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# UNIVERSAL ACADEMY CHARTER SCHOOL

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## ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

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ISD # 4225-07

# 2020-21

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## School Information

### Address:

2912 28th Ave South  
Minneapolis, MN 55406  
(P) 651.340.5994  
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(W) [www.uacsmn.org](http://www.uacsmn.org)

**Grades Served:** PreK-8

**Year Opened:** 2014-15

### Mission Statement

Universal Academy will provide success for all students with high quality learning, empowerment and support from a caring and nurturing staff.

### Vision Statement

Universal Academy will be recognized as an academically superior public school for accelerating the learning of all students so that they will be fully prepared to thrive and contribute in today's diverse and ever changing communities.

### Authorizer Information

NEO Charter School Authorizer  
3432 Denmark Ave #130  
Eagan, MN 55123  
612.889.2103  
<http://www.neoauthorizer.org>

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

Universal Academy's authorizer contract with Novation Education Opportunities (NEO) began on January 24, 2014. The school is authorized until June 30, 2023, by this contract. NEO ensures that Universal Academy is accountable and responsible in 4 key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. This is Universal Academy's fourth year as a charter school.

## Student Enrollment

### Number of Students Enrolled

Below is a table of enrollment covering the first six years of enrollment at Universal Academy Charter School. The enrollment goal for 2020-21 was 450 students. This was also the building cap for our location during the first three years of operation. For the 2021-22 year, 450 students are planned.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	N/A	N/A	?	46	30	30
Kindergarten	50	50	93	51	65	49
1st Grade	52	55	71	53	52	62
2nd Grade	51	58	45	41	50	53
3rd Grade	27	49	54	42	50	49
4th Grade	26	32	55	43	42	47
5th Grade	29	32	37	45	40	42
6 <sup>th</sup> Grade	21	35	37	30	41	35
7 <sup>th</sup> Grade	-	29	31	32	27	38
8 <sup>th</sup> Grade	-	-	24	30	26	22
<b>Total</b>	256	340	447	413	423	427

### Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	82%
Asian/Pacific Islander	1%	Special Education	5%
Hispanic	0%	Free/Reduced Lunch	79%
Black	98%		
White	0%		
Multi Ethnic	1%		

- October 1 Enrollment: 427
- Attendance Rate: 98%

### Student Attendance, Attrition, & Mobility

Universal has grown to serve grades K-8 since opening in 2014. During the 2014-15 school year, UA had grades K-5. For SY 2015-16 Universal Academy added 6<sup>th</sup> grade, adding a grade level with each year. .

## STUDENT ATTENDANCE

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Overall Attendance Rate	96.3%	96.75%	98%	98%	98%	99%

Universal Academy enjoyed generally stable overall attendance during the 2020-21 school year. The year began in a hybrid model, with students of all grades attending in-person half the day and doing distance learning for half the day. UACS alternated between fully distance learning and the hybrid model for the rest of the year, in compliance with state regulations. Full distance learning went into effect for classrooms where one or more of the students or their families had been exposed to COVID-19. Attendance was counted as follows: in-person attendance as usual, for distance learning either video participation or assignment completion was accepted.

## STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2019-20 school year and October 1 of 2020-21 school year.	88%
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*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6<sup>th</sup> grade.*

279 students have been enrolled consecutively for three years, out of 748 who have been enrolled total. 37% of total enrolled students have been enrolled consecutively for three years.

## STUDENT MOBILITY

Year	Students Transferring Out After October 1	Total Students Enrolled October 1	Mobility Percent
Baseline 2014-2017	119	716	16.62%
2017-2018	55	346	15.90%
2018-2019	45	413	10.90%
2019-2020	41	415	9.88%
2020-21	26	517	5%

After reviewing the mobility data from the last several years, it is clear that Universal Academy attracts more students than it loses during the school year. In this past year, Universal Academy has achieved the goal of having a mobility index of around 5%.

# Successes and Challenges

## Successes

- The staff and faculty adapted to the changing needs of the students during the year, especially through the disruptive changing educational models (i.e. the fluctuation between hybrid and distance learning.) This includes:
  - Teacher's created innovative curriculum for online platforms that maintained the rigor of their typical in-person learning.
  - Learned to use new software while simultaneously educating parents and students how to interact with it.
  - Teachers recorded and posted their lessons online so students could access the content asynchronously and still be counted in attendance.
  - Educational Assistants and Deans were able to continue their presence in digital classrooms, helping teachers keep an eye on students when broken out into groups
- Teacher/Parent communication was essential to maintaining the student's learning throughout the year. This was facilitated by creating WhatsApp chat groups for classes and using the SeeSaw app to translate texts from English into Somali, successfully breaking down the language barrier.
- The positive school culture continued into the virtual classroom space by having a school-wide Monday morning assembly with student and staff shoutouts.
- The widespread use of Zoom as a meeting facilitator led to clearer data assessment meetings, and the highest ever parent attendance of parent/teacher meetings.
- Teacher retention stayed the same as in past years, which created stability even as the mode of learning changed week-to-week.
- Student learning was supported materially with pK-2 receiving iPads, and 3-8 receiving Chromebooks.
- A library in the school was opened in 2021, enabled by a \$50k grant. The student reception to a lending library has been very uplifting.
- Weekly breakfast and lunch meals were delivered to families doing fully remote learning. UACS was able to work with their food provider to deliver food, and to adapt to family desires to receive dry food instead of prepared meals.
- Weekly data meetings were held and staff stayed current on student successes and challenges and interventions were relevant and rigorous.
- Parent satisfaction remained high, as seen in the Parent Survey as well as communicated from parents to staff.

## Challenges

- The fluctuation between hybrid and distance learning was a great challenge for students and teachers, especially in the pK-3 classrooms which seemed hardest hit with oscillation. Classes would be in person for a few weeks and then abruptly switch to the distance model (if a student or family

was exposed to COVID), creating real interruptions in the learning accomplished. Additionally, the amount of change raised kid's stress levels and made learning more difficult.

