# 2021 ARTS EDUCATION INSTRUCTIONAL MATERIALS ADOPTION REPORT



California Department of Education

2021

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## Preface

The 2021 Arts Education Instructional Materials Adoption (Arts Adoption) represents the culminating activity in a statewide effort to remake arts learning for California students. The 2019 State Board of Education (SBE) adoption of the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*)initiated the process; the subsequent adoption of the *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* (*Arts Framework*),in July 2020, outlined guidance for implementing the *Arts Standards*, and specified the SBE-adopted evaluation criteria for arts instructional materials. Collectively, these steps provide local educational agencies (LEAs) with opportunities to offer standards-based instruction in each of the five arts disciplines—dance, media arts, music, theatre, and visual arts—and can strengthen approaches to arts learning to promote thriving, creative communities. The steps also create new opportunities for publishers to provide high-quality instructional materials.

This report recounts the events and activities of that final step, the 2021 Arts Adoption, and provides individual program reports and adoption-related actions. The tasks within the process of evaluation of instructional materials occurred under the auspices of the Instructional Quality Commission (IQC) and were carried out with the approval of the SBE. The process featured panels of reviewers comprised primarily of classroom teachers, and also administrators, university professors, and professional artists. Each commissioner-facilitator and panel member served the SBE as a volunteer. The Curriculum Frameworks and Instructional Resources Division (CFIRD) staff at the California Department of Education (CDE) extends the utmost gratitude to these volunteer participants for the many hours they devoted to this valuable work. Their dedication—amid the unpredictability of personal health, family, distance learning, virtual meetings, and the ongoing COVID-19 pandemic—solidified the success of the Arts Adoption. The results of their efforts meet the high expectations established by the 2020 *Arts Framework*, and help ensure that LEAs can continue to prepare students to engage with and create arts experiences in the twenty-first century and support their interactions as citizens of a prosperous state and residents of an interconnected world.

## Acknowledgements

The SBE commends the leadership of Manuel Rustin, Chair of the IQC, and his role in supporting the 2021 Arts Adoption. The SBE appreciates Dr. Mariana Astorga-Almanza, Chair of the Arts Subject Matter Committee (Arts SMC), a subcommittee of the IQC, for her contributions to this adoption. The SBE also acknowledges Board Member Haydee Rodriguez for her dedication to and participation in the training and deliberations processes of this adoption.

The SBE acknowledges the following members of the IQC for their leadership in conducting the 2021 Arts Adoption, including the facilitation of reviewer panels:

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**Deborah Costa Hernández**, California Reading and Literature Project

**Shay Fairchild**, Norwalk-La Mirada Unified School District

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**Mike Torres**, Administrator, Instructional Resources Unit

**Kyle Petty**, Lead Education Programs Consultant

**David Almquist**, Education Programs Consultant, Publisher Liaison

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**Deniece Figueroa**, Associate Governmental Programs Analyst

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**Lashauna Smedley**, Education Programs Assistant

**Erin Verticchio**, Education Programs Consultant

**Jennifer Buzolich**, Administrator

**Cliff Rudnick**, Administrator

**Ashley Mitchell**, Associate Governmental Program Analyst

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**Toua Her**, Associate Governmental Programs Analyst

## Introduction

The events of the Arts Adoption occurred in accordance with the Schedule of Significant Events, which the SBE adopted in July 2020. The schedule, which was previously presented to the IQC in January, could not have accounted for the year that followed—one that included a global pandemic, nine months of stay-at-home orders, school closures, distance learning, vaccine development, and the loss of so many lives. And as the scheduled unfolded, events and occurrences in 2020 continued to exceed popular imagination. They included civil unrest stemming from presidential election and nation-wide census operation, ongoing protests for racial justice in cities throughout the country, and the relentless global pandemic. Two events in the Arts Adoption process were scheduled for January 2021. As citizens prepared for the inauguration of the 46th president and first female vice president, a violent and deadly insurrection occurred on the grounds of the US Capitol.

