Glen Price Group

California School Districts'

Perspectives on K–8 Math Instructional Materials Adoption and Implementation

MAY 2026

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Executive Summary

California has significant room to grow in math achievement, with statewide math scores below the national average and an opportunity to close persistent gaps across student groups. Research shows that high-quality instructional materials support student outcomes.[1] The State Board of Education (SBE) is responsible for supporting district selection and implementation of high-quality math instructional materials. In this role, the SBE revised the Mathematics Framework for California Public Schools (Math Framework) and published a new framework in 2023, also releasing a new list of state-approved math instructional materials in 2025. California school districts are required under California Education Code (EC) to adopt and implement math instructional materials aligned with current state standards and consistent with the newly adopted Math Framework.

To understand how California districts are responding to these changes, this report answers key questions about how they approach adoption and implementation of elementary and middle school (K-8) math instructional materials in alignment with the 2023 Math Framework. Based on intentional interest holder engagement and research, this report elevates what supports, resources, and types of assistance would best facilitate successful adoption and implementation of high-quality math instructional materials for California's teachers, students, and families.

This research included a landscape analysis (literature and artifact review), ten discovery interviews with educational leaders, and survey responses and interviews with 45 school districts. Participating districts represented over one million California students (1,080,079 student enrollment in 2024-2025) and included districts with large enrollment and high percentages of Black students, Latinx students, and students who are eligible for Free and Reduced Price Meals (FRPM).

Key Findings

Adoption Process

The majority of districts (71%) reported their math instructional materials **had been in use for at least six years.** An even larger share of districts (81%) were in the midst of an adoption process or anticipating starting an adoption process prior to the 2027-2028 school year. Among these districts, **64% are in the early phases of the adoption process.**

- When asked which specific factors were important to the assessment of math instructional materials, most districts ranked the following as important: **alignment with district goals, teacher/staff perceptions of math instructional materials quality, EdReports ratings, and readiness of materials to implement.**
- The most common mechanisms for soliciting input and feedback from teachers and administrators involved **adoption committee participation** and the **piloting of math instructional materials,** either through committee participation or as active participants in piloting work. Most districts reported an **intention to utilize more than one method to solicit teacher and administrator input.**
- Districts **also noted the value of soliciting input** not only from educators, but **from the students, families, and communities** they serve. Methods of engagement districts used included surveys, meetings, or events for community members to learn about materials and offer feedback, and participation in the piloting phase.

1 *Why Materials Matter.* EdReports. Retrieved January 5, 2026, from https://edreports.org/impact/why-materials-matter

Adoption Assistance

Districts shared a variety of resources and supports they are using or planning to use to inform their K-8 math instructional materials adoption process.

- Districts noted the importance of several resources, including **the Math Framework, County Office of Education (COE) support, and EdReports.** Collaborative networks and peer learning opportunities as well as meetings with vendors were reported as additional sources of support by some.
- Approximately one third of districts requested access to more resources to help vet math instructional materials.
- Despite no dedicated funding from the state for adoption, **only six districts indicated funding as an area of need** — specifically funding to compensate advisory board members, hire substitutes so that teachers can engage in professional learning, and to support math instructional materials piloting. A few districts mentioned that greater access to training opportunities and partnerships or networks focused on math instructional materials adoption would be helpful.

Implementation

Overall, while **most districts reported that they employ similar strategies for adoption** (as described above), **the implementation of instructional materials varied widely.**

- The majority of districts provided some professional learning or coaching opportunities to support math instructional materials implementation. However, among districts that provided professional learning only 12 (28%) explicitly referenced **ongoing professional learning.**
- The majority of districts reported **relying on publishers and in-house district staff to provide curriculum-based professional learning.** Most of these districts utilized both, rather than keeping all professional learning in-house or relying solely on publishers. A smaller number of districts **also relied on their COE or other external providers** to meet their professional learning needs. When GPG asked explicitly about access to external providers, most districts reported both access to and use of these providers. Among districts that don't have access, three shared that they would use external professional learning providers if they could; and only one shared that they wouldn't use external providers even with access.
- When asked about the limitations and challenges districts face in providing professional learning, many described **a lack of time** (either because of limited professional learning days or because of the inability to remove teachers from the classroom), **a lack of substitute teachers** to create time for teachers to engage in professional learning, and **difficulty shifting teacher mindsets.** Fewer districts elevated costs as a primary limitation or challenge, though other limitations such as the substitute teacher pool could be linked to budget constraints and potentially alleviated by additional funding. A quarter of districts (11, 28%) reported no limitations or challenges, or were uncertain of what their challenges might be.

Implementation Assistance

District responses revealed an implementation capacity gap. Districts know what good implementation requires (coaching, time, ongoing professional learning, leadership development) but lack the resources to provide it at scale.

- Districts were explicitly asked about what additional services, resources, or supports would help them effectively implement K-8 math instructional materials in the future. Districts had varied perspectives, but some trends emerged, with districts commonly requesting support to address **funding challenges** (8, 26%), usually in reference to another specific need (e.g. coaching or release time for teachers). As one district put it, it **"always comes down to money."** Support to ensure the participation of all teachers in professional learning, including **release time and substitute coverage** (8, 26%); and, support for **ongoing professional learning,** rather than one-off or short-term (e.g. first year only) training (6, 19%) were also trends.
- Some districts shared a desire for support to implement **coaching or train-the-trainer models** (6, 19%). Districts also asked for **implementation monitoring tools** (e.g. rubrics, walkthrough models, reflection tools, or administrator feedback systems) (6, 19%) and **implementation support tools** (e.g. pacing guides or model lessons) (7, 23%). Less common, but still notable requests included support for **collection and analysis of student assessment data** (5, 16%) and expanded access to **publisher support** (3, 10%), including for ongoing professional learning.

Opportunities for Impact

Findings suggest a number of opportunities for philanthropy; the State Board of Education (SBE); the California Department of Education (CDE); and statewide, regional, and local training and technical assistance providers to impact district adoption and implementation processes, and ultimately student outcomes, as districts enter the next chapter of K-8 math instructional materials adoption and implementation in alignment with the 2023 Math Framework.

Strategic Partnerships

An array of statewide, regional, and county intermediaries support districts on myriad topics and in some cases have supported district K-8 math instructional materials adoption processes already. Philanthropy has also invested in developing partnerships, engaging external consultants, and creating networks to support district selection of high-quality math instructional materials. Our findings suggest **this infrastructure can and should be leveraged to continue supporting peer learning and innovation** among districts, especially as more districts move into piloting, formal adoption, and implementation of new math instructional materials.

Instructional Networks

1. **Opportunity:** Build on the success of the math instructional networks focused on adoption support by extending existing networks and creating new networks to support piloting and implementation. Implementation networks could provide opportunities for districts to learn from experts and each other about high-impact professional learning strategies and innovative approaches to navigating resource constraints.
2. **Opportunity:** Support math instructional network leaders or external consultants to design and provide a large scale webinar or video series to ensure wider dissemination of the tools and strategies these networks can provide.

Statewide, Regional, and Local Leaders

3. **Opportunity:** Build the capacity of COEs, individually, or as part of the Statewide System of Support (SSOS) to support district selection, piloting, and implementation of high-quality math instructional materials.

4. **Opportunity:** Equip COEs to develop resources (e.g. tools and templates) that address their local context and facilitate peer learning opportunities for their districts by:

    a. Convening a learning community for COE staff to share best practices and build capacity to facilitate deep learning about math instructional materials among their districts;

    b. Supporting COEs to convene communities of practice, composed of district teams to learn from and support each other in their math instructional materials adoption and implementation efforts; and

    c. Establishing a Networked Instructional Community (similar to the California Central Valley NIC[2]) of COEs to work with implementation science experts and implement continuous improvement (i.e., plan-do-study-act) cycles to improve their support for K-8 high-quality math instructional materials implementation and adoption at the district level.

Publishers

5. **Opportunity:** Work directly with publishers to build their capacity to provide ongoing professional learning and to refine professional learning opportunities to reflect the context of California, and to the extent possible, the context of individual districts.

6. **Opportunity:** Work with a select group of publishers of high-quality K-8 math instructional materials to develop curriculum-aligned professional development plans, modules, and other resources that districts can implement within their own internal professional learning infrastructure.

Additional Resources

Assessment Templates and Visuals

7. **Opportunity:** Support the CDE, in partnership with an external consultant or by funding a Curriculum Fellow through the CDE Foundation, to create and disseminate a toolkit and corresponding visual that supports deeper understanding of the five criteria of the Math Framework and why they are important for student learning.

8. **Opportunity:** Support the CDE, the California Collaborative for Educational Excellence (CCEE), or another statewide agency, in partnership with an external consultant or by funding a Curriculum Fellow through the CDE Foundation, to conduct deeper evaluations of math instructional materials across the five criteria of the Math Framework and develop a matrix or other tool to support district decision-making.

9. **Opportunity:** Create a tool, to supplement EdReports, that assists districts in narrowing the list of options based on specific district priorities. For example, this tool could help districts identify which math instructional materials support English learners (including whether they offer materials in Spanish or other commonly spoken languages in California), support students with disabilities, and include Transitional Kindergarten (TK) with effective vertical alignment.

10. **Opportunity:** Establish statewide or regional learning communities with affinity groups for districts in different stages of instructional material selection and the implementation process. Support districts to document their steps, in conjunction with the learning community, to support sustainability of high-quality selection and implementation practices in the future. Disseminate best practices and lessons learned. Also see opportunity 4.

2 *Central Valley Networked Improvement Community.* ERS Connect. Retrieved January 5, 2026, from https://sites.google.com/ersconnect.org/centralvalleynic

Financial Resources

11. **Opportunity:** Support an advocacy campaign to educate the legislature about the need and potential impact of additional funding for districts to adopt and implement (especially to provide curriculum-based ongoing professional learning) high-quality math instructional materials.

Communications for Awareness Building

12. **Opportunity:** Build awareness of existing tools, templates, resources, and opportunities, through effective communications with teachers, administrators, professional development providers, and other intermediaries. Communicate through trusted sources, including op-eds in education publications; presence at education conferences; and listserv announcements in collaboration with state agencies and intermediaries, COEs, and other partners.

13. **Opportunity:** Develop an annotated resource inventory to describe and link to existing resources, networks, and technical assistance providers. Disseminate the inventory through an online resource hub, such as California Educators Together, which can be used to facilitate discussion groups, channels, and message boards to support greater connection and cross sharing among districts.

Future Research Opportunities

The districts that shared information to inform this study are just a sample of the California school landscape, and their adoption and implementation efforts do not exist inside a vacuum. Working with state education associations would serve to situate the opportunities identified above in the broader context of California's education system. Education associations including but not limited to the California School Boards Association (CSBA) and the Association of California School Administrators (ACSA), serve as trusted messengers to their constituencies. The following areas of inquiry could also improve our understanding of how to support effective adoption and implementation of high-quality math instructional materials:

1. **Research Opportunity:** Identify and map the math instructional networks, initiatives, and other structures that have been developed to support math instructional materials adoption and implementation to identify redundancies, ensure districts know what resources are available, and provide districts more guidance and support.

2. **Research Opportunity:** Conduct case studies of the adoption processes undertaken by specific districts, including participation in math instructional networks, to highlight "bright spots," elevate how districts address specific priorities (such as supporting English learners) and put forward models for community-based adoption and peer learning opportunities that advance district goals and support effective implementation.

3. **Research Opportunity:** Study innovative practices to embed professional learning into existing structures (e.g., planning time or existing professional learning communities), including the use of technology, such as virtual peer learning communities and professional learning or lesson model apps; inquiry cycles; cross-grade collaboration; and other potential strategies to increase opportunities for curriculum-based, ongoing professional learning without the need for substantial additional funding.

4. **Research Opportunity:** Identify low- and no-cost strategies that help districts select high-quality K-8 math instructional materials, test the identified strategies with a set of pilot districts, and promote the results and lessons learned at scale.

5. **Research Opportunity:** Fund a research project, similar to this study, that targets smaller districts and/or charter schools across different regions of the state to understand how their experience differs from larger districts and identify any common needs and opportunities that could be pursued in support of all districts in California.

Next Steps

Findings demonstrate that for many districts in California serving large populations of FRPM qualifying students and Black or Latinx students, K-8 math instructional materials adoption and implementation are top of mind. One statewide leader described this unique work as "a strategic opportunity to truly align instruction with a really bold vision — equity centered — of math instruction." Districts must find a balance between their strategic priorities, available support and guidance, and their fiscal reality to make changes that achieve meaningful improvement for students' math learning.

The time is right to support the effective adoption and implementation of high-quality K-8 math instructional materials across California. While many districts have initiated processes of selecting and adopting new math instructional materials, they are still in need of support and guidance as they continue this process and transition to implementation. In addition, there are many districts who plan to initiate their adoption processes in the coming years and could benefit from future guidance and support. For those districts who have not yet begun to implement these new K-8 math instructional materials, this research highlights a critical window of opportunity for assistance to improve the effectiveness of implementation and ultimately student outcomes.

Philanthropy has the potential to act as an essential catalyst by addressing the opportunities for impact identified in this report. Strategic investments, paired with rigorous evaluation, have the potential to demonstrate measurable improvements in district adoption and implementation of high-quality math instructional materials, teacher capacity, and student outcomes. In addition, this work can help build the necessary evidence base to effectively advocate for and secure sustained, systemic investments in the future.

Introduction

Background

In 2021, the California State Board of Education (SBE) chose to revisit the Mathematics Framework for California Public Schools (Math Framework) after 10 years of implementation. The framework guides local school districts across the state to adopt math instructional materials that make math more accessible and rigorous for all students. The framework reflects input from California parents, educators, and students; and after a statewide review, collaboration, and feedback process, the new Math Framework was adopted in July 2023.[3] The ultimate goal of this 2023 Math Framework is to ensure that all students develop deep mathematical understanding that prepares them for college and careers by improving math teaching and learning through curriculum and instructional approaches that are grounded in research and reflect best practices.

Terminology

Math Framework: The 2023 Math Framework provides guidance for implementing the content standards adopted by the State Board of Education (SBE) (i.e., the California Common Core State Standards). Frameworks are developed by the Instructional Quality Commission (composed of 18 members who advise the SBE on matters related to curriculum and instruction) and adopted by the SBE.

Instructional Materials: Instructional materials, including curriculum, are broadly defined to include textbooks; technology-based materials; other educational materials; and tests designed for use by students and their teachers as a learning resource to help students acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed.

Additional terminology can be found in Appendix B.

In 2024, the SBE initiated a math instructional materials adoption process, which provides school districts with a list of vetted math instructional materials aligned with the Math Framework that can be utilized to guide local adoption. California's SBE adoption considered three types of programs: basic grade-level for kindergarten through grade eight, Algebra I, and Integrated Mathematics.[4] In November 2025, the SBE published a list of 64 K-8 math instructional materials approved for local adoption and implementation.

California school districts are required under California Education Code (EC) Section 60119 to adopt and implement math instructional materials aligned with state standards and consistent with the Math Framework.[5] Since the release of the Math Framework in 2023, many school districts have been anticipating the release of the list of approved math instructional materials and preparing to adopt new math instructional materials for their schools.

