

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

Date: May 20, 2025

Time: 3:00 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

PUBLIC COMMENT

CONSENT ITEMS

- April 21, 2025 Board Meeting and Closed Session Minutes

REPORTS

- Director's Report
- Finance Report
 - Fraud Risk Assessment
 - Annual Commitment to Ethical Behavior

VOTING AND DISCUSSION ITEMS

- 2024-2025 Amended Budget
- 2025-2026 Proposed Budget
- Audit Engagement Letter
- Visiplex Quote
- Policies
 - Salary Supplement for High Needed Educators Program Policy
 - Paid Parental and Postpartum Recovery Leave Policy
- Sex Education Committee Approval
- Teacher Student Success Act Plan (TSSA Plan)
- Board Member Terms & Elected Officers
- MOU with Davis Technical College
- Student Support, Charter Focus & Enrollment Strategies
- Director Employment Agreement

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

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.

CALENDARING

- Next Board Meeting September 15, 2025 @ 3:30pm
- 2025-2026 Board Meeting Schedule

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.

Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of Career Path High Charter School I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

Signature_____

Board Member Name

Date

April 7, 2025

Board of Directors

"[Name and Address of Client]"

You have requested that we audit the financial statements of the governmental activities and each major fund of [Client] (the School) as of June 30, 2025, and for the year then ended, and the related notes to the financial statements, which collectively comprise School's basic financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2025, if necessary. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements 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 opinion. 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 auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or any state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and 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.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB), require that Management's Discussion and Analysis, Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund and Notes to Required Supplementary Information be presented to supplement the basic financial statements. Such information, 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. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General Fund
- Notes to Required Supplementary Information

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and, if applicable, in accordance with any state or regulatory audit requirements. As part of an audit of financial statements in accordance with GAAS and in accordance with Government Auditing Standards, Uniform Guidance and/or any state or regulatory audit requirements we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. 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 controls.
- Obtain an understanding of the system of internal control 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 entity's internal control. However, we will communicate to you in writing concerning any

significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- 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, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, 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 a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the School's basic financial statements. Our report will be addressed to the governing body of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on the financial statements, and single audit as necessary, upon completion of our audit.

Audit of Major Program Compliance

Our audit of the School's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the 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 Uniform Guidance 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 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 the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards*, and/or any state or regulatory audit requirements, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, 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 have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of the system 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;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;

5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of

federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form, as necessary.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Assistance with preparation of Schedule of Expenditures, as necessary.

We will not assume management responsibilities on behalf of the School. The School's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the School with regard to tax positions taken in the preparation of the tax return, but the School must make all decisions with regard to those matters.

Fees and Timing

Ken Jeppesen is the engagement partner for the audit services specified in this letter. He will be assisted with the Single Audit portion of the engagement (as necessary) by Paul Skeen. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges and a technology fee. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$12,950. If a Single Audit is required, these fees will be billed separately. The information return (Form 990) fees are estimated at \$1,900.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you

acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to “read only” to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, “service providers”) in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

Neither of us may use or disclose the other’s confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly’s confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor’s report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the board of directors the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Ogden, Utah. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no

event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Kenneth D. Jeppesen, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____



Career Path High

2025-2026 ANNUAL BOARD MEETING CALENDAR

Below are the tentative Career Path High Board Meeting dates for the 2025-2026 school year. These dates are subject to change and additional meetings may take place. Meetings will continue as long as business requires. All meetings will be posted on the Utah Public Meeting Notice website at least twenty-four hours in advance.

September 15, 2025 at 3:30 PM

November 17, 2025 at 3:30 PM

February 9, 2026 at 3:30 PM

April 20, 2026 at 3:30 PM

June 15, 2026 at 3:30 PM

Please note that meetings will generally be held at 290 N. Flint Street in Kaysville, UT 84037 but may also be held at different locations as needed by the Board of Directors or electronically as allowed by board policy.

CAREER PATH HIGH

BOARD MEMBER TERMS & ELECTED OFFICERS

Board terms:

1. Angie Osguthorpe (Board Chair)
 - a. Term Expires: 06/30/2027
2. Jeff Lund (Financial Coordinator)
 - a. Term Expires: 06/30/2027
3. Paul Ray (Vice Chair)
 - a. Term Expires: 06/30/2027
4. Kelly Simerick (Board Member)
 - a. Term Expires: 06/30/2027
5. Natalie Brush (Board Member)
 - a. Term Expires: 06/30/2027

**AMENDMENT No.1 BETWEEN
UTAH CAREER PATH HIGH AND
Catapult Learning West, LLC**

This AMENDMENT No.1 (“**Amendment**”) to the Educational Services Agreement between the parties dated March 1st, 2024 (the “**Agreement**”), by and between Catapult Learning West, LLC (“**Catapult**”) and Utah Career Path High (“**District**” or “**Charter**” or “**School**” in accordance with the Agreement), is effective as of July 1st, 2025 (“**Amendment Effective Date**”).

The Parties hereby agree to amend the following sections in the Agreement:

1. Section 1 is amended by extending the termination date to June 30, 2026.
2. Exhibit A is amended by adding more services, 10 full Coaching days and 10 virtual Coaching hours. The below chart is included in the updated Exhibit A.

Product Pricing

Product	Quantity	Price	Line Item Total
Full-day coaching (6-hour)	10	\$3,050.00	\$30,500.00
10 virtual coaching sessions of 60-minutes/session	1	\$3,250.00	\$3,250.00

Total cost: \$33,750.00

All other terms and conditions of the Agreement shall remain the same. Capitalized terms not defined in this Amendment have the meanings set forth in the Agreement. This Amendment may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, the parties hereto have entered into this Amendment as of the Amendment Effective Date first above written.

Utah Career Path High

By:

Name:

Title:

Date:

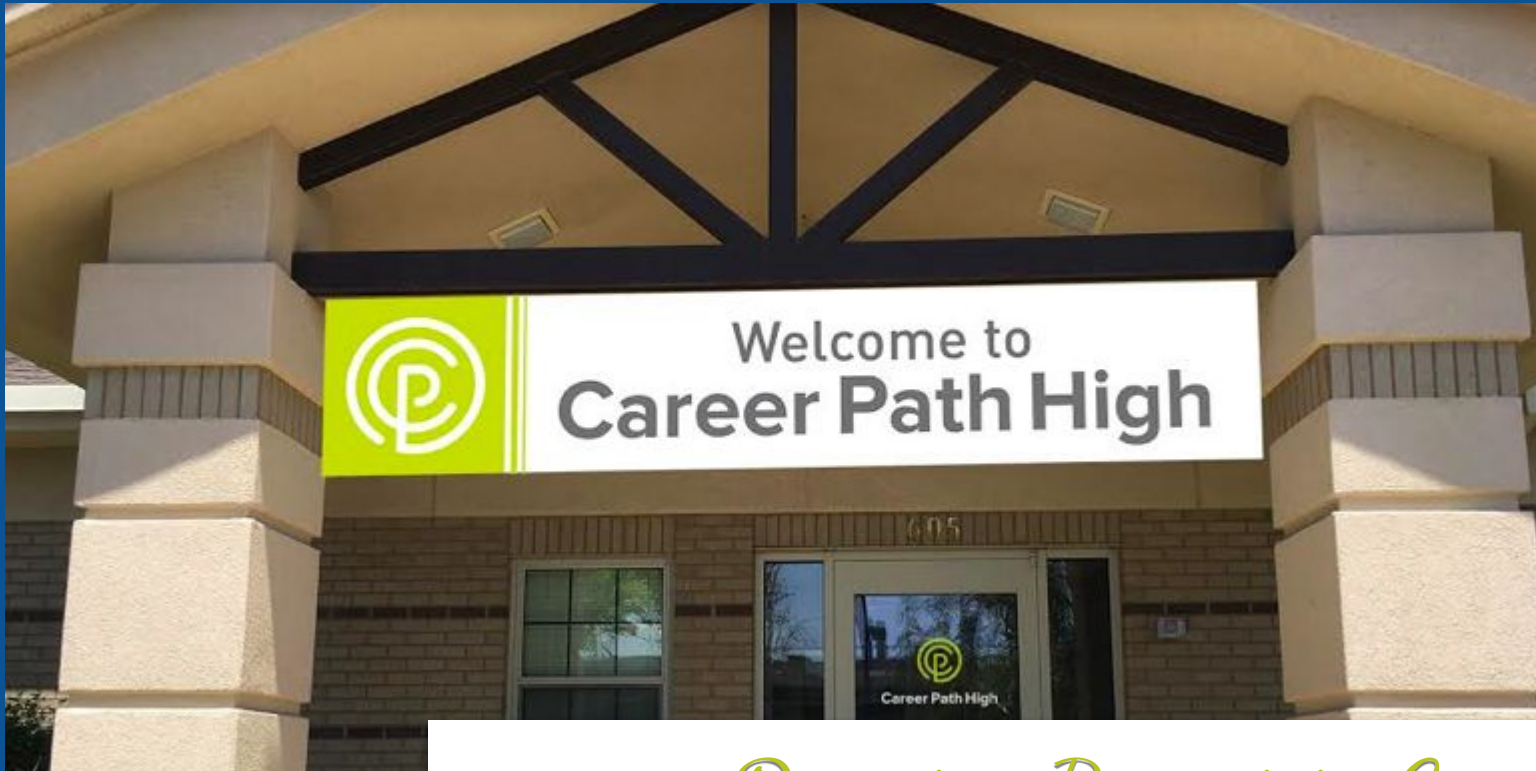
Catapult Learning West, LLC

By: *Annette Charles*

Name: Annette Charles

Title: Senior Vice President

Date: 05/19/2025



Director Report to Career Path High Board

May 20, 2025

Reporting Items

- Enrollment
- Staff
- Sex Education Committee
- Satisfaction Surveys
- Historical Perspective
- Accountability resources
- Calendar
- 2024 - 2025 Goals
- 2024 - 2025 Priorities



Enrollment 2025-2026

Utah Career Path High

2025

2026

2027

Enrollment

Status

Race

Sex

Advisors

+ Registered 0

+ Enroll

Graduate Seniors

Grade:

9

10

11

12

Total

Future

9

35

42

50

136

Effective 8/18/2025

Charter Connect - SEO

Schola - Recruitment - leads generation & follow up

MaHK - Advertising - Social Media (see report)

Davis Tech Marque

Facebook

Journal Ads

Davis Tech email

Counselor Visits

Blip Billboards

CPH Ambassadors

2 students on the waitlist
4 students with pending offers
6 students pending registration





Career Path High

Go to high school, graduate with a career.

2025-2026 Staffing

Leadership Team

Stacey Hutchings	Director/Principal
Jessica Aydlette	Assistant Principal / Operations Director
Joshua Epperson	Special Education Director
Alexis Leavitt	School Counselor
Lauren Perkins	CTE Coordinator / PE & Health Teacher

General Education Teachers

Jessika Chandler	English & Lead Teacher
Karen MacDonald	English & Lead Teacher
Stephanie Wilson	Math
Trey Gunderson	Math
Dawn Fambro	Science
Open	Science
Dylan Solly	Social Studies
Rylan Suzzi	Social Studies
Chelsea Watts	Art

Special Education Team

Scott Paradis	Teacher
Julia Hammond	Teacher
Alycia Wilkins	Teacher
Kady Coombs	Paraprofessional

Paraprofessionals

Rachel Daniels	Attendance Clerk
Kaylee Coil	

Secretaries

Mindy Loyola	Tech, Facilities, Lunch
Liz Held	Registrar, Finance
Kate Stevenson	Registrar



Sex Education Committee

- Lauren Perkins - Teacher
- Stacey Hutchings - Administrator
- Scott Paradis - Teacher
- Zach Roundy - Parent
- Haley Cavanaugh - Parent
- Jacki Gardner - Parent
- Heather Sutton - Parent



Career Path High

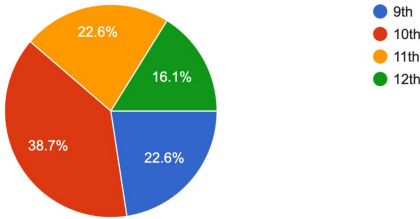
Go to high school, graduate with a career.

