



# Culturally Responsive Educational Service Delivery Model

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Every system is perfectly designed  
to get the results that it gets

**SCUSD CORE  
VALUE**

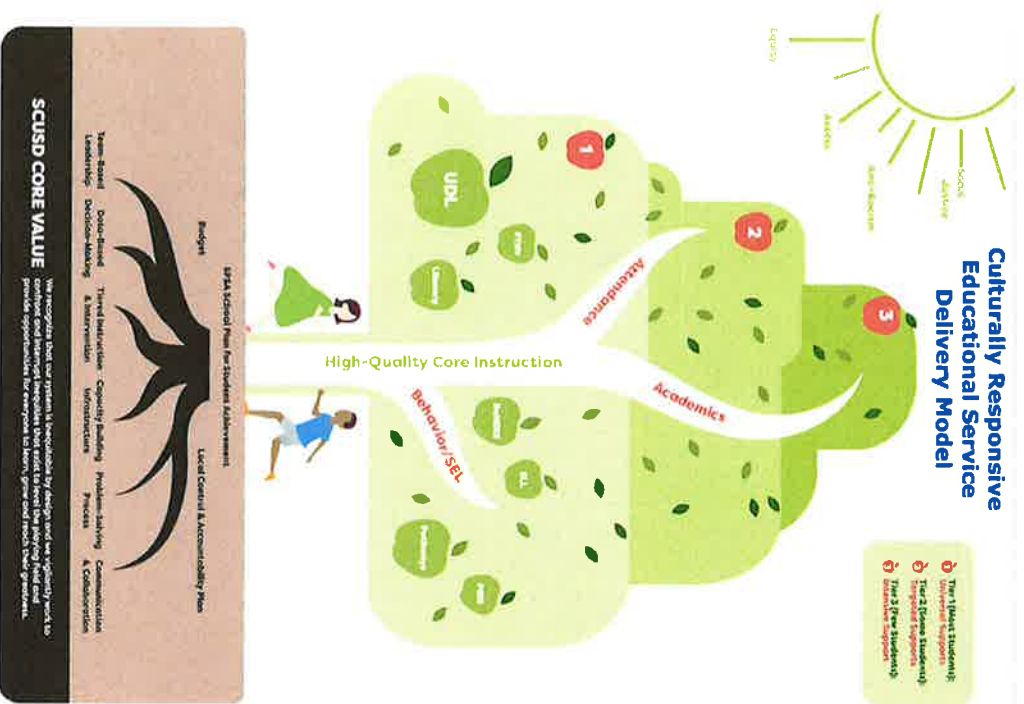
We recognize that our system is  
inequitable by design and we  
vigorously work to confront and  
interrupt inequities that exist to  
level the playing field and  
provide opportunities for  
everyone to learn, grow and  
reach their greatness.

**SCUSD GUIDING  
PRINCIPLE**

All students are given  
an equal opportunity to graduate  
with the greatest number of  
postsecondary choices  
from the widest array of options