3 *Mathematics Framework - Mathematics (CA Dept of Education)*. (n.d.). California Department of Education. Retrieved January 5, 2026, from https://www.cde.ca.gov/ci/ma/cf/

4 *Instructional Materials - Mathematics (CA Dept of Education)*. (n.d.). California Department of Education. Retrieved January 5, 2026, from https://www.cde.ca.gov/ci/ma/im/index.asp

5 *Education Code (EDC)*. (2023, September 25). California Legislative Information. Retrieved January 5, 2026, from https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=60119

The goals of this report are to:

1. Answer key questions about how large California school districts approach adoption and implementation of elementary and middle school (K-8) math instructional materials in alignment with the Math Framework;[6]
2. Understand and discuss trends related to K-8 math instructional materials adoption and implementation at the district level and elevate pertinent outliers; and
3. Provide recommendations based on these analyses to inform California's state level policy makers, philanthropic organizations, County Offices of Education (COEs), school districts, professional learning providers, and publishers/developers.

Intended Outcomes of this Research

This research focused on understanding school districts' approaches to K-8 math instructional materials adoption and implementation in four primary areas:

- **Adoption Processes:** How large school districts adopt K-8 math instructional materials, including timeline considerations, how they assess materials and make decisions on which materials to adopt, and the structures that are part of this process (e.g. curriculum committees, school boards, external providers, etc.)
- **Adoption Assistance and Resources:** The types of assistance that large school districts are interested in to strengthen their processes for adopting K-8 math instructional materials
- **Implementation:** How large school districts support the implementation of K-8 math instructional materials, including if and how they provide curriculum-based professional learning
- **Implementation Assistance and Resources:** The types of assistance that large school districts are interested in to support and help strengthen their processes for implementing K-8 math instructional materials

Research Project Methodology

This report is informed by a landscape analysis (literature and artifact review), 10 discovery interviews, and survey responses and interviews with 45 California school districts.

Landscape Analysis

GPG conducted desk research by reviewing current and previous frameworks, standards, and expectations governing California's math instruction. GPG reviewed a number of documents developed by the California Department of Education (CDE), including: typical timelines of math instructional material adoption processes; previous statewide math instructional materials adoption processes; Guidance for Local Instructional Materials Adoptions; current resources related to the 2023 Math Framework development; and resources related to the process and timeline for the release of the most recent state approved list of math instructional materials (initially in development when research began and officially released in November 2025). GPG also conducted desk research on California's existing professional learning landscape, including examining statewide initiatives aimed at supporting mathematics instruction aligned to the 2023 Mathematics Framework, as well as identifying networks, councils, smaller initiatives, and other math technical assistance providers.

6 See Research Project Methodology, School District Survey, and Interview for information on how school districts were selected and recruited for this research.

Discovery Interviews

To better understand the K-8 math instructional materials adoption and implementation landscape in California and to inform outreach to districts, GPG conducted discovery interviews with state and county-level interest holders. Over the course of six weeks in June and July 2025, the GPG research team interviewed 10 state and county leaders.[7]

Based on these interviews, GPG identified the following research and engagement strategies:

- **Leverage or build relationships with intermediary organizations** already working with local school districts on math instruction.
- **Recognize that local school districts are inundated with requests** to participate in surveys and are frequently solicited by curriculum developers, making them particularly difficult to reach without an established connection.
- **Work through existing networks, conferences, and relationships with COEs** to identify the people within an individual district who are most deeply involved with a district's math instructional material adoption and implementation processes.

Given these suggestions and insights, GPG leveraged relationships with COEs, and other mathematics intermediaries, networks, and conferences to identify and reach district research participants.[8]

School District Survey and Interviews

GPG's primary research effort focused on surveying or interviewing local school districts serving K-8 students with the highest total enrollment and high (~50+%) enrollment of Black, Latinx, and/or Free and Reduced Price Meal (FRPM) eligible (i.e., low-income) students.[9] To identify districts meeting these criteria, GPG used 2022-2023 enrollment and demographic data, including: 1) total enrollment; 2) the percentage of Black and Latinx students; and 3) the percentage of FRPM-eligible students. GPG also gave some consideration to geographic representation, as noted below.

Based on the goal of identifying large districts that meet these criteria, GPG identified a list of 92 target districts, by including:

- All districts in the top 125 by total enrollment with 50+% Black or Latinx AND 50+% FRPM eligible (73 districts);[10]
- All districts in the top 125 by total enrollment with 50+% Black or Latinx OR 50+% FRPM eligible (+10 districts);
- All districts in the top 125 by total enrollment with 40+% Black or Latinx AND 40+% FRPM eligible (+7 districts); and
- Districts in the top 175 by total enrollment with 50+% Black or Latinx AND 50+% FRPM in the northern part of the state (north of Sacramento) (+2 districts).[11]

7 Discovery interviewees are included in the list of Acknowledgments in Appendix D.
8 Recruitment partners are included in the list of Acknowledgements in Appendix D.
9 Of the 45 respondents, 9 answered survey questions via a Zoom interview. The interview and survey protocol were identical.
10 We did not include Los Angeles Unified School District (LAUSD) in our list of target districts.
11 These districts were added in an effort to expand the representation of northern Californian districts. With these two additions a total of 3 districts from the northern part of the state were included in our recruitment efforts.

Survey and Interview Design (District Questions)

GPG drafted a set of questions for the target districts based on initial discussions with the project funder and information obtained through the landscape analysis and discovery interviews. These questions were then refined and supplemented through an iterative process with the funder to ensure the questions addressed their priorities. The final set of questions was used for both interviews and online surveys of districts.

The questions focused on four key areas: 1) math instructional materials adoption; 2) assistance and resources to support math instructional materials adoption; 3) math instructional materials implementation; and 4) assistance and resources to support math instructional materials implementation. Some questions were dependent on responses to earlier questions. As a result, these questions were only asked of a subset of districts. See Appendix A for the full protocol and Appendix B for relevant definitions.

Recruitment

GPG engaged in an 18-week effort to recruit representatives from the 92 target school districts to participate in an interview or submit a survey response. The survey or interview participation window for target school district representatives was August 12 through December 6, 2025. GPG utilized the CDE's Directory of Curriculum Coordinators to begin an outreach campaign that involved:

- Weekly emails requesting participation through either interview or survey; and
- Follow up phone calls to recruit participants in September and October 2025.

In addition, members of the GPG research team attended multiple convenings of math instructional networks to recruit research participants, including meetings with the Los Angeles County Office of Education (LACOE), CORE District California Math Curriculum & Instruction Network (CMCIN) meetings, and the California Math Council's (CMC) Southern Division Annual Conference. GPG also leveraged relationships with county and regional intermediaries to recruit participants, including COEs in counties containing multiple target districts and other regional groups.[12]

To accommodate district preferences and in response to advice provided in discovery interviews, GPG offered two options for target school district representatives to participate in this research (interview or online survey). GPG solicited responses to the survey through SurveyMonkey, which included introductory language assuring participants that "responses will be aggregated and district names will not be associated with individual responses in reports of survey results." Similar assurances were provided to interviewees, whose responses were entered into a separate SurveyMonkey collector by a GPG research team member. Transcripts of interviews were also recorded with participant permission, and are quoted (anonymously) throughout this report to provide additional context on district perspectives.

Participants

Ultimately, 45 school districts participated in our research (36 electronic survey responses and nine interviews), representing 49% of our target school districts. Participants included:[13]

- District Administrators, including Directors, Coordinators, and Assistant Superintendents (31);
- Practitioners, including Teachers on Special Assignment (TOSAs), Coaches, and Specialists (11); and
- Assistant Superintendents (3).

12 Recruitment partners are included in the list of Acknowledgements in Appendix D.
13 See Role of Respondents in Appendix C (n=45).

Participating districts represented over one million California students (1,080,079 student enrollment in 2024-2025)[14] in large districts with high percentages of Black students, Latinx students, and students who are eligible for FRPM. Districts represented 19 counties from across the state. See Figure 1 for a map of participating district locations across California.

Figure 1: Participating District Map

14 *Total Enrollment*. CALPADS UPC Source File 2024–25. Retrieved January 20, 2026, from https://www.cde.ca.gov/ds/ad/filescupc.asp

Findings

Landscape Analysis

In California, multiple processes impact how districts adopt and implement K-8 math instructional materials. The process of adopting new standards is initiated through legislation that outlines procedural and timeline requirements. The standards describe what educators, content experts, and professionals in the field expect K-12 students to know and be able to do. California's current content standards are the California Common Core State Standards for Mathematics (CA CCSSM), which were officially adopted by the State Board of Education (SBE) in August 2010.

The SBE also oversees the development and adoption of curriculum frameworks for kindergarten through grade twelve (K-12). Curriculum frameworks are guidelines that outline the curriculum, instruction, and materials necessary to implement state content standards, including research-based, subject-specific approaches for educators to ensure all students, including English learners and those with disabilities, achieve proficiency. As part of this process, the SBE establishes an Instructional Quality Commission (IQC),[15] which is responsible for overseeing the development of curriculum frameworks. The SBE may also establish a Curriculum Framework and Evaluation Criteria Committee (CFCC) to assist in the process, which the SBE did to support the development of the 2023 Math Framework. The Math Framework was adopted by the SBE in July 2023. Individual districts are responsible for ensuring their staff understand the Curriculum Framework, though many County Offices of Education (COEs) develop or leverage existing regional support networks (like communities of practice) and create resources to train educators on new curriculum frameworks.

Once a new curriculum framework is adopted, the IQC initiates an adoption process for math instructional materials. This process involves three concurrent steps: education content review, social content review, and public review and comment. Following these reviews, the SBE considers the IQC's adoption recommendations and any pertinent findings from this process before releasing a list of approved math instructional materials.

This comprehensive list of math instructional materials, which reflects materials that the SBE considers sufficiently aligned with the Math Framework, is intended to assist districts in their own instructional materials selection processes. Districts then conduct their local math instructional materials adoptions on an agency-wide basis or delegate selection authority to individual school sites. Most districts select math instructional materials from the SBE's list of approved math instructional materials. However, districts can elect to conduct a local review process and assessment of alignment with the Math Framework that includes a majority of classroom teachers in the appropriate discipline.[16] Once districts select their math instructional materials, they purchase the math instructional materials directly from publishers.

In addition to adopting math instructional materials, districts in California are responsible for the subsequent implementation of math instructional materials. While there is no dedicated state funding for implementing math instructional materials, districts can use existing funding streams, such as the Local Control Funding Formula (LCFF)

15 The IQC is an 18 member commission that is responsible for advising the SBE on matters related to curriculum and instruction. The IQC: (1) develops and recommends curriculum frameworks; (2) develops and recommends criteria for evaluating math instructional materials submitted for adoption; (3) evaluates math instructional materials that have been submitted by publishers and makes recommendations to adopt or reject each submission; (4) recommends policies and activities to the SBE, California Department of Education (CDE), and local education agencies (LEAs) regarding curriculum and instruction; (5) advises and makes recommendations to the SBE on implementing the state's academic content standards; and (6) advises the SBE on professional development, pupil assessments, and academic accountability systems alignments to the standards. See https://www.cde.ca.gov/BE/cc/cd/index.asp for more details.

16 *Instructional Materials Implementation*. (2025, March 5). California Department of Education. Retrieved January 20, 2026, from https://www.cde.ca.gov/ci/rl/im/implementofimsnotadopt.asp

and Proposition 20 lottery funds, and can leverage California's Statewide System of Support (SSOS) for professional learning and systems improvement.[17] Coordinated by the California Collaborative for Educational Excellence (CCEE) and the CDE, the SSOS involves a network of COEs that collaborate with each other and school districts to address locally identified needs, which may include support for math outcomes.[18] The SSOS funds nine COEs to serve as Geographic Lead Agencies (Geo Leads). The Geo Leads build the capacity of COEs to strengthen Local Education Agencies' (LEAs') ability to support the continuous improvement of student performance in alignment with state priorities. Each Geo Lead focuses on a specific aspect of continuous improvement and educational equity.[19] Districts and COEs may also use various state funding sources, such as the Learning Recovery Emergency Block Grant Funds and the Educator Effectiveness Block Grant Funds, to provide professional learning and coaching for educators to support the implementation of math instructional materials.

Surveys and Interviews

K-8 Math Instructional Materials Adoption Processes

Overall, GPG found that many districts are in the process of adopting new K-8 math instructional materials, though the timeline for adoption varied considerably from district to district. Nonetheless, themes emerged, particularly regarding the assessment of materials, decision-making processes, and the infrastructure necessary to support adoption and implementation of math instructional materials. The summarized results below provide findings related to K-8 math instructional materials adoption processes, including both trends and outliers that offer ideas for district, county, and state interest holders to consider as they work to support local adoption and implementation of high-quality math instructional materials.

Current Landscape of Target Districts

GPG first sought to identify the math instructional materials that target districts had most recently adopted before asking about their plans for initiating a new adoption process to align with the 2023 Math Framework.

Districts reported a wide range of math instructional materials currently adopted and being implemented, with 19 publishers named:

- The most common publishers (and products) were HMH (Go Math, Math in Focus), used by 12 districts, and McGraw Hill (My Math) used by 10 districts;[20]
- More than half of districts reported using multiple products (56%), usually implementing one product for elementary (TK-5, K-5, or K-6) and another product for middle school (6-8 or 7-8);[21] and
- **The majority of districts (71%) reported their math instructional materials had been in use at the district level for at least six years.[22]**

17 *Instructional Materials FAQ*. (2025, September 22). California Department of Education. Retrieved January 20, 2026, from https://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp#:~:text=What%20are%20%E2%80%9Cstate%2Dadopted%E2%80%9D,for%20grades%20nine%20through%20twelve
18 *Welcome to the Statewide System of Support*. (n.d.). California Statewide System of Support. Retrieved January 21, 2026, from https://systemofsupport.org/
19 *Geographic Lead Agencies*. California Department of Education. Retrieved January 26, 2026 from https://www.cde.ca.gov/sp/sw/t1/crss.asp
20 See Q1. Currently adopted K-8 Math Instructional Materials in Appendix C (n=45).
21 See Q1. Currently adopted K-8 Math Instructional Materials in Appendix C (n=45).
22 See Q2. Timeline of Previous Adoption Process in Appendix C (n=45).

Adoption Process Timeline

While there is state guidance to support the adoption of math instructional materials aligned with the Math Framework,[23] there are no mandated timelines for school districts to review or update their math instructional materials.[24] Some districts, by local policy, appear to initiate a new adoption process at regular intervals. The majority of districts reported adoption timelines aligned with the state's adoption of the Math Framework:

> The majority of districts reported that they were in the midst of an adoption process (29, 60%) or anticipating an adoption process (10, 21%) prior to the 2027-2028 school year.[25,26]

- Among these districts, **most (29, 64%) are in the early phases of the adoption process**, focused on "developing a vision and plan," "knowing their needs," and "identifying and evaluating options."[27] (See Figure 2)
- Some districts (6, 13%) were in the later phases of the process, focused on "selecting a best fit" or "preparing for launch and implementation."[28] (See Figure 2)
- Districts farther along in the adoption process opted not to wait for the SBE to release their statewide adoption list, which was published more than two years after the Math Framework.
- Of the districts not currently engaging in the adoption process or anticipating a new adoption prior to the 2027-2028 school year (9), the majority (6, or 67%) did not provide a timeline for their next adoption, but indicated recently adopting new math instructional materials.[29] All but one of these districts reported they had adopted new math instructional materials within the last three years, and three indicated it would be at least six additional years before their next adoption.
- **Many districts indicated that Transitional Kindergarten (TK) math instructional materials would be considered through a separate process** (18, 40%), while 10 districts indicated they would include TK in their K-8 process and seven districts indicated that they were unsure how they would approach adopting and implementing TK math instructional materials.

