



INVITATION TO SUBMIT PUBLISHER/DEVELOPER BRIEFING

2025 CALIFORNIA MATHEMATICS
INSTRUCTIONAL MATERIALS
ADOPTION

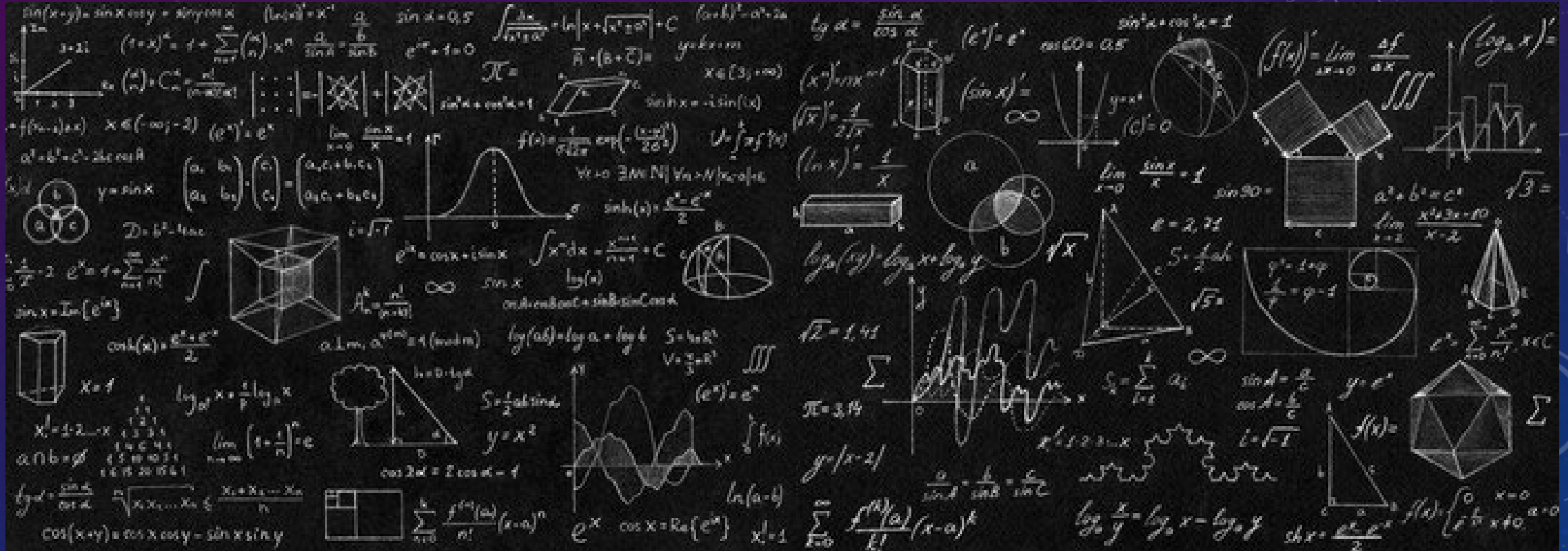


WELCOME!

Dr. Mike Torres
Executive Director of
the Instructional Quality Commission,
Director of the Curriculum Frameworks and
Instructional Resources Division



WHY ARE WE HERE?





WHY WE'RE HERE...

The purpose of this meeting is to provide publishers and content developers with information about the process and procedures for submitting instructional materials for consideration of adoption by the California State Board of Education (SBE).



