



Culturally Responsive Educational Service Delivery Model

March 3, 2022

Presented by:

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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 vigilantly 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.

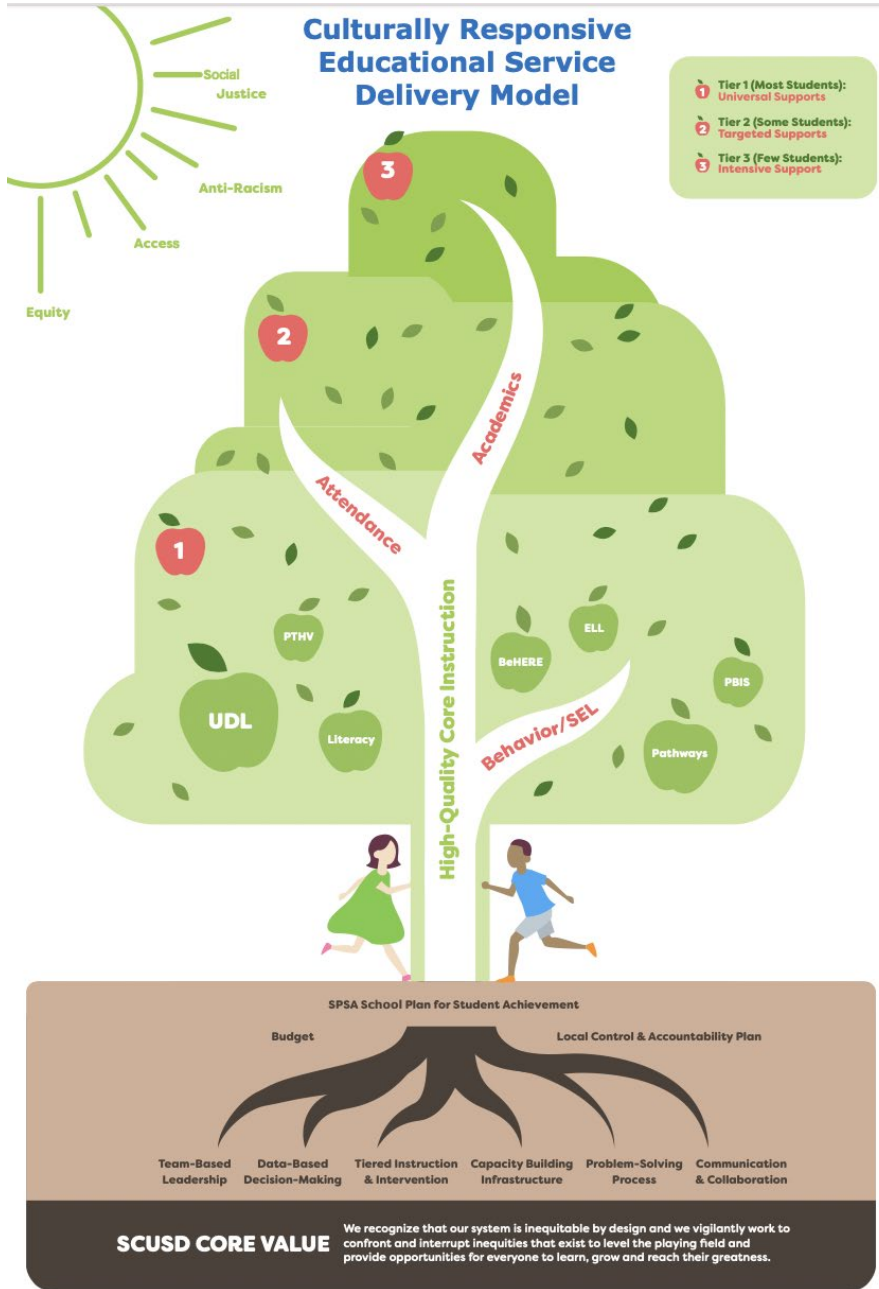
**SCUSD GUIDING
PRINCIPLE**

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

- 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 inconsistent and 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 **Multi-tiered Systems of Supports (MTSS)**
- SCUSD MTSS implementation is **in progress, flexible, and responsive** to site needs

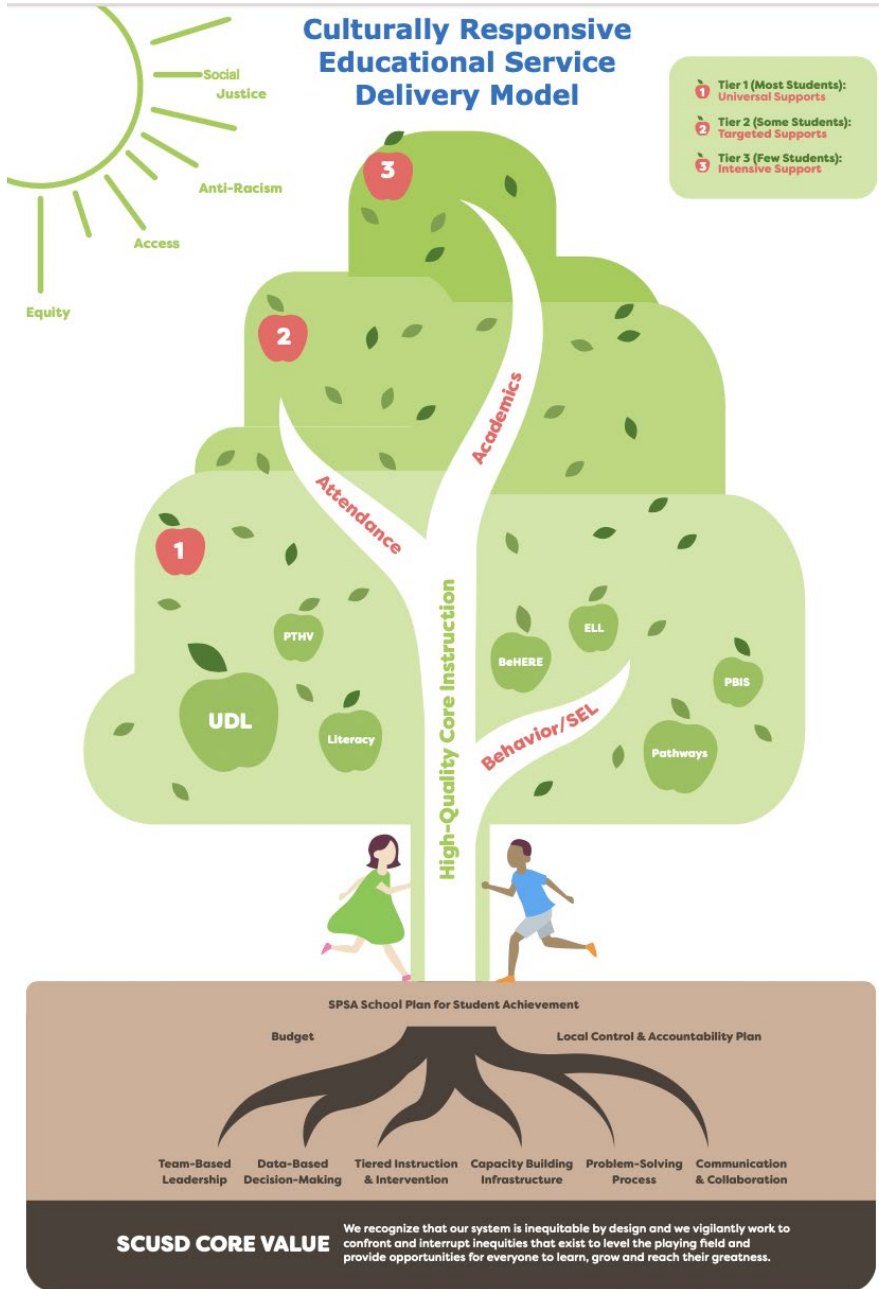
Culturally Responsive Educational Service Delivery Model



Our Culturally Responsive Educational Service Delivery Model...