Satisfaction Surveys

2024-2025

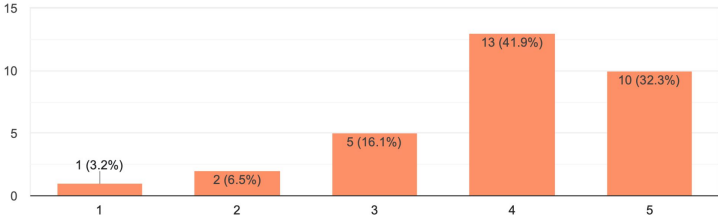
Current Grade in School

31 responses



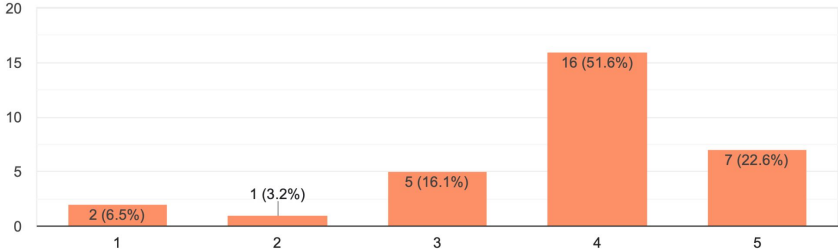
How would you rate your experience with the administration and staff at Career Path High?

31 responses



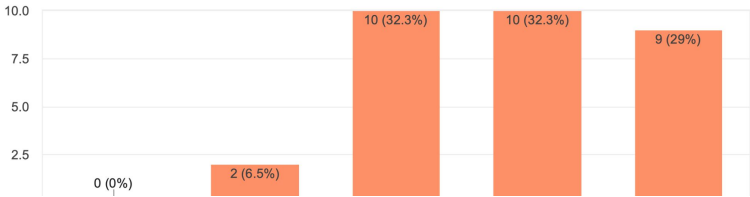
How would you rate your overall satisfaction with your experience at Career Path High this year?

31 responses



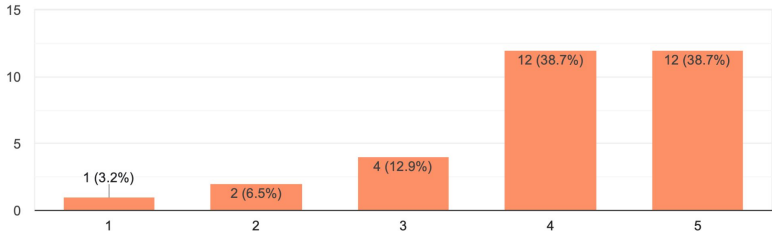
How would you rate the learning culture and environment on campus?

31 responses



I feel like I am progressing and learning at CPH

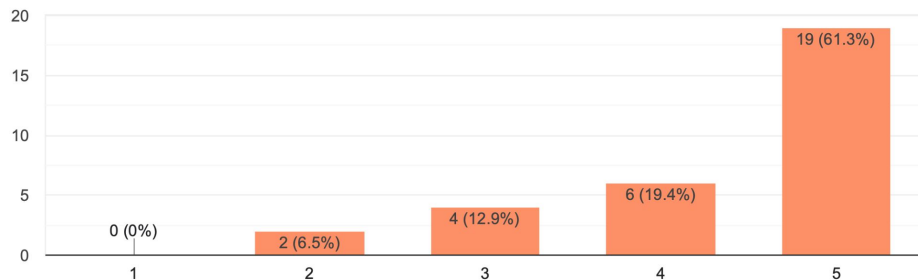
31 responses



Student Satisfaction Survey

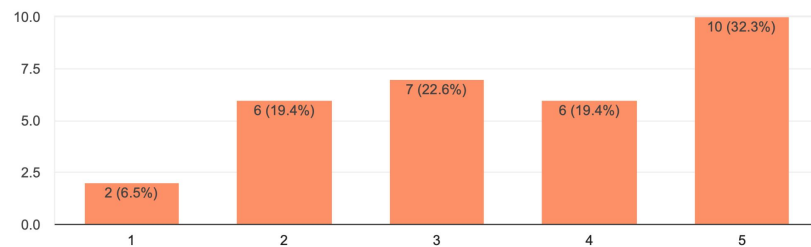
Do you feel like your teachers care for you and support you?

31 responses



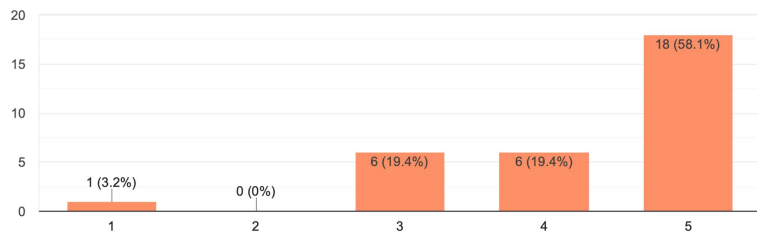
Do you feel like you have made friends and social connections at CPH?

31 responses



How would you rate the communication with your Success Coach and are they responsive to your needs?

31 responses

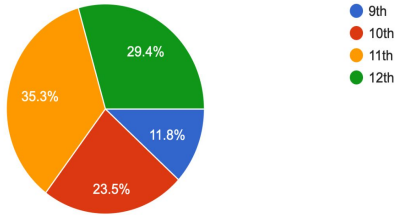


- The success coaches, I feel that having an advocate on the staff has contributed greatly to my success at school.
- The way teachers handle students on a case-by-case basis and the way they encourage you to do your best
- I'm in a much better place both physically and mentally than I was last year. I owe much of that to the staff
- I got all A's in the first term and never got below a B the whole year.
- We have the best English teachers on planet earth!

Student Satisfaction Survey

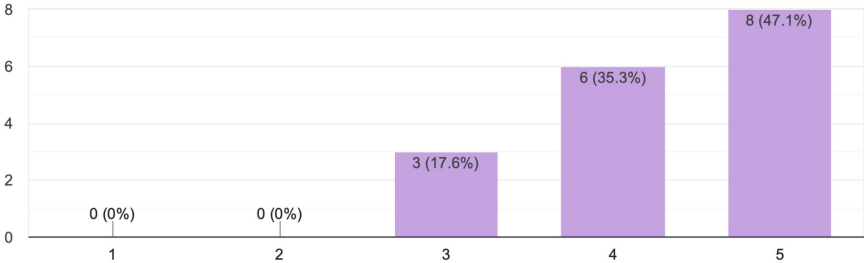
Your Student's Current Grade Level in School

17 responses



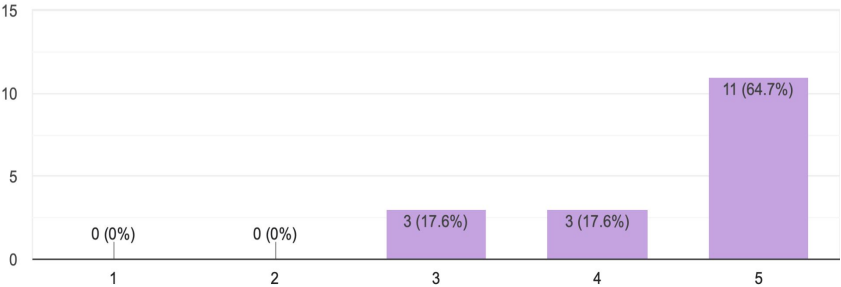
How would you rate your overall satisfaction with your experience with Career Path High this year?

17 responses



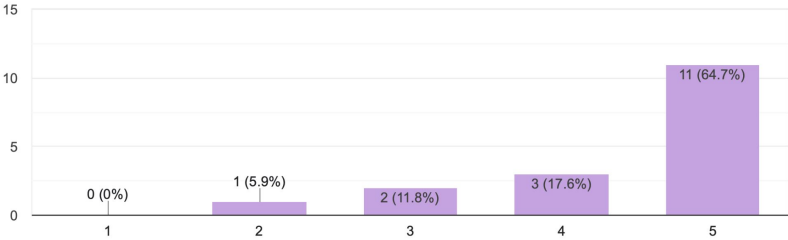
How would you rate your experience with the administration and staff at Career Path High?

17 responses



How would you rate the communication with CPH administration and staff and are they responsive to your questions?

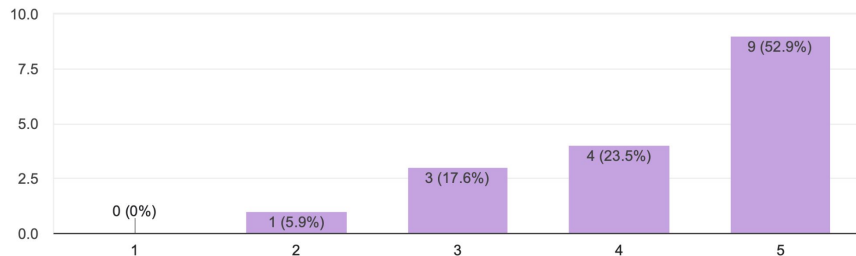
17 responses



Parent Satisfaction Survey

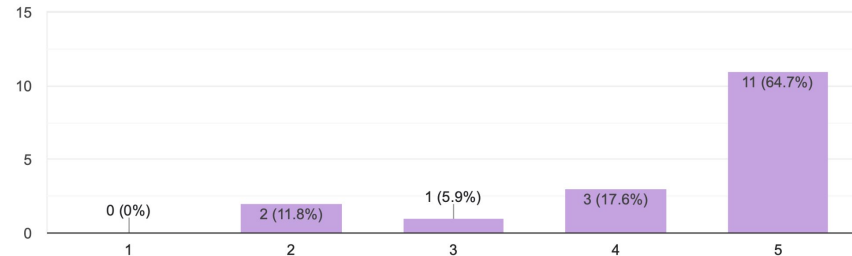
Rate the effectiveness of overall school communication with parents.

17 responses



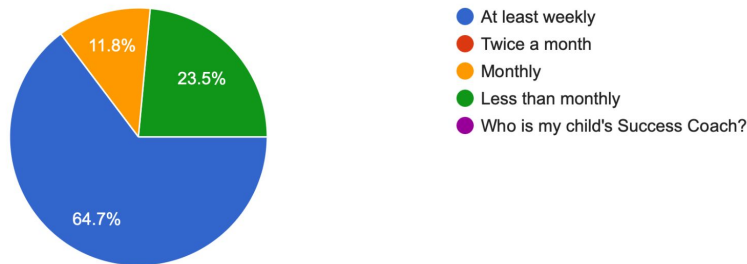
How would you rate the ability of CPH administration and staff to promote school goals, mission and vision?

17 responses



How frequently do you receive reports on your student's progress from their Success Coach?

17 responses

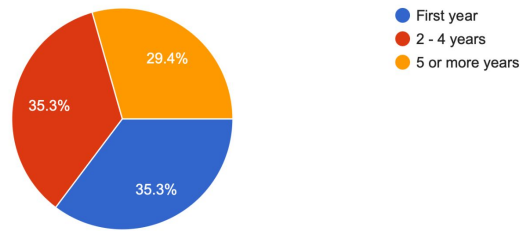


- I was concerned about how our student would do in high school - she's painfully shy, and so CPH was the answer to our prayers. It's a hidden gem that not a lot of people know about, and the teachers, faculty, curriculum, and pretty much everything has really helped her this year. I'm thankful for this school, seriously. Excellent all around, and the teachers are kind to our daughter. You don't get that everywhere.
- For the first time, he's felt connected to staff and teachers at school, which has made all the difference for him!
- My children have been very successful, and the faculty members have been effective and supportive throughout their CPH experience.
- The success coach system is indispensable and has created the personal relationships that contributes to the overall success of the programs.

