



Attendance Improvement Plan

2024-2025

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

School Name: EL CAMINO REAL ACADEMY

Contact Name: Jennifer Mercer

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Certification Status: Completed

District or School Attendance Team

Regardless of their absence rate, school districts must have an attendance team. Some districts may choose to have both a district and school level attendance team, depending on district size and need. The district or school attendance team is a group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance plan. Attendance teams may be formed in whole or in part from preexisting groups or teams within the public school or may be formed for the explicit purpose of improving school attendance. School districts must reserve time for school personnel to collaborate as an attendance team. School districts must provide support and guidance to attendance teams on transportation and school scheduling options when these are identified as barriers to attendance.

Enter the names of attendance team members

Name	Title	Email
Denise Brown	Special Programs Manager	denise.brown@ecr charter.org
Torie Savage	Dean of Students	torie.savage@ecr charter.org
Ian Johnson-Escudero	Business Manager	escudero@ ecr charter.org
Raven Montoya	Elementary Teacher	raven.montoya@ecr charter.org
Luke Schnickel	Secondary Teacher	luke.schnickel@ecr charter.org
Genevieve Cordoni	Elementary Teacher	genevieve.cordoni@ecr charter.org

Team Leader's Name: Denise Brown



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Contact E-mail: denise.brown@ecr charter.org

Contact Phone number: 505-314-2212

Absence Rates

Absence Rate: Percentage of all student absences out of the total number of possible school days.

Chronic Absence Rate: Percentage of students in a subpopulation, public school or school district who have been enrolled for at least ten days and who have missed ten percent or more of school days since the beginning of the school year.

School 2023-2024 Overall Absence Rate: %4.30

School 2023-2024 Chronic Absence Rate: %2.48

Requirement to Develop Attendance Improvement Plan

Did your school have 5% or more of students with a chronic absence rate during the end of year reporting for the 2023-2024 school year.

Regardless of the chronic absence rate, all schools must develop and implement a whole-school absence prevention strategy to be reported to the PED. This strategy is reported using the Tier 1 section of the 4 Tiers of Supports tab.



Attendance Improvement Plan

Chronic Absence Data for Subpopulations and Grade Levels

Attendance Improvement Target for EL CAMINO REAL ACADEMY %0.00

School Chronic Absence Rate Disaggregated by Student Subpopulation

Subpopulation Name	Current Year Total Enrollment Number	2022-2023 Chronic Absence Rate	2023-2024 Chronic Absence Rate	2024-2025 Current Chronic Absence Rate
School - All Students	0	%43.85	%2.45	%0.00
Female	0	%44.44	%2.19	%0.00
Male	0	%43.32	%2.63	%0.00
Caucasian	0	%43.20	%0.00	%0.00
Black or African American	0	%20.00	%0.00	%0.00
Asian	0	%100.00	%0.00	%0.00
American Indian/Alaskan Native	0	%87.50	%0.00	%0.00
Native Hawaiian or Other Pacific Islander	0	%100.00	%0.00	%0.00
Economically-Disadvantaged	0	%43.85	%3.75	%0.00
Students with Disabilities	0	%50.00	%6.78	%0.00
English Language Learners	0	%43.03	%1.79	%0.00
Hispanic	0	%44.24	%2.69	%0.00
Non-Hispanic	0	%39.29	%0.00	%0.00
Multi-Racial	0	%0.00	%0.00	%0.00



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School Chronic Absence Rate Disaggregated by Student Grade

Subpopulation Grade Level	Current Year Total Enrollment Number	2022-2023 Chronic Absence Rate	2023-2024 Chronic Absence Rate	2024-2025 Current Chronic Absence Rate
School - All Students	0	%43.85	%2.48	%0.00
Kindergarten	0	%55.00	%0.00	%0.00
1st	0	%51.85	%0.00	%0.00
2nd	0	%20.83	%4.76	%0.00
3rd	0	%0.00	%0.00	%0.00
4th	0	%40.00	%0.00	%0.00
5th	0	%59.38	%4.00	%0.00
6th	0	%51.28	%0.00	%0.00
7th	0	%46.34	%2.63	%0.00
8th	0	%35.00	%7.69	%0.00
9th	0	%46.67	%0.00	%0.00
10th	0	%57.14	%9.09	%0.00
11th	0	%37.50	%0.00	%0.00
12th	0	%50.00	%0.00	%0.00



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Root Causes

It is important to conduct an analysis of local district data to analyze root causes of chronic and excessive absenteeism and develop appropriate problem-solving strategies to address absences effectively. Document potential root causes of chronic and excessive absenteeism in your school using one or more of the following methods

1. *National and/or local research*
2. *Analysis of supportive factors and barriers*
3. *School-based research methods*

National and/or Local Research

Summarize research that can help to identify potential root causes and factors that may contribute to chronic and excessive absenteeism in your school. See appendix 4 for a list of national resources.