Assures that every student will thrive as a result of high quality rigorous instruction and whole child supports, in a challenging, supportive, and inclusive learning environment.

Culturally Responsive Educational Service Delivery Model

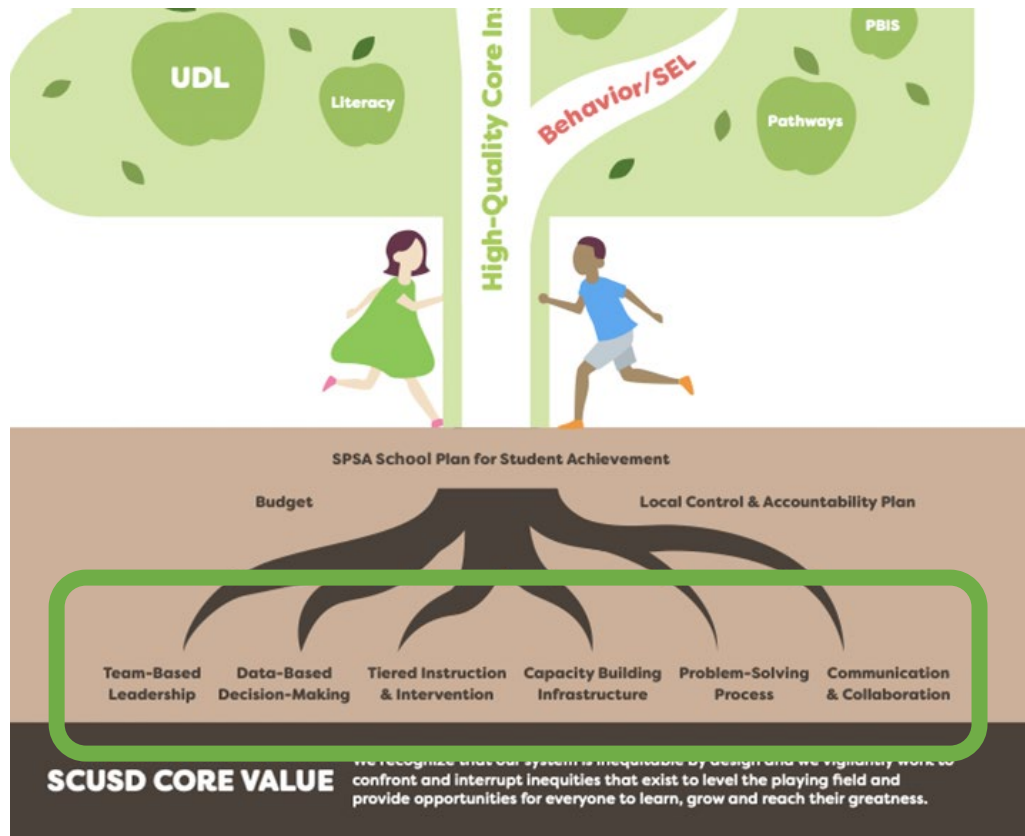


Our Culturally Responsive Educational Service Delivery Model...

Provides High Quality Core Instruction:

- Direct Instruction (DI)
- Universal Design for Learning (UDL)
- Social Emotional Learning (SEL)

Our Culturally Responsive Educational Service Delivery Model...

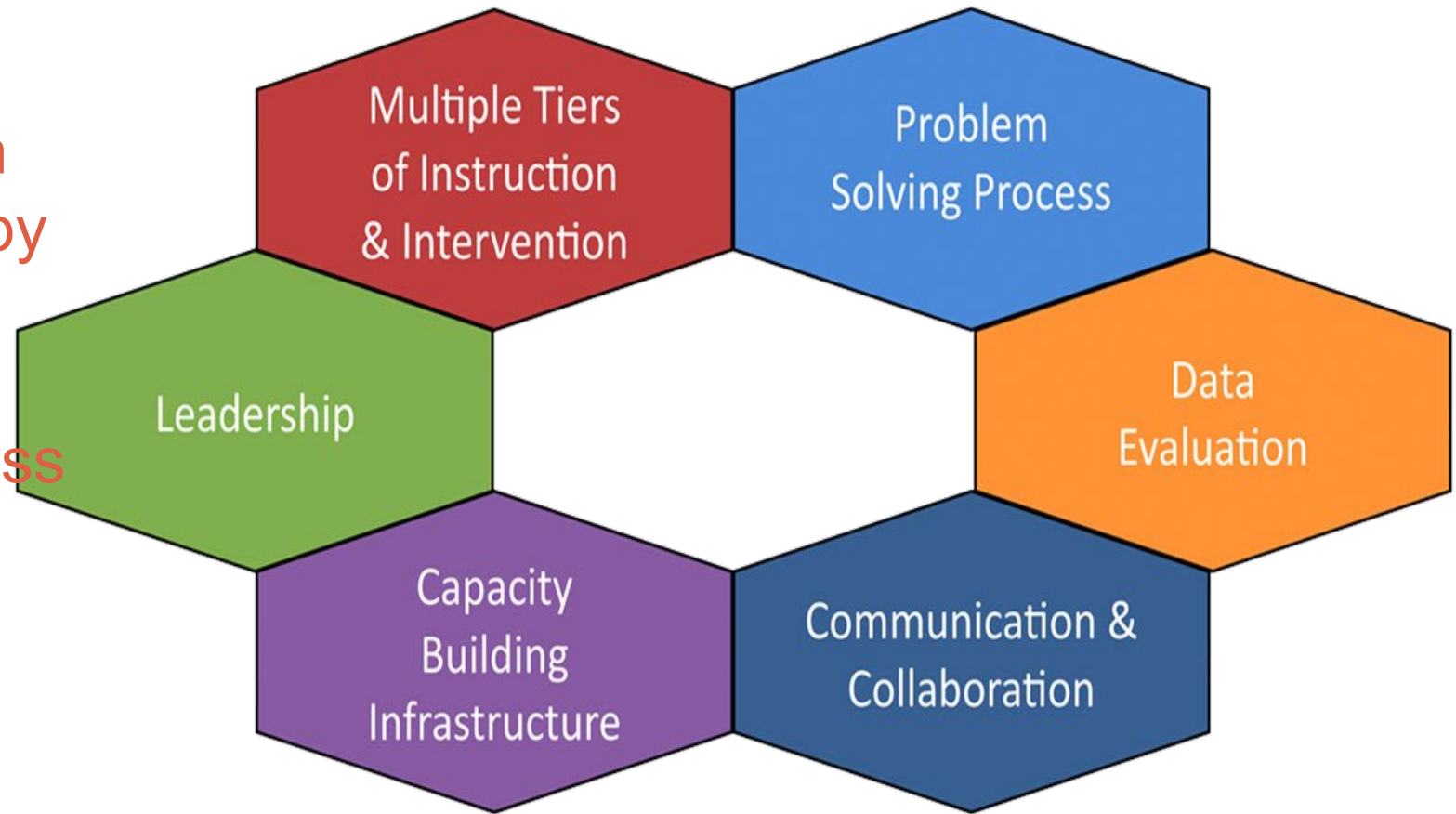


Is grounded in the six critical components of MTSS:

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

What is MTSS?

