PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Concepts and Roles

The Yuba County Office of Education and Superintendent believe that public education is of fundamental importance to a free society and, for education to succeed, there must be an ongoing partnership between parents/guardians, students, educators, and the community.

To guide the efforts of those participating under the leadership of the County Superintendent of Schools, the Yuba County Office of Education adopts the following three 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 goals and objectives of the County Office of Education are derived.

**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.

**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 goal.

Within this framework, the purpose of the County Office of Education is to provide the guidance and resources necessary to ensure an environment conducive to learning.

Legal Reference:

EDUCATION CODE

1040 et seq. Duties and powers of boards
1080 et seq. Duties that may be transferred
1240 et seq. Duties of county superintendents
51004 Education goals
51019 Definition: Philosophy
51020 Definition: Goal
51021 Definition: Objective
51052 Duty of county board to prescribe and enforce course of study for mentally retarded pupils
51053 Course of study prescribed by city or county board; development of courses

Policy Adopted:
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Philosophy

It is the philosophy of the Superintendent that the Yuba County Office of Education shall assist the State Board of Education and the California Department of Education in the performance of their duties and serve the schools of Yuba County in a cooperative effort to promote equal educational opportunity. That assistance is extended also to support the Board in the role it plays within the county.

The administration and staff of the County Office of Education and of the regional programs administered by the Superintendent shall endeavor to provide educational leadership, curriculum development, staff development, supplementary service, and coordination in developing consortia, inter-agency collaboration and consultation which is responsive to school districts, other agencies, organizations and the community.

Role and Beliefs of the County Superintendent

The role of the Yuba County Superintendent of Schools is to meet the requirements prescribed by law and to administer the Yuba County Office of Education. The Yuba County Board of Education works collaboratively to fulfill these obligations to the public. The Superintendent's goal in developing and adopting policy is to provide quality programs and services that assure equal opportunities for students and other clients within Yuba County.

The County Superintendent believes that:

- Everyone can learn and that public education is responsible for ensuring the successful learning of all students;

- Education is the most important function of our society;

- Commitment of resources to the education and welfare of children is an investment in the future;

- Equity and excellence in education play critical roles in the development of democratic values and individual liberty;

- Effective leadership creates and initiates change for improved education and increased student learning;

- Supporting competent, visionary leaders is essential to the success of an educational system;

Policy Adopted:
• Developing, implementing and continuing professional training activities enhances the leadership skills essential to ensuring student and organizational success;

• Providing high quality, client-oriented and cost effective services is essential to the County Office of Education's continuing strength.

**Role of Administrators and Staff**

The role of County Office of Education administrators and staff is to ensure the ongoing success of the programs operated by the county office by supporting the partnership of clients, community members and other professionals. That success depends upon the ability of administrators and staff to adapt to the changing needs of society, clients and the community. The Superintendent encourages administrators and staff to establish a mission which is responsive to the needs of the community and the clients they serve.
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Goals of the County Office of Education

Long Range Goals

1. The County Office of Education will provide high quality services to local school districts based upon the school districts' expressed needs;

2. The County Office of Education will make a timely response to local school districts' and other agencies’ requests for service, including new and expanded services;

3. The County Office of Education will provide leadership by analyzing educational research, trends and legislative mandates and by developing appropriate programs to assist local districts and other agencies;

4. The County Office of Education will serve as the intermediary unit between the State Department of Education and districts;

5. The County Office of Education will work to optimize the utilization of current resources to meet the needs of clients, the districts, other agencies and the community;

6. The County Office of Education will collaborate with other County Offices of Education, private and public institutions and agencies.

Annual Goals

The Superintendent believes that annual goals provide critical direction in accomplishing the mission and long-range goals of the County Office of Education. Annual goals develop naturally from legal mandates, community needs, district and program priorities, and the Superintendent's vision for the County Office of Education programs and services.

The Superintendent is responsible for goal development and directs that yearly goals be developed cooperatively so that they interrelate with department and unit plans, program and project objectives, and budgetary considerations.

Legal Reference:
EDUCATION CODE
51004 Education goals
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Culture, Vision, Mission and Core Values of the County Superintendent of Schools

Culture Statement

The Yuba County Office of Education employees promote a positive work environment that inspires personal responsibility, respect, trust, and pride in the organization. Shared decision-making and innovative ideas are encouraged and supported through open communication. Employees are recognized and rewarded for professional growth and excellence in service.

Vision Statement

The Yuba County Office of Education employees believe they can make a positive difference in the community and in the lives of those they are committed to serve.

