

**Notice of a
Regular Meeting of the
University of Texas-University Charter School
Advisory Board**

Notice is hereby given that on the 7th day of October 2020, the Advisory Board of University of Texas-University Charter Schools (UT-UCS) will hold a regular board meeting at the University of Texas-University Charter Schools' Administration Office, 2200 E. 6th St., Austin, Texas 78702. The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Please note that the sequence of items given in the posting is only approximate and that the order of individual items may be adjusted as necessary.

- I. Call to Order and Establish Quorum
- II. Welcome and Recognition of Special Guests
- III. Citizen Comments
Individuals wishing to address the Advisory Board must sign up via email, between 10:30 and 11:15 AM, prior to the start of the meeting.
- IV. Action Items for Consideration by Consent
 - a. Consider approval of Board Minutes for the Meeting held on August 17, 2020 p. 3
- V. Action Items
 - a. Consider approval of the 2020-2021 District Improvement Plan p. 5
 - b. Consider approval of a resolution for a waiver for missed instructional school days for the Unlimited Visions Aftercare campus p. 32
 - c. Consider approval of the Asynchronous plan p. 33
- VI. Reports/Discussion Items
 - a. Superintendent's report on the Status of the District, Teacher Incentive Allotment process
 - b. School data report
 - c. Report on student enrollment, Average Daily Attendance (ADA) and Mobility Data p. 50
 - d. Monthly Financial Report p. 52
 - e. Communication & Development Report
- VII. Adjournment

Public Comments (At each regular meeting, the Board will set aside no less than 5 minutes and no more than 20 minutes to afford the general public an opportunity to speak to the Board on any matter concerning the education of students and the business of the Board. If there are no public communications or comments, the board will proceed to other business. Please be advised that Board Meetings are meetings open to the public, not public meetings. The presiding officer reserves the right to set a time limit for public comments and other reasonable restrictions in accordance with applicable law.)

**To observe or make comment to the board meeting, call the Meet Me Conference number, 512-232-8670. When prompted, enter the Conference Access Code 6543210 followed by the # key.*

Melissa M. Chavez

Melissa M. Chavez, Ph.D., Associate Vice President and Executive Director

**Those wishing to address the Advisory Board during Citizen Comments shall register between 10:30 and 11:15 AM in room 209, Human Resources.*

**University of Texas-University Charter School
Advisory Board
Austin, Texas
August 19, 2020**

Attendees

- Board Members:
 - Present: Jennifer Maedgen, Chair, Ms. Linda Addicks, Ms. Barri Rosenbluth, Dr. Judith Loredo, Suzon Kemp, Mr. David Anderson, Dr. Jessica Toste, Dr. Eboni Calbow
 - Absent: none
 - Non-voting board associates present: Dr. Melissa Chavez, Mr. Chris Hutto
 - Non-voting board associates absent: none
- Guests: none
- UT-UCS Staff: Mr. Bob Micks, Ms. Jenny Davis, Ms. Melissa Ruffin, Dr. Nicole Whetstone, Ms. Sharon Yarbrough, Deidre Garcia, , Ian Tuski

I. Call to Order and Establish Quorum

Dr. Maedgen called the meeting to order at 11:33 AM and noted that a quorum was present.

II. Welcome and Recognition of Special Guests

III. Citizen Comments *no comments were made.*

IV. Items for Consideration by Consent

- a. Consider approval of the Consent Agenda.

A motion that the Consent Agenda be approved was made by Dr. Loredo and seconded by Mr. Anderson.

For – 6 Opposed – 0 Abstain – 0 Absent – 1

V. Action Items

- a. Consider approval of a resolution to submit a waiver for a 4-week extension of online-only instruction

A motion that the resolution be approved was made by Dr. Toste and seconded by Ms. Kemp.

For – 6 Opposed – 0 Abstain – 0 Absent – 1

VI. Reports/Discussion Items

- a. Superintendent report on mitigation strategies and the Fall 2020 Reopening Plan was made by Dr. Melissa Chavez.
- b. Asynchronous plan review was made by Melissa Ruffin.
- c. Special Education monitoring report was made by Dr. Whetstone.
- d. Daily Attendance (ADA) and Mobility Data was made by Ms. Jenny Davis.
- e. Monthly Financial Review was made by Ms. Jenny Davis.

f. The Development report was made by Ms. Sharon Yarbrough.

VII. Adjournment

A motion that the meeting be adjourned was made by Ms. Addicks and seconded by Dr, Calbow.

For - 7 Opposed - 0 Abstain - 0 Absent - 0

Dr. Maedgen adjourned the meeting at 12:55 PM.



The University of Texas Charter School System

District Improvement Plan

2020-2021

Vision

In full partnership with our communities, the University of Texas – University Charter School’s vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.

Mission

The University of Texas-University Charter School’s mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.

Date of School Board Approval: October 7, 2020

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

The University of Texas – University Charter School Advisory Board

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

Members of the Advisory Board

Jennifer W. Maedgen, Ph.D. – Chair

Judith Loreda, Ph.D. - Member

David Anderson - Member

Linda Addicks – Member

Jessica Toste, Ph.D. - Member

Suzon Kemp – Member

Eboni Calbow, Ph.D. - Member

Melissa M. Chavez, Ph.D., Superintendent - Non-Voting

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas-University Charter School to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UT-UCS that include but are not limited to:

- Implementation and evaluation of long and short-term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice President;
- Generation of Advisory Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Facility contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UT-UCS financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level; and
- Review and/or make recommendations concerning any other reports or items required by state or federal law.
- All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rule

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT INFORMATION

Superintendent: Dr. Melissa Chavez
 Financial Manager: Mrs. Jenny Davis
 Human Resource Manager: Mr. Bob Micks
 Title One Coordinator: Mr. Bob Micks
 Address: 2200 East 6th Street, Austin, TX 78702
 Phone: 512- 471-4365

September 30, 2020

DISTRICT LEVEL IMPROVEMENT PLAN COMMITTEE

NAME	POSITION	SIGNATURE
MELISSA M. CHAVEZ	SUPERINTENDENT	DocuSigned by: Dr. Melissa Chavez
JENNY DAVIS	FINANCIAL MANAGER	DocuSigned by: Jenny Davis
BOB MICKS	TITLE 1 COORDINATOR	DocuSigned by: Robert Micks
MELISSA RUFFIN	DIRECTOR OF CURRICULUM	DocuSigned by: Melissa Ruffin
Michelle Arocha	PRINCIPAL	DocuSigned by: Michelle Arocha
Anthony Suter	TEACHER	DocuSigned by: Anthony Suter
Raul Kastner	TEACHER	DocuSigned by: Raul Kastner
Jeff Creel	PARENT	DocuSigned by: Jeff Creel
	PARENT	
Kristi Patton	COMMUNITY MEMBER and Business Partner	DocuSigned by: Kristi Patton

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]:

We are a district that works with the most at-risk population of kids in Texas. Our students are in Residential Treatment Centers and in Psychiatric Hospitals. Most of our children have behavioral issues that are difficult to manage unless you are trained to work with this type of population.

Our district has funding set aside for professional development for working with children from hard places. TBRI, Mental Health Behavioral Conference, and Why Try Training.

