TO: Santa Clara County Board of Education
FROM: Darcie Green, Chair, Policy Development Subcommittee
VIA: Jon R. Gundry, County Superintendent of Schools
SUBJECT: First Reading of Recommended Deleted Board Policies 6142.6, 6142.91, 6142.92, and 6162.5

**Associated Goals**

GOAL 4: Improve organizational effectiveness and efficiency

**Background**

On September 17, 2014 the Policy Development Subcommittee met and approved deletion of the following Board Policies:

**BP 6142.6 Visual and Performing Arts Education, BP 6142.91 Reading/Language Arts Instruction, BP 6142.92 Mathematics Instruction**

Current policies reference Tier 3 categorical funding; AB 97 redirects funding for these programs into LCFF.

**BP 6162.5 Student Assessment**

Language in current policy and recommended CSBA updates are reflected in updated BP 6141 Curriculum Development and Instructional Plans.

**Fiscal Implications**

The proposed deletions have no fiscal implications.
Santa Clara COE
Board Policy
Visual And Performing Arts Education

BP 6142.6
Instruction

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants COEs flexibility in "Tier 3" categorical programs. The Santa Clara County Office of Education has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the COE may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Santa Clara County Board of Education believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The Santa Clara County Office of Education arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The County Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. SCCOE's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Santa Clara County Superintendent of Schools or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline

2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works

3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline

4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual
5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)

The County Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the County Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

(cf. 0400 - SCCOE Technology Plan)
(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. 6161.3 - Toxic Art Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

The County Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

(cf. 4131 - Staff Development)

The County Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the County Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1260 - Educational Foundation)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6020 - Parent Involvement)
(cf. 6153 - School-Sponsored Trips)

The County Superintendent or designee shall regularly evaluate and report to the County Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards.
(cf. 0500 - Accountability)

Arts and Music Block Grants

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

The County Board shall distribute block grant funds to all SCCOE schools on the basis of an equal amount per student or the minimum school site allocation specified in the state budget, whichever is greatest. (SB 77, Item 6110-265-0001, Statutes of 2007)

However, the County Board may allocate block grant funds for SCCOE-wide expenditures that support program purposes on behalf of all SCCOE schools. If the County Board elects to do so, it shall adopt a resolution at a public meeting which specifies how the funds will be allocated among schools and for SCCOE-wide purposes and the reasons for those allocations. Prior to the public meeting, the County Board shall inform school site councils, schoolwide advisory groups, or school support groups, as applicable, of the content of the proposed resolution and of the time and location where the resolution is proposed to be adopted. (SB 77, Item 6110-265-0001, Statutes of 2007)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9320 - Meetings and Notices)

Legal Reference:
EDUCATION CODE
8820-8830 Arts Work Visual and Performing Arts Educational Program
8950-8957 California summer school of the arts
32060-32066 Toxic art supplies
35330 Field trips
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51225.3 Graduation requirements
58800-58805 Specialized secondary programs
60200-60206 Instructional materials, elementary schools
60400-60411 Instructional materials, high schools
99200-99206 Subject matter projects

UNCODIFIED STATUTE
SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 Arts and music block grant

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Leadership: Curriculum Development, 1996
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004
Visual and Performing Arts Content Standards, January 2001
WEB SITES:
CSBA: http://www.csba.org
Arts Education Partnership: http://aep-arts.org
California Alliance for Arts Education: http://www.artsed411.org
California Arts Council: http://www.cac.ca.gov
California Art Education Association: http://www.caea-arteducation.org
California Association for Music Education: http://www.calmusiced.com
California Dance Education Association: http://www.cdeadance.org
California Educational Theatre Association: http://www.cetoweb.org/ceta_pages
The California Arts Project: http://csmp.ucop.edu/tcap
Santa Clara COE
Board Policy
Reading/Language Arts Instruction

BP 6142.91
Instruction

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants COEs flexibility in "Tier 3" categorical programs. The Santa Clara County Office of Education has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the COE may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Santa Clara County Board of Education recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 0200 - Goals for SCCOE)
(cf. 6143 - Courses of Study)

The County Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the County Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. The Santa Clara County Office of Education program also shall be aligned with the state framework for reading/language arts instruction.

