



SCUSD Multi-Tiered System of Supports Update to the SCUSD Board of Education

Board Meeting
January 16, 2025
Agenda Item No. 9.2

Presented by:

Yvonne Wright, Chief Academic Officer

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Erin Findley, Assistant Superintendent, Curriculum & Instruction

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SCUSD Core Value & Guiding Principle

SCUSD CORE VALUE

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

SCUSD GUIDING PRINCIPLE

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

FROM A NATION AT RISK
TO **A NATION**
AT **HOPE**

*Recommendations from the National Commission
on Social, Emotional, & Academic Development*

“Evidence confirms that supporting students’ **social, emotional, and academic** development benefits all children and **relates positively to the traditional measures** we care about: attendance, grades, test scores, graduation rates, college and career success, engaged citizenship, and overall well-being.”

*A Nation At Hope,
The Aspen Institute
January 2019*

February 2024

NM
DT

Settlement Agreement
By & Between
The Sacramento City Unified School District (SCUSD)
&
The Sacramento City Teachers Association (SCTA)
February 6, 2024

As part of their reopener negotiations, the Sacramento City Unified School District (SCUSD) and the Sacramento City Teachers Association (SCTA) (collectively, parties), having a mutual interest in resolving several, long-outstanding matters to establish a clear pathway to work together to improve students' learning conditions in our District, hereby agree to the following:

“SCUSD and SCTA are committed to the design and implementation of Multi-Tiered System of Supports (MTSS) in SCUSD ... The parties agree that this MOU sets forth the exclusive process for the design and implementation of MTSS as it relates to this certificated bargaining unit.”

Collaborative Progress Thus Far

- **MTSS Design Team**
 - Common Definitions
 - Common Assurances
 - Teaming Structures
 - Fidelity Measures
 - Initial Implementation Proposal
- **Reading Intervention Teachers (83 FTE)**
- **Certificated Professional Learning**

MTSS Framework & BPSB Action Plan

MTSS and the BPSB Action Plan both aim to address systemic inequities and provide equitable, tiered support for all students. Our MTSS Framework addresses multiple Directives/Actions contained within the BPSB Action Plan.

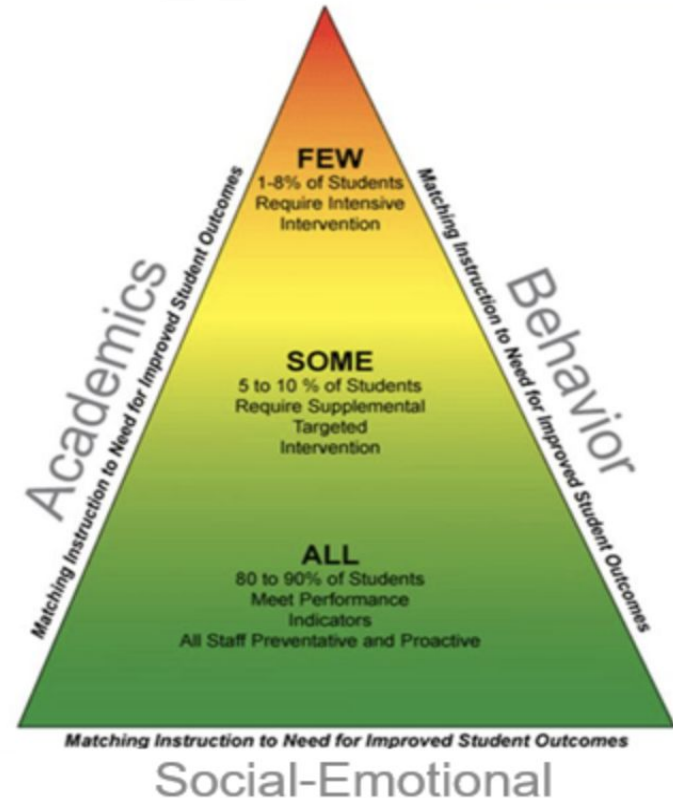
Key Connections

1. Equity-Driven Practices
2. Data Integrity and Data-Informed Decision-Making
3. Tiered Support Structures in the Least Restrictive Environment
4. Behavioral and Academic Integration
5. Professional Learning and Capacity Building
6. Anti-Bias/Anti-Racist/Trauma-Informed Practices
7. Family and Community Engagement
8. Fidelity Measures and Continuous Improvement