WHY WE'RE HERE...(2)

The SBE will consider adopting mathematics programs for

- Basic Math: Kindergarten through grade eight (K–8)
- Algebra 1
- Integrated Math 1



REVIEW OF TODAY'S AGENDA

- Welcome and Overview of Agenda
- Schedule of Significant Events
- Q&A
- Overview of the Evaluation Criteria
- Evaluation Criteria Map & Standards Maps
- Social Content Laws
- CSMT & Accessibility Requirements
- Post-adoption Requirements
- Q&A



RESOURCES ON THE CDE WEBSITE

- The SBE-adopted content standards for mathematics
- The SBE-adopted Mathematics Curriculum Framework
- The Standards for Evaluating Materials for Social Content
- The *Invitation to Submit* document
- Intent to Submit Form
- Evaluation criteria map
- Grade-level standards maps
- All publisher/developer bulletins
- Slide decks from previous webinars
- Frequently Asked Questions



STATUTE AND REGULATIONS

- Authority
 - California Constitution, Article IX, Section 7.5
 - California *Education Code (EC)* sections 60200–60204
- Requirements for the State, publishers/developers, the public
 - *Education Code* and Regulations



SCHEDULE OF SIGNIFICANT EVENTS (1 OF 17)

Event	Date
State Board of Education (SBE) adoption of the <i>Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve</i> (California <i>Education Code</i> [EC] Section 60200[b][1])	July 12, 2023
Instructional Quality Commission (IQC) recommends: <ul style="list-style-type: none">• Schedule of Significant Events• Reviewer application questions• Evaluation criteria map and standards maps	November 15, 2023



SCHEDULE OF SIGNIFICANT EVENTS (2 OF 17)

Event	Date
<p>SBE approves:</p> <ul style="list-style-type: none">• Notice of Intent to Hold Adoption (<i>California Code of Regulations</i>, Title 5 [5 CCR] Section 9517.3)• Schedule of Significant Events (5 CCR Section 9517.3)• Reviewer application questions (5 CCR Section 9513[a])• Evaluation criteria map and standards maps (5 CCR Section 9510[u])	January 18–19, 2024



SCHEDULE OF SIGNIFICANT EVENTS (3 OF 17)

Event	Date
Reviewer application period (5 CCR Section 9513[a])	April–September 2024
Small publisher or manufacturer fee reduction requests due (EC Section 60213)	November 1, 2024
IQC recommends reviewers (5 CCR Section 9512[b])	November 20–21, 2024



SCHEDULE OF SIGNIFICANT EVENTS (4 OF 17)

Event	Date
SBE appoints reviewers (5 CCR Section 9512[a])	January 2025
SBE considers small publisher or manufacturer fee reduction requests (EC Section 60213[d][1])	
Publisher/Developer Invitation to Submit meeting (5 CCR Section 9517)	January 2025



SCHEDULE OF SIGNIFICANT EVENTS (5 OF 17)

Event	Date
Publisher/Developer intent to submit forms due (5 CCR Section 9517.3[a][3])	February 4, 2025
Publisher/Developer submission forms due (5 CCR Section 9517[c])	March 12, 2025
Publisher or Manufacturer fees due (EC Section 60213)	April 9, 2025



SCHEDULE OF SIGNIFICANT EVENTS (6 OF 17)

Intent to Submit Form – Due February 4, 2025

- PDF document posted online
 - Company name
 - Yes—we'll participate!
 - Program name
 - Program grade levels (Basic Math; Algebra 1; Math 1)
 - Contact info
 - Yes—the California Department of Education (CDE) may invoice our company
 - Signature / date



SCHEDULE OF SIGNIFICANT EVENTS (7 OF 17)

Submission Form – Due March 12, 2025

- Microsoft Excel file posted online
- Four worksheets
 - Tab 1 – instructions
 - Tab 2 – company contact information
 - Tab 3 – program materials delivery description
 - Tab 4 – component details



SCHEDULE OF SIGNIFICANT EVENTS (8 OF 17)

Submission Form Tab 4 – component details

- Every print component must have a corresponding electronic version—without exception (*EC* Section 60063.5)
- Every component included in a bundle of items must be sold separately (*EC* Section 60063)
- Alternate Formats: print/digital/bundling/licensing
- Pricing details



SCHEDULE OF SIGNIFICANT EVENTS (9 OF 17)

Fees Due – April 9, 2025

- CDE will invoice publishers/developers shortly after the February 4 Intent to Submit form deadline
- The fee is \$8,000 per grade level of each program submitted
- Payment must be received no later than April 9, 2025
- The fee is non-refundable