# Board Presentation Desired Takeaways

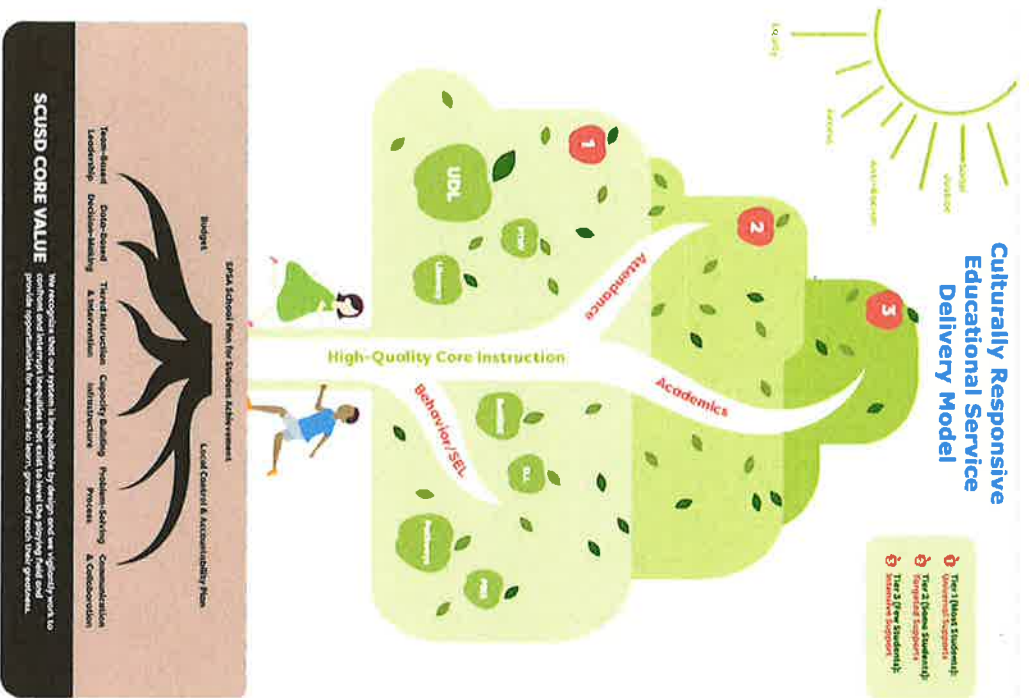
- We must assure every student has access to high quality instruction and support, at their home school, alongside their grade level peers
- Our existing instructional models and supports are not meeting the diverse needs of our students
- The district is obligated to design and provide a framework for effective instructional delivery based on “whole child” data
- All SCUSD governing body mandates and expert reports call for MTSS
- SCUSD Multi-tiered Systems of Supports (MTSS) implementation is in progress, flexible, and responsive to site needs



# Culturally Responsive Educational Service Delivery Model

Assures that every student has access to **high quality rigorous instruction** and supports, at their home school, alongside their grade level peers

# Culturally Responsive Educational Service Delivery Model

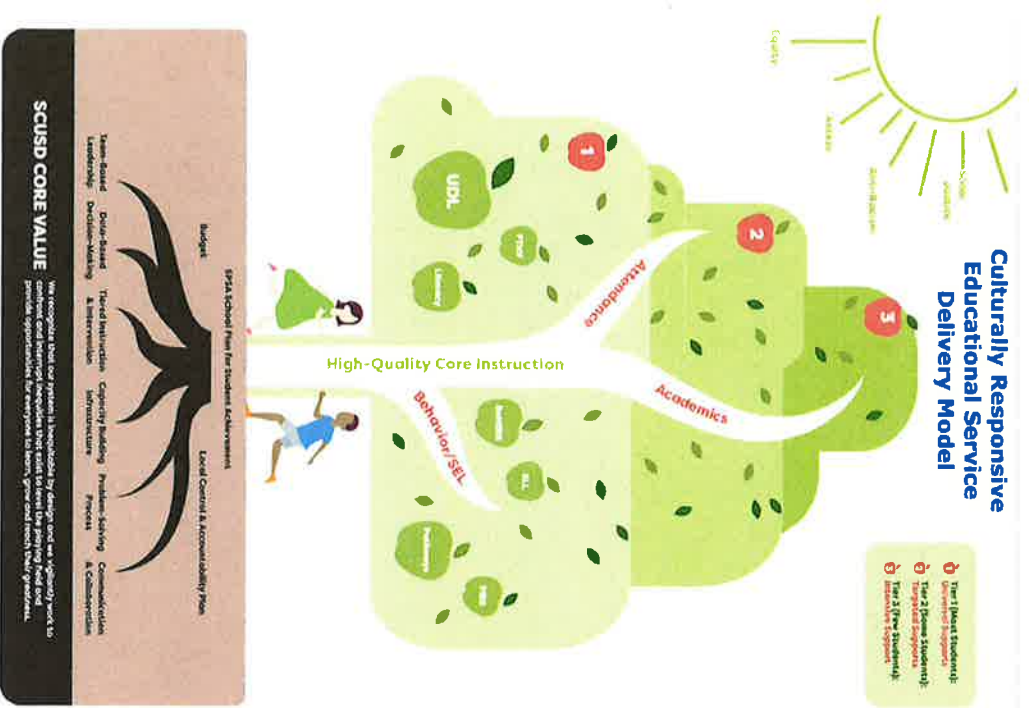


## High Quality Instruction through Professional Learning & Core Competencies:

- Universal Design for Learning (UDL)
- Social Emotional Learning (SEL)
- Anti-Bias/Anti-Racist Practices
- Culturally Responsive Teaching & Learning
- Academic Rigor
- Data-Based Problem Solving