MTSS is a framework to ensure successful education outcomes for ALL students by using a databased problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social emotional instruction and intervention supports matched to student need in alignment with educational standards.

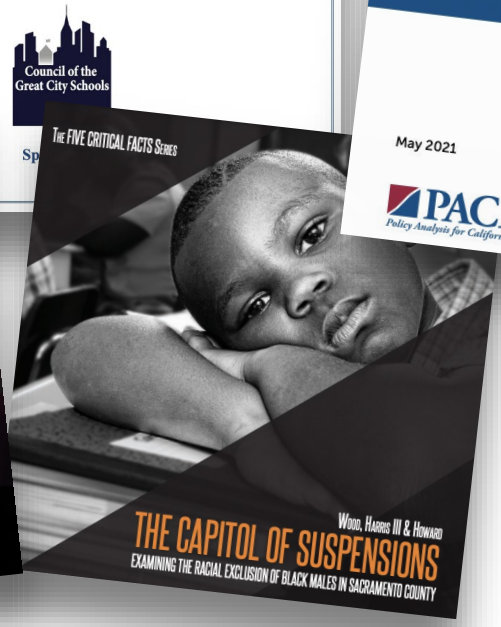
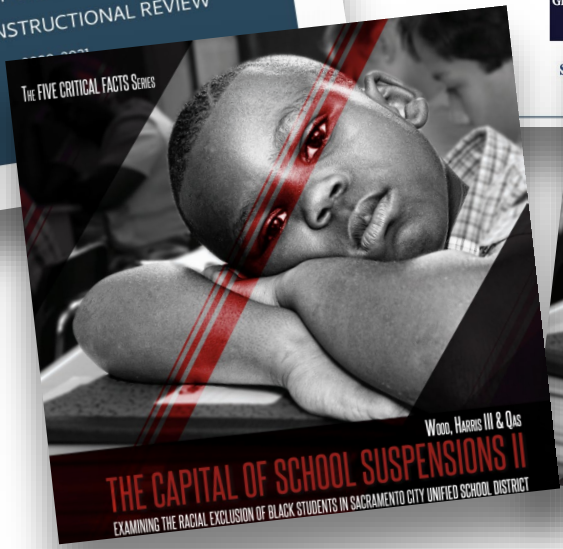
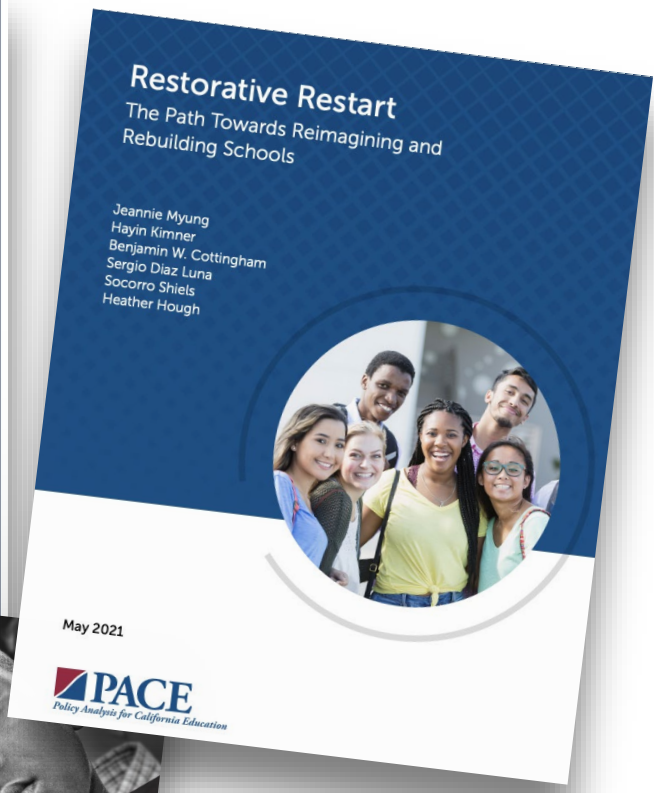


Why MTSS?




**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



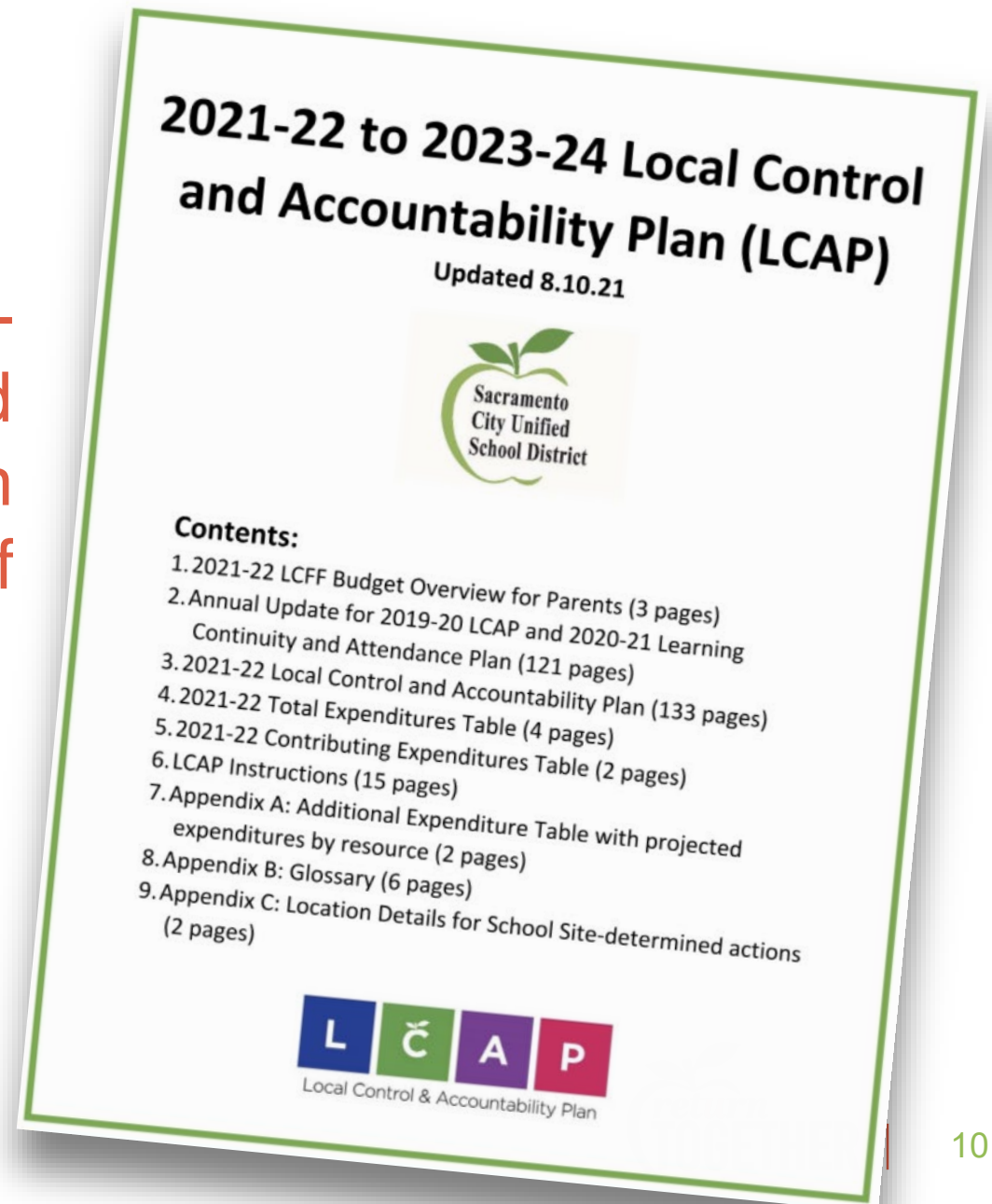
1. STATUS OF B/AAAB RECOMMENDATIONS AT-A-GLANCE - <https://drive.google.com/file/d/1Is-3USio8BdPxIzHzG9YNNNjAbKuKRaY/view>

