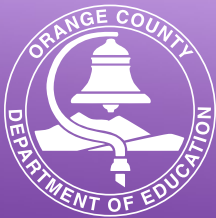


Guide to Implementing California MTSS

Every student. Every day.



Orange County Department of Education
July 2023

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All Means All

“CA MTSS kick-started our MTSS efforts in the school district and has led to the development of systems of support for students.”

– Lakeside Union School District, San Diego County



I am pleased to share with you our updated Guide to Implementing the California Multi-Tiered System of Support (CA MTSS). CA MTSS is a comprehensive framework designed to meet the needs of the whole child by aligning academic, behavioral, social-emotional and mental health instruction and intervention into a fully integrated continuum of support for the benefit of ALL students. Equity and access are deeply embedded in the CA MTSS framework – which, at its core, provides a set of systems, structures, and practices to build a positive, equitable, and inclusive learning environment for each student.

This guide serves as a useful tool for district and school leadership teams and provides practical guidance and resources for educators implementing the CA MTSS Framework which is made up of five evidence-based domains. The Whole Child domain includes three features: Inclusive Academic Instruction, Inclusive Behavior Instruction and Inclusive Transformative Social-Emotional Learning and Mental Health Support. Four additional domains support the whole child domain: Administrative Leadership, Integrated Supports, Family and Community Engagement, and Inclusive Policy and Practices. The framework intentionally calls out the importance of integrating all aspects of the work so that efforts to support student needs are not siloed. District and site educators work closely together along with families and communities to remove barriers to learning and provide targeted support flexibly and fluidly for each student for as long as it is needed.

This comprehensive framework is designed to create and sustain needed systemic change by helping teams of stakeholders build capacity to work together as a team and effectively use data for decision making. Continuous improvement requires ongoing use of measures for fidelity of implementation, system capacity and student outcomes. Thus, CA MTSS is adaptive and allows for the intentional design and redesign of services and supports to meet the needs of each and every student in the most inclusive and equitable learning environment. The focus for school teams is on developing a robust, integrated continuum of support that allows staff to quickly identify and match evidence-based interventions and supports to the needs of all students. A deeply-held belief is that all students are general education students first and that services and support are in the tiers, students are not in the tiers.

Throughout this guide, you will find resources, strategies and evidence-based practices which will assist you in implementing the framework with fidelity. Included in this book are findings from schools in the state who have implemented CA MTSS and in it, you will see what they have learned. Additionally, you will see connections between CA MTSS and other statewide initiatives which support coherence in their efforts to support the whole child.

I hope that you find that this guide is a valuable resource to support your work building an educational system where ALL truly means ALL. I encourage all educators to use it as a starting point or reference guide along their journey towards effective implementation of the CA MTSS framework.

Thank you for your dedication to education and for your commitment to ensuring that all students in California have access to the support they need to succeed.

Sincerely,

Jami W. Parsons, Ed.D.
Director, CA MTSS

California MTSS

Belief Statement

We believe that, together, we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they reside. We use our collective talents, passion, and resources to ensure every child is a valued member of the school community and is given the support they need to achieve academic and social success.

What do we mean by “every child?” Students who are struggling readers, gifted, living in poverty, high achievers, children with disabilities, culturally- and ethnically-diverse students, and those with the most extensive needs.

We are committed to eliminating silos in education by providing general and specialized education to create powerful learning opportunities for students and teachers and to prompt active, engaged partnerships among families and communities.

California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social-emotional learning, and mental health support into a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

This comprehensive framework is designed to provide effective support for Local Education Agencies and schools to meet the needs of each and every student in the most inclusive and equitable learning environment.

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:

- enhances equitable access to opportunity
- develops the whole child
- 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.

Scaling-Up California Multi-Tiered System of Support



“CA MTSS gave our site teams the space and access to experts to improve our practices to be more inclusive of students with unique behavior needs.”

– Moraga School District, Contra Costa County



California MTSS and the California Department of Education



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 of 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 schoolwide, 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.

California MTSS Development Timeline



PHASE 1

2016

2019



Phase 1 focused on state, region and district capacity building in partnership with Butte County Office of Education and SWIFT Education Center.

- 11 Region Leads
- 58 COEs
- 95 Exemplar Schools
- 600 Districts
- 1200 Schools

\$30 MILLION

PHASE 2

2022



Phase 2 pilot program leverages the California MTSS framework to evaluate impact on school conditions and climate.

- 14 Schools
- 21 Schools

\$15 MILLION

PHASE 3

2026



Phase 3 moves into school site implementation, focusing on social-emotional learning, mental health and trauma-informed practices.

- 11 Region Leads
- 43 COEs
- 80 Consortia (296 schools)
- 92 Schools

\$50 MILLION

For more information, visit ocde.us/mtss or email camtss@ocde.us

Funding Allocations: Phase 1

In 2015, Assembly Bill 104, Chapter 13, Statutes of 2015, appropriated \$10 million for Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS). The California Department of Education conducted a competitive grant process and awarded the funds to the Orange County Department of Education (OCDE) for their Scaling Up Multi-Tiered System of Support (MTSS) Statewide (SUMS) proposal. In 2016, an additional \$20 million, appropriated by Senate Bill 828, Chapter 29, Statutes of 2016, augmented the original grant award. The Budget Act of 2018 authorized an additional \$15 million, appropriated by AB 1808, Chapter 32, Statutes of 2018 and SB 840, Chapter 29, Statutes of 2018. This phase of the grant focused on improving school climate statewide. The purpose of the full \$45 million was to encourage LEAs to establish and align schoolwide, 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 OCDE to develop and disseminate statewide resources and technical assistance for this purpose.

For the first two funding phases of the SUMS grant, the OCDE subcontracted with the Schoolwide Integrated Framework for Transformation (SWIFT) Technical Assistance Center at the University of Kansas and the BCOE to partner with the SUMS effort. The BCOE shares SUMS professional learning resources through My Digital Chalkboard, and engages rural areas of the state to support their unique needs. SWIFT is a technical assistance center that builds school capacity to support all students both academically and behaviorally. The SWIFT staff supports the SUMS grant by providing technical assistance and professional learning opportunities to participating LEAs.

Beginning with the initial grant awards, OCDE and its partners developed the California MTSS Framework and provided subgrants to LEAs to engage them in a process to assess their strengths, coordinate support to their Local Control and Accountability Plans and align their MTSS efforts with the eight state priorities. To date, OCDE has distributed the grant funding into three separate cohorts with up to \$6 million awarded in each round of applications.

Funding Allocations: Phase 2

The \$15 million appropriated in the Budget Act of 2018 initiated a partnership between OCDE, BCOE and the University of California, Los Angeles, Center for the Transformation of Schools to expand the state's MTSS framework. Through this collaborative effort, they developed evidence-based tools and training for educators and school systems. This work expands restorative justice, bullying prevention, and positive behavioral interventions to minimize the use of emergency interventions. Their joint efforts also established a pilot program to help LEAs to promote positive school climates by improving student-teacher relationships, increasing student engagement, and promoting alternative discipline practices.

Funding Allocations: Phase 3

Chapter 44, Statutes of 2021, Education Omnibus Trailer Bill (AB 130) appropriated \$50 million from the General Fund to the Superintendent to apportion to the OCDE to award no less than \$30 million as grants to LEAs for the purpose of funding schoolwide and districtwide implementation of services or practices aligned to the MTSS framework. The OCDE may expend up to \$1 million of the amount appropriated pursuant to subdivision (a) to support the administration of grants and provide support to the grantees. The Superintendent is required to establish a process, in consultation with and subject to the approval of the executive director of the SBE, to select a LEA, a LEA in partnership with an IHE or nonprofit educational service provider, or a consortia, to partner with the OCDE and the BCOE to expand the state's capacity to support LEAs' implementation of SEL, trauma-informed practices, and culturally relevant, affirming, and sustaining practices, and requires no more than \$20 million of the \$50 million appropriation to be available for these purposes.

“We have been able to better target services to students that need them, especially with a focus on Tier 1.”