> "If a publisher does not have TK, I will be very vocal about that because I want a TK-6 alignment."[30]

23 See, for example: https://www.cde.ca.gov/ci/ma/cf/
24 *Instructional Materials - Mathematics (CA Dept of Education)*. (n.d.). California Department of Education. Retrieved January 5, 2026, from https://www.cde.ca.gov/ci/ma/im/index.asp
25 This question is based on 48 district responses. 3 additional districts responded to a single question via email about whether they are planning on engaging in a new K-8 math instructional materials adoption process between now and school year 2027-2028.
26 See Q3. New K-8 Math IM Adoptions (Before SY 27-28) in Appendix C (n=48).
27 See Q4. Current Adoption Phases in Appendix C (n=45).
28 *Instructional Materials Adoption Toolkit*. (n.d.). UnboundEd. Retrieved August 5, 2025 from https://unbounded.org/resources/instructional-materials-adoption-toolkit/
29 See Q3. New K-8 Math IM Adoptions (Before SY 27-28) in Appendix C
30 See Q11. Adoption Process for TK in Appendix C (n=45).

Figure 2: Phases of Curriculum Adoption[31]

Phase I: Lead with a Vision and Plan — *Form a leadership team, create a district instructional vision, and set clear goals for the adoption.*

Phase II: Know Your Needs — *Analyze data, research, and best practices to pinpoint specific district priorities and needs for new materials.*

Phase III: Identify and Evaluate your Options — *Develop criteria (cut criteria, evaluation rubrics) to narrow down potential materials from a broader list.*

Phase IV: Select Your Best Fit — *Involve broader stakeholders to gather more data on final contenders and make a data-driven decision.*

Phase V: Prepare for Launch and Implementation — *Develop a strong, detailed plan to effectively launch and implement the new materials to maximize their impact.*

District Flexibility in Adoption Approach

In California, districts have flexibility in how they approach their math instructional materials adoption process. Some districts reported intentionally approaching math instructional materials adoption with **calculated caution.** For example, a representative from one district shared, "Since we're not going to be actually adopting until that following year, then **we've got a little bit of time to design some of these things and collect this data.**" Other districts prefer to move quickly to adopt new materials based on a variety of different pressures. One district, for example, expressed a desire to act quickly to move from "traditional to a non-traditional, more problem-based learning style kind of curriculum." However, the respondent noted that they have encountered some difficulty because their math instructional materials for K-8 and their assessment system do not align. Another district shared that they face "a bit of pressure, as [their] current curriculum is being discontinued." Others indicated **pressure from teachers, administrators, and district leadership to quickly implement** the Math Framework.

During discovery interviews, a COE leader provided additional context for adopting math instructional materials based on the Math Framework. They shared, "This Math Framework is truly complex. We are asking teachers to completely rethink how they are planning, using [instructional] materials, planning and teaching to multiple standards integration [...] it's daunting for many teachers, and requires really intentional adherence and professional learning; as well as the right [instructional] materials for teachers to facilitate."

While flexibility and variation in timelines and adoption processes were apparent across districts, our research suggests **it is common for districts to form adoption committees** as a governing structure to support math instructional materials adoption and implementation. Of the 23 districts currently engaged in an adoption process, eight districts shared information about current or planned committee-led processes. Districts also highlighted engaging with external support structures (3 of 23), such as networks, consultants, or professional learning providers, and discussed specific tasks they were leveraging to support the work including California Department of Education (CDE) framework review (3 of 29), needs assessment (4 of 23), data analysis (2 of 23), rubric development (2 of 23), and pilot design (7 of 23).[32]

31 *Instructional Materials Adoption Toolkit*. (n.d.). UnboundEd. Retrieved August 5, 2025 from https://unbounded.org/resources/instructional-materials-adoption-toolkit/

32 See Q4 Open Response. Current Adoption Status Context in Appendix C (n=23).

Assessment & Decision Making Processes

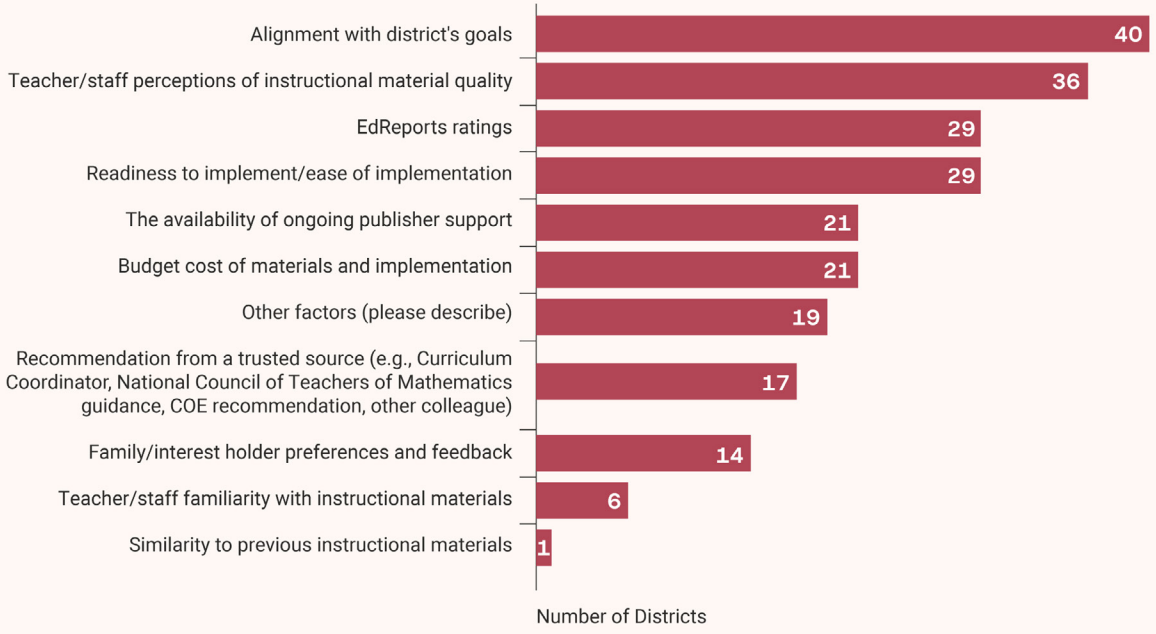
Approaches to Assessing the Quality of Math Instructional Materials

Participating districts answered a series of questions about their priorities and the resources they use to determine whether math instructional materials align with their district's needs. Overall, most districts expressed interest in aligning with the Math Framework by adopting new materials and embraced the opportunity to make big changes to their current materials:

- When asked whether specific factors were important to the assessment of math instructional materials, most districts rated alignment with district goals (40, 89%), teacher/staff perceptions of math instructional materials quality (36, 80%), EdReports ratings (29, 64%), and readiness to implement materials (29, 64%) as important. See Figure 3 for the full results.[33]
- In comparison, teacher/staff familiarity with the materials (6, 13%) and similarity to current or previous materials (1, 2%) were not considered important by most districts.[34]

Figure 3

Important Factors for District Instructional Materials Selection



In addition, districts indicated the importance of having a third-party assessment (e.g., local, state, or national adoption lists; third-party review rubrics/resources; webinars; etc.) of specific aspects of math instructional materials:

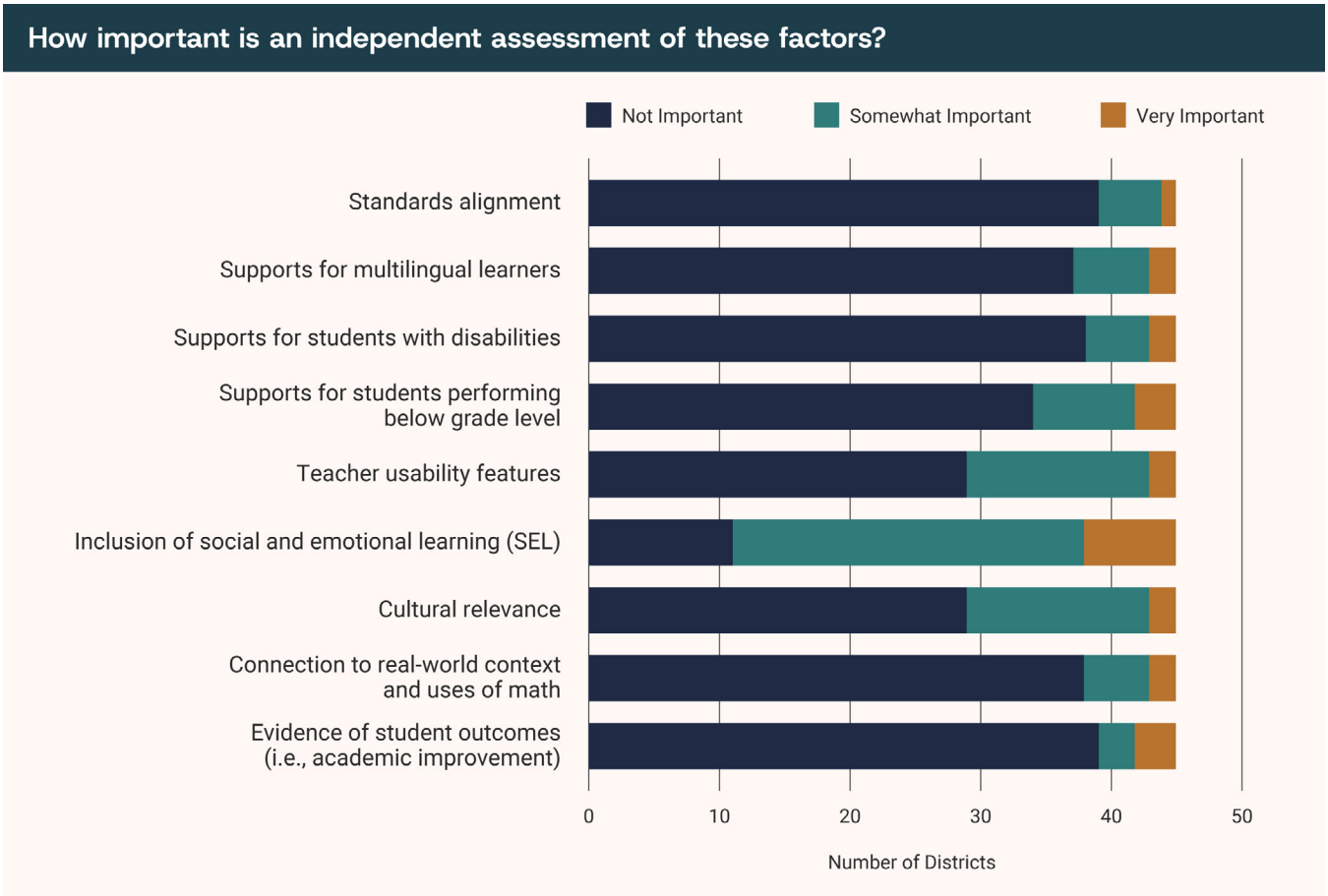
33 See Q13. Factors Impacting Selection of Math IM in Appendix C (n=45).
34 See Q13. Factors Impacting Selection of Math IM in Appendix C (n=45).

Just over half of districts reported relying on EdReports (17, 52%) for independent assessments of quality. Other popular resources included the SBE list (11, 33%), other CDE guidance (8, 24%), and COE resources and guidance (5, 15%). Some districts reported developing their own rubric (4, 12%). Individual districts mentioned relying on specific subject matter experts (e.g., Rachel Lambert, Jack Dieckmann, John Hattie) or specific organizations like UnboundEd, University of California Los Angeles (UCLA), English Learners Success Forum (ELSF), and the Instructional Materials Evaluation Tool (IMET).[35]

- The majority of districts reported that these independent assessments of quality were important for most aspects of math instructional materials. However, they rated independent assessments of quality as less important for some evaluation factors, including Inclusion of Social Emotional Learning, Teacher Usability, and Cultural Relevance. An independent assessment of quality for Inclusion of Social Emotional Learning, in particular, was only rated as "very important" by 11 districts (24%). See Figure 4.[36]

Most districts indicated that digital availability of math instructional materials is very important (23, 51%) or somewhat important (11, 24%); while only one reported that digitization was not important at all.[37]

Figure 4



One district shared high praise for the guidance that the CDE produces, and encouraged other districts to use the guidance more, noting that the CDE "offers an entire resource document, Guidance for Local LEA Adoptions, [that] outlines exactly what you should do… rubrics you should use, timelines, educational partners, and laws you should consider. It very clearly outlines how to run an adoption." They further cited the Math Framework as an invaluable resource in and of itself.

35 See Q14 Open Response. Resources Informing Independent Assessments of Quality in Appendix C (n=33).
36 See Q14. Importance of Independent Assessment of Quality in Appendix C (n=45).
37 See Q10. Importance of Digital Availability of Materials in Appendix C (n=45).

Districts also provided information about which math instructional materials they had been considering piloting. Most reported that they were **waiting for the SBE list**, (which was published in the middle of the survey and interview response period in November 2025), or that they were not far enough along in the process to identify titles for piloting. **One district explained that they would shortlist all titles on the SBE list available in Spanish.** Among districts that provided specific titles for piloting or consideration for piloting (8 districts), titles named multiple times included Amplify Desmos Math (4), Bridges in Mathematics (3), and Great Minds Eureka Math Squared (3).[38]

GPG asked districts how they were approaching the selection of math instructional materials to pilot once they had narrowed their list of options. Districts shared a variety of methods, including developing selection rubrics, utilizing the SBE approved list, and convening committees to make recommendations (and sometimes apply locally developed rubrics).[39]

> One district shared that their process included starting with 11 titles, narrowing to five titles, then selecting two titles to pilot based on the two titles that received the highest score on their 10-page evaluation tool. A different district shared that they were particularly interested in math instructional materials that align with their assessment system. Another district shared that they followed the lead of their peers, bringing "the most popular options that are showing up in surrounding districts" for teachers to pilot.

Interest Holder Engagement Strategies

California Education Code (EC) Section 60002 requires districts to ensure interest holder engagement, mandating "substantial involvement from teachers and…the involvement of parents and community members in selecting math instructional materials." However, districts have flexibility in how they achieve this involvement.[40]

Input from Teachers and Administrators[41]

GPG asked districts about their approach to soliciting input and addressing feedback from teachers and administrators during their K-8 math instructional materials adoption process:

- The most common mechanisms for soliciting input and feedback from teachers and administrators involved **adoption committee participation** (21, 62%) and the **piloting of math instructional materials**, either through committee participation or as active participants in piloting work (12, 35%).
- Other methods of engagement reported by districts included the **use of surveys** (11, 32%), participation in the development of a selection rubric (3, 9%), engagement in training on the Math Framework (3, 9%), participation in informational meetings or forums (2, 6%), and involvement in determining district vision and mission to guide the adoption process (2, 6%).
- Individual districts reported engaging teachers in empathy interviews (1) or inviting them to attend publisher presentations (1) or COE-run Curriculum Fairs (1).
- Some districts (3, 9%) shared that they did not have a specific process for how they incorporate feedback, but do accept teacher and administrator feedback.