- The iPads and Chromebooks ordered to facilitate distance learning were on backorder for the first part of the year, making distance learning especially difficult for some students.
- Distance learning for families was difficult for several reasons. For young students especially, parents were needed to help login to their classes. To do this, parents needed to be taught how to help troubleshoot different types of software, which was tricky with a language barrier. Oftentimes parents would be working out of the home, and were unable to assist their students. Many families had multiple children in small apartments, and cross-over noise and Wi-Fi burden made it difficult to pay attention. Headphones were issued to help with the problem, but students still virtually attended class in closets and beneath beds to have their own space, which of course is not ideal. There was also a parental frustration with teachers being less responsive to student questions due to the nature of online learning.
- Physical Education classes were hard to run at a distance as the students were in a variety of different physical spaces.
- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and cannot afford tutoring.
- Teachers have culture shock when working in the Somali Culture, UACS will work on emphasizing Somali culture. To work on this, we will be completing the year-long Somali History and Culture project.
- Attracting and recruiting high-quality, experienced teachers is a struggle for UACS.

## Worlds' Best Workforce Components

### Educational Approach and Curriculum

#### Our Instructional Philosophy and Focus

A unique philosophy of Universal Academy Charter School is that multiple curricula and resources must be available along with a learning program responsive to student needs in order to accelerate the learning of the state standards for all students. It is essential to:

- Analyze data to identify each student's strengths and needs in mastering the state standards in addition to each class as a whole
- Engage students in setting individual goals as well as collective class goals
- Monitor individual and collective progress toward meeting the goals
- Adjust instruction and select resources to accelerate learning. For example, if one curriculum or teaching technique in math doesn't work for a few students, then it is necessary to modify the approach in re-teaching and use additional techniques and resources. UACS makes a commitment to each student to identify what works to accelerate his or her learning as monitored through weekly data analysis. UACS implements aligned strategies of Responsive



Classroom, Direct and Differentiated Instruction, Sheltered Instruction Observation Protocol (SIOP), and Response to Intervention (RtI) in a results-oriented culture that fosters a growth mindset.

The educational program will enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- Data-driven Instruction (DDI) in conjunction with Response to Intervention (RtI),
- Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from Teach Like a Champion and SIOP.
- Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:
  - 1.0 Driven By Data: A practice to improve Instruction, by Paul Bambrick Santoyo (2010). This book serves as a resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
  - 2.0 Teach Like a Champion- 49 Techniques That Put Students on the Path to College: by Doug Lemov (Jossey Bass, 2010). Lemov carefully observed teachers whose inner-city students perform at dramatically high levels. Then he broke down what they do into carefully described techniques that all teachers can put into practice. This book also serves as a valuable resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
  - 3.0 Using the SIOP Model with Pre-K and Kindergarten English Learners: by Jana Echevarria, Deborah Short, and Carla Peterson, Making Content Comprehensible for Elementary English Learners: The SIOP Model, 2nd Edition by Echevarria, Vogt and Short, and 99 Ideas and Activities for Teaching English Learners with the SIOP Model by Vogt and Echevarria. These books also provide strategies that can be implemented depending on student needs to meet goals that the teachers set.
  - 4.0 “I Do” – Teacher models learning target and expectations, and a strategy for the new concept.  
“We Do” – Teacher and students work together to practice the strategy modeled  
“You Do” – Students model the learning target independent of the teacher. They are divided into small groups for the teacher to refine the learning goals.

Universal Academy aims to meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) results as a benchmark for success. Universal Academy utilizes a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

## WBWF Goals and Results

N.B. NWEA Map testing was administered during the fall, winter, and spring as usual. However due to the constant changing of hybrid/distance learning not all students were able to consistently access the tests. If

the students were doing distance learning, the tests were administered over Zoom and could be disrupted by a poor Wi-Fi connection, distractions in the home, or other outside factors.

## 2a. All Students Ready for School

Goal	Result	Goal Status
At least 70 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math.	41% of students met the target benchmark, compared to 31% in 2018-19 (the last year with full data available.)	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> The Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

## 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The school's MCA proficiency rate is greater than 10 percentage points above the state average.	The school's proficiency rate of 16.7% was 31.8 percentage points lower than the state's proficiency rate of 48.5% in 2020-21. There is no data to report on in 2019/20 due to the COVID-19 pandemic.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

### 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The school's MCA Reading proficiency rate is greater than 10 percentage points above the resident district (Minneapolis Public Schools) average.	The school's proficiency rate of 30.3% is 15.6 percentage points lower than the resident district's proficiency rate of 45.9% in 2020-21. There is no data to report on in 2019/20 due to the COVID-19 pandemic.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

### 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The percentage of 8 <sup>th</sup> grade students who demonstrate grade level standards on the NWEA MAP Test will be at least 75%, demonstrating readiness for High School.	24% of 8 <sup>th</sup> grade students met grade level standards on the NWEA Map test.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

### 2e. All Students Graduate

Goal	Result	Goal Status
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<p>Provide the established SMART goal for the 2016-2017 school year.</p>	<p>N/A</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>
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## Instructional Program and Curriculum

The curriculum and instructional practices used are as follows.

1. Data-driven Instruction includes assessment, analysis, action, and culture.

- Assessment: Creating rigorous interim assessments that provide meaningful data.
- Analysis: Examine results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what the students most need to learn.
- Culture: Create an environment in which data-driven instruction can survive and thrive.

2. Response to Intervention (RtI) is designed to provide proactive, student centered reading/math interventions to students in the primary grades, thus creating an opportunity for successful experiences for all children in the area of reading and mathematics. Students are assessed using standards based assessments to identify performance level compared to Minnesota Academic Standards for each grade level. NWEA/MAP may also be used along with teacher records, curriculum tests, and transferred records.

The basic premises of RtI are:

- All primary students begin in Tier One and move to other tiers based on need.
- The RtI team collects and reviews data to measure student progress, assigning all students a Tier based on need in reading and math.
- After students are grouped into tiers based on their identified needs, students will receive interventions designed to better meet their individual learning needs.

3. Universal Academy implements the Sheltered Instruction Observation Protocol (SIOP) with English Learners. The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English Learners. Content knowledge, vocabulary and specific content-focused skills are the main focus, rather than the English language taught in isolation. All teachers, as well as support staff, are trained in and implement the SIOP techniques in their classrooms and utilize the WIDA (World-Class Instructional Design and Assessment) resources available to Minnesota schools as a consortium member. Since large numbers of Universal Academy's students are newcomers to school in the United States, this model of English language learning is important to support teachers with a specific starting point and method for differentiation of instruction as they work with the ESL teacher and design lessons that all students can access and learn from regardless of their prior mastery of English.