SCHEDULE OF SIGNIFICANT EVENTS (10 OF 17)

Event	Date
Reviewer training week (5 CCR Section 9512[h])	April 14–18, 2025



SCHEDULE OF SIGNIFICANT EVENTS (11 OF 17)

Event	Date
Publisher/Developer complete instructional programs due (5 CCR Section 9517[e])	May 7, 2025



SAMPLING REQUIREMENTS *DELIVERY*

- May 7, 2025
- CDE will provide shipping info two weeks prior
- List of recipients will include assigned reviewers, select members of the IQC and SBE, the CDE, and select Learning Resources Display Centers (LRDCs).
- Your program content cannot change hereafter.



SAMPLING REQUIREMENTS *CONTENTS*

Publisher/developer packages should include:

- All components of the instructional materials program
- Inventory list of all components
- Program description you included with the March 9 submission form
- Completed evaluation criteria map (digital and hard copy)
- Completed standards maps (digital and hard copy)



SAMPLING REQUIREMENTS

DIGITAL

- Digital submissions
 - Publishers/developers may submit online programs or materials on CD or DVD-ROM, flash drive, or preinstalled on a laptop or other hardware device.
 - If the program software is in an uncommon format, you may need to send it preinstalled on hardware.



SAMPLING REQUIREMENTS *LABELS*

Shipping and Item Labels

- Clearly identify packages and components (see examples in the Invitation to Submit (ITS) document).
- Box labels: should be attached to box, not to shrink wrap or packaging.
- Component labels: each item should have an identifying bar code.



SAMPLING REQUIREMENTS *SHIPPING*

- Use minimal packing materials.
- Publishers/developers must pay all delivery costs.
- Delivery and offloading are publisher/developer responsibility.
- Technology hardware—if any—must be returned to publishers/developers at Deliberations.



SCHEDULE OF SIGNIFICANT EVENTS (12 OF 17)

Event	Date
Reviewer deliberations week one; review panels make program adoption recommendations (5 CCR Section 9519[i])	July 21–25, 2025
Reviewer deliberations week two; review panels make program adoption recommendations (5 CCR Section 9519[i])	July 28–August 1, 2025



REPORT OF FINDINGS

Reports of Findings for past instruction materials adoptions are all located on the CDE website for each respective subject.



SCHEDULE OF SIGNIFICANT EVENTS (13 OF 17)

Edits and Corrections

- No changes can be made after the materials submission due date; however:
- Edits and corrections—only minor edits and corrections as directed by the SBE **following** its adoption of programs are allowed during the adoption process. Rewrites or content changes are not allowed.



SCHEDULE OF SIGNIFICANT EVENTS (14 OF 17)

5 *CCR* 9510 (h) “Edits and corrections” are changes that must be made to submitted instructional materials to meet the social content standards, to ensure accuracy, or to achieve clarity and that are minimal in number, and include, but are not limited to:

- (1) Misquoted content standards;
- (2) Imprecise definitions;
- (3) Mislabeled pictures or objects;
- (4) Grammatical errors or misspellings;
- (5) Simple factual errors;
- (6) Computational errors.



SCHEDULE OF SIGNIFICANT EVENTS (15 OF 17)

5 *CCR* 9510 (r) “Rewrites” are extensive changes that would need to be made to instructional materials in order for them to meet the content standards, curriculum frameworks, evaluation criteria or social content standards and include, but are not limited to:

- (1) Revising a section, chapter or entire page;
- (2) Adding new content;
- (3) Moving materials from one grade level to another.



SCHEDULE OF SIGNIFICANT EVENTS (16 OF 17)

Event	Date
IQC holds public meeting to receive comment (5 CCR Section 9524[a][1])	August 13, 2025
IQC makes program adoption recommendations (5 CCR Section 9524[a][5])	September 17–18, 2025



SCHEDULE OF SIGNIFICANT EVENTS (17 OF 17)

Event	Date
SBE holds public meeting to receive comment SBE takes action on program recommendations (<i>EC</i> Section 60200)	November 5–6, 2025



Break



Questions?