38 See Q6. Titles Initially Considered and/or Selected in Appendix C (n=8).
39 See Q6. Titles Initially Considered and/or Selected in Appendix C (n=8).
40 *Education Code (EDC)*. (2023, September 25). California Legislative Information. Retrieved January 5, 2026 from https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=60119
41 See Q8. Teacher and Administrator Feedback Informing Adoption Process in Appendix C (n=34).

- Among districts who had clarity about their intended engagement strategies (31), most (20, 65%) reported an **intention to utilize more than one method to solicit teacher and administrator input.**

Nearly every district expressed an understanding of the importance of addressing educator perspectives during the adoption process. One district shared, "We were committed to ensuring that **our adoption process was grounded in teachers' voices** and that teachers felt ownership and agency over the process and the decision. I am so proud of that work and of our teacher community for their thoughtful exploration of curricula to select the best materials for our students."

A few districts elevated innovative processes for incorporating teacher and administrator feedback. For example, one district reported that 75 teachers were participating in their adoption committee. Despite the large group, the district wanted to preserve the opportunity for genuine discussion and collaborative feedback. They opted to utilize a process wherein teacher ideas were shared on post-it notes during discussions. As cataloging and theming hundreds of post-it notes presented a daunting challenge, the district turned to ChatGPT for a solution. Each post-it note was read aloud and cataloged using ChatGPT. The generative AI was then used to identify themes and frequently raised ideas. Introducing technological support helped them assess the input they received holistically and without their own bias. They shared, **"ChatGPT is our third Math TOSA (Teacher on Special Assignment). It helps us do all the stuff that takes forever."**

In another example, a district shared their process of conducting "empathy interviews with staff." Empathy interviews are an approach to collecting information through semi-structured, one-on-one conversations with the goal of deeply understanding an individual's lived experiences, feelings, and motivations. **Using empathy interviews to understand teacher perspectives on math instructional materials** can help districts uncover unacknowledged challenges and desires to inform effective, human-centered solutions.

Input from Families, Students, and Community Groups[42]

Districts shared how they included input and feedback from families, students, and/or other community groups during the math instructional materials adoption process, with many districts soliciting input from these interest holders through multiple methods of engagement:

- 36% (12) planned to solicit family and/or student feedback via surveys;
- 33% (11) planned to hold meetings or events for community members to learn about materials and offer feedback;
- 21% (7) planned to incorporate student feedback during the pilot phase by either collecting information directly from students or collecting their feedback through teachers;
- 27% (9) planned other methods of soliciting feedback including student and parent representatives on adoption committees, inviting them to review math instructional materials digitally or at in-person events, hosting focus groups, or conducting empathy interviews; and
- 30% (10) were unsure of how they would include these interest holders (though most affirmed their intention to do so).

Districts noted the value of soliciting input not only from educators, but from the students, families, and the communities they serve. For example, one district shared, **"This is a collective effort of district leadership, site leadership, department and teacher leadership, our partnerships with families, students, and the teacher's union… I just think we have to get it right."**

42 See Q9. Family, Student, and Community Member Feedback Informing Adoption Process in Appendix C (n=33).

K-8 Math Instructional Materials Adoption Assistance

Although there is no dedicated state funding to support districts through their math instructional materials adoption processes, there is some state- and county-level infrastructure that can be leveraged to support districts. GPG asked districts about the specific sources of support they utilize in their adoption processes (both for their current adoption work and during previous adoptions) and what types of support would be most helpful for their ongoing or future adoptions.

Current Resources and Support Systems[43]

Districts shared a variety of resources and supports they are using or planning to use to inform their K-8 math instructional materials adoption process:

- The Math Framework (15, 45%); COEs (14, 42%), and EdReports (8, 24%) were all commonly reported resources and supports for district adoption processes;
- Several districts (6, 18%) indicated working with external consultants, however, some districts also shared that the financial burden of contracting with consultants prevented them from doing so; and
- Collaborative networks and peer learning opportunities (6, 18%) and meetings with vendors (5, 15%) were repeatedly reported as a source of support while also providing collaborative learning and professional partnerships.

> "Had we not participated in the county workshops, we would have been lost and not able to make the progress we did. The COE support educated us on the new Math Framework and helped us go in depth on English learners and children with disabilities. We were also able to network with districts within our county and [learn about] support and opportunities for grants to address adoption processes."

Future Adoption Assistance Needs[44]

One-third of districts (9 of 28) requested access to **more resources for vetting math instructional materials.** Districts provided details about the kinds of resources they would be interested in, including exemplars, rubrics, or evaluation tools aligned to the Math Framework; templates of how other districts gather information from developers; example surveys from other districts; and supports to evaluate how well math instructional materials serve English learner students and students with disabilities. In addition, districts suggested that white papers from publishers, early access to EdReport ratings, and additional independent (non-publisher) third-party reviews would assist adoption processes.

Despite no dedicated funding from the state for adoption, only six districts (of 28) indicated funding as an area of need — specifically, funding to compensate advisory board members, hire substitutes so that teachers can engage in professional learning, and to support math instructional materials piloting. A few districts mentioned that greater access to training opportunities (4 of 28) and partnerships or networks (2 of 28) would be helpful. For example, one district lamented the limited "local COE resources or supports," and that "it would be nice to have a COE resource to tap into." Two districts expressed interest in implementation research or efficacy studies to help inform their adoption efforts.

43 See Q7. Resources & Supports Informing Adoption Process in Appendix C (n=33).
44 See Q15. Adoption Supports & Resources in Appendix C (n=28).

K-8 Math Instructional Materials Implementation

Current Implementation Approach

In addition to inquiring about math instructional materials adoption, GPG explored how districts approach the implementation of K-8 math instructional materials. Overall, while **most districts employ fundamentally similar strategies for adoption** (as described in the sections above), **the implementation of materials varied widely.** Discovery interviews alongside select survey responses suggest a common understanding that ongoing, curriculum-embedded professional learning is the gold standard for districts. However, current district implementation approaches do not reflect this ideal, likely due to funding and staffing challenges that districts raised. One district encapsulated this challenge well, sharing, "We have an amazing plan, and have high buy-in from all educational partners, we just need funding to truly execute it based on research in adult learning, implementation science, as well as improvement science."

The majority of districts provide some professional learning (31, 72%) and/or coaching opportunities (19, 44%) to support math instructional materials implementation. However, among districts that offer professional learning (31, 72%), only 12 (28%) explicitly referenced **ongoing professional learning**, while eight (19%) referenced professional learning from publishers, which is usually limited and may not be intentionally aligned with district goals and vision.[45]

Professional Learning Strategies

Coaching, an evidence-based strategy for supporting continuous effective professional learning, was reported by 19 districts (44%).[46,47] Districts shared a variety of approaches to coaching including leveraging math TOSAs, instructional coaches, and site-based specialists. Districts also shared a variety of specific tasks that coaches supported, including providing embedded classroom feedback, developing model lessons, and facilitating professional learning communities.

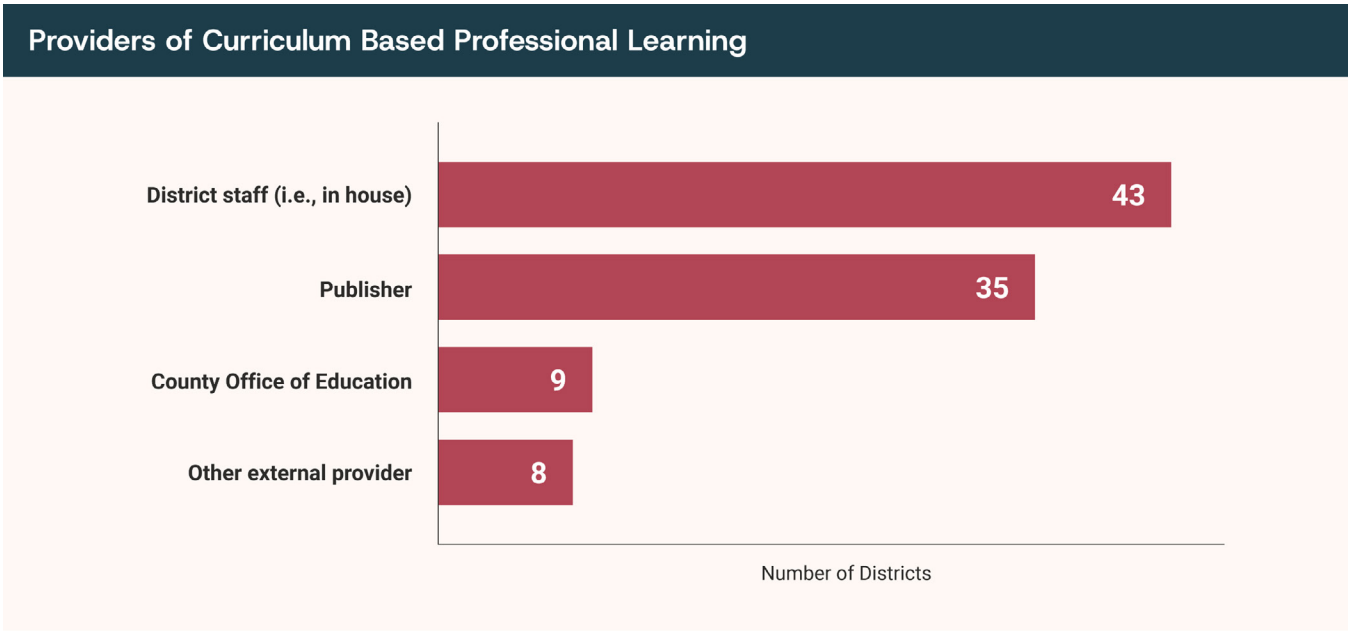
Importantly, a few districts highlighted ideas that are likely important to the successful implementation of math instructional materials, including separate learning tracks for teachers, administrators, and coaches; intermediate leadership roles; and cross-school coordination structures. For example, one district described an approach to instructional leadership that values cross-departmental collaboration, in which the entire instructional team, not just math specialists, share responsibility for math learning and that ethos is also shared with principals. The district leader stated, "There is a team approach to math, even my… science and induction person, not just the math coordinator [is included]. It's a small coordinated team, we're all involved. We also collaborate with other departments… Everyone is a learner." They added that they are focused on "supporting principals in becoming instructional [leaders] especially after COVID."

Professional Learning Providers

The majority of districts reported relying on publishers (35, 78%) and in-house district staff (43, 96%) to provide curriculum-based professional learning to support the implementation of K-8 math instructional materials. Most of these districts utilized both (34, 76%), rather than keeping all professional learning in-house or relying solely on publishers. A smaller, but still notable, number of districts also relied on their COE (9, 20%) or other external providers (8, 18%) to meet their professional learning needs.[48] See Figure 5.

45 See Q16. How Districts Support Teachers & Administrators to Implement Adopted IM in Appendix C (n=43).
46 Atkinson, A., Watling, C. J., & Brand, P. L. (2021, May 21). *Feedback and coaching*. European Journal of Pediatrics, 181(2), 441–446. https://pmc.ncbi.nlm.nih.gov/articles/PMC8821048/
47 See Q16. How Districts Support Teachers & Administrators to Implement Adopted IM in Appendix C (n=43).
48 See Q17. CBPL Providers in Appendix C (n=45).

Figure 5



With regard to COE support, one district shared, **"COEs usually have a set of agenda items…** that they are dedicated to and they try to infuse those [at the district level]...They have an agenda **that isn't necessarily aligned [with district priorities]."** In contrast, other districts shared sincere appreciation for support from their COE, with one district noting that this support has been "invaluable to training [their] coaches and administrators prior to… actual math adoption."

When GPG asked explicitly about access to external providers, most districts that reported access also reported that they use them (34 of 45, 89%). Among districts that don't have access (4, 9%), three shared that they would use providers if they could and only one shared that they would not use providers even if they had access.[49] One district specifically spoke of a **"trifecta" system of experts** that were consulted to improve "teacher usability" and provide teachers and administrators the most useful professional learning: "We have a systematic professional support plan for our teachers. **We use district staff to target how we use the materials**, because they know the best and know what the school sites are going through. I think **it's important to have the publishers' perspective**, and there's a level of teachers' trust for those that made the materials. The external providers **we use are experts in the field that have alignment with our approach… about mathematics instruction.** I think having this trifecta gives our teachers a local perspective and an expert perspective."

Districts that provided a rationale for not using an external provider were concerned about contextual fit, as evidenced by a preference for internal providers (3 of 5), and that external providers may not know district math instructional materials or contexts well enough (1 of 5). One district shared that external providers need to "tak[e] the time to learn our instructional framework," suggesting **frustration with generic or one-size-fits-all professional learning.** In addition, four districts indicated they have not found external professional learning to be effective in the past, and two districts indicated that **external providers are too expensive.**[50]

When asked how important an independent review (e.g., by a state, county, or local public agency or private third-party organization) of professional learning quality is to them, 14 districts (44%) indicated it is very important, nine (28%) indicated it is important, and another nine (28%) indicated it was not important. Several of these districts stated that such a review is important, but only if the reviewer is aligning to the Math Framework.[51]

49 See Q18. Access to External CBPL in Appendix C (n=45).
50 See Q20. Context on Why Districts Do Not Use External CBPL in Appendix C (n=5).
51 See Q23. Importance of CBPL Undergoing Independent Review in Appendix C (n=32).

