



# Attendance Improvement Plan

**2025-2026**

LEA Name : ALBUQUERQUE PUBLIC SCHOOLS

School Name : EL CAMINO REAL ACADEMY

Contact First Name : Christopher

Contact Last Name : Villarreal

Contact Title : Interim Executive Director

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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.

Team Leader's First Name:

Christopher

Team Leader's Last Name:

Villarreal

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villarrealchristopher1@gmail.com

Contact Phone Number:

5053142212

## Attendance Team Members:

First Name	Last Name	Title	Email
Christopher	Villarreal	Interim-Executive Director	christopher.villarreal@ecr charter.org
Denise	Brown	Special Programs Operations Manager	denise.brown@ecr charter.org

## 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 2024-2025 Overall Absence Rate:	2.65 %
School 2024-2025 Chronic Absence Rate:	3.61 %
School 2025-2026 Overall Absence Target:	2.5 %
School 2025-2026 Chronic Absence Target:	3.5 %

## Requirement to Develop Attendance Improvement Plan

**A school with a 5% or greater chronic absence rate OR with a 5% or greater chronic absence rate for one or more subgroups of students** during the end of year reporting for the 2020-2021 school year shall develop an Attendance Improvement Plan.

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.

## School Attendance Improvement Targets by Subpopulation

Attendance Improvement Target for EL CAMINO REAL ACADEMY

3.5%

Subpopulation Name	Current Year Total Enrollment Number	2023-2024 Chronic Absence Rate	2024-2025 Chronic Absence Rate	2025-2026 Current Chronic Absence Rate	2025-2026 Attendance Improvement Target
All Students	0	2.45 %	3.61 %	0 %	3.5 %
Female	0	2.19 %	4.49 %	0 %	3 %
Male	0	2.63 %	2.94 %	0 %	2.63 %
Caucasian	0	0 %	8.33 %	0 %	4 %
Black or African American	0	0 %	14.29 %	0 %	3 %
Asian	0	0 %	0 %	0 %	0 %
American Indian/Alaskan Native	0	0 %	33.33 %	0 %	3 %
Native Hawaiian or Other Pacific Islander	0	0 %	0 %	0 %	0 %
Economically-Disadvantaged	0	3.75 %	3.38 %	0 %	3 %
Students with Disabilities	0	6.78 %	4.17 %	0 %	3 %
English Language Learners	0	1.79 %	2.27 %	0 %	1.8 %
Hispanic	0	2.69 %	2.99 %	0 %	0 %
Non-Hispanic	0	0 %	12 %	0 %	0 %
Multi-Racial	0	0 %	0 %	0 %	0 %

## School Grade Attendance Improvement Targets by Subpopulation

Subpopulation Grade Level	Current Year Total Enrollment Number	2023-2024 Chronic Absence Rate	2024-2025 Chronic Absence Rate	2025-2026 Current Chronic Absence Rate	2025-2026 Attendance Improvement Target
All Students	0	2.48 %	3.61 %	0 %	3.5 %
Kindergarten	0	0 %	5.26 %	0 %	3 %
1st	0	0 %	0 %	0 %	0 %
2nd	0	4.76 %	0 %	0 %	2.5 %
3rd	0	0 %	3.23 %	0 %	3 %
4th	0	0 %	0 %	0 %	0 %
5th	0	4 %	0 %	0 %	2 %
6th	0	0 %	0 %	0 %	0 %
7th	0	2.63 %	2.44 %	0 %	2 %
8th	0	7.69 %	4.76 %	0 %	4 %
9th	0	0 %	10.81 %	0 %	5 %
10th	0	9.09 %	6.45 %	0 %	5 %
11th	0	0 %	10.53 %	0 %	5 %

Subpopulation Grade Level	Current Year Total Enrollment Number	2023-2024 Chronic Absence Rate	2024-2025 Chronic Absence Rate	2025-2026 Current Chronic Absence Rate	2025-2026 Attendance Improvement Target
12th	0	0 %	0 %	0 %	0 %

# Attendance Improvement Plan Guidelines

The attendance improvement plan is a **framework designed to reduce chronic absenteeism** using data-informed, evidence-based multi-layered interventions in alignment with the New Mexico Public Education Department [Attendance Improvement Model](#).

