CCCS Attendance Improvement Plan

TIER ONE SUPPORTS

Strategy 1: The foundation of our Tier 1 strategy is positive culture and Relationship Building. Our Mentoring program is a key piece of building relationships with students and families and making sure that every student has at least one caring adult with whom they can communicate about barriers to attendance and work toward solutions. CCCS uses a non-authoritarian and non-punitive culture to help students build goals and empowerment.
Strategy 2: Daily attendance robo-calls/texts.
Strategy 3: Weekly mentor meetings with every student addresses attendance that week. All students are assigned a staff mentor to foster positive relationship building, trust and communication with students and families. Mentors also help identify and troubleshoot attendance issues and common barriers. These staff make Weekly calls and communications with students to encourage and monitor progress. Mentors are also responsible for communicating/reinforcing the impact of absenteeism with students and family.
Strategy 4: Attendance awards awarded to students each quarter.
Strategy 5: All teachers require 100% participation, meaning that any days or assignments missed due to absences must be made up. "Makeup" time for missed classes is completed through before and after class tutoring sessions with teachers and EA's. Overall graduation rate is monitored through the student information system.
Strategy 6: Attendance Team identifies common attendance barriers and provides Attendance Tips to be shared during Registration and New Student Orientation.
Strategy 7: Individualized and Flexible scheduling plans.
Strategy 8: Purchased and implementing New PowerSchool programs (Unified Insights) to email postcards/notifications to parents regarding attendance, and provide 360 degrees of data more readily accessible to support individualized student interventions.
Strategy 9: All school staff will participate in Professional Development addressing positive communication, positive behavior interventions and/or trauma informed response to maintain a positive school culture.
Strategy 10: School will recognize student success through quarterly 95%+ attendance awards for individual students who reach this goal.
Performance Measures: Tier one success will be measured through reaching our goal of 79% Average daily attendance, for all students, as measured by data pulled from PowerSchool SIS. 100% of students will be assigned mentors. 100% of mentors will make weekly individualized communications with students and/or parents.
Data Collection Plan: The PowerSchool Consecutive Absence report will be run each week. Students with 3 or more consecutive absences will received individualized calls for problem-solving and intervention.
The PowerSchool ADA/ADM average daily attendance report will be run each month. Student attendance will be tiered by average percentages and will receive individualized emails and/or phone calls.
Annual Professional Development documentation will be stored verifying above-stated focus for PD.

TIER TWO SUPPORTS

Strategy 1: Attendance coach makes personal outreach through phone calls to students and parents.

Strategy 2: Attendance team meets weekly to assess student and family needs. Through discussions, Attendance coach, mentors, and/or attendance teamwork with students and families to help identify individual barriers and target individual goals and/or strategies for improving student engagement for students missing 5% or more.

Strategy 2: Mentors reach out to talk with students and/or parents each week to discuss individual issues and troubleshoot attendance barriers and ways to support.

Strategy 3: School trains all staff in Troubleshooting issues and referring students to services and strategies such as schedule change, social work referral, or one on one technology or tutoring support.

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The PowerSchool ADA/ADM average daily attendance report will be run each month. Student attendance will be tiered by average percentages and will receive individualized letters, emails, phone calls, and/or meetings for support and intervention.

TIER THREE SUPPORTS

Strategy 1: Mentor, Attendance Coach or Attendance Team holds phone or Zoom or in-person Mtg. with Student/Parent to troubleshoot individualized attendance barriers, set goals, and offer individualized supports (make it clear improvement is needed). The Special Education Team is also involved for students with IEP.

Strategy 2: Attendance Improvement Plan/Contract will be completed by assigned mentors - individualized student intervention plan with student/parent to keep the student in an educational setting with weekly progress monitoring for attendance

Strategy 3: Mentor, Attendance Coach or Attendance Team makes weekly phone calls with Student/Parent to monitor individualized goals and progress, and offer individualized supports.

Strategy 4: Possible Social Work Referral.

Performance Measures: Overall reduction in chronic absenteeism to 70%. Measurable increase in individual students' quarterly attendance, per student goals.

Data Collection Plan: The PowerSchool ADA/ADM average daily attendance report will be run each month.