(8) TOTAL CULTURE AND CLIMATE RECOMMENDATIONS:	(5) TOTAL ACADEMIC ACHIEVEMENT RECOMMENDATIONS:
COMPLETED AND NEED TO BE MONITORED	
<ol style="list-style-type: none"> 1. CC.1: Establish a District-wide Advisory Board 2. CC.2: Establish a Black/African American Parent Engagement Steering Sub-Committee(s) 3. CC.3: Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the district average. 4. CC.4: Eliminate willful defiance suspensions (Senate Bill 419). 5. CC.5: Eliminate PRE-K – 3rd grade suspensions. 6. CC.6: Divest from future funding for school resource officers and reinvest in alternative supports. 	 <p>Black/African American Advisory Board <i>Unconditionally & Unapologetically Advocating for Black Scholars</i></p>
INCOMPLETE AND REQUIRE PRIORITIZATION AND IMPLEMENTATION	
7. CC.7: Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	1. AA.1: Implement multiple measures to assess student progress to identify students in need of intervention and prioritize resources.
8. CC.8: Increase Black/African American teachers from 109 to 150.	2. AA.2: Implement research-based intervention and acceleration strategies to close persistent learning gaps.
	3. AA.3: Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.). 31
	4. AA.4: Create a District-wide study team tasked to review, monitor K-12 special education referral practices.
	5. AA.5: Adopt and implement curriculum that includes and reflects Black/African American experience

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](#)

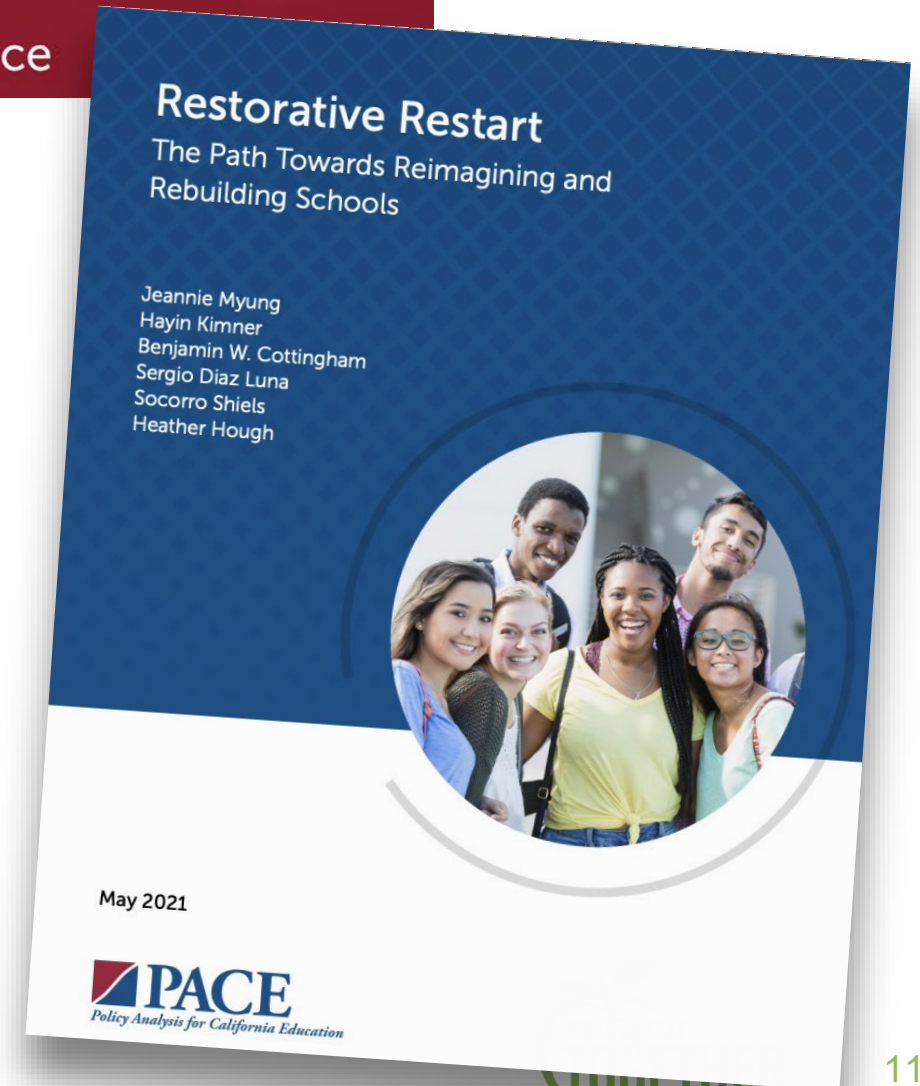


Policy Analysis for California Education

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](#)



