Utah Virtual Academy
Governing Board of Directors
Board Meeting
Date: August 14, 2025
Time: 6:30PM
Location: 310 E. 4500 S., Suite 620; Murray, UT 84107
Zoom: https://zoom.us/j/376536884

Utah Virtual Academy students will attain superior academic achievement through parent involvement, innovative teaching and school accountability within a virtual environment that embraces individual learning styles.

AGENDA

CALL TO ORDER

PUBLIC COMMENT (Comments limited to three minutes)

SPOTLIGHTS

BUSINESS ITEMS (Discussion and Voting)

- Finance Report
  - Acceptance of State Revenue
  - Bank Reconciliations and Payment and Deposit Registers
  - Invoice Approval for Purchases over $25,000
  - K12 / Stride Payment
  - Academica West Payment
- Director Report
  - Enrollment Report
  - Academic Update
  - Early Literacy Plan
  - Comprehensive Needs Assessment
- Board Business
  - June 12th, 2025 Board Meeting and Closed Session Minutes
  - Insurance Renewal
  - Service Contracts
  - Annual Policy re-approvals:
    - Fee Waiver Policy
  - Amended Electronic Resources Policy
  - Amended Child Abuse and Neglect Reporting
  - Rescind Kindergarten Toilet Training Policy

CALENDARING

- First Day of School August 13th, 2025
- Next Board Meeting September 11, 2025, 6:30PM

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should contact Meghan Merideth at (801) 262-4922. Requests should be made as early as possible to allow time to arrange the accommodation.
One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

UTAH VIRTUAL ACADEMY SM

Director's Report

UTVA Board Meeting

August 14, 2025

Docusign Envelope ID: 6E842A1E-C237-46FA-B31D-6EEA796BED67

IN WITNESS WHEREOF, the Parties, through their authorized representatives, hereto have signed this Agreement as of the Effective Date.

UTVA

By: DocuSigned by: Meghan Merideth 7CA13C4A323F441...

Name and Title: Meghan Merideth Executive Director, UTVA

Provider

By: Destry Balch

Name and Title: Destry Balch Therapist

Docusign Envelope ID: 6E842A1E-C237-46FA-B31D-6EEA796BED67

14. **Entire Agreement; Amendments; Survival.** This Agreement sets forth the entire agreement between the Parties with respect to the subject matter hereof, and it may only be changed by a writing signed by authorized personnel of both Parties. Any prior or contemporaneous agreements, promises, negotiations, or representations are of no force or effect. It is specifically understood that paragraphs 3 through 8 of this Agreement survive the expiration or termination of this Agreement.

15**.** **Severability.** If any provision of this Agreement shall be held to be invalid or unenforceable, the remaining provisions shall continue to be valid and enforceable. If a court or arbitrator finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

16. **Dispute Resolution.** The Parties agree that except as set forth in this paragraph, they shall first attempt in good faith to settle any disputes arising out of or in connection with this Agreement, includingwithout limitation the validity, interpretation, performance and breach hereof, first through a process ofmediation under the supervision of a mutually agreed upon mediator. If mediation fails, any dispute arising out of or relating to this Agreement including the breach, termination, or validity hereof shall be settled by binding arbitration in accordance with the rules of the American Arbitration Association with an arbitration panel consisting of a single arbitrator. The Parties agree that an arbitration award ("Underlying Award") may be appealed pursuant to the American Arbitration Association's Optional Appellate Arbitration Rules ("Appellate Rules"); that any Underlying Award shall, at a minimum, be a reasoned award, and that the Underlying Award shall not be considered final until after the time for filinga notice of appeal pursuant to the Appellate Rules has expired. Appeals shall be initiated within thirty (30)days of receipt of an Underlying Award, as defined by Rule A-3 of the Appellate Rules, by filing a Notice of Appeal with the American Arbitration Association. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1-16, and judgment upon the award rendered by the arbitration panel or, if applicable, a decision rendered under the Appellate Rules, may be entered by any court having jurisdiction thereof. The parties agree to arbitration in Salt Lake County, Utah and that the laws of Utah, without regard to its choice of law rules, shall apply. Notwithstanding any of the forgoing, Provider acknowledgesthat in the event Provider breaches any material provision of this Agreement, UTVA's interests could be irreparably injured and UTVA shall be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy

IN WITNESS WHEREOF, the Parties, through their authorized representatives, hereto have signed this Agreement as of the Effective Date.

UTVA

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Name and Title: Meghan Merideth Executive Director, UTVA

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By: DocuSigned by: Meghan Merideth 7CA13C4A323F441...

Name and Title: Meghan Merideth Executive Director, UTVA

Provider

By: Signed by: Diane Peake D0C2743296C247E...

Name and Title: Diane Peake Owner

Docusign Envelope ID: 6E842A1E-C237-46FA-B31D-6EEA796BED67

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UTVA

By: DocuSigned by: Meghan Merideth 7CA13C4A323F441...

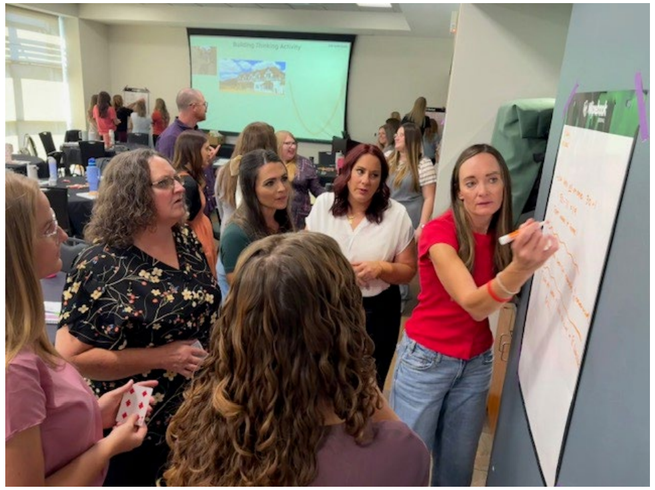
Name and Title: Meghan Merideth Executive Director, UTVA

Provider

By: DocuSigned by: 37DDC2CE550444C...

Kristal James Owner

August PD



UTAH
VIRTUAL ACADEMY SM

Agenda

1. Enrollment Report
2. UEPC: Needs Assessment
3. Early Learning Plan

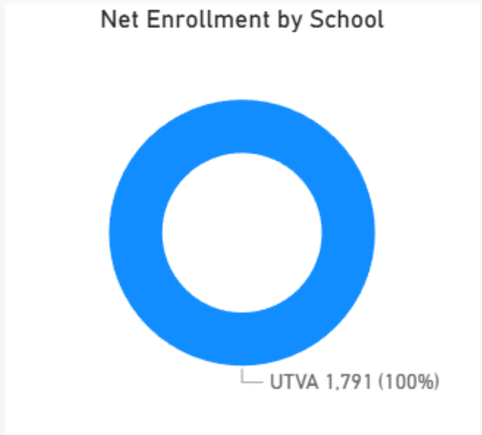
UTAH VIRTUAL ACADEMY℠

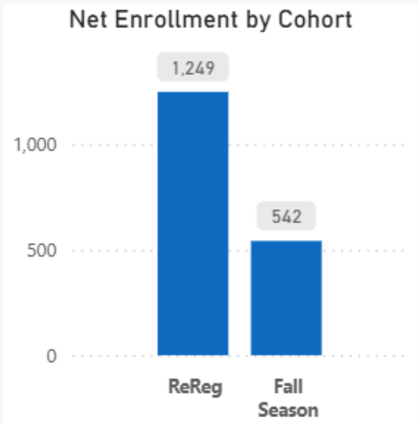
Enrollment 8.14.25

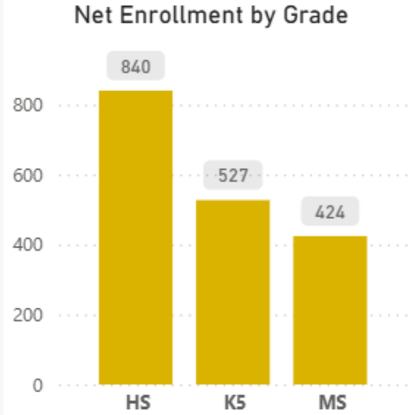
School Insights

2/20/2025 - 8/13/2025

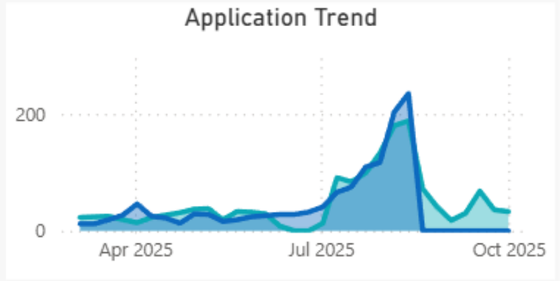
Net Enrollment	Application	Enrollment	Withdrawal
1,791	1,333	578	35
vs.FY24 -306 -14.6%	vs.FY24 60 4.7%	vs.FY24 -52 -8.3%	vs.FY24 0 0.0%
vs.FY23 14 0.8%	vs.FY23 461 52.9%	vs.FY23 83 16.8%	vs.FY23 -4 -10.3%

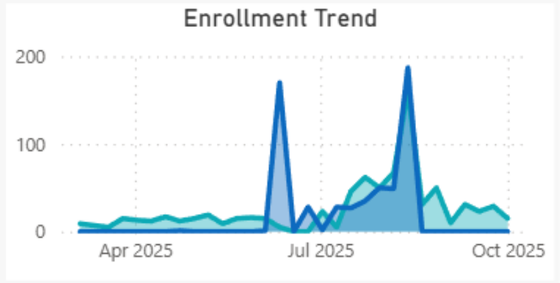


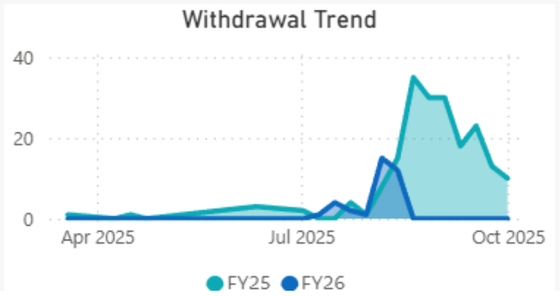




3/1/2025 9/30/2025







App and Enroll detail

State (School)	SchoolGroup	App FY26	App FY25	App vs.FY25	Enroll FY26	Enroll FY25	Enroll vs.FY25	App to Enroll FY26	App to Enroll FY25	App to Enroll vs.FY25
UT	UTVA	1,333	1,273	60	578	630	-52	43.4%	49.5%	-6.1%
	Total	**1,333**	**1,273**	**60**	**578**	**630**	**-52**	**43.4%**	**49.5%**	**-6.1%**
Total		**1,333**	**1,273**	**60**	**578**	**630**	**-52**	**43.4%**	**49.5%**	**-6.1%**

UTAH VIRTUAL ACADEMY

Utah Virtual Academy

Spring 2025 Comprehensive Needs Assessment Overview

Cori Groth (Ph.D.), Associate Director

Kody Colvin (Ed.D.), Lead School & District Improvement Specialist

Bridging Research, Policy, & Practice

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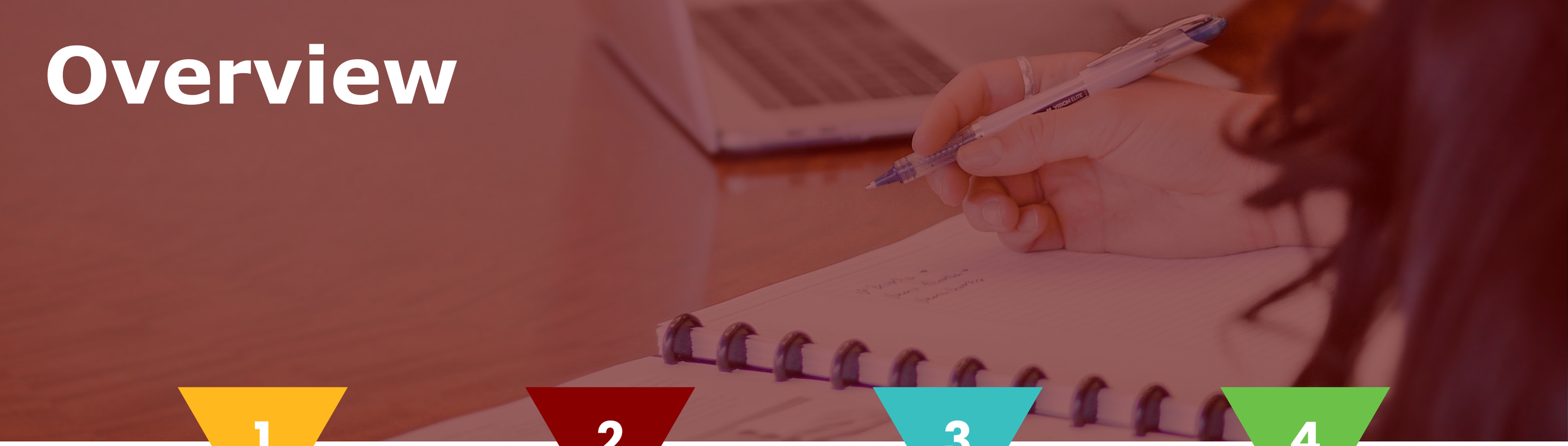
Utah Education Policy Center (UEPC)

- The **UEPC mission** is to bridge research, policy, and practice by conducting rigorous and comprehensive research and evaluations and providing expert and research-informed technical assistance and professional learning.
- We **empower** educators, policymakers, and leaders to make research **actionable** and **impactful** to **transform** education across early childhood education, K-12 schools, and higher education.
- The UEPC team, along with its Faculty Research Associates and Consultants, offers four interrelated services: **Research, Evaluation, Technical Assistance,** and **Professional Learning**.

Overview



1. Background Information
2. CNA Overview & Process
3. Findings (Strengths/Opportunities)
4. Next Steps

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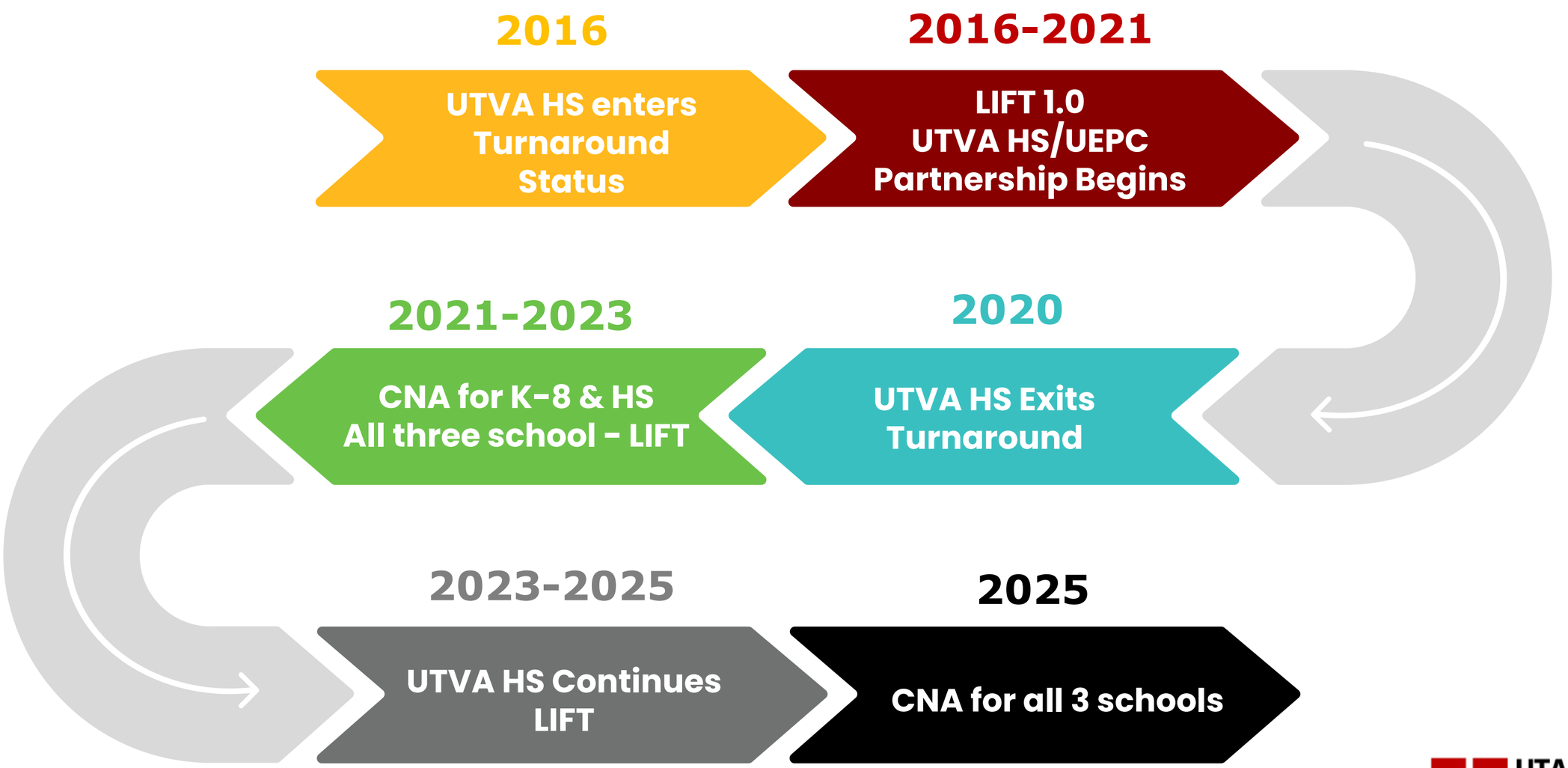
UTVA & UEPC Collaboration Timeline



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Comprehensive Needs Assessment

Identifying a School's Strengths & Opportunities

01

Initial Planning

Planned and coordinated with lea dership

02

Data Collection

Reviewed historical data and collected current data via virtual site visits and interviews

03

Data Analysis

Reviewed historical data trends, generated themes from interviews

04

Findings

Wrote a comprehensive report identifying strengths and opportunities in leadership, talent development, instruction, and culture

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Growth & Celebrations

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UTVA Elementary Celebrations

Clear Vision & Leadership

The school leadership has defined clear roles and responsibilities, established a shared vision for school improvement, and implemented a collaborative process to drive change.

Innovative Technology Integration

The school has embraced innovative technology solutions to enhance student learning and engagement

Personalized Professional Learning

The school offers a range of different professional learning opportunities that support individual teacher needs

Data-Driven Instruction

Teachers regularly use formative assessment data to make informed adjustments to their instruction, ensuring student learning needs are met

Instructional Coaching

The school has established a robust coaching system to support teachers, promote consistency across classrooms, and foster continuous improvement

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UTVA Middle School Celebrations

Intentional Formative Assessment

Teachers regularly use student data to tailor instruction and support individual needs

Instructional Coaching

Robust coaching system helps teachers grow and maintain consistency across classrooms

Aligned Leadership

Clear vision, roles, and improvement process guides the school's progress

Innovative Technology

Engaging digital tools enhance student learning and engagement

Differentiated PD

Professional learning opportunities are tailored to individual teacher needs and school goals

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UTVA High School Celebrations

Strengthened SIP Team

Increased representation and capacity to drive implementation and improvement

Leveraged Disaggregated Data

Used data to inform improvements and allocate resources effectively

Expanded Professional Learning

Provided differentiated opportunities aligned with school goals

Diversified Learning Pathways

Strengthened multiple ways for students to learn and demonstrate mastery

Enhanced Student Supports

Developed differentiated interventions to help students stay on track to graduation

Improved Communication

Strengthened engagement and partnership with families

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Opportunities

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Opportunities for UTVA Elementary

Rigorous Tier 1 Instruction

Refresher sessions to ensure mastery of essential standards

Consistent Canvas Framework

Support standards-aligned learning experiences with progress monitoring

Student-Centered Learning

Increase opportunities for students to set goals and track progress

Multilingual Learner Support

Implement additional strategies to support all students

Collaborative Supports

Deepen effective collaboration for students with disabilities

Co-Create PCBL Model

Create a model and vision for PCBL for synchronous and asynchronous learning

Opportunities for UTVA Middle

Strategies for Multilingual Learners

Implement additional instructional strategies to support multilingual learners (that also support all students)

Collaborative Support for Students with Disabilities

Explore ways to deepen effective collaboration that supports students with disabilities (e.g., co-planning and teaching)

PLC Data Discussions & Supports

Explore opportunities for PLC teams to share tools and resources that transform data discussions into timely implementation of supports for students with specific instructional needs

Tier 1 Instruction Refreshers

Ensure students demonstrate mastery or progress toward essential standards

Consistent Canvas Course Framework

Support standards-aligned learning experiences, including progress monitoring

Student Goal-Setting & Progress Tracking

Increase opportunities for students to set individual learning goals and regularly monitor progress

Opportunities for UTVA High School

Tier 1 Instruction Refreshers

Synchronous and asynchronous planning for differentiated instruction to ensure student progress towards essential standards

Refine Canvas Framework

Consistent support for standards-aligned online learning experiences, including progress monitoring

Student Goal-Setting & Progress Tracking

Increase opportunities for students to set learning goals and track their progress

Data-Driven Instruction in PLCs

Collaborate to use essential standards and student data to inform timely instructional adjustments

Strategies for Multilingual Learners

Learn instructional approaches that support multilingual students and all learners

Co-Teaching for Students with Disabilities

Explore effective collaboration and co-teaching models for synchronous and asynchronous settings

Vision for PCBL Online

Craft UTVA's personalized competency-based learning approach for online environments, leveraging AI

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Co-Creating Future Possibilities

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Their Next Moves (2025-26 SIPs)

Elementary

- Increase support and opportunities for students to set individual learning goals and regular track their program
- Refresher sessions on planning Tier 1 instruction to ensure students demonstrate mastery or progress toward essential standards

Middle

- Increase support and opportunities for students to set individual learning goals and regularly track their progress
- Explore ways to deepen effective collaboration that supports students with disabilities (e.g., co-planning and teaching)

High

- Continue to craft UTVA HS's vision for PCBL in synchronous and asynchronous online settings, including how to leverage AI in the process
- Continue to refine the Canvas course framework to consistently support standards-aligned synchronous and asynchronous learning experiencing

DO YOU HAVE ANY QUESTIONS?

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Thank you!

For more information visit uepc.utah.edu

kody.colvin@Utah.edu

cori.groth@Utah.edu

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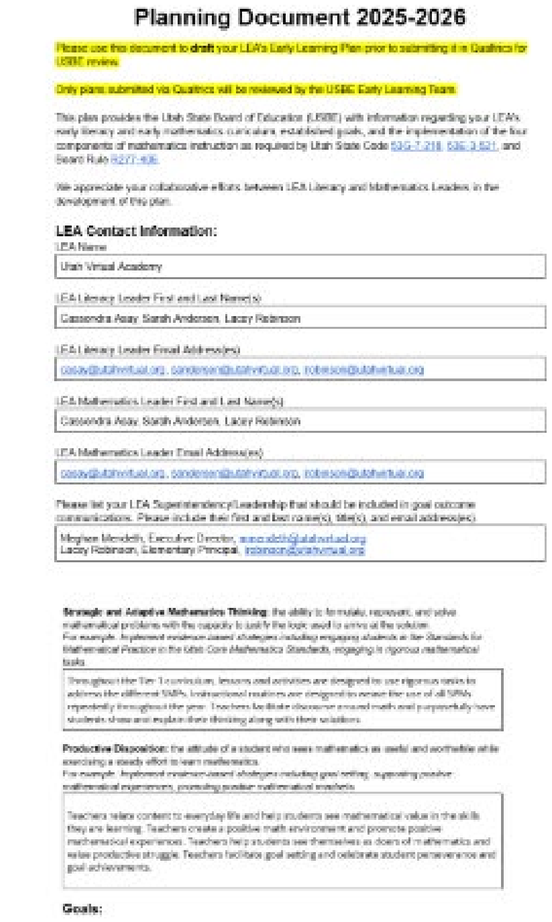
Early Learning Plan

Early Learning Acadience Math Goals 25-26	
All grades Growth	60% of students making typical, above typical, or well above typical growth
Local goal #1: Kindergarten	Increase BDQ proficiency by 7-10%
Local goal #2: 3rd Grade	Maintain current proficiency in Computation from BOY to EOY (add the how)

UTAH VIRTUAL ACADEMY℠

Early Learning Plan



Planning Document 2025-2026

Please use this document to draft your LEA's Early Learning Plan prior to submitting it in Qualtrics for USBE review.

Only plans submitted via Qualtrics will be reviewed by the USBE Early Learning Team.

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculums, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA Literacy and Mathematics Leaders in the development of this plan.

LEA Contact Information:

LEA Name

Utah Virtual Academy

LEA Literacy Leader First and Last Name(s)

Cassendra Asay, Sarah Anderson, Lacey Robinson

LEA Literacy Leader Email Address(es)

casay@utahvirtual.org, sanderson@utahvirtual.org, robinson@utahvirtual.org

LEA Mathematics Leader First and Last Name(s)

Cassendra Asay, Sarah Anderson, Lacey Robinson

LEA Mathematics Leader Email Address(es)

casay@utahvirtual.org, sanderson@utahvirtual.org, robinson@utahvirtual.org

Please list your LEA Superintendency/Leadership that should be included in goal outcome communications. Please include their first and last name(s), title(s), and email address(es).

Meghan Mendelin, Executive Director, mmendelin@utahvirtual.org
Lacey Robinson, Elementary Principal, lrobinson@utahvirtual.org

Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.
For example: *Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.*

Throughout the Tier 1 curriculum, lessons and activities are designed to use rigorous tasks to address the different SMPs. Instructional routines are designed to ensure the use of all SMPs repeatedly throughout the year. Teachers facilitate discussion around math and purposefully have students share and explain their thinking along with their solutions.

Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.
For example: *Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.*

Teachers relate content to everyday life and help students see mathematical value in the skills they are learning. Teachers create a positive math environment and promote positive mathematical experiences. Teachers help students see themselves as doers of mathematics and value productive struggle. Teachers facilitate goal setting and celebrate student perseverance and goal achievements.

Goals:

published or edition.

*Evidence-Informed Curriculum(s) defined in SB 127 as: (a) is developed using high-quality research outside of a controlled setting in the given field, and (b) includes strategies and activities with a strong scientific basis for use)

SB 127 (2022) Early Literacy Outcome Improvement

More than one box may be selected

- ☐ CKLA (Amplify Core Knowledge Language Arts) 2nd Ed
- ☐ EL Education Language Arts
- ☐ Imagine Learning EL Education
- ☐ Into Reading
- ☐ The Super Kids Reading Program (K-6)
- ☐ The Writing Road to Reading (Spalding)
- ☐ Wonders 2020
- ☐ 95% Group Core Phonics Program
- ☐ Bridge to Reading
- ☐ From Phonics to Reading Fluency Booster Practice Books
- ☐ Fundations K-3 2nd Ed (11)
- ☐ Heggerty Phonemic Awareness 2020
- ☐ i-Ready Learning Magnetic Foundations 2023
- ☐ i-Ready Learning Magnetic Reading 2023
- ☐ IMSE Comprehensive and Multisensory Orton-Gillingham 2022
- ☐ PAF Reading Program 2023
- ☐ Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)
- ☐ Reading Horizons Discover Reading Foundations Kit 2023
- ☐ UFLI Foundations
- ☐ Other (Please add your evidence-informed curriculum below.)

What grade level will this goal focus on?

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NWF, computation)

Computation

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY
- ☐ 1%-3%
- ☐ 4%-6%

*Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, on at least a 0.40 effect size, or improving student outcomes based on: (a) strong evidence from at least one well-designed and well-implemented experimental study or (b) moderate evidence from at least one well-designed and well-implemented quasi-experimental study

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

You are able to select more than one.

- ☐ 95% Group Phonics Lesson Library 1st Ed. (this might be the 2nd edition for 25-26)
- ☐ 95% Group Phonological Awareness 1st Ed
- ☐ Bridge The Gap 2020
- ☐ Read 180 Reading 2022
- ☐ Just Words (Wilson) 2020
- ☐ REWARDS 2nd Ed
- ☐ SPIRE 4th Ed. 2020
- ☐ SPIRE 4th Ed. 2020
- ☐ Voyager Passport 2020
- ☐ Wilson Reading System 4th Ed.
- ☐ Other (Please add your evidence-based instructional materials below.)

UFLI Foundations

Wonder Wells

Heggerty Bridge to Intervention 2022

Mathematics Curriculum:
List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.
For example: Eureka Math Squared, i-Ready Classroom Mathematics 2024, etc.

Illustrative Mathematics 360 2023

What grade level will this goal focus on?

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NWF, computation)

NWF

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY
- ☐ 1%-3%
- ☐ 4%-6%
- ☐ 7%-10%
- ☐ 11% or higher

Bridges Interventions, etc.
*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

Do the Math, Building Fact Fluency Kits, Kickstart Number Sense

Components of Mathematics Instruction:

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.
Support Document: Components of Early Mathematics Workshops

Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.
For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks.

Teachers instruct with a focus on mathematical reasoning, not just answer getting. Instructional scope and sequence is based on coherent progressions. Teachers and students use multiple purposeful representations to solve problems. Teachers explicitly teach connections between numbers, solutions, and models through tasks. Teachers call on different students to model different solution methods and facilitate mathematical discourse. Teachers engage students in number talks and other warm up routines to promote mathematical thinking.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.
For example: Implement fluency building components or evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits). Implement evidence based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular repeated timed testing will NOT be approved as research shows it is ineffective and damaging.

Teachers build procedural fluency based on conceptual understanding during instruction and provide opportunities for purposeful practice. Teachers use fluency kits and students play interactive games to build fluency. Our Tier 1 curriculum warm-ups are designed to strengthen procedural fluency and use tasks and representations that help students understand why procedures work as opposed to teaching procedures in isolation. The curriculum also includes instructional routines to promote fluency.

☐ Agree

Our LEA assures that we will complete and submit the Goal Attainment Survey on July 15, 2025.

☐ Agree

Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in R277-406.

☐ Agree

https://usbe.az1.qualtrics.com/jfe/form/SV_6AQdMJbaNOYbmy Submit here

Note: on our survey we let out the LEA goals we can choose to follow or not the "business rules" of USBE. So we can exclude students or not as needed.

UTAH VIRTUAL ACADEMY℠

2025

Utah Virtual Academy Middle School 2025 Comprehensive Needs Assessment

Prepared for the Utah Virtual Academy Middle School
June 2025

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is an independent, non-partisan, not-for-profit research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. The UEPC's mission is to bridge research, policy, and practice by conducting rigorous and comprehensive research and evaluations, and providing expert and research-informed technical assistance and professional learning. We empower educators, policymakers, and leaders to make research actionable and impactful to transform education across early childhood education, K-12 schools, and higher education.

We are committed to supporting the understanding of whether educationalpolicies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they may be improved and scaled-up and become sustainable.

Please visit our website for more information about the UEPC:
http://uepc.utah.edu

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Ellen Altermatt, Ph.D., Assistant Director for Research and Evaluation
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Executive Summary

Background

During the 2019–20 school year, Utah Virtual Academy (UTVA) partnered with the Utah Education Policy Center (UEPC) to conduct a Comprehensive Needs Assessment (CNA) of its K–8 school. This effort informed UTVA's 2020–21 school improvement plan. Since then, UTVA has restructured into separate elementary and middle schools, and the middle school has implemented several improvements aligned with the 2020 findings. In spring 2025, UTVA partnered again with the UEPC to conduct a CNA for the middle school (UTVA-MS).

This report shares findings from that CNA, which focused on Leadership, Talent Development, Instructional Transformation, and Culture Shift. Data sources included student achievement data, virtual classroom observations, interviews, focus groups, and staff and family surveys.

Analysis revealed strengths in each focus area—strong leaders, increased focused an attention on PCBL to support differentiated learning and mastery of standards, and a strong school culture and climate.

Progress and Celebrations Since 2020

As the UEPC conducted the 2025 CNA for UTVA-MS, they noticed several areas of significant progress since 2021. These points of progress were acknowledged and celebrated with the UTVA MS leaders and faculty during the May 2025 CNA debrief:

- ✓ The intentional use of **formative assessment data** to inform adjustments to instruction based on **student needs**.
- ✓ Systems and processes for **instructional coaching** to support teachers' individualized needs and promote **consistency** across classrooms.
- ✓ Clarity regarding the leadership team's **roles** and **responsibilities**, school wide **vision**, and **school-improvement** process.
- ✓ Innovative **technology** to support student **learning and engagement**.
- ✓ **Professional learning systems** with opportunities that are intentionally **differentiated** and aligned with **school goals**.

While the above areas reflect high level progress made by the UTVA MS team between the two CNAs, the following is a list of more specific strengths that the UEPC identified during the 2025 CNA.

Leadership

- ✓ Consistent, visionary leader who "…Clears away the boulders"
- ✓ Faculty and staff that there is a clear vision for the middle school, including transparent and effective delegation of roles and responsibilities among the leadership team
- ✓ Transparency regarding school wide decisions
- ✓ Investment in new online systems to strengthen instructional supports and streamline resources for students and families
- ✓ Commitment to continuous improvement (e.g., CNA)

Talent Development

- ✓ Continue growth and improvement with the teacher retention and years of experience Intentional collaboration among special education and general education teachers to review formative data and discuss strategies to support students with disabilities (SWD)
- ✓ Differentiated professional learning opportunities to further professional expertise and instructional effectiveness for students

Instructional Transformation

- ✓ Consistent, data-driven collaboration among teachers (general education and special education), mentors, and counselors to address the specific needs of diverse learners
- ✓ Teachers report multiple opportunities for students to receive feedback and support as they work to demonstrate mastery and understanding of academic concepts
- ✓ Teachers and staff identify the Personalized Competency-Based Learning (PCBL) model as a strength of the school, as teachers review the proficiency scales with students and guide them through each level to understand the scales
- ✓ Multilingual Learner (ML) Endorsement course that will be available to all teachers and staff during the winter of 2025
- ✓ Mentors contribute to a collaborative system designed to support all students' academic success (liaisons among teachers, counselors, students, and families, scheduling meetings, communicating progress or concerns, and working with families to communicate ways they can support their children at home)

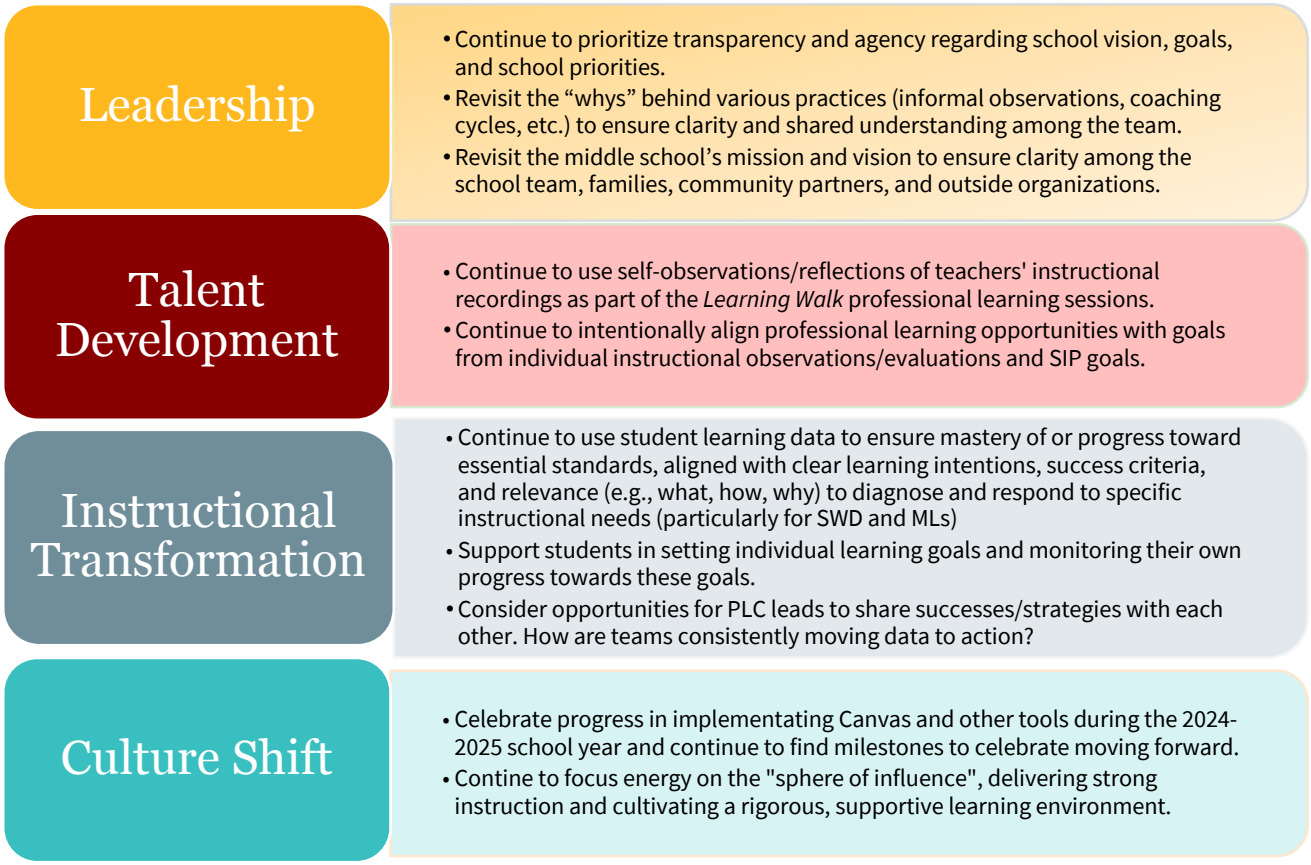
Culture Shift

- ✓ Positive culture of ongoing collaboration, timely review of student data, continuous improvement cycles related to SIP goals, and a culture of trust among the leaders and staff
- ✓ UTVA-MS families report feeling comfortable reaching out to a teacher or staff with a question or a concern

Current Recommendations

UTVA-MS has demonstrated meaningful progress across the four core areas of school improvement, reflecting the dedication of its leadership, educators, and broader school community. As the school continues to advance its continuous improvement efforts, this report identifies several promising areas to further elevate its impact. Figure 1 below highlights key leverage points that can guide UTVA-MS in building on its successes and deepening its commitment to student learning, staff development, and family engagement.

Figure 1: UTVA CNA Opportunities 2025



Strategic Priorities: A Path Forward

In May 2025, initial findings and research-informed recommendations from the CNA were shared with UTVA-MS staff. Staff participated in a rank-order voting process to prioritize the strategies they will focus on during the 2025–2026 academic year. The top three selected priorities are listed below:

1. Increase support and opportunities for students to set individual learning goals and regularly track their progress.
2. Explore ways to deepen effective collaboration to support students with disabilities (e.g., co-planning and co-teaching).
3. Continue to develop a consistent course framework for Canvas that supports standards-aligned learning experiences, including progress monitoring.

The UTVA-MS leadership team will use these CNA results to inform their July convening, where they will develop the 2025–2026 School Improvement Plan. This plan will include targeted strategies for each priority area, along with clear milestones and actionable steps to strengthen the improvement areas identified by staff.

Introduction

This Comprehensive Needs Assessment (CNA) for Utah Virtual Academy Middle School (UTVA-MS) was conducted by the Utah Education Policy Center (UEPC) as part of UTVA's ongoing commitment to continuous improvement. Periodic CNAs serve as important opportunities to take stock of current strengths, examine progress since the last CNA conducted in 2020, and collaboratively identify areas for improvement that will inform the priorities and school improvement goals for the 2025-26 school year and beyond.

The CNA process is designed to provide a comprehensive and evidence-informed understanding of UTVA-MS's performance. To do this, the UEPC collected and analyzed multiple data types, including quantitative data (such as student achievement, growth, and demographic information) and qualitative data (such as interviews, focus groups, staff and family surveys, and classroom observations). Gathering this full range of evidence allows for a rich, nuanced view of student outcomes and the underlying systems and practices that support or inhibit student success.
The CNA also aligns with the Utah State Board of Education's Center for Continuous School Improvement (CCSI). This alignment ensures that the CNA process is consistent with statewide expectations for school improvement and supports coherence across state and school improvement efforts, allowing UTVA to leverage available resources and supports that help to ensure student success. The findings from this CNA provide both a snapshot of current performance and a foundation for setting clear, actionable improvement goals. In partnership with school and district leadership, these CNA findings will guide UTVA-MS in refining its school improvement plan to focus on strategies most likely to advance student learning, staff capacity, and overall school performance.

CNA Focus Areas

The UEPC's CNA process for data collection and analysis emphasizes a continuous improvement cycle and focuses on practices associated with successful school improvement in four areas:

1. **Leadership** that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.

2. **Talent development** that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.

3. **Instructional transformation** that diagnoses and responds to student learning needs provides rigorous evidence-based instruction, removes barriers, and provides opportunities.

4. **Culture shift** that focuses on student learning and effort, solicits and acts upon stakeholder input, and engages students and families in pursuing education goals.

Data Collection

To develop a comprehensive understanding of UTVA-MS's current strengths and areas for improvement, the UEPC collected and analyzed both quantitative and qualitative data. Working collaboratively with UTVA leaders, we identified key data sources that reflect student outcomes, instructional practices, leadership systems, and the perspectives of staff, families, and students. Quantitative data included student growth, proficiency results, and demographic data available through the Utah State Board of Education's Data Gateway. To complement and enrich these data, qualitative information was gathered through interviews and focus groups with school and system administrators, staff, families, and students, as well as classroom observations and staff and family surveys. The participation in each of these data collection activities is outlined in Table 1: UTVA Middle School CNA Data

Table 1: UTVA Middle School CNA Data

Data Source	Number of Participants
Interviews	
School administrators[1]	6
Classroom teachers	18
Focus Groups	
Staff	6
Family members	3
Students	3
Classroom Observations	14
Staff Survey	33
Family Survey	23

In addition to the data sources listed in the table above, the UEPC examined student growth and proficiency data provided by the UTVA-MS team, as well as student demographic, academic proficiency, and academic growth data available on the Utah State Board of Education's Data Gateway. These data also informed the CNA rubric ratings, and the summary of strengths and opportunities discussed later in this report.

How to Use this Report

This UTVA-MS needs assessment report is organized according to the four phases of the CNA, described in Figure 2 below, including the process by which the UTVA-MS team used the strengths and opportunities to collaboratively identify priority areas for the 2025-26 school improvement plan.

[1] In addition to the UTVA-MS principal, the UEPC also interviewed several other UTVA school leaders who support all grade levels of the K-12 UTVA online system. These leaders oversee UTVA departments such as Special Education, School Operations, Student Services, and Special Programs.

Figure 2. UTVA-MS CNA Phases and Report Organization

Phase 1:	**School Context**: The findings from the CNA begin with a description of the student demographics, student performance on state assessments, student and faculty demographics, and feedback from the staff and family surveys. This provides the foundation for interpreting the evidence used to assess current strengths and opportunities within the four improvement areas.
Phase 2:	**Rubric Ratings**: Next is a detailed set of ratings within the four categories of the CNA rubric (Leadership, Talent Development, Instructional Transformation, and Culture Shift), including the evidence gathered for each category. Much of the data used for assessing the progress in each of the four improvement areas is qualitative. data gathered through interviews, focus groups, classroom observations, and document reviews. Additional evidence from the school context information is also incorporated into the rubric ratings.
Phase 3:	**Strengths and Opportunities:** Next is a summary of the UTVA-MS strengths and opportunities for improvement based on a synthesis of the CNA data and rubric ratings. This summary of strengths and opportunities was used to help to narrow the focus for the 2025-26 school improvement goals.
Phase 4:	**Prioritization of Strategies**: Finally, we describe the process used with the UTVA-MS leaders and staff to review the CNA findings and identify priority strategies for the 2025-26 academic year.

UTVA Middle School Context

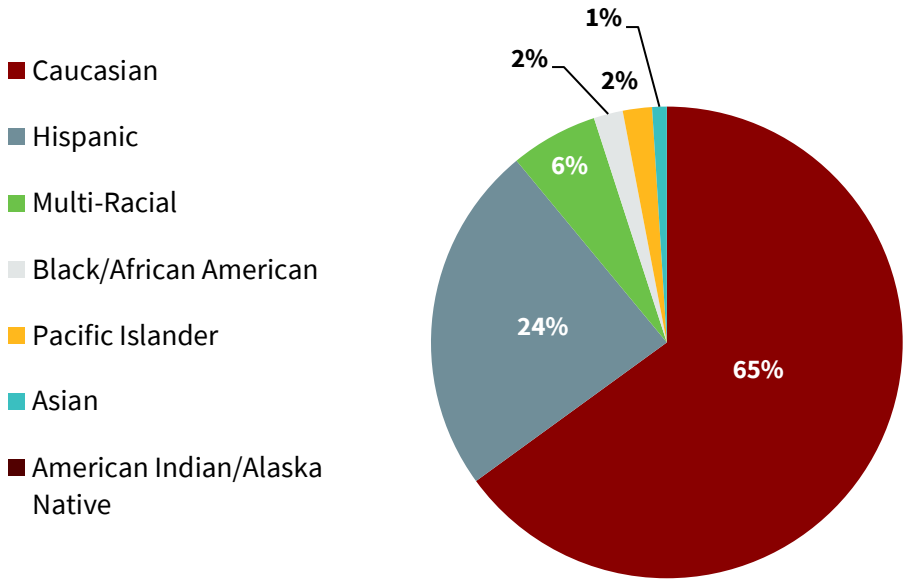
This section discusses the current context of UTVA-MS, summarizing student demographic data, academic proficiency scores over the past three years, professional experience of teachers and staff, and survey responses from staff and family.

Student Demographics[2]

As shown in Figure 3: UTVA Population by Race 2023-2, UTVA has a racially and ethnically diverse student population serving as a statewide virtual elementary school. While most students at UTVA identify as Caucasian/white (65%), nearly one in four students identify as Hispanic (24%), making this the largest student group of color at UTVA. Smaller portions of students identify as multi-racial (6%), Black/African American, Pacific Islander (2%), and Asian (1%), with fewer than 1% identifying as American Indian/Alaska Natives. This demographic distribution highlights both the need and opportunity for UTVA to ensure that UTVA courses and support systems embrace these student demographics.

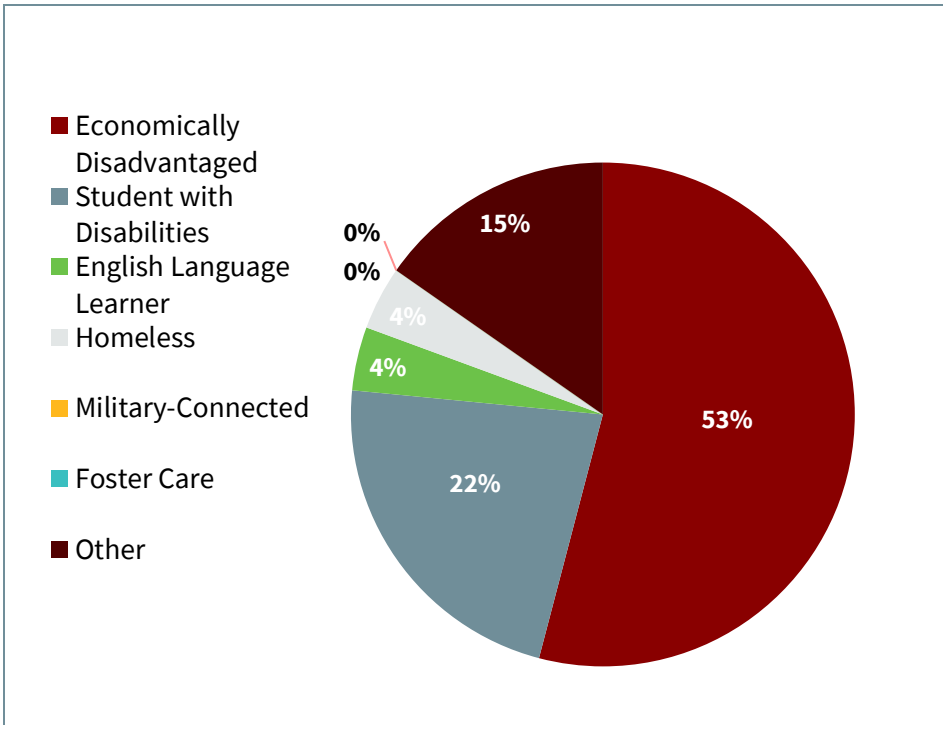
[2] Note: These student demographic numbers are from the USBE Data Gateway, which does not disaggregate by grade/school level; these data represent the entire UTVA school population (grades K-12)

Figure 3: UTVA Population by Race 2023-24



Additional disaggregated data is provided in Figure 4. Notably, just over half of the student population is economically disadvantaged (53%), 22% of the student population has an identified disability, 4% of students are multilingual learners, and 4% of students are currently experiencing homelessness. Less than 1% of the students are connected to the military or foster care, which leaves 15% of students not identifying with any of these groups. This disaggregated data signifies the importances for UTVA to ensure its academic, student and family engagement efforts, and support systems are responsive to a range of socioeconomic, cultural, and linguistic backgrounds. This becomes particularly important for students with disabilities and students who are multilingual learners.

