

**Utah Career Path High
Governing Board of Directors
Board Meeting**

Date: January 9, 2024

Time: 3:30 PM

Location: 290 N. Flint Street; Kaysville, UT 84037



Career Path High

*Career Path High changes lives and strengthens society by guiding students
on a path to college success and career readiness.*

AGENDA

CALL TO ORDER

CONSENT ITEMS

- October 16, 2023 Board Meeting and Closed Session Minutes

PUBLIC COMMENT (Comments limited to three minutes)

- 2024/2025 Fee Schedule and Fee Waiver Policy

AUDIT PRESENTATION & TRAINING

REPORTS

- Director Report
- Financial Report

VOTING AND DISCUSSION ITEMS

- Policies:
 - Selection and Purchase of Instructional Materials Policy
 - Rescind Reuse and Disposal of Textbooks Policy
- 2024/2025 Fee Schedule and Fee Waiver Policy
- PTIF Resolution
- 2024/2025 School Year Calendar
- ELEVATE – Continuous Improvement Expert Selection
- Director Travel Approval
- New Board Member Consideration/Approval

CALENDARING

- Next Board Meeting February 12, 2023 @ 3:30pm
- National Charter School Conference - Boston June 30-July 3

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(l)(a).

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

**Utah Career Path High
Governing Board of Directors
Board Meeting**

Date: October 16, 2023

Location: 290 N. Flint Street; Kaysville, UT 84037

Board Members in Attendance: Angie Osguthorpe, Leslie Mock, Clint Morris, David Hansen

Others in Attendance: Stacey Hutchings, Gabe Clark, Krystal Taylor,
Erin Winterton, Hannah Dorius, Valerie Jones



Career Path High

MINUTES

CALL TO ORDER

David Hansen called the meeting to order at 3:32 PM.

CONSENT ITEMS

- September 21, 2023 Board Meeting Minutes
Leslie Mock made a motion to approve the September 21, 2023, board meeting minutes; Clint Morris seconded the motion. The motion passed unanimously. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye.

PUBLIC COMMENT

This was the first opportunity for the public to comment on the proposed 2023-2024 Fee Schedule and Fee Waiver Policy. There were no public comments.

REPORTS

- Director Report and Board Goal Setting
Stacey Hutchings presented the Director Report. She reported on enrollment, staffing, grants, and more. 168 students were enrolled by October 1st. This number is a bit lower than anticipated but the school made some strategic decisions that ultimately lowered the number. The school stopped enrolling 12th graders in June. The school's budget is based on 180 students, and they will shift that budget accordingly. Staff has not changed since the last board meeting. New curriculum called Modern Classroom was introduced and is fully funded through the Digital Teach & Learning Grant and it is well received thus far.
- Financial Report
Erin Winterton provided the financial report including the balance sheet and P&L statement. The state of the school's cash is positive, and the school's financials are in good standing. The school has 350 days of cash on hand which is very healthy. Accounts receivable is higher than usual because they have applied for reimbursement. They are considering adding 100k of their cash on hand into their PTIF account.

Career Path High Board Meeting: 10.16.2023

Approved:

VOTING AND DISCUSSION ITEMS

- Special Education Policy and Procedures Manual

The changes to the manual were discussed with the board. The manual was preapproved by the state before it was presented and approved by the board.

Angie Osguthorpe made a motion to approve the Special Education Policy and Procedures Manual as presented; Leslie Mock seconded the motion. The motion passed unanimously. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye.

- LEA Specific Licenses

Stacey Hutchings presented the need for LEA specific licenses. There are 2 licenses needed. One for a history teacher and he is in the process of getting his certified . Financial Literacy teacher is finishing up her paperwork for certification.

Angie Osguthorpe made a motion to approve LEA Specific Licenses; Clint Morris seconded the motion. The motion passed unanimously. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye.

- Policies

- ☐ Attendance Policy
- ☐ Student Conduct and Discipline Policy

Gabe Clark presented the policies in need of amendment. Amendments are required because of state legislative changes. Review was changed from annually to regularly. The Attendance Policy outlines the school's strategies for addressing chronic absenteeism. The Student Conduct and Discipline Policy addresses how the school will interact with law enforcement measures and how they apply to the school. It also addresses parameters around restraint of students.

Angie Osguthorpe made a motion to approve Attendance Policy and Student Conduct and Discipline Policy; Leslie Mock seconded the motion. The motion passed unanimously. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye.

CALENDARING

- Next Board Meeting is scheduled for January 22, 2023 @ 3:30PM.

CLOSED SESSION- to discuss the character, professional competence, or physical or mental

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Approved:

health of an individual pursuant to Utah Code 52-4-205(1)(a).

At 4:17PM Leslie Mock made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) to be held at Career Path High School; Angie Osguthorpe seconded the motion. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye. Motion passed unanimously.

ADJOURN

At 4:28PM Angie Osguthorpe made a motion to adjourn and move out of closed session. Clint Morris seconded the motion. The motion passed unanimously. Votes were as follows: Leslie Mock, Aye; Angie Osguthorpe, Aye; Clint Morris, Aye; David Hansen, Aye.

Utah Career Path High Governing Board of Directors Closed Session



Career Path High

Meeting Date: October 16, 2023

Location: 290 N. Flint Street; Kaysville, UT 84037

Ascent Academies of Utah's network of schools utilizes the Schoolwide Enrichment Model to build a strong educational foundation and to provide an enriching, individualized and varied educational experience to all students.

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Utah Career Path High entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 16th day of October, 2023.

David Hansen, Board President

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Approved:



Career Path High

2024-2025 Student Fee Schedule

The following student fees may be assessed to students of Career Path High as follows:

REQUIRED FEES (for all fully and partially enrolled students in grades 9-12)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Basic Student Fee	Supplies and Materials for Activities	\$20
Art Lab Fees	Supplies for Art Foundations I or II, Painting, Crafts	\$10
11th & 12th Grade	Davis Tech Registration Fee	\$40
Cap & Gown	Graduation Caps & Gowns, Rental Gown Maintenance	Up to \$40
FEES FOR OPTIONAL COURSES, PROGRAMS, AND ACTIVITIES for participating students		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Dance Tickets	Supplies, Security, Custodial Costs, and Stipends	Up to \$25
Club Fees	Supplies, Club Jackets, Team Jerseys	Up to \$30
MISCELLANEOUS FEES		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Remediation	Wages, Curriculum, and Materials	\$40

GRADE 9-10 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$30 PER STUDENT

GRADE 11 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$70 PER STUDENT

GRADE 12 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$110 PER STUDENT

This amount reflects the total student fees any student in each grade level would be required to pay if the student participated in all courses, programs, and activities provided, sponsored, or supported by the School for students in each grade level.

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at the School and/or review the school fees materials provided on the School's website. If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

[Davis Technical College Fee Schedule](#) - Please review the fees on this link for Davis Tech Programs which 11th & 12th grade students choose from to earn their CTE and most elective credits toward graduation.

**Career Path High
Fee Waiver Policy
Adopted: April 30, 2013
Revised: November 12, 2018
Revised: March 16, 2020
Revised: August 17, 2020
Reapproved: January 11, 2021
Reapproved: February 7, 2022
Reapproved: March 1, 2023
Revised: August 21, 2023**

Purpose

Career Path High (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in School-sponsored activities.

Policy

Under the direction of the Board, the School’s Principal (the “Principal”) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School;
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and

- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means something of monetary value requested or required by the School as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by the School. This includes money or something of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment"

- (a) means an activity-related, course-related, or program-related tool or instrument that:
 - (i) is required for a student to use as part of an activity, course, or program in a secondary school;
 - (ii) typically becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) includes:
 - (i) shears or styling tools;
 - (ii) a band instrument;
 - (iii) a camera;
 - (iv) a stethoscope; or
 - (v) sports equipment, including a bat, mitt, or tennis racket.
- (c) does not include School equipment.

"Instructional supply" means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school and includes:

- (a) prescriptive footwear;
- (b) brushes or other art supplies, including clay, pain, or art canvas;
- (c) wood for wood shop;
- (d) Legos for Lego robotics;
- (e) film; or
- (f) filament used for 3D printing.

"Maintenance of School equipment" means a cost, payment, or expenditure related to storing, repairing, or keeping School equipment in good working condition. It does not include the cost related to end-of-life replacement.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or
 - (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
 - (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, fundraising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

“Provision in lieu of fee waiver”

- (a) means an alternative to fee payment or waiver of fee payment; and
- (b) does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program; successfully complete a School class for the highest grade; or
- (b) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:
 - (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

“School equipment” means a durable school-owned machine, equipment, or tool used by a student as part of an activity, course, or program in a secondary school and includes a saw or 3D printer. “School equipment” includes a saw or 3D printer.

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - (ii) payments made to a third party that provide a part of a School activity, class, or program;
 - (iii) classroom textbooks, supplies or materials;
 - (iv) charges or expenditures for school activity clothing; and
 - (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.
- (c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

“Textbook”

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook;
 - (ii) computer hardware, software, or digital content; and
 - (iii) the maintenance costs of School equipment.
- (c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

Beginning with the 2021-2022 school year:

- (a) if the School imposes a fee, the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee.

Beginning with the 2022-23 school year, the School may not sell textbooks or otherwise charge a fee for textbooks or the maintenance costs of School equipment as provided in Section 53G-7-602, except for a textbook used for a concurrent enrollment or advanced placement course.

All fees are subject to the fee waiver requirements of this policy.

Fees for Classes & Activities During the Regular School Day

Fees may be charged in grades 9-12 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is approved as provided in this policy and state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items (i.e., tickets to events, etc.) in order for students to fully participate and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver requirements of this policy.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (i.e., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed in connection with an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

The amount of revenue raised by a student through an individual fundraiser for an activity, as well as the total per student amount expected to be received through required group fundraising for an activity, will be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

Notice to Parents

The Principal will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a

written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year.

The School will also post the following on its website each school year:

- (a) The School's Fee Schedule, including maximum fee amounts, and Fee Waiver Policy;
- (b) The School's fee waiver application;
- (c) The School's fee waiver decision and appeals form; and
- (d) The School's fee notice(s) for families.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but all such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the

student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Principal to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Principal. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent cannot pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Principal will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF or SNAP funding. If a student's family receives TANF or SNAP, the School may require the student's family to provide the School an electronic copy or screenshot of the student's family's eligibility determination or eligibility status covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- (d) The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

The School may retroactively waive fees if eligibility can be determined to exist before the date of the fee waiver application.

Fee Waiver Approval Process

The Principal will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Principal will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

Each year the School will maintain documentation regarding the number of School students who were given fee waivers, the number of School students who worked in lieu of fee waivers, the number of School students who were denied fee waivers, the total dollar value of student fees waived by the School, and the total dollar amount of all fees charged to students at the School, as this information may be requested by the Utah State Board of Education as part of its monitoring of the School's school fees practices.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Principal within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal to discuss the parent's concerns. If, after meeting with the Principal, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers.

However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour of service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee- related policies specific to each employee's job function.



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June 30, 2023

Utah Career Path High

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Independent Auditor's Report

The Board of Directors
Utah Career Path High
Kaysville, Utah

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of Utah Career Path High (the School) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and schedule of revenue, expenditures, and changes in fund balance – budget and actual – general fund and notes to the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements.

Such information is the responsibility of management and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our

inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 21, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Erik Bailey LLP". The signature is written in a cursive, flowing style.

Ogden, Utah
November 21, 2023

The discussion and analysis of the Utah Career Path High's (the School) financial performance provides an overall review of financial activities for the fiscal year.

FINANCIAL HIGHLIGHTS

In fiscal year 2023, the combined total of local, state, and federal revenue increased by \$314,309 from the previous year, or 16%. There were multiple reasons for the increase in revenue. Enrollment grew by approximately 5% during the year, the weighted pupil unit (WPU) and local replacement funding (LRF) increased by 6% from the previous year, and the School utilized additional federal funding that was provided to help mitigate the negative impact of the COVID-19 pandemic. In February 2023, the School added a classroom and an office to its lease with Davis Technical College to accommodate growth and improve the usability of the existing space. The School has an involved Board of Directors and Director, that are very fiscally responsible and active in monitoring school resources and spending. All these things led to another fiscally sound year.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis serve as an introduction to the School's basic financial statements. These financial statements include three primary components:

- Government-wide financial statements
- Fund financial statements
- Notes to the financial statements

The basic financial statements consist of two kinds of statements that present different views of the School's financial activities.

Government-Wide Financial Statements (GWFS)

The GWFS (i.e., Statement of Net Position and Statement of Activities) provides readers with a broad overview of the School's finances. The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies.

The Statement of Net Position provides information on all of the assets and liabilities of the School, with the difference between the two providing the net position. Increases or decreases in the net position may indicate whether the financial position of the School is improving or deteriorating, respectively.

The Statement of Activities reflects changes in net position during the fiscal year. Changes in net position are reported using the accrual basis of accounting, similar to that used by private-sector companies. Accrual basis accounting takes into account all current year related revenue and expenditures, regardless of when cash is received or paid.

The GWFS presents an aggregate view of the School's finances and contains useful long-term information as well as information for the just-completed fiscal year.

To assess the overall financial condition of the School, additional non-financial factors, such as changes in the condition of school buildings and other facilities, should be considered.

In the GWFS, the School's activities are all classified as governmental activities. Governmental activities include all regular and special education, all educational support activities, administration, custodial, maintenance, transportation, and food services. Most of these activities are supported by the State of Utah Minimum School Program. The GWFS can be found on pages 9-10 of this report.

Fund Financial Statements

Funds are accounting devices the School uses to keep track of sources of funding and spending on particular programs and to demonstrate compliance with various regulatory requirements. Fund financial statements focus on individual parts of the School. Fund statements generally report operations in more detail than the government-wide statements. This statement focuses on its most significant or "major" funds and not on the School as a whole.

The School establishes other funds, as necessary, to control and manage money for particular purposes or to show that it is properly using certain revenue.

Governmental Funds

Governmental funds account for nearly the same functions as the governmental activities. However, unlike the GWFS, governmental funds focus on near-term inflows and outflows as well as the balances left at year-end that are available for funding future basic services.

It is useful to compare information found in the governmental funds with that of the governmental activities. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions.

The basic governmental funds financial statements can be found on pages 11-14 of this report.

Notes

The notes to the financial statements starting on page 15 provide further explanation of some of the information in the statements and provide additional disclosures so statement users have a complete picture of the School's financial activities and position.

Required supplementary information further explains and supports the financial statements by including a comparison of the School's budget data for the year.

Government-Wide Financial Analysis

Net position may serve as a useful indicator of an organization's financial position. For the School, it continues to be a positive indicator since it is strong and continues to increase year after year.

	2023	2022
Assets		
Current and other assets	\$ 2,291,203	\$ 1,921,630
Capital assets	528,580	553,698
Total assets	\$ 2,819,783	\$ 2,475,328
Liabilities		
Current and other liabilities	\$ 124,255	\$ 120,084
Long-term liabilities	537,733	549,654
Total liabilities	661,988	669,738
Net Position		
Net investment in capital assets	(9,153)	4,044
Restricted	97,295	152,226
Unrestricted	2,069,653	1,649,320
Total net position	\$ 2,157,795	\$ 1,805,590

A portion of the School's net position is the investments in capital assets (i.e., furniture and equipment, capital improvements, and right-to-use leased office space) and the related debt used to acquire those assets still outstanding. These capital assets provide services to students; consequently, these assets are not available for future spending. The negative net investment in capital assets is due to cumulative depreciation of the respective capital assets exceeding the cumulative principal repayments on the related long-term debt. Restricted net position is restricted for program restrictions. The remaining portion of the School's net position is unrestricted.

Governmental Activities

Changes in Net Position – The table below shows the changes in net position for the fiscal years 2023 and 2022. The School relies on state and federal support for 96% of its governmental activities for the year ended June 30, 2023. The School had total revenue of \$2,309,499 and total expenses of \$1,957,294 during the year ended June 30, 2023. The School had an increase in net position of \$352,205 during the year ended June 30, 2023. This increase in net position is again bolstered from increased state funding, federal funding that was provided to help mitigate the negative impact of the COVID-19 pandemic, and efficient and effective budgeting and monitoring of finances by the Director and Board of Directors.

	2023	2022	Change
Revenue			
Program revenue			
State and federal aid	\$ 2,224,077	\$ 1,941,403	\$ 282,674
Operating grants and contributions	3,065	851	2,214
Other local revenue	82,357	52,936	29,421
Total revenue	<u>2,309,499</u>	<u>1,995,190</u>	<u>314,309</u>
Expenses			
Instructional	982,781	1,019,377	(36,596)
Support services			
Students	192,145	128,621	63,524
Staff assistance	25,516	74,875	(49,359)
School administration	448,999	381,158	67,841
Central services	130,617	106,605	24,012
Operation and maintenance of facilities	152,782	143,769	9,013
Transportation	-	750	(750)
Interest and other costs	24,454	22,535	1,919
Total expenses	<u>1,957,294</u>	<u>1,877,690</u>	<u>79,604</u>
Change in Net Position	<u>\$ 352,205</u>	<u>\$ 117,500</u>	<u>\$ 234,705</u>

Governmental Funds

The focus of the School's governmental funds is to provide balances of spendable resources and to provide data on near-term inflows and outflows.

General Fund – The general fund is the general operating fund for the School. At the end of the current fiscal year, the general fund balance is \$2,166,948 which is an increase of \$365,402 from the prior year. The increase to the general fund balance is largely due to the growth in enrollment, increase in WPU and LRF of 6%, and federal funding that was provided to help mitigate the negative impact of the COVID-19 pandemic. Lastly, it is due to good fiscal monitoring by the Director and the Board, as mentioned previously.

Expenditures for general School purposes totaled \$2,062,855, which is a decrease of \$440,681 from the prior year. A large one-time capital outlay expenditure in fiscal year 2022 is the primary cause for this decrease. In the 2022 fiscal year, the School adopted GASB Statement No. 87, *Leases*, which caused a capital outlay expenditure to be recorded in the amount of \$642,389 to recognize the present value of the School's lease contract. In the 2023 fiscal year, the School recorded a \$118,756 capital outlay expenditure for an addition to the lease contract.

General fund salaries totaled \$1,295,604, while the associated fringe benefits of retirement, social security, unemployment, workers compensation, health, dental, and vision added \$147,970 to arrive at 70% of the School's general fund expenditures.

Budgetary Highlights

Actual expenditures in the general fund were \$158,186 less than the amended budget. The amended budget was prepared with a conservative approach for revenues and budgeted for additional year-end expenditures, which were not made.

Capital Assets

The School has invested \$783,989 in a wide range of capital assets, but primarily in right-to-use leased office space. The total accumulated depreciation and amortization on these assets amounts to \$255,409. There were capital asset additions of \$118,756 for fiscal year 2023.

Additional information regarding the School's capital assets can be found in Note 3 to the basic financial statements.

Long-Term Debt

Long-term debt consists of lease liabilities for leased office space. See Note 4 to the financial statements for more information about long-term debt.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School at 550 E 300 S, Room 2037 Kaysville, Utah 84037, or by phone at 801-315-5626.

Utah Career Path High
Statement of Net Position
June 30, 2023

	<u>Governmental Activities</u>
Assets	
Cash and investments	\$ 2,131,111
State receivables	35,283
Federal receivables	123,124
Other receivables	1,685
Capital assets (net of accumulated depreciation and amortization)	<u>528,580</u>
Total assets	<u>2,819,783</u>
Liabilities	
Accounts payable	17,410
Accrued liabilities	106,845
Long-term liabilities	
Due within one year - lease liabilities	157,847
Due in more than one year - lease liabilities	<u>379,886</u>
Total liabilities	<u>661,988</u>
Net Position	
Net investment in capital assets	(9,153)
Restricted for	
Special education	89,444
Other programs	7,851
Unrestricted	<u>2,069,653</u>
Total net position	<u><u>\$ 2,157,795</u></u>

Utah Career Path High
Statement of Activities
Year Ended June 30, 2023

Functions/Programs	Program Revenue			Net Revenue (Expense) and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
<i>Governmental activities</i>				
Instructional	\$ 982,781	\$ -	\$ 1,253,933	\$ 271,152
Support services				
Students	192,145	-	-	(192,145)
Staff assistance	25,516	-	-	(25,516)
School administration	448,999	-	-	(448,999)
Central services	130,617	-	-	(130,617)
Operation and maintenance of facilities	152,782	-	-	(152,782)
Interest and other costs	24,454	-	-	(24,454)
 Total Governmental Activities	 \$ 1,957,294	 \$ -	 \$ 1,253,933	 (703,361)
General Revenue				
Grants and contributions not restricted to specific programs				
State aid				973,209
Local revenue				25,777
Interest earnings				56,580
 Total general revenue				 1,055,566
 Change in Net Position				 352,205
 Net Position, Beginning of Year				 1,805,590
 Net Position, End of Year				 \$ 2,157,795

Utah Career Path High
Balance Sheet – Governmental Funds
June 30, 2023

	<u>General</u>
Assets	
Cash and investments	\$ 2,131,111
State receivables	35,283
Federal receivables	123,124
Other receivables	<u>1,685</u>
Total assets	<u><u>\$ 2,291,203</u></u>
Liabilities and Fund Balance	
Liabilities	
Accounts payable	\$ 17,410
Accrued liabilities	<u>106,845</u>
Total liabilities	<u>124,255</u>
Fund Balance	
Restricted for	
Special education	89,444
Other programs	7,851
Unassigned	<u>2,069,653</u>
Total fund balance	<u>2,166,948</u>
	<u><u>\$ 2,291,203</u></u>

Utah Career Path High
Reconciliation for Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2023

Total Fund Balance - Governmental Funds	\$ 2,166,948
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The cost of capital assets (capital improvements, furniture and equipment, and right-to-use lease assets) purchased or constructed is reported as an expenditure in governmental funds. The statement of net position includes those capital assets among the assets of the School as a whole. The cost of those capital assets is allocated over their estimated useful lives (as depreciation and amortization expense) to the various programs reported as government activities in the statement of activities. Because depreciation and amortization expense does not affect financial resources, it is not reported in governmental funds.

Costs of capital assets	783,989	
Depreciation expense to date	<u>(255,409)</u>	
		528,580

Long-term liabilities applicable to governmental activities are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Long-term liabilities		
Lease liabilities		<u>(537,733)</u>

Net Position	<u><u>\$ 2,157,795</u></u>
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Utah Career Path High
Statement of Revenue, Expenditures, and Changes in Fund Balance – Governmental Funds
Year Ended June 30, 2023

	General
Revenue	
State aid	\$ 2,010,370
Federal aid	213,709
Earnings on investments	56,580
School fees	10,116
Other local sources	18,726
Total revenue	<u>2,309,501</u>
Expenditures	
Instructional	<u>982,781</u>
Support services	
Students	192,145
Staff assistance	25,516
School administration	448,999
Central services	130,617
Operation and maintenance of facilities	<u>8,909</u>
Total support services	<u>806,186</u>
Non instructional	
Capital outlay	<u>118,756</u>
Debt service	
Principal	130,677
Interest and other costs	<u>24,455</u>
Total debt service	<u>155,132</u>
Total expenditures	<u>2,062,855</u>
Excess of revenue over expenditures	246,646
Other Financing Sources	
Proceeds from issuance of lease	<u>118,756</u>
Net Change in Fund Balance	365,402
Fund Balance, Beginning of Year	<u>1,801,546</u>
Fund Balance, End of Year	<u><u>\$ 2,166,948</u></u>

Utah Career Path High
Reconciliation of Governmental Funds Statement of Revenue, Expenditures,
and Changes in Fund Balance to the Statement of Activities
Year Ended June 30, 2023

Total Net Change in Fund Balance - Governmental Funds	\$	365,402
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Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which depreciation and amortization expense exceeded capital outlay during the fiscal year:

Capital outlay	118,756		
Depreciation expense	(143,874)		
			(25,118)

The governmental funds report repayment of long-term liability payments as expenditures and the effect of premiums/discounts when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. Interest is recognized as an expenditure in the governmental activities when it is due. In the statement of activities, interest expense is recognized as it accrues, regardless of when it is due. The net effect of these differences in the treatment of bonds and related items is as follows:

Repayment of lease liabilities principal	130,677		
Proceeds from lease liability	(118,756)		
			11,921

Change in Net Position of Governmental Activities	\$	352,205
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Note 1 - Summary of Significant Accounting Policies

Utah Career Path High (the School) was formed in 2013 and is a nonprofit institution organized under the nonprofit corporation laws of the State of Utah. The School was organized by a group of parents, teachers, and business professionals to provide an educational opportunity in Kaysville, Utah, that was not governed by the local school district. The School was founded on the premise that parents as partners in the learning process leads to success for each child. Every parent is asked to be involved with the school either through committees or through volunteering time in the classroom or with other needs the school may have as they arise. The School provides the following activities: education, encompassing instruction, student and staff support activities, and facilities maintenance and operation. Supporting services include general and administrative services which are overall entity-related administrative costs.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Financial Reporting Entity

The School follows GASB in determining the reporting entity and component units. The financial reporting entity consists solely of the primary government. Accordingly, the financial statements include all funds and agencies of the primary government whose budgets are controlled or whose boards are appointed by the School's Board of Directors (the Board).

The accounts of the School are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

The funds of the School are classified as governmental funds. The fund classifications and a description of each existing fund type follow:

Governmental Funds

Governmental funds are used to account for the School's general government activities, including the collection and disbursement of specific or legally restricted monies, the acquisition or construction of general fixed assets, and the servicing of general long-term debt.

The general fund is considered a major fund. Governmental funds include:

General fund – the primary operating fund of the School accounts for all financial resources, except those required to be accounted for in other funds.

Measurement Focus and Basis of Accounting

Government-Wide Financial Statements (GWFS)

The statement of net position and the statement of activities display information about the reporting government as a whole.

The statement of net position and the statement of activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenue, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenue, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 *Accounting and Financial Reporting for Nonexchange Transactions* in the GWFS.

Program Revenue

Program revenue included in the statement of activities derive directly from the program itself or from parties outside the School's citizenry, as a whole; program revenue reduces the cost of the function to be financed from the School's general revenue. Program revenue includes charges to students or applicants who purchase, use or directly benefit from the goods or services provided by the given function.

Fund Financial Statements

Governmental Funds

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenue is recognized when susceptible to accrual, defined as measurable and available. Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenue available if they are collected within 90 days after year-end. Expenditures are recorded when the related fund liability is incurred, except for unmatured principal and interest on general long-term debt, which is recognized when due, and certain compensated absences and claims and judgments which are recognized when the obligations are expected to be liquidated with expendable available financial resources. With this measurement focus, only current assets and current liabilities and deferred outflows and inflows of resources, as applicable, are generally included on the balance sheet. Operating statements of these funds present increases and decreases in fund balance.

The governmental funds use the following practices in recording revenue and expenditures:

Revenue

Entitlements and shared revenue (which include state equalization and state revenue sharing) are recorded as unrestricted grants-in-aid at the time of receipt or earlier if the susceptible to accrual criteria are met. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met and the susceptible to accrual criteria have been met.

Other receipts become measurable and available (generally collected within 90 days of year-end) when cash is received by the School and are recognized as revenue at that time. The School's period of availability is 90 days subsequent to year end.

Expenditures

Salaries are recorded as incurred. The School has employees who do not work year-round, but receive salary payments on a monthly basis; salaries earned, but unpaid, have been accrued as of June 30, 2023.

Investments

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

Receivables

All receivables are shown net of any allowance for uncollectible amounts. No allowances for uncollectible items have been recorded as of June 30, 2023.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates and those differences could be material.

Capital Assets

Capital assets are recorded at historical cost and depreciated over their estimated useful lives (excluding salvage value). Donated capital assets are recorded at their estimated acquisition value at the date of donation. Estimated useful lives are management's estimate of how long the asset is expected to meet service demands. The School's capitalization threshold is \$5,000. The cost of normal maintenance and repairs not adding to the value of the asset or materially extending asset lives are not capitalized. Straight-line depreciation is used based on the following estimated useful lives:

Capital improvements	20 years
Furniture and equipment	7 years

Right-to-use leased assets are recognized at the lease commencement date and represent the School's right to use an underlying asset for the lease term. Right-to-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-to-use leased assets are amortized over the shorter of the lease term or useful life of the underlying asset using the straight-line method. The amortization period is 5 years.

Leases

The School is a lessee for noncancellable leases of office spaces under two separate agreements. The School recognizes a lease liability and an intangible right-to-use lease asset in the government wide financial statements.

At the commencement of a lease, the School initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to leases include how the School determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The School uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the School generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the School is reasonably certain to exercise

The School monitors changes in circumstances that would require a remeasurement of its leases and will remeasure the lease assets and liabilities if certain changes occur that are expected to significantly affect the amount of the lease liability. Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

Restricted Net Position

For the government-wide statement of net position, net position is reported as restricted when constraints placed on net position use is either:

Externally imposed by creditors (such as debt covenants), grantors, contributors, or laws or regulations of other governments;

Imposed by law through constitutional provisions or enabling legislation.

It is the School's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

Fund Balances of Fund Financial Statements

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The School has historically shown prepaids as being nonspendable as these items are not expected to be converted to cash or are not expected to be converted to cash within the next year.

Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the general obligations and are restricted through debt covenants.

Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action by the Board. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action (resolution) that was employed when the funds were initially committed.

Assigned: This classification includes amounts that are constrained by the Board's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board or by the Board delegating this responsibility to the Director or her designee through the budgetary process.

Unassigned: This classification includes the residual fund balance for the general fund and the amount established for minimum funding.

The School would typically use restricted fund balances first, followed by committed resources, and the assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

Grants and Other Intergovernmental Revenue

Federal and state reimbursement-type grants are recorded as intergovernmental revenue when the related expenditures/expenses are incurred and, in the governmental funds, when the revenue meets the availability criterion.

Note 2 - Cash and Investments

At June 30, 2023, the School's cash and investments consisted of the following:

Cash			
Insured		\$	250,000
Uninsured and not collateralized			<u>64,654</u>
Total bank balance of deposits		\$	<u><u>314,654</u></u>
	<u>Rating</u>	<u>Fair Value</u>	<u>Investment Maturities</u>
Investments			
PTIF	Unrated	<u>\$ 1,816,457</u>	Less than 1 year
Total cash and investments		<u><u>\$ 2,131,111</u></u>	

The State of Utah Money Management Council has the responsibility to advise the State Treasurer about investment policies, promote measures and rules that will assist in strengthening the banking and credit structure of the state, and review the rules adopted under the authority of the State of Utah Money Management Act (the Act) that relate to the deposit and investment of public funds.

The School follows the requirements of the Act (Utah Code, Title 51, Chapter 7) in handling its depository and investment transactions. The Act requires the depositing of School funds in a qualified depository. The Act defines a qualified depository as any financial institution whose deposits are insured by an agency of the federal government, and which has been certified by the State Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

The Act defines the types of securities authorized as appropriate investments for the School's funds and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the School to invest in negotiable or nonnegotiable deposits of qualified depositories and permitted negotiable depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as "first tier" by two nationally recognized statistical rating organizations; bankers' acceptances; obligations of the United States Treasury including bills, notes, and bonds; obligations, other than mortgage derivative products, issued by U.S. government sponsored enterprises (U.S. Agencies) such as the Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation (Freddie Mac), and Federal National Mortgage Association (Fannie Mae); bonds, notes, and other evidence of indebtedness of political subdivisions of the state; fixed rate corporate obligations and variable rate securities rated "A" or higher, or the equivalent of "A" or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Act; and the Utah State Public Treasurers' Investment Fund.

