



**Orange County Department of Education  
DEVELOPING, ALIGNING, AND IMPROVING SYSTEMS OF ACADEMIC AND  
BEHAVIORAL SUPPORTS:**

**Scaling Up Multi-Tiered System of Supports (MTSS) in California  
California Scale Up MTSS Statewide (SUMS) Initiative  
Annual Progress Report (Year 4, 2018-2019)  
September 2019**



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## Executive Summary (Part I)

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the **California Scale-Up MTSS Statewide (SUMS) Initiative**. ISABS (aka SUMS) prioritizes inclusive practices to increase access to high-quality education and resources for all students. It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools. OCDE has partnered with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort.

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2018-19 fiscal year. Below are the highlights for Year 4.

### A. Activities conducted and resources developed

- A four-tiered network of coaches and trainers to provide professional learning and technical assistance to LEAs and charter schools.
- A customized professional learning series based on SWIFT Center's five evidence-based domains and national technical assistance model.
- Evidence-based evaluation tools LEAs and schools can use to monitor progress and measure the effectiveness of their implementation.
- Regional and statewide conferences to provide educators with the latest research-based practices to scale up a multi-tiered system of support.
- An online portal to collect and disseminate evidence-based best practices and training modules.
- Competitive startup sub-grants for LEA and school personnel to attend trainings and conferences.

### B. LEA Sub-Agreements

- 11 COEs as Region Leads
- 2 COEs as County Leads to support districts in Differentiated Assistance
- 146 LEAs as Cohort 2
- 247 LEAs as Cohort 3

C. Number of educators and pupils served

- Over 1,700 educators representing schools, districts, counties, regions and the State Leadership Team attended the Training Series.
- These educators could potentially serve 1,496,374 pupils.
- Over 3,000 educators from across the state attended the PLI in July.

D. Identify evidence-based strategies

- Objective 1: Existing evidence-based resources have been identified
- Objective 2: Professional learning activities have been identified, developed, and implemented
- Objective 3: Other efforts currently available at the state, federal, and local levels have been identified
- Objective 4: New evidence-based resources and activities have been developed
- Objective 5: COE's leading local communities of practice via web tools or in person networks.
- Objective 6: A tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes has been developed and implemented

E. Outcome data

- An average of 34 hours of technical assistance was provided to LEAs and focused on Coaching & Facilitation and Priority & Practice with more intensive support.
- LEA Self-Assessment results show that LEAs are in the Installing and Implementing stages.
- SWIFT-FIA results show sites improved implementation in all SWIFT Domains and overall.
- SWIFT-FIT results show sites are strongest in the domains of Administrative Leadership and Family & Community Engagement.
- LEAs' qualitative reports illustrate their process and progress in implementing, integrating, and scaling up their MTSS supports.

F. Additional outcome data

- Follow-up results for Cohorts 1 & 2 and preliminary results for Cohort 3 have been collected and reported.

G. Recommendations for improving state-level activities or policies

- Recommend funding be continued to support site implementation of MTSS (e.g., coaching for site leadership teams and extra pay/sub release time for teacher training).
- Recommend inclusion of FIA and LEASA as district and school site self-assessments to report as local indicators on CA Dashboard.

# Overview of Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) (a.k.a. California Scale-Up MTSS Statewide-SUMS)

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the **California Scale-Up MTSS Statewide (SUMS) Initiative**. The goal of this \$30 million funding is to help local education agencies and charter schools across the state do all of the following:

1. Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.
2. Provide services that can reduce the need for a pupil's referral to special education or placement in more restrictive, isolated settings.
3. Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies and provide school-based mental health services.
4. Implement multi-tiered, evidence-based, data-driven school districtwide and school wide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.
5. Incorporate the types of practices, services, and efforts described into the local control and accountability plans of local education agencies and charter schools.

As one of the most diverse states in the nation, California serves as a leader in world-class, 21st Century learning. ISABS (aka SUMS) prioritizes inclusive practices to increase access to high-quality education and resources for all students. It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools. OCDE has partnered with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort. Butte COE supports this work through statewide communication using an online portal (Digital Chalkboard) and professional learning and engagement strategies that meet the needs of rural, geographically isolated school districts. OCDE will leverage the expertise it has built over the past ten years in the areas of Family & Community Engagement, Administrative Leadership, Integrated Educational Framework, Inclusive Policy & Practice, and Multi-Tiered System of Support in relation to teaching and learning to scale-up this work across the state. To accomplish the goals above, ISABS (aka SUMS) will identify existing evidence-based resources, professional development activities, and other efforts currently available at the state,

federal, and local levels, as well as develop new evidence-based resources and activities such as:

- A four-tiered network of coaches and trainers to provide professional learning and technical assistance to LEAs and charter schools.
- A customized professional learning series based on SWIFT Center's five evidence-based domains and national technical assistance model.
- Evidence-based evaluation tools LEAs and schools can use to monitor progress and measure the effectiveness of their implementation.
- Regional and statewide conferences to provide educators with the latest research-based practices to scale up a multi-tiered system of support.
- An online portal to collect and disseminate evidence-based best practices and training modules.
- Competitive startup sub-grants for LEA and school personnel to attend trainings and conferences.

## Evaluation Plan

Evaluation of the ISABS (aka SUMS) is performed by the OCDE Evaluation, Assessment & Data Center (EADC). This entity is an external evaluator using the United States Department of Education's definition of having no managerial or implementation responsibilities for the program. EADC has the necessary expertise in quantitative, qualitative, and research design methods to successfully conduct the ISABS (aka SUMS) evaluation with over 10 years of experience working with multi-agency partnerships to evaluate projects funded through local, state, and federal agencies. The purpose of the evaluation is to examine the implementation and impact of ISABS (aka SUMS) within the context of its goals outlined above. To do so, EADC will use valid and reliable measures and develop new measures to collect process and outcome data from participants and sub-grantees as listed in the evaluation plan (see Attachment 1).

## Progress Report

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2018-19 fiscal year. This report is arranged to describe:

- A. A summary of the activities conducted and resources developed
- B. A list of LEAs that participated in sub-agreements including the dates the funds were issued
- C. The number of educators and pupils served by the activities and resources
- D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D
- E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes
- F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented
- G. Recommendations for improving state-level activities or policies

## A. A summary of the activities conducted and resources developed

As previously mentioned, ISABS (aka SUMS) built a four-tiered network of coaches and trainers to provide statewide professional learning and technical assistance to LEAs and charter schools.

### Tier I: Executive Leadership Team and State Leadership Team

The Executive Leadership Team works in collaboration with CDE, SBE, and DOF on grant deliverables, interacts at the policy and legislative level, and oversees implementation of grant deliverables. The Executive Leadership Team meets weekly via phone conference calls and video conference calls and is made up of:

- OCDE, Associate Superintendent, Christine Olmstead, Ed. D.
- OCDE, Administrator, Jami Parsons, Ed. D.
- Butte COE, Director of CA Rural MTSS, Rindy Devoll
- SWIFT Center, Director of Technical Assistance, Amy McCart, Ph.D.
- SWIFT Center, Director SWIFT, Wayne Sailor, Ph.D.

The State Leadership Team is made up of representatives from OCDE, Butte COE, SWIFT Center, CDE and SBE (Attachment 2) and conducts the following activities:

- Meets regularly
- Leads and supports development of a sustainable technical assistance process for Regions and County Offices working with Districts who are Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Reviews district progress of MTSS Implementation
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Attends SUMS professional learning opportunities
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools
- Leads Communities of Practice across the state
- Oversees RFA development and selection process

The Executive Leadership Team and the State Leadership Team developed the following additional resources and documents for Region Leads, County Leads, and Cohort applicants and are included as attachments (where applicable):

- Guide to Understanding CA MTSS (Attachment 3)
- Updated OCDE webpage for CA MTSS with videos and resources <http://ocde.us/mtss>
  - California MTSS Framework
  - Continuum of Support
  - System of Engagement
  - LCAP and MTSS Alignment
  - California MTSS Training Overview
  - California SUMS Initiative

- CA MTSS Interactive Map
- CA MTSS Statewide Professional Learning Resource Map
- Created open source online modules: <https://oconline.ocde.us/implement/camtss>
- [MTSS Innovation Configuration Maps for Institutes of Higher Education](#) (Attachment 4)
- Updated Cohort 3 Training based on feedback from Cohorts 1 and 2 using a continuous improvement cycle for iterations.

### Tier II: Region Leads

The second tier is made up of eleven (11) Region Leads based on the California County Superintendents Educational Services Association (CCSESA) regions (Attachment 2). Each Region Lead received a sub-agreement for \$15,000 to support cohort trainings and supplement the cost of travel, staff time, and materials. The roles and responsibilities of the Region Leads include:

- Meets regularly
- Advises State Leadership Team
- Supports development of a sustainable technical assistance process for County Offices working with Districts who are Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Hosts and/or assist with Regional CA SUMS Trainings
- Provides regional assistance to COE Leads
- Participates in a Community of Practice
- Attends SUMS professional learning opportunities
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools

For Year 4, eight (8) video-conference meetings were held (7/9/18, 8/13/18, 9/10/18, 11/5/18, 12/10/18, 2/4/19, 4/8/19, and 6/10/19) to share the latest program updates, discuss upcoming events and data collection windows and communicate questions and/or concerns to the State Leadership Team.

### Tier III: County Leads

The third tier is made up of the 58 County Leads who are lead by a COE Trainer and LEA Leads (sub-grantees) within their county (Attachment 5). The role of each County Lead is to:

- Meets regularly
- Leads and supports development of a sustainable technical assistance process for Districts Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Advises State Leadership Team on policy-practice transformation
- Reviews district progress of MTSS Implementation
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Attends SUMS professional learning opportunities

- Collaborates with District to:
  - Use data-based decision making
  - Advocate for TA needs of districts and schools
  - Coordinate District Implementation and Leadership Team meetings
  - Develops connections with District Coordinators, Site teams, School Coaches and School teams to support their identified technical assistance needs for full implementation
  - Accompanies SUMS state team on visits to districts and schools
  - Provide data to SUMS state team
  - Incorporate sustainability of MTSS into LCAP
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Communicates to Region Lead about SUMS work and results of district
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools
- Convenes other ad hoc events to support implementation (e.g., videoconferences, COE meetings)

County Leads were also invited to participate in the video-conference meetings described above.

Tier IV: LEA and School Implementation Teams

The final tier consists of LEA and School Implementation Teams with differing roles:

LEA Implementation Team Roles	School Implementation Team Roles
<ul style="list-style-type: none"> <li>● Leads and supports implementation and sustainability of selected schools Scaling Up MTSS in California using the SWIFT Framework</li> <li>● Participates with COE Implementation Team to inform statewide strategy for supporting district implementation of Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework</li> <li>● Advises the district on policy-practice transformation</li> <li>● Assists schools in collecting data needed for SUMS state team</li> <li>● Incorporates sustainability of MTSS into LCAP related school outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Leads and supports implementation and sustainability of their school Scaling Up MTSS in California using the SWIFT Framework</li> <li>● Scales-up and sustains MTSS implementation across the school and broader community</li> <li>● Communicates with LEA Implementation Team to inform the LEA -wide strategy for supporting schools' implementation of MTSS</li> <li>● Provides SUMS state team with data related to:               <ol style="list-style-type: none"> <li>1. Increased or improved services provided for low income pupils, youths in foster care, and English learners</li> <li>2. Strategies that effectively support student success in the least restrictive environment and foster greater inclusion</li> <li>3. Leveraged and coordinated multiple school and community resources</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>4. Implemented multi-tiered, evidence-based, data-driven district-wide</li> <li>5. and school-wide systems of academic and behavioral supports</li> </ol>
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For Year 4, Local Education Agencies (LEA) sub-grants were awarded as follows:

- 11 COEs as Region Leads (see 2018-2019 Budget Narrative)
- 2 COEs as County Leads to support districts in Differentiated Assistance (contract amendment, see 2018-2019 Budget Narrative)
- 146 LEAs were identified to participate in Cohort 2 (see Attachment 6) and fully executed sub-agreements were issued by December 2017 (see 2018-19 Budget Narrative)
- 247 LEAs were identified to participate in Cohort 3 (see Attachment 7) and fully executed sub-agreements were issued by June 2017 (see 2018-19 Budget Narrative)

Awardees were identified through the RFA process described below. Deliverables include accounting of expenditures, reporting progress on implementation, reporting of SWIFT-FIA results, and collection of data on student outcomes that OCDE will report annually to CDE and DOF. Sub-grant funds focused on supporting specific needs of LEAs to scale-up MTSS that are not being addressed through current technical assistance services. Funds support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs.

#### Professional Learning Series

ISABS (aka SUMS) developed a customized professional learning series based on SWIFT’s five evidence-based domains and national technical assistance model. The training series is made up of four (4) two-day trainings (Attachment 8).

Training 1 is two (2) fully facilitated days and Trainings 2-4 each consist of a facilitated day and a working day for implementation teams. Trainers include representatives from the 11 California County Superintendents Educational Services Association (CCSESA) regions and 58 COEs in California. Training dates and locations were identified for each region throughout the state.

#### 2019 CA MTSS Professional Learning Institute (PLI)

OCDE was proud to host the 2019 CA MTSS Professional Learning Institute (July 29-31, 2019, <http://camtsspli.ocde.us/>). This action-packed conference allowed participants to learn about the latest research-based practices to scale up their multi-tiered system of support. Sessions focused on how to integrate academic, behavioral, and social-emotional supports to meet the needs of the whole child. Along with internationally acclaimed speakers, this institute featured specially designed strands of professional learning to support the various stages of MTSS implementation - and participants’ roles in this critical work. In addition, participants heard how school districts from throughout the nation and state are building effective MTSS frameworks and using data to improve student outcomes. The 4th annual PLI is scheduled for July 28-30, 2020, more information will be provided as it becomes available.

### Request for Application (RFA) Process for Cohorts 1-3

OCDE established a request for application (RFA) process to invite LEAs from throughout the state to apply for sub-grant funding which will be distributed into three (3) separate Cohorts. A webpage on the OCDE website was created to house all the information LEAs would need in order to successfully apply online:

- Application windows for Cohorts 1-3
  - Cohort 1: February 1, 2017 - March 31, 2017 (awarded May 2017)
  - Cohort 2: August 16, 2017 - October 31, 2017 (awarded Dec 2017)
  - Cohort 3: February 1, 2018 - March 31, 2018 (awarded May 2018)
- Application forms
  - Application Guidelines and Instructions
  - Application Cover Sheet
  - Memorandum of Understanding Between Two or More Local Education Agencies Applying Jointly (if applicable)
  - Application Narrative
  - Proposed Initiative Budget Summary & Proposed Budget Narrative
  - Statement of Assurance
- How to Submit an Online Application (instructional video)
- A recorded webinar that provides a background of the initiative, provides details on the application and highlights specific areas for applicants to consider and answers questions they may have
- Upcoming webinars for applicants to join and ask questions from the State Leadership Team
- RFA Reference Guide

LEAs apply as a single LEA for one-time funding of up to \$25,000 or as a consortium-two or more LEAs applying jointly (one application) for one-time funding of up to \$50,000. Funds support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs. Awardees will work to develop, align, and improve academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

### Digital Chalkboard and Collaboration in Common

A dedicated space within Digital Chalkboard (camtss.org) was created to collect and disseminate evidenced-based best practices and online training modules and to house all the materials that support the Professional Learning Series including the scope and sequence, training dates, location and registration information. Cohorts can access enhanced training materials with a special log in (username: camtss, password: mtsstraining).

ISABS (aka SUMS) is currently creating a Channel (CA MTSS) and three Collections (around academic, behavioral and social-emotional) with Collaboration in Common to house public and statewide resources and publications. More information will be provided as it becomes available.

### Communities of Practice (COP)

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. (Etienne and Beverly Wenger-Trayner, 2015)

- Each Region or COE has formed a COP for the purpose of providing ongoing technical assistance and support for LEAs who have completed MTSS training series as they continue to scale up and sustain their work with MTSS implementation
- COPS are hosted in person or online Zoom or combination option
- Each COP identifies one of the MTSS Domains or Features to further explore and share practices around
- COP resources are hosted on Digital Chalkboard by Region

B. A list of LEAs that participated in sub-agreements including the dates the funds were issued

- 11 COEs as Region Leads (see 2018-2019 Budget Narrative)
- 2 COEs as County Leads to support districts in Differentiated Assistance (contract amendment, see 2018-2019 Budget Narrative)
- 146 LEAs were identified to participate in Cohort 2 (see Attachment 6) and fully executed sub-agreements were issued by December 2017 (see 2018-19 Budget Narrative)
- 247 LEAs were identified to participate in Cohort 3 (see Attachment 7) and fully executed sub-agreements were issued by June 2017 (see 2018-19 Budget Narrative)

C. The number of educators and pupils served by the activities and resources

Regional County Office Team Trainings

For Year 4, over 1,700 educators representing schools, districts, counties, regions and the State Leadership Team attended the Training Series. Using enrollment and staffing information from DataQuest, these educators could potentially serve 1,496,374 pupils (see Table 1). Feedback was positive and a majority of participants felt the trainings were organized in a clear and logical manner, provided engaging opportunities they could participate in, increased their knowledge of MTSS and helped them share information with others (see Table 2).

*Table 1. Number of Educators and Pupils Served*

	2016-17	2017-18	2018-19
Number of educators	3,519	143,646	*
Number of pupils	63,182	831,223	1,496,374

*\*Staffing data for 2018-2019 was not available at the time of this report.*

*Table 2. 2018-19 Training Feedback (n=139 participants)*

	Percent of “Agree” or “High Value” Responses	Comments
This training helped me better understand CA MTSS.	85%	“First, I did not know about MTSS and as the trainings happened, I became more aware of what we already do to support students and what other options there are to improve our current systems we have in place to better support our students.”
This training prepared my team to design a vision for MTSS.	76%	“Our team now has a direction of where our district is at and where we want to go.”
This training series prepared my team to utilize the Transformation in Action Practices to help us achieve our vision of MTSS.	63%	“I believe this helped to clarify what type of action we need to take and how to take that action in a productive and collaborative fashion. That way, everyone learns at their optimal rate.”

	<b>Percent of “Agree” or “High Value” Responses</b>	<b>Comments</b>
The training enabled our team to identify resources and practices already in place, and prioritize them using a strengths based approach.	83%	“It’s so easy to look at what we don’t have. My team found that we have many strengths from which to build and this has shifted our thinking a bit.”
The training helped me better understand how the LCAP can be used as a tool for continuous improvement.	63%	“Rather than following a punitive model, it has allowed us to make goals for what we want to achieve and then to evaluate how well we did. This has allowed us to learn from our mistakes and create a new plan for how to improve.”
The overall design of the training, including how time was used for in person training and the dedicated work day provided adequate opportunities for engagement and participation throughout the training.	73%	“It was a place that we could focus with the team on the goal at hand. The conversations were tough, but so valuable for all of us to be part of. I was grateful that our whole team could attend.”
Please rate the overall value of this training for assisting your team in moving MTSS implementation forward.	80%	“Our District is in fiscal crisis, this program focus resources in a way that motivates implementation”

### Professional Learning Institute

As previously mentioned, the Professional Learning Institute provided participants with the latest research-based practices to scale up a multi-tiered system of support. The conference focused on how to integrate academic, behavioral and social-emotional supports to meet the needs of the whole child. The event included internationally acclaimed speakers and specially designed strands of professional learning to support the various stages of MTSS implementation. Over 3,000 educators from across the state attended the PLI in July. Feedback was positive and a majority of respondents were pleased with the topics presented and the content of material and felt the information provided will enhance or is relevant to their work (see Table 3). The breakout sessions and hearing the keynote speakers were considered the most valuable parts of the conference.

Table 3. PLI Results

	2017 PLI		2018 PLI		2019 PLI	
	N	%	N	%	N	%
Pleased with the topics presented	212	94%	254	97%	528	95%
Pleased with the content of material presented	210	91%	254	95%	527	94%
Information provided will enhance or is relevant to their work/role	212	93%	254	95%	528	94%
Would recommend the PLI to a colleague	211	92%	252	96%	525	94%

Comments included:

- “Although I am from Mississippi, the topics presented were relevant to the issues we have. It was enlightening to hear how other school districts address similar issues.”
- “I went away from the conference feeling rejuvenated and had tools to help with the new school year!”
- “Highly recommend the MTSS conference due to the many interesting and relevant topics discussed throughout the session, keynotes and networking opportunities as we move forward with next steps of MTSS and UDL.”
- “I have already put in motion a request for funding to have 1 admin from each level, high school, jr high school, elementary, and 2 members from our certificated district leadership team and 3 teachers to attend. I recommended this due to the conferences ability to have all workshops address the years theme and to truly focus on MTSS examples, UDL implementation and CDE, WestEd, and experts in the field.”
- “I left inspired and motivated to continue becoming a better school counselor.”
- “I will use at least one thing from each breakout session to my campus and classroom.”
- “I would recommend because of the plethora of options available for all things MTSS from UDL to data to SEL.”

