

# Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities

By Julie Maxwell-Jolly / February 2024

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- ▶ Information about the importance of high-quality instructional materials for student learning
- ▶ An explanation of the difference between standards and frameworks and how they relate to instructional materials
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## Introduction

Instructional materials are central to students' educational success. They facilitate students' learning of the knowledge and skills set forth in curricula across 12 subject areas determined by the State Board of Education (SBE). An essential requirement of instructional materials is that they provide supportive access for California's students, who have a diverse set of linguistic, cultural, and developmental characteristics. California Education Code includes requirements that instructional materials address this diversity.<sup>1</sup>

## Importance of instructional materials

It is helpful to begin with defining what the term "instructional materials" encompasses. California Education Code Section 60010(h) defines instructional materials as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests."

Research confirms that instructional materials can have a significant impact on student learning and on assisting teachers in providing aligned instruction. For example, research in California comparing different types of math textbooks found that students using high-quality curriculum materials made significant gains over those using weaker instructional materials, and students maintained this advantage over the ensuing years.<sup>2</sup> Additional studies indicate a positive impact on student outcomes when they use materials that reflect their diversity.<sup>3</sup> This is extremely important in California given the wide range of geographic, demographic, linguistic, and cultural backgrounds of the state's students. Approximately 40 percent of California students speak a language other than English in their homes, and 19 percent are English learners (ELs).<sup>4</sup> California students are from an array of backgrounds — 56 percent Latino, 20 percent white, 12 percent Asian Pacific Islander, and 5 percent Black<sup>5</sup> — and attend schools in many different kinds of communities, from remote rural areas to densely populated big cities. And as the state with the seventh-highest income inequality in the country, there is often a wide income gap both within and across local communities.<sup>6</sup>

In addition to findings on the importance of instructional materials to student learning, policy researchers note that high-quality curriculum materials can be cost-neutral because more effective materials do not necessarily cost more than those that are less effective.<sup>7</sup>

## Standards, frameworks, and instructional materials: A connected system

Content standards, curriculum frameworks, and instructional materials form a connected system to support student learning. This system encompasses processes and responsibilities at both the local and state level.

At the state level, the State Board of Education (SBE) adopts content standards that, as the foundation of this system, set expectations

for what content students should know at each grade level.<sup>8</sup> The subject areas with current SBE-adopted standards are listed in Table 1.

It is the SBE's responsibility to decide when new content standards are necessary. When the State Board makes this decision, legislation is required to fund and specify the process and timeline of establishing new content standards.<sup>9</sup>

**Table 1: California Content Area Standards, Frameworks, and Instructional Materials Adoptions (By Year)**

Content Area	Grades	Most Recent Standards Adoption	Most Recent Framework Adoption	Most Recent Instructional Materials Adoption
<b>Career Technical Education</b>	7-12	2013	2007	N/A
<b>Computer Science</b>	K-12	2018	N/A <i>No legislative authorization exists for this framework</i>	N/A
<b>English Language Arts</b> <i>(Common Core State Standards)</i>	TK-12	2010 <i>Modified in 2013</i>	2014 <i>Published as a combined document</i>	2015
<b>English Language Development</b>	TK-12	2012		
<b>Health Education</b>	TK-12	2008	2019	2004 <i>The scheduled 2020 instructional materials adoption was canceled by the SBE</i>
<b>History-Social Science</b>	K-12	1998	2016	2017
<b>Mathematics</b>	K-12	2010 <i>Modified in 2013</i>	2023	2014 <i>Anticipated to begin development in 2024</i>
<b>Physical Education</b>	K-12	2005	2009	N/A
<b>School Library (Model)</b>	K-12	2010	N/A <i>No legislative authorization for this framework exists</i>	N/A
<b>California Next Generation Science</b>	TK-12	2013	2016	2018
<b>Arts</b>	TK-12	2019	2020	2021
<b>World Languages</b>	K-12	2019	2020	2021