The Utah State Treasurer's Office operates the Public Treasurers' Investment Fund (PTIF). The PTIF is available for investment of funds administered by any Utah public treasurer and is not registered with the SEC as an investment company. The PTIF is authorized and regulated by the Act (Utah Code, Title 51, Chapter 7). The Act established the Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The PTIF operates and reports to participants on a fair value basis. The income, gains, and losses of the PTIF, net of administration fees, are allocated based upon the participant's average daily balance. The fair value of the PTIF investment pool is approximately equal to the value of the pool shares.

Fair Value of Investments

The School measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

- Level 1: Quoted prices for identical investments in active markets;
- Level 2: Observable inputs other than quoted market prices; and
- Level 3: Unobservable inputs.

The investments consist only of PTIF funds which are classified as Level 2. The PTIF funds use the application of the June 30, 2023, fair value as calculated by the Utah State Treasurer to the School's average daily balance in the Fund. The School currently has no assets that qualify for Level 1 or 3 investments. The following table illustrates the investments by the appropriate levels for the School:

	Total	Quoted Prices in Active Markets (Level 1)	Other Observable Inputs (Level 2)	Unobservable Inputs (Level 3)
June 30, 2023				
PTIF	\$ 1,816,457	\$ -	\$ 1,816,457	\$ -

Custodial Credit Risk

For deposits and investments, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its deposits, investments, or collateral securities that are in the possession of an outside party. The School's policy for managing custodial credit risk is to adhere to the Act. The Act requires all deposits of the School to be in a qualified depository, defined as any financial institution whose deposits are insured by an agency of the federal government and which has been certified by the Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School's policy for reducing its exposure to credit risk is to comply with the Act, as previously discussed.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the School's investment in a single issuer. The School's policy for reducing this risk of loss is to comply with the Rules of the Money Management Council. Rule 17 of the Money Management Council limits investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the Act. Section 51-7-11 of the Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. The Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits, and fixed rate corporate obligations to 270 days - 15 months or less. The Act further limits the remaining term to maturity on all investments in obligations of the United States Treasury; obligations issued by U.S. government sponsored enterprises; and bonds, notes, and other evidence of indebtedness of political subdivisions of the state to five years. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding three years.

Note 3 - Capital Assets

A summary of activity in the capital assets is as follows:

	June 30, 2022	Additions	Deletions	June 30, 2023
Capital assets				
Furniture and equipment	\$ 26,085	\$ -	\$ (21,301)	\$ 4,784
Capital improvements	18,060	-	-	18,060
Right-to-use leased office space	642,389	118,756	-	761,145
Total capital assets	686,534	118,756	(21,301)	783,989
Less accumulated depreciation/amortization for				
Furniture and equipment	(22,610)	(684)	21,301	(1,993)
Capital improvements	(3,161)	(903)	-	(4,064)
Right-to-use leased office space	(107,065)	(142,287)	-	(249,352)
Total accumulated depreciation/ amortization	(132,836)	(143,874)	21,301	(255,409)
Total capital assets, subject to depreciation/amortization	553,698	(25,118)	-	528,580
Total capital assets, net	<u>\$ 553,698</u>	<u>\$ (25,118)</u>	<u>\$ -</u>	<u>\$ 528,580</u>

Depreciation and amortization expense was charged to operation and maintenance of facilities function of the School.

Note 4 - Leases

In September 2021, the School entered into an agreement to lease office space for 60 months. An initial lease liability was recorded in the amount of \$642,389. As of June 30, 2023, the value of the total lease liability was \$431,348. Under the terms of the lease, the School pays a monthly base fee of \$11,527, increasing 2.0% annually on the anniversary of the agreement. The right-to-use asset is being amortized over a period of 5 years. The value of the right-to-use asset was \$642,389 as of June 30, 2023, and had accumulated amortization of \$235,541. The School used a discount of 4.50%, based on an estimated incremental borrowing rate.

In February 2023, the School amended the lease above and added additional office space to be leased over 43 months. Under GASB 87, this amendment was recorded as a separate lease. An initial lease liability was recorded in the amount of \$118,756. As of June 30, 2023, the value of the total lease liability was \$106,385. Under the terms of the lease, the School pays a monthly base fee of \$2,900, increasing 2.0% annually on the anniversary of the agreement. The right-to-use asset is being amortized over a period of 43 months. The value of the right-to-use asset was \$118,756 as of June 30, 2023, and had accumulated amortization of \$13,811. The School used a discount of 4.50%, based on an estimated incremental borrowing rate.

Remaining obligations associated with the leases are as follows:

Years Ending June 30,	Principal	Interest	Total
2024	\$ 157,847	\$ 20,981	\$ 178,828
2025	168,749	13,655	182,404
2026	180,225	5,827	186,052
2027	30,912	174	31,086
Total	\$ 537,733	\$ 40,637	\$ 578,370

Note 5 - Concentrations

The School's principal source of support is state and federal-based support revenue. For the year ended June 30, 2023, this funding source accounted for approximately 96% of all revenue.

Note 6 - Benefit Plan

The School has a defined contribution retirement plan covering all full-time, salaried employees. The plan is administered by Helpside, an outsourcing company that the School has contracted with to perform its payroll and retirement functions. Eligible employees may contribute into an account at their option and discretion. The School matches up to 100% of employee contributions that do not exceed 5% of the employee's salary. For the year ended June 30, 2023, the School matched \$21,690.



Required Supplementary Information
June 30, 2023

Utah Career Path High

Utah Career Path High

Schedule of Revenue, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund Year Ended June 30, 2023

	Budgeted Amounts		Actual	Variance with Final Budget- Positive (Negative)
	Original	Final	Amounts	
Revenue				
State aid	\$ 2,026,432	\$ 2,004,633	\$ 2,010,370	\$ 5,737
Federal aid	41,745	223,236	213,709	(9,527)
Earnings on investments	5,000	49,000	56,580	7,580
School fees	15,000	16,350	10,116	(6,234)
Other local sources	10,000	17,000	18,726	1,726
Total revenue	2,098,177	2,310,219	2,309,501	(718)
Expenditures				
Instructional	1,265,154	1,139,329	982,781	156,548
Support services				
Students	135,901	205,100	192,145	12,955
Staff assistance	22,352	28,352	25,516	2,836
School administration	324,634	419,160	448,999	(29,839)
Central services	112,500	112,500	130,617	(18,117)
Operation and maintenance of facilities	158,324	175,100	8,909	166,191
Transportation	1,500	1,500	-	1,500
Total support services	755,211	941,712	806,186	135,526
Non-instructional				
Capital outlay	-	140,000	118,756	21,244
Total non-instructional	-	140,000	118,756	21,244
Debt service				
Principal	-	-	130,677	(130,677)
Interest	-	-	24,455	(24,455)
Total debt service	-	-	155,132	(155,132)
Total expenditures	2,020,365	2,221,041	2,062,855	158,186
Excess of revenues over expenditures	77,812	89,178	246,646	157,468

Utah Career Path High

Schedule of Revenue, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund

Year Ended June 30, 2023

	Budgeted Amounts		Actual	Variance with
	Original	Final	Amounts	Final Budget- Positive (Negative)
Other financing sources:				
Proceeds from issuance of lease	-	-	118,756	118,756
Net Change in Fund Balance	<u>\$ 77,812</u>	<u>\$ 89,178</u>	<u>\$ 365,402</u>	<u>\$ 276,224</u>

Note 1 - Basis of Budgeting

The School follows these procedures in establishing the budgetary data reflected in the financial statements.

1. The School's Director is appointed as the budget officer. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the Board.
2. The tentative budget and supporting documents shall include the following items:
 - a. The revenue and expenditures of the preceding fiscal year,
 - b. The estimated revenue and expenditures of the current fiscal year,
 - c. A detailed estimate of the essential expenditures for all the purposes for the next succeeding fiscal year, and
 - d. The estimated financial condition of the School at the close of the fiscal year.
3. The tentative budget shall be filed with the School's Director for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the Board.
4. Before June 30 of each year, the Board will adopt a budget for the next fiscal year.
5. By the sooner of July 15 or 30 days of adopting a budget, the Board will file a copy of the adopted budget with the state auditor and the State Board of Education.



Compliance Reports
June 30, 2023

Utah Career Path High



**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

The Board of Directors
Utah Career Path High
Kaysville, Utah

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Utah Career Path High (the School), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and the related notes to the financial statements and have issued our report thereon dated November 21, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah
November 21, 2023



**Independent Auditor's Report on Compliance and Report on Internal Control over Compliance
as Required by the *State Compliance Audit Guide***

The Board of Directors
Utah Career Path High
Kaysville, Utah

Report on Compliance

We have audited Utah Career Path High's (the School) compliance with the applicable state compliance requirements described in the *State Compliance Audit Guide*, issued by the Office of the State Auditor, for the year ended June 30, 2023.

State compliance requirements were tested for the year ended June 30, 2023, in the following areas:

Budgetary Compliance
Fraud Risk Assessment
Cash Management
Open and Public Meetings Act
Internal Control Systems
Public Education Programs

Opinion on Compliance

In our opinion, the School complied, in all material respects, with the state compliance requirements referred to above for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the *State Compliance Audit Guide* (Guide). Our responsibilities under those standards and the *State Compliance Audit Guide* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the state requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's government programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Guide will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *State Compliance Audit Guide* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses or significant deficiencies, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or to detect and correct noncompliance with a state compliance requirement on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a state compliance requirement will not be prevented or detected and corrected on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a state compliance requirement that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control and compliance and the results of that testing based on the requirements of the *State Compliance Audit Guide*. Accordingly, this report is not suitable for any other purpose.



Ogden, Utah
November 21, 2023



November 21, 2023

The Board of Directors
Utah Career Path High
Kaysville, Utah

We have audited the financial statements of Utah Career Path High as of and for the year ended June 30, 2023, and have issued our report thereon dated November 21, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and Government Auditing Standards

As communicated in our letter dated June 15, 2023, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Utah Career Path High solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated November 21, 2023.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Utah Career Path High is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2023. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such estimates were identified.

Financial Statement Disclosures

There were no financial statement disclosures that we consider to be particularly sensitive or involve significant judgement.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify any circumstances that affect the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated November 21, 2023.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

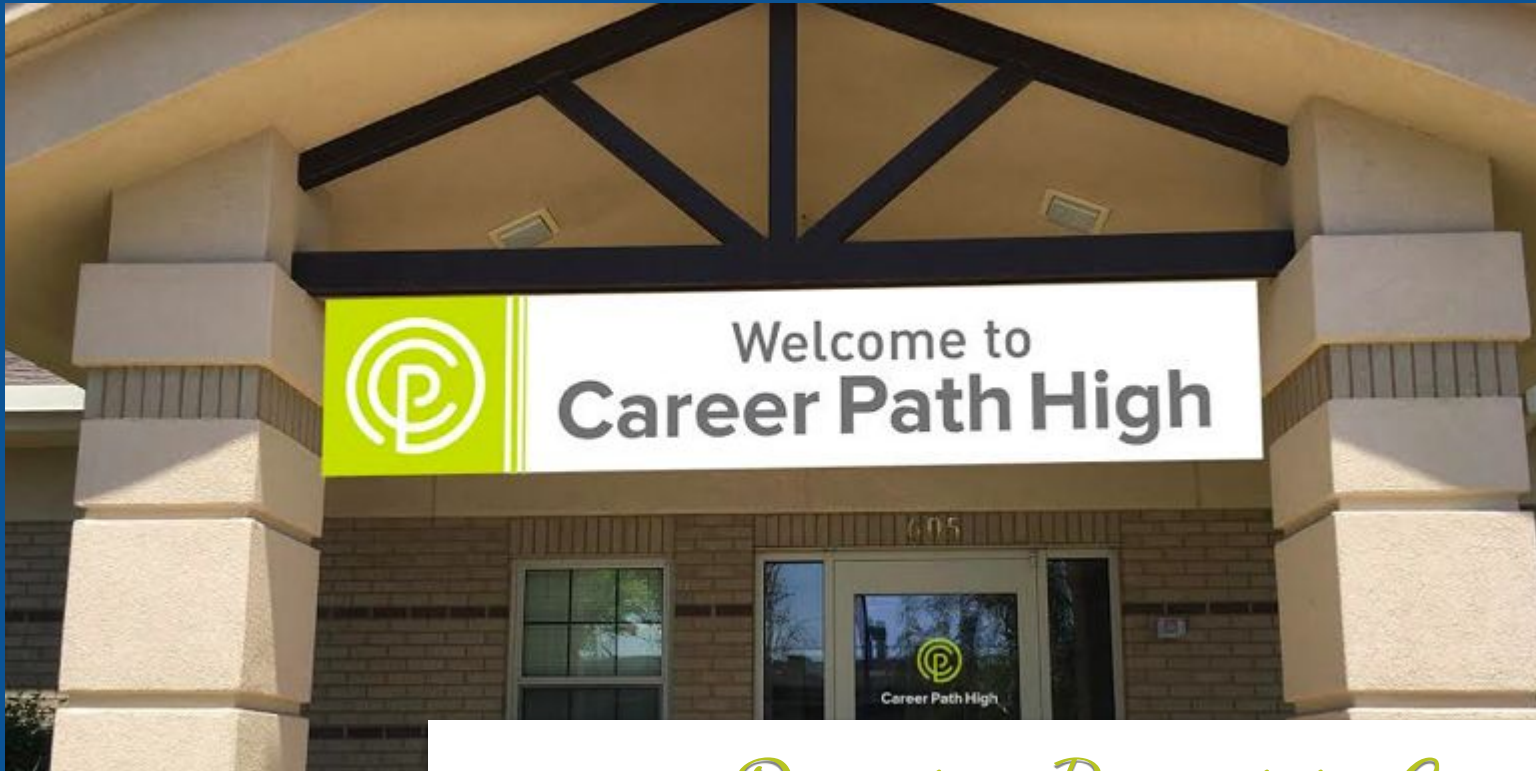
Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Utah Career Path High, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Utah Career Path High's auditors.

This report is intended solely for the information and use of the Board of Directors and management of Utah Career Path High, and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah



Director Report to Career Path High Board

58 of 181
January 9, 2024

Reporting Items

- Enrollment
- Staff
- Difference Maker Award
- Completion Data - Q2
- School Improvement Plan
- 2023-2024 Goals
- Priorities



Enrollment

Utah Career Path High

Sc

▼ 2023 2024 2025

Enrollment

Status

Race

Sex

Advisors

+ Registered 0

+ Enroll

Graduate Seniors

Grade:	9	10	11	12	Total
Active	27	34	52	40	153
Withdrawn	7	12	19	24	62
Effective 1/4/2024	34	46	71	64	215



Career Path High

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Staffing

Employee	Job Title/Responsibilities	FTE	Updates/Changes
Amrine, Kasey	Social Stuides Teacher	1	
Chandler, Jessika	ELA Instructor/Lead Teacher	1	
Coombs, Kady	Paraprofessional	0.87	
Daniels, Rachel	Paraprofessional	1	
Epperson, Joshua	Sped Director & Teacher	1	
Guerra, Nicole	Math Instructor	0.5	Change
Halsem, Cody	English	1	
Hammond, Julia	Sped Teacher	1	
Held, Liz	Secretary	0.15	Return
Hoopes, Logan	Asst. Principal/Student Support	1	
Hutchings, Stacey	Director/Principal	0.5	
Jones, Valerie	Dean of Academics & Marketing	1	
King, Geoffrey	Math/Science Teacher	1	
Leavitt, Alexis	Counselor	1	
MacDonald, Karen	English Teacher	1	
Mead, Stefanie	Operations Manager	1	
Merkle, Liz	Financial Lit Teacher	0.5	
Perkins, Lauren	PE/Health	1	Change
Roberts, Andrew	History	1	
Thornton, Deverie	Math Teacher	0.5	
Uriona, Anthony	Science Teacher	1	
Watts, Chelsea	Art Teacher	0.5	Change
Wilkins, Alycia	Paraprofessional	0.87	Change





Difference Maker Award

Kady Coombs -
Special Education Paraprofessional
3rd year at Career Path High
In school earning her Sped Teacher Certification

Kady works so hard to help all of her students be successful! She is a great advocate for them, and they really enjoy working with her. I appreciate the help she offers us in the English room, and she is always so pleasant to collaborate with! She is truly making a difference at CPH. :)

Kady always impresses me with her approach to the Success Coach role. She is always going above and beyond to meet the needs of her students. No matter what she is asked to do to help out, she does it with a smile on her face. She cares a lot about the students here at CPH, and it shows on a daily basis.

Kady is the epitome of goodness and high quality care. She works with some of our most in need students and manages to support them with whatever they need. She excels far beyond her role and capacity.

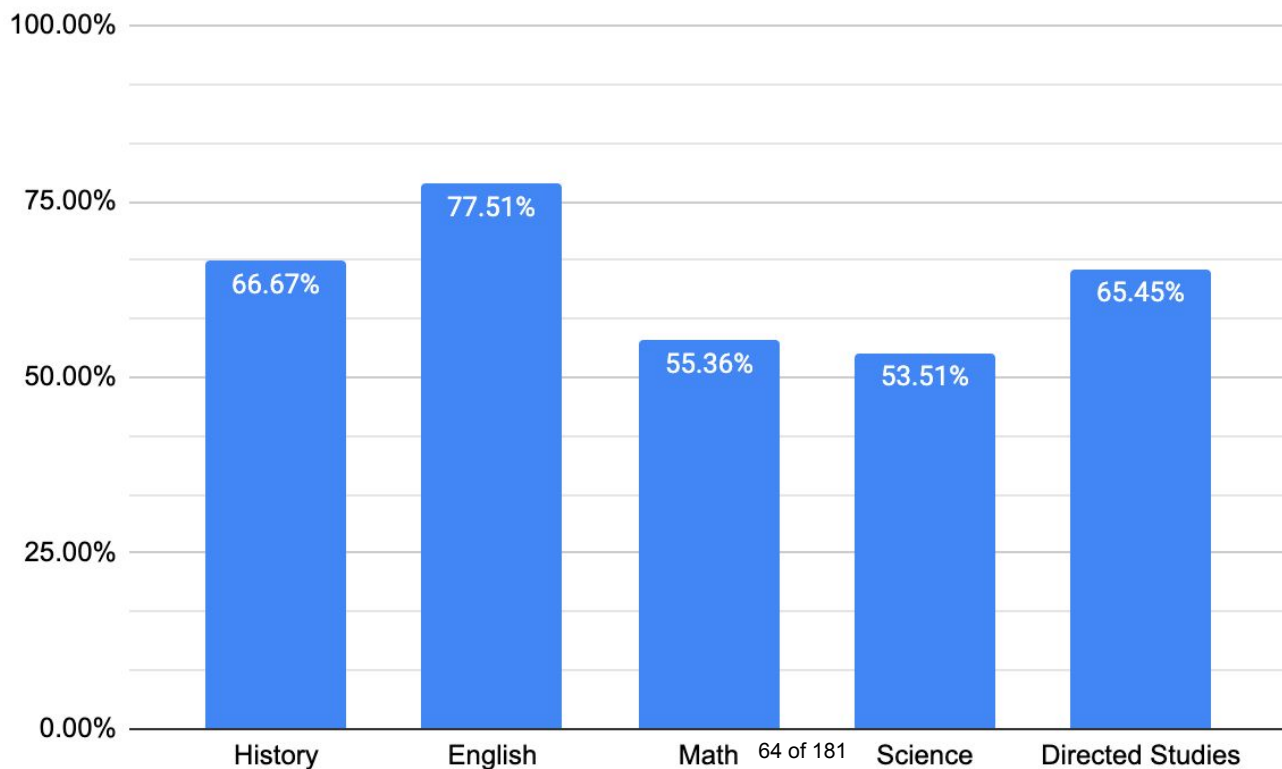


Learning Outcomes

- End of 1st Term Completion
- [2023 School Report Card](#)
- SY 2023 Graduation rate - 84.62%

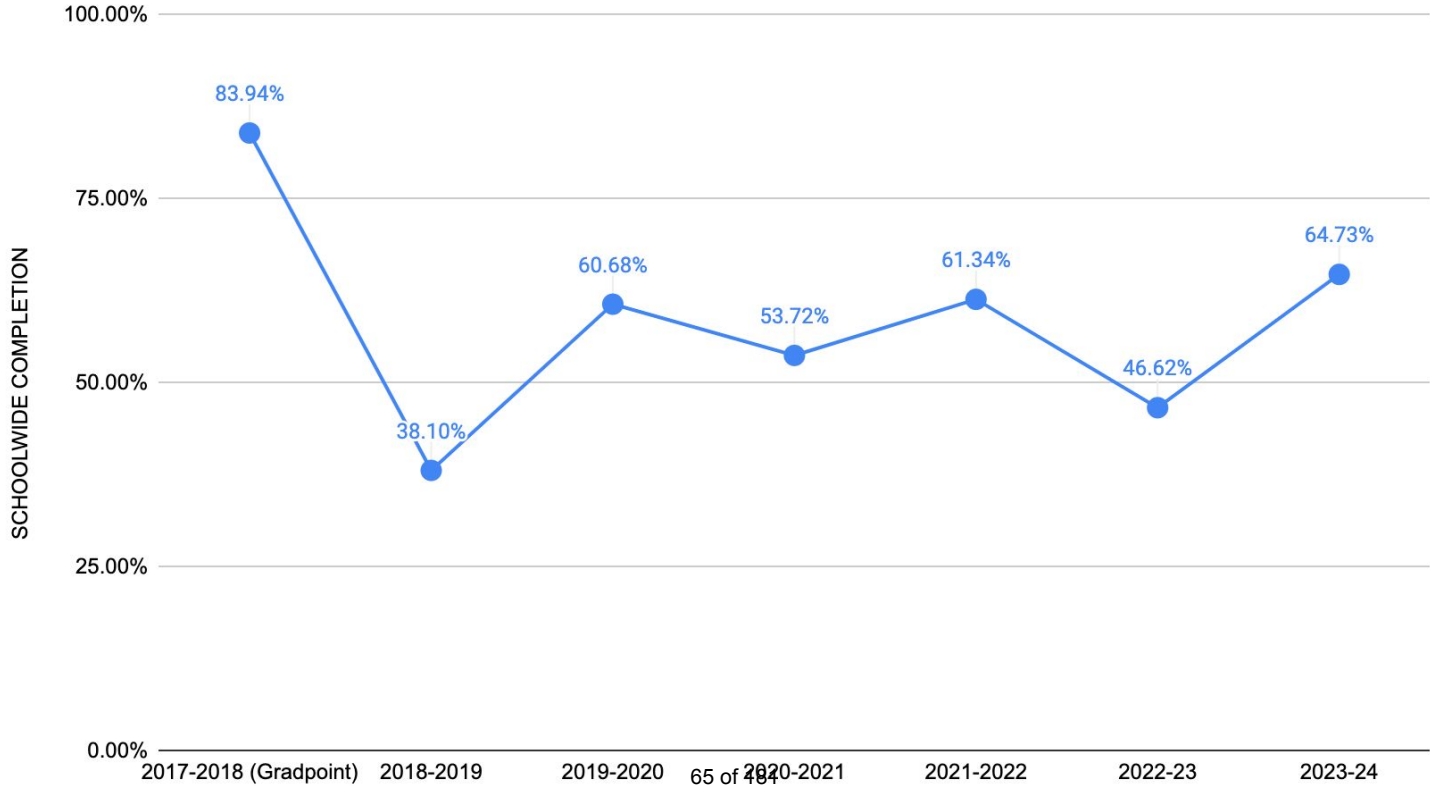


Quarter 2 - On Time Completion



65%
School-wide
Completion

Quarter 2 - Completion Trendline





School Improvement Plan

ELEVATE Grant -

School Improvement Plan -

Improve Science and Math Proficiency and Graduation Rate.

- *Curriculum review and alignment
- *Clear instruction and assessment priorities
- *Instructional cycles and data monitoring
- *Student engagement and efficacy
- *Access to career pathways and Davis Technical College



Continuous Improvement Expert Selection



Process -

RFP

released 11/3/2023

3 Bids received 12/01/2023

Bid Committee Reviewed and Scored Technical Proposals

Bid Committee Reviewed and Scored Cost Proposals

Committee Members -

Stacey Hutchings (Director/Principal)

Valerie Jones (Dean of Academics)

Epperson (Special Education Director)

Uriona (Teacher & School Trust Lands Staff Rep)

Josh

Anthony



Continuous Improvement Expert Selection

Bid Committee Recommendation - Catapult Learning

Catapult Learning Score Average based on criteria outlined in the RFP- 85/100

Catapult Learning demonstrated a rich background and **experience coaching many innovative school models from across the country and within Utah** make notable improvements in reaching their goals. The **solid resources and research based school improvement processes, clear and detailed timeline and willingness to support the Career Path High School model** stood out to the bid committee. The strength of the technical proposal along with the value and flexibility of the cost proposal put Catapult Learning as the top bid showing the best value to the procurement unit.





Goals - 2023-2024

- End of Year Course Completion - 90%
 - Math End of Year Completion - Increase by 5%
- Graduation Rate - State Average
- Davis Tech Course Completion - 5% Increase Davis Tech Program Completion - 5% Increase
- Enrollment for 2023 - 2024 - 200 Students



Priorities

Academic Achievement

- Developing the Model - Blended, Competency Based, Modern Classrooms
- Curriculum Design & Development

Focus on Culture

- Schoolwide Culture Plan
- Positive Behavior Intervention Plan

Growth

- Marketing & Operations to grow enrollment



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Career Path High

Go to high school, graduate with a career.





Touchstone

- We succeed by building positive relationships, encouraging clear communication, fostering an inclusive community of respect, collaborating to embrace academic challenges, honoring student achievement, and developing learning momentum that continues into the future.



Calendar

January 4th - Beginning of 2nd Semester
January 15th - Martin Luther King Day
January 17th - Parent Teacher Conferences
January 22 - 26th - School Choice Week
February 9th - Valentines Dance
February 19th - President's Day

**Utah Career Path High
Statement of Financial Position
As of 12/31/2023**

	Period Ending 12/31/2023	Period Ending 12/31/2022
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	462,706	697,734
Investments	1,866,312	1,378,727
Operating Cash	2,329,018	2,076,461
Accounts Receivables	2,110	3,378
Total Current Assets	2,331,128	2,079,839
Net Assets		
Fixed Assets	783,989	686,533
Depreciation	(255,409)	(132,836)
Total Net Assets	528,580	553,697
Total Assets & Other Debits	2,859,708	2,633,536
Liabilities & Fund Equity		
Current Liabilities	16,450	3,731
Long-Term Liabilities	537,733	549,655
Fund Balance	2,157,796	1,805,588
Net Income	147,729	274,562
Total Liabilities & Fund Equity	2,859,708	2,633,536

**Utah Career Path High
Statement of Activities
7/1/2023 - 12/31/2023**

	Annual 6/30/2024	Year-to-Date 12/31/2023	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	77,000	65,837	85.5 %
Revenue From State Sources	2,150,473	1,135,548	52.8 %
Revenue From Federal Sources	65,659	0	0.0 %
Total Income	2,293,132	1,201,385	52.4 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	261,156	116,377	44.6 %
0131 - Salaries - Teachers	876,280	351,860	40.2 %
0132 - Salaries - Substitute Teachers	1,000	0	0.0 %
0142 - Salaries - Guidance Personnel	87,400	29,947	34.3 %
0152 - Salaries - Secretarial and Clerical Personnel	93,600	48,734	52.1 %
0161 - Salaries - Teacher Aides and Para-Professionals	66,500	32,356	48.7 %
0184 - Salaries – Administrative Technology Personnel	0	1,768	0.0 %
Total Instruction/Salaries	1,385,936	581,042	41.9 %
Employee Benefits			
0220 - Social Security	151,340	51,134	33.8 %
0230 - Local Retirement	25,000	17,438	69.8 %
0240 - Group Insurance	1,500	1,809	120.6 %
0270 - Industrial Insurance	0	403	0.0 %
0280 - Unemployment Insurance	0	7,682	0.0 %
0290 - Other Employee Benefits	167,625	72,248	43.1 %
Total Employee Benefits	345,465	150,714	43.6 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	37,492	14,298	38.1 %
0330 - Professional Employee Training and Development	5,800	5,620	96.9 %
0340 - Other Professional Services	43,301	17,776	41.1 %
0345 - Business Services	81,500	51,650	63.4 %
0350 - Technical Services	12,000	10,490	87.4 %
Total Purchased Professional & Technical Services	180,093	99,834	55.4 %
Purchased Property Services			
0410 - Utility Services	6,000	722	12.0 %
0423 - Custodial Services	0	90	0.0 %
0430 - Repairs & Maintenance Services	2,200	88	4.0 %
0441 - Rental of Land & Buildings	175,900	89,121	50.7 %
0450 - Construction Services	0	32,500	0.0 %
0490 - Other Purchased Property Services	0	2,529	0.0 %
Total Purchased Property Services	184,100	125,050	67.9 %

Utah Career Path High
Statement of Activities (continued)
7/1/2023 - 12/31/2023

	Annual 6/30/2024	Year-to-Date 12/31/2023	
	Budget	Actual	% of Budget
Other Purchased Services			
0513 - Student Transportation Services - Commercial	1,500	736	49.1 %
0518 - Student Day Trips/Field Trips (includes Admission Ct	1,000	0	0.0 %
0521 - Property Insurance	200	730	365.0 %
0522 - Liability Insurance	3,300	2,690	81.5 %
0530 - Communication (Telephone & Other)	9,500	4,556	48.0 %
0540 - Advertising	15,000	4,117	27.5 %
0561 - Student Tuition to other LEAs In State	5,000	2,256	45.1 %
0580 - Travel/Per Diem	5,000	1,725	34.5 %
Total Other Purchased Services	40,500	16,810	41.5 %
Supplies & Materials			
0610 - General Supplies	50,000	24,403	48.8 %
0610-001 - Furniture and Fixtures (not capitalized)	10,000	0	0.0 %
0610-002 - Other Food Purchases	0	5,693	0.0 %
0621 - Natural Gas	0	146	0.0 %
0622 - Electricity	0	800	0.0 %
0641 - Textbooks	500	875	175.0 %
0644 - Library Books	352	0	0.0 %
0650 - Supplies - Technology Related	30,000	2,550	8.5 %
0670 - Software	41,700	10,049	24.1 %
0680 - Maintenance Supplies and Materials	2,000	19	1.0 %
Total Supplies & Materials	134,552	44,535	33.1 %
Property			
0733 - Capitalized Furniture and Fixtures	0	29,295	0.0 %
Total Property	0	29,295	0.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	22,000	6,375	29.0 %
Total Debt Services & Miscellaneous	22,000	6,375	29.0 %
Total Expenses	2,292,646	1,053,656	46.0 %
Total Net Income	486	147,729	30,374.5 %

Selection and Purchase of Instructional Materials Policy

SB 55 from the last legislative session (which is now codified in Utah Code § 53G-5-404) states that when charter school governing boards select and approve instructional materials for use in the classroom, the board has to go through the following process: (1) post the instructional material online (or, for copyrighted material, make available at the school) to allow for the public and school's educators to review; (2) hold at least two public board meetings where the public and school's educators have an opportunity to make public comment on the instructional materials; and (3) approve the instructional materials in a public board meeting no earlier than the second public board meeting at which public comment on the instructional materials was allowed.