– Plumas Unified School District, Plumas County

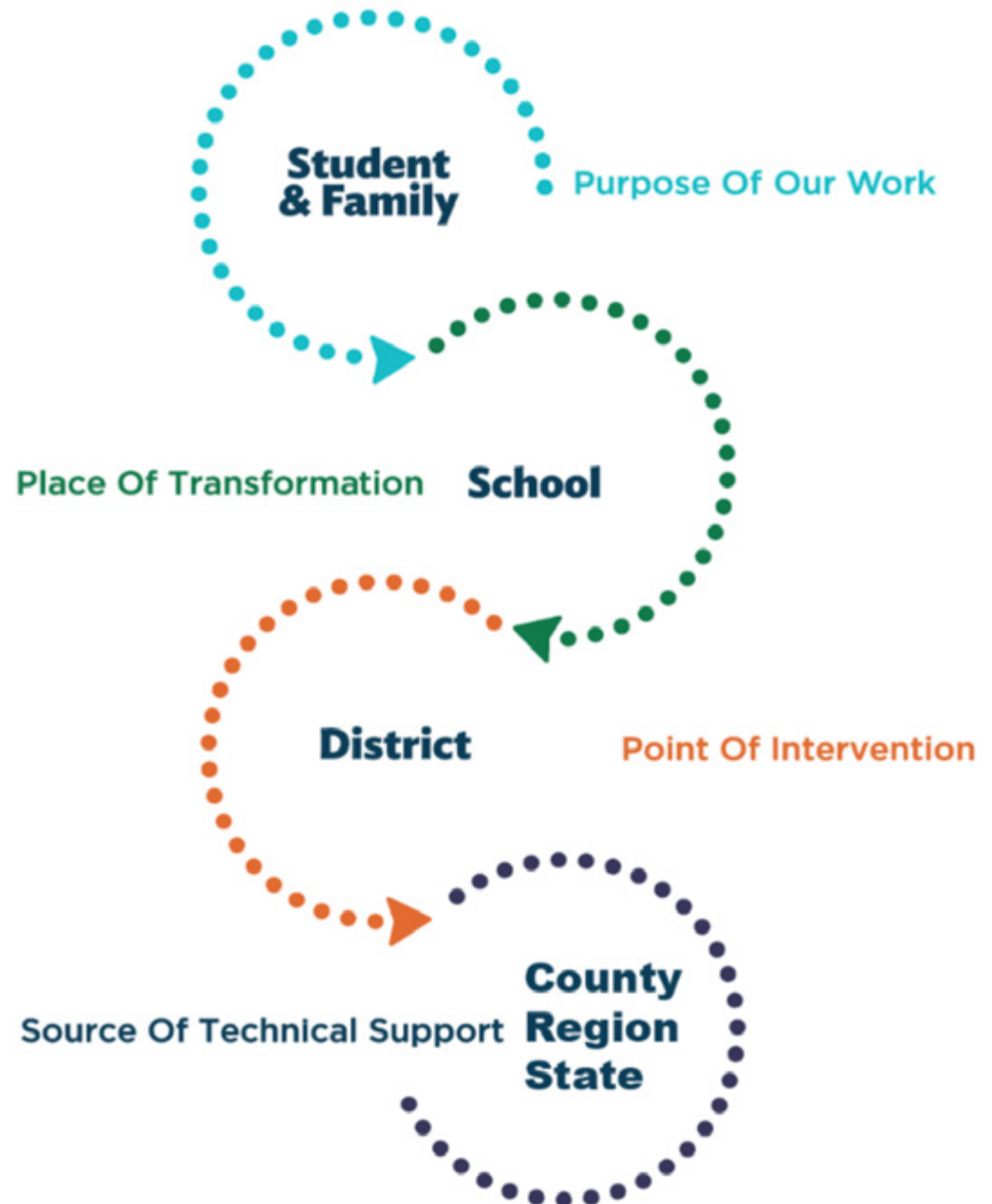


A Whole System of Engagement

California Multi-Tiered System of Support utilizes a Whole System of Engagement:

- Students and Family are the purpose of our work and why we do what we do.
- Schools have the most direct influence on students, and are the place of transformation.
- Schools and LEAs are the point of intervention. Schoolwide transformation and improved student outcomes aren't possible without the support from the Local Education Agency.
- County, Region and State are the primary source of technical support for schools and LEAs to sustain the CA MTSS Framework.

Each level of the system is dependent on the other and is not intended to be a one-way path of communication. For example, in order for schools to provide the necessary support to students and families, the assistance from the Local Education Agency is necessary. On the other hand, LEAs must seek to understand what a school needs in order to be the point of intervention.



"...we made more efforts in creating a home away from home in our schools, we also did a lot more home visits and provided more resources to the families that seemed to have more needs."

– YouthBuild Charter School of California



Continuous Improvement

CA MTSS is a journey towards systems improvement that unfolds progressively and requires a commitment to ongoing learning, self-reflection, adaptation, and professional growth. Educators never stop learning and schools are always adapting programs and practices based on data results to meet the needs of the students they serve.

California 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



Equity in Action

Aligning Initiatives and Resources

The CA MTSS Framework provides the structure to align current initiatives and resources, such as Response to Instruction and Intervention (RtI²), Positive Behavioral Interventions and Supports (PBIS), Social and Emotional competencies, and Mental Health supports.

CA MTSS offers a systematic approach for addressing the needs of the whole child. CA MTSS begins with a strength-based approach by assessing what is already in place at the school and LEA, utilizing continuous improvement, problem-solving, evidence-based practices, strong leadership teams, and continuous use of data to evaluate the effectiveness of current interventions and resources.



“MTSS combined with PBIS reduced the [suspension rate] by 2% each year. Strategies include alternatives to suspensions.”

– Southside Elementary School District



**SOUTHSIDE ELEMENTARY
SCHOOL DISTRICT**
Go Bulldogs!

LCAP and California MTSS CROSSWALK



LCAP

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.

CALIFORNIA MTSS

California 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.

Conditions of Learning

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.



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

Engagement

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.



Authentic partnerships amongst students, families, districts and communities that nurture relationships, build trust, ensure cultural, racial, and linguistic equity, and lead to transformative student outcomes.
Source: Community Engagement Initiative (CEI)

Pupil Outcomes

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



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

LCAP and California MTSS

California's Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) require LEAs to set goals for improving student achievement and more importantly require them to report measurable outcomes. It is imperative that LEAs determine ways to improve by identifying areas of growth as part of a system, testing hypotheses about what students need to achieve, and involving those most affected by the changes (i.e. students, families, and educators) in the continuous improvement cycle. The LCAP and California MTSS Crosswalk provides a visual to demonstrate how the CA MTSS Framework supports an LEA's priority areas, goals, and actions.

“We prioritize goals at the beginning of the year throughout the entirety of the organization and then combine the MTSS process with the LCAP process to monitor goals.”

– Alternative Education Programs,
Riverside County Office of Education



California MTSS Continuum of Support



Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.

ALL STUDENTS



SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

SOME STUDENTS



INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

FEW STUDENTS

The Continuum of Support

The Continuum of Support for students is at the heart of CA MTSS. The continuum is grounded in Universal Design for Learning, differentiated instruction, Culturally and Linguistically Relevant and Responsive Teaching and Learning, and integrated education implemented at all levels of support. Universal Support, including Academic Instruction, Behavioral Instruction, Social-Emotional Learning Instruction and Mental Health Support, must be provided for all students regardless of age, race, zip code, language, physical challenge, and/or intellectual competency.

While some students, in order to be successful, may need Supplemental Support at various times, and a few students may require more Intensified Support, ALL students should be educated in the most inclusive and equitable learning environment with their grade-level peers and provided Universal Support at ALL times.

CA MTSS emphasizes the fact that students are NOT in tiers; on the contrary, the support necessary to meet the needs of students are in the tiers. Universal Support is provided for all, Supplemental Support for some, and Intensified Support for few, when and where needed.

A strong Universal approach to academic, behavioral, social-emotional learning, and mental health is one of the first and most critical steps towards building high quality implementation and ensuring each and every student is provided the necessary support for future success.