National and local research suggest that the following factors contribute to chronic and excessive absenteeism: poor academic performance, bullying, illness, caring for another family member, mental or emotional health issues, difficulty with housing or food, low income, highly mobile, and students of color or with disabilities. These potential root causes and factors have been identified in the following resources:

Attendance Works. Elementary Student Success Plan. <https://www.attendanceworks.org/resources/student-attendance-success-plans/>

Attendance Works. Secondary Student Success Plan. <https://www.attendanceworks.org/resources/student-attendance-success-plans/>

Bruner, Charles, et al. "Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight. A Research Brief from Attendance Works and Child & Family Policy Center." Attendance Works, Nov. 2011.

Ready, D. "Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure." *Sociology of Education*, vol. 83, no. 4, Oct. 2010.

"Six Causes-and Solutions-for Chronic Absenteeism." *Communicator*, vol. 40, no. 1, Sept. 2016.

www.naesp.org/communicatorseptember-2016/six-causes-and-solutions-chronic-absenteeism

U.S. Departments of Education, Health and Human Services, Housing and Urban Development, and Justice, "Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism," Washington, D.C., 2015,

<https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>



Attendance Improvement Plan

Analysis of Supportive Factors and Barriers in Addressing Chronic and Excessive Absenteeism

Describe the **supportive factors** that can assist your school in addressing absences. Examples include: Strong school advisory council, school-wide attendance campaign, full time school social worker, etc. Describe **barriers** that contribute to chronic absence that may be due to experiences and conditions that arise from factors outside the school and control of students and families. Examples may include: Acute and chronic illness, trauma, lack of health, mental health, vision or dental care; poor transportation; involvement with child welfare or juvenile justice systems; or frequent moves or school changes.

Supportive Factors

Supportive factors that assist ECRA in addressing chronic absenteeism include our positive school environment, project-based learning, Student Success Coordinator, teams like Student Wellness that address common barriers, PBIS supports, and social contracts. We also have extracurricular activities and specific attendance incentives incorporated into PBIS. Our Deans of Students is actively involved in the early prevention of absences. Our Attendance and Equity teams help with assessing student and family needs, at ECRA we provide personalized outreach for engagement through daily check-ins, and mentoring by staff, peers or community members. At Tier 3, we create an Individualized Absence and Prevention Plan for students and may utilize a Family/Community Contract when needed.

Barriers

Barriers that contribute to chronic absenteeism at ECRA include: socioeconomic factors, challenges with transportation when school conflicts with parent work schedules, health challenges and illness of students and multi-generational family members, family priorities, pandemic stress, values and cultural belief systems about school, school anxiety, mobility, grades, and family appointments. As a K-12 school with multi-child families when one student has an appointment or is ill, parents often remove all siblings for that day to make their appointment or to take care of the sick child. Families experiencing trauma or other social -emotional challenges often result in the student's poor attendance.

School-Based Research Methods, including student surveys, student/staff interviews, youth participatory research

ECRA utilizes a variety of school-based research methods with student surveys, family surveys and wellness calls, and biannual family attendance survey. The student surveys are used to check in daily and assess student socio-emotional status, including rating scales and vocabulary of current emotional state so that any extreme situations are readily identifiable by the teacher who can request support quickly. We also implemented student interest surveys to identify potential programmatic changes to increase student engagement and motivation to attend school. Finally, the family attendance survey conducted allows ECRA to collect information about potential barriers for our families, as well as the opportunity for families to share their concerns and needed support.



Attendance Improvement Plan

Four Tiers Of Support: School Strategies to Improve Attendance

Tier 1: Whole School Prevention

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

Strategy	Performance Measure	Data Collect Plan
Facilitating positive relationships with families and students Identifying and assessing common barriers	Utilize the data from wellness calls, parent surveys, student check-ins, and meetings with families to identify the communication success between the school and families Track family participation in school events	Incorporate Google forms for data collection purposes. Review spreadsheet to analyze the data.
Identifying and assessing common barriers	Include open-ended questions in parent surveys to capture barriers for families Offer opportunities for one to one conversations with school Social Worker, Dean of Students/Administration	Gather family responses to review with attendance team each month, looking for common barriers and brainstorming solutions Review data from technology logs on areas of struggle/challenge Records of material and meal distributions and which families are retrieving/participating
PBIS supports	Positive recognition for student engagement and attendance Participation of students and families in our monthly virtual HOWL assemblies to recognize positive behaviors of students	PBIS Log of Teacher recommendations for student awards Use Infinite Campus to track the attendance data and possible motivating factors
Education Nights to support parent understanding of impact of absenteeism on student's learning, grades and potentially, their graduation	The number of families participating in the events Reflection/feedback survey for families after the event.	Sign in/Meet attendance to collect names/Google form and connected analysis