As a result of SB 55, the recommendation is to revise the school's Selection and Purchase of Instructional Materials Policy to clarify that the school's board delegates to the principal/director the authority and responsibility to select and approve instructional materials for the school except under limited circumstances where the board is specifically required by law to approve instructional materials. The revisions provide the process the principal/director must go through to select and approve instructional materials – e.g., must select and approve instructional materials that meet the required criteria, must involve parents in the consideration of instructional materials (which is required by R277-468), etc. The revisions also provide the process the board must go through to select and approve instructional materials – i.e., the posting/two-board meeting/public comment requirement process explained above. Additional revisions to the policy have been recommended to make the policy more consistent with law and USBE rule, including the requirement to include parents in the review of complaints about the school's instructional materials (whether the complaint goes to the board or to the principal/director per the school's grievance policies).

Rescinding Reuse and Disposal of Textbooks Policy

HB 494 from the past legislative session repealed the law (Utah Code § 53G-7-606) that required LEAs to notify all other LEAs before disposing of undamaged textbooks. In light of HB 494, the USBE also recently repealed its rule (R277-433) that required LEAs to follow Utah Code § 53G-7-606 and to have a policy addressing the reuse and disposal of textbooks. As a result, the school no longer needs to follow those requirements and doesn't need to have a policy. So, the recommendation is for the school to rescind its Reuse and Disposal of Textbooks Policy.

**Career Path High
Selection, Approval, and Purchase of Instructional Materials Policy
Adopted: March 27, 2023
Revised:**

Purpose

The purpose of this policy is to establish the parameters by which Utah Career Path High (the “School”) will select, approve, and purchase instructional materials.

Policy

The School shall comply with the requirements of Utah law regarding the selection, approval, and purchase of instructional materials, including but not limited to Utah Administrative Code R277-468 and R277-469 and, when applicable, Utah Code § 53G-5-404.

The School’s purpose in managing the selection, approval, and purchase of instructional materials is to implement, enrich, and support the School’s educational program. For purposes of this policy, instructional materials are the resources used by educators to deliver or support student learning. These materials may be commercially available or School-created and include such materials as textbooks, workbooks, digital resources, online courses, and multiple forms of communication media.

Criteria for Instructional Materials

Instructional materials should contribute to the intellectual development and positive character of students. These materials should be:

- (a) in alignment with the School’s educational mission and philosophy and Utah Core standards;
- (b) of high quality, research-based, and proven to be effective in supporting student learning;
- (c) objective and provide balanced viewpoint of issues;
- (d) accurate and factual;
- (e) reflective of the pluralistic character and culture of the American people and accurate in the representation of diverse ethnic groups;
- (f) consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206;
- (g) appropriate to varying levels of learning;
- (h) age appropriate; and
- (i) compatible with School technology systems, of high technical quality, and easy to use.

Instructional materials should not be “sensitive materials” as that term is defined in Utah Code § 53G-10-103.

Selection and Approval of Instructional Materials by the Director

The Board of Directors (the “Board”) delegates to the School Director the authority and responsibility to select and approve instructional materials for the School, except under circumstances where the Board is specifically required by law to approve instructional materials. The Director shall select and approve instructional materials that meet the criteria set forth in this policy. When considering instructional materials, the Director shall review the Utah State Board of Education recommended instructional materials (RIMs), but the Director is not required to select RIMs if there are other instructional materials available that meet the criteria set forth in this policy.

The Director shall involve parents reflective of the School’s community (those who have a student who attends the School) and instructional staff in the consideration of instructional materials. The Director has discretion as to how to involve such parents and instructional staff in this process.

Selection and Approval of Instructional Materials by the Board

If the Board is required by law to approve instructional materials for use in the classroom, the Board shall do the following (in order) prior to approving the instructional materials:

- (a) post the recommended instructional materials online to allow for public review or, for copyrighted material, make the instructional materials available at the School for public review; and
- (b) hold at least two Board meetings where the recommended instructional materials is on the agenda and allow an opportunity at those Board meetings for School educators and parents of students enrolled in the School to express views and opinions on the recommended instructional material.

The Board may approve the recommended instructional materials in an open and regular Board meeting after the requirements above have been satisfied. The vote to approve the recommended instructional materials may occur at the second of the two Board meetings described in subsection (b) above.

In accordance with Utah Code § 53G-5-404(14), the requirements in this section apply only if the Board is approving instructional materials. The requirements do not apply if the Director is selecting and approving instructional materials (which Utah Code § 53G-5-404(14) refers to as “learning material”), nor do the requirements apply to educators’ selection of supplemental materials or resources.

Purchase of Instructional Materials

The School shall follow its Purchasing and Disbursement Policy in connection with the purchase of any instructional materials, regardless of whether the instructional materials are selected and approved by the Director or by the Board. The School shall identify all costs associated with instructional materials prior to purchasing the instructional materials, including any implementation and professional development costs.

Educator Selection of Additional Supplemental Materials or Resources

Despite the foregoing, educators at the School may select and use supplemental materials or resources in their classroom to augment instructional materials already selected and approved by the Director or the Board so long as each of the following are satisfied:

- (a) the educator has reviewed the supplemental materials or resources in their entirety prior to using them in the classroom;
- (b) the supplemental materials or resources meet the criteria set forth in this policy; and
- (c) the supplemental materials or resources have not previously been prohibited by the Director or the Board.

Contract Requirements

If the School contracts with a third party to provide online or digital materials, the School shall include in the contract a requirement that the provider give notice to the School any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events.

Complaints About Instructional Materials

If a School employee or parent has a complaint about instructional materials, they shall follow the School's applicable grievance policy (i.e., Staff Grievance Policy or Parent Grievance Policy). If a complaint about instructional materials rises to the level of the Director or the Board, the School shall include parents reflective of the School's community (those who have a student who attends the School) in reviewing the complaint. The Director or the Board, as applicable, has discretion as to how to include such parents in this process.



Office of the
State Treasurer

Public Entity Resolution

1. Certification of Authorized Individuals

I, Dave Hansen (Name) hereby certify that the following are authorized: to add or delete users to access and/or transact with PTIF accounts; to add, delete, or make changes to bank accounts tied to PTIF accounts; to open or close PTIF accounts; and to execute any necessary forms in connection with such changes on behalf of Utah Career Path High (Name of Legal Entity). Please list at least two individuals.

Name	Title	Email	Signature(s)
<u>Dave Hansen</u>	<u>Board Chair</u>		
<u>Stacey Hutchinson</u>	<u>Director</u>		
<u>Cathie Hurst</u>	<u>Controller</u>		

The authority of the named individuals to act on behalf of Utah Career Path High (Name of Legal Entity) shall remain in full force and effect until written revocation from Utah Career Path High (Name of Legal Entity) is delivered to the Office of the State Treasurer.

2. Signature of Authorization

I, the undersigned, Board Chair (Title) of the above named entity, do hereby certify that the forgoing is a true copy of a resolution adopted by the governing body for banking and investments of said entity on the 9th day of January, 2024, at which a quorum was present and voted; that said resolution is now in full force and effect; and that the signatures as shown above are genuine.

Signature	Date	Printed Name	Title
		<u>Dave Hansen</u>	<u>Board Chair</u>

STATE OF UTAH)
) §
COUNTY OF _____)

Subscribed and sworn to me on this 9th day of January, 2024, by
Dave Hansen (Name), as Board Chair (Title) of
Utah Career Path High (Name of Entity), proved to me on the basis of
satisfactory evidence to be the person(s) who appeared before me.

(seal)

Signature _____

Career Path High

DAILY SCHOOL SCHEDULE

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SCHOOL NAME / 2024-2025

MONTH	STUDENT DAYS PER MONTH	FULL DAYS	EARLY RELEASE DAYS	TEACHER COMP DAYS	LEGISLATIVE PD DAYS	NEW TEACHERS ONLY WORK DAYS	ALL TEACHERS ONLY WORK DAYS	TEACHER DAYS PER MONTH
August	11	11					8	19
September	20	20						20
October	21	20			1			21
November	19	17		1	1			19
December	15	15						15
January	19	18			1			19
February	19	19						19
March	20	19			1			20
April	18	18						18
May	17	16		1			3	20
June	0							0
Total Days	179	173	0	2	4	0	11	190
Total Hours	984.50	951.50	0.00	11.00	22.00	N/A	N/A	N/A

CALENDAR CHECKLIST

1. Fill in the blank white spaces on the count template and edit the start/end times. The gray/blue spaces will auto-populate.
2. Verify that the total days and total hours meet requirements (exactly 180 days / 990 hours minimum). Kinder must be a minimum of 2 hrs/day (even short
3. Confirm days being used for teacher compensation days and legislative days and that they are clearly labelled.
4. Confirm Kindergarten assessment days. Can be at the beginning and/or the end (not the middle) for a maximum of 10 days.
5. Confirm new and returning teacher work days, compare to previous school year days, and note differences to HR and Director.
6. October 1 should be a regular day with no days off or field trips. If October 1st falls over a weekend, verify that the Friday / Monday is in session.
7. Remind Directors to leave a cushion for snow/emergency make-up days. Consider building in one snow day annually.
8. Check that Legislative Days are labeled and scheduled after the first day of school.
9. For multi-campus schools, determine which campus is the district campus and which calendar will serve as the district calendar.
10. Boards must approve calendar and it must be turned into R&C and HR by March 30 to send to USBE and posted on the school website.

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:30 AM	8:30 AM
End	3:00 PM	1:30 PM
Elapsed Time	390.00	300.00
Passing Time	30	30
Lunch	30	30
Total Minutes	330.00	240.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date		
End Date		
23-24 Work Days	190	190
24-25 Work Days	190	190
Difference	0	0

USBE CALENDAR SUBMISSION	
Opening Institute:	
First Day:	
Fall Break:	
Thanksgiving:	
Winter Break:	
Spring Break:	
Other Non-School Days:	
Last Day:	
Website Link:	

STEP 3.1 INITIAL SCHOOL PLANNING TABLE REQUIRED

OVERVIEW

The third step in the USBE continuous improvement process is divided into two parts, 3.1 The Initial Framing of the School Improvement Planning Table (SIPT) and 3.2 SIPT. The initial framing of the SIPT is the responsibility of the CNA/RCA consultant in collaboration with the School Improvement Committee.

INSTRUCTIONS

The consultant will facilitate, in collaboration with the SIC, the first six steps of the SIPT process. Using the findings stated in the Executive Summary, the consultant will assist the SIC in identifying the goals to be achieved by the end of their designation. As a reminder, the SIPT is intended to focus on both short and long terms goals. Where short term goals focus on growth and long-term goals focus on proficiency and achievement.

PURPOSE OF STEP 3.1

The purpose of Step 3.1 is to ensure continuity of findings and outcomes from the needs assessment and root cause analysis. The SIPT is a multi-year plan that allows the school to map their goals, strategies, and action steps over no less than three years to create the improvement necessary to address areas identified as needing improvement as well as set the foundation for continuous improvement.

The SIPT is developed based on the needs assessment and root cause analysis. The SIPT must be aligned with the required elements per Utah Code [53E-5-303\(5\)](#) USBE Administrative Rule

THE SIPT PROCESS

- **Step 1** Review the USBE required SIPT elements.
- **Step 2** Develop **SMART** Goals
- **Step 3** Develop **SMART** Strategies
- **Step 4** Develop **SMART** Action Steps
- **Step 5** Identify and set Strategy and Action Step Indicators with Frequency of Monitoring
- **Step 6** Identify and set Goal Milestones with Frequency of Monitoring
- **Step 7** Identify Professional Learning (Leadership, Teachers, Other Licensed Staff, Paraprofessional) necessary for fidelity of Action Steps and Strategies
- [Step 8 Finalize Initial SIPT](#)
- **Step 9** Submit completed SIPT.

SMART GUIDING QUESTIONS

- **Specific:** Is the goal, strategy, action step, indicator, or benchmark clearly defined and aligned to the original reasons for identification?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal, strategy, action step, indicator, or milestone?
- **Achievable:** Does the goal, strategy, action step, indicator, or milestone stretch the school while still being attainable?
- **Relevant:** Does the goal, strategy, action step, Indicator, or milestone relate to student learning, growth, and achievement? Is it data-based?
- **Time-bound:** Is the time appropriate for accomplishment of the goal, strategy, action step, Indicator, or milestone?

USBE SIPT **REQUIRED** AREAS AND ELEMENTS

The SIPT is developed based on the needs assessment and root cause analysis. The SIPT must be aligned with the required elements per Utah Code [53E-5-303\(5\)](#) and USBE Administrative Rule [R277-920-8](#).

1. **SMART Goals:** Identify no less than three goals and no more than four goals that will address the problem(s) identified in the CNA/RCA Executive Summary and Comprehensive Report
2. **SMART Strategies:** Identify the strategies necessary to meet the goal(s) that include the identification of Evidence-Based Strategies (not programs) and/or Four Domain CALL Practices
3. **SMART Action Steps:** Identify the specific action steps necessary to accomplish each strategy.
4. **Evidence-Based Strategies/FD CALL Practices:** Identify the Evidence Based Strategies (not programs) and/or Four Domain CALL Practices included in the Action Steps.
5. **Indicators:** Identify the metrics or measures that will be used to indicate the progress or status of strategy and action step implementation.
6. **Milestones/Milestones:** Identify the milestones and key milestones of each strategy.
7. **Frequency and Monitoring:** Identify the frequency of monitoring for each strategy.
8. **Professional Learning:** Identify the professional learning necessary to achieve the stated goal. Include professional learning needs for Leadership, Teachers, Other Licensed Educators, and Paraprofessionals
9. **Budget:** Identify projected budget expenditures to achieve each stated goal including but not limited to professional services, instructional materials, training, substitutes, salary/benefits if applicable, travel, conferences, etc.
10. **Communication Strategy:** Identify how the SIPT and the progress or status of each strategy will be communicated to all stakeholders.

DEVELOPING THE SIPT

SIPT INSTRUCTIONS

The CNA/RCA Consultant will assist the school in developing their initial school improvement planning table. The following steps will assist the CNA/RCA Consultant, Principal, and School Leadership Team.

Step 1: Review the Required Elements before working on the SIPT Note Catcher

Step 2: Use the SIPT Note Catcher to DRAFT the initial Required Elements

The SIPT Note Catcher provides space for no more than three Goals and their Milestones. Schools are not required to have three goals.

Within each goal, there is space for no more than three Strategies. Schools are not required to have three Strategies.

Within in each Strategy there is space for up to five Action Steps with associated Indicators. Schools are not required to have five Action Steps.

For each Action Step Indicator there is space to identify the Frequency of Monitoring.

Step 3: Once drafted, use the SIPT Guiding Questions to review and verify that each required element is included.

Step 4: If required elements are not included, the CNA/RCA Consultant, Principal, and School Leadership Team **MUST** review their DRAFT to include the required elements.

At this phase, the recommended elements are not included in the initial SIPT framework. They will be addressed in Step 3.2. Finalizing the SIPT.

SIPT COVER PAGE **REQUIRED**

Date: December 15, 2023

LEA/ School Name: Career Path High

Identification Category (Elevate, Springboard): Elevate CSI

LEA Contact/Charter Director and Principal: Stacey Hutchings

LEA Email/Charter Director and Principal: stacey.hutchings@utahcph.org

LEA Phone/Charter Director and Principal: 801-884-3224

School Improvement Committee Members Responsible for this Plan:

Date 12.13.2023

Principal Stacy Hutchings

School Board Member

District/LEA Administrator Stacy Hutchings

Teacher (appointed by Principal)

Anthony Uriona, Karen MacDonald, Jessicka Chandler

Teacher (appointed by Superintendent or Charter Leader)

Josh Epperson, Logan Hoopes, Valeriw Jones

Parent #1

Aubrey Crosby

Parent #2

Jacquelyn Gardner

Parent #3

Member of the Charter School Board (charter schools only)

The School Improvement Planning Table has been reviewed and approved by the local school board.

Date Approved:

Board Chair:

Signature:

SIPT NOTE CATCHER

Check each component along the way using the supports below. Make a copy title it Smart Goal #:

Component #

SMART Goal:

Strategy:

Milestone:

Action Step:

Indicator:

SMART GOAL 1

SMART Goal 1: By June of 2027, Career Path High students with disabilities in grades 9-10 will increase their proficiency on the Utah Aspire Plus Science exams by 10%.

Goal 1- Strategy 1:

Beginning in Year 1, the Science department in collaboration with school leadership will evaluate science scope and sequence, ensuring alignment and depth of knowledge set forth in the Utah Core Science Standards, and develop a plan for addressing gaps or insufficiencies in the curriculum.

Goal 1 Strategy 1 Milestone:

- By the end of year 1 the science department will have a plan for addressing the gaps and insufficiencies in the curriculum.
- By the end of the 25-26 school year, 6% increase of the SWD will be proficient on the Utah Aspire Plus Exam.

Goal 1 Strategy 1 Action Step 1:

- Beginning in June 2024, the science department will begin evaluating their current curriculum and creating an alignment report to identify gaps in their curriculum.

Action Step 1 Indicator:

- Beginning in September 2024, school leaders will complete the curriculum alignment report.

Action Step 1 Frequency of Monitoring:

- Weekly review of the instructional plan in data meetings

Goal 1 Strategy 1 Action Step 2:

- Beginning in August 2024, the Academic Dean will conference with science instructors to evaluate the alignments and collaborate on an instructional plan for the year.

Action Step 2 Indicator:

- Beginning in September 2024, school leaders will develop an instructional plan for the 23-24 school year.

Action Step 2 Frequency of Monitoring:

- Quarterly review of the curriculum alignment

Goal 1 Strategy 1 Action Step 3:

- Implement and evaluate student progress towards learning targets on interim assessments and adapt instruction to address student learning needs

Action Step 3 Indicator:

- Every quarter, data from interim assessments will be collected and analyzed.
- The Instructional plan and data meeting minutes/notes will be analyzed weekly by the school leadership team.

Action Step 3 Frequency of Monitoring:

- Quarterly review of benchmark test scores

Goal 1 Strategy 1 Action Step 4:

- Completing yearly evaluation of student learning in alignment with the end of year Aspire Plus Results

Action Step 4 Indicator:

- Aspire Plus Science scores for SWD

Action Step 4 Frequency of Monitoring:

- Annual review of test scores

Professional Learning to address Instructional Practice Needs:

- To be determined with CIE

Estimated Budget:

- To be determined with CIE

Communication Strategy/Plan:

- The Academic Dean will meet with the Science Department to communicate goals and priorities.
- The Science Department will collaborate with the Academic Dean on a timeline for the tasks.
- The Science Department will communicate their progress on the timeline set forth in their timeline.

Goal 1- Strategy 2

Beginning in Year 1, school leadership in collaboration with mentors will review, monitor, and provide no less than monthly 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for students with disabilities, and 2) the use of specific data to identify and monitor learner needs, plan differentiated instruction, and collaboratively develop learning plans as measured by PLC meeting agendas, meeting minutes, PLC participation by school leadership, PLC and classroom observations, and identified student learning and growth.

Goal 1 Strategy 2 Milestone

- By the end of year 1, all teachers will be using evidence-based instructional and assessment strategies in all lessons.
- By the end of the 25-26 school year increase 6% of the SWD will be proficient on the Utah Aspire Plus Exam.

Goal 1 Strategy 2 Action Step 1

- Identify expectations and priorities for instruction within the Science Department to meet the state standards and instructional needs of the students.

Action Step 1 Indicator

- At the start of school and the beginning of September 2024, a lesson plan template or rubric will be developed by the Academic Dean.

Action Step 1 Frequency of Monitoring

- Annually at the beginning of the year

Goal 1 Strategy 2 Action Step 2

- Communicate the instructional expectations with the Science Department and mentors.

Action Step 2 Indicator

- Beginning in September 2024, a rubric will be provided to the instructional team
- Beginning in September 2024, the meetings will be guided by a Memo/Agenda outlining priorities.
- Beginning in September 2024, coaching notes will be used to reflect priority action steps weekly from each meeting.

Action Step 2 Frequency of Monitoring

- Weekly with coaching notes
- Beginning of year, quarterly, and end of year

Goal 1 Strategy 2 Action Step 3

- Weekly PLC's evaluating student progress in learning and effectiveness of instructional practices

Action Step 3 Indicator

- Weekly PLC Notes/Agenda
- Lesson Plans

Action Step 3 Frequency of Monitoring

- Weekly PL

Goal 1 Strategy 2 Action Step 4

- Cadence of Observation and feedback where mentors observes weekly and the Academic Dean Observes Bi-Weekly

Action Step 4 Indicator

- Beginning in September 2024, coaching notes and data from walkthroughs will be used to provide immediate feedback to teachers after classroom visits.

Action Step 4 Frequency of Monitoring

- Weekly/Biweekly

Professional Learning to address Instructional Practice Needs

- To be determined with CIE

Estimated Budget

- To be determined with CIE

Communication Strategy/Plan

- To be determined with CIE

Goal 1- Strategy 3:

Beginning in year 1, Teachers in collaboration with school leadership and mentors will develop instructional cycles which provide at minimum bi-weekly monitoring of student learning and are aligned to interim assessments. Teachers will evaluate and monitor this data weekly in their PLC meetings and make effective instructional modifications to address the learning needs of their students based on student demonstration of learning.

Goal 1 Strategy 3 Milestone

- By the end of year 1, all teachers will have developed their learning cycles for the whole school year.
- By the beginning of year 2, teachers will implement their learning cycles and utilize bi-weekly monitoring of student learning which are aligned to interim assessments.

Goal 1 Strategy 3 Action Step 1

- Professional learning and development in instructional cycles

Action Step 1 Indicator

- Instructional Cycles

Action Step 1 Frequency of Monitoring

- Every 6 weeks

Goal 1 Strategy 3 Action Step 2

- Implementation of Instructional cycles in year two

Action Step 2 Indicator

- Instructional cycles
- Lesson plans
- PLc agendas and notes

Action Step 2 Frequency of Monitoring

- Every 6 weeks

Professional Learning to address Instructional Practice Needs

- To be determined with CIE

Estimated Budget

- To be determined with CIE

Communication Strategy/Plan

- To be determined with CIE

SMART GOAL 2

Check each component along the way using the supports below. Make a copy title it Smart Goal #:

Component #

SMART Goal:

Strategy:

Milestone:

Action Step:

Indicator:

Smart Goal 2:

- By June 2027, Career Path High students with disabilities(SWDs) will increase their graduation rate from 70-79% to 85%.

Goal 2 Strategy 1

- Create a process that increases student efficacy, focusing on college and career preparation using the Learning Strategies curriculum and the role of the Success Coach to monitor the completion of credits for SWDs.

Goal 2 Strategy 1 Milestone:

- By the end of year 1, the graduation rate for SWD will increase by no less than 5% as processes to monitor credit achievement and credit recovery for students who are onsite and virtually will be implemented.

Goal 2 Strategy 1 Action Step 1

- During enrollment, identify student credit deficits and establish a credit recovery process to maximize SWD schedules that will align with the graduation goals of individual students.

Action Step 1 Indicator

- Beginning in September 2024, the school will check credits for newly enrolled students and align a graduation plan.
- Beginning in September 2024, a process for credit monitoring will be implemented for the Success Coach to use with all students.

Action Step 1 Frequency of Monitoring

- Weekly grade monitoring by the Success Coach
- Quarterly completion rates
- Semester Credit completion
- End of year Grad Rate

Professional Learning to address Instructional Practice Needs

- All teacher will participate in the credit recovery and monitoring process during pre-planning at the start of the school year.

Estimated Budget

TBD with CIE

Communication Strategy/Plan

TBD with CIE

Goal 2 Strategy 2

Student efficacy expectations are enforced and embedded in classroom practices.

Goal 2 Strategy 2 Milestone

- By the end of year 1, the science department will have a plan for developing engaging lessons that are evidence-based with SWD students being the focus of data-driven instruction..

Goal 2 Strategy 2 Action Step 1:

- Lessons will be planned to focus on student engagement as a routine practice in the classroom.
- Citizenship Rubric will be updated and used to reflect the development of student efficacy in preparation for college and career readiness.

Action Step 1 Indicator:

- Beginning in September 2024, student success on CFA and unit test will be monitored closely for all students as the higher standards for student work will reflect more challenging classroom practices.

Action Step 1 Frequency of Monitoring:

- Weekly walkthroughs by administration.

Goal 2 Strategy 2 Action Step 2:

- Develop an expectation of daily connection of classroom instruction with college and career preparation.

Action Step 2 Indicator:

- Beginning in September 2024, teachers will begin to apply standards presented during classroom instruction with college and career preparation.

Action Step 2 Frequency of Monitoring:

- Weekly walkthroughs by administration.

Goal 2 Strategy 2 Action Step 3

- Focus school culture on being prepared to be successful in Davis Tech Program and future career.

Action Step 3 Indicator:

- Beginning in September 2024, SWDs will begin to prepare for a successful alignment of the Davis Tech program with careers of their choice.

Action Step 3 Frequency of Monitoring:

- Quarterly surveys.

Professional Learning to address Instructional Practice Needs

TBD with CIE

Estimated Budget

TBD with CIE

Communication Strategy/Plan

TBD with CIE

SMART GOAL 3

Check each component along the way using the supports below. Make a copy title it Smart Goal #:
Component #

SMART Goal:

Strategy:

Milestone:

Action Step:

Indicator:

SMART Goal:

By June 2027, the number of SWD in grades 9-11 will increase from 0% to 25% proficient as measured by the Math Utah Aspire test.

Goal 3 Strategy 1

Beginning in year 1, teachers and staff will strive to increase student engagement by implementing Evidence-based instructional strategies in math to increase student learning by June 2027.

Goal 3 Strategy 1 Milestone

- By December 2024, teachers will engage in professional learning sessions and implement one new engagement strategy in the math classroom.
- By May 2025, teachers will engage in professional learning sessions and implement two new engagement strategy in the math classroom.

Goal 3 Strategy 1 Action Step 1

- By August 2024, CPH will develop a plan for implementing evidence-based instructional strategies which includes:
 - which evidence-based instructional strategies to implement
 - implementation calendar
 - Professional learning sessions for each strategy

Action Step 1 Indicator

- By August 2024, completion of the plan for implementing evidence-based instructional strategies will be complete.

Action Step 2 Frequency of Monitoring

- Ongoing, as adaptations are needed

Goal 3 Strategy 1 Action Step 2

- By December 2024 teachers will implement and receive coaching on one new EBIS.

Action Step 2 Indicator

- Classroom observations
- Student performance data
- Lesson plans

Action Step 2 Frequency of Monitoring

Monthly Completion o

To be determined with CIE

Estimated Budget

TBD

Communication Strategy/Plan

Share the plan and details will be shared in weekly PD sessions.

Goal 3 Strategy 2

- Beginning in year 1, teachers and staff will work in PLCs to analyze data and plan specific scaffolds and differentiation activities to incorporate into math lessons while raising their math scores by June 2027.

Goal 3 Strategy 2 Milestone

- By midyear of year 1, math teachers will have 2-3 new and tested differentiation strategies that are being consistently implemented.
- By the end of year 1, SWD will have scored 5%-10% in the proficient range.

Goal 3 Strategy 2 Action Step 1

Incorporate data analysis protocol and differentiation activities in all PLCs.

Action Step 1 Indicator

- By September 2024, a plan for using agendas and notes to use student performance data to guide instructional delivery.

Action Step 1 Frequency of Monitoring

Monthly

Goal 3 Strategy 2 Action Step 2

Implement differentiation activities in math lessons.

Action Step 2 Indicator

- By September 2024, a plan for supporting differentiated activities during classroom observations will be a part of the weekly lesson plans.

Action Step 3 Frequency of Monitoring

Monthly

Professional Learning to address Instructional Practice Needs

TBD with CIE

Estimated Budget

TBD

Communication Strategy/Plan

Share the plan and details will be shared in weekly PD sessions.

Goal 3 Strategy 3

- Beginning in year 1, teachers and staff will improve the climate and culture of SWD success in math through student self-reflection and data tracking to improve student ownership and self-efficacy in math by June 2027.

Goal 3 Strategy 3 Milestone

- By the end of Q2 (mid-year), scores on a school-wide interim math assessment will demonstrate at least 5% of SWDs in grades 9-11 are proficient in math.

Goal 3 Strategy 3 Action Step 1

- By August 2024, the team will create a data tracking system that includes frequency and student performance measures.
- By August 2024, create a protocol for success coaches to engage with students in weekly data-driven reflections.

Action Step 1 Indicator

- Data trackers
- Data Protocol

Action Step 1 Frequency of Monitoring

- Ongoing, as adaptations are needed

Goal 3 Strategy 3 Action Step 2

- Implement the data reflection protocol in weekly student success coach meeting.

Action Step 2 Indicator

- Data Trackers
- Student performance data

Action Step 2 Frequency of Monitoring

- Weekly

Professional Learning to address Instructional Practice Needs

- TBD with CIE

Estimated Budget

- TBD

Communication Strategy/Plan

Share the plan and details will be shared in weekly PD sessions.

SIPT EXAMPLE

COMPLETED SMART GOAL 1

SMART Goal

By June 2027, increase the number of ELL students in grades 3 through 5 meeting their growth targets in ELA from 18% to 48% as measured by RISE.

SMART Strategy 1

Beginning in 2024-2025, school leadership will provide, no less than monthly, each PLC, 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for ELL learners, and 2) the use of specific data to identify and monitor learner needs, as measured by PLC meeting agendas, meeting minutes, school leadership participating in each PLC, PLC and classroom observations, and identified student learning and growth.

SMART Action Steps

- By the end of September 2024, school leadership will strengthen PLCs by adding structures, protocols, data, and expectations to maximize the use of collaborative time as measured by PLC agendas and meeting notes, meeting attendance, PLC observation, and the FD CALL Quick CALL.
- Beginning October 2024, and thereafter monthly, school leadership will model and implement collaborative feedback practices that allow teachers to reflect on teaching practice to create a school culture that values improvements in teaching practice.as measured by PLC agendas and meeting notes, meeting attendance, PLC and classroom observations, the FD CALL Quick CALL and student work products.
- Beginning November 2024, and thereafter monthly, each grade level PLCs review formative assessment data including but not limited to: Common Formative Assessments, Milestone, and Intermittent Assessments to make instructional adjustments and address student skill, content or application gaps in a timely manner as measured by PLC agendas, meeting notes, the FD CALL Quick CALL, student, student work product.
- Beginning November 2024, thereafter weekly, teachers are provided weekly opportunities to collaborate with peers in reviewing student work and discussing its implications for instructional design, academic rigor, and learner outcomes as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and student work product.
- Beginning January 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding the percentage of students improving performance levels and those who are not improving to design and implement

specific interventions to address deficits or deficiencies in skill, content, or application as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, Milestone assessments, and Interim assessments.

- Beginning January 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding the percentage of students mastering the essential skills as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, Milestone assessments, and Interim assessments.
- Beginning November 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding students who are not improving and are therefore recommended for further intervention as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, Milestone assessments, and Interim assessments.
- Beginning March 2025, and thereafter monthly the school leadership collaboratively with the Instructional Coach will provide professional learning to teachers on what transforms a school into a PLC (and the difference between a PLC versus “having PLC meetings”) as measured by PLC agendas, meeting notes, lesson plans, the FD CALL Quick CALL, and common formative assessments, Milestone assessments, and Interim assessments.
- Beginning March 1, 2025, and thereafter monthly, the school leadership in collaboration with each teacher will review, discuss, identify, and implement equitable practices in the use, nature, and language of formative assessments to inform, design, and implement effective, evidence-based instructional practices daily as measured by lesson plans, classroom walkthroughs, PLC agendas, minutes, and common formative assessments, Milestone assessments, and Interim assessments.