4. In addition, Universal Academy implements Direct Instruction (DI). DI provides a strong focus in the early elementary grades on the development of cognitive skills including attention, memory, and retrieval. Students are taught rote rehearsal, semantic and phonemic grouping strategies, and chunking or grouping strategies. In addition, students are taught categorization strategies, and how to create a conceptual hierarchy. Direct Instruction is a research-based strategy for accelerating growth in reading originated by: March C. Schug, Sara G. Tarver, & Richard D. Western.

5. In addition, all staff are trained in the Responsive Classroom approach that enhances the overall climate of the school and gives teachers/staff techniques to help students solve behavior problems school-wide. Responsive Classroom is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. This approach consists of practical strategies for helping children build academic and social emotional competencies day in and day out. In addition to reducing discipline problems, using these strategies increases student engagement and academic progress and supports a culture of high expectations. The Responsive Classroom is a research-based strategy for promoting a safe, positive learning environment: American Educational Research Journal in March 2014.

6. Technology is leveraged to allow students time to practice basic skills and allow teachers time to focus on higher order thinking with small groups of students. Universal Academy also addresses the need for students to know how to appropriately and safely use the Internet and their personal devices for retrieving information, determining fact from fiction, manipulating data, and creating new data.

7. As its primary math curriculum, UACS selected enVisionmath 2.0 from Savvas (formerly Pearson) which stresses students' foundational skills, teaching concepts versus process. Teaching conceptually lays a foundation, thus enabling all students to progress through advanced mathematics. Students as young as second grade begin learning multiplication and division and are performing simple pictorial algebra by fourth grade. Singapore Math incorporates student discussion about solving math problems. The quick mental calculation is stressed.

8. Universal Academy utilizes Savvas Reading Street as its primary curriculum in K-8 to assure the learning styles of all students are being met and that all MN Academic Standards are addressed. In addition, Daily 5, SRA Imagine It, and Words Their Way are supplemental structured reading programs that provide resources

for reaching the students' academic goals. These structured reading programs help students develop the daily habits of reading, writing, and working independently, and support the goal of providing differentiated instruction based on student needs.

9. Universal Academy utilizes a standards-based assessment pulled from the curriculum taught. Middle school focuses on Minnesotan culture for social studies. This series has a strong mix of core content, leveled books, activities and technology that engage students and connect them to their real world. It includes resources that support core social studies content, including games, poems, and songs for lower grades and provides informal assessment opportunities that align with Universal Academy's data-driven culture.

10. Additional Curriculum is as follows:

- K-5 Reading Intervention: Reading Mastery Direct Instruction by McGraw Hill
- K-6 Reading: Reading Street by Savvas
- K-8 Math: enVisionmath 2.0 by Savvas
- 7-8 Language Arts: MyPerspective by Savvas
- 7-8 Science: iScience by McGraw Hill
- 7-8 Social Studies: US History & World Geography by Houghton Mifflin
- K-8 Writing: Steven Dunn workshop curriculum (See professional development item 14)

Goals and benchmarks for instruction and student achievement for all student subgroups.

75% continuously enrolled students will demonstrate at least 1 year's progress on NWEA Growth measures.

Process for assessing and evaluating each student's progress toward meeting state and local academic standards.

Students are assessed weekly, monthly, and by NWEA tests three times yearly and MCA tests once yearly. All of this data is analyzed by teaching staff to evaluate student progress.

Process to review and evaluate the effectiveness of instruction and curriculum.

Universal Academy utilizes standards modelled from Q-Comp to evaluate teachers and has applied to join Q-Comp in the future. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

Remediation and acceleration practices or programming.

As 80% of the student body are English Learners, UA does not have a remediation program. Students are given additional supports to support their learning until they no longer need them. Students with a firmer grasp on the curriculum are given more challenging coursework to complete.

## Special Education Program

The charter school complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education as follows: Universal Academy welcomes and enrolls students regardless of any disabilities or learning challenges. Universal Academy contracts with Designs for Learning for appropriately licensed Director of Special Education, School Psychologist, and related services personnel. Universal Academy employs or contracts with appropriately licensed special education teachers and specialists.

Universal Academy appropriately serves students with IEPs in the least restrictive environment by scheduling time for the Special Education Teacher to teach alongside the classroom teachers and train the classroom teachers on the methods for providing classroom adaptations, accommodations, and modifications. In addition, the Special Education Teacher takes part in the weekly professional learning community in order to promote collaboration among all teachers in order to ensure student inclusion in classroom instruction.

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and fine motor skills, receptive and expressive language skills, vision, and cognitive skills. Universal Academy's Child Find Process is designed to facilitate discussion, collaboration, problem solving, and the sharing related to the delivery of instruction and behavior management. School staff, parents, and /or agency representatives have the right to refer the students to the Child Find Team (Rtl team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The Rtl Team ensures that interventions are identified and documented, and progress is monitored. After intensive intervention and evaluation (if necessary), final identification of the student will occur and, if appropriate, an IEP will be developed. In developing IEP's Universal Academy seeks to provide instruction in the least restrictive environment. Special Education teachers teach alongside classroom teachers to model effective strategies for ensuring that all students have instruction on grade level standards and with school wide strategies. In addition, Special Education teachers are part of the weekly, interdisciplinary grade level cluster Professional Learning Communities where they share effective strategies, learn from other teachers and monitor progress with school wide strategies.

## English Learner Program

All incoming and returning students take the Home Language Questionnaire upon enrollment or at the beginning of each school year. Students whose families identify as speaking a different language at home either take a WIDA test or their WIDA record is requested from their prior school. During the 2020-21 school year, 80% of the student body was identified as EL, as recorded by the primary language spoken in the home.

Pullout support is offered to students who need more intensive instruction in the English language. SIOP is a research-based approach to improving access to content for English learners, as noted above. SIOP strategies are utilized by all general education teachers in their lesson planning and instruction.

Universal Academy contracts with outside experts for ongoing training for teachers in the areas of SIOP and use of WIDA resources and teachers will learn to monitor their progress with implementing the SIOP

strategies in the weekly Professional Learning Communities (PLCs) on Fridays. The leadership team and the external expert conduct ongoing teacher observations to provide ongoing feedback and monitor student progress to ensure that the SIOP strategies are implemented effectively.

## School Calendar

During the 2020-21 school year, UACS served students in grades pK-8. Classes operated for 172 days.