CFIRD staff completing the tasks of the scheduled events aligned the Arts Adoption development with Governor Gavin Newsom’s Executive Order N-29-2, which transferred much of the work performed by state agencies into virtual spaces. In the context outlined, the SBE-adopted Schedule of Significant Events for the 2021 Arts Adoption included two January items: the appointment of CREs and IMRs and the publisher Invitation to Submit Meeting. The order initially delayed the process of recommending reviewers; by the January appointment, the CFIRD staff was working to create a virtual meeting model to effectively conduct the IMR/CRE training and program deliberations and ensure the revised approach adhered to the rules in the Bagley-Keene Open Meeting Act.

The CFIRD staff also held the publisher Invitation to Submit meeting in January for interested arts education publishers. The invitation called for standards-aligned programs in each of the five arts disciplines—dance, media arts, music, theatre, and visual arts. The CDE received five program submissions—two for music and three for visual arts. No publishers submitted programs for dance, theatre, or media arts. The work of the IMRs and CREs focused on the grade-level standards for music and visual arts, as well as the evaluation criteria for arts education instructional materials, as clarified in the *Arts Framework* (Appendix A).

The instructional programs recommended by the SBE reflect the transformations of the arts educational landscape. For one, each publisher submission is a digital program, reflecting emerging needs for improved access to and use of instructional resources. Second, the standards to which these recommended programs align maintain rigorous approaches to the process-oriented, grade-appropriate indicators of what students need to know and be able to do with art. The programs provide instruction that is student-centered and rooted in backward design, the process of defining intended outcomes prior to designing educational experiences to ensure students attain those outcomes. Materials reflect creative processes that are outcomes based, communicating high and achievable goals. The recommended programs are designed to serve all students and guide teachers in providing a unified quality arts education so that the outcomes set forth in the *Arts Standards* are achieved.

The approval of the *Arts Standards*, the *Arts Framework*, and instructional materials is adoption by the SBE; each step involves an important association of collaborators. In each of these processes, volunteers—primarily teachers but also specialists, university professors, and arts experts—have served on various SBE-appointed committees and review panels to advise the IQC in making its own recommendations to the SBE.

This final adoption report reflects the considerations of the IQC, its Advisory Report to the SBE, consideration of the Reports of Findings developed by each review panel, public comment submitted throughout the adoption process, and the consideration of each IQC member. The report solidifies the SBE’s recommendation of programs for 2021 Arts Adoption.

The *Arts Framework* stipulates the SBE-adopted criteria for evaluating K–8 instructional materials. The criteria serve as the evaluation instrument for determining whether instructional materials align to the *Arts Standards*, Framework, and the other requirements established by the SBE, California *Education Code* (*EC*), and state regulations. The criteria require that publisher-submitted instructional materials cover at least one full-year course of study.

The criteria for the evaluation of arts education instructional resources for kindergarten through grade eight are organized into five categories:

1. **Alignment with the CA Arts Education Performance Standards**: Instructional materials include content as specified in the *Arts Standards*. To be eligible for adoption, programs must include a discipline-specific, well-defined sequence of instructional opportunities that provides a path for all students to become proficient in all grade-level or grade-span standards.
2. **Program Organization**: Instructional resources support instruction and learning of the *Arts Standards* and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of the dance, media arts, music, theatre, or visual arts education program provide structure for what students should learn at each grade level or grade span and allow teachers to facilitate student learning of the content efficiently and effectively. The content also reflects the variety of instructional models, staffing, and facilities at a given school site.
3. **Assessment**: Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span arts education.
4. **Access and Equity**: The California *Education Code* requires that all students are provided equal access to public education (e.g., *EC* 200 et seq., *EC* 221.5(f)). The goal of arts education in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the artistic literacy goals as described in the *Arts Standards*. Resources should incorporate recognized principles, concepts, processes, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; at-promise students (Per *EC* Section 96, the term “at-risk” is replaced in the *Education Code* with the term “at-promise.”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with visible and non-visible disabilities.
5. **Instructional Planning and Support**: The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn the discipline-specific arts concepts, processes, skills specified in the *Arts Standards*.

To be adopted, instructional materials must meet Category 1, Alignment with the *Arts Standards*, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, to be eligible for state adoption, it must meet the intent stated in the introductory paragraph of each category.

Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the CDE to provide evidence that the program provides students a path to meet the appropriate discipline-specific grade-level or grade-span standards of the *Arts Standards* by the end of the grade level or grade span.

## Adoption Process

### Arts Education Adoption Timeline

The CDE conducted the instructional materials adoption process pursuant to a Schedule of Significant Events approved by the SBE on July 8, 2020, adhering to all applicable state laws and regulations. The complete Schedule of Significant Events can be found on the CDE website at <https://www.cde.ca.gov/ci/vp/im/artsadoptionschedule.asp>

### Publisher’s Invitation to Submit Meeting

In September 2020, the CDE posted online the documents necessary for publisher participation, including various submission forms and guiding documents. On January 27, 2021, CDE staff and members of the IQC held an online Publisher Invitation to Submit meeting focusing on process of participation in the adoption. The presentation covered the evaluation and the technical aspects of timely and appropriate publisher participation. Additionally, the CDE routinely provided individual guidance to inquiring publishers and posted online regular updates to a list of frequently asked questions.

The adoption process required that interested publishers submit an initial Intent to Submit form by February 11, 2021, and to file additional submission documents by March 9, 2021. Copies of complete publisher programs were due by May 7, 2021. In the end, three visual arts publishers and two music publishers submitted instructional materials programs for consideration of SBE adoption.

### Publisher Fees

*EC* Section 60212 includes the provision that, upon the request of a small publisher or small manufacturer, the SBE may reduce the fee for participation in the adoption. This law defines “small publisher” and “small manufacturer” as “an independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars ($10,000,000) or less over the previous three years.”

Title 5 of the *California Code of Regulations* (*5 CCR*), Section 9517.3, adopted by the SBE at its November 2016 meeting, establishes the publisher fees for this adoption at $8,000 per grade level for each program submitted for review, the criteria for determining if a publisher is eligible for a reduced fee, and the process for requesting the reduction. Four publishers for this adoption qualified for fee reduction.

### Reviewer Appointment and Training

In January 2021, the SBE appointed 15 CREs and 28 IMRs. In February 2021, five publishers provided CFIRD staff with intent to submit forms—two for music and three with programs in visual arts. Reviewers with content-area expertise outside of music and visual arts excused themselves from the process, and of the 43 reviewers appointed by the SBE in January, 21 completed the virtual reviewer training and virtual deliberations processes.

Pursuant to *5 CCR* Section 9512, the majority of reviewers included classroom teachers with a “professional” credential who teach students in kindergarten or grades 1–12, and who have experience with, and expertise in, standards-based educational programs and practices in the arts. Some of the reviewers had experience in providing instruction to English Learners and in providing instruction to students with disabilities.

The planning process for the Arts Adoption reflected the constraints of the ongoing COVID-19 pandemic. Unlike in-person adoptions, previously held in Sacramento, the proceedings took place virtually via Zoom, an online meeting platform. The decision reflected Executive Order N-29-20, issued by Governor Gavin Newsom March 17, 2020, allowing state bodies covered by the Bagley-Keene Open Meeting Act to hold public meetings covered by the Act via web and/or audio teleconferencing. The reviewer training included live webcast, which is archived on the IQC website, and the deliberations were recorded using Zoom. Deliberations panel recordings are archived with the CFIRD and are available upon request.

Utilizing SBE-approved training materials organized in Google Classroom, CDE staff and members of the IQC trained reviewers from April 12–16, 2021, to prepare them for their independent review and subsequent deliberations. The training included presentations reviewing the content standards, curriculum framework, evaluation criteria, social content requirements, and the overall adoption process. Publishers made scheduled formal presentations to their respective program review panels on the final day of the training and answered reviewer questions.

The CDE conducted the training in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training, and each day at a pre-determined time, trainers paused the session to invite public comment.

### Review Panel Deliberations and Reports of Findings

Due to pandemic-related closures, instructional materials for the arts adoption were not shared via Learning Resource Display Centers. Participating publishers provided complete copies of their programs via digital access to all reviewers. Members of the public were provided access to materials through the Arts Education Instructional Materials Adoption web page. Reviewers received access from publishers on or before May 7, and conducted their independent reviews of the submitted instructional materials in May, June, and early July 2021.

