

Uvalde CISD Optional Flexible School Day Program 2026-2027

Program Goals and Objectives:

The goal of Crossroad Academy High School's OFSDP is to provide appropriate instruction in a flexible framework to meet the needs of at-risk students enabling them to graduate from high school. Students targeted to participate in the OFSDP are at-risk students struggling to meet graduation requirements in a timely manner. They meet the state's criteria of at-risk as defined by TEC 29.081 and need a more flexible schedule to accommodate removing barriers and obstacles which currently contribute to the number of students who do not graduate or do not graduate on time. Instruction in Mathematics and English will receive significant emphasis as many candidates enter the program needing credits and state assessment mastery in these areas. With the inclusion of STAAR EOC, additional resources will be provided as needed. Students in OFSDP will be required to stay a minimum of 45 minutes per day.

Goals connected to the OFSDP include:

1. Increase attendance by offering more flexible scheduling of instruction.
2. Increase cohort retention and offer various options for students that are behind to catch up with their graduating class.
3. Increase graduation rates by offering a schedule flexible enough to respond to at-risk students' various needs.
4. Increase completion rates by offering a schedule supporting acceleration of credits.
5. Provide summer credit recovery opportunities.

Schedules:

Provide a Monday-Friday schedule of core and EOC classes with differentiated instruction for each student having separate schedules to meet their needs. Tutorials for all core classes are scheduled in small groups not to exceed a 19 to one ratio. The preferable range is 1 to 15 students. Labs are available throughout the day for instructional support, tutoring, small group instruction, and state assessment preparation. This paradigm is geared to enhance differentiated instruction for every student to increase their chances of success.

Students may have elective classes offered on the main campus in the fall and spring of each year. Class times of these electives will be established based on the main campus bell schedule, which is aligned to the OFSDP bell schedule. This arrangement allows students to accelerate and/or complete a sequence of advanced or CTE courses to meet graduation requirements.

Crossroads Academy High School
2026-2027
Master Schedule

Time	Activity/Task	Purpose
7:30 AM-8:30 AM	Student Arrival/Breakfast	Student check-in, breakfast service, attendance verification
8:30 AM-9:00 AM	Check-In/Individual Graduation Plan Review and/or Course Progress Review	Student goal setting, transcript review, intervention planning
9:00 AM-10:00 AM	EOC Core Instruction Block 1	Targeted EOC instruction (English I/II, Algebra I, Biology, U.S. History)
10:00 AM-10:05 AM	Transition	
10:05 AM-11:05 AM	Course Instruction Block 1	Credit recovery, graduation pathway coursework, electives
11:05 AM-12:05 PM	EOC Core Instruction Block 2	Targeted EOC instruction (English I/II, Algebra I, Biology, U.S. History)
12:05 PM-12:25 PM	Core Instruction Block 2	Credit recovery, graduation pathway coursework, electives
12:25 PM-12:55 PM	Lunch	
12:55 PM-1:25 PM	Restorative Circles/SEL	Community building, social-emotional learning, attendance support
1:25 PM-2:25 PM	ROTC Block 1	Leadership development, military science instruction
2:30 PM-3:25 PM	ROTC Block 2	Leadership development, military science instruction
3:30 PM-4:00 PM	EOC Small Group/Accelerated Instruction ◆	TEA-required accelerated instruction, tutorials, progress monitoring

INSTRUCTIONAL TIME SUMMARY

AREA	MINUTES
EOC CORE INSTRUCTION	120
COURSE INSTRUCTION	80
EOC SMALL GROUP/ACCELERATED INSTRUCTION	30
ROTC	57 X 2
RESTORATIVE CIRCLES/SEL	30
TOTAL STRUCTURED INSTRUCTIONAL TIME	375 MINUTES = 6 HOUR & 15 MINUTES

Other expanded opportunities for learning include:

Provide regular Saturday School as needed for students to accelerate elective credits for graduation or attend EOC review classes prior to testing. Evening school is also offered on Tuesdays and Thursdays from 4:00-6:00 to aid in this acceleration process. Credit recovery opportunities will be provided in the summer to eligible students.

Staff Positions/Personnel and Qualifications:

Based on an eight-hour school day the following outlines staff positions and contact hours for staff per week:

Program support of oversight OFSDP: UHS Associate Principal (20 hours); CAHS Counselor (40 hours)

Professional staff needed for the program: high school principal (4 hours), one full-time Discipline Secretary (40 hours), one full-time Math / Social Studies teacher (40 hours), one full-time Science teacher (40 hours), one full-time English teacher (40 hours) and full-time lab manager (40 hours). Other high school staff, part-time teachers, contract service providers, or extra duty paid employees may be used to supplement the core staff as numbers warrant.

Qualifications/Standards

- Crossroads Academy High School Counselor, Melinda “Gigi” Beza, has 23 years experience in public education with most of that time spent serving at-risk students. Her certifications include All-Level Physical Education, and Life Science (8-12)
- High school associate principal, Cristina DeHoyos, has 24 years in public education and is well versed in at-risk, drop-out prevention and recovery, and Restorative Discipline and has a background in Special Education (EC-12), Business Education (6-12), All-Level PE/All-Level Health, and Generalist (4-8), as well as a Principal (EC-12) certification.
- All teachers are certified and qualified as per state and local requirements.