Student attendance will be tiered by average percentages and will receive individualized letters, emails, phone calls, and/or meetings for support and intervention.

Each Quarter students will be assigned a tier for their quarterly attendance average. These averages will be used to track students' attendance progress goals each quarter.
Attendance coach will track improvement plans/contracts using a schoolwide spreadsheet.

TIER FOUR SUPPORTS

Strategy 1: Tier 4 Letters are emailed to guardians with a scheduled time to meet with the Attendance Team (The attendance team includes the School Principal)
Strategy 2: Attendance Team Meets with Student and Parent (in person whenever possible). The team focuses on underlying issues in identifying and removing barriers, and adding specialized supports. The team notifies parents of consequences for further absences.
Strategy 3: Possible CYFD Referral
Strategy 4: Possible Social Work or other wrap around services referral.
Performance Measures: Reduce schoolwide chronic absenteeism to 70%. Measurable increase in individual students' quarterly attendance, per student goals.
Data Collection Plan: The PowerSchool ADA/ADM average daily attendance report will be run each month.
Student attendance will be tiered by average percentages and will receive individualized letters, emails, phone calls, and/or meetings for support and intervention.

Research on Root Causes:

The What Works Clearinghouse has summary findings of in depth, quality research collected over decades about factors that contribute to dropout recovery and prevention as well as findings on root causes of chronic/excessive absenteeism.

Cesar Chavez Community School is structured to address these factors, all of the student, family, and community barriers mentioned below are prominent at our school and we work hard to make sure we are proactively addressing solutions at the school level and maximizing the leverage as much as possible to address the factors beyond school control.

Root causes and factors are known to include:
https://ies.ed.gov/ncee/wwc/practiceguide/9
1. lack of Monitoring progress of all students; lack of proactively intervening when students show early signs of attendance, behavior, or academic problems;
2. lack of intensive, individualized support to students who have fallen off track and face significant challenges to success;
3. lack of curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school;
4. lack of small, personalized communities to facilitate monitoring and support.

Further root factors in absenteeism can be grouped in 4 categories: student-specific, family-specific, school-specific, and community-specific.

Supportive Factors

Supportive Factors that have been implemented by CCCS include:

1. School prioritizes a positive culture and Relationship Building.
2. School Mentoring program is a key piece of building relationships with students and families and making sure that every student has at least one caring adult with whom they can communicate about barriers to attendance and work toward solutions. CCCS uses non authoritarian and non-punitive culture to help students build goals and empowerment.
2: School provides Daily attendance robo-calls/texts.
3: Weekly mentor meetings with every student addresses attendance that week. All students are assigned a staff mentor to foster positive relationship building, trust and communication with students and families. Mentor also help identify and troubleshoot attendance issues and common barriers. These staff make Weekly calls and communications with students to encourage and monitor progress. Mentors are also responsible for communicating/reinforcing the impact of absenteeism with students and family.
4: Attendance awards are rewarded to students each quarter. School recognizes student success through quarterly 95%+ attendance awards for individual students who reach this goal.
5: Teachers and school build in daily "Makeup" time for any missed classes or missing work to be completed through before and after class tutoring sessions with teachers and EA's.
6: Attendance Team identifies common attendance barriers and provides Attendance Tips to be proactively shared during Registration and New Student Orientation.
7: Mentors work with every student one on one to create individualized and Flexible scheduling plans and to problem-solve barriers.
8: School utilizes New PowerSchool programs (unified insights) to email postcards/notifications to inform parents of attendance, and provide 360 degrees of data more readily accessible to support individualized student interventions.
9: All school staff participate in Professional Development addressing positive communication, positive behavior interventions and/or trauma informed response to maintain a positive school culture.
10: School employs 2 social workers to provide significantly higher rates of SW support than those recommended nationally.
11. School employs an attendance coach to support students and problem-solve barriers in depth.

Known Barriers:
Previous rates of high absenteeism,
At least two failing grades in core subjects previously,
Teen pregnancy,
Adverse trauma events
Incarceration,
Substance abuse,

Physical illness and Mental illness factors
Previous high mobility in schools
Low income factors
Other instability factors