

## **CONCEPTS AND ROLES**

The Governing Board believes that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. In order for education to succeed, there must be an ongoing partnership among parents/guardians, students, educators, and the community.

The Board adopts the following definitions for the development of sound and responsible educational policies:

**Educational Philosophy:** "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the mission, goals, objectives, and strategies of the district are derived.

**Mission Statement:** A mission statement defines the unique purpose for which the school district exists and the specific function it performs.

**Educational Goals:** "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

### **Beliefs; Parameters; Strategies:**

**Beliefs:** "Beliefs" are statements about the school district's fundamental convictions, values and character.

**Parameters:** "Parameters" are statements which establish the rules within which the organization will accomplish its mission.

**Strategies:** "Strategies" broadly state how the school district will deploy its resources to achieve its objectives.

**Objectives:** "Objective" means a specific accomplishment to be reached that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding strategy and goal.

The purpose of the district is to provide the guidance and resources necessary to ensure an environment conducive to learning. However, it is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. The Board desires to foster parental participation in order that an educational climate is created which reinforces the positive and healthy development of the child.

**CONCEPTS AND ROLES** (continued)

The Board's first goal must be to provide each student with the basic skills necessary to participate and function effectively in society. In addition, the Board is committed to the goal of achieving academic excellence through a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities.

*Legal Reference:*

***EDUCATION CODE***

*35160 et seq. Authority of governing boards*

*51002 Development of local programs within guidelines*

*51004 Education goals*

*51019 Definition: Philosophy*

*51020 Definition: Goal*

*51021 Definition: Objective*

*51041 Educational program*

## **PHILOSOPHY**

### **Mission Statement**

The mission of the Capistrano Unified school district, in partnership with the home and our richly diverse community, is to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

### **Beliefs**

This mission shall be accomplished by implementing the District's long-range Strategic Plan - A Blueprint of Excellence 1993-2000. This plan represents a covenant with our community. It is founded on a set of commonly held, deep, abiding convictions. We believe that:

- Our nation's destiny lies with our children: their potential is our greatest resource; their development is our highest priority.
- Every student is important.
- Every student has the right to learn.
- The parent is the child's first and most influential teacher.
- Students can learn when given opportunity and encouragement.
- Student self-esteem is critical to the learning process.
- All students need to be challenged to reach their full potential.
- Human diversity enriches individuals and society.
- Respect, honesty, responsibility, and integrity are essential in the educational environment.
- There is a direct relationship between expectation and achievement.
- Meaningful achievement requires focused effort and hard work.
- Students, educators, parents and the community share the responsibility to be involved actively in the educational process.

**PHILOSOPHY** (continued)

- The community has the right to hold the schools accountable.
- Learning is a lifelong process.

**Parameters**

As we implement Capistrano 2000, our policies and actions will be guided by the following parameters:

- All decisions will be based on what is best for our students.
- All students will have access to the CORE curriculum.
- The uniqueness of each individual in our school community will be valued.
- Demeaning personal comments and sarcasm will not be tolerated.
- Our schools will be free of violence, alcohol and other drugs.
- Schools will be disciplined environments conducive to learning.
- Every branch of our organization will support the instructional program.
- All levels of the school district will practice shared decision making.
- Structures and programs will not hinder imagination and creativity.
- All courses, programs and activities must make a positive contribution to our District's mission and goals.
- Operational practices and administrative structures will be continually reviewed to improve our efficiency.

**GOALS FOR THE SCHOOL DISTRICT**

The district shall provide for the educational, personal and career needs of its students by meeting the following goals:

1. All students will demonstrate competency in challenging subject matter, including language arts, mathematics, science, social science and the arts.
2. All students will demonstrate an understanding of and an appreciation for human diversity.
3. All students will demonstrate attributes of responsible citizenship, including the ability to solve problems individually and in cooperation with others.
4. All students will demonstrate conversational ability in a second language.
5. All graduates will have a clear career orientation and marketable skill, and/or, be well prepared to experience success in an institution of higher learning or post-graduate vocational training.
6. All graduates will be proficient in using the tools of technology.

**Strategies for the School District**

The school district will work toward accomplishing the strategies listed below in order to reach its goals and fulfill its mission:

1. We will ensure that the district curriculum, instructional practices and staff development programs are aligned with the California curriculum framework and articulated across grade levels and among schools.
2. We will structure the school district organization for school-based management and shared decision making and join parents, administrators, teachers, support staff, and, where appropriate, students, in school governance activities.
3. We will enhance the many roles parents play in the educational process and expand communication between the home and the school.
4. We will concentrate our efforts and resources toward student readiness and school success.