The reviewers were notified of a soft deadline of July 14, 2021, to submit initial tally forms. The tallies represent the reviewer’s initial perspective on the program’s alignment with the *Arts Standards* and the Evaluation Criteria in the *Arts Framework*. These initial tallies were combined in panel-specific spreadsheets on the evening of Sunday, July 18.

Reviewers met in panel-specific Zoom meetings held July 19–23, 2021. The tallies were not completed by all reviewers in time for the deliberations, but those completed provided data that greatly aided the direction of the discussion and indicated initial consensus. Discussion was moderated by one member of the IQC and two CDE staff, who facilitated each panel, while additional CDE staff provided administrative support. At least one member of the CDE’s headquarters team was present in each panel. In-depth discussion on areas of disagreement occurred until the reviewers reached consensus, with the spreadsheets created an evolving template to capture the group’s conclusions. In addition to daily public comment periods during deliberations, publishers had the opportunity to provide a brief presentation on Day 2 of the deliberations that provided responses to formal questions drafted by panels on Day 1.

As reviewers discussed each program and sought consensus on their findings for each evaluation criterion, they worked collaboratively to produce a Report of Findings for each program. The reports include findings for each category of the criteria and exemplary citations to support those findings. Reviewers were asked to include citations for each grade level in category 1, criteria 1. In the case where the panel concluded a program would not be recommended for adoption, the reviewers included multiple citations for each grade level where publishers did not meet the content standard.

Deliberations concluded with review panels recommending three programs of the five submitted for consideration of adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections and/or social content citations.

Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include rewrites, including revisions of sections, chapters, or entire pages, or adding new content to a program; rewrites are not allowed during the adoption process (pursuant to *5 CCR* sections 9510 and 9519). The review panels also provided citations for social content violations when those were found in the programs (pursuant to *5 CCR* Section 9518).

The panel deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the deliberations. The deliberations process included an opportunity for public comment to occur at least twice each day of deliberations.

### Public Comment and Review

During the adoption process, access to digital programs submitted for consideration of adoption available for public review and comment. Access included links to the student materials of submitted programs posted on the Arts Adoption web page (pursuant to 5*CCR* Section 9523[b]).

The IQC hosted a meeting to take public comment on the 2021 Arts Adoption on August 17, 2021 (pursuant to 5 *CCR* Section 9524), which was held virtually according to Governor Gavin Newsom’s March 17, 2020, Executive Order N-29-20, which allows state bodies that fall under the Bagley-Keene Open Meeting Act to hold public meetings that are covered by Bagley-Keene with web conferencing and audio conferencing. Publisher representatives and members of the public attended and submitted comments to the IQC for consideration. Not all members of the IQC were present at that meeting, but all members received copies of comments that were submitted in writing.

Pursuant to *5 CCR* Section 9521, the CDE forwarded for consideration any public comments received by specific deadlines to the relevant review panels, the IQC, and the SBE. All comments received by July 5, 2021, were forwarded to the review panels; all comments received by September 16, 2021, were forwarded to the IQC; all comments received by October 27, 2021, were forwarded to the SBE. Any comments received after the outlined dates were shared with reviewers, Commissioners, and Board members, but those comments were not included in posted meeting notice attachments, which are posted 10 days before the meeting in accordance with the Bagley-Keene Open Meeting Act.

As described below, prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the Arts Subject Matter Committee meeting on September 22, 2021, and one during the full IQC meeting on September 23, 2021.

The SBE will hold a final public hearing at the November meeting prior to acting on the IQC’s recommendations.

### Instructional Quality Commission Review and Deliberations

On September 22, 2021, the members of the IQC considered the review panel recommendations, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption.