## Curriculum frameworks: Role of the Instructional Quality Commission

After the SBE develops and adopts content standards, the Instructional Quality Commission (IQC) — a commission of the SBE — develops curriculum frameworks for grades K-12 (or TK-12) that SBE reviews and adopts. The IQC includes seven classroom teachers, six SBE-selected commissioners, and five members selected by elected officials (usually these five include parents and/or guardians). The frameworks “provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and skills all students need to master” in each subject area.<sup>10</sup> The frameworks also offer guidance to stakeholders for implementing the standards. They provide:

- ▶ Local educational agency (LEA) leaders with guidance on strategies, course progression, and instructional materials;
- ▶ Educators with examples and strategies for instruction;
- ▶ Coaches with strategies for implementing effective professional learning;
- ▶ Families with course-level expectations and examples of student work;
- ▶ Curriculum developers with course material expectations, appropriate instructional approaches, and assessment practices.<sup>11</sup>

To date, the curriculum frameworks the SBE has adopted for the applicable grades are listed in Table 1.<sup>12</sup>

During IQC’s framework development process, there is a 60-day period for stakeholders to review the draft online and provide comment. The IQC also holds at least one public meeting to discuss and accept comments. There is an additional review and comment period at an SBE public meeting when the framework is sent to the State Board for approval. While unlikely to be able to address all criticisms, the SBE does make changes based on feedback received during the meeting. For example, the recently adopted Mathematics Framework took four years to develop and, during this period, the SBE received over “1,500 public comments in response to two extensive revisions,” which resulted in the board’s approval of “a series of amendments to the framework suggested by the California Department of Education.”<sup>13</sup>

## Updated Mathematics Framework adopted in 2023

While legislation is required to initiate, fund, and outline the process and timeline for adopting or updating content standards, the SBE is responsible for determining when to develop or update curriculum frameworks. For example, the board may determine the need for changes in current frameworks in order to better promote student learning by adapting curricula to changes in a particular field or to make ongoing improvements in instructional approaches. The recently adopted Mathematics Framework is an example of a curriculum adaptation that the SBE determined necessary to better meet the needs of California’s diverse student population.

The Mathematics Framework adopted by the SBE in July 2023 emphasizes its intent to support equitable and engaging math instruction that better addresses the learning needs of all California students, including English learners (ELs). This focus is extremely important given that, as noted previously, ELs make up a significant share of California’s student population. The updated framework includes several research-supported approaches that have been shown to promote better outcomes for EL students. It should be noted that these approaches are effective not only for English learners, but for all students.<sup>53</sup> The new Math Framework:

- ▶ Reinforces the importance of deeper learning, which includes a focus on critical thinking, collaboration, and communication, among other competencies;<sup>54</sup>
- ▶ Emphasizes student engagement;
- ▶ Emphasizes linguistic diversity as an asset for learning and references the ELD/ELA Framework and Standards as well as the framework’s examples of instructional strategies to support ELs;
- ▶ Increases the emphasis on family engagement and provides guidance on the role of families in learning;
- ▶ Includes an emphasis on strategies for authentic assessment for ELs.

## **IQC role in the review and recommendation of instructional materials**

In addition to its role in developing the curriculum frameworks, the IQC has the responsibility of reviewing and recommending instructional materials that are submitted by publishers. The criteria for evaluating instructional materials alignment with the SBE-adopted content standards are a central feature of each framework.<sup>14</sup> The IQC also evaluates instructional materials for alignment with the social content standards (see Social Content Review section, page 4). The SBE chooses which materials to adopt based on the recommendations of the IQC.

To conduct reviews of instructional materials, the IQC and CDE establish panels of expert reviewers whom they train in the use of independent review tools. The reviewers are recommended by

the IQC and appointed by the SBE. Instructional materials reviewers are usually teachers but may include administrators, curriculum specialists, university faculty, and parents. Content review experts are usually university professors. Reviewers must include at least one teacher with experience in EL instruction and one with special education experience. The panels of experts meet, deliberate, and reach consensus on the submitted programs. They share their findings in a report that describes how well the instructional materials align with specific evaluation criteria. Based on the information provided by the panels of reviewers, the IQC develops a report with recommendations to the SBE on each set of submitted materials.<sup>15</sup>

