

CONCEPTS AND ROLES

The Governing Board desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The district's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students as well as unduplicated and identified student groups. Students who are at risk of not meeting grade-level academic standards shall be provided with interventions and supports as well as alternative programs to raise achievement.

Inasmuch as parents/guardians are influential partners in their children's education, parents/guardians shall be provided with opportunities for meaningful engagements to support their student's education.

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning
2. Establish graduation requirements
3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians as well as representatives from business/industry, postsecondary institutions, and/or community members as applicable for the development and review of the district's curriculum
4. Adopt the district curriculum and courses of study to be offered
5. Adopt textbooks and other instructional materials
6. Support the professional staff's 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 accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process
7. Provide professional development for instructional staff, administrators, and Board members regarding current information and research pertaining to curriculum, instructional strategies, and student assessment

CONCEPTS AND ROLES (continued)

8. Review and evaluate the educational program based on state and federal accountability measures, disaggregated student achievement data, and other indicators as well as ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student learning and achievement
9. Clearly communicate district instructional goals, programs, and progress in student achievement to the community and media

The Superintendent or designee shall:

1. Review research related to curriculum
2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process
3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace
4. Determine the general methods of instruction to be used
5. Assign instructors and schedule classes for all curricular offerings
6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment
7. Support and report to the Board on student achievement as demonstrated through state and local assessments, and recommend any necessary changes in curriculum, programs, and instruction as indicated by student assessment data

The district shall provide equitable 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, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

CONCEPTS AND ROLES (continued)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR
5 CCR
Ed. Code 51000-51007

Description

3940 Maintenance of effort
4424 Comparability of services
Legislative intent, educational program

Federal References

20 USC 6321

Description

Fiscal requirements/comparability of services

Management Resources

Website

Description

AASA The School Superintendents Association

Cross References

0410
0500
0510
1100
1112
1312.2
1700

Description

Nondiscrimination In District Programs And Activities
Accountability
School Accountability Report Card
Communication With The Public
Media Relations
Complaints Concerning Instructional Materials
Relations Between Private Industry And The Schools
Evaluation Of The Superintendent
Budget
Equipment
Assignment
Staff Development
Negotiations/Consultation
Teacher Aides/Paraprofessionals
Negotiations/Consultation
Staff Development
Parent Rights And Responsibilities
Promotion/Acceleration/Retention
Academic Standards
Parent Involvement
School Day
Year-Round Schedules
Response To Instruction And Intervention
Curriculum Development And Evaluation
Civic Education
Service Learning/Community Service Classes
Environmental Education
Courses Of Study
Assemblies And Special Events
High School Graduation Requirements
Elementary/Middle School Graduation Requirements
Independent Study
Individualized Education Program
Selection And Evaluation Of Instructional Materials

2140
3100
3512
4113
4131
4143
4222
4243
4331
5020
5123
6011
6020
6112
6117
6120
6141
6142.3
6142.4
6142.5
6143
6145.8
6146.1
6146.5

6158
6159
6161.1

CONCEPTS AND ROLES (continued)

Cross References (continued)

6161.11
6162.5
6162.51
6164.5
6164.6
6171
6172
6173.1
6174
6175
6176
6177
6178.1
6179
6181
6183
6184
6190
9000
9240
9310

Description

Supplementary Instructional Materials
Student Assessment
State Academic Achievement Tests
Student Success Teams
Identification And Education Under Section 504
Title I Programs
Gifted And Talented Student Program
Education For Foster Youth
Education For English Learners
Migrant Education Program
Weekend/Saturday Classes
Summer Learning Programs
Work-based Learning
Supplemental Instruction
Alternative Schools/Programs Of Choice
Home And Hospital Instruction
Continuation Education
Evaluation Of The Instructional Program
Role Of The Board
Board Training
Board Policies

Policy
adopted: May 9, 1990
revised: February 10, 2022

MURRIETA VALLEY USD
Murrieta, California