On September 22, 2021, the IQC Arts SMC held a public hearing and discussed in depth the review panel Report of Findings for each program. The Arts SMC heard testimony from three members of the public before acting to recommend programs to the full IQC. Members of the committee initiated individual program-specific motions and voted on each of the five programs submitted by publishers. Each motion was stated in the affirmative. A majority vote from the Arts SMC was required for any program to be recommended to the full IQC for adoption. The committee recommended for IQC discussion three of the five programs.

On September 23, 2021, after holding a second public hearing and receiving no comment from members, the full IQC engaged in a discussion of the Arts SMC’s recommendation before it acted to recommend programs to the SBE. Nine members of the IQC had to vote in the affirmative for any program to be recommended to the SBE. The IQC recommended for SBE adoption three of the five programs.

### Requirement of Number of Adopted Programs

*EC* Section 60200(e) requires specific findings related to the number of programs adopted by the SBE. In this adoption, the total number of recommended programs does not provide five or more basic instructional materials programs for each arts discipline in K–8 grade levels.

An initial publisher bulletin posted September 24, 2020, marked the beginning of a widely publicized process to initiate the scheduled 2021 Arts Adoption. Information posted to the CDE website and notifications sent to known publishers ultimately yielded five arts publisher program submissions—three in visual arts and two in music.

The SBE’s recommendations—after considering the review panels’ Reports of Findings, the IQC Advisory Report, and public comment—and the process outlined above satisfy *EC* Section 60200(e), which allows the SBE to adopt fewer than five programs when fewer than five satisfy the SBE’s *Arts Framework* and its instructional materials adoption evaluation criteria.

SBE liaisons were present at all meetings of the IQC related to this adoption, and at the select training and deliberations of reviewers, and can attest to the extent to which the process was aligned to the SBE-adopted *Arts Framework*.

### State Board of Education Action

The IQC’s recommendations were presented to the SBE at its meeting on November 3, 2021. The SBE held a public hearing to take testimony on the IQC recommendations and the programs submitted for adoption. After discussion, the SBE acted to do the following:

1. Adopt three instructional materials programs recommended by the IQC.
2. Direct CDE staff, in conjunction with members of the IQC and/or CREs as needed, to evaluate whether publishers have made the IQC-recommended edits and corrections, social content citations, and publisher errata specified in the IQC Advisory Report to the adopted instructional materials. In the case of inconsistencies between the IQC-recommended publisher errata and the IQC recommended edits and corrections and social content citations specified in the IQC Advisory Report, the IQC-recommended edits and corrections and social content citations shall take precedence over the publisher errata.
3. Pursuant to *EC* Section 60200(e), specifically find, based on the IQC Advisory Report, that fewer than five programs met the criteria for the adoption in kindergarten through eighth grade.

### Edits and Corrections

Edits and corrections meetings were scheduled with individual publishers after the SBE took its final action on the adoption. The process and timeline for edits and corrections meetings are specified in 5 *CCR* Section 9525, titled “Post Adoption Edits and Corrections Procedures.” These meetings with publishers will address the edits and corrections that are required by the SBE as part of its action to adopt instructional materials. Publishers whose programs are adopted by the SBE will be required to complete all edits and corrections within 60 days of CDE notification of the results of the edits and corrections meetings pursuant to 5 *CCR* Section 9525(e). No programs will be added to the CDE Price List of Adopted Instructional Materials online database until all edits and corrections have been made and verified.

### Adopted Publishers’ Responsibilities

According to the provisions of *EC* sections 60061 and 60061.5, publishers are required to comply with a number of very specific provisions that ensure that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. A bulletin was sent to all adopted publishers containing information about the statutory and regulatory requirements related to state-adopted materials, post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other issues.

### Changes to Instructional Materials Statutes and Funding

Pursuant to *EC* Section 60210, districts are no longer required to purchase instructional materials from a state adoption list. If a district elects to purchase materials that are not state adopted, they are required to include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process.

Districts receive state instructional materials funding as part of their basic funding under the Local Control Funding Formula (LCFF) pursuant to Assembly Bill 97. More information about the LCFF can be found on the CDE website at <http://www.cde.ca.gov/fg/aa/lc/>.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have standards-aligned textbooks or basic instructional materials in English language arts, mathematics, science, and history–social science students for all students in kindergarten through grade twelve to use in class and take home. Since the state instructional materials funds have been incorporated into LCFF, there is no financial penalty for failing to meet the sufficiency requirement, but this may change with future legislation.