Parent Satisfaction Survey

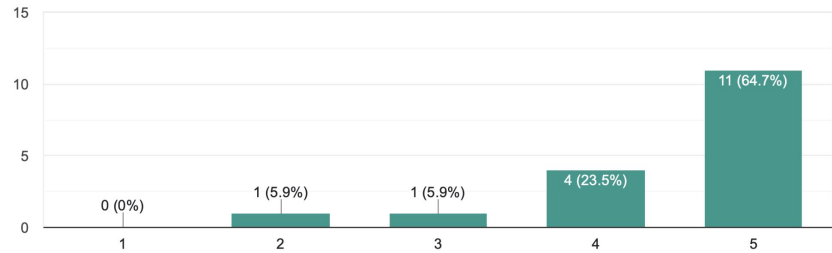
How long have you worked at CPH?

17 responses



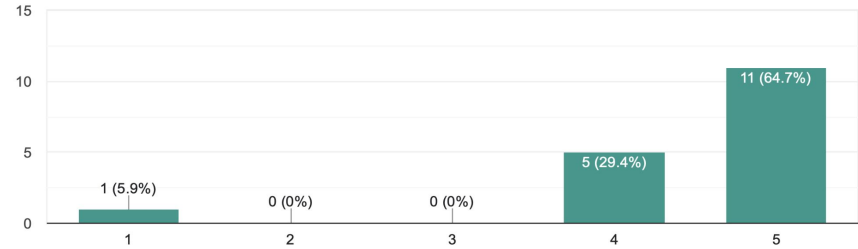
How would you rate the communication with CPH administration and are they responsive to your needs?

17 responses



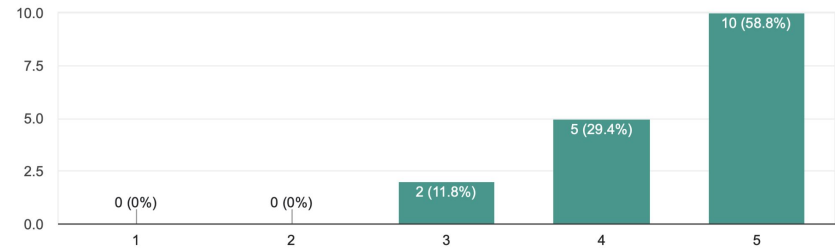
How would you rate your overall satisfaction with your experience with Career Path High this year?

17 responses



How would you rate the ability of school administration to promote school goals, mission and vision?

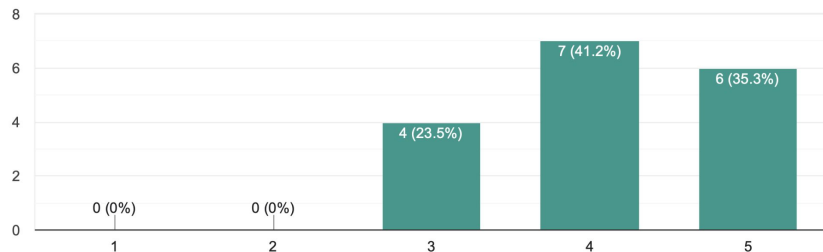
17 responses



Staff Satisfaction Survey

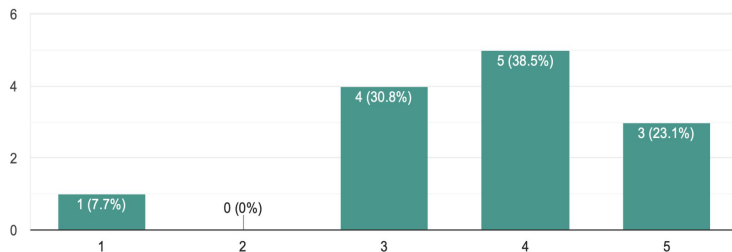
How would you rate your experience with CPH's HR Partner? (Academica West / Helpside)

17 responses



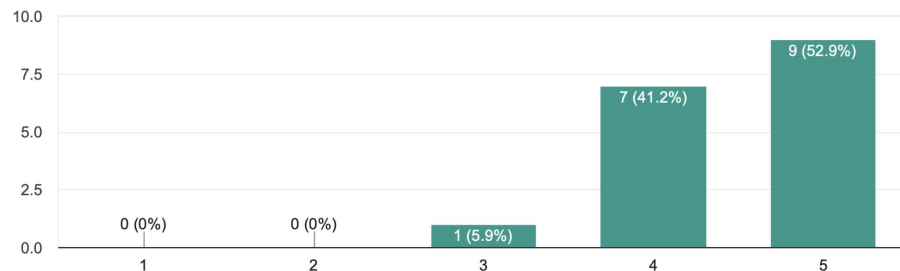
To what extent has instructional coaching improved your teaching practice?

13 responses



How confident are you that you know which staff member to seek support and assistance from for a particular issue?

17 responses



Staff Satisfaction Survey

- The friendship of the staff and the love for the students
- I really liked all of the fun things the students got to do this year. I think we really upped our game with our goal to make the kids feel connected to each other and the school.
- We had a very successful year in my opinion, and we got most of our seniors to the finish line!
- I honestly loved this school year! Some highlights for me were the 11th-grade project, the field trips, and what we did for inclusion—having gen ed students with Sped success coaches.
- I think our assemblies and recognitions were a lot of fun this year! And the overall school culture has been awesome.
- I am super happy with our Admin. team (I am not kissing up or whatever it is called, lol)! We have such a strong leadership team and I feel content in knowing that they take care of the staff and students. There is no feeling of tension, only support. Thank you! :)
- The amount of care that our staff has for the kids is amazing

*Career Path High -
Historical Perspective*

2013-2025

Career Path High Historical Perspective

2013-2021

2013-2016 - CPH Opens, rough start with administration
1 room Learning Center, Most students work off campus

2016-2020

CPH - Iterations

From a 1 room Learning Center -
Year to Year - add space & iterate instructional model,
“Blended” “Flexibility” - increasing requirement to be on campus

2017 - Accountability school grade from F to C

Fluid Marketing - Logo, Refresh and modernize look

2018 - 95% Graduation Rate

Increased percent of students in Davis Tech Programs -
widened gate

Replace Fluid Advertising with .5 FTE Marketing staff
member

Farmington High School Opens - “Blended Model”

2019 - Website rebuild

2021 COVID - all the things and increase student teacher ratios



Career Path High

Go to high school, graduate with a career.

Career Path High Historical Perspective

2022 - 2023

Post-COVID academic and mental health challenges

Student Behavior Challenges

Behavior Management practices strengthened

In School Suspension, Suspension, Silent Lunch

Student Supports added

Structure - bell schedule, attendance pathways

Prep for move to Canvas - LMS & Curriculum

Apply for ELEVATE, Digital Teaching & Learning &

Student Mental Health grants



Career Path High

Go to high school, graduate with a career.

Career Path High Historical Perspective

2023 - 2024

Student Supports - attendance pathways - flipped

New student on campus requirement

Move to Canvas - LMS & Curriculum development

Davis Tech Enrollment qualifications made stricter

Marketing focus away from “flexibility” and “credit recovery”

Instructional Framework - Modern Classrooms

Apply for Personalized, Competency Based Learning Grant

Create School Improvement Plan through ELEVATE Grant



Career Path High

Go to high school, graduate with a career.

Career Path High Historical Perspective

2024 - 2025

Leadership re-fresh

Behavior Management practices

- Vape Detectors & Trespass

Student Supports -

- Self Directed Pathway (remote learning) -
require application, less flow

- Stronger tardy process / Parent Check in
and out and restrictions on excused
absences

- Course completion deadlines

- Inclusion focus / Co-teaching model

- Davis Tech enrollment - qualifying

- Student Teacher Ratios / Co-teaching

Canvas Integration

Data Dashboards / Early Warning System

ELEVATE Grant - Comprehensive Improvement
Plan & Supports

- Education Improvement Specialist

- School Leadership cohort

Marketing rebrand - College & Career Focus

- MaHK

- Charter Connect

- Schola

Added tour requirement for enrolling students

School Fees Audit

Attendance Audit



Career Path High

Go to high school, graduate with a career.



Career Path High - What's Next & Accountability

2025-2026

Volunteered for an Attendance cohort

Director FTE

2nd year implementing the School Improvement Plan

2nd year of implementing Modern Classrooms Framework &

Co-teaching

School Safety - Summer 2025 - Guardian training, Access

Security, PA System

Accreditation - 2026

Propose Charter Modifications - 2027

USBE Accountability Data -

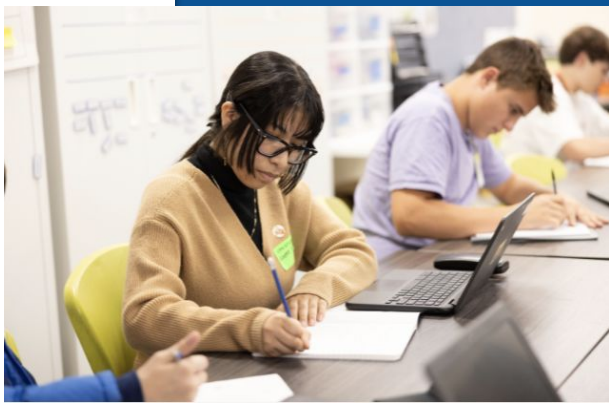
Data Gateway - <https://datagateway.schools.utah.gov/>

Davis Tech Enrollment Averages -

2021 - 66% 2024 - 44.6%

2022 - 65% 2025 - 47.5%

2023 - 58.6%



Career Path High

Go to high school, graduate with a career.

Calendar

April 18th - Prom

April 21 - 25th - Resilience Week

April 30th - Utah Aspire Plus Testing

May 1st - School Carnival

May 6th - Senior Capstone Projects

May 8th - Senior Service Project

May 9th - School-wide Service Project, SBO Elections, Senior Banquet

May 21st - Graduation

May 22nd - Last Day of School

May 23 - May 29th - Teacher Professional Development





Goals - 2024- 2025

- End of Year Course Completion - 90%
 - Math End of Year Completion - Increase by 5%
- Graduation Rate - 88% State Average
- Davis Tech Course Completion - 5% Increase Davis
- Tech Program Completion - 5% Increase
- Enrollment for 2023 - 2024 - 200 Students



Career Path High

Go to high school, graduate with a career.



Priorities

2024-2025

Academic Achievement

- School Improvement Plan
- Modern Classrooms Project
- College and Career Readiness
- Data Reports and Dashboards

Culture

- Renewed Culture Focus
- Mental Health & Behavior
- Building Capacity

Growth

- Marketing Focus
- Student Retention



Career Path High

Go to high school, graduate with a career.





“

Mission Statement

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



Career Path High



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.



Vision

Career Path High's partnership with Davis Technical College will create a learning community that empowers students and fosters achievement. Through an optimal blend of virtual instruction and hands-on mentored training, our students will receive a world-class education that prepares them to be strong leaders and contributing citizens.