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

Year

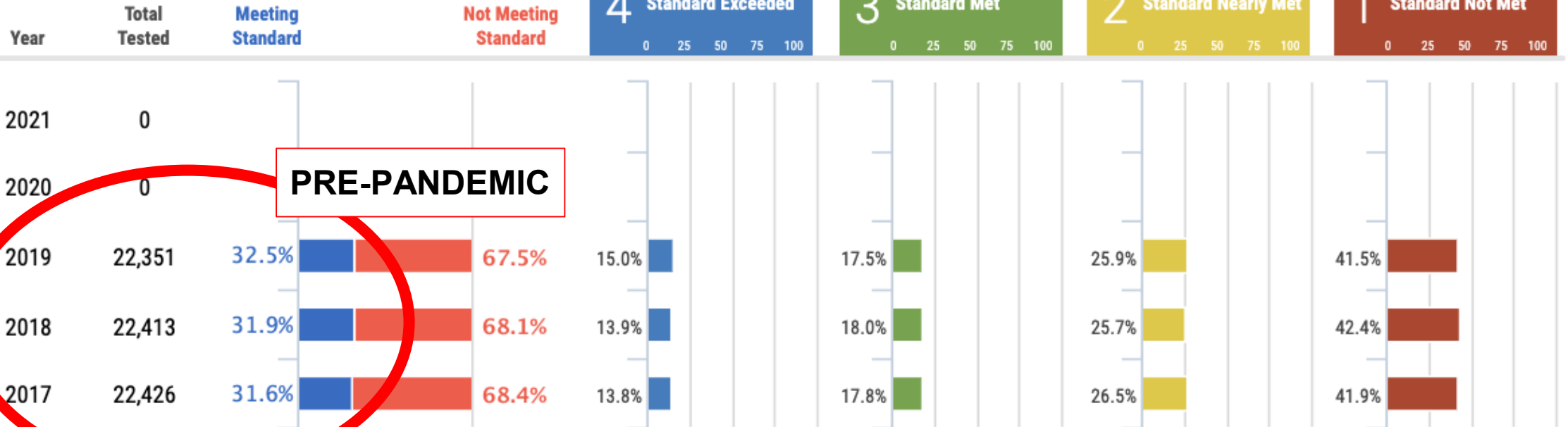
2021

2020

2019

2018

2017



PRE-PANDEMIC

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

2020-21 EOY ELA Assessment Overall Participation and Performance

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

Grade Level
K
1
2
3
4
5
6
7
8
9
10
11
Total

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

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

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

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

PANDEMIC

Note: The counts do not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

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.

THE SACRAMENTO BEE

SACBEE.COM

Sacramento students fell behind in online learning during COVID. Can they recover?

BY ALEXANDRA YOON-HENDRICKS

UPDATED FEBRUARY 22, 2022 8:51 PM



Hiram W. Johnson High School student Monique Young is stands outside her home in Sacramento earlier this month. She was a freshman when the pandemic began in March 2020. Previously a good student, she struggled with distance learning, failing some classes and getting Ds in others. She's now a junior, hoping to get into UC Merced or a historically Black college or university. PAUL KITAGAKI JR. PKITAGAKI@SACBEE.COM

Los Angeles Times

First comprehensive data in two years show big academic setbacks for California students



Student participates in remote learning in September 2020. (Genaro Molina / Los Angeles Times)

BY PALOMA ESQUIVEL | STAFF WRITER

JAN. 7, 2022 UPDATED 7:40 PM PT

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WORLD & NATION

West prepares to fast-track weapons to Ukraine; Zelensky agrees to negotiate with Russia

HOUSING & HOMELESSNESS

L.A. must add more than 250,000 homes to zoning plan by October, state rules

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**

Colleagueship of Expertise

- **Dr. Judy Elliott** - 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



Supporting Inclusive Practices



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
- **Data collection and progress monitoring**
- **Cohort feedback & adjustments**
 - Scheduling, timelines, deadlines & content
- **Balancing** student needs with system and site constraints



Supports Designed for MTSS

- Additional positions created to **support MTSS**:
 - Counselors, school psychologists, social workers, nurses, behavior, educational technology, ELD & attendance outreach positions
- Repositioned Academic Office staff as **professional learning and coaching teams** to support sites
- MTSS website
- Expanding supports to include **early childhood education** (Agenda Item 9.0)
- Improving **evidence-based professional learning and coaching infrastructure** through cross-departmental restructuring (Agenda Item 9.0)

SCUSD MTSS Journey

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

School of Engineering & Sciences - Cohort 1, Year 2

Enrollment is up

517 (March 17-18)

514 (March 19 -20)

534 (March 21-22)

Suspensions are down

NA (YTD 17-18)

8.6% (YTD 19-20)

4% (YTD 21-22)

School Climate is strong

Positive + Strongly Positive

81% (20-21)

87% (21-22)*

*** Culture and Race questions had a rate of 93% Strongly Positive responses (21-22)

Graduation Rate is up

91.89% (19-20 SY)

100% (20-21 SY)

A-G Rate is up

58.82% (19-20 SY)

64% (20-21 SY)

MS Math D + F Rate is down

Q1: 45% (20-21 SY), 8% (21-22 SY)

Q2: 52% (20-21 SY), 13% (21-22 SY)

HS Math D + F Rate is down

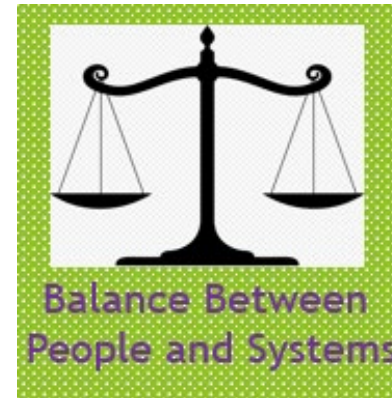
Q1: 25% (20-21 SY), 4% (21-22 SY)

Q2: 29% (20-21 SY), 12% (21-22 SY)

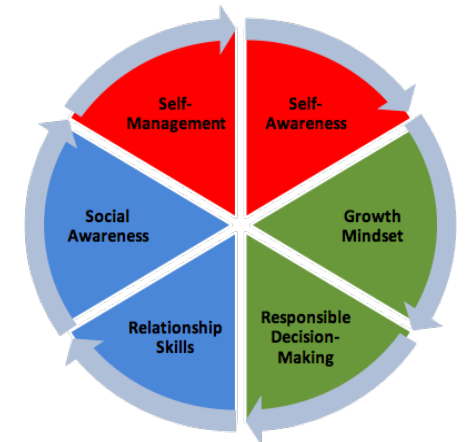
SES - Leadership & Building Capacity

Critical elements required for systems designed to improve outcomes at SES:

- Strong culture of teaching, learning, and continuous improvement
- Teams with a clear purpose, specific areas of responsibility, and scheduled meeting times
- Common goals and clear expectations



	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
	Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
Access	Provide options for Recruiting Interest (7) <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Minimize threats and distractions (7.3) 	Provide options for Perception (1) <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) Offer alternatives for auditory information (1.2) Offer alternatives for visual information (1.3) 	Provide options for Physical Action (4) <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) Optimize access to tools and assistive technologies (4.2)
Build	Provide options for Sustaining Effort & Persistence (8) <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) Vary demands and resources to optimize challenge (8.2) Foster collaboration and community (8.3) Increase mastery-oriented feedback (8.4) 	Provide options for Language & Symbols (2) <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) Clarify syntax and structure (2.2) Support decoding of text, mathematical notation, and symbols (2.3) Promote understanding across languages (2.4) Illustrate through multiple media (2.5) 	Provide options for Expression & Communication (5) <ul style="list-style-type: none"> Use multiple media for communication (5.1) Use multiple tools for construction and composition (5.2) Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	Provide options for Self Regulation (9) <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) Facilitate personal coping skills and strategies (9.2) Develop self-assessment and reflection (9.3) 	Provide options for Comprehension (3) <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, and relationships (3.2) Guide information processing and visualization (3.3) Maximize transfer and generalization (3.4) 	Provide options for Executive Functions (6) <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) Support planning and strategy development (6.2) Facilitate managing information and resources (6.3) Enhance capacity for monitoring progress (6.4)
Goal	Expert Learners who are... Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed



SES - Leadership & Building Capacity



Skills for Academic and Career Success

Critical Thinking and Problem Solving

- Applying knowledge, skills, and experience to solve problems arising in everyday life and in the workplace
- Asking the right questions while exercising critical thinking and problem solving skills
- Demonstrating decision-making skills and responsible behaviors in personal, school and community contexts
- Demonstrating intentional metacognition in problem solving and decision-making