EVALUATION CRITERIA (1 OF 9)

Mathematics Framework

Chapter 13: Instructional Materials to Support Equitable and Engaging Learning of the California Common Core State Standards for Mathematics



EVALUATION CRITERIA (2 OF 9)

Publisher/developer Webinars Posted to the CDE Mathematics Web Page:

- November 7, 2023, Overview of the 2023 *Mathematics Framework*
- November 28, 2023, The Big Ideas of the 2023 *Mathematics Framework*
- December 19, 2023, Instructional Materials to Support Systemic Improvement in Mathematics: Evaluation Criteria for the 2025 Mathematics Instructional Materials Adoption



EVALUATION CRITERIA (3 OF 9)

The Five Criteria Categories:

1. Mathematics Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Access and Equity
5. Instructional Planning and Support



EVALUATION CRITERIA (4 OF 9)

To be adopted, programs must:

- Meet all four criteria statements in Category 1
 - Alignment with the grade-level content standards
 - Consistency with the *Mathematics Framework*
 - Accurate content / proper grammar and spelling
 - Environmental Principles and Concepts



EVALUATION CRITERIA (5 OF 9)

To be adopted, programs must:

- Have strengths in each of Categories 2–5

...but..."have strengths"...what does that mean?!?!



EVALUATION CRITERIA (6 OF 9)

"For the 2025 mathematics adoption, the Standards are organized around the Big Ideas along the learning progressions, and should be addressed collectively, not individually" (*Mathematics Framework*, Chapter 13, page 7).



EVALUATION CRITERIA (7 OF 9)

Programs must be structured around major conceptual ideas that substantially represent the “Big Ideas” outlined in the *Mathematics Framework*. A publisher's or developer's program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers' and Content Developers' Guide to the Mathematics Framework. Programs should focus on providing conceptual supports for mathematical problem solving by clustering the standards around major mathematical concepts.



EVALUATION CRITERIA (8 OF 9)

Present your content in a manner that supports student investigation and connects content along the learning progressions and across grade levels. It is vital that the math Big Ideas and underlying standards should be seen as interconnected. Presenting authentic real-world problems that cut across multiple Big Ideas and standards should be the focus.



EVALUATION CRITERIA (9 OF 9)

Frequently Asked Questions web page

- Evaluation criteria
- Process
- Distribution of Samples



MAPPING EVIDENCE OF REQUIRED CONTENT

- **Evaluation Criteria Map**—provides evidence for meeting each criterion statement.
- **Standards Maps**—provide evidence of content covering each of the grade level standards.
- Publishers/developers must submit these documents in both digital and hard copy format.



EVALUATION CRITERIA MAP (1 OF 5)

- The evaluation criteria map lists each criterion statement for all five criteria categories.
- Publishers/developers must complete the evaluation criteria map with citations to the appropriate content within their program.
- Complete one evaluation criteria map per program.



EVALUATION CRITERIA MAP (2 OF 5)

- Criteria Category 1: Programs must cover all criteria statements fully
- Criteria Categories 2–5: Programs must demonstrate strengths in each category



EVALUATION CRITERIA MAP (3 OF 5)

Publisher/Developer:

Program Title:

Components: Student Edition (SE); Teacher Edition (TE); Student Workbook (WB); ...

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.1	Instructional materials, as defined in <i>Education Code (EC) Section 60010(h)</i> , must be aligned to the CA CCSSM Content Standards and Standards for Mathematical Practice (SMPs), adopted by the California State Board of Education (SBE) in August 2010 and modified in January 2013.				



EVALUATION CRITERIA MAP (4 OF 5)

Category 1

- 1.1. Alignment with the SBE-adopted content standards
- 1.2. Consistency with the SBE-adopted *Mathematics Framework*
- 1.3. Accuracy and proper grammar and spelling
- 1.4. SBE-adopted California Environmental Principles and Concepts



EVALUATION CRITERIA MAP (5 OF 5)

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.6	Suggestions for advanced learners that are tied to the <i>Mathematics Framework</i> and that allow students to study grade-level content in greater depth.	Grade 1 SE/TE 29, 48-49, 74-75; LP 32-34; 146-148; [Insert URL here] Grade 2...			