A variety of factors contribute to reducing chronic absenteeism. A positive school environment, strong student-staff relationships, and active parent/guardian involvement are all critical for improving attendance. Schools that offer mentoring programs, social-emotional learning, and comprehensive support services see higher rates of student success. Additionally, flexible learning options like hybrid schedules or personalized interventions support students facing external challenges that hinder regular school attendance.

Use the checklist below to outline your school’s strategy for reducing chronic absenteeism in the upcoming academic year.

Download the full guidance document [here](#).

Checklist for Strategy Development

## Step 1 : Determine Stakeholder Needs and Challenges

Start by collecting both qualitative and quantitative data to understand the barriers to attendance. This involves engaging with students, parents/guardians, staff, and community members to identify specific needs. Furthermore, analyzing attendance patterns and holding focus groups with at-risk students, families, and staff can provide valuable insights for customizing to meet the specific needs of the school community. This process is ideally done at the end of the school year, but can also be done throughout the school year, so that the team has time to review the findings and drill down and develop strategies specific to the root cause of absences.

- ✓ Engage key stakeholders
- ✓ Review qualitative and quantitative attendance data
- ✓ Conduct observational studies
- ✓ Gather student attendance data.
- ✓ Host student focus groups and distribute surveys.

- ✓ Conduct interviews with parents, teachers, and staff.
- ✓ Visit classrooms and observe school environments.
- ✓ Implement surveys and anonymous feedback tools

## Step 2 : Get to the Core Issues Using the Root Cause Analysis

- ✓ Analyze both qualitative (e.g., interviews, shadowing) and quantitative attendance data.
- ✓ Use a research-based root cause analysis protocol.
- ✓ Validate findings with direct communication and feedback from the impacted students, teachers, and caregivers.
- ✓ Identify an evidence-based intervention that aligns with the identified root cause.
- ✓ **Conduct a Root Cause Analysis**
  - Use a [fishbone diagram](#)
  - Use the [5 Whys Method](#)

## Step 3 : Develop Targeted Strategies

- ✓ Establish a calendar of regular scheduled meetings to establish a data, implementation and improvement cycle. (PDSA: plan, do, study, and act).
- ✓ Research and review effective practices from other schools or districts.
- ✓ Prioritize ideas based on feasibility, impact, and scalability.
- ✓ Ensure that each strategy has clear performance measures and outcomes.

## Step 4 : Progress Monitoring (at each 40-day period)

- ✓ Periodically assess the effectiveness of the strategy in the progress update section of the plan.
- ✓ Adjust approaches using early data and observations at each of the 40-day periods.
- ✓ Develop a Response to Intervention Map that is accessible to all stakeholders.
- ✓ Gather feedback from students and families throughout the year.