Figure 4. UTVA Population by Student Group 2023-24



Student Academic Proficiency and Growth

In Phase 1 of the CNA process, the UEPC examined UTVA-MS proficiency data for all student groups to better understand the school context.
Figure 5 below shows the UTVA-MS proficiency rates for English Language Arts (ELA), Mathematics, and Science as measured by the RISE end-of-year assessments from 2021 to 2024, compared to the state proficiency averages.

The data reveals negative differences in proficiency percentages between UTVA-MS and state averages across all subjects. UTVA-MS has demonstrated improvement in 2023-2024, especially in English Language Arts. Additionally, Science shows promising gains with the gap decreasing in the most recent year. The largest gap in UTVA-MS proficiency over the three years is in Mathematics.

Figure 5. UTVA Middle School Proficiency by Subject Compared to State Averages (2021-24)

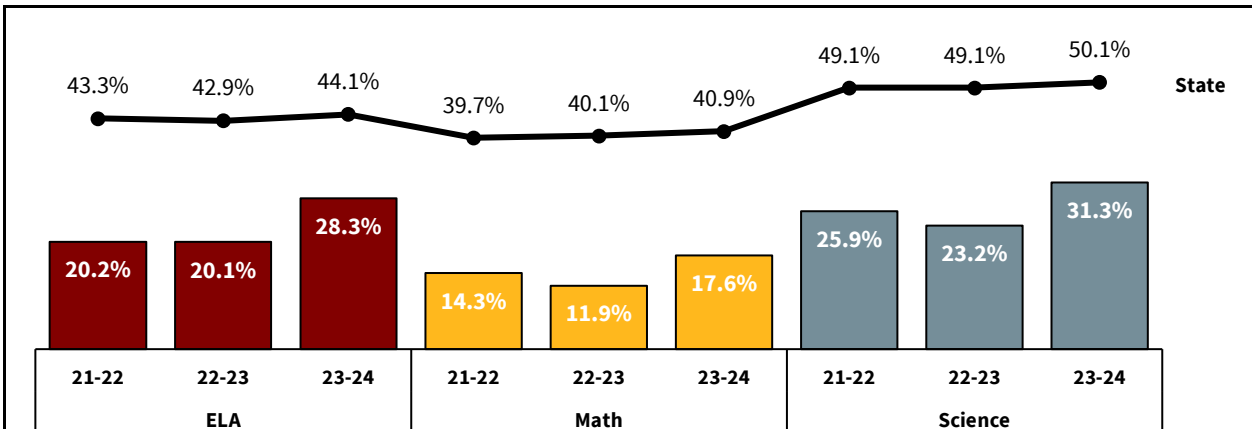


Table 2 below also presents the proficiency percentage trends for UTVA-MS from 2021 to 2024 across the three subjects and includes the average differences in proficiency between the years. English Language Arts demonstrates proficiency gains, with a -0.1% increase in 2022-2023, followed by a substantial 8.2% increase in 2023-2024. Math shows a 2.4% decline in 2022-2023, and a recovery with a 5.7% gain in the following year but remains the lowest overall average proficiency at 14.3%. Science showed the highest subject proficiency rate of 31.3%. The average proficiency across all subjects indicates a challenging 2022-2023 academic year (-1.7% overall), but growth in 2023-2024 (7.3%).

Table 2. UTVA Middle School Gains in Proficiency Percentages, Grades 6-8 (2021-24)

	2021-2022		2022-2023		2023 - 2024
Language Arts	20.2%	-0.1	20.1%	+8.2	28.3%
Mathematics	14.3%	-2.4	11.9%	+5.7	17.6%
Science	25.9%	-2.7	23.2%	+8.1	31.3%
Total Average	*20.1%*	*-1.7*	*18.4%*	*+7.3*	25.7%

In addition to proficiency data, the UEPC examined student growth outcomes to provide a more complete picture of student performance. The Median Growth Percentile (MGP) reflects how much progress students are making from year to year relative to academic peer groups statewide shown in Table 3 below. MGP scores offer important insights, particularly for UTVA-MS where many students may enter UTVA-MS with below grade-level proficiency levels. The data shows an upward trend in MGP scores for both ELA and Science over the past three years, with a decrease in Math before an overall gain of one percentile across the three years.

Table 3. UTVA Middle School Median Growth Percentile (2021-24)

	2021-2022	2022-2023	2023 - 2024
English Language Arts	27	40.5	43
Mathematics	46	37	47
Science	38	38	58

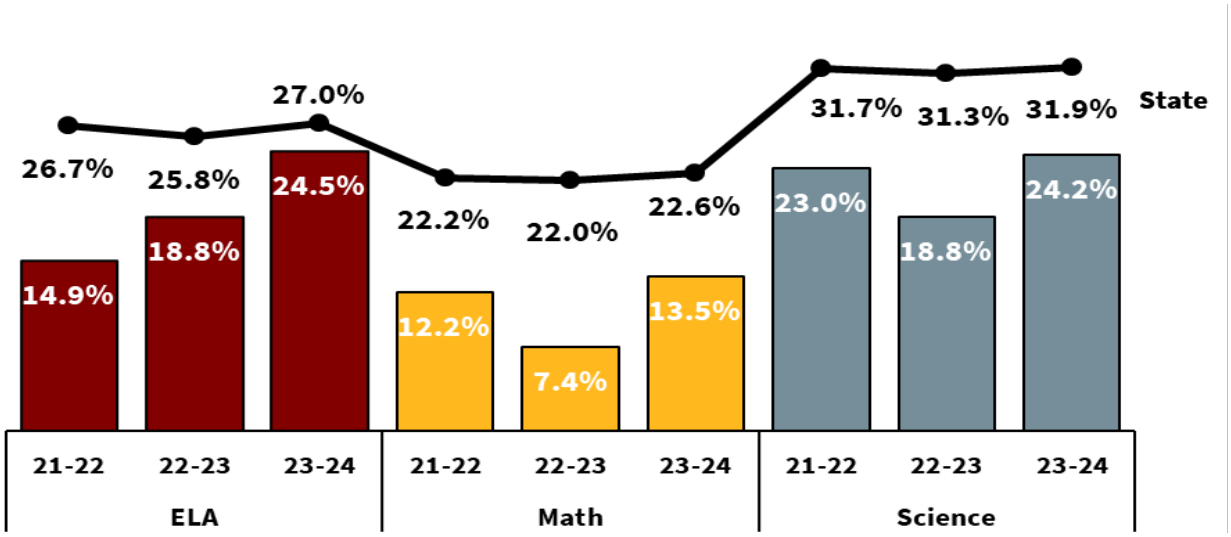
Performance Data by Student Group

In addition to examining proficiency data for all UTVA-MS students, the UEPC studied proficiency data for the two largest student groups—economically disadvantaged and students with disabilities—and median growth percentiles by student group. Figure 6 below shows the UTVA-MS proficiency percentages of students who are economically disadvantaged compared to the state averages across ELA, Math and Science from 2021 -2024. While ELA scores were consistently higher than Math across the year years, scores in both subjects were below the state averages for all three years. Science scores, while also below the state average from 2021-24, were the most consistent out of the three subjects. The 2023-2024 school year showed proficiency gains among all three content areas for this student group[3]. However, there remains the opportunity for the achievement gap to be addressed so

[3] A celebration noted in the Executive Summary noted that since 2020, UTVA-MS has made noticeable growth in the use of formative assessment data that informs adjustments to instruction based on student needs, and (2) instructional coaching to support teachers' individualized needs and promote consistency across classrooms.

economically disadvantaged students in all three levels are performing at, or above, state-level averages.

Figure 6. UTVA-MS Students Identifying as Economically Disadvantaged RISE Proficiency by Subject (2021-24)



The UEPC also studied proficiency data for UTVA-MS students with disabilities. Since this student group accounts for 22% of the total UTVA K-12 student population and given the intentional progress (celebrations since 2021 and current CNA qualitative data) made by the UTVA MS leaders and faculty in strengthening systems and processes for collaboration between special education and general education teachers, these data are important to highlight.

Table 4 below shows UTVA-MS proficiency percentages of students with disabilities compared to all UTVA-MS students, as well as the state averages, across ELA, Math and Science for 2023-2024. (The number of students with disabilities that participated in the RISE end-of-year assessment in 2021-2022 and 2022-2023 was not sufficient for USBE to calculate proficiency scores. Therefore, data are only available for 2023-24). While proficiency rates for students with disabilities remain lower than both the school-wide and statewide averages, the availability of this baseline data allows UTVA ES to more precisely set learning goals, monitor progress, strengthen targeted supports, and continue building on the collaborative structures designed to improve outcomes for this important student group.

Table 4. UTVA-MS Students with Disabilities RISE Proficiency Across Subject Areas, Compared to UTVA-MS and State Averages (2023-24)

	English Language Arts		Mathematics		Science	
	UTVA	STATE	UTVA	STATE	UTVA	STATE
All Students	31.6%	44.3%	17.4%	41.1%	31.3%	46.7%
SWD	8.3%	13.1%	7.2%	10.9%	11.2%	18.6%

As noted above, the MGP scores reflect promising positive trends across all subject areas. The three figures below show the 2023-24 MGP by student group. there were several student groups that demonstrated growth at or above the 50th percentile, indicating strong relative progress (e.g., English Learners in Math, African American students in Science). However, significant gaps remain between

student groups, particularly for students with disabilities, economically disadvantaged students, and some racial/ethnic subgroups. These differences in growth highlight both areas of success and the ongoing need to strengthen tiered interventions and differentiated supports to ensure all students experience accelerated academic growth.

Figure 7. UTVA-MS English Language Arts MGP (2023-24)

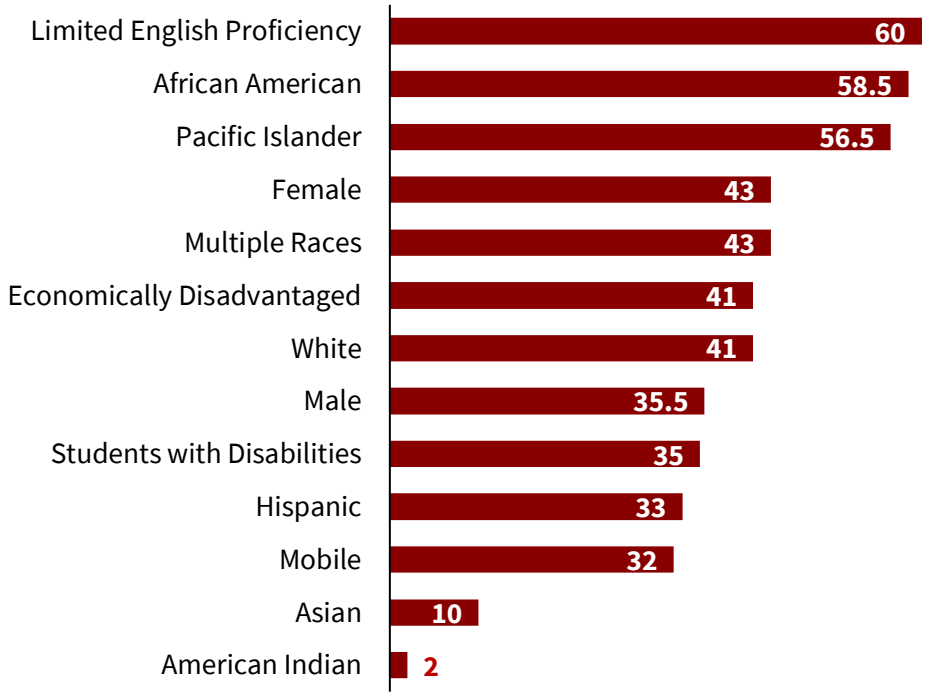


Figure 8. UTVA-MS Math MGP (2023-24)

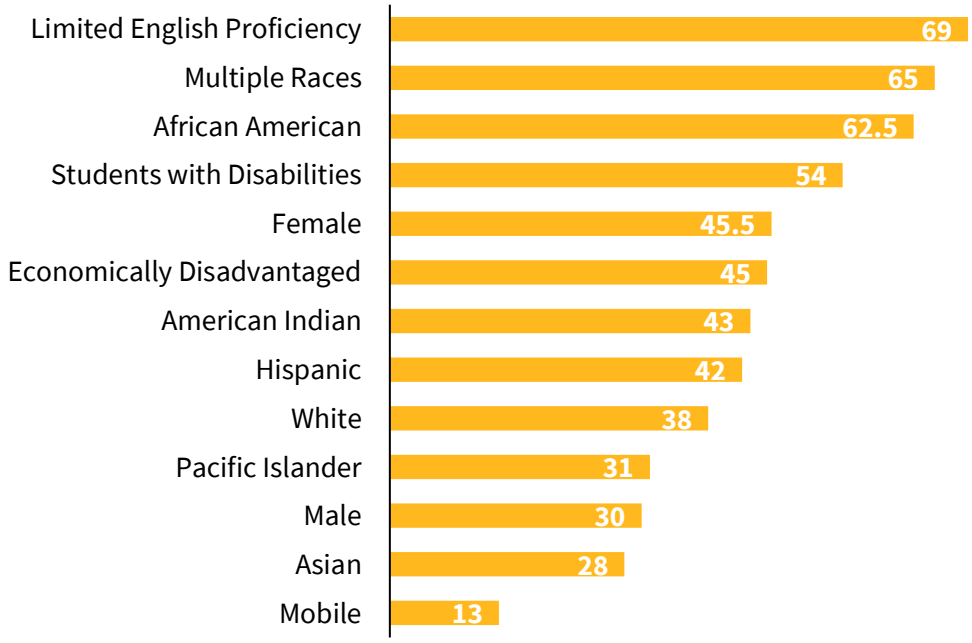
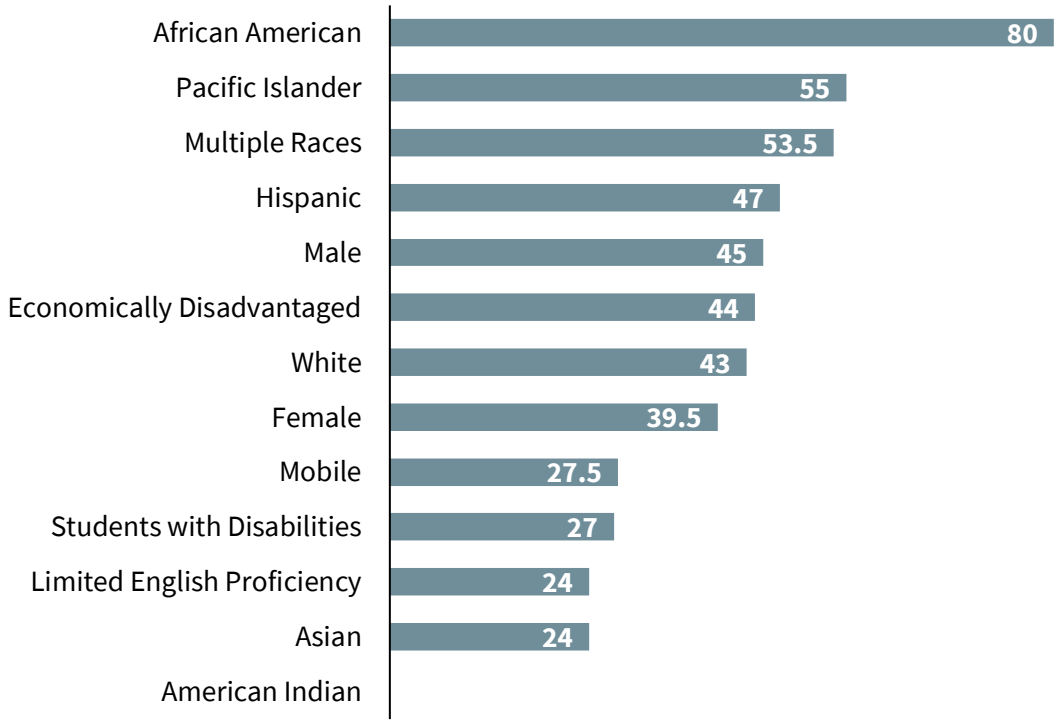


Figure 9. UTVA-MS Science MGP (2023-24)



Teaching Experience

At Utah Virtual Academy, there are several promising trends and celebrations related to their teachers' experience and retention. In Table 5 below, the data highlights the years of experiences, teacher retentions rates, temporary credentials, and out-of-field experience for 2021-2022 and the 2023-2024 academic years. Within two years, UTVA's teacher experience rose 12% from 2021-2022 to 2023-2024, where this primary shift occurred in greater average years of teaching. Notably, they reduced the about of novice teachers with 0-3 years' experience by 13%. An additional celebration is the increased teacher retention rates by 26% within a two-year period. Increases in both years of experience and retention rates signal high teacher satisfaction, which is demonstrated in higher averages of teacher experience at UTVA. These data are also supported through individual teacher interviews during the CNA process.

Table 5: UTVA-MS Teacher Experience

Academic Year 2021-2022			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	25%	25%	50%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	45%	3%	9%
Academic Year 2023-2024			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	12%	26%	62%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	71%	7%	9%

Staff Survey Results

The UTVA-MS school staff (N = 33) completed a self-assessment survey aligned to four key areas of school improvement: leadership, talent development, instructional transformation, and culture shift. This section, along with Appendix A, summarizes staff perceptions, highlighting both strengths and opportunities for growth as part of UTVA-MS's ongoing improvement efforts. The graphs below show the percentage of staff who selected "agree" or "strongly agree" in response to each item. A full breakdown of all response categories can be found in Appendix A.

Leadership

Staff at UTVA-MS hold a strong, positive perception of school leadership. They report that leadership demonstrates a clear and compelling vision, which is consistently used to guide expectations for instructional excellence. There is a shared sense that decision-making processes are open, transparent, and grounded in the school's improvement priorities. Leadership also fosters collaborative structures, actively engaging both the leadership team and broader staff in the development and implementation of the school improvement plan. These shared opportunities for input contribute to a sense of ownership and alignment across the school community.

While overall confidence in leadership remains high, there is an opportunity to enhance communication strategies—particularly around progress monitoring. Ongoing efforts to more regularly share updates and milestones may help ensure that all stakeholders remain informed and invested in the school's continuous improvement journey.

Figure 10. Prioritize Improvement and Communicate its Urgency

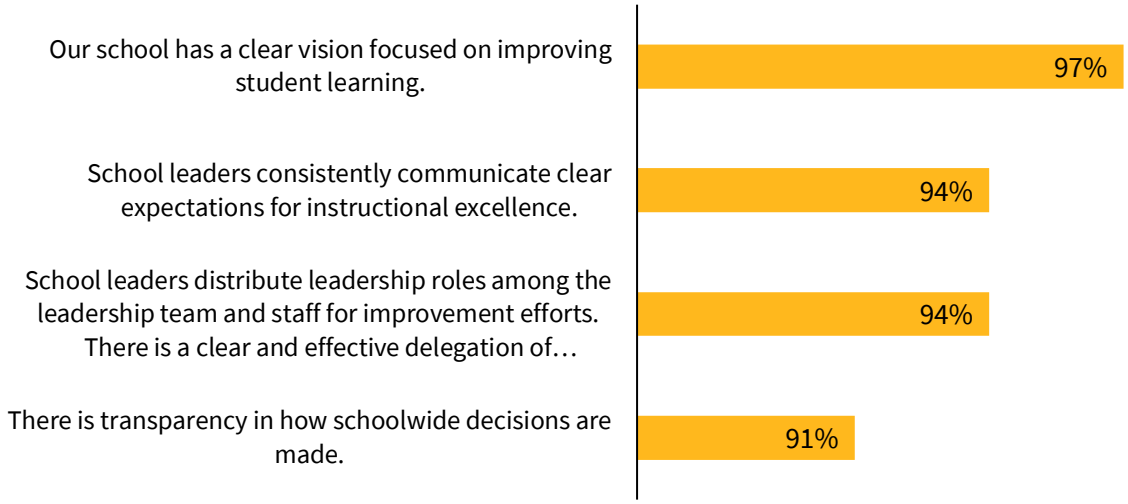


Figure 11. Monitor Short and Long-Term Goals

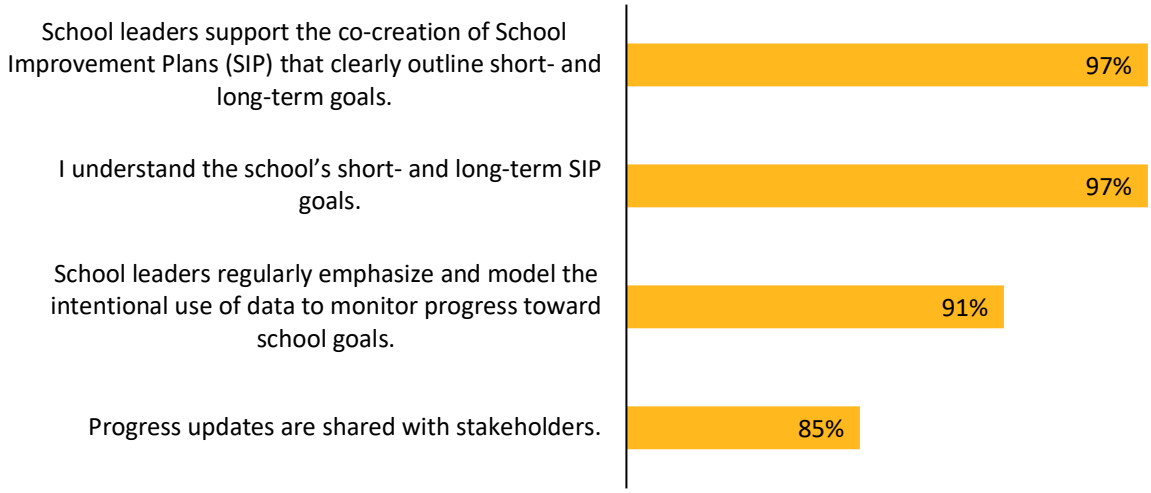
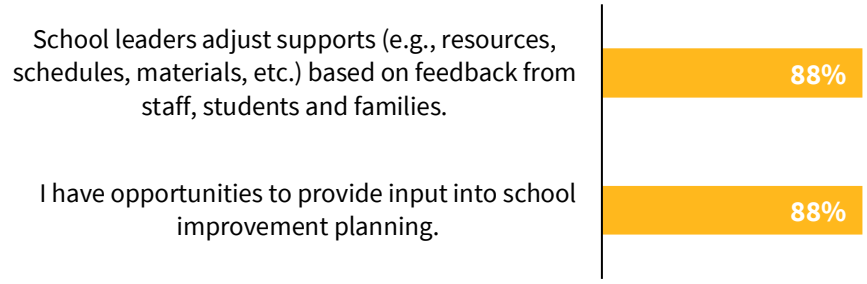


Figure 12. Customize and Target Support to Meet Needs



Talent Development

UTVA-MS teachers and staff reported a strong perception of talent development in the self-assessment survey. Across the areas of mentorship, professional growth, and instructional leadership, staff indicated a high level of support. These results suggest a well-established culture of continuous learning and capacity building.

The one area with relatively lower agreement was focused on UTVA MS' staff recruitment and the intentional aligning with school goals and values, with only 76% of respondents in agreement. While still a majority, this may signal an opportunity to strengthen the hiring process or improve communication about the school's vision and mission during recruitment.

For a detailed breakdown of staff responses to each statement, see Appendix A.

Figure 13. Recruit, Develop, Retain and Sustain Talent

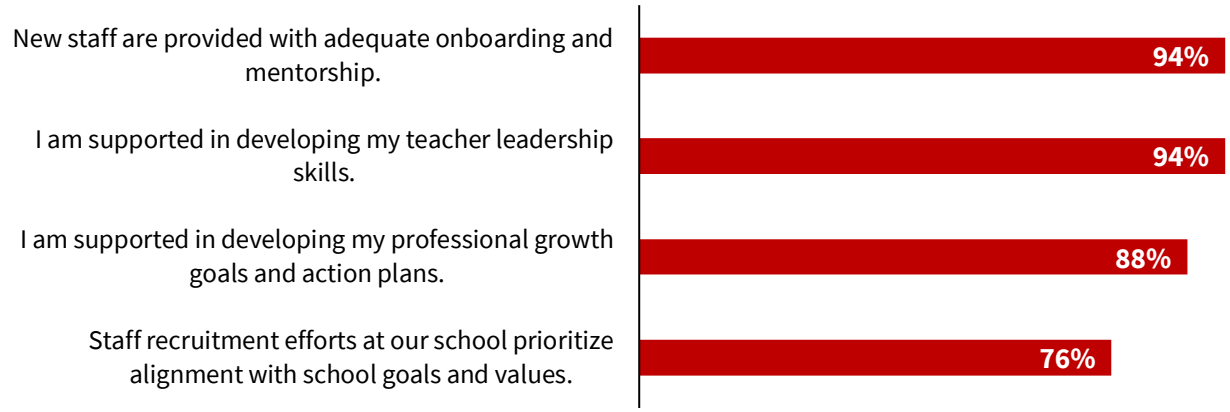


Figure 14. Target Professional Learning Opportunities

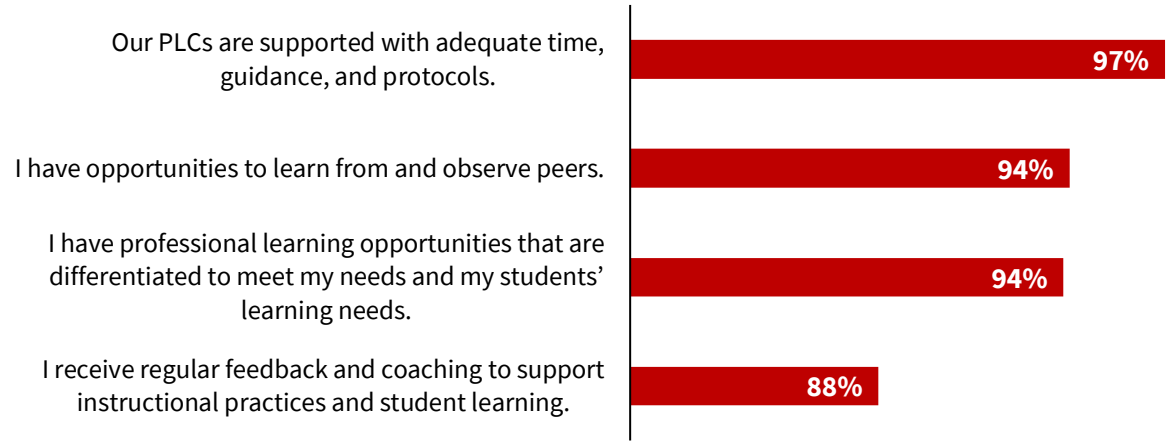
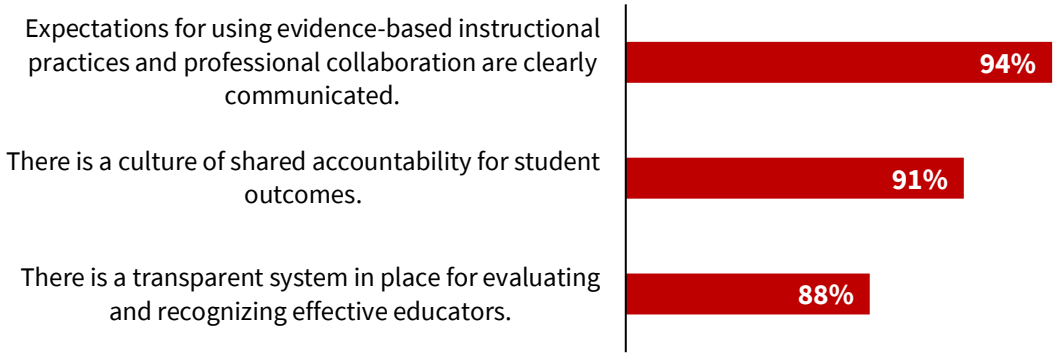


Figure 15: Set Clear Performance Expectations



Instructional Transformation

Instructional transformation perceptions were assessed across three focus areas: diagnosing and responding to student learning needs, providing rigorous, evidence-based instruction, and removing barriers to ensure all students have access to high levels of learning.

Staff survey data highlight clear strengths in instructional planning, student engagement, and differentiated learning strategies. Teachers report strong confidence in designing instruction for both synchronous and asynchronous learning environments. There is also a relatively high level of reported use of formative assessment and instructional scaffolding to support diverse learners—reflecting a culture grounded in clarity, adaptability, and inclusion. At the same time, staff identified a key area for growth—standards-aligned curricula. Only 65% of teachers agreed or strongly agreed that the curriculum they use is aligned with Utah Core Standards, suggesting an opportunity to evaluate instructional materials and alignment support.

For a detailed breakdown of staff responses to each statement, see Appendix A.

Figure 16. Diagnose and Respond to Student Learning Needs

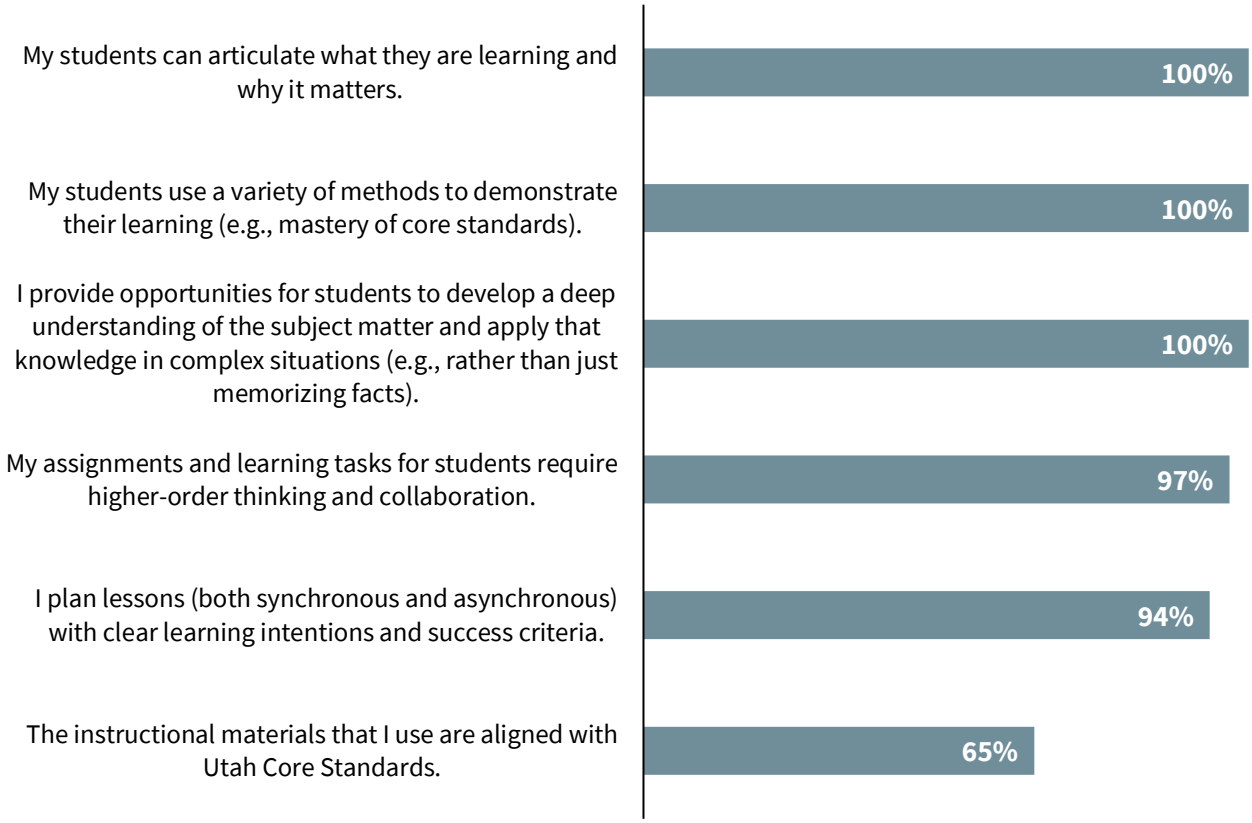


Figure 17: Provide Rigorous, Evidenced-Based Instruction

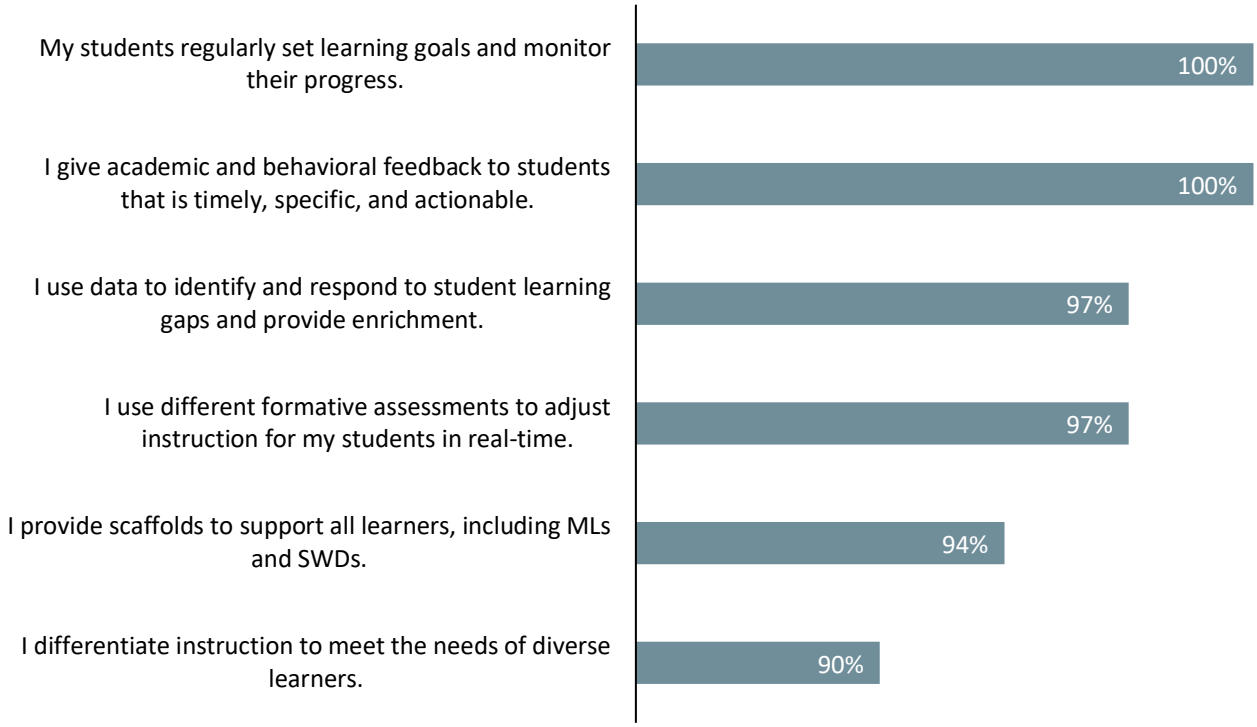
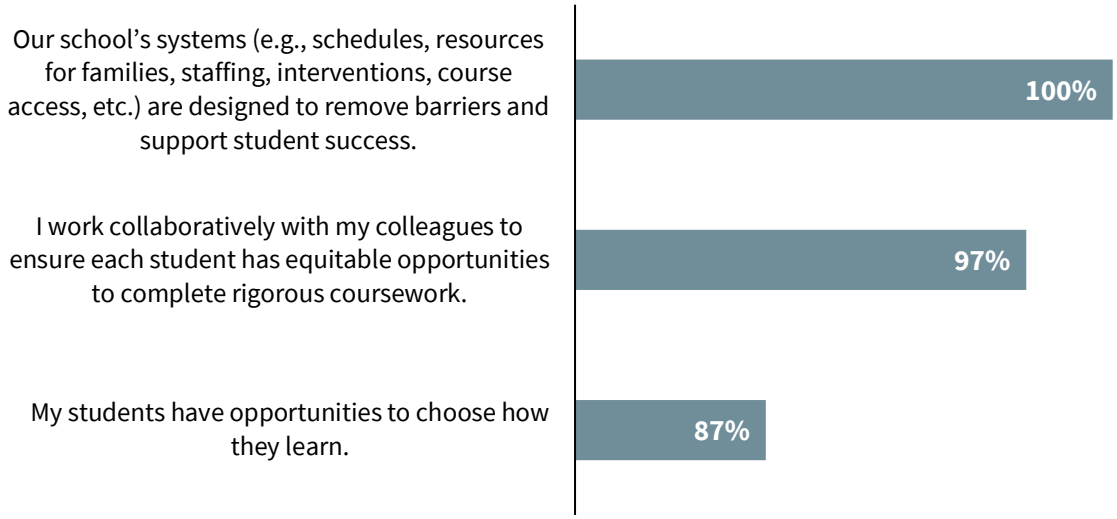


Figure 18. Remove Barriers and Provide Opportunities



Culture Shift

This section highlights staff ratings across three focus areas of culture shift: building a strong learning-centered community, soliciting and acting on stakeholder feedback, and engaging students and families in pursuing educational goals.

UTVA-MS staff survey data reflect a school culture that is affirming, relationship-driven, and rooted in shared commitment. Staff overwhelmingly agree that students are valued, respected, and recognized for their academic growth. There is also strong agreement around collective responsibility for student success and consistency in behavioral expectations across the team.

While overall perceptions of culture and student growth are highly positive, staff identified an opportunity to strengthen the home-school partnership and increase student agency. Approximately 28% of staff—just over a quarter—do not agree that students consistently take ownership of their learning. This presents an opportunity for UTVA-MS to explore strategies that promote student goal setting, reflection, and self-monitoring, while continuing to deepen collaboration with families to support these efforts.

For a detailed breakdown of staff responses, see Appendix A.

Figure 19. Building Strong Community Focused on Learning

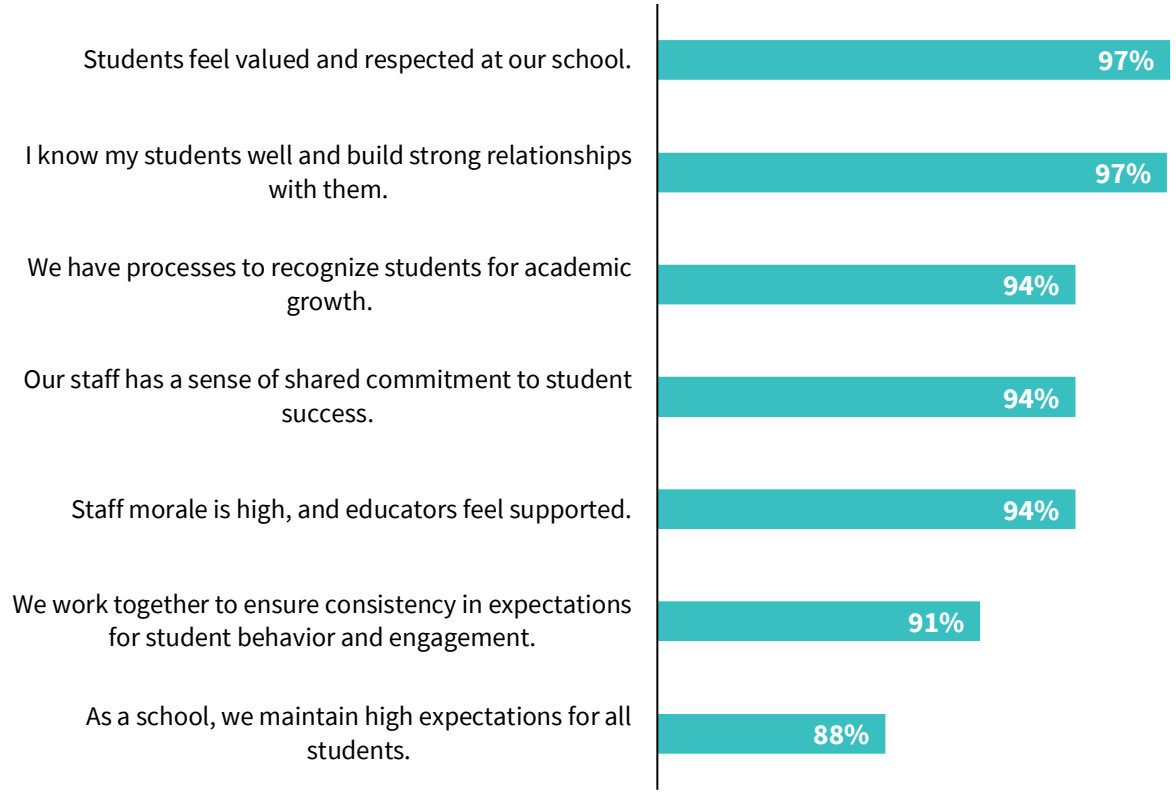


Figure 20. Solicit and Act Upon Input

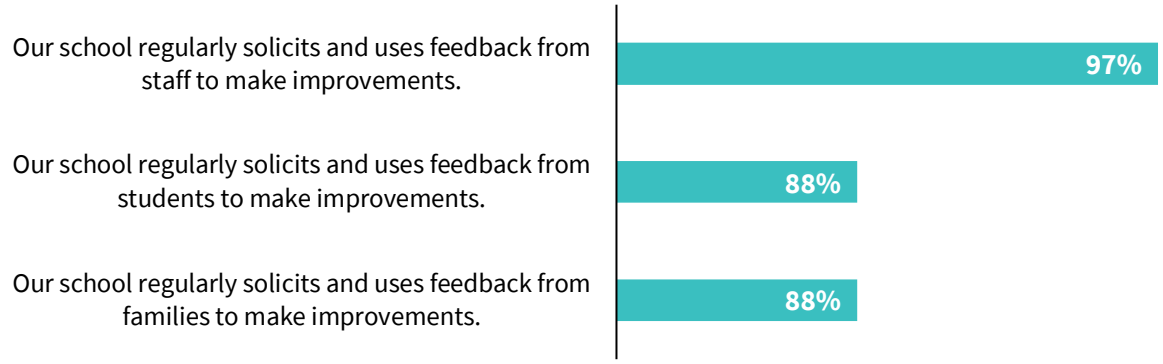
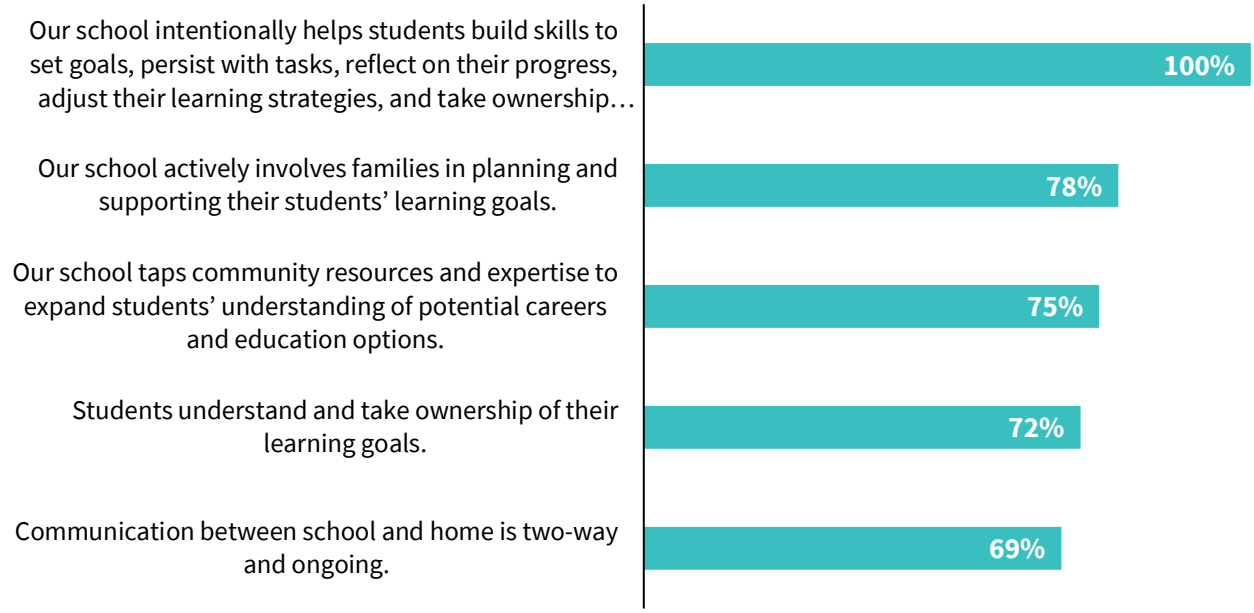


Figure 21. Engage Families in Pursuing Education Goals



Summary of Staff's Open-Ended Responses

Staff-Identified Strengths in Supporting Students Achieve at High Levels at UTVA-MS

In the staff's open-ended responses, several common themes emerged around how the middle school supports all students in achieving at high levels. These themes highlight the school's flexible and personalized learning approach, strong instructional practices, systems of support, and inclusive teaching practices.

Multiple respondents emphasized their team's efforts to ensure students clearly understand what mastery of standards looks like and how they can demonstrate mastery of essential skills. This work is strengthened by UTVA-MS's flexible instructional model and a shared commitment among staff to provide the resources and support students need to succeed. These efforts are further reinforced through ongoing collaboration among teachers and staff, reflecting a collective dedication to student growth and learning.

For the full list of open-ended responses related to identified strengths, see Appendix A.

Staff-Identified Opportunities to Strengthen Supports so All Students Achieve at High Levels at UTVA-MS

In addition to highlighting strengths, staff at UTVA-MS were invited to respond to an open-ended question about opportunities to further strengthen the student learning experience. A common There were two key themes that emerged: (1) student attendance and engagement, and (2) communication with learning coaches or parent and or caregivers. The full list of opportunities identified are in Appendix A.

Based on this feedback, there is an opportunity for the school to explore new strategies and interventions aimed at deepening the connection between school and home. Staff may consider gathering additional input from families and engaging in professional learning focused on family engagement practices. These efforts could help foster stronger partnerships, improve bi-directional communication, and ultimately enhance student engagement and academic outcomes. Building and sustaining positive relationships with families is a key lever in ensuring that all students are supported and successful.

Family Survey Results

To better understand the experiences of families and caregivers at UTVA-MS, all families were invited to participate in a survey designed to capture their perceptions of school leadership, instruction, culture, and communication. A total of 23 parents and caregivers responded. The key findings from each of these four areas are summarized in the following section. Additional tables with a breakdown of response rates per question can be found in Appendix B.

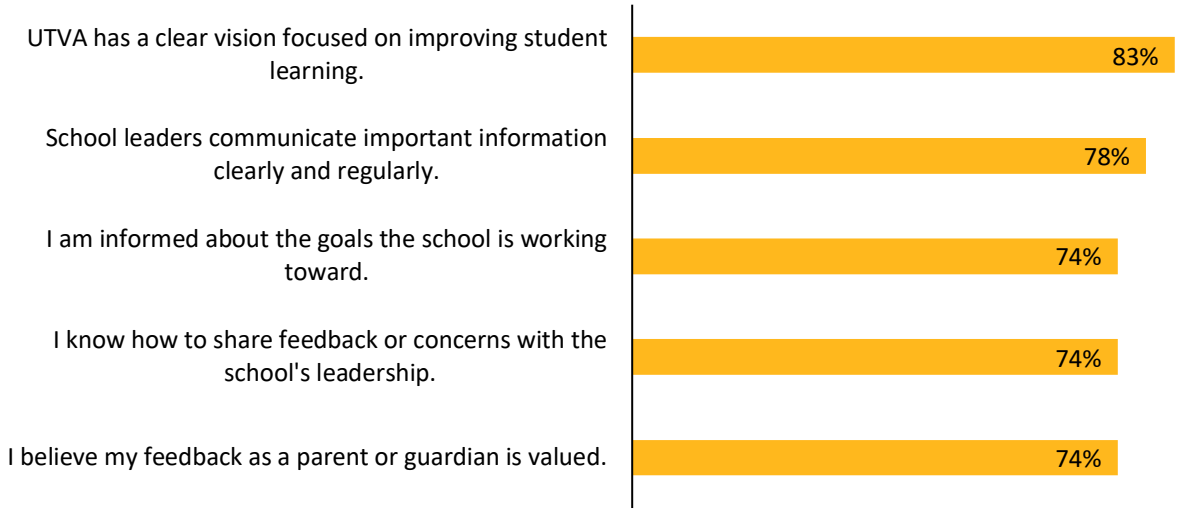
Leadership

Based on survey responses from the UTVA MS family survey, most caregivers indicated that the school has a clear vision focused on improving student outcomes. A strong majority (78%) also reported that leadership values their feedback, reflecting a generally positive perception of the school's responsiveness and openness to family input—a key foundation for building trust and fostering school-family partnerships.