GRADE-LEVEL STANDARDS MAPS (1 OF 6)

- The standards maps represent the detail of evaluation criteria statement 1.1.
- Standards maps for Basic Math K–8; Algebra 1; Integrated Math 1
- Along with your one evaluation criteria map, complete and submit a standards map for each grade level of your program.



GRADE-LEVEL STANDARDS MAPS (2 OF 6)

Publisher/Developer:

Approved by the SBE January 18, 2024

Program Title:

Page 1 of 9

Components:

**2025 California Common Core State Standards: Mathematics Adoption
Standards Map Template
Kindergarten**



GRADE-LEVEL STANDARDS MAPS (3 OF 6)

Organization Around Major Conceptual Ideas

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes



GRADE-LEVEL STANDARDS MAPS (4 OF 6)

Grade-level Content Standards

Domain: Counting and Cardinality

Cluster: Know number names and the count sequence.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.CC.1	Count to 100 by ones and by tens.				



GRADE-LEVEL STANDARDS MAPS (5 OF 6)

SBE-Adopted Grade-Level Content Standards

VS.

SBE-Approved Grade-Level Content Standards Maps



EXAMPLE STANDARD FROM GRADE THREE

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.9 (as adopted)

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

3.OA.9 (as appears on standard map)

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.



EXAMPLE STANDARD FROM GRADE SEVEN

Investigate chance processes and develop, use, and evaluate probability models.

7.SP.6 (as adopted)

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

7.SP.6 (as appears on standards map)

Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.



GRADE-LEVEL STANDARDS MAPS (6 OF 6)

Citations Format

- You can write out a citation or use a live URL
- For written citations, use the component abbreviation you identified on the first page in the heading (e.g., "SEp34; TEp54; SEp36-37; TEp76-77")
- Be very consistent in format
- "Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)"



SAMPLE STANDARDS MAP CITATIONS

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.1	Interpret products of whole numbers.	SE/TE 23, 25-27, 34; SWB 38-42	x		Good examples at citations
3.OA.2	Interpret whole-number quotients of whole numbers.	SE/TE 42-44, 50-51, 68; SWB 57-61	x		
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	SE/TE 61-62, 65, 71 SWB 68-72, 74, 77-78, 84		x	Includes multiplication but is missing division
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	SE/TE 78, 80, 82, 84-86; SWB 85		x	For discussion-is there enough for student to get the concept?



COMMON PROBLEMS WITH MAP CITATIONS

- Inaccurate citations
- Ambiguous citation notations
- Citations to vague or unrelated content
- Not enough citations
- Too many citations



SOCIAL CONTENT (SLIDE 1 OF 15)

- The materials must conform to the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*, as adopted by the SBE.
- The Social Content review takes place concurrently with the review of materials submitted by publishers/developers for educational content.



SOCIAL CONTENT (SLIDE 2 OF 15)

- Students are often swayed by what they see, hear, and read.
- The State Legislature and State Board of Education have recognized the effect of instructional resources on developing student attitudes and beliefs.



SOCIAL CONTENT (SLIDE 3 OF 15)

- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups; the disabled; the elderly; people of lesbian, gay, or bisexual orientation and transgendered persons; and people of all genders
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos



SOCIAL CONTENT (SLIDE 4 OF 15)

- The standards and categories that are reviewed for social content are listed in the SBE-approved document entitled *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*.
- Available on the CDE website



SOCIAL CONTENT (SLIDE 5 OF 15)

- Male and Female Roles
- Ethnic and Cultural Groups
- Sexual Orientation and Gender Identity
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment



SOCIAL CONTENT (SLIDE 6 OF 15)

- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise



SOCIAL CONTENT (SLIDE 7 OF 15)

Not allowed:

Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, sexual orientation and gender identity, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).