Additionally, a few districts elevated a need for independent reviews of professional learning providers related to specific topics, in their comments, including:[52]

- Evidence of alignment to Math Framework (2 of 32)
- Evidence of shifts in student mindset (1 of 32)
- Evidence of improved student outcomes (in specific contexts) (1 of 32)
- Reviews of other districts' experiences with the vendor in previous adoptions (1 of 32)

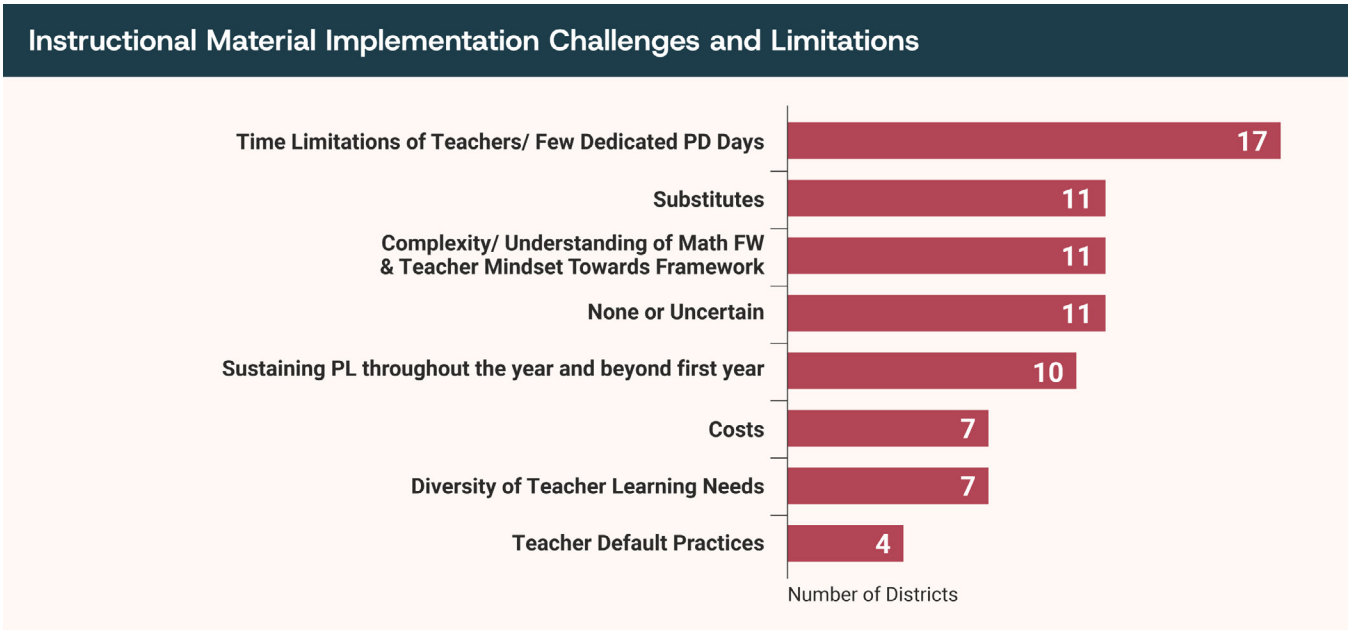
Districts further shared in comments that their judgements of professional learning providers' quality were based on:[53]

- Alignment of professional learning materials to district goals (3 of 32)
- Individual district preferences (2 of 32)
- Word of mouth (1 of 32)
- Interactions with publisher (1 of 32)
- Advice of Subject Matter Experts hired by the district (1 of 32)
- Advice of COE (1 of 32)

Limitations and Implementation Challenges[54]

When GPG asked districts about the limitations and challenges they face in providing professional learning, the most common response described was a lack of time, (either because of limited professional learning days or because of the inability to remove teachers from the classroom), with 17 districts (44%) naming this barrier. This constraint was often listed along with a lack of available substitutes to cover release time for teachers to engage in professional learning (11, 28%). The next most common challenge that districts reported was related to shifting teacher mindsets (11, 28%). Districts shared that some teachers prefer to use what they are already comfortable with (including previous math instructional materials or unvetted resources from sites such as Teachers Pay Teachers). Approximately a quarter of districts (11, 28%) reported no limitations or challenges (or did not answer the question) or were uncertain of what their challenges might be. Fewer districts elevated costs as a primary obstacle (7, 18%), though other limitations such as the substitute teacher pool could also be linked to budget constraints. See Figure 6 for the full results.

Figure 6



52 See Q23. Importance of CBPL Undergoing Independent Review in Appendix C (n=32).
53 See Q23. Importance of CBPL Undergoing Independent Review in Appendix C (n=32).
54 See Q24. Challenges Providing CBPL in Appendix C (n=39).

Future Implementation Assistance Needs[55]

GPG also explicitly asked districts to identify the additional services, resources, or supports that would help them effectively implement K-8 math instructional materials in the future. Districts had varied perspectives, but some trends emerged, with districts most commonly requesting support:

- To address **funding challenges** (8, 26%), usually in reference to another specific need (e.g. coaching or release time for teachers). As one district put it, **it "always comes down to money;"**
- To ensure the participation of all teachers in professional learning, including **release time and substitute coverage** (8, 26%); and
- For **ongoing professional learning**, rather than one-off or short-term (e.g., first year only) (6, 19%).

Relatedly, a few districts shared a desire for assistance implementing **coaching or train-the-trainer models** (6, 19%). Districts also asked for **implementation monitoring tools** (e.g., rubrics, walkthrough models, reflection tools, or administrator feedback systems) (6, 19%) and **implementation support tools** (e.g., pacing guides or model lessons) (7, 23%). Less common, but still notable requests included support for **collection** and **analysis (or use) of assessment data** (5, 16%) and additional access to **publisher support** (3, 10%), including ongoing professional learning. Only one district independently raised professional learning challenges related to ensuring math instructional materials are effective for specific groups. They noted that the math instructional materials on the SBE approved list tend to "really just [have] side bars on **how to address English learners or children with disabilities.**" This district is "working with teachers on integrated [English Language Development] ELD supports," but said it would be "better if they were in the curriculum."

Overall, district responses reveal an **implementation capacity gap. Districts know what good implementation requires** (coaching, time, ongoing professional development, leadership development) but lack the resources to provide it at scale. One district shared, "[Our] ultimate wish would be more tailored training for the school administrator and their ability to provide teachers with feedback on the quality of instruction taking place in the classroom. When it comes down to it, it's about the fidelity of the use of the tools that are adopted… [and] having an instructional leader who can spend time in classrooms, give teachers feedback, and provide professional learning in an individualized way for the teachers on their campus. The district has more than 35 campuses, **they can't spread themselves… enough to achieve [these goals] at [the] district level."**

55 See Q25. Additional Implementation Supports in Appendix C (n=31).

Discussion

On the National Assessment for Educational Progress (NAEP), California math scores trail behind the national average, with widening disparities between the highest and lowest-performing students, and consistent disparities based on race/ethnicity.[56] The State Board of Education's (SBE's) publication of the 2023 Math Framework, and the release of a new list of approved math instructional materials, presents an important opportunity to support district adoption and implementation of high-quality instructional materials that can ultimately improve student outcomes.

Our findings demonstrate that for many districts in California serving large populations of Free and Reduced Price Meal (FRPM) qualifying students and Black or Latinx students, **K-8 math instructional materials adoption and implementation are top of mind.** Most of the districts surveyed are in the midst of a new math instructional materials adoption process or are planning to embark on an adoption process in the near future, often in response to statewide actions and priorities. As a result, **timely efforts to support adoption** (particularly the later stages, such as piloting and selection) **and implementation have the potential for outsized improvements on California students' math learning in the coming years.**

Adoption

The California Department of Education (CDE) and the SBE provide foundational guidance to California school districts on the adoption of K-8 math instructional materials. Nevertheless, our findings suggest that **districts are looking for more support.** The Math Framework clearly functions as the foundational reference point for districts, guiding both their understanding of instructional shifts and criteria for evaluating math instructional materials. However, the list of approved math instructional materials that the SBE released in November 2025 includes 64 options. The previous list of K-8 math instructional materials that the SBE adopted in 2014 was half as long, with only 31 options.

> While the expansion of the SBE list brings flexibility and empowers districts to choose according to their needs, it also brings a greater burden for districts to review and evaluate which math instructional materials best fit their goals.

Districts are taking varied approaches to narrow the list of SBE-approved options. Approaches range from following the lead of neighboring districts to meeting with the publishers for every relevant product to discern alignment with their priorities. Regardless of the approach, **many districts shared a sense of overwhelm** at the length of the instructional materials list and the process to determine which products are best aligned with their unique district priorities.

56 *California NAEP Results.* (2025, January 30). California Department of Education. Retrieved January 24, 2026 from https://www.cde.ca.gov/ta/tg/nr/caresults.asp

Districts agree that available tools to support the adoption process, such as EdReports, help supplement SBE guidance. Districts view EdReports as an initial filter based on a small number of quality considerations. While it is helpful to have existing evaluations as a starting point, many districts also shared that EdReports alone does not provide enough information to select products to pilot. For example, districts raised challenges with assessing which products best meet the needs of their student populations, such as English learners and students with disabilities, or which products provided integrated learning for remediation and acceleration for diverse learners. Several districts engage external consultants and academic institutions (ranging from national organizations like UnboundEd to local universities like University of California Los Angeles and University of California San Diego) to strengthen their evaluation processes and build robust rubrics to support instructional material review and piloting. Regardless of the available support, districts shared that **the process of narrowing down the lengthy list of state-approved math instructional materials poses a challenge** and is an area where additional support would be helpful.

Adoption assistance from County Offices of Education (COEs) and math instructional networks is invaluable to districts, but access appears inconsistent. COEs emerged as an important source of support, serving as critical intermediaries that can provide Math Framework training, develop and share tools for evaluating math instructional materials, and provide guidance to districts throughout their adoption processes. The positive reception of COE support from many districts highlights the importance of countywide and regional educational infrastructure in supporting local curricular decisions. However, it was clear that COEs are only able to serve this function when they have adequate staffing and professional learning capacity, and when COE priorities and district priorities are aligned. Reflections from districts on the added value of **collaborative math instructional networks highlighted the power of shared insights from peers**, suggesting that adoption knowledge spreads successfully through professional communities and not just top-down dissemination.

It is also clear that **districts strongly value the perspectives of interest holders**, especially teachers and administrators. Many districts are also striving to meaningfully incorporate student and family perspectives. While most districts rely on traditional data collection approaches, such as surveys, to solicit interest holder input, some districts implement more innovative approaches. These strategies range from using artificial intelligence (AI) to process interest holder input to conducting empathy interviews. These approaches may be important to evaluate and disseminate more broadly if they prove effective.

> Overall, district perspectives showed an understanding and respect for the purpose of a rigorous adoption process. However, many are challenged to select the right math instructional materials given the long list of state-approved options, limited third-party evaluations, and uneven access to external support from COEs, peer networks, and others.

In describing the adoption of new math instructional materials aligned to the Math Framework, one statewide leader framed it as “a strategic opportunity to truly align instruction with a really bold vision — equity centered — of math instruction.” All the while, **districts must find a balance between district priorities, interest holder preferences, available resources and support, and their fiscal reality** to make changes that achieve meaningful improvement for students’ math learning.

Implementation

Districts are committed to supporting their educators and have a strong understanding of what is required to implement math instructional materials with fidelity. However, findings highlighted **considerable shortfalls in funding and capacity for district implementation** of new K-8 math instructional materials.

Many districts expressed the importance of aligned, cohesive adoption and implementation processes that achieve district priorities. As one local leader shared, "Implementation support and professional learning are the key to ensuring adoption has a meaningful impact on student learning." District perspectives further revealed that **contextual fit influences district decision-making around the implementation support they utilize.** Most districts rely on their own staff and the publishers of their chosen products to provide professional learning. When districts partner with other external providers, they prioritize providers who invest time to understand their specific instructional framework, previously adopted math instructional materials, and their vision for math teaching and learning. Districts also prioritize external professional learning providers with a proven track-record in the field, as indicated by peer recommendations or evidence of impact for similar student populations.

> Districts identified ongoing professional learning as their most critical need for implementation support, specifically requesting coaching, train-the-trainer approaches, and sustained, ongoing professional learning.

Despite this desire, most districts reported that their current focus is limited to targeted professional learning for only the first year following adoption, which usually includes orientation to instructional materials (often provided by the publisher). In some instances, additional professional learning activities are offered once educators have some experience with the materials (usually later in the school year). This focus on the first year of implementation highlights the disconnect between district values and current practices.

Districts clearly understand the value of ongoing and job-embedded professional learning, but few reported being able to deliver on this ideal due to fiscal and staffing constraints. Several districts expressed the desire to support implementation beyond the first year of adoption, both to ensure new teachers have access to initial professional learning in non-adoption years, and to provide deeper, more meaningful professional learning as teachers gain more experience with the materials. Yet, the majority of these districts reported uncertainty about whether available funding could support such a robust approach, given that effective implementation requires release time, coaching, and/or administrator training, which all require additional resources.

Opportunities for Impact

As districts enter the next chapter of K-8 math instructional materials adoption and implementation in alignment with the 2023 Math Framework, findings suggest a number of opportunities for philanthropy, the State Board of Education (SBE), the California Department of Education (CDE), and statewide, regional, and local training and technical assistance providers to impact district adoption and implementation processes to support student outcomes.

> Districts face considerable competing demands and fiscal resource limitations. The opportunities highlighted below that require district participation or piloting would be strengthened with the addition of stipends, dedicated release time for staff participation, and other financial support.

Strategic Partnerships

California has an established training and technical assistance infrastructure, with state- and county-level leadership, that can be leveraged to provide additional support to districts as they navigate K-8 math instructional materials adoption and implementation. An array of statewide, regional, and county intermediaries support districts on myriad topics and, in some cases, have supported district K-8 math instructional materials adoption processes already. Philanthropy has similarly invested in developing partnerships, engaging external consultants, and creating networks to support district selection of high-quality math instructional materials. GPG's findings suggest that **this infrastructure can and should be leveraged to continue supporting peer learning and innovation** among districts, especially as more districts move into piloting, formal adoption, and implementation of new math instructional materials.

Instructional Networks

Math instructional networks across California offer collaborative professional learning communities built around the practical goal of transforming math instruction to make it more engaging and effective for all students. These networks have created pockets of capacity and are successfully guiding many districts through a process of self-reflection and math instructional materials evaluation that has been invaluable to those who have access. Math instructional networks achieve success by guiding districts through an effective process of developing a vision, setting specific goals, and identifying must-haves for their selection of math instructional materials. But not all districts have access to this guidance. Without it, districts may struggle to identify and select high-quality math instructional materials that are best suited for their context and needs.

1. **Opportunity:** Build on the success of the math instructional networks focused on adoption support by extending existing networks and creating new networks to support piloting and implementation. Implementation networks could provide opportunities for districts to learn from experts and each other about high-impact professional learning strategies and innovative approaches to navigating resource constraints.
2. **Opportunity:** Support math instructional network leaders or external consultants to design and provide a large scale webinar or video series to ensure wider dissemination of the tools and strategies these networks can provide.

Statewide, Regional, and Local Leaders

The California Collaborative for Educational Excellence (CCEE) provides support, resources, and professional learning opportunities to local education agencies (LEAs), including districts, County Offices of Education (COEs), and charter schools. As part of this work, CCEE coordinates the Statewide System of Support (SSOS) in partnership with the California Department of Education (CDE) to build the capacity of COEs to assist LEAs in the continuous improvement of student performance aligned with state priorities. A recent report recommended reform of the Statewide System of Support (SSOS), suggesting the system concentrate on a small number of clear statewide goals with a focus on essential academic outcomes and strengthening expectations, capacity, and accountability for high-quality district support.[57] Providing intentional, systematic support to districts through COEs for the adoption and implementation of high-quality math instructional materials would help fulfill this vision.

3. **Opportunity:** Build the capacity of COEs, individually, or as part of the SSOS to support district selection, piloting, and implementation of high-quality math instructional materials.

4. **Opportunity:** Equip COEs to develop resources (e.g. tools and templates) that address their local context and facilitate peer learning opportunities for their districts by:

    a. Convening a learning community for COE staff to share best practices and build capacity to facilitate deep learning about math instructional materials among their districts.

    b. Supporting COEs to convene communities of practice, composed of district teams to learn from and support each other in their math instructional materials adoption and implementation efforts; and

    c. Establishing a Networked Instructional Community (similar to the California Central Valley NIC[58]) of COEs to work with implementation science experts and implement continuous improvement (i.e., plan-do-study-act) cycles to improve their support for K-8 high-quality math instructional materials implementation and adoption at the district level.