Creativity, Innovation, and Entrepreneurship

- Creating original works while keeping the outcome and audience in mind
- Employing and documenting a systematic approach to creative thinking and design
- Taking the initiative to reflect on, accept critical feedback, and grow from experiences without being fearful of failure



Communication and Collaboration

- Articulating ideas clearly and coherently in oral, written, and non-verbal communication while keeping in mind task, discipline, and audience
- Cooperating to accomplish a common goal by valuing all contributions and assuming shared responsibility for collaborative work
- Using social awareness and interpersonal skills to establish and maintain positive relationships



Media Evaluation and Application

- Accessing and evaluating information from a wide variety of sources
- Using digital tools to create authentic, relevant projects that demonstrate complex conceptual understandings
- Using digital tools to effectively communicate and collaborate
- Using digital tools ethically in personal and professional life
- Using digital tools with a global perspective



Life and Leadership Skills

- Developing self-awareness and self-management skills to achieve school and life success
- Developing relevant strategies and take actions to realize post-secondary goals
- Demonstrating respect for multiple perspectives and seeking to understand other cultures
- Conducting oneself ethically and with integrity in personally and professionally
- Engaging in and creating opportunities to be of service in the community and participating in local, national, and global communities



WE ARE ROCKETS



Resilient:

Be able to withstand or recover quickly from difficult situations

Open-Minded:

Be willing to consider new ideas and accept others

Courageous:

Be brave enough to do what is right or difficult

Kind:

Have good intentions

Engaged:

Be able to practice, be involved, and be present

Trustworthy:

Be able to be relied on as an honest or truthful individual

Spirited:

Be full of energy, enthusiasm, and determination

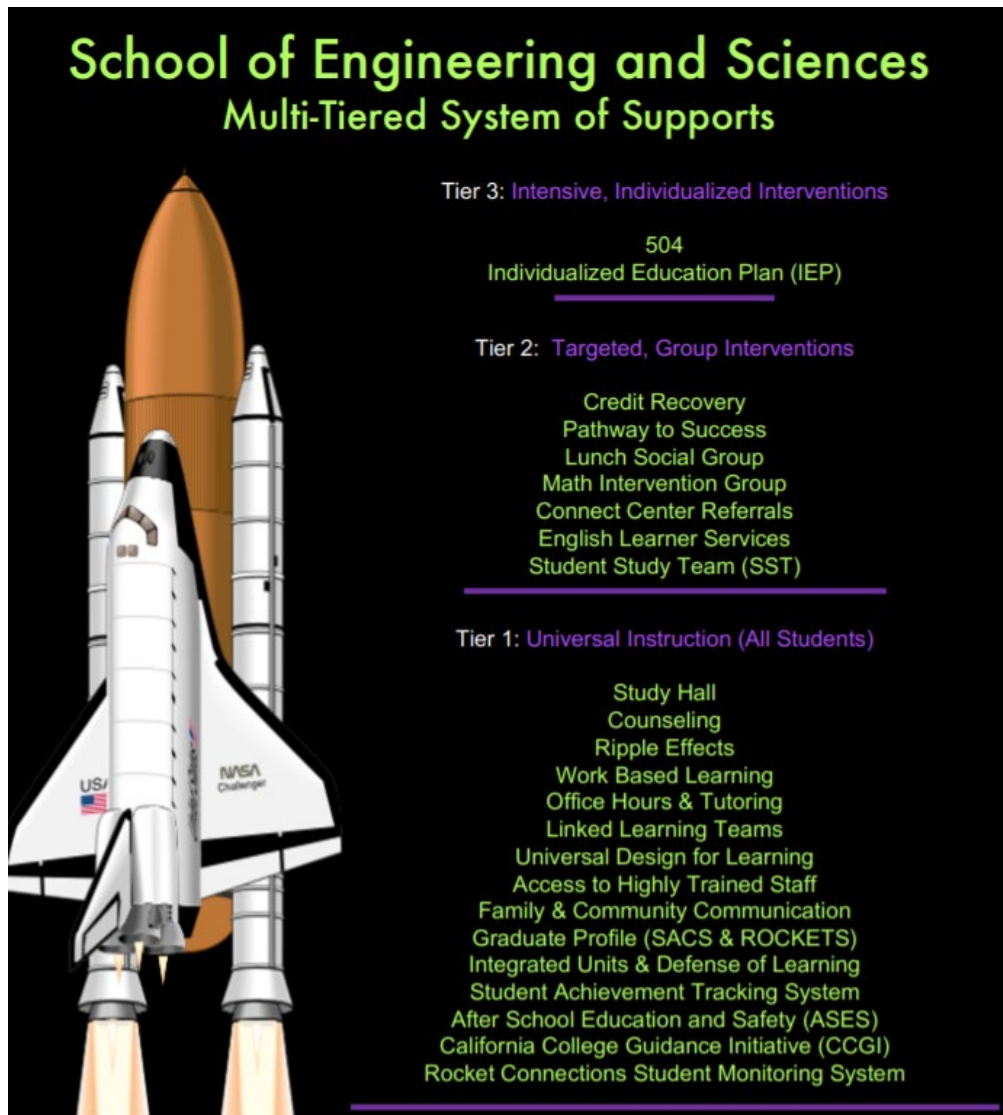
SPSA

IMPROVED ACADEMIC OUTCOMES:
INCREASE IN STUDENTS AT OR ABOVE
GRADE LEVEL IN MATHEMATICS

CULTURE AND CLIMATE:
MULTITIERED SYSTEM OF SUPPORTS THAT
EXPLICITLY ADDRESSES SOCIAL-EMOTIONAL
LEARNING COMPETENCIES

COLLEGE AND CAREER READINESS:
A FRAMEWORK AND ACTIVITIES THAT
PROVIDE STUDENTS OPPORTUNITIES TO
DEVELOP GRADUATE PROFILE SKILLS

