

CONCEPTS AND ROLES

The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed. The Board shall adopt Instructional goals and objectives which reflect the district's philosophy and delineate the skills, knowledge and abilities students will need in order to lead successful, productive lives.

(cf. 0100 - Philosophy)
(cf. 0200 – Goals/Focus Areas for the School District)

In order to offer a curriculum that enables students to meet these goals, the Board shall establish curriculum priorities and guidelines for the district. These priorities shall be based on student needs as determined by demographics, data related to student achievement within the district, and the recommendations of staff, parents/guardians and community members.

The Superintendent or designee shall establish a curriculum development process which provides for the ongoing development, review and evaluation of the district's curriculum in keeping with these priorities.

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall:

1. Establish expected standards of student achievement for each grade level

(cf. 6011 - Academic Standard)

2. Approve the curriculum development process
3. Adopt the district curriculum and courses of study to be offered

(cf. 6143 - Courses of Study)

4. Approve and allocate funds for instructional materials and resources

(cf. 3100 - Budget)
(cf. 4143 - Negotiations/Consultations)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

5. Establish graduation requirements

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

CONCEPTS AND ROLES (continued)

6. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials

(cf. 4131- Staff Development)

7. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Superintendent or designee

(cf. 6190 - Evaluation of the instructional Program)

8. Serve as the principal advocate to the community for the instructional program provided to all students

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Access)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

(cf. 6143 - Courses of Study)

3. Determine the general methods of instruction to be used
4. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)

5. Direct the purchase of instructional materials and equipment

(cf. 3310 - Purchasing Procedures)

6. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of assessment.

(cf. 6162.5 - Student Assessment)

CONCEPTS AND ROLES (continued)

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement the district-provided core curriculum and also supplement any services which may be provided by other categorical programs.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>