Utah Career Path High Positive Behavior Plan Report 2024-2025

Positive Behavior Specialist: Stacey Hutchings

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Success Coach	Fully implemented	Assigned success coach students to new staff members; made corrections to curriculum.	Adjust success coach caseload based on student need.	Curriculum and success coach meetings provide many opportunities for coaches to discuss academic progress and personal health with students.
2. Learning Strategies	Implemented and Sustained	Core curriculum still intact; made adjustments to lessons for each grade levels	Update curriculum to address controlled substances	Need to add curriculum concerning controlled substances
3. Clubs	Implemented and Sustained	More clubs (GSA); student led	Any specific activities to address controlled substances	Need activities to address controlled substances
4. Attendance Campaign	Implemented and Sustained	Made announcements during morning circle celebrating those with perfect or near perfect attendance (Trailblazer's Club)	Plan celebration for the end of Q2, 3, and 4.	Addresses attendance and includes positive reinforcements and celebrations.
5. Botvin Substance Abuse Prevention Curriculum	Implemented and Sustained	Continued using the curriculum.	Schedule live instruction	Curriculum addresses controlled substance and healthy living
6. Trailblazer club	Implemented	Quarterly messages went out to students who qualified for the Trailblazer Club	Planning quarterly celebration events for the entire school year.	Helps build positive school culture by celebrating students who are role models for the entire school.
7. PBIS Staff Committee	Implemented	In order to involve more stakeholders in PBIS we will have a staff committee to make plans and monitor progress.	Create a bi-weekly pocket of time during Friday PD's for committee meetings	Focus on recognizing positive behaviors by providing value
8. School Store	Implemented	Created a school store where students could earn tickets for good citizenship to use to purchase items weekly.	Would like to include the SBO's in the school store next year	Incentivises good citizenship
9. Hope Squad	Need to Implement	Hope Squad hosts events during the school year for students to participate in	Recruit more members	Need activities to address controlled substances
10.				

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

References:



MāHKTM a difference.

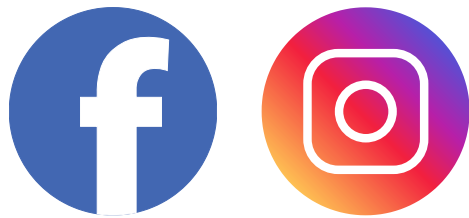


Career Path High
Go to high school, graduate with a career.



Career Path High
April Media Recap

Meta - Parent Audience



Landing Page: <https://www.careerpathhigh.org/educational-assistance>

Video Performance

- Impressions: 128,856
- Reach: 24,855
- CPC: \$0.63
- Clicks: 1,905
- CTR: 1.48%

Static Performance

- Impressions: 205,466
- Reach: 40,642
- CPC: \$0.55
- Clicks: 1,266
- CTR: 0.62%

Totals

- Impressions: 334,322
- Reach: 52,352
- CPC: \$0.60
- Clicks: 3,171
- CTR: 0.95%

Insights:

April video creative performance very similar to March. Consider swapping creatives if performance begins to lag. Static creative running all month increased available impressions and decreased CPC even more compared to last month.

Snapchat - Student Audience



Landing Page: <https://www.careerpathhigh.org/direct-interaction>

Direct Interaction

- Impressions: 94,109
- Reach: 13,074
- CPC: \$0.45
- Clicks: 1,668
- CTR: 1.77%

Flexible Schedule

- Impressions: 37,426
- Reach: 8,934
- CPC: \$0.47
- Clicks: 689
- CTR: 1.84%

Totals

- Impressions: 131,535
- Reach: 15,029
- CPC: \$0.46
- Clicks: 2,357
- CTR: 1.79%

Insights:

Altered social media mix in April and decreased total Snapchat budget allotment. Impressions and clicks were reduced in April, but CPC and CTR saw a slight improvement.

TikTok - Parent Audience



Landing Page: <https://www.careerpathhigh.org/educational-assistance>

Performance

- Impressions: 34,894
- Reach: 12,535
- CPC: \$1.25
- Clicks: 399
- CTR: 1.14%

Insights:

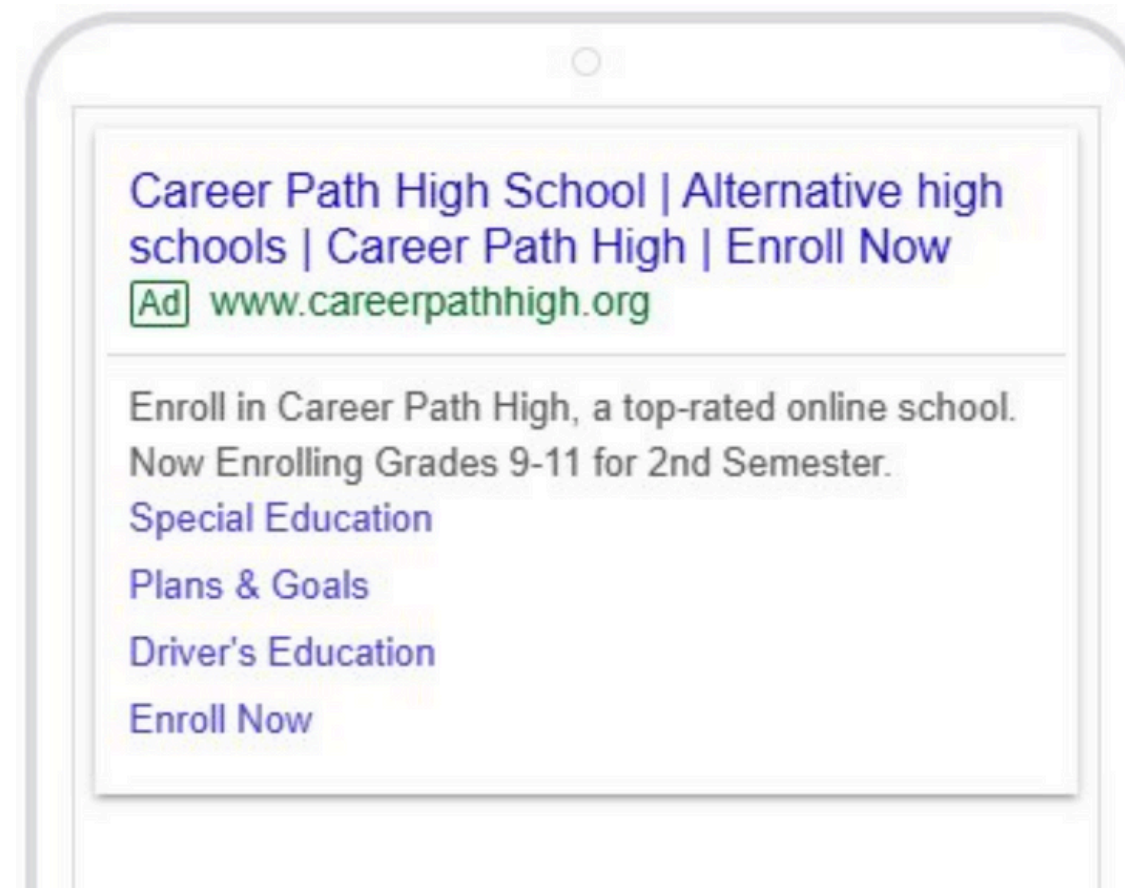
Began campaign mid-April targeting parent audience. CPC in April was higher than other social platforms and CTR is in line with other social performance.

Paid Search



Performance

- Impressions: 4,644
- Clicks: 382
- CPC: \$4.30
- CTR: 8.23%

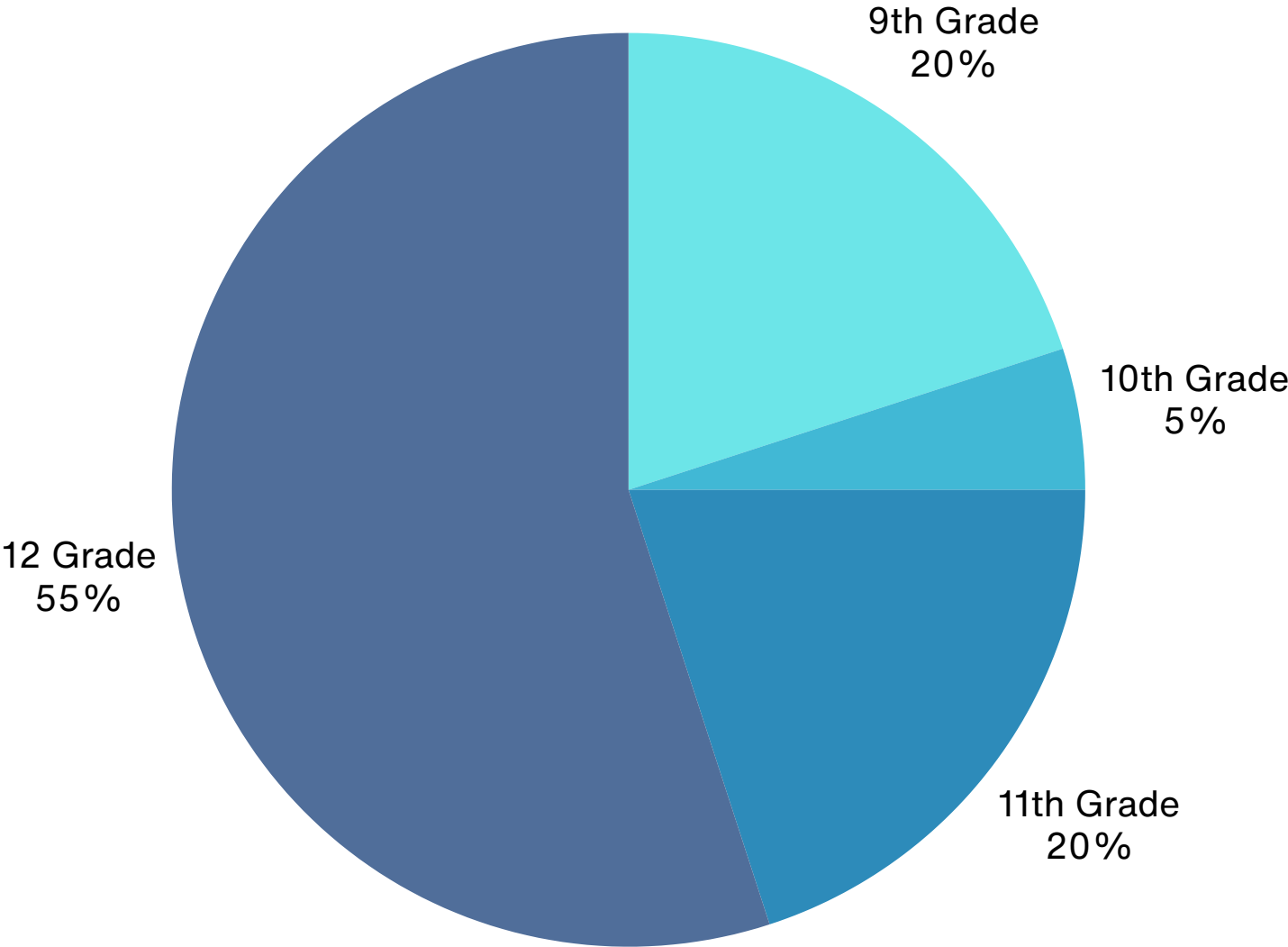


Insights:

April was a slower month for search volume resulting in a slight decline in paid search performance. Registration and research seasonality of people looking for education options may be something to consider in coming Summer months.

April Leads

Quality Leads Generated: 20



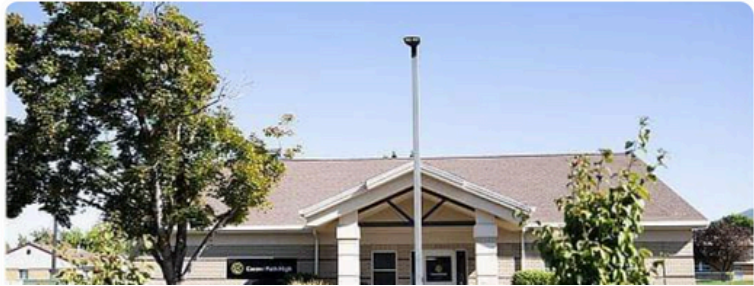
Education Designed for Your Child

Finding Success in High School and Beyond

Learn More

More Than a High School

Career Path High turns education into opportunities. We help students find their passion with a personalized learning plan and career-focused learning. Our partnership with Davis Technical College allows your child to attend high school and graduate with a career. And our small class sizes, success coaches and blended learning options are designed to help your child succeed today – and in the future.