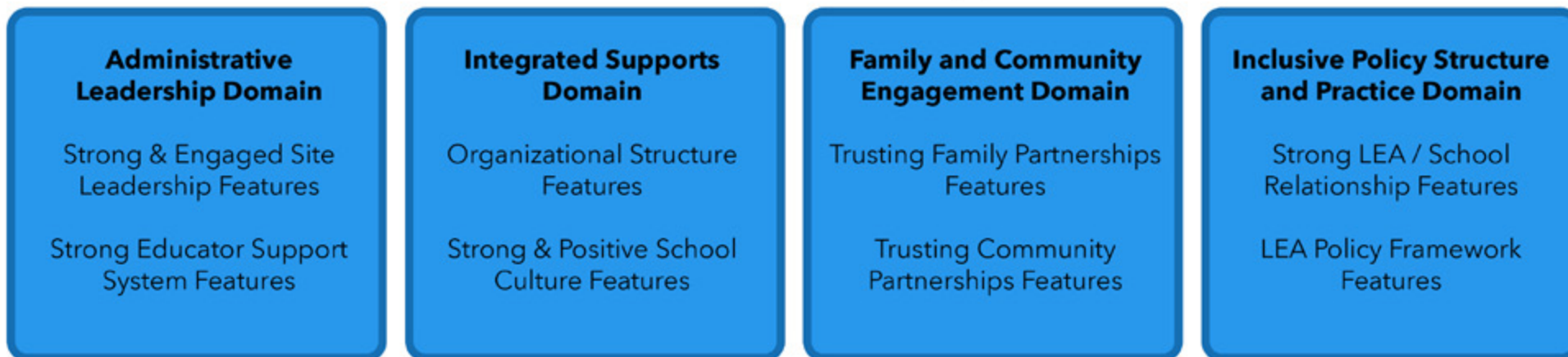
California MTSS Framework

The California Multi-Tiered System of Support (CA MTSS) Framework helps schools and Local Education Agencies (LEAs) address each and every student's academic, behavioral, social-emotional, and mental health needs. As schools and Local Education Agencies begin to align the initiatives, supports, and resources within their current system, the CA MTSS Framework emphasizes that a fully integrated system of support must consist of five (5) evidence-based domains in order to achieve inclusive and equitable learning environments.

Whole Child Domain



Essential Domains and Features to Support the Whole Child



Whole Child Domain

Inclusive Academic Instruction Features

- Identify and utilize a comprehensive assessment system
- Create and utilize teams, including specialized service providers
- Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for academic content
- Develop guidelines to implement curriculum with Universal Design for Learning (UDL)
- Utilize Content Standards and Curriculum Frameworks
- Support Literacy across the content
- Utilize P21 Framework
- Integrate Culturally Relevant and Responsive Teaching Practices and asset-based Pedagogies

Inclusive Behavior Instruction Features

- Identify and utilize a comprehensive assessment system
- Create and utilize teams, including specialized service providers
- Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for behavior
- Integrate Behavior Supports

Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features

- Identify and utilize a comprehensive assessment system
- Create and utilize teams, including specialized service providers, such as community mental health providers
- Integrate trauma-informed practices
- Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for social-emotional and mental health
- Integrate SEL competencies aligned to CASEL CA's SEL Guiding Principles and CDE's T-SEL
- Integrate mental health supports
- Support Resilience in Schools

Whole Child Domain

The Whole Child Domain includes Inclusive Academic Instruction, Inclusive Behavior Instruction, and Inclusive Transformative Social and Emotional Instruction and Mental Health Supports. All three features are of equal importance and must be in place in order to meet the needs of the whole child.

Meeting the needs of the whole child involves evidence-based instructional practices, strategies, resources, and curricula. In addition to addressing the content area standards, educators implement Universal Design for Learning to proactively and intentionally design instruction to remove barriers in order for students to access the content and materials. The use of differentiated instruction responds to student needs through flexible grouping to ensure a continuum of support. Restorative Practices are integrated into the classroom and school to strengthen relationships between individuals. School systems utilize Positive Behavioral Interventions and Supports (PBIS) to organize behavioral practices to create positive, predictable, equitable, and safe learning environments. To enhance the social-emotional competencies, educators integrate and provide explicit instruction to support self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Structures, such as those highlighted in the High Leverage Practices in Special Education and Interconnected Systems Framework enhance the school system to ensure collaboration, use of assessment for continuous improvement, and well-designed instruction to provide academic, behavioral, social-emotional, and mental health supports.

Administrative Leadership Domain

Strong and Engaged Site Leadership Features

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions, including student outcome, implementation, and capacity data

Strong Educator Support System Features

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data, including student outcome, implementation, and capacity data
- Conduct strengths-based evaluations based on performance standards, including but not limited to:
 - CA Standards for the Teaching Profession
 - CA Professional Standards for Education Leaders
 - Education Specialist Standards
 - Pupil Personnel Services: School Counseling, School Psychology, School Social Work, Child Welfare, and Attendance Standards
 - ASCA
 - NASP
 - Educator Evaluation Systems
 - ISTE Standards for Educators
 - 21st Century California Leadership Academy
 - Quality Professional Learning Standards

A fully inclusive system requires support from a strong Administrative Leadership that fosters equity and access through a shared vision and professional growth opportunities. School site administrators ensure that stakeholders, including students, families, and school staff, are included in the analysis of data that contributes to a shared decision-making process to achieve the school's ideal destination. The Administrator is actively involved in determining the needs of school staff and provides opportunities to enhance their instructional practices and build capacity in order to provide a continuum of support.

Integrated Supports Domain

Organizational Structure Features

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

Strong and Positive School Culture Features

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extracurricular activities
- Demonstrate equitable, culturally relevant, and responsive practices that respect diversity (CLRT)
 - Integrate trauma-informed and Restorative Practices
 - Utilize Transformative SEL

Integrated Supports encourages a culture of collaboration free from categorizing students and limiting their access to learning. Integrated supports ensure that stakeholders, including students, families, noninstructional school staff, specialized service providers, teachers, and paraeducators contribute to a shared vision for readiness that fosters equitable, culturally relevant, responsive practices in order to build a positive school culture that ensures all students participate in all school-related activities.

Family and Community Engagement Domain

Trusting Family Partnerships Features

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information
- Implement strategies from the Family Engagement Toolkit

Trusting Community Partnerships Features

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

A Multi-Tiered System of Support must foster Family and Community Engagement to build the home, school, and community connection to encourage shared learning opportunities for students. This connection is formed by building trusting partnerships that identify mutual interests and goals by obtaining input and feedback as well as provide engagement opportunities that build and maintain an open door policy with the school. When education systems better understand the cultures and environments of our students, more inclusive and equitable learning environments can be achieved.

Inclusive Policy Structure and Practice Domain

Trusting Family Partnerships Features

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information
- Implement strategies from the Family Engagement Toolkit

Trusting Community Partnerships Features

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

Underlying all this must be Inclusive Policy Structure & Practice where school and LEA administrators link multiple federal, state, and local initiatives and review various data to support evidence-based practices that are most effective for students. This partnership develops professional learning that builds educators' capacity and identifies and removes barriers to teaching and learning. This ongoing communication and support provides a vital lifeline for long-lasting equity.

Educating the Whole Child



Tools to Measure California MTSS

As schools and Local Education Agencies implement a multi-tiered system of support, it is important to examine the current reality of the school system. Three assessment tools, aligned to the CA MTSS Framework, are utilized to support transformational change, identify strengths, areas of opportunity, and areas of focus that will lead to the enhancement of schoolwide and Local Education Agencies practices within the system.

School Level Assessments

SWIFT Fidelity Integrity Assessment (FIA):

- A self-assessment for schools aligned to the CA MTSS Framework.

