



# Attendance Improvement Plan

## 2022-2023

LEA Name: ALBUQUERQUE PUBLIC SCHOOLS

School Name: CHRISTINE DUNCAN HERITAGE ACADEMY

Contact Name: Jesus A Moncada

Contact E-mail: jmoncada@christineduncan.org

Contact Phone Number: 505-839-4971

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
Jesus Moncada	Principal	jmoncada@christineduncan.org
Theresa Bustos	Social Worker	tbustos@christineduncan.org
Yoana Rodriguez	Administrative Assistant	yrodriguez@christineduncan.org
Julio Meza	Physical Education Teacher	jmeza@christineduncan.org
Julie Weeks	Special Education Teacher	jweeks@christineduncan.org

Team Leader's Name: Theresa Bustos

Contact E-mail: tbustos@christineduncan.org



## Attendance Improvement Plan

Contact Phone number: 505-839-4971

### 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: %8.75

School 2021-2022 Chronic Absence Rate: %33.86

### 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 CHRISTINE DUNCAN HERITAGE ACADEMY %30.86

### 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
<b>School - All Students</b>	0	%38.03	%33.86	%0.00
Female	0	%32.88	%32.76	%0.00
Male	0	%42.98	%35.05	%0.00
Caucasian	0	%38.12	%33.57	%0.00
Black or African American	0	%22.22	%20.00	%0.00
Asian	0	%75.00	%0.00	%0.00
American Indian/Alaskan Native	0	%42.86	%66.67	%0.00
Native Hawaiian or Other Pacific Islander	0	%0.00	%100.00	%0.00
Economically-Disadvantaged	0	%38.03	%33.93	%0.00
Students with Disabilities	0	%57.53	%34.29	%0.00
English Language Learners	0	%44.17	%31.68	%0.00
Hispanic	0	%38.90	%33.73	%0.00
Non-Hispanic	0	%25.00	%35.71	%0.00



## Attendance Improvement Plan

### 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
<b>School - All Students</b>	0	%38.03	%33.86	%0.00
Kindergarten	0	%22.22	%50.00	%0.00
1st	0	%21.57	%38.78	%0.00
2nd	0	%4.35	%40.91	%0.00
3rd	0	%27.27	%36.73	%0.00
4th	0	%34.15	%62.50	%0.00
5th	0	%29.55	%41.46	%0.00
6th	0	%86.96	%8.00	%0.00
7th	0	%73.81	%12.77	%0.00
8th	0	%80.49	%12.50	%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.

This report is one of the first studies to examine the connections between social-emotional skills and multiple measures of education outcomes (attendance, course grades, and achievement tests) on a large scale. The dataset includes 38,131 students in grades 3 through 10, attending 326 high poverty schools in 28 cities across 20 different states, focusing on students identified as needing additional academic support.

<https://new.every1graduates.org/connectingoutcomes/>



## 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*

Middle School Students have Advisory every morning. We have a school-wide attendance campaign where we honor students with perfect and good attendance during school assemblies. We have a full time social worker and a full time parent liaison. We offer tutoring for students performing low in math and reading.

#### *Barriers*

Chronic illness, poor transportation, mental health issues

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

Student/Staff Interviews, Student Surveys  
Four Tiers of Support: School Strategies to Improve Attendance



# 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
Engaging School Climate	Students who have chronic absences and are identified will be monitored to decrease their absenteeism by at least 5%.	Activity Agendas
Fall Parent Hybrid Workshop-Attendance	Families will be informed of workshop on attendance and at lease 30-50% participation will be the goal.	Parent Sign In Sheets
Community Partnerships	Families in need will be identified by the school and supports will be offered; counseling, school uniforms, school supplies, food, etc.	Log from Social Worker with families being served.



# Attendance Improvement Plan

## 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
Assign a mentor for students with constant absences	Students who are constantly absent will work with a mentor and will decrease their absenteeism rate by at least 5%.	Contact Logs from assigned mentors

## 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
Student Attendance Plans	Students with chronic absences will have an individual attendance plan and it will show a decrease of at least 5% in absences.	Student Attendance Plan and Contact Logs





## Attendance Improvement Plan

### 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
Parent Conferences	Administration will hold a meeting with the parent and the student to personally address the attendance issue and offer interventions prior to contacting CYFD.	Meeting Notes



# 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**.

School Wide Initiative-By Grade Level: Classroom teacher coupon as incentive (teacher discretion) examples: stuffed animal day, movie day, or homework coupon. Also Fall-Parent Evening (Virtual) workshop on Attendance. Weekly monthly data for community memo. This committee will meet monthly to discuss how creative, organized, and meaningful teaching happens on campus so that students are engaged and excited to attend school more regularly.

Fall Parent Virtual Workshop-Attendance  
Acts of Kindness  
Food Pantry  
Transportation  
F&R Lunch Forms  
Counselors reach out to families  
Parent University: Truancy, Suicide Prevention, SEL  
Ripple Effects lessons  
McKinney Vento  
Community Partnerships-school supplies  
Family Support Form: Social Worker (10/19)

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

Getting parents involved by contacting them with a call once students have a specific amount of absences.  
Monthly Attendance Committee meetings  
Social Worker or Counselor work with student and contact family  
Attendance Committee Contact  
Counselor referral form  
Truancy Letter (10/19)



# Attendance Improvement Plan

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

Early intervention: A meeting with an attendance team member or administration. This meeting can be virtual or phone call.  
504s, BIPs, FBAs  
SAT, 504 or IEP goal  
Parent University: Helping your child with anxiety; Social Emotional Learning - Ripple Effects  
Possible CYFD referral  
Mental Health Referral Form (District Form or parent resource guide)  
Truancy referral form (10/19)

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

District help (RRPS) Truancy referral or agency assistance. Review and submit if necessary for educational neglect.  
Agency Referral (e.g. ENGAGE NM)  
CDN collaboration  
Collaboration with truancy officers  
CYFD (10/19)  
AIP (10/19)

**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 Plan

Attendance Improvement Target at **EOY** Reporting Period

Actual Chronic Absence Rate: %0.00

Target Chronic Absence Rate: %30.86

**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.

Does not apply.

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

Does not apply.

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

Does not apply.