By SY19-20, UT-UCS will retain 85% or more staff that have three or more years teaching experience.

School Support & Improvement [Sec. 1112(b)(3)]:

The district will support Methodist Children's Home with targeted support via curriculum support visits, helping with implementation of district initiative of Talk Read Talk Write and the Fundamental Five. The district will also help with implementing three-week TEKS benchmarks and determining more rigorous accelerated instructional plan/intensive program of instruction.

Poverty Criteria [Sec. 1112(b)(4)]:

University of Texas-University Charter School determines Title I eligibility and rank/serve order through the most recent census data and at-risk percentage.

Schoolwide Programs [Sec. 1112(b)(5)]:

1. A comprehensive needs assessment of the entire district/school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

District Key Results:

- ❖ Increase the remote and in person attendance rate to 98 % by making contact with students every day.
- ❖ 100% of our classrooms will be trauma-sensitive using trauma-invested strategies.
- ❖ 100% of our teachers will score proficient or better in Domain 2 by providing remote and in person instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners.
- ❖ 100% of our teachers will participate in professional development tied to best practices in virtual and remote learning.
- ❖ 100% of our students will show measurable levels of learning every six weeks in virtual and in person settings.

District Performance Goals

- ❖ **Performance Goal 1:** All students will build a strong foundation and show measurable growth in reading/language arts and mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will increase their Language Proficiency by one level on TELPAS

Reading and Writing domains

- ❖ **Performance Goal 3:** Recruit, support, and retain high performing teachers and principals.
- ❖ **Performance Goal 4:** All students will be educated in safe and supportive learning environments that are conducive to learning.

- ❖ **Performance Goal 5:** 100% of students will graduate from high school connected to career and college opportunities.
- ❖ **Performance Goal 6:** All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Maintain fiscal responsibility by providing exceptional educational opportunities for all students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2019-2020

Team Members: Melissa Ruffin, Bob Micks, Michelle Arocha, Melissa Chavez, Kathleen Daniels, Veronica Ruiz, Gail Arredondo

Dates: September 22, 2020

Data Reviewed: Attendance Data, Enrollment and Mobility Data, Assessment Data – TARP, STAAR, TELPAS, PBMAS, iCAP, Achieve 3000, AYP, EOC, DRA/Dibels, Edmentum, Graduation Data - completion, dropout, and GED rates, and diploma types , Survey Data – parents, teachers, staff, facility directors, Highly Qualified Teacher Data, Continuous Improvement Plans, Program Evaluation for State Compensatory Education Program, Professional Development Evaluations, Teacher Retention and Attrition Data, Teacher Evaluations, District Budget

Areas Reviewed	Summary of Strengths	Summary of Needs
Academic Achievement	76% of campuses showed measurable growth in reading and math	Teachers need specific training in remote engagement strategies.
Staff Quality	Teachers w/advanced degrees and multiple certifications. Provide teachers with advanced degree and merit-based salary increases in addition to national board certification incentives.	Reduce positive turnover rate
School Climate / Health and Safety	Safety plans have been established and an MEOP has been created, all campuses are performing required drills, created a Safety officer for the district	Improved communication with the facilities
College & Career / Graduation/ Dropout Reduction	Increase graduates; dual credits	Address drop-outs
Parent and Community Engagement	Open houses; facility meetings; awards/celebrations	Engage businesses with the schools; brochures for campuses

District Campus Commitments	Good financial health; District operations are efficient	Additional resources to support technology (move to 1:1)
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Needs Assessment Priorities

Problem Statement #1: Low performance in math and reading
Root Cause(s): High mobility, teachers with multiple content, virtual setting, fewer assessment opportunities, limited student access
Quantitative Data: District Key Results, diagnostic benchmarks , Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunity for high quality instruction in a virtual setting
Performance Goal (tied to the 4 Strategic Priorities): All students will show academic progress in reading and math every six weeks.
Objective: Increase Academic Achievement in all content areas by showing measurable progress
Possible Strategies: Additional training for student engagement in virtual setting , designated intervention time in Master schedule, more in depth training for data analysis of software programs to drive instruction in the virtual environment . Provide additional
Other: Provide incentives to teachers to get additional certifications. 100% of teachers receive training in providing virtual instruction.

Problem Statement #2: Graduation Rates need to be higher with reduced number of drop outs.
Root Cause(s): Students enroll behind in their original cohort
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase opportunities to earn and recover credits
Performance Goal (tied to the 4 Strategic Priorities): Secondary students will have multiple opportunities to earn and recover graduation credits.
Objective: Secondary students will graduate with their cohort
Possible Strategies: Provide online credit recovery program. Provide additional elective opportunities through online courseware.
Other: Provide academic counseling through the graduation plan meetings with Academic Transition Coordinators. Collaborate with facility for student incentives

Problem Statement #3: Funds needed to provide exceptional educational opportunities are diminished.
Root Cause(s): Attendance rate is low. State funds do not provide charter schools with facilities funding. University increased fees associated with them.
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Increase attendance rate. Additional fundraising opportunities
Performance Goal (tied to the 4 Strategic Priorities): Increase attendance rate to 98%.
Objective: Make virtual or verbal contact with every student, every day during asynchronous instruction. Increase funds available for
Possible Strategies: Encourage partnerships to have students attend class. Share attendance data with partnerships. Show partners the financial and educational cost of a student being absent.
Other: Request facilities to supplement funds for materials or computers. Request facilities to provide money to recoup funds lost with poor attendance.

Problem Statement #4: Need to retain staff and recruit staff
Root Cause(s): staff turnover due to poor work performance, lack of required certifications
Quantitative Data: STAAR/EOC Scores, Dibels, Edmentum, Graduation Rates, Demographic Attendance Data,
Identified Need(s): Recruit experienced teachers, Add stipend for National Board Certification. District incentive program
Performance Goal (tied to the 4 Strategic Priorities): District will attain 85% staff retention rate.
Objective: To recruit and retain experienced teachers and principals
Possible Strategies: Assign & develop teacher supports and leads
Other: Provide coaching through T-TESS feedback

Write out 3-5 SMART (Specific, Measurable, attainable, results-focused, and time-bound) goals based on the SWOT Analysis:

Strategy 1: Increase the remote and in person attendance rate to 98 % by making contact with students every day.
Strategy 2: 100% of our classrooms will be trauma-sensitive using trauma-invested strategies.
Strategy 3: 100% of our teachers will score proficient of better in Domain 2 by providing remote and in person instruction that is clear, well organized, sequential, reflects best practice, is aligned with standards, and is appropriate for diverse learners.
Strategy 4: 100% of our teachers will participate in professional development tied to best practices in virtual and remote learning.
Strategy 5: 100% of our students will show measurable levels of learning every six weeks in virtual and in person settings.

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

11FTEs

The process we use to identify students at-risk is:

For grades K-8, campus will review data from Exact Path Diagnostic screening to determine which students meet Response to Intervention criteria of more than 1 grade below or repeating grade level. For high school, any student who failed a course or End Of Course will require a meeting.

The process we use to exit students from the SCE program who no longer qualify is:

UT UCS typically does not exit students from the program because the students enrolled with the charter school are not enrolled less than one year and reside in a residential placement facility.