Schoolwide Implementation Tool (SIT):

- Self-assessment used to examine school conditions and climate



Local Education Agencies Assessments

LEA Self-Assessment (LEASA):

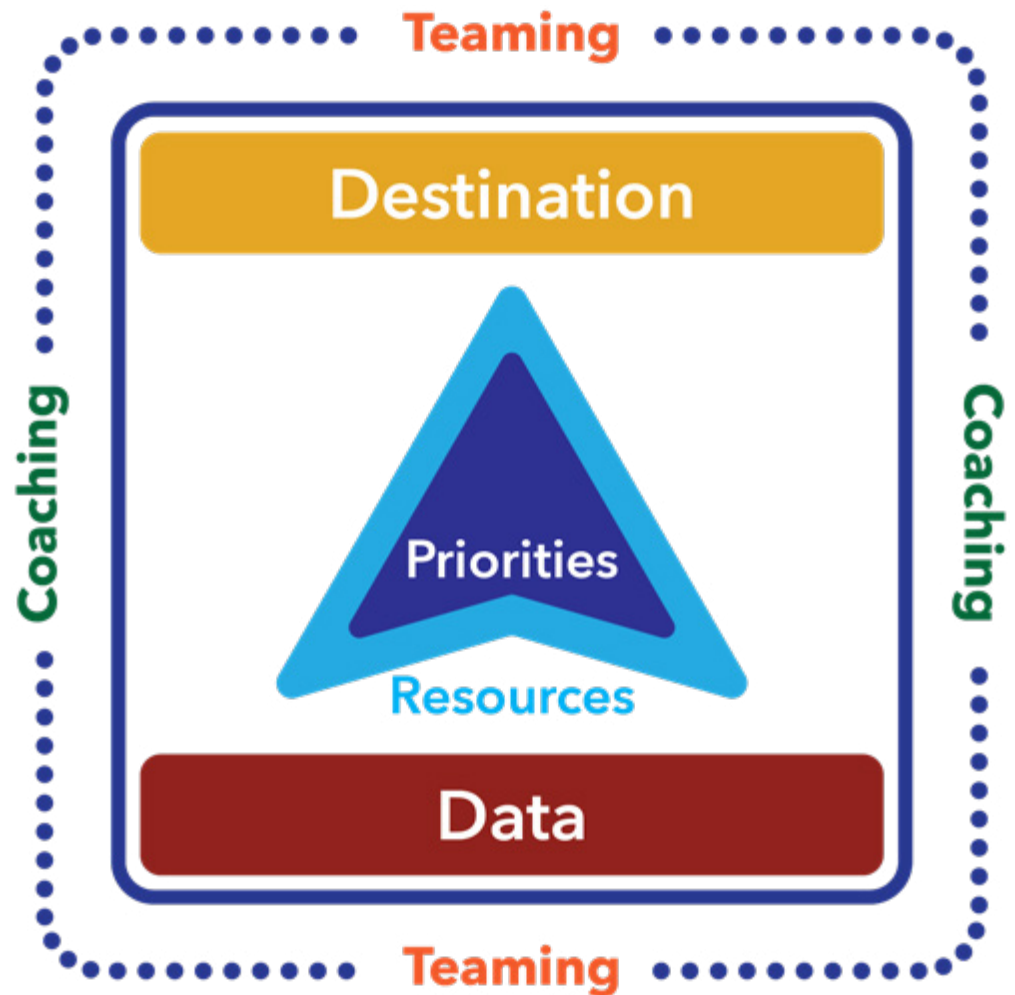
- Self-assessment to examine current systems within the local education agency



Utilizing Effective Tools and Practices

As we strive to implement the California Multi-Tiered System of Support, we must concentrate our efforts and utilize effective tools and practices. Schools begin by focusing on their ideal destination, priority areas, use of data, resources, teaming and coaching, all the while continually building capacity of the system through the continuous improvement cycle where a multi-tiered system of support will meet the needs of all students.

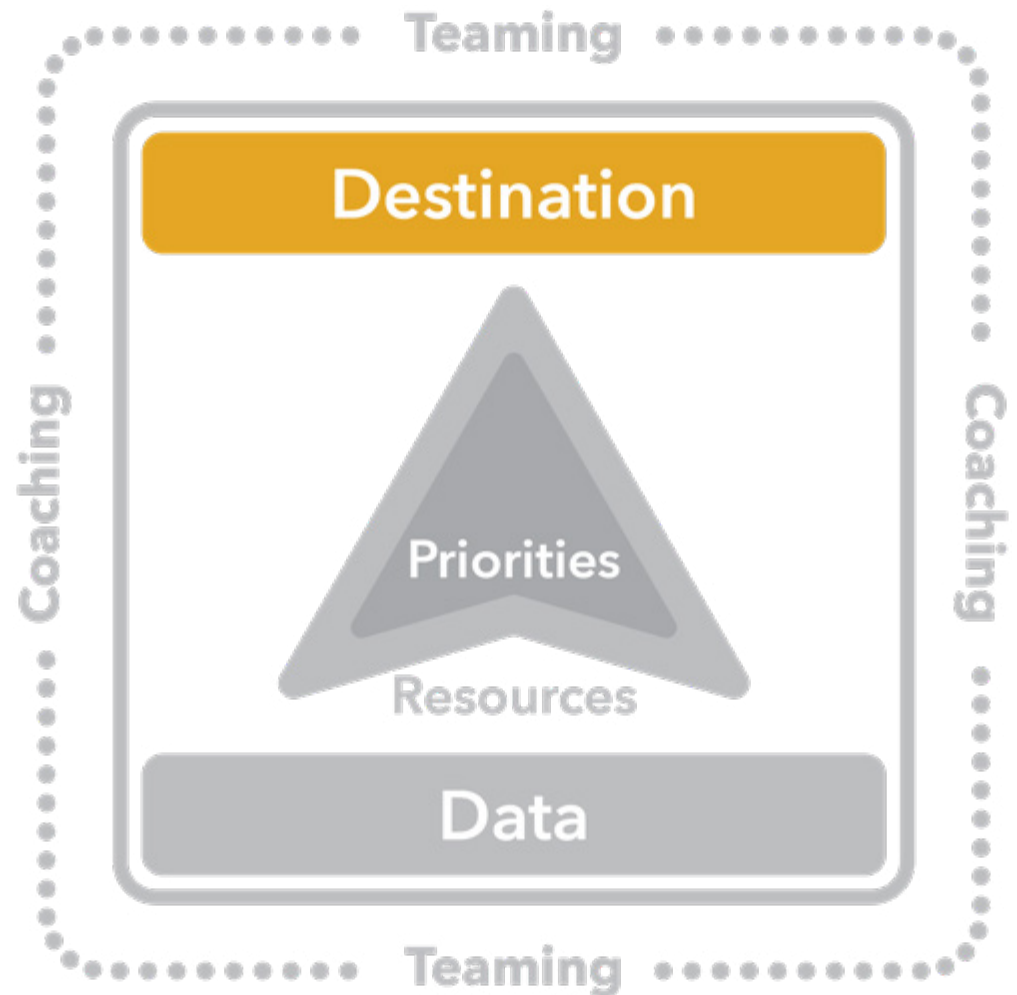
While the areas of focus appear in a linear fashion, they are not necessarily conducted in a specific order. They are, however, linked together to create change within a complex system as Local Education Agencies and schools begin to create an equitable learning environment.



