

CURRICULUM DEVELOPMENT AND EVALUATION

Governing Board desires to provide a research-based, sequential curriculum which 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.

- (cf. 6000 - Concepts and Roles)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6142.5 - Environmental Education)
- (cf. 6142.6 - Visual and Performing Arts Education)
- (cf. 6142.7 - Physical Education)
- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.94 - History-Social Science Instruction)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6142.93 - Science Instruction)
- (cf. 6143 - Courses of Study)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 9000 - Role of the Board)

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.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 6011 - Academic Standards)

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(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6171 - Title I Programs)

(cf. 9310 - Board Policies)

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 of local businesses and postsecondary institutions, and other community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations Between Private Industry and the Schools)

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

(cf. 1312.2 - Complaints Concerning Instructional Materials)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3100 - Budget)

(cf. 4131 - Staff Development)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 6141.5 - Advanced Placement)

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(cf. 6159 - Individualized Education Program)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)
(cf. 6179 - Supplemental Instruction)

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.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

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Legal References:

EDUCATION CODE

221.5 Equal opportunity without regard to sex

35160 Authority of governing boards

35160.1 Broad authority of school districts 51050-

51057 Enforcement of courses of study

51200-51263 Required courses of study, especially

51225.3 Requirements for high school graduation

51500-51551 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

52001-52049 Improvement of elementary and secondary education

52060-52067 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 pupils

54100-54145 Miller-Unruh Act of 1965

56000-56865 Special education programs

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs 4304-

4320 Bilingual education programs

4400-4426 Improvement of elementary and secondary education

Policy

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SAUGUS UNION SCHOOL DISTRICT
Santa Clarita, California