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Strategy	Performance Measure	Data Collect Plan
Social contracts	Attendance Contract Meeting with Dean of Students/Administration	Contract documentation and monthly review of progress with Dean of Students
Extra-curricular activities	Tracking attendance and participation in Afterschool programs	Google meet attendance spreadsheet
Specific attendance incentives are incorporated into the PBIS plan including recognition at monthly assemblies and HOWL bucks to spend in the HOWL store	Reviewing daily attendance data in Infinite Campus which tracks attendance for on-site and remote learners	ECRA Daily attendance reports, attendance spreadsheet and howl bucks spent in the HOWL store



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Tier 2: Individualized Prevention

Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason. Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences and barriers to attendance and increase school engagement.

Strategy	Performance Measure	Data Collect Plan
ECRA Daily attendance reports, attendance spreadsheet and howl bucks spent in the HOWL store	Frequency and minutes of Attendance Team meetings in which team members share attendance history, impact on academic outcomes, interventions/services available and consequences of further absences. At the secondary level, the student is included in the planning process. The team will meet weekly.	Google form and Google meet/phone/in person conference attendance documentation
CLR Team assesses student and family needs	Frequency and minutes of CLR Team meetings in which CLR Team to determine root causes, and situationally appropriate actions. At the secondary level, the student is included in the planning process.	Google form and Google meet/phone/in person conference attendance documentation
Personalized Outreach	Google meets or in person meetings with teacher/advisor for check-ins	Reviewing daily check-in from student, anecdotal records and Google meet/in person meeting attendance documentation
Increased Engagement - Mentoring	individual student with mentor (staff, community, student) for regular check- ins	Google meet/in-person attendance and mentoring form
Increased Engagement - Peer Support	Peer-based supports and engages in activities with peers	Activity documentation



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Tier 3: Early Intervention

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.

Strategy	Performance Measure	Data Collect Plan
Individualized student intervention plan - Student Absence and Prevention Plan	Attendance Team notifies the family in writing of absenteeism and date of meeting with school officials to develop Student Absence and Prevention Plan It will include: Development of intervention strategies Attendance team convenes to establish a specific intervention plan that includes weekly progress monitoring and contract for attendance Individual Learning Plan that includes Individual Interest-based Project with advisor Engagement action plan for the students Student involved in the contract development to include a focus on academic and extracurricular activities for and of interest to student	Student Absence and Prevention Plan form
Family/Community Contract	Identify family/community personal connections of the student and request their commitment to participating in the student's family/community contract	Family/Community form



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Tier 4: Intensive Support

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and their family about the consequences for further absences.

Strategy	Performance Measure	Data Collect Plan
Written notice of meeting with administration and the attendance team	Attendance team gives written notice to parent/family with date/time place to meet with principal and the attendance team to finalize the Tier 4 attendance agreement The Attendance Team will also consider ECRA's three Learning Options available for families. Possibly a different learning option may be better suited for the students and family to help accommodate specific situations. Establish non-punitive consequences, Identify appropriate specialized supports Address underlying causes of excessive absenteeism Apprise the parent/family of the consequences of further absences	Written notice agreement, Tier 4 attendance agreement, and Google meet attendance documentation
Appropriate specialized supports	Review and revise the Student Absence and Prevention Plan reflective of student and family needs	Revised Student Absence and Prevention Plan
If Tier 4 Interventions are unsuccessful	Referral to CYFD and/or Judicial District in which student resides	Documented in NOVA as excessive absences Referral documentation



Attendance Improvement Plan

School-Level Progress Update

Note: At the end of each school year, each school district must report progress made on the attendance improvement plan to the local school board and to the public on the school district's website on the following areas. This template has been provided to assist with this reporting.

Please identify the school supports and resources that were provided to students in each of the four tiers throughout the year in the spaces provided below.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 1**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 2**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 3**.

Please provide a description of school supports and resources provided to students to further implementation of attendance plan for **Tier 4**.



Attendance Improvement Plan

Schools with chronic absence rates greater than ten percent are encouraged to monitor their progress in achieving attendance improvement targets throughout the year. School chronic absence rates for each reporting period will be auto-populated below and can be used to establish new attendance targets. The EOY target chronic absence rate for the school has been auto-populated from your School Attendance Improvement Plan.

Attendance Improvement Target at **40 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **80 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **120 day** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

Attendance Improvement Target at **EOY** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

If your 2023-2024 school chronic absence rate was greater than ten percent, discuss the extent to which your school achieved its improvement target in the space provided below.

Identify any barriers and challenges to reducing chronic absence rates at your school.

Identify effective school-based practices, as evidenced by decreased chronic absence rates.



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Identify any school-level recommendations for improvement during the next school year.