Utilizing Effective Tools and Practices

Destination

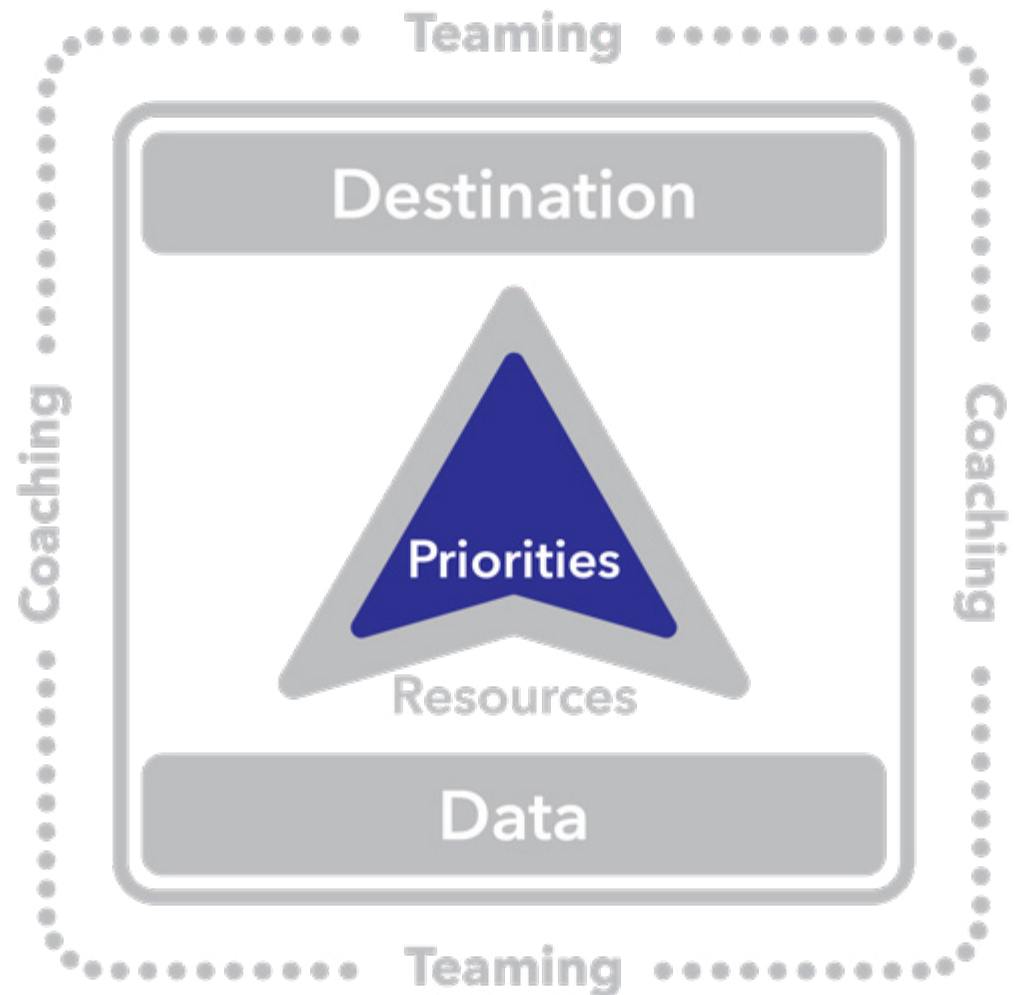
A school's ideal destination begins by obtaining collective input from all stakeholders, including school staff, students, families, and community members to determine what we hope for our students and our ideal school system. This shared vision for readiness contributes to our understanding of 'the why' in order to achieve the ideal destination.



Utilizing Effective Tools and Practices

Priorities

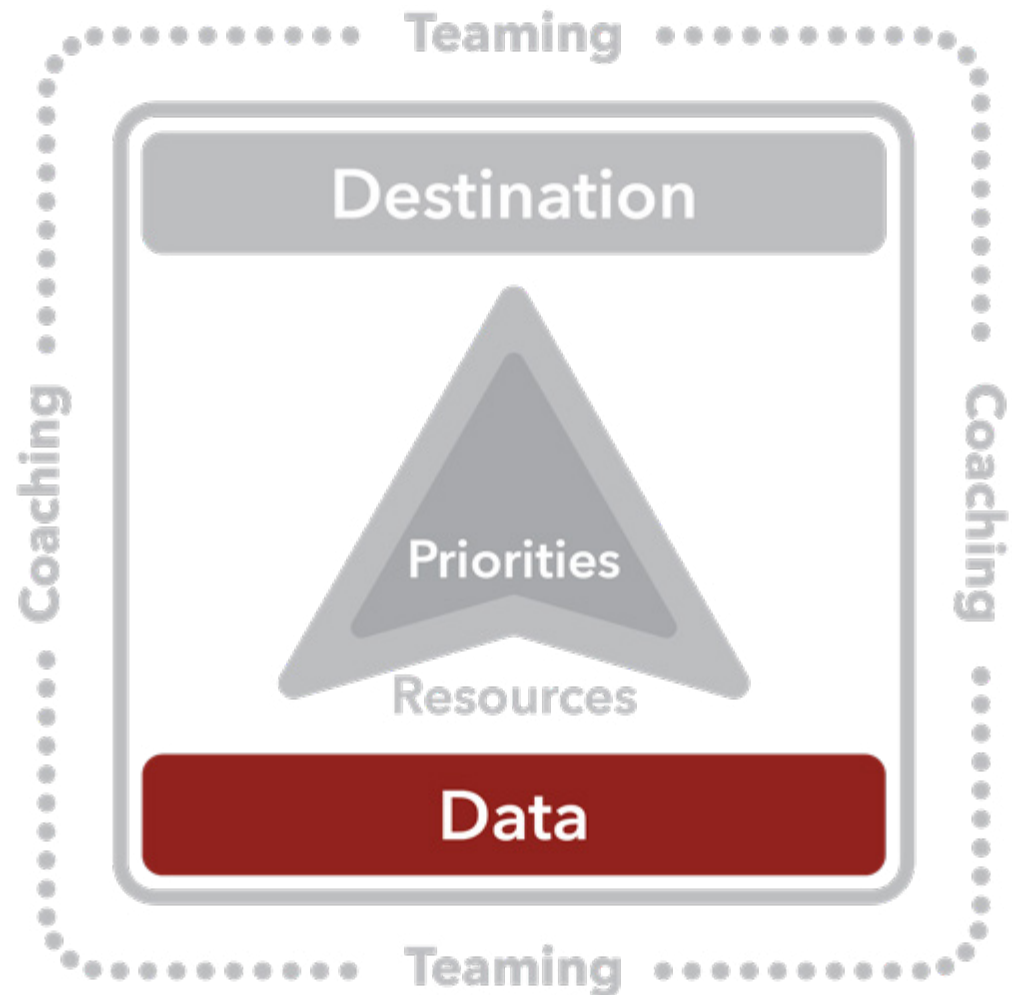
Schools then identify priority areas where we focus our resources, efforts, time, and money over the next six to 24 months. Identification of priority areas allows us to remain focused on the goal. To achieve the priority areas, specific practices must be utilized and defined as purposefully selected interventions, actions, or collection of activities that lead to the accomplishment of the priority.



Utilizing Effective Tools and Practices

Data

The use of data informs our decisions and progress. All three types of data should be utilized including student outcome, implementation, and capacity data. Student outcome data, including academic, behavior, and social-emotional, drives improved outcomes for students at the site level, which in turn informs the Local Education Agency of the initiatives that are leading to improved outcomes for all students. Data from the Local Education Agency drives the array of resources, tools, and professional development that county, region, and state agencies provide. It is also necessary to analyze the implementation of the instructional practices and programs, as well as the capacity of the school system to deliver the practices in order to achieve the desired student outcomes.