Learn More

Learn more about how our learning approach can open doors for your child.

Select Student's Grade

▼

Insights:

Majority of leads are coming from the parent landing page, continue focusing budget on campaigns targeting parents.

Digital Outdoor

Performance

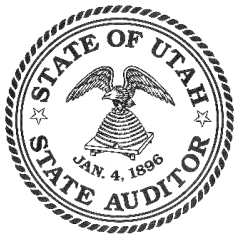
- Est Impressions: 193,000
- Display Count: 5,410



Insights:

Boards began running early May. Secured rotator inventory along I-15 in Kaysville targeting both North and South bound traffic.

MāhikaTM  waves.



OFFICE OF THE
STATE AUDITOR

Questionnaire

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

Fraud Risk Assessment

Continued

*Total Points Earned: ____/395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	--	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: Utah Career Path High

*Completed for Fiscal Year Ending: June 30, 2025 *Completion Date: _____

*CAO Name: Stacey Hutchings *CFO Name: _____

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	X			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	X			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".				X
4. Are all the people who have access to blank checks different from those who are authorized signers?		X	X	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	X			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	X			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	X			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	X			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	X			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	X			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			

* MC = Mitigating Control

Basic Separation of Duties

Continued

Instructions: Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

Definitions:

Board Chair is the elected or appointed chairperson of an entity’s governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

Clerk is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

Chief Administrative Officer (CAO) is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

General Ledger is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

Mitigating Controls are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

Original Bank Statement means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity’s place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

Treasurer is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

**Utah Career Path High
Statement of Activities
7/1/2024 - 4/30/2025**

	Annual June 30, 2025 Original Budget	Year-to-Date April 30, 2025 Actual	Annual June 30, 2025 Final Budget	Change Original to Final	NOTES
Net Income					
Income					
Revenue From Local Sources	\$ 123,050	\$ 109,426	\$ 120,365	\$ (2,685)	Decrease in interest rates
Revenue From State Sources	2,225,274	1,677,545	2,160,775	(64,499)	Decrease in base funding due to enrollment, increase in restricted funding
Revenue From Federal Sources	38,659	858	39,831	1,172	
Total Income	2,386,983	1,787,829	2,320,971	(66,012)	
Expenses					
Instruction/Salaries					
0121 - Salaries - Principals and Assistants	151,000	190,700	230,700	79,700	Change in administrative personnel after budget, increase FTE
0131 - Salaries - Teachers	803,735	620,304	923,351	119,616	\$23K Educator professional time stipends, \$15K PCBL grant stipends, \$14K performance pay stipends, staffing changes through the year
0132 - Salaries - Substitute Teachers	20,000	0	-	(20,000)	ELEVATE grant budget revision
0142 - Salaries - Guidance Personnel	80,000	61,759	82,600	2,600	
0152 - Salaries - Secretarial and Clerical Personnel	104,610	66,474	80,000	(24,610)	Personnel changes after budget
0161 - Salaries - Teacher Aides and Para-Professionals	93,120	78,271	95,000	1,880	
Total Instruction/Salaries	1,252,465	1,017,508	1,411,651	159,186	
Employee Benefits					
0220 - Social Security	110,360	84,738	156,382	46,022	
0230 - Local Retirement	37,750	20,131	27,590	(10,160)	
0240 - Group Insurance	5,500	6,026	8,412	2,912	
0270 - Industrial Insurance	3,278	3,232	4,400	1,122	
0280 - Unemployment Insurance	24,991	21,246	28,470	3,479	
0290 - Other Employee Benefits	162,000	112,536	158,742	(3,258)	
Total Employee Benefits	343,879	247,909	383,996	40,117	Change in benefits due to increase in salaries and wages
Purchased Prof & Tech Serv					
0320 - Professional - Educational Services	39,500	76,515	104,387	64,887	Increase in need for SpEd educational services, additional behavioral health services
0330 - Professional Employee Training and Development	51,200	31,282	50,450	(750)	
0340 - Other Professional Services	29,301	24,928	28,106	(1,195)	
0345 - Business Services	92,000	82,813	90,000	(2,000)	
0350 - Technical Services	27,360	30,248	37,000	9,640	New lottery and website implementation, tech issues/change in provider
Total Purchased Professional & Technical Services	239,361	245,786	309,943	70,582	
Purchased Property Services					
0410 - Utility Services	0	1,541	2,200	2,200	
0423 - Custodial Services	0	270	500	500	
0430 - Repairs & Maintenance Services	2,200	13,043	14,700	12,500	Door frames and science lab flooring - budgeted in account 0610-001
0441 - Rental of Land & Buildings	184,000	151,904	184,000	-	
0490 - Other Purchased Property Services	0	85	150	150	
Total Purchased Property Services	186,200	166,843	201,550	15,350	

**Utah Career Path High
Statement of Activities
7/1/2024 - 4/30/2025**

	Annual June 30, 2025	Year-to-Date April 30, 2025	Annual June 30, 2025	Change Original to Final	NOTES
	Original Budget	Actual	Final Budget	Original to Final	
Other Purchased Services					
0513 - Student Transportation Services - Commercial	3,000	2,442	3,000	-	
0518 - Student Day Trips/Field Trips (includes Admission C	1,000	230	1,000	-	
0521 - Property Insurance	800	480	800	-	
0522 - Liability Insurance	3,300	3,320	3,320	20	
0530 - Communication (Telephone & Other)	9,500	7,639	9,500	-	
0540 - Advertising	30,000	57,429	70,000	40,000	MaHK advertising contract
0561 - Student Tuition to other LEAs In State	5,000	2,223	5,000	-	
0580 - Travel/Per Diem	5,000	8,185	10,000	5,000	Additional travel for professional development
Total Other Purchased Services	57,600	81,948	102,620	45,020	
Supplies & Materials					
0610 - General Supplies	55,014	63,983	79,952	24,938	\$7,500 PCBL grant supplies, \$11,000 ELEVATE grant budget revision
0610-001 - Furniture and Fixtures (not capitalized)	15,000	199	300	(14,700)	Door frames and science lab flooring - see account 0430
0610-002 - Other Food Purchases	10,000	7,165	10,000	-	
0621 - Natural Gas	2,000	769	1,000	(1,000)	
0622 - Electricity	2,000	1,850	2,250	250	
0641 - Textbooks	500	0	-	(500)	
0644 - Library Books	352	0	-	(352)	
0650 - Supplies - Technology Related	15,000	3,598	5,586	(9,414)	
0670 - Software	25,700	26,507	32,427	6,727	
0680 - Maintenance Supplies and Materials	2,000	175	500	(1,500)	
Total Supplies & Materials	127,566	104,246	132,015	4,449	
Property					
0730 - Equipment	6,000	0	-	(6,000)	
Total Property	6,000	0	-	(6,000)	
Debt Services & Miscellaneous					
0810 - Dues and Fees	21,000	16,632	21,000	-	
Total Debt Services & Miscellaneous	21,000	16,632	21,000	-	
Total Expenses	2,234,071	1,880,872	2,562,775	328,704	
Total Net Income	\$ 152,912	\$ (93,043)	\$ (241,804)	\$ (394,716)	

Utah Career Path High
Statement of Financial Position
As of April 30, 2025

	Period Ending 04/30/2025	Period Ending 04/30/2024
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash		
8111-09i-001 - UCP ZB Opr	\$ 142,301	\$ 263,294
8112-09I-001 - UCP ZB Petty Cash	4,401	170
Total Cash	146,702	263,464
Investments		
8120-09I-001 - UCPH - PTIF	1,978,217	2,078,268
Total Investments	1,978,217	2,078,268
Operating Cash	2,124,919	2,341,732
Accounts Receivables	2,098	1,403
Total Current Assets	2,127,017	2,343,135
Net Assets		
Fixed Assets	851,768	783,989
Depreciation	(423,904)	(255,408)
Total Net Assets	427,864	528,581
Total Assets & Other Debits	\$ 2,554,881	\$ 2,871,716
Liabilities & Fund Equity		
Current Liabilities	\$ 10,526	\$ 6,971
Long-Term Liabilities	379,938	537,733
Fund Balance	2,257,460	2,157,796
Net Income	(93,043)	169,216
Total Liabilities & Fund Equity	\$ 2,554,881	\$ 2,871,716

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

Date: April 21, 2025

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

In Attendance: Jeff Lund, Paul Ray, Kelly Simerick, Natalie Brush

Others In Attendance: Stacey Hutchings, Zach Roundy, Jessica Aydlette

Excused: Angie Osguthorpe



Career Path High

MINUTES

CALL TO ORDER

Paul Ray called the meeting to order at

PUBLIC COMMENT

- 2025/2026 Fee Schedule (1st Comment Period)
The 2025/2026 Fee Schedule has been slightly changed. This is the first public comment opportunity.

CONSENT ITEMS

- February 10, 2025 Board Meeting Minutes
Paul Ray called for approval of the February 10, 2025 board meeting minutes. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

REPORTS

- Director's Report
The Board received a director's report outlining current enrollment efforts, staffing updates, and third-quarter academic completion data showing an 80% school-wide completion rate. Updates on school safety improvements funded by grants, including new door locks, cameras, and PA systems, were shared. Progress on the School Improvement Plan was highlighted, including enhanced instructional systems and targeted support for students with IEPs and 504 plans. Upcoming events, end-of-year goals, and priorities for the 2024–2025 school year were also reviewed.
- Finance Report
Erin Winterton provided an overview of the current financials. Individual categories of finances were detailed out for the board members to become familiar with.

VOTING AND DISCUSSION ITEMS

- MOU with Davis Technical College
The MOU with Davis Technical College will be brought back to a future board meeting. The board will have a working session to dive into goals, and other elements that they would like reflected in this upcoming MOU.
- 2025-2026 School LAND Trust Plan
Zach Roundy joined the meeting to provide an overview of the School Land Trust Plan.

The route that the committee opted to take with these funds heavily focused on staffing.

Natalie Brush made a motion to approve the 2025/2026 School Land Trust Plan. Kelly Simerick seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- Something to Talk About Contract

Stacey Hutchings has been pleased with the services that have been provided in the past through this speech therapy company. This yearly contract was recommended for approval.

Natalie Brush made a motion to approve the Something to Talk About contract. Kelly Simerick seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- LEA Licenses

- An additional LEA license is needed for Jessica Aydlette who will be teaching Digital Business Applications.

Natalie Brush made a motion to approve the motioned to approve the LEA License for Jessica Aydlette. Jeff Lund seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- Policies

- Sex Education Instruction Policy Review

- Rescind Library Materials Policy

- Amend Travel Policy

The Sex Education Instruction Policy is due for review every few years. This was provided and reviewed along with the county data. The library materials policy is no longer a requirement or a need so this is recommended to be rescinded.

Revisions to the school's Travel Policy were proposed, based on recommendations from the school's accountant and a review of IRS regulations, to clarify travel definitions, approval and communication procedures, per diem and lodging rates aligned with GSA standards, timelines for expense report submission, guidelines for booking and paying for travel, credit card use, reimbursement exclusions, and the allowance for policy exceptions by the Principal/Director or Board.

Natalie Brush made a motion to rescind the Library and Materials Policy. Kelly Simerick seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

Kelly Simerick made a motion to approve the amended Travel Policy. Kelly Simerick seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- Board Terms and Positions

The board opted to table this discussion until the June board meeting.