SOCIAL CONTENT (SLIDE 8 OF 15)

Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to male and female persons approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).



SOCIAL CONTENT (SLIDE 9 OF 15)

Achievements:

When the developments in history; current events; or achievements in art, science, or any other field are presented, the contributions of men and women; ***people of lesbian, gay, or bisexual orientation and transgendered persons***; minority persons; and the disabled must be included when it is appropriate and historically accurate to do so.



SOCIAL CONTENT (SLIDE 10 OF 15)

- Depictions, descriptions, or labels of any/all gender roles must not demean, patronize, or stereotype.
- Present equal illustrations, both in number and importance, of male/female figures.
- Present equal portrayal in occupations and range of careers.
- Present equal representation of male/female contributions and achievements.



SOCIAL CONTENT (SLIDE 11 OF 15)

- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles.
- Present balanced random portrayal of emotions in males/females.
- Show equal portrayal of both sexes in nurturing roles with family.
- Use gender neutral language.



SOCIAL CONTENT (SLIDE 12 OF 15)

- No adverse reflections based on sexual orientation or gender identity are permitted.
- Depictions of LGBTQ+ persons in text and illustrations, including similarities in roles, emotions, and socioeconomic status to others, should be included.





SOCIAL CONTENT (SLIDE 13 OF 15)

- Omit illustrations of commercial brand names, products, or corporate or company logos unless necessary to the educational purpose or incidental to a scene of general nature
- No prominent usage of any one brand or company



SOCIAL CONTENT (SLIDE 14 OF 15)

In September 1995, blue M&M's[®] completely replaced the tan ones. The ratios of colors for plain M&M's are as follows.

brown	30%
red	20%
yellow	20%
orange	10%
green	10%
blue	10%

These teams were Boston, Chicago, Cleveland, Atlanta, Houston, Denver, L.A. Lakers, and Portland.

c. Which playoff team had the best record? the worst record?
San Antonio had the best record and Boston had the worst record of the playoff teams.

d. How many teams made the playoffs?
Count the number of w's on the line plot. Sixteen teams made the playoffs.

The data in the application at the beginning of the lesson was the result of an actual survey. The data in the example was collected by checking NBA records. Data can be collected by taking actual measurements, by conducting surveys or polls, by using questionnaires, by simulation, or by consulting reference materials.

It is important that you know how the data were obtained. For example, would you want to draw conclusions about changing the name of your school mascot based on a result of a survey of seniors only? Why or why not?

MODELING MATHEMATICS **Line Plots**

Materials: small packages of plain M&M's[®]

In 1994 and 1995, the Mars Company conducted surveys to determine whether a new color should be added to M&M's[®]. The choices were blue, pink, purple, or leave them as they are. The color blue was chosen.

Your Turn

- Open a package of M&M's. Separate the candies by color. Find the total number of each color.
- Make a line plot to show the number of each color. Use b for brown, r for red, y for yellow, o for orange, g for green, and bl for blue.
- Do the colors cluster around any number?
- Make a class line plot of your data. Are the data in the class line plot different or the same as yours? Explain.
- Make a class line plot showing the total number of M&M's in each of your packages. Do the packages have the same number in them?



SOCIAL CONTENT (SLIDE 15 OF 15)

- Copyright Protection – Examples:
 - A publisher/developer may have the corporate name or logo on the front of the book and on a page that provides copyright information.
 - A publisher/developer may use a corporate name to refer the reader to another document for further information.



ASPECTS OF REVIEW

The review of publishers' instructional materials programs involves three aspects:

- Academic content review
- Social content review
- Public review and comment



PUBLIC REVIEW AND COMMENT

The adoption process ensures that the public has the opportunity to review and comment on resources considered for SBE adoption.