However, ratings were slightly lower in areas related to communication frequency and ongoing updates about the school's improvement goals. With approximately one in four caregivers not selecting "agree" or "strongly agree," this represents an opportunity for UTVA MS to prioritize strengthening regular, clear communication and ensure that the school's goals are more visible and accessible to families.

A detailed breakdown of parent and caregiver responses is available in Appendix B.

Figure 22. Families' Perceptions of UTVA MS Leadership

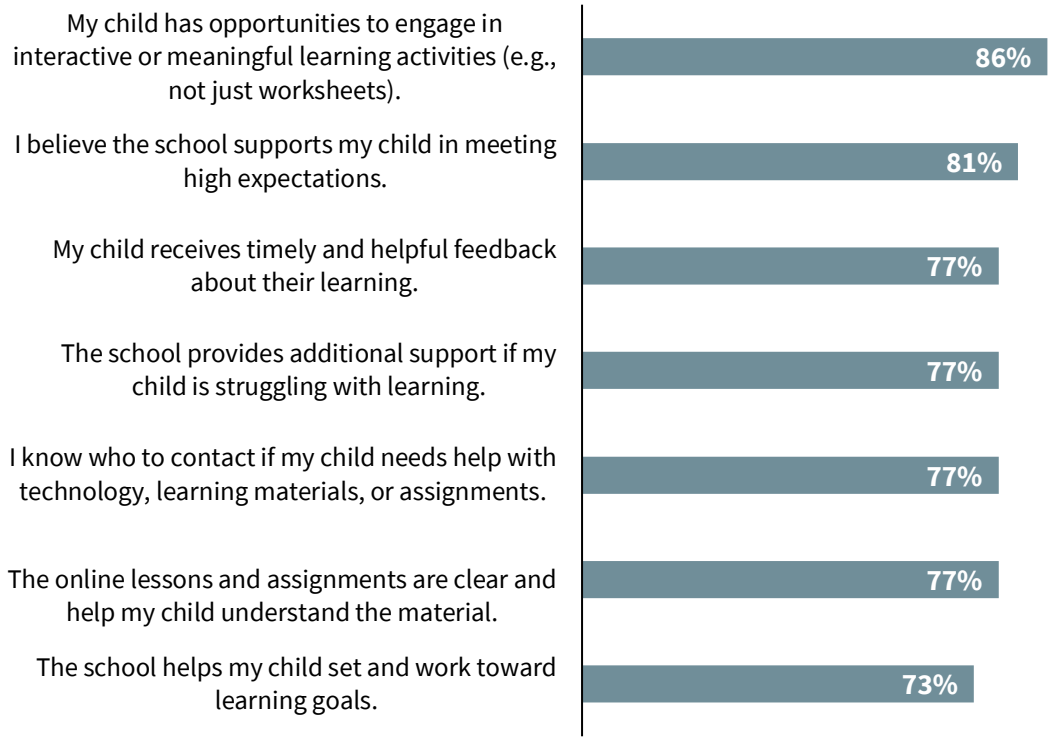


Learning Experiences and Instruction

The following set of statements (seen in Figure23) explores parent and caregiver perceptions of the learning experience and instructional environment at UTVA-MS, focusing on feedback, meaningful learning experiences, clarity of instruction, and support structures. Based on the responses, 77% of families agree that their child receives timely and helpful feedback, and a similar percentage feel that online lessons and assignments are clear. The highest-rated item (86%) indicates that parents believe their child has opportunities to engage in interactive and meaningful learning activities, suggesting strong support for student engagement.

While most parents and caregivers report confidence in the school's academic support, the item regarding additional help when a child is struggling received the lowest agreement (73%). This result, nearly 10 percentage points below the highest-rated items, may represent an opportunity for UTVA-MS to work more closely with families to clarify intervention systems, reinforce how and when support is offered, and ensure families feel connected to their child(ren)'s learning journey.

Figure23. Families' Perceptions of the Learning Experiences and Instruction at UTVA MS

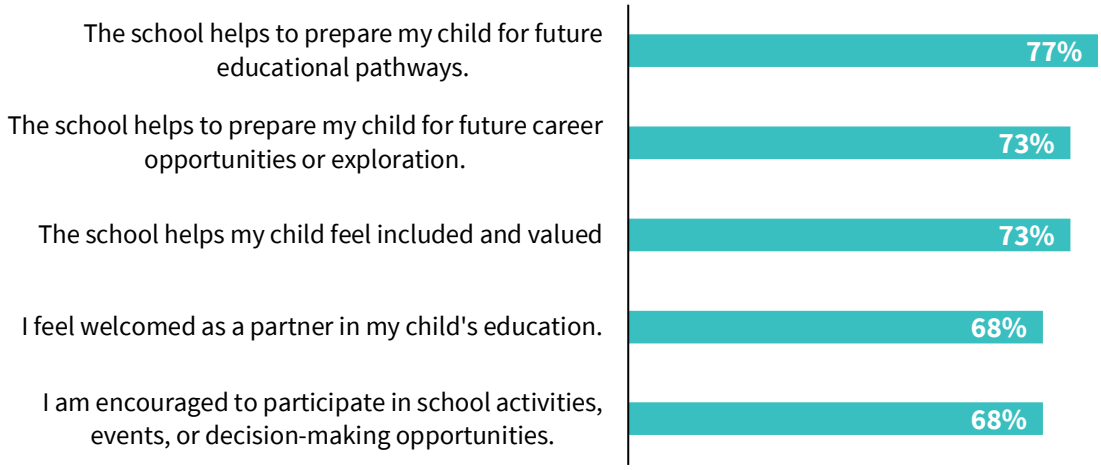


Culture and Family Engagement

This section focuses on how families perceive their partnership with UTVA-MS in supporting their child(ren)'s academic success. Encouragingly, many parents and caregivers agree that the school helps students feel valued, supported, and prepared for the future—reflecting the school's commitment to creating a positive and inclusive learning environment.

While 68% of families report feeling welcomed as partners in their child's education and encouraged to participate in school activities or decision-making, this also highlights a meaningful opportunity for growth. As UTVA-MS continues to strengthen its culture and climate, deepening family engagement efforts can foster stronger connections between home and school. When parents feel empowered and included, it enhances trust, communication, and ultimately, student success. Small, intentional steps to elevate family voice can have a lasting and positive impact on the entire school community.

Figure 24. Families' Perceptions of the Culture and Climate of UTVA MS

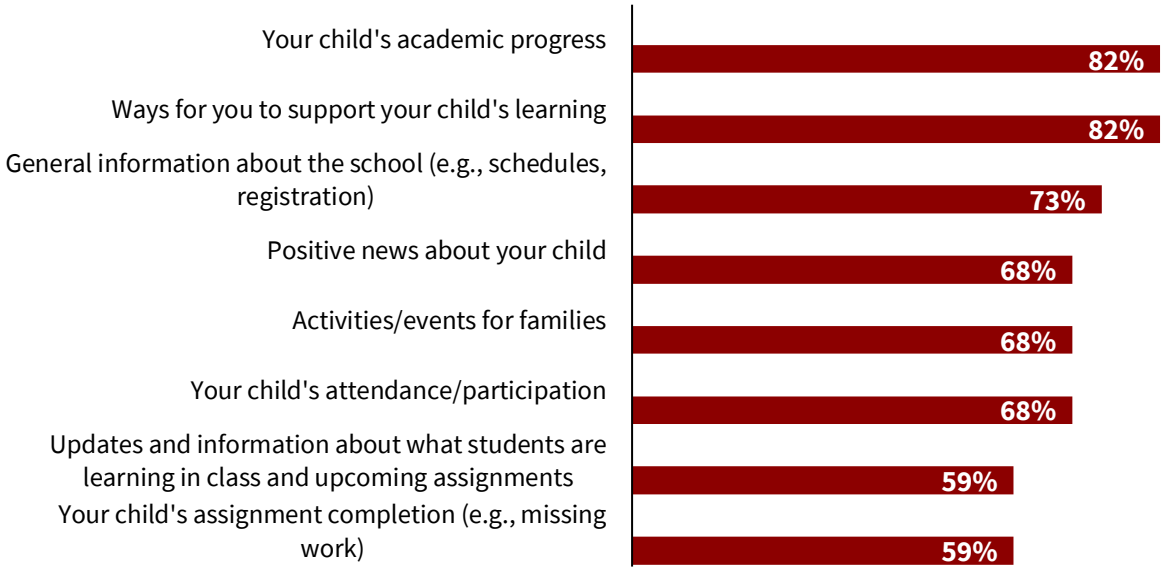


Satisfaction with Communication

Families were also asked about their satisfaction with communication about different topics—too much, not enough, or just right. Overall, responses indicate that UTVA-MS does a strong job keeping families informed about student academic progress, attendance, and ways to support learning at home. The area with the lowest agreement (59%) was related to communication about student and family events. This presents an opportunity for UTVA-MS to strengthen outreach around upcoming events and consider gathering additional feedback to better understand family expectations—whether related to event frequency or communication clarity.

For a detailed breakdown of responses related to communication, see Figure 25 below.

Figure 25. Families' Perceptions of Communication at UTVA-MS



Family Survey Open-Ended Responses

What are the school's strengths in supporting your child's learning and success?
Parents and caregivers were invited to share additional thoughts about the strengths they see at UTVA-MS in supporting student learning and success. Based on the 15 open-ended responses, a few key themes emerged.

Overall, families described UTVA-MS teachers as responsive, supportive, and attentive to individual learning needs, including for students with disabilities. Several parents also highlighted the flexibility and adaptability of teachers in helping students stay on track and complete their work—reinforcing a school culture focused on student growth and personalized support.

What could the school do better to support your child's learning and success?
The family survey also invited feedback on how the school could better support students. Of the fourteen individuals who responded, twelve provided thoughtful suggestions for how UTVA-MS could further strengthen support for their child(ren)'s learning needs.

Several parents noted concerns about disruptions during live instruction, including instances of bullying or off-task behavior, which may impact the overall learning environment. Others shared challenges related to the new grading system and instructional model, expressing confusion about assignment expectations, course design, and structure. One parent expressed concern that the current system may be too advanced or complex for some middle school students.

These comments offer valuable insight into areas where additional communication, clarity, and student support may enhance the overall experience. UTVA-MS may benefit from gathering more targeted input from families and providing additional guidance to help both students and caregivers navigate instructional expectations.

A full list of open-ended responses is included in Appendix B.

CNA Rubric Ratings

In this section, we summarize the UTVA-MS CNA findings in a way that aligns with the USBE Center for Continuous School Improvement resources. The rating system is described in Table 6 and the ratings summary is presented in Table 7 This summary includes the detailed evidence and rubric ratings for each domain and indicator, including the evidence from document reviews, interviews, focus groups, and classroom observations.

Table 6: Descriptions of CNA Rubric Rating Scale

Rating	Description
Minimal	Identifies key areas that need more focused improvement efforts
Partial	Represents areas to enhance and extend current improvement efforts
Sufficient	Pinpoint's quality practices that meet the Standards
Substantial	Demonstrates noteworthy practices producing clear results that exceed expectations

Table 7: Summary of UTVA-MS CNA Rubric Ratings

CNA Rubric Components	Rating
Domain 1: Leadership	
1A: Prioritize improvement and communicate its urgency	
1A1: The principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	**Sufficient**
1A2: The principal intentionally distributes school leadership roles, convenes the school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	**Substantial**
1B: Monitor Short- and Long-Term Goals	
1B1: School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge.	**Sufficient**
1B2: The principal monitors the implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	**Sufficient**
1B3: Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	**Sufficient**
1C: Customize and Target Support to Meet Needs	

CNA Rubric Components	Rating
1C1: The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, and scheduling.)	**Sufficient**
1C2: The principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	**Sufficient**

Domain 2: Talent Development	
2A: Recruit, develop, retain, and sustain talent	
2A1: The principal operates a transparent system of procedures for recruiting, placing, evaluating, and retaining or replacing staff.	**Substantial**
2A2: The principal consistently matches candidate competencies with school priorities and needs.	**Substantial**
2B: Target professional learning opportunities	
2B1: Professional learning is differentiated, based on the needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	**Sufficient**
2C: Set clear performance expectations	
2C1: The principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	**Sufficient**

Domain 3: Instructional Transformation	
3A Diagnose and respond to student learning needs	
3A1: Teachers assess student progress frequently, using a variety of assessment that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	**Sufficient**
3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	**Sufficient**
3A3: Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	**Partial**
3A4: Students regularly monitor and track their academic progress toward clearly established benchmarks and standards.	**Partial**
3B Provide rigorous evidence-based instruction	

Domain 3: Instructional Transformation	
3B1: Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all school grade levels and/or departments.	**Partial**
3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide all students equitable access to the Utah Core Standards.	**Partial**
3C Remove barriers and provide opportunities	
3C1: The school provides each student equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	**Sufficient**
3C2: Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	**Sufficient**

Domain 4: Culture Shift	
4A Build a strong community intensely focused on student learning	
4A1: Principals and teachers have high expectations for students and themselves.	**Sufficient**
4A2: School leadership regularly celebrates the short-term success of students and teachers while keeping the focus on long-term achievement and growth.	**Sufficient**
4A3: Professional learning programs for teachers promote the implementation of evidence-based parent and family engagement strategies.	**Sufficient**
4A4: The school systematically engages families in their child's academic success, promoting a successful home/school collaborative effort.	**Substantial**
4A5: The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	**Substantial**
4A6: The school implements structures, policies, and routines for effective, focused, and collaborative work.	**Sufficient**
4B Solicit and act upon stakeholder input	
4B1: School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	**Sufficient**

Below are the detailed CNA rubrics, along with the evidence of strengths and opportunities for improvement in each area, as well as indicators based on the information gathered across all data sources.

Domain 1: Leadership

DOMAIN 1: LEADERSHIP			
1A: Prioritize improvement and communicate its urgency			
***1A1**. Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.*			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal *does not* collaboratively develop a clear vision for the school's direction or meaningfully engage the school community to support it.	Principal *either* collaboratively develops a clear vision for the school's direction *or* meaningfully engages the school community to support a vision but *does not do both*.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it. Interested parties (staff, families, students, community partners, etc.) can articulate the vision and its meaning.
SOURCES: Bold all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ UTVA-MS leader and faculty meeting agendas and minutes ▪ Family and community engagement meeting agendas ▪ School vision posted on website ▪ Discussions with families, students, and faculty about the school's vision.	**Strengths:** ▪ Teachers and staff report a clear vision for the school, including goals on the current School Improvement Plan. ▪ Highly supportive and responsive principal who is trusted by teachers and staff. ▪ Teachers and staff report that principal seeks ideas and feedback regarding the vision for the school. ▪ Principal and other UTVA leadership team members have invested significant time and resources in new online programs designed to enhance instructional support and streamline resources for students and families. ▪ Principal and leadership team initiated and were fully engaged in the CNA process as part of the continuous improvement culture of the middle school. ▪ Principal is transparent with school wide decisions.	
		There is an opportunity to: ▪ Revisit the middle school's mission and vision and display it more clearly on the school's website to build awareness and shared language among students, staff, families, and community members. ▪ Continue to build on the positive momentum; celebrate incremental progress toward	

		school goals. ▪ Continue to promote shared understanding of the school's vision as it aligns with expectations for consistent and effective instructional practices.

DOMAIN 1: LEADERSHIP

1A: Prioritize improvement and communicate its urgency

***1A2**. Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on curriculum, instruction, and professional learning issues.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal does not distribute school leadership roles, convene a school leadership team, or share leadership responsibilities and decision-making on issues related to curriculum**,** instruction, and professional learning.	Principal ineffectively distributes school leadership roles, occasionally convenes school leadership team to share leadership responsibilities and decision- making on issues related to curriculum**,** instruction and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum**,** instruction, and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly and shares leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning leading to improved teacher effectiveness.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:

- UTVA leader and faculty meeting agendas and minutes
- Organizational chart
- Policies regarding how professional learning opportunities are aligned with SIP goals.
- Data file showing how professional learning opportunities lead to improved educator effectiveness.

Strengths:

- Most teachers described participating in a school team or committee (e.g., SIP/SIP subcommittees, accountability, etc.)
- All teachers reported engaging in PLCs.
- Teachers and staff reported a clear and effective delegation of roles and responsibilities among school leadership team members.
- The leadership team has a strong, collaborative culture in which teachers and staff are included in developing/revisiting the vision of the school and the annual School Improvement Plans (SIP).

There is an opportunity to:

- Strengthen systems and processes in which professional learning opportunities are aligned with SIP goals and teachers' individual goals, and model how data can be collected and reviewed to track how the professional learning contributes to improved educator effectiveness.

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

***1B1**. School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The improvement plan is out of date and does not include current milestones to gauge progress.	School leadership develops an improvement plan that includes goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress leading to timely completion of milestones and goals or mid-course corrections.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- UTVA faculty meeting agendas and minutes
- UTVA SIP Team agendas and notes
- Updated SIP document
- Documentation of celebrations and successes of progress towards SIP goals
- Documentation of adjustments to SIP goals and strategies based on timely data.

Strengths:

- Most teachers and staff were able to describe the school's short- and long-term goals from the current SIP.
- Several teachers reported participating on the SIP committee or SIP subcommittees.
- Principal reported that PLC goals are directly tied to SIP goals.
- SIP includes goals in different domains: instructional strategies, student engagement, PLCs, and data-driven outcomes.
- SIP progress is reviewed monthly with teachers and staff.

There is an opportunity to:

- Continue to celebrate incremental progress towards SIP goals using formative assessment data and other evidence shared in SIP team and faculty meetings.
- Model and document the use of formative data to make mid-course corrections with your SIP team and faculty.

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

1B2. The principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal does not monitor implementation of improvement strategies or make changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies or makes changes to personnel, programs, and methods to keep efforts on track, but does not do both.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Principal's PLC notes documenting effectiveness of improvement strategies
- List of teachers completing LETRS professional learning course.

Strengths:
- School leaders hold regular SIP meetings, reviewing evidence of progress towards goals.
- The principal reviews recordings of teachers' lessons and provides notes in virtual notebooks for the teachers to review.
- School leaders invest in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles)

There is an opportunity to:
- Revisit and communicate leadership practices regarding informal and formal observations and feedback to ensure clarity and shared understanding among teachers and staff.
- Continue to prioritize instructional coaching cycles and informal classroom observations as key drivers of individual, team, and schoolwide growth, particularly for SWD and MLs. (Also, with 2B1)

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

1B3. Principal communicates progress on improvement goals and student achievement to appropriate interested parties.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal does not communicate progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal inconsistently communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups using multiple media.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Family newsletter
- Community newsletter
- Board of Directors Updates
- Student celebrations/announcements

Strengths:
- The faculty has demonstrated a strong understanding of the goals and consistently shared what the goals are and how much progress they have made along the way.
- There are built-in structures where the leadership team shares progress and celebrates their progress.

There is an opportunity to:
- Build on celebrations of incremental progress by continuing to increase different pathways (e.g., school community council, newsletters, etc.) to communicate to the greater school community (families and caregivers).

DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

***1C1**. The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The LEA does not grant school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders limited autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling) leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Board meeting minutes
- Roles and responsibilities description for K12 partnership

Strengths:

- School leaders report increased autonomy and support from the K12 team over past few years. During the 2024-25 school year, the K12 team changed their role significantly, continuing to provide support and resources with less day-to-day management.

There is an opportunity to:

- Document, acknowledge, and celebrate specific changes in student academic outcomes during the 2025-26 school year (first full year of implementation of new educational resources and platforms.)

DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

***1C2**. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal *does not analyze* disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal *inconsistently analyzes* disaggregated data to inform decision- making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) *leading to documented and improved student academic outcomes*.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Documentation of data discussions leading to decisions/allocation of school resources.
- Documentation of features of new online systems and how they will lead to improved student outcomes.
- Documentation of instructional coaching cycles

Strengths:

- Systems and structures (e.g., PLCs, SIP committees, etc.) for the regular review of formative and summative data to identify students' learning needs.
- The leadership team has invested school resources in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles) (Also with 1B2)
- The leadership team has invested significant time and resources into new online systems designed to enhance instructional support for students and families.
- The principal reported meeting regularly with PLC leads and teachers.
- The school has a Data Coordinator to organize and lead regular review and analysis of data.
- Principal described utilizing data documents, disaggregated by student groups (e.g., MLs, SWDs, bottom 25%, etc.), which are a priority given their ATSI status.

There is an opportunity to:

- Continue to document specific details related to the intentional allocation of resources (data that informed decisions, timing, monetary and personnel investment, etc.) to track alignment with improved student academic outcomes.

Domain 2: Talent Development

DOMAIN 2: TALENT DEVELOPMENT			
2A: Recruit, develop, retain, and sustain talent			
***2A1**. The principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.*			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	☐
Principal does not have an effective system for recruiting, placing, evaluating, retaining or replacing staff. The school does not provide sufficient support for new teachers.	Principal operates a system of procedures for recruiting, placing, evaluating, retaining or replacing staff that does not meet the needs of the school. The school provides minimal support to new teachers in their first years of teaching.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff leading to the retention of qualified, effective staff.
SOURCES: Bold all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ **Staff Focus Group** ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ Staff/faculty retention data ▪ Staff/faculty reporting of UTVA leaders' recruitment and retention strategies	**Strengths:** ▪ Teachers report feeling valued, respected and trusted at UTVA-MS. They report that they are encouraged to share their ideas and opinions, and these ideas are often implemented by school leaders. ▪ High retention rates of teachers and staff **There is an opportunity to:** ▪ There is an opportunity for leadership to identify, document, and track indicators of highly effective teachers for the virtual teaching setting.	

DOMAIN 2: TALENT DEVELOPMENT

2A: Recruit, develop, retain, and sustain talent

2A2. *Principal consistently matches candidate competencies with school priorities and needs.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Principal fills vacancies with candidates who are minimally-qualified.	Principal considers candidates' competencies when filling vacancies.	Principal consistently matches candidate competencies with school priorities and needs.	Principal consistently matches candidate competencies with school priorities and needs and uses interview techniques specifically designed to reveal competencies leading to the retention of qualified staff.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Written interview protocol
- District hiring and transfer policies
- Future candidate skills/qualities document

Strengths:

- School leadership has a strong understanding of their school needs and seeks educators that will align with the vision and understands the demands of the virtual school learning environment.
- The school leadership team has a plan to build capacity of the educators and staff to support their ML students by getting an endorsement.

There is an opportunity to:

- There is an opportunity create a document that highlights the expectations of future candidates that include the and skills and qualities that candidates need to be successful in the online setting.
  - This includes identifying ways that the current and future staff can intentionally identify continuous learning opportunities that strengthen their skills to support high outcomes for all UTVA MS students.

DOMAIN 2: TALENT DEVELOPMENT

2B: Target professional learning opportunities

***2B1**. Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Professional learning is not differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards. It Is not effective, evidence-based, content-specific pedagogy.	Professional learning is occasionally differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on the needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Teachers are prepared to meet student needs through specific professional learning
- Student achievement data
- Teacher performance data
- Agendas and minutes from professional learning sessions focus on content and differentiation appropriate to grade level
- Professional learning is not LEA mandated
- Professional learning directing connects to student achievement
- Continuous instructional feedback for teachers

Strengths:

- Teachers reported a high degree of autonomy in selecting or requesting professional learning experiences (e.g., trainings, think tank topics, etc.) to attend to meet their needs.
- Teachers and staff reported participating in high quality professional learning opportunities.
- School leaders offer and support teachers' participation in differentiated professional learning opportunities to further their professional expertise and instructional effectiveness for students.

There is an opportunity to:

- Continue to align professional learning opportunities with specific student learning needs and SIP goals.
- Provide intentional professional learning opportunities designed to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.
- Collect timely professional learning implementation data as a possible driver for improved student academic outcomes.

DOMAIN 2: TALENT DEVELOPMENT

2C: Set clear performance expectations

***2C1**. Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
School leader does not communicate clear goals for employees' performance that reflect the established evaluation system and does not facilitate exits of underperforming employees.	School leader communicates goals for employees' performance in ways that may not reflect the established evaluation system or facilitate the exit of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees leading to the retention of effective staff who meet the school needs.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- A procedure is followed to ensure quality teaching
- Teacher evaluation system and data
- Clear performance expectations are communicated to teachers
- Documentation of meetings
- Documentations of observation feedback
- Teacher retention data

Strengths:

- UTVA-MS teachers described receiving feedback from principal or instructional coach about their instruction.
- Teachers have access to coaching notebooks where instructional coach or principal can view recordings of lessons and share feedback.
- Principal described observing new teachers' live lessons.

There is an opportunity to:

- Continue to leverage formal and informal classroom observations (coaches and leadership) that provide targeted and intentional feedback aligned to professional learning goals and school improvement goals/initiatives.

Domain 3: Instructional Transformation

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3A: Diagnose and respond to student learning needs			
3A1. *Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.*			
Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Teachers minimally assess student progress, using assessments that are not aligned with Utah Core Standards. Assessment data are not used to plan for continuous improvement for each student.	Teachers assess student progress occasionally, using assessments that are not purposefully aligned with Utah Core Standards. Assessment data are occasionally used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Teachers assesses student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student leading to documented and improved student academic outcomes.
SOURCES: **Bold all that apply:** ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ **Staff Focus Group** ▪ Documentation ▪ **Observation**	**POSSIBLE EVIDENCE**: ▪ PLC agendas and minutes ▪ Data meeting agendas and minutes ▪ Sample Common Formative Assessments	**Strengths:** ▪ Many teachers described a focus on standards when discussing their assessment practices. Often times, this focus was linked to the school's move to proficiency-based learning. ▪ Teachers described a focus on designing assessments that prioritized assessing students' proficiency of key learning targets. ▪ There is consistent, data-driven collaboration among teachers (general education and special education), mentors, and counselors to address the specific needs of diverse learners. ▪ Teachers and staff identify the PCBL model as a strength of the school, as teachers review the proficiency scales with students and guide them through each level to understand the scales. **There is an opportunity to:** ▪ Continue to use student learning data to ensure mastery of or progress toward essential standards, aligned with clear learning intentions, success criteria, and	

		relevance (e.g., what, how, why) to diagnose and respond to specific instructional needs (particularly for SWD and MLs)

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

***3A2**. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Instructional staff does not provide additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	Instructional staff occasionally provides additional instruction, intervention, and enhanced learning opportunities, as needed, for improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed, for continuous improvement for each student.	Instructional staff consistently provide additional evidence-based instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- **Documentation**
- Observation

POSSIBLE EVIDENCE:

- Opportunities for extra support (e.g. summer school, extended day, etc.)
- Interventions by counselors, tutors, peer tutors, etc.
- Programs designed to help parents assist their children with homework
- Use of student outcome data for decision making and placement in after school programs
- MGP data for UTVA-MS students
- Attendance logs, time logs
- Student evaluation reports

Strengths:

- Mentors contribute to a collaborative system designed to support all students' academic success (liaisons among teachers, counselors, students, and families, scheduling meetings, communicating progress or concerns, and working with families to communicate ways they can support their children at home).
- Increased attention to MGP data to show growth schoolwide and for student groups.

There is an opportunity to:

- Continue to prioritize quality Tier 1 instruction that ensures mastery of essential standards and is aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why).
- Document specific interventions and instructional strategies that lead to improved student outcomes. Continue to notice and discuss increases in MGP data, which helps to support increased proficiency as well.

	▪ Programs for high achieving students	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A3. Instructional staff provides specific, constructive, academic, and behavioral feedback to students.

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Instructional staff does not provide specific, constructive, academic, and behavioral feedback to students.	Instructional staff occasionally provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students leading to documented, academic growth of individual students.

SOURCES:
Bold all that apply**:**
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Student report cards are easily understood by parents and students
- Students use feedback to improve performance
- Observed equitable feedback to all students.
- Use of peer feedback
- Verbal feedback that is specific, timely, and purposeful

Strengths:
- Teachers use various methods and modalities to provide students with feedback and support as they work to demonstrate mastery and understanding of academic concepts.
- Teachers described multiple modalities for providing parents and families updates about their child's/children's academic progress.

There is an opportunity to:
- Document evidence of specific feedback leading to academic growth for individual students. (This can also be a part of students' individual tracking of data and monitoring progress towards their own goals, 3A4)

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A4. Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Students do not monitor and track their own academic progress towards clearly established benchmarks and standards.	Students occasionally monitor and track their own academic progress towards clearly established benchmarks and standards.	Students regularly monitor and track their own academic progress towards clearly established benchmarks and standards.	Students systematically monitor and track and can articulate their own academic progress towards clearly established benchmarks and standards. There is evidence that students and teachers collaboratively make plans to improve student learning.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- **Student Focus Group**
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Student progress charts and graphs
- Student use of portfolios to monitor their own academic progress.
- Formal and informal teacher/student conversations about performance
- Students can articulate their goals and progress

Strengths:

- Teachers described providing students with various types of feedback about their learning and mastery of essential standards.
- Teachers report using the PCBL proficiency scales to discuss academic progress with individual students.

There is an opportunity to:

- Support students in setting individual learning goals and monitoring their own progress towards these goals.
- An opportunity to develop intentional plans when and how teachers and staff can support students in monitoring their academic growth and progress on standards mastery.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

***3B1**. Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Curriculum and interventions are not horizontally and vertically aligned with the Utah Core Standards and are not evident at all grade level and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards or evident at all grade levels and/or departments in the school, but not both.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school. Staff can articulate how alignment informs instruction.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- Leader Interview
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Lessons are aligned with Utah Core Standards
- Teachers use evidence-based practices aligned with Core
- Interventions are aligned with Utah Core
- Curriculum maps align standards, curriculum, instruction, assessment and pacing guides
- Textbook adoptions procedures align to Utah Core
- Similar content delivered in all classrooms in each grade level and content area

Strengths:

- Teachers described engaging in vertical PLCs.
- Teachers described designing instruction based on essential standards.
- The school's shift toward proficiency-based learning has focused assessment on student's proficiency of essential standards.

There is an opportunity to:

- Continue to deepen and expand curricular and standards alignment, to ensure that all teachers/staff are able to understand and communicate the instructional and standards alignment and how/when students demonstrate mastery.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

***3B2**. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Instructional staff does not use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Some instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards, resulting in improved achievement for all students.
SOURCES: Bold all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ Staff Focus Group ▪ Documentation ▪ **Observation**	**POSSIBLE EVIDENCE**: ▪ Students work in differentiated small groups to address performance ▪ Teachers use a variety of presentation strategies (e.g. lecture, demonstration, lab, etc.) ▪ Use of disaggregated, longitudinal student achievement data to drive and differentiate instruction ▪ Teachers monitor small groups ▪ Technology is available and used appropriately to differentiate instruction	**Strengths**: ▪ Teachers described utilizing a variety of presentation strategies and modalities to provide instruction. ▪ Teacher leverage technology to provide students with opportunities for individualized learning experiences ▪ Some teachers described using data to identify student learning gaps and to reteach as needed. **There is an opportunity to:** ▪ Continue to explore and identify differentiated learning opportunities and structures that ensure all student groups are performing at high levels and demonstrating mastery of grade-level content. ▪ Identify clear documentation strategies to track the growth and progress of students with disabilities and multilingual learners.	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

3C1. *The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The school *does not provide* each student with equitable opportunities to enroll in and complete rigorous coursework.	The school provides each student with *limited opportunities* to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework *does not mirror* the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students *successfully completing* rigorous coursework mirrors the overall school demographics.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Gifted and Talented (or similar) program
- Counselor/teacher records show individual student progress towards goals
- Master schedules for class availability
- Families can speak to areas where students lack progress towards goals
- Classroom/teacher evaluations

Strengths:
- Some teachers described increases in rigor associated with the school's shift toward proficiency-based learning and assessment.
- Asynchronous learning options increase access to instruction, particularly for students who have not been successful in other educational settings.
- Multilingual Learner (ML) Endorsement course will be available to all teachers and staff during the winter of 2025.

There is an opportunity to:
- Continue to use PLC/data meeting time for intentional, collaborative discussions to ensure all students' individual learning needs are met, including opportunities to enroll in and complete rigorous coursework.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

3C2. *Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Teachers *do not* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers *inconsistently* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions *leading to documented positive school culture and climate*.
SOURCES: Bold all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ **Staff Focus Group** ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ There is a school-wide behavior plan ▪ There are school-wide rules and expectations ▪ Behavior expectations are reviewed during classes ▪ Defined set of rewards for positive actions ▪ Fewer documented behavior incidents ▪ Culture and climate survey	**Strengths:** ▪ Teachers are modeling and reinforcing positive behaviors through intentional and specific feedback. ▪ Interactions among teachers and students in the virtual classroom settings were positive, and students appeared comfortable engaging in both formal and informal conversations. **There is an opportunity to:** ▪ Continue to teach and reinforce positive social skills, self-respect, relationships, and responsibility while documenting how this leads to a positive school culture and climate.	

Domain 4: Culture Shift

<table>
<tr><th colspan="4">DOMAIN 4: CULTURE SHIFT</th></tr>
<tr><td colspan="4">4A: Builds strong community focused on learning</td></tr>
<tr><td colspan="4">4A1. Principal and teachers have high expectations for students and themselves.</td></tr>
<tr><td>Minimal ☐</td><td>Partial ☐</td><td>Sufficient ☐</td><td>Substantial ☐</td></tr>
<tr><td>Principal and teachers do not have high expectations for students and themselves.</td><td>Principal and teachers have high expectations inconsistently for themselves and for some students.</td><td>Principal and teachers have high expectations for students and themselves.</td><td>Principal and teachers have high expectations for students and themselves leading to documented and improved student academic outcomes.</td></tr>
<tr><td>SOURCES:
Bold all that apply:
▪ Teacher Interview
▪ Leader Interview
▪ Family Focus Group
▪ Student Focus Group
▪ Staff Focus Group
▪ Documentation
▪ Observation</td><td>POSSIBLE EVIDENCE:
▪ School mission statement includes high expectations
▪ School leadership frequently discusses and revisits high expectations.
▪ School-wide goals represent high expectations and rigor
▪ Classroom activities and classwork are challenging
▪ An accountability process is in place to hold staff and students accountable for their work</td><td colspan="2">Strengths:
▪ Some teachers described holding high expectations for student learning, which they often linked to the school's move to mastery-based instruction and grading.

There is an opportunity to:
▪ Ensure high expectations are held for all UTVA-MS students.
▪ Share progress on student academic outcomes with families, students, staff, and community members.</td></tr>
</table>

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

***4A2**. School leadership regularly celebrates short-term successes of students and teachers while focusing on long-term achievement and growth.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
School leadership *does not* celebrate short-term successes of students and teachers and *does not* keep the focus on long-term achievement and growth.	School leadership *occasionally* celebrates short-term successes of students and teachers *and may not* keep the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long- term achievement and growth leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:

- **Teacher Interview**
- **Leader Interview**
- **Family Focus Group**
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:

- Written short- and long-term goals, with documented progress
- Whole school and/or classroom celebrations for progress towards SIP goals
- Progress on SIP goals are shared with families and students
- Principal and faculty reinforce positive behavior and academic achievement
- Formal and informal recognition for students and teachers

Strengths:

- SIP team meets regularly to monitor and document progress towards schoolwide goals.
- School leaders, SIP team, and faculty can articulate and discuss current SIP goals, which are focused on long-term achievement and growth.
- UTVA-MS teachers described receiving positive and encouraging feedback from peers during learning walks.

There is an opportunity to:

- Continue to celebrate short term successes of students and teachers among larger UTVA audiences (community members, Board of Directors, etc.)
- Develop sustainable processes and structures to document how celebrations of short-term successes and the focus on long term achievement and growth lead to improved student academic outcomes.

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A3. *Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
Professional learning programs for teachers *do not address evidence-based parent and family engagement strategies*.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies *to a limited extent*.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies *leading to increased parent and family engagement*.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Documentation of professional learning opportunities focused on meaningful family and community engagement
- Family activity/meetings attendance records
- Dual capacity framework for family engagement is being implemented

Strengths:
- Ongoing professional learning opportunities for faculty/staff to promote implementation of family engagement strategies.

There is an opportunity to:
- Implement sustainable system of documentation that connects the implementation of evidenced-based family engagement strategies with increased family engagement.

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

***4A4**. The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The school *does not attempt to engage* families in the academic success of their child.	The school *attempts to engage* families in the academic success of their child *with no clear vision or goal in engagement.*	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort *leading to increased parent and family engagement*.
SOURCES: Bold all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ Family Focus Group ▪ Student Focus Group ▪ **Staff Focus Group** ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE**: ▪ School website with pertinent family information ▪ School newsletter ▪ Schedule of family engagement activities ▪ A clear policy and procedure for communicating with families	**Strengths:** ▪ The school utilizes mentors to reach out to families about student needs. ▪ The school sends out a monthly newsletter. ▪ Many teachers reported trying to engage in family outreach, including by emailing, texting, calling. ▪ Principal described hosting virtual parent assemblies and a few events, including virtual talent shows to support engagement. **There is an opportunity to:** ▪ Continue to promote and document successful home/school partnerships leading to increased parent and family engagement.	

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A5. *The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The school does not maintain positive, encouraging classroom and school culture where students feel safe and supported.	The school attempts to maintain a positive, encouraging classroom and school culture where most students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- An effective system in place to gather and share feedback
- Documentation with feedback from interested parties is used to make necessary changes to improve school and/or classroom culture
- Schoolwide behavior plan
- Anti-Bully Policy
- Emergency Procedures handbook
- Safety policy and procedures are practice

Strengths:
- Students appear comfortable engaging with teachers and peers during classes.
- Teachers /staff were observed reviewing behavioral expectations with students at the beginning of classes.
- Teachers/staff were observed offering positive feedback and encouragement to students frequently during classes.

There is an opportunity to:
- Continue to maintain a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

***4A6**. The school implements structures, policies, and routines for effective, focused, and collaborative work.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
The school *does not implement* structures, policies and routines for effective, focused, and collaborative work.	The school *inconsistently implements* structures, policies and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work *leading to documented and improved student academic outcomes*.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- There are explicit and clear expectations for staff participation in focused, collaborative work
- PLC meeting agendas and minutes
- Effective lessons/unit plans
- Examples of common formative assessments
- Evidenced-based Interventions informed by student data

Strengths:
- PLCs were described as effective by many UTVA-MS teachers.
- Multiple PLC groupings exist (e.g., grade level, content area/vertical, etc.)
- Many teachers described analyzing student data during PLC time, which they used to determine students' instructional needs.
- Trackers and tools are in place for teachers to record student data and share amongst teams.

There is an opportunity to:
- Ensure all teachers feel part of an effective PLC group, particularly those who do not teach tested subjects.
- Ensure that all PLC teams are operating effectively (e.g., with clear protocols, data use, etc.)

DOMAIN 4: CULTURE SHIFT

4B: Solicit and act upon stakeholder input

4B1. School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.

Minimal ☐	Partial ☐	**Sufficient** ☐	**Substa**ntial ☐
School leaders *do not attempt to solicit or use stakeholder feedback*.	School leaders solicit and use *some stakeholder feedback*.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives *resulting in documented instances where feedback has been implemented to improve school improvement initiatives*.

SOURCES:
Bold all that apply:
- **Teacher Interview**
- **Leader Interview**
- Family Focus Group
- Student Focus Group
- **Staff Focus Group**
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Documented focus group responses
- Feedback from suggestion boxes
- Confidentiality policy and procedures
- Minutes from SCC meetings
- Minutes from PTA Meetings

Strengths:
- Principal described gathering feedback from families who participate in school committee meetings.
- Principal described administering feedback surveys to students during Lynx time and to families, reviewing this data during SIP meetings.
- Principal explained that SIP committee uses feedback from staff, families, and students on previous year's SIP goals, as well as the UEPC needs assessment, to inform subsequent year's goals.
- Teachers described principal as highly supportive and receptive to feedback.

There is an opportunity to:
- Utilize various methods (e.g., suggestion boxes, surveys, discussions, family events) to gather feedback from a variety of stakeholder groups (e.g., students, families, etc.) to inform school priorities and initiatives.
- Communicate with stakeholder groups how their feedback informed school priorities and initiatives.

Summary of Strengths and Opportunities

In the initial planning phase for the 2025 CNA, the UEPC and UTVA-MS leadership reviewed the 2021 CNA to intentionally identify what opportunities were identified and to assess where UTVA-MS has made growth in the last four years. As the UEPC and the UTVA leadership teams began planning the Spring 2025 CNA, they revisited the findings and recommendations from the 2021 UTVA K-8 CNA. In studying the previous CNA report and collecting and analyzing data for the current CNA, they identified the following areas of significant growth and improvement since 2021.

- ✓ The intentional use of **formative assessment data** to inform adjustments to instruction based on **student needs**.
- ✓ Systems and processes for **instructional coaching** to support teachers' individualized needs and promote **consistency** across classrooms.
- ✓ Clarity regarding the leadership team's **roles** and **responsibilities**, school wide **vision**, and **school-improvement** process.
- ✓ Innovative **technology** to support student **learning and engagement**.
- ✓ **Professional learning systems** with opportunities that are intentionally **differentiated** and aligned with **school goals**.

Each of these areas were highlighted and celebrated with the UTVA-MS leaders and faculty during the recent meeting to debrief the current CNA data and findings in May 2025. In addition to the celebration of progress over the past four years, the UTVA-MS principal empowered the faculty to use the data from the current CNA to maintain this positive momentum as they used these current strengths and opportunities to inform the 2025-26 school improvement plan. Building on the preliminary findings shared thus far in this report, we offer the following summary of the strengths and opportunities for improvement related to the Four Domains. These helped to narrow the focus for the highest priority areas that would likely have the greatest positive impact on student achievement as the UTVA-MS team voted on the priority strategies for 2025-26 during Phase 4.

Domain 1: Leadership

Strengths

- Consistent, visionary leader who "Clears away the boulders"
- Staff report a clear vision for the middle school, including clear and effective delegation of roles and responsibilities among the leadership team
- Transparency regarding school wide decisions
- Investment in new online systems to strengthen instructional supports and streamline resources for students and families.
- Commitment to continuous improvement (e.g., CNA)

Opportunities

- Continue to prioritize transparency and agency regarding school vision, goals, and school priorities.
- Revisit the "whys" behind various practices (informal observations, coaching cycles, etc.) to ensure clarity and shared understanding among the team.
- Revisit the middle school's mission and vision to ensure clarity among the school team, families, community partners, and outside organizations.

Domain 2: Talent Development

Strengths

- High staff retention and experience.
- Intentional collaboration among special education and general education teachers to review formative data and discuss strategies to support students with disabilities (SWD).
- Differentiated professional learning opportunities to further professional expertise and instructional effectiveness for students.

Opportunities

- Continue to use self-assessments/reflections of teachers' instructional recordings as part of the *Learning Walk* professional learning sessions.
- Continue to intentionally align professional learning opportunities with goals from individual observation and SIP goals.

Domain 3: Instructional Transformation

Strengths

- Consistent, data-driven collaboration among teachers (general education and special education), mentors, and counselors to address the specific needs of diverse learners.
- Teachers report multiple opportunities for students to receive feedback and support as they work to demonstrate mastery and understanding of academic concepts.
- Teachers and staff identify the Personalized Competency-Based Learning (PCBL) model as a strength of the school, as teachers review the proficiency scales with students and guide them through each level to understand the scales.
- Multilingual Learner (ML) Endorsement course that will be available to all teachers and staff during the winter of 2025.
- Mentors contribute to a collaborative system designed to support all students' academic success (liaisons among teachers, counselors, students, and families, scheduling meetings,

communicating progress or concerns, and working with families to communicate ways they can support their children at home).

Opportunities

- Continue to use student learning data to ensure mastery of or progress toward essential standards, aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why) to diagnose and respond to specific instructional needs (particularly for SWD and MLs)
- Support students in setting individual learning goals and monitoring their own progress towards these goals.
- Consider opportunities for PLC leads to share successes/strategies with each other. (*How are teams consistently moving data to action?)*

Domain 4: Culture Shift

Strengths

- Positive culture of ongoing collaboration, timely review of student data, continuous improvement cycles related to SIP goals, and a culture of trust among the leaders and staff.
- UTVA-MS families report feeling comfortable reaching out to a teacher or staff with a question or a concern.

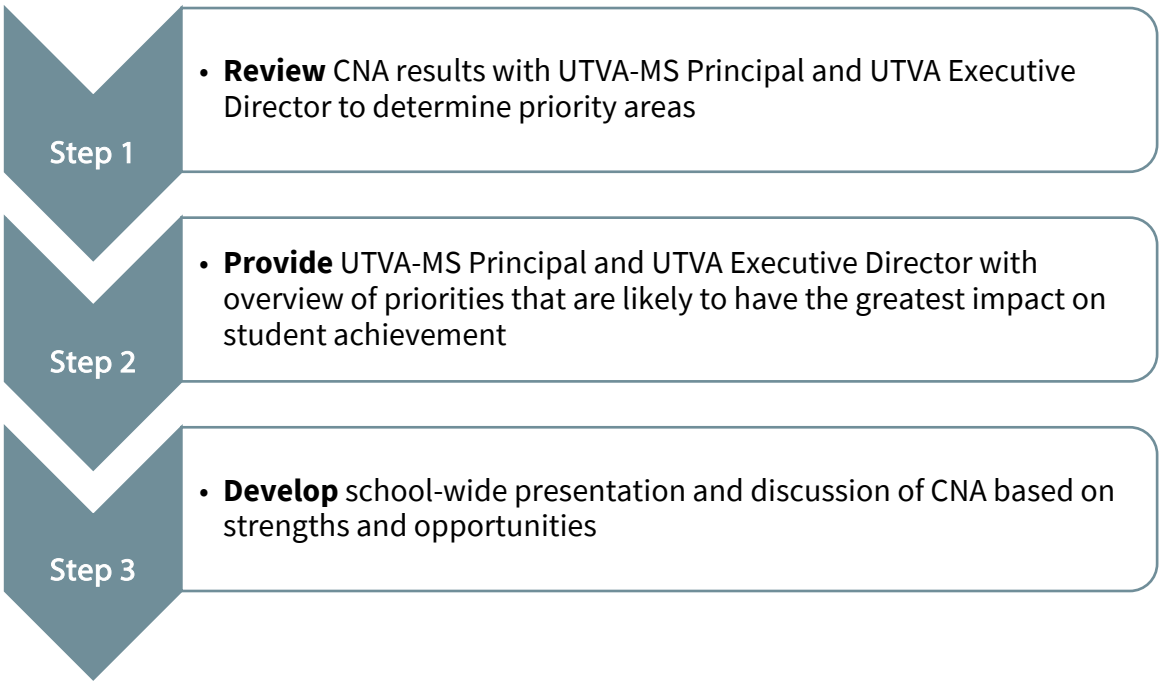
Opportunities

- Celebrate the progress made in implementing Canvas and other tools/platforms and continue to celebrate important milestones next year.
- Continue focusing energy within your "sphere of influence"— delivering strong instruction and cultivating a rigorous, supportive learning environment—while minimizing distractions tied to areas beyond our control.