## **SBE adoption of instructional materials<sup>16</sup>**

The SBE adopts sets of approved instructional materials for grades K-8 only. These materials can include textbooks, technology-based materials, tests, and other items.<sup>17</sup> Legal requirements for the adoption of instructional materials include the SBE adopt at least five sets of instructional materials for each grade level in five subject areas: language arts, mathematics, history-social science, science, and bilingual or bicultural subjects.<sup>18</sup> California Education Code 60200 also grants the SBE authority to adopts materials in “any other subject, discipline, or interdisciplinary areas for which the state board determines the adoption of instructional materials to be necessary or desirable,” and the SBE has done so for the arts, health, and world languages.<sup>19</sup> There is no set timeline for instructional materials adoptions, although the process often occurs after the adoption of a curriculum framework with its accompanying criteria for evaluating instructional materials in a particular content area.

While the State Board does not adopt materials for high school, the evaluation criteria included in the K-12 (or TK-12) frameworks serve as guidelines for the local selection of instructional materials for grades 9-12. In addition, the SBE provides standards maps<sup>20</sup> for grades 9-12 in the 12 content areas that have state-adopted standards. These maps are designed to help LEAs review, evaluate, and adopt instructional materials for grades 9-12. In addition, the general criteria included in the curriculum frameworks for evaluating instructional materials for alignment with SBE-adopted standards can be useful in the review of instructional materials for grades 9-12.

State law requires that all student-facing instructional materials being considered for adoption be posted on the CDE website for public review and comment.<sup>21</sup> All written comments are forwarded to the IQC and SBE for consideration. In addition, three separate public hearings before the appropriate subject matter committee of the IQC and the SBE are held prior to adoption.

## **Social content review**

In addition to aligning with subject matter content standards, instructional materials must also adhere to several legal requirements related to what is broadly described by SBE as “social content.” The SBE-adopted standards for evaluation of instructional materials related to social content encompass legal requirements designed to help foster a “pluralistic, multicultural society composed of unique individuals.”<sup>22</sup> The CDE Social Content Review website states that the purpose of the review is to ensure that instructional materials:

- ▶ Portray accurately and equitably the cultural and racial diversity of American society;
- ▶ Demonstrate the contribution of minority groups and males and females to the development of California and the United States;
- ▶ Emphasize people in varied, positive, and contributing roles in order to influence students’ school experiences constructively; and
- ▶ Do not contain inappropriate references to commercial brand names, products, and or company logos.<sup>23</sup>

## Using instructional material to support California's diverse learners

Publishers develop instructional materials to provide students access to the skills and knowledge included in the frameworks with the goal of these materials being adopted at the state and/or local level. The materials also include resources to prepare teachers to use them effectively in order to facilitate student learning.

The goal of instructional materials that promote "curriculum access" is especially important for California's more than 1.1 million English learners. Instructional materials that focus on curriculum access are designed to remove linguistic barriers so that ELs have equal opportunities to participate successfully in the curriculum. These students are simultaneously learning the English language and curriculum content, and the instructional materials provided to them by their teachers should support that dual learning.

For example, the new Math Framework aims to provide materials including instructional tools that are currently lacking for teachers in the many California classrooms where ELs are learning math and the English language at the same time. In a recent study, more than 60 percent of surveyed California teachers reported that their mathematics instructional materials did not adequately support them for teaching English learners.<sup>52</sup> It provides a foundation for the development of instructional materials that will better meet the needs of both teachers and students, including ELs.

Instructional materials must also facilitate access to the curriculum for the nearly 13 percent of the state's students who qualify for special education services and provide teachers with effective instructional tools. Given the importance of inclusive practices, the state and local boards should consider whether instructional materials incorporate integrated supports for students with disabilities.

## Local adoption of instructional materials

Governing boards are responsible for adopting instructional materials that best meet the needs of students in their local communities. While district leaders must involve teachers and other educators as the primary reviewers of which materials will be most helpful to them in the classroom, and parents and community members are also involved in the review process, it is the governing board who plays the leading role in the adoption process.

A fundamental board responsibility is to establish local priorities, vision, and goals for education. Those responsibilities, along with state standards for learning and social content, are the foundations of content that instructional materials need to address.