## Summary of State Board of Education Action

November 3, 2021

### These Programs Are Adopted

| **Publisher** | **Program Title** | **Grade Level(s)** |
| --- | --- | --- |
| The Art of Education  | *FLEX Curriculum* | K–8 |
| Davis Publications, Inc. | *Explorations in Art, 2nd Edition* | 1–6 |
| QuaverEd, Inc. | *QuaverEd Music* | K–5 |

### These Programs Are Not Adopted

| **Publisher**  | **Program Title** | **Grade Level(s)** |
| --- | --- | --- |
| Arts Attack | *Arts Attack* | K–8 |
| OpusYou, Inc. | *OpusYou Learning* | K–8 |

## Visual Arts Programs

### Arts Attack, *Arts Attack*, K–8

#### Program Summary:

The Arts Attack digital program includes the following: *Teachers Manual* (*TM); Art Print Guide (APG); Grade Document (GD); Grade Video (GV); Art Print (AP); Video Lesson (VL); Response/Evaluation (RE); Discussion Question (DQ).*

#### Recommendation:

*Arts Attack* is not recommended for adoption because the instructional materials do not include content as specified in the *California Arts Standards for California Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*),and do not meet all the criteria in category 1 and do not show strengths in categories 2, 3, and 4.

#### Criteria Category 1: Arts Education Content/Alignment with Standards

The program does not support instruction designed to ensure that students master all the *Arts Standards* for the intended grade levels, and does not meet all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials do not support instruction and learning of the *Arts Standards*.

#### Criteria Category 3: Assessment

The instructional materials do not provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials do not ensure universal and equitable access to high-quality program and instruction for all students anddo not provide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the *Arts Standards*.

### The Art of Education, *FLEX Curriculum*, K–8

#### Program Summary:

The Art of Education program includes the following through its FLEX Platform*: California Scope and Sequence (SS); Teacher’s Edition (TE); Implementation Resources (IR); Student Collections (SC); Student Lessons (SL); Student Videos (SV); Student Resources (SR), Student Assessments (SA)*

#### Recommendation:

*FLEX Curriculum* is recommended for adoption because the instructional materials include content as specified in the *California Arts Standards for California Public Schools,* *Prekindergarten Through Grade Twelve* (*Arts Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: Arts Education Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the *Arts Standards*.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provideteachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the *Arts Standards*.

### Davis Publications, Inc. *Explorations in Art, 2nd Edition*,Grades 1–6

#### Program Summary:

*Explorations in Art, 2nd Edition*, includes the following: *Student Edition (SE); Teacher Edition (TE) includes Teacher resources (TR) in the form of* *lesson planning with objectives; step-by-step instruction for engaging, exploring, and creating; assessment strategies; and closing activities; TE also includes differentiated instruction (DI) strategies; artist biographical information (BI); cross-curricular connections (CX); and children’s trade book (TB) suggestions.*

#### Recommendation:

*Explorations in Art, 2nd Edition*,is recommended for adoption because the instructional materials include content as specified in the *California Arts Standards for California Public Schools,* *Prekindergarten Through Grade Twelve*, and meet all the criteria in category 1, with strengths in categories 2–5.

#### Criteria Category 1: Arts Education Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the *Arts Standards*.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the *Arts Standards*.

## Music Programs

### OpusYou, Inc., *OpusYou Learning*, K–8

#### Program Summary:

OpusYou Learning includes the following: *Student Edition (SE)*; *Teacher Edition (TE); Lesson Preparation (LP);* *Planning and Assessment Support* (*PAS); Grade Overviews (GO); Self-Assessment (SA); Record of Learning and Listen (RL); Respond Guide (RG)*

#### Recommendation:

*OpusYou Learning* is not recommended for adoption because the instructional materials do not include content as specified in the *California Arts Standards for California Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*), and do not meet all the criteria in category 1 or show strengths in categories 2, 4, and 5.