A snapshot of the school's school year calendar that includes total annual instructional hours is included as **Attachment 1**.

## Innovative Practices & Implementation

Teachers clearly communicate to each student his or her areas of strength and needs and identify goals, and strategies for reaching the goals. In addition, students also learn to examine their own work to identify strengths and needs in order to set goals and monitor their progress toward reaching their goals. According to John Hattie's *Visible Learning A Synthesis of over 800 Meta-Analyses Relating to Achievement* (Hattie, 2009), the strategies that have the greatest measurable effect on student learning include 1) student self-assessment/self-grading, 2) data-driven instruction, 3) response to intervention, 4) providing formative assessments, 5) teacher clarity, and 6) feedback. Universal Academy ensures teachers and students get prompt, specific feedback on learning with time focused on analyzing and using the data each week to effectively meet student needs and that teachers receive job-embedded professional development for effectively implementing specific instructional best practices that they implement from "Teach Like a Champion" and Sheltered Instruction Observation Protocol (SIOP). In addition to replicating the aspects of data-driven instruction, Response to Intervention, and job-embedded professional development in the use of teaching techniques from Teach Like a Champion and from SIOP, Universal Academy replicates Harvest Preparatory and Best Academy's study visit protocol of conducting study visits to high performing schools in the state and nation to ensure that Universal Academy's benchmark for success is the highest standard.

Study visits are organized in a train-the-trainer model where teacher leaders who participate in the site visit will train the other teachers and paraprofessionals at Universal Academy. The teacher leaders provide leadership in their grade level teams to monitor the impact of the implementation of the strategy on student learning so that teachers can observe whether the adjustments to instruction are accelerating student learning.

In addition, Universal Academy contracts with leadership from the high performing charter school that teachers visited to visit Universal Academy to observe and provide feedback on Universal Academy's use of the strategies that were the focus of the site visit. The program is designed to support state academic standards.

Instruction is intentionally designed to begin the first day of school to meet student needs in order to ensure students meet Minnesota academic grade level standards. After a student is enrolled and before school



begins, student assessment data is collected and formatted for analysis. The teachers analyze this data and map the curriculum based on student performance relative to the state standards for each grade level during their two-week preparation time prior to the first day of school. Teachers identify and prioritize the student needs and strengths and set goals for the students based on the Minnesota state standards for each grade level for each subject area. According to the student needs, teachers start backward planning from the Minnesota standards. During the two weeks of professional development before school begins, the teachers are trained to use a pacing guide and backward planning to plan instruction to ensure that students remain on track to meet the Minnesota Academic Standards. Then the teachers design specific interventions to meet student needs. These are considered Tier One interventions because teachers design them to be implemented during whole class instruction. Students receive 90 to 120 minutes of daily reading instruction and 60 to 90 minutes of math in the general education setting. Students who are at risk for failure in reading or math as identified by the results of the assessments that students take prior to the first day of school receive additional tiered interventions. Students identified as needing additional intervention in Tier II receive the same instruction as Tier I but receive an additional 30- minute block in reading or math in small homogeneous groups for 6 to 8 weeks. Students identified as needing additional intervention beyond Tiers I and II, receive the same instruction as Tier I, but receive 2 additional 30- minute instructional blocks with one-on-one instruction for the duration of the 6 to 8 weeks. Every six weeks student academic performance data is analyzed, and progress monitored to ensure that the intervention is accelerating learning for each student to meet the grade level standards.

Use of an Intervention Binder was Implemented during 2016/17. Every classroom has an intervention binder with 4 categories of interventions which are aligned to state benchmarks and use the same language as MCA standards; meets, partially meets, exceeds etc. During small group lessons students work on the applicable intervention lesson for their achievement of that week. If they do not work through the intervention successfully, they go to the Success Room to work with the Title I teacher. Title I teacher tracks student and teacher progress on interventions.

Parent Involvement during the 2017/18 school year every month on the second Thursday we had Parent Involvement night. UACS taught parents the system of school at Universal and how they can help their students do well in school. Topics included math assistance, teaching parents how to use Youtube and Google for supporting parent's knowledge of the concepts their students are learning.

## Primary & Statutory Purpose of a Charter School

Universal Academy's primary purpose is to *(1) improve pupil learning and student achievement by accelerating student learning* through an aligned framework of Data-Driven Instruction in conjunction with Response to Intervention (RtI), Responsive Classroom, Direct and Differentiated Instruction, and Sheltered Instruction Observation Protocol (SIOP) in a results-oriented culture that fosters a growth mindset. Additional purposes are to *(2) increase learning opportunities for pupils by ensuring that teachers are receiving professional development for and utilizing research-based effective instructional techniques* as reported in Doug Lemov's Teach Like a Champion and *to (3) encourage the use of different and innovative teaching methods* through weekly data analysis in Professional Learning Communities (PLCs) to ensure teaching

techniques are monitored and adjusted to accelerate student learning. Universal Academy will meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy will utilize a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

## Additional World's Best Workforce Data

Universal Academy has a population of 98% Black or African American students. While this is not ideal from a diversity standpoint, it has allowed the school to understand and cater to the unique needs of the student body. As a large percentage of the school are first generation East African Immigrants, the school has developed relationships with the community to comprehensively support families and enhance student learning.

Universal Academy is implementing a thorough Literacy Plan. In all subject areas, Universal Academy strives to implement best-practices instructional strategies as described above in the section on *Our Instructional Philosophy and Focus*, so that all students are able to reach grade level standards.

By ensuring that students are literate and on track for education success from an early age, Universal Academy contributes to students' lifelong learning success. Collaboration with students in developing their academic goals gives them a sense of ownership over their education and provides them with investment in their learning. This sense of ownership and personal investment will enable students to continue setting and achieving goals throughout their life. Early development of academic responsibility and an understanding of how a High School diploma will impact life-long success with the expectation that students *can* achieve great things with their lives will go a long way in ensuring students graduate from high school and pursue college or employment.

## Parent Survey Results

75 parents participated in the 2020-21 Parent Survey. As past surveys and anecdotal evidence suggests, the parents remained very satisfied with the UACS. 100% of parents surveyed agreed the school was safe, that there was good communication with the administration, and that they were overall satisfied with the school. 98% of the parents agreed they were mostly satisfied with the academics, and 90% were mostly satisfied with the teacher communication. 85% of parents were 'mostly' satisfied with the school environment, while the remaining 15% were 'almost' satisfied.