Priority Strategy Identification & School-Wide Faculty Voting Protocol

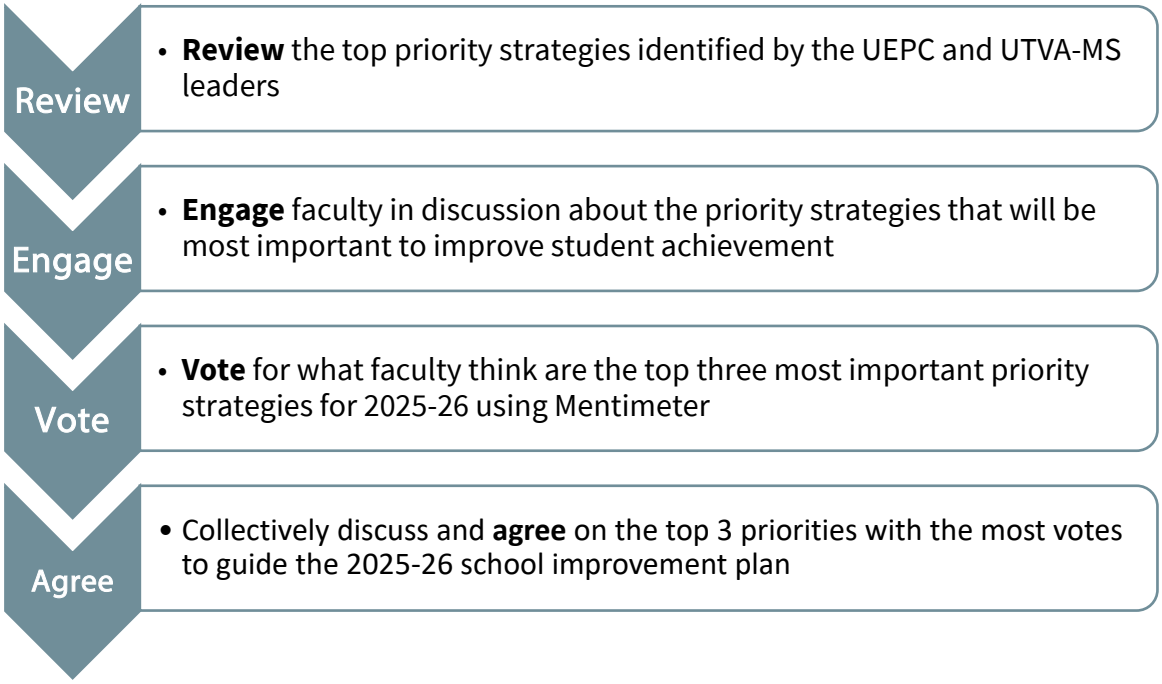
The UEPC shared an overview of the CNA findings, including the above strengths and opportunities, with the UTVA-MS Principal and UTVA Executive Director on May 19. During this meeting, they also explored options for high-priority areas likely to have the greatest positive impact on student achievement based on the CNA findings. They then planned a presentation and discussion for the whole UTVA-MS faculty to share these strengths and opportunities and identify priority strategies for the 2025-26 school year. This process for sharing the strengths and opportunities and exploring priority strategies to address needs for the 2025-26 school year is outlined in Figure 26 below.

Figure 26: Three-Step Process for Prioritizing Strategies for 2025-26 School Year



On May 23, the UEPC team met with UTVA-MS leaders and faculty to share the strengths and opportunities identified from the CNA as well as priority strategies discussed with the UTVA-MS Principal and UTVA Executive Director on May 19. During this school-wide discussion, the UEPC emphasized the following focus question for the faculty to consider as they reviewed possible priority strategies: "*Which of these strategies, if addressed and implemented appropriately, will have the greatest positive impact on student achievement at UTVA-MS?*" After individual reflection, the faculty was asked to vote for their top three priority strategies. This process for UTVA-MS faculty voting is outlined below in Figure 27.

Figure 27: Schoolwide Voting Protocol



Upon completion of the voting process, the following rank-ordered priorities were collectively agreed upon as the focus for UTVA-MS's 2025-26 school improvement plan.

1. Increase support and opportunities for students to set individual learning goals and regularly track their progress.
2. Explore ways to deepen effective collaboration to support students with disabilities (e.g., co-planning and co-teaching).
3. Continue to develop a consistent course framework for Canvas that supports standards-aligned learning experiences, including progress monitoring.

In July, the UTVA-MS School Improvement Plan (SIP) team will convene to develop their 2025-26 School Improvement Plan. This plan will include specific strategies for each of these priority areas, as well as clear milestones and concrete action steps that will support UTVA-MS in strengthening the focus areas identified by the faculty.

Appendices

Appendix A. Self-Assessment Survey Results

Below are the results from the online self-assessment survey that was administered to all UTVA-ES faculty and staff. 33 members of the staff at UTVA-ES completed the self-assessment survey. The self-assessment asks faculty to rate their school along the four domains of school improvement—Leadership, Talent Development, Instructional Transformation, and Culture Shift. The self-assessment uses the following ratings: strongly disagree, disagree, neither agree/disagree, agree, strongly agree.

Leadership

Monitor short- and long-term goals	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Total
Our school has a clear vision focused on improving student learning.	0%	3%	0%	9%	88%	**33**
School leaders consistently communicate clear expectations for instructional excellence.	0%	6%	0%	18%	76%	**33**
School leaders distribute leadership roles among the leadership team and staff for improvement efforts. There is a clear and effective delegation of responsibilities across the leadership.	0%	3%	3%	6%	88%	**33**
There is transparency in how schoolwide decisions are made.	0%	6%	3%	48%	42%	**33**

Prioritize improvement and communicate its urgency	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
School leaders support the co-creation of School Improvement Plans (SIP) that clearly outline short- and long-term goals.	0%	0%	3%	3%	94%	**33**
I understand the school's short- and long-term SIP goals.	0%	0%	3%	18%	79%	**33**
School leaders regularly emphasize and model the intentional use of data to monitor progress toward school goals.	0%	3%	12%	15%	70%	**33**
Progress updates are shared with stakeholders.	0%	6%	3%	3%	88%	**33**

Customize and target support to meet needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have opportunities to provide input into school improvement planning.	0%	9%	3%	24%	64%	**33**

Customize and target support to meet needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
School leaders adjust supports (e.g., resources, schedules, materials, etc.) based on feedback from staff, students and families.	0%	6%	6%	6%	82%	**33**

Talent Development

Recruit, develop, retain, and sustain talent	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I am supported in developing my professional growth goals and action plans.	0%	0%	6%	21%	73%	**33**
I am supported in developing my teacher leadership skills.	0%	0%	6%	15%	79%	**33**
Staff recruitment efforts at our school prioritize alignment with school goals and values.	0%	3%	9%	3%	85%	**33**
New staff are provided with adequate onboarding and mentorship.	0%	0%	24%	3%	73%	**33**

Target professional learning opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have professional learning opportunities that are differentiated to meet my needs and my students' learning needs.	0%	0%	6%	22%	72%	**32**
I have opportunities to learn from and observe peers.	0%	3%	3%	12%	82%	**33**
Our PLCs are supported with adequate time, guidance, and protocols.	0%	3%	0%	9%	88%	**33**
I receive regular feedback and coaching to support instructional practices and student learning.	0%	12%	0%	15%	73%	**33**

Set clear performance expectations	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
There is a transparent system in place for evaluating and recognizing effective educators.	0%	9%	3%	18%	70%	**33**
Expectations for using evidence-based instructional practices and professional collaboration are clearly communicated.	0%	3%	3%	16%	78%	**32**

Set clear performance expectations	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
There is a culture of shared accountability for student outcomes.	3%	0%	6%	18%	73%	**33**

Instructional Transformation

Diagnose and respond to student learning needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I plan lessons (both synchronous and asynchronous) with clear learning intentions and success criteria.	0%	0%	6%	39%	55%	**31**
My students can articulate what they are learning and why it matters.	0%	0%	0%	35%	65%	**31**
My students use a variety of methods to demonstrate their learning (e.g., mastery of core standards).	0%	0%	0%	41%	59%	**32**
The instructional materials that I use are aligned with Utah Core Standards.	0%	6%	29%	45%	19%	**31**
I provide opportunities for students to develop a deep understanding of the subject matter and apply that knowledge in complex situations (e.g., rather than just memorizing facts).	0%	0%	0%	45%	55%	**31**
My assignments and learning tasks for students require higher-order thinking and collaboration.	0%	0%	3%	35%	61%	**31**

Provide rigorous evidence-based instruction	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I use different formative assessments to adjust instruction for my students in real-time.	0%	3%	0%	16%	81%	**31**
I differentiate instruction to meet the needs of diverse learners.	0%	0%	10%	61%	29%	**31**
I use data to identify and respond to student learning gaps and provide enrichment.	0%	3%	0%	39%	58%	**31**
My students regularly set learning goals and monitor their progress.	0%	0%	0%	9%	91%	**32**
I give academic and behavioral feedback to students that is timely, specific, and actionable.	0%	0%	0%	29%	71%	**31**
I provide scaffolds to support all learners, including MLs and SWDs.	0%	0%	6%	42%	52%	**31**

Remove barriers and provide opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
My students have opportunities to choose how they learn.	0%	3%	10%	39%	48%	**31**
I work collaboratively with my colleagues to ensure each student has equitable opportunities to complete rigorous coursework.	0%	3%	0%	26%	71%	**31**
Our school's systems (e.g., schedules, resources for families, staffing, interventions, course access, etc.) are designed to remove barriers and support student success.	0%	0%	0%	29%	71%	**31**

Culture Shift

Builds strong community focused on learning	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
As a school, we maintain high expectations for all students.	0%	3%	9%	19%	69%	**32**
Students feel valued and respected at our school.	0%	0%	3%	9%	88%	**32**
We have processes to recognize students for academic growth.	0%	3%	3%	38%	56%	**32**
I know my students well and build strong relationships with them.	0%	0%	3%	29%	68%	**31**
Our staff has a sense of shared commitment to student success.	0%	3%	3%	6%	88%	**32**
We work together to ensure consistency in expectations for student behavior and engagement.	0%	6%	3%	9%	81%	**32**
Staff morale is high, and educators feel supported.	0%	0%	6%	6%	88%	**32**

Solicit and act upon stakeholder input	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school regularly solicits and uses feedback from students to make improvements.	0%	3%	9%	38%	50%	**32**
Our school regularly solicits and uses feedback from families to make improvements.	0%	3%	9%	47%	41%	**32**
Our school regularly solicits and uses feedback from staff to make improvements.	0%	0%	3%	19%	78%	**32**

Engage students and families in pursuing education goals	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school intentionally helps students build skills to set goals, persist with tasks, reflect on their progress, adjust their learning strategies, and take ownership of their learning	0%	0%	0%	41%	59%	**32**
Our school actively involves families in planning and supporting their students' learning goals.	0%	3%	19%	31%	47%	**32**
Students understand and take ownership of their learning goals.	0%	6%	22%	38%	34%	**32**
Communication between school and home is two-way and ongoing.	0%	13%	19%	25%	44%	**32**
Our school taps community resources and expertise to expand students' understanding of potential careers and education options.	0%	0%	25%	31%	44%	**32**

Open-Ended Staff Survey Responses: Greatest Strengths

In supporting all students to achieve at high levels, what are your school's greatest strengths?
Student outcomes are the main focus of our school.
Teachers are always available and willing to offer extra support and spend extra time to help students achieve success.
Our staff is committed and caring. Students have the ability to work at times that suit their needs when given the opportunity. Our live instruction is strong. Students can learn from many different types of resources when given the opportunity.
Stronger focus on inclusion practices.
We allow students to show their understanding in multiple ways.
Effective, live instruction
We have moved to a Proficiency based model which allows students to work at their own pace to understand content. This allows reflection and revision to really understand concepts.
Collaboration/Supportive Administration/Continued Learning
The flexibility to provide individual help and improvement.
Our school recognizes that all students learn differently, and teachers are encouraged and provided opportunities to learn how to best support all students.
Flexibility, support, and a great education provided in several different accommodating ways.
The middle school has made great progress the last several years in implementing PCBL, mastery-based learning (and grading), and social-emotional learning. Our staff has collaborated effectively to support students in understanding their learning and individualizing instruction as much as possible.
We have a very supportive leadership team and are trying our hardest to help instruction be more effective.
Our school does a great job at supporting staff and staff does a great job at supporting students.

We support our students and families very well as long as having a great staff.
Our school has systems that support students who achieve high levels of academic success as well as those who struggle.
Creating proficiency scales and guiding students through each level of the scale and helping them understand where they are at in their proficiency.
Collecting and review data, collaborating on instructional strategies, creating a positive work environment.
High expectations. Effective collaboration among staff. Constant effort to involve parents in their child's education.
Providing multiple opportunities for students to receive support/feedback and focus on mastery understanding, not just completion of assignments.
We do a really great job with setting goals and expectations for student achievement. We work closely with our PLC's and track data. Students have multiple ways to show growth and learn.
Consistently trying to reach the students who are unengaged throughout the school year.
we have great flexibility to address student needs within the classroom; we have designated mastery minutes time for those that need extra help,
ability to differentiate
Giving students more opportunities to think outside of the box and learn in ways that are best for them.
My school's greatest strengths are strong PLC and collaboration between our school and our SIP. We also have strong data driven practices where we utilize formative and summative data to drive instruction, monitor progress, and respond quickly when students need additional support or enrichment. We use our assessment data to help tailor instruction to meet diverse needs.

Open-Ended Staff Survey Responses: Greatest Challenges

In supporting all students to achieve at high levels, what are your school's greatest challenges?
Parents not responding back to teachers when we try to communicate. Attendance.
Many students seem to take little accountability for their learning and don't seem to have enough parent support to succeed in an online environment
Engagement, especially processes for students who do not complete any work. Supporting students with the different technology.
Consistent and valid progress monitoring.
Getting students to attend class, so they can get the information to succeed.
family communication and support
AI is a challenge as students are using it to complete tasks rather than learn the material. The wide gaps in learning in gen ed classrooms is difficult to manage and the student/ parent focus on a certain grade or just turning in assignments rather than actually taking the time to understand the assignment has been difficult to change.
I believe that once we get the students in our classrooms they can succeed. Sometimes in an online environment that can be difficult.

Not being in person can sometimes make it difficult to help struggling students.
Communication (particularly this year) was a struggle. We change some methods of communication, and many teachers noticed a lack of student and Learning Coach response.
I think it is hard when the students and LC's don't respond or communicate when we reach out.
One of our greatest challenges at our school is communication. Many students and guardians are unengaged and difficult to make contact with.
Getting students to care and come to class. We can't make goals or have good relationships with students who never come and parents who don't respond.
Communication with parents is a challenge. It would be helpful for that to be improved so that they can help us in our shared goal for student success.
Students aren't motived. It's hard to get them to strive for more.
This year we have struggled with parent feedback and support.
Knowing what students are doing when their camera is off and they are not responding in class at all. Having students engaged in the lesson the whole class time.
Attendance and the lack of support from the state. The school is limited on what actions they can take. Some students may benefit from a brick-and-mortar school environment.
It is easy for students to hide in the online environment.
Getting all students to be engaged throughout the whole year if students do not show up or complete anything at all.
Parent involvement and support.
Attendance and parental support.
students not engaging with curriculum and parents not responding; students not attending mastery minutes--a culture at our school that thinks that as soon as Science is over, they can log off for the day.
Lots of students don't want to come, and their parents don't make them.
Not having enough extension activities.
I think our greatest challenge this year is within our behavioral supports. The rise in student mental health needs has placed a higher demand on our counselors and support staff. We're working to expand SEL supports and behavioral intervention systems, but resources remain limited.

Appendix B. Family Survey

School Leadership	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
UTVA has a clear vision focused on improving student learning.	4%	0%	13%	22%	61%	23
School leaders communicate important information clearly and regularly.	4%	13%	9%	13%	61%	23
I am informed about the goals the school is working toward.	4%	13%	9%	13%	61%	23
I know how to share feedback or concerns with the school's leadership.	9%	13%	4%	17%	57%	23
I believe my feedback as a parent or guardian is valued.	9%	4%	9%	17%	61%	23

Learning Experience and Instruction	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
My child receives timely and helpful feedback about their learning.	5%	9%	9%	27%	50%	22
The online lessons and assignments are clear and help my child understand the material.	5%	9%	9%	32%	45%	22
My child has opportunities to engage in interactive or meaningful learning activities (e.g., not just worksheets).	5%	5%	5%	32%	55%	22
The school helps my child set and work toward learning goals.	9%	5%	9%	5%	73%	22
I believe the school supports my child in meeting high expectations.	9%	5%	9%	9%	68%	22
The school provides additional support if my child is struggling with learning.	9%	0%	18%	9%	64%	22
I know who to contact if my child needs help with technology, learning materials, or assignments.	0%	14%	5%	14%	67%	21

Culture and Family Engagement	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
The school helps my child feel included and valued	0%	9%	18%	14%	59%	22
I feel welcomed as a partner in my child's education.	5%	9%	18%	5%	64%	22

Culture and Family Engagement	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
I am encouraged to participate in school activities, events, or decision-making opportunities.	9%	5%	18%	14%	55%	22
The school helps to prepare my child for future educational pathways.	9%	5%	9%	14%	64%	22
The school helps to prepare my child for future career opportunities or exploration.	9%	0%	18%	9%	64%	22

How is the frequency of communication from the school about each of the following topics?	Not Enough	Just Right	Too Much	Total
General information about the school (e.g., schedules, registration)	18%	73%	9%	22
Updates and information about what students are learning in class and upcoming assignments	27%	68%	5%	22
Positive news about your child	27%	68%	5%	22
Your child's academic progress	18%	82%	0%	22
Your child's assignment completion (e.g., missing work)	32%	68%	0%	22
Your child's attendance/participation	9%	82%	9%	22
Activities/events for students	32%	59%	9%	22
Activities/events for families	32%	59%	9%	22
Ways for you to support your child's learning	14%	77%	9%	22

Open-Ended Family Survey Responses: UTVA-MS's Strength in Supporting their Child(ren)

What are the school's strengths in supporting your child's learning and success?
Working with his disabilities and illnesses
Teachers that care and communicate and video. Listening to my child's concerns.
Providing consistent small goals to help reach a bigger end goal, with regular feedback from teachers on my child's progress.
They are very communicative in classrooms and try to get all students to participate
The teachers are great at accepting late assignments, helping the kids
Live classes are all very interactive which is helpful and beneficial
The teachers make sure my child understand subjects being taught and assignments due.
Science teacher is extremely responsive and supportive. Formative, Nearpod, and other programs used to educate such as zearn and reflex math, and the audio books are fantastic.

The teachers are paramount in his success. The connection he makes with the teachers every year has been the catalyst towards a better desire to learning.
The class structure seems to be good
They have been extremely supportive and helpful with his IEP
The teachers are definitely the strengths of UTVA. I am consistently impressed every year by how wonderful the teachers are at UTVA.
The teachers for the most part finding opportunities for learning
The school listens to me about my concerns about my student.
Amazing teachers and curriculum. Positive informative platform.

Open-Ended Family Survey Responses: UTVA-MS's Opportunities in Supporting their Child(ren)

What could the school do better to support your child's learning and success?
Nothing
Help for assignment she doesn't understand.
We had a small struggle with the art class, where our kid was not doing the work because they were not comfortable with it. We think the teacher could have reached out to us personally sooner so we could address the issue.
Try not to spend so much time on the kids who just don't care. It throws the class behind, and our children suffer while they sit and wait.
Post grades more timely
Put blocks on websites so students can't access them during the school day, like Roblox and other gaming websites!
There is too much bullying going on in the chat during class connects. I have talked to several of my child's teachers about this problem and they said there is nothing that they can do. Each of the teachers have told me that they don't have time to monitor the chat and teach at the same time. I have been told by these teachers that they are sorry that bullying is happening, but there is nothing they can do. I wish that UTVA would give teachers an assistant to help them monitor chat and stop the bullying that is going on in class connects. It's hard to learn when students are being bullied in chat and made fun of when they make mistakes. Students feel like the teachers don't care if they are being bullied during class connects.
More organization, clear assignment guidelines, assignment access, communication, allow flexible learning (return to flex track options), student driven learning rather than heavy reliance on teacher driven classes. My children learn better from self-driven education practices not teachers telling them information in a classroom setting. That was the entire reason we chose online school, it allowed for student driven education and flexibility. Those were taken away this year and as a result my child learned less not more. Disappointed that UTVA never communicated the termination of flex track, didn't try at all to make accommodations for the children that learn better that way, rolled out an entirely new program that took almost half of a year to fully understand. Now causing us to look into other online schooling options.

The portal to clearly list lessons, homework, and tasks was hard to navigate and see when something was missing.
Not understanding the grading system A better communication as to the grades
More activities in the classroom like chat groups or peer interactions
It would help greatly if teachers could find a way to better stop students from distracting one another during class. I realize distractions are a given, especially in the setting of public school done at home, but there needs to be more focus on stopping students from taking over class time and Engagli tables by distracting other students from doing their work. In a perfect world, the learning coaches would be stopping their children from their daily playing during class time, but unfortunately for many students this responsibility falls to the school. So, it would be greatly appreciated by the majority of both students and learning coaches if there were more of a disciplinary system in place for students who distract others instead of doing class work during class time.
Giving a computer program we have had in the past that provided access to lessons and progress. What we have now is great for college not primary education
Make sure all classes go for full class time. Inform teachers to keep control of class and students.
N/A

2025

Utah Virtual Academy Elementary School 2025 Comprehensive Needs Assessment

Prepared for the Utah Virtual Academy Elementary School
June 2025

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

THE UNIVERSITY OF UTAH

UTAH EDUCATION POLICY CENTER

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is an independent, non-partisan, not-for-profit research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007.

The UEPC mission is to bridge research, policy, and practice by conducting rigorous and comprehensive research and evaluations and providing expert and research-informed technical assistance and professional learning. We empower educators, policymakers, and leaders to make research actionable and impactful to transform education across early childhood education, K-12 schools, and higher education.

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Executive Summary

Background

During the 2019–20 school year, Utah Virtual Academy (UTVA) partnered with the Utah Education Policy Center (UEPC) to conduct a Comprehensive Needs Assessment (CNA) of its K–8 school. This effort informed UTVA's 2020–21 school improvement plan. Since then, UTVA has restructured into separate elementary and middle schools, and the elementary school has implemented several improvements aligned with the 2021 findings. In spring 2025, UTVA partnered again with the UEPC to conduct a CNA for the elementary school.

This report shares findings from the 2025 CNA, which focused on Leadership, Talent Development, Instructional Transformation, and Culture Shift. Data sources included student achievement data, virtual classroom observations, interviews, focus groups, and staff and family surveys.

Analysis revealed strengths in each focus area—especially strong leadership transparency, a student-centered mindset among educators, and a supportive school culture. Growth areas, discussed with school leaders in Spring 2025, are detailed in the following sections.

Progress and Celebrations Since 2021

As the UEPC conducted the 2025 CNA for UTVA ES, they identified several areas of significant progress and growth since the UTVA elementary 2021 CNA. These points of progress were acknowledged and celebrated with the UTVA ES leaders and faculty during the May 2025 CNA debrief:

- ✓ Increased clarity regarding the leadership team's roles and responsibilities, school-wide vision, and school improvement process.
- ✓ Improved professional learning systems with intentionally differentiated opportunities aligned with school goals.
- ✓ Intentional use of formative assessment data to inform adjustments to instruction based on student needs.
- ✓ Innovative technology to support student learning and engagement.
- ✓ Improved systems and processes for instructional coaching to support teachers' individualized needs and promote consistency across classrooms.
- ✓ Intentional collaboration between Special Education and general education teachers to support students with disabilities.

While the above areas reflect high-level progress made by the UTVA ES team between the two CNAs, the following list of more specific strengths was identified by the UEPC during the 2025 CNA.

Leadership

- ✓ UTVA has a seasoned elementary school principal with twelve years of experience in various instructional and leadership roles.
- ✓ Several UTVA ES teachers and staff report having a solid understanding of the goals of the current School Improvement Plan (Reading, Math, Writing). Some teachers also report intentionally aligning their individual and team goals with the SIP goals.

- ✓ UTVA ES leaders have invested significant time and resources over the past year as the faculty transitioned to new online systems designed to enhance instructional support and streamline educational resources for students and families.

Talent Development

- ✓ UTVA ES teachers report feeling supported by school leaders in developing their professional growth and teacher leadership skills through various differentiated professional learning opportunities. These opportunities include local, regional, and national conferences, *Peer Learning Walks* among UTVA colleagues, and the sharing of successful strategies during faculty meetings and structured professional learning sessions.
- ✓ UTVA ES leaders have continued to invest in qualified instructional coaches (endorsed by the Utah State Board of Education) to support individual and collective professional growth among the faculty.

Instructional Transformation

- ✓ There are consistent structures and processes within professional learning communities (PLCs) to promote ongoing data-driven discussions to support specific student subgroups (e.g., Data Administrator, school-wide data "tracker", Acadience progress monitoring for reading and math, common formative assessments, classroom exit tickets)
- ✓ There is intentional and ongoing collaboration among special education and general education teachers to review formative data and develop/implement effective strategies to support students with disabilities (SWD) in the classroom.
- ✓ The UTVA leadership team will offer an online Multilingual Learner (ML) Endorsement course that will be introduced during the winter of 2025.
- ✓ UTVA ES has dedicated paraeducators and interventionists who support entire grade level teams, participate in ongoing professional learning opportunities (i.e., 95% group, LETRS training), and collaborate with teachers during instructional planning meetings.

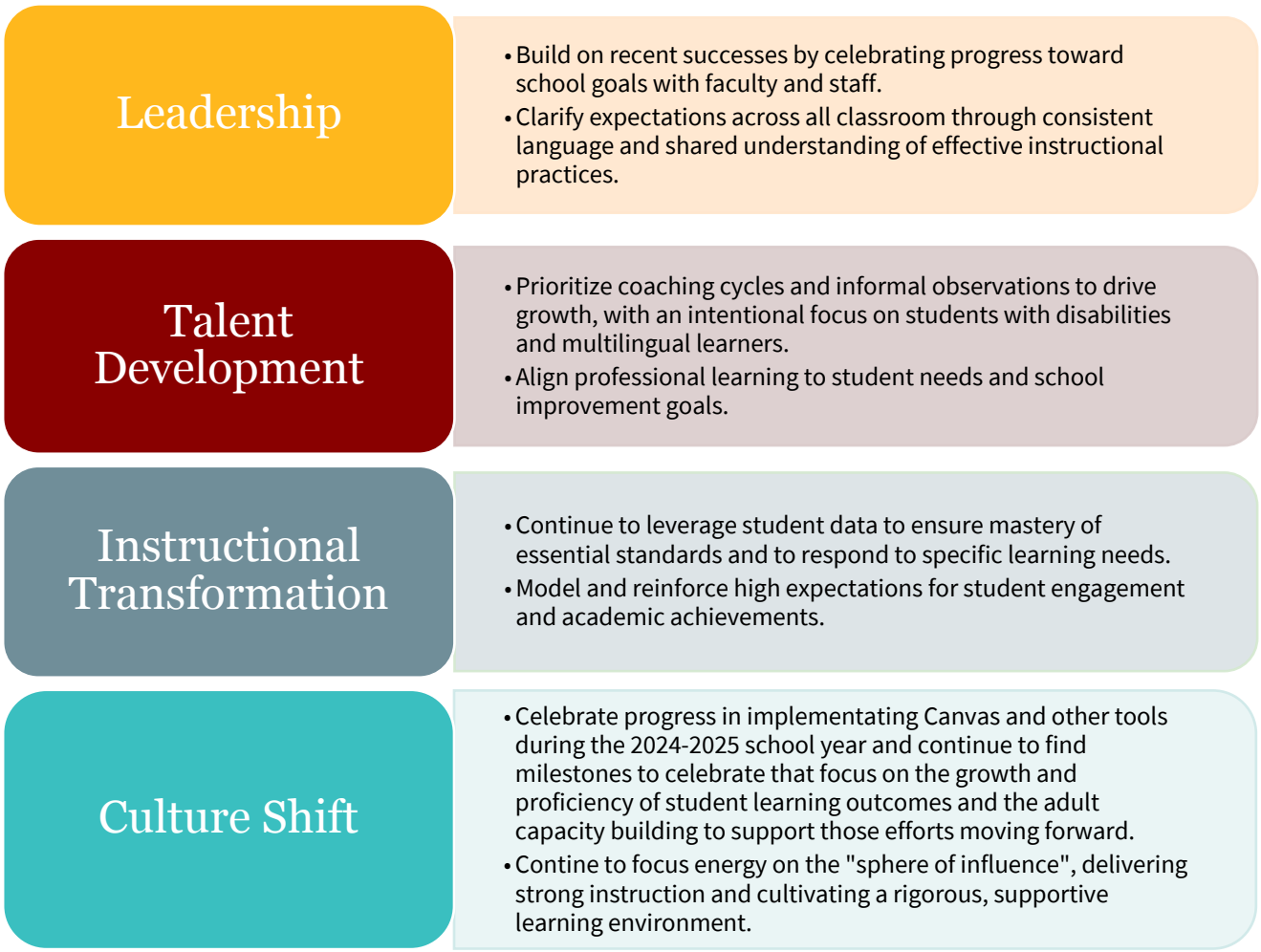
Culture Shift

- ✓ There is a positive culture of support, respect, and collaboration among the UTVA ES leaders and staff (i.e., feedback for continuous professional growth, sharing of ideas, questions, and concerns)
- ✓ Teachers and staff generate and implement creative, effective strategies for motivating and engaging students (i.e., messaging family members/guardians in real-time). Students appear comfortable engaging with their teachers and peers.

Opportunities for Improvement

UTVA ES has demonstrated meaningful progress across the four core areas of school improvement, reflecting the dedication of its leadership, educators, and broader school community. As the school continues to advance its continuous improvement efforts, this report identifies several promising areas to elevate its impact further. Figure 1 below highlights key leverage points that can guide UTVA ES in building on its successes and deepening its commitment to student learning, staff development, and family engagement.

Figure 1. UTVA CNA Opportunities (2025)



Strategic Priorities: A Path Forward

In May 2025, initial findings and research-informed recommendations from the CNA were shared with UTVA ES staff. Staff participated in a rank-order voting process to prioritize the strategies they will focus on during the 2025–2026 academic year. The top four selected priorities are listed below:

1. Increase student support and opportunities to set individual learning goals and regularly track their progress.
2. Engage in refresher sessions focused on planning Tier 1 instruction to ensure students demonstrate mastery or progress toward essential standards.
3. Explore ways to deepen effective collaboration to support students with disabilities (e.g., co-planning and co-teaching).
4. Implement instructional strategies to better support multilingual learners—strategies that also benefit all students.

The UTVA ES leadership team will use these CNA results to inform their July convening, where they will develop the 2025–2026 School Improvement Plan. This plan will include targeted strategies for each priority area, along with clear milestones and actionable steps to strengthen the improvement areas identified by staff.

Introduction

This Comprehensive Needs Assessment (CNA) for Utah Virtual Academy Elementary School (UTVA ES) was conducted by the Utah Education Policy Center (UEPC) as part of UTVA's ongoing commitment to continuous improvement. Periodic CNAs serve as important opportunities to take stock of current strengths, examine progress since the last CNA conducted in 2021, and collaboratively identify areas for improvement that will inform the priorities and school improvement goals for the 2025-26 school year and beyond.

The CNA process is designed to provide a comprehensive and evidence-informed understanding of UTVA ES's performance. To do this, the UEPC collected and analyzed multiple data types, including quantitative data (such as student achievement, growth, and demographic information) and qualitative data (such as interviews, focus groups, staff and family surveys, and classroom observations). Gathering this full range of evidence allows for a rich, nuanced view of student outcomes and the underlying systems and practices that support or inhibit student success.

The CNA also aligns with the Utah State Board of Education's Center for Continuous School Improvement (CCSI). This alignment ensures that the CNA process is consistent with statewide expectations for school improvement and supports coherence across state and school improvement efforts, allowing UTVA to leverage available resources and supports that help to ensure student success. The findings from this CNA provide a snapshot of current performance and a foundation for setting clear, actionable improvement goals. In partnership with school and district leadership, these CNA findings will guide UTVA ES in refining its school improvement plan to focus on strategies most likely to advance student learning, staff capacity, and overall school performance.

CNA Focus Areas

The UEPC's CNA process for data collection and analysis emphasizes a continuous improvement cycle and focuses on practices associated with successful school improvement in four areas:

1. **Leadership** that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.

2. **Talent development** that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.

3. **Instructional transformation** that diagnoses and responds to student learning needs provides rigorous evidence-based instruction, removes barriers, and provides opportunities.

4. **Culture shift** that focuses on student learning and effort, solicits and acts upon stakeholder input, and engages students and families in pursuing education goals.

Data Collection

To develop a comprehensive understanding of UTVA ES's current strengths and areas for improvement, the UEPC collected and analyzed both quantitative and qualitative data. Working collaboratively with UTVA leaders, we identified key data sources that reflect student outcomes, instructional practices, leadership systems, and the perspectives of staff, families, and students. Quantitative data included student growth, proficiency results, and demographic data available through the Utah State Board of Education's Data Gateway. To complement and enrich these data, qualitative information was gathered through interviews and focus groups with school and system administrators, staff, families, and students, as well as classroom observations and staff and family surveys. The participation in each of these data collection activities is outlined in Table 1.

Table 1. UTVA ES Data Sources and Numbers of Participants

Data Source	Number of Participants
Interviews	
School administrators[1]	6
Classroom teachers	9
Focus Groups	
Staff	4
Family members	3
Students	4
Classroom Observations	14
Staff Survey	27
Family Survey	38

In addition to the data sources listed above, the UEPC examined student growth and proficiency data provided by the UTVA ES team and student demographic and academic proficiency/growth data available on the Utah State Board of Education's Data Gateway. These data also informed the CNA rubric ratings, and the summary of strengths and opportunities discussed later in this report.

How to Use this Report

This UTVA ES needs assessment report is organized according to the four phases of the CNA, described in Figure 2 below, including the process by which the UTVA ES team used the strengths and opportunities to collaboratively identify priority areas for the 2025-26 school improvement plan.

[1] In addition to the UTVA ES principal, the UEPC also interviewed several other UTVA school leaders who support all grade levels of the K-12 UTVA online system. These leaders oversee UTVA departments such as Special Education, School Operations, Student Services, and Special Programs.

Figure 2. CNA Phases and Report Organization

Phase 1:	**School Context**: The findings from the CNA begin with a description of the student demographics, student performance on state assessments, student and faculty demographics, and feedback from the staff and family surveys. This provides the foundation for interpreting the evidence to assess current strengths and opportunities within the four improvement areas.
Phase 2:	**Rubric Ratings**: Next is a detailed set of ratings within the four categories of the CNA rubric (Leadership, Talent Development, Instructional Transformation, and Culture Shift), including the evidence gathered for each category. Much of the data used for assessing the progress in each of the four improvement areas is qualitative data collected through interviews, focus groups, classroom observations, and document reviews. Additional evidence from the school context information is incorporated into the rubric ratings.
Phase 3:	**Strengths and Opportunities:** Next is a summary of the UTVA ES strengths and opportunities for improvement based on a synthesis of the CNA data and rubric ratings. This summary of strengths and opportunities was used to help narrow the focus for the 2025-26 school improvement goals.
Phase 4:	**Prioritization of Strategies**: Finally, we describe the process used with the UTVA ES leaders and staff to review the CNA findings and identify priority strategies for the 2025-26 academic year.

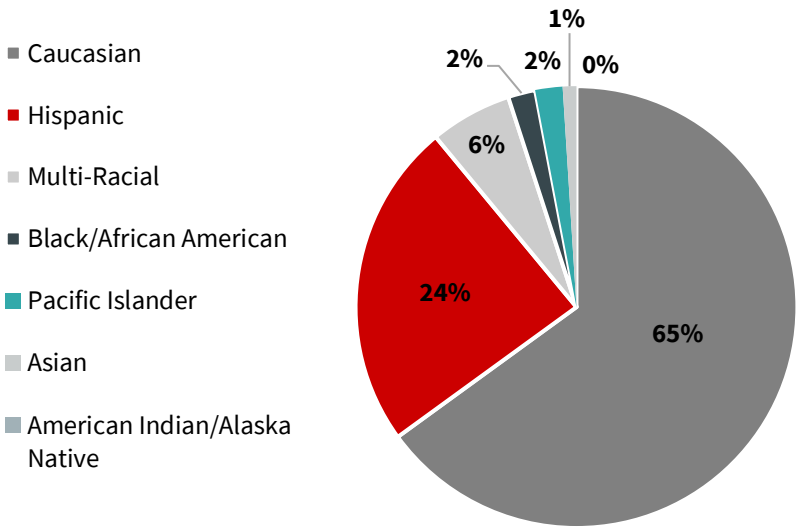
UTVA Elementary School Context

This section discusses the current context of UTVA ES, summarizing student demographic data, academic proficiency scores over the past three years, professional experience of teachers and staff, and survey responses from staff and family.

Student Demographics[2]

As shown in Figure 3 below, UTVA has a racially and ethnically diverse student population serving as a statewide virtual elementary school. While most students at UTVA identify as Caucasian/white (65%), nearly one in four students identify as Hispanic (24%), making this the largest student group of color at UTVA. Smaller portions of students identify as multi-racial (6%), Black/African American, Pacific Islander (2%), and Asian (1%), with fewer than 1% identifying as American Indian/Alaska Natives. This demographic distribution highlights the need and opportunity for UTVA to ensure that UTVA courses and support systems embrace these student demographics.

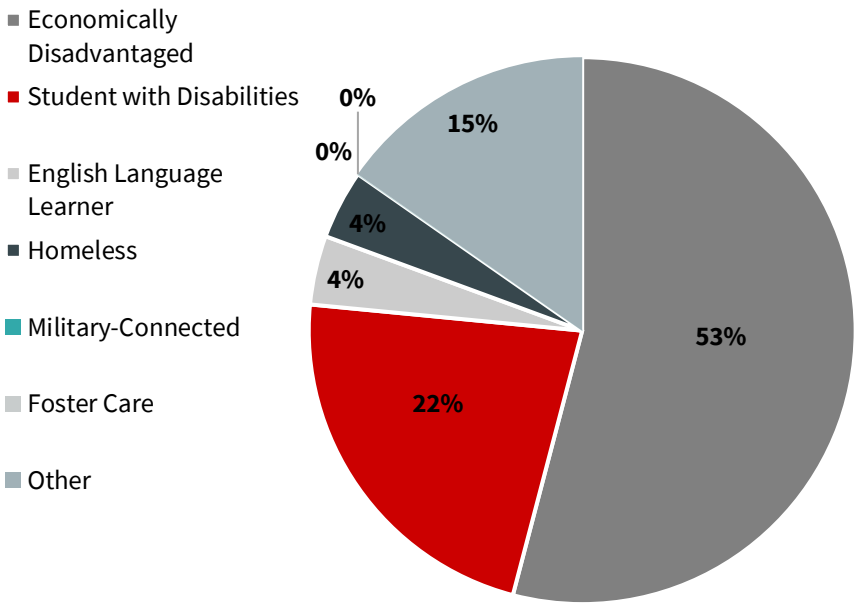
Figure 3. UTVA Population by Race 2023-24



Additional UTVA ES demographic data is provided in Figure 4. Notably, just over half of the student population is economically disadvantaged (53%), 22% of the student population has an identified disability, 4% of students are multilingual learners, and 4% of students are currently experiencing homelessness. Less than 1% of the students are connected to the military or foster care, which leaves 15% of students not identifying with any of these groups. This disaggregated data signifies the importance for UTVA to ensure its academic, student and family engagement efforts, and support systems are responsive to socioeconomic, cultural, and linguistic backgrounds. This becomes particularly important for students with disabilities and multilingual learners.

[2] Note: These student demographic numbers are from the USBE Data Gateway, which does not disaggregate by grade/school level; these data represent the entire UTVA school population (grades K-12)

Figure 4. UTVA Population by Student Group 2023-2024



Student Academic Proficiency and Growth

In Phase 1 of the CNA process, the UEPC examined UTVA ES proficiency data for all student groups to understand the school context better. Figure 5 shows the UTVA ES proficiency rates for English Language Arts (ELA), Mathematics, and Science as measured by the RISE end-of-year assessments from 2021 to 2024. These proficiency scores are compared to the state proficiency averages in each subject area.

Figure 5. UTVA Elementary School Proficiency by Subject (2021-2024)

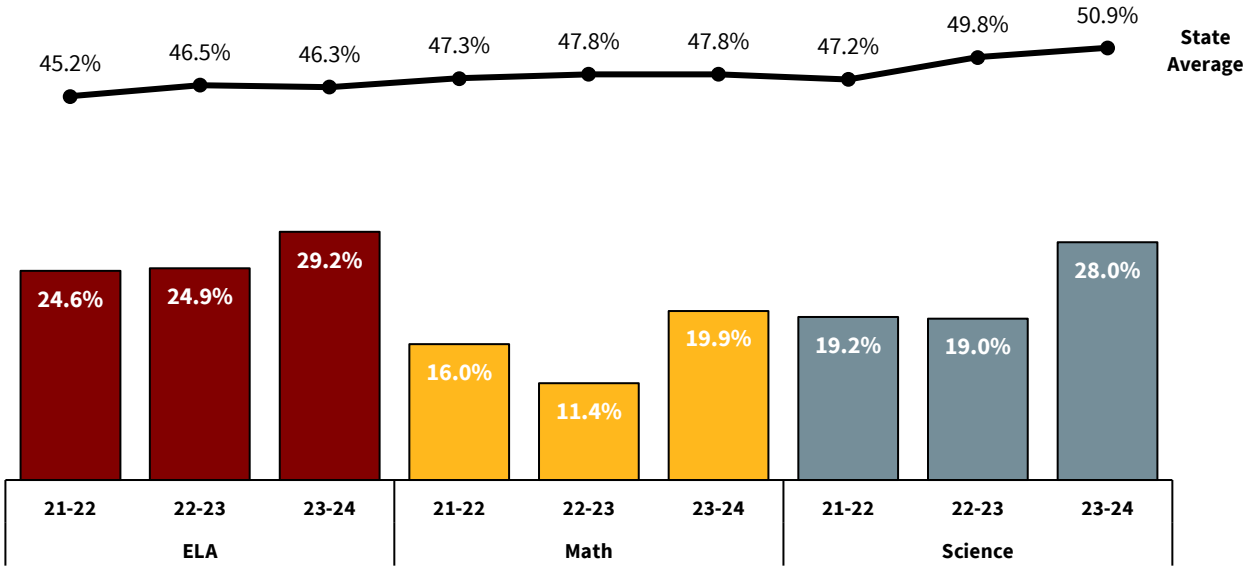


Table 2 below offers another lens of UTVA ES's end-of-year proficiency scores as measured by the RISE ELA and Math assessments (grades 3-5), and Science assessment (grades 4-5). In a cross-year comparison of proficiency scores, science proficiency had the most significant gain from 2022-2023 to 2023-2024. Additionally, math had the most significant decrease in proficiency from 2021-2022 to 2022-2023. However, math proficiency scores increased by 8.5 percentage points the following year. The total overall proficiency gain of 4 to 9 percentage points is notable as it suggests that instructional efforts contributed to positive shifts in student learning outcomes across multiple content areas.

Table 2. UTVA Elementary Changes in Proficiency Scores (2021–2024)

	2021-2022		2022-2023		2023 - 2024
Language Arts	24.6%	+0.3	24.9%	+4.3	29.2%
Mathematics	16.0%	-4.6	11.4%	+8.5	19.9%
Science	19.2%	-0.2	19.0%	+9.0	28.0%

In addition to proficiency data, the UEPC examined student growth outcomes to provide a more complete picture of student performance. The Median Growth Percentile (MGP) reflects how much progress students make from year to year relative to academic peer groups statewide, as shown in Table 3. MGP scores offer important insights, particularly for UTVA ES, where many students may join UTVA ES below grade-level proficiency levels. The upward trend in MGP scores across all subjects—particularly the substantial growth in mathematics from 19 to 41 over the past three years—signals promising improvement in student learning growth overall.

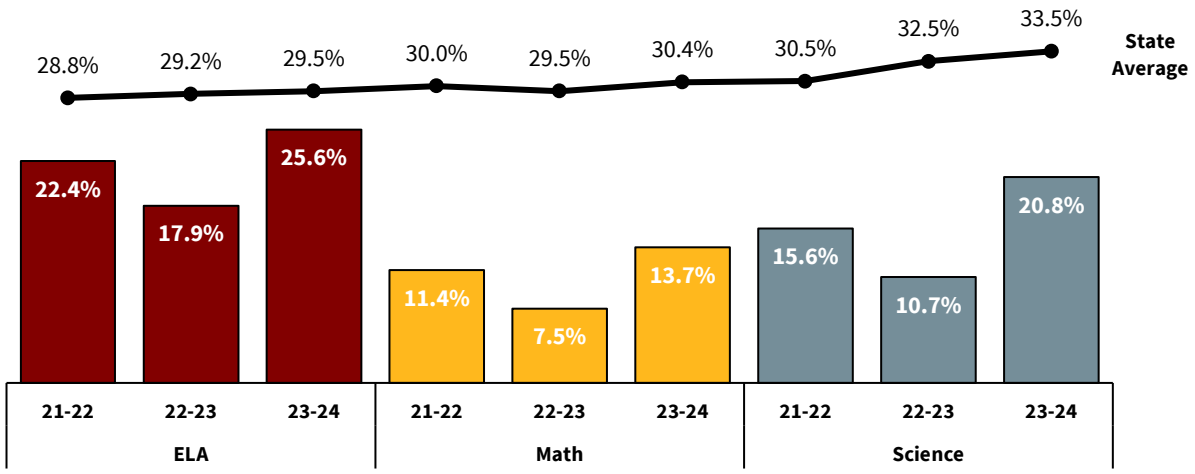
Table 3. UTVA Elementary Median Growth Percentile (MGP)

	2021-2022	2022-2023	2023 - 2024
Language Arts	35	38	41
Mathematics	19	21	41
Science	42	41	43

Performance Data by Student Group

In addition to examining proficiency data for all UTVA ES students, the UEPC studied proficiency data for the two largest student groups—economically disadvantaged and students with disabilities—and median growth percentiles by student group. Figure 6 shows the UTVA ES proficiency percentages of students who are economically disadvantaged compared to the state averages across ELA, Math, and Science from 2021 to 2024. While ELA scores were consistently higher than Math and Science, the 2023-2024 school year showed proficiency gains among all three content areas for this student group[3]. However, there remains the opportunity for the achievement gap to be addressed so that economically disadvantaged students in all three levels are performing at, or above, state-level averages.

Figure 6. UTVA ES Students Identifying as Economically Disadvantaged RISE Proficiency by Subject (2021-2024)



The UEPC also studied proficiency data for UTVA ES students with disabilities. Since this student group accounts for 22% of the total UTVA K-12 student population and given the intentional progress (celebrations since 2021 and current CNA qualitative data) made by the UTVA ES leaders and faculty in strengthening systems and processes for collaboration between special education and general education teachers, these data are important to highlight.

[3] A celebration noted in the Executive Summary that since 2021, UTVA ES has made noticeable growth in the use of formative assessment data that informs adjustments to instruction based on student needs, and (2) instructional coaching to support teachers' individualized needs and promote consistency across classrooms.

Table 4 shows UTVA ES proficiency percentages of students with disabilities compared to all UTVA ES students and the state averages across ELA, Math, and Science for 2023-2024. (The number of students with disabilities that participated in the RISE end-of-year assessment in 2021-2022 and 2022-2023 was insufficient for USBE to calculate proficiency scores. Therefore, data are only available for 2023-24). While proficiency rates for students with disabilities remain lower than both the school-wide and statewide averages, the availability of this baseline data allows UTVA ES to more precisely set learning goals, monitor progress, strengthen targeted supports, and continue building on the collaborative structures designed to improve outcomes for this important student group.

Table 4. UTVA ES Proficiency Percentages Across ELA, Math, and Science for 2023-2024

	Language Arts		Mathematics		Science	
	UTVA	STATE	UTVA	STATE	UTVA	STATE
All Students	29.2%	46.3%	19.9%	47.8%	28.0%	50.9%
SWD	6.5%	21.1%	13.0%	24.5%	10-19%	25.7%

As noted above, the MGP scores reflect promising positive trends across all subject areas. Looking at the 2023-24 MGP by student group (Figure 7-9 below), several student groups demonstrated growth at or above the 50th percentile, indicating strong relative progress (e.g., English Learners in Math, African American students in science). However, significant gaps remain between student groups, particularly for students with disabilities, economically disadvantaged students, and some racial/ethnic subgroups. These differences in growth highlight both areas of success and the ongoing need to strengthen tiered interventions and differentiated supports to ensure all students experience accelerated academic growth.