- “There was an abundance of research based findings and strategies presented. Material was relevant and some even ‘ground breaking’. I thoroughly appreciated the findings regarding Social Emotional Learning.”
- “It inspired me to bring back small changes to my school which could have huge impacts.”
- “MTSS is at the forefront of education. I believe this event has been beneficial for those already integrating these supports as well as those that are just stepping into the waters.”
- “This conference provided [an] opportunity for me to learn about [the] needs of students and families beyond the age group that I typically work with. It also provided [an] opportunity to view the work I do through the eyes of differing cultural views.”

D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D

Objective 1: Identify existing evidence-based resources

*SWIFT Domains and Features*

A framework of evidence-based framework of five domains and 10 features that lead to achievement gains for students with and without disabilities (see Attachment 9)

1. Administrative Leadership
  - a. Strong & Engaged Site Leadership
  - b. Strong Educator Support System
2. Multi-Tiered System of Support
  - a. Inclusive Academic Instruction
  - b. Inclusive Behavior Instruction
3. Integrated Educational Framework
  - a. Fully Integrated Organizational Structure
  - b. Strong & Positive School Culture
4. Family & Community Engagement
  - a. Trusting Family Partnerships
  - b. Trusting Community Partnerships
5. Inclusive Policy Structure & Practice
  - a. Strong LEA/School Relationship
  - b. LEA Policy Framework

Evidence from SWIFT Center installation in five states thus far suggests that the Critical Features associated with Domains 1, 3, 4, and 5 are essential supports to the installation and implementation with fidelity of Domain 2, MTSS. Direct positive impact on student-level valued outcomes is primarily associated with MTSS.

*Implementation Science*

Using principles of Applied Implementation Science, district leadership teams assess their unique needs; build linked implementation leadership teams; establish practice profiles for MTSS components; install evidence-based interventions; and solidify staff and organizational structures to sustain success. Other tools, such as Practice Profiles, Hexagon Tool, and District

Initiative Inventory, will assist teams to identify practices to explore, install, implement, or refine to scale up their MTSS initiatives. Trainers will assist LEAs in selecting the appropriate resources and interventions to match their self-determined needs. The professional learning series will help LEAs conduct a Stages Assessment to determine where to begin and how to: evaluate current practices; create a shared vision; articulate the key components of that vision; determine their core team members' roles and responsibilities; create working agreements; complete an LEA self-assessment; and begin to build an action plan to advance implementation stages. Each activity will allow LEAs to build capacity as new processes are introduced, keep teachers invested in rapidly changing methods, and by supporting a "Practice Informs Policy, Policy Enables Practice" (PIP-PEP) environment. Implementation Science helps LEAs discover the specific drivers that promote sustainability (organizational, leadership, competency) and provide protocols for identifying, evaluating, and improving the core components of those drivers. LEAs will engage in the stages of system change through data analysis. This process will be constant and recursive to allow multiple entry points for LEAs. Implementation Science also offers tools for vetting new initiatives and determining readiness to implement. It provides a process for creating indicators of progress and action-planning tools to determine next steps.

### *Universal Design for Learning*

UDL principles will guide the development of flexible learning environments that accommodate diverse learners by reducing barriers at each tier. According to the Conceptual Framework for Special Education Task Force Successful Educational Evidence-Based Practices 2014-2015, "[UDL] is a set of principles for curriculum development that gives all [students] equal opportunities to learn. UDL is the instructional 'How' for the 'What' of Common Core State Standards." ISABS (aka SUMS) will build statewide capacity to create a more inclusive learning environment for all PreK-12 students by infusing UDL practices throughout. Over the past five years, SWIFT Center has developed an evidence-based framework for statewide MTSS scale-up initiatives. It will serve as the foundation for the professional learning series, with UDL principles as the philosophical cornerstone. The series will promote strategies that provide students opportunities for engagement, expression, and representation of learning, which will give all students access to a rigorous curriculum.

The technical assistance model will also guide LEAs as they establish universal access within Tier 1 best first instruction. State Leadership and Region Transformation Teams will receive instruction in UDL principles for improving inclusive practices in the classroom and at the school and district levels. Teams will be trained in how to provide Tier 1-3 interventions that reduce barriers and meet students' academic, behavior, and social-emotional needs. For academic interventions, participants will improve their use of: universal screeners (e.g., DIBELS, AIMSWEB); formative assessments and multiple measures to determine which students need Tier 1 or Tier 2 interventions; strategies to support literacy shifts and mathematical practices; data analysis strategies to determine entry and exit criteria for interventions; problem solving protocols to identify evidence-based interventions; small group and differentiated instruction; scaffolds for reading, math, and content-area literacy; tools and protocols for teacher collaboration; coaching strategies; and communication protocols to share data and outcomes with stakeholders.

For behavioral interventions, participants will implement core elements at each of the three tiers. Universal interventions focus on establishing school-wide behavioral expectations; continuum of reinforcements; clearly defined consequences; differentiated instruction for behavior; and universal screening. Targeted interventions include the Check In/Check Out Behavior Education Program; mentoring; targeted social skills instruction; and team initiated problem solving. Intensive interventions include function based assessment; Prevent, Teach, Reinforce; Wraparound planning; continuous progress monitoring; and linking of supports at each tier through data-driven practices.

For social-emotional interventions, participants will learn the uses of social-emotional screeners and how to select evidence-based SEL curriculum for their needs; assessment measures and strategies for providing social-emotional interventions at Tiers 2 and 3; and how to integrate student mental health supports within MTSS.

### *The Whole Child*

The ISABS (aka SUMS) Initiative understands that each student is a complex individual with unique experiences, abilities, and potential barriers to learning. Thus, the Whole Child approach is integrated throughout the professional learning and technical assistance model. The following are ways that OCDE has expertise in key strategies for successful MTSS implementation and development using this Whole Child perspective.

### *Academic*

Through Regional Systems of District and School Support (RSDSS), OCDE has provided intensive support to Title I Schools in need of reviving their Adequate Yearly Progress (AYP) Reports and have entered Program Improvement (PI) status. OCDE provides 27 school districts support on how to effectively teach reading, writing, and enhance pedagogical knowledge while using the ELA/ELD Framework and culturally responsive practices. OCDE has also built a strong partnership with David T. Conley to create a College and Career Readiness Consortium with seven school districts. The consortium serves as a community of practice to develop programs to increase student readiness for California State Standards assessments and transition to college and career. OCDE provides support to district preschool programs in utilizing California's Early Learning and Development System through trainer-of-trainers on preschool learning standards, assessment tools, and data-driven instruction.

### *Behavioral*

OCDE's successful history of providing training at each tier of School-Wide PBIS began in 2009. OCDE currently offers professional development and technical assistance to over 250 schools involved in Tier 1, 2, and 3 cohorts and a Sustainability Schools' Network for schools with three years of PBIS implementation. OCDE has also trained over 250 state preschool sites in the Teaching Pyramid, which maximizes collaboration between LEAs and families to deliver appropriate interventions for children's mental health, special education, and medical services.

### *Social-Emotional*

OCDE has expertise in Trauma-Informed Practices, including two Certified Trainers in Restorative Practices who provide regional trainings in Basic Restorative Practices, Community

Circles, and Restorative Conferences. OCDE also has trained trainers in the Eliminating Barriers to Learning evidence-based curriculum on student mental health and the Cultural Competency approach, which increase LEAs' responsiveness to all student needs through training, tools, and resources.

To strengthen these efforts, OCDE has partnered with SWIFT and Butte COE to develop a scalable model that integrates evidence-based supports within an MTSS framework. ISABS (aka SUMS) will provide processes for LEA to assess their strengths, coordinate supports to the Local Control Accountability Plans (LCAP), and align their MTSS efforts with the eight state priorities.

Objective 2: Identify, develop, and implement professional learning activities

ISABS' (aka SUMS) professional learning and technical assistance informs MTSS implementation at each tier of intervention: Universal, Targeted, and Intensive. The ISABS (aka SUMS) places equal importance on all MTSS components (academic, behavioral, and social-emotional) and promotes a community of practice across teams charged with integrating MTSS at every stage of implementation. ISABS (aka SUMS) developed a customized professional learning series based on SWIFT's five evidence-based domains and the SWIFT Center's 6 Steps of Technical Assistance Process to ensure long-term sustainability of the MTSS infrastructure. Butte COE supported the development of the professional learning series and technical assistance model by providing insight on the barriers and unique needs faced by rural districts, small communities, and remotely located LEAs. The training series is made up of four (4) two-day trainings (Attachment 8).

Training 1 is two (2) fully facilitated days and Trainings 2-4 each consist of a facilitated day and a working day for implementation teams. Trainers include representatives from the 11 California County Superintendents Educational Services Association (CCSESA) regions and 58 COEs in California. Training dates and locations were identified for each region throughout the state.

In addition, online training modules and an online clearinghouse of resources ([https://oconline.ocde.us/implement/camtss/cms\\_page/view/38247492](https://oconline.ocde.us/implement/camtss/cms_page/view/38247492)) allow LEAs to engage in professional learning anytime in spite of their location or fiscal limitations. Butte COE created a dedicated space on the Digital Chalkboard website for MTSS professional learning tools and resources and OCDE developed a Channel (CA MTSS) and three Collections (academic, behavioral and social-emotional) with Collaboration in Common (a CDE digital platform) to house all public statewide resources and publications. OCDE also regularly collaborates with field experts such as California PBIS Coalition (CPC); California Association of School Psychologists (CASP); Center for Applied Special Technology (CAST); Collaborative for Academic and Social-Emotional Learning (CASEL); and International Institute for Restorative Practices (IIRP) to select resources. A resource vetting protocol was developed by OCDE to ensure content is aligned with current best practices and research. Content includes hyperlinks to partner websites; training modules and videos; archived webinars; exemplars of LEA approaches from across the state; and group discussion boards.

Lastly, the ISABS (aka SUMS) Initiative hosts an annual statewide Professional Learning Institute to bring together experts, professional associations, and teams from each tier to review, showcase, and celebrate MTSS scale-up efforts.

Objective 3: Identify other efforts currently available at the state, federal, and local levels

Over the last decade, OCDE has participated in and led a number of initiatives, programs, and policies relevant to the California SUMS Initiative. The following is an overview of projects that are built upon or leveraged during this statewide effort. OCDE has provided leadership to the National Title I Association and presented at California Title I Conferences on: MTSS best practices; models for implementation of California state standards and the ELA/ELD Framework; and lessons learned on addressing the needs of Title I children and families. OCDE is a core member of CPC, which provides statewide leadership for professional development, technical assistance, Coaching Institutes, and standards for statewide recognition for PBIS programs. The OCDE PBIS Professional Development Model is closely aligned with the Technical Assistance Center on PBIS established by OSEP and the National Implementation Research Network (NIRN), allowing OCDE to support the LEAs as they establish, scale up, and sustain PBIS frameworks. OCDE has trainers and a demonstration site for CA CSEFEL, which adapted the National Center on the Social Emotional Foundations in Early Learning (CSEFEL) evidence-based practice, known as the Teaching Pyramid (preschool PBIS). OCDE works with school teams to ensure alignment between PreK and K-12 behavioral and social-emotional support. OCDE works closely with IIRP and has two Certified Trainers who provide training and support in Restorative Practices. Statewide MTSS allows a clear framework for the creation and alignment of a coherent system of education at the state level, designed to benefit all students by serving as a mechanism for aligning and integrating key state and local initiatives such as the Local Control Funding Formula (LCFF), implementation of the California State Standards, Results-Driven Accountability (RDA), and the work of the California Collaborative for Educational Excellence (CCEE).

OCDE has partnered with Inflexion aka EPIC School Partnerships (ESP) to support implementation at the high school level utilizing the Four Keys as a holistic framework for readiness. Inflexion provides information on how well secondary schools are approaching full implementation. OCDE also partnered with Hatching Results to provide an extensive variety of professional services designed to improve school counseling programs. Utilizing evidence based practice models, Hatching Results brings leadership, training and consultation to school counselors, administrators, and school district leaders seeking to improve their comprehensive school counseling programs. Hatching Results also works with OCDE to provide trainers and consultants to align school counseling services throughout California, including supporting the development of systems for implementation of MTSS, develop statewide resources, including videos, webinars, podcasts and training video for school counselors aligned with the ASCA National Model, CA MTSS and Local Control Accountability Plan (LCAP).

Lastly, OCDE is a member and leader within multiple statewide associations key to informing policy, best practices, and technical assistance to LEAs. These include, but are not limited to: CCSESA; Association of California School Administrators (ACSA); California Association of School Psychologists (CASP); California Association of School Counselors (CASC); California

State School Attendance Review Boards (SARB); California Association of Pupil Personnel Services Administrators (CAPPA); County Offices of Education Child Welfare and Attendance (COECWA); California Association of Supervisors of Child Welfare and Attendance (CASCWA); CPC; and Social-Emotional Learning (SEL) Consortium.

Objective 4: Develop and disseminate new evidence-based resources and activities

OCDE worked with SWIFT Center and Butte COE to develop a professional learning series to train Region Transformation Teams across the state. The series delivery model includes regional workshops, online training modules, and virtual discussion boards geared to reach educators at all implementation stages. In addition to in-person training, professional learning modules are hosted on Digital Chalkboard to support MTSS efforts at the state, region, county, district, and LEA levels. The series covers how to integrate MTSS and other foundational approaches with fidelity; how to grow stakeholder, community, and family engagement; and how to use data to identify evidence-based strategies appropriate for local needs.

([https://oconline.ocde.us/implement/camtss/cms\\_page/view/38247492](https://oconline.ocde.us/implement/camtss/cms_page/view/38247492))

Objective 5: Develop and support a community of practice

Communities of Practice (COP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. (Etienne and Beverly Wenger-Trayner, 2015).

Digital Chalkboard allows for the creation of communities of practice through virtual discussion boards differentiated for: rural, small communities, and remotely located schools; alternative education or high-risk factor LEAs (e.g., high numbers of foster youth, incarcerated youth, low socio-economic status, English learners); early childhood educators; and charter schools. This allows educators across the state, who are facing similar issues, to share best practices, receive technical assistance, and build their capacity through expanded professional networks of support. Each team tier will also share successes and discuss organizational difficulties encountered during scale-up.

- Each Region or COE has formed a COP for the purpose of providing ongoing technical assistance and support for LEAs who have completed MTSS training series as they continue to scale up and sustain their work with MTSS implementation
- COPs are hosted in person or online Zoom or combination option

- Each COP identifies one of the MTSS Domains or Features (e.g., Universal Design for Learning, Social-Emotional Learning) or sustainability networks to further explore and share best practices
- COP resources are hosted on Digital Chalkboard by Region

Objective 6: Develop a tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes

Sub-grantees provide qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports:

- Changes that would increase or improve services provided (either targeted or universally) for students who are socioeconomically disadvantaged
- Changes that would increase or improve services provided (either targeted or universally) for students who are foster youth
- Changes that would increase or improve services provided (either targeted or universally) for students who are English learners
- Changes that would increase or improve strategies used to effectively support student success in the least restrictive environment (LRE) and foster greater inclusion
- Changes in how they leverage and coordinate multiple school and community resources (can also include multiple resources at a school, resources at multiple schools, and collaborations with local mental health agencies to provide school-based mental health services)
- Changes in how they are implementing a multi-tiered evidence based, data-driven, district-wide and school-wide system of academic and behavioral support (can include but is not limited to FIA results, positive behavior interventions and support, restorative practices, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency)
- How the changes described above were incorporated into the LEA's LCAP

E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes

Through the provision of project services described previously, ISABS (aka SUMS) intends to result in school and LEA changes in the following areas: 1) implementation of integrated MTSS supports using principles of UDL that demonstrate how services provided for low income pupils, foster youth, and English learners are increased or improved; 2) providing strategies that support student success in the least restrictive environment and foster greater access and inclusion; 3) leveraging and coordinating multiple school and community resources; 4) integration of multi-tiered, evidence-based, data-driven LEA-wide systems of academic, behavioral, and social-emotional supports; and 5) incorporating the specific and explicit practices described in outcomes 1-4 as part of their action plans and LCAP goals. The State Leadership Team will: 6) provide evidence of statewide use of academic and behavioral practices within an MTSS framework. Growth in these areas are expected to lead to positive student outcomes over time, including decreased rates of suspension or expulsion; discipline

referrals; referrals to special education; incidents of bullying; truancy; and, absenteeism; and increased graduation rates and other measures of academic achievement.

The evaluation will include formative and summative elements to examine the delivery and quality of the ISABS (aka SUMS) Initiative. Formative elements include:

- Documents and artifacts pertaining to each activity, service and product developed such as meeting agendas and minutes, training materials, website content, sub-grant application review sheets, and module completion data (see Section A).
- Technical assistance logs that record the amount and types of technical assistance provided.
- A survey that gathers sub-grantees' feedback on technical assistance quality, relevance and usefulness and how much the technical assistance they received impacted their confidence or efficacy to implement the envisioned changes, access resources needed to make the changes envisioned and build capacity to transform and sustain.

Summative measures will assess sub-grantees' increased capacity to integrate and sustain MTSS initiatives, improve fidelity of implementation, and show positive student outcomes over time. The Evaluator will collect these measures and summarize all data with respect to the process outcomes. Data summaries will be presented to the State Leadership Team to allow for modification of project elements as necessary.

- LEA Self-Assessment - As the point of intervention for school-wide transformation and improved student outcomes using the CA MTSS Framework, LEAs work with schools to develop and articulate both a vision and set of practices that set the course of implementation and they work in concert with families and the community at large to achieve and sustain their vision. The LEA-Self Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.
- SWIFT-Fidelity Integrity Assessment (SWIFT-FIA) - According to the SWIFT Center (2016):

The SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to examine the current status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School-based teams can administer the SWIFT-FIA through a structured conversation accompanied by review of evidence to substantiate the assigned ratings. By assessing the extent of current implementation of SWIFT Core Features throughout the school year, teams can monitor their progress over time.
- Fidelity of implementation will also be assessed using LEA scores on the SWIFT Fidelity Implementation Tool (SWIFT-FIT), a reliable and valid measure for assessing SWIFT implementation status. SWIFT-FIT scores can be used to understand a school's current implementation status and to support priority setting and action planning. Region Leads and Trainers will serve as trained external assessors to administer the SWIFT-FIT to a random sample of sub-grantees annually.

- Qualitative reports describing LEAs' process and progress in implementing, integrating, and scaling up their MTSS supports.

Technical Assistance Provider Logs & Feedback

Reports from Region and County Leads show an increase in hours of technical assistance provided; from 21 hours on average in 2017-18 to 34 hours on average in 2018-19. However, the frequency of technical assistance relating to each of the six (6) practices and each SWIFT Domain decreased from the previous year (see Figures 1 and 2). Interestingly, the most common topics shifted from Visioning and Coaching & Facilitation to Coaching & Facilitation and Priority & Practice Planning. These results suggest that LEAs are becoming more confident and established in their implementation of MTSS (as indicated by the shift in topics) which require less frequent interaction with Region and County Leads but require more intensive support (as indicated by the increase in hours).

Figure 1.