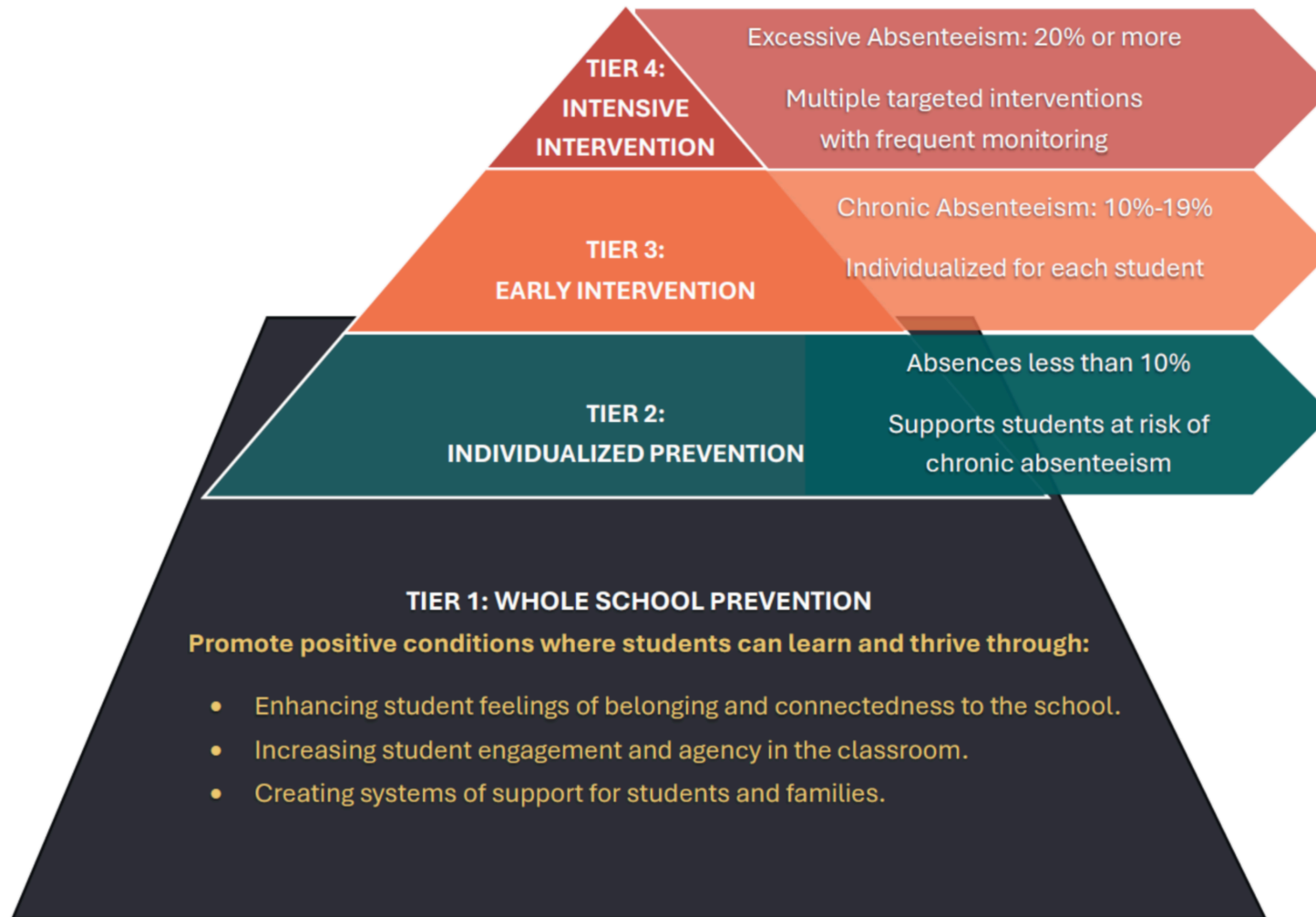
## Step 5 : Reflection and Refinement (middle and end of year review)

- ✓ Track trends in attendance improvement.
- ✓ Collect and review feedback from teachers, students, and families.
- ✓ Refine and expand successful initiatives.
- ✓ Develop a sustainable, school-wide scaling plan.
- ✓ Secure funding and form partnerships for long-term success.

### Acknowledgement of Completion

- ✓ I acknowledge that I have read the Attendance Improvement Plan Guidelines.

# Tiered Strategies for Support



## A Tiered Model for Addressing Chronic Absenteeism

Attendance intervention follows a tiered model like other support systems (MLSS, MTSS), allowing schools to address student needs with increasing levels of intensity. **Tier 1** strategies are universal and implemented school-wide to promote a positive environment that supports all students' academic and social success. These strategies also include foundational systems to engage and support families. **Tiers 2 through 4**

offer increasingly targeted and intensive interventions for students experiencing higher levels of chronic absenteeism. These tiers are cumulative, meaning students in Tiers 3 or 4 continue to benefit from Tier 1 and 2 supports, ensuring a comprehensive approach tailored to their needs.

### **Tier 1 : Whole School Prevention**

**Universal, whole school prevention strategies for all students, including students who have missed less than 5% of classes for any reason. Tier 1 strategies are designed to improve attendance and reduce chronic absenteeism for all.**

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

## **Strategies**

### **Strategy 1**

#### **Strategy 1**

#### **Root Cause**

Disconnection from School Community

#### **Strategy Title**

Communicating Mission, Goals, and vision Through School-Wide Events and Media Communication

#### **Describe the specific strategy based on the team's determination from the root cause analysis**

This strategy is intended to align our purpose with our stakeholders. We are teaching the whole person so we want to give opportunities to explain that and opportunities to show it. This approach will put everyone on the same page and will allow us to share a vision. We will share our vision explicitly in our communication through media and through our actions through school events.