# Culturally Responsive Educational Service Delivery Model



## Grounded in the six domains of MTSS:

- Team-Based Leadership
- Data-Based Decision Making
- Tiered Instruction & Interventions
- Capacity Building Infrastructure
- Problem Solving Process
- Communication & Collaboration



# Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION



MTSS must be established as the underlying structure for all work designed to improve student outcomes. **The district should develop, distribute, and implement a comprehensive vision, framework, and action plan to support MTSS systemwide.** The work needs to facilitate a shared sense of urgency among all stakeholders to improve educational outcomes for all students.

[Council of Great City Schools. 2017](#)

IMPROVING  
SPECIAL EDUCATION SERVICES  
IN THE  
SACRAMENTO UNIFIED  
SCHOOL DISTRICT

Submitted to the Board of Education  
of the  
Sacramento City Unified School District  
by the  
Strategic Support Team  
of the  
Council of the Great City Schools



Spring 2017

# THE FIVE CRITICAL FACTS SERIES

The FIVE CRITICAL FACTS Series

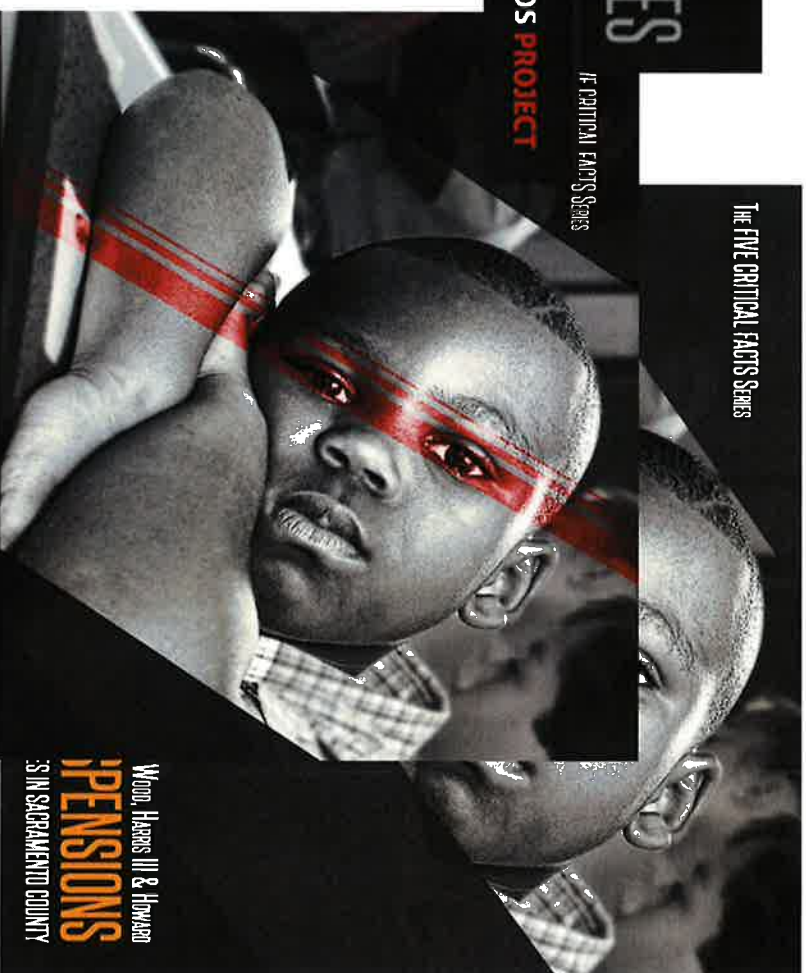
THE FIVE CRITICAL FACTS SERIES

BLACK MINDS PROJECT

Initiate district-level plans to reduce suspensions that identify areas in need of attention, specify planned interventions, and track the effectiveness of these interventions over time.

