

# Optional Flexible School Day Program (OFSDP) - Appendix 5

161906

LA VEGA ISD

School Year 2025-2026

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4

**Eligibility Designation**  
 1 = TEC \$29.081 At-Risk Students  
 2 = TEC \$25.092 Minimum Attendance  
 3 = TEC \$29.908 Early College High School  
 4 = TEC \$39A.107 Campus Turnaround Plan  
 5 = Credit Recovery\*\*  
 6 = TEC \$29.081(e-1) Campus Dropout Recovery  
 7 = TEC \$29.081(e-2) Online Dropout Recovery

**School Year Period of Agreement**  
 Reported in TSDS PEIMS Summer Collection 3  
 Program start date must be 30 days after application submission.  
 Program end date must not exceed the last day of the regular school calendar.

**Summer Period of Agreement**  
 Reported in TSDS PEIMS Extended Collection 4  
 \*\*Credit Recovery - Designation 5  
 Summer period of agreement should not exceed 30 days or extend past July 31st.

High Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWHFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWHFS	Minutes Offered Per Day
161906002	LA VEGA H S	1	2	3	4	5			10	8/14/2025	5/22/2026	MTWTHF	500	6/3/2026	7/18/2026	MTWTHF	250
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1. Describe the program goals and objectives:

Success Academy (SA) is a program offered by La Vega Independent School District through La Vega High School. The program offers students who are behind in credits, overage, or otherwise at-risk to earn credits toward graduation through a non-traditional school setting.

The Goals and Objectives of the Success Academy of La Vega High School are:

- i. Provide a supportive, flexible learning environment for students at risk of dropping out or have previously dropped out, that meets individual academic needs in a non-traditional school setting.
- ii. Recover high school credits and attain necessary credits for high school graduation with full-time supervised highly qualified educator support.
- iii. Develop social and employability skills to prepare for entrance in the workforce or college/training school.
- iv. Provide specific, targeted programs of remediation for success on the state assessment end-of-course exams.
- v. Provide career investigation, access to resources and services and career counseling.
- vi. Assist with transition services to college, training, apprentices, and/or institutions of higher education, or the workforce.

2. Proposed schedule offered to student participating in the OFSDP, including days of the week and times.

Success Academy offers several schedules to meet student needs. The doors open and breakfast and instruction begins as early as 7:15 AM Monday through Friday and ends at 5:30 PM Monday through Friday. Students will be scheduled to attend a minimum of 45 minutes for a total of four (4) instructional hours per school day. A student could be scheduled for up to 6 hours depending on the following:

- a. If students need STAAR preparation, an additional hour will be added to the daily schedule
- b. If a student is not meeting credit expectations (.5 credit every eight (8) school days) an additional hour will be added.

Students enrolled in the Optional Flexible School Day Program (OFSDP) will have a schedule that meets his or her needs. This specific schedule for each OFSDP student is detailed in the LV Success Academy contract. OFSDP students will have a weekly total of in-person instruction with LVHS staff that totals 20 hours per week. Students that do not follow the detailed schedule will be counseled and eventual could be removed from the program and returned to a regular daily four hour schedule. Students may request the OFSDP at any time, however, it will begin or end on the start of a new grading period. Requests to be enrolled in the OFSDP can be initiated by an administrator, teacher, parent and/or truancy officer.



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3. Outline of staff positions and resource personnel associated with the program. Include contact hours each staff position will be obligated to the program.
  - a. Success Academy Lead Teacher
    - i. Physical Education (6-12)
    - ii. Secondary Biology (6-12)
    - iii. 500 minutes daily
  - b. Classroom teacher 1 –
    - i. Physical Education (PK-12)
    - ii. Restorative Discipline / Behavior Specialist
    - iii. 380 minutes daily
  - c. Classroom teacher 2 –
    - i. Transportation, Distribution, & Logistics, (CTE - 7-12)
    - ii. 380 minutes daily
  - d. Paraprofessional / Student Assistant
    - i. 500 minutes daily
  - e. Assistant Principal for Alternative Instruction
    - i. 120 minutes weekly
  - f. Academic Counselor
    - i. 60 minutes weekly
  - g. College / Career / Military Advisor
    - i. 60 – 240 minutes weekly depending on testing / advising
  - h. Student Success Social Worker
    - i. 60 minutes weekly
  - i. High School Principal
    - i. 90 minutes weekly
  - j. Assistant Superintendent of Curriculum and Instruction
    - i. 120 minutes weekly
4. Procedures for identifying students, confirmation and documentation of eligibility and parental consent for OFSDP participation.

