

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

Date: July 21, 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

CONSENT ITEMS

- June 9, 2025 Board Meeting and Closed Session Minutes

VOTING AND DISCUSSION ITEMS

- MOU with Davis Technical College
- Purchases
 - Fairway Glass Invoice
 - Electronic Locks Quote
- Salary Supplement for Highly Needed Educators Program Policy
- School Guardian Plan/Contract

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).

CALENDARING

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

ADJOURN

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

Date: June 9, 2025

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

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

Others In Attendance: Stacey Hutchings, Hannah Dorius, Erin Winterton, Nicole Jones, Gabe Clark, Jessica Aydlette



Career Path High

MINUTES

CALL TO ORDER

Angie Osguthorpe called the meeting to order at 3:01PM.

REPORTS

- Director's Report

The Board received a director's report outlining current enrollment efforts, staffing updates, and a historical timeline of Career Path High. Stacey Hutchings presented the SCSB Accountability Framework.

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 3:08PM Kelly Simerick 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 Academia West offices. Natalie Brush seconded. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye; Angie Osguthorpe, Aye. Motion passed unanimously.

At 4:22PM Paul Ray motioned to move out of closed session. Natalie Brush seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye; Angie Osguthorpe, Aye.

VOTING AND DISCUSSION ITEMS

- Director Employment Agreement

This item was discussed during the closed session.

Paul Ray made a motion to approve the motioned to approve the Director Employment Agreement as discussed. Natalie Brush seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye; Angie Osguthorpe, Aye.

- Memorandum of Understanding with Davis Technical College
This item was tabled.

Angie Osguthorpe left the meeting at 4:23PM.

Gabe Clark entered the meeting at 4:23PM.

- MaHK Contract
Stacey Hutchings presented the current contract with MaHK to the board. The board will revisit this contract in a future meeting.
- Summer Purchases
Stacey Hutchings presented the quote from Fairway Glass for 2 wide stile doors with sidelights, hardware, tempered glass, and installation. The board received a copy of the quote in their documentation.
- School Based Mental Health Grant
Stacey Hutchings presented the School Based Mental Health Grant. This grant provides additional mental health services for students at Career Path High. This grant will pay for an intern from U of U to work with the students and it pays a small portion of the school counselors' salary.
- ELEVATE Contract/Catapult Learning
Stacey Hutchings presented the ELEVATE Contract. The contract is for Catapult Learning in conjunction with the ELEVATE Grant. This contract will help with planning professional development for staff at the school.
- Utah Online High School Invoice
The Utah Online High School Invoice was presented by Stacey Hutchings. Utah Online High School provides credit recovery for students. Student fees pay for a portion of their credit recovery.
- Paid Parental and Postpartum Recovery Leave Policy
Gabe Clark presented the Paid Parental and Postpartum Recovery Leave Policy to the board. This policy is the product of new legislation. This policy states that the school is now required to provide the same leave policy as the state employees.

Kelly Simerick made a motion to approve the motioned to approve Summer Purchases for \$12,000, School Based Mental Health Grant, ELEVATE Contract/Catapult Learning, Utah Online High School Invoice, and Paid Parental and Postpartum Recovery Leave Policy. Jeff Lund seconded. Motion passed unanimously. Votes were as follows: Jeff Lund, Aye; Paul Ray, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

CALENDARING

- Next Board Meeting June 9, 2025 @ 3:30pm

ADJOURN

At 4:41PM Natalie Brush motioned to adjourn the meeting. Motion passed.

**Career Path High School
Board of Directors Closed Session**

Meeting Date: 06.09.2025

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 9th day of June, 2025, at 290 N. Flint Street; Kaysville, UT 84037.

Angie Osguthorpe, Chair

Career Path High
Salary Supplement for Highly Needed Educators Program Policy
Adopted: 07.21.2025

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.