At the University of Texas-University Charter School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Students At-Risk	26%	32%	Waived	23%	32%	Waived	22%	19%	Waived	40%	51%	Waived	45%	41%	52%
Students Not At-Risk	51%	71%		51%	69%		54%	71%		61%	90%		64%	56%	62%

The	Drop Out Data		Completion Data	
	2017-2018	2018-2019	2017-2018	2018-2019
Students At-Risk	6.3%	2.6%	93.8%	71.4%
Students Not At-Risk	72.7%	5.5%	27.3%	12.1%

comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials and accelerated instruction for students at-risk, summer programs, pregnancy related services teachers, guidance and counseling services and TBRI professional development.

Upon evaluation of the effectiveness of this program the committee finds that the students' academic achievement is increasing in all subjects except writing. Writing scores fell by 3% since 2017.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
IDEA B, Formula	\$425,414
IDEA B, Preschool	\$1,515
Title I, Part A	\$546,257
Title I, Part D, Subpart 2	\$287,130
Title II, Part A	\$21,845
Title IV, Part A	\$40,811
State	
Program/Funding Source	Amount of Funding
Regular Program SFF	\$4,698,749
Special Education Allotment	\$4,163,674
Dyslexia	\$10,254
State Compensatory Education	\$990,536
Bilingual Education	\$19,607

Performance Goal 1: All students will build a strong foundation and show measurable growth in reading/language arts and mathematics.

Objective(s):

1. Show measurable learning in all core academic areas including math, language arts, science, and social studies.
2. Show measurable growth in all demographic population and at-risk categories.
3. Every student evaluated every six weeks
4. Review classroom data with teachers
5. Monitor use of virtual instructional strategies.

Summative Evaluation: 100% of students will continue an upward trend in reading and math by at least 10% from the previous school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Consistently implement the TEKS Resource System curriculum through the Asynchronous plan.	All current staff	TEKS Resource System Online	August 1, 2020	Walk throughs Lesson plans Virtual	Increase in STAAR scores and EOC Exams Measurable growth	STAAR Results & T-TESS, Key Result data	1, 2, and 3
Implement researched-based math and reading computer programs with fidelity in virtual settings	All current staff	Coordinated local, state, federal funds	Continuous	Lesson plans T-TESS online reports	Increase in STAAR scores and EOC Exams	STAAR Results, Key Result data	1 and 2
Use reading/math diagnostic programs to assess individual student reading abilities, guide instruction and measure growth in both virtual and in person	Principals and staff	District-Approved Interventions	Every six weeks	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams Measurable growth in district	STAAR Results Key Result data	1, 2, and 3
In a virtual setting, provide intervention opportunities in math and reading, supplemental support to students who are at-risk of dropping out. Include master schedule that supports the implementation of tiered academic interventions.	Principals and school Staff	District-Approved Interventions	Yearly and Continuous	Data Reports Lesson plans master schedule	STAAR scores and EOC Exams Graduation Rates Measurable growth in district benchmarks	STAAR Results Key Result data	1, 2, 3, and 9
Increase the use of supplemental instructional materials as outlined in AIP, IEP plans. Train teachers and implement virtual instruction strategies. Monitor the evidence in classrooms and virtual environment.	Principals, teachers, and instructional aides	District-Approved Interventions	Yearly and continuous	Lesson Plans and IEPs Online reports Virtual observations	Increase academic achievement for students with special needs	STAAR Results Key Result data	1, 2, 3, and 9

Performance Goal 2: All limited English proficient students will increase their Language Proficiency by one level on TELPAS Reading and Writing domains.							
Objective(s):							
<ol style="list-style-type: none"> Show one grade level skill growth on their Reading Exact Path Learning Path. Show one grade level skill growth on their Language Arts Exact Path Learning Path. Ensure 100% of the ESL teachers implement required English Language Proficiency Standards and Sheltered Instruction Strategies. 							
Summative Evaluation: 100% of ESL Teachers will implement ESL Supports to ensure growth.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Hold LPAC meetings by October to determine Language Accommodations to assist both remotely and direct instruction.	ESL Coordinator and All Principals	Time	Annually and ongoing	LPAC Documentation	Grades Data Results	STAAR Results TELPAS Results	1,8 and 9
ELL Parent involvement session for parents/guardians to support students in remote learning.	ESL Coordinator and Principal	Time Money for materials \$200	Annually	Sign-in Sheet Flyers	Improved Data Results	STAAR Results TELPAS Results	6
Required participation in ELL Support training with focus on remote learning.	ESL Coordinator and Curriculum Director	Time	Ongoing	Certificate Sign-in Sheet	Grades Improved Data Results	STAAR Results TELPAS Results	4
All ELA teachers will be ESL certified	Principals and Teachers	Time TEA Certification Training	Ongoing	Teacher Certification	Improved Academic Performance	TELPAS Results	4
District Diagnostic given to all ELLs via online with time for Learning Path Intervention	Principals and teachers	Local assessment training and materials	Ongoing	Data	Improved Academic Performance	DATA Results	1,2,3 and 9
Utilize District ESL Online Supports to build language proficiency	ESL Teacher(s) and Principal	Snap and Read ESL Reading Smart	Ongoing	Usage Reports	Improved Academic Performance	TELPAS Results	
Talk Read, Talk Write will be implemented district-wide via a virtual lesson or direct lesson.	Principals and teachers	Talk Read Talk Write Book	Ongoing	Walk through in-person/virtual	Improved Data Results	STAAR and TELPAS Results	2, 6

Performance Goal 3: Recruit, support, and retain high performing teachers and principals.							
Objective(s):							
<ol style="list-style-type: none"> 1. Develop a teacher incentive allotment designation (House Bill 3) which recognizes and rewards teacher performance. 2. Develop and implement a professional development plan tied to the observation and feedback cycle. 3. Principals create working conditions that develop and maintain highly performing teachers. 4. Develop a strategic teacher support initiative. 							
Summative Evaluation: District and campus administrators will provide monthly professional development based on campus need to implement district initiatives and SEL to ensure positive teacher retention.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Form a Teacher Incentive Allotment committee to develop the district TIA plan.	Superintendent	Budget	Ongoing	TIA application sent to TEA	Improved positive teacher retention rate	Plan approved by TEA and Texas Tech	4
Provide opportunities for teachers to attend remote instruction training	Principal	PD Budget Sub Pay	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to remote instruction.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide teachers with advanced degree and merit-based salary increases in addition to national	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide access to attend training opportunities in trauma informed and	Principal	PD Budget Ongoing book study with author	Ongoing	PD Certificates	Improved teaching – evaluation	Teacher Evaluations	4
Continue the teacher evaluation system of TEXAS (T-TESS) to include remote instruction.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Attend Teacher Job Fairs, virtually if held as such; partner with local universities and	Principal	PD Budget	Ongoing	Attendance	Increase in Applicant pool	Teacher Evaluations	4