Boards also have the primary responsibility of adopting an LEA budget that includes adequate funding for instructional materials. These must include financial support to provide sufficient instructional for all students and for professional development to help teachers use those materials effectively, as well as funds to familiarize parents and families with the materials and the skills on which they focus.

While governing boards may choose from among state-adopted instructional materials for grades K-8, they are not required to do so. Those that choose to use instructional materials that have not been adopted by the SBE must verify that the chosen materials are aligned with SBE-adopted content standards. They must also ensure that materials they adopt comply with the legal requirements regarding social content and meet the evaluation criteria outlined in the social content review as described on page 4.<sup>24</sup> In addition, when considering non-SBE-adopted materials, local governing boards are required by California law to "ensure that a majority of those reviewing potential materials are classroom teachers who are assigned to the subject area or grade level of the materials."<sup>25</sup>

As shown in Table 1, the IQC develops curriculum frameworks in nine major subject areas for grades K-12 or TK-12, and for grades 7-12 in the case of career technical education. However, as noted, the SBE does not evaluate or adopt instructional materials for grades 9-12. Therefore, reviewers must evaluate how well the materials for grades 9-12 meet the needs of students in the local community, align with state learning standards in the subject area/s addressed by the materials, and conform with the legal requirements and standards for social content. To assist LEAs in this review process, the SBE has created standards maps with all of the state-adopted content standards in 12 content areas for grades 9-12. The maps are designed to help LEAs evaluate instructional materials for alignment with state-adopted standards.<sup>26</sup> In addition, the general criteria included in the curriculum frameworks for evaluating instructional materials for alignment with SBE-adopted standards can be useful in the review of instructional materials for grades 9-12.

## Process for local adoption of instructional materials

Instructional materials are an important investment with the potential to strongly support student success. As such, whether adopting SBE-approved or other instructional materials, the process for selecting these materials requires significant time and attention.<sup>27</sup> The CDE advises that the process of selecting new instructional materials "should be thoroughly planned, conducted publicly, and well-documented."<sup>28</sup>

The IQC is in the process of revising its guidance to assist LEAs in identifying, reviewing, and piloting instructional materials in all academic

content areas and grade levels. When complete, the guidebook will provide information, suggestions, and resources to support the local adoption process.<sup>29</sup>

The Legislature has given professional educators the primary role in reviewing and recommending instructional materials to the governing board because they have the greatest understanding of the curriculum and the relative strengths and weaknesses of reviewed materials in aiding instruction and student understanding. School boards have a different but equally important perspective to contribute to materials adoption. They can and should be involved throughout the process, rather than just for sign-off at the end. Board members know their local communities and represent their interests, including with regard to instructional materials.

For example, boards:

- ▶ Have an important role in establishing, approving, and promoting the district's instructional vision and goals — and therefore for determining how well materials align with these;
- ▶ Ensure that the materials review process has effective parent and community participation;
- ▶ Are responsible for final approval of adoption of and expenditure for these materials;
- ▶ Are essential to communicating effectively with parents and members of the community including about the rationale for selection of particular materials — anticipating and answering potential objections from community members when necessary.

How each board does this is a local decision. For example, boards can choose to adopt instructional materials for the entire LEA or allow individual schools to make decisions about instructional materials. Who is involved in the instructional materials review and selection process is critical as well and must meet legal obligations. California state law requires that local boards “provide for substantial teacher involvement in the selection of instructional materials” and “promote the involvement of parents and other members of the community in the selection of instructional materials.”<sup>30</sup> In addition, parents/guardians have the right to examine the curriculum materials that have been chosen and are being used in the classroom.<sup>31</sup>

The CDE recommends that the teachers involved in reviewing instructional materials should be from all grade levels, include those with experience teaching ELs and students with disabilities, and that in reviewing potential instructional materials, the local reviewers consider:

- ▶ Criteria for evaluating instructional materials included in the curriculum frameworks;
- ▶ SBE-adopted grade-level content standards;
- ▶ District standards and goals detailed in the Local Control and Accountability Plan;

- ▶ Strengths and needs of local students as indicated by district and/or school data;
- ▶ Universal access issues, e.g., students above and below grade level and English learners.