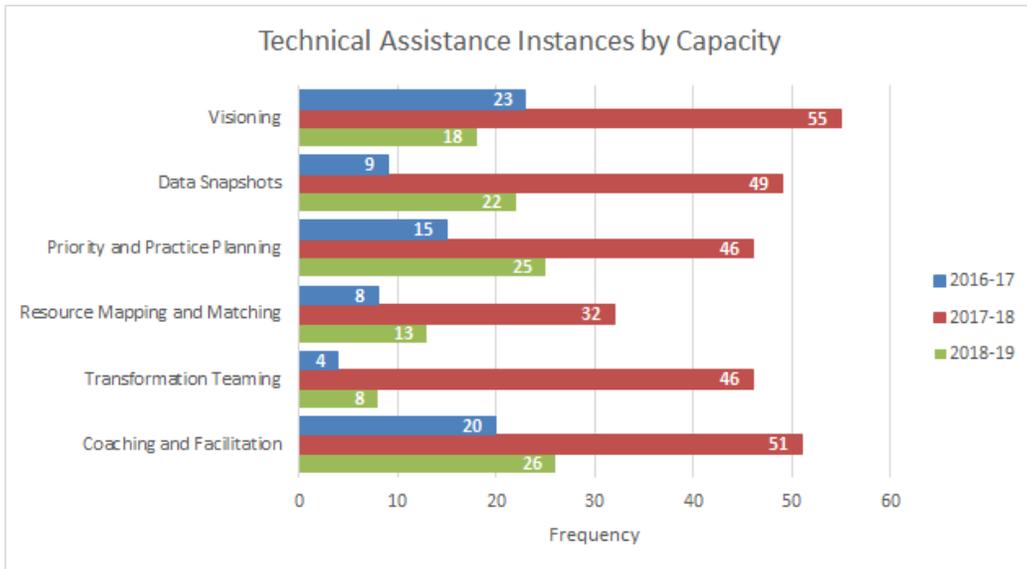
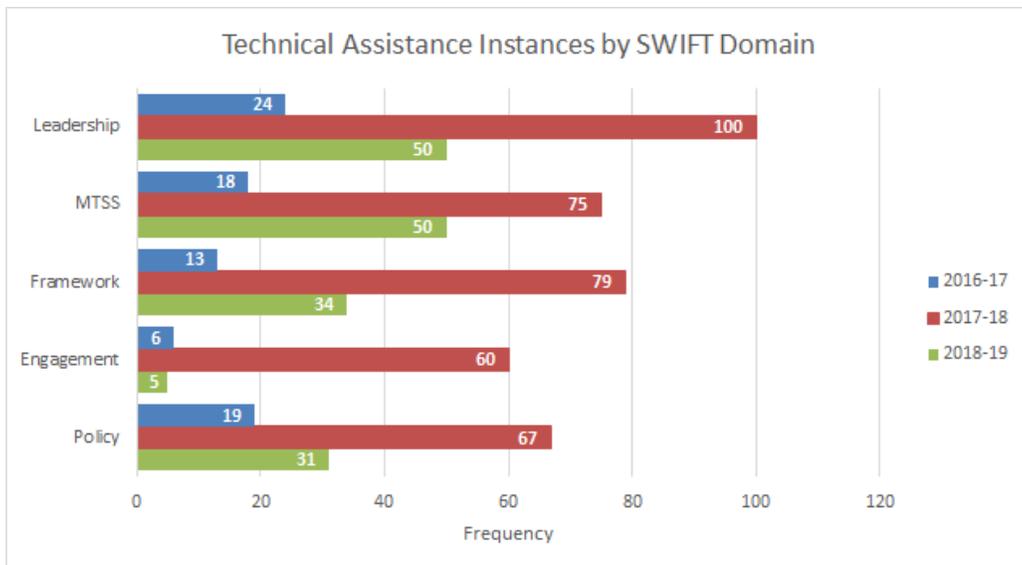


Figure 2.



Feedback from the school sites is positive; nearly all those surveyed feel the assistance provided is relevant and useful and many have reported an increase in confidence or efficacy to implement their envisioned changes, access needed resources and build their capacity to transform and sustain (see Table 4). Comments in Year 4 include:

- “Nick was amazing!”
- “The team from CCCOE was exceptional!”
- “A budget crisis is forcing cutbacks on services. It is hard to build capacity and momentum for expanding our MTSS framework with little funding!”

*Table 4. Technical Assistance Feedback*

	<b>2016-17 (n=7)</b>	<b>2017-18 (n=14)</b>	<b>2018-19 (n=7)</b>
Feel that the quality of the technical assistance provided is Excellent or Very Good	86%	100%	86%
Feel that the technical assistance provided is relevant to their current state/stage of MTSS implementation	71%	100%	86%
Feel that the technical assistance provided is useful/ applicable to their current state/stage of MTSS implementation	86%	86%	83%
Increased confidence or efficacy to implement the envisioned changes	86%	100%	86%
Increased confidence or efficacy to access the resources needed to make changes	86%	100%	71%
Increased confidence or efficacy to build capacity to transform and sustain	86%	100%	86%

### LEA Self-Assessment

The LEA is the point of intervention for school-wide transformation and improved student outcomes using the CA MTSS Framework. Transformation is not an event, but a process that occurs over time in stages that may overlap and be revisited as circumstances change. LEAs work with schools to develop and articulate both a vision and set of practices that set the course of implementation and they work in concert with families and the community at large to achieve and sustain their vision. The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

LEAs use this tool to self-assess their level of implementation of the six (6) components of an effective district system. Under each indicator of LEA Support are descriptive statements that differentiate levels of implementation. LEA teams read the descriptors and decide which level most accurately describes their current implementation level (Laying the Foundation, Installing, Implementing, or Continuous Improvement & Sustainability). A summary of results provides LEAs with a picture of their current implementation of the CA MTSS Framework. Teams should then work towards improving in areas marked as Laying the Foundation or Installing and reflect

on the policies, practices, and systems in place that moved the LEA into the levels of Implementing or Continuous Improvement & Sustainability. LEA teams can complete the self-assessment with the help of a facilitator to discuss progress and barriers, and how changes can be implemented; once a school year at minimum.

Cohort 1 and 2 LEAs completed a follow-up self-assessment in Spring 2019 and their aggregated results are included in Table 5. Results show improvement in specific components (Shared Beliefs, Vision, and Mission, and Leadership and Governance) but overall they remain at Implementing stage. Cohort 3 completed their initial self-assessment in Spring 2019 as well and their aggregated results are included in Table 6. Overall results show that Cohort 3 LEAs are at the Installing stage. All LEAs are scheduled to complete a final follow-up assessment by Spring 2020.

*Table 5. LEA Self-Assessment Results (Cohorts 1 & 2)*

Component	Baseline Spring 2018		Follow-up 1 Spring 2019	
	Component Implementation Level	Overall Implementation Level	Component Implementation Level	Overall Implementation Level
Shared Beliefs, Vision, and Mission	Installing	Implementing	Implementing	Implementing
Teaching, Learning, and Assessment	Installing		Installing	
Leadership and Governance	Implementing		Continuous Improvement & Sustainability	
Professional Learning for ALL	Implementing		Implementing	
Infrastructure Alignment	Implementing		Implementing	
Clear & Collaborative Relationships	Implementing		Implementing	

Table 6. LEA Self-Assessment Results (Cohort 3)

Component	Baseline, Spring 2019	
	Component Implementation Level	Overall Implementation Level
Shared Beliefs, Vision, and Mission	Installing	Installing
Teaching, Learning, and Assessment	Installing	
Leadership and Governance	Continuous Improvement & Sustainability	
Professional Learning for ALL	Continuous Improvement & Sustainability	
Infrastructure Alignment	Installing	
Clear & Collaborative Relationships	Implementing	

**SWIFT-FIA**

School teams complete the SWIFT-FIA with the help of a facilitator, to discuss progress and barriers, and how changes can be implemented; twice a school year at minimum. To complete the SWIFT-FIA, school teams review each descriptive statement and determine their current status (i.e., We are: Laying the Foundation, Installing, Implementing, or Sustaining School-wide Implementation). Initial sessions are completed in 60-90 minutes and subsequent sessions are completed in 30-45 minutes as teams become more efficient and focus on changes that have results from implementation efforts. The 22 SWIFT-FIA items are associated with the SWIFT Domains and Core Features (see Figure 2), and are aligned with the SWIFT Fidelity of Implementation Tool (SWIFT-FIT). School teams can use results to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices, and follow-up on the effects of those action-plans. A summary of results provides schools with a picture of their current implementation of SWIFT Domains and Features.

Cohort 1 and 2 sites conducted follow-up SWIFT-FIA assessments in 2018-19 and aggregated results are included in Figure 3 and Table 7. Results show that sites reported in improvement in their MTSS implementation in all SWIFT Domains and overall from the previous year with the largest increases in developing an Integrated Educational Framework and establishing Inclusive Policy Structures and Practices (a 22-percentage point increase in both areas). Sites continue to feel strongest in Administrative Leadership and their area of least strength is again Inclusive Policy Structure & Practice. An increase in percentages for Total Current Implementation (on average, from 30% in Spring 2018 to 49% in Spring 2019) indicates that sites are making

improvements towards establishing comprehensive and sustainable multi-tiered systems of support. Sites are scheduled to complete two (2) more follow-up assessments in 2019-20.

Cohort 3 sites conducted baseline and follow-up SWIFT-FIA assessments in 2018-19 and aggregated results are included in Figure 4 and Table 8. Results show that sites reported an improvement in their MTSS implementation in all SWIFT Domains and overall with the largest increases in Inclusive Policy Structure and Practice (a 9-percentage point increase) and Integrated Educational Framework (a 8-percentage point increase). Sites feel strongest in Administrative Leadership and Integrated Educational Framework and their area of least strength is Inclusive Policy Structure and Practice. An average Total Current Implementation percentage at follow-up of 48% indicates that sites acknowledge they have some school-wide practices in place but there is more work to do. As with Cohorts 1 & 2, sites are scheduled to complete two (2) more follow-up assessments in 2019-20.

### SWIFT-FIT

The SWIFT-FIT independently assesses the extent to which a school is implementing the SWIFT framework. A trained assessor, who is unaffiliated with the school, visits the school to review the evidence of implementation gathered by the school leadership team and conducts a series of interviews and observations with various stakeholder groups such as the school administrators, district representatives, school personnel (certificated and classified), students, family, and community members. This process takes approximately one (1) day to complete. The items of the SWIFT-FIT are associated with the SWIFT Domains and Features (see Figure 2), and are aligned with the SWIFT-FIA. A separate summary of results provides schools with a picture of their current implementation of SWIFT Domains and Features. As with the SWIFT-FIA, school teams can use results to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices, and follow upon effects of action plans on practices.

Cohort 1 and 2 sites were re-assessed in 2018-19 and results are included in Figure 3 and Table 7. Results show decreases in all SWIFT Domains and overall but this may be due to the reduced sample size and not necessarily a reflection of implementation. Many sites experienced a turnover in staff and requested to be assessed the following year to give the new staff members time to familiarize themselves with the efforts they have made so far. From the sites that were assessed, Administrative Leadership and Family & Community Engagement are still areas of strength and a Multi-Tiered System of Support (inclusive instruction) continues to be an area of least strength. When compared to SWIFT-FIA results, sites' self-ratings closely matched external assessors' ratings suggesting that site leadership teams have developed a good understanding of the MTSS framework and can accurately assess their own areas of most and least strength. A final assessment is scheduled to take place in June 2020.

Only one (1) Cohort 3 site was assessed in 2018-19 and results are included in Figure 4 and Table 8. Many Cohort 3 sites also experienced a turnover in staff and requested to defer being assessed for the same reason specified above. Program staff will take measures to ensure that more Cohort 3 sites can be assessed in 2019-20.

Figure 3.

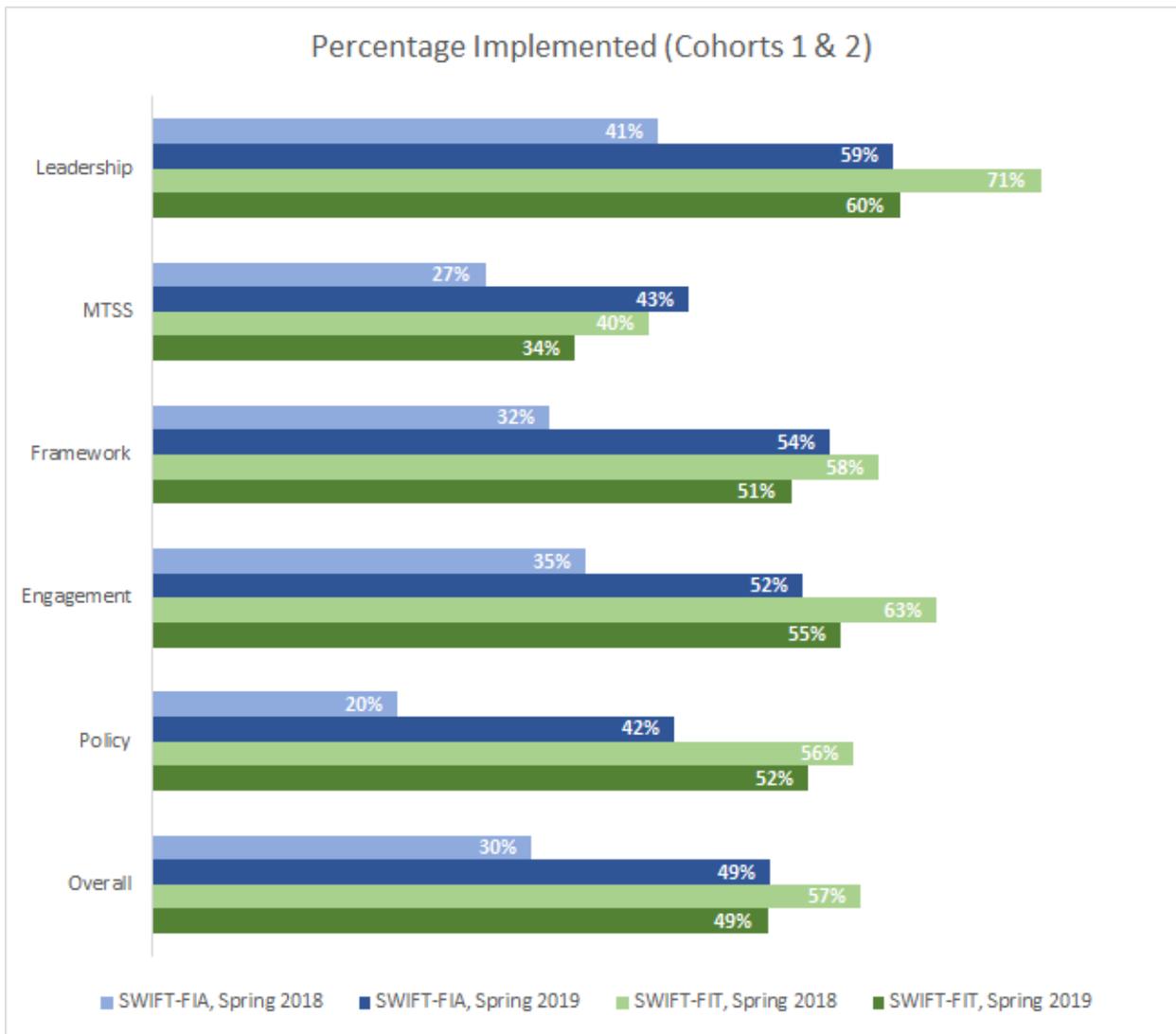


Table 7. SWIFT-FIA & SWIFT-FIT results, Cohorts 1 & 2

SWIFT Domains and Core Features	SWIFT-FIA				SWIFT-FIT	
	Baseline Fall 2017 n=125	Follow-Up 1 Spring 2018 n=197	Follow-Up 2 Fall 2018 n=72	Follow-Up 3 Spring 2019 n=197	Baseline Spring 2018 n=17	Follow-Up 1 Spring 2019 n=9
<i>Administrative Leadership</i>						
Strong and Engaged Site Leadership	46%	38%	60%	57%	74%	64%
Strong Educator Support System	47%	43%	63%	62%	67%	53%
<b>Administrative Leadership Total</b>	<b>46%</b>	<b>41%</b>	<b>61%</b>	<b>59%</b>	<b>71%</b>	<b>60%</b>
<i>Multi-tiered System of Support</i>						
Inclusive Academic Instruction	27%	27%	43%	42%	37%	33%
Inclusive Behavior Instruction	36%	26%	50%	44%	46%	35%
<b>Multi-tiered System of Support Total</b>	<b>32%</b>	<b>27%</b>	<b>46%</b>	<b>43%</b>	<b>40%</b>	<b>34%</b>
<i>Integrated Educational Framework</i>						
Fully Integrated Organizational Structure	38%	35%	56%	53%	55%	46%
Positive and Strong School Culture	32%	29%	46%	55%	61%	56%
<b>Integrated Educational Framework Total</b>	<b>35%</b>	<b>32%</b>	<b>51%</b>	<b>54%</b>	<b>58%</b>	<b>51%</b>

Table 7 continued

SWIFT Domains and Core Features	SWIFT-FIA				SWIFT-FIT	
	Baseline Fall 2017 n=125	Follow-Up 1 Spring 2018 n=197	Follow-Up 2 Fall 2018 n=72	Follow-Up 3 Spring 2019 n=197	Baseline Spring 2018 n=17	Follow-Up 1 Spring 2019 n=9
Trusting Family Partnerships	40%	35%	58%	54%	69%	61%
Trusting Community Partnerships	34%	34%	52%	51%	46%	41%
<b>Family &amp; Community Engagement Total</b>	<b>37%</b>	<b>35%</b>	<b>55%</b>	<b>52%</b>	<b>63%</b>	<b>55%</b>
<i>Inclusive Policy Structure &amp; Practice</i>						
Strong LEA (District)/School Relationship	21%	19%	41%	43%	57%	57%
LEA (District) Policy Framework	22%	20%	37%	40%	55%	47%
<b>Inclusive Policy Structure &amp; Practice Total</b>	<b>21%</b>	<b>20%</b>	<b>39%</b>	<b>42%</b>	<b>56%</b>	<b>52%</b>
<b>Total Current Implementation</b>	<b>34%</b>	<b>30%</b>	<b>50%</b>	<b>49%</b>	<b>57%</b>	<b>49%</b>

Figure 4.

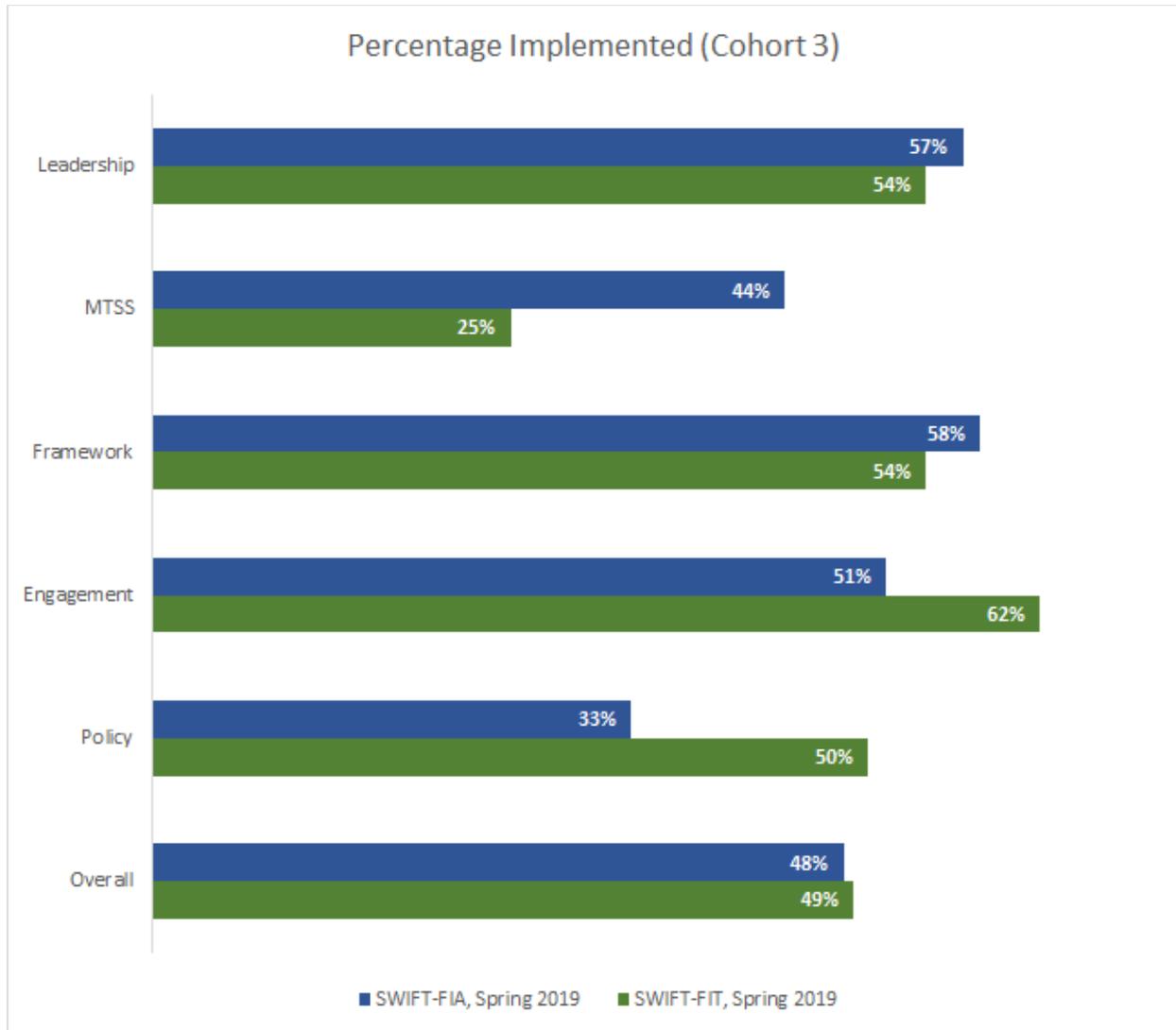


Table 8. SWIFT-FIA & SWIFT-FIT results, Cohort 3

SWIFT Domains and Core Features	SWIFT-FIA		SWIFT-FIT
	Baseline Fall 2018 n=252	Follow-Up Spring 2019 n=134	Baseline Spring 2019 n=1
<i>Administrative Leadership</i>			
Strong and Engaged Site Leadership	47%	54%	60%
Strong Educator Support System	54%	59%	44%
<b>Administrative Leadership Total</b>	<b>50%</b>	<b>57%</b>	<b>54%</b>

Table 8 continued

SWIFT Domains and Core Features	SWIFT-FIA		SWIFT-FIT
	Baseline Fall 2018 n=252	Follow-Up Spring 2019 n=134	Baseline Spring 2019 n=1
<i>Multi-tiered System of Support</i>			
Inclusive Academic Instruction	40%	46%	36%
Inclusive Behavior Instruction	35%	42%	10%
<b>Multi-tiered System of Support Total</b>	<b>37%</b>	<b>44%</b>	<b>25%</b>
<i>Integrated Educational Framework</i>			
Fully Integrated Organizational Structure	49%	57%	58%
Positive and Strong School Culture	52%	59%	50%
<b>Integrated Educational Framework Total</b>	<b>50%</b>	<b>58%</b>	<b>54%</b>
<i>Family &amp; Community Engagement</i>			
Trusting Family Partnerships	45%	52%	60%
Trusting Community Partnerships	42%	51%	67%
<b>Family &amp; Community Engagement Total</b>	<b>44%</b>	<b>51%</b>	<b>62%</b>
<i>Inclusive Policy Structure &amp; Practice</i>			
Strong LEA (District)/School Relationship	25%	34%	80%
LEA (District) Policy Framework	25%	33%	20%
<b>Inclusive Policy Structure &amp; Practice Total</b>	<b>25%</b>	<b>33%</b>	<b>50%</b>
<b>Total Current Implementation</b>	<b>41%</b>	<b>48%</b>	<b>49%</b>

Qualitative reports describing LEAs' process and progress in implementing, integrating, and scaling up their MTSS supports

As previously mentioned, sub-grantees provided qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports. Responses were analyzed for emergent themes and summarized below.

