

CA MTSS Highlights Vol. 2

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Wed 3/1/2023 9:17 AM

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Vol. 2 | Winter 2023



A triannual newsletter of the California MTSS Leadership Team
Orange County Department of Education and Butte County Office of
Education

CA MTSS FRAMEWORK

Connecting the Dots: Building Connections and Community Through Restorative Practices

In our efforts to support the Whole Child Domain of the CA MTSS framework, enhancing the Academic, Behavior and Social Emotional skills for our students can be bolstered through Restorative Practices.

Restorative Practices is a social science that allows us to build relationships and connections as we strive to strengthen our communities. [What is Restorative Practices? \[youtu.be\]](#)- Video

As we think about our campuses and connections to students, how are we creating an environment where we are building a safe, predictable, equitable and positive environment? The core of Restorative Practices is 80% Proactive and 20% Responsive. Our focus is what can we embed in the environment to reduce the likelihood of barriers, rather than what can we do to fix the problem after it has happened. When healthy relationships and connections are present, we are able to foster efficacy, build empathy and strengthen student agency; in turn we are equipped to address and respond to challenging behaviors and repair harm in an effective way. Building an

inclusive community through Restorative Practices allows us to reduce and improve harmful behavior, restore positive relationships, hold individuals and groups accountable and address the needs of our community.



One of the most well known and anchored practices from the Restorative Practices Continuum are Circles. Highlighting some of the impacts of conducting Classroom Circles includes the following:

- Deeper connections to course content
- Helping individuals to take responsibility
- Allowing leaders to emerge
- Build Relationships
- Encourage problem solving

Some examples of proactive topics that support building community and connection can include classroom expectations, getting to know each other, strategies for preparing for a test, celebrations and course content, to name a few.

For additional information on Classroom Circles, the resources below support the creation of an engaging learning environment.

[Connecting the Dots: Restorative Practices and CA MTSS \[docs.google.com\]](#)

[Norms & Respect \[drive.google.com\]](#)

[Building a Belonging classroom video \[youtube.com\]](#)

[Community Building Circles \[youtube.com\]](#)

More on Restorative Practices

SCHOOL SPOTLIGHT

La Paz Intermediate School

This edition of the CA MTSS Newsletter's school spotlight is La Paz Intermediate in Saddleback Valley Unified School District. La Paz's commitment to supporting student success through continuous improvement is driving their CAMTSS implementation efforts.



Staff and teachers at La Paz attribute a large part of their students' success to their program "The First 20 days". During the first 20 days of the school year every educator teaches an agreed upon set of school-wide routines and procedures to ensure academic, behavior, social-emotional, and mental health success for each student. During this time, students learn structures that support their learning, strategies to maximize learning and to focus their attention, and they learn to be respectful listeners and collaborative thinkers. They learn to take risks by sharing their thinking with others and work together to clarify their understanding of the skills and concepts they are learning and practice using academic language to share their ideas. Students develop skills relevant to future college and career endeavors and become confident in their ability to complete tasks and achieve their learning goals. The combination of these structures and the systematic and strategic repetition in all content areas has resulted in all students achieving academic success, with significant student groups showing exponential growth. In addition, students enhance their social-emotional learning and understand that the skills they are learning transfer to all areas of their lives.

During "The First 20 Days" teachers and administrators are also collecting data. Implementation and capacity data are collected using Harvard School of Education's Instructional Rounds three times per year. This process allows all teachers, staff, and administrators to observe and understand how the program is being implemented, the results that it is creating for students and

school climate, as well as any additional training that needs to take place with staff, teachers, and/or students.

Student outcome data is collected using what the school calls “The Dot” System. At the end of the 20 day period, teachers are asked to place colored dots next to the names of the students that they know something academic about and/or something personal about. This allows all staff, teachers, and administrators to see which students they need to make a point of reaching out to and build a relationship with. The students are also asked to participate in a survey in which they indicate how many adults on campus they feel they have a relationship with, and how many adults they would feel comfortable approaching with a school and/or personal issue.

La Paz has seen incredible gains in the following areas: student language skills as measured by ELPAC and instructional rounds; student engagement as measured by instructional rounds, student survey, and Panorama data; student agency as measured by student achievement, and teacher efficacy as measured by teacher feedback surveys.

La Paz is well on their way to becoming a CAMTSS Certified School!

Home of the Leopards

La Paz Intermediate Mission Statement

Ensure the academic success of all students within a caring and nurturing environment that meets the unique needs of the middle school student.

Vision Statement

A 21st Century Education for All Students.



[More on La Paz Intermediate \[svusd.org\]](https://svusd.org)



Registration opens March 1, 2023
Early bird registration March 1-May 15, 2023

REGISTER NOW

IMPLEMENTATION

Implementing a Multi-Tiered System of Support: Data, Teaming, Coaching

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, and teams, all the while continually building