#### **Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.**

We will monitor engagement by checking reactions on our various media, and sign in sheets at our school events. We will send Google Forms asking stakeholder what are our goals (Attendance rates) and mission.

**Describe how specific outcomes and goals are relevant to the root cause analysis.**

Specific Outcomes from the surveys will allow us to understand if stakeholders are aware of the goals and mission of the school. It is our initial step to connecting with stakeholders. We will know that we are aligned if the surveys rates are growing from the initial survey. We will administer the survey at school events and through media.

**Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.**

This is an ambitious and realistic strategy because its best practice to begin with this strategy. We must ensure that everyone is aware of our goal and vision.

**Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.**

We will share this information consistency throughout the semester. We will send out a Google Form early in November to get baseline data of which of our stakeholders know our attendance goals and Mission/Vision. We will send it out again in the second semester.

**Describe the data the team will use to evaluate success.**

The Google Form will tell us the rate of people who are aware of our attendance goal and whether more people are understanding our goals and mission/vision.

## **Develop Action Steps**

**Develop Action Step 1**

**Define Key Action Steps to Achieve Attendance Goals**

- We will share the goals and mission and vision of school through our newsletter, Social media, and school events throughout the year.
- We will Send out a google form to parents and students asking about their understanding of our goal and mission and vision in the first semester
- We will Send out a google form to parents and students asking about their understanding of our goal and mission and vision in the second semester to check the rate at which our stakeholders know our goals.

### **Assign Roles and Responsibilities**

Parent Liaison will keep track of the completion of google forms.

Teachers/ Dean will inform all students about the goals and mission and vision of the school.

Teachers will track the completion of student google forms.

Community/ Social media will track the views of our social media posts

### **Allocate Required Resources**

Google Forms

Social media

Google Sheets for tracking (Generated from google form)

### **Establish a Clear Timeline**

November

- Send Google Form asking parents and students about our goals and mission and vision.
- Notify the parents and students about our goals and Mission/Vision
- Track the views/likes received

Jan-March

- Notify the parents and students about our goals and Mission/Vision
- Track the views/likes received make adjustments if the numbers are not growing
- Send Google Form asking parents and students about our goals and mission and vision.

May

- Send Google Form asking parents and students about our goals and mission and vision.

**Monitor Progress and Adjust as Needed**

Yes we will track the views of our social media and newsletter. We will also track the people who have attended school events and adjust or change the strategies.

**Strategy 2**

**Strategy 2**

**Root Cause**

Lack of motivation

**Strategy Title**

PBIS/Incentives

**Describe the specific strategy based on the team's determination from the root cause analysis**

We will apply a positive Behavior Intervention and Support to all students. Incentives will and are not limited to HOWL Assembly recognition, HOWL Bucks (School Currency), HOWL Coupons (15 minute Break, Get-out-of-Detention, etc.). We will also ask students about incentive ideas and implement it throughout the school year.

**Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.**

We will be monitoring attendance from our software (Infinite Campus). We will use Google Forms for students to check in on why their attendance has gotten better/ worse. The forms will be anonymous and simple. The student will reflect and indicate if our incentives are actually enticing them to come to school more often.

**Describe how specific outcomes and goals are relevant to the root cause analysis.**

The students are lacking motivation to come to school. If we make them aware of all their incentives they will have something to work toward. We have incentives that we use and will continue to use but this approach is different because we will know for sure, through the google form what it is exactly that is motivating them. When we receive that information we can indicate whether the current incentives work and/ or if we need to change some.

**Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.**

This is ambitious because this has many departments working together and they already have many other duties. The departments working toward this goal will be our Records department, our dean, Student Success Coordinator, Executive Director, and teachers. Our record department will run reports indicating our growth in attendance. our dean and Student Success coordinator will do the analysis from the surveys they receive. Our teachers will send out the surveys and ensure that each student will complete the surveys. Executive Director will get the team to meet and analyze our data. Its realistic because the data will be concrete and it will promote a democratic approach.

**Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.**

We will send out a google form at the beginning of November that will ask students their opinions of the current incentives and what type of suggestions they have for us. We will use the incentives that we already have but engage with students on how to add or rule out other incentives. We will ask again in the second semester.

**Describe the data the team will use to evaluate success.**

The google forms will give us an approval rate from the students. A high approval rate will indicate that our incentives are working. We will compare the approval rate with our goal of 95% attendance rate.

## **Develop Action Steps**

## Develop Action Step 1

### **Define Key Action Steps to Achieve Attendance Goals**

#### **1. Standardize Recognition Criteria & Visibility**

#### **2. Develop and Deploy Student Feedback Mechanism**

#### **3. Review, Analyze, and Report Initial Data**

#### **4. Adjust Incentives Based on Student Voice**

#### **5. Promote and Implement New/Revised Incentives**

#### **6. Benchmark and Prepare for Second Deployment**

### **Assign Roles and Responsibilities**

The departments working toward this goal will be our Records department, our dean, Student Success Coordinator, Executive Director, and teachers. Our record department will run reports indicating our growth in attendance. our dean and Student Success coordinator will do the analysis from the surveys they receive. Our teachers will send out the surveys and ensure that each student will complete the surveys. Executive Director will get the team to meet and analyze our data. Its realistic because the data will be concrete and it will promote a democratic approach.

### **Allocate Required Resources**

1. Student Information System (Infinite Campus)
2. G Suites- (Google Forms, Google Sheets, Slides etc.
3. Communication platforms (Google Classrooms, Instagram, FB, and HOWL Assemblies
4. Incentive budget
5. Time for Data Analysis

### **Establish a Clear Timeline**

Nov-Dec

1. **Nov 10–15:** Standardize and visibly post recognition criteria (Admin).
2. **Nov 17–21:** Dean/SSC develop and Teachers deploy the initial **Google Form** survey to all students.
3. **Ongoing:** Daily positive recognition for target behaviors (Teachers).
4. **Dec Assembly:** Hold Virtual HOWL Assembly recognizing attendance leaders.

Jan-Feb

1. **Jan 5–15:** Executive Director leads team meeting to **analyze data** and approve incentive adjustments.
2. **Jan 15–30:** Dean/SSC implement and widely promote the **new, student-approved incentives** and recognition methods.
3. **Ongoing:** Intensified PBIS implementation with focused use of the new, highly motivating incentives (All Staff).

Feb-Mar

1. **Feb 20–28:** Dean/SSC deploy the **follow-up Google Form** to assess sustained motivation and impact of the revised incentives.  
**Monitor Progress and Adjust as Needed**

The entire strategy is a cycle for improvement. We will get a baseline Data Check, Measure Student buy-in, Check for progress (80th Day/120 Day), Team review, Continuous feedback loop.

## 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.

### Strategies

No Strategies

## 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 a contract for attendance.

### Strategies

No Strategies

## 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.

## Strategies

No Strategies

# Acknowledgement & Submit

## Acknowledgement of Completion

✓ I acknowledge that my Attendance Improvement Plan is complete and ready to submit.

**Name:** Christopher Villarreal

**Date:** Oct 31, 2025

# District-Level Progress Update

## 80 Days Progress Update

**What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)**

No Information

**What did you learn? (What was the result? Did it meet the intended outcome?)**

No Information

**What did you notice? (What happened or what did you observe while implementing this strategy?)**

No Information

Actual Chronic Absence Rate: 0.00%

Target Chronic Absence Rate: 3.50%

Chronic Absence Rate Change -3.50 %

**120 Days Progress Update**

**What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)**

No Information

**What did you learn? (What was the result? Did it meet the intended outcome?)**

No Information

**What did you notice? (What happened or what did you observe while implementing this strategy?)**

No Information

Actual Chronic Absence Rate: 0.00%

Target Chronic Absence Rate: 3.50%

Chronic Absence Rate Change -3.50 %

**End of School Year Progress Update**

**What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)**

No Information

**What did you learn? (What was the result? Did it meet the intended outcome?)**

No Information

**What did you notice? (What happened or what did you observe while implementing this strategy?)**

No Information

Actual Chronic Absence Rate:

0.00%

Target Chronic Absence Rate:

3.50%

Chronic Absence Rate Change

-3.50 %