



Core Instructional Materials Adoption Process

Grades 9–12 • Print and digital core programs

PURPOSE

Ed Services uses this process when considering a new core instructional material or program, a replacement, or a substantially revised edition that will serve as a core learning resource.

It is designed to ensure alignment, legal compliance (Ed Code and Board Policy), teacher and community involvement, sustainability, and a real implementation plan.

1 • First, determine the pathway

IF THE PROPOSAL IS...	USE...	THE TEST
The primary instructional materials or program for a course or sequence	Core Adoption Process	Will this be the core program around which instruction is organized?
An additional approved resource used alongside the core	Supplemental Materials Adoption Process	Is it an established additional instructional option rather than the primary resource (core materials)?
A teacher-selected short-form or just-in-time resource	Professional Guidelines for Selecting Classroom Materials and Assignments	Is it selected for a specific instructional purpose within the approved curriculum?
A new edition or revision of an adopted core program	Core Adoption — Edition Review (Section 4)	Is the revision substantive enough to change content, alignment, platform, licensing, accessibility, or design?

2 • Adoption principles and requirements

- The district provides substantial teacher involvement and meaningful opportunities for parent and community involvement in the selection of instructional materials.
- For materials not adopted by the State Board of Education, the local review process maintains a majority of classroom teachers assigned to the relevant subject area or grade level.
- Materials are reviewed for alignment to current California standards and framework guidance, instructional quality, accessibility, supports for multilingual learners and students with disabilities, and applicable social-content requirements.
- For digital materials, privacy, security, accessibility, interoperability, licensing, and long-term recurring costs are reviewed alongside curricular quality.
- Adoption includes implementation planning — not only selection and purchase.

A CLARIFICATION FOR GRADES 9–12

California's State Board of Education instructional-materials adoption lists are primarily a K–8 process. For RJUHSd grades 9–12, evaluate programs against current California standards and curriculum frameworks, CDE 9–12 standards maps and guidance where available, social-content requirements, local needs and data, and high-quality independent evidence.

3 • The adoption workflow

Phase 1 • Initiate and scope

Education Services confirms the need, scope, budget parameters, timeline, and whether the request is a full adoption or an edition review.

- Identify the instructional problem or need and the courses affected.
- Review current California standards, framework, and CDE guidance.
- Review local evidence: student outcomes, implementation challenges, teacher feedback, student-group needs, and current program limitations.
- Estimate pilot, purchase, licensing, replacement, and professional-learning costs.
- Set the target implementation year and backward-map the adoption calendar.

Phase 2 • Build the review team and criteria

Education Services establishes a representative adoption committee and a transparent evaluation process.

- Include substantial teacher participation; for non-SBE-adopted materials, maintain a majority of classroom teachers assigned to the relevant subject or grade level.
- Include expertise in multilingual learners, students with disabilities, accessibility and UDL, assessment, technology, and site implementation.
- Provide opportunities for parent and community participation, and consider student input where appropriate.
- Train reviewers on standards and framework shifts, evaluation criteria, social-content requirements, and the scoring process.
- Use one common district evaluation rubric and clear conflict-of-interest expectations.

Phase 3 • Screen, narrow, pilot, and recommend

The committee screens viable programs, selects finalists, and pilots materials under common expectations.

- Conduct an initial paper and digital review before committing to pilots.
- Complete the digital, privacy, and security review for technology-based programs.
- Verify social-content compliance, or conduct and document the required local review.
- Pilot a manageable number of finalists in representative classrooms for a defined period.
- Provide equivalent publisher orientation and training for each pilot.
- Collect common evidence from teachers and, as appropriate, students and families.
- Use the rubric and the evidence to develop a documented recommendation.

Phase 4 • Public review and Board adoption

The district makes the recommendation available for public review and brings it to the Board.

