






## CA MTSS Continuum of Support to Improve Attendance and Engagement

*CA MTSS is an integrated, whole child approach that addresses the academic, behavioral, and social-emotional development of students.*

This document is intended for district leaders, site administrators, teachers, counselors, social workers, and other educators who support student attendance, engagement, and school climate through a multi-tiered system of support.




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 <p>ALL STUDENTS</p>	
 <p>SOME STUDENTS</p>	
 <p>FEW STUDENTS</p>	



## Sample Tiered Interventions to Support Attendance and Engagement

*This guide provides an overview of tiered supports to improve attendance and engagement.*

	<p><b>All Students (Tier 1 – Universal Support)</b></p> <p>All students benefit from a consistent, inclusive school environment that promotes strong relationships, clear expectations, and structured daily routines. Tier 1 strategies integrate culturally responsive instruction, social-emotional learning, and family engagement into school wide practices. Attendance data is reviewed regularly to support early identification and promote sustained student connection and engagement.</p> <p><b>Examples:</b> Morning greetings, culturally responsive instruction, recognition systems, student-led events, multilingual family communication, inclusive school wide activities</p>
	<p><b>Some Students (Tier 2 - Supplemental Early Intervention)</b></p> <p>Use early warning indicators to identify students demonstrating emerging attendance concerns. Provide individualized outreach, strengthen connections with trusted adults, and engage students and families in collaborative planning to address barriers.</p> <p><b>Examples:</b> Staff check-ins, home visits, goal-setting meetings, peer mentoring, family conferences, culturally responsive support groups</p>
	<p><b>Few Students (Tier 3 – Intensified Individualized Support)</b></p> <p>Partner with school teams and community agencies to develop individualized plans that address persistent barriers to attendance. Use data and cross-sector collaboration to coordinate support for students with complex needs.</p> <p><b>Examples:</b> Case management, mental health referrals, transportation or housing assistance, re-engagement meetings, therapeutic services, SARB (when appropriate)</p>

# 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





## Tier 1: Universal Supports for All Students

*This expanded Tier 1 guidance provides proactive, school wide strategies to build a positive climate, support student belonging, and promote regular attendance for all learners.*



### Expanded Tier 1 Guidance: Universal Support (All Students)

Tier 1 provides the foundation for attendance and engagement by creating a safe, inclusive, and supportive environment for all students. Universal strategies integrate culturally responsive teaching, social-emotional learning, and strong family partnerships. These practices promote belonging, build positive relationships, and encourage consistent attendance through schoolwide routines and data-informed decision-making.

- **Establish a Positive, Inclusive School Climate**  
Create a welcoming environment where all students feel safe, affirmed, and supported.
- **Embed Social-Emotional Learning in Daily Practice**  
Use SEL to strengthen relationships, emotional skills, and school connection.
- **Use Data Proactively to Inform Practice**  
Disaggregate attendance data to guide equitable, preventive strategies.
- **Partner with Families as Co-Educators**  
Build trust through strengths-based communication and inclusive engagement.
- **Celebrate Attendance and Engagement School Wide**  
Highlight positive attendance through school wide recognition.
- **Strengthen Staff Capacity across Roles**  
Train all staff to support attendance with clear, consistent messaging.
- **Foster Culturally Responsive School Wide Practices**  
Ensure policies and communication reflect student identities and experiences.



## Tier 2: Targeted Supports for Some Students

*This expanded Tier 2 guidance provides timely, relationship-based interventions designed to re-engage students showing early signs of needing attendance support.*



**SOME STUDENTS**

### Expanded Tier 2 Guidance: Targeted Support (Some Students)

Tier 2 provides timely, relationship-based interventions for students with emerging attendance concerns. Using real-time data and a whole-child lens, educators deliver supports that build trust, strengthen motivation, and address barriers in partnership with families. These strategies are in addition to universal practices and are tailored to students' identities and needs.

- **Identify Students Using Early Warning Indicators**  
Use attendance and behavior data to flag students missing 5–9% of school.
- **Initiate Personalized Outreach and Family Partnership**  
Engage families with strengths-based, culturally responsive communication.
- **Set Goals and Monitor Progress**  
Use short-term goals and check-ins to track and celebrate improvement.
- **Deliver Targeted, Culturally Responsive Interventions**  
Provide time-limited supports like mentoring, home visits, or small-group SEL.
- **Ensure Connection to a Trusted Adult**  
Pair each student with a consistent adult for encouragement and support.
- **Align Supports within MTSS Structures**  
Integrate Tier 2 strategies into MTSS or PBIS with regular team review.





## Tier 3: Intensive Supports for Few Students

*This expanded Tier 3 guidance provides information on individualized plans and wraparound services that help address persistent barriers to attendance through cross-sector collaboration and family partnership.*



### FEW STUDENTS

#### Expanded Tier 3 Guidance: Intensive Support (Few Students)

Tier 3 provides intensive, individualized support for students with chronic absence and complex needs. Schools collaborate with families and community partners to address academic, social-emotional, and environmental barriers through trauma-informed, culturally responsive strategies. Supports include case-managed wraparound care, flexible learning options, and therapeutic services.

- **Identify and Review Students with Chronic Absence**

Use attendance data and a whole-child lens to flag students missing 10% or more of school, or showing signs of severe disengagement.

- **Engage Families in Individualized Re-Engagement Planning**

Co-create supportive re-entry plans with students and families, grounded in empathy and respect for each family's cultural background and lived experience.

- **Coordinate Case Management and Wraparound Supports**

Assign a staff lead to connect families with housing, food, transportation, and health care services, ensuring continuity and communication.

- **Facilitate Access to Therapeutic Services**

Link students to school-based or community mental health support using trauma-informed, developmentally appropriate approaches.

- **Implement Flexible Learning Pathways**

Offer hybrid schedules, independent study, or modified days paired with targeted academic support and advocacy.

- **Monitor Progress and Adjust Supports**

Use team-based reviews to track outcomes, revise plans, and maintain a consistent connection with a caring adult.