Identification of Participants

In order to be eligible for the OFSDP program, students must be identified on the PEIMS snapshot as at-risk per state definition and local policy. Confirmation of students' eligibility comes from PEIMS as well as the student's PGP (personal graduation plan). Enrollment in the OFSDP follows a panel decision of one administrator, counselor, and front office staff at Crossroads Academy High School; as well as completion of an application process. UHS will identify students using the following criteria:

At-risk status priorities (using state criteria)

- The student has dropped out of school or is at risk of dropping out.

- The student will be denied credit for one or more classes in which the student has been enrolled as a result of attendance requirements under TEC 25.092.
- Uvalde students with a history of minimal success at high school or a student identified previously as a dropout from our school district and are in a priority cohort.
- Student who is in a hardship situation and meets 1 of the 13 at-risk state codes.
- Targeted ages 15-19 for 2025-2026 school year.

1. Estimated number of students that will be served per teacher in OFSDP:

- The goal is each teacher will serve 17 students.
- Flexible lab will allow students to utilize adaptable software and acceleration with a paraprofessional to support.

2. Special education, CTE opportunities, bilingual supports for students in OFSDP:

- Proximity of Crossroads Academy High School to UHS will support with additional special education, CTE, MTSS, Section 504, and Bilingual supports.
- Collaborative teacher and student scheduling opportunities between CAHS and UHS to ensure services will be provided to students based on their IEP.
- Campus administrators will monitor the services provided by teachers in alignment of CTE programming and students IEP, Section 504, MTSS, and/or LPAC documentation.

Procedures for Obtaining Student and Parental Consent for Participation in the OFSDP:

If the student is less than 18, the application form a student completes is required to contain both a student and parent signature. Counselors initiate contact with parents during the application process. Questions and program overview are given at this time as well as prior to the first day of attendance. Front office staff continues parental contact for attendance, graduation plan, credit updates and student classification. Students may enroll during regular high school registration days or during the school year. For students that are over 18 and/or unaccompanied youth, the parent signature is not required.

Processes Implemented to Maintain Records of Student Eligibility, Consent and Attendance:

The Crossroads Academy High School Counselor and Associate Principal duties include receiving and verifying the eligibility of each student as well as maintaining records of individual consent forms. The administrator will also track, monitor, and carry out incentives and consequences connected to attendance, eligibility, and consent documents. Students participating in the OFSDP will have their attendance recorded each period by the classroom teacher. Students must attend a minimum of 45 minutes to be counted present. Daily attendance rosters will be submitted to the attendance clerk for entry of

instructional minutes into Skyward, the district student information system. The district PEIMS supervisor will use the information in Skyward to generate six-week student detail reports for PEIMS submission. In addition to the daily attendance taken by classroom teachers, additional minutes of attendance will come from attendance rosters with time in and time out records in main campus EOC intervention classes, Saturday School, Tuesday/Thursday evening school, and summer credit recovery. These minutes will also be entered into ITCCS.

Procedures the District will establish to ensure all students enrolled in the OFSDP are administered the required assessment instruments in the timeline established by TEA.

The District's Reclassification Committee meets every September, January, and June to review student records to determine the appropriate grade level and assessment for each student. The committee is composed of Director of Accountability, Director of

Secondary, High School Academic Dean, and High School Counselors. Students, parents, and employers will be notified in writing of the testing weeks in order to adjust schedules as needed. Flyers with testing dates will be faxed to employers as well as a courtesy follow up phone call. Students will also be provided with a follow up letter for the employer to provide absence documentation. If special testing circumstances arise, the appropriate paperwork will be filed first with the Academic Dean, who will notify the Director of Accountability who will file it with TEA.

Summer Programming

If a student is selected to participate in a summer credit recovery program, the CAHS Counselor will create a tracking of courses that are only for recovery. Any other access to additional courses will be restricted to students, verifying students have access to recovery of class credit.

Criteria Selected to Report the Progress of Students Participating in OFSDP

A review of progress will be shared at the student conference which includes attendance, state assessment scores, status of students meeting graduation requirements. In addition, annual data will be disaggregated by race, ethnicity, gender, and socioeconomic status and reported to the UCISD School Board.

Optional Flexible School Day Program (OFSDP) Report 2025-2026

The following is data from this year's OFSDP:

The total number of students served during the 2025-2026 SY is 73 students. Data was collected from On Data Suite. This is cumulative data of active and inactive students.

Demographics	Total Students	Percentage
Hispanic	72	98.63%
White	1	1.37%
African American	0	0%
Arabic	0	0%
American Indian	0	0%
More than one	0	0%
Male	37	50.68%
Female	36	49.32%

Status of students as of May 29, 2025

Demographics	Total Students	Percentage
Graduates	18	24.6%
Continuing (9-12 th) On Cohort	48	65.7%
Continuer (5 th year)	5	6.8%
Continuer (6 th year)	2	2.7%
Transferred to another school	1	1.7%
Dropouts	4	7.0%
Returning to Main Campus	0	0%
Enrolled in GED	3	5.2%
Returned to Home Country	1	1.7%
Juvenile Detention	1	1.7%
Mental Health Institution	0	0%

Other data selected to report:

Teen Parents	6	10.5%
504	8	14.0%
Emergent Bilingual	6	10.5%
Homeless	5	6.85%
Special Education	17	23.29%
Economically Disadvantaged	70	95.89%
Ages:		
16	6	10.5%
17	17	29.8%
18	23	40.3%
19	8	14.0%
20	2	3.5%
21	1	1.7%