We have prepared a quote for you

High School Access Control Needs

Quote # 018263 Version 3

Prepared for:

Davis Technical College

Prepared by:

Clayton White

Door 1 - Top of Stairs

MPN	Product Description	Qty	Price	Ext. Price
9400-630	HES Electric Strike - 9400, Rim Exit, Slim, Pullman Latch (1/2"), Stainless - 9400-630	1	\$379.80	\$379.80
184-12-W	Door Sensor - 1" Recessed, Steel Door Contact, White - 184-12-W	1	\$6.75	\$6.75
20NKS-00-000000	Reader - Signo 20, Mullion, Pigtail, Standard Profile (Mobile, SEOS, iClass /SE/SR, Prox), Black Body w/ Silver Trim - 20NKS-00-000000	1	\$269.10	\$269.10
446100	Wire - Access, 4 Elem Comp Cable CMP White Jkt - 1,000' Roll - 446100	0.2	\$1,162.80	\$232.56
Labor	Installation, Configuration & Cabling	1	\$1,373.00	\$1,373.00

Subtotal: **\$2,261.21**

Estimated Tax: **\$0.00**

Door 9

MPN	Product Description	Qty	Price	Ext. Price
9400-630	HES Electric Strike - 9400, Rim Exit, Slim, Pullman Latch (1/2"), Stainless - 9400-630	1	\$379.80	\$379.80
184-12-W	Door Sensor - 1" Recessed, Steel Door Contact, White - 184-12-W	1	\$6.75	\$6.75
20NKS-00-000000	Reader - Signo 20, Mullion, Pigtail, Standard Profile (Mobile, SEOS, iClass /SE/SR, Prox), Black Body w/ Silver Trim - 20NKS-00-000000	1	\$269.10	\$269.10
446100	Wire - Access, 4 Elem Comp Cable CMP White Jkt - 1,000' Roll - 446100	0.25	\$1,162.80	\$290.70
Hardware - AC Misc	Misc. Hardware - Access Control, per device - Hardware - AC Misc	1	\$500.00	\$500.00
Labor	Installation, Configuration & Cabling	1	\$1,373.00	\$1,373.00

Subtotal: **\$2,819.35**

Estimated Tax: **\$0.00**

Head End

MPN	Product Description	Qty	Price	Ext. Price
S2-NN-E2R-WM	S2 Network Node - 2 Readers, 4 Inputs, 4 Outputs, Wall Mount, Six (6) Available Expansion Slots - S2-NN-E2R-WM	1	\$2,070.00	\$2,070.00
FPO150-B1002C82D8E4	Access Power Supply/Charger - 12A/12V or 6A/24V, 16 Controlled Outputs (fused), 16 Distributed Outputs (fused), B100 Secondary Voltage Module, E4 Enclosure (24" x 20" x 6.5") - FPO150-B1002C82D8E4	1	\$846.00	\$846.00

Head End

MPN	Product Description	Qty	Price	Ext. Price
BT1212	Battery, 12VDC, 12AH - 3.75" x 5.94" x 3.5" (WxLxH) - BT1212	2	\$76.50	\$153.00
Labor	Installation & Configuration	1	\$1,674.00	\$1,674.00

Subtotal: **\$4,743.00**

Estimated Tax: **\$0.00**

2N

MPN	Product Description	Qty	Price	Ext. Price
02908-001	Intercom - 2N IP Verso 2.0, Main Unit with Camera, Black - 02908-001	2	\$1,466.10	\$2,932.20
01290-001	Intercom - 2N IP Verso, 2 Module, Surface Frame - Black - 01290-001	2	\$76.50	\$153.00
01294-001	Intercom Accessory - 2N IP Verso backplate, 2-Module, 107mm Width x 234mm Height - 01294-001	2	\$62.10	\$124.20
03343-001	Intercom - 2N IP Verso Gooseneck mounting hood - Hood/adaptor that allows mounting of the 2N IP Verso intercom with the 2-Module frame - 03343-001	2	\$125.10	\$250.20
02087-001	Intercom - 2N Indoor View Black 7" Touchscreen Answering Unit with a Wide Viewing Angle. - 02087-001	2	\$647.10	\$1,294.20
02039-001	Intercom Accessory - 2N Indoor Desk Stand Compatible with 2N Indoor View, Talk and Compact - 02039-001	2	\$53.10	\$106.20
CS34P VLT	Wire - Cat6, Unshielded, Solid, Plenum, Purple, 1000' - CS34P VLT	0.4	\$389.70	\$155.88
444380	Wire - 22/4, Non-shielded, Plenum Cable, White, 1,000' Roll - 444380	0.4	\$193.50	\$77.40
KJ458MT-C6C-PU	Signamax KJ458MT-C6C-PU MT-Series CAT6 Keystone Jack, T568A/B Wiring, Purple - KJ458MT-C6C-PU	2	\$5.04	\$10.08
Labor	Installation, Configuration & Cabling	1	\$1,685.00	\$1,685.00

