

CURRICULUM DEVELOPMENT AND EVALUATION

The Governing Board accepts responsibility for establishing and supporting what students will learn. The Board shall adopt a research-based, sequential curriculum that promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district’s curriculum shall be aligned with the district’s vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives from local businesses, and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district’s curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

Legal Reference:

EDUCATION CODE

40	Equal opportunity without regard to sex
35160	Authority of governing boards
35160.1	Broad authority of school districts
51050-51057	Enforcement’s of courses of study

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51200-51263	Required courses of study, especially
51225.3	Requirements for high school graduation
51500-51551	Prohibited instruction
51720-51879	Authorized classes and courses of instruction
52000-52049	Improvement of education
52060-52065	American Indian early childhood education program
52160-52178	Bilingual-Bicultural Act
52200-52212	Mentally gifted and talented pupil program
52300-52414	Vocational education
54000-54041	Programs for disadvantaged youth
54100-54145	Miller-Unruh Act of 1965
56000-56865	Special education programs

GOVERNMENT CODE

3543.2	Scope of representation
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CODE OF REGULATIONS, TITLE 5

4000-4091	School improvement programs
4300-4320	Bilingual education programs
4400-4426	Improvement of education

Management Resources:

CDE PROGRAM ADVISORIES

1123.87	Curriculum Review, Improvement and implementation, CIL:87/ 8-9
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