CALENDARING

- Next Board Meeting June 16, 2025 @ 3:30pm

The board will consider moving this meeting for a different day in June. The board would like to have a May work session meeting to further discuss goals and the MOU with Davis Tech.

- 2025-2026 Board Meeting Schedule
Item was tabled.

CLOSED SESSION- 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. 52-4-2(1)(a).

At 4:47PM Natalie Rush made a motion to move 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. 52-4-2(1)(a) located at the Academics West offices. Kelly Simerick seconded. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye. Motion passed unanimously.

ADJOURN

At 5:14PM Kelly Simerick motioned to move out of closed session and adjourn. Natalie Brush seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

Career Path High School Board of Directors Closed Session

Meeting Date: 04.21.2025

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



Career Path High

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for 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. 52-4-2(1)(a).

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

Signed on the 21st day of April, 2025, at 290 N. Flint Street; Kaysville, UT 84037.

DRAFT

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

Professional Learning to address Instructional Practice Needs

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**

SMART Goal Milestones

- 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

Memorandum of Understanding

Between Career Path High School and Davis Technical College

Background

This MOU outlines an agreement between Career Path High School (CPH) and Davis Technical College (Davis Tech) regarding accountability measures to be reported to the Davis Technical College Board of Trustees. The accountability measures will, as much as possible, mirror those proposed by the Utah State Charter School Board (USCSB).

Term

This MOU will take effect upon approval of the CPH and the Davis Technical College Board of Trustees, and will remain in effect for 3 years from that date.

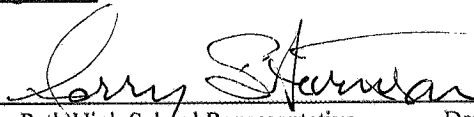
Career Path High Agrees to:

1. Report the accountability measures described in Attachment 1 to the Davis Technical College Board of Trustees in writing at the regularly scheduled College Board of Trustees spring meeting.
2. Report current enrollment, accomplishments from the prior school year and institutional goals in writing the Davis Technical College Board of Trustees at the regularly scheduled College Board of Trustees fall meeting.
3. Provide monthly written reports of current enrollment in CPH, enrollment of CPH students in Davis Tech programs, safe schools violations, and significant CPH events to be included in the consent calendar for all regularly scheduled Davis Technical College Board of Trustees meetings.


College Agrees to:

1. Provide CPH access to regularly scheduled Davis Technical College Board of Trustees meetings as outlined above.
2. Provide CPH with assistance in the design and layout of the reports as requested.
3. Engage in ongoing discussions of additional services for CPH students beyond those offered to students from other high schools.

Signatures



Career Path High School Representative Date

 Darin Brush 1 Feb 2022

Davis Technical College President Date

Attachments

1. Accountability Measures

Attachment 1

School Achievement	
Performance Indicator	Measure
Existence of SMART academic and mission specific goals in the Charter	Charter School goals meet the following criteria: <ul style="list-style-type: none"> • Evidence or research based • Relevant to school's mission and vision • Can be measured; data is available • Appropriate to school's target • Contains an overall academic focus
Charter school goal review	School regularly reviews progress on charter goals.
Charter school goal achievement and progress	School meets or is making progress on all goals in the charter.
Student Enrollment in Davis Tech Programs	School meets student enrollment-in-Davis-Tech-program goals as set by the CPH Board.
Student Success	<ul style="list-style-type: none"> • School tracks student progress percentage in Davis Tech programs and ensures students maintain adequate progress (at least 70%). Student Improvement Plans are used if a student drops below this standard. • School ensures once students are enrolled in a Davis Tech program, they maintain a continuous schedule without breaks between courses.

Enrollment	
Performance Indicator	Measure
Transfer rate	End of year transfer rate is less than or equal to 20% and no more than 4% higher than prior year's rate.
Retention rate	Year to year retention rate is greater than or equal to 60% and no more than 7% lower than prior year's rate.
Enrollment trend	October 1 count is greater than or equal to prior year.

Finance	
Performance Indicator	Measure
Unrestricted days cash on hand	Maintain at least 30 days unrestricted cash on hand.
Debt to asset ratio	Maintain a debt to asset ratio of less than or equal to 1.
Current ratio	Maintain a current ratio of greater than or equal to 1 with a positive trend.
Audit findings	No material audit findings.

Governance	
Performance Indicator	Measure
CPH Board training	All CPH Board members participate in a minimum of 3 board trainings a year including one on open and public meetings. (§52-4-104)
Background checks	All CPH Board members have background checks on file. (§53G-11-402)
CPH Board membership	Maintain number of board members as specified in charter.
Noticed Meetings	All meetings are properly noticed. (§52-4-202)
Meeting Recordings	Recordings available for all meetings within 3 business days of holding the meeting. (§52-4-203)
Meeting Minutes	Draft minutes are available for all meetings and are posted within 30 days of the meeting. (§52-4-203)
Closed Meetings	If meetings are closed, they are done according to §52-4-204 through §52-4-206
Administrator's Report	Director reports to the CPH Board at every regularly scheduled board meeting.
Administrator's Expectations	CPH Board has written expectations for executive director.
Annual Administrator Eval.	CPH Board conducts an annual evaluation of the executive director.
CPH Board Financial Review	CPH Board receives a monthly financial report. (§53G-7-309)
Internal Controls	The school has identified and implemented generally accepted financial internal controls.
Procurement	State-accepted procurement practices are implemented and adhere.

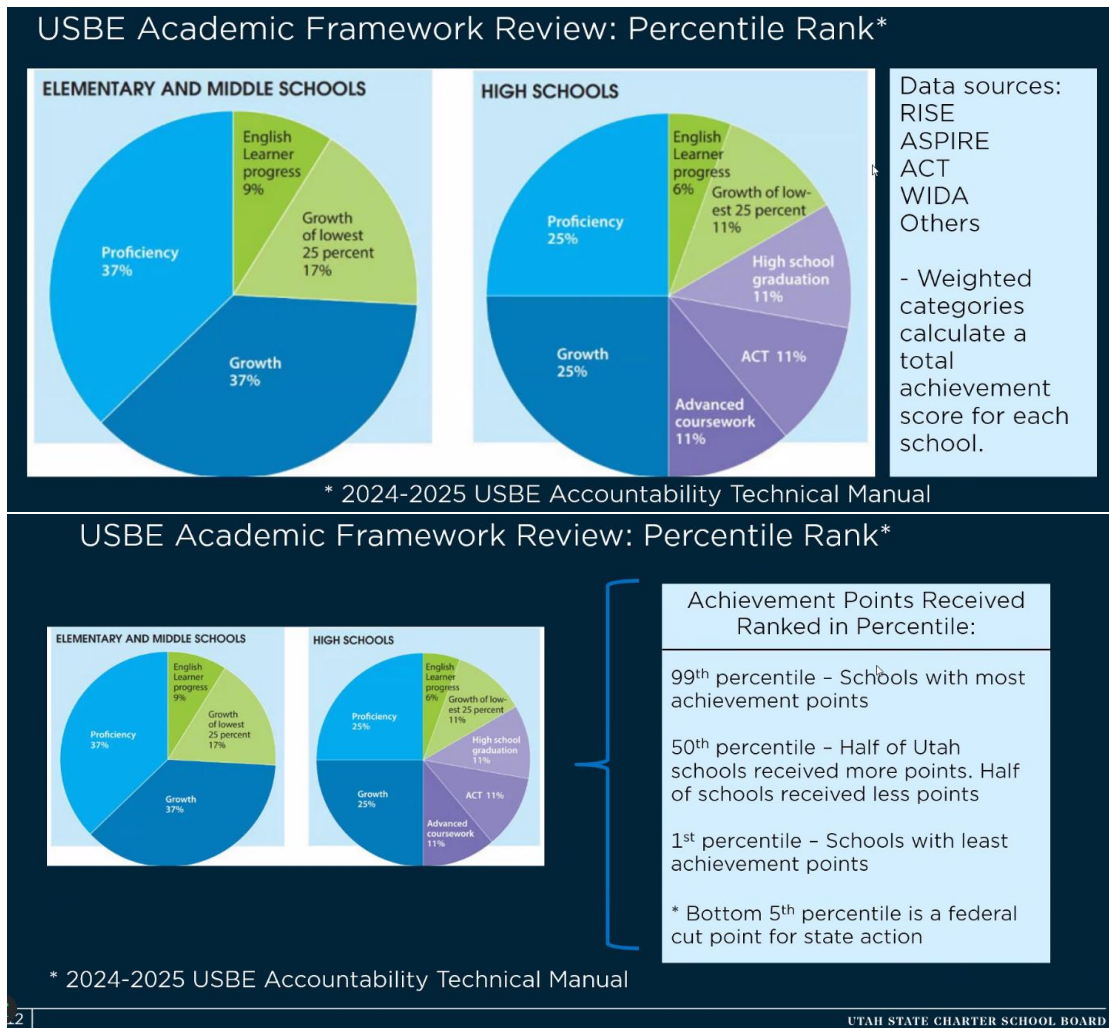
SCSB Accountability Framework -Academic Portion

Background Information and Methodology

- **Accountability Framework**-voted on in Oct. Board Meeting and up for 30-day review
 - 1. Academic
 - 2. Financial
 - 3. Operational
- **Purpose:** to understand the impact of Utah Charter Schools and to improve the educational outcomes of Utah Charter Students
 - Evaluate: SWOT analysis
 - Identify: Identify areas for SCSB academic support and collaboration
 - Share: Provide charter successes
- **Utah Code**
 - 53G-5-104: establish educational model and new forms of accountability measures
 - 53G-5-303: minimum performance standards
 - R277-553-2
- **Methodology**
 - Large diverse portfolio of schools-over 130 schools
 - Small staff relative to portfolio size
 - No renewal process for charter schools in Utah
 - Removes high stakes 3-5 year reviews
 - Allows for transparent supportive authorizing
 - Creates space for flexibility in framework
 - Collaboration with education partners
- **Possible Academic Metrics Matrix**

Academic Framework Methodology					
Possible Academic Metrics Matrix					
RISE & ASPIRE raw score	Alternative Assessment raw score	4- or 5-year graduation rate	Post K-12 outcomes	Performance by groups	USBE growth designation
% of students on grade level	% of student proficient	Engagement metrics (attendance, retention,..)	ACT performance	SPED performance	USBE proficiency designation
% of student making adequate growth	Lowest 25% performance	Mission specific outcomes	College & Career Readiness	ELL performance	And 100s more!!

- **USBE Academic Framework Review:**
 - **Percentile Rank-** Already have a framework from USBE to build upon.



- Weighted Categories Model (USBEs Model) Vs. Met or Not Met
- 53G-5-104
 - **Purpose of charter schools**
 - Establish new educational models and forms of accountability
 - **SCSB created 3 Pathways for Academic Accountability**
 1. **Pathway 1:** USBE percentile rank of achievement points (70% will most likely select this option)-weighted category

Pathway 1 (DEFAULT - 70% of schools)	Criteria	Designation
USBE percentile rank of achievement points	>70 th Percentile	Exceeds
	Between 30 th - 70 th Percentile	Meets Expectations
	Between 10 th - 30 th Percentile	Review (Developing)
	<10 th Percentile	Active Engagement

- Links USBE and SCSB academic frameworks
- Simplifies school requirements
- Efficient comparison data
- Works for many charter missions

2. **Pathway 2:** USBE percentile rank + Mission specific Education outcome (25% of schools possibly select this)

Pathway 2 USBE percentile rank (-25% of schools) + Mission Specific Goal Bonus	Criteria	Designation
	>70 th Percentile	Exceeds
	Between 30 th – 70 th Percentile	Meets Expectations
	Between 10 th – 30 th Percentile	Review (Developing)
	<10 th Percentile	Active Engagement (DNM)
BONUS – Mission Specific Goal achievement can move a school in the 'Review' or 'Active Engagement' category up one category		

- Purpose-Honors unique performance measures based on school mission and USBE academic Framework
- Examples: language specific, graduation rates (5 year cohort), Disaggregated student data, subject specific data, growth data, etc.