## Academic Performance

## MCA-II Data

<b>MATH</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Percent of students "On Track for Success"	28.6%	79.9%	44.1%	40.3%	34.6%	-	19.3%
<b>Percent of students making High, Medium, and Low Growth</b>							
High	10.7%	66.7%	33.3%	27.3%	22.6%	-	12.1%
Medium	46.4%	30.0%	33.3%	32.3%	39.5%	-	22.7%
Low	42.9%	3.3%	33.3%	40.4%	37.9%	-	65.2%

<b>READING</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Percent of students "On Track for Success"	20%	75.0%	44.6%	59.6%	50.4%	-	26.2%
<b>Percent of students making High, Medium, and Low Growth</b>							
High	4%	65.0%	28.9%	42.6%	29.4%	-	30.3%
Medium	60%	28.3%	36.1%	35.1%	45.4%	-	20.2%
Low	36%	6.7%	34.9%	22.3%	25.2%	-	49.5%

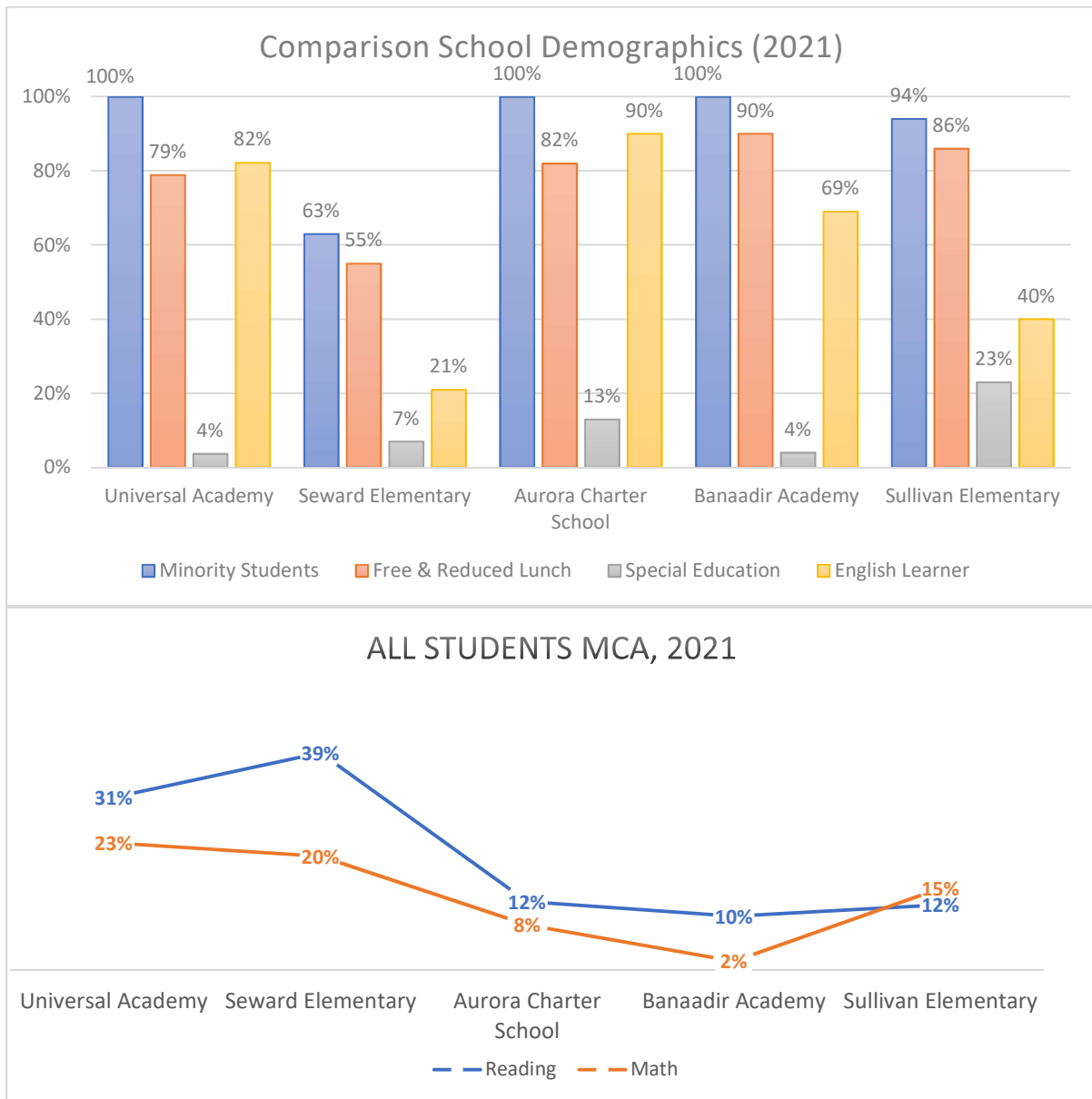
This growth data is pulled from MDE's School Report card: <http://rc.education.state.mn.us/>.

As is consistent with all students throughout the state, the 2020-21 school year saw students decrease in proficiencies. However, the MCA pre-COVID data from the last three years ago is especially promising and points towards the efficacy of Universal's educational program. The average proficiency for English Learner students in reading and math throughout the state hovers between 15-20%. Universal Academy students are achieving above 30% proficiency as a 98% EL student body. UACS tests well above its comparison schools, and is making significant progress towards closing the achievement gap between EL's and Non-EL students.

## Comparison Schools

Comparison schools were chosen based on student demographics and their neighborhoods proximity to Universal Academy. Most of the comparison schools have a very similar student population. Dowling and Seward Elementary schools have the most different student populations. These two were selected as comparison schools for gauging how Universal Academy is doing in closing the Achievement Gap and due to their geographical proximity. Aurora Charter School was chosen as a comparison school due to a similar

percentage of EL students. Aurora charter school has been functioning for many years and is well established. Banaadir Academy South is a four-year-old charter school with a similar percentage of EL and minority students, and is in close proximity to UACS.



Although proficiency for all students dropped in both Math and Reading as compared to past years, UACS students continued to do well when measured against the comparison schools.

