



**STRATEGIC  
PLAN  
NARRATIVE**

**2016-2026**

Updated November 2021

BUTTE COUNTY OFFICE OF EDUCATION  
STUDENT PROGRAMS AND  
EDUCATIONAL SUPPORT



# PURPOSE

The Strategic Plan creates transparency between the Student Programs and Educational Support Division (hereafter referred to as, LEA) and the Butte County Office of Education (BCOE) school programs on long-term vision, goals, actions and intended outcomes for students. The Strategic Plan was first developed in 2016 in response to The Every Student Succeeds Act (ESSA) signed into law by President Obama, December 2015. It was created using what resources, data and educational partner feedback could be gathered at the time, and was intended to act as an initial framework for the LEA in guiding BCOE schools through the implementation of new state and federal mandates.

Fall 2021 revisions were made for the sole purpose of striking language no longer relevant to the LEA (e.g., closed schools) and to provide additional clarity based on the LEA educational partner feedback gathered during the development of Annual Needs Assessments, the CCSESA LEA Self-Assessment and include representative staff volunteering to be a part of this important work.

This strategic plan will continue to serve as a framework for the LEA through 2026. Taking into consideration the evolution of research and evidence based practices, it is also the intention of the LEA that the Strategic Plan be a living document, in which minor adjustments may be made during annual review.

## A VISION FOR OUR STUDENTS

The Student Programs and Educational Support Division is committed to transforming lives through exemplary education. It is our mission to ensure learners are prepared to succeed in an ever-changing society. As such, the LEA team has established the following collective commitments to guide our work:

- **Students come first**
- **Professional Learning Communities (PLC) are the foundation of our work**
- **All goals align to the Local Control Accountability Plan (LCAP)**
- **Implement initiatives with fidelity**
- **Create positive cultures**

These collective commitments will continue to support attainment of the following LCAP goals:

- 1 **All BCOE students** will be prepared to transition successfully into subsequent educational levels and the workforce.
- 2 **All BCOE students** will learn in safe, consistent nurturing environments.



# BCOE SCHOOLS INCLUDE:

## CONTEXT AND BACKGROUND:

*Butte County Office of Education has several alternative education programs, including two charter schools with Dashboard Alternative School Status (DASS). Most BCOE schools receive schoolwide Title I funding.*

Butte County Community School (BCCS) serves approximately 40 students grades TK-12. BCCS supports at-promise students from throughout the county who are referred by the School Attendance Review Board (SARB), are on probation, are at risk of dropping out of school, and/or have been expelled. Additionally, students join the BCCS school family through self-enrollment when families/guardians are seeking out a smaller alternative educational environment for their student. Historically, the school has a high rate of mobility, chronic absenteeism and suspension. In response, the school implemented learning environments that emphasize a rigorous instructional program designed around student interests where students develop thinking skills, personal qualities and college and career readiness skills to prepare for transition to their next college/career placement.



Table Mountain School (TMS) is a Western Association of Schools and Colleges (WASC) accredited juvenile court school with fluctuating enrollment based on local incarceration trends. TMS provides a standards-based educational program to all youth detained in Butte County Juvenile Hall. Students may be enrolled anywhere from one or two days to over a year. TMS qualified for Dashboard Alternative School Status (DASS).



Butte County Office of Education (BCOE) Special Education Department provides centralized special education services to students from age birth to 22 years, in 13 school districts in Butte County, numerous counties outside of Butte SELPA, and Charter Schools. The centralized programs offered include: Deaf and Hard of Hearing Program, (DHH), program for students with behavioral needs in a therapeutic environment, (ACCESS), program for students with extensive support needs, (FOCUS), program for students with extensive support needs in the area of autism, (STRIVE), Early Start Infant Services, Collaborative Behavior Intervention & Inclusion Supports (CBIIS), Adapted Physical Education, Orientation and Mobility, Speech and Language Therapy, Orthopedic Impairment Services, Visual Impairment Services, Occupational Therapy, Deaf and Hard of Hearing Itinerant Services, and Special Education services at the Butte County Juvenile Hall Table Mountain School. Special Education does not receive Title I funds, but is included in Professional Learning opportunities using Title II funds.



BCOE schools are impacted significantly by demographic and social trends. Schools rely heavily on allocated federal funding, grants and community partnerships in order to meet goals in increasing the academic achievement of at-promise student populations.