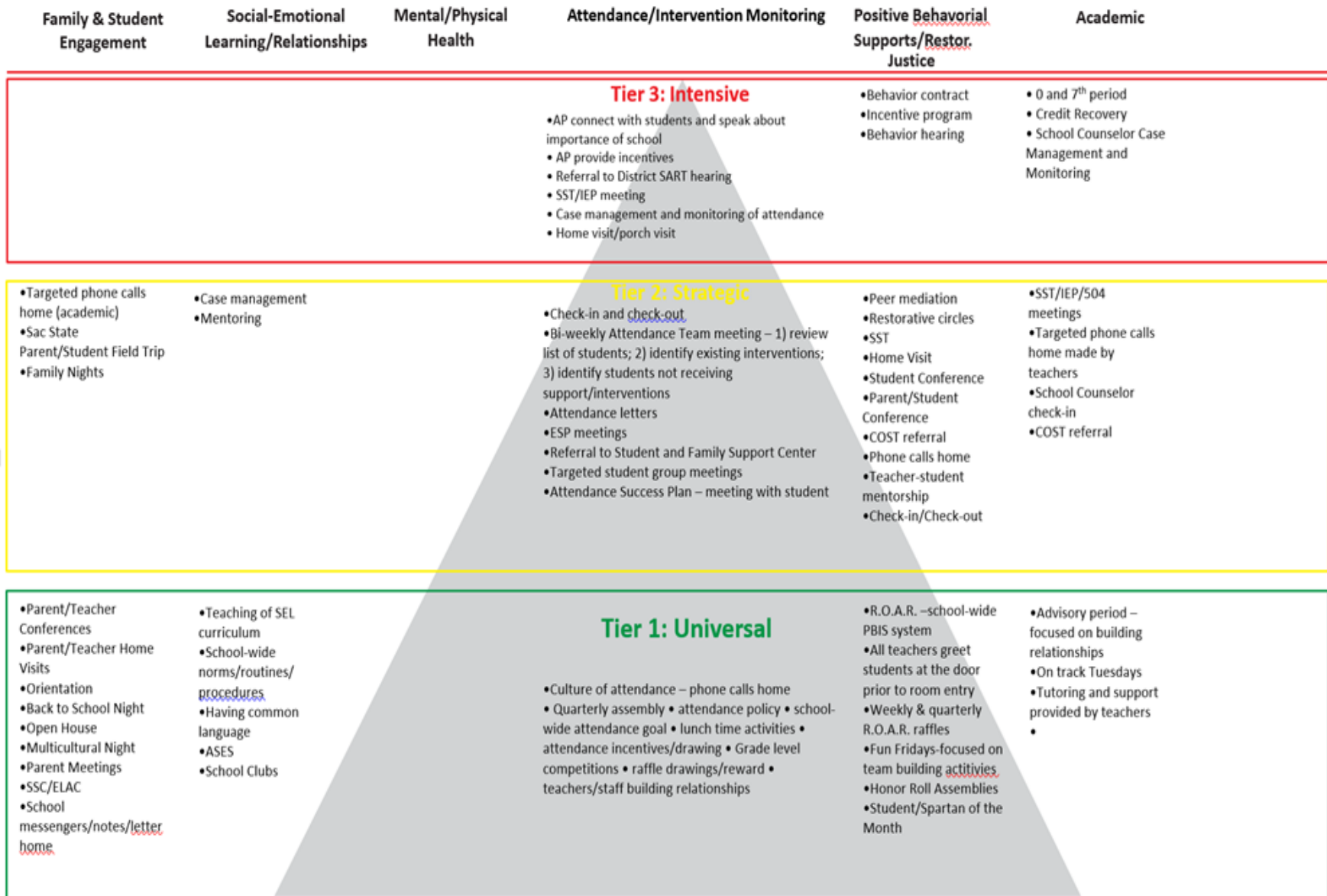
SES - Data, Collaboration & Communication



- Data, communication, and collaboration facilitate problem solving AND determine interventions
- Data to inform decisions and actions, monitor progress, and communicate strengths and areas of growth
- Multiple data sources for a broad (and narrow) examination of input and output:
 - Academic Achievement
 - Engagement
 - Mindset/Beliefs

Will C. Wood Cohort 1, Year 2


Will C. Wood Multi-tiered Support System



Will C. Wood - Tier One

Tier One Change Idea: Student Advisory Period

- Student Engagement & Connection
- High School and College & Career Readiness
- Building Relationships
- SEL

<p>Will C. Wood Middle School <i>Home of the Spartans!</i> <i>Hear our Spartans R.O.A.R.</i></p>			 <p>Classroom</p>
<p>Be Responsible:</p> <ul style="list-style-type: none"> - Dress according to the WCW dress code - Use school appropriate language - Be polite, courteous, and honest - Be safe 	<p>Be On task:</p> <ul style="list-style-type: none"> - Be in your assigned seat when the bell rings - Take out appropriate materials before the bell - Be on task 	<p>Be Active:</p> <ul style="list-style-type: none"> - Follow directions - Stay focused - Participate actively - Complete all assignments - Be helpful - Attend school daily 	<p>Be Respectful:</p> <ul style="list-style-type: none"> - Enter room appropriately - Use appropriate voice - Follow directions - Use appropriate action to get the teacher's attention - Respect yourself, others, and materials used - Clean up

Will C. Wood MTSS

Chronic Absenteeism is down

49.3% (19-20 SY)

15.3% (20-21 SY)

35.1% (21-22 YTD)

Suspension Rates are down

8.3% (18-19 SY)

7.1% (21-21 YTD)



D&F Rate is down

Q1: 37% & Q2: 40% (19-20 SY)

Q1: 54% & Q2: 59% (20-21 SY)

Q1: 33% & Q2: 29% (21-22 YTD)

High School Readiness is up

71% (20-21 SY)

99.7% (21-22 YTD)

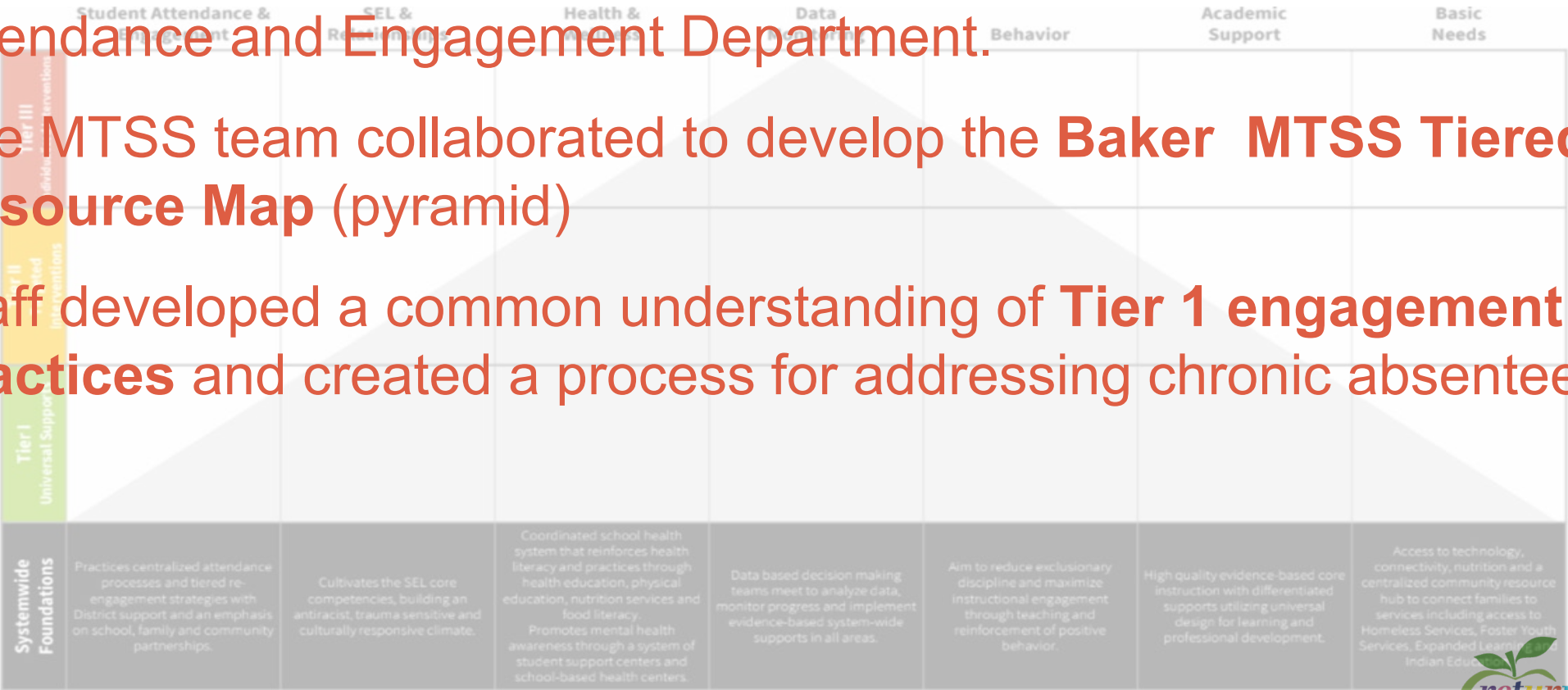


Ethel I. Baker - Cohort 1, Year 2

- A student must **be present, feel safe and welcomed**, and be in a **supportive academic environment** for his/her **thinking and learning brain to be activated**
- Staff must develop, utilize, and refine a **common language** and common definitions to describe what is **experienced at a school site**
- With the appropriate leadership, expertise, and participation, MTSS work is **repeatable, scaleable, and can meet the needs of every SCUSD family**
- **Common data** for student outcomes and **student-first decision making** drive the success

