

# California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



## Whole Child Domain

**Inclusive Academic Instruction  
Features**

**Inclusive Behavior Instruction  
Features**

**Inclusive Transformative  
Social-Emotional Instruction and  
Mental Health Support Features**

## Essential Domains and Features to Support the Whole Child

### **Administrative Leadership Domain**

Strong & Engaged Site  
Leadership Features

Strong Educator Support  
System Features

### **Integrated Supports Domain**

Organizational Structure  
Features

Strong & Positive School  
Culture Features

### **Family and Community Engagement Domain**

Trusting Family Partnerships  
Features

Trusting Community  
Partnerships Features

### **Inclusive Policy Structure and Practice Domain**

Strong LEA / School  
Relationship Features

LEA Policy Framework  
Features

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# Whole Child Domain

The whole child is supported through a multi-tiered continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, social-emotional and mental health needs of all students.

## 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](#)

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# Administrative Leadership Domain

Equity 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.

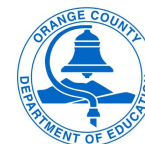
## Strong & Engaged Site Leadership Features

- 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](#)

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# Integrated Supports Domain

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.

## 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 & Positive School Culture Features

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

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# Family and Community Engagement Domain

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 a school.

## 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

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# Inclusive Policy Structure and Practice Domain

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

## Strong LEA / School Relationship Features

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

## LEA Policy Framework Features

- Link multiple initiatives
- Review [data](#), including student outcome, implementation, and capacity data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and districts

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# 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.



## ALL STUDENTS

### 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.



## SOME 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.



## FEW 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.

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