LEAs report making significant changes to increase or improve services provided to students who are socioeconomically disadvantaged, students who are foster youth, and students who are English learners including creating new systems or establishing a common understanding among staff, increasing supports for students, and providing more staff training. For example:

- “An ELD support provider was hired at RHMS and curriculum was purchased as well. The teacher is also working with current staff. UDL is the focus for the 2019-20 school year, which will also help support English learners. They have purchased access to Goalbook Pathways to help in this endeavor.”

*-Buckeye Union*

- “We have created a system to track exit and entrance into tiered services. Teachers meet regularly to discuss their students and adjust their services as needed. Services are not necessarily increasing, but the efficiency of the use of resources will allow for more students to be served”

*-Fuente Nueve Charter School*

- “Reading instruction, especially during the vital K-2 years, continues to be a focus for us. This is especially important for our socio-economically disadvantaged students who, according to our district-wide data, struggle significantly in this area. In addition to improving our first instruction in reading by using focusing on the teaching of systematic phonics in the primary years, we will also begin to use DIBELS in the 2019-2020 school year to monitor the literacy progress of our students and provide timely early intervention. Our reading intervention teachers will continue to focus much of their support on K-2 to assist in providing this early intervention to prevent large foundational skill gaps from forming.”

*-Forest Hill Elementary*

- “LUSD is serves students that are over 67% socio-economically disadvantaged. District data shows that SED students are underperforming students in all areas, including ELA, math, as well as chronic absenteeism and suspensions. District initiatives are targeted towards this significant sub-group, in particular the training for PBIS and restorative discipline beginning in the 2019-2020 school year. All elementary schools and middle schools will be sending a site team to a two-day PBIS training before the school year begins and there will be follow up trainings and site walkthroughs throughout the year. The focus for Year 1 will be Tier 1 PBIS support with subsequent years focusing on Tier 2 and Tier 3.”

*-Lompoc Unified*

- “Foster youth coordinator has been added. Counseling services were increased during 18/19 school year. These included direct service to students in addition to referrals for outside services. Read 180 and PBIS Tier II will be implemented for 2019/20 school year.”

*-Tuolumne County Office of Education*

LEAs report making significant changes to increase or improve strategies to effectively support student success in the least restrictive environment (LRE) and foster greater inclusion including creating new systems or establishing a common understanding among staff, increasing supports for students, and providing more staff training. For example:

- “Biggs Unified School District continued to serve students in a learning center that was based on students needs not just service time. All 7th and 8th grade students had access to the learning center model, which provided support in an RtI model using the district adopted curriculum. Additional Instructional Aide support was assisted within the classroom, which allowed for more differentiated instruction and continual progress monitoring. For the 2019-2020 school year we will implement a co-teaching model for one class period.”

*-Biggs Unified*

- “Burrel Union recently hired a Resource Specialist that is credentialed in both areas of mild to moderate and moderate to severe. We will provide most of the services via "push in" model. We will place a trained Instructional Aide in classrooms where SPED students are clustered to provide additional support academically and behaviorally. Burrel Union staff will create and follow Behavior plans when necessary. All teachers will be providing social-emotional learning using Second Step curriculum. All teachers will be providing Mind Yeti daily in order to practice mindful breathing strategies. Mind Yeti strategies will also be used for individual students who may be experiencing challenging behavior. Psychologist on-site time will increase by 0.5 days, a total of 2 days weekly. Psychologist will provide professional development, co-teaching lessons and parent education. MTSS Team will meet bi-weekly to review student data and teacher/parent referrals. All teachers will provide one-on-one student conferences (2x a year) to review data and set growth goals. All teachers and Administration will attend IEP meetings.”

*-Burrel Union Elementary*

- “In both of HLPUSD areas of focus, our targeted services include increasing direct services in targeted student populations, which include student success in the least restrictive environment (LRE) and foster inclusion. In the K-12 settings, the goal is to refine, define, and implement a systematic approach to providing academic interventions in English language arts and math. These systems would include identification of students in need, pre/post assessments, progress monitoring, and exiting students after re-evaluation. In addition, district MTSS team was inclusive of district specialists who focus on Individuals With Education Needs (IWENS). Their expertise was included in the development of strategies to include in lesson delivery for intervention groups. They also

were able to identify curricular program components that will produce student outcome at a higher level.”

*-Hacienda-La Puente Unified*

- “The Heber Elementary School District in partnership with the El Centro School District has committed to provided SPED and general education teachers with training to obtain new ideas on how to increase support for students in the general education classroom. WestEd will provide professional development for teachers with a focus on a district-wide co-teaching program. There will be professional development, lesson and instruction planning sessions, classroom observation training, and feedback cycles (Plan, Do, Study, Act—PDSA). The schedule professional development dates will be October 16, December 5, February 7, 2018, and March 20, 2018. The Heber Elementary School District is developing a district-wide model to provide intervention to all students including students with disabilities. SPED students have been incorporated into this system of intervention and have been strategically placed in classrooms with smaller group sizes. These students are being instructed in the core curriculum with embedded supports.”

*-Heber Elementary*

- “School administration has spent a great deal of time addressing the topic of LRE this year and broader inclusion of our special education students is a priority as we plan for the 2019-2020 school year. More students will have their primary placement be in a general education classroom and nearly all special education students will receive their ELA SAI minutes in a general education classroom.”

*-Sausalito-Marin City*

LEAs report making significant changes in how they leverage and coordinate multiple school and community resources including better coordination or usage of district resources, local agencies and entities, and their county offices of education. For example:

- “The school will continue its relationships with county mental health, and local counseling services (Remi Vista and Changing Tides) and continue to expand counseling services for its students. We will continue to work with child welfare services to further support families and students in need. The Family Resource Center and school will continue to collaborate with local service clubs and churches to support families in need with vouchers for laundry and gas, gift certificates for hygiene and self-care products, food bags, and other critical services. Parenting classes are offered through the FRC on an individual and group basis.”

*-Fortuna Elementary*

- “We joined funds (special education funds, as well as supplemental funds) to support having the additional day each for the school psychologist and behavior aide. We worked with Behavioral Health and Kings County Kingsview Mental Health to provide training for the staff to assist them in working with the social and emotional well-being of students. We joined with Kings County Office of Ed. school psychologist and behaviorist

to provide ongoing training throughout the year. They also had two parent trainings as well. We joined with Behavioral Health to train our teacher/school staff Mindfulness training in the fall 2019. We will implement this in each of our classrooms in the fall.”

*-Island Union*

- “One great example of this is our work with the County Probation division. The Probation department provides funding to allow for staff at middle and high school who are able to mentor students. This key action ensures another layer of support for our neediest students. “

*-Lucia Mar Unified*

- “Created a Mental Health Leadership team, partnered with county agencies and are participating in Cohort group that is focusing on Kognito simulations, crisis response and building staff capacity. Also looking at continued work to find alternatives to suspension with use of TUPE Grant funds.”

*-Milpitas Unified*

- “We work collaboratively with our County Office of Education (MCOE), our County Behavioral Health to support students’ mental health needs, and multiple partners to support broader student needs. Working with MTSS systems in mind, we have come to develop new more inclusive approaches to counseling. Counselors now work within classrooms, developing relationships with students, and work collaboratively with teachers to support student mental health needs within the classroom. Other partner agencies are developing similar inclusive approaches. We have also increased the number of district funded school psychologists so that they can provide SEL supports.”

*-Salinas City Elementary*

LEAs report making significant changes in how they are implementing a multi-tiered system of support including using data to drive their decision making and streamlining or standardizing processes. For example:

- “As a new reading intervention program is implemented, a data team will analyze student results as well as implementation data to determine effectiveness. The MTSS team will use the Tiered Intervention Matrix as a tool to monitor implementation and communicate with staff. The completed Tiered Intervention Matrix for Behavior will also be revisited as teachers apply universal supports. The team will also investigate options for a Universal Behavior Screener.”

*-Bishop Unified*

- “This has also been an area of great focus. We hired 3 MTSS Specialists, who have received a great deal of PBIS training and are expected to use this capacity to directly support more schools in the fall, as we expand our MTSS roll-out to include 3 more elementary schools and 3 comprehensive middle schools. We also sent 5 elementary counselors to a school culture and climate and anti-bullying conference to further build their capacity. We also implemented Second Step, a social emotional curriculum in

grades K-5, with grades 6-8 to follow in the 19-20 school year. We also provided district-wide trauma informed care training this school year. Lastly, we continue to expand our restorative justice training for staff. We are also creating a PLC agenda for all elementary and middle schools that includes both academic and behavioral data review weekly. This is a great step forward as we elevate the importance of regular behavioral data review.”

*-Madera Unified*

- “Since the training, the following changes have taken place: There is a new bell schedule, there is an intervention block provided during the school day, there is a homeroom block, PBIS is in its beginning stages, there are new grading practices in place, and there has been restructuring and funds provided for MTSS support of an administrator and counselor. FIA results, Healthy Kids Survey and formative assessments through PLC have all supported some of this decision making and allocation of resources.”

*-San Benito High School District*

- “The LEA has made changes to implementing multi-tiered evidence-based supports including digital citizenship lessons for all students, Tier 1 social emotional curriculum grades K-5, SAP counselors in secondary, districtwide committee for SEL, Restorative Justice trainings, IO Education implementation, academic vocabulary curriculum guides grades 3-5, Ethnic Studies graduation requirement passed by Board, alternative means of correction, suicide prevention protocols and trainings, evaluation of programs. These changes were made based on results of site FIAs and the LEA self-assessment.”

*-Ventura Unified*

- “Implemented: District-wide team of certificated, classified, admin and parents to meet monthly and examine TK-5 data on attendance, academics and behavior. This will be as part of the monthly Site Council meetings beginning in August; Counselor began teaching weekly classes on positive discipline concepts/strategies at K-2 school during 2018-19 year.”

*-Willits Unified*

LEAs report they have already incorporated or are taking steps to incorporate the changes described above into their LCAPs. For example:

- “The District's mental health and wellness initiative continues to be incorporated aspects of Goal 2: School Culture, and Goal 3: Social & Emotional. Specifically within Goal 2, Action 4: "AUSD will provide safe, culturally sensitive, and emotionally supportive environment to increase sense of school connectedness and safety". The initiative continues to support a shift in overall school climate to one that is largely more supportive and safe and away from traditional punitive approaches to discipline. This is achieved through the introduction and implementation of trauma informed approaches to students behavior, as well as an application of trauma informed approach to school organization at the leadership level. Further, initiative components have been

instrumental in helping the District achieve Goal 3, Action 2: "AUSD will increase programs and education related to violence prevention." This Goal is comprised of Actions directly related to increasing the socio-emotional supports on campus, including restorative practices, Toolbox, PBIS/MTSS, and student support counselors. The initiative, as a central piece of its operation, seeks to implement trauma informed approaches across all pilot school sites, as well as ultimately District-wide. The District understands that trauma informed approaches are fundamental to a successful implementation of any mental health and wellness support. To that end, Trauma 101 workshops are delivered and efforts to link all supports to a trauma informed climate are made. The District has hired a consultant with experience in the District and implementing school-based trauma informed practices to coordinate the initiative, provide the Trauma 101 trainings, and support the District's effort to develop a 3-year strategy and sustainability plan around mental health and wellness."

*-Antioch Unified*

- "The LCAP supports the initiatives in all three goals of the LCAP. The site lead at Kernville gives equitable support to all students in the district in regards to behavior and academic intervention. The teachers are able to receive training and process through PLC's and Teacher planning time. TLIM training is required by all staff so that it is sustained and held to fidelity. All students are given the materials needed to access courses. Home School students receive support through the KREM program. Incentives are given to support positive school climate, attendance, and academic achievement. The District offers quarterly and monthly meetings with stakeholders and most serve food to help increase attendance of the community. Professional Development was a priority this past year and in the upcoming year - especially in the way of SEL, Behavior and Academics. The District contracted with Marzano Research to help teachers establish the Critical Concepts and coach the implementation into engaging lessons. Polly Bath will also be a year long program that includes a coaching piece for sustainability and fidelity of SEL concepts. The Behavior Specialist on both campuses continues to help students and staff with CICO, counseling, and proactive classroom settings."

*-Kernville Union*

- "There several LCAP action items that are directly connected to our MTSS initiative, including allocations for instructional materials to be used for SEL curriculum (LCAP Goal 2), professional development funds which will be used for UDL Training (LCAP Goal 2), and a student assessment and data management system to identify those in need of academic interventions (LCAP Goal 2). LCAP Goal 3, includes a range of MTSS services including instructional coaching, MTSS data dialogue days, after-school intervention programs, behavior support and intervention personnel, summer academies, and comprehensive services for English learners. LCAP Goal 5 relates to positive school climate, and includes support for behavior, student health, anti-bullying programs, and attendance."

*-Magnolia School District*

- “MCOE Alternative Education incorporated the above actions in to their LCAP by detailing the actions and planned actions that would be taken to address these topics. Many of our actions are linked with expenditures to ensure proper resources are in place to support the work being done. We wrote our actions in the first three goals of our LCAP with Goal 1 focusing on academic success for all students, Goal 2 focusing on behavioral success for all students, and Goal 3 focusing on college and career readiness for all students. Woven throughout all three of these goals is language detailing the services that we have in place and a road map on how we plan to expand these services.”

*-Mendocino County Office of Education*

- “All these ideas have been incorporated into our 3 LCAP Goals. Through the analysis of our state and local data and input from staff and stakeholders, we identified focus areas to be addressed to achieve our Mission: “Preparing today’s students for tomorrow’s challenges.” The LCAP plan includes goals to improve achievement for all students. WUSD was able to emphasize three areas for improvement: decrease the high suspension rates, increase low ELA scores, and increase low math scores. The plan also includes specific actions and services that target achievement for students who are not meeting grade-level standards. In addition to our goals related to students’ achievement, we have actions and services designed to support healthy lifestyles for students including social, emotional, and physical well-being. Based on this process, the actions and services fell into the following areas of influence: 1. a safe school culture and climate with quality teachers who are appropriately credentialed and students who have access to services/materials aligning to state standards; 2. Improving connections and achievement where students gain mastery of the core knowledge and skills to succeed inside and outside the classroom; 3. Effective family and school partnerships to support student achievement and school improvement.”

*-Willows Unified*

F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented.

For Year 4, evidence of LEA and student effects was collected from various sources including LEA annual reports, California School Dashboards (reporting period: Fall 2018), and other public data as available (see Tables 9-11).

*Table 9. Additional Outcome Data*

Sources: LEA annual reports, CA School Dashboards, and CDE DataQuest

<b>Indicators</b>		
Suspension rate (overall)		
Cohort 1 & 2	6% (2016-17)	4% (2017-18)
Cohort 3	--	4% (2017-18)
Expulsion rate (overall)		
Cohort 1 & 2	6% (2016-17)	8% (2017-18)
Cohort 3	--	8% (2017-18)
Discipline referrals (total)		
Fighting or Aggression (Cohorts 1 &2)	27,828 (2017-18)	12,838 (2018-19)
Theft (Cohorts 1 &2)	2,496 (2017-18)	858 (2018-19)
Cheating (Cohorts 1 &2)	1,274 (2017-18)	1,177 (2018-19)
Disruption or Defiance (Cohorts 1 &2)	35,543 (2017-18)	45,965 (2018-19)
All other categories (Cohorts 1 &2)	137,328 (2017-18)	112,246 (2018-19)
Fighting or Aggression (Cohort 3)	N/A	14,962 (2018-19)
Theft (Cohort 3)	N/A	780 (2018-19)
Cheating (Cohort 3)	N/A	1,985 (2018-19)
Disruption or Defiance (Cohort 3)	N/A	37,451 (2018-19)
All other categories (Cohort 3)	N/A	54,809 (2018-19)

Table 9 continued

Indicators		
Referrals to Special Education (total)		
Students referred for Special Education (Cohorts 1 & 2)	21,148 (2017-18)	4,596 (2018-19)
Students who qualified for Special Education (Cohorts 1 & 2)	16,026 (2017-18)	4,601 (2018-19)
Students referred for Special Education (Cohort 3)	N/A	3,788 (2018-19)
Students who qualified for Special Education (Cohort 3)	N/A	3,185 (2018-19)
Chronic absenteeism rate (overall)		
Cohort 1 & 2	14% (2016-17)	14% (2017-18)
Cohort 3	--	15% (2017-18)
Incidents of bullying or harassment (total)		
Cohort 1 & 2	19,161 (2016-17)	23,068 (2017-18)
Cohort 3	--	25,174 (2017-18)
Graduation rate (overall)		
Cohort 1 & 2	92% (2016-17)	80% (2017-18)
Cohort 3	--	79% (2017-18)
Dropout rate (overall)		
Cohort 1 & 2	6% (2016-17)	*
Cohort 3	--	*

\*Dropout rate data for 2017-2018 was unavailable at the time of this report.