Mission Statement

The Yuba County Office of Education’s purpose is to improve the quality of life for all Yuba County citizens. Our specialty is equipping those with unique needs with the knowledge, skills and attitudes that will enhance their journey and empower them to realize their full potential.

Core Value Statements

The Yuba County Office of Education values are our essential and enduring tenets, not to be compromised for financial, program or personal gain. We are dedicated to:

- Promoting honesty and truthfulness in all we do.
- Acting in a fair, consistent manner deserving of trust and respect for each individual.
- Appreciating the value of humor in life events while acting with sensitivity and compassion.
- Expecting personal interaction that promotes dignity and appropriate levels of personal responsibility.

Making a Difference Together!
Preparing Today for Tomorrow’s Jobs
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Non-Discrimination in Programs and Services

The County Office of Education is committed to equal opportunity for all individuals in education. County Office of Education programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Superintendent shall promote programs that ensure that discriminatory practices are eliminated in all County Office of Education activities.

County Office of Education programs and facilities shall be readily accessible to individuals with handicaps. County Office of Education administrative personnel shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities and activities available to them.

It is the intent of the Superintendent that the County Office of Education will comply with requirements of the Americans with Disabilities Act of 1990 (ADA). The Superintendent directs that management and staff make a conscious effort to adhere to the standards and regulations set forth in the ADA as those standards are clarified and articulated in the upcoming months.

In accordance with Section 504 of the Rehabilitation Act of 1973, the Superintendent prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance. The Superintendent assigns responsibility to the Assistant Superintendent for coordination of Section 504 compliance and implementing a uniform complaint process for the review and investigation of such complaints.

As required by law, the Superintendent or designee shall notify County Office of Education personnel of the County Office of Education's policy on nondiscrimination and related complaint procedures.

cf: 1312 Uniform Complaint Procedures
     4030 Non-Discrimination in Employment
     5145.3 Non-Discrimination
     5145.6 Notification Required by Law
     6178 Vocational Education
Legal Reference:

EDUCATION CODE
200-264 Prohibition of discrimination
Title VI, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Vocational Rehabilitation Act of 1973, Sections 503 and 504
Government Code 12920-12921, 12940 et seq.
Title VII of the Civil Rights Act
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Program-Based Management

The Superintendent believes that shared decision making at the program level can be the key to improving programs. The Superintendent encourages programs that involve staff, students, parents/guardians and the community in a partnership empowered to design, implement, monitor and evaluate plans which respond to their program's unique needs and which also coincide with County Office of Education goals.

Legal Reference:
EDUCATION CODE
52000-52049 Improvement of elementary and secondary education (Chapter 6 of part 28 of the Education Code, in general)
52176 Advisory committees (bilingual programs)
52800-52904 School-Based Program Coordination Act
52852 School site council; composition
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
4000-4007 Definitions
4020-4024 District master plan
4040-4061 School improvement plan
4070-4071 Program review
4080-4084 Selection and expansion
4090-4091 Fiscal concerns

Policy Adopted:
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Comprehensive Local Plan for Special Education

In order to meet the needs of children with exceptional needs as completely as possible, the County Office of Education participates as a member of the Special Education Local Planning Area (SELPA).

The Superintendent extends the full cooperation of the County Office of Education to the SELPA. The regulations and procedures of the SELPA shall be applied as regulations and procedures of this County Office of Education.

A copy of the local plan for special education of the SELPA, together with appropriate regulations and procedures, shall be available for inspection at the County Office of Education and at each school site.

The Superintendent shall review the SELPA plan annually and every three years will review the organizational structure of the SELPA.

cf:
1312.3 Uniform Complaint Procedures
3541.2 Transportation for Special Education Students
5144.2 -Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)
6146.2 Differential Graduation and Competency Standards for Individuals with Exceptional Needs
6159 Individualized Education Program (IEP)
6159.2 Nonpublic Nonsectarian School and Agency Services for Special Education
6164.4 - Identification of Individuals with Exceptional Needs.