**GOALS FOR THE SCHOOL DISTRICT** (continued)

5. We will link career education to the K-12 curriculum and provide opportunities for students to develop marketable skills.
6. We will provide students with full access to advanced academic learning and develop their abilities to apply critical thinking skills for lifelong learning.
7. We will ensure that CUSD students will be able to use the tools of technology to access information, produce work, and become lifelong learners.
8. We will develop and implement a plan to utilize available resources and provide all students with conversational experiences in a second language.
9. We will develop and implement a comprehensive program to meet the educational needs of our English Learning Students.
10. We will develop and implement a plan for student participation in school and community service.
11. We will enhance programs to support students with special needs.
12. We will institute programs designed to support the success of at risk students in school.
13. We will increase opportunities for understanding and appreciating human diversity.
14. We will work to ensure a safe school environment for every student and employee.
15. We will develop and implement innovative methods for reducing the student adult ratio in our schools.
16. We will work to ensure that CUSD students will be housed in facilities designed to contribute to and enhance their educational experiences.
17. We will expand the educational options available to students and their parents by providing families opportunities to select the CUSD school their children will attend.
18. We will develop and implement a comprehensive program for continuous assessment of student progress and achievement.

**GOALS FOR THE SCHOOL DISTRICT** (continued)

19. We will develop and implement a comprehensive staff accountability system of collaborative employee supervision and evaluation.
20. We will develop and implement a plan for building public confidence in and support of, CUSD schools.
21. We will pursue innovative funding alternatives and legislative support for CUSD's educational programs.

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with handicaps. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities, and activities available to them.

As required by law, the Superintendent or designee shall notify students and parents/guardians of the District's policy on nondiscrimination and related complaint procedures.

*(cf. 1312.3- Uniform Complaint Procedures)*  
*(cf. 4030 - Nondiscrimination in Employment)*  
*(cf. 6178 - Vocational Education)*

*Legal Reference:*

EDUCATION CODE

200-264 Prohibition of discrimination

Title 5, California Code of Regulations, Sections 4600-4671

29 USCA Section 793 and 794, The Rehabilitation Act of 1973, Sections 503 and 504

20 USCA Section 1681 et seq., Title IX of the Education Amendments Act of 1972

42 USCA Section 2000d, Title VI, Civil Rights Act of 1964



**RECOGNITION OF HUMAN DIVERSITY**

The Governing Board recognizes that the diversity of this nation is one of its greatest strengths. The school district must set an example for the youth of this community by recognizing this rich diversity and teaching students to live harmoniously with all people. It should be every citizen's duty to accept a portion of the responsibility for creating that harmony. The school district must strive to respond to the needs of a pluralistic society for common decency and human dignity.

No one, regardless of his/her personal beliefs, has the right to discriminate against, harass, abuse, or inflict harm upon any other human being. California Education Code Section 260 specifies that a school district's governing board has primary responsibility for ensuring that school programs and activities are free from discrimination.

Capistrano Unified School District is committed to preventing intolerance through working with other community leaders, agencies, civic leaders, houses of worship, and families to help sensitize young people to the richness of diversity and thereby increasing their respect for the differences in people. The actions of employees and students in Capistrano Unified School District must support a climate of intolerance of bigotry, cruelty, and injustice in any form. Acts of intolerance by or upon employees and students related to differences among people will not be condoned or tolerated by the school district.

Parents of students in Capistrano Unified School District are encouraged to support the school district's commitment to recognizing and respecting human diversity. Together, the home and school can and must succeed in helping students and adults to practice responsible citizenship through respect for others.

## **SCHOOL PLANS/SITE COUNCILS**

The Governing Board encourages district employees, students, parents/guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the district's mission and accomplish the Board's adopted goals.

The Superintendent or designee shall ensure that schools provide for participation in state-funded school-based programs by establishing and maintaining a school site council as required by law.

*(cf. 0420.5 - School-Based Decision making)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 3515 - School Safety and Security)*

*(cf. 5144 - Student Discipline)*

*(cf. 9320 - Board Meetings)*

When required for state funding, school site councils shall be composed of the following:

1. The principal.
2. Teachers selected by the school's teachers.
3. Other school personnel chosen by the school's other personnel.
4. Parents/guardians of students attending the school, chosen by other such parents/guardians, or community members chosen as representatives by such parents/guardians.
5. In secondary schools, students attending the school, chosen by other such students.