Publishers

Curriculum-based professional learning directly connects teacher professional learning to the math instructional materials they are implementing, which supports instructional practice and ultimately improves student outcomes. Research has demonstrated that curriculum-based professional learning is more effective than generic professional learning opportunities and that it is essential for successfully implementing high-quality instructional materials.[59] Districts reflected an understanding of this principle, relying on publisher-provided professional learning aligned to the curriculum. However, districts also lamented the short-term nature of this support and highlighted the importance of professional learning that is customized to their context, to the needs of their students, and to the skill sets of their educators.

5. **Opportunity:** Work directly with publishers to build their capacity to provide ongoing professional learning and to refine professional learning opportunities to reflect the context of California, and to the extent possible, the context of individual districts.

6. **Opportunity:** Work with a select group of publishers of high-quality K-8 math instructional materials to develop curriculum-aligned professional development plans, modules, and other resources that districts can implement within their own internal professional learning infrastructure.

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57 Hough, H. J., Willis, J., Feldman, J., & Rosborough, J. (2025, December 11). *Core Working Group Report: Recommendations.* Statewide System of Support (SSOS). Retrieved January 22, 2026 from https://ccee-ca.org/wp-content/uploads/2025/12/Statewide-System-of-Support-Core-Working-Group-Report-December-2025.pdf

58 *Central Valley Networked Improvement Community*. ERS Connect. Retrieved January 5, 2026 from https://sites.google.com/ersconnect.org/centralvalleynic

59 Darling-Hammond, L., Hyler, M. E., Gardner, M., & Espinoza, D. (2017, June). *Effective Teacher Professional Development*. Learning Policy Institute. Retrieved January 22, 2026 from https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Additional Resources

District staff are educational leaders, often with deep expertise in the areas of their work. However, district staff may also have multiple roles, spreading their capacity and attention. Districts are also constrained by their financial resources and must budget to address multiple, sometimes conflicting, priorities. Furthermore, districts may not always be aware of supplemental resources that are available.

Assessment Templates and Visuals

District staff rely on guidance, including tools, templates, and visuals from the state, COEs, and other intermediaries to support their understanding and implementation of state requirements and best practices. The CDE provides guidance to help districts understand the Math Framework, but as the field's understanding of effective math instruction deepens, the frameworks intended to guide district decision-making and teacher practice become more complex.

7. **Opportunity:** Support the CDE, in partnership with an external consultant, or by funding a Curriculum Fellow through the CDE Foundation, to create a toolkit and corresponding visual that supports a deeper understanding of the five criteria of the Math Framework and why they are important for student learning.

As discussed above, districts expressed being overwhelmed by the number of options included on the SBE-approved list of math instructional materials. Even among districts that have participated in adoption communities of practice, their ability to identify which math instructional materials best meet their goals and include their "must-haves" is limited. Furthermore, many districts shared perspectives that highlighted the influence of their peers, signaling eagerness to learn from the experiences of other districts.

8. **Opportunity:** Support the CDE, CCEE, or another statewide agency, in partnership with an external consultant or by funding a Curriculum Fellow through the CDE Foundation, to conduct deeper evaluations of math instructional materials across the five criteria of the Math Framework and develop a matrix or other tool to support district decision-making.

9. **Opportunity:** Create a tool, to supplement EdReports, that assists districts in narrowing the list of options based on specific district priorities. For example, this tool could help districts identify which math instructional materials support English learners (including whether they offer materials in Spanish or other commonly spoken languages in California), support students with disabilities, and include Transitional Kindergarten (TK) with effective vertical alignment.

10. **Opportunity:** Establish statewide or regional learning communities with affinity groups for districts in different stages of instructional material selection and the implementation process. Support districts to document their steps, in conjunction with the learning community, to support sustainability of high-quality selection and implementation practices in the future. Disseminate best practices and lessons learned. Also see Opportunity 4.

Financial Resources

It is clear that implementation capacity at the district level is driven almost entirely by financial resources. Additional funding to support district adoption and implementation of high-quality math instructional materials has the potential for tremendous impact on student outcomes. However, there may also be low- or no-cost strategies that can be identified, studied, and disseminated to build additional capacity.

11. **Opportunity:** Support an advocacy campaign to educate the legislature about the need and potential impact of additional funding for districts to adopt and implement (especially to provide curriculum-based ongoing professional learning) high-quality math instructional materials.

Communications for Awareness Building

The resources and innovations recommended above will only be effective to the extent that districts know about them and believe they will benefit their work.

12. **Opportunity:** Build district awareness of tools, templates, resources, and opportunities. Communicate through trusted sources, including op-eds in education publications; presence at education conferences; and listserv announcements through the SSOS, COEs, and other partners.

13. **Opportunity:** Develop an annotated resource inventory disseminated through an online resource hub, such as California Educators Together, to describe and link to existing resources, networks, and technical assistance providers. Use this hub to facilitate discussion groups, channels, and message boards to support greater connection and cross sharing among districts and to develop a model that could be leveraged to support other content areas or grade levels (e.g., literacy instructional materials or TK) in the future.

Supports Requested Explicitly by Districts

GPG asked districts about the assistance and resources they needed to adopt and implement high-quality math instructional materials. GPG's discussion and recommendations embed and embody these requests, situated in the state's overall ecosystem. Requests explicitly raised by districts for support related to their adoption process, as well as support related to implementation and professional learning, are provided below.

Adoption Supports

- Additional guidance about how to understand and apply the Math Framework, as well as how to support interest holders in understanding and applying the Math Framework during the district adoption process.
- Guidance about best practices for engaging interest holders during the adoption process, with a focus on providing meaningful examples through lessons learned, case studies, or district testimonials, organized by district size and demographic needs.
- Additional resources for vetting math instructional materials, such as detailed outlines, toolkits, templates, and rubrics. This includes tools that provide deeper evaluation of instructional material quality related to specific district priorities (such as supporting students with disabilities and multilingual learners, or aligned instruction that supports TK through 8th grade) in addition to EdReports.
- Financial assistance to support adoption activities, specifically to compensate advisory board members, hire substitutes, and support a robust piloting process.

Implementation Supports

- Peer learning opportunities, such as implementation networks, especially among districts who engaged in adoption networks, to extend their learning and collaboration as they consider implementation mechanisms.
- Tools to determine, or assessments of, the quality of professional learning providers, including how to evaluate professional learning providers' engagement strategies, alignment with the Math Framework, and instructional outcomes.
- Financial assistance to address implementation resource constraints, including insufficient release time, administrator training, substitute coverage, and paid professional learning days.

Future Research Opportunities

The districts that shared information to inform this study are just a sample of the California school landscape, and their adoption and implementation efforts do not exist inside a vacuum. Working with state education associations would serve to situate the opportunities identified above in the broader context of California's education system. Education associations including but not limited to the California School Boards Association (CSBA) and the Association of California School Administrators (ACSA), serve as trusted messengers to their constituencies. The following areas of inquiry could also improve our understanding of how to support effective adoption and implementation of high-quality math instructional materials:

1. **Research Opportunity:** Identify and map the math instructional networks, initiatives, and other structures that have been developed to support math instructional materials adoption and implementation to identify redundancies, ensure districts know what resources are available, and provide districts more guidance and support;

2. **Research Opportunity:** Conduct case studies of the adoption processes undertaken by specific districts, including participation in math instructional networks, to highlight "bright spots," elevate how districts address specific priorities (such as supporting English learners), and put forward models for community-based adoption and peer learning opportunities that advance district goals and support effective implementation.

3. **Research Opportunity:** Study innovative practices to embed professional learning into existing structures (e.g., planning time or existing professional learning communities), including the use of technology, such as virtual peer learning communities and professional learning or lesson model apps; inquiry cycles; cross-grade collaboration; and other potential strategies to increase opportunities for curriculum-based, ongoing professional learning without the need for substantial additional funding.

4. **Research Opportunity:** Identify low- and no-cost strategies that help districts select high-quality K-8 math instructional materials, test the identified strategies with set of pilot districts, and promote the results and lessons learned at scale; and,

5. **Research Opportunity:** Fund a research project, similar to this study, that targets smaller districts and/or charter schools across different regions of the state to understand how their experience differs from larger districts and identify any common needs and opportunities that could be pursued in support of all districts in California.

Conclusion

The time is right to support the effective adoption and implementation of high-quality K-8 math instructional materials across California.

> While many districts have initiated processes of selecting and adopting new math instructional materials, they are still in need of support and guidance as they continue this process and transition to implementation.

In addition, there are many districts who plan to initiate their adoption processes in the coming years and could benefit from future guidance and support. For those districts who have not yet begun to implement these new K-8 math instructional materials, this research highlights a critical window of opportunity for assistance to improve the effectiveness of implementation and ultimately student outcomes.

Philanthropy has the potential to act as an essential catalyst by addressing the opportunities for impact identified in this report. Strategic investments, paired with rigorous evaluation, have the potential to demonstrate measurable improvements in district adoption and implementation of high-quality math instructional materials, teacher capacity, and student outcomes. In addition, this work can help build the necessary evidence base to effectively advocate for and secure sustained, systemic investments in the future.

Appendix A – Protocol

Introduction

Thank you for agreeing to participate in this survey. The Glen Price Group (GPG) is conducting research to better understand how California school districts are planning to adopt and implement K-8 math instructional materials, and how they provide teacher professional learning and support during implementation. By examining current district practices, we hope to identify opportunities for future support to increase the number of schools where high-quality math instructional materials and curriculum-based professional learning are available.

We are primarily seeking district-level perspectives on these processes but would welcome school-level participants (e.g., principals, coaches, lead math teachers) who are participating in their district's curriculum adoption processes and who are knowledgeable about their district's processes for adopting and implementing K-8 math instructional materials. As a participant in this survey, you will receive a summary of results, which could be used to inform local adoption and implementation processes moving forward.

Survey responses will be aggregated and district names will not be associated with individual responses in reports of survey results. You must complete the entire survey for answers to be recorded.

Opening Questions

A. District name * [open response]

B. Your role / position * [open response]

C. Your name and email [open response - optional, but necessary to receive survey results summary via email]

K–8 Math Instructional Materials Adoption Questions

1. What K-8 math instructional materials are currently adopted in your district? [open response]
2. When did your district adopt its current K-8 math instructional materials? [select one]
    a. Within the last 3 years
    b. Between 4 and 6 years ago
    c. More than 6 years ago
    d. Don't know
3. Is your district planning on engaging in a NEW K-8 math instructional materials adoption process between now and SY 27-28? * [select one]
    a. Yes, we are currently engaged in an adoption process
    b. Yes, we plan to initiate an adoption process by the end of SY 27-28
    c. No
    d. Not sure

4. [If YES to Q3] Where is your district in the adoption process currently? [select one, and optionally provide additional description (open ended)]

    a. **Developing a Vision and Plan:** Determining what specific goals and impact need to be achieved for new instructional materials and professional learning to be successful.

    b. **Knowing Your Needs:** Analysis of previous years of math instructional materials to understand what specific content and pedagogical areas require the most support and what is working well.

    c. **Identifying and Evaluating Options:** Process of determining specific instructional materials options (evaluating for fidelity and ease of implementation, vetting, professional learning required, and possible piloting).

    d. **Selecting Best Fit:** Selection of instructional materials provider and mapping of implementation plan for new materials, resources, and curriculum-based professional learning.

    e. **Preparing for Launch and Implementation:** Development of a strategic plan for partial launch/ pilot, results-based evaluation, full launch, continued implementation, and ongoing curriculum-based professional learning.

    Please provide any additional description or context around the status of your district's K-8 math instructional materials adoption process. [open response]

5. [If C for Q4] Which titles is your district currently considering or piloting? How did your district identify these options? [open response]

6. [If D or E for Q4] What titles did your district initially consider, and which was selected? Why did your district choose these materials? [open response]

7. [If YES to Q3] What resources or supports is your district using or planning to use to inform the K-8 math instructional materials adoption process? [open response]

8. [If YES to Q3] How will your district include input and feedback from teachers and administrators in the K-8 math instructional materials adoption process? [open response]

9. [If YES to Q3] How will your district include input and feedback from families, students, and/or other groups in the K-8 math instructional materials adoption process? [open response]

10. [If YES to Q3] How important is it to your district that instructional materials are available digitally? [select one]

    a. Not important
    b. Somewhat important
    c. Very important

11. [If YES to Q3] Will the adoption of math instructional materials for Transitional Kindergarten (TK) be part of your district's K-8 adoption process, or will there be a separate process for this age group? [select one]

    a. Separate process
    b. Part of K-8 adoption process
    c. Unclear at this time

12. [If NO to Q3] When do you anticipate your district's next K-8 math instructional materials adoption process will take place? (e.g., in a specific school year or after a specific amount of time, after specific external events like State Board finalization of approved instructional materials, after specific internal district events, or unsure of when) [open response]

13. What factors are important to your district's selection of K-8 math instructional materials? [select all that apply and if needed open response for additional factors]

    a. Alignment with district's goals
    b. Budget/cost of materials and implementation
    c. EdReports ratings
    d. Teacher/staff perceptions of instructional material quality
    e. Teacher/staff familiarity with instructional materials
    f. The availability of ongoing publisher support
    g. Family/interest holder preferences and feedback
    h. Readiness to implement/ease of implementation
    i. Recommendation from a trusted source (e.g., Curriculum Coordinator, National Council of Teachers of Mathematics guidance, COE recommendation, other colleague)
    j. Similarity to previous instructional materials
    k. Other factors (please describe)

14. When selecting K-8 math instructional materials, how important is it to have an independent assessment (e.g., local, state, or national adoption lists; third-party review rubrics/resources; webinars; etc.) of quality for the following aspects: [matrix — for each option, choices for: not important, somewhat important, very important]

    a. Standards alignment
    b. Supports for multilingual learners
    c. Supports for students with disabilities
    d. Supports for students performing below grade level
    e. Teacher usability features
    f. Inclusion of social and emotional learning (SEL)
    g. Cultural relevance
    h. Connection to real-world context and uses of math
    i. Evidence of student outcomes (e.g. academic improvement)

    Please use the space below to identify any specific resources (e.g., local, state, or national adoption lists; third-party review rubrics/resources; webinars; etc.) your district uses as independent assessments of quality for K-8 math instructional materials. [open response]

15. What additional supports or resources would be helpful for your district's ongoing or future process to adopt K-8 math instructional materials? [open response]

K–8 Math Instructional Materials Implementation Questions

16. How does your district support teachers, administrators, and others to effectively implement the K-8 math instructional materials your district has adopted? [open response]

17. Who provides curriculum-based professional learning to support K-8 math instructional materials implementation in your district? [select all that apply and open response]

    a. Publisher
    b. District staff (e.g. in house)
    c. County Office of Education
    d. Other external provider
    e. Other (specify)

Please provide any additional comments or explanations about your answer. If you selected COE, describe the professional learning provided. If you selected "other external provider," please specify the provider(s). [open response]