The federal Individuals with Disabilities Education Act (IDEA) also requires LEAs to provide accessible instructional materials for students with disabilities.<sup>32</sup>

Reviewers, and ultimately the board, must also ensure that instructional materials meet the legal requirements for social content. These laws, along with the SBE guidelines, require that “instructional materials used in California public schools reflect California's multicultural society, avoid stereotyping, and contribute to a positive learning environment.”<sup>33</sup>

## Samples and piloting

Whether choosing among SBE-adopted instructional materials or conducting a review of other materials, piloting can be an important step in selecting which instructional materials to adopt. While not required, piloting may be helpful to LEAs and school sites in the local adoption process. By trying out materials under consideration for adoption, teachers can gauge their effectiveness for promoting student learning and providing teachers with instructional supports. As mentioned previously, the IQC is in the process of revising its guidance on piloting and reviewing instructional materials.<sup>34</sup>

Learning Resources Display Centers (LRDCs) are sites located in several areas of California that display samples of state-adopted instructional materials in text, and often, digital form. The CDE encourages community members, as well as LEA and school site representatives, to visit a local LRDC to identify materials that could best suit the needs of their students.<sup>35</sup>

## Local board responsibility to determine and verify sufficient materials

According to California law, every student must have access to sufficient standards-aligned instructional materials in the four core subject areas: reading/English language arts, mathematics, science, and history-social science.<sup>36</sup> One of the conditions of “sufficiency” is that these materials must be available to students for use both in the classroom and at home, although LEAs are not required to have two sets of textbooks for each student.<sup>37</sup> These legal requirements are a result of and are often associated with *Williams v. California*, the settlement of which was aimed at providing “all students with equal access to instructional materials, safe schools, and quality teachers.”<sup>38</sup>

In keeping with these legal requirements, the board is obligated to hold a public meeting or meetings to determine and make a

resolution indicating whether each pupil in the district has sufficient materials. The board is responsible for encouraging parents/guardians, teachers, other members of the community, and bargaining unit leaders to participate in these meetings. Boards must also determine and indicate in writing, as part of the hearing and resolution required by California Education Code 60119, whether pupils enrolled in world language or health courses have sufficient standards-aligned instructional materials.<sup>39</sup>

LEAs that determine that not all pupils have sufficient instructional materials must take action to communicate and remedy the shortage. For every school in which there are not sufficient materials, the LEA must communicate to the public and to teachers the percentage of students who do not have sufficient materials in each subject area, the reasons for this, and the plan for ensuring that all students have sufficient instructional materials within two months of the beginning of the school year.<sup>40</sup> Legislation enacted in September 2023, Assembly Bill 1078, adds a requirement that this information be shared with the county superintendent within three business days of the public hearing to share the insufficiency (see discussion of AB 1078).<sup>41</sup>

LEAs must include details of how they will provide sufficient materials and equipment as part of the LCAP that every LEA must develop.<sup>42</sup> Instructional materials can be purchased with Local Control Funding Formula (LCFF) funds, or funds from the California state lottery, a portion of which are required to be spent on instructional materials.<sup>43</sup>

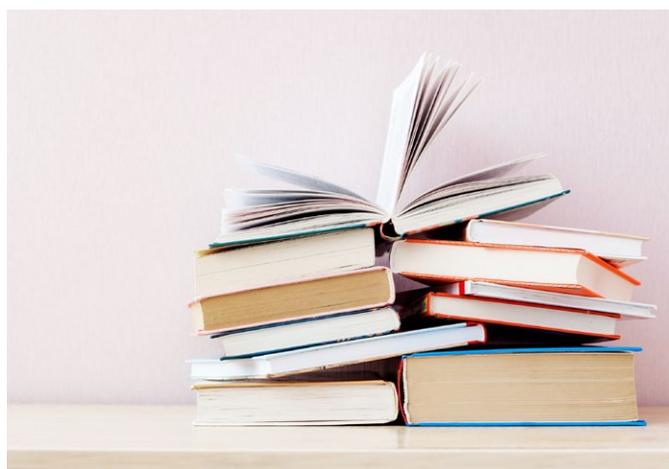
## Addressing disagreements or controversy during the adoption process

