*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Savvas Learning Company | *Experience Math California* | K–8 |

## Program Summary:

*The Experience Math California* K–8 program includes the following: SEB = Student Experience Book; TEG = Teacher Experience Guide; TEG:LP = Lesson Presentations; PO = Program Overview; AS = Assessments; AR = Additional Resources; AR:BIV = Big Ideas Video; AR:EPC = Environmental Principles and Concepts Student Handbook; AR:EPCTG = Environmental Principles and Concepts Handbook Teacher Guide; AR:WT = Wonder Tasks AR:WTTG = Wonder Tasks Teacher Support; AR:MCT = Making Connections Tasks; AR:BB = Brain Benders AR:BBTG = Brain Benders Teacher Support; AR:MT = Math Talks; AR:EDT = Experience Data Tasks; AR:CCV = Connecting to Concepts Beyond the Grade Video; AR:TR = Teacher Resource Pages; AR:FE = Family Engagement; AR:BC = Brainingcamp Digital Manipulatives; AR:MRV = Math Refresh Video.

## Recommendation:

*Experience Math California* is recommended for adoption for grades K–8 because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: Grade K, TEG: Lesson 7-3, pp. 430–434
* Criterion 1.1: Grade 1, TEG: Lesson 10-1 p. 1591
* Criterion 1.1: Grade 2, TEG: Lesson 4-4, pp. 179–187
* Criterion 1.1: Grade 3, Additional Resources: Brain Bender 1 Heavy Rain
* Criterion 1.1: Grade 4, SEB Lesson 5-5, pp. 155–166
* Criterion 1.1: Grade 5 SEB: Contents, pp. iv–x
* Criterion 1.1: Grade 6 TEG: Contents, pp. viii–xii
* Criterion 1.1: Grade 7, TEG: Contents, pp. viii–xii
* Criterion 1.1: Grade 8, TEG: Contents, pp. viii–xi
* Criterion 1.2: Grade K, SEB: Exploration 1-A, p. 25
* Criterion 1.2: Grade 2, TEG: Lesson 1-3, pp. 33–43
* Criterion 1.2: Grade 3, TEG: Lesson 1-2, pp. 18–25
* Criterion 1.2: Grade 5, TEG: Lesson 1-3 pp. 23–32
* Criterion 1.3: Grade K, Experience Data Task <https://media.pk12ls.com/Savvas/Math/2027_Experience_California/Review/EXM27_CA_GK_ExperienceDataTasks.pdf>
* Criterion 1.4: Grade 4, SEB: Topic Lesson 19-2, pp. 557–559
* Criterion 1.4: Grade 6, Topic 5 Performance Task <https://media.pk12ls.com/Savvas/Math/2027_Experience_California/Review/EXM27_CA_G6_Assessments.pdf#page=50>
* Criterion 1.4: Grade 8 AR:BB - Brushing Teeth

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: Grade 3, TEG Big Ideas Program Organization, pp. vi–vii
	+ Criterion 2.5: Grade 5, AR:WTTG, Packing Sugar Cubes <https://media.pk12ls.com/Savvas/Math/pub/SCO/A0855399/A0855399/player.html>
	+ Criterion 2.7: Grade 7, SEB: Lesson 10-4, Describing Data Spread Using Ranges, pp. 321–326
	+ Criterion 2.8: Grade 2, Program Overview: Pacing Guide

### Criteria Category 3: Assessment

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

#### Citations:

* + Criterion 3.1: Grade 4, Diagnostic Task, Topic 15, pp. 173–174
	+ Criterion 3.2: Grade 2, Assessment, Topic 3, Observational Checklist, p. 22
	+ Criterion 3.2: Grade 5, Assessment, Topic 10, Topic Assessment pp. 117–128
	+ Criterion 3.5: Grade 8, Assessment, Topic 2, Performance Task pp. 38–40

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: Grade K, TEG: Lesson 8-2, Multilingual Learners, p. 482
	+ Criterion 4.3: Grade 8, TEG: Lesson 6-3, Reteaching Activity, pp. 323–324
	+ Criterion 4.4: Grade 4, TEG: Lesson 2-5, Multilingual Learners, p. 143
	+ Criterion 4.6: Grade 6, TEG: Topic 6, Wonder Task Extension Questions, p. 307

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* + Criterion 5.3: Grade 7, TEG: Lesson 9-4, How You Can Handle This, p. 524
	+ Criterion 5.6: Grade 3, AR:BC
	+ Criterion 5.7: Grade 2, SEB: Lesson 9-6, Supporting Activity (Independent), pp. 430–432
	+ Criterion 5.10: Grade K, AR: Big Ideas in Kindergarten <https://media.pk12ls.com/Savvas/Math/pub/SCO/A0864754/A0864754/player.html>

## Edits and Corrections

None

## Social Content Citations

None

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