All numbers were gathered from the Minnesota Report Card. (<https://rc.education.mn.gov/#mySchool/p--3>)

## ACCESS FOR ELLs

WIDA test results from 2019 indicate that Universal Academy students are making strides towards English language proficiency. 33.2% of UACS students are meeting their target. Due to COVID-19, no summarized assessment data is available for 2020-21.

## UA Staffing

During the 2020-21 school year, the school had 31 licensed teachers, five office staff, two deans, one Assistant Director, an executive director, and eighteen aides. All teachers hold a valid Minnesota license in the area(s) for which they teach.

On October 1, UA had 31 licensed staff for 427 students or 14 students per teacher. This intensive staffing model allowed for students to have extensive individualized attention. A teacher-heavy staff contributes to Universal's overall model of intensive support for students and high levels of instruction.

<b>2020-2021 Universal Academy ALL Staff Roster Contact information</b>			
<b>ADMINISTRATION</b>		<b>EMAIL</b>	<b>PHONE #</b>
<b>Director &amp; Principal</b>	Farhiya Einte	feinte@uacsmn.org	651 442-3124
<b>Assistant Director</b>	Alana Woods	awoods@uacsmn.org	507 217-7968
<b>MARSS/ CLICKS</b>	Nawal Abdulle	nabdulle@uacsmn.org	651 528-4976
<b>Building Operations</b>	Ahmed Abas	aabas@uacsmn.org	612-559-0427
<b>Dean of Students/ Parent Liaison</b>	Jehnah Benalshaikh Mohamed Salah	<u>jbenalshaikh@uacsmn.org</u> msalah@uacsmn.org	612 396-8399 612-275-3685
<b>Admin/Front desk</b>	Hodan, Nur	hnur@uacsmn.org	952-228-4637
<b>Front desk/Admin</b>	Morales, Harmony	hmoreles@uacsmn.org	612-607-3246
<b>Human Resource</b>	Mahvash Ayub	mayub@uacsmn.org	651-356-5418
<b>TEACHERS</b>			
Preschool Teacher	Ellen Rislove	erislove@uacsmn.org	
Kindergarten Teacher (A)	Warsame, Aisha		
Kindergarten Teacher (B)	Lucy Crosby	lcrosby@uacsmn.org	952-463-5970

1 <sup>st</sup> Grade Teacher (A)	Just, Lucy	ljust@uacsmn.org	952-923-5689
1 <sup>st</sup> Grade Teacher (B)	Lura, Sydney	slura@uacsmn.org	651 328 1274
2 <sup>nd</sup> Grade Teacher (A)	Balcer, Megan	zmohammad@uacsmn.org	612-707-1903
2 <sup>nd</sup> Grade Teacher (B)	Zack, Rebecca	rzack@uacsmn.org	651-261-1682
3 <sup>rd</sup> Grade Teacher (A)	Felizarte, Brenda	bfelizarte@uacsmn.org	651-272-6252
3 <sup>rd</sup> Grade Teacher (B)	Rademacher, Natalie	nrademacher@uacsmn.org	608-567-1991
4 <sup>th</sup> Grade Teacher (B)	Salad, Awo	apaulson@uacsmn.org	612-226-0081
4 <sup>th</sup> Grade Teacher (A)	Huss, Tim	thuss@uacsmn.org	612-599-1044
5 <sup>th</sup> Grade Teacher (B)	Eide, Josh	jedie@uacsmn.org	952-564-9198
5 <sup>th</sup> Grade Teacher (A)	Feist-Curtis, Karissa	kfeist@uacsmn.org	763-656-9797
6 <sup>th</sup> Grade Teacher (A)	Essler, Rachel	ressler@uacsmn.org	612-462-6025
6 <sup>th</sup> Grade Teacher (B)	Kreiwaldt, Brock	bkreiwaldt@uacsmn.org	608-213-2695
7/8 Social Studies	Samuel, Francis	fsamuel@uacsmn.org	612-816-0050
7/8 Language Arts	Klein, Allison	aburen@uacsmn.org	319-213-4549
7/8 Writing	April Alhuniti	Alhuniti@uacsmn.org	651 332 3540
7/8 Math	Kim Bang	kbang@uacsmn.org	651-331-6696
7/8 Science	Yusuf, Abdijalil Sheik	ayusuf@uacsmn.org	612-458-3115
Arabic Teacher	Maghadoui, Fatima	fmaghadoui@uacsmn.org	763 439 3924
Title 1	Colaad, Bashir	bcolaad@uacsmn.org	651-206-1239
SPED Teacher	Roushdy, Randa	rroushdy@uacsmn.org	952 500 1148
SPED	Mlambe, Marianne	mbanda@uacsmn.org	763 951 9141
ELL Coordinator/Coach	Weinmann, Nicole	nweinmann@uacsmn.org	

ELL Teacher	TBD		
Physical Education	Webb, Corey	cwebb02@uacsmn.org	651.769.3870
Academic Coach (K-5)	Bieszek, Jackie	jbieszk@uacsmn.org	715-574-7686
Computer / Success	Gharib, Rania	rgharib@uacsmn.org	651 808 4525
DAC coordinator /Data	Moallin, Abdi Karim	amoallim@uacsmn.org	612-517-4301
Library Media Specialist	Nue	cnue@uacsmn.org	218-689-0353
<b>ASSISTANTS</b>			
7/8	Tirik Mohamud	tmohamud@uacsmn.org	651-447-0081
1 Lura	Mohamed, Iman	imohamed@uacsmn.org	612-532-8625
1:1 1st Grade	Khalif, Deeqo	dkhalif@uacsmn.org	952-215-5489
Sub 2nd	Doualeh, Mahdi	mdoualeh@uacsmn.org	612-423-9332
1:1 3 Rademacher			
3 Brenda	Ismael, Mogueh	imoguehl@uacsmn.org	970-415-5866
Arabic	Yusuf, Muna	myusuf@uacsmn.org	402-281-6284
4 Huss	Yusuf, Sumaya	syusuf@uacsmn.org	612-426-9569
1:1	Mushtaq, M. Haris	mmushtaq@uacsmn.org	612-244-7364
1:1 Just	Ali, Salma	sali@uacsmn.org	612-607-3414
K Crosby	Hussein, Hafsa	hhussein@uacsmn.org	612-987-4995
Nurse	Farah M, Marian	mfmohamed@uacsmn	612 532 2498
1:1 4th	Mohamed, Hindi	hmohamed@uacsmn.o	651-447-