Figure 7. UTVA Elementary School English Language Arts MGP (2023-2024)

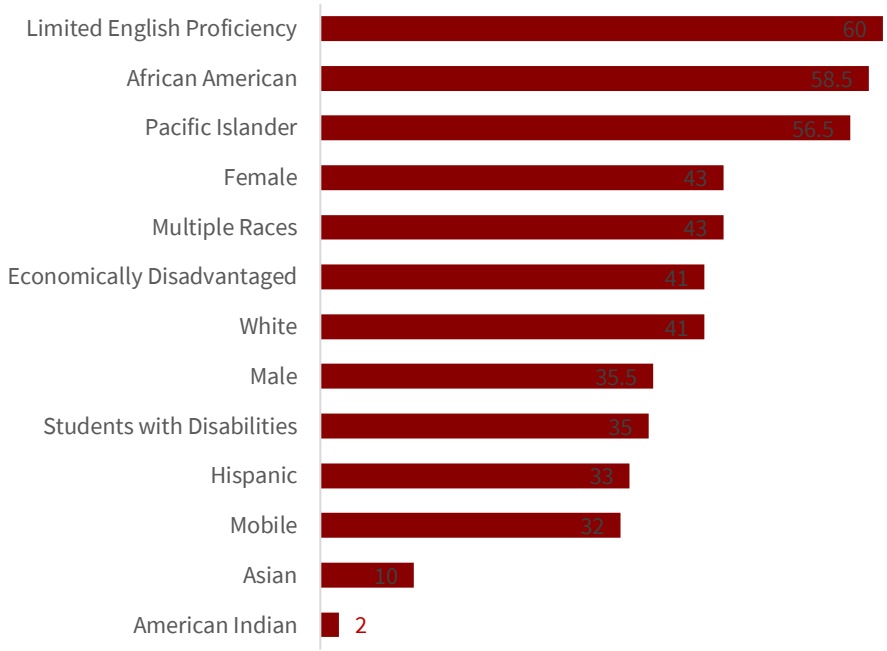


Figure 8. UTVA Elementary School Mathematics MGP (2023-2024)

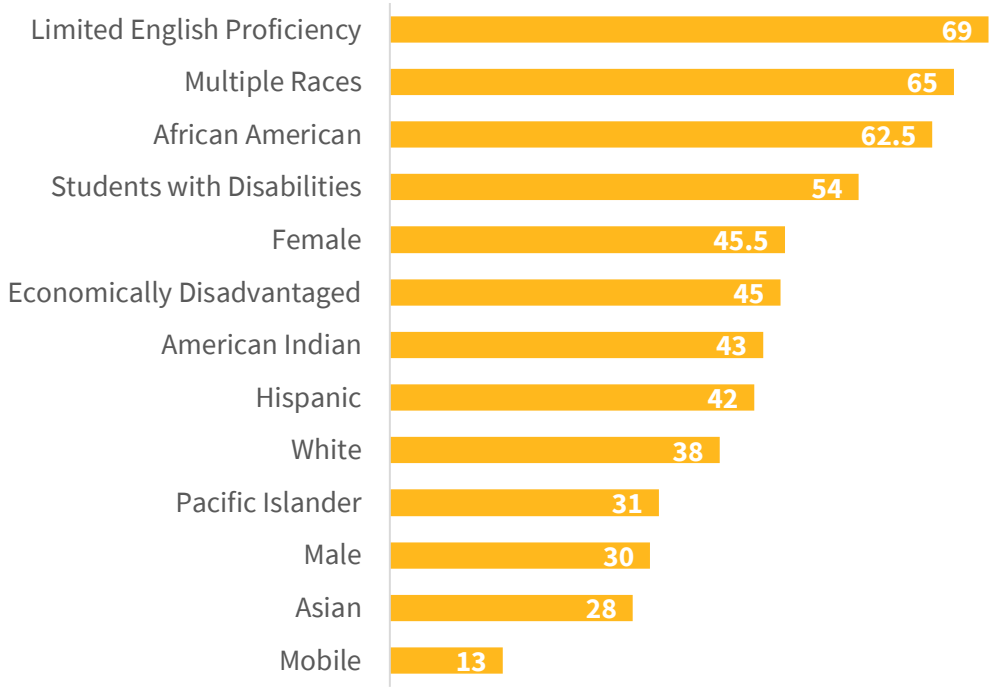
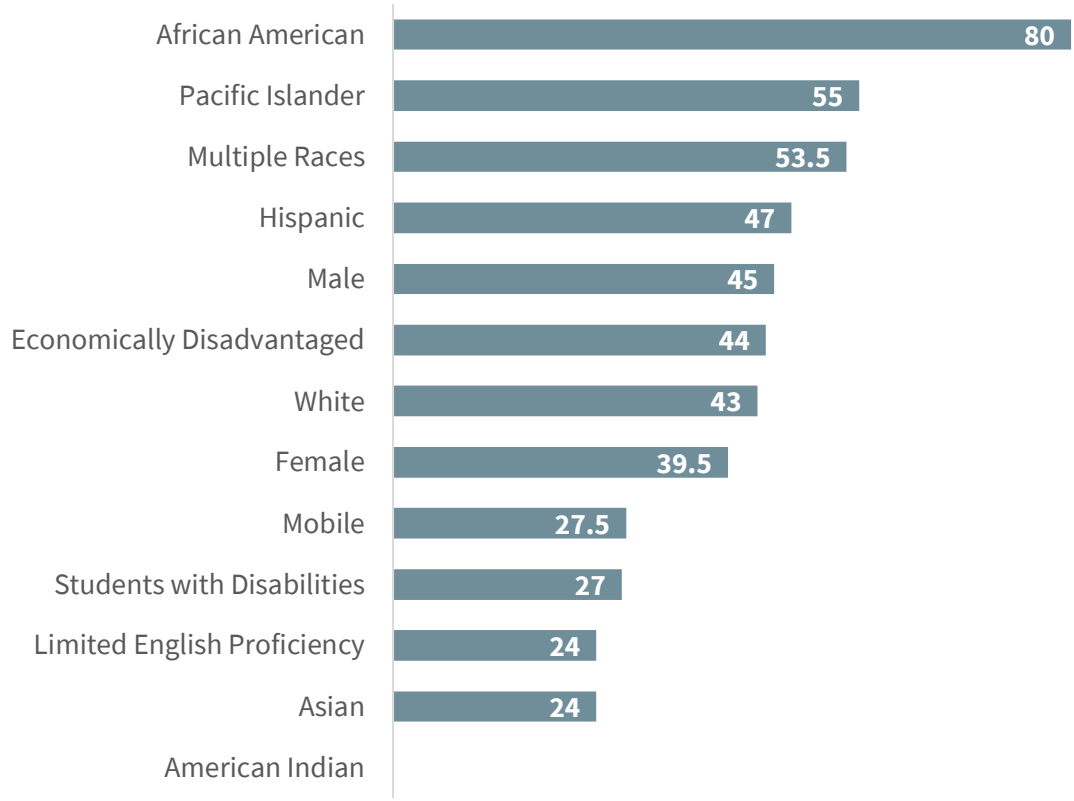


Figure 9. UTVA Elementary School Science MGP (2023-2024)



Teaching Experience

Utah Virtual Academy (UTVA) has several promising trends to celebrate related to teacher experience and retention. As shown in Table 5 below, data from the 2021–2022 and 2023–2024 academic years highlight improvements in average teaching experience, teacher retention rates, temporary credentials, and out-of-field assignments. Over these two years, the percentage of teachers with greater teaching experience increased by 12 percentage points, with a notable 13 percentage point reduction in novice teachers (0–3 years of experience). Additionally, teacher retention rates improved significantly, rising by 26 percentage points. These upward trends in experience and retention suggest increased teacher satisfaction and greater stability in staffing. These quantitative findings are further reinforced by insights shared during teacher interviews as part of the CNA process.

Table 5. UTVA ES Teacher Experience

Academic Year 2021-2022			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	25%	25%	50%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	45%	3%	9%
Academic Year 2023-2024			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	12%	26%	62%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	71%	7%	9%

Staff Survey Results

The UTVA ES school staff (N = 28) completed a self-assessment survey aligned to four key areas of school improvement: leadership, talent development, instructional transformation, and culture shift. Along with Appendix B, this section summarizes staff perceptions, highlighting strengths and opportunities for growth as part of UTVA ES's ongoing improvement efforts. The graphs below show the percentage of staff who selected "agree" or "strongly agree" in response to each item. A full breakdown of all response categories can be found in Appendix A.

Leadership

Staff were presented with key statements to assess their perceptions of leadership at UTVA ES. These statements were organized into three categories: monitoring short- and long-term goals, prioritizing improvement and communicating urgency, and customizing support based on need (see figures below). As shown in the figures below, all staff agreed or strongly agreed that school leadership effectively establishes a strong vision for improving student learning. This is reflected in the staff's clear understanding of the school's short- and long-term improvement goals and the data used to track progress. However, while overall understanding of these foundational areas is strong, fewer staff (79%) reported clearly understanding how decisions are made. This highlights an opportunity for leadership to explicitly communicate the rationale behind priority-setting and improvement efforts.

Figure 10. Prioritize improvement and communicate its urgency

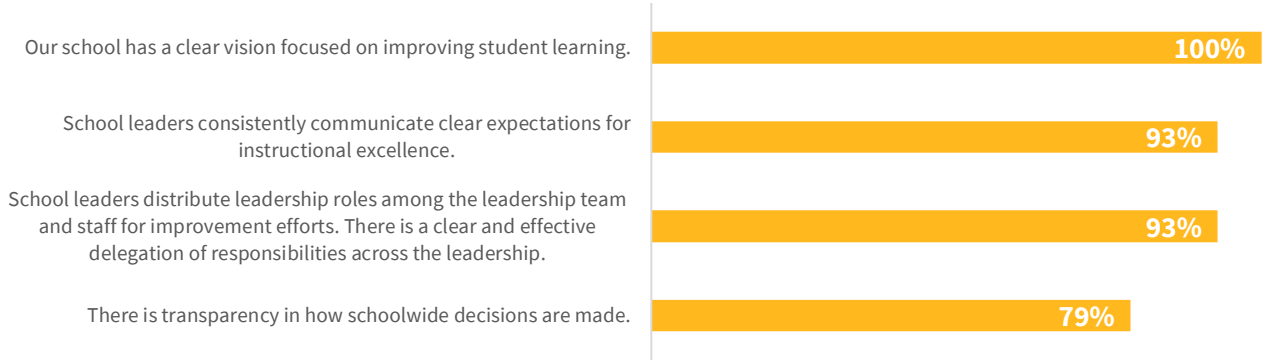


Figure 11. Monitor short- and long-term goals

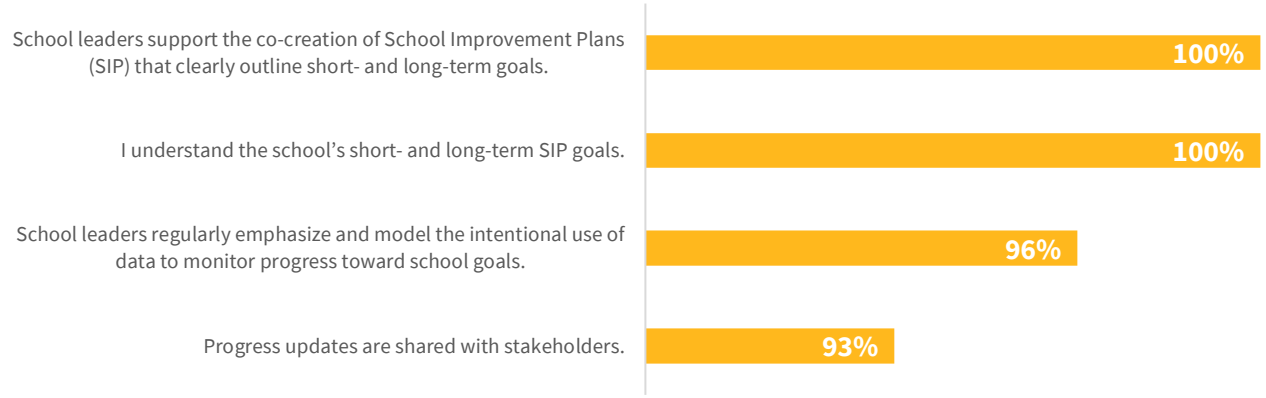
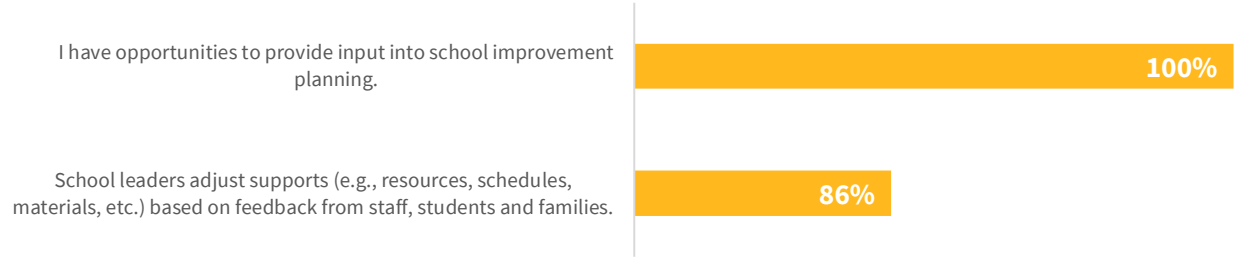


Figure 12. Customize and target support to meet needs



Talent Development

Staff responded to statements about how UTVA ES supports the growth and development of highly qualified educators and staff. This section is organized into three key areas: recruitment, development, and retention; access to professional learning; and clarity of performance expectations. The data figures below illustrate several important themes. Overall, educators and staff indicated strong support for building their skills and engaging in professional learning opportunities. To continue supporting staff growth, the data points to opportunities to strengthen the onboarding and mentorship program and improve clarity around evaluation systems that reflect staff effectiveness

and mastery in their roles. To see a further breakdown of staff responses for each statement, see Appendix A.

Figure 13. Recruit, develop, retain, and sustain talent

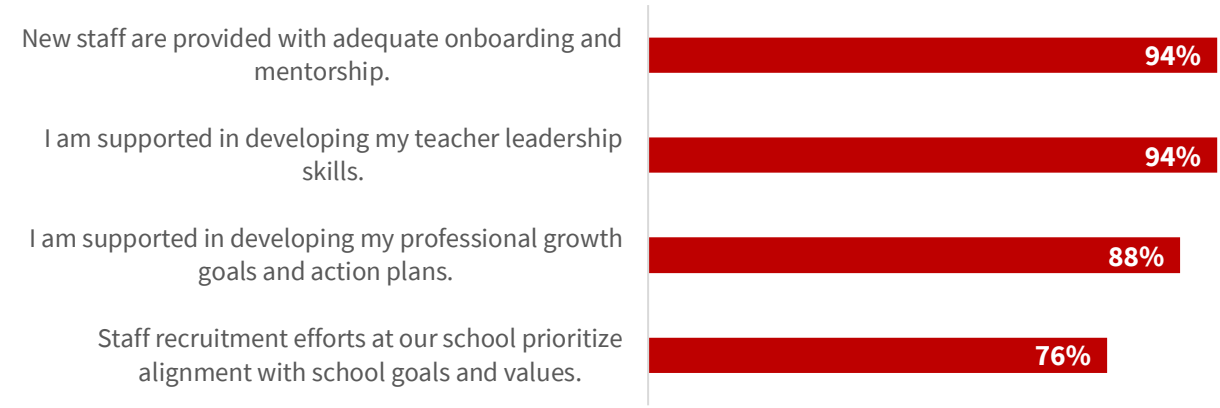


Figure 14. Target professional learning opportunities

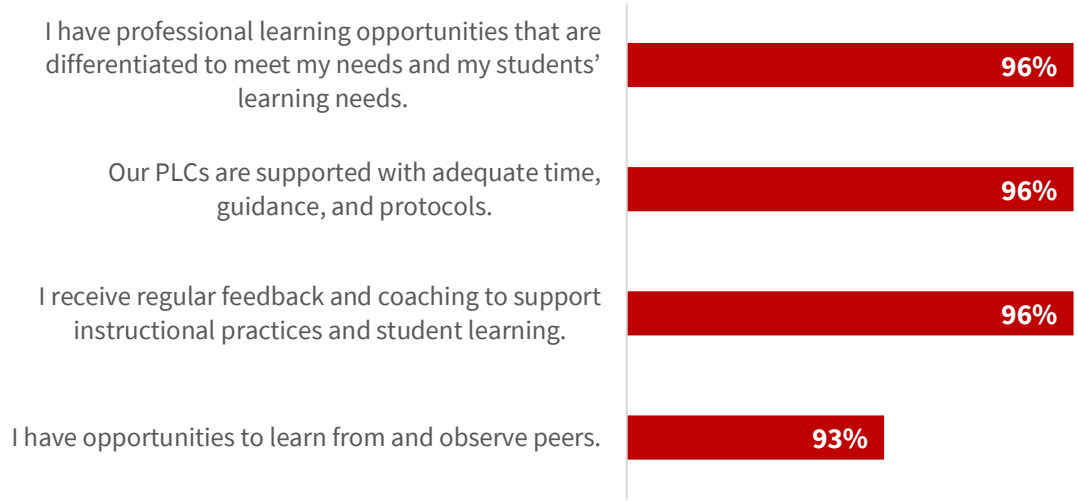
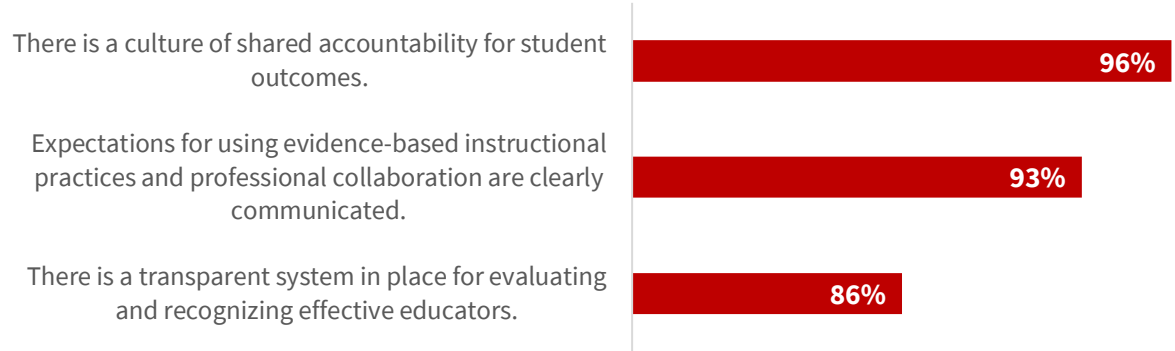


Figure 15. Set clear performance expectations



Instructional Transformation

Instructional transformation perceptions were assessed on three focus areas: diagnosing and responding to student learning needs, providing rigorous evidence-based instruction, and removing barriers to ensure all students have access to high levels of learning. Staff report that students are offered multiple avenues to demonstrate their knowledge, an identified strength supported by the school's standards-aligned curricula. However, an opportunity for growth lies in fostering greater student agency by expanding opportunities for students to monitor and reflect on their progress. While the curriculum provides a solid foundation for rigorous instruction, staff also noted a need to develop their skills further using formative assessment data to guide instructional interventions, provide targeted supports, and inform instructional decision-making. The figures below display staff response patterns across the three instructional transformation categories. These data highlight current strengths while pointing to areas where instructional practices can be strengthened to support more visible student learning and deeper engagement. To see a further breakdown of staff responses for each statement, see Appendix A.

Figure 16. Diagnose and respond to student learning needs

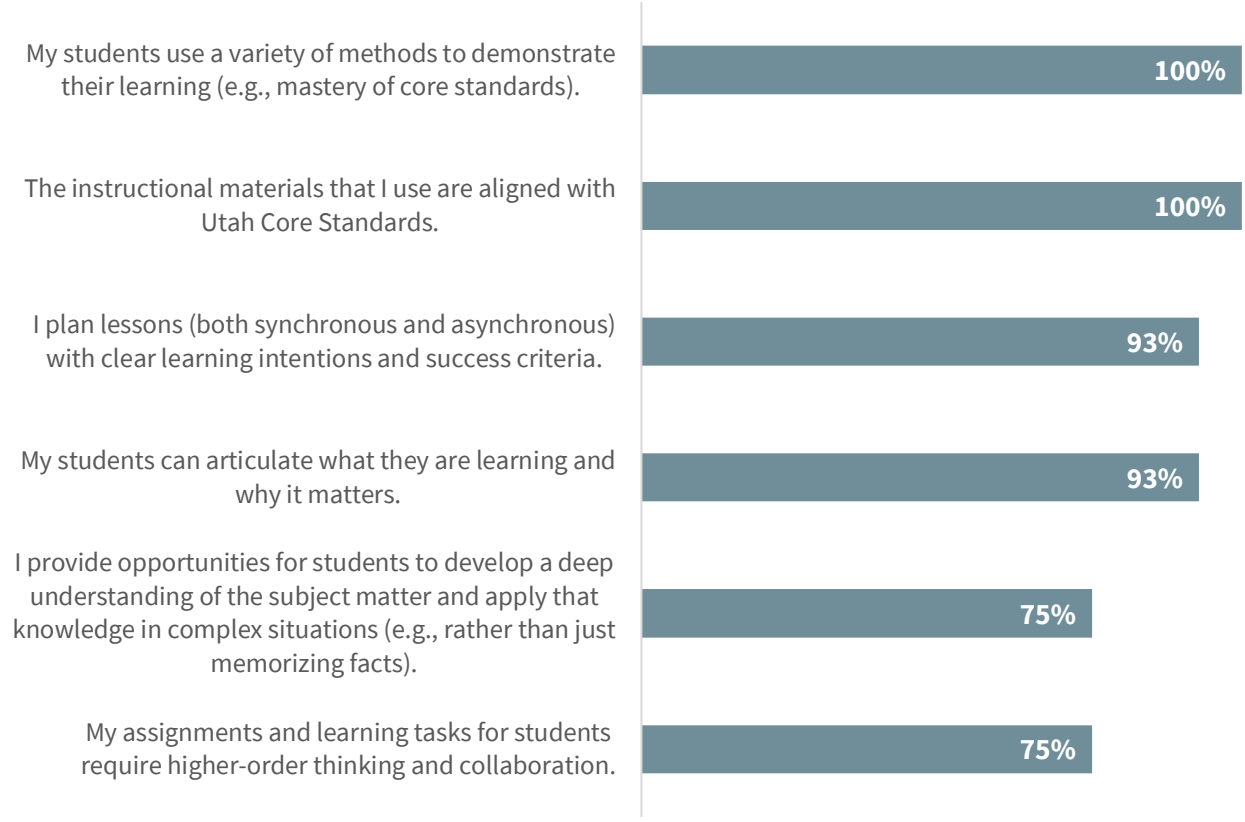


Figure 17. Provide rigorous evidence-based instruction

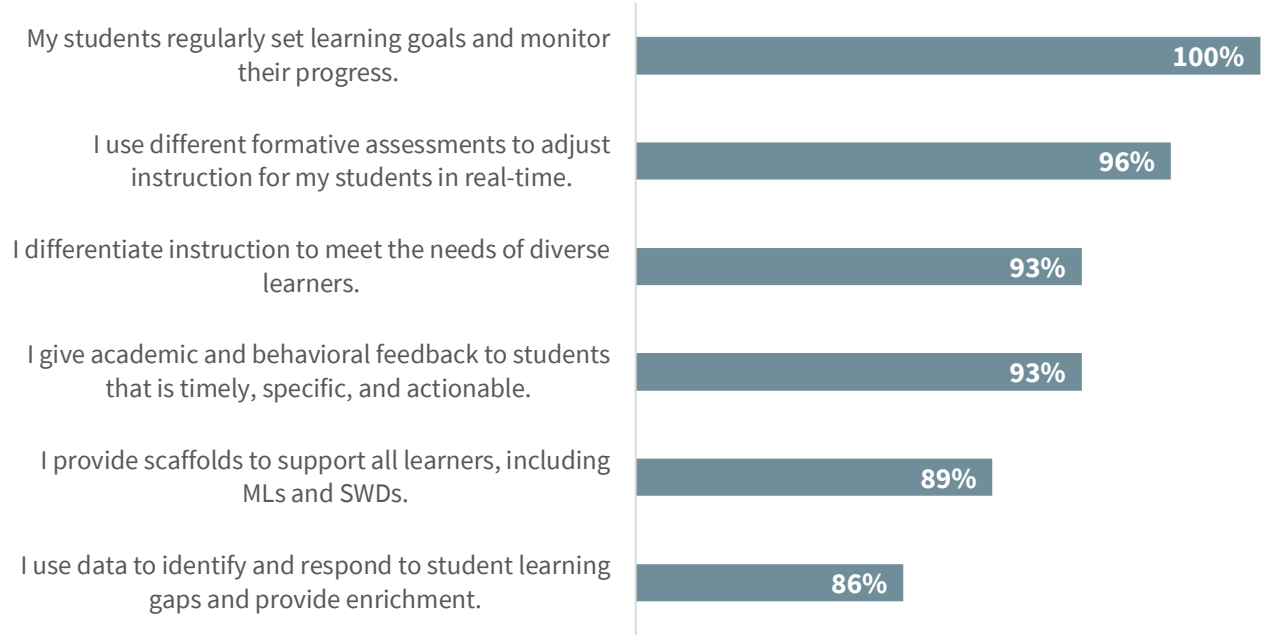
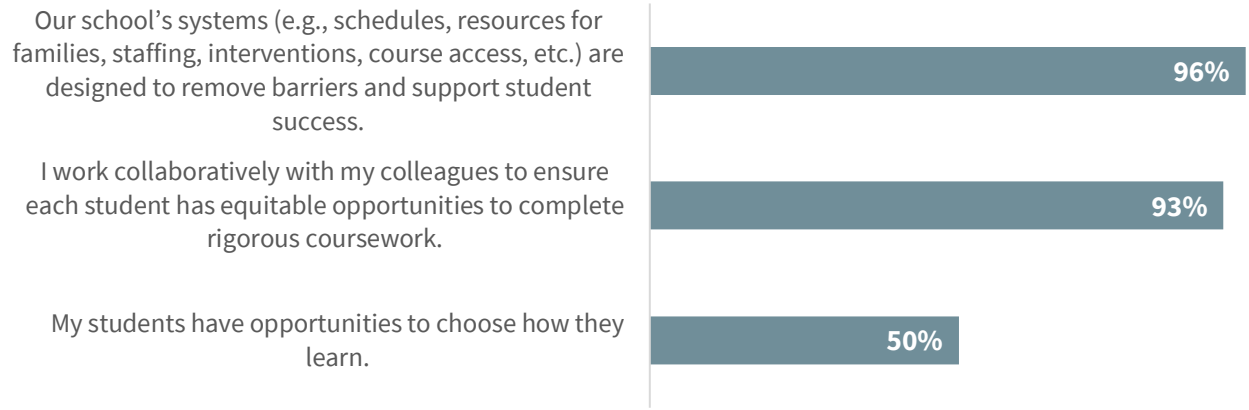


Figure 18. Remove barriers and provide opportunities



Culture Shift

This section highlights staff ratings across the three focus areas of culture shift: building a strong community focused on learning, soliciting and acting on stakeholder feedback, and engaging students and families in pursuing educational goals. Staff report a strong collective commitment to providing students with the best possible educational experience, grounded in meaningful relationships with students and families. Building on the themes noted in the instructional transformation section, staff identified an opportunity to further support students in taking ownership of their learning. This may be strengthened by gathering more feedback from students and families to better inform efforts to improve learning outcomes—the figures below present staff response rates for each culture shift statement. For a detailed breakdown of responses, see Appendix A.

Figure 19. Building a strong community focused on learning

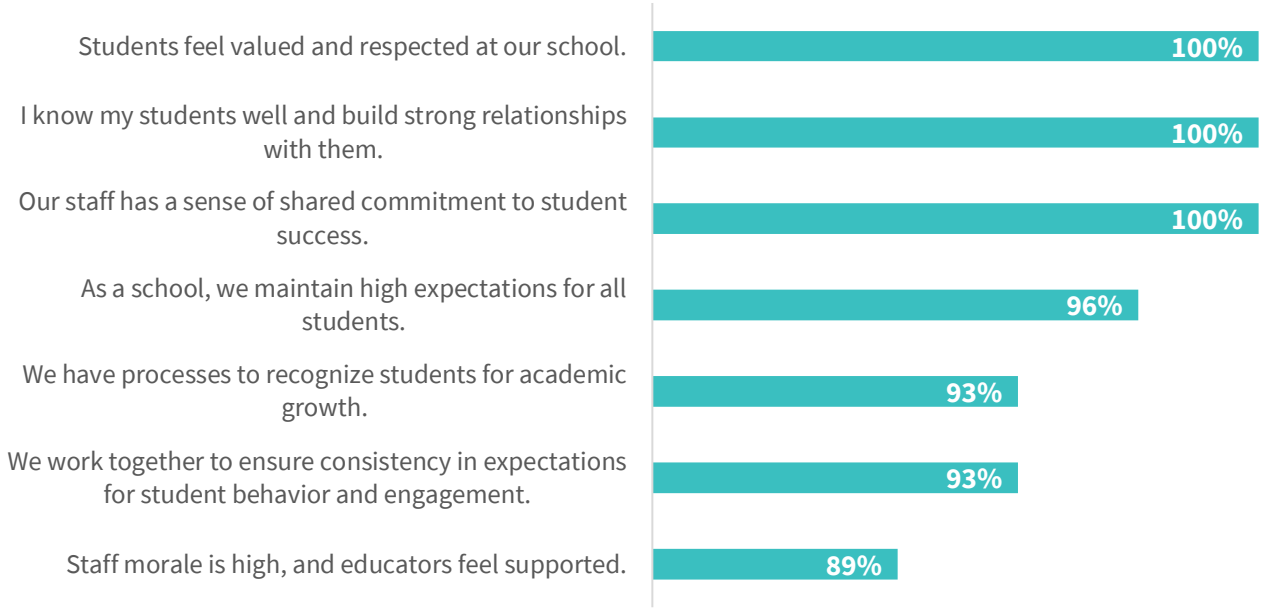


Figure 20. Solicit and act upon stakeholder input

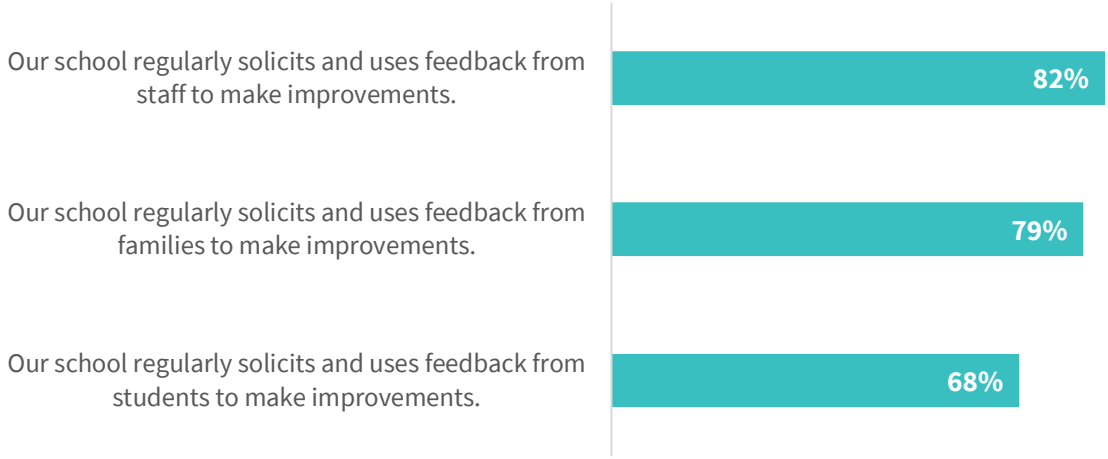
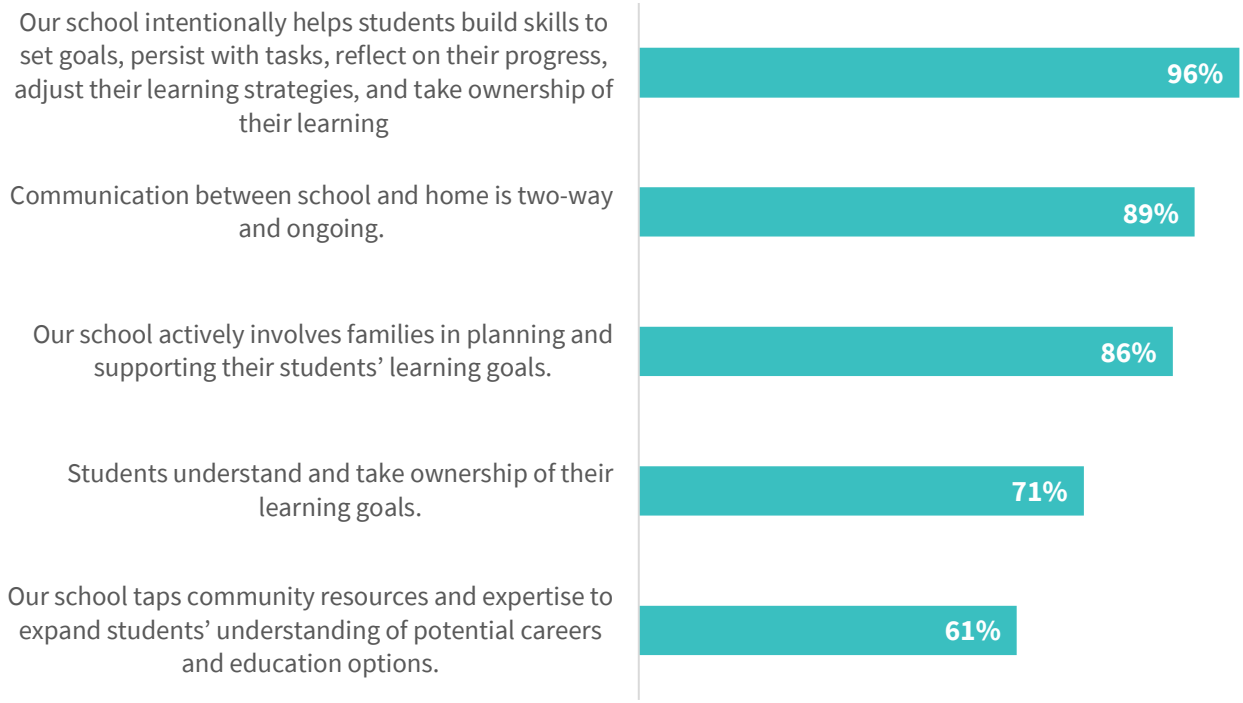


Figure 21. Engage families in pursuing education goals



Summary of Staff's Open-Ended Responses

Supporting all students to achieve at high levels, what are your school's greatest strengths?

Educators highlighted several strengths that reflect UTVA's commitment to instructional transformation and talent development. In the open-ended responses, several educators highlighted the emphasis on data-driven decision-making as a strength of the elementary team. They cited using assessment data to monitor and respond to student needs. A few educators also mention the recent adoption of curricula that support rigorous instruction for students. To strengthen this work and their improvement efforts, educators shared that they have a strong culture of collaboration and leadership that helps them grow and create more meaningful learning experiences for students.

What are the school's great challenges?

When asked about the greatest challenges faced by UTVA ES staff in supporting all students in achieving high levels, many respondents identified family engagement as a significant barrier. They noted that limited involvement from parents or learning coaches can impact student attendance and progress in the live classes. Additionally, some educators highlighted the need to build student ownership by helping learners understand their academic progress and set personal goals, suggesting a broader opportunity to strengthen student and family investment in the learning process.

For a complete list of open-ended responses, see Appendix A.

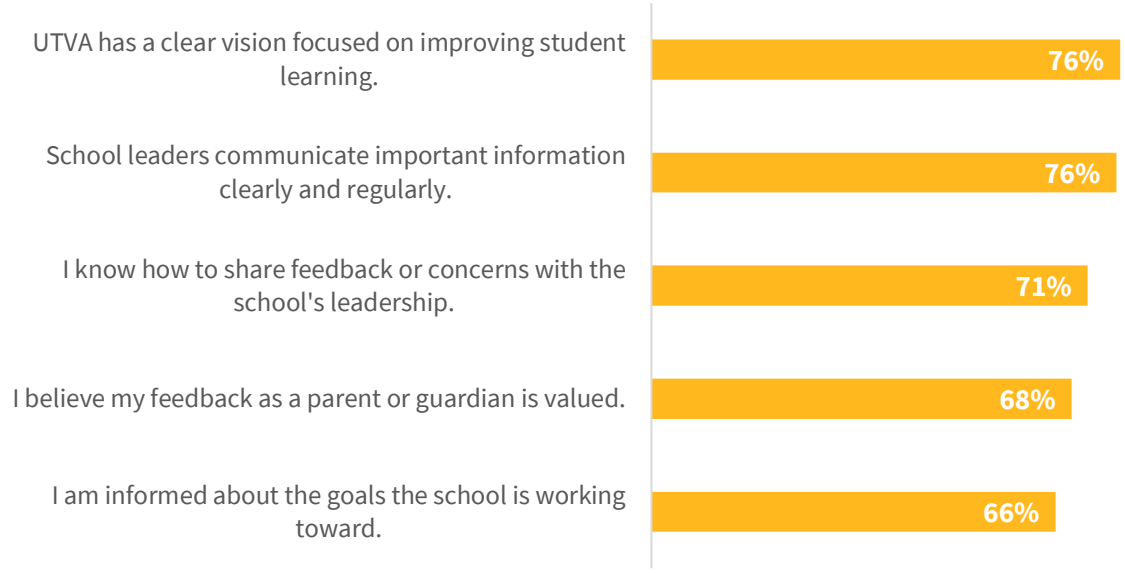
Family Survey Results

To better understand the experiences of families and caregivers at UTVA ES, all families were invited to participate in a survey to capture their perceptions of school leadership, instruction, culture, and communication. A total of 38 parents and caregivers responded. The key findings from these four areas are summarized in the following section. Additional tables with a breakdown of response rates per question can be found in Appendix B.

Leadership

Based on survey responses from the UTVA ES family survey, most caregivers indicated that the school has a clear vision for improving student outcomes. Many also reported that leadership communicates regularly and knows how and where to connect with school leaders. Ratings were slightly lower, however, regarding how often families receive updates on progress toward school improvement goals and whether their feedback is valued by leadership. As part of UTVA ES's ongoing improvement efforts, identifying meaningful ways to share progress and more intentionally respond to family feedback may help strengthen school-home collaboration. A detailed breakdown of parent and caregiver responses is available in Appendix B.

Figure 22. Family Perception of UTVA ES's Leadership

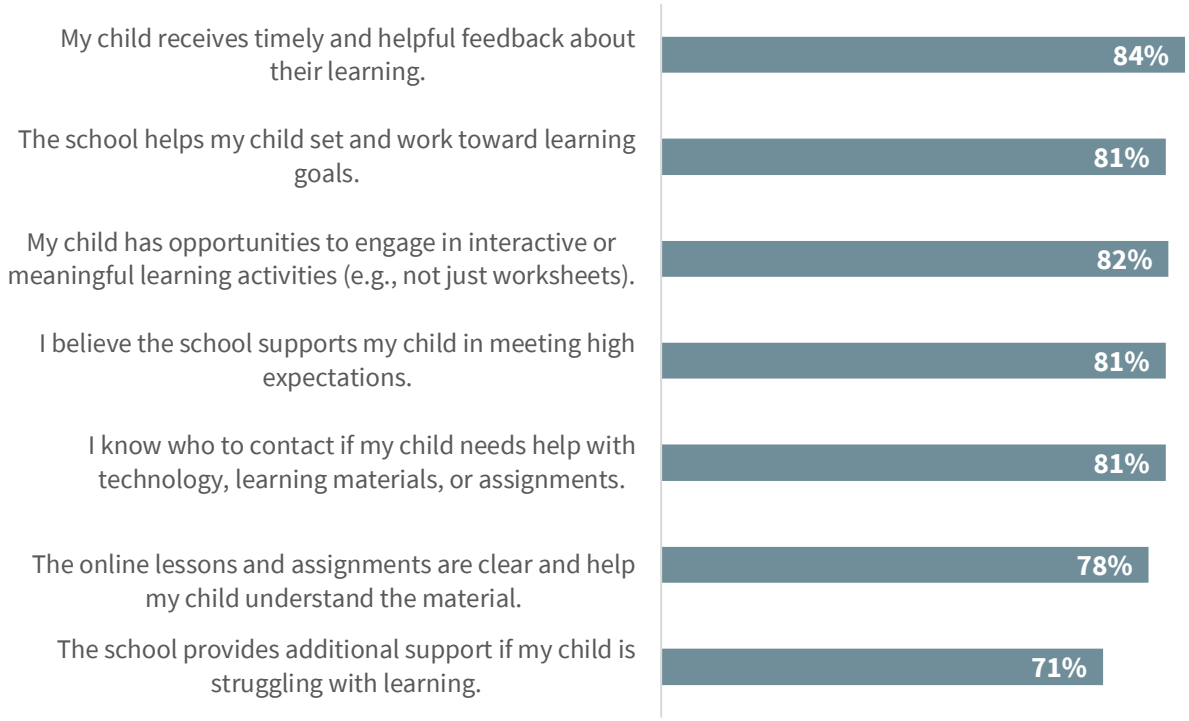


Learning Experiences and Instruction

The following statements (seen in Figure 23) explored parent and caregiver perceptions of the learning experience and environment at UTVA ES, focusing on feedback, meaningful learning experiences, learning expectations, and student support. Based on the responses, parents report that their child(ren) receive timely and relevant feedback on their learning. This is further supported by their responses that students understand their learning goals and engage in meaningful learning experiences. While most parents and caregivers agree that the school provides additional support when a student struggles, this item received ratings nearly 10 percentage points lower than others in

this category. This may represent an opportunity for UTVA ES to collaborate more closely with families to identify and communicate support options when students face academic challenges.

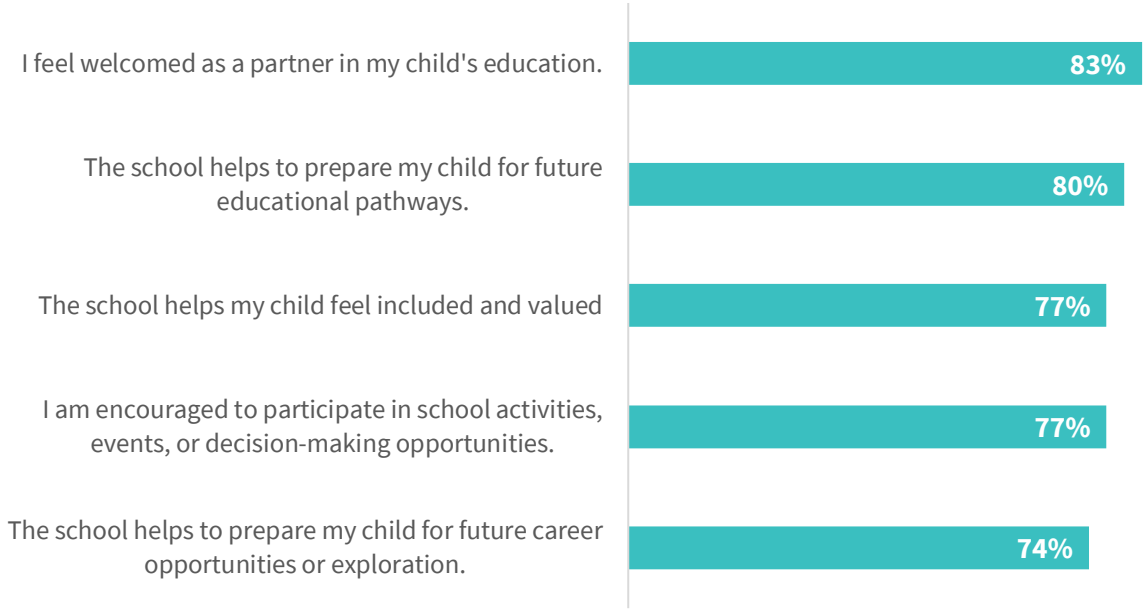
Figure 23. Family's perception of the learning experience and instruction at UTVA ES



Culture and Family Engagement

An important consideration connected to the learning experience and instruction is how parents and caregivers perceive the school's culture and climate. In this section, they responded to statements about whether their student feel a sense of belonging and how well UTVA ES supports their academic future. As shown in Figure 24, responses indicate that parents and caregivers agree or strongly agree that the school does a good job of ensuring students feel welcomed and included. UTVA ES is helping prepare its children for future academic success. There was a slight dip in agreement with the statement about preparing students for future career opportunities. This may be attributed to the school's elementary focus, where the emphasis is on building foundational knowledge and skills, with college and career readiness becoming a more explicit focus in later grades.

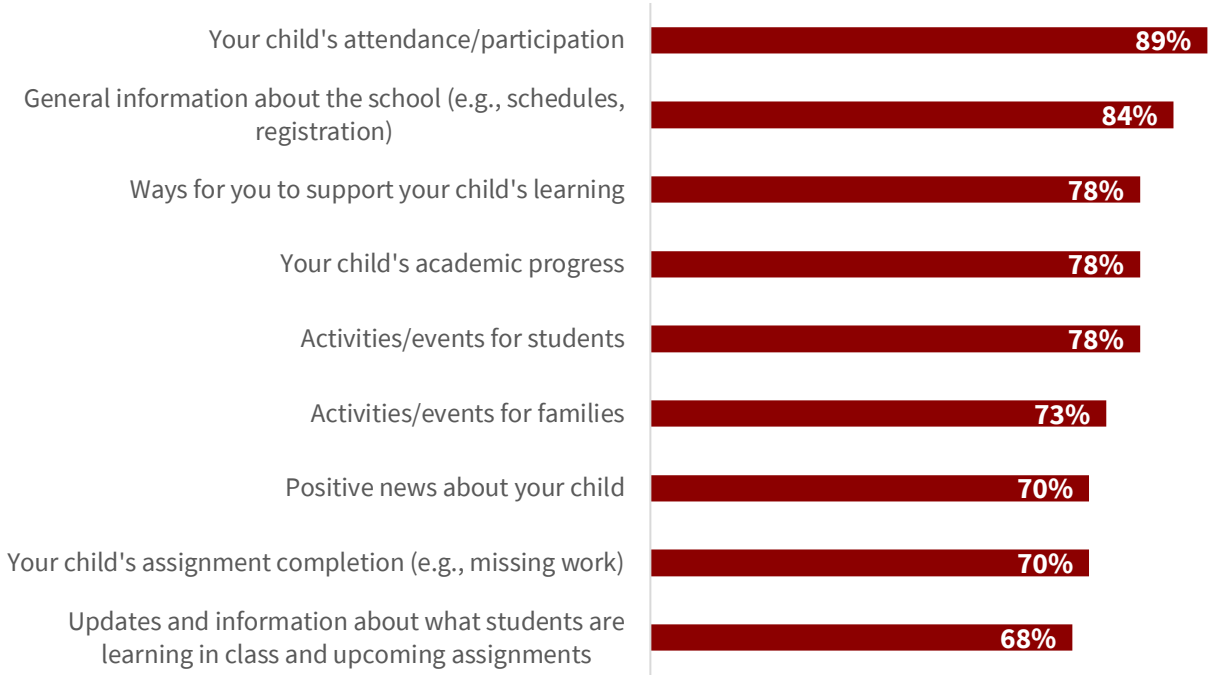
Figure 24. Family's perception of the culture and climate of UTVA ES



Satisfaction with Communication

Families were also asked about their satisfaction with communication about different topics—too much, not enough, or just right. According to parent and caregiver responses, the highest levels of communication were reported around logistical updates such as registration, scheduling, and events. In contrast, the lowest levels of communication were reported in areas related to their child(ren)'s learning, assignment completion, and positive news or celebrations. While UTVA ES uses the Canvas platform to provide updates on grades and learning progress, there may be an opportunity to seek feedback from families on how better to support their understanding and use of these platforms. Helping families access and interpret academic progress more easily could strengthen school-home communication and student support. For a detailed breakdown of responses related to communication, see **Error! Reference source not found.**.

Figure 25. Families' satisfaction with communication



Open-Ended Survey Responses[4]

What are the school's strengths in supporting your child's learning and success?

In the family survey, respondents mention various strengths of UTVA in supporting their child's learning and success. The respondents who provided additional feedback in the open-ended response section about the strengths of the UTVA ES can be separated into four areas: communication, involvement of teachers with students and their families, adaptability to specific student situations, and the variety in curriculum. Based on the sample of responses, family members shared their appreciation for the communication they receive from their child's teacher about their progress and performance in school. Additionally, a few caregivers shared their appreciation for how UTVA ES provides adaptable learning experiences for their children to feel successful, with some speaking specifically about their child's positive experience with the curriculum.

What could the school do better to support your child's learning and success?

In addition to sharing strengths, family members offered suggestions for how UTVA ES staff could better support students and families. While some responses in the strengths section highlighted communication as a positive aspect, others identified it as an area for improvement, suggesting there may be variation in the type or consistency of communication depending on grade level, teacher, or staff member. Several families also shared feedback on logistical aspects of the learning experience,

[4] Note: The sample size for family responses to the open-ended questions about strengths and opportunities is relatively small. While these insights offer valuable perspectives and help illuminate individual experiences, they are not used as the sole basis for identifying overall trends or themes in the comprehensive needs assessment due to the limited number of responses in relation to the full UTVA ES population.

including difficulties with submitting assignments through the online platform. This may be related to the recent transition to Canvas, which could have caused confusion and signaled a need for additional support to help families navigate the new system.