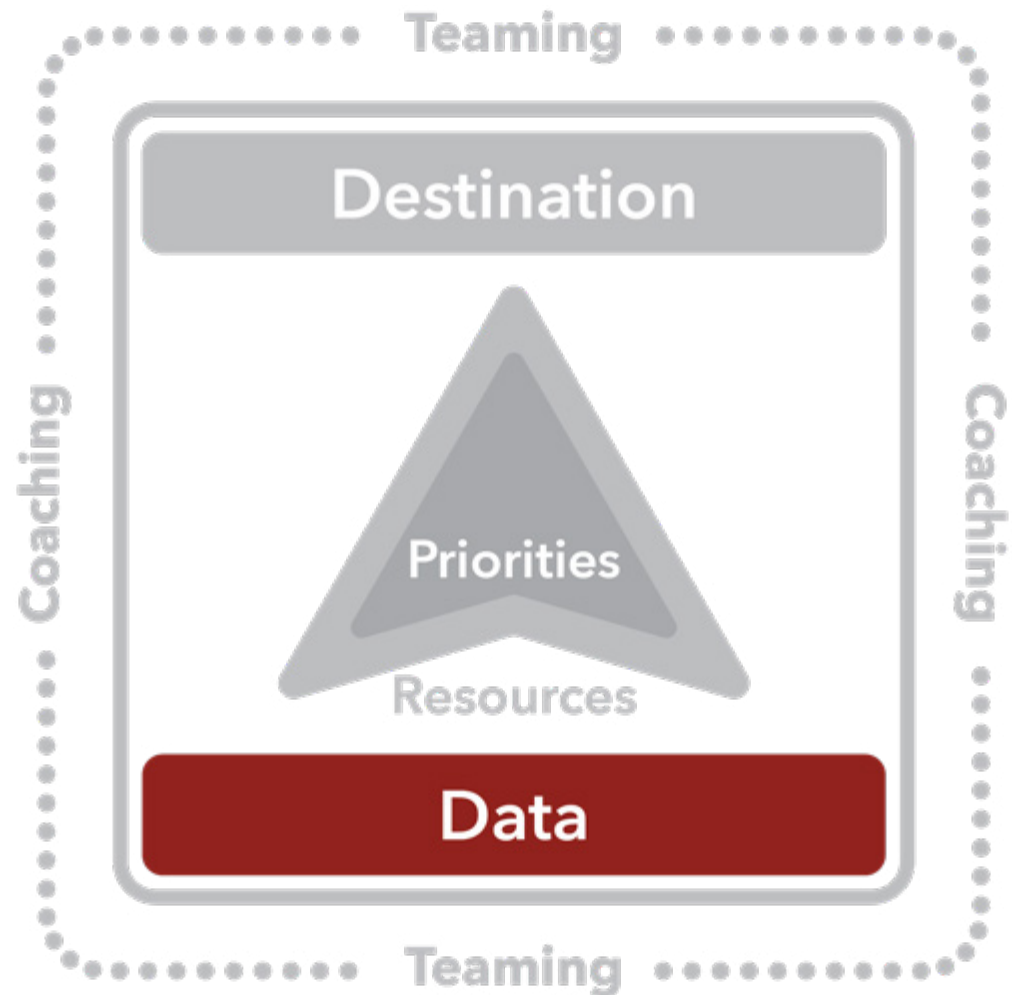


Utilizing Effective Tools and Practices

Progress Monitoring

Progress monitoring involves frequent and ongoing assessment where student learning is monitored in order to provide useful feedback to determine which students are not responding adequately to Universal Instruction.

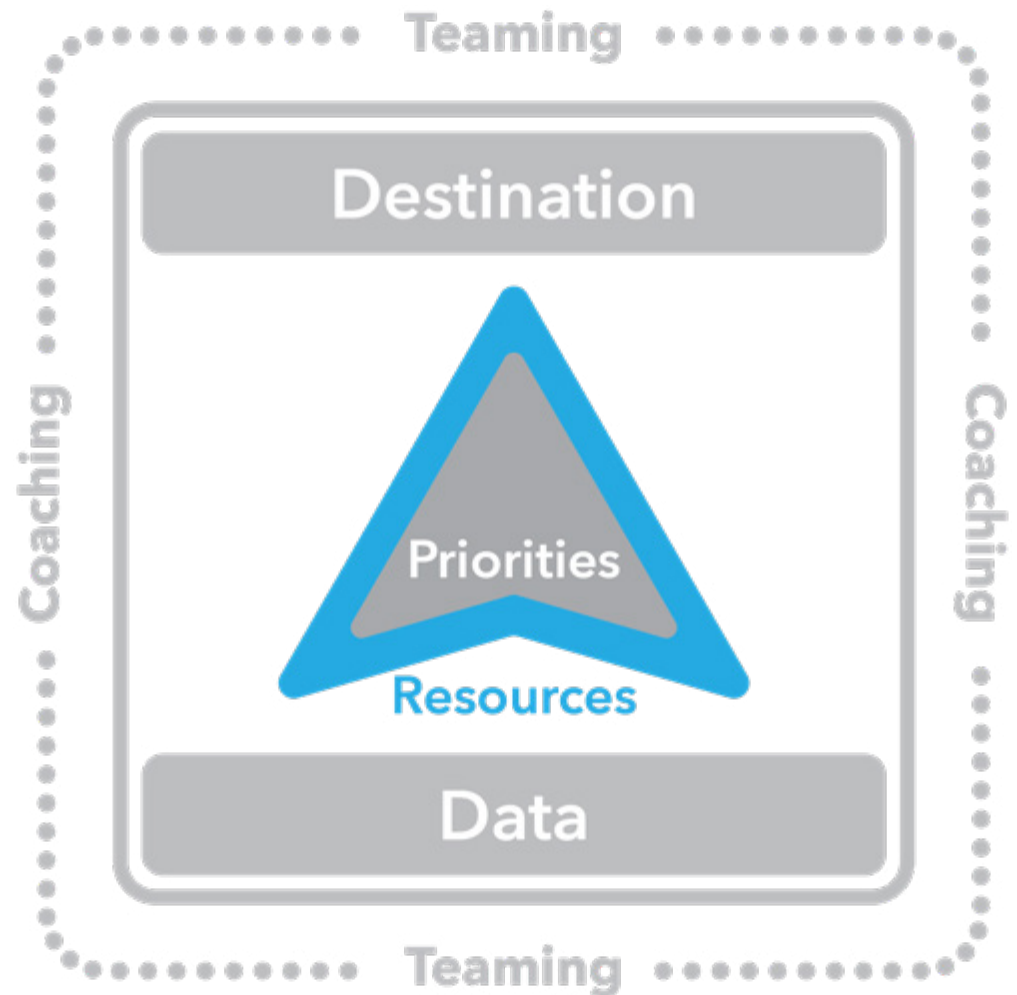
Progress Monitoring provides student outcome data, e.g., formative assessments, universal screeners, diagnostic tools, progress monitoring tools, and benchmark, as well as summative assessments.



Utilizing Effective Tools and Practices

Resources

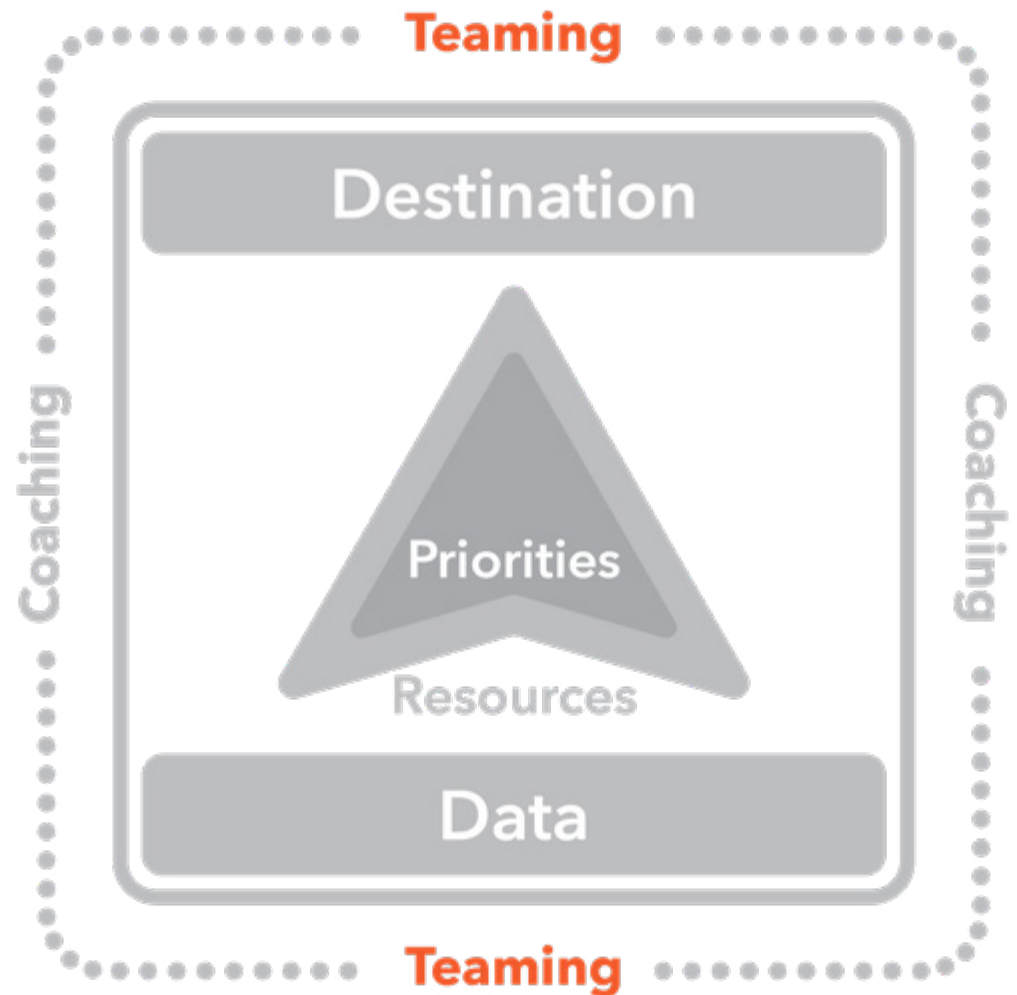
The effective use of resources when implemented with fidelity supports transformation efforts. When considering resources, think beyond curricular materials. It is important to think outside of the box to determine all of the available resources within the school system that will enhance the continuum of support. Resources include personnel, facilities, curriculum and interventions, time allocations and requirements, community resources, and data. Once all resources have been identified, schools and LEAs begin to map and match to the need. Creating an inventory of resources via the Tiered Intervention Matrix helps to organize the supports to ensure all staff are aware and have access.