		rg	0081
3 Rademacher			
1:16th	Riyadh	R@uacsmn.org	206-304-2848
1:1 5th	TBD		
Preschool	Aden, I Sadiyo	sadiyoaden@uacsmn.org	612-205-9592
Preschool	Rislove, Ellen	<u>erislove@uacsmn.org</u>	612-860-6008
	Ahmed, Samir	Cafeteria	763-354-0721
	Abdullahi, Amina	Cafeteria	612-229-7619
	Farah, Hawa	Cafeteria Supervisor	612-267-7704
	Abdullahi, Abdulkadir	Cafeteria	612-442-0925
	Morales, Angela	Cafeteria	612-601-9968
	Ali, Shuayb	Security	612-703-9267
	Abdirisak, Hassan	Bus Monitor	763-291-4054
	Dahabow, Bandow	Cafeteria/Hallway Monitor	612-703-7381
	Omar, Mahmoud	Hallway Monitor	952-666-9574
K Hill	TBD		
• Sub 2nd	Abdimajid Irobe		

## Professional Development Activities

The professional development activities undertaken by all staff hit on the following topics:

1. Personal and Student Emotional Support and Mental Health (SEL): Participants will be able to define social emotional learning as well as learn strategies they can implement in their classrooms to improve behavior, social interactions, and academic learning. Participants will become familiar with the 5 CASEL Statewide Learning Goals in the area of social emotional learning. They are: Self Awareness, Self Regulation, Social



Awareness, Relationship Skills, and Responsible Decision Making. Participants will gain knowledge in neurodevelopment along with strategies they can use to assist students attain competencies in each area.

2. Technology: How effectively use technology while teaching students online: Participants will work with the Customizing Assessment feature on Savvas Realize as well as how to effectively use features on ZOOM for distance learning.

3. Creating a Welcoming Classroom Environment: A pathway to building relationships with your students; how important a good relationship between teacher and students can impact a student's education as well as a student's behavior.

4. Instructional Planning: How to create and utilize lesson plans and weekly quizzes following the Driven by Data instructional model.

5. Building Positive Relationships: How to foster a positive relationship with your students and create a strong classroom community.

6. Teach Like a Champion Chapter 3: How to set high academic expectations for your students using the Teach Like a Champion teaching techniques: No Opt Out, Right is Right, Stretch It, Format Matters, and Without Apology.

7. Building and Analyzing Comprehensive Exams: How to build a Comprehensive Exam based on instruction and curriculum resources. How to analyze the results of the Quarterly Comprehensive exams based on Chapter 1 "Assessment: Set your Landmarks (and Your Mile Markers) and Chapter 3 "Action: Charting a Better Path" from the book Driven by Data.

8. Building and Utilizing Pacing Guides: How to build Quarterly Pacing Guides and planning with the end in mind based on Chapter 4 "Planning for Success" of Teach like a Champion.

9. Working together to support ELL students: How to foster the "Power of Yet" to instill positive motivation in our students as well as reach our ELL population. Based on information provided by WIDA.

10. Building and Analyzing Weekly Quizzes: How to create effective weekly quizzes that will provide meaningful and useful data. Using strategies from Driven By Data chapter 2: "Analysis: Where and Why We Left the Route, and Chapter 3: "Action: Charting a Better Path" we will discover how to use the data collected from the weekly quizzes to create small groups as well as provide meaningful information on the understanding of state standards.

11. Building NWEA Intervention Binder: How to use the data collected from the NWEA growth test to create a binder of resources specific to the needs of each individual student.

12. Test Taking – Showing proof: Participants will learn how to teach the 10 Reading Strategies and use these strategies in their classrooms so students can show proof for each answer they choose on a multiple choice test.

13. Math K.N.O.W Strategy: How to teach the K.N.O.W. strategy for students to show proof when they find an answer to their math questions. K- what do you know N- What do you need to know O- What operation will you use W- Show your work.

14. Writing Workshop – Steve Dunn facilitates four workshops for teachers K-8 that focus on Narrative and Informational Writing as well as writing curriculum training.

15. Child Find/RTI – Training is provided by Designs for Learning annually and teaches effective intervention for students struggling academically or behaviorally.

## Governance and Management

### UA BOARD OF DIRECTORS

Name	Phone Number	Email address	Minnesota Teacher License File Folder & Expiration Dat (if applicable)2	Board Position (Treasurer , Board Chair, Secretary)	Board Seat (Parent, Community Member, Teacher
Amiin Harun	952-297-5974	Amiin.harun@gmail.com		Board Chair	3 Years
Abdulkadir Osman	612-221-9728	aksosman@yahoo.com		Asst. Board Chair	3 Years
Lucy Crosby	651- 328-1247	lcrosby@uacsmn.org	474120	Board Member	2year
Marianne M. Banda	651- 3301664	mbanda@uacs.com	330039	Board member	2 year
Anisa Hashi	612- 7437128	ahashi@fairview.org	parent	Board member (Parent )	2 years