For the complete list of open-ended responses related to strengths and opportunities, see Appendix B.

CNA Rubric Ratings

This section summarizes the UTVA ES CNA findings in a way that aligns with the USBE Center for Continuous School Improvement resources. The rating system is described in Table 6 and the ratings summary is presented in Table 7. This summary includes the detailed evidence and rubric ratings for each domain and indicator, including the evidence from document reviews, interviews, focus groups, and classroom observations.

Table 6: Description of CNA Ratings Scale

Rating	Description
Minimal	Identifies key areas that need more focused improvement efforts
Partial	Represents areas to enhance and extend current improvement efforts
Sufficient	Pinpoint's quality practices that meet the Standards
Substantial	Demonstrates noteworthy practices producing clear results that exceed expectations

Table 7: Summary of CNA Rubric Ratings

CNA Rubric Components	Rating
Domain 1: Leadership	
1A: Prioritize improvement and communicate its urgency	
1A1: The principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	**Sufficient**
1A2: The principal intentionally distributes school leadership roles, convenes the school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	**Substantial**
1B: Monitor Short- and Long-Term Goals	
1B1: School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge.	**Sufficient**
1B2: The principal monitors the implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	**Sufficient**
1B3: Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	**Sufficient**

CNA Rubric Components	Rating
1C: Customize and Target Support to Meet Needs	
1C1: The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources, including personnel, funding, and scheduling).	**Sufficient**
1C2: The principal regularly analyzes disaggregated data to inform decision-making and allocating school resources (time, human, and fiscal) to improve student achievement.	**Sufficient**

Domain 2: Talent Development	
2A: Recruit, develop, retain, and sustain talent	
2A1: The principal operates a transparent system of procedures for recruiting, placing, evaluating, and retaining or replacing staff.	**Substantial**
2A2: The principal consistently matches candidate competencies with school priorities and needs.	**Substantial**
2B: Target professional learning opportunities	
2B1: Professional learning is differentiated, based on the needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	**Partial**
2C: Set clear performance expectations	
2C1: The principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	**Sufficient**

Domain 3: Instructional Transformation	
3A Diagnose and respond to student learning needs	
3A1: Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	**Sufficient**
3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	**Sufficient**
3A3: Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	**Partial**
3A4: Students regularly monitor and track their academic progress toward clearly established benchmarks and standards.	**Minimal**
3B Provide rigorous evidence-based instruction	

Domain 3: Instructional Transformation	
3B1: Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all school grade levels and/or departments.	**Partial**
3B2: Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide all students equitable access to the Utah Core Standards.	**Partial**
3C Remove barriers and provide opportunities	
3C1: The school provides each student equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	**Sufficient**
3C2: Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	**Sufficient**

Domain 4: Culture Shift	
4A Build a strong community intensely focused on student learning	
4A1: Principals and teachers have high expectations for students and themselves.	**Sufficient**
4A2: School leadership regularly celebrates the short-term success of students and teachers while keeping the focus on long-term achievement and growth.	**Sufficient**
4A3: Professional learning programs for teachers promote the implementation of evidence-based parent and family engagement strategies.	**Sufficient**
4A4: The school systematically engages families in their child's academic success, promoting a successful home/school collaborative effort.	**Substantial**
4A5: The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	**Substantial**
4A6: The school implements structures, policies, and routines for effective, focused, and collaborative work.	**Sufficient**
4B Solicit and act upon stakeholder input	
4B1: School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	**Sufficient**

Below are the detailed CNA rubrics, along with the evidence of strengths and opportunities for improvement in each area, as well as indicators based on the information gathered across all data sources.

Domain 1: Leadership

DOMAIN 1: LEADERSHIP			
1A: Prioritize improvement and communicate its urgency			
1A1. Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.			
Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Principal *does not* collaboratively develop a clear vision for the school's direction or meaningfully engage the school community to support it.	Principal *either* collaboratively develops a clear vision for the school's direction *or* meaningfully engages the school community to support a vision but *does not do both*.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it. Interested parties (staff, families, students, community partners, etc.) can articulate the vision and its meaning.
SOURCES **Bold** all that apply: ▪ **Teacher Interview** ▪ **Leader Interview** ▪ **Family Focus Group** ▪ **Student Focus Group** ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ UTVA ES leader and faculty meeting agendas and minutes ▪ Family and community engagement meeting agendas ▪ School vision posted on website ▪ Discussions with families, students, and faculty about the school's vision.	**Strengths:** ▪ UTVA ES has a principal with over twelve years' experiences in various roles at UTVA. ▪ UTVA ES teachers and staff have a clear understanding of the school's vision and goals and were able to explain these during the interviews. (Also, 1A2) ▪ The UTVA ES leadership team has a strong, collaborative culture in which teachers and staff are included in developing/revisiting the vision of the school and the annual School Improvement Plans (SIP). (Also, in 1A2) ▪ Some teachers intentionally align their individual and team goals with the SIP goals. **There is an opportunity to:** ▪ Strengthen ongoing communication of progress and celebrations of the SIP goals among students, families, UTVA Board members, and other community partners. ▪ Continue to build on the positive momentum; celebrate incremental progress toward school goals. ▪ Continue to promote shared understanding of the school's vision as it aligns with	

		expectations for consistent and effective instructional practices.

DOMAIN 1: LEADERSHIP

1A: Prioritize improvement and communicate its urgency

1A2. *Principal intentionally distributes school leadership roles, convenes the school leadership team regularly, and shares leadership responsibilities and decision-making on curriculum, instruction, and professional learning issues.*

Minimal ☐	Partial ☐	Sufficient ☐	**Substantial** ☐
Principal does not distribute school leadership roles, convene a school leadership team, or share leadership responsibilities and decision-making on issues related to curriculum**,** instruction, and professional learning.	Principal ineffectively distributes school leadership roles, occasionally convenes the school leadership team to share leadership responsibilities and decision-making on issues related to curriculum**,** instruction, and professional learning.	Principal intentionally distributes school leadership roles, convenes the school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum**,** instruction, and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning, leading to improved teacher effectiveness.
SOURCES **Bold** all that apply: ▪ **Interview** ▪ Documentation ▪ Observation ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ UTVA ES leader and faculty meeting agendas and minutes ▪ Organizational chart ▪ Policies regarding how professional learning opportunities are aligned with SIP goals. ▪ Data file showing how professional learning opportunities lead to improve educator effectiveness.	**Strengths:** ▪ The leadership team has a strong, collaborative culture in which teachers and staff are included in developing the vision of the school and the annual School Improvement Plans (SIP). (Also, 1A1) ▪ The leadership is transparent in how schoolwide decisions are made, as well as with clearly defined roles and responsibilities of team members. **There is an opportunity to:** ▪ Strengthen systems and processes in which professional learning opportunities are aligned with SIP goals and teachers' individual goals, and model how data can be collected and reviewed to track how the professional learning contributes to improved educator effectiveness.	

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

***1B1**. School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
The improvement plan is out of date and does not include current milestones to gauge progress.	School leadership develops an improvement plan that includes goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress leading to timely completion of milestones and goals or mid-course corrections.

SOURCES
Bold all that apply:
- **Interview**
- Documentation
- Observation
- **Focus Group**

POSSIBLE EVIDENCE:
- UTVA ES faculty meeting agendas and minutes
- UTVA ES SIP Team agendas and notes
- Updated SIP document
- Documentation of celebrations and successes of progress towards SIP goals
- Documentation of adjustments to SIP goals and strategies based on timely data.

Strengths:
- UTVA ES leaders created thoughtful structures to support the development and ongoing refinement of a school improvement plan, informed by the previous CAN (2021), and sought input and feedback from staff to identify short- and long-term goals and milestones.
- UTVA ES leaders regularly convene the SIP team to track progress, communicate updates of the SIP goals, and solicit ongoing feedback from SIP team members.

There is an opportunity to:
- Continue to celebrate incremental progress towards SIP goals using formative assessment data and other evidence shared in SIP team and faculty meetings.
- Model and document (*notice, name and nurture*) the use of formative data to make mid-course corrections with your SIP team and faculty.

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

***1B2**. The principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Principal does not monitor implementation of improvement strategies or make changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies or makes changes to personnel, programs, and methods to keep efforts on track, but does not do both.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track leading to documented and improved student academic outcomes.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Focus Group**

POSSIBLE EVIDENCE:

- Principal's PLC notes documenting effectiveness of improvement strategies
- List of teachers completing LETRS professional learning course.

Strengths:

- UTVA ES leaders adopted a viable curriculum to help support standards-driven instruction.
- UTVA ES teachers are participating in the LETRS professional learning, as per USBE requirements.
- UTVA ES leaders invest in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles)

There is an opportunity to:

- Continue to prioritize instructional coaching cycles and informal classroom observations as key drivers of individual, team, and schoolwide growth, particularly for SWD and MLs. (***Also, with 2B1***)

DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

***1B3**. Principal communicates progress on improvement goals and student achievement to appropriate interested parties.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Principal does not communicate progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal inconsistently communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups using multiple media.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Focus Group**

POSSIBLE EVIDENCE:

- Family newsletter
- Community newsletter
- Board of Directors Updates
- Student celebrations/announcements

Strengths:

- The faculty has demonstrated a strong understanding of the goals and consistently shared what the goals are and how much progress they have made along the way.
- There are built-in structures where the leadership team shares and celebrates their progress.

There is an opportunity to:

- Build on celebrations of incremental progress by continuing to increase different pathways (e.g., school community council, newsletters, etc.) to communicate to the greater school community (families and caregivers).

DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

1C1. *The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
The LEA does not grant school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources, including personnel, funding, scheduling).	The LEA grants school leaders limited autonomy to make decisions to address school priorities (e.g., reallocate resources, including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling) leading to documented and improved student academic outcomes.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Focus Group**

POSSIBLE EVIDENCE:

- Board meeting minutes
- Roles and responsibilities description for K12 partnership

Strengths:

- School leaders report increased autonomy and support from the K12 team over past few years. During the 2024-25 school year, the K12 team changed their role significantly, continuing to provide support and resources with less day-to-day management.

There is an opportunity to:

- Document, acknowledge, and celebrate specific changes in student academic outcomes during the 2025-26 school year (first full year of implementation of new educational resources and platforms.)

DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

***1C2**. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Principal *does not analyze* disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal *inconsistently analyzes* disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) *leading to documented and improved student academic outcomes*.
SOURCES **Bold** all that apply: ▪ **Interview** ▪ **Documentation** ▪ Observation ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ Documentation of data discussions leading to decisions/allocation of school resources. ▪ Documentation of features of new online systems and how they will lead to improved student outcomes. ▪ Documentation of instructional coaching cycles	**Strengths:** ▪ The leadership team has invested in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles) (Cross-referenced with 1B2) ▪ The leadership team has invested significant time and resources into new online systems designed to enhance instructional support for students and families. **There is an opportunity to:** ▪ Continue to document specific details related to the intentional allocation of resources (data that informed decisions, timing, monetary and personnel investment, etc.) to track alignment with improved student academic outcomes.	

Domain 2: Talent Development

DOMAIN 2: TALENT DEVELOPMENT			
2A: Recruit, develop, retain, and sustain talent			
***2A1**. The principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.*			
Minimal ☐	Partial ☐	Sufficient ☐	**Substantial** ☐
Principal does not have an effective system for recruiting, placing, evaluating, retaining or replacing staff. The school does not provide sufficient support for new teachers.	Principal operates a system of procedures for recruiting, placing, evaluating, retaining or replacing staff that does not meet the needs of the school. The school provides minimal support to new teachers in their first years of teaching.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff leading to the retention of qualified, effective staff.
SOURCES **Bold** all that apply: ▪ **Interview** ▪ Documentation ▪ Observation ▪ **Survey** ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ Staff/faculty retention data ▪ Staff/faculty reporting of UTVA leaders' recruitment and retention strategies	**Strengths:** ▪ The USBE Data Gateway highlights a continuous trend of increased retention rates at UTVA. Since 2021-2022, the retention rate of educators has increased by 26% (54%-71%). Additionally, the average years of experience (7+ years) has increased by 12% within the past two years. ▪ Teachers report feeling valued, respected, and trusted at UTVA Elementary School. They report that they are encouraged to share their ideas and opinions, and these ideas are often implemented by school leaders. **There is an opportunity to:** ▪ This rating is substantial, so continue to maintain structures and systems that support and maintain highly qualified teachers and staff.	

DOMAIN 2: TALENT DEVELOPMENT

2A: Recruit, develop, retain, and sustain talent

2A2. Principal consistently matches candidate competencies with school priorities and needs.

Minimal ☐	Partial ☐	Sufficient ☐	**Substantial** ☐
Principal fills vacancies with candidates who are minimally-qualified.	Principal considers candidates' competencies when filling vacancies.	Principal consistently matches candidate competencies with school priorities and needs.	The principal consistently matches candidate competencies with school priorities and needs and uses interview techniques specifically designed to reveal competencies that lead to the retention of qualified staff.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Survey**
- **Focus Group**

POSSIBLE EVIDENCE:

- Written interview protocol
- District hiring and transfer policies

Strengths:

- School leadership has a strong understanding of their school needs and seeks educators who will align with the vision and understand the demands of the virtual school learning environment.
- The school leadership team has a plan to build the capacity of the educators and staff to support their ML students by getting an endorsement.

There is an opportunity to:

- There is an opportunity (if this does not exist) to create a document that highlights the expectations of future candidates and the skills and qualities that candidates need to be successful.
    - This includes identifying ways that the current and future staff can intentionally identify continuous learning opportunities that strengthen their skills to support high outcomes for all UTVA ES students.

DOMAIN 2: TALENT DEVELOPMENT

2B: Target professional learning opportunities

***2B1**. Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.*

Minimal ☐	**Partial** ☐	Sufficient ☐	Substantial ☐
Professional learning is not differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards. It Is not effective, evidence-based, content-specific pedagogy.	Professional learning is occasionally differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on the needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy leading to documented and improved student academic outcomes.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Survey**
- **Focus Group**

POSSIBLE EVIDENCE:

- Teachers are prepared to meet student needs through specific professional learning
- Student achievement data
- Teacher performance data
- Agendas and minutes from professional learning sessions focus on content and differentiation appropriate to grade level
- Professional learning is not LEA mandated
- Professional learning directing connects to student achievement
- Continuous instructional feedback for teachers

Strengths:

- Teachers report that school leaders encourage and fully support their participation in professional learning opportunities to further their individual professional expertise and instructional effectiveness.
- As part of the *UTVA Peer Learning Walks*, teachers are now asked to record and self-assess their own instructional practices.

There is an opportunity to:

- Continue to align professional learning opportunities with specific student learning needs and SIP goals.
- Provide intentional professional learning opportunities designed to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.
- Collect timely professional learning implementation data as a possible driver for improved student academic outcomes.
- Continue to build capacity and knowledge to support all students achieving grade-level mastery of standards

DOMAIN 2: TALENT DEVELOPMENT

2C: Set clear performance expectations

2C1. Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
School leader does not communicate clear goals for employees' performance that reflect the established evaluation system and does not facilitate exits of underperforming employees.	School leaders communicate goals for employees' performance in ways that may not reflect the established evaluation system or facilitate the exit of underperforming employees.	School leaders communicate clear goals for employees' performance that reflect the established evaluation system and facilitate the swift exit of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees leading to the retention of effective staff who meet the school needs.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- Survey
- Focus Group

POSSIBLE EVIDENCE:

- A procedure is followed to ensure quality teaching
- Teacher evaluation system and data
- Clear performance expectations are communicated to teachers
- Documentation of meetings
- Documentations of observation feedback
- Teacher retention data

Strengths:

- There is a strong instructional coaching model that supports regular classroom observations and teacher growth and development.
- Teachers expressed openness and interest in receiving more classroom observations from school leaders, reflecting a strong foundation of trust and shared commitment to transparent practice and continuous improvement.
- Based on the USBE Gateway, teacher experience and retention rates have increased in the past several years.

There is an opportunity to:

- Continue to leverage formal and informal classroom observations (coaches and leadership) that provide targeted and intentional feedback aligned to professional learning goals and school improvement goals/initiatives.

Domain 3: Instructional Transformation

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

***3A1**. Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Teachers minimally assess student progress, using assessments that are not aligned with Utah Core Standards. Assessment data are not used to plan for continuous improvement for each student.	Teachers assess student progress occasionally, using assessments that are not purposefully aligned with Utah Core Standards. Assessment data are occasionally used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Teachers assesses student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student leading to documented and improved student academic outcomes.
SOURCES **Bold all that apply:** ▪ **Interview** ▪ Documentation ▪ Observation ▪ Survey ▪ Focus Group	**POSSIBLE EVIDENCE:** ▪ PLC agendas and minutes ▪ Data meeting agendas and minutes ▪ Sample Common Formative Assessments	**Strengths:** ▪ PLC structures and processes are well established and used for ongoing data discussions using a variety of assessments to support various student groups. ▪ Teachers report high levels of data-informed decision making to identify student learning needs (gaps and enrichment) **There is an opportunity to:** ▪ Deepen teachers' collaborative analysis and discussions around formative student academic data as part of their ongoing efforts to diagnose and respond to specific instructional needs (particularly for Students with Disabilities and Multilingual Learners).	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

***3A2**. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.*

Minimal ☐	Partial ☐	**Sufficient ☐**	Substantial ☐
Instructional staff does not provide additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	Instructional staff occasionally provides additional instruction, intervention, and enhanced learning opportunities, as needed, for improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed, for continuous improvement for each student.	Instructional staff consistently provide additional evidence-based instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student, leading to documented and improved student academic outcomes.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- **Observation**
- **Focus Group**

POSSIBLE EVIDENCE:

- Opportunities for extra support (e.g., summer school, extended day, etc.)
- Interventions by counselors, tutors, peer tutors, etc.
- Programs designed to help parents assist their children with homework
- Use of student outcome data for decision making and placement in after-school programs
- Attendance logs, time logs
- Student evaluation reports
- Programs for high-achieving students

Strengths:

- Dedicated paraeducators and interventionists who participate in ongoing professional learning opportunities (i.e., 95% group, LETRS training) and collaborate with teachers during instructional planning meetings.

There is an opportunity to:

- Continue to prioritize quality Tier 1 instruction that ensures mastery of essential standards and is aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why)
- Continue to invest in evidence-based instruction and strategies and identify clear indicators to track progress of implementation and changes in student outcomes.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

***3A3**. Instructional staff provides specific, constructive, academic, and behavioral feedback to students.*

Minimal ☐	**Partial** ☐	Sufficient ☐	Substantial ☐
Instructional staff do not provide specific, constructive, academic, and behavioral feedback to students.	Instructional staff occasionally provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students, leading to documented, academic growth of individual students.

SOURCES

Bold all that apply**:**

- Interview
- Documentation
- **Observation**
- Focus Group

POSSIBLE EVIDENCE:

- Student report cards are easily understood by parents and students
- Students use feedback to improve performance
- Observed equitable feedback to all students.
- Use of peer feedback
- Verbal feedback that is specific, timely, and purposeful

Strengths:

- In classroom observations, the class and instructional support staff do a great job providing behavioral feedback with specific, clear feedback.

There is an opportunity to:

- Define, communicate and re-enforce high expectations and provide feedback with regards to their students' academic performance during classroom instruction.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A4. Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Students do not monitor and track their own academic progress towards clearly established benchmarks and standards.	Students occasionally monitor and track their own academic progress towards clearly established benchmarks and standards.	Students regularly monitor and track their own academic progress towards clearly established benchmarks and standards.	Students systematically monitor and track and can articulate their own academic progress towards clearly established benchmarks and standards. There is evidence that students and teachers collaboratively make plans to improve student learning.

SOURCES

Bold all that ap**ply:**

- **Interview**
- Documentation
- **Observation**
- **Focus Group**

POSSIBLE EVIDENCE:

- Student progress charts and graphs
- Student use of portfolios to monitor their own academic progress.
- Formal and informal teacher/student conversations about performance.
- Students can articulate their goals and progress.

Strengths:

- Intentional collaboration among general education and special education teachers to review formative data and identify effective strategies to support students with disabilities (SWD).

There is an opportunity to:

- Increase support and opportunities for students to set individual learning goals and regularly track their progress. This includes intentionally planned structures and procedures where teachers structures in data conversation with their students throughout the academic year.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

***3B1**. Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.*

Minimal ☐	**Partial** ☐	Sufficient ☐	Substantial ☐
Curriculum and interventions are not horizontally and vertically aligned with the Utah Core Standards and are not evident at all grade levels and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards or evident at all grade levels and/or departments in the school, but not both.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school. Staff can articulate how alignment informs instruction.

SOURCES

Bold all that apply**:**

- **Interview**
- Documentation
- **Observation**
- **Focus Group**

POSSIBLE EVIDENCE:

- Lessons are aligned with Utah Core Standards
- Teachers use evidence-based practices aligned with the Core
- Interventions are aligned with the Utah Core
- Curriculum maps align standards, curriculum, instruction, assessment and pacing guides
- Textbook adoption procedures align to the Utah Core
- Similar content delivered in all classrooms in each grade level and content area

Strengths:

- The elementary school has invested great time, resources, and capacity building to implement standards-based, evidence-informed curricula.
- Teachers and staff participate in regular vertical planning meetings that focus on the progression of skills and knowledge of the standards.

There is an opportunity to:

- The school has started their journey and discussion on their curricular and standards alignment, but there is an opportunity to continue to deepen and expand this work to ensure that all staff members are able to understand and communicate the instructional and standards alignment and how/when students demonstrate mastery. This includes each staff member building a deep understanding of the learning progress for each standard.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

***3B2**. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.*

Minimal ☐	**Partial** ☐	Sufficient ☐	Substantial ☐
Instructional staff does not use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Some instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards, resulting in improved achievement for all students.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- **Observation**
- **Focus Group**

POSSIBLE EVIDENCE:

- Students work in differentiated small groups to address performance
- Teachers use a variety of presentation strategies (e.g., lecture, demonstration, lab, etc.)
- Use of disaggregated, longitudinal student achievement data to drive and differentiate instruction
- MGP data for student groups
- Teachers monitor small groups
- Technology is available and used appropriately to differentiate instruction

Strengths:

- School leaders have developed an online Multilingual Learner (ML) Endorsement course that will be available during the winter of 2025. All UTVA elementary teachers and staff will be required to participate in this free, three-year endorsement program.
- Teachers report that their grade-level PLCs are focused on instructional planning and data-driven decision making to guide instructional planning and student learning needs.
- Teachers are leveraging a variety of grouping strategies and instructional strategies that allow higher rates of students to cognitively engage during the instructional block.
- UTVA ES has made noticeable gains in academic growth, and there continues to be an opportunity to close the gap for individual student groups.

There is an opportunity to:

- Continue to explore and identify differentiated learning opportunities and structures that ensure all student groups are performing at high levels and demonstrating mastery of grade-level content.
- Identify clear documentation strategies to track the growth and progress of

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION		
		students with disabilities and MLs. ▪ Continue to work towards improving students' proficiency scores schoolwide and also attend to each student group.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

***3C1**. The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
The school *does not provide* each student with equitable opportunities to enroll in and complete rigorous coursework.	The school provides each student with *limited opportunities* to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework *does not mirror* the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students *successfully completing* rigorous coursework mirrors the overall school demographics.
SOURCES **Bold** all that apply: ▪ **Interview** ▪ Documentation ▪ **Observation** ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ Gifted and Talented (or similar) program ▪ Counselor/teacher records show individual student progress towards goals ▪ Master schedules for class availability ▪ Classroom/teacher evaluations	**Strengths:** ▪ The school has adopted curricula that provides differentiated planning options to support different learning needs (interventions and extensions) **There is an opportunity to:** ▪ Continue to use PLC/data meeting time for intentional, collaborative discussions to ensure all students' individual learning needs are met, including opportunities to enroll in and complete rigorous coursework.	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

***3C2**. Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Teachers *do not* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers *inconsistently* teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions *leading to documented positive school culture and climate*.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- **Observation**
- Survey
- **Focus Group**

POSSIBLE EVIDENCE:

- There are school-wide rules and expectations
- Behavior expectations are reviewed during classes
- Defined set of rewards for positive actions
- Fewer documented behavior incidents
- Culture and climate survey

Strengths:

- Teachers are modeling and reinforcing positive behaviors through intentional and specific feedback.
- Interactions among teachers and students in the virtual classroom settings were positive, and students appeared comfortable engaging in both formal and informal conversations.

There is an opportunity to:

- Continue to teach and reinforce positive social skills, self-respect, relationships, and responsibility while documenting how this leads to a positive school culture and climate.

Domain 4: Culture Shift

DOMAIN 4: CULTURE SHIFT			
4A: Builds a strong community focused on learning			
***4A1**. Principals and teachers have high expectations of students and themselves.*			
Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Principal and teachers *do not* have high expectations for students and themselves.	Principal and teachers have high expectations *inconsistently* for themselves and for some students.	Principal and teachers have high expectations for students and themselves.	Principal and teachers have high expectations for students and themselves *leading to documented and improved student academic outcomes*.
SOURCES **Bold** all that apply**:** ▪ **Interview** ▪ Documentation ▪ **Observation** ▪ **Survey** ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ school's mission statement includes high expectations ▪ School leadership frequently discusses and revisits high expectations. ▪ School-wide goals represent high expectations and rigor ▪ Classroom activities and classwork are challenging ▪ An accountability process is in place to hold staff and students accountable for their work	**Strengths:** ▪ Culture of support, respect, and collaboration among leaders and staff (i.e., feedback for continuous professional growth, sharing of ideas, questions, and concerns). ▪ Creative, effective strategies for motivating and engaging students. (i.e., messaging families during class if the student is late, absent, or disengaged). ▪ Students appear comfortable engaging with their teachers and peers. ▪ Students have opportunities to participate in 2-3 in-person activities/year to strengthen relationships and social skills, develop a cohesive school community, and engage in new experiences and activities. **There is an opportunity to:** ▪ Celebrate the successful implementation of Canvas and other tools/platforms and continue to celebrate important milestones with faculty and staff during the 2025-26 school year. ▪ Continue to encourage faculty and staff to focus energy within their “sphere of influence" (delivering strong instruction and cultivating a rigorous, supportive learning environment) while minimizing distractions tied to areas beyond their control.	

DOMAIN 4: CULTURE SHIFT

4A: Builds a strong community focused on learning

4A2. *School leadership regularly celebrates short-term successes of students and teachers while focusing on long-term achievement and growth.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
School leadership *does not* celebrate short-term successes of students and teachers and *does not* keep the focus on long-term achievement and growth.	School leadership *occasionally* celebrates short-term successes of students and teachers *and may not* keep the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth leading to documented and improved student academic outcomes.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- **Survey**
- **Focus Group**

POSSIBLE EVIDENCE:

- Written short- and long-term goals, with documented progress
- Whole school and/or classroom celebrations for progress towards SIP goals
- Progress on SIP goals are shared with families and students
- Principal and faculty reinforce positive behavior and academic achievement
- Formal and informal recognition for students and teachers

Strengths:

- The SIP team meets regularly to monitor and document progress towards schoolwide goals.
- School leaders, the SIP team, and faculty can articulate and discuss current SIP goals, which are focused on long-term achievement and growth.

There is an opportunity to:

- Continue to celebrate short-term successes of students and teachers among larger UTVA audiences (community members, Board of Directors, etc.)
- Develop sustainable processes and structures to document how celebrations of short-term successes and the focus on long-term achievement and growth lead to improved student academic outcomes.

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

***4A3**. Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
Professional learning programs for teachers *do not address evidence-based parent and family engagement strategies*.	Professional learning programs for teachers promote the implementation of evidence-based parent and family engagement strategies *to a limited extent*.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies *leading to increased parent and family engagement*.
SOURCES **Bold all that apply:** ▪ **Interview** ▪ Documentation ▪ Observation ▪ Survey ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ Documentation of professional learning opportunities focused on meaningful family and community engagement ▪ Family activity/meetings attendance records ▪ Dual capacity framework for family engagement is being implemented	**Strengths:** ▪ Ongoing professional learning opportunities for faculty/staff to promote implementation of family engagement strategies. **There is an opportunity to:** ▪ Implement a sustainable system of documentation that connects the implementation of evidence-based family engagement strategies with increased family engagement.	

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A4. *The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.*

Minimal ☐	Partial ☐	Sufficient ☐	**Substantial** ☐
The school *does not attempt to engage* families in the academic success of their child.	The school *attempts to engage* families in the academic success of their child *with no clear vision or goal in engagement.*	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort *leading to increased parent and family engagement*.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- Observation
- Survey
- **Focus Group**

POSSIBLE EVIDENCE:

- School website with pertinent family information
- School newsletter
- Schedule of family engagement activities
- A clear policy and procedure for communicating with families

Strengths:

- UTVA ES partnership with families as "Learning Coaches" of students outside of traditional class time
- UTVA ES Mentor team serves as liaison between family learning coaches and classroom teachers.

There is an opportunity to:

- Continue to promote and document successful home/school partnerships leading to increased parent and family engagement.

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A5. *The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.*

Minimal ☐	**Partial** ☐	**Sufficient** ☐	**Substantial** ☐
The school does not maintain positive, encouraging classroom and school culture where students feel safe and supported.	The school attempts to maintain a positive, encouraging classroom and school culture where most students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

SOURCES

Bold all that apply:

- **Interview**
- Documentation
- **Observation**
- Survey
- **Focus Group**

POSSIBLE EVIDENCE:

- An effective system in place to gather and share feedback
- Documentation with feedback from interested parties is used to make necessary changes to improve school and/or classroom culture
- Schoolwide behavior plan
- Anti-Bully Policy
- Emergency Procedures handbook
- Safety policy and procedures are practiced

Strengths:

- Students appear comfortable engaging with teachers and peers during classes.
- Teachers /staff were observed reviewing behavioral expectations with students at the beginning of classes.
- Teachers/staff were observed offering positive feedback and encouragement to students frequently during classes.

There is an opportunity to:

- Maintain a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

DOMAIN 4: CULTURE SHIFT

4A: Builds a strong community focused on learning

4A6. The school implements structures, policies, and routines for effective, focused, and collaborative work.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school *does not implement* structures, policies and routines for effective, focused, and collaborative work.	The school *inconsistently implements* structures, policies and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work *leading to documented and improved student academic outcomes*.
SOURCES **Bold all that apply:** ▪ **Inte** ▪ **view** ▪ Documentation ▪ Observation ▪ Survey ▪ **Focus Group**	**POSSIBLE EVIDENCE:** ▪ There are explicit and clear expectations for staff participation in focused, collaborative work ▪ PLC meeting agendas and minutes ▪ Effective lessons/unit plans ▪ Examples of common formative assessments ▪ Evidence-based Interventions informed by student data	**Strengths:** ▪ Teachers and staff regularly collaborate to review student data and plan instructional strategies to support student learning. ▪ UTVA principal and school leaders have clear expectations for regular, collaborative discussions among teachers and staff that are focused on growth towards student outcomes. **There is an opportunity to:** ▪ Consistently document how the school's structures, policies, and routines for effective, focused, and collaborative work among the faculty and staff lead to improved student academic outcomes.	

DOMAIN 4: CULTURE SHIFT

4B: Solicit and act upon stakeholder input

***4B1**. School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.*

Minimal ☐	Partial ☐	**Sufficient** ☐	Substantial ☐
School leaders *do not attempt to solicit or use stakeholder feedback*.	School leaders solicit and use *some stakeholder feedback*.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives *resulting in documented instances where feedback has been implemented to improve school improvement initiatives*.

SOURCES
Bold all that apply:
- **Interview**
- Documentation
- Observation
- Survey
- **Focus Group**

POSSIBLE EVIDENCE:
- Documented focus group responses
- Feedback from suggestion boxes
- Confidentiality policy and procedures
- Minutes from SCC meetings
- Minutes from PTA Meetings

Strengths:
- UTVA ES leaders solicit feedback from students and families regarding various school initiatives.
- Many UTVA ES teachers/staff report that their individual feedback is frequently requested, and the ideas they offer are often implemented.

There is an opportunity to:
- Expand opportunities for interested parties to provide additional feedback, and document how this feedback has been implemented to improve school improvement initiatives.

Summary of Strengths and Opportunities

In the initial planning phase for the 2025 CNA, the UEPC and UTVA leadership reviewed the 2021 CNA to intentionally identify what opportunities were identified and to assess where UTVA ES has made growth in the last four years. As the UEPC and the UTVA leadership teams began planning the Spring 2025 CNA, they revisited the findings and recommendations from the 2021 UTVA K-8 CNA. In studying the previous CNA report and collecting and analyzing data for the current CNA, they identified the following areas of significant growth and improvement since 2021.

- ✓ ***Clarity*** *regarding the leadership team's* ***roles and responsibilities****, school-wide* ***vision****, and* ***school-improvement process****.*
- ✓ ***Professional learning systems*** *with opportunities that are intentionally* ***differentiated*** *and* ***aligned*** *with school goals.*
- ✓ *Intentional use of* ***formative assessment data*** *to inform* ***adjustments to instruction*** *based on student needs.*
- ✓ ***Innovative technology*** *to support student* ***learning and engagement.***
- ✓ *Systems and processes for* ***instructional coaching*** *to support* ***teachers' individualized needs*** *and promote* ***consistency*** *across classrooms.*
- ✓ *Intentional* ***collaboration*** *between Special Education and general education teachers to support* ***students with disabilities.***

Each of these areas were highlighted and celebrated with the UTVA Elementary School (ES) leaders and faculty during the recent meeting to debrief the current CNA data and findings in May 2025. In addition to the celebration of progress over the past four years, the UTVA ES principal empowered the faculty to use the data from the current CNA to maintain this positive momentum as they used these current strengths and opportunities to inform the 2025-26 school improvement plan. Building on the findings shared thus far in this report, we offer the following summary of the strengths and opportunities for improvement related to the Four Domains. These helped to narrow the focus for the highest priority areas that would likely have the greatest positive impact on student achievement as the UTVA ES team voted on the priority strategies for 2025-26 during Phase 4.

Domain 1: Leadership

Strengths

- UTVA has a seasoned elementary school principal with twelve years' experience in various instructional and leadership roles at the school.
- Several UTVA ES teachers and staff report having a solid understanding of the goals of the current School Improvement Plan (Reading, Math, Writing). Some teachers also report intentionally aligning their individual and team goals with the SIP goals.
- UTVA ES leaders have invested significant time and resources over the past year as the entire faculty transitioned to new online systems designed to enhance instructional support and streamline educational resources for students and families.

Opportunities

- Continue to build on the successes and milestones from the past several years, celebrating incremental progress towards school goals with the entire faculty and staff.
- Continue to promote clarity through shared language and understanding (i.e., looks like, sounds like) among all leaders, faculty, and staff regarding expectations for instructional practices at UTVA ES.

Domain 2: Talent Development

Strengths

- UTVA ES teachers report feeling supported by school leaders in developing their professional growth and teacher leadership skills through a variety of differentiated professional learning opportunities. These opportunities include local, regional, and national conferences, *Peer Learning Walks* among UTVA colleagues, and the sharing of successful strategies during faculty meetings and structured professional learning sessions.
- UTVA ES leaders have continued to invest in qualified instructional coaches (endorsed by the Utah State Board of Education) to support individual and collective professional growth among the faculty.

Opportunities

- Continue to prioritize instructional coaching cycles and informal classroom observations as key drivers of individual, team, and schoolwide growth, particularly focusing on intentional efforts to support students with disabilities and multilingual learners.
- Continue to offer professional learning opportunities to faculty and staff that are aligned with UTVA ES student learning needs and school performance goals.

Domain 3: Instructional Transformation

Strengths

- UTVA ES teachers report high levels of data-informed decision making to identify specific student learning needs.
- While proficiency scores remain low, UTVA ES leaders report significant growth in reading skills among students in grades K-5 over the past two years. 51% of students have met or exceeded the end-of-year Acadience Reading benchmark, while 55% have made typical, above typical, or well above typical growth.
- UTVA ES leaders report significant growth in Math among students in grades K-5, as 84% of students maintained or improved proficiency on Acadience Math benchmarks from beginning-of-year to end-of-year assessments.
- There are consistent structures and processes within professional learning communities (PLCs) to promote ongoing data-driven discussions to support specific student subgroups (e.g., Data Administrator, school-wide data "tracker", Acadience progress monitoring for reading and math, common formative assessments, classroom exit tickets)

- There is intentional and ongoing collaboration among special education teachers and general education teachers to review formative data and develop/implement effective strategies to support students with disabilities (SWD) in the classroom.
- The UTVA leadership team will offer an online Multilingual Learner (ML) Endorsement course that will be introduced during the winter of 2025.
- UTVA ES has a team of dedicated paraeducators and interventionists who support entire grade level teams, participate in ongoing professional learning opportunities (i.e., 95% group, LETRS training), and collaborate with teachers during instructional planning meetings.

Opportunities

- Continue to use student learning data to ensure mastery of essential standards, aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why) to diagnose and respond to specific instructional needs, particularly for students with disabilities and multilingual learners.
- Continue modeling and messaging high expectations for student engagement and behavior in the classroom and promote equally high expectations/modeling for students' academic performance.

Domain 4: Culture Shift

Strengths

- There is a positive culture of support, respect, and collaboration among the UTVA ES leaders and staff (i.e., feedback for continuous professional growth, sharing of ideas, questions, and concerns)
- Creative, effective strategies for motivating and engaging students are generated and implemented by teachers and staff (i.e., messaging family members/guardians in real-time). Students appear comfortable engaging with their teachers and peers.
- UTVA ES students generally appear comfortable engaging with their teachers and peers during classes.
- UTVA ES students have opportunities to participate in 2-3 in-person activities during the school year to strengthen relationships and social skills, develop a cohesive school community, and engage in new experiences and activities.

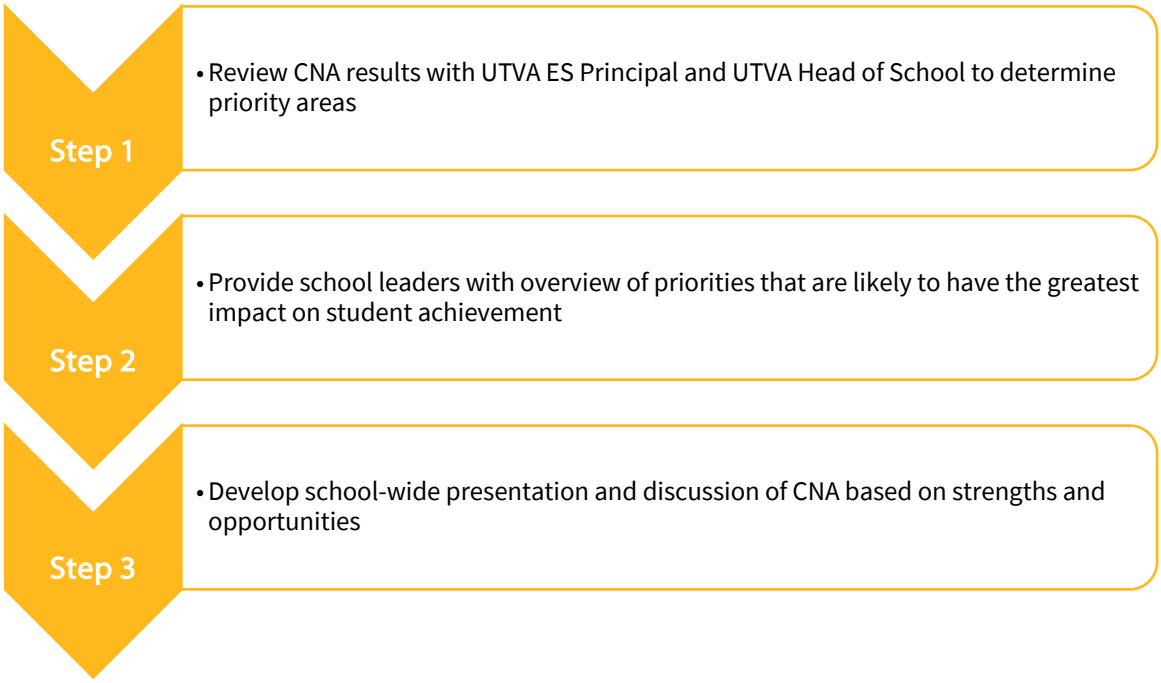
Opportunities

- Celebrate the team's ongoing progress in implementing Canvas and other tools/platforms during the 2024-25 school year and continue to celebrate important milestones.
- Continue focusing energy within the UTVA ES team's "sphere of influence", delivering strong instruction and cultivating a rigorous, supportive learning environment, while minimizing distractions tied to areas beyond their control.

Priority Strategy Identification & School-Wide Faculty Voting Protocol

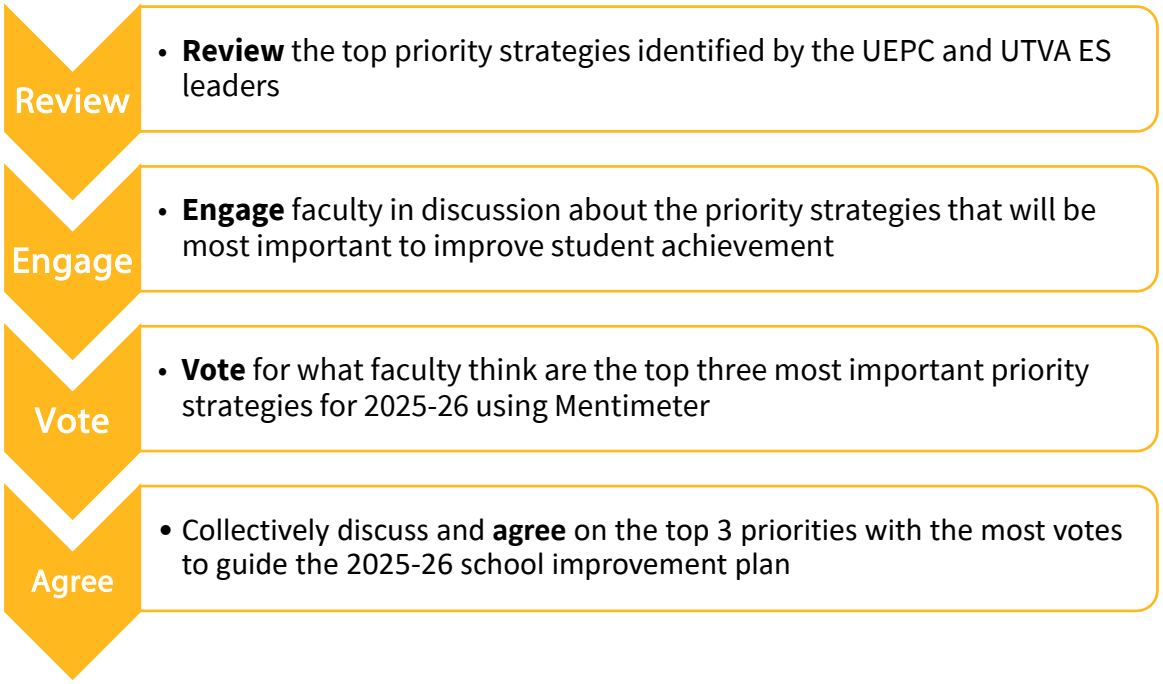
The UEPC shared an overview of the CNA findings, including the above strengths and opportunities, with the UTVA ES Principal and UTVA Executive Director on May 16, 2025. During this meeting, they also explored options for high-priority areas likely to have the greatest positive impact on student achievement based on the CNA findings. They then planned a presentation and discussion for the whole UTVA ES faculty to share these strengths and opportunities and identify priority strategies for the 2025-26 school year. This process for sharing the strengths and opportunities and exploring priority strategies to address needs for the 2025-26 school year is outlined in Figure 26.

Figure 26. Three-Step Process for Prioritizing Needs



On May 23, 20025, the UEPC team met with UTVA ES leaders and faculty to share the strengths and opportunities identified from the CNA as well as priority strategies discussed with the UTVA ES Principal and UTVA Executive Director on May 16. During this school-wide discussion, the UEPC emphasized the following focus question for the faculty to consider as they reviewed possible priority strategies: "*Which of these strategies, if addressed and implemented appropriately, will have the greatest positive impact on student achievement at UTVA ES?"* After individual reflection, the faculty was asked to vote for their top three priority strategies using the Mentimeter platform. This process for UTVA ES faculty voting is outlined below in Figure 27.

Figure 27. School-Wide Voting Protocol



Upon completion of the voting process, the following rank-ordered priorities were collectively agreed upon as the focus for UTVA ES's 2025-26 school improvement plan.

1) Increase support and opportunities for students to set individual learning goals and regularly track their progress.
2) Engage in refresher sessions focused on planning Tier 1 instruction to ensure students demonstrate mastery or progress toward essential standards.
3) Explore ways to deepen effective collaboration that supports students with disabilities (e.g., co-planning and teaching).
4) Implement additional instructional strategies to support multilingual learners (that also support all students).

In July, the UTVA ES School Improvement Plan (SIP) team will convene to develop their 2025-26 School Improvement Plan. This plan will include specific strategies for each of these priority areas, as well as clear milestones and concrete action steps that will support UTVA ES in strengthening the focus areas identified by the faculty.

Appendix A: Self-Assessment Survey Results

Below are the results from the online self-assessment survey that was administered to all UTVA ES faculty and staff. Twenty-eight members of the staff at UTVA ES completed the self-assessment survey. The self-assessment asks faculty to rate their school along the four domains of school improvement—Leadership, Talent Development, Instructional Transformation, and Culture Shift. The self-assessment uses the following ratings: strongly disagree, disagree, neither agree/disagree, agree, strongly agree.

