**SENATE EDUCATION COMMITTEE**

**SENATOR PÉREZ, CHAIR**

**2025-26 SESSION**

**Committee Policy On: BILLS RELATING TO CURRICULUM FRAMEWORKS, THE COURSE OF STUDY**, **CURRICULUM MANDATES, MODEL CURRICULA AND OTHER STATE-ADOPTED CURRICULUM.**

**Policy:** Measures which propose to require, or require consideration of, modifications to state curriculum frameworks or the course of study, to require that specified content be taught, or to require the development of new model curricula or any other state-adopted curriculum, must comply with requirements set forth in this policy.

The Committee strongly discourages the introduction of measures which require, or require consideration of, modifications to state curriculum through changes to the curriculum frameworks or the course of study which require that specific curriculum be taught, or which require the development of new model curricula or any other state-adopted curriculum.

The Committee encourages Members to engage in the existing administrative processes for modifying state curricula. Members may wish, for example, to provide written comments or public testimony to the Instructional Quality Commission, the State Board of Education, or the Superintendent of Public Instruction. Committee staff can share a model letter to the Instructional Quality Commission. Members may also wish to engage with the Legislative Members who are appointed to serve on the Instructional Quality Commission, or to engage in the Legislature’s oversight or appointment processes for this purpose.

Upon exhausting all administrative processes without success, if a Member wishes to pursue a measure to modify state curriculum, it must meet all of the following requirements:

1. Members may introduce resolutions requesting that the Instructional Quality Commission include specified content at the next revision of a curriculum framework or next adoption of instructional materials for grades K-8, or encouraging local educational agencies to instruct students in specified content.
2. Bills proposing changes to the curriculum frameworks, instructional materials, or the course of study shall either request or require that the Instructional Quality Commission consider including content not already included in the existing or draft curriculum frameworks, instructional materials, or the course of study, model curricula, or any other state-adopted curriculum to be added in the next regularly scheduled revision of a framework.
3. For both resolutions and bills, the author must identifyby page number, and include in the Committee background sheet, all existing content in the current content standards and the current curriculum framework for that subject.
4. Content proposed as an addition to a curriculum framework or instructional materials must align with an existing content standard or standards for that subject.

**Rationale:**

The Legislature has vested the Instructional Quality Commission and the State Board of Education with the authority to develop and adopt state curriculum and instructional materials. The Instructional Quality Commission develops curriculum frameworks by convening expert panels, developing drafts, and holding public hearings to solicit input. Changes are frequently made in response to public comment. The frameworks are then adopted by the State Board of Education in a public meeting. The State Board of Education also adopts, in a public process, instructional materials aligned to those frameworks for grades K-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks. This process has traditionally occurred on a regular schedule which gives schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula also involves significant local cost and investment of resources for professional development.

These existing processes involve practitioners and experts who have in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. This Committee does not have the capacity or mandate to conduct this kind of review.

Legislation requiring the curriculum frameworks or the course of study to contain specific content overrides this careful and deliberate process. Because legislation forces the inclusion of content without the benefit of thorough review and benefit of context, it can also inadvertently displace other important content in the curriculum.

Model curricula were first developed in the 1990’s in order to provide educators the means to teach about a topic in an in depth manner, on a voluntary basis. At that time, there were few resources available for this purpose on the Internet. Until 2016, only two model curricula were required to be developed. According to the California Department of Education, those curricula are rarely accessed. This may be due to the fact that there is now a vast array of curriculum resources available on the Internet, much of it available at no cost.

Recent legislation has required the development of numerous model curricula. In 2021, the state changed the process for the development of model curricula. County offices of education are now responsible for developing model curricula, in the form of open source, accessible resources available to California schools. The state no longer develops or approves model curricula.

Finally, changes to the course of study and state mandates on school districts to instruct students in specific content circumvents the state’s process of developing content standards and curriculum frameworks, and can be highly disruptive to local curriculum and instructional materials adoption processes.

The Committee encourages Members to engage the Commission’s administrative process to ensure that the subject matter of concern is included in the revised frameworks.

It is therefore the policy of the Committee to discourage the introduction of legislation which requires, or requires consideration of, modifications to state curriculumframeworks or the course of study, that requires specific content be taught or that requires the development of new model curricula or any other state-adopted curriculum, and instead encourages Members to engage in existing administrative processes as delineated above.

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