3. **Pathway 3:** Alternative Assessment + Other SCSB Metrics (< 5% of schools may participate in this option)

Pathway 3 (<5% of schools) Alternative Assessment + Other SCSB Metrics*	Criteria	Designation
	Set by testing company	TBD
	% of students proficient	Met or Not Met
	% of students at grade level	Met or Not Met
	*Graduation rate at state average	Met or Not Met
* Other SCSB Metrics needed because USBE academic framework is removed for Pathway #3. Examples: graduation rate, group performance, etc.		

- Purpose- allows for unique performance measures

→ SCSB Academic Framework Questions

USBE percentile ranking is used for federal mandates, so USBE does not anticipate any significant changes	Statistical or equitable concerns about using percentile rank as a school evaluation tool	Percentile rank and competition against district schools and other charter schools
USBE RISE and ASPIRE testing still required for all public schools	Process for negotiations for pathways 2 and 3 in development	Annual snapshot that does not replace the comprehensive review (trend data)

→ **Communication Format**

School Name	Designation	Additional Info
School A	Meets Expectations	Link to more details
School B	Exceeds Expectations	including pathway,
School C	Developing	percentile, mission
School D	Meets Expectations	goal, USBE report
School E	Meets Expectations	card, trend, etc.

→ **What's Next**

Next steps in process:

1. Present draft to SCSB Board in December 2024 board meeting
2. Administrative rulemaking process includes 30-day public comment period
3. Finalize process for Pathways 2 and 3 (additional stakeholder input)
4. Apply Pathway 1 (default) in SY25 for support only

→ <https://forms.gle/8tqGtBARgw3mrsgS6>

Memorandum of Understanding

Between Utah Career Path High School and Davis Technical College

Background

This MOU outlines an agreement between Utah Career Path High School (UCPH) and Davis Technical College (DTC) regarding accountability measures to be reported to the College Board of Trustees. The accountability measures will, as much as possible, mirror those proposed by the Utah State Charter School Board (USCSB) following the USCSB Accountability Framework Implementation Timeline.

Term

This MOU will take effect upon approval of the CPHS and College Boards of Directors and will remain in effect for 5 years from that date.

Career Path High Agrees to:

1. Report the accountability measures described in Attachment 1 to the College Board of Trustees at the regularly scheduled College Board of Directors meeting annually.
2. Report current enrollment, accomplishments from the prior school year and institutional goals to the College Board of Trustees at the regularly scheduled College Board of Directors meeting annually.
3. Report graduates, returning staff, staff changes, student outcomes and any other information the Director of UCPH feels is significant to the College Board of Directors at the regularly scheduled College Board of Directors meeting annually.
4. Provide monthly written reports of current enrollment in UCPH and enrollment of UCPH students in DTC programs.

College Agrees to:

1. Provide UCPH access to regularly scheduled College Board of Trustees meetings as outlined above.
2. Provide UCPH with assistance in the design and layout of the reports as requested.
3. Engage in ongoing discussions of additional services for UCPH students beyond those offered to students from other high schools.
4. Signatures

Attachment 1

Instructions: Please initial the boxes below if you meet the listed Performance Criteria.

ID	Performance Criteria	Initial
A1	All governing board members have a background check on file.	
A2	The governing board members have a signed conflict of interest form on file.	
A3	The governing board has adopted Rules of Order and Procedure that govern and prescribe in a public meeting: (a) parliamentary order and procedure; (b) ethical behavior; (c) civil discourse. AND the rules are available to the public.	

ID	Performance Criteria	Initial
A4	The governing board certifies that it holds its meetings in compliance with OPMA requirements.	
A5	The governing board certifies that it has submitted all requested reports in a timely manner.	
A6	The school's enrollment and lottery policies and procedures comply with state and federal law.	
A7	The school's employees have undergone background checks, per Utah Code 53G-11-402; AND the school's employees are properly credentialed per state law, as certified in an assurance document signed by the governing board chair.	
A8	The school and board meet statutory minimums regarding the approval and publication of instructional materials.	

ID	Performance Criteria	Initial
A9	The school's website is accurate, updated, and has all required reports and documents available.	

Finance Framework

Performance Measure
2.1 Unrestricted Days Cash on Hand: The school demonstrates its financial health by having sufficient cash available to fund day-to-day operations.
2.2 Deficit/Surplus: The school demonstrates its financial health by operating with a surplus.
2.3 Debt Default: The school demonstrates its financial health by paying debt service payments timely and complying with loan covenants.
2.4 Total Margin and Aggregated Three-Year Total Margin Ratio: The school demonstrates its financial health by ensuring the school's cumulative revenues over a three-year period have exceeded cumulative expenses.
2.5 Debt Service Coverage Ratio: The school demonstrates its financial health by the ability to cover its debt obligations.
2.6 Audit Finding: The school demonstrates its financial health by receiving a satisfactory financial statement audit.
2.7 Facility Ratio: The school demonstrates its financial health by ensuring they maintain flexibility in the budget.
2.8 Compensation (Salaries and Benefits) : The school demonstrates its financial health by ensuring they maintain flexibility in the budget.

Academic Framework

Academic Measures
1. State Accountability System
Proficiency 25%
Growth - 25%
English Learner Progress - 6%
Growth of Lowest 25 Percent -11%
High School Graduation.- 11%
ACT - 11%
Advanced Coursework - 11%
2. Mission Specific Student Outcomes
Enrollment minimum census of 180 students
85% of upper-class students enrolled in Davis Tech Programs
70% of the students in Davis Tech programs on Track
Growth Performance on RISE Assessment - TBD

POLICY SUMMARIES

Salary Supplement for Highly Needed Educators Program Policy

SB 173 from the 2024 legislative session repealed the Teacher Salary Supplement Program (TSSP) as of the end of June 30, 2025, and replaced it with the Salary Supplement for Highly Needed Educators (SHiNE) Program, which goes into effect July 1, 2025. Like the TSSP, the SHiNE Program provides LEAs with additional funding to pay teachers who are highly needed in schools. However, whereas the TSSP designated the teaching assignments that are eligible for the extra funding, SHiNE requires LEAs to choose on their own which teaching assignments they consider to be hard to fill or retain (or are “highly needed”) in their schools. The SHiNE Program requires LEAs to adopt a new policy that, among other things, identifies their high needs areas, establishes the amount of the salary supplement each eligible teacher will receive, sets forth the appeals process for teachers who feel they should have received the salary supplement, and outlines the process the LEA goes through to determine if a teacher is eligible for SHiNE Program funding. The new Salary Supplement for Highly Needed Educators Program Policy is intended to satisfy these new policy requirements. The policy gives the administration the ability to establish the salary supplement amount eligible teachers will receive each year, which amount must be commensurate with the total SHiNE Program funds allocated to and received by the LEA for the year.

Paid Parental and Postpartum Recovery Leave Policy

Per H.B. 192 from the 2024 legislative session, all LEAs are required to develop, by July 1, 2025, a paid parental leave and postpartum recovery leave policy that provides such leave in a manner that is no more restrictive than the paid parental leave and postpartum recovery leave available to state employees. As set forth in Utah Code § 63A-17-511, a state employee who is granted paid leave benefits (e.g., PTO) is entitled to (1) up to three work weeks of paid parental leave in the event the employee gives birth to a child, adopts a child, is appointed as a legal guardian of a child, or has a foster child placed with him/her; and (2) for an employee who gives birth to a child, up to an additional three work weeks of paid postpartum recovery leave for recovery from childbirth. Such leave for an eligible state employee must be used within certain timeframes, must be used continuously (not intermittently) unless certain conditions exist, runs concurrently with any FMLA leave granted to the employee, and cannot be charged against the employee’s regular PTO. The proposed Paid Parental and Postpartum Recovery Leave Policy for the school attempts to comply with and incorporate these state employee leave requirements as applied to school employees. This policy will be added to the school’s employee handbook, as that is where employee leave (such as PTO and FMLA leave) is addressed.

Paid Parental and Postpartum Recovery Leave

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

“Parental leave” means leave hours the School provides to a parental leave eligible employee.

“Parental leave eligible employee” means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- (a) a birth parent as defined in Utah Code § 81-13-101;
- (b) legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
- (c) the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement;
- (d) appointed the legal guardian of a minor child or incapacitated adult; or
- (e) a foster parent of a minor child.

“Postpartum recovery leave” means leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means an employee:

- (a) who receives regular paid personal time off (PTO) benefits from the School; and
- (b) who gives birth to a child.

“Qualified employee” means:

- (a) a parental leave eligible employee; or
- (b) a postpartum recovery leave eligible employee.

“Retaliatory action” means to do any of the following regarding an employee:

- (a) dismiss the employee;
- (b) reduce the employee’s compensation;
- (c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
- (d) fail to promote the employee if the employee would have otherwise been promoted; or
- (e) threaten to take an action described immediately above.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks (15 workdays) of paid parental leave for:

- (a) the birth of the parental leave eligible employee’s child;
- (b) the adoption of a child;
- (c) the appointment of legal guardianship of a child or incapacitated adult; or

- (d) the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

- (a) may not be used before the day on which:
 - (1) the parental leave eligible employee's child is born;
 - (2) the parental leave eligible employee adopts a child;
 - (3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or
 - (4) a foster child is placed in the parental leave eligible employee's care;
- (b) may not be used more than six months after the date described immediately above;
- (c) may not be used intermittently, unless:
 - (1) by mutual written agreement between the School and the parental leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- (d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- (e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

- (a) has more than one child born from the same pregnancy;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than three work weeks (15 workdays) of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- (a) becomes the parent of more than one child;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three work weeks (15 workdays) of paid postpartum recovery for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Director;

- (c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- (d) runs consecutively to parental leave.

A postpartum recovery leave eligible employee's paid postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Notice of Plan to Take Leave

Qualified employees shall give the School's Director notice at least 30 days before the day on which the qualified employee plans to:

- (a) begin using parental leave or postpartum recovery leave; and
- (b) stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid parental or postpartum recovery leave), the Director shall inform the employee. Employees may be required to provide documentation supporting the need for parental or postpartum recovery leave.

Other Leave

Except with respect to FMLA leave, the School may not charge parental leave or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses parental leave or postpartum recovery leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the parental leave or postpartum recovery leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's parental leave or postpartum recovery leave, the School shall ensure that the qualified employee may return to:

- (a) the position that the qualified employee held before using parental leave or postpartum recovery leave; or
- (b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using parental leave or postpartum recovery leave.

Despite the foregoing, if during the time a qualified employee uses parental leave or postpartum recovery leave the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been using the parental leave or postpartum recovery leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the parental leave or postpartum recovery leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused parental leave or postpartum recovery leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using parental leave or postpartum recovery leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using parental leave or postpartum recovery leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of parental leave or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Career Path High
Salary Supplement for Highly Needed Educators Program Policy
Adopted: _____

Purpose

The purpose of this policy is to describe how Career Path High (the “School”) administers the Salary Supplement for Highly Needed Educators (“SHiNE”) Program. This policy is meant to comply with the requirements of Utah Code § 53F-2-504.

Definitions

“Eligible teacher” means a teacher who:

- (a) has a qualifying assignment;
- (b) qualifies for the teacher’s assignment in accordance with an LEA’s policy; and
- (c) is a new employee or has not received an unsatisfactory rating on the teacher’s three most recent evaluations.

“Qualifying assignment” means a teacher who is assigned to a high-needs area.