Table 9 continued

Indicators		
Pupil academic achievement (overall)		
Cohort 1 & 2 LEAs at the Blue or Green Performance Level of the CA School Dashboard: English-Language Arts	34% (Fall 2017)	40% (Fall 2018)
Cohort 3 LEAs at the Blue or Green Performance Level of the CA School Dashboard: English-Language ARTs	N/A	38% (Fall 2018)
Cohort 1 & 2 LEAs at the Blue or Green Performance Level of the CA School Dashboard: Math	36% (Fall 2017)	35% (Fall 2018)
Cohort 3 LEAs at the Blue or Green Performance Level of the CA School Dashboard: Math	N/A	32% (Fall 2018)

Table 10. School climate indicators (Cohorts 1 & 2),  
Source: California Healthy Kids Survey LEA Reports

	Elementary		Secondary	
	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)
School Engagement and Supports (overall)				
School connectedness (high)	60%	42%	49%	18%
Academic motivation (high)	47%	56%	33%	29%
Truant more than a few times	N/A	N/A	9%	8%
Caring adult relationships (high)	61%	50%	34%	27%
High expectations (high)	64%	51%	46%	35%
Meaningful participation (high)	22%	15%	14%	11%

Table 10 continued

	Elementary		Secondary	
	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)
School Safety (overall)				
Feel safe at school/ School perceived as very safe or safe	81%	78%	64%	58%
Been afraid of being beaten up	N/A	N/A	14%	13%
Been hit or pushed/ Been in a physical fight	45%	44%	14%	13%
Mean rumors spread about you/ Had mean rumors or lies spread about you	49%	48%	36%	34%
Been called bad names or mean jokes made about you/ Experienced any harassment or bullying	49%	50%	31%	30%
Saw a weapon at school/ Seen a weapon on campus	19%	16%	16%	14%
Disciplinary Environment (overall)				
Students are well-behaved	55%	50%	N/A	N/A
Students are treated fairly when break school rules	55%	55%	N/A	N/A
Students are treated with respect	86%	83%	N/A	N/A
Supports for Social and Emotional Learning (overall)				
School helps students solve conflicts with one another	75%	73%	N/A	N/A
School teaches students to understand how other students think and feel	63%	65%	N/A	N/A
School teaches students to feel responsible for how they act	79%	78%	N/A	N/A
School teaches students to care about each other and treat each other with respect	85%	85%	N/A	N/A

Table 10 continued

	Elementary		Secondary	
	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)	Baseline (2015-16 or 2016-17)	Follow-Up 1 (2017-18)
Mental Health (overall)				
Experienced chronic sadness/hopelessness	N/A	N/A	29%	33%
Considered suicide	N/A	N/A	17%	19%
Gang Involvement (overall)				
Consider themselves a member of a gang	N/A	N/A	6%	7%

**Table 11.** School climate indicators (Cohort 3, Baseline, 2017-18)

Source: California Healthy Kids Survey LEA Reports

	<b>Elementary</b>	<b>Secondary</b>
<b>School Engagement and Supports (overall)</b>		
School connectedness (high)	44%	19%
Academic motivation (high)	57%	30%
Truant more than a few times	N/A	8%
Caring adult relationships (high)	51%	28%
High expectations (high)	53%	36%
Meaningful participation (high)	16%	12%
<b>School Safety (overall)</b>		
Feel safe at school/ School perceived as very safe or safe	79%	59%
Been afraid of being beaten up	N/A	14%
Been hit or pushed/ Been in a physical fight	45%	13%
Mean rumors spread about you/ Had mean rumors or lies spread about you	48%	35%
Been called bad names or mean jokes made about you/ Experienced any harassment or bullying	51%	31%
Saw a weapon at school/ Seen a weapon on campus	18%	15%
<b>Disciplinary Environment (overall)</b>		
Students are well-behaved	50%	N/A
Students are treated fairly when break school rules	56%	N/A
Students are treated with respect	85%	N/A

Table 11 continued

	Elementary	Secondary
Supports for Social and Emotional Learning (overall)		
School helps students solve conflicts with one another	72%	N/A
School teaches students to understand how other students think and feel	65%	N/A
School teaches students to feel responsible for how they act	77%	N/A
School teaches students to care about each other and treat each other with respect	85%	N/A
Mental Health (overall)		
Experienced chronic sadness/hopelessness	N/A	33%
Considered suicide	N/A	21%
Gang Involvement (overall)		
Consider themselves a member of a gang	N/A	7%

G. Recommendations for improving state-level activities or policies

The ISABS (aka SUMS) Initiative determined that successfully establishing and maintaining a coherent system of education delivered through an MTSS framework is necessary to align the many educational systems and services that remain uncoordinated. This in turn highlights the need for an understanding of the MTSS framework and a local school and school district culture of collaboration and coordination to effectively identify where gaps exist and how to bridge them. These can be achieved by providing supports in addition to the activities and resources developed in this project such as coaching for site leadership teams and extra pay/sub release time for teachers to attend training. Therefore, it is recommended that funding be continued to provide supports that facilitate sites’ MTSS implementation efforts.

Secondly, progress towards a coherent system of education can be monitored using tools and processes that are grounded in the MTSS framework and in Implementation Science and allow school and school district teams to critically self-evaluate existing programs and resources and to continually develop and revise plans to meet students’ academic, behavioral, and social-emotional needs. Two such tools are the LEA Self-Assessment and the SWIFT-Fidelity Integrity Assessment (SWIFT-FIA). As previously described, the LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

Teams then discuss progress and barriers and how changes can be implemented so that they move towards the Continuous Improvement & Sustainability level of implementation. Similarly, the SWIFT-FIA is a tool for School Leadership Teams to examine the current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School teams can then identify and prioritize practices for transformation towards sustainable schoolwide implementation, make internal decisions about actions to install and implement those practices, and follow-up on the effects of those action-plans. Therefore, it is recommended that school districts and school sites across the state be able to utilize the LEA Self-Assessment and the SWIFT-FIA to monitor their progress towards building and sustaining a coherent system of education. School districts and school sites could then report their results to stakeholders as local indicators on the CA School Dashboards.

Attachment 1



## California Scale Up MTSS Statewide (SUMS) Initiative Evaluation Plan 2016-2020

Inputs (What's in place)	Process/Outputs Activities, Services & Products	Outcomes	
		Proximal (Shorter-term)	Distal (Longer-term)
<p>State-level activities, programs, policies, and initiatives</p> <p>OCDE resources, programs, initiatives, partnerships, and leadership staff</p> <p>Partnerships with leading experts and service providers (i.e, SWIFT Center, Butte COE)</p> <p>State Leadership Team and Region Transformation Teams</p> <p>Implementation Science training</p> <p>Universal Design for Learning Model</p> <p>ASCD Whole Child Model</p> <p>Evidence-based practices academic, behavioral, and social-emotional supports</p>	<p>Establish a State Leadership Team with representatives from CDE, OCDE, Swift Center, and Butte COE to guide the California SUMS Initiative</p> <p>Identify Region Leads from all eleven CCSESA regions and Trainers from each COE across the state</p> <p>Establish Region Transformation Teams to be trained by Swift Center</p> <p>Region Leads and Trainers provide technical assistance and direct support to LEAs</p> <p>Develop RFA for sub-grants and select awardees</p> <p>Host regional meetings and statewide conference</p> <p>Professional learning activities (regional workshops, online training modules, TOT series, etc.)</p> <p>MTSS website (Butte COE Digital Chalkboard)</p> <p>Establish a Communities of Practice (State, Region, County, &amp; LEA)</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Documents and artifacts for each activity, service, and product</b></li> <li>• <b>Technical Assistance logs</b></li> <li>• <b>Evaluation surveys</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Increased or improved services provided for low income pupils, foster youth, and ELs</li> <li>2. Strategies that effectively support student success in the least restrictive environment and foster greater inclusion</li> <li>3. Leveraged and coordinated multiple school and community resources</li> <li>4. Implemented multi-tiered, evidence-based, data-driven district-wide and school-wide systems of academic and behavioral supports</li> <li>5. Outcomes 1-4 incorporated into LCAPs</li> <li>6. Statewide use of academic and behavioral programs and practices using a MTSS framework (State Leadership Team)</li> </ol> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Sub-grantee qualitative reports</b></li> <li>• <b>District LCAPs</b></li> <li>• <b>District Capacity Assessment (DCA)</b></li> <li>• <b>SWIFT-Fidelity Implementation Tool (FIT)</b></li> <li>• <b>SWIFT-Fidelity Integrity Assessment (FIA)</b></li> </ul>	<p>Decreases in:</p> <ul style="list-style-type: none"> <li>• Suspension and expulsion rates</li> <li>• Discipline referrals</li> <li>• Referrals to special education</li> <li>• Chronic absenteeism</li> <li>• Incidents of bullying or harassment</li> <li>• Dropout rates</li> <li>• Risk Factors</li> </ul> <p>Increases/Improvements in:</p> <ul style="list-style-type: none"> <li>• Pupil attendance</li> <li>• Graduation rates</li> <li>• Measures of student academic achievement</li> <li>• School climate</li> <li>• Average instructional minutes</li> <li>• Average instructional time in integrated settings for students with IEPs</li> <li>• Students' social-emotional competence</li> <li>• Protective Factors</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Sub-grantee outcome reports</b></li> </ul>

## Attachment 2

**2018-2019  
CA MTSS Region Liaison/SWIFT Assignments**

Region	Region Lead County leads	State Team Rep	SWIFT Trainer	Who takes lead in setting up planning calls for this region?  & COP meetings or calls?
Region 1	<p style="text-align: center;"><b>Region 1 Lead:</b></p> <p><b>Peter Stoll (Humboldt)</b> <a href="mailto:pstoll@HCOE.org">pstoll@HCOE.org</a></p> <p><b>Humboldt Lead:</b> <b>Haley Jones</b> <a href="mailto:HJones@HCOE.org">HJones@HCOE.org</a></p> <p><b>Mendocino Lead:</b> <b>Paul Jones-Poulton</b> <a href="mailto:pjp@mcoe.us">pjp@mcoe.us</a></p> <p><b>Steve Hahm</b> <a href="mailto:shahm@mcoe.us">shahm@mcoe.us</a></p> <p><b>Sonoma Lead:</b> <b>Sarah Lundy, Ed.D.</b> <a href="mailto:slundy@scoe.org">slundy@scoe.org</a></p> <p><b>Sarah Fountain</b> <a href="mailto:sfountain@scoe.org">sfountain@scoe.org</a></p>	<p><b>Toby Espley (OCDE)</b> <a href="mailto:TEspley@ocde.us">TEspley@ocde.us</a></p> <p><b>Rindy (Butte)</b> <a href="mailto:rdevoll@bcoe.org">rdevoll@bcoe.org</a></p>	<p><b>Dawn Miller</b> <a href="mailto:dawnmiller@ku.edu">dawnmiller@ku.edu</a></p>	<p><b>Peter and Haley</b></p>

	<p>Lake Lead: Cynthia Lenners clenners@lakecoe.org</p>			
Region 2	<p>Region 2 Lead: Kim McKenzie (Shasta) <a href="mailto:kmckenzie@shastacoe.org">kmckenzie@shastacoe.org</a></p> <p>Butte Lead: Sherri Hanni <a href="mailto:shanni@bcoe.org">shanni@bcoe.org</a></p> <p>Glenn Lead: Jacki Campos <a href="mailto:jcampos@glenncoe.org">jcampos@glenncoe.org</a></p> <p>Shirley Diaz sdiaz@glenncoe.org</p> <p>Tehama Lead: Karin Matray kmatray@tehamaschools.org</p> <p>Modoc Lead: Misti Norby <a href="mailto:mnorby@modocoe.k12.ca.us">mnorby@modocoe.k12.ca.us</a></p> <p>Trinity Lead: Anthony Rebelo Arebelo@tcoek12.org</p> <p>Lassen Lead: Patti Gunderson pgunderson@lcoe.org</p>	<p>Toby Espley (OCDE) <a href="mailto:TEspley@ocde.us">TEspley@ocde.us</a></p> <p>Rindy DeVoll (Butte) <a href="mailto:rdevoll@bcoe.org">rdevoll@bcoe.org</a></p>	<p>Dawn Miller <a href="mailto:dawnmiller@ku.edu">dawnmiller@ku.edu</a></p> <p>Michael McSheehan <a href="mailto:Michael.McSheehan@unh.edu">Michael.McSheehan@unh.edu</a></p>	

<p><b>Region 3</b></p>	<p><b>Region 3 Lead: Mike Lombardo (Placer)</b>  <a href="mailto:mlombardo@placercoe.k12.ca.us">mlombardo@placercoe.k12.ca.us</a></p> <p><b>Placer Leads: Luke Anderton</b>  <a href="mailto:LUAnderson@placercoe.k12.ca.us">LUAnderson@placercoe.k12.ca.us</a></p> <p><b>Kathryn Ferreira</b>  <a href="mailto:KFerreira@placercoe.k12.ca.us">KFerreira@placercoe.k12.ca.us</a></p> <p><b>Michael Lombardo</b>  <a href="mailto:mlombardo@placercoe.k12.ca.us">mlombardo@placercoe.k12.ca.us</a></p> <p><b>Yolo Lead:</b>  <b>Rhonda DaRosa</b>  <a href="mailto:ronda.darosa@ycoe.org">ronda.darosa@ycoe.org</a></p> <p><b>Yuba Lead:</b>  <b>Jennifer Hicks</b>  <a href="mailto:jhicks@placercoe.k12.ca.us">jhicks@placercoe.k12.ca.us</a></p> <p><b>Sutter Lead:</b>  <b>Christine McCormick</b>  <a href="mailto:ChristineM@sutter.k12.ca.us">ChristineM@sutter.k12.ca.us</a></p> <p><b>Kristi Johnson</b>  <a href="mailto:kristij@sutter.k12.ca.us">kristij@sutter.k12.ca.us</a></p>	<p><b>Lucy Vezzuto (OCDE)</b>  <a href="mailto:LVezzuto@ocde.us">LVezzuto@ocde.us</a></p> <p><b>Rindy DeVoll (Butte)</b>  <a href="mailto:rdevoll@bcoe.org">rdevoll@bcoe.org</a></p>	<p><b>Laura Miltenberger</b>  <a href="mailto:laura_miltenberger@ku.edu">laura_miltenberger@ku.edu</a></p>	<p><b>Luke and Kathryn</b></p>
<p><b>Region 3 El Dorado</b></p>	<p><b>El Dorado County Lead</b>  <b>Gabrielle Marchini</b>  <a href="mailto:gmarchini@edcoe.org">gmarchini@edcoe.org</a></p>	<p><b>Rhonda Marriott (OCDE)</b>  <a href="mailto:rmarriott@ocde.us">rmarriott@ocde.us</a></p>	<p><b>N/A</b></p>	<p><b>Rhonda</b></p>
<p><b>Region 4 (5 cohorts)</b></p>	<p><b>Region 4 Lead: David Brashear (San Mateo)</b>  <a href="mailto:dbrashear@smcoe.org">dbrashear@smcoe.org</a></p>	<p><b>Toby Espley (OCDE)</b>  <a href="mailto:TEspley@ocde.us">TEspley@ocde.us</a></p>	<p><b>Dawn Miller</b>  <a href="mailto:dawnmiller@ku.edu">dawnmiller@ku.edu</a></p>	<p><b>David</b></p>

	<p><b>Solano Lead:</b> Andrea and Marly</p> <p><b>Nicola Parr</b> <a href="mailto:nparr@solanocoe.net">nparr@solanocoe.net</a></p> <p><b>Napa Lead:</b> Lucy Edwards <a href="mailto:ledwards@napacoe.org">ledwards@napacoe.org</a></p> <p><b>Alameda Lead:</b> Angela Amarillas <a href="mailto:Amarillas@acoe.org">Amarillas@acoe.org</a></p> <p><b>Contra Costa Lead:</b> Marsha Taokuyoshi <a href="mailto:mtokuyoshi@cccoe.k12.ca">mtokuyoshi@cccoe.k12.ca</a></p> <p><b>San Francisco Lead:</b> Roderick Castro <a href="mailto:castror@sfusd.edu">castror@sfusd.edu</a></p> <p><b>Marin Lead:</b> Kristi Dahlstrom <a href="mailto:kdahlstrom@marinschools.org">kdahlstrom@marinschools.org</a></p>			
<p><b>Region 5</b> 3 cohorts</p>	<p><b>Region 5 Lead:</b> Jennifer Logue (San Benito) <a href="mailto:jlogue@sbcoe.org">jlogue@sbcoe.org</a></p> <p><b>Santa Clara Lead:</b> Rhonda Beasley <a href="mailto:Rhonda_Beasley@sccoe.org">Rhonda_Beasley@sccoe.org</a></p> <p><b>Rebecca Mendiola</b> <a href="mailto:Rebecca_Mendiola@sccoe.org">Rebecca_Mendiola@sccoe.org</a></p>	<p><b>Lina Bender (OCDE)</b> <a href="mailto:lbender@ocde.us">lbender@ocde.us</a></p>	<p>N/A</p>	

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Region 6	<p><b>Region 6 Leads:</b> Ken Fitzgerald (Stanislaus) <a href="mailto:KFitzgerald@stancoe.org">KFitzgerald@stancoe.org</a> Christine Cisco (Stanislaus) <a href="mailto:csisco@stancoe.org">csisco@stancoe.org</a></p> <p>Stanislaus Lead: Lisa Tiwater <a href="mailto:ltiwater@stancoe.org">ltiwater@stancoe.org</a></p> <p>Ken Fitzgerald <a href="mailto:kfitzgerald@stancoe.org">kfitzgerald@stancoe.org</a></p> <p>Christine Sisco <a href="mailto:Csisco@stancoe.org">Csisco@stancoe.org</a></p> <p>San Joaquin Leads: Sally Glusing <a href="mailto:sglusing@sjcoe.net">sglusing@sjcoe.net</a></p> <p>Fred Cochran <a href="mailto:jacochran@sjcoe.net">jacochran@sjcoe.net</a></p> <p>Tuolumne Lead: Cathy Parker <a href="mailto:Cparker@tcsos.us">Cparker@tcsos.us</a></p> <p>Colleen Whitlock <a href="mailto:cwhitlock@tcsos.us">cwhitlock@tcsos.us</a></p>	<p>Lucy Vezzuto (OCDE) <a href="mailto:LVezzuto@ocde.us">LVezzuto@ocde.us</a></p> <p>Rindy DeVoll (Butte) <a href="mailto:rdevoll@bcoe.org">rdevoll@bcoe.org</a></p>	N/A	Ken and Christine

	<p><b>Calaveras Lead:</b>  <b>Karen Vail</b>  <a href="mailto:kvail@ccoe.k12.ca.us">kvail@ccoe.k12.ca.us</a></p>			
Region 7	<p><b>Region 7 Lead: Di Leonardo</b>  <b>(Fresno)</b>  <a href="mailto:dleonardo@fcoe.org">dleonardo@fcoe.org</a></p> <p><b>Fresno Lead:</b>  <b>Brad Huebert</b>  <a href="mailto:bhuebert@fcoe.org">bhuebert@fcoe.org</a></p> <p><b>Mariposa Lead:</b>  <b>Raquel Rose</b>  <a href="mailto:rrose@marinschools.org">rrose@marinschools.org</a></p> <p><b>Robin Hopper</b>  <a href="mailto:rhopper@mcusd.org">rhopper@mcusd.org</a></p> <p><b>Madera Lead:</b>  <b>Dianna Young Marsh</b>  <a href="mailto:dmarsh@maderacoe.us">dmarsh@maderacoe.us</a></p> <p><b>Tulare Lead:</b>  <b>Charlene Stringham</b>  <a href="mailto:charlenes@ers.tcoe.org">charlenes@ers.tcoe.org</a></p> <p><b>Lisa Lemus</b>  <a href="mailto:Lisa.lemus@tcoe.org">Lisa.lemus@tcoe.org</a></p> <p><b>Merced Lead:</b>  <b>Amelia Jimenez</b>  <a href="mailto:ajimenez@mcoe.org">ajimenez@mcoe.org</a></p> <p><b>Kings Lead:</b>  <b>Christina Askins</b>  <a href="mailto:christina.askins@kingscoe.org">christina.askins@kingscoe.org</a></p>	<p><b>Rhonda Marriott (OCDE)</b>  <a href="mailto:rmarriott@ocde.us">rmarriott@ocde.us</a></p>	NA	<p><b>Di Leonardo</b>  <b>and/or Brad</b>  <b>Huebert</b></p>