*A. Student Admission to Program*

Students are referred to Success Academy by the high school counselor, high school administrator or truancy officer. Students or parents wishing to have their child enrolled must go through one of these channels.

- B. Student Referral and Admission to the program contains the following documents:
  - Referral – typically completed by a team consisting of high school cohort counselor, Assistant Principal for Cohort, Success Academy Lead Teacher, Adult Student or Parent if child is a minor.

- Application and Enrollment - filled out by the adult student or parent (of minor) upon initial acceptance to Success Academy. The parent and student must agree to the stipulations or they are not able to attend Success Academy.
    - An “introductory” email is sent out once a student starts at Success Academy. This is sent to campus/district personnel and parents and students. This helps make sure all parties are aware of the change.
    - OFSDP Plan Application (If applicable). Stipulations that the student must complete attendance of regular Success Academy before being approved for flexible attendance. The application outlines daily attendance and weekly total for the student to be successful and remain in OFSDP. Parental consent is obtained for all minor students.
      - The PEIMS clerk adds the student to the OFSDP minute documentation form and makes change in track identification for student in PEIMS records.
  - Graduation Checklist Template
    - This form is used to assign courses. Counselors create the overall courses needed to graduate. This form aids in breaking this to the referral courses into small bite size “doable” courses for the student to track progress toward graduation.
  - The counselor checks off the credits as the student completes the course and highlights what is needed to make sure the student is enrolled in the correct courses. The counselor makes sure to indicate courses where A and B sections have the potential to be averaged together.
  - Transcript
  - Opt-Out Agreement (when and if signed) electronic version released by TEA.
    - The counselor completes prior to sending the student to Success Academy. However, we are wanting more students to graduate with an endorsement. If the parent and student sign in-person, the form is scanned and sent to high school to be placed in the student's permanent record.
  - Other pertinent information (CPR certificate, SB 30 Interaction with Police, Speech requirement, etc.....)
5. The estimated number of OFSDP students served per teacher ranges from 3-5 students per semester for a yearly maximum of 30 students
6. The OFSDP program will offer career and technology education and bilingual education services. Pregnancy related services are provided through district supports and personnel housed on the same campus. The program has three teachers and one support staff. Between the three teachers, two have the required certifications for CTE and ESL.
- The LEAD Teacher has the ESL Supplemental certification. Students identified as English Language Learner at the beginning or intermediate level will be placed in this classroom teacher's classroom since the teacher is bilingual. For all other ELL students, students are placed equally in the two teacher's classrooms and receive the accommodations and services recommended through the LPAC.
  - Any student who requires an ESOL I or ESOL II will be taught by the Lead Classroom teacher because of the two certifications (ELAR and ESL 7-12).
  - Students investigate careers in transportation, distribution, and logistics are provided support through Classroom Teacher 2. Students are supported with investigating careers in other programs of study by the

teacher and provided experiences and connections with partnering universities (Tarleton State University, Texas Tech University, and Texas State Technical College) and MOUs.

- The OFSDP is located at the facility that also houses the Student Support Specialists and the Special Education Department. Professionals that support students in need of pregnancy related services are notified and provide services and counseling support. Certified personnel from the La Vega High School (i.e., guidance counselors, instructional specialists, interventionists, and elective teachers) provide support and accelerated instruction when needed and requested.
- Students receiving pregnancy related services are placed on CEHI, then they will be removed from the OFSDP attendance accounting process.