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

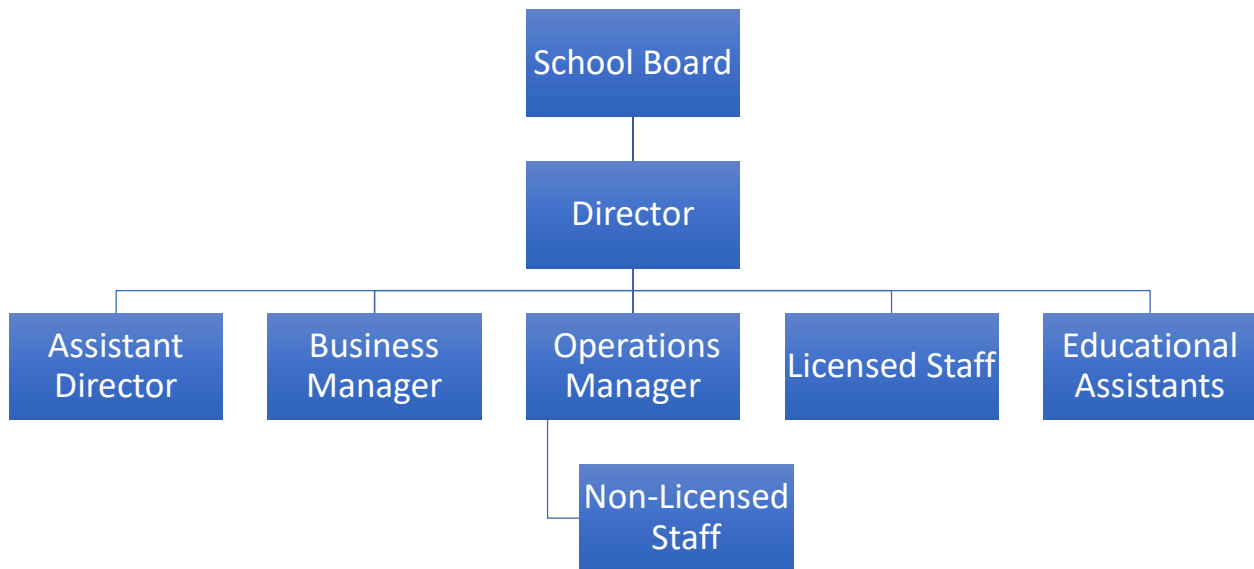
- 4) school board composition and the board demonstrates the capacity to govern an effective charter school;
- 5) board member training; (provided by Designs for Learning, taking place 10/10/21)
- 6) effectively and transparently conducting board meetings:
  - a) A discernible method for conducting meetings (i.e. Robert’s Rules)
  - b) Complying with MN Open Meeting Law
  - c) Timely distribution of board materials prior to meetings to board members and authorizer
  - d) Appropriate documentation of board and committee meetings

- 7) board decision-making and oversight, including but not limited to:
  - a. Establishing, reviewing and implementing policy
  - b. Establishing performance expectations that are in alignment with charter contract
  - c. Regularly reviewing academic, financial and operational data
  - d. Overseeing school improvement plans as necessary
  - e. Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

## UA MANAGEMENT STRUCTURE

Universal Academy’s management structure is as shown in the organization chart below.

Universal Academy does not contract with a Charter Management Organization (CMO). The school contracts with Designs for Learning for special education services including the Special Education Director, and for finance and human resources support.




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### Director’s Professional Development Plan

The Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor’s degrees in Elementary Education and Highschool Programming, a Master’s of Education in Elementary Ed, and a license in Elementary Education. She is working towards Principal Licensure at Hamline University. During the year she participated in the same professional development activities as the Universal Academy Teachers.

## Operational Performance

Universal Academy affirms that it materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- A. relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
  - State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
  - TRA/PERA;
  - School website is compliant with statutory and authorizer expectations;
  - Insurance coverage;
- B. the school facilities, grounds and transportation, including but not limited to:
  - a) Fire inspections and related records;
  - b) Viable certificate of occupancy or other required building use authorization;
  - c) Physical space provides a safe, positive learning environment for students;
  - d) Appropriate and safe student transportation practices;
- C. health and safety, including but not limited to:
  - e) Nursing services and dispensing of pharmaceuticals;
  - f) Food service;
  - g) Emergency management plan;
- D. admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- E. due process and privacy rights of students, including but not limited to:
  - c) Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - d) Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
  - e) Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
  - f) Transfer of student records;
- F. employment including transparent hiring, evaluation and dismissal policies and practices;
- G. required background checks for all school employees

## UA Future Plans

- 1) Schoolwide project of developing a Somali History Museum at the school. UACS will be utilizing space in the newly completed library, and acquire books about Somali history and culture. The school will reach out to local organizations the MN History Museum, the Somali American Partnership, and other non-profits to complete this.

- 2) In the 2022-2023 school year UACS will add a 9<sup>th</sup> grade class, and will add a successive grade with each year so that by 2025-26 UACS will have by a complete pK-12 school.
- 3) Bringing all students back up to grade level after the interrupted 2020-21 school year is a high priority for the staff.
- 4) UACS hopes to create a science lab in an unused classroom, as well as host a Science Fair.
- 5) UACS will host a Somali-content focused book fair with part of the proceeds donated back to the school.

## Finances

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Lisa Hasledalen  
 Position: Finance Director  
 Contact info: Designs for Learning  
 Phone: 651-255-8826  
 Email lhasledalen@designlearn.net

*Designs for Learning Financial Service Provider provides accounting services for Universal Charter School.*

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Novation Education Opportunities no later than December 31, 2021.

<b>FY18 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>
Total Revenues	6,949,822	212,771
Total Expenditures	5,904,785	235,742
Net Income	1,045,037	-22,971
Total Fund Balance	6,406,823	-0-

### Overview

Finances during the 20-21 school year remained stable. The revised budget was developed for 420 ADM

and ended the school year with 416.47 ADM.

**Revenues**

As of June 30, 2021, the school has received in Fund 01 a total of \$7,162,593 of current Fiscal Year State, Federal, and Local revenues.

**Expenses**


The largest expenses for Universal Academy are salaries & benefits, followed by purchased services, the building lease, and supplies.

**Net Income and Fund Balance**

Universal Academy Charter School had an overall audited fund balance of \$6,406,823 at June 30, 2021.

# Attachments

## Attachment 1: School Calendar

2020 – 2021 UNIVERSAL ACADEMY CHARTER SCHOOL CALENDAR																																																																																																	
 <p><i>Success for All</i> <b>UNIVERSAL ACADEMY</b></p> <p><b>Calendar Legend</b></p> <ul style="list-style-type: none"> <li><span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> No School for Students</li> <li><span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> No School for Students + Staff</li> <li><span style="background-color: #FFC0CB; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> Data Day: Students No School</li> <li><span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> SPECIAL SCHOOL EVENT</li> <li><span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> DISTRICT/STATE TESTING</li> <li><span style="background-color: #000000; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span> NEW QUARTER BEGINS</li> </ul>		<p>Jan. 1 No School Winter Break Jan. 4-28 NWEA (Winter) Jan. 14 Parent Empowerment Night Jan. 18 No School MLK Day Jan. 19-22 Comprehensive Exams Jan. 25 Quarter III Begins Jan. 29 No School for Students Data Day</p> <p>Feb. 1-26 WIDA Testing Feb. 8-12 Book Fair Feb. 11 Conferences (QII) Half day for students Feb. 12 Conferences (QII) All Day No School for students Feb. 15 No School Presidents' Day Feb. 18 PEM and Honor Roll Feb. 22-26 Writing Workshop</p>		<p><b>JANUARY 2021</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>			S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																
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