[The Capitol of Suspensions, 2017](#)

[The Capital of School Suspensions II, 2021](#)





# CCEE

California Collaborative  
for Educational Excellence



With clarity on, and resources aligned to, the district instructional vision (MTSS), strategy, priorities, and outcomes, site-based management can collectively work together to demonstrate improved outcomes for students.

[CCEE SCUSD Systemic Instructional Review, 2020](#)



# Policy Analysis for California Education

Improving Education Policy  
and Practice and Advancing Equity Through Evidence



At its foundation, an MTSS model provides all students with high-quality, evidence-based instruction and support in core content, behavior, and social-emotional learning, known as Tier 1. **Approximately 80 percent of students should be able to meet benchmark targets through Tier 1 instruction and support. If fewer than 80 percent meet the established goals, Tier 1 approaches should be reconsidered and refined (Hoover, 2011).**

[PACE Restorative Restart, 2021](#)



May 2021



# SCUSD LCAP

**GOAL 6:** Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS).

[SCUSD Local Control & Accountability Plan, 2021](#)

## 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP)

Updated 8.10.21



### Contents:

1. 2021-22 LCFF Budget Overview for Parents (3 pages)
2. Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (121 pages)
3. 2021-22 Local Control and Accountability Plan (121 pages)
4. 2021-22 Total Expenditures Table (133 pages)
5. 2021-22 Contributing Expenditures Table (4 pages)
6. LCAP Instructions (15 pages)
7. Appendix A: Additional Expenditure Table with projected expenditures by resource (2 pages)
8. Appendix B: Glossary (6 pages)
9. Appendix C: Location Details for School Site-determined actions (2 pages)



# Colleague-ship of Expertise

- **Dr. Judy Elliot** - Edulead, LLC - Leading national expert on MTSS installation, implementation and coaching
- **Dr. Brian Gaunt** - University of South Florida - Leading MTSS installation and implementation expert
- **William Tollestrup** - MTSS project leadership in Elk Grove USD & CalSTAT expert coach and trainer for MTSS in California
- **Kevin Schaefer** - Supporting Inclusive Practices - Director of Equity and Inclusive Practices



**ELK GROVE UNIFIED**  
SCHOOL DISTRICT

**UNIVERSITY OF  
SOUTH FLORIDA**  
A PREEMINENT RESEARCH UNIVERSITY



Supporting Inclusive Practices



# The Intent of MTSS in SCUSD

Multi-Tiered Systems of Support will permeate our system as the foundation for all practices and decision-making to ensure high quality tier one instruction matched with effective, evidence-based interventions and supports for ALL students

If fewer than 80% meet the established goals...

Sacramento City Unified School District: CAASPP ELA

0.3

Sacramento City Unified School District: CAASPP MATH

0.3



If fewer than 80% meet the established goals...

2020-21 EOY ELA Assessment Overall Participation and Performance

Grade Level	Students Tested %	Students Not Tested %	Total #
K	85%		
1	87%		
2	90%		
3	93%		
4	92%		
5	91%		
6	87%		
7	76%		
8	73%		
9	66%		
10	60%		
11	59%		
Total	70%		

2020-21 EOY Math Assessment Overall Participation and Performance By Grade Level

Grade Level	Students Tested		Students Not Tested		Total #
	%	#	%	#	
3	93%	2865	7%	214	3079
4	91%	2826	9%	271	3097
5	90%	2862	10%	307	3169
6	89%	2782	11%	338	3120
7	74%	2273	26%	781	3054
8	73%	2353	27%	876	3229
11	60%	1611	40%	1095	2706
Total	82%	17572	18%	3882	21454

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Grade Level	Standard Met
3	22%
4	22%
5	21%
6	26%
7	49%
8	47%
11	20%
Total	29%

#

# ... Tier One approaches should be reconsidered.

“We need MTSS in our schools so that we can **minimize or eliminate barriers** and improve student outcomes by designing **equitable, tiered, universally designed systems** of support that address student’s academic, behavioral, and social-emotional needs in **ways that are culturally sustaining**. It is a system for educating all of our students and educating them completely as a “whole” person.”

-Katie Novack, UDL by Design

SACRAMENTO CITY UNIFIED  
**Academic Performance**  
 View Student Assessment Results and other aspects of school performance.