BASES Learning Center (Butte Area Social Emotional Solutions) is a program for students in grades 3-12 with social and emotional challenges that provides intensive academic, psychological, and behavioral support to increase academic and personal success. The program offers high-quality instruction in standards-based curriculum and individualized programs and services specific to student needs. Some of the benefits include: smaller class sizes, psychological support services, a structured, leveled program based on best practices for behavior, individualized academic supports, and frequent parent communication. BASES Learning Center utilizes the resources of the larger Butte County area community to make it possible for students to stay close to their home school district while receiving an appropriate level of intensive counseling services based on their individual challenges. In collaboration with school psychologists from districts within the county, mental health clinician support is provided for the full school day. In collaboration with outside counseling agencies through behavioral health and drug rehabilitation professionals high levels of psychological support are provided as needed to each student. BASES partners with parents in the therapeutic process, sharing in the responsibility for student progress toward learning and social goals.



Hearthstone Charter School is a Western Association of Schools and Colleges (WASC) accredited dependent public charter school under the oversight of the Butte County Office of Education. Hearthstone serves approximately 175 students in grades TK-12, providing personalized learning through an Independent Study model and has increased opportunities for first instruction through a Hybrid Option (blended Independent Study with classroom instruction). This model strengthens the school's relationship with parents and the community to prepare students for career, college and life. In 2020, Hearthstone School qualified for Dashboard Alternative School Status.



Come Back Butte Charter (CBBC) is a Western Association of Schools and Colleges (WASC) accredited independent charter school. Students are served exclusively in partnership with Northern Rural Training and Employment Consortium (NoRTEC), the local administrator of Workforce Investment Act (WIA). CBBC qualifies for Dashboard Alternative School Status. CBBC strives to meet the needs of students, ages 16 and older, who have not been successful in traditional schools and/or students who dropped out of school. CBBC motivates students who do not have a high school diploma to "come back" and finish what they started. Students have the opportunity to earn their high school diploma or high school equivalence and receive support as they focus on pathways for their future. Through an independent study model, students meet with teacher(s) once a week to discuss their progress on their personalized learning plan. The CBBC staff works with each student to set attainable goals including working toward earning a high school diploma, developing skills to prepare for vocational programs, and/or pursuing higher education. CBBC helps students to improve their academic abilities, accept personal responsibility, and live healthy lifestyles. Student success is supported by the philosophy that Come Back Butte Charter is a place where education is the focus while improving our community for everyone.



# FAMILY ENGAGEMENT

Family engagement in non-traditional and alternative education settings can be a challenge. In some programs, parents are either involved in non-traditional ways (Independent Study) or students are of adult age. These situations make engagement data difficult to capture. In other programs, parents may be unable/unwilling to participate in the decision making process at the school level. As such, BCOE schools are charged with the task of finding creative ways to include family members, as well as community educational partners, in the decision making process of the schools.

The LEA supports school sites with plan development and strategies to:

- **engage students and families**
- **obtain feedback from family members**
- **provide family members with multiple opportunities to engage with the school**
- **facilitate communication between home and school**
- **provide families with information needed to support their children's educational progress**



*We find creative ways to include family members, as well as community educational partners, in the decision making process of the schools.*

While there are many positive aspects to the County Office alternative education and charter school programs, in recent years, the schools have not experienced more than small pockets of year-to-year academic growth, as documented in State assessment results. In addition, teachers have clearly indicated the need for the sustainable implementation of a system of supports, including a behavior program and training, so they are better able to teach and students are better able to learn.

The LEA has raised the bar for academic performance and achievement for all BCOE schools, and provided various types of wrap around support for schools using Title I funds. BCOE schools are working diligently to decrease suspensions and increase attendance. State test results indicate there has been academic growth in some grade levels on annual State assessments. By continuing to work diligently through cycles of continuous improvement using Professional Learning Communities (PLC) as the vehicle to drive progress, together the LEA and BCOE schools anticipate achieving identified long-term goals.

Nothing is impossible.  
The word itself says "I'm Possible!"

*-Audrey Hepburn*





## **THE IMPORTANCE OF ASSETS ORIENTED & NEEDS RESPONSIVE SCHOOLS**

BCOE schools serve students that are, for one reason or another, not successful in a traditional school setting. As such, the design of each instructional program (both inside/outside of the school walls) must support an academic and physical environment that does not replicate a traditional school environment. Schools must be responsive to different student strengths, needs and identities, and support the socio-emotional health and development of all students and student groups. They must value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates, and they must value and build strong family, community, and school partnerships. Staff must look to and support research-evidence based approaches to teaching and learning that are proven to support students for which the traditional system has not been sufficient.

# FRAMEWORK FOR LEARNING

Students entering and exiting BCOE school programs need social, technological and problem solving skills that prepare them for their future. Therefore, the following two goals drive the work of the school programs.