Action Step Indicators (see below for frequency abbreviations)

- Beginning September 2024, each PLC agenda will include established and agreed-upon structure and protocols. **W, M**
- Beginning September 2024, PLC meeting notes will include evidence of established and agreed-upon protocols. **W, M**
- Beginning September 2024, PLC meeting Attendance will include evidence of established and agreed upon staff participation. **W, M**
- Beginning October 2024 and thereafter quarterly, third party observations of PLC will be conducted using the established PLC observation tool and protocol. **Q, MY, YE**
- No less than every six weeks, the FD Quick CALL will be used to measure and monitor progress in the identified PLC practices. **Q**

- Year 2 (2024-2025) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 18% to 22%
- Year 2 (2024-2025) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 22% to 26%
- Year 3 (2025-2026) (midyear) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 26% to 32%
- Year 3 (2025-2026) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 32% to 36%
- Year 4 (midyear 2026-2027) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 36% to 42%
- Year 4 (2026-2027) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 42% to 48%

Milestone Frequency of Monitoring

Midyear and Year End

Action Step Frequency of Monitoring

Weekly	W
Monthly	M
Quarterly	Q
Midyear	MY
Year End	YE

Professional Learning

- Effective Instructional Strategies for ELL
- Effective use of Data,
- Effective Use of Formative Assessments

Estimated Budget

1. Professional Learning	(\$5,000)
2. Substitutes for Release Time	(20 days \$2500)
3. Summer Training	(Teacher Stipends, \$5,000)
	Total \$12,500



Proposal for Continuous Improvement Expert to Career Path High



Due Friday, December 1, 2023, at 5:00PM MST



COST PROPOSAL – ORIGINAL

Response to:

Stacey Hutchings
Director & Principal
Career Path High
550 East 300 South, Room 2037
Kaysville, Utah 84037
801-593-2440
stacey.hutchings@utahcph.org

Prepared by Catapult Learning:

Jennifer Gotkin
Director of School Partnerships
702-521-7881
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Cost Proposal

The proposal must be set forth in such a way that it will allow the merits of the proposal to be evaluated in conjunction with applicable cost. Please review the Best and Final Offers section below to ensure you properly submit your cost proposal. CPH requires an outline on how the awarded amount will be utilized per year using an itemized breakout of task to be provided per year, the resources provided, and the rate of the resources provided.

A review will be performed at the end of implementation school year one (end of the 2024-2025 school year) and year two (at the end of the 2025-2026 school year). CPH reserves the right to negotiate the subsequent year's services.

Below, we provide our recommended approach for Year 1 and Year 2, as well as additional services pricing and PDNow.

Recommended Approach Year 1, January 2024 – June 2024	
12 Six-Hour In-Person Teacher/Leadership Coaching Days @ \$3,050 per diem:	\$36,600*
Virtual Coaching Bundle of 10 Sessions at 60 minutes/session	\$3,250*
Total Price:	\$39,850*
<i>*The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue. Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.</i>	

Recommended Approach Year 2, August 2024 - June 2025	
44 Six-hour In-Person Teacher/Leadership Coaching Days @ \$3,050 per diem:	\$134,200*
Total Price:	\$134,200*
<i>*The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue. Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.</i>	



Continuous Improvement Expert Services for Additional Years*	
Service	Price
Six-hour In-Person Teacher/Leadership Coaching Day	\$3,050 per day**
60 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$1,050**
120 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$1,550**
180 Minute – Virtual Professional Development Session: (Up to 40 participants)	\$2,050**
Minimum Coaching Bundle - Virtual Coaching Bundle of 10 Sessions at 60 minutes/session	\$3,250** \$325 per additional session once minimum of 10 sessions is met**
*Additional Professional Development events can be priced upon request. Pricing is based on our standard workshops. For customization, additional rates apply. **The quoted prices will be honored for 120 days from the date of this proposal. All pricing is dependent upon the specific parameters outlined in this proposal. Any changes made to the program parameters could result in a change in price. Pricing is an all-inclusive rate that includes the cost of the consultant, travel and any required materials, but excludes the cost for food and venue. Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.	

PDNow					
	Site Pricing (up to 50 users)	51-250 Users	251-500 Users	501-1,000 Users	1,000+ Users
Core Instructional Model	Not sold separately. Included at no additional charge for PD implementations that are \$50,000 and above				
Instructional Excellence Package	\$2,450	\$44*	\$39*	\$34*	\$29*
1 Supplemental Package	\$2,950	\$54*	\$49*	\$44*	\$39*
2 Supplemental Packages	\$3,400	\$63*	\$58*	\$53*	\$48*
3 Supplemental Packages	\$3,800	\$72*	\$66*	\$62*	\$56*
4 Supplemental Packages	\$4,000	\$76*	\$70*	\$66*	\$60*
Full Library Access	\$4,150	\$79*	\$73*	\$69*	\$63*
*Unit Prices are per user Catapult Learning's pricing information contained in this proposal constitutes the company's confidential proprietary information, and to the extent permitted by law, should be withheld from disclosure without Catapult Learning's written consent.					



Proposal for Continuous Improvement Expert to Career Path High



Due Friday, December 1, 2023, at 5:00PM MST



TECHNICAL PROPOSAL – ORIGINAL

Response to:

Stacey Hutchings
Director & Principal
Career Path High
550 East 300 South, Room 2037
Kaysville, Utah 84037
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Prepared by Catapult Learning:

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Tab 1: Executive Summary

A one- or two-page executive summary is to briefly describe the offeror's proposal. This summary should highlight the major features of the proposal. It must indicate any requirements that cannot be met by the offeror. The reader should be able to determine the essence of the proposal by reading the executive summary. Protected information requests should be identified in this section.

Refined over more than twenty years of partnering with states, districts, and schools, Catapult Learning's school improvement model effectively addresses the transformation principles that drive sustained change in districts and schools. Our solution is a flexible and holistic leadership development and change management solution designed to meet the needs of schools at any point in the spectrum of performance. In a school improvement partnership, we work with schools to develop a customized plan for improvement that is responsive to the priorities identified in the comprehensive needs assessment. Our model includes leadership development to support change management, on-site coaching for leaders and teachers, and professional development opportunities.

We specialize in public school improvement and system-wide infrastructure development, and have worked successfully with states, districts, and schools such as Florida, Virginia, South Carolina, Indiana, Nevada, Oklahoma, Texas, Hawaii, and Utah.

The focus of our model is developing site capacity to affect sustained organizational growth resulting in academic improvement. This solution is founded on the beliefs that:

- True partnership, rather than consultation or turnaround, is the bridge to lasting improvement.
- Change does not "just happen," but rather is the result of an intentional process and design.

It requires an unwavering focus on student achievement as well as an understanding of the best practices for transforming complex learning organizations. Our team assists in the refinement and support of strategies identified in your school improvement plan, ensuring the plan is informed by required progress indicators and is based on the data gleaned from the needs assessment defined by the state process.

Thus, at the core of our proposed solutions is a process for effective and systematic change management that includes:

- A comprehensive review of the school's needs assessment to build out strategies and action to address the priorities, resulting in a school specific implementation plan
- A robust implementation planning framework to achieve short-term "wins" and long-term improvement
- Teams that build capacity to lead, support change, and plan for sustainability by establishing a relentless focus on the goal of improving student outcomes
- A leadership development program for principals, the school improvement team in the school



- Professional development for teachers with a focus on improving the quality of classroom teaching and learning as well as the learning environment across the school
- An unyielding cycle of “diagnose, plan, do, study, and act” with regular quality assurance and feedback from stakeholders
- Activities that embed the change in the school’s ongoing planning and self-review (e.g., time allocated daily for staff to monitor student progress, apply change to classroom practice, and monitor impact)
- Modeling and coaching strategies that help the staff manage their personal change at vulnerable points in the process

Our improvement solution has been successfully implemented in districts and schools across the nation, yet no two implementations are exactly alike. We believe that each district or school is unique and therefore no off-the-shelf service can provide the type of long-term improvement sought by schools in need of improvement.

In our proposal, we outline a proposed package of services for Career Path High (CPH) based on the scope of work identified in the RFP. These services include:

- Developing and implementing a school improvement plan using the CNA results
- Monitoring the effectiveness of the implementation plan
- Providing ongoing implementation support that is flexible and data driven
- Delivering engaging professional learning for teachers and leaders that builds capacity with instructional strategies that are responsive to real time data
- Providing support for the school with their community partners as they coordinate efforts to support all students

We welcome the opportunity to leverage our long-standing partnership with the State of Utah to increase student achievement and build capacity for sustainable success at CPH.



Tab 2: Detailed Response

Company Qualifications and Experience

1. Track Record & Experience

1. Having a credible track record and experience designing and leading school improvement initiatives resulting in initial and sustained teaching and learning growth and improvement measured by statewide assessments with an emphasis on the following student group: Students with Disabilities.

Catapult Learning's comprehensive school improvement solution is performance-based and measurable. We have partnered with hundreds of schools and districts, providing an array of school improvement supports tailored to the unique needs of each partner. Those partnerships have led to significant and sustained achievement gains, most notably in student groups similar to yours: Students with Disabilities (SWD). We have professional learning and coaching expertise in helping schools improve the learning outcomes for SWD. This success has happened in urban, suburban, and rural communities.

Spanning over two decades, our vast experience collaborating with schools, districts, and states to build leadership and teacher capacity results in improved student achievement outcomes. We have worked with schools covering all grade levels, delivering services that range from professional development workshops to comprehensive school improvement implementations. Catapult Learning has most recently provided school improvement services in Utah as well as in Virginia, Delaware, Hawaii, Nevada, Indiana, and Pennsylvania.

The following table lists the districts in which we currently provide or have recently provided professional development in public and nonpublic schools.

Catapult Learning's Professional Development Programs
Arizona
Sunnyside SD, Tucson SD, AZ Department of Corrections, Maricopa County PS
California
Los Angeles USD, Antelope Valley High School District, Newport Mesa USD, Ontario Montclair USD, Orange USD, Santa Ana USD, San Bernardino USD, San Francisco USD, Westminster USD,
Colorado
Denver Public Schools, Montrose School District
Connecticut
Wethersfield PS
Delaware
Brandywine School District
District of Columbia
U.S. Department of Defense

**Florida**

Broward County PS, Columbia County PS, Flagler County PS, Glade County PS, Hillsborough County PS, Miami-Dade County PS, Orange County PS, Pinellas County PS, Polk County PS, Brevard County PS, Okeechobee County PS, Osceola County PS, Seminole County PS, Marion County PS, Hernando County PS, Sarasota County PS

Hawai'i

Hawai'i Department of Education

Illinois

Chicago PS, Rich Township High School District 221

Indiana

Indiana Non-Public School Association, Perry Meridian SD

Kentucky

Jefferson County PS

Louisiana

East Baton Rouge, Jefferson Parish Public School System, Orleans Parish School Board

Maryland

Baltimore City PS, Baltimore County PS, Harford County PS, Montgomery County PS, Prince Georges County PS, Charles County PS

Michigan

Detroit PS, Michigan Online Charter School

Minnesota

Minneapolis PS, Saint Paul PS, South St. Paul PS

Mississippi

Marshall County SD, East Tallahatchie SD, Greenville Public SD, Greenwood-LeFlore Consolidated SD, Yazoo City Municipal SD, Jackson Public SD, Hazlehurst City SD, Kemper County SD, Meridian Public SD, Laurel SD, Amite County SD, Natchez-Adams SD, South Pike SD, Wilkinson County SD

Nevada

Clark County SD

New Jersey

East Orange SD, Jersey City PS, Newark PS, Paterson PS

New York

Buffalo PS, New York City Department of Education, Jewish Education Project

Oklahoma

Altus Public, Bartlesville, Blanchard Public, Bishop Lawton PS Edmond PS, Harrah Public, Holland Hall, Lawton PS, Locust Grove PS, Muskogee Public, Mid Del PS, Oklahoma City PS, Ponca City Schools, Tahlequah Public, Tulsa PS, Union Public, Verdigris PS, Welch PS

Oregon

Portland PS, David Douglas PS, Winston Dillard PS

Pennsylvania

Allentown SD, Midwestern Intermediate Unit 4, SD of Philadelphia, Allegheny Intermediate Unit

Rhode Island

Providence PS

Tennessee

Metro Nashville PS, Arlington Community Schools, Cumberland County Schools, Fayette County Schools

Texas

Houston ISD, Region 10 ESC, Region 11 ESC

Utah

San Juan SD, Athenian eAcademy, Davis School District, Granite School District, Murray School District, Roots Charter HS



Virginia

Danville PS, Greensville PS, Henrico County School District, Richmond PS

Washington

Seattle PS, Tacoma PS

Wisconsin

Milwaukee PS

References

In the table below, we include references in Utah that can attest to our ability to provide the services CPH requires. Each of these partners were in school improvement and exited successfully. We are proud of the work accomplished with both partners in very diverse school communities.

Client Name	Contact Information
San Juan School District 200 North Main Street Blanding, UT 84511	Christy Fitzgerald, Director of Schools 435-678-1211 cfitzgerald@sjsd.org
Holt Elementary 448 North 1000 West Clearfield, UT 84015	Daryl Fluckiger, Principal 801-402-2402 dfluckiger@dmail.net
Antelope Valley Union High School District 176 Holston Drive Lancaster, CA 93535	Dr. Loy Dakwa, Induction & Professional Development Coordinator 661-948-7655 Ext. 2543 ldakwa@avhsd.org

Experience Serving Students with Disabilities

Montrose County School District, Colorado

In April 2023, Catapult Learning was selected by Montrose School District to assist in a major initiative to improve educational opportunities and outcomes for students with disabilities and students at-risk of under achievement. We conducted an in-depth analysis of the students and capacities of 14 schools throughout Montrose School District. The process was intended to identify strengths and opportunities for growth, particularly with regard to the provision of services for Students with Disabilities (SWD). The reviewers observed the provision of services from the most to least restrictive setting. These settings included self-contained, pull-out resource, and inclusive learning environments. A team of highly experienced PD specialists with expertise in Special Education Leadership, District Leadership, and Site-Based Leadership contributed to this CQA. The process was intended to identify strengths and opportunities for growth, particularly with regard to the provision of services for SWD.

Windsor, California

In January 2023, Catapult Learning was selected by Windsor School District in Windsor, California to assist in a major initiative to improve educational opportunities and outcomes for students with disabilities with Serious Emotional Disabilities (SED) and with the task to support re-calibration of their



programs mission, systems, and structures. A highly experienced PD specialist with expertise in Special Education Leadership and Behavior was selected for the work. The scope of work included a pre and post assessment of (4) self-contained SED programs intended to identify strengths, opportunities for growth and a series of professional development and coaching for the program's paraprofessionals, building leaders, general education teachers, and SED Special Education Staff.

Sunnyside, Arizona

In December 2022, we were selected by Sunnyside School District to assist in a major initiative to improve educational opportunities and outcomes for students with disabilities with autism. A team of highly experienced PD specialists with expertise in Special Education, Behavior, and Autism were selected for the work. The scope included a pre/post assessment of 4 self-contained autism programs intended to identify strengths, opportunities for growth and a series of PD and coaching for paraprofessionals, leaders, general education teachers, and Autism Program Special Education Staff.

Pampa, Texas

In Pampa Independent School District, the focus of PD support was for Tiers 1 and 2 behavior. District leadership required all Elementary, Middle and High School behavior staff to attend a PD session at each of their 6 sites (3 full PD days delivered by 1 coach who moved around campuses). This was followed by 2 coaching days split between each of the sites so that the PD Specialist could identify how they could apply and support what was covered and discussed in the session, to aid an impactful implementation.

2. Experience Serving High Schools

2. Experience with and examples of working with blended, competency based high schools to improve academic outcomes.

In addition to the high school districts we list in our national partnership table, Catapult Learning serviced a blended learning school in school improvement: Athenian eAcademy, a charter school based in Utah. We provided support to 10 remote locations, also delivering a remote and blended learning model for K-12 students during the 2019-2021 school years. Athenian successfully exited CSI support. Athenian's support included SWD and attendance challenges, similar to yours.

We partnered with Antelope Valley Unified High School District since 2013, providing professional development services focused on creating the infrastructure and culture necessary to accelerate the development of literacy skills for all students to meet or exceed Academic Content Standards. The multi-year process utilized a phased implementation approach designed around research on the change process for leaders and a core instructional model with literacy across the curriculum with teachers. Leaders, coaches, and teachers received professional development in literacy along with job-embedded coaching tailored to their specific needs and roles. So far, we have served more than 12 schools in the district, including approximately 900 middle and high school teachers.



In 2022, because of our existing relationship, the district asked if we could support its Equity initiative, so a two-year contract focused on supporting the Director of Equity as she develops a district-wide Equity initiative and corresponding communication and implementation plans. The coaching sessions included:

- Developing each of the five pillars of the Equity framework the director established.
- A meeting agenda to share each pillar with a district-wide Equity council
- Co-facilitating the district-wide Equity council meeting

Also beginning in the 2022-23 school year, we teamed with the Director of Equity at AVUHSD to enhance and exemplify their efforts to instill a culture of fairness, diversity, and inclusion within the district throughout a three-year partnership of support and improvement. The Director of Equity was a new role installed to mitigate findings of significant disproportionality. Catapult experts in equity and inclusion were tasked with supporting, emboldening, and encouraging both the district leadership and "Equity Champions" placed strategically throughout volunteer high schools within the district. Our Catapult Learning PD Specialist embodied and modeled the district's mission to provide an equitable environment for every student, parent, staff, and community member.

3. Experience with PBIS PD

3. Experience with and examples of effective PBIS structure and practice including professional development offerings provided by the consultant.

We embrace the research behind the importance of building a classroom culture where students can learn. Our culture building workshops series in the Learning Environment strand set teachers up with strategies for building a positive learning environment, across all classrooms and grades. A PBIS focus is supplemented with workshops from our Student and Family Support Strand. Options in our toolkit include in the following:

- Introduction to PBIS: Positive Behavior Interventions and Support
- Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs
- Supporting Students with Intensive Social-Emotional and Behavioral Challenges
- Intensive Behavioral Interventions
- Tiered Behavioral Interventions
- Spaces Organized for Learning
- Effective Classroom Management
- Cooperative Learning & Teamwork
- Interactive and Engaging Teaching Strategies

Catapult Learning has a core belief in the importance of a positive learning environment and its impact on the opportunity to learn. We have a long history of supporting schools in this area. Over the past two school years, we provided PBIS support in 3 middle schools in Allentown, Pennsylvania. All three schools have improved their school culture and are paying attention to a focus on restorative practices. We've



been instrumental in helping the schools implement a discipline tracking system and a Code of Conduct that establishes common expectations around interactions with all students, including those in need of behavioral support. We have a school culture coach assigned to the three schools and they work directly with the schools and teachers to develop common expectations of support across the school.

4. Experience with MTSS PD

4. Experience with and examples of effective MTSS structure and practices including professional development offerings provided by the consultant.

Catapult Learning can provide a comprehensive program of professional learning support to elevate educator capacities, enhance learning environments, and improve student outcomes through the implementation of effective Multi-Tier System of Supports (MTSS) structures and processes.

Organizing a school around a model of tiered intervention holds the promise of ensuring that all children have access to high quality instruction and behavioral support, and that struggling learners are identified, supported, and served effectively. We have a series of MTSS workshops where educators discover the essential components of effective multi-tiered support, which can include MTSS, Positive Behavior Interventions and Supports (PBIS), with attention to the steps necessary for developing a building-level plan for successful implementation of multi-tiered supports systems. The series also delves into strategies for designing and delivering tiered interventions in academics and behavior.

Our expert MTSS coaches can engage your school in a process that identifies strengths and gaps related to MTSS implementation, and how best to support students and their families, staff, and the community. Schoolwide implementation also requires a system of policies and practices, and how the school's culture can shift to facilitate the development of key competencies for both students and the adults in the building.

One example of our MTSS work is with Plano Independent School District in Texas. During the 2020-2021 academic year, Catapult Learning partnered with Plano ISD to deliver focused professional development and coaching specifically targeting the implementation of schoolwide multi-tiered systems of support, improving the quality of instruction and classroom management to empower Tier 1 students, improving equity literacy and cultural competence, and extending the quality of special education services into less restrictive, more inclusive settings. Catapult Learning delivered a 1-year scope of professional development services aligned with the district's Strategic Plan focused on the following:

- Strengthening MTSS, for both academics and behavior, at 68 designated Plano ISD campuses.
- Delivering a series of PD and coaching supports to increase the competency of leaders in adapting best practices in school culture and classroom learning environment to promote pro-social student behavior and increase academic engagement for all learners within learning environments that are rooted in principles of equity and cultural responsiveness.
- Conducting root cause analyses through thoughtful data collection and analysis.



- Designing data-informed customized professional development plans that are tailored to each of the 68 sites designated in this initiative.

A MTSS focus is supplemented with workshops from our Student and Family Support Strand. Options in our toolkit include in the following:

- Introduction to MTSS (RTI): A Framework for Instruction
- Refining Our MTSS (RTI) Systems & Practices
- Tiered Academic Interventions
- Data-Based Individualization (DBI)
- Intensive Academic Interventions
- Advanced Exploration of Intensive Academic Interventions

5. Experience with Tier I PD

5. Experience with and examples of effective Tier 1 instruction including professional development offerings provided by the consultant.

Our depth in supporting teachers to deliver strong Tier 1 instruction is a hallmark of our approach to improving opportunities for teaching and learning. Excellence in Tier 1 instruction is addressed through our Pedagogy and Curriculum strand. This is the core work we do every day around the country: helping teachers deliver high quality Tier 1 instruction.

Our workshops are designed to support teachers in applying research-based strategies, in leveraging the curriculum resources at hand and ensuring a data driven process for planning for and delivering strong instruction. Workshop titles to enhance Tier 1 instruction may include:

- Introduction to a Core Instructional Model
- Concept-Based Teaching
- Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments
- Webb's Depth of Knowledge
- Marzano's High Yield Instructional Strategies
- Crafting Learning Objectives
- Introduction to Curriculum Mapping

In addition, we offer a full range of professional learning modules in the areas of English Language Arts and Literacy, Disciplinary Literacy, and Math.

As a recent example, we served as the school improvement partner at Holt Elementary School in Davis School District, Utah. Strengthening Tier 1 instruction was supported by professional learning in our core instructional model. The model embraces the strategies of lesson design and delivery that ensure students know and understand lesson objectives, have the opportunity to manipulate the content in relation to the learning objective, and are able to demonstrate mastery of the learning target. Teachers monitor and adjust instruction through the lesson to scaffold support. Holt's academic gains this year, as



demonstrated by the progress monitoring data teachers are now using, are powerful. Holt came off the school improvement list due to the growth students made.

6. Experience with Leadership Coaching

6. Experience with and examples of effective leadership coaching including professional development offerings provided by the consultant.

We have extensive experience building leadership capacity of principals. In these engagements, we focus on leadership-specific professional development workshops, in our Leadership strand, with follow-up coaching for building the skills of leaders and their leadership teams. Our leadership workshops include the following titles:

- Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, and Assessments
- Marzano's High Yield Strategies for Leaders
- Differentiation to Enhance Learning for School Leaders
- Developing Effective Teams
- Building a Professional Learning Community
- Setting the Stage: Developing Your Leadership Team
- Building a Culture of Achievement
- Google Classroom for Leaders

We include recent examples of leadership coaching in our partnerships below.

Allentown, Pennsylvania

Beginning in June 2021, we provided leadership coaching and school improvement services to two middle schools in Allentown School District. Our services were so received by both district and school leadership, that we were offered to support a third middle school beginning in August 2022. We supported school leaders with leadership coaching and content area specialists are assigned to support the key priorities as designated in each school's plan. We provide additional coaching support in math, ELA, English Learners, and School Culture. Our PD Specialists work directly with each school's content coaches and support teachers during PLCs and during instruction, often leveraging co-teaching and modeling. The team participates in quarterly achievement review meetings with leadership and data partners to ensure a protocol for school improvement monitoring is followed.

Pittsburgh, Pennsylvania

Beginning in September 2021, Catapult Learning provided leadership coaching and school improvement services to seven priority schools in Pittsburgh Public Schools. Our leadership coach leads a monthly meeting with each school turnaround team throughout the school year. The meeting agendas are designed to engage school leaders in a continuous cycle of improvement, reviewing the school improvement plan milestones to monitor and adjust as needed. The leadership coach helps ensure each school is meeting state requirements related to monitoring improvement plans.



In addition to the leadership team coaching support, content area specialists are assigned to support the key priorities as designated in each school's plan. Catapult Learning provides additional coaching support in math, ELA, Writing, and School Culture. These PD Specialists work directly with each school's content specialist(s) during PLCs. The leadership coach works in collaboration with school leaders to ensure additional coaching support is aligned to each school's vision for school improvement.

Furman Templeton, Baltimore, Maryland

Our partnership with Furman L. Templeton Preparatory Academy is one example of our commitment to data-informed programming. For the last two years, we have partnered with Furman Templeton to support student achievement and the professional development of teaching staff. Administration and teachers alike have spoken highly of the benefits of the partnership which includes lesson plan development, informal feedback, and the use of technology and data to drive instruction.

At the start of the partnership during the 2020-2021 School Year, we provided school support by way of coaching and professional development for teachers and school leadership. Coaching and professional development addressed teacher-identified needs and the administration was able to see improvement of teacher practice from the beginning to the end of the year.

We continued with previous support as well as leadership coaching for members of the Instructional Leadership Team to improve the use of data and team collaboration.

7. Experience with Various Education Entities

7. Experience working with the various education entities that govern public charter schools.

We have extensive experience collaborating with State DOEs, school districts, and individual schools to drive student achievement through targeted school improvement. Catapult Learning has provided needs assessment services in many locations across the country, including California, Delaware, Florida, Hawai'i, Illinois, Indiana, Oklahoma, Michigan, Nevada, New York, New Jersey, Pennsylvania, Texas, Virginia, and Utah.

Each of our partnerships began with our Collaborative Quality Analysis or Utah's Needs Assessment and Root Cause Analysis tools, leading to concrete, measurable School Improvement Plans that drove school improvement efforts. We have more than 25 years of experience in school improvement work in public schools.

Examples of states/districts we are currently supporting are provided in the chart below:

Partner	Years Served	Focus
Utah State Board of Education	2015 – present	As a state-approved school improvement and professional development provider, we have provided comprehensions school improvement services every



Partner	Years Served	Focus
		year since our partnership began. We are also a CNA and progress monitoring partner to 10 schools this year.
Hawai'i Department of Education	2004 – present	As a state-approved transformation and professional development provider, we implemented services in schools throughout Hawai'i. Catapult Learning works directly under contract with the Hawai'i Department of Education to determine levels of service and delivery.
Virginia Department of Education	2010 – present	As a state-approved lead transformation provider, we implemented services in over 19 Priority Schools around the state, including in Danville PS, Greenville PS, Richmond City Schools, Franklin City Schools, Henrico County Schools, Petersburg City, and Northampton County Public Schools. We have collaborated in quarterly strategy meetings with Virginia DoE. We continue to provide services with select schools.
Oklahoma State Department/OK Commission for Teacher Prep	2002– present	Catapult Learning, through various funding sources (including state-level grants), has provided state-wide and school-level professional development since 2002. Oklahoma depended on Catapult Learning and its <i>Literacy First</i> consultants as expert trainers for novice and experienced teachers since 2002. Since 2018, Catapult has provided new teacher training across the state in collaboration with the OK Commission for Teacher Prep and the OK Office of Accountability and Equity.
Clark County School District (Nevada)	2001 – 2019	We provided school transformation services to several schools in CCSD by effectively utilizing our services to target literacy instruction and the quality of learning and teaching as well as focus on leadership capacity and student support services. The team found success in diagnosing and then addressing all critical needs within each school and has been able to address the CCSD literacy gap by improving the quality of the teaching and planning for the student learning experience.
Henrico Public Schools (Virginia)	2019 – present	Currently, we provide comprehensive school improvement support to two Priority schools. Prior to these two schools, we provided support to a middle school. Our team of teacher coaches (in mathematics and literacy) provide coaching and professional development.
Pittsburgh, PA Public Schools	2021 – present	We provide CSI support to 7 schools in the district, assisting with the monitoring of their school



Partner	Years Served	Focus
		improvement plans. In addition to monitoring processes, we provide content area specialists to address each school's targeted need for developing teacher expertise.
Allentown, PA Public Schools	2020 – 2023	We provided improvement support to three middle schools in the Allentown School District. Our team consists of a leadership coach, a school culture coach, a math, reading and an ELA coach. The team carefully monitored the school improvement with the school leadership teams and coaches both leaders, leadership teams and content area teachers.

8. Experience with School Systems

8. Experience in working with school systems and enacting sustainable change, understanding and leveraging drivers for sustainable educational reform.

Please see our responses to questions 1-7 for examples of our work with school systems to enact sustainable change. Specifically, our previous Utah and Virginia work are comprehensive examples. We support school leaders as they establish a data-driven culture in their learning community by providing side by side guidance on leading second order change. We examine the importance of distributive leadership and provide leadership with research-based ways to manage resistance and get team members on board. We know that sustainable change happens when partnerships are characterized by trust and a strengths-based approach to managing people.

Collaborative conversations serve as the foundation of our model. Your educators will derive a stronger sense of their own capacity to succeed, leading to increased collegiality, greater job satisfaction, and improved student learning outcomes. Managing complex change is not easy but that is the work of school improvement.

Utah Statewide Support

We have extensive experience closing significant achievement gaps for students in grades K-8 through our school improvement work. We include a description of our experience throughout the state of Utah in this section, which features data around math and ELA proficiency.

Our success in the first cohort of Utah CSI schools is notable. We began working in two schools in the San Juan School District and two schools in the Granite City School District in spring 2016. We were assigned by the State to support their schools with the greatest level of need. The San Juan schools were the lowest performing schools on state improvement list. Catapult Learning conducted our Collaborative Quality Analyses (CQA), our proprietary comprehensive needs assessment, that same spring. The needs assessment prompts a data-informed school improvement planning process.



Our team provided CSI services to all four schools over the next two years, until the spring of 2018. The four schools we supported are demographically distinct districts and communities. The two Granite schools were urban schools, and the two San Juan schools were rural, serving a largely Navajo community in Southeastern Utah. All four schools served by Catapult Learning improved their letter grade and achieved recognition that brought them off the CSI list.

To achieve these results, our team collaborated with school leadership in these schools to improve instructional practices and create a data-driven improvement plan with expectations for accountability. The CQA results were integral to launching a successful partnership. We worked with teachers and leaders to identify and address the significant challenges faced by their schools. We crafted a data-informed school improvement plan and implemented a range of research-based strategies, including:

- Support for leadership teams to build distributed leadership capacity and systems for using data
- Emphasis on a core instructional model to provide consistency across grade levels and schools
- Professional learning and coaching support around creating engaging Academic Learning Time
- Implementation of our proprietary formative assessment system in two schools, with professional development and support for data-driven decision making
- Intentional lesson planning focused on reading and math
- Implementation of English Learner (EL) engagement and support mechanisms: Speaking and listening routines were taught and emphasized, as well as strategies for EL development.