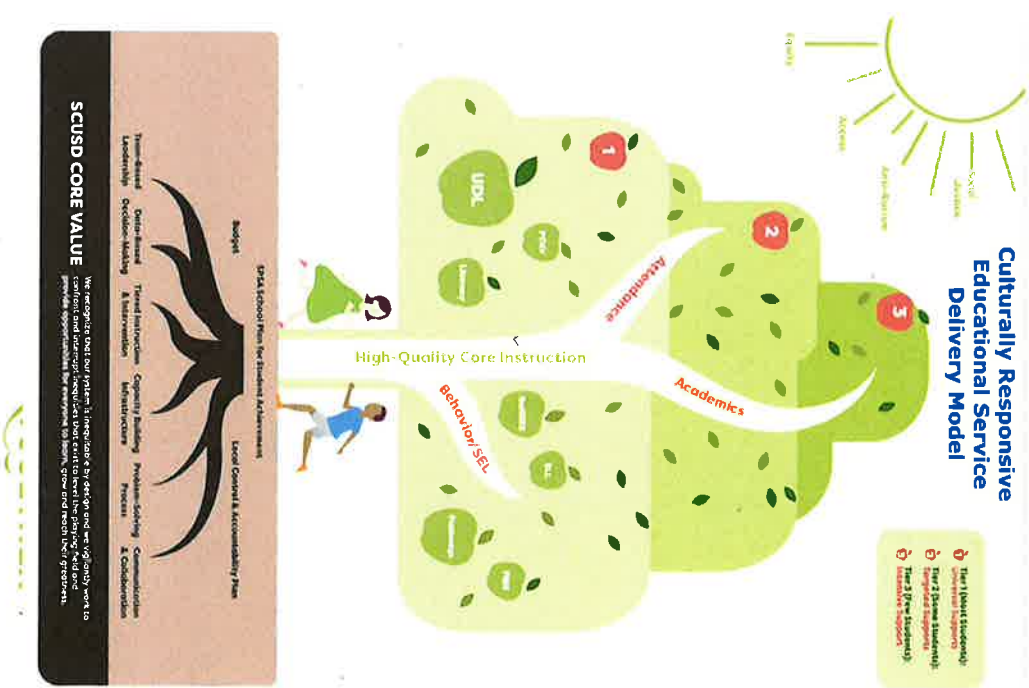
# Tier One Approaches

research-based core universal interventions and supports

In SCUSD, Tier One is defined by

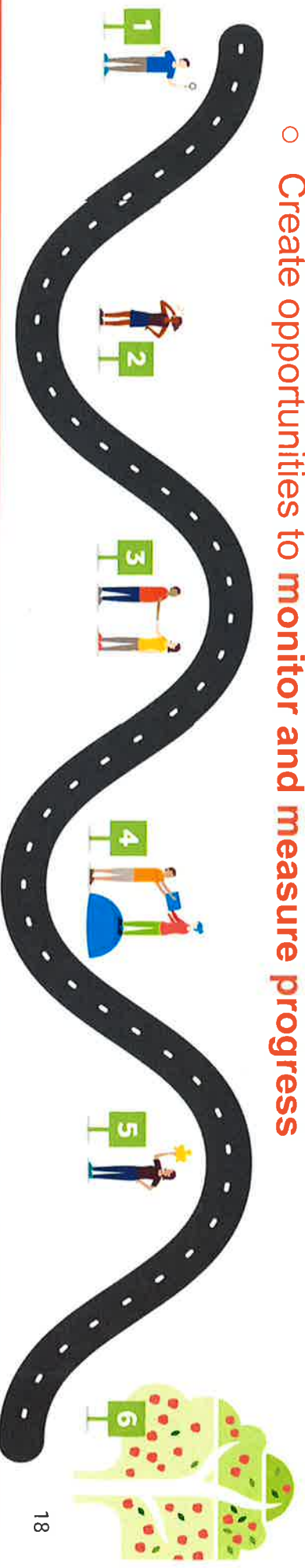


and improved through  
Instructional Framework Construction  
Professional Learning  
Data Collection & Analysis