Subtotal: **\$6,788.36**

Estimated Tax: **\$0.00**

Statement of Work

Deliverable

Utah State Contract - MA3072

Stone Technicians will be adding access control to 2 doors to meet the requirements of having high school students on their campus. Stone will also install (x2) 2N door stations to secure exterior doors, but allow patrons to ring a receptionist to grant access as needed.

Exclusions

Network jack should be available at the location of the 2N view unit. Change order will be required if new cat 6 lines need run for 2N views.

Assumes space available in switches for 2N view and Versos.

2N verso stream will not be pulled into Milestone

This quote has no licensing or access control cards included.

High School Access Control Needs

Prepared by:
Salt Lake

Clayton White
 +14358811643
 Clayton.White@stonesecurity.net

Ship To:
Davis Technical College

550 E 300 S
 Kaysville, UT 84037-2661
 Kristen Culley
 +18017592822
 kristin.culley@davistech.edu

Bill To:
Davis Technical College

550 E 300 S
 Kaysville, UT 84037-2661
 Kristen Culley
 +18017592822
 kristin.culley@davistech.edu

Quote Information:
Quote #: 018263

Version: 3
 Delivery Date: 06/18/2025
 Expiration Date: 06/28/2025
 Net 30

Quote Summary

Description	Amount
Door 1 - Top of Stairs	\$2,261.21
Door 9	\$2,819.35
Head End	\$4,743.00
2N	\$6,788.36

Total: \$16,611.92

This quote is issued subject to BearCom's standard terms of sale: <https://bearcom.com/terms-of-sale>

Quote valid until expiration date as noted on quote and prices are subject to change.

Pricing:

Payment of all applicable state and local taxes are the responsibility of the customer. Please verify that all taxes are correct based on your organization and notify Stone Security if any changes are needed.

Quotes and pricing terms are negotiated between Customer and Stone Security and may be unique to the Customer. Therefore, and except as otherwise provided by law, Customer hereby agrees to keep the pricing arrangement confidential for a period of no less than three (3) years from the date of the signed quote. Customer will not use this confidential Information in furtherance of its business, or the business of anyone else, whether or not in competition with Stone Security.

Credit Card payments are subject to a 3% processing fee.

Return Policy:

Purchases are subject to a 30 day return policy on products which are unopened and in new condition. Returns may be subject to a restocking fee depending on manufacturer restrictions. Custom products and open boxes are nonreturnable.

Support:

Systems not covered by a Support Agreement will be billed time and materials.

Warranty:

Stone Security warrants all labor and materials installed at the job site for 90 days from the installation date, excluding normal wear and tear or product abuse. A representative will assess any damage caused by Stone Security. If found to be due to faulty workmanship or materials,

Stone Security will repair or replace the defective material at no cost.

Acceptance:

By signing below, you agree to the Pricing, Deliverables, Return Policy and Support of this Quote and are duly authorized to sign on behalf of the Company. Please note that all materials will be invoiced upon quote acceptance or receipt of Purchase Order.

Salt Lake

Davis Technical College

Signature: _____

Name: Clayton White

Title: Account Manager

Date: 06/18/2025

Signature: _____

Name: _____

Date: _____

Quote Information:

Quote # 018263 Version 3

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.

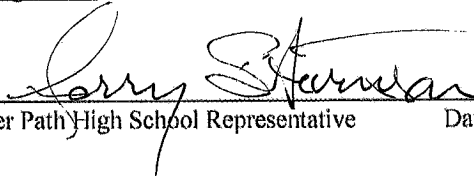
Career Path High Agrees to:

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.



PROJECT: *Davis Tech*

DESCRIPTION	AMOUNT
Auto Operator for Storefront Door	\$ 5,758.40
TOTAL	\$ 5,758.40

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.

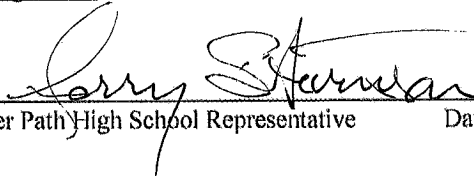
Career Path High Agrees to:

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.

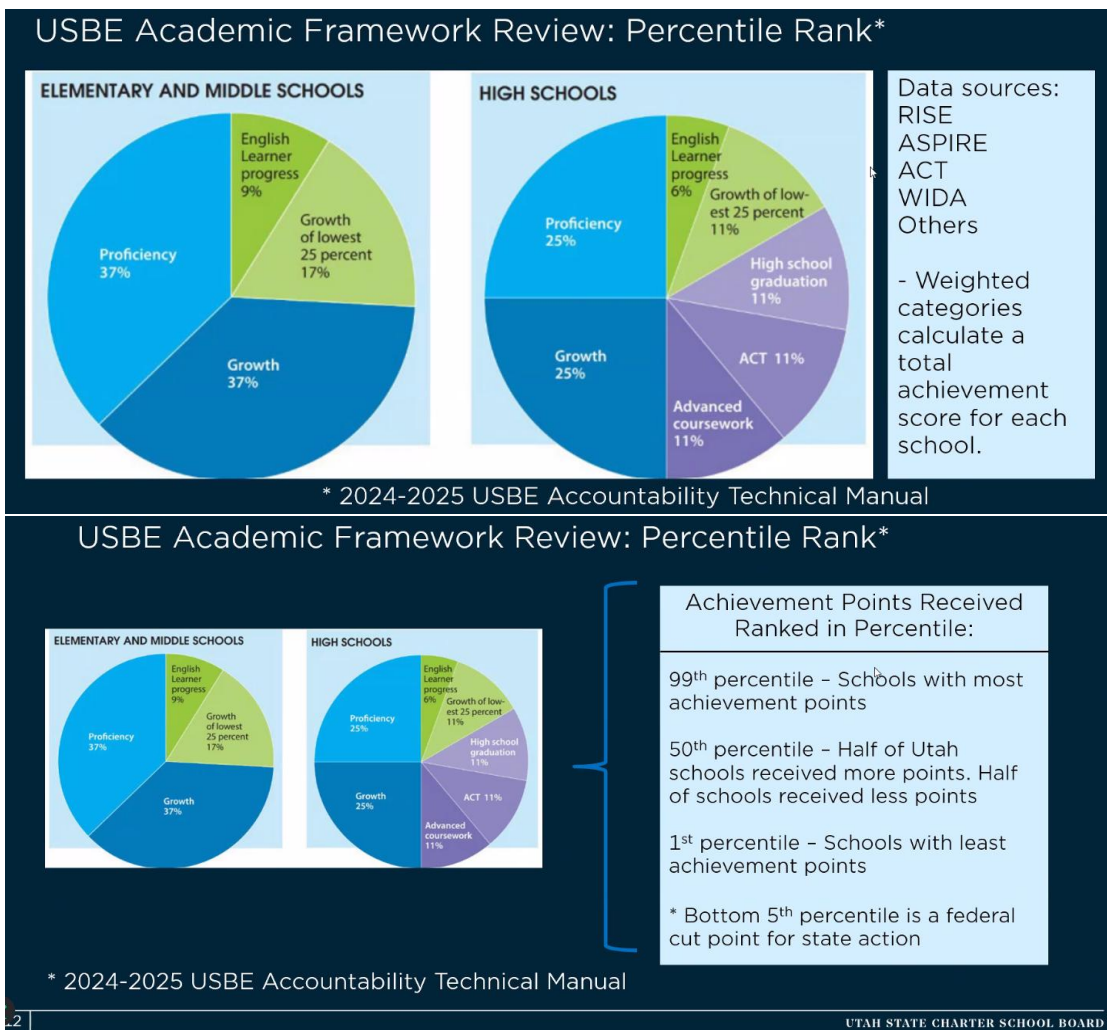
SCSB Accountability Framework -Academic Portion

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 SUMMARY

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.