Utilizing Effective Tools and Practices

Teaming

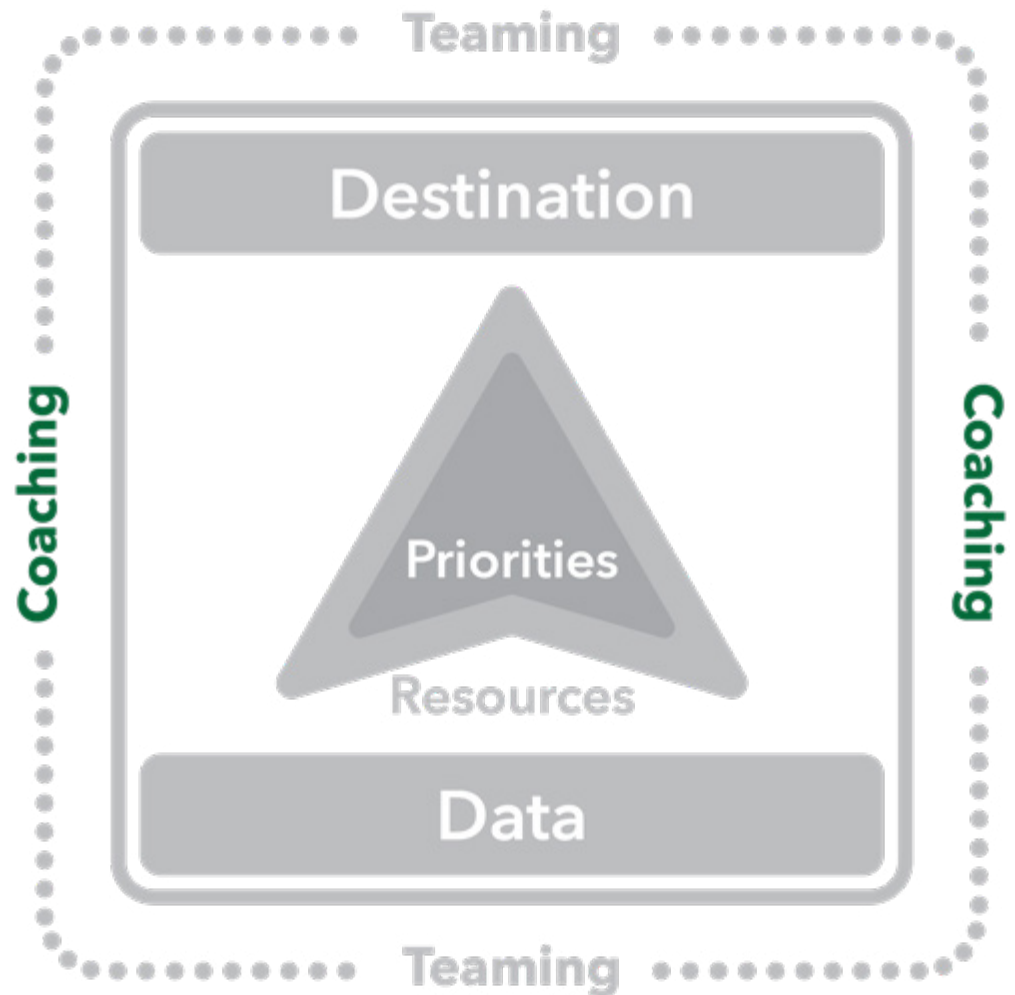
The use of teams and teaming structures are woven throughout the CA MTSS Framework and the Continuum of Support. Teams include a variety of stakeholders and contribute to the school's ideal destination. Schools utilize teams to obtain a variety of perspectives, expertise, and a shared responsibility. Teams support the communication structure and the removal of barriers within the system.



Utilizing Effective Tools and Practices

Coaching

Coaches support the development of the school system by building capacity of school and Local Education Agency staff. A variety of individuals can serve as a coach, therefore, the role of a coach is not exclusive to those that hold the title as a "coach." Coaches serve as mentors, trainers, reflective partners, and models of exemplar practices.



“Every school site has an MTSS team that meets regularly to discuss supports for students. They are looking closely at student data and intervening sooner than before.”

– Western Placer Unified School District



WESTERN PLACER
UNIFIED SCHOOL DISTRICT



Evidence-Based Practices

Culturally and Linguistically Relevant and Responsive Teaching

Culturally and Linguistically Relevant and Responsive Teaching has also been referred to as culturally responsive teaching or pedagogy. Culturally and Linguistically Relevant and Responsive Teaching honors what each student brings to the learning environment, including language and culture and is reflective of the idea that our systems are constantly evolving or revolving depending on what the current participants in that system need; not remaining static or status quo.

High Leverage Practices

The High Leverage Practices are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction

From these four aspects of practice, there are 22 practices intended to address the most critical practices that every K-12 special education teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

Interconnected Systems Framework

The Interconnected Systems Framework (ISF) is a structure and a process to establish a single system of delivery across education and mental health, with active family and youth engagement. The goal of ISF is to blend resources, training, systems, data, and practices in order to improve outcomes for all youth. There is an emphasis on prevention, early identification, and intervention related to the social, emotional, and behavioral needs of students.

Mental Health

Mental health encompasses emotional, psychological, and social well-being, influencing cognition, perception, and behavior. It likewise determines how an individual handles stress, interpersonal relationships, and decision-making.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Evidence-Based Practices

Restorative Practices

Restorative Practices are a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.

School Climate and Conditions Work Group

The Superintendent of Public Instruction and the California Department of Education convened the School Conditions and Climate Work Group to explore options for the further development of school conditions and climate measures and best practices within California's accountability and continuous improvement system. The report presents their recommendations for state measures and supports for Local Control Funding Formula Priority 6: School Climate and related school conditions priorities.

Social-Emotional Learning

Social-Emotional Learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Trauma Responsive Practices

Trauma responsive practices are an essential part of a multi-tiered system of support. They serve as a protective factor where educators understand the effects trauma has on learning and develop school cultures where all students feel safe, welcomed, and supported. The focus is on creating a whole-school culture that serves as a foundation for all students to learn and experience success at school.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The goal of Universal Design for Learning is to ensure all students have access to best first instruction. Educators begin by identifying and removing barriers to intentionally design instruction so that all students experience success at school.

“Having the tools needed to quickly move students based on need has helped set the stage for educators to engage more with the MTSS model of tiered support.”

– Lowell Joint School District



**Lowell Joint
School District**

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California MTSS Implementation Findings

Positive outcomes are being seen as schools and LEAs implement a system of support built within the CA MTSS Framework. Some of these findings are:

Coaching

Via coaching and the CA MTSS Pathway Certification for Schools course, learning opportunities are provided to support the enhancement of school conditions and climate. School leaders rated the coaching they received as high quality, and they felt the coaching was relevant and useful/applicable to their current stage of CA MTSS implementation. They also reported feeling confident in their ability to build capacity to transform and sustain changes.