# MTSS Designed by and for SCUSD

- **Data-based decision making** designed to be scalable, sustainable & successful
- **Needs Assessment:** academic, attendance, behavior & special education data
- Build common language, **common understanding & common expectations**
- Phased implementation - three cohorts, designed to:
  - **Reflect the diversity** of our schools, students, teachers and leaders
  - **Build leadership** and implementation capacity
  - Create opportunities to **monitor and measure progress**



# Designed for Flexibility - MTSS for MTSS

- District Leadership Team provides framework and tiered supports
- Site Leadership Teams build and implement site-based MTSS teams
- Cohort Feedback & Adjustments
  - Scheduling, timelines, deadlines & content
- Balancing student needs with system and site constraints
- Instructional Assistant Superintendent (IASs) and C&I Coaching supports and guidance



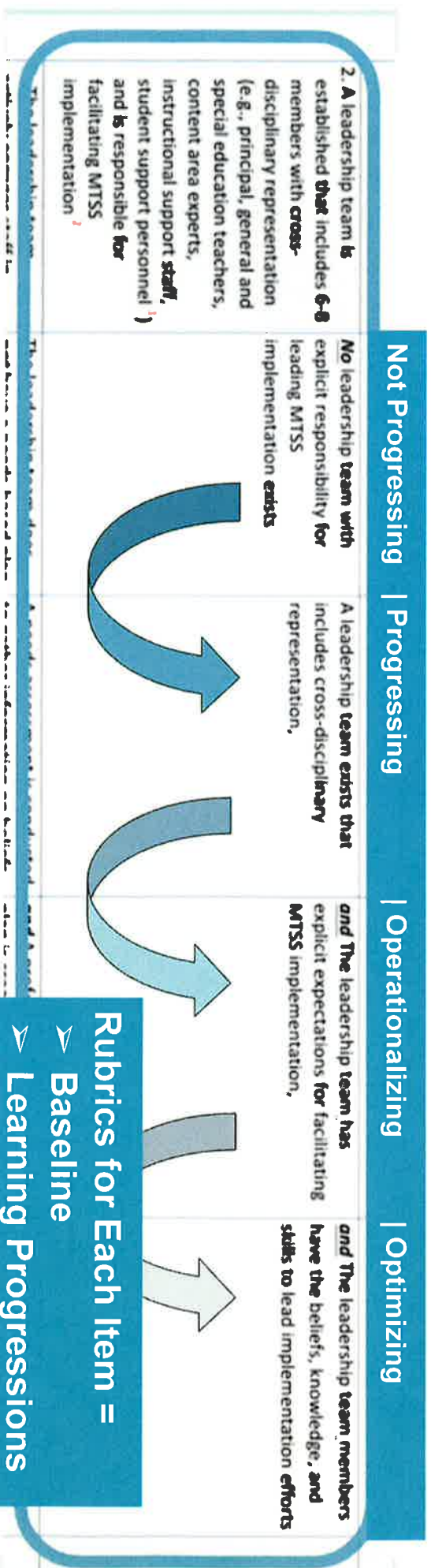
# The Self Assessment for MTSS

Self-Assessment of MTSS Implementation (SAM)					
Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
<b>1. Leadership Domain (Items 1-5)</b>					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <u>not</u> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<u>and</u> The principal actively supports the leadership team and staff to build capacity for implementation	<u>and</u> The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel <sup>1</sup> ) and is responsible for facilitating MTSS <sup>2</sup> implementation	No leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	<u>and</u> The leadership team has explicit expectations for facilitating MTSS	<u>and</u> The leadership team members have the beliefs, knowledge, and	
3. The leadership team actively engages staff in ongoing professional development and coaching <sup>3</sup> necessary to support MTSS implementation	The leadership team does <u>not</u> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	<u>and</u> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<u>and</u> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	No strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<u>and</u> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation	<u>and</u> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement	

> 6 Domains  
 > 39 Items  
 > 4 Implementation Levels



# The Self Assessment for MTSS



- Rubrics for Each Item =
- Baseline
  - Learning Progressions
  - Growth Targets
  - Success Criteria