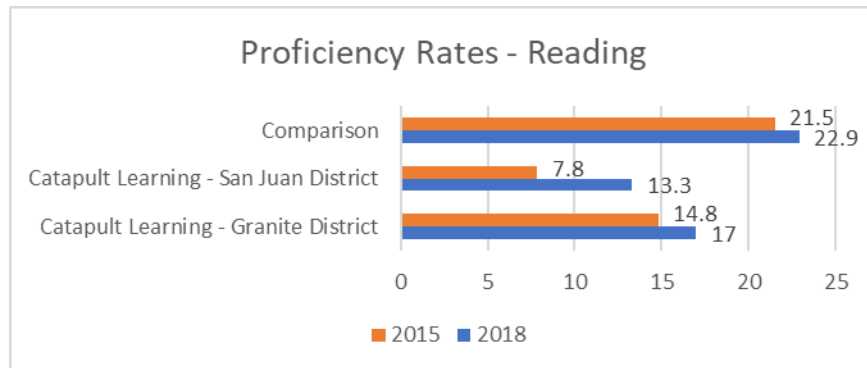
The two schools in San Juan face very different challenges than typical schools across the country. Because of their rural location on a Navajo reservation, students come to school not only with extremely limited English experience as Navajo is the home language, but in addition, are challenged with limited access to life experiences that round out their educational opportunities. More than 98% qualify for free and reduced lunch. Furthermore, because of its rural location, teacher and leader turnover in San Juan is extremely high, far above the national norm, given the challenges of living on a reservation. Students lack exposure to consistent, high-quality teachers, which is essential to their academic performance. As a result, students in San Juan consistently score very low at baseline, with <10% of students demonstrating proficiency in Reading and Science in 2015. Over the two-year period of improvement support, students in San Juan demonstrated notable growth on the SAGE assessment.

Overall Proficiency on the SAGE

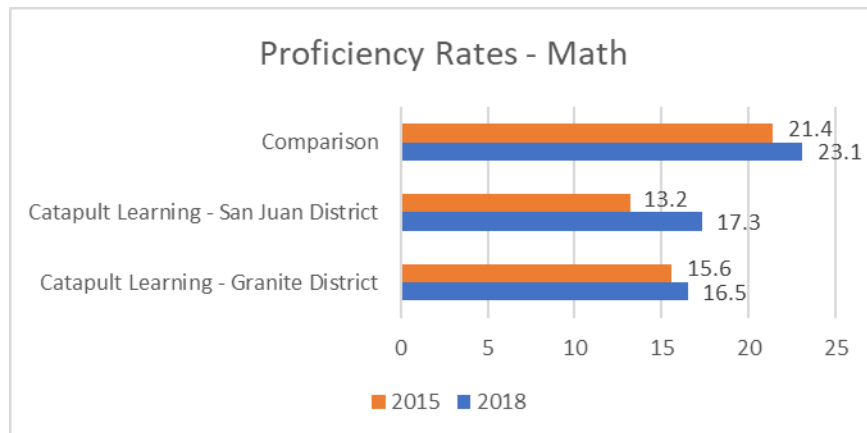
The following charts present student proficiency rates in various subjects on the state assessment. The Reading findings over a two-year period are very compelling. Catapult Learning's coaching support focused on Math and Reading. But the benefits of implementing a core instructional model and school turnaround services had a positive impact across content areas. Baseline scores from the Spring of 2015 and final scores from the Spring of 2018 are presented. The schools we supported increased at a faster rate than both comparison schools and the districts with over 5 points of gain in San Juan schools and 2.2 % gains in Granite schools.



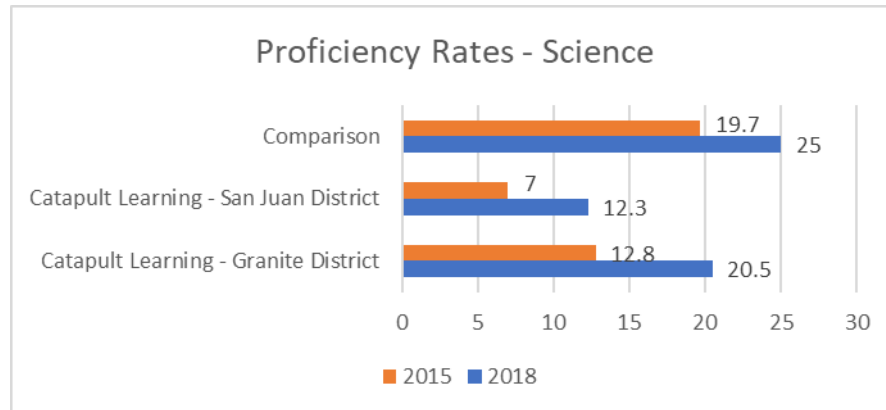
Comparison schools grew 1.4% points. This is especially significant given the schools we supported began at the lowest starting point. On average, an additional 3.9% of students tested proficient in Reading – outperforming comparison schools by nearly 3%, as demonstrated below:



Similarly, the math findings over this same 2-year period demonstrate the impact on student achievement. On average, an additional 2.5% of students tested proficient in Math -outperforming similar comparison schools as demonstrated below:



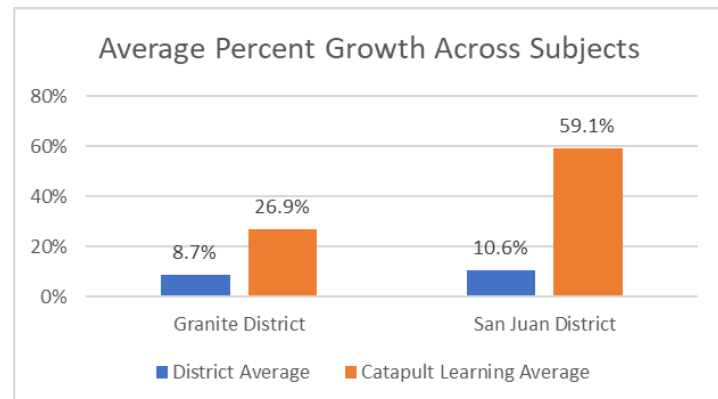
Results are just as impressive in Science, demonstrating that increasing successful teaching practices impacted student achievement across the content areas. On average, an additional 6.5% of students tested proficient in Science – outperforming similar comparison schools.



***Comparison schools were chosen from the Granite and San Juan schools districts that were identified for Turnaround services during the same year and served elementary-aged students. No schools in the San Juan district met these criteria, therefore all comparison schools were from the Granite school district. These included: Granger School, Oquirrh Hills School, Redwood School, South Kearns School, and the Thomas W. Bacchus School.*

Overall SAGE MGP Results (Median Growth Percentiles)

Over the partnership, from 2016 to 2018, the average growth in MGP (median growth percentiles) for tested grades was examined. Through the use of Utah's Student Assessment Growth and Excellence (SAGE) data, student growth percentile rankings for each student are calculated. The growth calculation identifies a "academic peer group" of students and measures the amount of

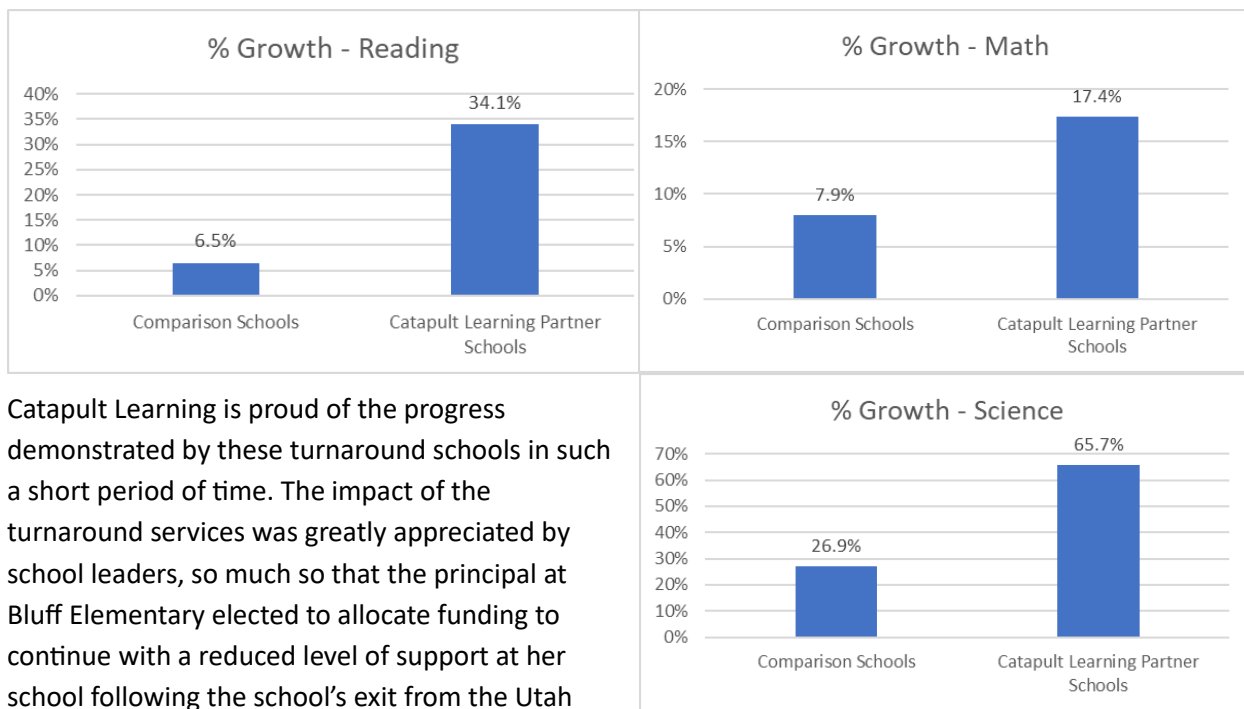


academic growth a student has made as a result of one year of instruction, compared to similarly performing peers. Growth is calculated only for those students who have at least two points of data. For Utah's School Grading accountability system, all students who receive an SPG of 40 or higher are included as having demonstrated adequate and appropriate academic growth. The SPG results translate into a median growth percentile (MGP) for schools. Schools that receive a 50% or higher MGP performed higher than the state average. The state designed this process to treat all schools fairly regardless of their student's academic proficiency levels.

Our analysis of the MGPs proves we are seeing exceptional growth in the San Juan schools which is significant given their starting point.



The following reading, math, and science MGP data demonstrates the two schools Catapult Learning supported outpaced the growth of the comparable schools.



Catapult Learning is proud of the progress demonstrated by these turnaround schools in such a short period of time. The impact of the turnaround services was greatly appreciated by school leaders, so much so that the principal at Bluff Elementary elected to allocate funding to continue with a reduced level of support at her school following the school's exit from the Utah Turnaround list. This engagement in continuing the partnership speaks to the value of the relationship: the principal chose to continue the professional learning and coaching support even when not mandated or financially supported by the state or the district.

Utah Cohort 3

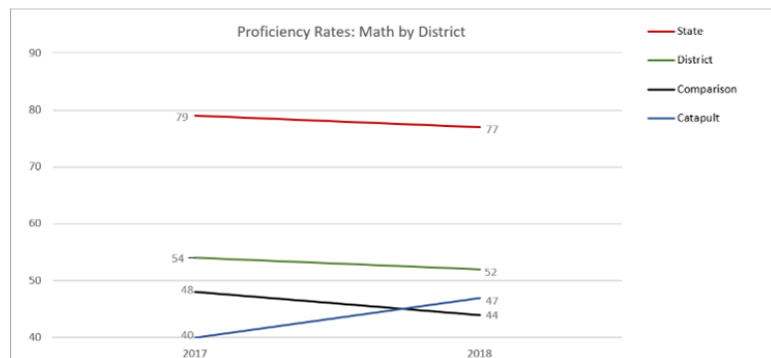
We were selected to engage in a unique partnership for a decentralized learning organization that serves students across the Wasatch Valley in 10 remote and brick and mortar learning environments. To align with the prioritized needs, we provided experts in leadership, curriculum, eLearning, and special education support. We delivered hybrid services that included Institute, targeted professional learning, curriculum adoption leadership, and both virtual and in-person coaching support. Athenian eAcademy came off the Comprehensive School Improvement list status after just 18 months of hard work. The school was supported from February 2020 to May of 2021.

Holt Elementary School in the Davis School District elected Catapult Learning as their improvement partner beginning in the 22-23 school year. Our 3-person coaching team supported the delivery of strong core instruction, the buildout of MTSS, and the use of data by the leadership and teaching teams. Holt successfully exited improvement after two years of support. Holt identified funding to continue working with Catapult Learning after the school exited school improvement.



Success in Virginia

Catapult Learning has successful experience delivering improvement solutions with public schools in Virginia. Since 2010, we have provided comprehensive improvement services to more than 20 schools in a variety of communities in Virginia. Achievement data from Spring 2017 to Spring 2018

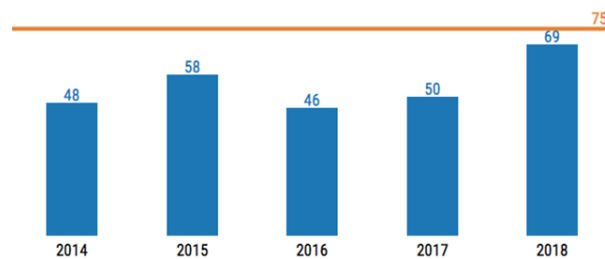


demonstrate proficiency rates have outpaced the state, district and comparison schools in Reading, Math, and Science. Reading proficiency rates grew by 4% as demonstrated in the reading chart. Math proficiency rates grew by 7%, outpacing the state, district, and comparison schools, as demonstrated in the math chart.

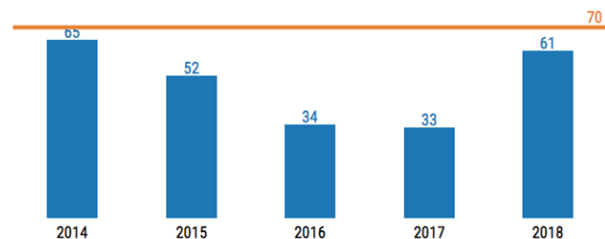
Source: Virginia Department of Education, School Quality Profiles. Catapult Learning Schools: Chimborazo Elementary, Swansboro Elementary, Binford Middle, Elkhardt-Thompson Middle School, and John Marshall High School. Comparison Schools: Ginter Park Elementary, Henderson Middle, MLK Jr. Middle, G.H. Reid Elementary, Oak Grove/Bellemeade Elementary, Richmond Alternative and Woodville Elementary.

English Learner Academic Achievement

From 2017-2018, Catapult Learning supported a focus on English Learners at Swansboro Elementary. Year over year gains are substantial: from 50% to 69% proficiency, as demonstrated by the charts below.



Math achievement amongst ELs was also an area to celebrate great gains: from 33% to 61%.



The achievement results for English Learners allowed the school to be accredited with conditions.

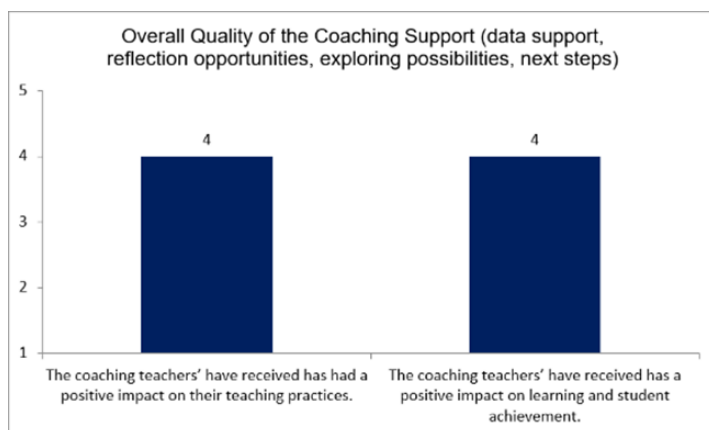


Measuring Impact through Survey Data

As a responsive partner, we measure the effect of all professional learning experiences. Catapult Learning promotes quality assurance by utilizing the professional learning evaluative frameworks of Kirkpatrick (1993) and Guskey (2000), two preeminent thinkers in the field of professional development evaluation in educational settings. Catapult Learning administers end of year surveys to partner schools utilizing an online survey tool. Surveys are intentionally designed, using the Guskey Framework, to address the learning of new knowledge and skills, the application of new knowledge and skills, the impact on the organization and the impact on student learning across the year. In addition, the impact of coaching on both leader and teacher behaviors is assessed.

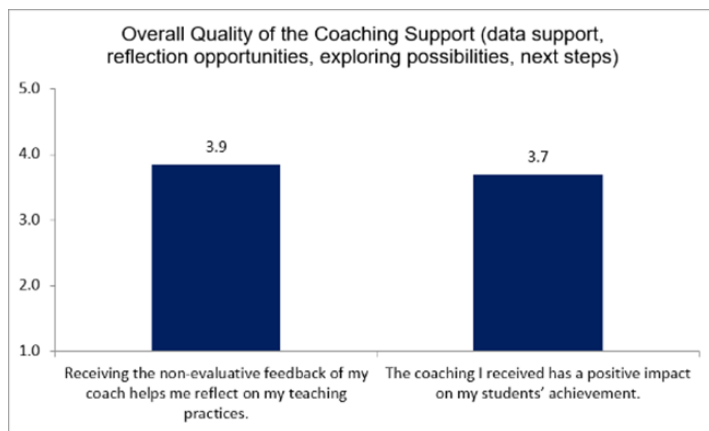
Principal End of Year Survey Results

Principals were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Disagree and 4 = Strongly Agree. Survey feedback from the school leaders is impressive, having received an overall score of 4 out of a 4-point rating scale on both the coaching and the professional learning of the instructional staff. School leaders clearly see a positive impact on teacher practices and student learning opportunities.



Teacher End of Year Surveys Results

In addition to leaders, teachers were asked to evaluate the coaching service provided by the Catapult Learning coach. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Disagree and 4 = Strongly Agree. Overwhelmingly, teachers responded to the support of their coach and view the coaching as having had a positive impact on student achievement.



9. Familiarity with the Utah Accountability Technical Manual

As a preferred provider for comprehensive needs assessments and improvement support in the state of Utah since 2016, we are very familiar with the USBE school improvement manuals. Our PD Managers and Center of PD Excellence team members supporting our Utah PD Specialists read and highlight the manual as needed to understand the processes. We have been partners with schools in establishing the



processes of support described in the handbooks since our partnership with the USBE started. We translate the steps our team supports into our internal training resources in order to ensure our assigned PD Specialists have the background knowledge and access to the appropriate tools for supporting in the CNA process, in the monitoring process, or in the full spectrum of improvement support. We have experience helping principals and schools who are new to the support model understand the entire process. Our PD Manager liaises with the School Improvement Department to fully understand any updates or changes the department leads as we move through the school year.

10. Familiarity with the Utah System of Support for School Improvement USoSSI

As described above, we have a deep understanding of the domains Utah has articulated as the framework for supporting schools. Our teams have effectively used all of the tools in the process, starting with the CNA templates, leading to the root cause analysis, and moving through school improvement planning, including the progress monitoring protocol.

11. Familiarity with Utah's Personalized, Competency Based Learning (PCBL) Framework

Our PD Specialists are experts at adapting their coaching supports as they work in various states. As an organization, we support Utah's PCBL innovative approach to a culture of learning, rather than a culture of teaching. Asking students to demonstrate core knowledge and skills in personalized and differentiated ways leads to deeper learning and the ability to transfer skills in life. We also offer workshops focused on building opportunities for student voice, student ownership in their learning and we understand the importance of relationship building. Understanding the unique needs and preferred learning styles of every learner as they push towards deeper learning is an area our coaches excel in.

12. Familiarity with Utah's High Quality Instructional (HQI) Cycle

Our PD Specialists immerse themselves in the schools they support. Our team understands Utah's High Quality Instructional (HQI) Cycle and can embed this process into their support through both professional learning and job-embedded coaching. We can leverage the 6 steps cycle in instructional planning as we work with teachers to define both short- and long-term goals. Our PD Specialists excel at helping teachers reflect on their instructional practices to support students where they are as they progress to meeting rigorous grade level standards.

13. Capacity to Fulfill the Scope of Work

13. Capacity to fulfill scope of work and responsibilities for CPH in a high quality manner that meets or exceeds contractual expectations.

We have a nationwide business track record providing contracted, government-funded educational services in public and non-public schools. We have established start-up and operating procedures, as well as substantial financial resources, excellent credit ratings, and bank references. Catapult Learning



has the capital to finance startup and operating expenses to begin our work in CPH. In the history of Catapult Learning and its predecessor companies, we have never had a problem starting up or continuing contracted services due to lack of capital to support our efforts.

CPH can count on Catapult Learning's continued commitment to deliver all necessary financial and human resources to ensure the smooth delivery of our proposed school improvement solutions. We have demonstrated this ability in other improvement schools across Utah since beginning as an improvement partner in 2016.

As an additional demonstration of our capacity to take on this work, we outline the responsibilities and experience of our management and program delivery staff in their biographies that follow. At Catapult Learning, our most valuable resource is our people. That's why we take great care to hire staff members who have experience in the areas of expertise that is needed.

Annette Charles, Territory Vice President

Annette Charles joined Catapult Learning in 2009. She serves as Territory Vice President for Catapult Learning West, ensuring overall service quality, client satisfaction, promotional activities, and profitability of assigned programs. Annette has over 10 years of experience maintaining strong professional relationships with key personnel in school districts and customer service. In addition to her excellent management and communication skills, she has five years of educational experience as an assistant principal in the Hurst-Euless-Bedford Independent School District. She received a master's degree in education administration from the University of Texas and a master's degree in curriculum and instruction from Northeastern University in Boston.

Jeanna Pignatiello, Vice President of Programs, West

Jeanna Pignatiello recently joined the Catapult team. She serves as Vice President of Programs for Catapult Learning West where she is responsible for the oversight of all regional programs. Jeanna has two decades of experience in K-12 education. Most recently, she served as the SVP and Chief Academic Officer at Stride Learning where she oversaw all academic and special programs, academic policy, talent and community development, data management and analytics. Jeanna has held various executive roles in education technology, product management, operations, and school leadership. She received a master's degree in educational leadership and administration from Northern Arizona University.

Alia Williams-Ashley, Ed. D., Professional Development Regional Director, West

Since 2007, Alia Williams-Ashley has served as a Professional Development Presenter and Coach for Catapult Learning. In this role, she has participated in school needs assessment, group instruction, and extensive planning. Prior to her work as a coach and presenter, Alia worked as a Literacy First Consultant, Coaching Supervisor, PD/PI Supervisor, and Title I Teacher with Catapult Learning. Alia also has several years of in-class teaching experience in both Wisconsin and Illinois. In 2008, she received a doctoral degree in Education, focused on Organizational Change and Leadership, master's degree in Elementary



Education; previously, she had earned a bachelor's degree in education from Northwestern University in Illinois.

Tahira Terkman, Professional Development Manager, West

Tahira serves as Professional Development Manager for our engagements in the west. In this role, she identifies and hires professional development specialists, supervises the PD specialists, and ensures program quality, identifies local workshop needs (frequently via sales or local program manager), oversees the scheduling and delivery of workshops, reviews session evaluations with presenters to track the quality of the presentations, and maintains records including presenters' credentials, and workshop master files. Tahira also tracks workshop deliveries, evaluation summary information, and revenues generated from the workshops and maintains the records within our recordkeeping system. Before joining our team, Tahira spent several years working as a School Principal and a teacher in various subjects. She has extensive experience with ELs. Tahira holds an M.Ed. in Educational Leadership from the University of North Texas, and a B.S. in Elementary Education from the University of Missouri – Columbia.

Sue Gerenstein, Vice President of Professional Development

Sue Gerenstein leverages 30+ years of diverse expertise in teaching, school administration, and education management. In her current role, Sue leads the development and execution of our professional development initiatives. Before joining us, she held key positions like Vice President for Academic Partnerships at American Reading Company and Senior Director of Education at Foundations, Inc. Sue's extensive career includes serving as Vice President of Professional Development and Curriculum at EdisonLearning, where she directed the creation of products and resources for school design implementation. Her responsibilities included coordinating PD and supporting resources aimed at enhancing student performance in partnership schools and alternative academies. With roles ranging from Vice President of Educational Services to Director of Student Support Services, Sue has a wealth of experience in areas such as leadership, curriculum, pedagogy, data analysis, assessment, and special education compliance. Sue earned a master's degree in curriculum and instruction with a focus on instructional technology from the University of Wisconsin-Madison and holds a bachelor's degree from Northern Illinois University. Additionally, she obtained supervisory certification from Seton Hall.

Vanessa Ronketto, Executive Director of School Improvement

Vanessa Ronketto oversees services provided through our Center for Professional Development Excellence, School Improvement Solutions. She is responsible for Literacy First program oversight, implementation fidelity, consultant support and overall client satisfaction. Vanessa brings 34 years of experience in education including experience as a teacher, preschool administrator, reading specialist and a K-8 administrator. After moving into a regional support role in 2004 as Senior Director of Achievement, her focus became the support of principals and schools in need of school improvement. She was the superintendent for 8 recovery schools in Ohio and served as a turnaround superintendent where she led the design of the education plan for a turnaround project in partnership with the Indiana



State Board of Education. Prior to joining our team in 2016, Vanessa served as a Director of Educational Programming. Vanessa holds degrees from Oakland University in Rochester, MI; a BS in elementary education, a MA in Reading and Language Arts, and a post graduate administrative certificate.

Rachael Gurian, Director of Program Design

Rachael joined the Catapult Learning team in 2022 and has since supported large-scale public and private PD implementations and designs around SPED, SEL, and MTSS. She advises our product development with new content delivery, updates of solutions, and market research. Rachael also contributes to the recruitment of new PD specialists. Rachael previously worked as an educational consultant with the Colorado League of Charter Schools, and a Regional Director of Student Services with KIPP Colorado Schools. She earned her M.A. in Educational Leadership from the University of Pennsylvania, her M.Ed. in Multi-Cultural Education and School Counseling from the University of Pittsburgh, and her B.A. in Psychology from Penn State University. Rachael is also certified in Crisis Prevention Intervention, Leadership & Learning RTI, and other education-related roles like Professional Administrator, Director of Special Education, and School Principal.

Professional Development Specialists

Our PD Specialists combine expert knowledge of research-based strategies with their real-life experiences to model practical application in professional development and coaching. Our specialists are highly experienced K–12 educators with at least a master’s degree in education and a minimum of five years in the classroom. Nearly all of our coaches have held leadership roles in schools and/or districts; those who have not been school or district leaders have extraordinary skills in one or more content areas and general pedagogy. In addition, our specialists receive ongoing training, both in-person and on-line, to assist in keeping them abreast in the latest research in the education field and to support the continual development of their personal leadership, facilitation, and coaching skills.

Our local and national network of PD Specialists bring a wealth of teaching and leadership experience to this work. These experiences provide critical background knowledge and expertise to pull from as they strengthen the instructional leadership and teaching capacity of the educators they serve. Our specialists bring real-life application to the skills and concepts presented in professional development events and through their coaching relationships. We make certain to select and assign staff with relevant practitioner experience. We take great pride in providing the highest-quality staff with extensive experience in critical areas, such as school improvement work, including needs assessment and progress monitoring, and the provision of high-quality coaching and consultation.

Regarding the experience requirements above, outline experiences that the company has had in helping improve student outcomes for other schools. List schools, dates, and the extent of work provided for the school. Include school performance data before working with your company, progress made while working with your company, and data since working with your company.

We have included this information throughout our responses to question 1-13.



Detailed Scope of Work

The CIE provider is expected to:

1) School Improvement Plan Development Year 1

1) School Improvement Plan Development Year 1 – The CIE Consultant will collaborate with the Elevate School’s School Improvement Committee to develop a school improvement plan based on the school’s Comprehensive Needs Assessment and Root Cause Analysis. The school improvement plan must:

a. Addressing the Root Causes of Low Performance

a. Address the root causes of CPH’s low performance identified through the needs assessment;

Catapult Learning School Improvement is a flexible and holistic Comprehensive Support and Improvement solution designed to meet the needs of schools at any point on the spectrum of performance. Our model for school improvement is based on our Five Strand Design for Exemplary Schools, which provides a framework of excellence to build a custom implementation plan for each partnership school.



We propose to work with CPH in Year 1 of planning to develop your improvement based on the results of the comprehensive needs assessment (CNA). The plan will include personalized leadership and teacher professional learning and coaching support in the prioritized areas identified by your CNA by addressing the root causes. We will help leadership build in a Plan-Do-Study-Act cycle to school improvement that includes measurable goals, objectives, and benchmarks by which to measure progress.

At the core of our support is effective and systematic change management that includes specific strategies to support CPH:

- A leadership development program for school leaders and their school leadership team
- Professional learning opportunities for teachers with a focus on improving the quality of classroom teaching and learning with a focus on SWD
- Data Driven Inquiry: A cycle of “diagnose, plan, do, review, and adjust”
- Modeling and coaching strategies that help the staff manage their personal change at vulnerable points in the process
- Modeling and coaching strategies using research-based practices for engaging all learners in rigorous instruction



b. Recommendations for Changes

b. Include recommendations regarding changes to CPH's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school improvement plan;

The Catapult Learning team will convene with school leaders and the school improvement committee to further analyze and reflect on the priorities identified in the comprehensive needs assessment to identify potential short- and long-term goals, and “quick” wins. The needs assessment provides a comprehensive picture of where the school is and where it needs to go next, given the root cause analysis reflection. Our team will help the school create a solid implementation plan that includes the targeted strategies to address professional learning and coaching needs. As we implement the plan, a Plan-Do-Study-Act cycle of continuous improvement frames up monitoring and adjusting.

Recommendations around personnel, policies, the master schedule, budgeting needs, the school culture and instructional practices are areas our PD Specialists can model and support.

In this RFP, the school has identified the challenges they see. As we work through Year 1 School Improvement Planning, we will use both the scope of work and the CNA results to craft a plan in collaboration with school leadership.

c. Measurable Student Achievement Goals & Objectives

c. Include measurable student achievement goals and objectives and benchmarks by which to measure progress;

Once the implementation plan is implemented, we will regularly assess, and monitor progress with school leadership by helping the school leverage the Utah Improvement tools for progress monitoring, as well as regular status reviews of the implementation plan. Our team can help guide the school improvement committee establish a structured reflection process, using the progress monitoring data, evidence documents, and milestones established in the plan as our roadmap. By leveraging the tools the state has provided, the school improvement committee will track progress collectively as a team and monitor closely what may need additional support.

We have had teams assisting schools with their progress monitoring in Utah since 2016. We believe in the process and are confident we can help the CPH team successfully navigate the support, resulting in student gains the staff can sustain long after the improvement journey is completed.

d. Professional Development Plan

d. Include a professional development plan that identifies a strategy to address problems of instructional practice;

Our experience in school improvement work starts with supporting the teaching and learning opportunities for each learner. We often leverage our professional learning journey in a core



instructional model to build teacher expertise in designing and delivering instruction based on research-based practices from the start of each lesson to the wrap-up of each lesson. This emphasis has a direct impact on addressing problems of instructional practice and supports the engagement of students in academic learning time.