Legal Reference:
EDUCATION CODE
1262 Consolidated coordinated services
56000 Education for individuals with exceptional needs
56001 Provisions of the special education programs

Policy Adopted:
56020-56033 Definitions
56060-56063 Substitute teachers
56100-56101 Duties of state board of education
56120-56135 Duties of superintendent of public instruction
56140 Duties of county office
56150 Programs for individuals placed in juvenile court schools
56155-56166 Licensed children's institutions
56170-56172 School districts
56190-56194 Community advisory committees
56200 Contents of the local plan
56220 Written agreements
56221 Adoption of policies for programs and services
56240-56243 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
56452-56454 Career and vocational education programs and funding
56500-56507 Procedural safeguards, including due process rights (of parent and/or student)
56600-56606 Evaluation, audits and information
56700 et seq. Funding of special education programs
56850 et seq. Special education programs for individuals with exceptional needs residing in state hospitals
56875 et seq. Joint funding for education of handicapped children act of 1980

CODE OF REGULATIONS, TITLE 5
3000-3801 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 Procedural safeguards: complaint procedure
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN

Definitions

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education; include appropriate services for children aged 3 through 21 years; and are provided in conformity with the student’s individualized education program. The right to FAPE extends to students who are suspended or expelled or placed by the county office in nonpublic school or agency services.

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to nondisabled students. A program specialist may be responsible for assuring that students have full educational opportunities regardless of their district of residence.

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities.

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent/guardian, that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction.

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians. The surrogate may represent an individual with exceptional needs in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with a disability.

Regulation Adopted:
Elements of the Local Plan

The special education local plan shall include, but not be limited to the following:

1. Assurances that policies, procedures and programs, consistent with state law, regulation, and policy, are in effect.
2. An annual budget plan and annual service plan adopted at a public hearing held by the special education local plan area.
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student’s IEP are being met.
4. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment.

The local plan, annual budget plan and annual service plan shall be written in language that is understandable to the general public.

Each special education local plan area shall develop written agreements to be entered into by the county office and districts participating in the plan.

Each entity providing special education shall adopt policies for the programs and services it operates consistent with adopted agreements.
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

School Accountability Report Card

In enacting the Classroom Instructional Improvement and Accountability Act, the public mandated the annual assessment of specified conditions. The Superintendent 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 for the future.

The Superintendent directs that department administrators shall maintain a process for developing annual program report cards as required by law, which will be used to assess each condition being evaluated and include the identification of site level indicators, qualitative descriptions and quantitative measurements. Indicators and measures should be discussed within the framework of desired outcomes, the context in which education takes place and the educational policies and practices of the County Office of Education programs.

The Superintendent expects that assessments will utilize existing County Office of Education site level evaluation processes and resources and that the usefulness of these reports will improve with each future assessment.

cf: 0420 - School-Based Management/Site Councils

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

Management Resources
CDE PROGRAM ADVISORS
1130.89 School accountability report cards
CDE MANAGEMENT ADVISORS
0615.09 Statewide average salaries and budget percentages for school accountability report cards.

Policy Adopted:
An Annual Report to the Community

Superintendent's Message

The passage of Proposition 98 includes a requirement that all schools and county-operated school programs provide a school report card. The County Office of Education provides a range of instructional services designed to meet the needs of students from birth to age 22 years. The County Office is an intermediate agency that works as a partner with the County's 5 public school districts to educate all students. Students receive services in a variety of settings: home, local school districts, special education classrooms, community schools, charter schools and other designated sites. Our responsibility is to provide appropriate educational services to the students we serve.

Each year the principal or site administrator of each school shall prepare an annual School Accountability Report Card that assesses all of the following school conditions:

1. Student Achievement
2. Student Attendance
3. Expenditures & Services
4. Class Size
5. Teacher Assignments
6. Textbooks & Materials
7. Counseling & Student Support Services
8. Substitute Teachers
9. School Facilities & Safety
10. Teacher Evaluation
11. Discipline & Climate for Learning
12. Training & Curriculum Improvement
13. Quality of Instruction & Leadership
School accountability report cards shall also include the following information:

1. The beginning, median, and highest salary paid to teachers in the county office programs, as reflected in the salary scale.

2. The average salary for school-site supervisors in County Office of Education programs.

3. The salary of the County Superintendent.

4. The statewide average, in counties of the similar size and type for:
   a. Beginning, mid-range and highest teacher's salary;
   b. School-site principal's salary;
   c. County Office of Education Superintendent's salary.

5. The percentage of the district's budget allocated to administrative salaries.

6. The statewide average, in counties of the similar size and type, of the percentage of the budget allocated to administrative salaries.

7. The percentage of the budget allocated to teachers' salaries.

8. The statewide average, in counties of the similar size and type of the percentage of the budget allocated to teachers' salaries.

Report card information about statewide averages shall be based on information provided by the Superintendent of Public Instruction.

Each school report card shall be submitted for Board review prior to dissemination.

The Superintendent shall annually approve 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 report cards with the State Board of Education model Report card.