100% of teachers will be identified as proficient in all dimensions of T-TESS domain, in-	Principal	PD Budget	Ongoing	Domain of T-TESS 2	Improved Student Academic Performance	Teacher Evaluations	4
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Performance Goal 4: All students will be educated in safe and supportive learning environments that are conducive to learning.							
Objective(s): <ol style="list-style-type: none"> 1. Increase school safety through use of behavior threat assessments. 2. Increase school safety satisfaction on surveys. 3. Improve school culture and climate. 							
Summative Evaluation: 80% of stakeholders (facility, parents, students, teachers) through district surveys will strongly agree that their school is a safe and supportive learning environment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Collect data to monitor compliance with behavior threat assessment process.	School Safety Director Principals Teachers	S.B. 11, Threat Assessment tool (TxSSC)	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Behavior Threat Assessment Tracker	10
Implement TBRI in all schools	Principals and teachers	TBRI resources and PD	Ongoing	Decrease in discipline referrals	Campus walkthrough	Climate Survey	2 and 10
Train teachers to effectively utilize facility personnel resources available to support student learning.	Principals Teachers	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated verbal de-escalation techniques	Principals and teachers	SAMA, TBRI, CPI, TBSI	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principals and teachers	SEL resources Why Try	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals	Time	Ongoing May	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6
Distribute student surveys at the end of school year and upon discharge	Superintendent Principals	Survey	Ongoing May	Data from the surveys	Feedback from students influence campus plans	satisfaction survey	6

Revise the Multi-hazard Emergency Operations Plan	School Safety & Security Committee	19-20 SY MEOP, S.B. 11, resources from TxSSC	September	Safety drills conducted and documented,	Student and staff are aware of safety protocols	Students/Staff demonstrate safety protocols	6
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Performance Goal 5: 100% of students will graduate from high school connected to career and college opportunities.							
Objective(s):							
<ol style="list-style-type: none"> 1. 100% of students will have a 4-year graduation plan established for them by the end of their 8th grade year and/or as they enter 9th grade. 2. 100% of students in grade 9-12 enrolled 90 or more days will earn 3 graduation credits each semester. 							
Summative Evaluation: Federal and state graduation rates will increase by 20% for all at-risk students.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Personal Graduation Plans (PGP) and Academic Achievement Records (AAR) will be reviewed during and at the end of each semester for all students in grades 9-12	Campus Staff and ATC	Time	During the first and second semester	PGPs and AARs	Increased graduation rates	Number of Graduates for the SY	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days, virtual college days and video presentations)	Principals, Teachers, and ATC	Funds \$500	Ongoing	School Walkthroughs	Increased graduation rates	Post-Secondary Survey	2
College Readiness and Career Prep Packets	ATC	Time and digital copies	Ongoing	Digital copies of the packets for all students 9-12	Increased graduation rates and college enrollment	Number of Graduates for the SY	2
Assess students' strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Online Career Inventory	Ongoing	Student Interviews and PGPs	Increased graduation rates	Number of Graduates for the SY	2
Maintain relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing	Digital College Readiness and Career Prep	Increased graduation rates	Number of Graduates for the SY	2
Coordinate academic transitions to and from home campus /districts	ATC	Time	Ongoing	Updated PGPs and AARs	Increased graduation rates	Number of Graduates for the 2020-2021 SY	2
Provide Pregnancy Related Services (PRS) to students in need	Principals Teachers	Time	Ongoing	PEIMS documentation and homebound forms	Increased graduation and attendance rates	Number of Graduates for the SY	2,10
Identify Potential Graduates	Principals, Curriculum Director and	Time	Ongoing	Digital PGP and Potential Graduate	Increased graduation rates	Number of Graduates for the SY	2, 10

Provide staff development to all campus administrators concerning leavers and follow up	Superintendent	Time	Summer	Meeting agenda and Sign in sheets	Reduction in leaver	Number leavers	2, 10
District monitors codes used for leavers	PEIMS director, campus principals	Time	August, May and December each year	Meeting agenda and sign in sheets	Decrease in number of drop outs	Reduce drop out numbers	2, 10
Provide monthly reports to the board on enrollment withdrawals and mobility	Superintendent, Chief Financial officer	Time	Schedule Board meetings	Board agenda	Awareness of mobility percentages of all stakeholders	Reduce drop out numbers	2, 10
Provide Dual Credit Opportunities for various campuses	Director of Curriculum, ATC and Principal	Time	Ongoing	MOU with Community Colleges and contract with UT OnRamps	Increase in Dual enrollment opportunities	Reduce drop out numbers	2, 10
Provide credit recovery options as part of master schedule	Director of Curriculum, Campus Administrators	Time, Online credit recovery program	Ongoing	Master Schedules	Increased number of credits earned	Reduce drop out numbers and increase graduation rate	2, 10
Promote Career and Technology education courses at various campuses that lead to industry or career certification	Director of Curriculum, Campus Administrators	Campus personnel	Ongoing	Master Schedule	Enrollment in CTE courses	Increase in CTE credits and certificates awarded	2, 10

Performance Goal 6: All parents/guardians/stakeholders are provided opportunities to be involved and make decisions.							
Objective(s):							
<ol style="list-style-type: none"> 1. Take steps to increase school and district-communication 2. Conduct organizational health surveys 3. Provide Opportunities for parents to participate in school 							
Summative Evaluation: 100% of our campuses will provide Open House opportunities for parents/guardians and community stakeholders.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Send out District newsletter at least 6 times a year in English and Spanish - to include a reopening plan for	Superintendent Office	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Parent Handbook, Student Code of Conduct to all stakeholders.	Principals	Time and Copies Digital	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Provide on- demand translation for meetings with parent entities	Principals	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold virtual open house for students to showcase school/ work	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Virtual Workshops for parents, surrogates, and guardians to include communication skills, anger management, special education, homework completion tips, instructional strategies	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture (parents and students)	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Provide a parent meeting to explain State Academic Standards on how to work with us on improving their child's achievement.	Principals Assistant Principals	Time	Fall	Agendas and sign-in sheets	Increased parent involvement	Parent satisfaction survey	6

Provide opportunities for business and community members to participate in Virtual school events	Principals	Business and community members	Ongoing	Sign-in sheets, flyers	Increased community involvement	Facility survey	6
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Performance Goal 7: Maintain fiscal responsibilities to provide exceptional education opportunities for all students

Objective(s):

1. Increase student attendance to 98%
2. Make virtual, verbal, or in-person contact with every student, every day during asynchronous instruction.

Summative Evaluation: 100% of campuses will implement strategies to improve/promote student attendance.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Encourage facility partnerships to have students attend class	Principals, Teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA reports District Award	2
Review attendance data with Principals weekly	Director of Finance	Time	Ongoing	Weekly attendance report	Increased attendance rate	ADA reports	2
Review attendance data with facility partnerships regularly	Principals, Teachers, and ATC	Time	Ongoing	Meeting agendas	Increased attendance rate	ADA reports	2
Provide incentives to students with good Attendance, collaborating with facility partners	Superintendent Principals Development team	Time	Within first ten months	Attendance data	Increased attendance rate Increased funding	ADA Reports	2
Develop partnerships with businesses and community leaders to incentivize student grades and attendance	Principals, Teachers	Time	Ongoing	Attendance data	Increased attendance rate Increased funding	ADA Reports	2

**University of Texas-University Charter School
Advisory Board Resolution**

Endorsing the approval of a resolution to submit a waiver for missed instructional days at Unlimited Visions Aftercare

A Regular Meeting Held on October 7, 2020, in Accordance with the Texas Open Meetings Act

Whereas, the University of Texas-University Charter School (UT-UCS) campus of Unlimited Visions Aftercare experienced weather-related closures due to Tropical Storm Beta between the dates of 09/21/2020 and 09/23/2020;

Now, therefore, be it resolved that the Advisory Board of the University of Texas-University Charter School endorses the approval of a waiver for the Unlimited Visions Aftercare campus for the missed instructional days on 09/21/2020, 09/22/2020, and 09/23/2020 due to weather.