“High-needs area” means at least two and up to five teaching assignments that an LEA designates in a policy as challenging to fill or retain.

Policy

High-Needs Areas

The following teaching assignments are designated as high-needs areas at the School:

- (a) Secondary Math; and
- (b) Secondary Science.

Process for Determining if a Teacher is an Eligible Teacher

The School’s Director or his/her designee shall perform due diligence in determining whether a teacher meets the definition of eligible teacher as set forth in this policy. Due diligence includes, at a minimum, verifying that a teacher:

- (a) is assigned to teach in one of the high-needs areas listed above;
- (b) has a professional educator license in one of the high-needs areas listed above; and
- (c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher’s three most recent evaluations from the School.

On an annual basis, the School’s Director or his/her designee shall create a list of all teachers who have been determined to meet the definition of eligible teacher under this policy.

Process for Certifying a List of Eligible Teachers to be Awarded a Salary Supplement

On an annual basis, the School's Director or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Director or his/her designee when he/she sends, or causes to be sent, the list to payroll for processing of the salary supplement payment under the SHiNE Program.

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount commensurate with the funds allocated to and received by the School under the SHiNE Program. Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area.

The School may increase the amount of funds the School provides to eligible teachers if the School:

- (a) first ensures proper distribution of funds the School receives under the SHiNE Program to the School's eligible teachers; and
- (b) experiences a carry forward or leftover balance.

Appeals

If the School's Director or his/her designee determines that a teacher does not meet the definition of eligible teacher and therefore does not qualify for a salary supplement under the SHiNE Program, the teacher may appeal that decision in writing to the School's Board of Directors (the "Board") if the teacher:

- (a) believes he/she does meet the definition of eligible teacher under this policy; or
- (b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

When submitting an appeal, a teacher is required, at minimum, to provide transcripts and other documentation to the Board in order for the Board to determine if the teacher is an eligible teacher with a qualifying teaching background.

The Board shall make a decision on the appeal within thirty (30) school days.

Administrative Procedures

Each school year the Director shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

Updating Policy

The School shall update this policy annually and provide notice of any changes to the policy to teachers within the School.



Career Path High

Teacher and Student Success Plan

School Year: 2025-2026

School: Utah Career Path High

Date Board Student Success Framework Approved: June 24, 2019

Date Teacher and Student Success Plan Approved:

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system. This Plan's goals align with the goals shown on the School Land Trust Plan and will provide additional supports to improve key school academic outcomes. This plan will be submitted to the school's Board for approval. The Board will annually review the TSSA plan submitted and related outcomes. The School Land Trust Council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. With end of year summative assessment, students at Career Path High in grades 9 - 10 will increase language arts scores by 2 percentage points as compared to the previous years' proficiency scores.
2. With end of year summative assessment, students at Career Path High in grades 9 - 10 will increase math scores by 4 percentage points as compared to the previous years' proficiency scores.
3. The average enrollment and attendance of 11 - 12th graders in Davis Technical School Program Classes will increase by 3%.

Measurement

1. Goal 1 as measured by end of year summative test.
2. Goal 2 as measured by end of year summative test.
3. Goal 3 as measured by SIS system DTC Class Enrollment (ASPIRE).

Action Steps

- Teachers will be given a stipend for additional work to improve the school culture.
- Administration will engage a Social Worker and Mental Health Counselor to consult with administration and connect students with needed public services.
- Administration will add resources to programs to improve instruction and school attendance.
- Administration will provide additional resources and supports to improve

student college and career readiness.

- Students will take end of year summative tests in language arts and math.

Budget

20% of the TSSA fund will be used for teacher stipends.

30% of the TSSA fund will be used for student attendance support.

50% of the TSSA funds will be used for college and career readiness.

Utah Career Path High
FY 24-25 Amended Budget
FY 25-26 Budget

	FY 23/24 Actual	FY 24/25 Approved	FY 24/25 YTD as of 4/30/25	FY 24/25 Final Budget	FY 25/26 Budget
Revenues					
1000 Local Revenue	132,050	123,050	109,426	120,365	104,365
3000 State Revenue	2,186,395	2,225,274	1,677,545	2,160,775	2,293,347
4000 Federal Revenue	131,666	38,659	858	39,831	38,971
5000 Other Sources	-	-	-	-	-
Contribution from Fund Balance	-	-	93,043	241,805	210,196
Total Revenue	2,450,111	2,386,983	1,880,872	2,562,776	2,646,879
Expenditures					
100 Salaries	1,373,504	1,252,465	1,017,508	1,411,651	1,579,276
200 Benefits	374,285	343,879	247,909	383,996	388,030
300 Professional Services	200,007	239,361	245,786	309,943	240,674
400 Property Services	38,295	186,200	166,843	201,550	201,050
500 Other Services	41,925	57,600	81,948	102,620	101,820
600 Supplies and Materials	101,340	127,566	104,246	132,016	115,029
700 Property	35,279	6,000	-	-	-
800 Debt and Miscellaneous	242,890	21,000	16,632	21,000	21,000
Contribution to Fund Balance	42,586	152,912	-	-	-
Total Expenditures	2,450,111	2,386,983	1,880,872	2,562,776	2,646,879

Utah State Charter School Board Accountability Framework and Oversight Model Summary Information

*Approved

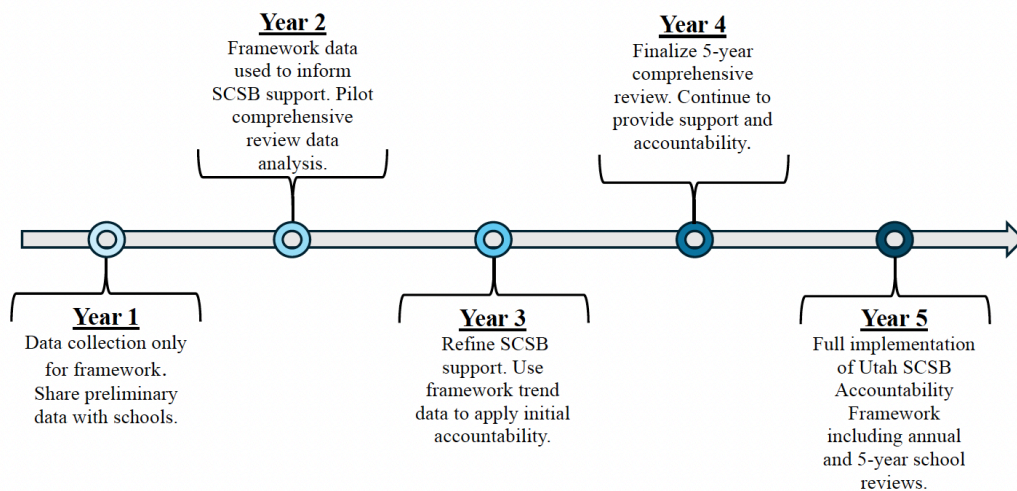
SCSB Agenda with Links -

<https://ucap.schools.utah.gov/Meetings/BoardMeetings>

📺 20250508 Utah State Charter School Board Meeting

Executive Director walkthrough and board approval at 1:52:00 to 2:09:00

Utah SCSB Accountability Framework Implementation Timeline



Framework, Academic Pathways/Performance Indicators, Performance Areas, Ratings, and Designations

Framework	Academic Pathways/ Performance Indicators (Financial and Operational)	Performance Area
Academic	State Accountability System	1.1. Pathway 1: Percentile Ranks
	OR	
	State Accountability System + Mission Specific Student Outcomes	1.2. Pathway 2: Percentile Ranks + Mission Specific Student Outcomes Bonus
	OR	
	Alternative Assessment + Other SCSB Metrics	1.3. Pathway 3: State Charter School Board Approved Alternate Assessment + Other SCSB Metrics
Financial	Financial Health	2.1. Unrestricted Days Cash on Hand
		2.2. Deficit/Surplus
		2.3. Debt Default
		2.4. Total Margin
		2.5. Debt Service Coverage Ratio
		2.6. Audit Findings
		2.7. Facility Ratio
		2.8. Benefits and Salary Ratio
Operational	Governing Body Membership, Conflicts of Interest, and Capacity to Provide Oversight	3.1.1 Legal Requirements for Membership
		3.1.2. Conflicts of Interest
		3.1.3. Financial Oversight
		3.1.4. Rules of Order and Procedure

Framework	Academic Pathways/ Performance Indicators (Financial and Operational)	Performance Area
	Governing Board Compliance with Legal Requirements	3.2.1 Open Meetings Act
		3.2.2. Timely Submissions
	School Compliance with Legal Requirements	3.3.1. Insurance Policies
		3.3.2. Complaints
		3.3.3. Enrollment and Lottery Practices
		3.3.4. School Employee Background Checks and Certification
		3.3.5. Instructional Materials
		3.3.6. Website Postings
	School Safety	3.4.1. School Safety Complaints

Sales Quote: 277156

Bill to: Career Path High
550 East 300 South
Kaysville UT 84037

Contact: Jessica Aydlette

Phone: 1-385-381-3090 Fax:

Date: 04/18/25 Revised: 05/02/25

Issued by: Melody Lichard

Project: Wireless Intercom System

RMA Number:

Shipping Method: FDX-GROUND

No.	Product P/N	Description	Quantity	Price	Amount
1	» VS4820	Desktop Paging Base Station with Handset Microphone.	2	1,750.00	3,500.00
2	VS101-HP	High Power Transmitter with Magnetic Mount Antenna.	2	1,995.00	3,990.00
3	» VS654	Outdoor Antenna Kit.	2	495.00	990.00
4	» VS660-050	0.5" RG-8U Coax RF Transmission Line Assembly, 50 Feet.	2	250.00	500.00
5	» VS638	Magnetic Mount Antenna - Indoor/Outdoor.	2	125.00	250.00
6	» VS-LIC	FCC 10-Year License.	1	495.00	495.00
7	» VNS2420	Wireless Two-Way Intercom Station (Push-To-Talk).	16	495.00	7,920.00
8	VNS2481	Backup Battery Option (*integrated).	16	35.00	560.00
9	» VNS2640	Wireless PA Speaker with Beacon Lights and Message Board.	2	495.00	990.00
10	VNS2681	Backup Battery Option (*integrated).	2	35.00	70.00
11	VNS2692	Green LED Option for VNS2640 (Replaces Red LED, *Integrated).	2	50.00	100.00
12	» VNS2210	Wireless Paging Controller.	2	350.00	700.00
		Comments: Outdoor Speaker			
13	VNS2251	NEMA Enclosure Option.	2	175.00	350.00
14	» VNS2252	Backup Battery Option (*integrated).	2	35.00	70.00
15	» VNS2087	Horn Speaker for Indoor or Outdoor. Includes Mounting Bracket.	2	145.00	290.00
16	WPRP-HP	High Power Repeater.	1	1,995.00	1,995.00

» Click on Product P/N marked in Blue to open the respective website link (if Adobe Reader displays a Security Warning dialog box, select Remember My Action for This Site and click on Allow).

To pay online, go to <https://www.visiplex.com/secure-payment-service> (Reference: Quote 277156. Please confirm shipping charges are included, limited to USA and Canada and up to \$10K)

Subtotal (USD): 22,770.00

Freight (USD): 230.00

Total (USD): 23,000.00

Comments

2nd Base for 2nd office area

Visiplex, Inc.

1287 Barclay Boulevard, Buffalo Grove, IL 60089
Phone: 847-229-0250 Fax:847-229-0259
Website: www.visiplex.com Email: sales@visiplex.com

4. Quote is valid for 30 days.
5. Product description may include main features only. Refer to product's datasheet for complete information.
6. The configuration and equipment listed on this quote represent a suggested solution based on available products and technology and based on information (if any) that was provided in regards to the quoted project. The suggested solution may not fully comply with specifications, documentation or materials (if any was provided).