Half of all school site councils shall consist of school staff (#1, #2 and #3 above), the majority of them classroom teachers. The remaining half of elementary school site councils shall be parents/guardians or parent/guardian representatives. The remaining half of secondary school site councils shall be students and parents/guardians (or parent/guardian representatives) in equal number.

A school employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

## **SCHOOL PLANS/SITE COUNCILS** (continued)

School site councils may function on behalf of other committees in accordance with law.  
(Education Code 52870, 54425, 52176)

### *Legal Reference:*

#### EDUCATION CODE

52 *Designation of secondary schools*

53 *Designation of high schools*

52000-52049 *Improvement of elementary and secondary education*

52176 *Advisory committees (bilingual program)*

52800-52904 *School-Based Program Coordination Act*

54425 *Advisory committees (compensatory education)*

54650-54659 *Education Improvement Incentive Program*

54720-54734 *School-Based Pupil Motivation and Maintenance Program*

#### CODE OF REGULATIONS, TITLE 5

4007 *Elementary school*

### *Management Resources:*

#### CDE PUBLICATIONS

*School Site Councils: Their Composition, Role and Responsibilities, School Improvement Office, CDE, November 1991*

Policy  
adopted: December 11, 1995

**CAPISTRANO UNIFIED SCHOOL DISTRICT**  
San Juan Capistrano, California

## **SCHOOL-BASED PROGRAM GUIDELINES**

### **GENERAL PURPOSE**

The Board of Trustees sets School-Based Coordinated Programs to encourage improvement of California elementary, middle, and secondary schools so they can respond in a timely and effective manner to the educational, personal, and career needs of every student.

Therefore, it shall be the district's policy to develop management systems to support and monitor school compliance with federal, state and District regulations, and to foster quality in school improvement plans and program development and program implementation.

### **SCHOOL-BASED COORDINATED PROGRAM GUIDELINES**

1. The district will maintain a long-range strategic plan, which identifies district strategies to assist schools implementing School-Based Coordinated Programs and meeting the needs of CUSD students.
2. Each School-Based Coordinated Program School Site Council will carry out responsibilities of planning, implementing, and evaluating the program at the school site.

Each School-Based Coordinated Plan will include all Consolidated Categorical Programs at the site and will address all of the following State Curriculum Frameworks as well as appropriate strategic action plan steps identified in the district's long-range strategic plan:

- a. Language Arts
- b. Mathematics
- c. Science
- d. History-Social Science
- e. Visual and Performing Arts
- f. Physical Education
- g. Career, Vocational, and/or Technical Education

### **PROGRAM EVALUATION**

1. All School-Based Coordinated Program schools will participate in a four-year Program Quality Review or WASC accreditation cycle which consists of writing and implementing one-third of the plan each year, culminating in a Program Quality Review the fourth year.
2. The Program Quality Review will be conducted by a team of reviewers who are not employees of the district.

**SCHOOL-BASED PROGRAM GUIDELINES** (continued)

3. Each SBCP school will conduct a formal self-study prior to the Program Quality Review or WASC accreditation process.
4. The School Site Council will review and report program improvement activities on an annual basis.
5. The district will form a committee to evaluate School-Based Coordinated Plans, which will include plans for the annual evaluation of Consolidated Programs at the school.
6. SBCP school plans shall be approved annually by the Board.

*Legal Reference:*

**EDUCATION CODE**

*52800-52904 School-Based Program Coordination Act*

Policy  
adopted: December 11, 1995

**CAPISTRANO UNIFIED SCHOOL DISTRICT**  
San Juan Capistrano, California

## **SCHOOL IMPROVEMENT PROGRAM**

The goal of school improvement programs at participating schools shall be to improve instruction, auxiliary services, school environment and school organization so as to meet the needs of all the school's students. The school site council shall develop a school improvement plan to guide the improvement activities. Upon Governing Board approval of the plan, the site council shall assume responsibility for the ongoing review of its implementation and a periodic evaluation of the program's effectiveness. The council shall annually review the plan, establish the plan budget and update the plan to reflect changing improvement needs and priorities.