**7. Required recording of instructional minutes daily by teacher of record.**

- Teachers track, record, and verify the actual number of minutes of instruction each day. Actual attendance begins when the student arrives in the classroom and begins work on coursework. Teachers note individual instructional time (hour: minute) on a daily contact register. When students depart for the day or transition to another classroom, the end time is noted by the classroom teacher on the teacher's daily contact register. (Hour: minute). The form is based on the TEA recommended attendance form.
- Daily attendance sheets for every classroom teacher are collected and converted from hour: minute format to instructional minutes per student per teacher. The Success Academy Lead Teacher and the PEIMS Clerk generate a weekly student detail instructional minute report. Students with less than 45 minutes on any day are left blank on the official Daily Contact Register. At the end of day, teachers will certify the number of minutes each student was in attendance. The teacher will sign the log sheet at the conclusion of the week. Each teacher signs and dates the completed instructional minutes log for their classroom.
  - i. Each 3-week reporting period, the PEIMS Clerk and Lead Teacher along with the High School PEIMS clerk review for reasonableness, counseling needs, parent conferences needed, etc. The minutes are compared to IEP, ARD or LEP plans to ensure they align.
  - ii. Detailed student daily minute reports are stored electronically and shared with District PEIMS coordinator. The District PEIMS Coordinator, Chief Academic Officer for Acceleration, High School Principal, and Lead Teacher for Success Academy review individual student progress and attendance from multiple perspectives.
- The High School and Success Academy Credit Recovery Program tries to minimize the possibility of students generating more than one ADA but transferring students from a traditional program to the OFSDP at the beginning of a 6-week period. Parent – student conferences, ARD meetings, LPAC, 504 and Student Intervention Team meetings are conducted to review program eligibility, instructional needs, and program requirements. Attendance is reviewed and verification that students do not receive more than 10,800 minutes per course.





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- Students transferring to the Success Academy from the La Vega High School as well as outside the district are placed on an alternative track in the Student Information System to further identify the program and time of attendance.

- The Student Attendance is tracked through exemplar forms provided by TEA for recording attendance. Success Academy staff must log on using their usernames and passwords. The teachers log on and record the time as indicated on the computer clock for each individual student on the class roster. The system records the date and time of each log in and type of entry (i.e., attendance, grades,). The system automatically times out after 5 minutes of inactivity. Teachers may make changes to attendance up to 24 hrs. after initial attendance has been entered. After that, the daily attendance sheet is removed from the teacher access and the teacher is required to submit documentation and request forms for correction to the Success Academy Lead Teacher. Any changes to attendance that are made are documented with date, time, individual log in, and specificity of changes to the attendance data made.
- f. Every 6-week period, data is reviewed by the Success Academy team, high school PEIMS and administration, and District PEIMS and administrators. Both 42400 and 42401 records are reviewed to identify any student reported simultaneously. The District and HS PEIMS staff ensure student minutes are accurate (180 – Traditional Days Present x 240).
  - iii. Data reviewed include:
    1. Beginning and ending dates of reporting period, including the year
    2. Total number of days of instruction in the reporting period
    3. Instructional track
    4. Student's original entry date and any subsequent withdrawal and reentry dates. (Both 42400 and 42401 series records are created – this ensures if status of enrollment changed from traditional to OFSDP)
    5. Student grade level code
    6. Average daily attendance
    7. Special education instructional setting code
    8. Career and technical education code
    9. ESL program type code
    10. Gifted/talented indicator code
    11. Pregnancy-related services code
    12. Absences by date and total for reporting period
    13. Total eligible days present and total eligible minutes present for OFSDP by 6-week reporting period.
    14. Total ineligible days present (less than 45 minutes of instruction) and total ineligible minutes present for the OFSDP.
    15. Attendance data total for all students, by grade
    16. Signature page signed by persons recording data (Success Academy PEIMS clerk) and approving data (Success Academy Lead Teacher).

8. Eligible OFSDP students can participate in credit recovery programs offered during the summer months.



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- Summer school operates for 3 weeks from June 1 – June 24. Students are assigned coursework necessary to prepare for EOC testing and/or course completion for graduation in August. Each OFSDP student participating in the Summer Credit Recovery course is eligible for summer school because attendance, per the 90% attendance requirement was not met and credit was not earned. Each OFSDP student will have the sum of earned ADA and traditional AA earned calculated. The formula used  $\text{OFSDP minutes eligible} = (\text{calendar days} - \text{traditional days present}) \times 240$  will determine the number of days and minutes the student may attend.
- Two teachers operate summer school. Each teacher is assigned no more than 20 students. Both teachers track, record, and verify the actual number of minutes of instruction each day for each student and turn this in weekly to the Lead Summer School Teacher. Each OFSDP student with the maximum number of minutes eligible will be provided to each teacher.
- Teachers note individual instructional time (hour: minute) on a daily contact register.
- The High School and Success Academy Credit Recovery Program Lead teacher reviews weekly logs and course completion to check attendance and the maximum number of minutes each student is eligible to generate. Turn in only those eligible minutes per student so as not to exceed the 10,800 maximum. These items are recorded on an excel spreadsheet.