#### Criteria Category 1: Arts Education Content/Alignment with Standards

The program does not support instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and does not meet all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials do not supportinstruction and learning of the *Arts Standards*.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials do not ensure universal and equitable access to high-quality curriculum and instruction for all students and do not provide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials do not contain a clear road map for teachers to follow when planning instruction and are not designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the *Arts Standards*.

### QuaverEd, Inc., *QuaverEd Music*, K–5

#### Program Summary:

The QuaverEd Music program includes the following: *Student Dashboard (SD); Teacher Dashboard (TD); Lesson plans organized by grade level (LP); Song-Based Lessons (SBL); ClassPlay song resource library (CP); Choral Resources (CR); Quaver Musicals (QM); Quaver Books (QB); Resource Manager (RM).*

#### Recommendation:

*QuaverEd Music* is recommended for adoption because the instructional materials include content as specified in the *California Arts Standards for California Public Schools,* *Prekindergarten Through Grade Twelve* (*Arts Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: Arts Education Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the *Arts Standards*.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the *Arts Standards*.

## Appendix A: Criteria for the Evaluation of Instructional Materials Aligned to the California Arts Standards and Framework

Adopted by the State Board of Education on July 8, 2020

This document provides criteria for evaluating the alignment of instructional materials with the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards)*, adopted in 2019, and the subsequent adoption of the *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* (*Framework*),in July 2020. The framework, together with the *Arts Standards*, ensure all California students are afforded arts education opportunities that develop well-rounded, life-long learners who contribute to the prosperity and quality of life for local and global communities.

The instructional materials must provide guidance for the teacher to facilitate student engagement with the *Arts Standards*, *Arts Framework*, and curriculum at each grade level and to teach students performance standards required for the grade level. Students should be able to demonstrate reasoning, reflection, and research skills.

To be adopted, instructional materials must meet Category 1, Alignment with the California Arts Education Performance Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, to be eligible for state adoption, it must meet the intent stated in the introductory paragraph of each category. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the State Board of Education-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education, to show evidence that the program provides students a path to meet the appropriate discipline-specific grade-level or grade-span standards by the end of the grade level or grade span.

It is the intent of the State Board of Education that these criteria be neutral on the format of instructional materials. Print-based, digital, interactive online, and other types of programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted instructional materials. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in instructional content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company’s name, the only name(s) to appear on a cover and title page shall be the actual author or authors.

The criteria are organized into five categories:

### Category 1: Alignment with the California Arts Education Performance Standards

Instructional materials include content as specified in the *Arts Standards*. To be eligible for adoption, programs must include a discipline-specific, well-defined sequence of instructional opportunities that provides a path for all students to become proficient in all grade-level or grade-span standards.

All programs must include the following features:

1. Instructional materials, as defined in *EC* Section 60010(h), must align to the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*), adopted by the State Board of Education in January 2019.
2. Instructional materials are consistent with the content of the *California Arts Education Framework for Public Schools, Transitional* *Kindergarten Through Grade Twelve*.
3. Instructional materials must include instructional strategies and student activities that incorporate skill development and authentic sequential, discipline-specific learning in all four artistic processes (Creating, Performing/Producing/Presenting, Responding, Connecting) over time leading to artistically literate individuals.
4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction as noted in these criteria.
5. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).
6. Instructional materials shall include standards-aligned opportunities, including culturally and linguistically responsive activities for engaging students in the arts processes, to increase students’ knowledge of the arts through their study of the historical, contemporary, and multicultural artistic concepts and the lives, contributions, and innovations of various artists and arts movements.
7. Instructional materials shall include opportunities for students to study the connections among the arts disciplines to support development in the designated performance standards for dance, media arts, music, theatre, and the visual arts at various grade levels.
8. Instructional materials shall include clear procedures and explanations of underlying concepts, artistic processes, language, and theories integral to and supportive of the teaching and learning of arts disciplines so that artistic skills are learned in the context of specific performance standards.
9. Instructional materials examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *Arts* *Standards.*