Baker MTSS - Attendance & Engagement

- Genesis of MTSS work at Baker was attendance, supported by the Attendance and Engagement Department.
- The MTSS team collaborated to develop the **Baker MTSS Tiered Resource Map** (pyramid)
- Staff developed a common understanding of **Tier 1 engagement best practices** and created a process for addressing chronic absenteeism



Baker MTSS - Attendance & Engagement

Tier 2 and Tier 3 work revealed a need for:

- Basic necessities
- Mental health services
- Internet access

As a result, Baker provides:

- Robust communication with families
- Health information in home languages
- A culture of being available



	YTD Chronic Absenteeism Rate	YTD Attendance Rate	YTD Absence Rate
District	20.0%	92.6%	7.4%
Ethel I. Baker	17.1%	93.5%	6.5%

Baker MTSS - Mental Health & Wellness

- Tier 1 practices include class meetings, calming corners, schoolwide mindfulness best practices, and a trauma-informed approach
- 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 and consultations for staff
- Baker Coordination of Services Team (COST)

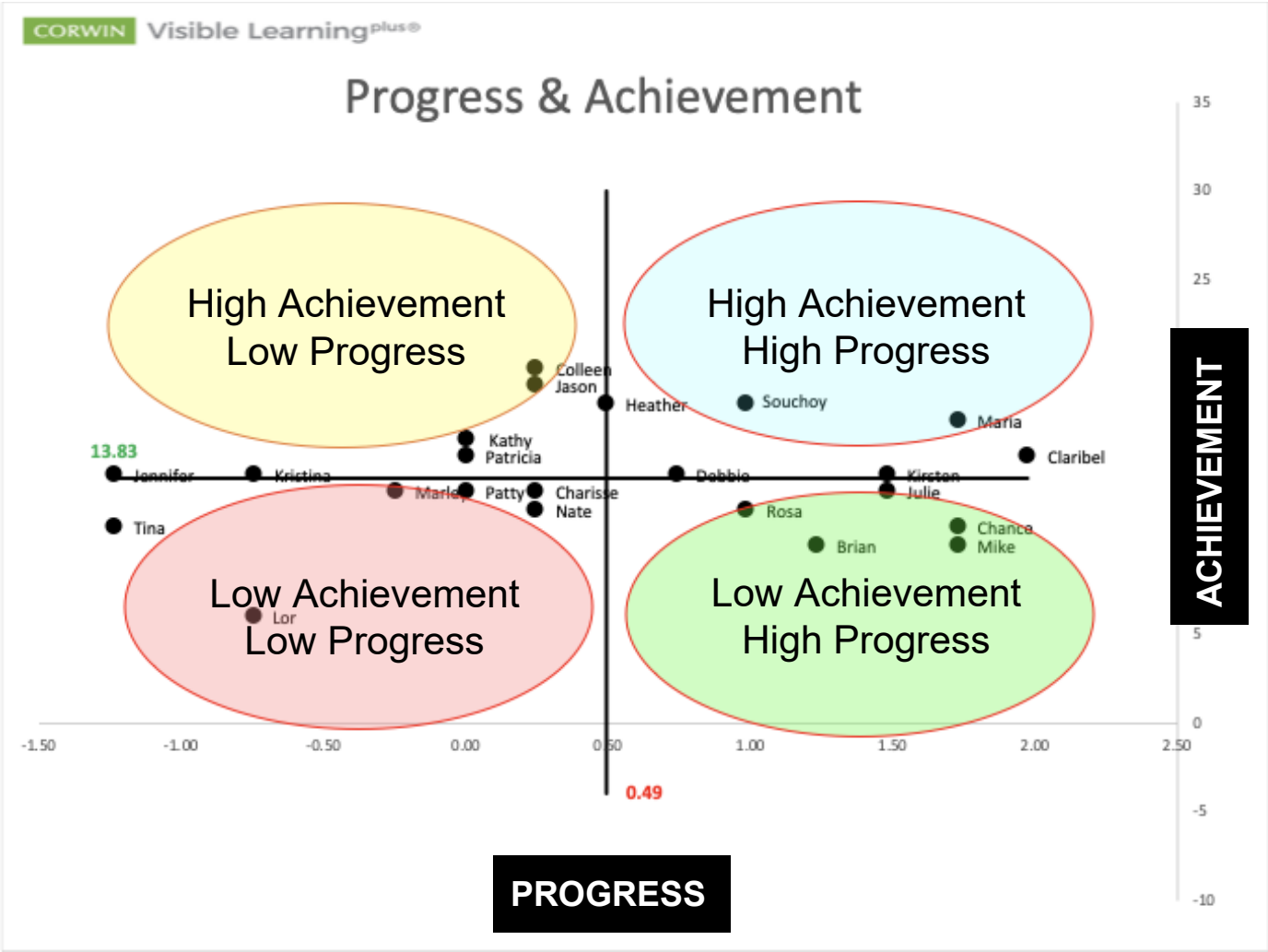


Baker MTSS - Academics

- MTSS & Early Literacy Support Block (ELSB) Grant
 - Teacher team collaboration
- Structured Literacy through What I Need (W.I.N) as Tier 1 Practice
 - Daily dedicated blocks of individualized literacy instruction
 - Professional learning
- Regular Assessment Cycle
 - Pre-assessment
 - Progress monitoring
 - Data-based decision making
 - Refinement of process



Baker MTSS - Academics



Baker MTSS - Key Takeaways

- Academic safe spaces as part of a supportive school environment complement Tier 1 mental health and wellness practices for all students
- 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

SCUSD MTSS - What's Next?

- **District Leadership Team** - MTSS to implement MTSS
- **Evidence-Based Self Assessment** of MTSS - DLT & Cohorts 1 & 2
- **Site Leadership Teams** - Design & operationalize MTSS Action Plans
- **Integration** of MTSS with Single Plans for Student Achievement (SPSA)
- **Improved evidence-based professional learning and coaching infrastructure**
- **Progress monitoring and data analysis** to measure progress and impact of MTSS on students and families
- **MTSS Board Policy**

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
- **All SCUSD governing body mandates and expert reports call for MTSS**
- SCUSD MTSS implementation is in **progress, flexible, and responsive to site needs**

Questions & Discussion



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

Who is in the margins? What needs to change?