Advisory Board Members [Signature denotes approval of the above-stated resolution.]

Jennifer Maedgen, Chair

Date

David Anderson

Date

Linda Addicks

Date

Eboni Calbow

Date

Suzon Kemp

Date

Judith Loredó

Date

Jessica Toste

Date

Attestations

Instructional Schedule

- ☑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ☑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ☑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ☑ Students are provided **clear means to engage with academic material on a daily basis**.
- ☑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ☑ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ☑ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - ☑ Assessments that ensure continued information on student progress remotely
 - ☑ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ☑ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ☑ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ☑ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ☑ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- ☑ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ☑ Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<ul style="list-style-type: none"> • The structure and framework of the daily student interaction and schedule will correspond to their on-campus schedule. UT-UCS believes fewer changes to routine and expectations will provide a more favorable experience for students, teachers, and care givers. The proposed schedules are a guide for planning purposes. Each of the campuses within UT-UCS will have a slightly altered schedule than the examples shown however, all minute requirements for both on campus and remote instruction will be

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met each day. The implementation model provided is subject to change.

Kindergarten - Grade 5			Notes
	Time		Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.
1	8:30-9:00	Student-Classroom Connection	Daily schedules are provided to parents and students.
2	9:00-10:00	Reading Language Arts	Students will attend live sessions for academic counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers.
3	10:00-10:20	Break and Check in	Teachers will provide a 10-15 min check in time at the start of each content area. This time will be used for progress monitoring and providing daily assignments.
4	10:20-11:20	Math	Content for all grades K-5 will be provided through TEKS Resource, state approved instructional resources, the Texas Home Learning 3.0 system and supplemented by additional campus instructional resources. In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Office hours will be available 3:00-4:00 daily and by appointment for one-on-one conferences. Attendance will be taken daily in Skyward, at each content area check in to ensure student engagement Grading and academic expectations for mastery will be the same as on-campus learning. The Learning Management System (LMS) for grades K-2 is Edmentum Exact Path, Google Classroom and/or Microsoft TEAMS for grades 3-5.
5	11:20-12:00	Lunch	
6	12:00-12:15	Afternoon check in	
7	12:15-1:15	Social Studies and Science	
8	1:15-2:15	Intervention and Enrichment	
9	2:15-3:00	Extended learning opportunities	
10	3:00-4:00	Teacher office hours	

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<p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Office Hours: 3:00-4:00 and by appointment</p> <p>Teacher Arrival Time: 8:00AM-4:30 PM</p>	<p>Physical Education, Art, Music- a bank of exercises, physical activities, and resources will be provided.</p>
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Grades 6-12			Notes
	Time		Students receive 240+ minutes of both synchronous and/or asynchronous instruction each day.
1	8:00-8:30	Planning Prep	Daily schedules are provided to parents and students.
2	8:30-9:30	Period 1	Students attend live sessions for academic counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance opportunities to support social and emotional learning.
3	9:30-10:30	Period 2	
4	10:30-10:45	Break	Each period, the corresponding content teacher will host a 10-15-minute check-in time. Students may use this time to set up additional interaction for continued support. Teachers may use this time for progress reports, ensuring student engagement, scheduling structure and providing daily assignments.
5	10:45-11:45	Period 3	
6	11:45-12:30	Lunch / Break	Content for core subject areas will be provided through the TEKS Resource System scope and sequence along with state approved instructional materials and supplemental materials such as Texas
7	12:30-1:30	Period 4	

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	<table border="1"> <tr> <td data-bbox="506 170 583 256">8</td> <td data-bbox="583 170 856 256">1:30-2:30</td> <td data-bbox="856 170 1211 256">Period 5</td> </tr> <tr> <td data-bbox="506 256 583 342">9</td> <td data-bbox="583 256 856 342">2:30-3:30</td> <td data-bbox="856 256 1211 342">Period 6</td> </tr> </table> <p>Appointments can be made by teacher and/or student/parent during teacher check in time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Office Hours: 3:30-4:30 PM and by appointment</p> <p>Teacher Arrival Time: 8:00 AM-4:30PM</p>	8	1:30-2:30	Period 5	9	2:30-3:30	Period 6	<p>Home Learning 3.0 system and Edmentum PLATO courseware. In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available from 3:30-4:30 PM and for one-on-one conferences by appointment for parent and student assistance.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning.</p> <p>The Learning Management System (LMS) for grades 6-12 is Edmentum PLATO Courseware, Google Classroom or Microsoft TEAMS.</p>
8	1:30-2:30	Period 5						
9	2:30-3:30	Period 6						
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<ul style="list-style-type: none"> • Students and teachers will maintain the same structure for their academic schedule both on campus and remotely. • Students will attend class online, daily through on time check ins as per their class schedule. • Students in remote settings will have similar schedules that match or exceed the daily minimum instructional minute requirement across all grade levels. • Students will complete all assigned online activities and show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning. <p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis along with the content area</p>							

ASYNCHRONOUS PLAN TEMPLATE

	<p>check in each day. Students will be expected to complete and turn in daily work to receive credit for the day. The format will be a combination of paper and online assignments.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers will arrange regular check-ins with students at the beginning of each content/period change - either one-on-one or in small or large group settings. At a minimum, students and teachers will check-in at least once a day for all grades K-12 and are expected to host period check ins at the beginning of each class.</p> <p>Students who login to the LMS each day and engage in teacher-assigned learning work (included but not limited to PLATO, Microsoft TEAMS, and Google Classroom) are considered present and will not be marked absent. Teachers will reach out to each student/facility partner that does not successfully log in by the 3:00 pm time limit. Students will have until 11:59 pm each day to resolve their recorded absence and the attendance will be reconciled. Students that are unaccounted for during the in-person or synchronous attendance time will be counted absent and then contacted via phone or other electronic means during the day to determine if they are able to provide asynchronous progress or interaction. Their status may then be changed to asynchronous present for the day.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>For students with disabilities, UT-UCS will work with students and families to minimize barriers the student may experience in a remote setting. All accommodations and support will be provided. Through multiple means of engagement and remote contact, our goal is to increase student interest and motivation for learning. Students and parents will be given multiple opportunities for one on one support or conferencing with the instructors. The instructional materials used each have components for accommodations and support for both students receiving services and linguistic support for ELLs.</p>

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<p>MATH INSTRUCTIONAL MATERIALS</p>					