Specific areas for professional growth are targeted when we help the school create their school improvement plan. We can tap into our extensive catalog of workshops to meet the strategies of the plan. In this RFP, the school identified areas that may emerge through the CNA. We can align the key priorities to scope out the support plan in the key area you identified as they align with the CNA. We bucketed your key areas of focus in the following supports:

- Build a positive, culturally responsive school culture where procedures and common expectation are modeled, reinforced, and celebrated, and positive motivation and engagement is driving students to stay and track towards success
- Unpack practices for delivering instructional excellence in blended learning environments
- Provide instructional consistency and coherence across the school
- Evaluate and refine effective MTSS systemwide to support behavior and academics with progress monitoring systems: provide intervention time to support Tier 1, 2 and Tier 3 needs around SEL, culturally responsive teaching practices, and trauma
- Establish a data culture by facilitating effective PLCs as intentional time set aside to conduct data analysis protocols for RISE, Interims, and benchmarks in order to plan for interventions and targeted reteaching opportunities
- Develop leadership walk-through supports for providing feedback to teachers
- Create a replicable onboarding plan for integration of new staff and students into the culture of the building

We can provide hands-on support throughout the school year for job-embedded professional development to teachers in a variety of settings. These site-based professional development opportunities provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly.

The following describes how we can help build coherence across your building through a school-wide core instructional model.

Building Instructional Coherence: The Core Instructional Model for Leaders & Teachers

School improvement efforts must include a commitment to improve the quality of teaching and learning. A key focus in the Pedagogy and Curriculum Strand is a core instructional model. This model integrates research-based practices to ensure systematic, explicit instruction occurs in all classrooms. The design incorporates Fisher and Frey's Gradual Release of Responsibility, and includes strategies for maximizing academic learning time, increasing student engagement, differentiating instruction, designing explicit skill instruction, improving teacher questioning, building active practice, and assessing the learning to design opportunities for re-teaching. A focus on the learning environment maximizes the effectiveness of



these instructional strategies. When a common overall lesson structure is followed school-wide, students know what to expect and will experience a higher success rate with College and Career Readiness.

Building Instructional Coherence (BIC) is designed to engage the entire school community in adopting a core instructional model. Central to this solution is our research-based instructional model, designed to maximize Academic Learning Time, cultivate greater student engagement, and improve student learning outcomes. This comprehensive program combines professional development for leaders and teachers along with job-embedded coaching. BIC supports educators as they leverage best practices in planning, instruction, and assessment across all grade levels and content areas. BIC builds administrator capacity to serve as effective instructional leaders, creates opportunities for teachers to collaborate and share resources, and provides a consistent set of routines and structure for students as they move from classroom to classroom, and from year to year. Research shows that when leaders and teachers share a common understanding and language about effective teaching and learning school-wide, students will experience higher rates of achievement. Moreover, a shared instructional model creates greater opportunity for professional learning experiences and coaching support that is consistent, cohesive, and research-based in refining a school's approach to instructional planning and delivery.

Building Instructional Coherence has three main goals:

- **Provide instructional consistency and coherence across a school**
 - Facilitate and support teacher collaboration and common planning
 - Focus ongoing professional development efforts across the school or district
 - Provide consistent messaging to students throughout the school day and from year to year
- **Ensure the three indicators of Academic Learning Time are present in every lesson**
 - Students know and understands the lesson objective
 - Students actively manipulate the content in relation to the lesson objective
 - Students experience a 75-95% success rate
- **Improve student learning outcomes**
 - Promote student engagement
 - Ensure students are active in the learning process
 - Monitor individual success and learning outcomes

During our BIC professional development sessions, teachers and leaders will learn how to:

- Create Academic Learning Time in every lesson across all grade levels and content areas
- Recognize examples of student behaviors that indicate the presence of Academic Learning Time
- Implement a consistent instructional model that incorporates research-based best practices for organizing, designing, and delivering instruction that promotes student success
- Utilize the key components of a well-designed lesson including Activating Relevant Knowledge (ARK), Direct Teacher Input (TIP), Student Active Participation (SAP), and Identifying Student Success (ISS)



- Analyze the importance of adopting practices that allow teachers to monitor and adjust to achieve maximum effect for all students throughout the lesson
- Strengthen the use of a variety of formative assessment strategies to gauge student progress and inform instructional decision-making

Leadership Session Descriptions

The work may begin with school improvement committee and leadership team, understanding the importance of establishing a core instructional model across the school and the school leaders' role in conducting regular walk-throughs, followed by timely feedback through effective coaching conversations. We build instructional leadership capacity to ensure leaders who are engaged in coaching teachers forward. The following professional learning is intended to be spread across our engagement with CPH.

- *Building Instructional Coherence: A Blueprint for Success Module 1:* This session is designed to help participants understand the critical importance of effective instructional leadership and the impact on student achievement. Leaders will reflect and analyze structures and systems in place for maintaining a collaborative learning culture that supports conditions necessary for effective teaching and learning. Participants will be introduced to the components of Catapult Learning's research-based instructional model and provided recommendations for implementation. Leaders will recognize the complexity of change and identify obstacles that may impact school culture, leadership, and student achievement.
- *Building Instructional Coherence: A Blueprint for Success Module 2:* This session is designed to help participants identify the important considerations for holding instructional conversations that cause teachers to reflect on their current practices. Leaders will reflect on how to use instructional conversations to impact school culture and student achievement. Participants will identify the support needed by teachers to become reflective practitioners of instructional leadership.
- *Building Instructional Coherence: A Blueprint for Success Module 2:* This session is designed to empower leaders to effectively lead change to improve school culture and student achievement. Leaders will reflect on becoming a catalyst for high performing teachers and students and a catalyst for accelerating student achievement for all students. In this session, participants will identify strategies for initiating, delivering, and managing successful change. Leaders will create a comprehensive plan for including all stakeholders in evaluating data to assess and improve the school's progress towards the goals and mission.

Teacher Session Descriptions

The following session descriptions lay out the professional learning in our Building Instructional Coherence series for instructional staff. We can deliver these learning opportunities through PD days, early release days or if necessary, through PLCs. We are flexible as we create the professional learning plan for school improvement with the school's schedule in mind.



- *Building Instructional Coherence Sections 1 & 2: Introduction to a Core Instructional Model and Anatomy of a Lesson—ARK:* In this session, teachers will understand the critical components of an effective instructional model. Teachers will address the question: How can we use this instructional model to create academic Learning Time for all students? Participants will apply the Instructional Model to create Academic Learning Time (ALT) in lesson planning. Participants will consider how activating relevant knowledge (ARK) scaffolds learning and sets the stage learning. Finally, participants will consider the application of various designs of the instructional model and when it may be appropriate to vary its use.
- *Building Instructional Coherence Sections 3 & 4: Anatomy of a Lesson—TIP and SAP:* In this session, teachers will understand how the process of setting learning objectives maximizes student achievement. Teachers will consider various strategies to create Academic Learning Time. Participants will craft strong learning objectives by unpacking curriculum standards and will review and practice strategies for activating relevant knowledge (ARK) and teacher input (TIP).
- *Building Instructional Coherence Sections 5&6: Anatomy of a Lesson – Monitor and Adjust and ISS:* In this session, teachers will review how they use formative assessment practices to monitor student learning and adjust their teaching to meet the needs of students. Participants will understand the concept of monitoring and adjusting instruction and how it fits into the Core Instructional Model and will identify strategies for ensuring feedback is effective. Participants will explore ways to identify student success (ISS).

Additional Teacher Professional Development

Our professional learning options are designed to build the capacity of teachers as we focus on improving the quality of teaching and learning in the schools that we support. In school improvement, we focus on the key competencies teachers utilize as they develop into effective practitioners. Great teaching is the engine that powers student achievement; therefore, teacher development is a central component of our work. Sample professional development opportunities that we can support are described below. Our intention is to bring these options to the school improvement planning work and deliver the support we agree on in the plan. We understand the environment in which your teachers are delivering instruction and the blended model delivery method. All professional learning will be delivered through the lens of your school model.

Pedagogy and Curriculum

- *Classroom Practice:* Teachers examine the “recipe” of outstanding classroom practice and relate it to their own contexts, building on their shared language of learning and teaching. Teachers measure against a rubric that explicitly mentions key levers needed when planning for learning and teaching.
- *Essential Standards:* Training aims to extract classroom actions that increase student learning from Utah Core Standards. Participants reduce standards to their essentials; unwrap/deconstruct the essentials; visually represent what students should know and be able to do for each of the



essentials; translate each into big ideas of the curriculum; and finally, turn each big idea into essential questions that focus student learning.

- *Unit Planning:* Training ensures that the curriculum students experience is coherently mapped and aligned across subject areas. Participants will utilize the process to ensure that all students experience a rigorous and engaging curriculum that is designed for mastery of all relevant standards and embeds the core skills students need to develop into effective learners.

Assessment for Learning

- *Giving Effective Feedback:* Research shows that feedback is one of the most significant strategies teachers can engage in to promote student learning. To reflect on and expand their practice of providing effective feedback, teachers will identify several modes and formats for giving students feedback; understand key research about feedback and distinguish grading from giving feedback; and learn techniques for providing effective, actionable feedback to help students meet learning goals.
- *Introduction to Data Analysis:* Effective schools use data to continuously improve. Participants in this session will learn how to gather and analyze data that will help them to understand where their schools are, why they are getting the results they are, and how to focus improvement strategies. They will examine the roles and responsibilities of data teams and develop a shared sense of responsibility for student success. Additionally, in this workshop, participants will: practice a four-step process for analyzing data, establish teams to use data to make instructional and curricular decisions to increase student achievement, take a solution-oriented approach to focusing instructional improvement, and use data to set goals to improve teaching and learning school-wide.

Learning Environment

- *Effective Classroom Management:* Creating a safe and positive classroom environment is critical for students' social, emotional, and academic success. Proactively and explicitly building a culture of high expectations, respect, and shared values sets the tone for a collaborative classroom and protects both teachers' and students' rights. This workshop will help teachers create an effective plan for classroom management that will set the stage for a successful year for all stakeholders. Teachers will understand the factors that contribute to effective classroom management; explore the relationships among philosophies, beliefs, values, and behavior; and learn strategies for establishing a positive classroom environment and preventing behavior problems.
- *Interactive and Engaging Teaching Strategies:* Research shows that increased student engagement promotes overall retention of the target subject matter and leads to higher levels of motivation and student ownership of the learning process. To prepare for college and career, students must not be passive learners; they must manipulate content, ask questions, discuss with peers, and solve problems. This workshop introduces a variety of strategies for teachers to use as they move into a facilitator role in the classroom while engaging students in the cycle of



learning. Teachers will discuss guidelines for establishing and maintaining an “active” classroom; identify instructional strategies that will reinforce the higher levels of thinking required for college and career readiness; understand the teacher’s role in creating learning opportunities that promote inquiry, collaboration, and lively discussion; and design easy-to-implement yet effective activities to use with students.

Student and Family Support

- *An Introduction to MTSS: A Framework for Success:* Multi-tiered Systems of Support (MTSS) is a resource allocation framework that focuses on success for all learners by ensuring access to high quality instruction, intervention, and social-emotional support. It is a systematic process of connecting assessment, resources, and research-based practices to support the needs of every type of learner. In this session, educators will explore the why, what, and how of multi-tiered intervention and plan to implement MTSS within their own school community or district. Teachers will understand the components of a tiered intervention system; understand the components of a tiered intervention system; coordinate support and resources to prepare for tiered interventions; and implement a problem-solving process.
- *Refining Our MTSS Systems and Practices:* Once schools have laid the foundation for an MTSS framework, they can work toward refining their systems and practices to better support the growth and success of all students. Participants in this session will take a deeper dive into the components of MTSS, including potential assessments, a process for analyzing various sources of data to inform instruction, and a framework for designing effective Tier I and Tier II instruction. Teachers will understand how mindset can affect the success of a school’s MTSS efforts; describe various types of assessments used to inform decision making; design effective Tier 1 and Tier 2 instruction; and implement a process for data-based decision making.
- *Introduction to Positive Behavioral Interventions and Supports (PBIS):* Schools can take a systematic approach to promoting pro-social and pro-academic behaviors by implementing Positive Behavioral Intervention and Support in a systematic and schoolwide way. School teams will examine their existing structures and systems and explore various strategies to strengthen their schoolwide approach to behavioral management and intervention, with a particular emphasis on putting in place supports and structures to organize intervention and respond to misbehavior at the Tier I or primary level. Teachers will assess their school’s current level of behavioral intervention support; identify Tier I intervention and reinforcement strategies and organize supports and structures to implement interventions at Tier I; and develop schoolwide behavioral expectations and measure whether the PBIS system is meeting the needs of most students.
- *Tiered Academic Interventions:* To meet the needs of all students, a school’s core instructional program must incorporate a high-quality curriculum and evidence-based interventions. An important goal of a tiered intervention system is to create an instructional model for all students. Educators will be introduced to a framework for constructing a tiered intervention system and



will work cooperatively to develop this type of system for their schools. Teachers will assess school's current level of RTI implementation; understand how a strong core curriculum is a prerequisite to a tiered intervention system; learn a framework for constructing a tiered intervention system; differentiate the core instruction at the school to meet the needs of students in all three tiers; and develop a tiered intervention system.

- *Tiered Behavioral Interventions:* High-quality instruction prevents many behavioral problems from occurring; however, there are times when teachers must use targeted Tier II interventions with students who require additional support. This session revisits the idea that a strong PBIS system is a prerequisite to building a comprehensive tiered intervention system designed to meet the needs of students most at risk. Educators explore interventions and strategies for promoting positive behavior and collaborate with colleagues to implement tier 2 behavioral support and intervention. Teachers will identify the characteristics of students needing Tier II interventions, develop a process for responding to the needs of Tier II students; and examine examples of Tier II behavioral interventions and generate strategies for promoting and reinforcing positive behaviors.
- *Data-based Individualization:* Data-based individualization procedures can maximize student learning and social-behavioral development in a multi-tiered system. In this session, teachers will explore data-based interventions for Tier III learners who require personalized instructional experiences to achieve functional performance levels. Teachers will examine the DBI process and acquire strategies and resources for progress monitoring, diagnostic assessments, and intervention adaptations. Following this workshop, teachers will be able to describe data-based procedures to create individualized academic and social-behavioral programming within a tiered system of interventions; identify reliable, multi-phase, and proactive data-based interventions targeting identified IEP goals and outcomes; and create an action plan to address specific students' learning profile requirements.
- *Intensive Academic Interventions:* The National Center for Intensive Intervention (NCII) identified Four Categories of Practice essential in planning and implementing effective instructional practices. These practices have a great impact on student outcomes. Instruction needs to be intentional and explicit. This session explores overarching concepts of high-leverage practices (HLPs) and the Core Practices for Intensive Intervention. These include: Selecting Critical Content; Verifying Students Have Prerequisite Skills and Background Knowledge; Providing Students a Clear Statement of Goals and Expectations; Sequencing Skills Logically; Presenting a Wide Range of Examples and Non-examples. Teachers will define and understand the core practices and principles of intensive academic interventions; identify the impact of core practices and high leverage practices on student outcomes; and utilize core practices and high leverage practices to determine what, why, and how to deliver intensive academic interventions.
- *Advanced Exploration of Intensive Academic Interventions:* This is a follow-up to Introduction to Intensive Academic Interventions. The session explores additional high-leverage practices and more specific strategies for designing and delivering intensive intervention. These include:



segmenting complex skills; drawing attention to important features of the content through modeling/think alouds; promoting successful engagement using systematically faded supports/prompts; presenting information in ways that help students organize knowledge; creating purposeful practice opportunities; and providing opportunities for students to respond and receive feedback. Teachers will demonstrate an understanding of intensive academic interventions; determine specific strategies to use when designing and delivering intensive academic instruction; and design and implement high leverage practices that support students' academic learning.

- *Intensive Behavioral Interventions:* The FBA-BIP (Functional Behavioral Assessment and Behavioral Intervention Planning) process is a helpful tool when supporting students in need of Tier II or Tier III behavioral interventions. In this workshop, teachers explore this valuable two-phase process, first by gaining an understanding of maladaptive behavior, defining it, and identifying the function behind it through careful analysis. Teachers then learn about antecedent and consequence strategies to decrease problem behavior. Teachers also will identify intensive behavioral interventions in a tiered system of antecedent-based management strategies; examine and select diagnostic assessment protocols to validate behavioral interventions' effectiveness; and apply classroom management interventions.
- *Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs:* In this session, teachers serving students with the most significant behavior support needs will explore a set of strategies for building appropriate rapport, maintaining boundaries, and establishing positive classroom norms. Teachers will examine the value of empathy in daily interactions with students with the most significant behavioral support needs. Teachers will review the importance of classroom structure, avoiding power struggles, maintaining consistency, setting limits, reinforcing appropriate choices, and motivating behavioral change. Teachers also will identify the connections between intensive interventions and Tier I supports for creating and maintaining a safe learning environment; describe how preventative interventions can be used to increase the likelihood of pro-social behavior and establish positive relationships with students; and apply the antecedent-behavior-consequence (ABC) framework for behavior change to support students with challenging behaviors in the classroom.
- *Supporting Students with Intensive Social-Emotional and Behavioral Challenges:* Teachers will gain strategies for creating and maintaining a classroom supportive of all students by learning the crisis cycle and understanding its impact on students. Tools for identifying students' triggers and escalation patterns will be reviewed. The workshop will review strategies for intervening and promoting pro-social student behavior. Teachers will identify proactive and positive behavioral management strategies to prevent the escalation of problem behavior; describe the acting-out cycle and identify when and how to respond in each stage; and plan interventions that reinforce pro-social student behavior.



Blended Learning

We have in our toolkit options to support learning in project based and blended learning environments. Our expert PD Specialists may leverage some of the content in these modules to support your educators.

- *Making Inquiry the Focus of Instruction:* STEAM education paves the way for students to become the next generation of innovators, educators, researchers, and leaders who can tackle our most pressing challenges. This workshop is designed for schools that have begun to implement inquiry-based learning and are moving forward with their STEAM initiatives. Teachers will learn how to incorporate project-based learning strategies and challenge students to apply scientific principles to real-world problems. In the workshop, teachers will explore the power of questions to spark inquiry in all learners; investigate the engineering and mathematical practice standards; examine the role of inquiry-based learning in both STEAM and non-STEAM disciplines; make connections between STEAM and the school's curriculum and other programs; and generate a plan for implementation and transfer to the classroom.
- *Creating Inquiry-Based Labs:* Inquiry-based labs use real-world problems to help students build the skills essential for the 21st-century workforce. In this session, educators will review the components and guidelines for inquiry-based learning and examine the role of learning and innovation skills in inquiry-based labs. Teachers will identify and use prompts to support inquiry in the classroom; explore the steps to create an inquiry-based lab; and generate a plan for implementation and transfer to classroom.
- *Fostering Critical Thinking with Inquiry-Based Labs:* Understanding the interconnected nature of science as it is practiced in the real world is central to the mission of the Next Generation Science Standards (NGSS). These essential science skills are critical not only for college and career readiness, but for all citizens who must make daily decisions based on research and data. In this workshop, teachers will explore the standards and experience teaching the content through inquiry, investigation, and discovery. Teachers will: explore the NGSS; understand how inquiry is incorporated into the NGSS; discuss and experience the difference between hands-on and inquiry-based instruction; investigate the levels of inquiry in an inquiry-based lab; and modify inquiry-based labs to reflect differentiated levels of inquiry required for the NGSS.
- *Project-Based Learning:* Project-based learning is a dynamic, inquiry-based classroom approach in which students gain important knowledge, skills, and understandings by investigating open-ended questions. Project-based learning requires critical thinking, collaboration, and creativity and helps to develop the skills required for success in college, careers, and beyond. In this session, teachers will learn the fundamentals of project-based learning and work to develop engaging classroom projects. Teachers will also: explore the components of project-based learning; understand how project-based learning helps to develop 21st-century skills; examine sample projects; and design an interdisciplinary project.
- *Introduction to Blended Learning:* Blended learning brings face-to-face and online learning together in an integrated learning experience that enables personalization, mastery-based

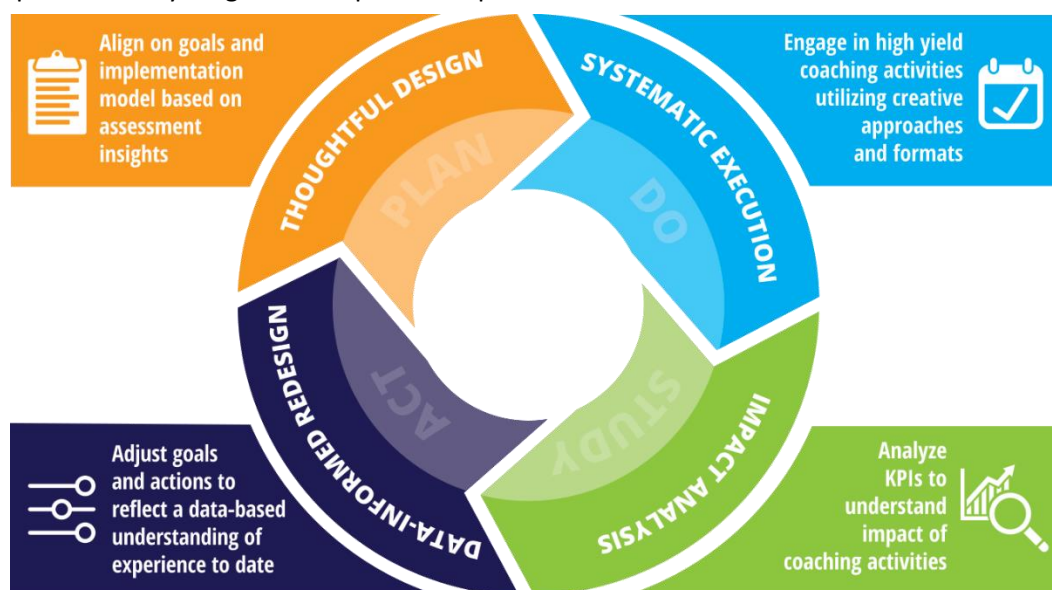


progression, and use of real-time data to monitor and adjust instruction. During this workshop, educators will learn to distinguish blended learning from technology integration. They will also examine the different models of blended learning that can be implemented in the classroom and the roles of the student and teacher in a blended learning environment. Teachers will: assess their current practices as they relate to blended learning; transform a traditional lesson to a blended learning one; and develop solutions to challenges they face in integrating blended learning in their classroom.

- *Transforming Assessments into Authentic Performance Tasks:* How do we develop authentic assessments for STEM and inquiry-based learning? In this session, teachers will explore examples of performance tasks from inquiry-based learning and STEM lessons to measure them against the criteria for an authentic assessment. Teachers will also use the GRASPS framework to start designing a performance task. Teachers will identify formative and summative assessment techniques appropriate for authentic learning; examine performance tasks that integrate technology and the arts to help students show mastery of content; and begin creating an assessment tool for an inquiry-based learning lesson or project that involves an authentic performance task.

Job-Embedded Teacher Coaching

Our coaching model is a capacity-building support system for teachers as they implement or advance best practices in their classrooms. These partnerships are characterized by trust, transformational change, and a strengths-based approach. Collaborative conversations serve as the foundation of our model. Individual teachers will derive a stronger sense of their own capacity to succeed, leading to increased collegiality, greater job satisfaction, and improved student learning outcomes. Our approach is designed to leave teachers with the knowledge, tools, and strategies that will enable them to continue to develop professionally long after the partnership ends.



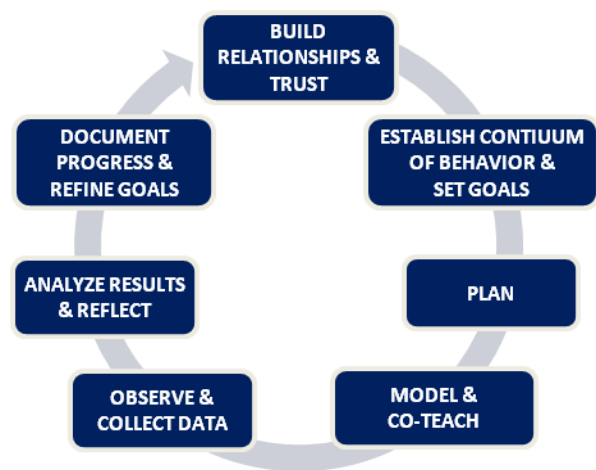


Our coaching model leverages a cycle of continuous improvement, visible in the cycle below. We begin with alignment of goals in thoughtful design and then continue in the cycle of support and reflection.

Our assigned PD Specialists will consult with the principal to set expectations and formulate a schedule for coaching. PD Specialists will provide each teacher with an opportunity to reflect on their current practice. During this dialogue, the coach and teacher build rapport and begin to establish individual goals that support the school improvement priorities.

Subsequent coaching visits are scheduled during the school day, in the classroom, or during planning periods. Our team can work with your teachers or teaching teams in one-to-one or small group settings. While there is no such thing as a standard coaching day, coaches will be engaged in some combination of the following activities:

- Co-plan and contribute to team meetings
- Co-planning lessons that implement new strategies
- Co-teaching activities to demonstrate an aspect of instruction
- Reviewing student products to monitor progress and reflect on lessons and activities
- Modeling effective instruction
- Facilitating the design and implementation of formative assessments
- Analyzing, interpreting, and using data to drive instructional decisions
- Conducting targeted observations to provide teachers with data-based feedback to inform conversations



To document progress, refine goals, and account for the PD Specialist's time in the building, the PD Specialist will complete a coaching log that is shared with leadership to account for his/her time in the building.

Job-embedded professional learning within a supportive context has been demonstrated to significantly improve student achievement. By providing targeted coaching support to your teachers in this manner, it can serve to differentiate support for teachers in need of professional development, advance key initiatives being undertaken by a school or system, and ultimately, improve the quality of teaching and learning school wide.

PDNow – Asynchronous Professional Learning Offering for the 2024-25 School Year

Catapult Learning is excited to offer staff at Career Path High access to our PDNow platform during the 2024-25 school year. PDNow pairs our unrivaled expertise and excellence in delivering high-quality PD



with technology that equips educators to cultivate optimal learning environments and improve student outcomes. Our learning management system can provide unprecedented opportunities for teachers at CPH to engage in personalized asynchronous professional learning anytime, anywhere. Catapult Learning coaches can leverage PDNow to foster hybridized professional learning experiences, combining personalized 24/7 access to engaging online courses with real-time job-embedded coaching to promote the application of new knowledge and skills.

As educators take on an unprecedented amount of responsibility, professional development (PD) often takes a back seat. Between challenging staffing times, limited schedules, and budget restrictions, prioritizing and even providing high-quality PD for school leaders and teachers is an ongoing challenge.

With PDNow, improvement schools can create impact at scale, through flexible implementation that brings just-in-time, capacity-building support personalized for each teacher. Users can access:

- Asynchronous courses, each approximately 60 to 90 minutes in length, with an extensive searchable catalog
- A resource library with a collection of videos, documents, and websites to support professional learning
- Connection through an online professional learning community where educators can exchange ideas, ask questions, and interact with coaches, leaders, and peers

The PDNow platform enhances the PD solutions that partners have grown to expect and appreciate from Catapult Learning for more than 45 years. In combination with our job-embedded coaching and workshops, the PDNow gives educators in-depth knowledge about evidence-based practices that allow them to support the whole child and ensure optimal academic, behavioral, social, and emotional support.

PDNow Features and Benefits

Feature	Benefits
Online professional learning platform	• Provides anywhere, anytime access for teachers and leaders to complete self-paced online courses • The system can be accessed through your Web browser (see minimum requirements) without the need for you to host servers in your school or in your network
Catalog of asynchronous courses	• Access a variety of courses on multiple educational topics, allowing users choice and personalization in their professional growth • Catalog is searchable by keyword and category • Users can self-enroll in courses or have courses assigned by a coach or administrator to align with growth goals



Interactive Courses	• Courses include a syllabus that provides an overview of the learning objectives, course outline, and references • Each course is comprised of multiple lessons to engage learners • Each lesson includes interactive content and reflection activities aligned to course learning objectives • Course assessments allow learners to reflect on content presented
Resource Library	• Access stand-alone resources to support teaching and learning • Resources in a variety of formats, including video, documents, and weblinks
Learner Dashboard - Individual Progress	• Each user will have access to a Learner Dashboard that provides information on enrolled courses and progress in courses • End-of-course certificates are automatically generated and available immediately after completion on the learner dashboard • A transcript is available in digital and print format that lists all courses enrolled in and completed along with dates of completion
Administrator Dashboard – School and District View	• Users enrolled as a school or district administrator will have access to an Administrative Dashboard along with the Learner Dashboard • The Administrator Dashboard allows school and district administrators to view the progress of individual learners within their school and/or district. • Administrators can view progress by the individual users and at the course level from the dashboard • More detailed reports can be generated from the Administrator Dashboard in CSV format for more detailed analysis • Administrators can assign courses to individuals and groups through the Administrator Dashboard. Assignments can be required or recommended.
PDNow Community	• All users will have access to the Catapult Learning PDNow Community • The PDNow Community allows users to use the Forum to create posts that can contain text, images, weblinks, and videos. • The PDNow Community also allows individuals to connect with small groups and individual users to participate in discussions, events, and engage in social learning activities.

PDNow Foundation: Core Instructional Model

Catapult Learning's research-based *Core Instructional Model* (CIM) integrates evidence-based practices to ensure systematic, explicit instruction occurs in all classrooms and all subject areas. The design



incorporates Fisher and Frey's Gradual Release of Responsibility, and includes strategies for maximizing academic learning time, increasing student engagement, differentiating instruction, designing explicit skill instruction, improving teacher questioning, building active practice, and assessing learning in ongoing ways to adequately monitor and adjust instruction. A focus on the learning environment maximizes the effectiveness of these instructional strategies.

These courses are designed to introduce the model and how it can help educators:

- Make more efficient and effective use of instructional time
- Promote student engagement
- Ensure students are active in their learning
- Monitor and adjust based on individual success

Our CIM aligns with all major teacher evaluation systems and is based on methods that are shown to raise student achievement in multiple research studies. Courses in this package include:

- Introduction to the Core Instructional Model
- Activating Relevant Knowledge
- Monitor and Adjust
- Student Active Participation
- Maximizing Academic Learning Time

We are excited to include these courses in our PDNow platform, as they have proven successful in our in-person and virtual implementations spanning from single workshop to school improvement initiatives.