## **Preparing Students to Transition into Other Schools, College and the Workforce**

Each school program is committed to the goal of ensuring all students are well-prepared to be responsible and productive citizens as they transition to other schools, or graduate and move forward with their postsecondary goals in college, career and/or the workplace. Each BCOE school addresses this goal differently based on what educational partners feel best suits the needs of the student population served. This can include, but is not limited to using research-based practices of Project Based Learning (PBL), facilitating college application completion, supporting financial costs (such as college fees and books); providing academic, and guidance support for high school students, participating in community workforce partnerships, internships, job shadowing and community service; maintaining small class sizes, providing effective first instruction and personalized learning, offering transition and parent liaison services, providing 1:1 technology, and the implementation of rigorous and engaging curricula.

## **Supporting Learning in Safe, Consistent, Nurturing Environments**

Each school has a common need to establish an engaging learning environment that meets the needs of each individual student. In order to accomplish this, school sites focus on building a continuum of support and differentiated instruction. All schools participated in a Multi-Tiered System of Supports (MTSS) implementation process of systematically documenting the performance of students as evidence of the need for additional services after having first implemented interventions in the classroom. This process began with a strong emphasis on implementing Positive Behavioral Interventions & Supports (PBIS) to increase the proactive and preventative behavior instruction needed to support students experiencing academic and social difficulties in school. Superintendent Policy aligns with the implementation of proactive behavior supports.





# PRIORITY GOALS AND ACTIONS



BCOE schools have many ongoing needs, obligations and commitments. In many cases, these are tied to the aligned Charters (where applicable), LCAP and SPSA goals, while others may be tied to state and federal mandates and/or site-specific goals. LEA administration realizes that every need, obligation and commitment cannot be pursued with the same amount of intensity. It also realizes some tasks are a part of the day-to-day function of both LEA and school and must be completed regardless of other priorities. In order to fully achieve its vision, the LEA will focus centralized services on the following high leverage Title I funded goals and actions that support attainment of site plan goals, and ultimately, increased academic achievement:

I

**CREATE AN ENGAGING MODEL OF STANDARDS-BASED LEARNING- ELA/MATH FOCUS**

II

**CREATE A CONTINUUM OF SUPPORTS FOR ACADEMIC AND SOCIAL NEEDS**

III

**IMPLEMENT AN EFFECTIVE ASSESSMENT AND INTERVENTION SYSTEM**

# I

Create an Engaging Model of Standards-Based Learning – ELA/Math\* Focus with more than 60% of students meeting or exceeding standards in grades 3–8 and 11 on the SBAC assessment and an average DF3 of less than 20 points at each grade level assessed.

*\*(2016) State assessment scores in math have remained at 8–9% Meeting/Exceeding Standards since the implementation of Common Core Standards/SBAC. This is an area of intense focus for the LEA.*

- A. **Create an emphasis on a relevant, real world**; global learning that builds extended learning experiences and choices. Use Project-Based Learning as one vehicle to focus on subject matter integration, problem solving, collaboration, critical-thinking, and time management skills, and as a way to increase student engagement and buy-in for learning
- B. **Align curriculum** in courses of study that emphasize primary competencies by grade/subject and effectively integrate Common Core, STEM, PBL, health and wellness, and personalized learning
- C. **Focus on formative assessment** and use data to drive decision making and targeted intervention
- D. **Create a protected time for teachers to engage in professional development** and provide a supportive structure for implementation
- E. **Ensure necessary math, PLC and integrated, real-world professional learning and student-centered coaching supports** are in place to support student achievement
- F. **Ensure access to high quality CA standards** aligned educational materials
- G. **Identify essential standards in ELA and math** that follow the Essential Outcomes criteria defined in Raising the Bar and Closing the Achievement Gap (Richard DuFour) and create ELA and math pacing guides that support the needs of various sites in delivering content to multiple grade levels and in various settings. Pacing guides will align with rigorous and engaging Courses of Study.
- H. **Implement a system of Improved Instructional Leadership**
  - a. Informal and formal walkthroughs and observations
  - b. Instructional leadership training and coaching
  - c. Learning-Focused Conversations
- I. **Schools will experiment with a blended learning model** that redefines the boundaries of “school” by modifying the school day and assigning credit for standards aligned work in the community, integrating “nontraditional” activities into the school day, and providing greater integration of community activities and resources into the learning environment. Schools will focus on experimenting with the concepts of achievement and mastery rather than time spent on task.
- J. **Provide training and MTSS materials** for parent/community engagement

## II

Create a Continuum of Supports for Academic and Social Needs to decrease the rate of suspension and maintain an average of less than 3% at all sites and maintain attendance at a minimum of 95%.