- Communicate the recommendation and provide accessible opportunities for parents and community members to inspect materials and submit feedback.
- Summarize the feedback and the committee's response for decision-makers.
- Follow district Board agenda and reading practices for information and action items.
- The Board of Trustees takes final action on the recommendation.
- After approval, add the program to the district adopted-materials record.

LOCAL PRACTICE VS. STATE REQUIREMENT

A 30-day local public review and a one- or two-reading Board process are transparency and governance practices the district may choose. Education Code § 60202's 30-day display requirement applies to State Board of Education adoptions and should not be cited as the legal source for a local RJUHSD 30-day review.

Phase 5 • Purchase, launch, and sustain

Education Services, Business Services, sites, and libraries coordinate purchasing, receiving, inventory, training, and implementation.

- Confirm quantities, ISBN and SKU, licenses, teacher editions, digital access, and recurring costs.
- Receive, barcode, inventory, and enter physical materials into Follett before distribution.
- Plan removal or surplus of replaced materials in accordance with district procedures.
- Provide standards and framework learning, publisher training, and course-specific implementation support.
- Plan onboarding for new staff, assessment alignment, troubleshooting, and follow-up learning.
- Review implementation evidence after launch and address gaps before the next school year.

4 • Edition review: when a streamlined pathway applies

NOT EVERY NEW EDITION IS THE SAME

Education Services first determines whether a new edition is substantially equivalent to the adopted program or represents a material curricular change. A streamlined review applies only when the district can document that the edition remains aligned and that content, instructional design, digital functionality, licensing, accessibility, and social content have not materially changed.

- Minor or non-substantive revision → document equivalency, complete any required digital and licensing review, and follow the streamlined pathway below.
- Substantive revision or new program → use the full Core Adoption Process, with committee review, pilot, and public involvement.

Streamlined edition review • seven steps

- 1 Request and evidence.** The department or site submits the request with the publisher's change summary or edition correlation covering content, standards alignment, platform, licensing, and pricing.
- 2 Equivalency determination.** Education Services and two or three content-area teachers confirm the six criteria above and sign a one-page equivalency record. Any material change moves the request to the full Core Adoption Process.
- 3 Social-content check.** Confirm the edition still meets social-content requirements, or document a brief local review of new or changed content.
- 4 Digital, privacy, and licensing review.** Required only if the platform, data practices, or license terms changed; otherwise note "no change" on the record.
- 5 CILT information item.** Share for advisory input consistent with district practice.
- 6 Board consent item, single reading.** The item cites the equivalency record. No pilot, committee scoring, or 30-day local public review; materials remain available for parent inspection on request.
- 7 Record and purchase.** Update the adopted-materials record with the new edition, then follow Phase 5 for ordering, Follett entry, and removal of the prior edition.

5 • Roles and decision points

OWNER OR GROUP	PRIMARY RESPONSIBILITY	DECISION OR RECORD
Education Services	Scopes the adoption, convenes the committee, manages the rubric, pilot, and public review, and prepares the Board item	Proceed, pause, or recommend
Adoption Committee	Reviews, pilots, scores evidence, and recommends a program	Documented committee recommendation
Technology and privacy review	Reviews privacy, security, accessibility, interoperability, and licensing	Approval or conditions for digital use
Parents and community	Inspect recommended materials and provide input	Feedback record
CILT and district leadership	Advisory review consistent with district practice	Recommendation or feedback
Board of Trustees	Acts on the district recommendation	Formal adoption
Sites, Business Services, libraries	Order, receive, inventory, distribute, and maintain	Purchasing and inventory records

6 • California references

- CDE – Local Instructional Materials Adoptions: cde.ca.gov/ci/cr/cf/glima.asp
- CDE – Instructional Materials FAQ: cde.ca.gov/ci/cr/cf/imfrpfaq1.asp
- CDE – Accurate and Inclusive Curriculum, AB 1078: cde.ca.gov/ci/cr/cf/ab1078guidance.asp
- California Education Code §§ 60002, 60010, 60040–60045, and 60210; and BP/AR 6161.1.