*Legal Reference:*

*EDUCATION CODE*

*52000-52049 Improvement of elementary and secondary education*

*62000-62007 Evaluation and sunseting of programs*

*CALIFORNIA CODE OF REGULATIONS, TITLE 5*

*4000-4091 School Improvement Programs*

Policy  
adopted: December 11, 1995

**CAPISTRANO UNIFIED SCHOOL DISTRICT**  
San Juan Capistrano, California

**SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

**General Purposes**

1. The Governing Board desires to improve student learning by providing school site staff and parent/guardian groups opportunities to collaboratively develop, plan and implement school improvement and school restructuring projects through school-based management and shared decision making (SBM/SDM).
2. The goal of SBM/SDM and related school improvement and school restructuring efforts shall be to improve teaching, increase academic achievement, and foster positive behavioral development of all CUSD students.
3. All SBM/SDM school improvement and school restructuring projects shall be consistent with the District's mission, goals, strategic plan and adopted curricula.
4. Through the SBM/SDM process, school communities may collaboratively develop plans which involve one or more of the following areas:
  - a. Enhanced instructional designs;
  - b. Effective student behavior or school safety programs;
  - c. Specialized, thematic or integrated curricula;
  - d. Expanded student services;
  - e. Innovative student grouping designs;
  - f. Enhanced parent/guardian involvement programs; and/or
  - g. Innovative approaches to allocation of time, personnel and other resources.
5. Under the direction of the Board and Superintendent, and in accordance with this policy, each school site which is seeking approval to make significant modifications to instructional or operational practices must have broad-based, school-community support for its school improvement or school restructuring plans. All such plans must identify instructional priorities, include specific goals and objectives, and describe methods for annually assessing improved student learning and evaluating project effectiveness.
6. In most cases, school improvement and school restructuring projects will be cost-neutral and will utilize the school

## **SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

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- sites' normal operating budgets and School-Based Coordinated Budgets. Schools may also seek grants or other out-of-district fiscal support for special projects needs.
7. The Board desires to support school-community decision-making responsibilities with appropriate inservice training. The Superintendent or designee shall assist School Site Councils (SSC), school leadership teams, and ad hoc school planning groups in establishing planning processes, increasing consensus-building/ conflict resolution skills, planning innovative use of resources and staff, and/or developing new programs based on student needs, school-community interests, and special talents and resources at individual schools.
  8. School-Based Coordinated Plans, which are annually updated by SSCs and adopted by the Board in accordance with Board Policy 6138, shall incorporate all school improvement and/or school restructuring plans. School sites may submit amendments to their School-Based Coordinated Plans for Board consideration and approval throughout the year.
  9. Many School-Based Coordinated Plans and other initiatives for school improvement will be within the school site's normal span of authority. Such School-Based Coordinated Plans will be submitted for Board approval in accordance with Board Policy 6138. Simple school program improvements which are not part of School-Based Coordinated Plans and which are within the school site's normal span of authority need not be submitted for Board approval.
  10. It is recognized that SBM/SDM and related school improvement and restructuring may involve innovative approaches to meeting the District's goals and fulfilling its mission. Plans for such proposed school improvement or restructuring projects may conflict with: an article(s) or section(s) of the California Education Code, CUSD Board policies or procedures; and/or a current collective bargaining agreement(s). In the event such a conflict may exist, the proposed plan will be reviewed by the District Restructuring Council (DRC).

### **District Restructuring Council (DRC)**

#### **Purpose:**

The District Restructuring Council (DRC), which shall be representative of major school district stakeholders, shall



## **SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

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serve as a collaborative group charged with the responsibility of reviewing all SBM/SDM proposals for school site improvement or restructuring plans which require waivers of Education Code, waivers of CUSD Board policies or administrative regulations, and/or "exceptions without prejudice" to any articles or sections of current collective bargaining agreements.

1. The DRC shall review each such school improvement or school restructuring proposal/plan to determine whether it meets the following criteria:
  - a. The plan demonstrates a significant potential for successfully improving the teaching and learning process, increasing student achievement, and/or enhancing student social/emotional growth;
  - b. The plan is consistent with the District's major goals and mission and is designed to foster student success in the District's adopted curricula;
  - c. There is evidence among all affected parties of consensus for supporting the plan's implementation;
  - d. The plan includes provisions for annually assessing the degree to which the plan meets its stated goals and objectives, as well as major District goals and curricular objectives; and
  - e. An exception to Education Code, Board policy requirement, and/or a collective bargaining agreement is needed for successful implementation of the plan.
2. The DRC shall act by consensus to either:
  - a. Certify that the proposed plan meets the criteria outlined in section 11.A.1 of this policy and send the proposal on for consideration by the Board and as needed, the appropriate collective bargaining unit.