(cf. 6011 - Academic Standards)

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Santa Clara County Superintendent of Schools or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.
The County Superintendent or designee shall ensure that the SCCOE reading/language arts program offers sufficient access to textbooks and other instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

The County Superintendent or designee shall regularly provide the County Board with data from state and SCCOE reading assessments and program evaluations to enable the County Board to monitor program effectiveness.

Grades K-3

The goal of the SCCOE early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the County Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills

2. A strong literature, language, and comprehension program that includes a balance of oral and written language

3. Ongoing diagnosis of students' skills

4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

The County Board recognizes that reading/language arts instruction is an integral component of
the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, the County Superintendent or designee shall make resources available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

Supplementary Reading Instruction for Grades K-412

When state funding is available, the County Board may offer students in grades K-12 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.

(cf. 0420 - School Plans/Site Councils)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5148.2 - Before/After School Programs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Legal Reference:
EDUCATION CODE
41505-41508 Pupil Retention Block Grant
41530-41532 Professional Development Block Grant
44277 Professional growth activities
44735 Teaching as a Priority Block Grant
44755-44757.5 Teacher Reading Instruction Development Program, K-3
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51700-51702 Reading First
53000-53006 Comprehensive Reading Leadership Program
60119 Sufficiency of textbooks and instructional materials
60200.4 Fundamental skills
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
99220-99221 California Reading Professional Development Institutes
99230-99242  Mathematics and Reading Professional Development Program (AB 466 trainings)
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
53025-53032  Intensive reading program for grades K-4
CODE OF REGULATIONS, TITLE 5
9535  Purchase of nonadopted core reading program instructional materials
11980-11985  Mathematics and Reading Professional Development Program (AB 466 trainings)
11991-11991.2  Reading First achievement index
UNITED STATES CODE, TITLE 20
6361-6368  Reading First Program
6371-6376  Early Reading First Program
6381-6381k Even Start Family Literacy Program
6383  Improving literacy through school libraries

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Every Child a Reader, 1995
English-Language Arts Framework for California Public Schools
English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Recommended Literature: Kindergarten Through Grade Twelve
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Guidance for the Reading First Program, April 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Reading/Language Arts:  http://www.cde.ca.gov/pd/ca/rl

Policy adopted:  October 20, 2010

SANTA CLARA COUNTY OFFICE OF EDUCATION
San Jose, California
The Santa Clara County Board of Education desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Santa Clara County Superintendent of Schools or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots

2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms

3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The County Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

(cf. 6143 - Courses of Study)

County Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.

(cf. 6146.1 - High School Graduation Requirements)

The County Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.
Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

Legal Reference:
EDUCATION CODE
51210 Areas of study, grades 1 through 6
51220 Areas of study, grades 7 through 12

Management Resources:
CDE PUBLICATIONS
Mathematics Framework for California Public Schools, 1992
Santa Clara COE
Board Policy
Student Assessment

BP 6162.5
Instruction

The Santa Clara County Board of Education believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual student's academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning.

The Santa Clara County Superintendent of Schools or designee shall ensure that assessments are conducted for purposes of determining students' eligibility for and appropriate placement in Santa Clara County Office of Education programs, need for supplemental instruction and eligibility for graduation.

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6177 - Summer School)

The County Board desires to use a variety of evaluation measures to reach the above-stated goal. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6162.54 - Test Integrity/Test Preparation)

The effectiveness of the SCCOE schools and teachers shall be evaluated in part on the basis of these student assessments.
(cf. 0500 - Accountability)
(cf. 4115 - Evaluation/Supervision)
(cf. 6190 - Evaluation of the Instructional Program)

When countywide and school-level results of student assessments are published, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The County Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

Legal Reference:
EDUCATION CODE
313 Assessment of English language development
10600-10610 California Education Information System
44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)
51041 Evaluation of educational program
51450-51455 Golden State Seal Merit Diploma
60600-60649 Assessment of academic achievement, especially:
60640-60649 Standardized Testing and Reporting Program
60800 Physical fitness testing
60810-60812 Assessment of English language development
60850-60859 High school exit examination
60900 California Longitudinal Pupil Achievement Data System
CODE OF REGULATIONS, TITLE 5
850-870 Standardized Testing and Reporting program
1200-1225 High School Exit Examination
UNITED STATES CODE, TITLE 20
9622 National Assessment of Educational Progress

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Key Elements of Testing, 2004