The principal responsibility of those engaged in the education enterprise — including school board members — is to promote learning for all students. Given the diversity of views among parents/guardians, board members, educators, and other stakeholders, some disagreement about the best approach to student learning is expected. However, there are steps that school boards can take to help clarify responsibilities and resolve conflict. Boards can engage in clear and ongoing communication and explanation of the legal obligations with regard to instructional materials. They can ensure inclusiveness among teachers, parents/guardians, and other reviewers of materials and transparency in the review process. They can also ensure that all stakeholders have ample opportunity to ask questions about and comment on instructional materials. Piloting materials so that teachers can provide information about their effectiveness in supporting classroom instruction — and sharing that information with the community — can also help provide a clear rationale for the choice of instructional materials. While these steps are not likely to eliminate disagreement, they may moderate potential conflict.

## New requirements under AB 1078<sup>44</sup>

AB 1078, signed by Gov. Gavin Newsom on Sept. 25, 2023, with an urgency clause that made it immediately effective, makes several changes to the legal responsibilities of local governing boards with regard to instructional materials. Among other changes, the bill authorizes that:

- ▶ If an LEA determines that it does not have sufficient instructional materials for all students, the required resolution declaring this insufficiency must now be submitted to the county superintendent no later than three business days after the hearing.<sup>45</sup>
- ▶ Any complaint about insufficient materials as the result of board action or inaction can be filed directly with the State Superintendent of Public Instruction (SSPI), who is authorized to intervene without waiting for the district to investigate.<sup>46</sup>
- ▶ If an LEA does not remedy an insufficiency of instructional materials in a timely manner, the CDE, upon request by the county office of education, may purchase the necessary materials and the funds used would be considered a loan to be repaid by the LEA.<sup>47</sup>
- ▶ When the CDE purchases materials for the district, a statement will be made at the next SBE meeting, indicating that the superintendent and the governing board failed to do so.<sup>48</sup>
- ▶ If the SSPI finds that a school district did not provide sufficient materials, a fiscal penalty will be assessed.<sup>49</sup>
- ▶ The requirement in existing law that social sciences include a study of the role and contributions of certain groups was expanded. The law prior to passage of AB 1078 required discussion of the contributions of men and women and culturally and racially diverse groups, including, among others, Mexican Americans; lesbian, gay, bisexual, and transgender (LGBT) Americans; and members of other ethnic and cultural groups.



## Questions for school boards to consider:

- 1) Are you aware of the state frameworks, content standards, social content standards, and local goals and priorities for the subject matter for which you are adopting materials?
- 2) Does your board have a plan for reviewing the legal responsibilities of local governing boards regarding instructional materials?
- 3) Are you aware of the needs of local students in this subject area, including students with disabilities and English learners?
- 4) Have you worked with district leaders to schedule ample time for planning the instructional materials review process, sharing the results, gathering feedback from educators and the community, and making a final decision on adoption?
- 5) What is your plan for reaching out to families to provide them with opportunities to review and comment on the instructional materials under consideration?
- 6) Have you worked with district leaders to establish a review committee that includes teachers from the subject area in question as well as those with experience teaching students with disabilities and ELs?
- 7) Have you included adequate funds in your LEA budget for the purchase of sufficient materials and for professional development to prepare teachers to use the materials effectively?
- 8) Have you included adequate funding to provide information and training for families and community members on the new materials?
- 9) What is your plan for piloting instructional materials in this content area?
- 10) Have you and your fellow board members visited a Learning Resource Display Center to review samples of state-adopted materials in text and digital form?
- 11) Do you have a plan for annual determination of whether every student has adequate texts and technology-based instructional materials for use in school and at home?
- 12) Have you planned for an appropriately scheduled annual public hearing or hearings to report on whether every child has adequate materials?