Proposals requiring a waiver of CUSD Board policy will require the approval of the Board. Exceptions to District operating procedures will require the approval of the Superintendent. Proposals requiring "exceptions without prejudice" of a collective bargaining unit agreement will require the approval of the appropriate bargaining unit and the Board. Proposals requiring a waiver from the California

**SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

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Board of Education will require an approved Request for Waiver from the CUSD Board and written concurrence of the Capistrano Unified Education Association.

- b. Return the proposal to the School Site Council with suggestions for revision; or
- c. Reject the proposal, identifying major reasons for such rejection.

**Membership:**

1. The Superintendent shall annually appoint all members of the District Restructuring Council, except the Trustee member who shall be chosen by the School Board, and those representing collective bargaining units who shall be appointed by the appropriate bargaining unit. The DRC shall be composed of an Executive Board, an Elementary School Subcommittee, a Middle School Subcommittee and a High School Subcommittee.
2. The membership of the Executive Board of the DRC shall include:
  - a. Superintendent or designee
  - b. Trustee
  - c. High School Student
  - d. Parent Council President or designee
  - e. Business Community Representative
  - f. \*CUEA President or designee
  - g. \*Two Grade Level Teacher Representatives
  - h. CSEA President or designee
  - i. CUMA President or designee
3. Each DRC Subcommittee shall be comprised of one of each of the following members:
  - a. District Administrator
  - b. School Principal
  - c. Parent/Guardian

**SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**  
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- d. \*Teacher (also serving on Executive Board)
- e. School Site Classified Employee (appointed by CSEA)

The middle and high school subcommittees shall also include one student representative.

\*NOTE: The CUEA President/designee and two other teacher grade level representatives shall serve on both the Executive Board and a Subcommittee. The high school student shall serve on both the Executive Board and the High School Subcommittee.

- 4. A DRC Facilitator, who shall serve as a nonvoting member of the DRC, shall be chosen by the Superintendent and shall be responsible for: publishing the annual DRC Meeting Calendar; preparing and distributing agendas, minutes and proposal materials; assisting the Executive Committee in reaching consensus on proposals before it; and moving proposals through the SBM/SDM process.
- 5. District administrators, including representatives of such support services as Maintenance and Operations, Transportation, Food Services, Human Resources, Business and Finance, Risk Management, and Facilities, as well as legal counsel shall serve as needed to advise school community planning groups, DRC Subcommittees and the DRC Executive Board.

**Meetings:**

- 1. The DRC Facilitator shall publish an annual calendar of monthly meetings. All proposals to the DRC must be submitted at least two weeks prior to the date of the meeting in which it is to be reviewed.
- 2. As soon as the DRC Facilitator receives a proposal, the appropriate Subcommittee and any needed advisors will be notified of the meeting date when the proposal will be reviewed.
- 3. The DRC Facilitator shall distribute an agenda, proposals and supporting materials to DRC members at least one week before the proposals will be reviewed.
- 4. In the event no proposals are submitted during any month, the next DRC meeting will be cancelled.

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### **School Site Council**

The composition of School Site Councils (SSCs) shall meet the requirements of Education Code 62002.5 as follows:

1. In elementary schools, half of the members include the principal, classroom teachers, and other school personnel; half are parents/guardians or other community members. Classroom teachers are a majority of the first group.
2. In secondary schools, half of the members include the principal, classroom teachers, and other school personnel; half are students, parents/guardians or other community members. Classroom teachers are a majority of the first group; students make up half of the second group.

### **Shared Decision Making**

All decisions by school-site planning groups, School Site Councils, and the DRC Executive Board and Subcommittees shall be reached by consensus. Consensus will be defined to have been reached when:

1. All group members have been given the opportunity to participate in contributing to or reviewing the proposal in final form.
2. Differences of opinion, which shall be viewed as contributing to the process, have been aired.
3. All members of the affected groups and the decision-making body have had a chance to state their opinions about the issue.
4. All members of the working group or decision-making body have agreed to go along with the decision.