Multi-Tiered System of Supports Framework

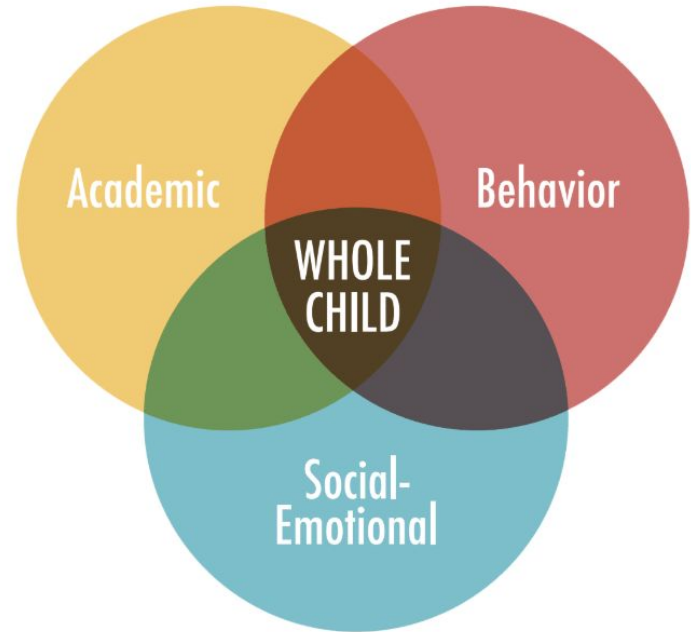
An **integrated, comprehensive framework** that focuses on **high quality instruction, differentiated student-centered learning**, individualized student needs, and the **alignment of systems** necessary for all students to achieve academic, behavioral, and social success.

CDE, 2017



Multi-Tiered System of Supports *Whole Child Approach*

The “Whole Child Approach” in an MTSS Framework prioritizes the **full scope of a child’s developmental needs** - social, emotional, cognitive and academic, as well as physical and mental health.



Design & Implementation Process

1 **Design Team**
Framework Design,
Deliverables &
Recommendations

2 **Negotiations**
Collective Bargaining
Implications &
Working Conditions

3 **Implementation**
District & Site
Implementation
Process & Support

MTSS Design Team

Composed of **teachers, certificated staff, site leaders, central office staff, and SCTA leadership**, forming a forum for open dialogue and strategic planning. The unique insights and contributions shape the direction and success of key educational initiatives across the district.

Key Responsibilities:

- Strategic Planning
- Collaborative Decision-Making
- Advocacy
- Continuous Improvement

District-Wide Implementation

| 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|-------------|--------------|------------------------|-----------|-----------|---------------------|-----------|
| Exploration | | | | | | |
| | Installation | | | | | |
| | | Initial Implementation | | | | |
| | | | | | Full Implementation | |

Site-Based Implementation

| | Phase 1 10 Sites | Phase 2 30+ Sites | Phase 3 30+ Sites |
|-----------|---------------------------|---------------------------|---------------------------|
| 2023-2024 | Exploration | | |
| 2024-2025 | Installation (Structural) | Exploration | |
| 2025-2026 | Initial Implementation | Installation (Structural) | Exploration |
| 2026-2027 | Full Implementation | Initial Implementation | Installation (Structural) |
| 2027-2028 | | Full Implementation | Initial Implementation |
| 2028-2029 | | | Full Implementation |

2024-25 Next Steps

- Continue collaborative MTSS Design Team work
- Continue to align BPSB Actions with MTSS Framework
- Engage in collective bargaining in support of implementing our MTSS Framework and the BPSB Action Plan
- Select Phase 1 Implementation Sites, then initiate installation and professional learning at those ten sites
- Study Phase 1 Implementation Sites to develop District Implementation Plan

Discussion & Questions