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Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Instructional Focus Document	Elementary Secondary	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for linguistic supports	N/A (teacher planning tool only)
Edmentum Exact Path diagnostic and learning path	Elementary Secondary	NA	Universal screener/diagnostic for skill level and attainment Progress monitoring for IEP	Vocabulary, Growth measure Both English and Spanish available and visual support for linguistic accommodations	Online, Data Tool
Savvas Secondary Math textbooks and online access	Secondary	Yes	This text includes built-in supports for students with disabilities and skill-based intervention	The product includes supplemental built-in supports for ELs. Visual aids and read along text for linguistic support.	Print, online access, assessment tool and online assignment coordination
Houghton Mifflin Harcourt Go Math	K-8	Yes	This text includes built-in supports for students with disabilities and skill-based intervention	The product includes supplemental built-in supports for ELs. Visual and audial linguistic supports.	Print, online access, assessment tool and online assignment coordination
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Instructional Focus Document	Elementary Secondary	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for linguistic supports	N/A (teacher planning tool only)
Edmentum Exact Path diagnostic and learning path	Elementary Secondary	NA	Universal screener/diagnostic for skill-level and intervention with progress monitoring and goal setting for IEP	Vocabulary, Growth measure Both English and Spanish language supports	Online, Data Tool
Savvas My View and My Perspectives ELAR textbook	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson. It contains a reteach format.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

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Achieve 3000	Elementary Secondary	NA	Supplements teachers with differentiated literacy and content area instruction Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners.	Online tracking, data tool
SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Document	Elementary Secondary	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation.	This tool helps teachers content knowledge and identify specificity required for the essential skill and teacher guidance for linguistic supports.	N/A (teacher planning tool only)
Studies Weekly	Elementary Middle	Yes	Includes scaffolded Vocabulary and differentiated Learning strategies	Vocabulary and linguistic supports including visual references	Online and print
Discovery Education Streaming and Social Studies Techbook	Secondary	Yes	Supplemental differentiation with scaffolded materials to support teachers and students, includes video and text to speech.	Vocabulary and linguistic supports including visual references	Online instructional tool
Achieve 3000	Elementary Secondary	NA	Supplements teachers with differentiated literacy and content area instruction Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners.	Online tracking, data tool
SCIENCE INSTRUCTIONAL MATERIALS					
Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Documents	K-12	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation.	This tool helps teachers content knowledge and identify specificity required for the essential skill and teacher guidance for linguistic supports.	N/A (teacher planning tool only)

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Adaptive Curriculum	Secondary	Yes	State adopted materials for all students that includes video lessons and virtual labs	Vocabulary support and linguistic support, use of online virtual labs	Online textbook interactive virtual labs
Achieve 3000	Elementary Secondary	NA	Supplements teachers with differentiated literacy and content area instruction. Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners. Visual linguistic support.	Online tracking, data tool

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	All instructional materials used have both digital and print components. Teachers and students will have a variety of methods available in each resource to support both in-person and digital learning. For K-5 teacher may use the THL 3.0 resources along with the state adopted textbook. For K-12 ELA and Math, they may opt to also use the THL 3.0 resources in addition to their state adopted texts.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	<p>ARD Committees and 504 Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending remote program. The nature of special education services will require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and IEP goals and objectives.</p> <p>Professional development</p> <ul style="list-style-type: none"> • Staff development has been provided to administrators, lead special education teachers and ARD facilitators on roles and responsibilities. (Dates: 8/5/2020;8/6/2020;8/17/2020;8/19/2020; Additional dates planned monthly for administrators and lead special education teachers) • Professional development of online services will be provided on additional resources such as Snap & Read and OpenDyslexic to all teachers. • Teachers will have professional development on Positive Behavior Supports, Resilience and Relationships, Managing & Coping during remote instruction.

Committee Meetings

- ARD Committees will be held within legally required timelines.
- ARD Committees will consider the support and services necessary during remote instruction and which accommodations and modifications are necessary to ensure access and progress in the general education curriculum.

Special Education Services

- Teachers will meet remotely with all students receiving special education services in accordance with their schedule of services as outlined in each student’s IEP.
- Special education teachers, instructional aides and related service providers will maintain weekly documentation logs in accordance with district policy.
- The district has implemented additional online resources to support online accommodations: Snap & Read-has read aloud accommodations and other modifications such as the ability to simplify text and OpenDyslexic typeface/font is designed to mitigate some of the common reading errors caused by dyslexia.
- Online manipulatives (For example: <https://toytheater.com/category/teacher-tools/virtual-manipulatives/>) will be utilized as well as the distribution of traditional manipulatives through USPS.

Positive Behavior Supports/Social Emotional Learning

Campus based school counseling will work with campus staff to implement Social Emotional Curriculum in a remote setting and in a tiered format. Whole classes will receive instruction on appropriate behavior and interactions during a remote/virtual model as well as instruction in health and safety as it pertains to COVID-19. Tier 2 services will include small group school-based counselor support to teach coping strategies and prosocial behaviors. Tier 3 supports will include individual school-based counseling to develop and implement individual counseling plans with referrals to outside agencies if necessary.

Pregnancy Related Services

Each student requiring pregnancy related services will receive an Individualized Pregnancy Related Service Plan or Individual Education Plan through IDEA outlining what services they will receive to continue to make progress in their curriculum and meet all graduation requirements through asynchronous instruction. The date the student begins pregnancy related services will be the effective date of entry into the program based on documentation from a medical doctor with the dates the student will be in this homebound/hospital setting. General and special education teachers and if necessary related service providers will meet to review the students schedule, courses as well as all supplementary aides and supports. Teachers will provide 6 hours a week of direct instruction and support through the use of teleconferencing and phone calls. Students will be provided school-issued technology and internet services as necessary to ensure access to online direct services and computer-based instruction. Teachers will complete service logs to document student participation and progress in the curriculum.

ASYNCHRONOUS PLAN TEMPLATE

English Learners

LPAC committees will be held and review student progress during a timely manner and in compliance with all regulations. ELLs will receive their specified supports through both in-person and asynchronous instruction. Teacher will meet in small groups or privately with students to track progress and provide additional support.

Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis along with the content area check in each day. Students will be expected to complete and turn in daily work to receive credit for the day. This includes a combination of in person, online assignments and paper assignments.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Teachers will arrange regular check-ins with students at the beginning of each content/period change - either one-on-one or in small or large group settings. At a minimum, students and teachers will check-in at least once a day for all grades K-12 and host period check ins at the beginning of each class.</p> <p>The school district will work with stakeholders and facilities to identify a remote educational delivery approach that accommodates each unique situation. During this time, we seek to maintain meaningful relationships and connections through personal contact via on-campus meetings, one on one virtual meetings, and/or phone calls to ensure student success.</p> <p>The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom or Microsoft TEAMS with adaptations as needed for individual students. The special education team, through the use of state adopted and supplemental instructional materials will help to address students with disabilities and English Learners.</p> <p>Students who login to the LMS each day and engage in teacher-assigned learning work (included but not limited to PLATO, Microsoft TEAMS, and Google Classroom) are considered present and will not be marked absent. Teachers</p>