Staff Self-Assessment Survey Responses

Leadership

Monitor short- and long-term goals	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Total
Our school has a clear vision focused on improving student learning.	0%	0%	0%	4%	96%	**28**
School leaders consistently communicate clear expectations for instructional excellence.	0%	4%	4%	21%	71%	**28**
School leaders distribute leadership roles among the leadership team and staff for improvement efforts. There is a clear and effective delegation of responsibilities across the leadership.	0%	0%	7%	21%	71%	**28**
There is transparency in how schoolwide decisions are made.	0%	11%	11%	21%	57%	**28**

Prioritize improvement and communicate its urgency	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
School leaders support the co-creation of School Improvement Plans (SIP) that clearly outline short- and long-term goals.	0%	0%	0%	4%	96%	**28**
I understand the school's short- and long-term SIP goals.	0%	0%	0%	11%	89%	**28**
School leaders regularly emphasize and model the intentional use of data to monitor progress toward school goals.	0%	0%	4%	14%	82%	**28**
Progress updates are shared with stakeholders.	0%	0%	7%	25%	68%	**28**

Customize and target support to meet needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have opportunities to provide input into school improvement planning.	0%	0%	0%	15%	85%	**27**

Customize and target support to meet needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
School leaders adjust supports (e.g., resources, schedules, materials, etc.) based on feedback from staff, students and families.	0%	0%	14%	18%	68%	**28**

Talent Development

Recruit, develop, retain, and sustain talent	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I am supported in developing my professional growth goals and action plans.	0%	0%	4%	29%	68%	**28**
I am supported in developing my teacher leadership skills.	0%	0%	7%	21%	71%	**28**
Staff recruitment efforts at our school prioritize alignment with school goals and values.	0%	0%	7%	21%	71%	**28**
New staff are provided with adequate onboarding and mentorship.	0%	0%	14%	32%	54%	**28**

Target professional learning opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have professional learning opportunities that are differentiated to meet my needs and my students' learning needs.	0%	0%	4%	43%	54%	**28**
I have opportunities to learn from and observe peers.	0%	0%	7%	36%	57%	**28**
Our PLCs are supported with adequate time, guidance, and protocols.	4%	0%	0%	39%	57%	**28**
I receive regular feedback and coaching to support instructional practices and student learning.	0%	0%	0%	43%	54%	**28**

Set clear performance expectations	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
There is a transparent system in place for evaluating and recognizing effective educators.	0%	0%	14%	29%	57%	**28**
Expectations for using evidence-based instructional practices and professional collaboration are clearly communicated.	0%	7%	4%	14%	79%	**28**
There is a culture of shared accountability for student outcomes.	0%	7%	0%	25%	71%	**28**

Instructional Transformation

Diagnose and respond to student learning needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I plan lessons (both synchronous and asynchronous) with clear learning intentions and success criteria.	0%	0%	7%	36%	57%	**28**
My students can articulate what they are learning and why it matters.	0%	0%	4%	39%	54%	**28**
My students use a variety of methods to demonstrate their learning (e.g., mastery of core standards).	0%	0%	0%	25%	75%	**28**
The instructional materials that I use are aligned with Utah Core Standards.	0%	0%	0%	14%	86%	**28**
I provide opportunities for students to develop a deep understanding of the subject matter and apply that knowledge in complex situations (e.g., rather than just memorizing facts).	0%	4%	21%	39%	36%	**28**
My assignments and learning tasks for students require higher-order thinking and collaboration.	0%	4%	21%	36%	39%	**28**

Provide rigorous evidence-based instruction	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I use different formative assessments to adjust instruction for my students in real-time.	0%	0%	4%	36%	61%	**28**
I differentiate instruction to meet the needs of diverse learners.	0%	4%	4%	39%	54%	**28**
I use data to identify and respond to student learning gaps and provide enrichment.	0%	0%	11%	43%	43%	**28**
My students regularly set learning goals and monitor their progress.	0%	0%	0%	14%	86%	**28**
I give academic and behavioral feedback to students that is timely, specific, and actionable.	0%	0%	7%	36%	57%	**28**
I provide scaffolds to support all learners, including MLs and SWDs.	0%	4%	7%	54%	36%	**28**

Remove barriers and provide opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
My students have opportunities to choose how they learn.	4%	21%	25%	21%	29%	**28**

Remove barriers and provide opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I work collaboratively with my colleagues to ensure each student has equitable opportunities to complete rigorous coursework.	0%	0%	7%	36%	57%	**28**
Our school's systems (e.g., schedules, resources for families, staffing, interventions, course access, etc.) are designed to remove barriers and support student success.	0%	0%	4%	36%	61%	**28**

Culture Shift

Builds strong community focused on learning	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
As a school, we maintain high expectations for all students.	0%	4%	0%	25%	71%	**28**
Students feel valued and respected at our school.	0%	4%	0%	18%	82%	**28**
We have processes to recognize students for academic growth.	0%	0%	4%	21%	71%	**28**
I know my students well and build strong relationships with them.	0%	4%	0%	14%	86%	**28**
Our staff has a sense of shared commitment to student success.	0%	0%	0%	25%	75%	**28**
We work together to ensure consistency in expectations for student behavior and engagement.	0%	4%	4%	29%	64%	**28**
Staff morale is high, and educators feel supported.	0%	4%	7%	14%	75%	**28**

Solicit and act upon stakeholder input	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school regularly solicits and uses feedback from students to make improvements.	0%	11%	21%	50%	18%	**28**
Our school regularly solicits and uses feedback from families to make improvements.	0%	7%	18%	61%	18%	**28**
Our school regularly solicits and uses feedback from staff to make improvements.	0%	4%	11%	29%	54%	**28**

Engage students and families in pursuing education goals	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school intentionally helps students build skills to set goals,	0%	0%	4%	54%	43%	**28**

Engage students and families in pursuing education goals	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
persist with tasks, reflect on their progress, adjust their learning strategies, and take ownership of their learning						
Our school actively involves families in planning and supporting their students' learning goals.	0%	4%	11%	54%	32%	**28**
Students understand and take ownership of their learning goals.	4%	7%	18%	50%	21%	**28**
Communication between school and home is two-way and ongoing.	0%	7%	4%	39%	50%	**28**
Our school taps community resources and expertise to expand students' understanding of potential careers and education options.	0%	14%	25%	36%	25%	**28**

Open-Ended Staff Survey Responses: Greatest Strengths

Below is the complete list of open-ended responses by UTVA ES staff about the great strengths at the elementary in supporting high levels of student achievement.

Educators are very dedicated to helping students.
We are able to offer a setting where students can learn and move at their own pace.
Being a data driven school that uses data to influence change for good. There are many opportunities for professional growth.
I think our Power Hour is when we really have the opportunity to support learning to all individuals. All students
are receiving instruction tailored to them individually to really push them and fill in any holes they might have.
I think our school does a great job at giving teachers programs needed to teach quality lessons.
One of our greatest strengths is using data to individualize instruction.
Rigorous curriculum, collective teacher efficacy, professional learning opportunities
Getting students attending class is the best it's ever been.
Research based curriculum, PLC teams, Progress Monitoring, Tier 2 and Tier 3 instruction.
Working together with shared goals is a huge strength.
We are constantly improving and doing better. We hold students accountable and expect that they attend and engage in class.
Rigorous lessons expecting all students to work through.
Very data driven! Constantly assessing student needs.
Rigor of curriculum, various resources, expectations are set high and multiple opportunities for coaching and education. Very supportive leadership team.
We fit the needs of student who were unsuccessful in the brick-and-mortar setting. We have teacher that love their
students and go above and beyond to help them feel successful in a positive learning environment.
I think everyone who works here has a strong desire to help students. We want them to succeed. We are working

together collaboratively. We are a team with a common goal.
Collaboration between all teachers working with students. Data driven instruction and intervention.
Quality curriculum and professional learning opportunities on research based best practices for quality instruction.
We also gather a lot of data to help inform all our decisions.

Open-Ended Staff Survey Responses: Greatest Challenges

A variety of challenges were reported by faculty. The full set of responses to this open-ended item are presented below.

Getting students access to materials, such as paper, pencils, internet, etc.
Ensuring that the provided curriculum is rigorous.
Teacher consistency in communication with parents/students and expectations being the same for each student in the level of achievement across all teachers in all classrooms.
Student lack of support at home, the fact that we can't use proximity as a tool to redirect students who are not engaged.
No parent accountability. Too many times, it has come to "sorry we can't help get that student to class because there is nothing we can do." Students do not make the needed progress because we cannot hold parents accountable.
One of our greatest challenges is getting students to complete their asynchronous work.
Family engagement, student attendance for some students, distractions in the student's home
Finding ways for students at various grades to track their own data for growth and goals.
Getting students to attend class, technology problems
Engaging students and families online.6
Have student "own" their data and know exactly where they are.
Students who are low and not able to work at same standard we have set. We need more support in place for them.
Communication with parents/ learning coaches. Motivation students.
Getting the buy in and the support from families. Sometimes problems with engagement and differentiated learning.
Uninvolved parents or learning coaches. When the parents are not involved it makes it hard for the kids to see the importance of coming to live classes each day.
I think our greatest challenge is getting the students involved in knowing where they are at and setting goals for themselves, or at least that's one of my areas where I feel needs some extra work.
Getting all struggling students to consistently attend and engage in learning.
Lack of family support, low student proficiency levels upon entering our school, state accountability models that do not accurately measure our demographic of students and the improvements they are able to make.
technology support, and lack of parent support when needed

Appendix B. Family Survey

School Leadership	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
UTVA has a clear vision focused on improving student learning.	16%	3%	5%	21%	55%	**38**
School leaders communicate important information clearly and regularly.	14%	11%	0%	22%	54%	**37**
I am informed about the goals the school is working toward.	18%	8%	8%	16%	50%	**38**
I know how to share feedback or concerns with the school's leadership.	13%	8%	8%	18%	53%	**38**
I believe my feedback as a parent or guardian is valued.	24%	0%	8%	11%	58%	**38**

Learning Experience and Instruction	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
My child receives timely and helpful feedback about their learning.	8%	8%	0%	34%	50%	**38**
The online lessons and assignments are clear and help my child understand the material.	8%	11%	3%	30%	49%	**37**
My child has opportunities to engage in interactive or meaningful learning activities (e.g., not just worksheets).	8%	11%	0%	26%	55%	**38**
The school helps my child set and work toward learning goals.	8%	8%	3%	11%	70%	**37**
I believe the school supports my child in meeting high expectations.	8%	8%	3%	32%	49%	**37**
The school provides additional support if my child is struggling with learning.	11%	8%	11%	13%	58%	**38**
I know who to contact if my child needs help with technology, learning materials, or assignments.	11%	5%	3%	16%	65%	**37**

Culture and Family Engagement	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
The school helps my child feel included and valued	6%	6%	11%	17%	60%	**35**
I feel welcomed as a partner in my child's education.	6%	11%	0%	17%	66%	**35**

Culture and Family Engagement	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
I am encouraged to participate in school activities, events, or decision-making opportunities.	3%	6%	14%	20%	57%	**35**
The school helps to prepare my child for future educational pathways.	6%	3%	11%	17%	63%	**35**
The school helps to prepare my child for future career opportunities or exploration.	6%	3%	17%	26%	49%	**35**

How is the frequency of communication from the school about each of the following topics?	Not Enough	Just Right	Too Much	Total
General information about the school (e.g., schedules, registration)	14%	84%	3%	**37**
Updates and information about what students are learning in class and upcoming assignments	24%	68%	8%	**37**
Positive news about your child	30%	70%	0%	**37**
Your child's academic progress	22%	78%	0%	**37**
Your child's assignment completion (e.g., missing work)	27%	70%	3%	**37**
Your child's attendance/participation	8%	89%	3%	**37**
Activities/events for students	22%	78%	0%	**37**
Activities/events for families	27%	73%	0%	**37**
Ways for you to support your child's learning	22%	78%	0%	**37**

Family's Open-Ended Responses about the Strengths of UTVA ES

I honestly believe that the school have strengths in everything that they provide and teach, as well with us parents about our students what they need help with and their strengths in subjects and activities that they are involved in.

This school is amazing. I can't imagine a better program. My son has received a wonderful education and experience! The instructors are so compassionate and caring. I am in love with UTVA!

They're very good at helping me be accountable for my kid(s) school and homework and attendance. Their teacher has been amazing at communicating where my kids are at with their goals and helping them work towards them. I never doubted that she was aware of my children individually from each other and their classmates (I have twins that are in the same class, which has been amazing). Their teacher has been a huge cheerleader for them and so supportive. The school also helped get my son set up in speech lessons. The whole process was very efficient, and they never left me hanging at any part of the process. He's made huge progress from his speech lessons, and I'm extremely grateful for that and all the support they've given him.

The emails that are sent out. Texts messages of my child were late getting to class. Going on field trips that hosted by school.

They have been amazing and very accommodating to my child who needs a little extra support because of her medical needs
El ingles
Individualized learning plans
having different activities
They take their time to listen
The IEP classes are scheduled outside of school hours for one. Communication. Helping to understand. And I like how her teacher finds fun games to help them learn to it makes learning fun and they focus more.
Patient, nice, kind, communication, welcoming
I give them the attention and space they need to grow.
the work of classes
Meetings with teachers
Additional online classes called small groups
I love the curriculum
They focus on the child and what they are learning and if they fully get it
individual work pace
Online assignments, formative, and nearpod.
They have "power hour" with small groups to help kids or kids who are more advanced. For example, my child in 3rd grade was in an advanced reading group in power hour one quarter with 2 other kids. About all the staff we have encountered are all very enthusiastic for kids to learn and I think that helps the kids attitude with going to school when they may not want to. They started working in Wonders and they actually got the physical books and are working in them. I love when they send physical learning items, I think it helps the kids be more engaged.
From what I have seen they really help with those who have learning disabilities. They took care of everything getting my kindergartener in speech therapy.

Family's Open-Ended Responses for UTVA ES Opportunities for Improvement

Nothing, This Utah Virtual Academy K-12 is such an amazing program for kids to learn better not only that but us parents can see and hear what our kids are learning and what they also need help in most. I'm glad that my kids have the opportunity to get into this home school program.
I can't think of anything that needs to be changed! I'm beyond impressed and in love with UTVA!
There's nothing I can think of at the moment.
I dont have any this time
N/A they are doing great
Compartir y el ingles
Have more outings and events.
More out of the classroom resources
Keep doing what they are doing
Everything is prefect
starting school, a little later like 9 am.
stop using canvas...there other program worked better
Providing adaptive tools

More interaction with other students like just playtime in groups
In the 5th grade, I think the kids need all the time with a teacher. They take these power hours where they get 15 minutes with a teacher for small group help, but the other 45 minutes, they just do silly busy work
Communication needs to be MUCH better for those of us using the FLEX track
Helping programs for tutoring. Also, maybe a career day for students to explore.
My child has been in class and had her hand risen threw a question and teachers do pass by her. That makes her upset and not want to get involved
Stress to teacher the importance of grading assignments in a timely manner and accurate. Several times this year the assignments had not been graded for a whole month as well as being inputted with the wrong scores. We had to send several emails each time this was noticed on my end, had we not reached out the teachers it would not have been caught and fixed on their end. It was VERY unclear the scoring and grading there is for each assignment and a clear reason if any my child was marked wrong on something. I take this seriously and if there is an issue for us as parents to address an opportunity to help my child learn better, I need to know, but this was not communicated.
There were also many issues with the NEARPOD system not working properly (coded incorrectly for auto scoring), causing confusion and delay in work. In the 4 years that we have been a part of UTVA this year I have noticed, there were a GREATER number of "flipped days" for the students. On these days the work seemed to be three times the amount as if they were in a live class for those days. This does no one any good as we have teachers to teach, not having the student in front of a computer for several hours trying to complete activities, worksheet, and several other "busy" work assignments. It seemed that these days would fall around holidays and/ or already scheduled time off for the teachers, giving them 3–4-day weekends.
Not require paper assignments that are difficult to upload, make assignments available always for children that do not attend class, when assignments are completed do not have them marked as missing. Do not include uploading materials in required or graded assignments, return the structure for kids that learn better on flex path. The biggest reason we chose this school was the flexibility and education that was not teacher driven. That was taken away this year. Due to this change we are considering different online schools. Student driven, online assignments, self-paced learning is better for my child. This used to be a great program for my child. You no longer meet our flexibility needs. I was extremely disappointed with UTVA this year.

Utah Virtual Academy
Governing Board of Directors
Board Meeting

Date: June 12, 2025
Location: 310 E. 4500 S., Suite 620; Murray, UT 84107
In Attendance: Dallin Drescher, Armante Gordon, Kristen Davidson, Brian Maxell, Amberly Keeler, Doug DeVore
Others In Attendance: Meghan Meredith, Tiffany Allen, Lacey Robinson, LouAnn Charles, Lori Phillips, Krystal Taylor, Brad Taylor
Excused: Kellie Openshaw, Marty Carpenter

MINUTES

CALL TO ORDER

Dallin Drescher called the meeting to order at 6:33PM.

SPOTLIGHTS

- Learning Coach of the Year
  The board recognized the outstanding contributions of the 2024 Learning Coaches of the Year. Corrie Bumpus (Elementary), Shalyn Luker (Middle School), and Jennifer Steelman (High School) were honored for their exceptional dedication, communication, and consistent support of their students' success. Each coach demonstrated a deep commitment to student growth, academic accountability, and partnership with teachers.

Doug DeVore joined the meeting at 6:34PM

PUBLIC COMMENT

There were no comments.

BUSINESS ITEMS (Discussion and Voting)

- Finance Report
  Brad Taylor reviewed key financial items including the acceptance of state revenue, approval of invoices exceeding $25,000 (Encore Group: $26,847.60; Apple Inc Education: $309,050.00; Respons-Ability: $34,825), K12/Stride and Academica West payments, the Fraud Risk Assessment and annual ethical behavior commitment, the audit engagement letter with Eide Bailly, the amended 2024–2025 budget, and the proposed 2025–2026 budget.
  - Acceptance of State Revenue
    Doug DeVore made a motion to accept the state revenue. Kristen Davidson seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.
  - Bank Reconciliations and Payment and Deposit Registers
    Kristen Davidson made a motion to accept Bank Reconciliations and Payment and Deposit Registers. Doug DeVore seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante

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Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

- Invoice Approval for Purchases over $25,000
  Kristen Davidson made a motion to approve the presented invoices over $25,000. Armante Gordon seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.
- K12 / Stride Payment
- Academica West Payment
  Kristen Davidson made a motion to approve the K12/Stride and Academica West Payments. Armante Gordon seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye..
- Fraud Risk Assessment & Annual Commitment to Ethical Behavior
- Audit Engagement Letter
  Brad Taylor presented the FY25 Fraud Risk Assessment to the board, reporting that Scholar Academy scored 355 out of 395 points. Based on the state's criteria, this places the school firmly in the "Very Low" risk category. Board members will also sign the Annual Commitment to Ethical Behavior to be filed with the Fraud Risk Assessment.
  The board reviewed the annual audit engagement with Eide Bailly who will perform audit services for the fiscal year ending June 30, 2025. These services include financial statement audits, student enrollment procedures, state compliance.
  Doug DeVore made a motion to approve the Audit Engagement Letter with authorization for Dallin Drescher to sign the engagement letter. Armante Gordon seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

- Director Report
  - Enrollment & Academic Updates
    Meghan Meredith presented the Director's Report, highlighting the success of UTVA's recent graduation held at the Mountain America Expo Center, which has now been established as the new home for the event. She provided updates on summer and SY26 enrollment, the End of Year SIP analysis, and announced that UTVA's NCAA status has been officially approved after a lengthy and involved process. Meghan also shared a timeline of upcoming reports, including the Five Year Comprehensive Needs Assessment in August, School Improvement Plan presentations in September, SY24–25 Report Card data and Oct 1 data submission in October, and SIP mid-year updates in January.
- Board Business
  - Amended 2024/2025 Budget
  - Proposed 2025/2026 Budget
    Brad Taylor reviewed the amended 2024–2025 budget, outlining adjustments based on updated revenue and expenditure projections. He then presented the proposed 2025–2026 budget, highlighting anticipated

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funding, planned allocations, and key priorities for the upcoming fiscal year.
Kristen Davidson made a motion to approve the amended 2024-2025 budget and the proposed 2025/2026 budget. Dallin Drescher seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

- April 17, 2025 Board Meeting and Closed Session Minutes
  Doug DeVore made a motion to approve the April 17, 2025 Board Meeting and Closed Session Minutes. Kristen Davidson seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.
- Paid Parental and Postpartum Recovery Leave Policy
  The board reviewed the new Salary Supplement for Highly Needed Educators (SHiNE) Program Policy, which replaces the TSSP beginning July 1, 2025, and allows LEAs to define and support hard-to-fill teaching positions through locally determined salary supplements. The board also reviewed a proposed Paid Parental and Postpartum Recovery Leave Policy to comply with H.B. 192, requiring all LEAs to implement such a policy by July 1, 2025. The policy aligns with state employee leave provisions and will be added to the employee handbook alongside existing leave policies.

  Kristen Davidson made a motion to approve the Paid Parental and Postpartum Recovery Leave Policy. Doug DeVore seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

- Salary Supplement for Highly Needed Educators Policy (SHiNE)
  Kristen Davidson made a motion to approve the Salary Supplement for Highly Needed Educators Policy. Doug DeVore seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.
- Sex Education Committee
  The board reviewed and approved the membership of the Health and Wellness Committee for the upcoming year. The committee includes administrators, a teacher, parents, and a health professional, with parent representation equal to or greater than that of school employees, as required.
  Kristen Davidson made a motion to approve the Sex Education Committee. Doug DeVore seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.
- TSSA Plan
  The board reviewed the 2025–2026 Teacher and Student Success Plan (TSSA Plan). This plan will remain aligned with prior years goals.
  Armante Gordon made a motion to approve the TSSA Plan. Kristen Davidson seconded. Motion passed unanimously. Votes were as follows:

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Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

- Related Services Contracts
  The related services contracts have been received via an RFP. This will come back to a future board meeting for approval.
- Liability Insurance Renewal 2025/2026 SY
  Meghan Meredith reviewed the liability insurance renewal.
  Kristen Davidson made a motion to approve the Liability Insurance Renewal 2025-2026 SY. Armante Gordon seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Amberly Keeler, Aye; Brian Maxell, Aye; Doug DeVore, Aye.

CALENDARING

- Annual Board Meeting Calendar
  The board will move to monthly board meetings beginning in August 2025.

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

At 8:23 PM Dallin Drescher made a motion to move into a closed session to discuss the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a) in Murray, Utah*. Kristen seconded. Motion passed unanimously. Votes were as follows: Dallin Drescher, Aye; Armante Gordon, Aye; Kristen Davidson, Aye; Kellie Openshaw, Aye; Amberly Keeler, Aye; Marty Carpenter, Aye; Brian Maxell, Aye.*

ADJOURN

At 9:01 PM Dallin Drescher ended the closed session and adjourned the meeting.

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Utah Virtual Academy
Board of Directors Closed Session
Date: June 12, 2025
Location: 310 E. 4500 S., Suite 620; Murray, UT 84107

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Utah Virtual Academy 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 12th day of June, 2025, at 310 E. 4500 S., Suite 620; Murray, UT 84107.

Dallin Drescher, Board Chair

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UTVA – Board of Directors Meeting
Financial Package Updates
Thursday, August 14, 2025

Items of Note:

End-of-Year FY2025 Draft Financials – Incredible results for the year! Draft financials are included and will be finalized and sent to the auditors next week. Significant reimbursements were received over the summer for Title I, Title II, Title IV, and IDEA programs.

- Revenues ended at **102.1%** of budget.
- Expenses ended at **97.8%** of budget.
- Cash position improved by **$2M+** year-over-year.

Allotments for Acceptance (Total = **$4,658,254.75**):

1. June 2025 state allotment – $2,127,026.60
2. Final FY2025 (Period 13) allotment – $342,970.87
3. July 2025 state allotment – $2,188,257.28

Invoices for Approval (over $25,000):

- PowerSchool Group – $33,107.13

- **K-12 Management August 2025 Invoice:** $655,290.25

- **Academica West Invoices:**
  - July 2025 – $41,933.34
  - August 2025 – $41,933.34

Utah Virtual Academy
Statement of Activities
As of June 30, 2025

	Annual June 30, 2025 Budget	Year-to-Date June 30, 2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	**675,000**	**685,774**	**101.6 %**
Revenue From State Sources	**23,814,983**	**24,277,261**	**101.9 %**
Revenue From Federal Sources	**1,913,710**	**2,008,293**	**104.9 %**
Total Income	**26,403,693**	**26,971,328**	**102.1 %**
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	953,817	879,179	92.2 %
0131 - Salaries - Teachers	9,405,841	9,227,749	98.1 %
0132 - Salaries - Substitute Teachers	16,834	11,167	66.3 %
0142 - Salaries - Guidance Personnel	398,238	420,889	105.7 %
0151 - Salaries - Professional Office Personnel	70,158	70,158	100.0 %
0152 - Salaries - Secretarial and Clerical Personnel	315,586	307,930	97.6 %
0161 - Salaries - Teacher Aides and Para-Professionals	850,721	871,693	102.5 %
0184 - Salaries – Administrative Technology Personnel	72,430	79,196	109.3 %
Total Instruction/Salaries	**12,083,625**	**11,867,961**	**98.2 %**
Employee Benefits			
0220 - Social Security	913,888	904,836	99.0 %
0230 - Local Retirement	425,550	415,673	97.7 %
0240 - Group Insurance	1,430,955	1,444,137	100.9 %
0270 - Industrial Insurance	33,102	32,313	97.6 %
0280 - Unemployment Insurance	217,954	222,480	102.1 %
Total Employee Benefits	**3,021,449**	**3,019,439**	**99.9 %**
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	1,048,515	1,097,436	104.7 %
0330 - Professional Employee Training and Development	150,000	199,291	132.9 %
0340 - Other Professional Services	229,310	215,965	94.2 %
0345 - Business Services	1,577,226	1,556,017	98.7 %
0349 - Purchased Legal Services	30,000	13,894	46.3 %
0350 - Technical Services	114,000	156,515	137.3 %
Total Purchased Professional & Technical Services	**3,149,051**	**3,239,118**	**102.9 %**
Purchased Property Services			
0410 - Utility Services	8,500	6,775	79.7 %
0423 - Custodial Services	2,000	1,231	61.6 %
0430 - Repairs & Maintenance Services	1,000	900	90.0 %
0440 - Rentals	8,100	7,685	94.9 %
0441 - Rental of Land & Buildings	126,000	104,768	83.1 %
0442 - Rental of Equipment & Vehicles	20,000	17,069	85.3 %
0443 - Rental of Computers & Related Equipment	696,720	689,137	98.9 %
0450 - Construction Services	35,000	34,350	98.1 %
Total Purchased Property Services	**897,320**	**861,914**	**96.1 %**
Other Purchased Services			
0518 - Student Day Trips/Field Trips (includes Admission Charges)	5,000	2,931	58.6 %
0522 - Liability Insurance	76,274	76,274	100.0 %
0530 - Communication (Telephone & Other)	137,244	108,887	79.3 %
0540 - Advertising	2,000	1,669	83.5 %
0561 - Student Tuition to other LEAs In State	5,000	3,723	74.5 %
0580 - Travel/Per Diem	255,736	214,944	84.0 %
Total Other Purchased Services	**481,254**	**408,428**	**84.9 %**

	Annual June 30, 2025 Budget	Year-to-Date June 30, 2025 Actual	% of Budget
Supplies & Materials			
0610 - General Supplies	1,209,124	1,200,527	99.3 %
0610-001 - Furniture and Fixtures (not capitalized)	75,000	61,858	82.5 %
0641 - Textbooks	10,000	5,938	59.4 %
0642 - E-Textbooks / Online Curriculum	4,100,000	4,228,972	103.1 %
0650 - Supplies - Technology Related	723,802	398,829	55.1 %
0670 - Software	253,000	187,135	74.0 %
0680 - Maintenance Supplies and Materials	1,000	120	12.0 %
Total Supplies & Materials	**6,371,926**	**6,083,379**	**95.5 %**
Property			
0736 - Technology Software	40,000	34,902	87.3 %
Total Property	**40,000**	**34,902**	**87.3 %**
Debt Services & Miscellaneous			
0810 - Dues and Fees	30,000	24,250	80.8 %
0831 - Interest on Leases	10,222	10,222	100.0 %
0841 - Lease Redemption of Principal	182,211	132,210	72.6 %
Total Debt Services & Miscellaneous	**222,433**	**166,681**	**74.9 %**
Total Expenses	**26,267,058**	**25,681,824**	**97.8 %**
Total Net Income	**136,635**	**1,289,504**	**943.8 %**

Utah Virtual Academy
Statement of Financial Position
As of June 30, 2025

	Period Ending 06/30/2025 Actual	Period Ending 06/30/2024 Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	2,729,569	2,852,250
Investments	14,149,635	12,007,159
Operating Cash	16,879,204	14,859,409
Accounts Receivables		
8133 - State	138,402	151,416
8134 - Federal	196,003	1,314,190
8139 - Other Receivables	10,133	5,401
Total Accounts Receivables	344,538	1,471,007
Total Current Assets	17,223,742	16,330,416
Net Assets		
Fixed Assets	884,425	884,425
Depreciation	(530,291)	(408,367)
Total Net Assets	354,134	476,058
Total Assets & Other Debits	**17,577,876**	**16,806,474**
Liabilities & Fund Equity		
Current Liabilities	2,276,064	2,672,242
Long-Term Liabilities	154,882	287,092
Fund Balance	13,847,140	11,522,159
Net Income	1,299,790	2,324,981
Total Liabilities & Fund Equity	**17,577,876**	**16,806,474**

Utah State Board of Education

Allotment Memo

for Fiscal Year/Period 2025/12

Type: **01CHARTER**
Recipient: **5F0 UTAH VIRTUAL ACADEMY**

Major Program	Program	District Pgm/Rev	Current_Budget	Current Month	Year-to-Date	Grant to Date	Remaining Balance
84010 SAS-Title I Grants to LEA	24T1FT 24T1FT Title IA Flow-Through FFY2024	7801/4800	357,723.43	0.00	202,011.27	357,723.43	0.00
	25T1FT 25T1FT Title IA Flow-Through FFY2025	7801/4800	349,840.36	122,511.38	349,840.36	349,840.36	0.00
84010 SAS-Title I Grants to LEA - Summary			**707,563.79**	**122,511.38**	**551,851.63**	**707,563.79**	**0.00**
84027 SPED-IDEA Disabilities Educ Act	24FTFL 24FTFL IDEA Flow-Through Formula FFY2024	7524/4524	294,188.00	27,863.78	294,188.00	294,188.00	0.00
	25FTFL 25FTFL IDEA Flow-Through Formula FFY2025	7524/4524	303,040.40	0.00	0.00	0.00	303,040.40
84027 SPED-IDEA Disabilities Educ Act - Summary			**597,228.40**	**27,863.78**	**294,188.00**	**294,188.00**	**303,040.40**
84173 SPED-Preschool Special Educ IDEA	24PRE 24PRE Preschool SPED Flow-through FFY2024	7522/4522	4,537.31	0.00	4,537.31	4,537.31	0.00
	25PRE 25PRE Preschool SPED Flow-through FFY2025	7522/4522	4,655.70	0.00	0.00	0.00	4,655.70
84173 SPED-Preschool Special Educ IDEA - Summary			**9,193.01**	**0.00**	**4,537.31**	**4,537.31**	**4,655.70**
84367 T&L-Improving Teacher Quality-State	24ZFT 24ZFT Title IIA Formula Flow Through FFY2024	7860/4800	42,762.00	0.00	42,762.00	42,762.00	0.00
	25ZFT 25ZFT Title IIA Formula Flow Through FFY2025	7860/4800	49,143.00	46,835.07	46,835.07	46,835.07	2,307.93
84367 T&L-Improving Teacher Quality-State - Summary			**91,905.00**	**46,835.07**	**89,597.07**	**89,597.07**	**2,307.93**
84424A T&L-Student Support Academic Enrichment Grants	24AFT 24AFT Supporting Effective Instr Flow-Through SFY24	7905/4800	47,451.89	0.00	24,857.30	47,451.89	0.00
	25AFT 25AFT Supporting Effective Instr Flow-Through SFY25	7890/4800	29,089.32	0.00	29,089.32	29,089.32	0.00
84424A T&L-Student Support Academic Enrichment Grants - Summary			**76,541.21**	**0.00**	**53,946.62**	**76,541.21**	**0.00**
MSPB MSPB-Minimum School Programs Basic	22PPP 22PPP SPED Extended Yr Special Educators	1278/3100	11,484.00	0.00	0.00	11,484.00	0.00
	23PPP 23PPP SPED Extended Yr Special Educators	1278/3100	17,980.00	0.00	0.00	17,980.00	0.00
	25PPA 25PPA Kindergarten SFY2025	VAR/3005	309,148.22	25,762.35	309,148.22	309,148.22	0.00
	25PPB 25PPB Grades 1-12 SFY2025	VAR/3010	8,573,355.94	713,455.62	8,573,355.94	8,573,355.94	0.00
	25PPBD 25PPBD Pub Ed Online Dist SFY2025	VAR/3010	1,505,642.00	136,279.00	1,505,642.00	1,505,642.00	0.00
	25PPBO 25PPBO Pub Ed Online Offset SFY2025	VAR/3010	-5,936.00	-314.00	-5,936.00	-5,936.00	0.00
	25PPD 25PPD Professional Staff SFY2025	VAR/3020	756,175.22	63,014.60	756,175.22	756,175.22	0.00
	25PPF 25PPF Special Education - Add-on SFY2025	1205/3100	2,164,076.96	177,308.05	2,164,076.96	2,164,076.96	0.00
	25PPH 25PPH Special Education - Self-contained SFY2025	1210/3100	148,152.20	12,346.01	148,152.20	148,152.20	0.00
	25PPI 25PPI Special Education - Extended Year SFY2025	1220/3100	2,259.00	188.25	2,259.00	2,259.00	0.00
	25PPK 25PPK CTE ADM SFY2025	6XXX/3100	272,566.00	18,292.79	272,566.00	272,566.00	0.00
	25PPKB 25PPKB CTE Comprehensive Counseling & Guide SFY2025	5903/3100	62,885.00	5,240.41	62,885.00	62,885.00	0.00
	25PPKE 25PPKE CTE Technical Student Orgs SFY2025	6000/3100	749.00	62.41	749.00	749.00	0.00
	25PPKF 25PPKF CTE Skill Certification Competency SFY2025	6000/3100	11,428.00	762.67	11,428.00	11,428.00	0.00
	25PPL 25PPL Class Size Reduction SFY2025	5201/3100	456,321.29	38,026.78	456,321.29	456,321.29	0.00
	25PPN 25PPN Special Education - Impact Aid SFY2025	1225/3100	32,621.28	2,718.44	32,621.28	32,621.28	0.00
	25PPP 25PPP SPED Extended Yr Special Educators	1278/3100	21,112.00	0.00	21,112.00	21,112.00	0.00
	25PPR 25PPR Students At-Risk Add-on	5344/3100	484,644.20	36,968.77	484,644.20	484,644.20	0.00
MSPB MSPB-Minimum School Programs Basic - Summary			**14,824,664.31**	**1,230,112.15**	**14,795,200.31**	**14,824,664.31**	**0.00**
MSPRB MSPRB-Minium School Programs Related to Basic	21PUV 21PUV Student Health & Counseling Support Pgm	5679/3500	21,606.00	0.00	0.00	21,606.00	0.00
	23PUU 23PUU Teacher and Student Success Program	5678/3500	580,252.19	0.00	0.00	580,252.19	0.00
	24PQS 24PQS Teacher Salary Supplement Program SFY2024	5807/3400	125,550.76	0.00	0.00	125,550.76	0.00
	24PUU 24PUU Teacher and Student Success Act Program	5678/3500	601,187.95	0.00	0.00	601,187.95	0.00
	25PQI 25PQI Concurrent Enrollment SFY2025	5333/3300	27,015.15	2,251.27	27,015.15	27,015.15	0.00
	25PQM 25PQM School Land Trust Program SFY2025	5420/3500	259,473.24	0.00	259,473.24	259,473.24	0.00
	25PQN 25PQN Charter School Local Replacement SFY2025	5619/3200	6,292,349.00	524,362.41	6,292,349.00	6,292,349.00	0.00
	25PQR 25PQR Educator Salary Adjustments SFY2025	5876/3400	1,409,946.63	117,495.56	1,409,946.63	1,409,946.63	0.00
	25PQS 25PQS Teacher Salary Supplement Program SFY2025	5807/3400	62,292.65	0.00	62,292.65	62,292.65	0.00
	25PQY 25PQY Flexible Allocation-WPU Distribution SFY2025	5310/3200	5,784.93	717.33	5,784.93	5,784.93	0.00
	25PUA 25PUA Teacher Supplies & Materials SFY2025	5868/3400	8,323.81	0.00	8,323.81	8,323.81	0.00
	25PUC 25PUC Grants for Professional Learning SFY2025	5666/3400	5,269.32	439.11	5,269.32	5,269.32	0.00
	25PUE 25PUE Charter School Funding Base Prog SFY2025	VAR/3200	0.00	0.00	0.00	0.00	0.00
	25PUU 25PUU Teacher and Student Success Act Program	5678/3500	598,723.90	49,893.65	598,723.90	598,723.90	0.00
MSPRB MSPRB-Minium School Programs Related to Basic - Summary			**9,997,775.53**	**695,159.33**	**8,669,178.63**	**9,997,775.53**	**0.00**
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct	23ELOO 23ELOO Early Literacy Outcomes One-time PESSRA	5697/3800	8,612.00	0.00	0.00	4,059.00	4,553.00
	24SHHP 24SHHP Small High Schools, Home&Private SchoolsPEESRA	VAR/3010	103,480.00	0.00	7,071.00	103,480.00	0.00
	25PUAS 25PUAS Teacher Supplies & Materials FY2025 PEESRA	5868/3400	23,959.69	0.00	23,959.69	23,959.69	0.00
	25PUES 25PUES Charter School Funding Base Prog PEESRA	VAR/3200	218,155.00	4,544.89	218,155.00	218,155.00	0.00
	25PUY 25PUY Educator Professional Time PEESRA	5651/3400	235,599.72	0.00	235,599.72	235,599.72	0.00
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct - Summary			**589,806.41**	**4,544.89**	**484,785.41**	**585,253.41**	**4,553.00**
SAS SAS-Student Advocacy Services	18PKU School Turnaround and Leadership Dev SFY2018	5687/3800	270,000.00	0.00	0.00	270,000.00	0.00
	S18PKU S18PKU School Turnaround & Leadership Dev SFY2018 PSC	5295/3800	3,200.00	0.00	0.00	3,200.00	0.00
SAS SAS-Student Advocacy Services - Summary			**273,200.00**	**0.00**	**0.00**	**273,200.00**	**0.00**
SSS SSS-Student Support Services	22SUPV 22SUPV Suicide Prevention SFY2022	5674/3800	1,000.00	0.00	0.00	1,000.00	0.00
	23ECSN 23ECSN Electronic Cigarette Substance & Nicotine Prev	5673/3800	4,000.00	0.00	0.00	4,000.00	0.00
	24PAF 24PAF School Turnaround & Leadership Development	5687/3800	13,865.00	0.00	0.00	0.00	13,865.00
SSS SSS-Student Support Services - Summary			**18,865.00**	**0.00**	**0.00**	**5,000.00**	**13,865.00**
T&L T&L-Teaching & Learning	20PJB 20PJB STEM Endorsement Incentives SFY2020	5644/3800	700.00	0.00	0.00	700.00	0.00
	22DRED 22DRED Drivers Ed SFY2022	5610/3800	2,550.00	0.00	0.00	2,550.00	0.00
	23DRED 23DRED Drivers Ed SFY2023	5610/3800	3,630.00	0.00	0.00	3,630.00	0.00
	25DRED 25DRED Drivers Ed SFY2025	5610/3800	2,115.00	0.00	2,115.00	2,115.00	0.00
	25OCCA 25OCCA Online Course Access Amendments HB417 SFY2025	VAR/3010	9,998.00	0.00	9,998.00	9,998.00	0.00
	25PKB 25PKB Software Licenses for K-3 Reading SFY2025	5618/3800	18,996.48	0.00	16,870.00	16,870.00	2,126.48
	25SOEF 25SOEF Statewide Online Ed Program SFY2025	5380/3800	81,037.00	0.00	81,037.00	81,037.00	0.00
T&L T&L-Teaching & Learning - Summary			**119,026.48**	**0.00**	**110,020.00**	**116,900.00**	**2,126.48**
5F0 UTAH VIRTUAL ACADEMY - Summary			**27,305,769.14**	**2,127,026.60**	**25,053,304.98**	**26,975,220.63**	**330,548.51**

Utah State Board of Education

Allotment Memo

for Fiscal Year/Period 2025/13

Type: 01CHARTER
Recipient: 5F0 UTAH VIRTUAL ACADEMY

Major Program	Program	District Pgm/Rev	Current_Budget	Current Month	Year-to-Date	Grant to Date	Remaining Balance
84010 SAS-Title I Grants to LEA	19T1FT 19T1FT Title IA Flow-Through FFY2019	7801/4800	377,087.10	0.00	0.00	377,087.10	0.00
	20T1FT 20T1FT Title IA Flow-Through FFY2020	7801/4800	389,210.58	0.00	0.00	389,210.58	0.00
	20T1SF 20T1SF SIG (a) Flow Through FFY2020	7801/4800	139,330.50	0.00	0.00	139,330.50	0.00
	21T1FT 21T1FT Title IA Flow-Through FFY2021	7801/4800	327,053.25	0.00	0.00	327,053.25	0.00
	21T1SF 21T1SF SIG (a) Flow Through FFY2021	7801/4800	9,539.47	0.00	0.00	9,539.47	0.00
	22T1FT 22T1FT Title IA Flow-Through FFY2022	7801/4800	626,580.01	0.00	0.00	626,580.01	0.00
	23T1FT 23T1FT Title IA Flow-Through FFY2023	7801/4800	565,952.18	0.00	0.00	565,952.18	0.00
	24T1FT 24T1FT Title IA Flow-Through FFY2024	7801/4800	357,723.43	0.00	202,011.27	357,723.43	0.00
	25T1FT 25T1FT Title IA Flow-Through FFY2025	7801/4800	349,840.36	0.00	349,840.36	349,840.36	0.00
84010 SAS-Title I Grants to LEA - Summary			**3,122,316.88**	**0.00**	**551,851.63**	**3,122,316.88**	**0.00**
84027 SPED-IDEA Disabilities Educ Act	21FTFL 21FTFL IDEA Flow-Through Formula FFY2021	7524/4524	280,170.73	0.00	0.00	280,170.73	0.00
	22FTFL 22FTFL IDEA Flow-Through Formula FFY2022	7524/4524	456,879.78	0.00	0.00	456,879.78	0.00
	23FTFL 23FTFL IDEA Flow-Through Formula FFY2023	7524/4524	331,622.45	0.00	122,238.69	331,622.45	0.00
	24FTFL 24FTFL IDEA Flow-Through Formula FFY2024	7524/4524	294,188.00	0.00	294,188.00	294,188.00	0.00
	25FTFL 25FTFL IDEA Flow-Through Formula FFY2025	7524/4524	303,040.40	142,769.41	142,769.41	142,769.41	160,270.99
84027 SPED-IDEA Disabilities Educ Act - Summary			**1,665,901.36**	**142,769.41**	**559,196.10**	**1,505,630.37**	**160,270.99**
84027X SPED-IDEA ARP	22ARPI 22ARPI SPED IDEA ARP FFY2022	7525/4500	127,019.84	0.00	0.00	127,019.84	0.00
84027X SPED-IDEA ARP - Summary			**127,019.84**	**0.00**	**0.00**	**127,019.84**	**0.00**
84173 SPED-Preschool Special Educ IDEA	21PRE 21PRE Preschool SPED Flow-through FFY2021	7522/4522	3,991.53	0.00	0.00	3,991.53	0.00
	22PRE 22PRE Preschool SPED Flow-through FFY2022	7522/4522	7,849.63	0.00	0.00	7,849.63	0.00
	23PRE 23PRE Preschool SPED Flow-through FFY2023	7522/4522	5,184.05	0.00	5,184.05	5,184.05	0.00
	24PRE 24PRE Preschool SPED Flow-through FFY2024	7522/4522	4,537.31	0.00	4,537.31	4,537.31	0.00
	25PRE 25PRE Preschool SPED Flow-through FFY2025	7522/4522	4,655.70	0.00	0.00	0.00	4,655.70
84173 SPED-Preschool Special Educ IDEA - Summary			**26,218.22**	**0.00**	**9,721.36**	**21,562.52**	**4,655.70**
84173X SPED-IDEA ARP Preschool	22ARPP 22ARPP IDEA ARP Preschool FFY2022	7523/4500	9,761.90	0.00	0.00	9,761.90	0.00
84173X SPED-IDEA ARP Preschool - Summary			**9,761.90**	**0.00**	**0.00**	**9,761.90**	**0.00**
84365 SAS-English Language Acq-Formula-Title III	22ELFT 22ELFT Flow-through FFY2022	7880/4800	10,843.53	0.00	0.00	10,843.53	0.00
84365 SAS-English Language Acq-Formula-Title III - Summary			**10,843.53**	**0.00**	**0.00**	**10,843.53**	**0.00**
84367 T&L-Improving Teacher Quality-State	192FT 192FT Title IIA Formula Flow Through FFY2019	7860/4800	50,696.39	0.00	0.00	50,696.39	0.00
	202FT 202FT Title IIA Formula Flow Through FFY2020	7860/4800	50,497.25	0.00	0.00	50,497.25	0.00
	212FT 212FT Title IIA Formula Flow Through FFY2021	7860/4800	45,867.55	0.00	0.00	45,867.55	0.00
	222FT 222FT Title IIA Formula Flow Through FFY2022	7860/4800	52,368.56	0.00	0.00	52,368.56	0.00
	232FT 232FT Title IIA Formula Flow Through FFY2023	7860/4800	59,327.00	0.00	14,953.00	59,327.00	0.00
	242FT 242FT Title IIA Formula Flow Through FFY2024	7860/4800	42,762.00	0.00	42,762.00	42,762.00	0.00
	252FT 252FT Title IIA Formula Flow Through FFY2025	7860/4800	49,143.00	2,307.93	49,143.00	49,143.00	0.00
84367 T&L-Improving Teacher Quality-State - Summary			**350,661.75**	**2,307.93**	**106,858.00**	**350,661.75**	**0.00**
84424A T&L-Student Support Academic Enrichment Grants	204AFT 204AFT Supporting Effective Instruction	7905/4800	10,000.00	0.00	0.00	10,000.00	0.00
	214AFT 214AFT Supporting Effective Instruction	7905/4800	26,489.63	0.00	0.00	26,489.63	0.00
	224AFT 224AFT Supporting Effective Instruction Flow-Through	7905/4800	22,210.50	0.00	0.00	22,210.50	0.00
	234AFT 234AFT Supporting Effective Instr Flow-Through SFY23	7905/4800	43,829.93	0.00	0.00	43,829.93	0.00
	244AFT 244AFT Supporting Effective Instr Flow-Through SFY24	7905/4800	47,451.89	0.00	24,857.30	47,451.89	0.00
	254AFT 254AFT Supporting Effective Instr Flow-Through SFY25	7890/4800	29,089.32	0.00	29,089.32	29,089.32	0.00
84424A T&L-Student Support Academic Enrichment Grants - Summary			**179,071.27**	**0.00**	**53,946.62**	**179,071.27**	**0.00**
84425C SSS-Governors Emergency Education Relief	21GEER 21GEER GEER II Gov Emergency Education Relief FFY21	7230/4200	52,442.74	0.00	0.00	52,442.74	0.00
84425C SSS-Governors Emergency Education Relief - Summary			**52,442.74**	**0.00**	**0.00**	**52,442.74**	**0.00**
84425D SSS-Elem & Secondary School Emergency Relief	20ESSR 20ESSR ESSER Funds to LEAs FFY2020	7210/4200	299,585.59	0.00	0.00	299,585.59	0.00
	20ESSV 20ESSV ESSER SEA Reservation FFY2020	7210/4200	1,338,041.60	0.00	0.00	1,338,041.60	0.00
	21ESSR 21ESSR ESSER II Funds to LEAs FFY2021	7215/4200	1,210,642.34	0.00	0.00	1,210,642.34	0.00
84425D SSS-Elem & Secondary School Emergency Relief - Summary			**2,848,269.53**	**0.00**	**0.00**	**2,848,269.53**	**0.00**
84425U SSS- American Rescue Plan ACT of 2021	21ARPF 21ARPF American Rescue Plan-Flow-through FFY2021	7225/4200	2,395,131.47	0.00	1,989,983.97	2,395,131.47	0.00
84425U SSS- American Rescue Plan ACT of 2021 - Summary			**2,395,131.47**	**0.00**	**1,989,983.97**	**2,395,131.47**	**0.00**
84425W SSS- ARP ESSER Homeless Children & Youth	21ARPH 21ARPH ARP ESSER Homeless Children & Youth FFY2021	7235/4200	9,321.70	0.00	0.00	9,321.70	0.00
84425W SSS- ARP ESSER Homeless Children & Youth - Summary			**9,321.70**	**0.00**	**0.00**	**9,321.70**	**0.00**
CTE CTE-Career & Technical Education	17PKW 17PKW Computer Science SFY2017	5677/3800	1,000.00	0.00	0.00	1,000.00	0.00
	22PKH 22PKH General Financial Literacy SFY2022	5660/3800	2,671.00	0.00	0.00	2,671.00	0.00
CTE CTE-Career & Technical Education - Summary			**3,671.00**	**0.00**	**0.00**	**3,671.00**	**0.00**
ICP ICP-Indirect Cost Pool	23PYF 23PYF LEA Financial System Grants	5321/3800	10,000.00	0.00	0.00	0.00	10,000.00
ICP ICP-Indirect Cost Pool - Summary			**10,000.00**	**0.00**	**0.00**	**0.00**	**10,000.00**
MSPB MSPB-Minimum School Programs Basic	22PPA 22PPA Kindergarten SFY2022	VAR/3005	389,218.43	0.00	0.00	389,218.43	0.00
	22PPB 22PPB Grades 1-12 SFY2022	VAR/3010	10,298,748.17	0.00	0.00	10,298,748.17	0.00
	22PPBD 22PPBD Pub Ed Online Dist SFY2022	VAR/3010	985,302.00	0.00	0.00	985,302.00	0.00
	22PPBO 22PPBO Pub Ed Online Offset SFY2022	VAR/3010	-2,124.00	0.00	0.00	-2,124.00	0.00
	22PPD 22PPD Professional Staff SFY2022	VAR/3020	871,913.63	0.00	0.00	871,913.63	0.00
	22PPF 22PPF Special Education - Add-on SFY2022	1205/3100	2,622,828.97	0.00	0.00	2,622,828.97	0.00
	22PPH 22PPH Special Education - Self-contained SFY2022	1210/3100	118,015.52	0.00	0.00	118,015.52	0.00
	22PPI 22PPI Special Education - Extended Year SFY2022	1220/3100	11,032.20	0.00	0.00	11,032.20	0.00
	22PPK 22PPK CTE ADM SFY2022	6XXX/3100	371,804.00	0.00	0.00	371,804.00	0.00
	22PPKA 22PPKA CTE Summer Agriculture SFY2022	6100/3100	0.00	0.00	0.00	0.00	0.00
	22PPKE 22PPKE CTE Technical Student Orgs SFY2022	6000/3100	4,821.00	0.00	0.00	4,821.00	0.00
	22PPKF 22PPKF CTE Skill Certification Competency SFY2022	6000/3100	9,058.00	0.00	0.00	9,058.00	0.00
	22PPL 22PPL Class Size Reduction SFY2022	5201/3100	643,688.07	0.00	0.00	643,688.07	0.00
	22PPN 22PPN Special Education - Impact Aid SFY2022	1225/3100	44,497.49	0.00	0.00	44,497.49	0.00
	22PPP 22PPP SPED Extended Yr Special Educators	1278/3100	11,484.00	0.00	0.00	11,484.00	0.00
	22PPR 22PPR Students At-Risk Add-on	5344/3100	183,117.67	0.00	0.00	183,117.67	0.00
	23PPA 23PPA Kindergarten SFY2023	VAR/3005	214,057.75	0.00	0.00	214,057.75	0.00
	23PPB 23PPB Grades 1-12 SFY2023	VAR/3010	7,873,717.74	0.00	0.00	7,873,717.74	0.00
	23PPBD 23PPBD Pub Ed Online Dist SFY2023	VAR/3010	870,045.00	0.00	0.00	870,045.00	0.00
	23PPBO 23PPBO Pub Ed Online Offset SFY2023	VAR/3010	-468.00	0.00	0.00	-468.00	0.00
	23PPD 23PPD Professional Staff SFY2023	VAR/3020	654,213.50	0.00	0.00	654,213.50	0.00
	23PPF 23PPF Special Education - Add-on SFY2023	1205/3100	2,166,092.45	0.00	0.00	2,166,092.45	0.00
	23PPH 23PPH Special Education - Self-contained SFY2023	1210/3100	155,821.93	0.00	0.00	155,821.93	0.00
	23PPI 23PPI Special Education - Extended Year SFY2023	1220/3100	2,259.00	0.00	0.00	2,259.00	0.00
	23PPK 23PPK CTE ADM SFY2023	VAR/3100	260,382.00	0.00	0.00	260,382.00	0.00