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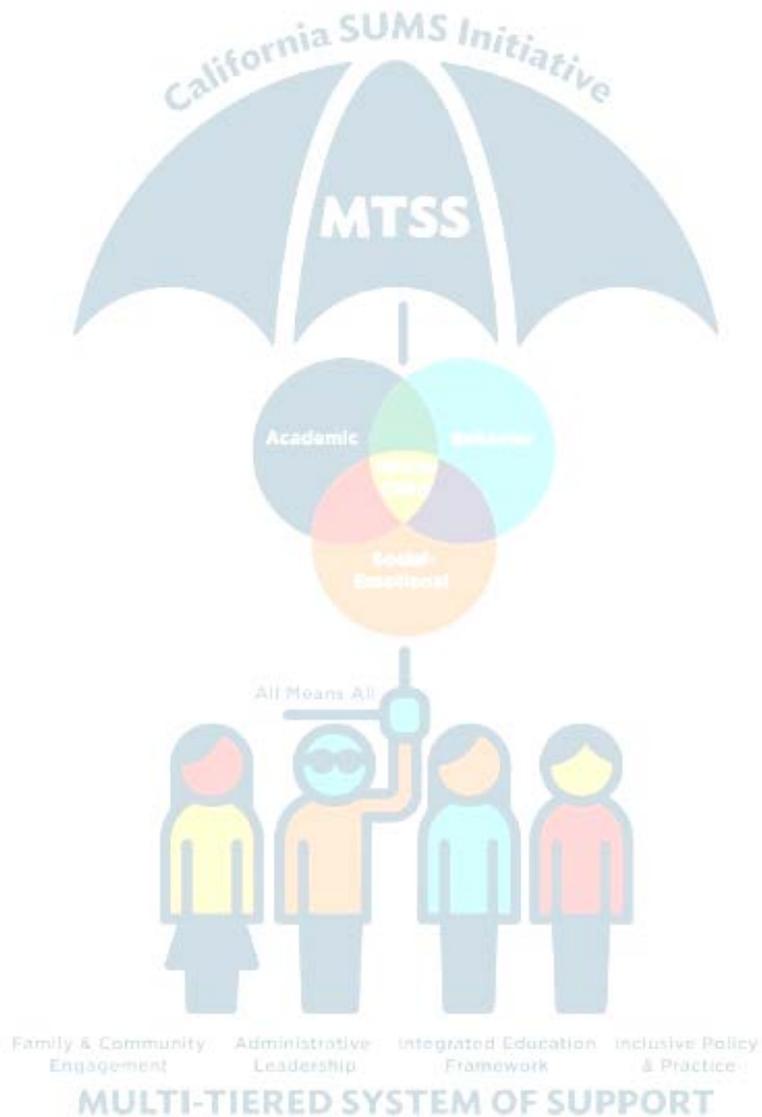
	<a href="mailto:jmontano@icoe.org">jmontano@icoe.org</a>			
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<p><b>Region 11 LACOE</b></p>	<p><b>Region 11 Lead:</b> Yvonne Contreras (Los Angeles) <a href="mailto:Contreras_yvonne@lacoed.edu">Contreras_yvonne@lacoed.edu</a></p> <p><b>Los Angeles Lead:</b> Tammy Gabel <a href="mailto:gabel_tammy@lacoed.edu">gabel_tammy@lacoed.edu</a></p> <p><b>Jessica Conkle</b> <a href="mailto:Conkle_Jessica@lacoed.edu">Conkle_Jessica@lacoed.edu</a></p> <p>Are there others from LACOE we should include ? <b>no</b></p>	<p><b>Cindy Toovey (OCDE)</b> <a href="mailto:ctoovey@ocde.us">ctoovey@ocde.us</a></p>	<p><b>Kim Breen</b> <a href="mailto:kimbreenku@gmail.com">kimbreenku@gmail.com</a></p>	<p><b>Tammy Gabel</b> <a href="mailto:gabel_tammy@lacoed.edu">gabel_tammy@lacoed.edu</a></p>
<p><b>Region 11 LAUSD</b></p>	<p><b>Jessica Conkle</b> <a href="mailto:Conkle_Jessica@lacoed.edu">Conkle_Jessica@lacoed.edu</a></p>	<p><b>Rhonda Marriott</b> <a href="mailto:rmarriott@ocde.us">rmarriott@ocde.us</a></p>	<p><b>N/A</b></p>	<p><b>Jessica Conkle</b></p>

## Attachment 3

# Guide to Understanding California MTSS





California’s Scaling-Up Multi-Tiered System of Support (CA SUMS) is funded through Assembly Bill 104, Chapter 13, Statutes of 2015, and Senate Bill 828, Chapter 29, Statutes 2016, for Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS). The purpose of the funding is to encourage LEAs to establish and align school-wide, data-driven systems of academic and behavioral supports to more effectively meet the needs of California’s diverse learners in the most inclusive environment. The SUMS initiative enables the Orange County Department of Education to develop and disseminate statewide resources and technical assistance for this purpose.

***Developing, aligning, and improving systems of academic, behavioral, and social-emotional learning support.***

**Vision**

California's vast and complex PreK-12 educational system requires a multi-faceted approach that is scalable and sustainable. The national transition from the No Child Left Behind legislation to the Every Student Succeeds Act (ESSA) provides the context for weaving together multiple resources and supports to enhance student learning into a comprehensive Multi-Tiered System of Support (MTSS) framework to improve student outcomes based on the California Way. This unification effort addresses barriers to learning and engages students by creating a culture of collaboration among marginalized and fragmented support systems. The road to every child succeeding involves a statewide transformation that:

- 1) enhances equitable access to opportunity
- 2) develops the whole child
- 3) closes the achievement gap for all students

**Mission**

California's Multi-Tiered System of Support (CA MTSS) Framework promotes the maxim "All Means All", which ensures LEAs and schools successfully implement efforts to meet the needs of each and every student allowing all students to participate in the general education curriculum, instruction and activities of their grade level peers. The Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), aligned to California's Eight State Priorities, provide the infrastructure for building a statewide system of support--California's Multi-Tiered System of Support Framework is the driver for implementation.

## Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. -CDE, 2017



California County Superintendents  
Educational Services Association

## Implementation Science

The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to "influence the full and effective use of innovations." Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

## Improvement Science

Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017



# Continuous Improvement



MULTI-TIERED SYSTEM OF SUPPORT

# LCAP and MTSS Alignment



LCAP  
MTSS

## Conditions of Learning

## Engagement

## Pupil Outcomes

### Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.

Student achievement means improving outcomes for all students to ensure student success.



### Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

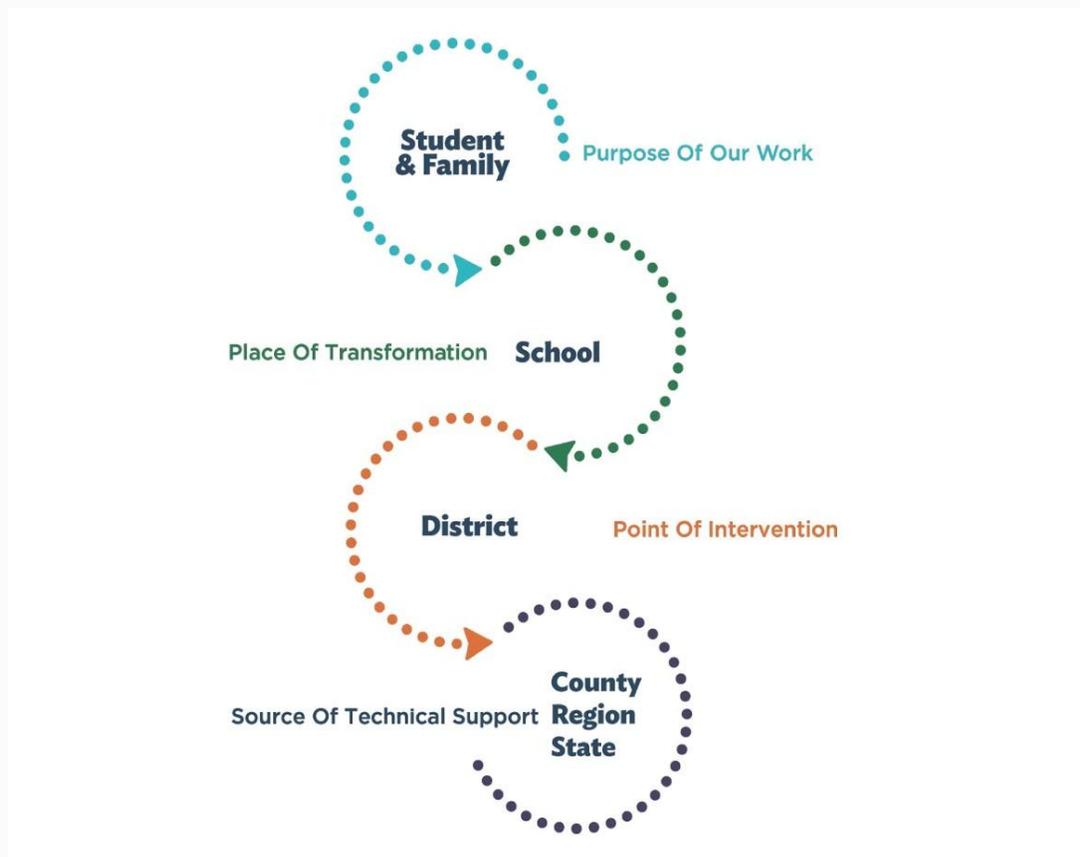
Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.

## Whole System Engagement

The CA MTSS Framework supports whole system engagement, involving multiple levels of involvement, in order to implement the changes required to support students in the most inclusive environment over a sustained period through the following structure:

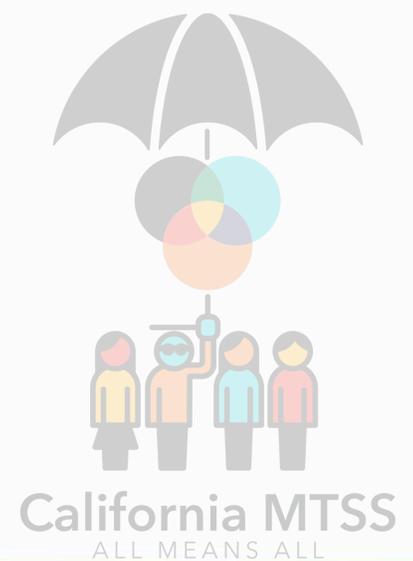
- **Students and Family:** One coherent system of support begins with students and families. They are the **purpose of our work**.
- **School Site:** Schools have the most direct influence on students and they are the place where **transformation** occurs.
- **LEA/District:** The LEA/District is the **point of intervention** that enables sustainable school-wide transformation for improved student outcomes.
- **County, Region and State:** Sustaining the CA MTSS Framework requires technical support and professional growth which can be provided by county, regional, state agencies of education and other partners.



## California's Multi-Tiered System of Support (CA MTSS) Framework

The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child. The CA MTSS Framework braids numerous state, regional, county, district, school, family and community resources to provide districts and schools the supports they need to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child. Inclusive Academic Instruction supported by California's State Standards and Frameworks and Response to Instruction and Intervention (RtI2), Inclusive Behavior Instruction such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, and Inclusive Social Emotional Learning (SEL) guided by our CA SEL principles, are integrated together to create the core pillars of the CA MTSS Framework. LEAs who implement the framework will ensure culturally responsive schools that increase attendance, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance for all students.

Built into the CA MTSS Framework is a continuum of support that emphasizes universal support must be provided for all students, recognizing that some students may need supplemental support at times, and a few students may require more intensified support sometimes to be successful. Recognizing that the CA MTSS is a complex, multi-component systems-change agenda, it is necessary to introduce a set of evidence-based supports to enhance the required cultural transformation within LEAs/Districts and schools. Collectively these domains of support constitute a "scaffold" within which progress can be observed on the installation and implementation of CA MTSS. These domains of evidence-based practices include: integrated educational support, family and community engagement, strong leadership, and inclusive policies and practices.



# CA MTSS Continuum of Support



## Universal Support ALL Students

- Teams**
- School Level
- Grade/Department Levels
- Teaching Teams
- Data**
- Universal Screeners
- Outcome Measures
- Fidelity Data
- Evidence-based Practice**
- Curriculum
- Instruction
- Continuous Improvement Process**
- School and Grade Levels
- Strengths-based

## Supplemental Support Some Students

- Expanded Grade & Teaching Teams**
- Specialists
- Parents & Students
- Data**
- Decision Rules
- Daily Monitoring
- Frequent Progress Monitoring
- Intervention Fidelity Data
- Interventions**
- Based on Identified Needs
- Frequency, Duration, & Timeline Matched to Need
- Intended to be Flexible
- Continuous Improvement Process**
- Group Individual Levels
- Strengths-based

## Intensified Support Few Students

- Expanded Grade & Teaching Teams**
- Specialists
- Parents & Students
- Data**
- Decision Rules
- Daily Monitoring
- Frequent Progress Monitoring
- Intervention Fidelity Data
- Interventions**
- Based on Identified Need
- Frequency, Duration, & Timeline Matched to Need
- Intended to be Flexible
- Continuous Improvement Process**
- Individual Level
- Strengths-based



## Multi-Tiered System of Support

### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

### Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

# All Means All



## Administrative Leadership

### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



## Integrated Educational Framework

### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



## Family & Community Engagement

### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



## Inclusive Policy Structure & Practice

### Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

## Structural Components of MTSS

### Multi-Tiered System of Support

*A continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, and social-emotional needs of all students.*

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community is committed to the belief that all students should be educated in the most inclusive learning environment regardless of eligibility of special education or other student support services.</p> <p>The school community is committed to collaboration opportunities between stakeholders to monitor the needs of the whole child.</p> <p>School staff are committed to continuous improvement by utilizing a School Leadership Team that includes:</p> <ul style="list-style-type: none"> <li>•administrators</li> <li>•teachers</li> <li>•para-professionals</li> <li>•specialized personnel</li> <li>•parents.</li> </ul>	<p>The school community understands that all students need a continuum of supports (universal, supplemental, intensified) to meet the needs of the whole child (academic, behavior, and social-emotional). These supports:</p> <ul style="list-style-type: none"> <li>•utilize data to inform decisions</li> <li>•have clearly defined decision</li> <li>•rules for access and exit</li> <li>•are delivered by skilled and trained personnel.</li> </ul> <p>The school community understands in order for all students to succeed in the most inclusive learning environment, it is necessary to provide temporary supplemental and/or intensified supports, when needed, in order to access universal instruction.</p> <p>School staff understand that inclusive academic, behavior, and social-emotional instruction must be universally designed and function together to meet the needs of the whole child.</p> <p>The school community understands that in order for a Multi-Tiered System of Support to thrive, the system must be supported by:</p> <ul style="list-style-type: none"> <li>•integrated educational support</li> <li>•family and community engagement</li> <li>•administrative leadership</li> <li>•inclusive policies and practices.</li> </ul>	<p>School staff utilize teams and designated planning opportunities that support and monitor Universal Design for Learning (UDL), differentiated instruction, Culturally Responsive Teaching (CRT), and flexible grouping.</p> <p>School staff utilize comprehensive and well-functioning data systems to inform decisions regarding student needs and ensures implementation effectiveness that includes:</p> <ul style="list-style-type: none"> <li>• a valid and reliable evidence base</li> <li>•universal screeners</li> <li>•diagnostic assessments/tools</li> <li>•progress monitoring data to check student improvement</li> <li>• student outcome data (e.g. office discipline referrals, academic assessments, attendance, school climate surveys)</li> <li>• implementation data (e.g. classroom walk-throughs, instructional rounds, FIA)</li> <li>• capacity data (e.g. classroom walk-throughs, instructional rounds, FIA)</li> <li>• aggregate data analysis (e.g. classroom, grade level, student groups).</li> </ul> <p>School staff utilize effective collaboration practices include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• co-teaching</li> <li>• co-planning</li> <li>• analyzing data (e.g. screeners, diagnostic, progress monitoring).</li> </ul>

## Essential Components for a Multi-Tiered System of Support to Thrive

### Integrated Educational Supports

*Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.*

<b>Dispositions (Beliefs)</b>	<b>Knowledge</b>	<b>Skills</b>
<p>The school community serves all students in the neighborhood, so that no student is intentionally placed/sent to another school/setting due to the school's lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or due to family preference).</p> <p>The school community is committed to a fully integrated organizational structure that utilizes state guidelines, principles, and recommendations, including but not limited to:</p> <ul style="list-style-type: none"> <li>• State Standards</li> <li>• Curriculum Frameworks</li> <li>• Dyslexia Guidelines</li> <li>• Social-Emotional Guiding Principles</li> <li>• English Learner Roadmap</li> <li>• Improving Performance of Students with Disabilities Handbook</li> <li>• Inclusive Behavior Instruction.</li> </ul> <p>The school community is committed to not categorizing students and ensuring that culturally responsive practices are utilized to educate all students.</p>	<p>The school community understands the benefits of having all students' primary placement be in the grade level of their peers.</p> <p>School staff understand how extracurricular activities, both inside and outside the school day, maximize academic, behavior, and social-emotional success for all students.</p>	<p>School staff utilize Culturally Responsive Teaching (e.g., instructional strategies, assessment, etc.) to meet student needs associated with various cultural backgrounds.</p> <p>School staff, regardless of their title, support all students.</p> <p>School staff utilize non-categorical language (e.g., building signage, personnel titles, etc.) to promote inclusivity.</p> <p>School staff monitors and reviews non-categorical service delivery practices.</p> <p>The School Leadership Team evaluates and monitors that all students have access to a fully integrated educational framework.</p>

## Essential Components for a Multi-Tiered System of Support to Thrive

### Family and Community Engagement/Partnerships

*When families, community members, and schools form partnerships in which each benefits from and supports the others, the local culture supports and sustains equity within the school's MTSS.*

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community is committed to providing families with opportunities/resources to participate in the decision-making of their child's education by building positive partnerships with their students' families.</p> <p>The school community is committed to collaborating with a variety of community partners to match resources and services in the community with identified school needs.</p> <p>The school community is committed to providing equitable access to various resources that benefit the surrounding community.</p>	<p>The school community understands the key components of effective two-way communication and collaboration protocols that are inclusive of family perception, input and participation resulting in continuous improvement.</p> <p>The school community understands that family leaders play a pivotal role in school-based decision making by serving on committees.</p> <p>The school community understands the importance of evaluating the quality of community partnerships in order to ensure that school needs are being met.</p> <p>The school community understands the importance of training volunteers, providing a volunteer handbook and having a clear procedure available for community members to serve as volunteers.</p> <p>The school community understands the importance of offering school resources (e.g., space, technology) for community use and having a clear procedure available for community members to request the use of school resources.</p>	<p>School staff gather input from the community and incorporate feedback for school-based decision-making.</p> <p>School staff recruit families for various committees in order to create equitable opportunities for school-based decision-making.</p> <p>School staff provide information to families about:</p> <ul style="list-style-type: none"> <li>• School-level systems and practices regarding academic and behavioral instruction and supports</li> <li>• Student progress data</li> <li>• Results of surveys</li> <li>• Committee or team meeting decisions on which families participate as members.</li> </ul> <p>School staff identify and build relationships with community partners in order to help address identified needs through the provision of necessary resources to school staff, students, and families.</p> <p>School staff evaluate community partnerships regularly.</p>

## Essential Components for a Multi-Tiered System of Support to Thrive

### Administrative Leadership

*Equity-based MTSS thrives with strong and actively engaged administrative leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.*

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community values School Leadership Teams in order to implement and sustain system transformation that continuously improves teaching and learning, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• professional learning</li> <li>• instructional coaching</li> <li>• supportive/constructive personnel evaluations.</li> </ul> <p>The School Leadership Team encourages open communication with the entire school community and values their contributions in making core school decisions.</p>	<p>The school community understands the variety of methods available to them in order to provide input to the School Leadership Team that ensures success for all students.</p> <p>School staff understand that personnel evaluations are consistently used by School Leadership Teams to provide supportive feedback that identify strengths and specific opportunities for growth for continuous improvement.</p> <p>The school community understands the importance of school staff receiving ongoing professional growth opportunities, based on data and community input, that is grounded in valid and effective research, including but not limited to:</p> <ul style="list-style-type: none"> <li>• teaching demonstration</li> <li>• timely support and feedback</li> <li>• professional learning.</li> </ul>	<p>The school leadership team evaluates and monitors school governance decisions and personnel evaluations to inform professional growth opportunities to ensure student success.</p> <p>The school community utilizes regular opportunities to exchange ideas to address school issues through team meetings and/or other reciprocal communications.</p> <p>The School Leadership Team delegates authority to others to make decisions related to their primary functions.</p>

## Essential Components for a Multi-Tiered System of Support to Thrive

### Inclusive Policy Structure & Practice

*A supportive, reciprocal partnership between the school and its district or local educational agency is a vital lifeline for long-lasting equity and MTSS.*

Dispositions (Beliefs)	Knowledge	Skills
<p>The school community values the LEA/District Leadership Team’s vision and mission statement that supports inclusive academic, behavior, and social-emotional learning.</p> <p>The school community values the LEA/District Leadership Team’s clear and documented processes and support to remove barriers that impede inclusive policy, structure, and practice.</p>	<p>The school community understands the district’s role in linking multiple initiatives and revisions of policies to support the CA MTSS Framework.</p> <p>School staff understand that LEA/District Leadership personnel are supportive partners who contribute to School Leadership Teams by attending meetings on a regular basis.</p> <p>School staff understand that the LEA/District Leadership Team utilizes LEA and site level needs assessment, data, and stakeholder input to provide support for professional growth opportunities for all staff across the LEA/district.</p> <p>School staff understand LEA/District Leadership Teams monitor the implementation of CA MTSS and regularly report outcome and fidelity data to the school board.</p>	<p>School staff utilize two-way communication opportunities to assist the LEA/District Leadership Team in improving supports for CA MTSS.</p>

Adapted with permission from Pollitt, D., McCart, A., Satter, A., Meisenheimer, J., Morsbach Sweeney, H., Horner, R., Algozzine, B., Lane, K., Roger, B., Choi, J. H., & Sailor, W. (2018). Schoolwide Integrated Framework for Transformation Fidelity of Implementation Tool, Version 2.0. Lawrence, KS: SWIFT Education Center.



