



New Course & Instructional Materials Adoption Process

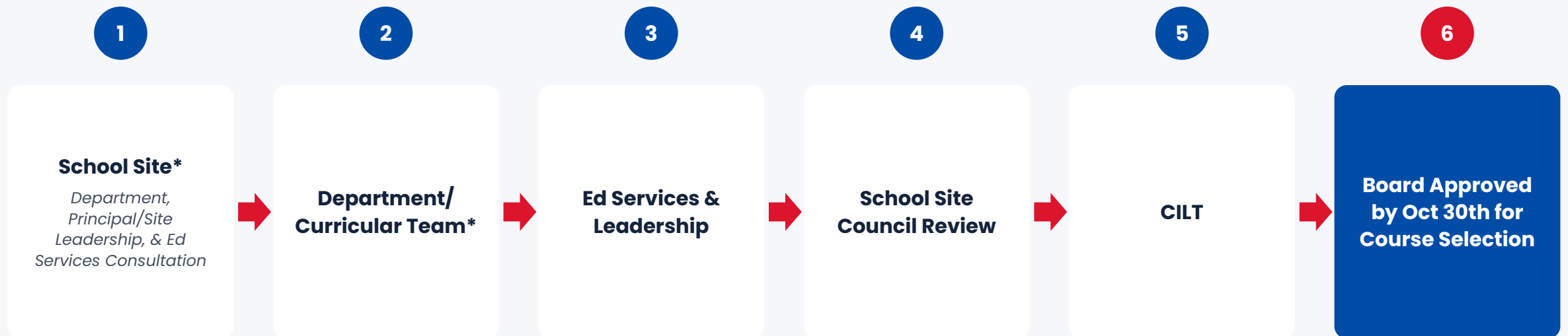
KEY DATE

Board approval by October 30 for inclusion in the following year's course-selection process



The process at a glance

New courses and proposed core instructional materials move through RJUHSD's review and approval process. Specific steps may vary depending on whether the request involves a course, instructional materials, CTE, dual enrollment, or another specialized program



**Dual Enrollment and CTE courses/pathways require early consultation with Ed Services before proceeding through the formal approval process*



Steps one through three

1

New course originates at the site and/or curricular team and is reviewed by the:

- Department Chair/Curricular Team
- Principal
- Site Leadership

for academic need, standards alignment, program fit, staffing, enrollment, facilities, materials, and fiscal implications.

PERSON RESPONSIBLE

Course author

Consult with the Chief Academic Officer (CAO) early in the development process

2

New course is reviewed by appropriate districtwide curricular teams/departments for districtwide implications, potential duplication or overlap, sequencing, pathways, enrollment impacts, and opportunities for alignment across sites

PERSON RESPONSIBLE

Department Coordinator sends to appropriate districtwide curricular teams/departments.

Steps One and Two can occur simultaneously.

3

New course reviewed by Ed Services Team & Principals.

Ed Services and principals review the proposal for districtwide program implications, staffing, scheduling, fiscal impact, equity of access, and alignment with district priorities before the proposal advances.

PERSON RESPONSIBLE

Principal coordinates with CAO

[New Course Template](#)

Make a copy to start your proposal.



Steps four through six

4

New course is reviewed in accordance with RJUHSD's local School Site Council process and then submitted to the Curriculum and Instruction Leadership Team (CILT).

PERSON RESPONSIBLE

Principals coordinate with Director of State & Federal & CAO

5

CILT reviews the proposal and recommends whether it should advance to the Board of Trustees.

PERSON RESPONSIBLE

Assistant Superintendent, Ed Services

6

Following Board approval, the course is added to the district's approved course list, assigned the appropriate course code, and prepared for implementation/course selection

When applicable, Ed Services submits the course for UC/CSU A-G approval through UCOP Doorways and/or completes other external approval processes

NOTE: If implementation of the course requires adoption of new core instructional materials, the instructional materials adoption process must also be completed. See the Chief Academic Officer for guidance.



Courses

ALIGNMENT

- Applicable California academic content standards, curriculum frameworks, industry standards, College Board/IB requirements, and/or other applicable course standards.
- UC/CSU A-G and/or NCAA eligibility requirements, when applicable.
- **RJUHSD Goals:**
 - Supports coherent districtwide curriculum and professional collaboration, where applicable
 - Integrates digital learning
 - Includes common assessments
 - CTE: Part of Program of Study

ACCESS, EQUITY & COMPLIANCE

- Supports access for students with disabilities
- Supports English learners/multilingual learners
- Supports equitable access to the course
- Meets applicable legal and district requirements
- Instructional resources and digital content meet applicable accessibility requirements.

SUSTAINABILITY

- Enrollment and scheduling factors (*impact to other programs*)
- Credentialing Considerations
- Facilities Needs
- Equipment, supplies
- Instructional materials, software, and other technology needs



Core Instructional Materials

ALIGNMENT

- Aligned to applicable California academic content standards and curriculum framework(s).
- Supports high-quality Tier I instruction and evidence-based instructional practices.
- Provides sufficient content and resources to support implementation of the full course/curriculum.
- **Variety of connections to:**
 - Careers
 - Real world applications
 - Potential projects
 - Critical thinking beyond the classroom

COMPLIANCE

- Materials are accessible to students with disabilities and include appropriate supports for English learners/multilingual learners.
- Complies with BP/AR 6161.1 — Selection and Evaluation of Instructional Materials.
- Meets California instructional materials social-content requirements (Education Code §§ 60040–60045 and 60048).
- Selection includes substantial teacher involvement and opportunities for parent/community involvement.
- Supports district compliance with instructional-materials sufficiency requirements under Education Code §60119, as applicable.

SUSTAINABILITY

- **Costs:**
 - How long will it last?
 - Renewal costs: anticipated increases?
- **Indirect Costs:**
 - Required training for staff?
 - Required tech hardware upgrades?
- **Unexpected factors:**
 - Covers entire course?
 - Can it be used in add'l courses?



Digital Materials

Including instructional software, apps, add-ons, extensions, and tools.

ALIGNMENT

- Enhances learning for all students
- Demonstrates sufficient instructional need and anticipated use to justify district/site investment.

COMPLIANCE

Privacy, Security & Accessibility

- Complies with applicable student-data privacy requirements, including Education Code §49073.1/[AB 1584](#) where applicable
- Meets district data-security/privacy requirements
- Meets applicable accessibility requirements
- Meets [CIPA](#) requirements when applicable
- Compatible with district technology systems and rostering/authentication requirements
- Instructional content meets applicable California social-content and curricular requirements.

SUSTAINABILITY

- **Costs:**
 - Licensing: Site, District, or Individual
 - How long will it last?
 - Renewal costs: anticipated increases?
- **Indirect Costs:**
 - Required training for staff?
 - Required tech hardware upgrades?