ASYNCHRONOUS PLAN TEMPLATE

	<p>will reach out to each student/facility partner that does not successfully log in by the 3:00 pm time limit. Students will have until 11:59 pm each day to resolve their recorded absence and the attendance will be reconciled. Students that are unaccounted for during the in-person or synchronous attendance time will be counted absent and then contacted via phone or other electronic means during the day to determine if they are able to provide asynchronous progress or engagement. Their status may then be changed to asynchronous present for the day.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>The district goal is to provide a seamless transition between on-campus and the remote asynchronous model. The instructional day framework will remain the same. Mastery of content expectations and curricular scope and sequence timeline will remain the same. We will work closely with our facility partners, parents and other stakeholders to ensure the highest quality instructional environment regardless of the physical location.</p> <p>Instructional materials and activities in remote learning will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Daily feedback will be provided through the LMS (Edmentum PLATO courseware, Google Classroom, Microsoft TEAMS) as well as through student work and assignment completion. At the end of every grading period, feedback and grade reports will be provided. The use of daily check-ins provides progress monitoring and timely feedback.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Regular feedback will be provided through the progress reports with Edmentum courseware, Skyward gradebook along with family access to the gradebook, and the daily course check in and student teacher interaction. Teacher will host daily office hours along with frequent opportunities for one on one support and communication/conferencing. If a student cannot be contacted through Edmentum or email, the teacher will call the family or guardian at the end of the day to check status.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

ASYNCHRONOUS PLAN TEMPLATE

Component	Explanation															
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>The district is hosting a convocation speaker, Kristin Souers, author of “Fostering Resilient Learners”. She will provide an overview of supporting teachers, students, and parents/guardians during these stressful times. The presentation will include trauma invested practices for fostering resilient learners. Our goal is to put social emotional well-being at the forefront of the instructional practices. Classroom teachers, students, and administrators all need on-going supports during this time.</p> <p>The district hosts weekly administration team meetings that combine the expertise of the superintendent, principals, and curriculum director to support the campus staff, families/guardians of remote learners and the students on-campus.</p> <p>An instructional technology support person with a master’s degree in instructional technology was hired and is providing ongoing training in technology integration to teachers. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.</p>															
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>During the summer months, UT-UCS participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment.</p> <p>The district added an instructional technology support position. The technology specialist provides specific training for remote learning along with training from Microsoft. The table above shows a sampling of training opportunities.</p> <p>Each week the curriculum team provides targeted PLC along with informal chats to support the remote learning and digital formats. Teacher have weekly opportunities for Q and A and cross district support from other content teachers to share ideas and information.</p> <p>The chart below demonstrates some of the PD opportunities provided at the start of the school year.</p> <table border="1" data-bbox="478 1274 1961 1511"> <thead> <tr> <th data-bbox="478 1274 669 1395">Date</th> <th data-bbox="669 1274 1001 1395">TIME</th> <th data-bbox="1001 1274 1266 1395">Presenter</th> <th data-bbox="1266 1274 1646 1395">Focus</th> <th data-bbox="1646 1274 1961 1395">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 1395 669 1455">July 2</td> <td data-bbox="669 1395 1001 1455">9:00–10:00 AM</td> <td data-bbox="1001 1395 1266 1455">Microsoft</td> <td data-bbox="1266 1395 1646 1455">TEAMS 100 Refresher</td> <td data-bbox="1646 1395 1961 1455">Communication tool LMS</td> </tr> <tr> <td data-bbox="478 1455 669 1511">July 2</td> <td data-bbox="669 1455 1001 1511">1:00-2:00 PM</td> <td data-bbox="1001 1455 1266 1511">Microsoft</td> <td data-bbox="1266 1455 1646 1511">TEAMS 200 Refresher</td> <td data-bbox="1646 1455 1961 1511">One Note assignments</td> </tr> </tbody> </table>	Date	TIME	Presenter	Focus	Note	July 2	9:00–10:00 AM	Microsoft	TEAMS 100 Refresher	Communication tool LMS	July 2	1:00-2:00 PM	Microsoft	TEAMS 200 Refresher	One Note assignments
Date	TIME	Presenter	Focus	Note												
July 2	9:00–10:00 AM	Microsoft	TEAMS 100 Refresher	Communication tool LMS												
July 2	1:00-2:00 PM	Microsoft	TEAMS 200 Refresher	One Note assignments												

ASYNCHRONOUS PLAN TEMPLATE

	July 6	9:00-10:00 AM	Microsoft	TEAMS in Classroom	Classroom management
	July 6	1:00-2:00 PM	Microsoft	TEAMS in Classroom	Classroom management
	August 3	Self-Paced: Complete by 8/17	Seidlitz Education	Supporting ELLs Remotely	ELL support
	August 4	9:00 -10:00 AM	Microsoft	TEAMS 100 Refresher	Communication and classroom set up
	August 4	1:00 -2:00 PM	Microsoft	TEAMS 200 Refresher	One note assignments
	August 4	9:00 -11:00 AM	SAVVAS	Training for new HS ELA Adoption	Register via Hyperlink Opportunity 1
	August 5	9:00 -10:00 AM	Microsoft	One Note Training	More one note
	August 5	10:30-11:30 AM	Melissa Ruffin	Curriculum Resources	District curriculum including online and print
	August 5	1:00 -2:00 PM	Mandi Ruffin	TEAMS in the UTUCS Classroom	Using TEAMS for classroom
	August 5	2:15-3:00 PM	Kathleen Daniels	DMAC-TAG & Portfolio	Data tracking
	August 6	8:30-3:30 PM	Region 13	GT training	
	August 6	1:00 - 2:00 PM	Janina Roberts	Frontline (Esped) Navigation	Writing IEPs
	August 7	9:00 -10:00 AM	Janina Roberts	Frontline (Esped) Navigation	Writing IEPs
	August 10	9:00 -10:30 AM	Dr. Chavez	Convocation Day 1	Welcome back SEL support for staff
	August 10	Group 1: 11:00 AM-12:00 Group 2: 1:00 - 2:00 PM	Kristin Souers	Fostering Resilient Learners	Book review

ASYNCHRONOUS PLAN TEMPLATE

	August 11	2:30-3:30 PM	Kathleen Daniels	LPAC Annual Training	LPAC for ELL
	August 12	10:00 -11:30 AM	Edmentum, Jenny Goff	PLATO flex assignments during remote learning	Data tracking and progress reports
	August 12	9:00 AM-11:00 AM	SAVVAS		ELA textbook support
	August 13	10:00 -11:30 AM	Edmentum, Jenny Goff	Study Island	Intervention and supplemental assignments
	August 13	1:00 -4:00 PM	Mandi Ruffin	Google in the Classroom	
<p>Teacher were required to complete at least one of the remote learning modules provided by the OnRamps program through UT and encouraged to sign up for additional modules.</p> <p>THL 3.0 will provide learning for staff to continue to be proficient in the implementation of home learning.</p> <p>Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, and individualized technology support provided by the instructional technologist.</p>					

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Constant communication will flow between our staff and parents through Microsoft TEAMS, Google classroom, Skyward, Edmentum PLATO Courseware, personal contact from teachers via email, video conferencing or voice calls. It is paramount that UT-UCS students and families/guardians understand the expectations of daily contact, progress monitoring and importance of continued support for remote learning during asynchronous instruction.</p> <p>Communication will be continuous to emphasize the focus on coherence between on-campus and asynchronous instruction. It is our expectation for teachers, students, and facilities to maintain strong partnerships to allow students to easily transition between these delivery methods. Daily interaction, daily office hours, and frequent opportunities for one to one communication are available.</p>