18. Do you have access to professional learning providers outside of your district (e.g. County Office of Education, private companies) that provide high-quality professional learning that is closely aligned with your adopted K-8 mathematics instructional materials? Please think of professional learning that goes beyond an initial 1-2 day training by publishers.

    a. Yes, I have access to external providers, and I use them
    b. Yes, I have access to external providers, but I don't use them
    c. No, I don't have access to external providers, but if I did, I would use them
    d. No, I don't have access to external providers, but I wouldn't use them even if I did

19. [If C to Q18] What kind of curriculum-based professional learning from external providers would you be most interested in? [Select all that apply]

    a. Support for internalizing lessons or units from the instructional materials
    b. Modeling of instruction using the instructional materials
    c. Help using instructional materials for differentiated instruction to support individual student needs
    d. Support for student assessment and use of student data
    e. Other (specify): _____

20. [If B or D Q18] Please describe any reasons that your district is not using an external provider for curriculum-based professional learning. [select all that apply]

    a. We don't have time for external professional learning
    b. We prefer school/district-led professional learning
    c. Our teachers already know how to use our instructional materials
    d. External providers do not know our instructional materials well enough
    e. External providers do not know our district context well enough
    f. I haven't found external providers helpful in the past
    g. External providers are too expensive
    h. Other (please specify)

21. [If B or D Q18] What would make your district more likely to use external providers for curriculum-based professional learning? [select all that apply]

    a. More evidence that the provider understands and supports our specific instructional materials
    b. More evidence that the provider has helped other districts raise student achievement
    c. Endorsement or vetting by the instructional materials publisher
    d. Recommendation from another district using the same instructional materials
    e. More flexible scheduling (e.g., PL provided after school or through virtual options)
    f. Lower cost or funding support
    g. Availability of professional learning that focuses on how to implement instructional materials to best support our priority student populations
    h. Better communication and information about available offerings
    i. Previous positive experience with the provider
    j. A process that includes external curriculum-based professional learning as part of instructional materials procurement
    k. Other (please specify)

22. Does your district purchase access to curriculum-based professional learning alongside (e.g. as a single, unified procurement) its K-8 math instructional materials purchases?

    a. Yes, purchases are made in the same procurement process
    b. No, they are purchased in a separate process
    c. I am not sure
    d. N/A — we do not have procurement processes for curriculum-based professional learning and/or K-8 math instructional materials

23. How important is it that your district's professional learning provider be independently reviewed (e.g., by a state, county, or local public agency or private third-party organization) for quality and alignment with the K-8 math instructional materials your district has adopted? [open response]

24. What challenges or limitations has your district experienced in providing professional learning to support the implementation of K-8 math instructional materials? [open response]

25. What additional services, resources, or supports would help your district effectively implement K-8 math instructional materials in the future? [open response]

Closing Questions

26. Is there anything else you'd like us to know about your district/county's K-8 math instructional materials adoption and/or implementation process? [open response]

Appendix B – Definitions

Instructional Materials: Instructional materials, including curriculum, are broadly defined to include textbooks, technology-based materials, other educational materials, and tests designed for use by students and their teachers as a learning resource to help students acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed
or non-printed.

District Instructional Materials Adoption: the process by which a school district selects, evaluates, formally approves, and plans for implementation of instructional materials.

District Instructional Materials Implementation: the process by which a school district distributes, uses, and integrates instructional materials for students and teachers.

Curriculum-Based Professional Learning: ongoing, job-embedded professional learning focused on enhancing teachers' ability to effectively use specific high-quality math instructional materials aligned with state standards, curriculum frameworks, and state assessments.

Appendix C – Full Survey/ Interview Results

This appendix includes the full results of the survey and interview process organized by question. The n, or sample size, is included for each question. Survey logic was applied (see here) to ask certain questions only to respondents who indicated specific criteria. The application of survey logic resulted in lower n's for some questions.

The full results are summarized into themes and key points. Text in italicized font indicates raw responses from respondents.

Roles of Respondents

n = 45

District Administrators (31)

- **Elementary Education Directors / Leaders (4)**
  - Director of Elementary Student Achievement/Charter Schools
  - Director, Elementary Ed
  - Director of Elem Ed
  - Elementary Curriculum
- **Secondary Education Directors / Leaders (3)**
  - Math Curriculum Leader, 6-12
  - Director of 7-12 Instructional Services
  - Director of Secondary Math Instruction
- **TK-12 Directors / Leaders (4)**
  - Senior Director TK-12 Education
  - Director of TK-12 Programs
  - Program Manager Tk-12 Mathematics
  - Elementary and Secondary Directors , Professional Learning & Curriculum Innovation
- **Curriculum and Instruction Directors / Leaders (4)**
  - Executive Director, Curriculum and Instruction
  - Director III, Elementary Curriculum and Instruction
  - Assistant Director, Curriculum, Instruction, and Assessment
  - Executive Director of Instructional Support and Services

- **Other Directors and Leaders (8)**
  - Director, Ed Services
  - STEM Director
  - Director, Teaching and Learning
  - Director
  - Director
  - Director
  - District Administrator
  - Administrator

- **Coordinators (8)**
  - TK-12 Mathematics Coordinator
  - Coordinator, College and Career Readiness
  - Coordinator of Curriculum and Instruction
  - Coordinator of Teaching and Learning
  - Mathematics/ GATE Coordinator
  - Mathematics Coordinator
  - Math Coordinator
  - Coordinator

Practitioners (11)

- **Coaches (3)**
  - Academic Coach
  - Academic Coach
  - Instructional Coach

- **Specialists (6)**
  - K-8 Math Instructional Specialist
  - Curriculum Specialist
  - Secondary Math Academic Specialist
  - Secondary Math Program Specialist
  - Program Specialist TK-12 Math
  - Curriculum Specialist

- **Other Practitioners (e.g., Leads, TOSAs) (2)**
  - Math Lead
  - TK-12 Mathematical Mindset TOSA / Secondary Math (7-12) Engagement and Achievement Acceleration TOSA

Assistant Superintendents (3)

- **Assistant Superintendents (3)**
  - Assistant Superintendent
  - Assistant Superintendent
  - Assistant Superintendent

Q1. Currently adopted K–8 Math Instructional Materials

What K-8 math instructional materials are currently adopted in your district?

n = 45

Math Instructional Material	Tally of Respondents
Amplify Desmos Math	5
Big Ideas	7
Bridges	1
Carnegie	3
CPM Math	3
Curriculum Associates	1
Frog Street	1
Great Minds (e.g., Eureka Math, Eureka Math2)	4
Heinemann Math Expressions	6
HMH (e.g., Go Math, Math in Focus)	12
Illustrative Math	5
Imagine IM	1
i-Ready	6
Open Up Resources	2
ORIGO Math	1
McGraw Hill (e.g., Everyday Mathematics, California Math, My Math)	10
MidSchool Math	1
Savvas (e.g., enVision, digits)	6
Springboard	1
Swunmath	1

Themes

- **Districts with Different Math IM for Elementary and Secondary**
  - Elementary- Go Math; Secondary- Swan Math, supplemental this year
  - HMH (K-5); Carnegie (6-8)
  - I ready for 1-5; Illustrative Math 6-12
  - iReady (K-5); MidSchool Math (6-8)
  - Kinder-5th- McGraw Hill; MyMath 6-8- Houghton Mifflin Big Ideas
  - K-5: McGraw-Hill, Everyday Mathematics; 6-8: Open Up Resources, Illustrative Math
  - K-8: Go Math HMH; HS: Big Ideas
  - K-5: Go Math, 6-8; Big Ideas, Larson 2015
  - k-5: Bridges; 6-8: Ca Math, McGraw Hill
  - K-5 : Math Expressions; 6-8 Big Ideas Math
  - Math Expressions (K-5); Big Ideas Math (6-8)
  - Math Expressions (K-6); CPM Math for 7 & 8
  - McGraw Hill My Math (K-5)
  - My Math K-6; McGraw Hill 7-8

- Origo for Tk-5; 6-8 Springboard
- Savvas enVision 2020 (K-2); Savvas enVision 2015 (Gr. 3-6); Big Ideas Math 2015, Courses 2 and 3 (Gr. 7-8)
- Savvas, K-6; Carnegie, 7-8
- Savvas Invision for K-6 (2012); Common Core Invision 2.0 7-8
- Tk-5: Eureka Math; 6-8: Amplify Desmos Math
- TK-6: Eureka Math Squared; 7-8: Amplify Desmos Math
- 7th-grade Math - California Go Math Middle School Grade 7 (Houghton Mifflin Harcourt); 8th-grade Math - California Go Math Middle School Grade 8 (Houghton Mifflin Harcourt); Algebra - Glencoe Algebra 1; Common Core Edition (McGraw Hill); Geometry - Glencoe Geometry; Common Core Edition (McGraw Hill)

- **Districts with Multiple Adopted Math IM**
  - Amplify Desmos Math; Frogstreet
  - Curriculum Associates, iReady Math, Open Up IM, and McGraw Hill IM
  - IReady (not the California version) 2 schools with Illustrative
  - K-5: Math Expressions (adopted), Imagine IM (supplementary), i-Ready Curriculum (supplementary) 6-8: CPM (adopted), Amplify Desmos Math (supplementary)
  - Math in Focus, My Math Big Ideas
  - Savvas, Carnegie, CPM

- **Districts with One Adopted Math IM**
  - Amplify Desmos Math
  - Eureka Math Squared from Great Minds
  - HMH Go Math
  - HMH Go Math
  - Illustrative Mathematics
  - Illustrative Mathematics
  - iReady Classroom 2022
  - Go Math
  - Go Math
  - GO Math
  - Great Minds- Eureka Math
  - McGraw Hill My Math
  - My Math
  - Math Expressions
  - Math Expressions HMH
  - Saavas Digits
  - SAVVAS Envision 2013

Q2. Timeline of Previous Adoption Process

When did your district adopt its current K-8 math instructional materials?

n = 45

Timeline Option	Number of Responses
Within the last 3 years	9
Between 4 and 6 years ago	4
More than 6 years ago	32

Q3. New K–8 Math IM Adoptions (Before SY 27–28)

Is your district planning on engaging in a NEW K-8 math instructional materials adoption process between now and SY 27-28?

n = 48

This n is higher than the overall sample size because 3 districts did not complete the survey; but did share an answer to the question of when they are anticipating their next adoption over email.

Multiple Choice Option	Number of Responses
Yes, we are currently engaged in an adoption process	29
Yes, we plan to initiate an adoption process by the end of SY 27-28	10
No	7
Not sure	2

Q4. Current Adoption Phases

Where is your district in the adoption process currently?

n = 45

Multiple Choice Option	Number of Responses
Developing a Vision and Plan	11
Knowing Your Needs	8
Identifying and Evaluating Options	10
Selecting Best Fit	3
Preparing for Launch and Implementation	3
No Response	10

Q4 Open Response. Current Adoption Status Context

Please provide any additional description or context around the status of your district's K-8 math instructional materials adoption process.

n = 23

Themes

- Committee-led (8)
- Piloting design / implementing (7)
- Teacher involvement (6)
- Needs assessment / PD (4)
- Reviewing SBE's list or Math Framework (3)
- Part of Network (2)
- Rubric development (2)
- Other (data analysis) (2)
- Working with Consultant

Summaries of Each Response

- Currently piloting with adoption committee anticipated to share a recommendation end of Jan 2026
- Currently piloting two options (Amplify and Imagine Learning) with intent to adopt one Spring 2026
- Currently piloting two options
- Currently K-5 vetting options and 6-8 already piloting
- Currently TK-5 selecting best fit; 6-8 reviewing Math Framework
- Currently in initial stages of adoption process
- Currently providing professional learning on Math Framework
- Proposed timeline: currently providing professional learning on Math Framework; poised to review materials SY 25-26
- Proposed timeline: currently providing professional learning on Math Framework and developing selection rubric based on previous data / identified needs; piloting selected materials (fall SY 26-27); potential school board approval (spring SY 26-27); full implementation (fall SY 27-28)
- Proposed timeline: committee formation (Oct 2025); professional learning on Math Framework (Nov 2025 & Jan 2026); textbook sample requests to publishers (Dec 2025); reviewing samples (Feb - Apr 2026); selecting 4-5 publishers to present to committee (spring 2026); selecting two to pilot (SY 26-27)
- Proposed timeline: selection (Jan - Mar 2026); order materials (Mar 2026); board approval (Feb 2027); professional learning (Apr - May 2027); new IM launched (fall 2027)
- Proposed timeline: forming committee (fall 2026); selecting and piloting (spring / fall of 2027); decision solidified (winter break 2028); approval (spring 2028); full implementation (fall 2028)
- Proposed timeline: piloting (26-27); adoption (27-28)
- Proposed timeline: adopting by end of SY 25-26
- Researching costs of adoption process given anticipated budget shortfall; extending current IM with hopes of new adoption in SY 27-28 but will be determined by budget constraints
- Developing selection rubric with math committee of K-12 teachers
- Putting together committee to define needs, review options, and make a recommendation
- Launching selection committee
- Will use state list to narrow to two options and will then pilot
- Working with local COE consultant
- Seeking IM with strong MLL offerings
- Representatives participating in CalCurriculum Workshop
- Participating in CORE network

Q5. Titles Under Consideration or Currently Piloting

Which titles is your district currently considering or piloting? How did your district identify these options?

n = 9

- **Titles**
  - 6-8: piloting iReady Classroom Mathematics & CA Savvas enVision+
- **How titles will be selected**
  - Developing a selection rubric: applying CA Math Framework's 5 components of equitable teaching and learning as rubric's indicators
  - Developing a selection rubric and training committee members to apply it
  - Developing shortlist of IM from state approved list offering Spanish materials
  - Using state approved list to make selections
  - Convening math adoption team with representatives from each school site by each grade level who will recommend three titles which will then be voted on to select two which will then be piloted

Q6. Titles Initially Considered and/or Selected

What titles did your district initially consider, and which was selected? Why did your district choose these materials?

n = 8

- **Titles**
  - Piloting Amplify, Desmos Math, & Curriculum Associates Classroom Math CA
    - Considered HMH into Math CA, Great Minds Eureka Math squared, and EdGems Math (6-8 only)
  - Piloting Illustrative Math & Amplify Desmos
    - Considered Imagine Learning, Carnegie Learning, Curriculum Associates, Great Minds Eureka Math, Bridges Into Math, McGraw-Hill, HMH
  - 6-8: piloting iReady Classroom Mathematics CA & Savvas enVision+
  - TK- 5: piloting Innovamat, Bridges, & Eureka; 6-8: piloting Amplify & Reveal
  - Considering Amplify, Imagine Learning, Illustrative Math, i-Ready, Bridges in Mathematics
- **How titles were selected**
  - Steering committee evaluated options
  - Selected 11 titles, narrowed to 5 titles, selected 2 titles to pilot by applying an evaluation tool (10 pgs) and selecting the two with the highest scores

Q7. Resources & Supports Informing Adoption Process

What resources or supports is your district using or planning to use to inform the K-8 math instructional materials adoption process?