# MTSS Journey for Cohorts 1 & 2

Cohort 2, Year 1

Cohort 1, Year 2

Deepen &  
Reframe  
Knowledge  
of MTSS

Create  
MTSS Site  
Leadership  
Team

Conduct  
SAM &  
Identify  
Areas for  
Growth

Build Data-  
Based  
Problem  
Solving  
Capacity

Create  
MTSS  
Action Plan

Implement  
Action Plan  
& Build SLT  
Capacity



# Baker Case Study - MTSS Overview

- Baker staff believes that in order for a student's thinking and learning brain to be activated, he/she must be present, feel safe and welcomed, and be in a supportive academic environment. Our adults bear the responsibility of creating those supportive and safe conditions for all students.
- MTSS provides an opportunity for educators to develop, utilize, and refine a common language and common definitions to describe what is experienced at a school site.
- Through these common definitions, school staff can work to 'see' kids in the same way. With the appropriate leadership, expertise, and participation, all staff can use a common approach that is repeatable, scalable, and responds to the unique needs of every family.
- When MTSS structures are well designed and implemented with fidelity, common data regarding student outcomes abounds - this data is highly actionable and reliable.

## **Baker MTSS - Attendance & Engagement**

- Genesis of MTSS work at Baker was attendance, supported by the Attendance and Engagement Department.
- Led by Assistant Principal and the Attendance Team (compromised of teachers and classified staff), the Baker MTSS Triangle was developed. (Resource mapping/inventory)
- During staff meetings and other staff professional development opportunities, the staff developed a common understanding of Tier 1 engagement best practices and created a process for addressing chronic absenteeism and supporting families who were facing obstacles to getting students to school.



# Baker MTSS - Attendance & Engagement

Tier 2 and Tier 3 work revealed a need for:

- basic necessities
- mental health services
- internet access
- community engagement around the importance of attendance and involvement.

During the 2020-21 school year, Baker average daily attendance (ADA) was higher than the district average and its chronic absenteeism rate was lower than the district average.



## **Baker MTSS - Mental Health & Wellness**

- Baker staff engaged in Anti-Racism/Equity professional development with EPOCH Education, as well as trauma-informed practices with Dr. Martha Merchant to respond to the unique needs and characteristics of the community.
- In this work, we were able to shift the traditional view of negative student behaviors as ‘discipline’ to the paradigm that ‘problematic’ behaviors are unskilled communication of an unmet need.
- The Mental Health and Wellness MTSS Triangle sees student behaviors through a trauma-informed lens.

# Baker MTSS - Mental Health & Wellness

- Tier 1 supports include class meetings, calming corners, and schoolwide mindfulness best practices.
- Creation of a Student Support Center offers direct services to families.
- SCOE school therapist, as part of School-based Mental Health and Wellness grant, provides direct services to students and families as well as consultations for staff.
- Baker Coordination of Services Team (COST) meets weekly to case manage.



## Baker MTSS - Academics

- Academic MTSS coincided with work with English Literacy Support Block (ELSB) grant, which included two teams of teachers and Academic Office ELA Coordinator in 2020.
- Both teams set out to address significant achievement gaps for all Baker students, including English language learners (ELLs) and students with identified disabilities (0% of ELLs or students with disabilities were meeting ELA standards in ELA in 2018).
- At the time, there was not a common approach (Tier 1 best practice) for foundational reading skills instruction schoolwide.

## Baker MTSS - Academics

- MTSS and ELSB teams created a plan to provide 45-minutes of targeted literacy instruction to every Baker student each day during 'What I Need' (W.I.N.) time.
- Teachers received professional development for SIPPS prior to the beginning of the year.
- Every student was given a baseline assessment to begin the year; teachers used these results for groupings and we created a master schedule to accommodate exchanging of students between grades 1 and 2, 3 and 4, and 5 and 6.
- Teachers use SIPPS diagnostics, mastery tests, and district common assessments to monitor student academic trajectory.

## Baker MTSS - Academics

- W.I.N. groups range from newcomer groups learning letter names, sounds, and sight words, to students who are reading at or above grade level engaging in novel studies.
- Pictured is a group of 5th and 6th grade newcomers working on sight words with Ms. McClain.