ASYNCHRONOUS PLAN TEMPLATE

<p>What are the expectations for family engagement/support of students?</p>	<p>The goal of the remote learning plan is to ensure a seamless transition to learning both on-campus and virtual. The teachers will be available to both the students and the facilities/families or stakeholders on a daily basis through office hours, class contact, and opportunities for one to one support.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Tools: UT-UCS main communication tools for parents and students will be the following:</p> <ol style="list-style-type: none"> a. Microsoft TEAMS, ZOOM and email for district communication b. Google Classroom and/or Microsoft TEAMS for teacher-parent-student discussions c. For real-time instructional support and delivery of content we will all communicate through Microsoft TEAMS or PLATO Edmentum d. Public website: UT-UCS will maintain general information on its status for the public on our main webpage at UT Charter School Website. <p>The following are resources provided by UT-UCS to help teachers implement a more thoughtful remote learning opportunity.</p> <ul style="list-style-type: none"> ▪ TEKS Resource System ▪ Texas Home Learning (THL) 3.0 ▪ Edmentum PLATO Courseware ▪ Study Island ▪ Achieve 3000 <p>B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.</p> <ul style="list-style-type: none"> • Google Classroom • Microsoft TEAMS • State adopted textbooks

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Edmentum PLATO, Microsoft TEAMS, or Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to UT-UCS dress code.

Parent/Guardian Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

ADA Analysis Summary Report: 2020-2021																									
Campus	Jul-20		Aug-20		Sep-20		Oct-20		Nov-20		Dec-20		Jan-21		Feb-21		Mar-21		Apr-21		May-21		2020-2021 Cumulative		
	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	Refined ADA to Date	% Attend to Date	
SH			31.55	96.66	31.30	98.74																			
PF	20.71	100.00	20.36	100.00	19.69	99.68																			
KOZ			3.55	100.00	3.90	100.00																			
AMH			5.82	100.00	6.80	100.00																			
DPR	12.71	97.94	12.17	100.00	13.13	98.99																			
PW	27.06	100.00	28.14	100.00	30.44	100.00																			
TNC	51.35	98.82	49.79	98.11	56.56	99.28																			
MCH			85.95	99.26	86.50	98.71																			
LR			29.64	98.48	35.90	98.20																			
OH			20.27	100.00	19.95	99.75																			
HHH			22.73	99.21	23.05	99.14																			
HP			15.82	97.71	25.30	98.15																			
AOH			0.00	0.00	5.45	100.00																			
UVA			5.33	90.57	11.72	96.79																			
UHS			14.36	92.94	13.35	93.03																			
GBH			2.91	88.89	5.25	90.52																			
CC			41.19	96.00	55.15	99.79																			
SH(SA)			17.00	89.05	17.35	86.82																			
MUN			14.64	98.17	13.80	95.17																			
Refuge			7.09	100.00	6.90	97.87																			
SJRC			24.45	96.76	27.60	98.40																			
CFA			18.55	100.00	23.70	99.16																			
Safe H			7.91	100.00	10.30	95.81																			
Total	111.83	99.32	479.22	96.45	539.09	97.30																			

2020-2021 Year To Date Totals

September

#	School	Entry	Withdraws	Mobility Percentage
005	Settlement Home	41	5	12%
009	Pathfinders	23	3	13%
015	Kozmetsky	8	4	50%
017	Annunciation Home	11	5	45%
023	Pathways	36	5	10%
024	TX NeuroRehab	74	19	26%
025	Methodist Children's Home	92	3	3%
029	Depelchin-Richmond	18	4	22%
030	Laurel Ridge	76	38	50%
031	Olympia Hills	21	1	5%
032	Helping Hand Home	26	3	11%
034	High Point	69	32	46%
040	Austin Oaks	15	6	40%
041	Unlimited Visions Aftercare	20	6	30%
043	University High School	17	3	18%
044	Georgetown Behavioral Health Institute	16	11	69%
045	Cedar Crest	116	35	30%
046	Seton Home	33	11	33%
049	Munday	24	11	46%
051	The Refuge	10	3	3%
052	SJRC Texas	33	3	9%
053	Safe Haven	13	1	7%
054	Clearfork Academy	34	5	15%
	Total:	826	217	26%

**University of Texas-
University Charter School
Comparison of Budget to Actuals
As of 08/31/2020**

Adopted Budget	General Fund Budget	Actuals as of 08/31/2020	Remaining Balance	%
5700 Local Revenues	-	8,169	(8,169)	
5800 State Program Revenues	9,831,242	10,019,651	(188,409)	
Total Revenues	\$ 9,831,242	\$ 10,027,820		102%
 Actual Expenditure by Function				
11 - Instruction	6,459,761	6,010,084	449,677	93%
13 - Staff Devel/Curr Develop	54,576	15,949	38,627	29%
21 - Instructional Leadership	69,414	-	69,414	0%
23 - School Leadership	1,329,752	1,212,360	117,392	91%
31 - Guidance/Counseling	136,589	96,853	39,736	71%
33 - Health Services	1,650	-	1,650	0%
41 - General Administration	1,026,813	945,610	81,203	92%
51 - Plant Maintenance	206,320	206,315	5	100%
53 - Data Processing	407,478	373,315	34,163	92%
81 - Fund Raising	229,400	222,820	6,580	97%
 Total Actual Expenditures	 \$ 9,921,753	 \$ 9,083,306	 \$ 838,447	 92%
 Net Surplus (Deficit)	 (90,511)	 944,514		
Beginning Funds Balance	3,144,995	3,144,995		
Ending Fund Balance	\$ 3,054,484	\$ 4,089,509		

UNIVERSITY OF TEXAS-UNIVERSITY CHARTER SCHOOL
Comparison of Budget to Actual Expenditures and Encumbrances
As of 08/31/2020

	Fund 211 Title I, Part A	Fund 224 IDEA-B Spec. Ed Form	Fund 225 IDEA-B Pre-School	Fund 255 Title II, Part A	Fund 288 Title I, Part D Subpart 2	Fund 289 Title IV, Part A	TOTAL
Budget	\$ 578,549	\$ 440,021	\$ 1,567	\$ 22,857	\$ 311,677	\$ 42,134	\$ 1,396,805
Actual Expenditure by Function							
11 - Instruction	\$ 90,870	\$ 30,560	\$ 1,567	\$ 21,923	\$ 98,797	\$ 42,134	\$ 285,851
13 - Staff Devel/Curr Develop	\$ 460,853	\$ 93,139	\$ -	\$ -	\$ -	\$ -	\$ 553,992
21 - Instructional Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
31 - Guidance/Counseling	\$ -	\$ 307,888	\$ -	\$ -	\$ 190,246	\$ -	\$ 498,133
41 - Indirect Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Actual Expenditures	\$ 551,723	\$ 431,586	\$ 1,567	\$ 21,923	\$ 289,043	\$ 42,134	\$ 1,337,977
Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
% Of Budget Expended/Encumbered	95.36%	98.08%	100.00%	95.92%	92.74%	100.00%	95.79%
Balance of Budget	\$ 26,826	\$ 8,435	\$ -	\$ 934	\$ 22,634	\$ -	\$ 58,828