For school improvement or restructuring plans, this state is usually reached when each member of the group or decision-making body agrees to support at least a one year pilot effort of the proposal.

### **School-Based Proposal Development**

1. Proposals for school improvement or school restructuring may be initiated by any school-based group including, but not limited to, a combination of one or more of the following: an entire school staff, a grade-level team, an

## **SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

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- interdisciplinary school team, a school department, a school leadership team, a parent/guardian group, a student council or other student group, or the School Site Council.
2. School community members who will be significantly affected by the school improvement or restructuring plan must participate with the site administrator in a shared decision-making process to gain support of the proposed plan. Major restructuring projects shall involve the entire school community.
  3. When consensus and support for a school improvement or restructuring project has been developed, the proposed plan shall be forwarded to the School Site Council (SSC) for final review. The SSC will verify that there has been appropriate opportunity for the school-community to be informed of the plan and participate, as appropriate, in its development.
  4. Upon adoption by the SSC, project plans which do not require waiver of California law, waiver of CUSD Board policy or operating procedure, or exception of current collective bargaining agreements shall be forwarded to the CUSD Board for consideration for adoption as an amendment to the School-Based Coordinated Plan.

### **Proposal Approval, Evaluation and Renewal**

1. All decisions of the DRC will be based on the potential the proposal holds for improved student learning, the workability of the proposal, a demonstration of consensus by affected parties, and the presence of a meaningful program evaluation process.
2. When the DRC forwards proposals to the Board and collective bargaining unit, consideration for Board approval shall not be agendized until after the executive board of the bargaining unit has had an opportunity to meet to consider the proposal.
3. All waivers and "exceptions without prejudice" will be granted for one year. At the close of each project year, the School Site Council shall submit a project evaluation to the DRC, and, as appropriate, a request for approval to continue with the project.
4. The DRC will review project evaluations and forward them with comments to the Board and, as appropriate,

## **SCHOOL-BASED MANAGEMENT AND SHARED DECISION MAKING**

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bargaining units. All request for continuing projects will require the approval of the Board and appropriate bargaining units. Continuing waivers of Education Code will require approval of the California Board of Education.

### **Training in School-Based Management and Shared Decision Making**

1. It is recognized that SBM/SDM is an innovative process and all school communities, regardless of whether or not they are not submitting proposals to the DRC, will need training in consensus building and shared decision making.
2. A District team of trainers in consensus building and shared decision making shall provide overview training to the members of CUSD School Site Councils and interested members of the school community.
3. Schools which are embarking on substantial restructuring or school improvement projects shall request extensive training from the District team.
4. The District team shall consist of administrators, teachers, and, as appropriate, classified employees who themselves have training or expertise in consensus building and shared decision making. Schools may schedule such training on student-free days.

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

The Governing Board recognizes that under federal law, all individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services shall be provided for these persons in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs.

In order to meet the needs of individuals with exceptional needs, the district participates as a member of the Special Education Local Plan Area (SELPA).

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and regulations of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints.

**Advisory Committee**

Education Code 56200 requires the local plan to include verification that the community advisory committee reviewed the plan and had at least 30 days to do so before the plan was submitted to the Superintendent of Public Instruction.

In accordance with law, a community advisory committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs.

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3541.2 - Transportation for Special Education Students)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

*(cf. 6159 - Individualized Education Program (IEP))*

*(cf. 6159.1 - Procedural Safeguards and Complaints)*

*(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent)*

*(cf. 6164.4 - Identification of Individuals with Exceptional Needs)*

*Legal Reference: (see next page)*

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

56000 *Education for individuals with exceptional needs*

56001 *Provision of the special education programs*

56020-56033 *Definitions*

56140 *Duties of county office*

56170-56172 *School districts*

56190-56194 *Community advisory committees*

56200 *Contents of the local plan*

56210-56218 *Local plan areas with small or sparse populations*

56220 *Written agreements*

56221 *Adoption of policies for programs and services*

56240-56244 *Staff development*

56300-56381 *Identification and referral, assessment, instructional planning, implementation, and review*

