



1325 Palomas SE

Albuquerque, NM 87108

Tel: 505-877-0558; Fax: 505-242-1466

www.cesarchavezcharter.net

"Si Se Puede!" "Yes It Can Be Done!"

School Attendance Supports and Improvement Plan, 2021-22

Tier 1 supports (up to 5% ABS): CCCS will implement varied school-wide strategies to increase overall attendance and help prevent absences. Tier 1 strategies include engaging, relevant classroom experiences, developing positive relationships with students and staff, students and students, and staff and families. Strategies also include disseminating information about the impact of absences to families and to students both on a school-wide basis and using regular classroom reminders. CCCS will recognize and reward good and improved attendance. CCCS will work with its mentoring system to get to know each student and identify and address individual barriers to attendance. CCCS will employ school social workers and make social work referrals to help students work more intensely to solve deeply-rooted issues.

To mitigate the affects of high absenteeism on learning, as well as to honor the reality of often compelling reasons for absenteeism, CCCS has implemented a school-wide policy of "making up missed classes." All teachers require 100% participation (or participation make-up) in order to complete and earn credit for their classes. Students may schedule "make-up and support time" during Office Hours or Tutoring Hours, including participating in small group or one-on-one tutoring supports from teachers and EA's. We believe our Mastery-Based Learning requirement allows for students to have necessary flexibility **and** maximize learning time.

Attendance letters are sent out to families as needed to inform families of progress at each tier and invite further collaboration.

Tier 2 Early Interventions (5-10%/days): CCCS works to make early identification of absenteeism. CCCS has a mission to work with previously dis-engaged and struggling students who have long histories of chronic absenteeism. The majority of our students come to us self-reporting, through surveys, that absenteeism is an issue they've encountered in the past. Mentors meet with every student at least 8 times per year to help identify and remove barriers to attendance. During remote learning, the mentor meetings have been increased to at least one time per week to identify and remove barriers to attendance.

Individualized action plans addressing high absenteeism are created with students, parents, attendance coordinator and mentor. Scheduling needs, social work needs, and community resources are addressed as part of big picture analysis to identify and remove barriers.

Students progress in attendance is monitored by mentor/attendance coordinator each week. Students set small goals and work to achieve them.



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Tier 3 Individualized Preventions (10-20% ABS): CCCS works to make on-going identification of absenteeism. CCCS has a mission to work with previously dis-engaged and struggling students who have long histories of chronic absenteeism. The majority of our students come to us self-reporting, through surveys, that absenteeism is an issue they've encountered in the past. Mentors meet with every student at least 8 times per year to help identify and remove barriers to attendance. During remote learning, the mentor meetings have been increased to at least one time per week to identify and remove barriers to attendance.

Individualized action plans addressing high absenteeism are created with students, parents, attendance coordinator and mentor. Scheduling needs, social work needs, and community resources are addressed as part of big picture analysis to identify and remove barriers.

Students' progress in attendance is monitored by mentor/attendance coordinator each week. Students set small goals and work to achieve them. If previous interventions have not proven successful, mentors/attendance interventionist will review and re-evaluate specific intervention actions necessary as part of next steps (Attendance Contract).

Attendance letters are sent out to families as needed to inform families of progress at each tier and invite further collaboration.

Tier 4 Intensive Supports (over 20% ABS): Nation-wide, credit-recovery and re-engagement high schools struggle with the balance of flexibility and high absenteeism. CCCS strives to work with every student to provide maximum opportunity for success as well as accountability and high standards for learning. CCCS does not want to "push students out of school" who are struggling with traumatic issues outside of school. Instead, we work to hold a high bar and offer individualized support and scaffolding toward student academic success.

For students struggling with excessive absenteeism, CCCS gives written notice to the student's family and works to schedule a time to meet with the mentors and attendance team (Dean of students, Principal and Attendance Interventionist, and, where relevant, Social Worker) to establish non-punitive consequences as well as identify appropriate specialized supports that may be needed to help in next steps. We work to help students understand the "natural consequences" of non-participation are lack of credit earning, learning and progress toward their personal goals. We work to identify underlying causes of excessive absenteeism and set goals/action steps as well as consequences for further absences.