## **Baker MTSS - Key Takeaways**

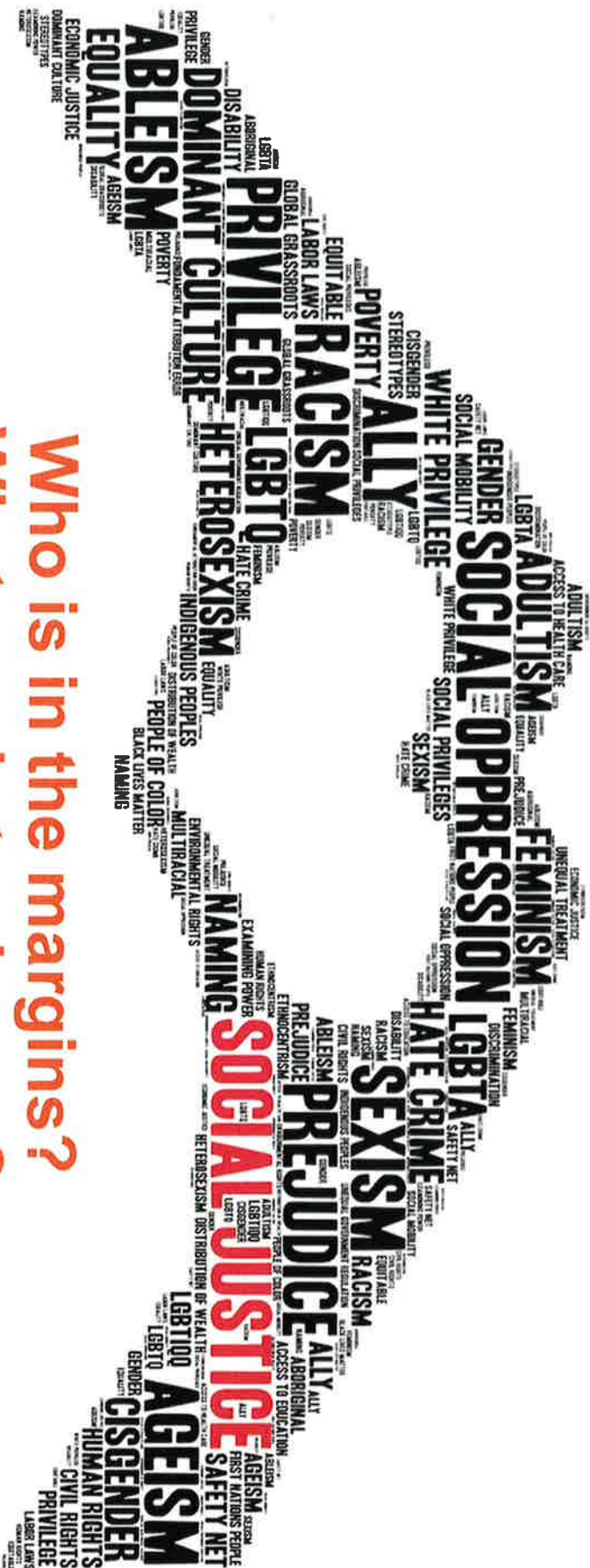
- A shared vision supported by strong teacher commitment, rooted in student-centered goals.
- A common language and common definitions for what adults experience at the school site.
- A data-based decision making process that relies on regular monitoring of student trajectory with data points that are understood by all families.
- An abundance of high-quality professional development to build teacher and administrator capacity.
- Fidelity and transparency with the self assessment process.

# MTSS - What's Next?

- **District Leadership Team** uses MTSS to implement MTSS
- **Evidence-Based Self Assessment** of MTSS - Cohorts 1 & 2
- **Site Leadership Teams** design & operationalize MTSS Action Plans
- **Integration** of MTSS with Single Plans for Student Achievement (SPSA)
- **Ongoing coaching & support** from Instructional Assistant Superintendents, Curriculum & Instruction and Special Education
- **Progress monitoring and data analysis** to measure progress and impact of MTSS on students and families
- **MTSS Board Policy**



Is our educational system accessible, equitable, inclusive and reflective of all students and families?



Who is in the margins?  
What needs to change?



# Key Takeaways

- We must assure every student has access to high quality instruction and support, at their home school, alongside their grade level peers
- Our existing instructional models and supports are not meeting the diverse needs of our students
- The district is obligated to design and provide a framework for effective instructional delivery based on “whole child” data
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# Questions & Discussion