56440- 56449 *Programs for individuals between the ages of three and five years*

56500-56507 *Procedural safeguards, including due process rights*

56600-56606 *Evaluation, audits and information*

CODE OF REGULATIONS, TITLE 5

3000-3082 *Regulations governing special education (in general), especially*

3000 *Scope of regulations*

3021-3028 *Identification, referral, and assessment*

3040-3043 *Instructional planning and individualized education program*

3051-3054 *Implementation (Program components)*

3061-3069 *Nonpublic, nonsectarian school and agency services*

3080 *Application of section 4600-4671*

3082 *Due process hearing procedures*

4600-4671 *Uniform complaint procedures*

UNITED STATES CODE, TITLE 20

1400 *et seq. Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

701 *et seq. Rehabilitation Act of 1973*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 *Inspection, review and procedures for amending education records*

300.500-300.514 *Due process procedures for parents and children*

*Management Resources:*

CDE LEGAL ADVISORIES

0101.91 *Interagency Coordination Enforcement*

CDE PROGRAM ADVISORIES

06271.09 *School-Based Program Coordination Act, PAC: 89/90-15*

0903.91 *Low Incidence Funding Update, FY 1991-92*



*1107.89 Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4*  
*1204.89 Special Education - Occupational Therapy and Physical Therapy, SPB: 89/90-5*

Policy  
adopted: December 11, 1995

**CAPISTRANO UNIFIED SCHOOL DISTRICT**  
San Juan Capistrano, California

**REVIEW AND EVALUATION**

The Governing Board desires to provide the public with Board policies and administrative regulations which clearly explain district responsibilities and to provide for the review and evaluation of the district in accordance with these policies and regulations.

The Board recognizes that ongoing review and evaluation are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met.

*(cf. 0510 - School Accountability Report Card)*

*(cf. 4115 - Personnel Evaluation)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*(cf. 6191 - Criteria for the Evaluation of Consolidated Programs)*

*(cf. 9300 - Governance)*

*(cf. 9400 - Board Self-Evaluation)*

**SCHOOL ACCOUNTABILITY REPORT CARD**

In enacting the "Classroom Instructional Improvement and Accountability Act," the public has mandated the annual assessment of specific conditions at each school site. The Governing Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision.

The Superintendent or designee shall maintain a process for developing annual site report cards as required by law.

*(cf. 0420 - School-Based Management/Site Councils)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*(cf. 6191 - Criteria for the Evaluation of Consolidated Programs)*

Each year the principal or designee at each school shall prepare an annual School Accountability Report Card which assesses all of the following school conditions:

1. Student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals.
2. Progress toward reducing dropout rates.
3. Estimated expenditures per student and types of services funded.
4. Progress toward reducing class sizes and teaching loads.
5. Any assignment of teachers outside their subject areas of competence.
6. Quality and currency of textbooks and other instructional materials.
7. The availability of qualified personnel to provide counseling and other student support services.
8. Availability of qualified substitute teachers.
9. Safety, cleanliness, and adequacy of school facilities.
10. Adequacy of teacher evaluations and opportunities for professional improvement.
11. Classroom discipline and climate for learning.

**SCHOOL ACCOUNTABILITY REPORT CARD** (continued)

12. Staff training and curriculum improvement programs.
13. Quality of school instruction and leadership.

School accountability report cards shall also include the following information:

1. The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.
2. The average salary for school-site principals in the district.
3. The salary of the district superintendent.
4. The statewide average, in districts of the same size and type, for:
  - a. Beginning, midrange and highest teacher's salary.
  - b. School-site principal's salary.
  - c. District Superintendent's salary.
5. The percentage of the district's budget allocated to administrative salaries.
6. The statewide average, in districts of the same size and type, of the percentage of the district budget allocated to administrative salaries.
7. The percentage of the district's budget allocated to teachers' salaries.
8. The statewide average, in districts of the same size and type, of the percentage of the district budget allocated to teachers' salaries.

Report card information about statewide averages shall be based on information provided by the Superintendent of Public Instruction. (Education Code 41409.3)

The Governing Board shall annually issue a School Accountability Report Card for each school site, publicize such reports, and notify parents/guardians that a copy will be provided upon request. Every three years the Board shall compare district report cards with the State Board of Education model report card. (Education Code 35256)

*Legal Reference: (see next page)*

**SCHOOL ACCOUNTABILITY REPORT CARD** (continued)

*Legal References:*

EDUCATION CODE

*33126 School Accountability Report Card*

*35256 School Accountability Report Card*

*35256.1 Information required in school accountability report card*

*41409 Calculation of statewide averages*

*41409.3 Information required in school accountability report card*

CALIFORNIA CONSTITUTION

*Article XVI, Section 8.5(e), Allocations to State School Fund*