n = 33

- CDE's Math Framework (15)
- COE support (14)
  - Identified COEs: Fresno, LA, Orange, Sacramento, San Diego, San Joaquin
- EdReports (8)
- External Consultants (6)
  - UnboundEd support (4)
  - Local Institute of Higher Education (IHE) support (2)
- Collaborative networks and peer learning opportunities (6)
- Presentations and resources from vendors (5)
- Word of mouth recommendations from other districts (3)
- District values and vision (3)
- CalCurriculum resources (3)
- CDE's state approved list (3)
- Common Core standards (2)
- CMCIN Network resources (2)
- Student performance data (2)
- Interest holder engagement results (e.g. surveys and interviews of staff, families, students) (2)
- National Implementation Resource Network (NIRN) the Hexagon Tool
- Needs assessment results

Q8. Teacher and Administrator Feedback Informing Adoption Process

How will your district include input and feedback from teachers and administrators in the K-8 math instructional materials adoption process?

n = 34

- Participation in committees (e.g., selection committee, math committee, pilot committee, review committee, curriculum steering committee, textbook consult, math curriculum study team) (21)
  - Some require committees to have a majority of members who are teachers (with some administrators included)
  - Some only include teachers on the selection committee but invite administrators to attend meetings and share updates with administrators after each meeting
  - Some share regular updates to all staff, the Board, and broader community
  - Some task the representatives of their committees to share updates with their respective school sites and colleagues
  - Some include union / collective bargaining input
- Participation in piloting options (12)
- Participation in surveys (11)
- Participation in development of the selection rubric (3)

- Participation in training on the new Math Framework (3)
- Accept input / feedback (without specified process) (3)
- Participation in forums or informational meetings (2)
- Involvement determining district vision and mission which will guide adoption process (2)
- Participation in empathy interviews
- Invited to attend COE run Curriculum Fairs
- Invited to attend publisher presentations

Q9. Family, Student, and Community Member Feedback Informing Adoption Process

How will your district include input and feedback from families, students, and/or other groups in the K-8 math instructional materials adoption process?

n = 33

- Participation in surveys (12)
- Invited to attend meetings or events to gather input (11)
- Unsure of process used to gather feedback (10)
- Student feedback recorded through pilot process (either directly from students or via their teacher) (7)
  - Some districts send home letters to families of students participating in pilots
- Other methods of soliciting feedback (9)
  - Invited to review instructional materials (3)
    - Via password protected website or some other digital access (2)
    - At in person events
- Participation on district adoption committee (2)
- Participation in focus groups
- Participation in empathy interviews

Q10. Importance of Digital Availability of Materials

How important is it to your district that instructional materials are available digitally?

n = 45

Multiple Choice Option	Number of Responses
Very important	23
Somewhat important	11
Not important	1
No response	10

Q11. Adoption Process for TK

Will the adoption of math instructional materials for Transitional Kindergarten (TK) be part of your district's K-8 adoption process, or will there be a separate process for this age group?

n = 45

Multiple Choice Option	Number of Responses
Part of K-8 adoption process	10
Separate process	18
Unclear at this time	7
No response	10

Q12. Timeline of Next Adoption Process (If Not Now or Before SY 27-28)

When do you anticipate your district's next K-8 math instructional materials adoption process will take place?

n = 11

- 6 years or more (3)
- Within 6 years (2)
- Unsure of next adoption process (6)

Q13. Factors Impacting Selection of Math IM

What factors are important to your district's selection of K-8 math instructional materials? (select all that apply)

n = 45

Multiple Choice Option	Number of Responses
Alignment with district's goals	40
Teacher/staff perceptions of instructional material quality	36
EdReports ratings	29
Readiness to implement/ease of implementation	29
The availability of ongoing publisher support	21
Budget/cost of materials and implementation	21
Other factors (please describe)	19

Multiple Choice Option	Number of Responses
Recommendation from a trusted source (e.g., Curriculum Coordinator, National Council of Teachers of Mathematics guidance, COE recommendation, other colleague)	17
Family/interest holder preferences and feedback	14
Teacher/staff familiarity with instructional materials	6
Similarity to previous instructional materials	1

Summary of Other Responses

- MLL supports and availability of materials in other languages (e.g., Spanish) (5)
- Rigor and evidence-base of instructional materials (3)
- Alignment to Math Framework (3)
- Supports for children with disabilities (2)
- Support for district's context and specific student groups (2)
- Availability of associated professional learning (2)
- Inclusion of Math Language Routines (MLRs)
- Inclusion of real world applicability
- Inclusion on SBE's approved list
- Technology compatibility with existing district technology
- Availability of aligned assessments

Q14. Importance of Independent Assessment of Quality

When selecting K-8 math instructional materials, how important is it to have an independent assessment (e.g., local, state, or national adoption lists; third-party review rubrics/resources; webinars; etc.) of quality for the following aspects?

n = 45

Aspect	Very Important	Somewhat Important	Not Important
	# of Responses	# of Responses	# of Responses
Standards alignment	39	5	1
Supports for multilingual learners	37	6	2
Supports for students with disabilities	38	5	2
Supports for students performing below grade level	34	8	3
Teacher usability features	29	14	2
Inclusion of social and emotional learning (SEL)	11	27	7
Cultural relevance	29	14	2
Connection to real-world context and uses of math	38	5	2
Evidence of student outcomes (i.e., academic improvement)	39	3	3

Q14 Open Response. Resources Informing Independent Assessments of Quality

Please use the space below to identify any specific resources (e.g., local, state, or national adoption lists; third-party review rubrics/resources; webinars; etc.) your district uses as independent assessments of quality for K-8 math instructional materials.

n = 33

- EdReports (17)
- SBE's list of approved instructional materials (11)
  - National adoption lists
- CDE's Math Framework or other resources (e.g., webinars, toolkit) (8)
- County Office of Education resources and guidance (5)
- District developed rubric (4)
- Specific Subject Matter Experts research (e.g., Rachel Lambert, Jack Dieckmann, John Hattie)
- UnboundEd resources and guidance
- UCLA research and guidance
- English Learners Success Forum (ELSF) resources
- Instructional Materials Evaluation Tool (IMET)

Q15. Adoption Supports & Resources

What additional supports or resources would be helpful for your district's ongoing or future process to adopt K-8 math instructional materials?

n = 28

- Resources for vetting instructional materials and supporting adoption / implementation timelines (9)
  - Exemplars, rubrics, or evaluation tools aligned to math framework (3)
  - Third party reviews (divorced from the influence of curriculum developers) (3)
    - Efficacy studies from other districts (2)
  - Resource mapping alignment between state math standards and math framework (and potentially including how commonly used instructional materials also align)
  - Concerns that state evaluation process does not focus on quality
  - Support evaluating instructional materials on how they support English learner students and children with disabilities
  - Example rubrics from other districts
  - Example surveys from other districts
  - Template for districts to conduct information gathering from developers
- Funding support (6)
  - For professional learning
  - For coaching
  - For release days / substitute coverage
  - For lesson studies
  - For compensating advisory team
  - For initial implementation costs

- Access to professional learning opportunities (4)
- Continued COE support (2)
- Continued opportunities to participate in networks, collaboratives, and partnerships (2)
  - Continued UnboundEd support
  - Continued access to Curriculum Support Guide from Instruction Partners

Q16. How Districts Support Teachers & Administrators to Implement Adopted IM

How does your district support teachers, administrators, and others to effectively implement the K-8 math instructional materials your district has adopted?

n = 43

- Coaching and individualized supports (19)
- Professional learning (14)
- Ongoing professional learning (12)
- Professional learning from the publisher (8)
  - Professional learning from publisher paired with in house ongoing professional learning (2)
- Guides and resources (including Pacing Guides) (7)
- Professional Learning Communities (PLCs) and lesson studies (4)
- Desire for more robust professional learning opportunities (e.g. lesson studies, coaching, modeling) but budget constraints (4)
- Preference for in house professional learning over publisher professional learning opportunities
- Release time

Q17. CBPL Providers

Who provides curriculum-based professional learning to support K-8 math instructional materials implementation in your district? (select all that apply)

n = 45

Multiple Choice Option	Number of Responses
Publisher	35
District staff (i.e., in house)	43
County Office of Education	9
Other external provider	8

Summary of Other Responses

- Site-based TOSAs
- Additional context shared about publisher provided professional learning opportunities (e.g., working with Better Lessons, Swunmath, Oliko Math)
  - One district noted needing to cut publisher provided opportunities due to budget constraints

Q17 Open Response. CBPL Providers Context

Please provide any additional comments or explanations about your answer. If you selected COE, describe the professional learning provided. If you selected "other external provider," please specify the provider(s). [open response]

n = 23

- Combination of in house and external CBPL (4)
  - Some start with publisher provided CBPL and then offer in house by implementing lessons learned from publisher (2)
- Preference for in house CBPL (2)
- External CBPL can be mutually beneficial; developers need implementation to go well and teachers can build trust and understanding by learning from the creators
- Districts cutting external providers due to budget constraints

Specific CBPL Providers

- Building Thinking Classrooms (4)
- Better Lessons
- SWAN math
- Oliko Math
- CGI
- Compass (Shannah)
- UnboundEd
- Teaching, Learning and Instructional Leadership Collaborative

Types of COE Supports

- Access to professional learning opportunities (e.g., about the math framework, best instructional practices, etc.) (3)
- Access to coaches
- Access to consultants
- Access to COE run cohorts
- Space to conduct professional learning
- Adoption support
- Feelings that COE supports can be too broad and not district specific (e.g. feelings of being shoehorned into supports as opposed to starting with district approach and beliefs)

Q18. Access to External CBPL

Do you have access to professional learning providers outside of your district (e.g. County Office of Education, private companies) that provide high-quality professional learning that is closely aligned with your adopted K-8 mathematics instructional materials? Please think of professional learning that goes beyond an initial 1-2 day training by publishers.

n = 45

Multiple Choice Option	Number of Responses
Yes, I have access to external providers, and I use them	34
Yes, I have access to external providers, but I don't use them	4
No, I don't have access to external providers, but if I did, I would use them	3
No, I don't have access to external providers, but I wouldn't use them even if I did	1
No response	3

Q19. External CPBL of Highest Interest

What kind of curriculum-based professional learning from external providers would you be most interested in?

n = 3

Multiple Choice Option	Number of Responses
Support for internalizing lessons or units from the instructional materials	3
Modeling of instruction using the instructional materials	3
Help using instructional materials for differentiated instruction to support individual student needs	3
Support for student assessment and use of student data	3
Other (please specify)	0

Q20. Context on Why Districts Do Not Use External CBPL

Please describe any reasons that your district is not using an external provider for curriculum-based professional learning.

n = 5

Multiple Choice Option	Number of Responses
We prefer school/district-led professional learning	4
I haven't found external providers helpful in the past	4
External providers do not know our district context well enough	3
External providers are too expensive	2
External providers do not know our instructional materials well enough	1
We don't have time for external professional learning	0
Our teachers already know how to use our instructional materials	0
Other (please specify)	0

Q21. Factors Influencing District Likeness to Access External CBPL

What would make your district more likely to use external providers for curriculum-based professional learning?

n = 5

Multiple Choice Option	Number of Responses
More evidence that the provider understands and supports our specific instructional materials	3
More evidence that the provider has helped other districts raise student achievement	2
Recommendation from another district using the same instructional materials	2
Lower cost or funding support	2
Availability of professional learning that focuses on how to implement instructional materials to best support our priority student populations	2
A process that includes external curriculum-based professional learning as part of instructional materials procurement	1
Other (please specify)	1
Endorsement or vetting by the instructional materials publisher	0
More flexible scheduling (e.g., PL provided after school or through virtual options)	0
Better communication and information about available offerings	0
Previous positive experience with the provider	0

Summary of Other Responses

- External provider taking time to learn district's instructional framework

Q22. District Purchasing of CBPL as Single Procurement

Does your district purchase access to curriculum-based professional learning alongside (i.e., as a single, unified procurement) its K-8 math instructional materials purchases?

n = 45

Multiple Choice Option	Number of Responses
Yes, purchases are made in the same procurement process	32
No, they are purchased in a separate process	3
N/A - we do not have procurement processes for curriculum-based professional learning and/or K-8 math instructional materials	2
I am not sure	8

Q23. Importance of CBPL Undergoing Independent Review

How important is it that your district's professional learning provider be independently reviewed (e.g., by a state, county, or local public agency or private third-party organization) for quality and alignment with the K-8 math instructional materials your district has adopted?

n = 32

- Very important (14)
  - Very Important; but not part of district current decisions (2)
- Important (9)
- Not important (9)

Factors Influencing District Judgement

- Alignment of materials to district goals (3)
- Individual district preferences (2)
- Word of mouth
- Interactions with publisher
- Advice of Subject Matter Experts hired by districts
- Advice of County Office of Education (COE)

Topics for Independent Review

- Evidence of alignment to California Math Framework (2)
- Evidence of shifts in student mindset
- Evidence of improved student outcomes (in specific contexts)
- Reviews of other district's experiences with the vendor in previous adoptions

Q24. Challenges Providing CBPL

What challenges or limitations has your district experienced in providing professional learning to support the implementation of K-8 math instructional materials?

n = 39

- Time limitations of teachers or few dedicated Professional Learning days (17)
- Substitutes (11)
- Teacher mindset and complexity of understanding of Math Framework (11)
- None or uncertain (11)
- Sustaining Professional Learning beyond first year (10)
- Diversity of teacher learning needs (7)
- Costs (7)
- Teacher default practices (4)

Q25. Additional Implementation Supports

What additional services, resources, or supports would help your district effectively implement K-8 math instructional materials in the future?

n = 31

- Supports to address funding challenges (8)
- Release time / substitute coverage and support to increase participation in professional learning opportunities (8)
- Implementation support tools (e.g., pacing guides, model lessons, etc.) (7)
- Support for ongoing professional learning opportunities (6)
  - Support for providing professional learning opportunities after the first year of adoption
- Support to implement coaching or Train the Trainer models (6)
- Implementation monitoring tools (rubrics, walkthroughs, feedback systems) (6)
- Data systems, assessment support, analyses (5)
- Publisher resources (3)

Q26. Additional Comments

Is there anything else you'd like us to know about your district/county's K-8 math instructional materials adoption and/or implementation process?

n = 21

- Excitement for upcoming adoption and implementation processes (3)
  - Excitement for improved digital capabilities
- Appreciation for COE support (2)
  - Desire for increased COE support in math (e.g., some COEs have a stronger literacy focus but are missing math resources)

- Appreciation for funding to support piloting and adoption process (2)
  - Desire for funding to support implementation
- Appreciation for opportunity to network and learn from other districts (2)
- Appreciation and pride in the adoption as a collaborative process including many interest holders (e.g., district leadership, site leadership, teachers, families, students, unions) (2)
- Desire for instructional materials to offer strong family engagement and at home supports
- Desire for publishers to include TK in instructional materials so districts can achieve vertical alignment
- Challenges with specific instructional materials being discontinued
- Challenges with limited staff numbers to support CBPL and effective implementation
- Desire for a different timeline for the release of the state approved list; November creates a short timeline for districts
- Appreciation for Eureka Math2
- Desire for access to strong CBPL providers

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California School Districts' Perspectives on K-8 Math Instructional Materials Adoption and Implementation

MAY 2026