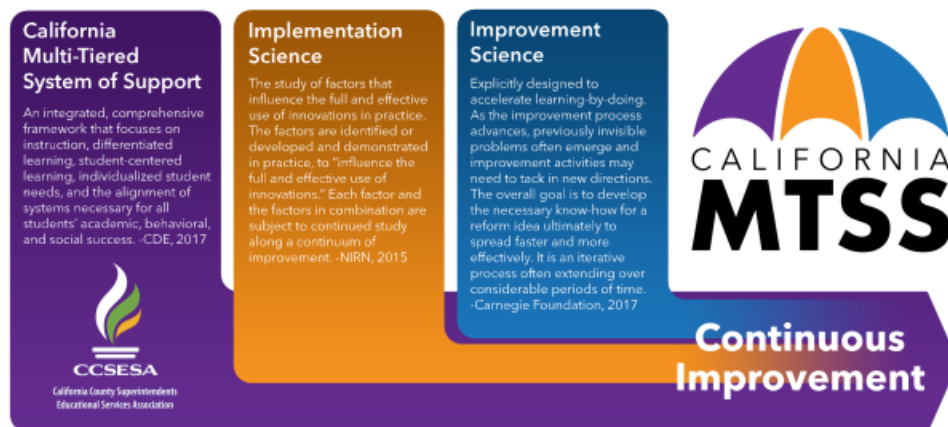
capacity of the system through the continuous improvement cycle where a multi-tiered system of support will meet the needs of all students.

This issue of the CA MTSS Newsletter will focus on data, which involves a simultaneous review of student outcome, implementation, and capacity data and prompts meaningful conversations about the current state of the system that lead to decisions about priorities for change. In this way, data can be processed by mining for strengths and generating opportunities. The purpose of focusing on Data is to help your Team develop meaningful conversations to make informed decisions about:

- Improving student outcomes
- Implementation of practices
- Strengthening capacity for successful implementation and sustainability

Most schools and LEA/Districts have a plethora of student outcome data; however, 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.

As with student outcome data, capacity building and implementation data should be collected and analyzed using short term formative and benchmark data, as well as large scale summative data, to ensure successful implementation of an MTSS priority.



It is important to note, the Data focus is interconnected across the entire system of support. School site data (academic, behavior, social-emotional) drives improved student outcomes at the site level, which in turn informs the LEA of the initiatives that are leading to improved outcomes for all students within the community. Data from the LEA/District drives the array of resources, tools, and professional development that county, region, and state agencies provide. It is a whole system of engagement to promote equity and improved student outcomes for all students within the most inclusive environment.

Data snapshots are a useful tool to ensure the Formula For Success. Three types of data are gathered and analyzed using the data snapshots. Data snapshots are an invaluable tool to help you and your team organize data. Begin by gathering data specific to your identified priorities and record these on the data snapshot. The data snapshots are also a great way to create a shared understanding about the data to ensure that all stakeholders are interpreting the data in the same way. The data snapshots use a strengths-based approach to data analysis in which action steps are built upon what is already working well. Finally, the data snapshots offer a place to start conversations around opportunities for growth and areas of greatest need. Here, areas of strength can be leveraged to support areas of greatest need.

Use the data snapshot tool [drive.google.com]

RESEARCH

Phase II and Phase III Highlights

Our end-of-year annual reports to CDE and DOF summarize implementation and the impacts of CA MTSS and how funds were used in the fiscal year.

Phase II: Fostering a Positive School Climate (2018-2019 to 2022-2023)

This pilot program aims to further expand training and resources to support going more in depth into the domains and features of the California CA MTSS framework and the California Department of Education's (CDE) Conditions and Climate Workgroup Recommendations that address school climate and discipline.

Year 4 (2021-2022) highlights:

- 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.
- Schools and LEAs 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 LEA/district teams).
- 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.
- 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.

- 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.



Phase III: Social-Emotional Well Being of Youth (2021-2022 to 2025-2026)

The goal of Phase III is to enable school staff to support the implementation of high-quality integrated academic, behavioral, and social-emotional learning practices in an integrated multi-tiered system of support at the school level. This work focuses on implementing the CA MTSS framework with fidelity at the school level concentrating on building or enhancing the social-emotional well-being of youth using Universal Design for Learning, Trauma Informed Practices and Culturally and Linguistically Relevant and Responsive Teaching practices.

Year 1 (2021-2022) highlights:

- Existing statewide and local supports were utilized or developed to: 1) Build knowledge of CA MTSS, 2) Increase individual educator capacity, 3) Improve fidelity of implementation, and 4) Improve overall outcomes for students.
- The California Integrated Supports Project (CA-ISP) was selected as the partner entity to expand the state's capacity to support local educational agencies' implementation of social-emotional learning, trauma screening, trauma-informed practices, and culturally relevant, affirming, and sustaining practices. The goal is to curate resources specific to SEL/MH/Trauma Informed Practices, develop training for school sites, and provide sub-grants to LEAs to convene professional learning communities and provide ongoing training and coaching to educators and school leaders.
- The SWIFT Education Center will assist the project in providing local educational agencies (LEAs) tools and resources to measure and report on multi-tiered system of support (MTSS) implementation fidelity.

- Partnerships with other county offices of education were established to provide regional coaching, technical assistance, and support to sub-grantees in their respective areas.
- 272 schools and 38 COEs were awarded sub-grants in the first round of applications. Educators across the state began working towards receiving CA MTSS Pathway Certification. Via coaching and the CA MTSS Pathway Certification for Schools course, learning opportunities are provided to support the enhancement of school conditions and climate. Each role-specific pathway of the course allows educators to make connections to their role to provide a continuum of support to meet students' academic, behavioral, social-emotional and mental health needs.

See full reports



[\[cde.ca.gov\]](http://cde.ca.gov)



[\[bcoe.org\]](http://bcoe.org)

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