Our Catalog of PDNow Courses

PDNow Instructional Excellence Course Package

PDNow's Instructional Excellence Course Package offers an extensive selection of unique professional learning courses that can contribute to professional growth. Our courses align with Catapult Learning's research based Five Strand framework for developing exemplary schools. This holistic, research-based model is built upon five areas of focus which are integral to school improvement: Leadership, Pedagogy & Curriculum, Assessment for Learning, Learning Environment, and Student & Family Support. Each course is designed to engage practitioners in examining and applying best practices. Courses utilize strategies that incorporate research on adult learning, higher-order levels of application, interactive strategies for presentation and learning, collaborative learning, and constructivism, building upon prior knowledge and experience to honor the adult learner. Courses in this package include:

- Pedagogy and Curriculum:
 - Bloom's Taxonomy
 - Crafting Learning Objectives
 - Differentiation to Enhance Learning
 - Effective Questioning Techniques
 - Cooperative Learning and Teamwork



- Marzano's High-Yield Instructional Strategies
- Assessment for Learning:
 - Formative Assessment and Adjusting Instruction
 - Giving Effective Feedback
- Learning Environment:
 - Developing Core Values
 - Developing Learner Voice
 - Effective Classroom Management
 - Interactive and Engaging Teaching Strategies
 - Promoting Teacher Self-Care and Wellness

e. Detailed Budget

e. Include a detailed budget specifying how the school improvement plan will be funded;

Our recommended approach for the school improvement plan for Year 1 can be found in our Cost Proposal response.

f. Plan to Assess and Monitor Progress

f. Include a plan to assess and monitor progress;

Our success is tied closely to the continuous improvement success of the school. Our team is accountable for the strategies and actions included in the school improvement plan. The Utah protocol calls for progress monitoring three times a year with a partner, but as the CIE partner, we know that more frequent tracking, monitoring, and adjusting, using the data and milestones is key work of the school improvement committee, leadership team and the CIE partner. Our leadership coach will work with the principal to ensure regular school improvement monitoring meetings are scheduled and become a productive use of the school team's time. Our CPH-dedicated team will meet monthly with the Regional Team and the Center for PD Excellence team at Catapult learning, where a continuous improvement expert team serves as a thought partner to our onsite PD Specialists. We structure our monitoring check-ins to reflect on the progress of the deliverables. We use a dashboard to ensure our accountability to the school's improvement plan.

Our professional development and coaching support offer our partners exposure to new ideas and information by engaging in a series of learnings tied directly to the school priorities. We promote deeper learning and through this more sustained exploration of a given topic, we can assume that participants will acquire a broader range of knowledge and skills. We can also facilitate a positive attitude towards, along with a sense of confidence in, one's ability to support the learning initiative, while at the same time building commitment. A responsive partner wants to measure the effect that is being achieved from all professional learning experiences.



Professional Learning Evaluation

A responsive partner wants to measure the effect that is being achieved from a given professional learning experience. Using the training evaluation framework laid out by Dr. Thomas Guskey (2000), we structure the evaluation of our professional development to map onto multiple levels of evidence, from the most immediate participant satisfaction data (Level 1 impact) through to positive shifts in student performance (Level 5 impact). Guskey's Level 1 and Level 2 evaluation levels focused on measuring the participants initial satisfaction with their experiences in our workshops and assesses whether participants acquired the intended new knowledge and skills. Level 3 addresses how well the new learning is supported within the school context and level 4 measures how new learning is applied to teaching practices. Level 5 considers the impact of the new learning on student outcomes.

The quality of our professional learning is evaluated in real-time utilizing online PD Evaluation Surveys. Catapult Learning reviews survey data to make data-driven improvements to our professional learning content and presentation strategy. A sample professional development workshop evaluation form is included below.

Catapult Learning
Professional Development
Workshop Evaluation

Workshop Title:				
Presenter(s):			Date:	
Location of Training:		Place of Work:		

Content and Presentation	Disagree (1)	Somewhat Agree (2)	Agree (3)	Strongly Agree (4)
Indicate a rating for each item:				
I clearly understood the learning objectives.	☐	☐	☐	☐
I clearly understood the content and was able to relate it to the objectives.	☐	☐	☐	☐
The preparation and presentation style of the facilitator(s) contributed to my learning experience.	☐	☐	☐	☐
I was active and engaged during the session.	☐	☐	☐	☐
I felt connected to the information presented in this workshop because of its relevance to my work.	☐	☐	☐	☐

Application of Knowledge and Skills	Not at All (1)	Slightly (2)	Somewhat (3)	Very (4)
Indicate a rating for each item:				
How confident are you that you will be able to apply what you have learned back on the job?	☐	☐	☐	☐
How committed are you to applying what you learned to your work?	☐	☐	☐	☐

Overall Quality of the Event (content, materials, presenter, personal learning)	Poor (1)	Satisfactory (2)	Good (3)	Excellent (4)
Indicate a rating for the following:				
Overall quality of the event, including presentation, knowledge and skills acquired, and personal learning.	☐	☐	☐	☐
Likelihood I would recommend this workshop to fellow colleagues.	☐	☐	☐	☐

*Please complete prompts on the back

Catapult Learning
Professional Development
Workshop Evaluation

PLEASE REPLY TO THE FOLLOWING PROMPTS:
From what you learned, what will you be able to apply to your work? (Please be specific)

How can this workshop be improved?

Additional Comments:



Levels 1 and 2 – The Professional Learning Evaluation Survey

The survey questions asked in each professional learning opportunity we offer are as follows:

Content and Presentation				
Indicate a rating for each item:	Disagree (1)	Somewhat Agree (2)	Agree (3)	Strongly Agree (4)
I clearly understood the learning objectives.	☐	☐	☐	☐
I clearly understood the content and was able to relate it to the objectives.	☐	☐	☐	☐
The preparation and presentation style of the facilitator(s) contributed to my learning experience.	☐	☐	☐	☐
I was active and engaged during the session.	☐	☐	☐	☐
I felt connected to the information presented in this workshop because of its relevancy to my work.	☐	☐	☐	☐
Application of Knowledge and Skills				
Indicate a rating for each item:	Not at All (1)	Slightly (2)	Somewhat (3)	Very (4)
How confident are you that you will be able to apply what you have learned back on the job?	☐	☐	☐	☐
How committed are you to applying what you learned to your work?	☐	☐	☐	☐
Overall Quality of the Event (<i>content, materials, presenter, personal learning</i>)				
Indicate a rating for the following:	Poor (1)	Satisfactory (2)	Good (3)	Excellent (4)
Overall quality of the event, including presentation, knowledge and skills acquired, and personal learning.	☐	☐	☐	☐
Likelihood I would recommend this workshop to fellow colleagues.	☐	☐	☐	☐

In addition, participants are prompted with the following open response questions:

- From what you learned, what will you be able to apply to your work?
- How can this workshop be improved?



Level 1-2 Results, 2022-2023

For the 2022-2023 school year, Catapult Learning surveyed more than 22,400 participants in more than 1,700 in-person and remote professional learning sessions using our online survey tool. While a small number of locations complete paper surveys or regional surveys, and the data is rolled up locally, the online survey data collected across the country demonstrates strong feedback in the trend data.

- Average of all responses: 3.66/4
- Level 1 Reaction: 3.67/4
- Level 1 Overall Quality: 3.69/4
- Level 2 Average: 3.77/4

When our engaging session content is combined with high-impact, application coaching, we anticipate that efforts prompt organizational change by affecting behavior. Our transformation solution is designed to promote key behaviors that drive improvements in processes and systems that reinforce, monitor, encourage, and reward the performance of critical behaviors that lead to improved student outcomes.

Level 3 – The Quarterly Project Survey

The Quarterly Project Survey (QPS) is designed to gather feedback on comprehensive professional learning projects such as a series of combined workshops, institutes, and coaching supports. The purpose of the QPS is to note any changes to the organizational context within the school(s). This important quarterly survey is generated when a school has received at least 3 days of coaching during any given quarter.

The Quarterly Project Survey is designed to gather feedback at Level 3, organizational support and change, at the end of each quarter during which our PD Specialists deliver 3 or more coaching days. The process is designed to mark progress on organization-wide and systematic changes noted through the partnership.

The Quarterly Project Survey is built largely upon Catapult Learning's School Development Rubric, our measuring stick for organizational change. The Rubric provides Catapult Learning PD Specialists with a means to measure organizational growth across 21 Attributes in the five strands of our proprietary school design: Leadership, Pedagogy and Curriculum, Assessment for Learning, Learning Environment, and Student and Family Support. The QPS yields a two-page report (sample to the right) designed to summarize the services provided during the reporting period, and also provides quantitative feedback on the conditions within the school.



- Impact Coaching Had on Professional Growth: 6.6/7



Level 3 Results, 2022-2023

The tables below illustrate our overall QPS trend data gathered during the 2022-2023 school year, calculating the rate of growth for ALL strand attributes and all programs measured during at least two reporting periods. Table 1 represents the rate of numeric change on a 1–4-point scale in all 5 strands of our school design. Table 2 represents the percentage change averaged for all strands. During the 22-23 school year, QPS change data was gathered in at least 204 partnership schools. The QPS dashboard allows Catapult Learning team members to disaggregate data by Strand, QPS type, Region, Program, School, and PD Specialist.

Table 1

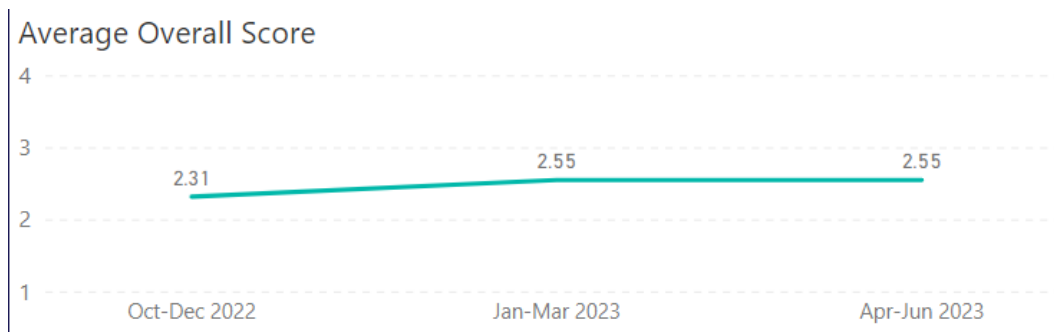
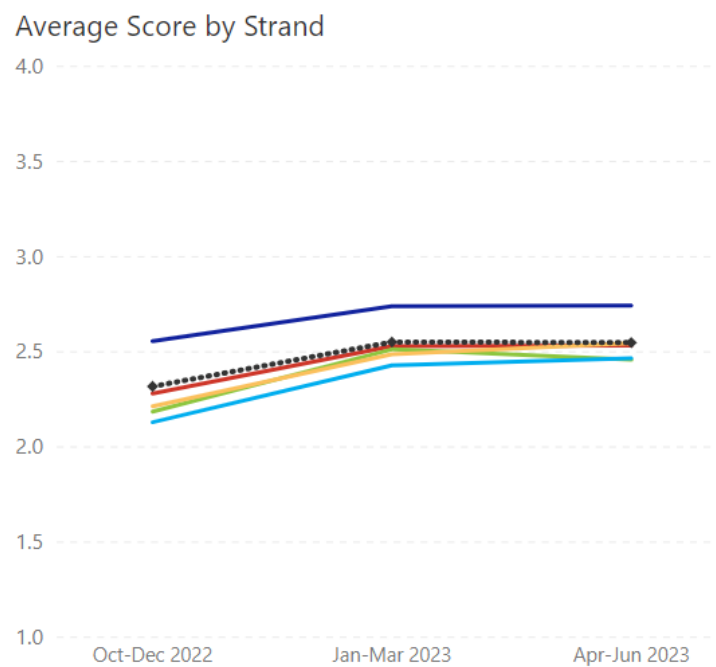


Table 2





Level 4 – Our Proprietary OWL (Observational and Walkthroughs for Learning) Coaching Toolset

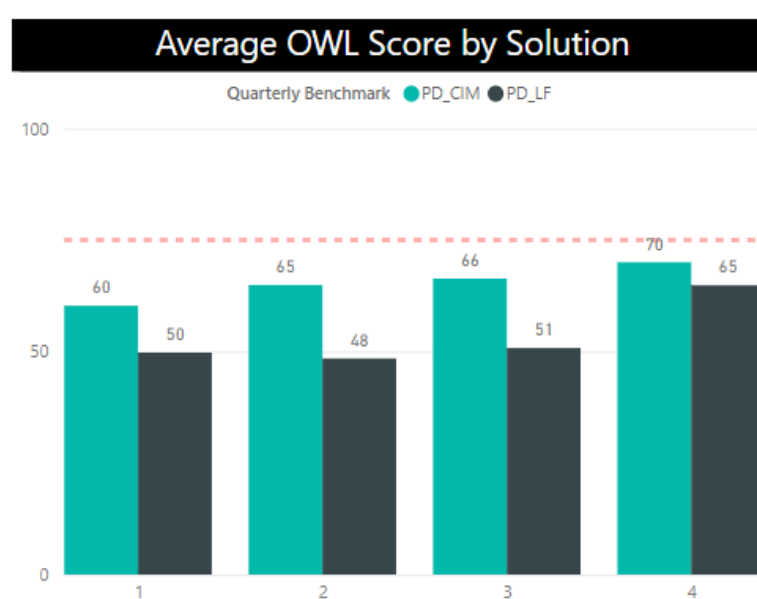
Catapult Learning has designed a series of **OWL Classroom Coaching Tools** that are designed to gather data at Level 4, measuring the degree of application to practice observed through our various instructional or classroom frameworks:

- Our coaches build a data set using the select OWL Coaching Tool when they perform the very important activity of **OBSERVING AND GATHERING DATA** in the classroom.
- Coaches are **NOT** serving as evaluators, but rather they contribute to the collection of a data set designed to indicate whether the services being delivered are improving teacher practice **IN AGGREGATE**.
- This data set informs coaching and development, but **NEVER** informs evaluation and performance management.
- Following a coaching session during which the coach captures data using an OWL Coaching Tool, an observation form **CAN** be generated. Local partner preferences should dictate if and with whom this form is shared: with the teacher only; with the building leader; possibly not shared at all, but simply be an action that contributes to the aggregate data set.

Level 4 Results, 2022-2023

For the 2022-2023 school year, Catapult Learning PD Specialists gathered more than 2,200 in-person classroom observations. All data collected is indexed to 100 to observe overall trends in performance. Additional “drill-down” reporting can also be done by instructional component and related behaviors, district, school, and classroom. The table below illustrates the change in all data collected during the 4 quarters of the 2022-2023 school year.

- Indexed score of all responses: 62.58/100





Catapult Learning will collaborate with your team in determining the specific metrics to appropriately determine how students' academic achievement is impacted by the professional learning your leaders and teachers receive. We recommend that this be done through analysis of academic data already routinely collected, such as standardized test scores, universal screening data, interims, benchmarks, course grades and credit completion.

Additionally, our team administers end-of-year satisfaction surveys of overall program quality to leaders and teachers. Catapult Learning's research team can conduct statistical analyses including Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), student growth percentile (SGP) analysis and hierarchical linear modeling (HLM), or we can give full cooperation to district researchers or an independent evaluator.

(Guskey, Thomas R. Evaluating professional development. Corwin Press, 2000)

Level 5 Results, 2023-2023

Catapult Learning administers End of Year surveys in all PD partnerships that include at least 9 days of coaching support for either leaders or teachers. For the 2022-2023 school year, Catapult Learning received survey feedback from almost 500 teachers and leaders who were participants in some of our more than 14,000 in-person and remote coaching sessions. Three key data points are notable as they relate to the coaching support our organization delivered to Leaders:

- My Leadership Coach is an Experienced Educator: 3.9/4
- Overall Satisfaction with the Leadership Coaching I Received: 3.8/4
- Impact Coaching Had on Professional Growth: 6.6/7

Evaluating and Coaching PD Specialists

Catapult Learning conducts regular needs assessment of its PD Specialists to set priorities for internal professional development opportunities in differentiated formats to foster a culture of learning within the organization. Follow-up, ongoing training is assigned through our online platform, electronic resources, and annual face-to-face conferences. Ongoing training, both in-person and online, is offered as a means to further ongoing professional learning and ensure our PD Specialists stay up to date on the latest research and best practices.

We also collect feedback on every professional learning session our PD Specialists deliver, whether a workshop, a coaching day, or consultation day. We use this feedback to measure the quality of our services and have a wealth of evidence documenting evaluative feedback on our PD Specialists' work. We hire recognized experts in the field. By continually collecting feedback on their performance and using it to further their professional learning, our coaches continue to develop as distinguished, experienced educational leaders who excel in providing thoughtful, highly effective professional learning opportunities and job-embedded support for adult learners.



Finally quality assurance data are also reported back to clients in the form of end-of-program reports. Throughout the project, our PD Manager and Center of PD Excellence will host check-ins with leadership to ensure we are available to meet the needs of the school leadership.

g. Plan to Communicate and Report Data

g. Include a plan to communicate and report data on progress to stakeholders; and

Building on the results of the comprehensive needs assessment, an implementation plan is developed to support the school improvement plan. The school will collaborate with our team to unpack the root causes leading to their priority areas. The team will determine specific quarterly and year-end processes and outcomes as well as determine what evidence will be used to measure progress.

Once school leaders and the Catapult Learning team have agreed to the improvement plan, we work with the school staff to develop a data collection plan to ensure that the necessary information is consistently gathered to monitor progress towards goals. Among the data generally used for this process are formative and summative assessment data and other assessment results collected by the school. It may include attendance data for students and staff, behavior/referral information, and data gathered from side-by-side school and classroom walkthroughs as well as periodic one-on-one and small group meetings with school leaders and teachers.

Our coaches use our proprietary coaching tool, OWL (Observation Walk Through for Learning) to gather aggregated data on the strength of teaching and learning opportunities when they visit the classrooms. We also leverage our internal Quarterly Project Survey in OWL to monitor growth in all aspects of the school.

Communication around the progress being made is critical. We intend to establish a regular cadence of meetings with district and USBE partners to review the milestones and the current data as available.

h. Timeline for Implementation

h. Include a timeline for implementation.

We have provided a sample timeline of professional development and coaching services on the following page — this would be subject to alteration based on the individual needs of CPH as outlined in the RCA. If the school prefers to plan from January to June, we are flexible and able to adjust the start of professional learning and coaching to begin in August.

Twelve (12) Support Days and 10 (10) Virtual Coaching Sessions for Planning Year 1						
SAMPLE	JAN 2024	FEB 2024	MAR 2024	APR 2024	MAY 2024	JUN 2024
School Improvement Planning and Quarterly Plan Reviews	2-day visit with 2-person team for Year 1 planning					



10 Coaching Sessions with School Improvement Committee		2 virtual coaching sessions - 1 hr each	2 virtual coaching sessions - 1 hr each	2 virtual coaching sessions - 1 hr each	2 virtual coaching sessions - 1 hr each	2 virtual coaching sessions - 1 hr each
Job Embedded Leader Coaching			2 days with 2-person team			
Suggested Professional Learning Topics						
Leadership Team Professional Learning				Building a Culture of Achievement & Building Effective Teams	Intro to MTSS & Refining our MTSS Systems	2-day Summer Institute: Change Management and the Data Analysis Cycle and Building Instructional Coherence Day 1

2) School Improvement Plan Implementation Year 1-4

a. The CIE Consultant will collaboratively initiate implementation and associated tasks for the duration of CPH's school improvement status.

Catapult Learning will comply with this requirement. We include an implementation timeline for subsequent years in this section, subject to change in collaboration with CPH.

Year 2 Sample Implementation Plan

Forty-four (44) Support Days for Year 2											
SAMPLE	AUG 2024	SEP 2024	OCT 2024	NOV 2024	DEC 2024	JAN 2025	FEB 2025	MAR 2025	APR 2025	MAY 2025	JUN 2025
School Improvement Planning and Quarterly Plan Reviews			✓			✓				✓	
Job Embedded Leader and Teacher Coaching	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team	2 days with 2- person team
Suggested Professional Learning Topics											
Leadership Team Professional Learning	Building Effective PLCs		Data Analysis for Leaders								
Teacher Professional Learning	Building Instructional Coherence Day 1	Promoting a Safe and Positive School Culture	Strategies for Classroom Management	Understanding the Needs of English Learners	Identifying and Understanding the Needs of Students with Learning Differences	Oral Language and Language Objectives	Exploring Accommodations and Modifications	Engaging Strategies for English Learners	Assessment Techniques		



Year 3 Sample Implementation Plan

We propose to step down our support in year 3 as capacity is built for leadership to sustain the transformational change.

Twenty-four (24) Support Days for Year 3											
SAMPLE	AUG 2024	SEP 2024	OCT 2024	NOV 2024	DEC 2024	JAN 2025	FEB 2025	MAR 2025	APR 2025	MAY 2025	JUN 2025
School Improvement Planning and Quarterly Plan Reviews			✓					✓			
Job Embedded Leader and Teacher Coaching	2 days with 2-person team		2 days with 2-person team		2 days with 2-person team	2 days with 2-person team		2 days with 2-person team			
Suggested Professional Learning Topics											
Leadership Team Professional Learning	Data-Driven Observations and Coaching Conversations		Assessment for School Leaders			Analyzing Teacher and Student Growth					
Teacher Professional Learning	Language Objectives and Oral Language Strategies		Tiered Behavior Interventions			Formative Assessment and Adjusting Instruction					

Year 4 Sample Implementation Plan

We propose to step down our support again in year 4 as school capacity is able to sustain transformational change.

Twenty (20) Support Days for Year 4											
SAMPLE	AUG 2024	SEP 2024	OCT 2024	NOV 2024	DEC 2024	JAN 2025	FEB 2025	MAR 2025	APR 2025	MAY 2025	JUN 2025
School Improvement Planning and Quarterly Plan Reviews			✓			✓					
Job Embedded Leader and Teacher Coaching	2 days with 2-person team		2 days with 2-person team		2 days with 2-person team		2 days with 2-person team		2 days with 2-person team		
Suggested Professional Learning Topics											
Leadership Team Professional Learning	Analyzing Student and Teacher Growth		Analyzing Student and Teacher Growth								
Teacher Professional Learning	Exploring Models for Accelerating Learning		Prioritizing Standards to Accelerate Learning		Keys to Successful Inclusion: Co-Planning and Co-Teaching		Fostering a Growth Mindset				



Detailed Proposal Requirements

Each CIE consultant must submit to CPH a proposal to contract with CPH to provide services for CPH that includes:

- Strategies to address root causes of CPH's low performance identified through the school's respective Comprehensive Needs Assessment/Root Cause Analysis;
- Scope of Work (SOW) that requires the CIE consultant to at a minimum: develop and implement in partnership with CPH's school improvement committee a school improvement plan;
- SOW to facilitate implementation of strategies to effectively respond to the academic and behavioral needs of students in high poverty communities; or other services that respond to the needs assessment; and
- SOW that may require the CIE consultant to develop sustainable school district/school capacities to effectively respond to the academic and behavioral needs of students in high poverty communities; or other services that respond to the needs assessment.

Catapult Learning understands that a CIE Consultant must provide a comprehensive scope of services that includes four key features: the careful review and analysis of the Comprehensive Needs Assessment (CNA) and related Root Cause Analysis (RCA); the design and development of a data-informed school improvement plan built collaboratively with the school improvement committee; the implementation of improvement strategies to effectively respond to the academic and behavioral needs of the student population at CPH; and the ongoing development of the school district and school staff capacities to sustain the continuous improvement effort long after the partnership concludes. If selected as the school turnaround partner for CPH, we understand the process for unpacking the CNA results and the goal of designing a powerful school improvement plan with the school improvement committee. We have deep experience and a long history of providing school improvement support through professional learning and coaching to address what have been articulated as the key root-cause issues. We have provided a robust response to each of the challenges the school has self-identified in the prior sections. We have successfully demonstrated our ability to support schools serving high poverty communities across the state of Utah and across the country, demonstrating our effectiveness in helping them exit school improvement.

If selected as your partner, we will work with the CPH school team to customize the scope of work we sketched out in the implementation timetables above. A detailed school improvement plan will include a series of goals, the owners, progress monitoring windows, the evidence and the milestones to ensure our team is able to move the school team towards the achievement of their goals.



To assist the CIE consultant in providing a detailed proposal to CPH in meeting the needs of CPH, and recognizing that the Comprehensive Needs Assessment and Root Cause Analysis is yet to be conducted, below is an anticipated list of anticipated areas of focus for CPH that could emerge from the forthcoming assessment and analysis:

In the sections that follow, Catapult Learning makes workshop and program recommendations around the listed areas of need. Workshops would be incorporated into our comprehensive school improvement plan for CPH and delivered on the timeline noted in our sample implementation plans.

Full workshop descriptions are available upon request.

- School culture has been challenged with the pandemic coupled with the complexity of the school's blended model consequently, there are higher than desired behavior referrals, impacting student academic outcomes.

Your school team has indicated that a thorough review/evaluation of your MTSS process is needed. Our team has the experience and expertise to help your leadership unpack what is working in the plan and what needs to be considered to advance best practices in facilitating a Multi-Tiered System of Support. Our MTSS series gives us guidance on creating functioning plans that layer in the supports for behavior and attendance challenges. As noted, your blended model does factor into what strategies and actions are practices that can be effective. Given this significant challenge, this is likely to be a key priority identified in your CNA. We can help you revisit and set up for success.

- School's blended learning model which allows for some defined flexibility in on campus attendance results in high-maintenance attendance tracking contributing to low attendance expectations by parents and students.

Blended learning does put more on the shoulders of students and families as they manage regular engagement, and attendance. As we review the MTSS processes currently in place, interventions for Tier 3 are recommended, for academics, engagement, and attendance. The monitoring of attendance is important, layered in with systems for building relationships, recognizing good and improved attendance, providing personalized outreach, and support in removing barriers. Our team can support the school improvement work by bringing fresh strategies to your team as they execute the improvement plan.

When we meet with school leaders, one of many guiding questions we ask is focused on learning environment – How well does the school promote and foster environments that support learning and motivation? Fostering a growth mindset amongst leadership is key. Helping all staff to understand how motivation occurs and their contribution to the relationship building that needs to be in place foundationally is important. Recognizing small and large achievements, behavioral, academic, and social, is a key practice of effective schools.



- School focus on technical education provides opportunities for student college and career readiness but lack of preparation and systems for tracking and enforcing progress in these classes results in low success rates.

As referenced in the response above, ensuring a well-defined MTSS process that is supported by all staff is critical to improving attendance and engagement. When learning is relevant and engaging and students see their own progress, near term and long-term success can be achieved.

- With relatively high turnover rates, the school is still gaining its footing on putting in systems in place for new faculty and new students.

Developing new teachers is essential to limiting burnout and turnover. We recognize new teachers need an abundance of support. We are able to provide a wide range of instructional support to kick-start the development of your newest teachers and paraprofessionals. Our holistic approach will provide your teachers with the tools they need for a lifetime of classroom success. We recommend the following workshops for new staff:

- Bloom's Taxonomy: Aligning Objectives, Questions, and Assessments
- Webb's Depth of Knowledge
- Creating Learning Objectives
- Effective Classroom Management
- Marzano's High-Yield Instructional Strategies
- Formative Assessment and Adjusting Instruction
- Differentiation to Enhance Learning
- Fostering a Growth Mindset

- Teachers have somewhat been trained on effective engagement strategies that are the key preventative measure of in-class behavior issues. Administration has not been consistent in holding teachers accountable for the use of these strategies.

To build the capacity of the leadership team so they can support their staff, we approach building instructional leaders rather than building managers. Administrators can hold teachers accountable by being present in the halls and classrooms daily. We suggest creating a walk-through schedule for the administrative team that is adhered to. Providing feedback to students and teachers through daily engagements can change the culture and build a community, allowing behavior issues to diminish over time. We recommend the following leadership workshops:

- Change Management and the Data Analysis Cycle
- Data Driven Observations and Coaching Conversations
- Developing Effective Teams
- Setting the Stage: Developing Your Leadership Team
- Building a Culture of Achievement



- Some teachers are inconsistent in their upholding of school rules and expectations, making other teachers who uphold these rules look like “the bad guys.”

We recommend the following workshops to encourage teachers to maintain a safe, positive learning environment. Through collaboration on building out common expectations, teachers and leaders can come together on the value of establishing what school looks like and sounds like for all stakeholders. Coming to a universal understanding of the value of supporting a common code of conduct and classroom expectations is critical to the success of the improvement work.

- Promoting a Safe and Positive School Culture
- Effective Classroom Management
- Developing Learner Voice

- There is a need to develop shared teacher accountability over common expectations everyone follows.

Catapult Learning can establish professional learning communities (PLCs) within Career Path High, through ensuring the leadership team has organized the expectations of PLC time. Our PD Specialists can attend PLCs to model the structure and process until teacher teams feel they can stand on their own. We also work with leadership to ensure a PLC monitoring schedule is in place so that the leaders feel empowered to drop into teams to support.

- Building a Professional Learning Community
- Developing Effective Teams

- There is a need to address Tier II student behavior needs through providing professional learning to teachers on trauma-informed classrooms, restorative practices, and culturally relevant teaching.

We have extensive experience supporting educators around Tier II student behavior or students who are struggling with other trauma or social emotional challenges. We recommend the following workshops to meet these needs:

- Introduction to Social Emotional Learning
- Modeling and Teaching Social Emotional Skills Building
- Tiered Behavioral Interventions
- Introduction to Trauma-Informed Practices
- Trauma-Informed Educational Practices
- Cultural Competence
- Fostering a Growth Mindset in the Classroom



- There is a need to further evaluate school Tier II and III student supports, making further improvements as needed.

While our consultative school improvement process can accommodate evaluation of CPH's Tier II and III student supports, we also offer several workshops focused on these areas to provide initial training to teachers. Paired with job-embedded coaching, the workshop content can help educators learn about the behavior, and how to manage different behavioral issues in class. Recommended workshops include:

- Revising our MTSS Systems and Practices
- Intensive Behavioral Interventions
- Intensive Academic Interventions

- Teacher observation and feedback cycles are continually interrupted by administrative tasks and need to be prioritized and systemized.

Catapult Learning understands the challenges faced by Administrators and instructional leaders and works with school leadership teams to maximize the deployment of leadership resources. Our model is based on a distributed leadership framework, where time and resources are intentionally delegated and a focus on instructional leadership is paramount. Within this framework, teacher observation and feedback cycles can be prioritized and systematized. Administrators and instructional leaders can receive direct support in maximizing the time spent observing classroom practice and engaging in reflection and feedback sessions designed to deliver specific feedback to advance teacher efficacy and practice.

- Professional learning is yet to increase engagement in classrooms, lacking PLC training and absent schoolwide system of intervention, student level of engagement is low, desired PLC outcomes are not being realized, and school-wide interventions are not in place. As a cumulative result, students' Tier I and Tier II instruction is lacking, leading to lower academic outcomes.

The challenges you describe need a multi-pronged approach in order to build the systems and processes necessary to support second order change. Through leadership team training and follow-up coaching, the function of effective PLCS can be modeled for a restart. Key support is in our coaching model – the side-by-side support of teachers during PLCs. Our core instructional model is all about ensuring students are actively manipulating the content. If teachers are practicing gradual release of responsibility during the delivery of instruction, students have the opportunity to engage, but teachers have to plan for relevance and engagement. Revisiting lesson planning and MTSS systems and processes will be critical. While training is good, it is coaching that allows the stickiness factor to set in.

Job-embedded professional learning within a supportive context has been demonstrated to significantly improve student achievement (Biancarosa et al. and by Saunders et al., 2010). Our strengths-based model can take the perceived negatives and restart for success.



- Re: ineffective PLCs – Lack of coaching on how to use assessments to drive instruction and intervention.

Catapult Learning’s coaching model is a flexible, job-embedded, capacity-building support system for teachers and their instructional leaders as they implement or advance best practices in their classrooms. Collaborative conversations are the foundation of our model. Our approach is designed to leave school staff with the tools and constructs that will enable them to continue the process independently. Because we view coaching sessions as an opportunity to focus on an educator’s specific needs, we are equipped to focus on the use of assessments and how data should be used to design instruction.