### Category 2: Program Organization

Instructional resources support instruction and learning of the *Arts Standards* and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of the dance, media arts, music, theatre, or visual arts education program provide structure for what students should learn at each grade level or grade span and allow teachers to facilitate student learning of the content efficiently and effectively. The content also reflects the variety of instructional models, staffing, and facilities at a given school site. Instructional resources must have strengths in these areas to be considered for adoption:

1. An organizational structure that provides logic and coherence to facilitate efficient and effective teaching and learning within the discipline-specific unit, lesson, and grade level or grade span, consistent with the guidance in the *Arts Framework*
2. Tables of contents, indexes, glossaries, technology-based resources, support materials, content summaries, and assessment guides designed to help administrators, teachers, parents or guardians, and students navigate the program
3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the *Arts Standards*
4. An overview of the content in each chapter or unit that outlines the arts concepts, processes, and skills to be developed
5. Graphics (e.g., pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content.
6. Support materials that are an integral part of the instructional program and are clearly aligned with the *Arts Standards*
7. A well-organized structure that provides students with opportunities to achieve the discipline-specific grade-level or grade-span standards
8. A structure that builds on knowledge and skills acquired at earlier grade levels and makes explicit the connections between the discipline-specific arts education essential concepts and processes and the other standards across the grade levels and grade spans
9. A list of the discipline-specific grade-level or grade-span standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the performance standards

### Category 3: Assessment

Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span arts education. Instructional resources must have strengths in these areas to be considered suitable for adoption:

1. Strategies or instruments that teachers can use to determine students’ prior knowledge
2. Formative and summative assessments
3. Multiple measures of individual student progress at regular intervals to evaluate students’ attainment of grade-level or grade-span knowledge and artistic skills
4. Multiple measures of students’ ability to independently apply discipline-specific arts concepts, processes, and principles
5. A broad array of assessment strategies that allow students to demonstrate what they know, understand, and are able to do
6. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning
7. Guiding questions to monitor student understanding of the arts

### Category 4: Access and Equity

The California *Education Code* requires that all students are provided equal access to public education (e.g., *EC* 200 et seq., *EC* 221.5(f)). The goal of arts education in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the artistic literacy goals as described in the *Arts Standards*. Resources should incorporate recognized principles, concepts, processes, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; at-promise students (per *Education Code* Section 96, the term ‘at-risk’ is replaced in the *Education Code* with the term ‘at-promise’); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with visible and nonvisible disabilities. Instructional resources must have strengths in these areas to be considered for adoption:

1. Appropriate for use with all students, including students who are English learners, at-promise students, students with visible and nonvisible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation
2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs
3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, students with visible and nonvisible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation
4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811
5. Strategies for English learners in lessons and teacher’s editions, as appropriate, at every grade level and grade span
6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand the arts content
7. Suggestions for advanced learners that are tied to the California Arts Framework and that allow students to study content in greater depth
8. Images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive

### Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn the discipline-specific arts concepts, processes, skills specified in the *Arts Standards.* The resources must have strengths in these areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons
2. A pacing guide or scope and sequence for planning instruction
3. A variety of pedagogical and instructional strategies to accommodate/include multiple learning modalities
4. Suggestions for connecting arts education concepts with other areas of the curriculum and examples of interdisciplinary (across the five arts disciplines) instruction within the appropriate grade level or grade span
5. Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit
6. User-friendly components and platform-neutral electronic materials
7. Homework assignments, if included in the program, that support classroom learning, give clear directions, and provide practice and reinforcement for the discipline-specific skills taught in the classroom
8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement
9. Clearly written and accurate explanations of discipline-specific arts content
10. Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of the discipline-specific art forms so that performance skills are learned in the context of specific performance standards
11. Guidelines for presentations/performances/productions of student work and other artwork focused on demonstrating the formal and informal artistic elements and principles in the specific discipline, thereby aiding meaningful learning
12. Guidelines for a safe online environment when used in the instruction of the arts
13. Guidelines for a safe physical facility appropriate to the level of physical performance and training called for in the arts curriculum
14. Guidelines for the implementation of the discipline-specific instructional content that reflect general or specialized facilities, varied staff expertise, and a range of school resources.

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