Implementation Success

Schools and LEAs have made progress towards implementing or sustaining implementation on the practices described in the Fidelity Integrity Assessment (for school teams) or the LEA Self-Assessment (for Local Education Agency teams).

Positive School Culture

Most school and LEA leaders feel that implementing or learning to implement the CA MTSS Framework supports their efforts in fostering a positive school climate, improving pupil-teacher relationships, increasing pupil engagement, promoting alternative discipline practices, and making sustainable changes.

System of Support

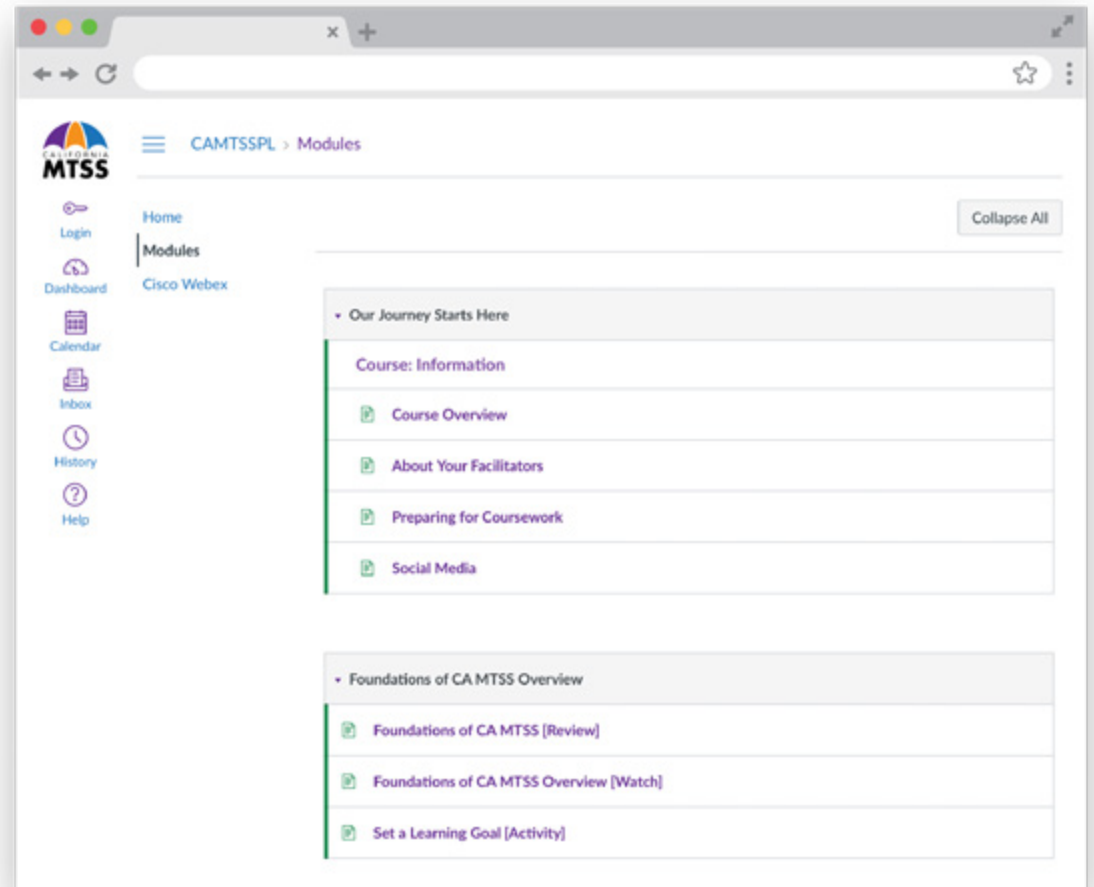
Interviews with school administrators revealed that some factors for successful implementation include: establishing CA MTSS teams, organizing supports into tiers, leveraging family and community engagement, student engagement/building relationships, coaching, professional development, improving data systems, etc.

Challenges

Some challenges to successful implementation still remain such as teachers already burdened with heavy workloads, no time to install essential elements such as CA MTSS teams, and encountering resistance to adopting alternative methods over traditional and more punitive methods for responding to negative student behaviors.

Training Materials

Professional learning materials to support the implementation of a Multi-Tiered System of Support are available for LEAs, schools, county offices of education, community and statewide organizations.



<https://ocde.instructure.com/courses/269>



PROFESSIONAL LEARNING INSTITUTE

Since 2016, the Orange County Department of Education and the Butte County Office of Education have hosted the annual California MTSS Professional Learning Institute (PLI) which brings together classroom educators, administrators, school counselors, school psychologists, school-based mental health clinicians, paraeducators, district leaders, county offices of education leaders, higher education faculty, and community-based organizations to support the creation of inclusive and equitable learning environments.

This annual event is a valuable opportunity for educators to:

- explore strategies, tools, and resources for addressing persistent issues of access and equity in their LEA's underserved populations.
- access focused, school and classroom-level instruction, tools, and resources to support Inclusive Academic Instruction, Inclusive Behavior Instruction, and Inclusive Social-Emotional Instruction and mental health supports.
- deepen knowledge of how to implement the California MTSS framework and the Continuum of Support to create equitable and inclusive learning environments for all.
- learn from other practitioners how they are successfully creating positive school conditions and climates that ensure everyone in the school community feels socially, emotionally, and physically safe, supported, connected, and engaged in learning and teaching.

Learn more at camtsspli.ocde.us

Building an Educational System Where All Truly Means All

California's Multi-Tiered System of Support focuses on the goal of providing inclusive and equitable learning environments for all students and families; regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency. CA MTSS engages all stakeholders, and consistently and effectively utilizes the continuous improvement cycle. The CA MTSS Continuum of Support emphasizes the importance of building and sustaining a strong Universal Support that provides a foundational system for all students and families before supplemental and intensified supports are needed.

If all truly means all, educators, families, and communities will intentionally create structures, processes and practices to ensure all students are provided the necessary support to develop the academic, behavioral, social-emotional skills, and mental health that will prepare them for their next steps, educationally and in life.

Put equity into action. Ensure every student, every day.

Join us on this CA MTSS journey.



Questions?

Contact the California MTSS support team.

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Visit the California MTSS website.

www.ocde.us/mtss

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Hatching Results

High Leverage Practices (HLPs)

Interconnected Systems Framework (ISF)

International Institute for Restorative Practices

Inflexion

Katie Novak - Novak Education

National Association of School Psychologists (NASP)

Anthony Muhammad - author, "Revisiting Professional Learning Communities at Work"

National Implementation Research Network (NIRN)

Center on Positive Behavioral Interventions and Supports (PBIS)

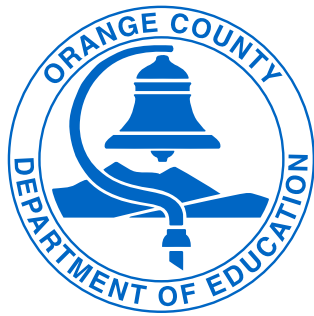
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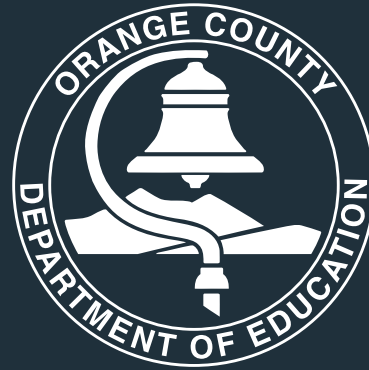
California MTSS Partners



Participating Schools and Local Education Agencies

Visit the CA MTSS website to view a list of schools and LEAs that are participating in the CA MTSS journey.

ocde.us/mtss



We would like to express our sincere gratitude to Orange County Superintendent Dr. Al Mijares for his continued support and advocacy throughout the CA MTSS implementation phases. In addition, we are grateful for the families, school and Local Education Agency staff, as well as community members who make invaluable contributions to our educational systems. We want to express our deepest gratitude for your unwavering commitment to nurturing every child and young person throughout the state of California.