

**Instruction**

**Curriculum Development and Evaluation**

The Governing Board accepts responsibility for establishing what students should learn. The Board shall adopt a District curriculum which reflects District philosophy, responds to student needs and abilities, and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board considers curriculum improvement to be a top priority for the District. Curriculum development and evaluation will therefore be an ongoing process in the District, routinely supported by planned allocations of resources and staff time.

The Board may establish a curriculum review cycle for comparing each area of the curriculum against state model curriculum standards and Board policy.

Legal References:

Education Code

- 40 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 Authorized classes and courses of instruction
- 52000-52049 Improvement of elementary and secondary education
- 52060-52065 American Indian early childhood education program
- 52160-52178.4 Bilingual-Bicultural Act
- 52200-52213 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
- 4300-4320 Bilingual education programs
- 4400-4426 Improvement of elementary and secondary education

Management Resources:

The Superintendent or designee shall establish procedures which ensure that the curriculum development and evaluation process includes input from teachers, administrators, students, and parents/guardians from all grade levels, disciplines, schools, special programs, and categories of students. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

The Superintendent or designee shall keep the Board informed about student interest and achievement in each area of the curriculum. The Superintendent or designee also shall facilitate the Board's efforts to discuss its findings with District staff and students before adopting the District curriculum.

