1 p. 129
  + Criterion 3.3: Grade 7: TG Vol. 1 pp. 136–136a
  + Criterion 3.6: Grade 3: TG Vol. 1 pp. 273–276

### 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 4: TG Vol. 1 p.128a
  + Criterion 4.1: Grade 8: TG Vol. 1 pp. 403–404
  + Criterion 4.2: Grade 6: SW Vol. 1 p. 91
  + Criterion 4.3: Grade 3: TG Vol. 1 pp. 1m–1o
  + Criterion 4.4: Grade K: TG Vol. 2 p. 233a

### 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 5.4: Grade 5: TG Vol. 1 pp. 79a–82
  + Criterion 5.6: Grade 1: Digital TTB, Unit 4 Lesson 17, Interactive Tutorials
  + Criterion 5.6: Grade 3: Digital TTB, Unit 4, Unit Flow & Progression Video

## 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 | 3 | TG V1 | p. 4 | Mae Jemison was an engineer, doctor, and astronaut. | Mae Jemison is an engineer, doctor, and astronaut. | Verb tense incorrect |

## Social Content Citations:

None.

California Department of Education, August 2025