The new law adds the role and contributions of, among others, people of all genders; Latino Americans; LGBTQ+ Americans; and members of other ethnic, cultural, religious, and socioeconomic status groups.<sup>50</sup>

- ▶ The governing board of a school district, county office of education, or the governing body of a charter school cannot refuse to approve or prohibit the use of classroom or library instructional materials of any kind on the basis that it includes a study of the role and contributions of any individual or group as described above AND may not prohibit the continued use of or remove an instructional material on the basis that it contains inclusive and diverse perspectives.<sup>51</sup>

AB 1078 also requires that the CDE, no later than July 1, 2025, develop guidance and public education materials to ensure that all Californians can access information about these educational laws and policies.

## Conclusion

Local school boards have significant responsibilities in the instructional materials adoption process. It is helpful to keep in mind the overall intent of these responsibilities.

Governing boards:

- ▶ Set policies to promote equitable access to rigorous curriculum in all subject areas for all students — including English learners and students who qualify for special education services;
- ▶ Ensure professional learning that provides teachers with tools to provide this equitable access;
- ▶ Set goals for instructional materials that meet the educational vision of the state and the district;
- ▶ Use data to understand the educational needs of students in the community and select instructional materials accordingly;
- ▶ Work with teachers to understand their needs for instructional support to promote their students' learning; and
- ▶ Engage in transparent, ongoing communication with parents/guardians, teachers, and other concerned stakeholders throughout the instructional materials adoption process.

## Relevant CSBA sample policies

CSBA GAMUT Policy and Policy *Plus* subscribers have access to the most up-to-date CSBA sample policy language. The following sample board policies (BP), board bylaws (BB), and administrative regulations (AR) have been developed as samples for districts to use in formulating and adopting their own policies relative to instructional materials:

- ▶ BP 0410 – Nondiscrimination in District Programs and Activities
- ▶ BP/AR/E(1) 1312.2 – Complaints Concerning Instructional Materials
- ▶ BP/AR 1312.3 – Uniform Complaint Procedures
- ▶ BP/AR/E 1312.4 – Williams Uniform Complaint Procedures
- ▶ BP 5145.3 – Nondiscrimination/Harassment
- ▶ BP/AR 6143 – Courses of Study
- ▶ BP/AR/E(1) 6161.1 – Selection and Evaluation of Instruction Materials
- ▶ BP 6161.11 – Supplementary Instructional Materials
- ▶ BP/AR 6163.1 – Library Media Centers
- ▶ BB 9000 – Role of the Board
- ▶ BB 9310 – Board Policies

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## Endnotes

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- 10 See endnote 8
- 11 CSBA Annual Education Conference Presentation, English Learners Success Forum and Californians Together.
- 12 California Department of Education All Curriculum Frameworks
- 13 Fensterwald, J. July 13, 2023. State board of education passes new California Math Framework *EdSource*
- 14 California Department of Education Instructional Quality Commission
- 15 California Department of Education Instructional Materials Evaluation and Adoption Process
- 16 California Education Code sections 60200–60204 describe the K-8 instructional materials adoption process
- 17 See endnote 9
- 18 California Education Code 60200
- 19 See endnote 19 and Table 1 on page 2
- 20 California Department of Education Standards Maps
- 21 California Department of Education Instructional Materials Evaluation and Adoption - *CalEdFacts*
- 22 California Department of Education Standards for Evaluating Instructional Materials for Social Content, 2013 Edition (DOC)
- 23 California Department of Education Social Content Review
- 24 See endnote 9
- 25 California Education Code 60210
- 26 See endnote 20
- 27 California Department of Education Instructional Materials Implementation: Implementation of Instructional Materials not Adopted by California
- 28 California State Board of Education Policy #01-05, Guidelines for piloting textbooks and instructional materials, January 2015
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- 31 California Education Code 51001(a)8
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- 34 See endnote 28
- 35 California Department of Education Learning Resources Display Centers
- 36 California Education Code 60119
- 37 See endnote 36
- 38 Williams Case Instructional Materials
- 39 See endnote 38
- 40 See endnote 38
- 41 See endnote 36
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- 45 See endnote 36
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- 52 Zahner, W., Wynn, L. and Kayser, A.A. (2022). Equitable math instruction for California’s multilingual students *The Education Trust-West*
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