



Attendance Improvement Plan

2022-2023

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

School Name: CIEN AGUAS INTERNATIONAL

Contact Name: Velia Cortalano

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Certification Status: Not 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 |
|-------------------|--------------------|-------------------------|
| Margarita Bravo | Office Manager | mbravo@cienaguas.org |
| Gabriela Apodaca | Office Secretary | gapodaca@cienaguas.org |
| Robert Gallegos | Assistant Director | rgallegos@cienaguas.org |
| Elizabeth Pfeffer | Dean of Students | lpfeffer@cienaguas.org |

Team Leader's Name: Velia Cortalano

Contact E-mail: vcortalano@cienaguas.org

Contact Phone number: (505) 255-0001



Attendance Improvement Plan

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 2021-2022 Overall Absence Rate: %5.46

School 2021-2022 Chronic Absence Rate: %15.02

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 2021-2022 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 CIEN AGUAS INTERNATIONAL %0.00

School Chronic Absence Rate Disaggregated by Student Subpopulation

| Subpopulation Name | Current Year Total Enrollment Number | 2020-2021 Chronic Absence Rate | 2021-2022 Chronic Absence Rate | 2022-2023 Current Chronic Absence Rate |
|---|--|--------------------------------------|--------------------------------------|--|
| School - All Students | 0 | %5.56 | %15.02 | %0.00 |
| Female | 0 | %5.63 | %15.35 | %0.00 |
| Male | 0 | %5.48 | %14.72 | %0.00 |
| Caucasian | 0 | %5.67 | %14.76 | %0.00 |
| Black or African American | 0 | %0.00 | %28.57 | %0.00 |
| Asian | 0 | %0.00 | %13.33 | %0.00 |
| American Indian/Alaskan Native | 0 | %0.00 | %0.00 | %0.00 |
| Native Hawaiian or Other Pacific Islander | 0 | %100.00 | %50.00 | %0.00 |
| Economically-Disadvantaged | 0 | %8.82 | %19.42 | %0.00 |
| Students with Disabilities | 0 | %7.55 | %21.92 | %0.00 |
| English Language Learners | 0 | %8.96 | %20.51 | %0.00 |
| Hispanic | 0 | %7.50 | %17.73 | %0.00 |
| Non-Hispanic | 0 | %0.00 | %5.88 | %0.00 |



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School Chronic Absence Rate Disaggregated by Student Grade

| Subpopulation Grade Level | Current Year Total Enrollment Number | 2020-2021 Chronic Absence Rate | 2021-2022 Chronic Absence Rate | 2022-2023 Current Chronic Absence Rate |
|------------------------------|--------------------------------------|--------------------------------|--------------------------------|--|
| School - All Students | 0 | %5.56 | %15.02 | %0.00 |
| Kindergarten | 0 | %2.33 | %19.57 | %0.00 |
| 1st | 0 | %13.04 | %22.73 | %0.00 |
| 2nd | 0 | %19.15 | %19.57 | %0.00 |
| 3rd | 0 | %6.38 | %30.00 | %0.00 |
| 4th | 0 | %2.04 | %20.41 | %0.00 |
| 5th | 0 | %8.00 | %9.62 | %0.00 |
| 6th | 0 | %0.00 | %5.36 | %0.00 |
| 7th | 0 | %0.00 | %9.26 | %0.00 |
| 8th | 0 | %0.00 | %2.04 | %0.00 |



Attendance Improvement Plan

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.

Our school based research methods indicate that a large number of our student population's families had been negatively affected by the covid pandemic. Many were afraid to come back to in-person schooling. They were afraid to get sick, they were afraid of not having good health care, and some simply did not know where to obtain resources. It took great effort to bring our students and families back to school.

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: A strong focus on building student relationships. A strong attendance campaign that requires us to call our families before we bring them to the attendance support group. A strong school advisory council.

Barriers

Barriers: We only have a part-time school social worker; no full-time counselor. Many in our advisory council serve our school in multiple roles and it takes a lot of effort to reach out to our families 1:1.



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

Student and family interviews.
Family surveys.



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 |
|--|--|--|
| Strong student relationships at the office. | The front office knows most students by name and we greet our students at their vehicles every day. We encourage our staff to say good morning, open car doors and be happy to see our students. All students report to the front office and the front office takes the attendance calls or messages regarding student absences. | Absenteeism report printed at the office weekly. |
| Strong student-teacher relationships that recognize improved attendance. | We encourage all our teachers to greet students at their classroom door, and say good morning. This practice will be extended to offering some sort of "I'm glad to see you" today if the student has been absent. | Absenteeism report printed at the office weekly. |



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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 |
|--|---|--|
| Spanish language phone calls 1:1 with the parents of students who are ELL to help assess student and family needs. | Students who have been extended a courtesy call improve their attendance. | Absenteeism report printed at the office weekly. |
| Phone calls or meetings scheduled with the parents of students who are chronically absent to help assess student and family needs. | Students who have been extended a courtesy call improve their attendance. | Absenteeism report printed at the office weekly. |

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 |
|---|--|--|
| After 10 absences, the office will schedule a meeting with parents to help problem solve and create an intervention plan that focuses on keeping the student in school and allows for progress monitoring or creates a contract for student attendance. | Students whose families have helped create an intervention plan demonstrate improved attendance. | Absenteeism report printed at the office weekly. / Individualized absenteeism report |



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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 |
|---|---|--|
| Students with 20% or more absences will be referred to CYFD | Students who have been referred to CYFD demonstrate improved attendance | Absenteeism report printed at the office weekly. / Individualized absenteeism report |



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**.

All students were greeted at their classroom doors with a good morning/afternoon. Agendas were posted at every classroom and expectations for attendance were communicated throughout the school year.

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

For students who reached Tier II, teachers would call families of students who reached three absences to check in on them and make sure they understood the process.

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

At ten absences, administration would call families of students and communicate that at the next absence the family would be called in for a conference.

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

After ten absences, the Director would call CYFD and report that the family of the student needed extra support.



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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: %10.00

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

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %8.00

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

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %5.00

Attendance Improvement Target at **EOY** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %0.00

If your 2021-2022 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.

Barrier 1 - We had trouble identifying which families were absent due to covid or illness.

Barrier 2 - We also had trouble taking proper attendance for families whose students were attending remotely.

Barrier 3 - Our teachers experienced much confusion using the different system tags for students attending remotely when sick and students who were absent.

Barrier 4 - The first academic year after covid presented many challenges, our teachers were overwhelmed with also having to take attendance.



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

Effective practice 1 - Admin / School personal calls to families regarding their student attendance.
Effective practice 2 - Building student relationships at every level.
Effective practice 3 - Personalized interventions for families who are experiencing problems with student attendance.

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

Recommendation 1 - Take attendance tracking off teacher plates.
Recommendation 2 - Continue our school practice of greeting students at their cars during drop off and at their classroom doors.
Recommendation 3 - Continue school practice of reaching out personally to student families at 3, 5 and 10 absences.
Recommendation 4 - Carry out the school attendance policy of making an intervention plan for students at 10 absences.
Recommendation 5 - Carry out the school attendance policy of making a CYFD referral once a student reaches 11 + absences.