- Materials available for public review
- Written comments forwarded to the review panels, the IQC, and the SBE
- Public comment during deliberations process
- Three separate public hearings are held prior to adoption



Clearinghouse for Specialized Media and Technology

- Braille
- Large Print
- Audio



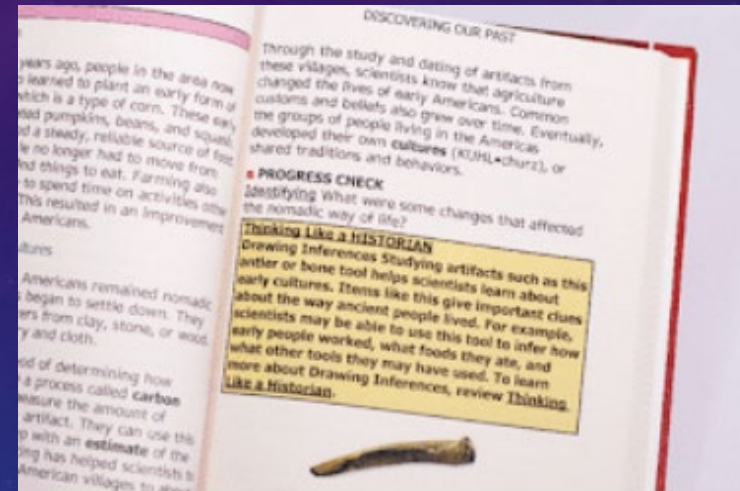


ACCESSIBLE INSTRUCTIONAL MATERIALS

- Digital files of *all* student materials
 - PDF with graphics
 - Book cover images in JPEG
- Five hard copy (print) copies of *all* student material
- 30–day timeline enforced
- National Instructional Materials Accessibility Center (NIMAC)



Accessible Instructional Materials: Large Print





Accessible Instructional Materials: *Braille*





Accessible Instructional Materials: *Other Assistive Technology*





POST ADOPTION REQUIREMENTS

- November SBE action
- CDE posts programs to the online pricelist of SBE-adopted materials
- Edits and corrections process
- Confirm edits and corrections
- Final editions delivery
- Accessibility files delivery



REVISIONS TO SBE-ADOPTED MATERIALS

Instructional Materials adopted by the SBE cannot be modified except for by two processes:

- § 9529. New Editions of Adopted Instructional Materials.
- § 9526. Procedures for Reviewing Proposed Revisions to Adopted Instructional Materials.



MINIMAL CHANGES

- (a) Upon written request by a publisher, the CDE may approve a new edition of an adopted instructional material to replace the original adopted edition, provided that:
- (1) Changes contained in the new edition are so minimal that both the new edition and the original adopted edition may be used together in a classroom environment. No additional content may be included in the new edition
 - (2) All changes comply with the social content standards... The price of the new edition is equal to or lower than the price of the original adopted edition.



REVISIONS PROCESS

- Window of opportunity every other year
- Fee based
- No definition of revision
- Full review process including IQC, SBE, and public consideration
- Must meet original evaluation criteria and social content



ALTERNATE FORMATS

Following your submission of the final editions, after the complete edits and corrections process, you can request the addition of alternate formats to be added to the online pricelist of SBE-adopted materials.

These formats include:

- Bundling / licensing options
- Print / digital formats
- Translations



INSTRUCTIONAL MATERIALS SUFFICIENCY

EC Section 60119(c)(1) For purposes of this section, “sufficient textbooks or instructional materials” means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district and has the ability to use and access them at home.



STATE FUNDING FOR DISTRICTS

Local Control Funding Formula

- In 2014 replaced individual categorical programs funding, including for instructional materials

Proposition 20 Lottery Funds

- These are restricted use funds specifically for instructional materials

Information including apportionments on the CDE website



WHAT'S NEXT?

1. Continue to develop your programs as necessary.
2. Download the evaluation criteria map and standards maps.
3. Build your citations into the maps.
4. Check, recheck, and then check again your citations.
5. Intent to Submit Form is due February 4, 5 p.m.
6. Watch for incoming invoice.
7. Submission Form/Program Description Due March 12.
8. Participation fees due April 9.
9. Reviewer Training April 14–18.



Questions?



CONTACTS

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction