

CVUSD

Board Policy

BP 6141

Instruction

Curriculum Development And Evaluation

The 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. 6141.6 - Multicultural Education)
- (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. 6142.91 - 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. 0420.1 - School-Based Program Coordination)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 0520.4 - Quality Education Investment Schools)
- (cf. 6011 - Academic Standards)

- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)
- (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)

Note: Since instructional materials are often an important component of the curriculum, the process of adopting instructional materials should be coordinated with the curriculum review and adoption process. See BP/AR 6161.1 - Selection and Evaluation of Instructional Materials.

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 - Equipment, Books and 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. 5149 - At-Risk Students)
- (cf. 6141.5 - Advanced Placement)
- (cf. 6159 - Individualized Education Program)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6179 - Supplemental Instruction)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 52376 requires districts with high schools to compare their career technical education programs with state model curriculum standards at least every three years; see AR 6178 - Career Technical Education. At their discretion, districts may choose to establish a schedule of regular reviews in other subject areas to ensure continued alignment of district curricula with state standards.

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)

Time Allotment – Elementary

Kindergarten – 200 minutes/day; 1000 minutes/week

<i>English/Language Arts</i>	<i>430/wk</i>	<i>86/day</i>
<i>Mathematics</i>	<i>170/wk</i>	<i>34/day</i>
<i>Science and Health</i>	<i>100/wk</i>	<i>20/day</i>
<i>History/Social Science</i>	<i>100/wk</i>	<i>20/day</i>
<i>Visual and Performing Arts</i>	<i>100/wk</i>	<i>20/day</i>
<i>Physical Education</i>	<i>100/wk</i>	<i>20/day</i>

Grades 1 through 3 – 285 minutes/day; 1425 minutes/week

<i>English/Language Arts</i>	<i>725/wk</i>	<i>145/day</i>
<i>Mathematics</i>	<i>350/wk</i>	<i>70/day</i>
<i>Science and Health</i>	<i>100/wk</i>	<i>20/day</i>
<i>History/Social Science</i>	<i>100/wk</i>	<i>20/day</i>
<i>Visual and Performing Arts</i>	<i>50/wk</i>	<i>10/day</i>
<i>Physical Education</i>	<i>100/wk</i>	<i>20/day</i>

Grades 4 through 6 – 305 minutes/day; 1525 minutes/week

<i>English/Language Arts</i>	<i>625/wk</i>	<i>125/day</i>
<i>Mathematics</i>	<i>350/wk</i>	<i>70/day</i>
<i>Science and Health</i>	<i>200/wk</i>	<i>40/day</i>
<i>History/Social Science</i>	<i>200/wk</i>	<i>40/day</i>
<i>Visual and Performing Arts</i>	<i>50/wk</i>	<i>10/day</i>
<i>Physical Education</i>	<i>100/wk</i>	<i>20/day</i>

Reference R341.6 (2-12-03)

Curriculum Study and Improvement

- A. The Assistant Superintendent, Instructional Services, is responsible for the K-12 curriculum development process.*
- B. The process is a two-year cycle involving textbook selection, curriculum development and implementation. (See Attachments A, B, C.)*
- C. Personnel involved in the process are classroom teachers, department chairpersons, site administrators, and District-level management.*
- D. The process ensures communication among grade levels, school sites, administration, School Site Councils (SSC), District Advisory Council (DAC), Unified Association of Conejo Teachers (UACT), and the Board of Education.*

Reference R341.4 (11/87, 8/91, 10/01, 6/06)

Legal Reference:

EDUCATION CODE

221.5 Equal opportunity

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

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

60000-60424 Instructional materials

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Content Standards for California Public Schools: Kindergarten Through Grade 12
Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12
WEB SITES
CSBA: <http://www.csba.org>
Association for Supervision and Curriculum Development: <http://www.ascd.org>
Association of California School Administrators: <http://www.acsa.org>
California Association for Supervision and Curriculum Development: <http://www.cascd.org>
California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

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