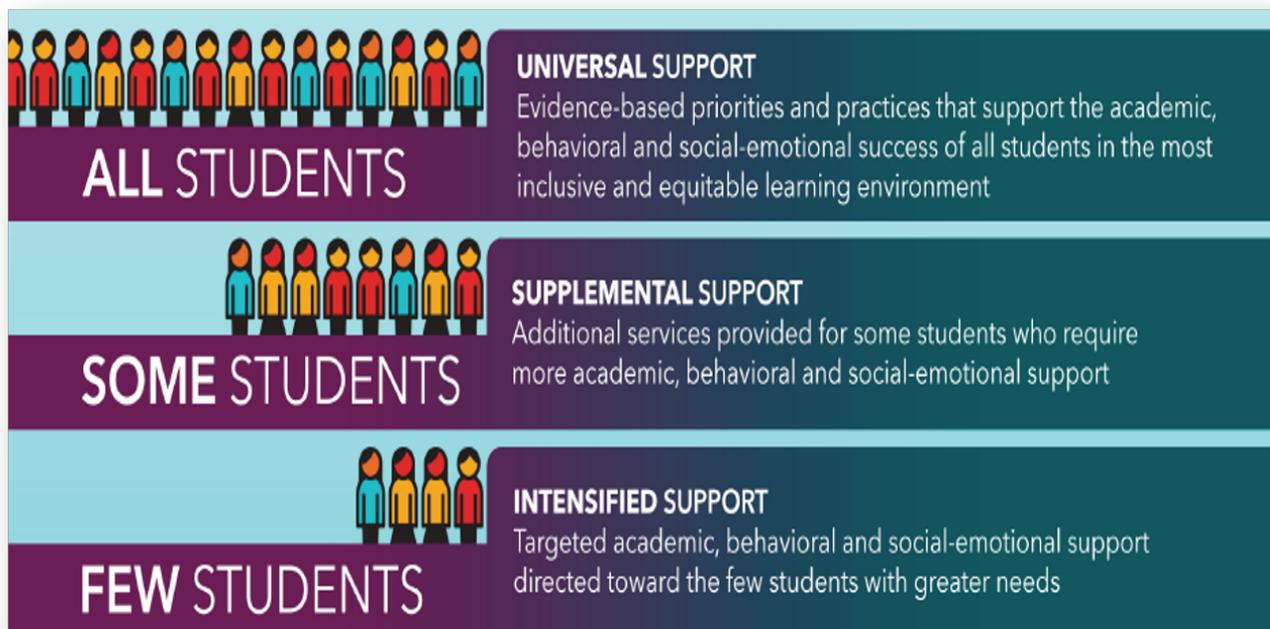
[www.ocde.us/mtss](http://www.ocde.us/mtss)



## Attachment 4

# Innovation Configuration

## Multi-Tiered System of Support Recommendations for Teacher Preparation and Professional Development



Education Center.



Appendix

Innovation Configuration for Multi-Tiered System of Support (MTSS)

Structural Components of MTSS	Implementation Levels				
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</p> <p>D = Dispositions (Beliefs) K = Knowledge S = Skill</p>	Level 0	Level 1	Level 2	Level 3	Rating
	No evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Syllabus contains at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Syllabus contains one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Syllabus contains at least one item from Level 1 and one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
<p><b>Multi-Tiered System of Support</b></p> <p><i>A continuum of system-wide practices for data-based decision making to meet the academic, behavioral, and social-emotional needs of all students that are grounded in research.</i></p>					
<p>D: Develops understanding of the belief that all students should be educated in the most inclusive learning environment regardless of eligibility for special education or other student support services.</p> <p>D: Develops understanding of the belief that collaboration opportunities between stakeholders is necessary in order to monitor the needs of the whole child.</p> <p>K: Recognizes that a School Leadership Team includes:</p> <ul style="list-style-type: none"> <li>● administrators</li> <li>● teachers</li> </ul>					

<ul style="list-style-type: none"> <li>● para-professionals/para-educators</li> <li>● specialized personnel</li> <li>● family members</li> <li>● community members</li> </ul>					
<p>K: Develops understanding that all students need a continuum of supports (universal, supplemental, intensified) to meet the needs of the whole child (academic, behavioral, and social-emotional). These supports:</p> <ul style="list-style-type: none"> <li>● utilize data to inform decisions</li> <li>● have clearly defined decision rules for access and exit</li> <li>● are delivered by skilled and trained personnel</li> </ul> <p>K: Develops understanding that inclusive academic, behavioral, and social-emotional instruction must be universally designed and function together to meet the needs of the whole child. (<i>see UDL and Behavior IC maps</i>)</p> <p>K: Recognizes essential elements of an effective multi-tiered system, including supporting domains:</p> <ul style="list-style-type: none"> <li>● integrated educational framework</li> <li>● family and community engagement</li> <li>● administrative leadership</li> <li>● inclusive policies and practices</li> </ul> <p>K; Develops understanding of key elements in a comprehensive and well-functioning schoolwide data system, including:</p> <ul style="list-style-type: none"> <li>● a valid and reliable evidence base</li> </ul>					

<ul style="list-style-type: none"> <li>● universal screeners</li> <li>● diagnostic assessments/tools</li> <li>● progress monitoring data to check student improvement</li> <li>● student outcome data (e.g., office discipline referrals, academic assessments, attendance, school climate surveys)</li> <li>● implementation data (e.g., classroom walkthroughs, instructional rounds, Fidelity Integrity Assessments)</li> <li>● capacity data (e.g., classroom walkthroughs, instructional rounds) A</li> <li>● aggregate data analysis (e.g., schoolwide, grade level, classroom, student subgroups)</li> </ul> <p>K: Develops understanding of effective collaboration practices, including but not limited to:</p> <ul style="list-style-type: none"> <li>● co-teaching</li> <li>● co-planning</li> <li>● analyzing data (e.g., screeners, diagnostic, progress monitoring)</li> </ul> <p>S: Teaches that general or classroom educators and specialized educators use co-planning opportunities to:</p> <ul style="list-style-type: none"> <li>● plan instruction using Universal Design for Learning (UDL), differentiated instruction, Culturally Responsive Teaching (CRT), and flexible grouping (See UDL IC)</li> <li>● plan for co-teaching</li> <li>● monitor student progress</li> </ul>					
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Essential Supports for MTSS	Implementation Levels				
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</p> <p>D = Dispositions (Beliefs) K = Knowledge S = Skill</p>	Level 0	Level 1	Level 2	Level 3	Rating
	No evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Syllabus contains at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Syllabus contains one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Syllabus contains at least one item from Level 1 and one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
<p><b>1.0 Integrated Educational Framework</b></p> <p><i>Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.</i></p>					
<p>D: Develops understanding of the principle that the School Community serves all students in the neighborhood, so that no student is intentionally placed/sent to another school/setting due to the school's lack of capacity to serve them (except extreme cases such as physical safety, psychiatric concerns, or family preference).</p> <p>D: Develops understanding that a fully integrated organizational structure that utilizes state guidelines, principles, and recommendations, including but not limited to:</p> <ul style="list-style-type: none"> <li>● state academic standards</li> <li>● curriculum frameworks and pacing guides</li> <li>● dyslexia guidelines</li> </ul>					

<ul style="list-style-type: none"> <li>● social-emotional guiding principles</li> <li>● English Learner Roadmap</li> <li>● Improving Performance of Students with Disabilities handbook</li> <li>● inclusive behavior instruction</li> </ul> <p>K: Develops understanding of the importance of not categorizing (labeling) students.</p> <p>K: Develops understanding of the benefits of having all students' primary placement in the grade level of their age peers and the advantages of peer-to-peer supports such as peer-learning, mentoring, and tutoring.</p> <p>K: Develops understanding that all school staff, regardless of their title, meaningfully participate in supporting all students' academic, behavioral, and social-emotional success for all students.</p> <p>K: Develops understanding of how extracurricular activities, both inside and outside the school day, maximize academic, behavioral, and social-emotional success for all students.</p> <p>S: Teaches how to use Culturally Responsive Teaching (e.g., instructional strategies, assessment) to meet student needs associated with various</p>					
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cultural backgrounds. (See CRT IC map)					
S: Promotes inclusivity non-categorical by teaching use of language, allocation of resources, personnel roles, practices, and policies.					
S: Teaches how to monitor and review non-categorical service delivery practices, including such symbols as building signage, personnel titles and so on.					

Essential Supports for MTSS	Implementation Levels				
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</p> <p>D = Dispositions (Beliefs) K = Knowledge S = Skill</p>	Level 0	Level 1	Level 2	Level 3	Rating
	No evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Syllabus contains at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Syllabus contains one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Syllabus contains at least one item from Level 1 and one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
<p><b>2.0 Family and Community Engagement/Partnerships</b></p> <p><i>When families, community members, and schools form partnerships in which each partner benefits from and supports the others and the local culture supports and sustains equity within the school's MTSS.</i></p>					
<p>D: Fosters the value of family and community involvement that includes:</p> <ul style="list-style-type: none"> <li>providing families with opportunities/resources to participate in the decision-making of their child's education</li> <li>collaborating with a variety of community partners to match resources and services in the community with identified school needs</li> <li>providing equitable access to various resources that benefit the surrounding community</li> </ul> <p>K: Develops understanding of the key components of effective two-way communication and collaboration protocols that are inclusive of family</p>					

<p>perception, input, and participation resulting in continuous improvement.</p>					
<p>K: Develops understanding that family leaders play a pivotal role in school-based decision making by serving on committees that address important school governance decisions.</p> <p>S: Teaches the importance of and how to build positive partnerships with students' families.</p> <p>S: Teaches how to effectively and appropriately provide information to families about such topics as:</p> <ul style="list-style-type: none"> <li>● school-level systems and practices regarding academic and behavioral instruction and supports</li> <li>● student progress data</li> <li>● results of surveys</li> <li>● committee or team meeting decisions on which families participate as members</li> </ul> <p>S: Teaches how to Identify and build relationships with community partners.</p>					

Essential Supports for MTSS	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</p> <p>D = Dispositions (Beliefs)            K = Knowledge            S = Skill</p>	<p>No evidence that the component is included in the syllabus, or the syllabus only mentions the component.</p>	<p>Syllabus contains at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.</p>	<p>Syllabus contains one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.</p>	<p>Syllabus contains at least one item from Level 1 and one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.</p>	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p><b>3.0 Administrative Leadership</b>  <i>Equity-based MTSS thrives with strong, actively engaged administrative leaders who are committed to improving teaching and learning within a system and culture that empowers educators and other school personnel.</i></p>					
<p>K: Develops understanding of various roles played by a school leadership team, including monitoring school governance decisions, providing opportunities to exchange ideas, and exercising distributed decision-making authority.</p> <p>S: Teaches how to utilize a variety of methods to provide input to or participate on a school leadership team or other teaming configurations (e.g., grade-level data team).</p>					

Essential Supports for MTSS	Implementation Levels				
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</p> <p>D = Dispositions (Beliefs) K = Knowledge S = Skill</p>	Level 0	Level 1	Level 2	Level 3	Rating
	No evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Syllabus contains at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Syllabus contains one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Syllabus contains at least one item from Level 1 and one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.

#### 4.0 Inclusive Policy Structure and Practice

***A supportive, reciprocal partnership between the school and its district or local educational agency is a vital lifeline for long-lasting equity and MTSS.***

<p>K: Develops understanding of the role of a LEA/District Leadership Team, including:</p> <ul style="list-style-type: none"> <li>developing and communicating a vision and mission for removing barriers to inclusive MTSS</li> <li>aligning policies to support MTSS implementation</li> <li>participating regularly at school leadership team meetings</li> <li>identifying professional growth opportunities</li> <li>monitoring MTSS implementation</li> <li>communicating effectively about school support needs</li> </ul> <p>S: Teaches how to utilizes two-way communication opportunities to assist the LEA/District Leadership Team in improving support for MTSS.</p>					
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Attachment 5



## SUMS COE Leads/Co-Leads

County Office of Education	Name	Title/Position	Email Address
Alameda County Office of Education	Angela Amarillas	Program Manager	Amarillas@acoe.org
Alpine County Office of Education	Patrick Traynor	Superintendent	PTraynor@Alpinecoe.k12.ca.us
Butte County Office of Education	Sheri Hanni	SARB Coordinator, Student Programs & Services	shanni@bcoe.org
Calaveras County Office of Education	Karen Vail	Assistant Superintendent Instructional Support Services	kvail@ccoe.k12.ca.us
Colusa County Office of Education	Maria Arvizu-Espinoza	Assistant Superintendent	maespinoza@ccoe.net
Contra Costa County Office of Education	Marsha Tokuyoshi	Administrative Leadership Coordinator	mtokuyoshi@cccocoe.k12.ca
Del Norte County Office of Education	Lisa Howard	MTSS Coordinator	lhoward@delnorte.k12.ca.us
El Dorado County Office of Education	Gabrielle Marchini	Director of Curriculum, Instruction & Accountability	gmarchini@edcoe.org
El Dorado County Office of Education	Tamara Clay	Director, El Dorado SELPA	tclay@edcoe.org
Fresno County Office of Education	Brad Huebert	Director, Curriculum and Instruction	bhuebert@fcoe.org
Fresno County Office of Education	Diana Leonardo	Senior Director, Curriculum and Instruction	dleonardo@fcoe.org
Glenn County Office of Education	Jacki Campos	Assistant Superintendent Student Services	jcampos@glenncoe.org
Glenn County Office of Education	Shirley Diaz	Assistant Superintendent Educational Services	sdiaz@glenncoe.org
Humboldt County Office of Education	Haley Jones	School Psychologist/Northern CA MTSS Coalition	hjones@hcoe.org
Imperial County Office of Education	Jeanette Montano	Coordinator, Academic Interventions	jmontano@icoe.org
Inyo County Office of Education	Ilissa Twomey	Director, Curriculum & Instruction	itwomey@icsos.us
Kern County Superintendent of Schools	Daryl Thiesen	Prevention Programs Coordinator II	dathiesen@kern.org
Kings County Office of Education	Tammy Airheart	Program Director, C&I	tammy.airheart@kingscoe.org
Lake County Office of Education	Cynthia Lenner	Associate Superintendent	clenners@lakecoe.org
Lassen County Office of Education	Patti Gunderson	Superintendent	pgunderson@lcoe.org
Los Angeles County Office of Education	Yvonne Contreras	Director Division of Curriculum and Instruction	Contreras_Yvonne@laoe.edu
Los Angeles County Office of Education	Sheari Taylor	Consultant III PBIS	Taylor_Sheari@laoe.edu
Los Angeles County Office of Education	Jessica Conkle	Project Director III-District Assessment and Accountability Network	Conkle_Jessica@laoe.edu
Los Angeles County Office of Education	Dr. James McKenna	Consultant II, Special Education	McKenna_James@laoe.edu
Los Angeles County Office of Education	Dr. Tammy Gabel	Project Director III Regional System of District and School Support	gabel_tammy@laoe.edu
Los Angeles County Office of Education	Ms. Susan Chaides	Project Director III Community Health and Safe Schools	chaides_susan@laoe.edu
Los Angeles County Office of Education	Dr. Cindy Chaffee	Consultant III Positive Behavior Interventions and Supports	chaffee_cindy@laoe.edu
Madera County Office of Education	Dianna Young Marsh, M.A.	Assistant Superintendent	dmarsh@maderacoe.us
Marin County Office of Education	Kristi Dahlstrom	Program Manager	kdahlstrom@marinschools.org
Marin County Office of Education	Raquel Rose	Assistant Superintendent	rrose@marinschools.org
Mariposa County Office of Education	Robin Hopper	Superintendent	hopper@mcusd.org





## SUMS COE Leads/Co-Leads

County Office of Education	Name	Title/Position	Email Address
Mendocino County Office of Education	Paul Jones-Poulton	Associate Superintendent/Educational Services	pjp@mcoe.us
Mendocino County Office of Education	Forrest Cord	Project Manager for Workforce Development/School Climate	fcord@mcoe.us
Merced County Office of Education	Amelia Jimenez	Coordinator/Educational Services	ajimenez@mcoe.org
Modoc County Office of Education	Misti Norby	Director of Student and Educational Services	mnorby@modoccoe.k12.ca.us
Mono County Office of Education	Tammy Nguyen	Assistant Superintendent	tnguyen@monocoe.org
Monterey County Office of Education	Cathy Cranson	Special Projects Educational Administrator	ccranson@montereycoe.org
Napa County Office of Education	Lucy Edwards	Director of Continuous Improvement and Academic Support	ledwards@napacoe.org
Nevada County Office of Education	Shar Johns	Associate Superintendent	sjohns@nevco.org
Orange County Department of Education	Rhonda Marriott	Coordinator, Academic Interventions	Rmarriott@ocde.us
Placer County Office of Education	Michael Lombardo	Director Prevention Services and Supports	mlombardo@placercoe.k12.ca.us
Plumas County Office of Education	Kristy Warren	Assistant Superintendent, Curriculum and Instruction	Kwarren@pcoe.k12.ca.us.
Riverside County Office of Education	Allison Haynes	Administrator, Pupil and Administrative Services	ahaynes@rcoe.us
Riverside County Office of Education	Molly McCabe	Administrator	mmccabe@rcoe.us
Sacramento County Office of Education	Dr. Al Rogers	Deputy Superintendent	arogers@scoe.net
San Benito County Office of Education	Jennifer Logue	Assistant Superintendent	jlogue@sbcoe.org
San Bernardino County Office of Education	Shinay Bowman	PBIS Program Manager	Shinay_Bowman@sbcss.k12.ca.us
San Bernardino County Office of Education	Kami Murphy	Program Manager of Prevention and Intervention	Kami.Murphy@cahelp.org
San Diego County Office of Education	Gail Paradeza	Coordinator, District and School Improvement	gparadeza@sdcoe.net
San Francisco County Office of Education	Roderick Castro	Director, State and Federal Programs	castor@sfusd.edu
San Joaquin County Office of Education	Fred Cochran	Coordinator, Regional System of District and School Support	jacochran@sjcoe.net
San Joaquin County Office of Education	Sally Glusing	Director Education Services	sglusing@sjcoe.net
San Luis Obispo	Dan Peverini	Executive Director	dpeverini@slocoe.org
San Mateo County Office of Education	Jeneé Littrell	Administrator, Safe and Supportive	jlittrrell@smcoe.org
Santa Barbara County Education Office	Ellen Barger	Assistant Superintendent, Curriculum and Instruction	ebarger@sbceo.org
Santa Clara County Office of Education	Rebecca Mendiola	Director, Safe and Healthy Schools	Rebecca_Mendiola@sccoe.org
Santa Clara County Office of Education	Rhonda Beasley	Coordinator, MTSS	Rhonda_Beasley@sccoe.org
Santa Cruz County Office of Education	Mary Anne James	Associate Superintendent, Ed Services	majames@santacruzcoe.org
Shasta County Office of Education	Kimberlee McKenzie	Director, Administrative Services	kmckenzie@shastacoe.org





