

## **Instruction**

### **Concepts and Roles**

The Governing Board accepts the responsibility to provide a comprehensive, research-based academic 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 for the School District)  
(cf. 6010 - Goals and Objectives)

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with supplemental assistance designed to raise student achievement.

(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6164.6 - Identification and Education Under Section 504)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6183 - Home and Hospital Instruction)

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)

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 data related to student achievement within the district, and the recommendations of the Superintendent and staff, and, wherever appropriate, parents/guardians and community members.

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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 that are aligned with the District's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

2. Establish graduation requirements

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the District's curriculum.

(cf. 6141 - Curriculum Development and Evaluation)

4. Adopt the district curriculum and courses of study to be offered.

(cf. 6143 - Courses of Study)

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5. Adopt textbooks and other instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the District's ability to achieve curricular goals, recognizing staff member accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process.

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3100 - Budget)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9310 - Board Policies)

7. Provide a continuing program of professional development to keep instructional staff members, administrators, and Board Members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment.

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

8. Review and evaluate the instructional program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement.

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

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9. Serve as the principal advocate to the community and communicate clear information about District instructional goals, programs, and progress in student achievement to the community and media.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Select and/or develop curricula for recommendation to the Board in accordance with the District's curriculum development and review process.

(cf. 6143 - Courses of Study)

3. Ensure the articulation of the curriculum between grade levels and with the local high schools.
4. Determine the general methods of instruction to be used
5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)

(cf. 6112 - School Day)

6. Recommend instructional materials to the Board and direct the purchase of instructional materials and equipment.

(cf. 3310 - Expenditures and Purchases)

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data. (cf. 6162.5 - Student Assessment)

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#### 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 in District Programs and Activities)

(cf. 6171 - Title I Programs)

#### Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

#### Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

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

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

Policy Adopted: March 23, 1987

Policy Revised: September 26, 2005; February 27, 2006; September 24, 2013