- A. **Fully implement Positive Behavioral Interventions & Supports (PBIS)** Tiers 1-3 as measured by the Tiered Fidelity Inventory (TFI)
- B. **Build a sustainable system of support and training for PBIS** to best meet the needs of small school programs serving at-risk students
- C. **Implement a Multi-Tiered System of Supports**, of which PBIS will be one support on a larger continuum of supports. Use local assessment data to identify students for intervention or needing additional Universal Screeners that further identify student need.
- D. **Provide additional training** in behavior, safety and climate management including social emotional learning, trauma informed care, nurtured heart approach, restorative practices
- E. **Fully implement Aeries Parent Portal**, Gradebook and Interventions and build site capacity for an ongoing system of training
- F. **Provide continued training** in the PLC model to support data driven decision-making
- G. **Implement the PBIS School Climate Survey and Staff Climate Survey**
- H. **Support with training and materials** for parent/community engagement

### III

Implement an Effective Assessment and Intervention System that are used with 100% fidelity to track and monitor data that is used to personalize academic and behavior support plans for students.

- A. **Fully implement i-Ready** Diagnostic Assessments for reading and math (twice per year for students taking SBAC and three times per year for all other students). Implement Write Score assessment for writing for all grade levels twice per year.
- B. **Develop and implement Tier I-III classroom based supports** as part of the math and ELA curriculum committee work days
- C. **Develop system for targeted intervention** based on formative and summative assessment data
- D. **Implement online instructional tools** for differentiation/remediation including i-Ready, My Path and/or teacher created materials. Any teacher created materials should have a formal process for tracking, analyzing and reporting student achievement data.
- E. **Use State and local data** to drive discussion and “next steps” decision making in PLC meetings
- F. **Implement SBAC Designated Supports and Accommodations practice** no later than the return from winter break each year and track effectiveness of assigned supports to reevaluate and modify, as necessary
- G. **Implement Interim Assessment Blocks** as an additional tool for formative and State assessment practice
- H. **Create, monitor and adjust academic support plans** for English Language Learner students

# MEASUREMENT

Annually, the Student Programs and Educational Support administration will use the CCSESA LEA Self-Assessment rubric to monitor and support continuous improvement of the Strategic Plan implementation, and then monitor and adjust programs and systems in support of academic achievement.

The self-reflection rubric measures several key areas of implementation:



- #1- Shared Beliefs, Mission and Vision;**
- #2- Teaching, Learning and Assessment;**
- #3- Leadership and Governance;**
- #4- Professional Development for All;**
- #5- Infrastructure Alignment;**
- #6- Clear and Collaborative Relationships**



## The LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource (CCSESA)
- Michael Fullan's Coherence Framework

## Other measures for monitoring the progress of this Strategic Plan may include, but are not limited to, the following:



### LEA

- LEA Centralized Services Needs Assessment and Self-Evaluation

### Student

- Solicit student input (empathy interviews) regarding their experience in BCOE school programs
- Portfolios of Authentic Assessment samples, including but not limited to standardized testing information and selected exemplary standards aligned academic projects, products and writing samples that have been evaluated by the instructor
- Demonstrate proficiency in Primary Competencies (math and ELA) and gather data on student outcomes
- Local assessment and online instruction (i-Ready, My Path) data
- Behavior referral and attendance data
- Other intervention data

### Staff

- Data driven PLC meetings
- Measure progress of fidelity in PLC teams and Councils
- Longitudinal review of student work and exhibits in an electronic and/or physical portfolio format
- Staff surveys for feedback on LEA allowable professional learning topics (all action plans should be tied to aligned LCAP/SPSA goals)
- Annually review processes for evaluation, training, mentoring, and coaching
- Rubrics for State Standard, ELD and Carnegie math implementation, etc.
- Online supplemental instruction usage and monitoring reports
- Behavior referral and attendance data
- Classroom walkthrough data
- Survey staff to measure implementation of professional learning

### Parent and Community

- Solicit parent and community member input, report findings, and create action plans regarding student experience, growth and well-being, as well as academic practices
- Survey to evaluate community relationships and partnerships with non-profit organizations, industry, and local businesses, as well as state and federal governmental agencies

## PROFESSIONAL DEVELOPMENT PLAN

The LEA maintains a separate professional development plan which documents LEA funded and strategic plan aligned site based professional development and workshop and conference attendance.

## COMMUNICATION PLAN

In order to ensure that all staff and parents are current with evidence-based practices, informed and educated about organizational matters, including the Strategic Plan, BCOE sites share and inform parents during School Site Council meetings, parent surveys, Back to School Night, Advisory Council Meetings, Community Advisory Council meetings, parent meetings, conferences and IEP meetings. Feedback is solicited from the surveys and at the conclusion of meetings to elicit responses and provide ongoing communication with all educational partners.



BUTTE COUNTY  
OFFICE OF  
EDUCATION IS  
COMMITTED TO  
THE SUCCESS  
OF EVERY  
STUDENT AND  
THE EXCELLENCE  
OF EVERY  
EDUCATOR.

1859 BIRD STREET  
OROVILLE . CA . 95965  
[HTTPS://WWW.BCOE.ORG/](https://www.bcoe.org/)