- School can utilize better tracking mechanisms to know student progress by standard, and use tracking to guide classroom intervention as well as dedicated intervention time.

While we have several workshops to build capacity around standards alignment in class, our workshop entitled “Prioritizing Standards to Accelerate Learning” is most suited to this need.

Accelerated learning models can be a valuable strategy for reinforcing pre-requisite skills that ensure student success during core instruction. In this session, participants will be introduced to Catapult Learning Acceleration Maps, a valuable tool to guide lesson planning and set the foundation for accelerated learning. In an accelerated learning model, teachers preview new learning before the main lesson takes place and then use data they collect to inform the need for remediation. To do this well, teachers must be able to identify what standards to prioritize in crafting learning objectives and planning for learning. These prioritized standards help determine what scaffolds should be provided to promote successful learning in the core. Participants will examine exemplars of accelerated learning and plan to accelerate learning in their classrooms.

Catapult Learning Acceleration Maps are organized based on the prioritized standards for each grade level. Each prioritized standard is paired with the prerequisite skills needed to access grade-level content and growth standards to provide context to the next grade level. Understanding the prerequisite skills needed to access grade-level content is essential to planning proactive support and deploying a variety of strategies to accelerate learning. Acceleration Maps are introduced during this introductory workshop – Prioritizing Standards to Accelerate Learning – and then may be used during follow-up coaching opportunities to provide teachers with direct support to plan instruction. Participants will learn to:

- Define prioritized standards and describe how Catapult Learning’s Acceleration Maps help unpack these standards
- Analyze the use of prioritized standards in grade-level exemplars of accelerated learning
- Develop and implement an action plan using accelerated models for learning that are informed by the prioritized standards from Catapult Learning’s Acceleration Maps

We also offer additional titles focused on math and science:

- Teaching Math for Deep Understanding



- Using the Next Generation Science Standards to Deepen Inquiry-Based Learning
- Other titles available

- Training can be provided to teachers to facilitate effective PLCs.

We offer training for teachers to facilitate PLCs, and we can facilitate PLCs with our PD specialists to alleviate the responsibility for teachers. The training we offer for teachers includes:

Building a Professional Learning Community

For schoolwide change to take hold, teachers must be actively involved in the process, communicating, and collaborating to achieve results. Professional Learning Communities (PLCs) are a way to achieve this. Educators in this session will learn the what, why, and how of establishing a successful, goals-oriented PLC. Participants will:

- Understand the essential components of effective PLCs
- Generate shared mission and vision statements
- Create norms for effective collaboration
- Draft an action plan for establishing PLCs with a focus on learning

As previously noted, our PD Specialists can also facilitate online virtual professional learning communities to promote the implementation and sustainability of organizational development, school-wide management strategies, instructional practices, and social/emotional interventions.

PD Specialists assigned to the school will support the design and execution of implementation plan goals to support differentiated professional development that meets the varying needs of the staff. In collaboration with the school leadership team, virtual PLCs will be created to grow teacher expertise in targeted areas. In collaboration with the school leader, staff members can be assigned to various PLCs and will have the opportunity to participate according to schedule in team-oriented virtual professional learning opportunities.

- Lack of emphasis on preparing students for the rigor and modality of Utah Aspire + and the ACT in part stems from testing gap years due to the pandemic.

Students need exposure to grade level content if they are ever to reach grade level mastery. Helping teachers plan for scaffolding content, using research-based practices to accelerate learning, can close achievement gaps. The gap the pandemic brought is real. Approaching the concept of acceleration as we plan is the first step in closing the gap.

- Lack of understanding about the effectiveness of using interims and benchmarks, as well as lack of training for reteaching based on the results of interim assessments and/or benchmarks.

We believe that data should drive all direct services, both to students and educators. We offer several workshops around understanding data and how to incorporate it in the classroom. Coaching in school



improvement is paired with the workshop learnings to ensure there is time to apply the new learning. Our assessment titles for leaders and/or teachers include:

- Change Management and the Data Analysis Cycle
 - Analyzing Student & Teacher Growth
 - Designing Data Displays & Instructional Interventions
 - Effective Achievement Teams
 - Assessment Techniques
 - Assessment Techniques – A Closer Look
 - Formative Assessment and Adjusting Instruction
 - Giving Effective Feedback
 - Introduction to Data Analysis
 - Data Driven Instruction and Data Walls
- Need for greater focus, training and implementation of practices that will increase the student’s ability to be self-driven learners in a blended model.

Blended learning brings face-to-face and online learning together in an integrated learning experience that enables personalization, mastery-based progression, and use of real-time data to monitor and adjust instruction. CPH is unique in its combination of in-person and virtual core instruction. To best support teachers and ultimately their students we recommend the following workshop topics:

- Ed Tech: Developing Skills to Support Virtual Learning
- Supercharge Blended Lesson Design
- Planning and Teaching in a Multi-Access Learning Environment (2-part series)
- Guiding the Close Reading Process in a Distance Learning Environment
- Working with Google: Google Classroom Introduction, Workshop 1
- Working with Google: G-Suite and Google Apps Introduction, Workshop 2
- Working with Google: Instructional Tools, Workshop 3
- Working with Google: Assessment and Feedback, Workshop 4

Our carefully crafted High School Workshop Series includes:

- Workshop 1: Asynchronous Learning for High School
- Workshop 2: Leveraging a Core Instructional Model to Design Synchronous Distance Learning Engagements
- Workshop 3: Assessment in the Secondary Virtual Learning Environment

Catapult Learning is equipped to design custom blended workshop content to align with various platforms and tools used by CPH staff.



- There is a need to evaluate the school's instructional coherence across grade levels and departments, align as needed.

In our Building Instructional Coherence series for leaders in Year 1, we train on evaluation instructional coherence. Module 2 for leaders is designed to empower leaders to effectively lead change to improve school culture and student achievement. Leaders will reflect on becoming a catalyst for high performing teachers and students and a catalyst for accelerating student achievement for all students. In this session, participants will identify strategies for initiating, delivering, and managing successful change. Leaders will create a comprehensive plan for including all stakeholders in evaluating data to assess and improve the school's progress towards the goals and mission.

It is common to see schools that are in need of establishing common expectations about what effective learning opportunities look like and sound like, using research-based practices. We can support your teachers through our core instructional model. This approach takes us back to the lesson design from start to finish. For learning to happen, students need to be engaged. Our Building Instructional Coherence series will build teacher capacity in planning for effective delivery of engaging instruction that can change what the learning experience looks like in classrooms.

Catapult Learning West's Educational Service Agreement Template

The pages that follow provide a template of our educational service agreement. If awarded, Catapult Learning West would anticipate the parties agreeing upon terms that are substantially similar to those included with our submission.

EDUCATIONAL SERVICES AGREEMENT

This educational services agreement is effective as of {{Effective Date}} by and between CAREER PATH HIGH (the “**Customer**”) and CATAPULT LEARNING WEST, LLC (“**Provider**”) (the “Agreement”).

The parties agree as follows:

1. **Term.** This agreement will commence on the date listed above and terminate on {{Termination Date}} (the “**Term**”).
2. **Scope of Services.** Provider will provide as the services as described in Exhibit A (the “Services”) for the {{School Year(s)}} School Year(s).
3. **Provider Responsibilities.**
 - (a) Services. Provider will deliver Services in a professional manner in accordance with recognized industry standards for similar services and qualified personnel will be assigned for that purpose. In providing the Services, Provider and its personnel shall exercise reasonable care. Provider cannot guarantee or assure the achievement of any performance objective, nor can Provider guarantee or assure any particular outcome for Customer, Non-Public School, student or any other person as a result of this Agreement or the performance of the Services. Delivery of the Services will include use of certain proprietary programs, systems, teaching techniques, diagnostic tests, diagnostic and academic courses and materials of Provider.
 - (b) Distance Learning Delivery Permitted. Provider may deliver any portion of the Program when necessary, via distance learning to the extent practicable at the same rates set forth in this agreement. Delivery of the Program via distance learning does not require consent from the Customer.
 - (c) Control of Program Staff. Staff who provide the Services are Provider employees or independent contractors (“Provider Personnel”).
 - (d) Change in Circumstances. Provider will inform the Customer if it learns of any change in circumstances at a non-public school receiving the Services that may affect delivery, including changes to administrative personnel, at the non-public school where the Services are delivered or if the non-public school’s funding allocation has been expended.
4. **Customer Responsibilities.**
 - (a) Student Placement. The Customer will consult with Provider regarding the placement of students for participation in a program to receive Services.
 - (b) Non-Solicitation. During the Term of this agreement and for a period of twelve (12) months thereafter (the “Non-Solicitation Period”), the Customer shall not, either directly, indirectly through a third party, hire, or hire for the benefit for a third-party, nor solicit for employment any Provider employee or independent contractor. The Provider may waive the Customer’s requirement not to solicit the Provider employee or independent contractor upon request and is effective only if in writing. If the Customer hires any Provider employee or independent contractor during the Non-Solicitation Period then the Customer will pay either: (a) thirty percent (30%) of the employee’s annual compensation paid by the Provider if the hired person was a Catapult employee, or (b) a fee of Ten Thousand and 00/100 (\$10,000.00) dollars if the

hired person was an independent contractor (the “Commission”). The Commission is payable within thirty (30) days of the time the Provider employee or independent contractor accepts employment with the Customer. The Commission is non-refundable.

- (c) Change in Circumstances. Customer will inform the Provider if it learns of any change in circumstances that may affect the delivery of the Services, which includes any change in administrative personnel, either at the Customer or the non-public school recipient of Services, or any change in funding for the Services.
- (d) Change in Administrative Personnel. In the event there is a change in Customer personnel assigned to oversee or manage this Agreement, the Customer will schedule a meeting between Provider and newly hired or appointed Customer personnel as soon practicable but no later than sixty (60) days from their start date.

5. Fees and Payment

{{Not Nursing}}. [[

- (a) Fees. The Customer shall pay Provider a(n) {{Fixed Fee}}. [[Fixed Fee]] {{Hourly Rate}}. [[Hourly Rate]] {{Per Session Rate}}. [[Per Session Rate]] {{Per Group Rate}}. [[Per Group Rate]] {{Other}}. [[{{User Explanation}}]] of \$ {{Fee}} (the “Fee”) for the delivery of the Services {{Not To Exceed}}. [[with a(n) Not To Exceed Amount of {{NTE Amount}}]] {{Estimated Not To Exceed}}. [[with a(n) estimated annual contract amount of \$ {{Contract Amount}}]].
- (b) Invoicing and Payment. Provider will invoice the Customer monthly, unless otherwise agreed to by the parties. {{Equal Installments}}. [[Fixed Fees will be billed in {{Number of Monthly Installments}} equal installments starting {{First Month To Bill}}.]] {{Not Equal Installments}}. [[{{User Description}}]]. Payments for the Services are due within thirty (30) days of the invoice date and are nonrefundable unless otherwise agreed in writing. The Customer is responsible for all applicable sales, use or other taxes or duties, however designated, which are imposed on any Services provided pursuant to the Agreement. If the Customer claims tax-exempt status, the Customer will present evidence of such tax exemption upon request of Provider.]]
{{One Tenth ()}}. [[
- (c) In consideration of the Services provided by Catapult as described herein, the District shall pay Catapult a per pupil monthly fee (to be determined by the State Board of Education) per school, as allocated by the State annually for payment of nursing Services under Chapter 226 (the “Fee”).
- (d) The Fee shall be paid by the District to Catapult on a monthly basis in ten (10) equal installments. Each monthly installment shall be due and payable by the District thirty (30) days after receipt of an invoice from Catapult.]]
{{Hourly Billing ()}}. [[
- (e) In consideration of the Services provided by Catapult as described herein, the District shall pay Catapult a per pupil monthly fee (to be determined by the State Board of Education) per school, as allocated by the State annually for payment of nursing Services under Chapter 226 (the “Fee”). The rates to be charged for the Services are set forth on Schedule B attached hereto and made a part hereof.
- (f) The Fee shall be paid by the District to Catapult on a monthly basis for the duration of the term. Catapult shall submit an invoice to the District for Services provided in the prior month no later than the twentieth day of the following month in which the Services were rendered.

The Fee shall be due and payable by the District within thirty (30) days after receipt of such invoice from Catapult.]] {{Has COLA}}.]]

- (g) Cost of Living Adjustment. The parties agree that the annual cost of living adjustment after the {{Cost of Living Adjustment Year}}year will be {{Cost of Living Adjustment %}} percent of the Fee.]]

6. **Intellectual Property**

- (a) All rights, title and interest in any information and items, including training, curricula, educational content thereof developed by Provider that is used in the provision of Services is the sole and exclusive property of Provider and it shall retain sole and exclusive ownership of all rights, title and interest in its proprietary information, processes, methodologies, know-how and software, including such information as existed prior to the delivery of the Services and, to the extent such information is of general application, anything that it may discover, create or develop during provision of the Services (the “Provider Materials”).

7. **Confidential Information**

- (a) “Confidential Information” means the confidential information to be disclosed under this Agreement including certain proprietary information, which may include but is not limited to, strategic planning, financial data, training content, presentations, trade secrets, trademarks, technical data, benchmarking, know-how, methodologies, discoveries, ideas, concepts, techniques, designs, specifications, and other business information not generally known in the marketplace, and Personally Identifiable Information as defined below.
- (b) “Personally Identifiable Information” means all information that can be used to identify an individual, as may be defined in applicable information security and privacy laws, and includes “Nonpublic Personal Information” (“NPI”), as defined under the Gramm-Leach-Bliley Act (15 U.S.C. §6801 et seq.); “Personally Identifiable Information (“PII”) derived from Educational Records (defined in 34 CFR § 99.2) as described under the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. 1232g, et seq.) and “Protected Health Information” (“PHI”), as defined under the Health and Insurance Portability and Accountability Act of 1996 (42 U.S.C. §1320d) (“HIPAA.”)
- (c) The party disclosing the Confidential Information will be referred to as the “Disclosing Party” and the party receiving the Confidential Information will be referred as the “Recipient.” It is understood that one party can, at certain times, be a “Recipient” and at other times a “Disclosing Party.”
- (d) Recipient agrees that neither it, nor any of its employees, officers, directors, agents, and representatives who need to know such information (collectively, its “Representatives”) will: (i) in any fashion or for any purpose use the Confidential Information except for the purpose set forth in the Agreement; or (ii) disclose, divulge, publish or disseminate the Confidential Information except as expressly authorized by Disclosing Party or this Agreement. Recipient further agrees that it and its Representatives will: (y) take all reasonable measures to protect the confidentiality of, and avoid disclosure or use of, the Confidential Information so as to prevent it from entering the public domain or falling into the possession of persons other than those authorized by this Agreement to have access to it; and (z) only permit those Representatives of Recipient who are authorized to participate, directly or indirectly, to have access to Confidential Information.

- (e) Confidential Information shall not include any information (a) previously known by Recipient, (b) independently developed by Recipient, without use of any Confidential Information, (c) acquired by Recipient from a third party that is not, to Recipient's knowledge after due inquiry, under any legal obligation not to disclose such information or (d) that is, or becomes, public through no breach by Recipient of this Agreement.
- (f) Accordingly, Recipient agrees, subject to applicable law or court order, not to disclose any of its communications, or any of the information it receives and develops in the course of the Services, to any person or entity apart from Customer and such other persons or entities as permitted by law or as Customer may designate.
- (g) Return of Confidential and Proprietary Information. Upon request of the Disclosing Party, the Customer shall return, and cause any non-public school in possession of, all Confidential Information in its possession, custody or control to the Disclosing Party.

8. Students and Records and Privacy

- (a) With respect to Education Records (defined above) that Provider may create, receive or maintain on behalf of the Customer or NPS, Provider is designated as a School Official with a legitimate educational interest in and with respect to such Education Records, only to the extent to which Provider is required to create, receive or maintain Education Records to carry out the Services.
- (b) FERPA. To the extent Services provided hereunder pertain to the access to student information, Provider will comply with 20 U.S.C. §1232g - the Family Educational Rights and Privacy Act (FERPA), the federal regulations issued pursuant thereto 34 CFR Part 99.
- (c) HIPAA, CIPA, and GLBA. Further and to the extent applicable, Provider will comply with federal laws and regulations relating to student privacy including Privacy Rights of Students, Computer Users' Responsibilities, Security of Computing Resources, Security of Data, Privacy of Computing Resources, Health Information Privacy and Accountability Act (HIPAA), Children Internet Protection Act (CIPA), and the Gramm-Leach Bliley Act (GLBA).

9. Breach and Termination

- (a) Termination for Cause. Either party may terminate this Agreement for cause if the other party is in material breach. The notice of default must provide the breaching party a detailed description of the alleged breach and an opportunity to cure of at least thirty (30) days in the case of a non-monetary default and at least ten (10) days in the case of a monetary default ("Cure Period"). If the breach is not cured within the Cure Period, the non-breaching party may terminate this Agreement by providing a written notice stating the date of termination.
- (b) Equitable Adjustment. Upon early termination of the Agreement, Customer will pay Provider for Services delivered up to and including the date of termination.

10. Indemnification and Limitation of Liability

- (a) Provider Indemnification. To the extent permitted by law, Provider agrees to indemnify the Customer and its employees, officers, and directors from liabilities, demands, judgments, assessments, damages, fines, penalties, losses, or expenses, including reasonable attorneys' fees (collectively "Losses"), incurred by reason of a third party claim caused by the

Provider's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of Customer.

- (b) Customer Indemnification. To the extent permitted by law, the Customer agrees to indemnify Provider and its employees, officers, and directors from Losses incurred by reason of a third-party claim caused by the Customer's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of Provider.
- (c) Indemnification Process. A party to this Agreement claiming a right of indemnification shall be referred to herein as the "Indemnified Party" and the party against whom the claim for indemnity is being made shall be referred to herein as the "Indemnifying Party." In the case of a claim asserted by a third party which claim is subject to indemnification, (a "Third-Party Claim"), the Indemnified Party will (i) give the Indemnifying Party prompt written notice of such Third-Party Claim. The Indemnifying Party is liable for its proportionate share of the Losses for such claim based on degree of fault as finally determined by a court or arbiter of competent jurisdiction. The Indemnifying Party shall not enter into any stipulated judgment or settlement that purports to bind the Indemnified Party without the Indemnified Party's express written authorization, which shall not be unreasonably withheld or delayed. In all instances, indemnification obligations stated in this section are several and not joint.
- (d) Limitation of Liability. Notwithstanding the terms of any other provision and to the extent permitted by state law, the total liability of Provider and its affiliates, directors, officers, employees and contractors for all claims of any kind arising out of this Agreement, whether in contract, tort or otherwise, shall be limited to the lesser of the total fees paid to Provider in the preceding 12 months or \$500,000. Provided however, the foregoing limitation will not apply to claims of personal injury, damage to personal property, and infringement of intellectual property. Neither Provider nor Customer shall in any event be liable for any indirect, consequential, loss of profits or revenue, enhanced damages or punitive damages, even if Provider or Customer have been advised of the possibility of such damages. The waiver of consequential damages and the limitation of liability set forth herein are fundamental elements of the basis of this Agreement between Provider and the Customer. Provider would not be able to provide the Services on an economic basis, and would not have entered into this Agreement, without such waiver and limitation. It is expressly understood and agreed that the foregoing provisions of this Section survive any expiration or termination of this Agreement to the extent the circumstances creating a liability covered hereby arose prior to such expiration.

11. INSURANCE

- (a) Insurance Coverage. The parties are insured with coverage for commercial general liability, property damage, and worker's compensation.
- (b) Provider Insurance Limits. For the term of the Agreement, Provider will maintain liability insurance of the types and limits set forth below:
 - i. Commercial General Liability: \$1,000,000 on a claims-made basis
and \$2,000,000 annual aggregate.
 - ii. Auto Liability: \$1,000,000 annual aggregate
 - iii. Workers Compensation: At the limit required by state law

iv. Employer Liability:

\$\$1,000,000 annual aggregate

- (c) Proof of Insurance. Upon request, a party will produce a certificate of insurance evidencing the limits set forth above.

12. NOTICES

- (a) Methods of Delivery. All notices under this agreement may be delivered only by: (i) hand delivered by nationally recognized overnight delivery service (e.g., Fed-Ex or UPS or USPS Priority Overnight) messenger or courier service, (ii) pre-paid first-class certified mail, return receipt requested, or (iii) e-mail with read receipt requested, addressed to the respective party as noted below or to such other addresses as any party may designate by notice complying with the terms of this Section.
- (b) Date of Delivery. Each such notice is deemed delivered on either, (i) the date delivered by personal service, (ii) the date on the pre-paid first-class certified mail return receipt, or (iii) the date of the “delivered receipt” e-mail or tracking information from nationally recognized overnight delivery service.
- (c) Notice Addresses. The addresses of the parties for notice are:

{{Customer Name}},
{{Customer Address}}
{{Customer Contact Name}}
{{Customer Contact Email}}

Provider
Catapult Learning, LLC
PO Box 444
Elmsford NY 10523

With a copy to the Office of the General Counsel at the same address.

13. MISCELLANEOUS

- (a) Force Majeure. Neither party will be liable for non-performance or in default to the other party for failures of performance resulting from events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, disease outbreak or widespread illness, computer virus attack or infiltration, civil disturbances, war and strikes.
- (b) No Agency. The parties do not intend for this agreement to create a partnership or joint venture between the parties. Neither party may commit the other party for any purpose except as expressly provided herein.
- (c) Assignment. Neither party may assign or transfer any interest arising in or from this Agreement without the prior written consent of the other party. Provided however, the foregoing consent is not required from Customer when Provider assigns or transfers this Agreement or any interest herein to a subsidiary, parent company, or a corporate affiliate of the Provider or in connection with the sale of all, or substantially all the outstanding assets or transfer of a majority interest in ownership or equity of Provider.

- (d) Applicable Law. Provider will comply with the federal and state laws applicable to the provision of the Services.
- (e) Governing Law. The parties intend New Jersey law to govern this agreement.
- (f) Non-discrimination. Provider is an equal opportunity employer and conducts all business activities, including hiring, without regard to age, race, color, sex, disability, marital status, national origin, citizenship status, pregnancy, sexual orientation, gender identity, military service or other legally protected category.
- (g) No Waiver. Failure of either party to exercise, or delay in exercising any right under this agreement shall operate as a waiver. Exercising any right does not preclude the party from exercising any other right.
- (h) Entire Agreement. This agreement constitutes the entire agreement between the parties and all previous agreements or discussions are hereby superseded by this agreement.
- (i) Severability. If any provision of this agreement is held invalid, the validity of the remainder of this agreement shall not be affected.
- (j) Amendment of Agreement. This agreement may be amended only by a written agreement signed by both parties.
- (k) Counterparts. This agreement may be executed simultaneously in two or more counterparts, each of which is an original, but all of which together constitutes one complete document.
- (l) Publicity. Each party may disclose the existence, subject matter, size, and/or value of this agreement in press releases and public announcements and in such connection may refer by name to the other party only after obtaining the other party's consent which consent may not be unreasonably withheld.
- (m) No Third-Party Beneficiaries. The parties intend that nothing in this Agreement grants any rights or benefits to anyone other than the parties. The parties further intend this Agreement does not allow any claim or right of action to anyone other than the parties.

[THE SPACE BELOW IS INTENTIONALLY LEFT BLANK]

This Agreement is executed as of the date stated in the introductory clause, regardless of any dates inserted below:

{{Default Signature Block}}.

CAREER PATH HIGH:

CATAPULT LEARNING WEST, LLC:

By: {{Customer Signature}}

By: {{Catapult Signature}}

Name: {{Customer Signer Name}}

Name: {{Catapult Signer Name}}

Title: {{Customer Signer Title}}

Title: {{Catapult Signer Title}}

Date: {{Customer Signer Date}}

Date: {{Catapult Signer Date}}]]

{{Joy Signature Block}}. [[

{{Catapult Internal Entity}}

{{Customer Name}}:

By: {{Customer Signature}}

By: {{Joy Signature}}

Name: {{Customer Signer Name}}

Name: {{Catapult Signer Name}}

Title: {{Customer Signer Title}}

Title: {{Catapult Signer Title}}

Date: {{Customer Signer Date}}

Date: {{Catapult Signer Date}}]]

{{Annette Signature Block}}. [[

{{Catapult Internal Entity}}

{{Customer Name}}:

By: {{Customer Signature}}

By: {{Annette Signature}}

Name: {{Customer Signer Name}}

Name: {{Catapult Signer Name}}

Title: {{Customer Signer Title}}

Title: {{Catapult Signer Title}}

Date: {{Customer Signer Date}}

Date: {{Catapult Signer Date}}]]

{{Bill Signature Block}}. [[

{{Catapult Internal Entity}}

{{Customer Name}}:

By: {{Customer Signature}}

By: {{Bill Signature}}

Name: {{Customer Signer Name}}

Name: {{Catapult Signer Name}}

Title: {{Customer Signer Title}}

Title: {{Catapult Signer Title}}

Date: {{Customer Signer Date}}

Date: {{Catapult Signer Date}}]]

{{Diane Signature Block}}. [[

{{Catapult Internal Entity}}

{{Customer Name}}:

By: {{Customer Signature}}

By: {{Diane Signature}}

Name: {{Customer Signer Name}}

Title: {{Customer Signer Title}}

Date: {{Customer Signer Date}}

Name: {{Catapult Signer Name}}

Title: {{Catapult Signer Title}}

Date: {{Catapult Signer Date}} []

EXHIBIT A

Description of Services

{{One NPS}}.{{NPS School Name}}

{{One NPS}}.{{NPS Allocation}}

{{More Than One NPS}}.[[This contract is servicing multiple schools, prior to circulating this Contract for review, review the uploaded documentation by the operator to see the full spectrum of schools service and their respective allocation and input here.]]

Type of Program

{{Instructional/Intervention}}.[[Instructional/Intervention]]

{{Special or Additional Services}}.[[Special or Additional Services]]

{{Professional Development}}.[[Professional Development]]

{{Summer School/Extended School Year}}.[[Summer School/Extended School Year]]

Sub-Category of Program

{{Instructional/Intervention}}.{{Instructional Services Provided}}

{{Special or Additional Services}}.{{Type of Specialized/Additional Services}}

{{Professional Development}}.[[N/A]]

{{Summer School/Extended School Year}}.{{Instructional Services Provided}}

Length of Session (in minutes)

{{Length of Session (in minutes)}}

Session Frequency per Week

{{Session Frequency per Week}}

Number of Groups per Day

{{Number of Groups per Day}}

Minimum Group Size

{{Minimum Group Size}}

Maximum Group Size

{{Maximum Group Size}}

Maximum Number of Groups

{{Maximum Number of Groups}}

The Services will be delivered utilizing the following fund(s):

{{Funding Sources}}



Tab 3: Protected Information

All protected information must be included in this section of proposal response. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing reader to the specific area of this Protected Information section.

We have not included protected information in our response.

NATALIE A. BRUSH

986 W. 500 S. Farmington, UT 84025 | natbrush@outlook.com | 801-712-4469

EXPERIENCE | 2021 – present

DAVIS SCHOOL DISTRICT – CANYON CREEK ELEMENTARY FARM., UT

Teacher Assistant

Assess students on reading fluency and comprehension benchmarks, progress monitor students needing support, and provide interventions in literacy skills. Assess students on math benchmarks, correct written materials, and enter statistical data for analysis. Provide direct English language support to multilanguage learners. Assist all teachers in small group activities in language arts and math, prepare materials for class instruction, and support administrative staff as needed.

2017 – 2020

UTAH HEAD START ASSOCIATION SLC, UT

Executive Director

Implemented operating policies and procedures, insuring coordination with the Board of Directors and the membership. Provided and arranged training and technical assistance. Planned and coordinated state and regional association conferences. Organized legislative visits, correspondence, and advocacy campaigns to build awareness of Utah Head Start. Developed, managed and oversaw publications, website, and social media. Hired, supervised, and evaluated the performance of all employees, contractors, volunteers and interns. Developed and maintained relationships with federal, state, and local agencies and groups including the Legislature, the Office of the Governor, and other community partners. Represented the Association on all applicable national, state, and local boards, councils and committees.

2015 - 2017

UTAH HEAD START ASSOCIATION SLC, UT

Administrative Assistant

Provided support to the Association by organizing tri-yearly meetings and distributing minutes, updating the website, answering email, and other administrative tasks.

2015 - 2017

UTAH COMMUNITY ACTION HEAD START SLC, UT

ERSEA Specialist/Early Head Start Child Care Partnership Specialist

Determined eligibility, recruit children, work with community partners and child care providers, enroll eligible children in Early Head Start, and monitor compliance with federal program standards.

2012 – 2014

DIVISION OF CHILD AND FAMILY SERVICES

SLC, UT

Foster Parent

Provided full-time care to children displaced from their biological families, attended court, counseling, and visitations.

2009 - 2012

Family Child Care Provider

Provided full-time and part-time care to infants and toddlers in my home. Attended training and completed requirements for licensure.

2007

CHILDREN'S SERVICE SOCIETY, CCR&R

SLC, UT

Year of the Young Child Coordinator

Organized the UAEYC celebration of the Year of the Young Child in 2007 at the Discovery Gateway.

2006

UNIV. OF UTAH, DEPARTMENT OF TEACHING AND LEARNING

SLC, UT

Reading First Grant Evaluator

Contracted with Title I elementary schools to evaluate teachers on Reading First Grant compliance

2004-2005

UNIV. OF UTAH, DEPARTMENT OF TEACHING AND LEARNING

SLC, UT

Graduate Assistant

Assisted University of Utah professors in evaluating Utah State Office of Education technology grants. Organized scholarship applications. Coordinated service-learning projects for elementary student teacher candidates in three separate cohorts, including providing classroom presentations, on-site visits to each school, and consultation.

2002-2003

DEPT. OF WORKFORCE SERV./OFFICE OF CHILDCARE

SLC, UT

Provider Relations Specialist

Trained child care providers throughout the state on receiving child care subsidies. Provided on-line assistance through the Provider Helpline. Coordinated with all stakeholder organizations such as Head Start, Early Head Start, Utah State Office of Education, etc. regarding child care policies and procedures.

1999-2002

DEPARTMENT OF WORKFORCE SERVICES

SLC, UT

Eligibility Trainer

Initiated the Central Region Eligibility Training Center to provide training to new staff. Interviewed and hired new employees. Presented both classroom and one-on-one instruction. Evaluated and assessed new employee progress.

1994-1999

DEPARTMENT OF WORKFORCE SERVICES

SLC, UT

Eligibility Specialist/Family Support Worker

Interviewed individuals and families to assess need for public assistance programs. Determined eligibility for financial, medical, food stamps, and child care assistance. Provided appropriate referrals to outside agencies.

EDUCATION

2005

UNIVERSITY OF UTAH

SLC, UT

M.Ed. Department of Teaching and Learning

Emphasis in literacy and early childhood. Graduated summa cum laude.

1994

BRIGHAM YOUNG UNIVERSITY

SLC, UT

B.S. Family Science

1990

RICKS COLLEGE

REX., ID

Associates Degree in Arts and Sciences

**VOLUNTEER
EXPERIENCE**

Missionary for Church of Jesus Christ of Latter-Day Saints,

Washington DC North Mission

1991 - 1993

School Community Council Chair, Dilworth Elementary School

2008 - 2009

PTA Community Relations Board Member, Dilworth

2015 - 2016

Cub Scout Den Leader

2015 -2019

School Community Council, Career Path High

2019-2020