## SUMS COE Leads/Co-Leads

County Office of Education	Name	Title/Position	Email Address
Sierra County Office of Education	Dr. Merrill Grant	Superintendent	mgrant@spjUSD.org
Siskiyou County Office of Education	Martie Hagarty	Assistant Superintendent	mhagarty@siskiyoucoe.net
Solano County Office of Education	Nicola Parr	Director, Student and Program Support	nparr@solanocoe.net
Sonoma County Office of Education	Sarah Lundy, Ed.D.	Director of Teacher Development	slundy@scoe.org
Stanislaus County Office of Education	Lisa Tiwater	Asst. Supt. Instructional Support Services	ltiwater@stancoe.org
Stanislaus County Office of Education	Ken Fitzgerald	Director, Prevention Programs	kfitzgerald@stancoe.org
Stanislaus County Office of Education	Christine Sisco	Director, Instructional Services	Csisco@stancoe.org
Sutter County Office of Education	Kristi Johnson	Professional Development Coordinator	kristij@sutter.k12.ca.us
Sutter County Office of Education	Christine McCormick	Director-Student Support Services	ChristineM@sutter.k12.ca.us
Tehama County Office of Education	Karin Matray	Assistant Superintendent	kmatray@tehamaschools.org
Trinity County Office of Education	Anthony Rebelo	SELPA Director	Arebelo@tcoek12.org
Tulare County Office of Education	Charlene Stringham	Assistant Superintendent, Primary and Secondary Education	charlenes@ers.tcoe.org
Tulare County Office of Education	Lisa Lemus	ELA/ELD Staff Development and Curriculum Specialist	Lisa.lemus@tcoe.org
Tuolumne County Office of Education	Cathy Parker	Associate Superintendent	Cparker@tcsos.us
Tuolumne County Office of Education	Colleen Whitlock	SARB Coordinator	cwhitlock@tcsos.us
Ventura County Office of Education	Jane Wagmeister	Executive Director, Curriculum and Instruction	iwagmeister@vcoe.org
Yolo County Office of Education	Ronda DaRosa	Deputy Superintendent	ronda.darosa@ycoe.org
Yuba County Office of Education	Jennifer Hicks	Executive Director Curriculum and Instruction	jhicks@placercoe.k12.ca.us



Attachment 6

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Arena Elementary School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Del Norte County Unified School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Del Norte
Jacoby Creek School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Northern Humboldt Union High School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Point Arena High School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Round Valley Unified School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Southern Humboldt School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Tree of Life Charter School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Willits Elementary Charter School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Bangor Union Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Bella Vista School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Butte Valley Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou
Columbia Elementay School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
CORE Butte Charter School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Delphic ESD	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou
Durham Unified School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Forest Ranch Charter School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Gerber Union Elementary School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Tehama
Happy Valley Union School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
HomeTech Charter School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Inspire School of Arts and Sciences	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Lewiston Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Trinity
Palermo Union School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Red Bluff Joint Union High School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Tehama
Red Bluff Union Elementary SD	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Tehama
STREAM Charter School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Trinity County Office of Education	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Trinity
Weed Union Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou
Westwood Unified	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Lassen

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Alpine County Office of Education	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Alpine
Alta-Dutch Flat Elementary School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Brittan Elementary	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Dry Creek Joint Elementary School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Franklin School	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Grass Valley School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Nevada
Meridian Elementary	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Nevada Joint Union High School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Nevada
Nuestro Elementary School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Penn Valley Union Elementary School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Nevada
Placer Union High School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
San Juan Unified School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sacramento
SBE-Paramount Collegiate Academy	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sacramento
Western Placer Unified School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Winship-Robbins ESD	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Achieve Academy	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
ASCEND	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Bayshore Elementary School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
Belmont-Redwood Shores School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
Fremont Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
John Swett Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Larkspur-Corte Madera School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Marin
Liberty Union High School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Livermore Joint Valley Unified School. District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Millbrae School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
Moraga School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Mt. Diablo Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Novato Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Marin
Oakland Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
San Lorenzo Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Sausalito Marin City School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Marin
Solano County Office of Education	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Solano

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
ACE Franklin McKinley	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Alisal Union School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Berryessa Union School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Campbell Union School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Cupertino Union	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Escuela Xochitl Tonatiuh DBA Sunrise Middle School	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Hollister School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	San Benito
Luther Burbank School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Milpitas Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Moreland School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Oak Grove School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
San Benito County Office of Education	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	San Benito
San Benito High School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	San Benito
Spark Charter School	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Amador County Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Amador
Bellevue Elementary	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Big Oak Flat Groveland Union School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Calaveras Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Calaveras
Calaveras County Office of Education	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Calaveras
Chatom Union School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Foothill Leadership Academy	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Gratton School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Salida Union School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Sonora Elementary School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Soulsbyville Elementary School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Summerville Union High School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Waterford Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Armona Union Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Kings
Burton School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Central Union Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Kings
Kings County Office of Education	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Kings
Madera Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Madera
Merced River School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Merced
Merced Union High School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Merced
Pine Ridge Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Tulare County Office of Education	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Arvin Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Blochman Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
College School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Delano Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Family Partnership Charter School	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Hope Elementary School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Kern County Superintendent of Schools	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Los Olivos School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Lost Hills Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
McFarland Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Mesa Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Orcutt Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Peabody Charter School	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Pleasant Valley Joint Union Elementary School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	San Luis Obispo
Pleasant Valley School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Santa Barbara Charter School	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Southern Kern Unified	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Tehachapi Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Ventura Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Brea Olinda Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Carlsbad Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Citrus Springs Charter School	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Darnall Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Del Mar Union School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Empower Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Health Sciences High and Middle College, Inc.	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Imperial County Office of Education	Region 9 - Imperial, Orange, and San Diego Counties	Imperial
Irvine Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Orange County Department of Education	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Orange County Educational Arts Academy	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Orange Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
San Diego County Office of Education/Momentum Learning	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
San Diego Global Vision Academy	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
San Diego Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Santa Ana Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Santiago Charter Middle School	Region 9 - Imperial, Orange, and San Diego Counties	Orange
SOUL Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
The O'Farrell Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Westminster SD	Region 9 - Imperial, Orange, and San Diego Counties	Orange

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Coachella Valley Unified School District	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Riverside
River Springs Charter School	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Riverside

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Alhambra Unified School District	Region 11 - Los Angeles County	Los Angeles
Azusa Unified School District	Region 11 - Los Angeles County	Los Angeles
Baldwin Park Unified School District	Region 11 - Los Angeles County	Los Angeles
Claremont Unified School District	Region 11 - Los Angeles County	Los Angeles
Culver City Unified School District	Region 11 - Los Angeles County	Los Angeles
Duarte Unified School District	Region 11 - Los Angeles County	Los Angeles
El Monte City	Region 11 - Los Angeles County	Los Angeles
Green Dot Public Schools California	Region 11 - Los Angeles County	Los Angeles
Lennox School District	Region 11 - Los Angeles County	Los Angeles
Los Angeles International Charter High School	Region 11 - Los Angeles County	Los Angeles
Los Angeles Unified School District	Region 11 - Los Angeles County	Los Angeles
Norwalk - La Mirada Unified School District	Region 11 - Los Angeles County	Los Angeles
Pomona Unified School District	Region 11 - Los Angeles County	Los Angeles
Temple City Unified School District	Region 11 - Los Angeles County	Los Angeles
Westside Union School District	Region 11 - Los Angeles County	Los Angeles

Attachment 7

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Big Lagoon Union Elementary	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Cutten Elementary School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Eureka City Schools	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Fort Bragg USD	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Fieldbrook Elementary School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Freshwater School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Fuente Nueva Charter School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Garfield Elementary School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
South Bay Union Elementary SD	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Klamath Trinity Joint Unified School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Lake County Office of Education	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Lake
Leggett Valley Unified School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
McKinleyville Union School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Rio Dell Elementary School District	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Humboldt
Sebastopol Union	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Sonoma
Three Rivers Charter School	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino
Willits USD	Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties	Mendocino

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Achieve Charter High School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Anderson Union High School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Big Springs Union Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou
Biggs Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Black Butte Elementary School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Butte County Office of Education	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Chico Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Corning Union High School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Tehama
Dunsmuir Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou
French Gulch Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Grant Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Hamilton Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Glenn
Lake Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Glenn
Nord Country School	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Oroville City Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Paradise Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Butte
Plaza Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Glenn
Plumas County Office of Education	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Plumas
Redding Elementary District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Reeds Creek Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Tehama
Shasta County Office of Education	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Shasta
Walden Academy	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Glenn
Willows Unified School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Glenn
Yreka Union Elementary School District	Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties	Siskiyou

Lead Local Education Agency (LEA):	Region:	County:
Ackerman Elem School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Buckeye Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Camptonville Union Elementary School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yuba
Colfax Elementary School	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
El Dorado COE	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
El Dorado Union High School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Eureka Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Gold Oak Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Indian Diggings School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Latrobe School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Marcum Illinois Elementary	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Natomas Charter School	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sacramento
Pioneer Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Placer County Office of Education	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Placer Hills Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Placerville Union School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	El Dorado
Plumas Lake ESD	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yuba
Roseville Joint Union High School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Placer
Twin Rivers Charter School	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Sutter
Washington Unified School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yolo
Wheatland School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yuba
Wheatland Union High School	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yuba
Winters Joint Unified School District	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yolo
Yolo County Office of Education	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yolo
Yuba County Office of Education	Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties	Yuba

Lead Local Education Agency (LEA):	Region:	County:
Albany Unified	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Antioch Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Benicia Unified School Distirct	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Solano
Brentwood Union School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Burlingame School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
Cabrillo Unified	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
Contra Costa County Office of Education	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Dixon Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Solano
Francophone Charter School of Oakland	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Gateway High School	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Francisco
Lighthouse Community Charter School	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Martinez USD	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Napa County Office of Education	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Napa
Napa Valley Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Napa
New Haven USD	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda
Oakley Union Elementary School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Pacifica School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
San Mateo County Office of Education	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	San Mateo
San Ramon Valley Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Contra Costa
Solano County Office of Education	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Solano
St. Helena Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Napa
Travis Unified School District	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Solano
Yu Ming Charter School	Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties	Alameda

Lead Local Education Agency (LEA):	Region:	County:
ACE Charter Schools CMO	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Alpha: Blanca Alvarado Middle School	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Aromas San Juan Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	San Benito
Cambrian School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Carmel Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Franklin-McKinley Elementary School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Gilroy Prep School	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
International School of Monterey	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Lakeside Joint School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Los Gatos Union Elementary	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Monterey County Office of Education	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Mt. Pleasant Elementary School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
North County Joint Union School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	San Benito
North Monterey County Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Opportunity Youth Academy	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Orchard School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Salinas City Elementary	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Santa Clara Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Santa Cruz County Office of Education - Alt Ed	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Cruz
Soledad Unified School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Monterey
Union School District	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
University Preparatory Academy	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara
Voices College Bound Language Academy at Mt Pleasant	Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties	Santa Clara

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Ceres Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Curtis Creek School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Denair Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Escalon Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	San Joaquin
Gold Rush Charter	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Hart-Ransom Union School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Jefferson School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	San Joaquin
Knights Ferry Elementary School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Stanislaus
Lodi Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	San Joaquin
Sonora Union High School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Stockton Unified School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	San Joaquin
Twain Harte School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Tuolumne
Vallecito Union School District	Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties	Calaveras

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Ballico-Cressey School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Merced
Big Creek Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Blue Oak Academy	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Burrell Union Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Capistrano Connections Academy	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Clovis Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Ducor Elementary School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Fresno County Superintendent of Schools	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Gustine Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Merced
Kings County Office of Education	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Kings
Mendota Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno
Reef-Sunset Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Kings
Sycamore Valley Academy	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Tulare County Office of Education	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Tulare
Washington Unified School District	Region 7 - Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties	Fresno

<b>Lead Local Education Agency (LEA):</b>	<b>Region:</b>	<b>County:</b>
Almond Acres Charter Academy	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	San Luis Obispo
Bellevue-Santa Fe Charter School	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	San Luis Obispo
Briggs Elementary School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Cuyama Joint Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Fruitvale School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Lucia Mar Unified	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	San Luis Obispo
Mupu Elementary School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Oxnard School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Oxnard Union High School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Ridgecrest Charter School	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Rio School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Rosedale Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
San Miguel Joint Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	San Luis Obispo
Santa Maria-Bonita School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara
Semitropic Elementary School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Sierra Sands Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Simi Valley Unified School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Standard School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Taft City School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
Taft Union High School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Kern
University Preparation Charter School at CSUCI	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Ventura
Vista Del Mar Union School District	Region 8 - Kern, San Luis Obispo, Santa Barbara, and Ventura Counties	Santa Barbara

Lead Local Education Agency (LEA):	Region:	County:
Alpine-SDCOE Consortium	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Anaheim Elementary School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Bella Mente Montessori Academy	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Buena Park School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Cajon Valley Union School District - SDCOE	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Centralia Elementary School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Classical Academy	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Cypress School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
EJE Middle Academy	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Encinitas Union School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Garden Grove Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Grossmont Union High School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Guajome Park Academy Charter	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Hawking S.T.E.A.M. Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Howard Gardner Community Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Huntington Beach City School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Imperial County Office of Education	Region 9 - Imperial, Orange, and San Diego Counties	Imperial
Kavod Elementary	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Lakeside Union School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Los Alamitos Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Magnolia Science Academy-Santa Ana	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Mueller Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Museum School Collaborative	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Oceanside Unified School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Orange County Academy of Sciences and Arts	Region 9 - Imperial, Orange, and San Diego Counties	Orange
San Diego County Office of Education	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
San Dieguito Union High School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Scholarship Prep Charter	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Sweetwater Union High School District	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
The Classical Academies	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
Thrive Public School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego
TLC Public Charter School	Region 9 - Imperial, Orange, and San Diego Counties	Orange
Urban Corps Charter School	Region 9 - Imperial, Orange, and San Diego Counties	San Diego

Lead Local Education Agency (LEA):	Region:	County:
Inyo County Superintendent of Schools	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Inyo
New Visions Middle School	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
Riverside County Special Education	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Riverside
SBCSS Consortium - Adelanto	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - ALSD	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Barstow	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Bear Valley	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - FUSD	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Helendale	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - LVUSD	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Morongo	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Mountain View	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - Oro Grande	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - RIM	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - RUSD	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
SBCSS Consortium - San Bernardino City USD	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	San Bernardino
Temecula Preparatory School	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Riverside
Val Verde Unified School District	Region 10 - Inyo, Mono, Riverside, and San Bernardino Counties	Riverside

Lead Local Education Agency (LEA):	Region:	County:
Arts in Action Community Middle School	Region 11 - Los Angeles County	Los Angeles
Birmingham Community Charter High School	Region 11 - Los Angeles County	Los Angeles
Charter Oak Unified School District	Region 11 - Los Angeles County	Los Angeles
City Charter Schools	Region 11 - Los Angeles County	Los Angeles
El Monte Union High School District	Region 11 - Los Angeles County	Los Angeles
El Segundo Unified School District	Region 11 - Los Angeles County	Los Angeles
Gabriella Charter School 1	Region 11 - Los Angeles County	Los Angeles
Glendora Unified School District	Region 11 - Los Angeles County	Los Angeles
Ingenium Charter School	Region 11 - Los Angeles County	Los Angeles
Inglewood USD	Region 11 - Los Angeles County	Los Angeles
Lancaster School District	Region 11 - Los Angeles County	Los Angeles
Larchmont Charter School	Region 11 - Los Angeles County	Los Angeles
Los Angeles Leadership Academy	Region 11 - Los Angeles County	Los Angeles
Magnolia Science Academy	Region 11 - Los Angeles County	Los Angeles
Magnolia Science Academy-3	Region 11 - Los Angeles County	Los Angeles
Multicultural Learning Center	Region 11 - Los Angeles County	Los Angeles
Pasadena Unified School District	Region 11 - Los Angeles County	Los Angeles
San Jose Charter Academy	Region 11 - Los Angeles County	Los Angeles
South Whittier School District	Region 11 - Los Angeles County	Los Angeles
The School of Arts and Enterprise	Region 11 - Los Angeles County	Los Angeles
Wiseburn Unified School District	Region 11 - Los Angeles County	Los Angeles
WISH Academy High School	Region 11 - Los Angeles County	Los Angeles
WISH Charter School	Region 11 - Los Angeles County	Los Angeles
Wm. S. Hart UHSD	Region 11 - Los Angeles County	Los Angeles
YouthBuild Charter School of California	Region 11 - Los Angeles County	Los Angeles

Attachment 8

# CA MTSS Cohort 3 Scope and Sequence



Training 1 <b>Foundations of MTSS</b> 2 Consecutive Facilitated Days 8:30-3:30	Training 2 <b>Structuring Your MTSS</b> 1 Facilitated Day/1 Working Day 8:30-3:30	Training 3 <b>Engineering Your MTSS</b> 1 Facilitated Day/1 Working Day 8:30-3:30	Training 4 <b>Advancing Your MTSS</b> 1 Facilitated Day/1 Working Day 8:30-3:30
<p><i>Foundations of MTSS</i> is about understanding why and how MTSS is to be implemented and sustained throughout the State, Region, County, District and School.</p> <ul style="list-style-type: none"> <li>* CA MTSS Framework</li> <li>* What is your Why?</li> <li>* TA Practices</li> <li>* Design</li> <li>* Teaming</li> <li>* Coaching</li> <li>* LEA Self-Assessment</li> <li>* Fidelity Integrity Assessment</li> </ul>	<p><i>Structuring Your MTSS</i> is about data-based conversations to identify priorities and steps needed to achieve sustainable transformation.</p> <ul style="list-style-type: none"> <li>* Priorities/Practices</li> <li>* Data</li> <li>* Resources</li> </ul>	<p><i>Engineering Your MTSS</i> is a review of tools to help schools and districts identify available resources, set clear rules for when to provide additional support, and deliver equitable resources and support when needed.</p> <ul style="list-style-type: none"> <li>* Trifecta</li> </ul>	<p><i>Advancing Your MTSS</i> is about ensuring attention to the coaching and facilitation that will continue to advance efforts and formatively assess progress to inform next steps.</p> <ul style="list-style-type: none"> <li>* Work Day</li> <li>* COPs</li> </ul>
<p><b>What to Bring</b></p> <p>These are anticipated items to bring. Participants will be informed, in advance, if additional items are needed.</p>			
<ul style="list-style-type: none"> <li>- Mission Statement</li> <li>- Local Control &amp; Accountability Plan (LCAP)</li> <li>- earbuds/headphones</li> </ul>	<ul style="list-style-type: none"> <li>- Local Control and Accountability Plan (LCAP)</li> <li>- LEA and school site data (e.g., literacy, math, behavior, SEL)</li> </ul>	<ul style="list-style-type: none"> <li>- LEASA results (any and/or all components completed)</li> <li>- FIA results</li> <li>- LCAP</li> <li>- LEA and school site data (e.g., literacy, math, behavior, SEL)</li> <li>- Master Schedule</li> <li>- staff roster</li> </ul>	<ul style="list-style-type: none"> <li>- Resource Inventory</li> <li>- Tiered Intervention Matrix</li> </ul>
<p><b>Walk Away Action Steps</b></p> <p>These are anticipated Walk Away activities and may change if additional items are needed.</p>			
<p><b>LEASA -</b></p> <ul style="list-style-type: none"> <li>- Complete a section(s) or all components by Training 3.</li> <li>- Record results on LEA Self-Assessment Record (baseline) located in Outcome Report</li> </ul> <p><b>FIA -</b></p> <ul style="list-style-type: none"> <li>- Schedule assessment date(s) with school site(s)</li> <li>- Administer FIA and complete before Training 3</li> <li>- Enter results onto the SWIFT-FIA 2.0 Tracking Tool located in your Outcome Report Folder</li> </ul> <p><b>Teaming</b></p> <ul style="list-style-type: none"> <li>- Determine team roles and responsibilities</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>- Determine who can support the CA MTSS domains.</li> </ul>	<p><b>LEASA -</b></p> <ul style="list-style-type: none"> <li>- Complete a section(s) or all components by Training 3.</li> <li>- Record results on LEA Self-Assessment Record (baseline) located in Outcome Report</li> </ul> <p><b>FIA -</b></p> <ul style="list-style-type: none"> <li>- Administer FIA and complete before Training 3</li> <li>- Enter results onto the SWIFT-FIA 2.0 Tracking Tool located in your Outcome Report Folder</li> </ul>	<p><b>Trifecta-</b></p> <ul style="list-style-type: none"> <li>- Complete Tiered Intervention Matrix</li> <li>- Share Tiered Intervention Matrix with school site(s)</li> <li>- Train school site(s) on Tiered Intervention Matrix</li> <li>- Complete Resource Inventory and share with school site(s)</li> </ul>	<p><b>MTSS Implementation-</b></p> <ul style="list-style-type: none"> <li>- Develop Plan of Action for MTSS implementation and system transformation</li> <li>- Share with stakeholders</li> <li>- Participate in county MTSS Community of Practice</li> <li>- Continue to align MTSS to LCAP</li> </ul>

Attachment 9



## Multi-tiered System of Support

### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior support
- Provide targeted interventions and support
- Provide individualized interventions and support
- Provide comprehensive social emotional development support

# All Means All



## Administrative Leadership

### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



## Integrated Educational Framework

### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



## Family & Community Engagement

### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



## Inclusive Policy Structure & Practice

### Strong LEA/School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and districts



## Multi-tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

# All Means All



### Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



### Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



### Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



### Inclusive Policy Structure & Practice

Strong LEA/School Relationship

LEA Policy Framework



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Fully Integrated Organizational Structure

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Trusting Community Partnerships



## Inclusive Policy Structure & Practice

Strong LEA/School Relationship

LEA Policy Framework