	23PPKB 23PPKB CTE Comprehensive Counseling & Guide SFY2023	5903/3100	56,999.00	0.00	0.00	56,999.00	0.00
	23PPKE 23PPKE CTE Technical Student Orgs SFY2023	6000/3100	814.00	0.00	0.00	814.00	0.00
	23PPKF 23PPKF CTE Skill Certification Competency SFY2023	6000/3100	9,655.00	0.00	0.00	9,655.00	0.00
	23PPL 23PPL Class Size Reduction SFY2023	5201/3100	429,774.55	0.00	0.00	429,774.55	0.00
	23PPN 23PPN Special Education - Impact Aid SFY2023	1225/3100	34,533.69	0.00	0.00	34,533.69	0.00
	23PPP 23PPP SPED Extended Yr Special Educators	1278/3100	17,980.00	0.00	0.00	17,980.00	0.00
	23PPR 23PPR Students At-Risk Add-on	5344/3100	280,711.67	0.00	0.00	280,711.67	0.00
	24PPA 24PPA Kindergarten SFY2024	VAR/3005	224,971.41	0.00	0.00	224,971.41	0.00
	24PPB 24PPB Grades 1-12 SFY2024	VAR/3010	7,674,741.40	0.00	0.00	7,674,741.40	0.00
	24PPBD 24PPBD Pub Ed Online Dist SFY2024	VAR/3010	1,028,496.00	0.00	0.00	1,028,496.00	0.00
	24PPBO 24PPBO Pub Ed Online Offset SFY2024	VAR/3010	-3,743.00	0.00	0.00	-3,743.00	0.00
	24PPD 24PPD Professional Staff SFY2024	VAR/3020	627,589.51	0.00	0.00	627,589.51	0.00
	24PPF 24PPF Special Education - Add-on SFY2024	1205/3100	2,254,532.28	0.00	0.00	2,254,532.28	0.00
	24PPH 24PPH Special Education - Self-contained SFY2024	1210/3100	158,003.33	0.00	0.00	158,003.33	0.00
	24PPI 24PPI Special Education - Extended Year SFY2024	1220/3100	9,443.72	0.00	0.00	9,443.72	0.00
	24PPK 24PPK CTE ADM SFY2024	VAR/3100	312,474.00	0.00	0.00	312,474.00	0.00
	24PPKB 24PPKB CTE Comprehensive Counseling & Guide SFY2024	5903/3100	61,934.00	0.00	0.00	61,934.00	0.00
	24PPKE 24PPKE CTE Technical Student Orgs SFY2024	6000/3100	128.00	0.00	0.00	128.00	0.00
	24PPKF 24PPKF CTE Skill Certification Competency SFY2024	6000/3100	15,845.00	0.00	0.00	15,845.00	0.00
	24PPL 24PPL Class Size Reduction SFY2024	5201/3100	377,375.23	0.00	0.00	377,375.23	0.00
	24PPN 24PPN Special Education - Impact Aid SFY2024	1225/3100	36,019.32	0.00	0.00	36,019.32	0.00
	24PPP 24PPP SPED Extended Yr Special Educators	1278/3100	18,390.00	0.00	0.00	18,390.00	0.00
	24PPR 24PPR Students At-Risk Add-on	5344/3100	436,731.20	0.00	0.00	436,731.20	0.00
	25PPA 25PPA Kindergarten SFY2025	VAR/3005	309,148.22	0.00	309,148.22	309,148.22	0.00
	25PPB 25PPB Grades 1-12 SFY2025	VAR/3010	8,573,355.94	0.00	8,573,355.94	8,573,355.94	0.00
	25PPBD 25PPBD Pub Ed Online Dist SFY2025	VAR/3010	1,505,642.00	0.00	1,505,642.00	1,505,642.00	0.00
	25PPBO 25PPBO Pub Ed Online Offset SFY2025	VAR/3010	-5,936.00	0.00	-5,936.00	-5,936.00	0.00
	25PPD 25PPD Professional Staff SFY2025	VAR/3020	756,175.22	0.00	756,175.22	756,175.22	0.00
	25PPF 25PPF Special Education - Add-on SFY2025	1205/3100	2,164,076.96	0.00	2,164,076.96	2,164,076.96	0.00
	25PPH 25PPH Special Education - Self-contained SFY2025	1210/3100	148,152.20	0.00	148,152.20	148,152.20	0.00
	25PPI 25PPI Special Education - Extended Year SFY2025	1220/3100	2,259.00	0.00	2,259.00	2,259.00	0.00
	25PPK 25PPK CTE ADM SFY2025	6XXX/3100	272,566.00	0.00	272,566.00	272,566.00	0.00
	25PPKB 25PPKB CTE Comprehensive Counseling & Guide SFY2025	5903/3100	62,885.00	0.00	62,885.00	62,885.00	0.00
	25PPKE 25PPKE CTE Technical Student Orgs SFY2025	6000/3100	749.00	0.00	749.00	749.00	0.00
	25PPKF 25PPKF CTE Skill Certification Competency SFY2025	6000/3100	11,428.00	0.00	11,428.00	11,428.00	0.00
	25PPL 25PPL Class Size Reduction SFY2025	5201/3100	456,321.29	0.00	456,321.29	456,321.29	0.00
	25PPN 25PPN Special Education - Impact Aid SFY2025	1225/3100	32,621.28	0.00	32,621.28	32,621.28	0.00
	25PPP 25PPP SPED Extended Yr Special Educators	1278/3100	21,112.00	0.00	21,112.00	21,112.00	0.00
	25PPR 25PPR Students At-Risk Add-on	5344/3100	484,644.20	0.00	484,644.20	484,644.20	0.00
	26PPA 26PPA Kindergarten SFY2026	VAR/3005	304,948.66	0.00	0.00	0.00	304,948.66
	26PPB 26PPB Grades 1-12 SFY2026	VAR/3010	8,916,918.02	0.00	0.00	0.00	8,916,918.02
	26PPBO 26PPBO Pub Ed Online Offset SFY2026	VAR/3010	-642.00	0.00	0.00	0.00	-642.00
	26PPF 26PPF Special Education - Add-on SFY2026	1205/3100	2,393,539.96	0.00	0.00	0.00	2,393,539.96
	26PPH 26PPH Special Education - Self-contained SFY2026	1210/3100	154,943.10	0.00	0.00	0.00	154,943.10
	26PPI 26PPI Special Education - Extended Year SFY2026	1220/3100	2,259.00	0.00	0.00	0.00	2,259.00
	26PPK 26PPK CTE ADM SFY2026	6XXX/3100	255,589.00	0.00	0.00	0.00	255,589.00
	26PPKB 26PPKB CTE Comprehensive Counseling & Guide SFY2026	5903/3100	64,763.00	0.00	0.00	0.00	64,763.00
	26PPKF 26PPKF CTE Skill Certification Competency SFY2026	6000/3100	11,191.00	0.00	0.00	0.00	11,191.00
	26PPL 26PPL Class Size Reduction SFY2026	5201/3100	477,448.80	0.00	0.00	0.00	477,448.80
	26PPN 26PPN Special Education - Impact Aid SFY2026	1225/3100	37,333.60	0.00	0.00	0.00	37,333.60
	26PPR 26PPR Students At-Risk Add-on	5344/3100	504,055.85	0.00	0.00	0.00	504,055.85
MSPB MSPB-Minimum School Programs Basic - Summary			**70,740,474.13**	**0.00**	**14,795,200.31**	**57,618,126.14**	**13,122,347.99**
MSPRB MSPRB-Minium School Programs Related to Basic	21PQS 21PQS Teacher Salary Supplement Program SFY2021	5807/3400	161,145.97	0.00	0.00	161,145.97	0.00
	21PUV 21PUV Student Health & Counseling Support Pgm	5679/3500	21,606.00	0.00	0.00	21,606.00	0.00
	22PQHG 22PQHG Enhancement for Accelerated Students Prog-GT	5331/3300	11,193.83	0.00	0.00	11,193.83	0.00
	22PQI 22PQI Concurrent Enrollment SFY2022	5333/3300	9,463.22	0.00	0.00	9,463.22	0.00
	22PQM 22PQM School Land Trust Program SFY2022	5420/3500	407,456.00	0.00	0.00	407,456.00	0.00
	22PQN 22PQN Charter School Local Replacement SFY2022	5619/3200	5,742,326.00	0.00	0.00	5,742,326.00	0.00
	22PQP 22PQP Early Literacy Program SFY2022	5805/3300	203,615.20	0.00	0.00	203,615.20	0.00
	22PQR 22PQR Educator Salary Adjustments SFY2022	5876/3400	677,325.33	0.00	0.00	677,325.33	0.00
	22PQS 22PQS Teacher Salary Supplement Program SFY2022	5807/3400	148,565.13	0.00	0.00	148,565.13	0.00
	22PQT 22PQT Library Books & Electronic Resources SFY2022	5810/3500	2,672.93	0.00	0.00	2,672.93	0.00
	22PUA 22PUA Teacher Supplies & Materials SFY2022	5868/3400	20,318.11	0.00	0.00	20,318.11	0.00
	22PUC 22PUC Grants for Professional Learning SFY2022	5666/3500	10,586.90	0.00	0.00	10,586.90	0.00
	22PUE 22PUE Charter School Funding Base Prog SFY2022	VAR/3200	195,343.01	0.00	0.00	195,343.01	0.00
	22PUI 22PUI English Lang Learner Software Support SFY2022	5911/3400	12,320.00	0.00	0.00	12,320.00	0.00
	22PUU 22PUU Teacher and Student Success Program	5678/3500	589,879.65	0.00	0.00	589,879.65	0.00
	22PUV 22PUV Student Health & Counseling Support Pgm	5679/3500	29,562.50	0.00	0.00	29,562.50	0.00
	23PQI 23PQI Concurrent Enrollment SFY2023	5333/3300	22,189.14	0.00	0.00	22,189.14	0.00
	23PQM 23PQM School Land Trust Program SFY2023	5420/3500	287,082.44	0.00	0.00	287,082.44	0.00
	23PQN 23PQN Charter School Local Replacement SFY2023	5619/3200	5,291,917.00	0.00	0.00	5,291,917.00	0.00
	23PQP 23PQP Early Literacy Program SFY2023	5805/3300	96,765.60	0.00	0.00	96,765.60	0.00
	23PQR 23PQR Educator Salary Adjustments SFY2023	5876/3400	644,381.46	0.00	0.00	644,381.46	0.00
	23PQS 23PQS Teacher Salary Supplement Program SFY2023	5807/3400	166,820.63	0.00	0.00	166,820.63	0.00
	23PQT 23PQT Library Books & Electronic Resources SFY2023	5810/3500	2,672.93	0.00	0.00	2,672.93	0.00
	23PUA 23PUA Teacher Supplies & Materials SFY2023	5868/3400	19,690.02	0.00	0.00	19,690.02	0.00
	23PUC 23PUC Grants for Professional Learning SFY2023	5666/3500	6,323.24	0.00	0.00	6,323.24	0.00
	23PUE 23PUE Charter School Funding Base Prog SFY2023	VAR/3200	169,227.42	0.00	0.00	0.00	169,227.42
	23PUU 23PUU Teacher and Student Success Program	5678/3500	580,252.19	0.00	0.00	580,252.19	0.00
	24PQI 24PQI Concurrent Enrollment SFY2024	5333/3300	25,752.31	0.00	0.00	25,752.31	0.00
	24PQM 24PQM School Land Trust Program SFY2024	5420/3500	259,564.69	0.00	0.00	259,564.69	0.00
	24PQN 24PQN Charter School Local Replacement SFY2024	5619/3200	5,451,573.00	0.00	0.00	5,451,573.00	0.00
	24PQP 24PQP Early Literacy Program SFY2024	5805/3300	122,647.91	0.00	0.00	108,617.14	14,030.77
	24PQR 24PQR Educator Salary Adjustments SFY2024	5876/3400	1,327,279.36	0.00	0.00	1,327,279.36	0.00
	24PQS 24PQS Teacher Salary Supplement Program SFY2024	5807/3400	125,550.76	0.00	0.00	125,550.76	0.00
	24PQY 24PQY Flexible Allocation-WPU Distribution SFY2024	5310/3200	4,026.23	0.00	0.00	4,026.23	0.00
	24PUA 24PUA Teacher Supplies & Materials SFY2024	5868/3400	19,335.78	0.00	0.00	19,335.78	0.00
	24PUC 24PUC Grants for Professional Learning SFY2024	5666/3500	4,944.17	0.00	0.00	4,944.17	0.00
	24PUE 24PUE Charter School Funding Base Prog SFY2024	VAR/3200	0.00	0.00	0.00	0.00	0.00
	24PUU 24PUU Teacher and Student Success Act Program	5678/3500	601,187.95	0.00	0.00	601,187.95	0.00
	25PQI 25PQI Concurrent Enrollment SFY2025	5333/3300	27,015.15	0.00	27,015.15	27,015.15	0.00
	25PQM 25PQM School Land Trust Program SFY2025	5420/3500	259,473.24	0.00	259,473.24	259,473.24	0.00
	25PQN 25PQN Charter School Local Replacement SFY2025	5619/3200	6,292,349.00	0.00	6,292,349.00	6,292,349.00	0.00
	25PQR 25PQR Educator Salary Adjustments SFY2025	5876/3400	1,409,946.63	0.00	1,409,946.63	1,409,946.63	0.00

	25PQS 25PQS Teacher Salary Supplement Program SFY2025	5807/3400	199,098.18	136,805.53	199,098.18	199,098.18	0.00
	25PQY 25PQY Flexible Allocation-WPU Distribution SFY2025	5310/3200	5,784.93	0.00	5,784.93	5,784.93	0.00
	25PUA 25PUA Teacher Supplies & Materials SFY2025	5868/3400	8,323.81	0.00	8,323.81	8,323.81	0.00
	25PUC 25PUC Grants for Professional Learning SFY2025	5666/3400	5,269.32	0.00	5,269.32	5,269.32	0.00
	25PUE 25PUE Charter School Funding Base Prog SFY2025	VAR/3200	0.00	0.00	0.00	0.00	0.00
	25PUU 25PUU Teacher and Student Success Act Program	5678/3500	598,723.90	0.00	598,723.90	598,723.90	0.00
	26PQM 26PQM School Land Trust Program SFY2026	5420/3500	294,358.85	0.00	0.00	0.00	294,358.85
	26PQN 26PQN Charter School Local Replacement SFY2026	5619/3200	6,849,664.00	0.00	0.00	0.00	6,849,664.00
	26PQR 26PQR Educator Salary Adjustments SFY2026	5876/3400	1,622,798.56	0.00	0.00	0.00	1,622,798.56
	26PQS 26PQS Teacher Salary Supplement Program SFY2026	5807/3400	64,656.22	0.00	0.00	0.00	64,656.22
	26PQY 26PQY Flexible Allocation-WPU Distribution SFY2026	5310/3200	850,194.78	0.00	0.00	0.00	850,194.78
	26PUE 26PUE Charter School Funding Base Prog SFY2026	VAR/3200	217,120.00	0.00	0.00	0.00	217,120.00
MSPRB MSPRB-Minium School Programs Related to Basic - Summary			**42,177,340.58**	**136,805.53**	**8,805,984.16**	**32,095,289.98**	**10,082,050.60**
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct	23ELOO 23ELOO Early Literacy Outcomes One-time PESSRA	5697/3800	8,612.00	1,596.00	1,596.00	5,655.00	2,957.00
	23PQD 23PQD Public Ed Capital & Technology PEESRA	5653/3200	248,730.14	0.00	0.00	248,730.14	0.00
	23PUES 23PUES Charter School Funding Base Prog PEESRA	VAR/3200	0.00	0.00	0.00	169,227.42	-169,227.42
	23PUY 23PUY Educator Professional Time PEESRA	5651/3200	209,343.99	0.00	0.00	209,343.99	0.00
	24PQYS 24PQYS Flexible Allocation-WPU Distrb SFY24 PEESRA	5310/3200	1,340.98	0.00	0.00	1,340.98	0.00
	24PUES 24PUES Charter School Funding Base Prog PEESRA	VAR/3200	200,675.00	0.00	0.00	200,675.00	0.00
	24PUY 24PUY Educator Professional Time PEESRA	5651/3200	205,356.81	0.00	0.00	205,356.81	0.00
	24SHHP 24SHHP Small High Schools, Home&Private SchoolsPEESRA	VAR/3010	103,480.00	0.00	7,071.00	103,480.00	0.00
	24SOEO 24SOEO Statewide Online Ed Program FT One-Time PEESRA	5380/3800	1,648.00	0.00	0.00	1,648.00	0.00
	25PUAS 25PUAS Teacher Supplies & Materials FY2025 PEESRA	5868/3400	23,959.69	0.00	23,959.69	23,959.69	0.00
	25PUES 25PUES Charter School Funding Base Prog PEESRA	VAR/3200	218,155.00	0.00	218,155.00	218,155.00	0.00
	25PUY 25PUY Educator Professional Time PEESRA	5651/3400	235,599.72	0.00	235,599.72	235,599.72	0.00
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct - Summary			**1,456,901.33**	**1,596.00**	**486,381.41**	**1,623,171.75**	**-166,270.42**
SAS SAS-Student Advocacy Services	18PKU School Turnaround and Leadership Dev SFY2018	5687/3800	270,000.00	0.00	0.00	270,000.00	0.00
	S18PKU S18PKU School Turnaround & Leadership Dev SFY2018 PSC	5295/3800	3,200.00	0.00	0.00	3,200.00	0.00
SAS SAS-Student Advocacy Services - Summary			**273,200.00**	**0.00**	**0.00**	**273,200.00**	**0.00**
SSS SSS-Student Support Services	22ECSN 22ECSN Electronic Cigarette Substance & Nicotine Prev	5673/3800	4,000.00	0.00	0.00	4,000.00	0.00
	22SUPV 22SUPV Suicide Prevention SFY2022	5674/3800	1,000.00	0.00	0.00	1,000.00	0.00
	23ECSN 23ECSN Electronic Cigarette Substance & Nicotine Prev	5673/3800	4,000.00	0.00	0.00	4,000.00	0.00
	23SUPV 23SUPV Suicide Prevention SFY2023	5674/3800	1,000.00	0.00	0.00	1,000.00	0.00
	24ECSN 24ECSN Electronic Cigarette Substance & Nicotine Prev	5673/3800	4,000.00	0.00	4,000.00	4,000.00	0.00
	24PAF 24PAF School Turnaround & Leadership Development	5687/3800	13,865.00	0.00	0.00	0.00	13,865.00
	24SUPV 24SUPV Suicide Prevention SFY2024	5674/3800	2,000.00	0.00	1,000.00	2,000.00	0.00
SSS SSS-Student Support Services - Summary			**29,865.00**	**0.00**	**5,000.00**	**16,000.00**	**13,865.00**
T&L T&L-Teaching & Learning	20PJB 20PJB STEM Endorsement Incentives SFY2020	5644/3800	700.00	0.00	0.00	700.00	0.00
	22DRED 22DRED Drivers Ed SFY2022	5610/3800	2,550.00	0.00	0.00	2,550.00	0.00
	22SOEF 22SOEF Statewide Online Ed Program SFY2022	5380/3800	288,534.00	0.00	0.00	288,534.00	0.00
	23DRED 23DRED Drivers Ed SFY2023	5610/3800	3,630.00	0.00	0.00	3,630.00	0.00
	23PJB 23PJB STEM Endorsement Center Grants SFY2023	5644/3800	1,500.00	0.00	0.00	1,500.00	0.00
	23SOEF 23SOEF Statewide Online Ed Program SFY2023	5380/3800	161,885.00	0.00	0.00	161,885.00	0.00
	24DRED 24DRED Drivers Ed SFY2024	5610/3800	3,660.00	0.00	1,680.00	3,660.00	0.00
	24PKB 24PKB Software Licenses for K-3 Reading SFY2024	5618/3800	16,870.00	0.00	16,870.00	16,870.00	0.00
	24SOEF 24SOEF Statewide Online Ed Program SFY2024	5380/3800	132,487.00	59,492.00	132,487.00	132,487.00	0.00
	25DRED 25DRED Drivers Ed SFY2025	5610/3800	2,115.00	0.00	2,115.00	2,115.00	0.00
	25OCCA 25OCCA Online Course Access Amendments HB417 SFY2025	VAR/3010	9,998.00	0.00	9,998.00	9,998.00	0.00
	25PKB 25PKB Software Licenses for K-3 Reading SFY2025	5618/3800	18,996.48	0.00	16,870.00	16,870.00	2,126.48
	25SOEF 25SOEF Statewide Online Ed Program SFY2025	5380/3800	81,037.00	0.00	81,037.00	81,037.00	0.00
T&L T&L-Teaching & Learning - Summary			**723,962.48**	**59,492.00**	**261,057.00**	**721,836.00**	**2,126.48**
5F0 UTAH VIRTUAL ACADEMY - Summary			**126,212,374.71**	**342,970.87**	**27,625,180.56**	**102,983,328.37**	**23,229,046.34**

Utah State Board of Education

Allotment Memo

for Fiscal Year/Period 2026/01

Type: 01CHARTER
Recipient: 5F0 UTAH VIRTUAL ACADEMY

Major Program	Program	District Pgm/Rev	Current_Budget	Current Month	Year-to-Date	Grant to Date	Remaining Balance
84010 SAS-Title I Grants to LEA	24T1FT 24T1FT Title IA Flow-Through FFY2024	7801/4800	357,723.43	0.00	0.00	357,723.43	0.00
	25T1FT 25T1FT Title IA Flow-Through FFY2025	7801/4800	349,840.36	0.00	0.00	349,840.36	0.00
84010 SAS-Title I Grants to LEA - Summary			**707,563.79**	**0.00**	**0.00**	**707,563.79**	**0.00**
84027 SPED-IDEA Disabilities Educ Act	24FTFL 24FTFL IDEA Flow-Through Formula FFY2024	7524/4524	294,188.00	0.00	0.00	294,188.00	0.00
	25FTFL 25FTFL IDEA Flow-Through Formula FFY2025	7524/4524	303,040.40	0.00	0.00	142,769.41	160,270.99
84027 SPED-IDEA Disabilities Educ Act - Summary			**597,228.40**	**0.00**	**0.00**	**436,957.41**	**160,270.99**
84173 SPED-Preschool Special Educ IDEA	24PRE 24PRE Preschool SPED Flow-through FFY2024	7522/4522	4,537.31	0.00	0.00	4,537.31	0.00
	25PRE 25PRE Preschool SPED Flow-through FFY2025	7522/4522	4,655.70	0.00	0.00	0.00	4,655.70
84173 SPED-Preschool Special Educ IDEA - Summary			**9,193.01**	**0.00**	**0.00**	**4,537.31**	**4,655.70**
84367 T&L-Improving Teacher Quality-State	242FT 242FT Title IIA Formula Flow Through FFY2024	7860/4800	42,762.00	0.00	0.00	42,762.00	0.00
	252FT 252FT Title IIA Formula Flow Through FFY2025	7860/4800	49,143.00	0.00	0.00	49,143.00	0.00
84367 T&L-Improving Teacher Quality-State - Summary			**91,905.00**	**0.00**	**0.00**	**91,905.00**	**0.00**
84424A T&L-Student Support Academic Enrichment Grants	244AFT 244AFT Supporting Effective Instr Flow-Through SFY24	7905/4800	47,451.89	0.00	0.00	47,451.89	0.00
	254AFT 254AFT Supporting Effective Instr Flow-Through SFY25	7890/4800	29,089.32	0.00	0.00	29,089.32	0.00
84424A T&L-Student Support Academic Enrichment Grants - Summary			**76,541.21**	**0.00**	**0.00**	**76,541.21**	**0.00**
84425U SSS- American Rescue Plan ACT of 2021	21ARPF 21ARPF American Rescue Plan-Flow-through FFY2021	7225/4200	2,395,131.47	0.00	0.00	2,395,131.47	0.00
84425U SSS- American Rescue Plan ACT of 2021 - Summary			**2,395,131.47**	**0.00**	**0.00**	**2,395,131.47**	**0.00**
MSPB MSPB-Minimum School Programs Basic	22PPP 22PPP SPED Extended Yr Special Educators	1278/3100	11,484.00	0.00	0.00	11,484.00	0.00
	23PPP 23PPP SPED Extended Yr Special Educators	1278/3100	17,980.00	0.00	0.00	17,980.00	0.00
	25PPA 25PPA Kindergarten SFY2025	VAR/3005	309,148.22	0.00	0.00	309,148.22	0.00
	25PPB 25PPB Grades 1-12 SFY2025	VAR/3010	8,573,355.94	0.00	0.00	8,573,355.94	0.00
	25PPBD 25PPBD Pub Ed Online Dist SFY2025	VAR/3010	1,505,642.00	0.00	0.00	1,505,642.00	0.00
	25PPBO 25PPBO Pub Ed Online Offset SFY2025	VAR/3010	-5,936.00	0.00	0.00	-5,936.00	0.00
	25PPD 25PPD Professional Staff SFY2025	VAR/3020	756,175.22	0.00	0.00	756,175.22	0.00
	25PPF 25PPF Special Education - Add-on SFY2025	1205/3100	2,164,076.96	0.00	0.00	2,164,076.96	0.00
	25PPH 25PPH Special Education - Self-contained SFY2025	1210/3100	148,152.20	0.00	0.00	148,152.20	0.00
	25PPI 25PPI Special Education - Extended Year SFY2025	1220/3100	2,259.00	0.00	0.00	2,259.00	0.00
	25PPK 25PPK CTE ADM SFY2025	6XXX/3100	272,566.00	0.00	0.00	272,566.00	0.00
	25PPKB 25PPKB CTE Comprehensive Counseling & Guide SFY2025	5903/3100	62,885.00	0.00	0.00	62,885.00	0.00
	25PPKE 25PPKE CTE Technical Student Orgs SFY2025	6000/3100	749.00	0.00	0.00	749.00	0.00
	25PPKF 25PPKF CTE Skill Certification Competency SFY2025	6000/3100	11,428.00	0.00	0.00	11,428.00	0.00
	25PPL 25PPL Class Size Reduction SFY2025	5201/3100	456,321.29	0.00	0.00	456,321.29	0.00
	25PPN 25PPN Special Education - Impact Aid SFY2025	1225/3100	32,621.28	0.00	0.00	32,621.28	0.00
	25PPP 25PPP SPED Extended Yr Special Educators	1278/3100	21,112.00	0.00	0.00	21,112.00	0.00
	25PPR 25PPR Students At-Risk Add-on	5344/3100	484,644.20	0.00	0.00	484,644.20	0.00
	26PPA 26PPA Kindergarten SFY2026	VAR/3005	304,948.66	25,412.39	25,412.39	25,412.39	279,536.27
	26PPB 26PPB Grades 1-12 SFY2026	VAR/3010	8,916,918.02	743,665.00	743,665.00	743,665.00	8,173,253.02
	26PPBO 26PPBO Pub Ed Online Offset SFY2026	VAR/3010	-642.00	-642.00	-642.00	-642.00	0.00
	26PPF 26PPF Special Education - Add-on SFY2026	1205/3100	2,393,539.96	199,461.66	199,461.66	199,461.66	2,194,078.30
	26PPH 26PPH Special Education - Self-contained SFY2026	1210/3100	154,943.10	12,911.92	12,911.92	12,911.92	142,031.18
	26PPI 26PPI Special Education - Extended Year SFY2026	1220/3100	2,259.00	188.25	188.25	188.25	2,070.75
	26PPK 26PPK CTE ADM SFY2026	6XXX/3100	255,589.00	21,299.08	21,299.08	21,299.08	234,289.92
	26PPKB 26PPKB CTE Comprehensive Counseling & Guide SFY2026	5903/3100	64,763.00	5,396.92	5,396.92	5,396.92	59,366.08
	26PPKF 26PPKF CTE Skill Certification Competency SFY2026	6000/3100	11,191.00	932.58	932.58	932.58	10,258.42
	26PPL 26PPL Class Size Reduction SFY2026	5201/3100	477,448.80	39,787.40	39,787.40	39,787.40	437,661.40
	26PPN 26PPN Special Education - Impact Aid SFY2026	1225/3100	37,333.60	3,111.13	3,111.13	3,111.13	34,222.47
	26PPR 26PPR Students At-Risk Add-on	5344/3100	504,055.85	42,004.65	42,004.65	42,004.65	462,051.20
MSPB MSPB-Minimum School Programs Basic - Summary			**27,947,012.30**	**1,093,528.98**	**1,093,528.98**	**15,918,193.29**	**12,028,819.01**
MSPRB MSPRB-Minium School Programs Related to Basic	21PUV 21PUV Student Health & Counseling Support Pgm	5679/3500	21,606.00	0.00	0.00	21,606.00	0.00
	23PQS 23PQS Teacher Salary Supplement Program SFY2023	5807/3400	166,820.63	0.00	0.00	166,820.63	0.00
	23PUU 23PUU Teacher and Student Success Program	5678/3500	580,252.19	0.00	0.00	580,252.19	0.00
	24PQS 24PQS Teacher Salary Supplement Program SFY2024	5807/3400	125,550.76	0.00	0.00	125,550.76	0.00
	24PUU 24PUU Teacher and Student Success Act Program	5678/3500	601,187.95	0.00	0.00	601,187.95	0.00
	25PQI 25PQI Concurrent Enrollment SFY2025	5333/3300	27,015.15	0.00	0.00	27,015.15	0.00
	25PQM 25PQM School Land Trust Program SFY2025	5420/3500	259,473.24	0.00	0.00	259,473.24	0.00
	25PQN 25PQN Charter School Local Replacement SFY2025	5619/3200	6,292,349.00	0.00	0.00	6,292,349.00	0.00
	25PQR 25PQR Educator Salary Adjustments SFY2025	5876/3400	1,409,946.63	0.00	0.00	1,409,946.63	0.00
	25PQS 25PQS Teacher Salary Supplement Program SFY2025	5807/3400	199,098.18	0.00	0.00	199,098.18	0.00
	25PQY 25PQY Flexible Allocation-WPU Distribution SFY2025	5310/3200	5,784.93	0.00	0.00	5,784.93	0.00
	25PUA 25PUA Teacher Supplies & Materials SFY2025	5868/3400	8,323.81	0.00	0.00	8,323.81	0.00
	25PUC 25PUC Grants for Professional Learning SFY2025	5666/3400	5,269.32	0.00	0.00	5,269.32	0.00
	25PUE 25PUE Charter School Funding Base Prog SFY2025	VAR/3200	0.00	0.00	0.00	0.00	0.00
	25PUU 25PUU Teacher and Student Success Act Program	5678/3500	598,723.90	0.00	0.00	598,723.90	0.00
	26PQM 26PQM School Land Trust Program SFY2026	5420/3500	294,358.85	294,358.85	294,358.85	294,358.85	0.00
	26PQN 26PQN Charter School Local Replacement SFY2026	5619/3200	6,849,664.00	570,805.33	570,805.33	570,805.33	6,278,858.67
	26PQR 26PQR Educator Salary Adjustments SFY2026	5876/3400	1,622,798.56	135,233.21	135,233.21	135,233.21	1,487,565.35
	26PQS 26PQS Teacher Salary Supplement Program SFY2026	5807/3400	64,656.22	5,388.02	5,388.02	5,388.02	59,268.20
	26PQY 26PQY Flexible Allocation-WPU Distribution SFY2026	5310/3200	850,194.78	70,849.56	70,849.56	70,849.56	779,345.22
	26PUE 26PUE Charter School Funding Base Prog SFY2026	VAR/3200	217,120.00	18,093.33	18,093.33	18,093.33	199,026.67
MSPRB MSPRB-Minium School Programs Related to Basic - Summary			**20,200,194.10**	**1,094,728.30**	**1,094,728.30**	**11,396,129.99**	**8,804,064.11**
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct	23ELOO 23ELOO Early Literacy Outcomes One-time PESSRA	5697/3800	8,612.00	0.00	0.00	5,655.00	2,957.00
	24SHHP 24SHHP Small High Schools, Home&Private SchoolsPEESRA	VAR/3010	103,480.00	0.00	0.00	103,480.00	0.00
	25PUAS 25PUAS Teacher Supplies & Materials FY2025 PEESRA	5868/3400	23,959.69	0.00	0.00	23,959.69	0.00
	25PUES 25PUES Charter School Funding Base Prog PEESRA	VAR/3200	218,155.00	0.00	0.00	218,155.00	0.00
	25PUY 25PUY Educator Professional Time PEESRA	5651/3400	235,599.72	0.00	0.00	235,599.72	0.00
PEESRA PEESRA-Public Ed Economic Stabilization Rest Acct - Summary			**589,806.41**	**0.00**	**0.00**	**586,849.41**	**2,957.00**
SAS SAS-Student Advocacy Services	18PKU School Turnaround and Leadership Dev SFY2018	5687/3800	270,000.00	0.00	0.00	270,000.00	0.00
	S18PKU S18PKU School Turnaround & Leadership Dev SFY2018 PSC	5295/3800	3,200.00	0.00	0.00	3,200.00	0.00
SAS SAS-Student Advocacy Services - Summary			**273,200.00**	**0.00**	**0.00**	**273,200.00**	**0.00**
SSS SSS-Student Support Services	22SUPV 22SUPV Suicide Prevention SFY2022	5674/3800	1,000.00	0.00	0.00	1,000.00	0.00
	23ECSN 23ECSN Electronic Cigarette Substance & Nicotine Prev	5673/3800	4,000.00	0.00	0.00	4,000.00	0.00
	24PAF 24PAF School Turnaround & Leadership Development	5687/3800	13,865.00	0.00	0.00	0.00	13,865.00
SSS SSS-Student Support Services - Summary			**18,865.00**	**0.00**	**0.00**	**5,000.00**	**13,865.00**

T&L T&L-Teaching & Learning	20PJB 20PJB STEM Endorsement Incentives SFY2020	5644/3800	700.00	0.00	0.00	700.00	0.00
	22DRED 22DRED Drivers Ed SFY2022	5610/3800	2,550.00	0.00	0.00	2,550.00	0.00
	24SOEF 24SOEF Statewide Online Ed Program SFY2024	5380/3800	132,487.00	0.00	0.00	132,487.00	0.00
	25DRED 25DRED Drivers Ed SFY2025	5610/3800	2,115.00	0.00	0.00	2,115.00	0.00
	25OCCA 25OCCA Online Course Access Amendments HB417 SFY2025	VAR/3010	9,998.00	0.00	0.00	9,998.00	0.00
	25PKB 25PKB Software Licenses for K-3 Reading SFY2025	5618/3800	18,996.48	0.00	0.00	16,870.00	2,126.48
	25SOEF 25SOEF Statewide Online Ed Program SFY2025	5380/3800	81,037.00	0.00	0.00	81,037.00	0.00
T&L T&L-Teaching & Learning - Summary			**247,883.48**	**0.00**	**0.00**	**245,757.00**	**2,126.48**
5F0 UTAH VIRTUAL ACADEMY - Summary			**53,154,524.17**	**2,188,257.28**	**2,188,257.28**	**32,137,765.88**	**21,016,758.29**

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Statement ending balance	**2,759,164.12**
Deposits in transit	**0.00**
Outstanding checks and charges	**(29,595.36)**
Adjusted bank balance	**2,729,568.76**
Book balance	**2,729,568.76**
Adjustments*	**0.00**
Adjusted book balance	**2,729,568.76**

Total Checks and charges Cleared	**2,531,068.29**	**Total Deposits Cleared**	**2,130,200.27**

Deposits

Name	Memo	Date	Doc no.	Cleared	In transit
General Ledger entry	AVID RETURN CHK #30967 SALT LAKE MAILING & PRINTING	06/20/2025		283.70	
General Ledger entry	SCHOOL DEPOSIT	06/26/2025		116.07	
General Ledger entry	ALLOTMENT- UTAH VIRTUAL	06/30/2025		2,127,026.60	
	SWEEP INTEREST	06/30/2025		2,773.90	
Total Deposits				**2,130,200.27**	**0.00**

Checks and charges

Name	Memo	Date	Check no.	Cleared	Outstanding
ALYSSA MCEWEN		04/24/2025	31176	515.40	
AMBER MEYERS		04/24/2025	31177	457.39	
SHELLY NIELSEN		04/24/2025	31203	547.03	
TARA COTTAM		04/24/2025	31207	126.71	
Holly White		04/24/2025	31213	164.43	
Larry H. Miller Theatres		05/01/2025	31245	11,587.78	
ALICIA HOERNER, Ph.D. dba BILINGUAL PSYCHOLOGICAL SER-VICES		05/16/2025	31260	185.00	
Shelley Jo Dula		05/16/2025	31265	1,430.00	
JBD COUNSELING AND CONSULTING		05/16/2025	31271	5,127.80	
BROOKSTONE PROP-ERTY MANAGEMENT		05/20/2025	31275	4,500.00	
JBD COUNSELING AND CONSULTING		05/20/2025	31276	7,171.25	
CENTURYLINK		05/29/2025	31278	449.21	
INSTRUCTURE, INC.		05/29/2025	31279	1,750.00	
JOSTENS, INC		05/29/2025	31280	482.99	
MALOY PR, LLC.		05/29/2025	31281	5,500.00	
ORACLE AMERICA, INC.		05/29/2025	31282	128.33	
PITNEY BOWES - PUR-CHASE POWER		05/29/2025	31283	878.28	
STERICYCLE, INC.		05/29/2025	31284	488.92	
ZANER-BLOSER, INC.		05/29/2025	31285	160.33	
ALICIA HOERNER, Ph.D. dba BILINGUAL PSYCHOLOGICAL SER-VICES		06/04/2025	31286	1,850.00	
Boulder Consulting		06/04/2025	31287	4,654.14	
CHARTER SCHOOL THERAPY		06/04/2025	31288	11,478.52	
CURRICULUM ASSO-CIATES, LLC		06/04/2025	31289	4,840.00	
E-Therapy LLC		06/04/2025	31290	2,702.41	
ENABLR THERAPY, LLC.		06/04/2025	31291	2,269.89	

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INFOWEST		06/04/2025	31292	312.00	
JBD COUNSELING AND CONSULTING		06/04/2025	31293	12,439.04	
Kevin Knutson		06/04/2025	31294	1,560.00	
Pacific Office Automation		06/04/2025	31295	1,094.32	
PowerSchool Group LLC		06/04/2025	31296	7,846.65	
ROCKY MOUNTAIN UNIVERSITY OF HEALTH PROFES-SIONS FOUNDATION		06/04/2025	31297	112.50	
Shelley Jo Dula		06/04/2025	31298	1,625.00	
Solas Psychological		06/04/2025	31299	3,153.75	
SURF AND SKI SPEECH THERAPY		06/04/2025	31300	2,040.00	
T-Mobile		06/04/2025	31301	184.67	
THE LD EXPERT		06/04/2025	31302	25,113.55	
ZION PSYCHOLOGY		06/04/2025	31303	1,957.50	
ELUMA LLC		06/05/2025	31304	1,014.00	
Gardner Batt, LLC		06/05/2025	31305	12,971.55	
PULSE TECHNOLO-GIES, INC.		06/05/2025	31306	7,546.13	
ROGUE BEHAVIOR SERVICES LLC		06/05/2025	31307	806.00	
Solas Psychological		06/05/2025	31308	761.25	
THE LD EXPERT		06/05/2025	31309	4,596.35	
ZION PSYCHOLOGY		06/05/2025	31310	2,030.00	
Zions Bank - Hymas CC 0759		06/06/2025		1,336.18	
Zions Bank - Allen CC 0569		06/06/2025		13,363.55	
Zions Bank CC-Shelly Strahan		06/06/2025		12,716.10	
Zions Bank CC-Meghan Merideth		06/06/2025		9,405.08	
General Ledger entry	PAYROLL #AR48993	06/06/2025		622,359.09	
General Ledger entry	PAYROLL #AR49140	06/10/2025		3,351.57	
JILLIAN HYMAS		06/13/2025	31311	1,171.80	
Lori Phillips		06/13/2025	31312	3,696.83	
Robin Elmy		06/16/2025	31313	348.68	
Amy Bartlett		06/16/2025	31314	331.48	
Cassondra Asay		06/16/2025	31315	309.49	
JESSICA BENCH		06/16/2025	31316	148.20	
Kaitlyn Blackham		06/16/2025	31317	487.10	
Katlin Allison		06/16/2025	31318		283.35
KERI BUSHMAN		06/16/2025	31319		823.02
Mason Andersen		06/16/2025	31320	446.39	
PHILIP BRANNON		06/16/2025	31321		417.20
Shay Jones		06/16/2025	31322	67.87	
Stephanie Bird		06/16/2025	31323	142.66	
Tami Bailey		06/16/2025	31324	45.53	
BROOKSTONE PROP-ERTY MANAGEMENT		06/18/2025	31325	4,500.00	
ACADEMICA WEST, LLC		06/18/2025	31326	83,866.68	
AGE OF LEARNING, INC.		06/18/2025	31327	4,000.00	
AGE OF LEARNING, INC.		06/18/2025	31328	8,500.00	
CENTURYLINK		06/18/2025	31329		449.21
CORWIN PRESS, INC.		06/18/2025	31330	5,896.00	
CORWIN PRESS, INC.		06/18/2025	31331	10,318.00	
E-Therapy LLC		06/18/2025	31332	3,757.39	
K12 Management Inc.		06/18/2025	31333	928,533.10	
LEXIA LEARNING SYS-TEMS LLC		06/18/2025	31334	1,596.00	
MOUNTAIN AMERICA EXPOSITION CENTER		06/18/2025	31335	8,086.01	
PARR BROWN GEE &		06/18/2025	31336	3,623.00	

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LOVELESS					
PITNEY BOWES - PURCHASE POWER		06/18/2025	31337	2,577.46	
Pitney Bowes Global Financial Services	1866443	06/18/2025	31338	8.41	
Brenda Cropper		06/19/2025	31339	452.20	
Crystal Fairbanks		06/19/2025	31341		212.99
Deena Finlinson		06/19/2025	31342		408.59
Holly Davies		06/19/2025	31343		168.71
Jackie Crowther		06/19/2025	31344		80.98
KAYLA FLESHMAN		06/19/2025	31346	601.75	
KYLIE FRAZIER-GARCIA		06/19/2025	31347		1,115.17
LAURA DAVIS		06/19/2025	31348	179.90	
LuAnn Charles		06/19/2025	31349	890.74	
MCKINSEY HOWARD		06/19/2025	31350		58.40
Melanie Denton		06/19/2025	31351		98.00
Rebecca Glover		06/19/2025	31352	114.75	
SHAUNA HOLLADAY		06/19/2025	31354	493.90	
Stacy Dalton		06/19/2025	31355	1,104.90	
TARA COTTAM		06/19/2025	31356	569.92	
General Ledger entry	PAYROLL #AR49410	06/20/2025		565,215.04	
CHARTER SCHOOL THERAPY		06/23/2025	31340		1,386.15
JBD COUNSELING AND CONSULTING		06/23/2025	31345	375.00	
ROCKY MOUNTAIN UNIVERSITY OF HEALTH PROFESSIONS FOUNDATION		06/23/2025	31353	1,235.75	
MALOY PR, LLC.		06/23/2025	31371	5,500.00	
	ACCOUNT ANALYSIS FEE	06/23/2025		266.02	
General Ledger entry	6/23/25 AR49524 $354 TIME CLOCK	06/23/2025		354.00	
AMBER MEYERS		06/24/2025	31357		449.99
Amy Quebbeman		06/24/2025	31358		69.97
AMY WELLS		06/24/2025	31359		113.40
Andrea Peterson		06/24/2025	31360	135.50	
CAMILLE LOPEZ		06/24/2025	31361		322.00
Carol Olson		06/24/2025	31362	81.34	
CARRIE JUSTVIG		06/24/2025	31363		27.22
Cassidy Ulrich		06/24/2025	31364		44.72
Jenifer Okey		06/24/2025	31365	57.96	
Jennifer Hutchings		06/24/2025	31366		218.68
Jessica Tremea		06/24/2025	31367	117.60	
Kimberlee Rose		06/24/2025	31368		398.84
KIMBERLY JOHAM		06/24/2025	31369	572.97	
Linda Roll		06/24/2025	31370	2,495.00	
MARCI NELSON OZER		06/24/2025	31372	1,016.55	
McKenzie Tyler Reeder		06/24/2025	31373		8.40
Melanie Morris		06/24/2025	31374		277.24
MICHELLE SAGERS		06/24/2025	31375		15.01
Natalie M Niederhauser		06/24/2025	31376		64.00
Nicole Keller		06/24/2025	31377		26.88
Porshe Hansen		06/24/2025	31378		161.00
SARA LARSON		06/24/2025	31379		224.00
Sarah Andersen		06/24/2025	31380		287.06
Sophie Seegmiller		06/24/2025	31381	20.60	
ALYSSA MCEWEN		06/25/2025	31382		149.06
AMY WELLS		06/25/2025	31383		275.27
Gardner Batt, LLC		06/25/2025	31384		12,971.55
Jaci Patterson		06/25/2025	31385		207.00
JADEN HARDING		06/25/2025	31386		164.03
Joette Hayden		06/25/2025	31387		1,003.32
Kerri Smith		06/25/2025	31388		22.40
MICHAEL SISTO		06/25/2025	31389		457.65
Michelle Orton		06/25/2025	31390		535.94

Utah Virtual Academy
Reconciliation report
As of 06/30/2025
Account: UTVA Zions Bank Operating

MICHELLE SAGERS		06/25/2025	31391		272.82
MYKAYLA HAYDEN		06/25/2025	31392		1,268.74
Natalie M Niederhauser		06/25/2025	31393		201.46
Shayla Miller		06/25/2025	31394		610.22
SHELLY NIELSEN		06/25/2025	31395		1,121.34
Tiffany Wiberg		06/25/2025	31396		171.21
Lacey Robinson		06/25/2025	31398		1,739.65
General Ledger entry	PAYROLL #AR49618	06/26/2025		57,617.18	
Elise Page		06/27/2025	31397		213.52
Total Checks and charges				**2,531,068.29**	**29,595.36**

ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Statement of Accounts

This Statement: June 30, 2025
Last Statement: May 30, 2025

Primary Account [redacted]

0054422 1529-06-0000-ZFN-PG0021-00088

UTAH VIRTUAL ACADEMY
310 E 4500 S STE 620
SALT LAKE CITY, UT 84107-4266

Direct Inquiries to:
800-789-2265
WWW.ZIONSBANK.COM

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SUMMARY OF ACCOUNT BALANCE

Account Type	*Account Number*	*Account Ending Balance*
PUBLIC FUNDS ANALYZED CHECKING	[redacted]	$22.23

PUBLIC FUNDS ANALYZED CHECKING [redacted] 0177

	Previous Balance	*Deposits/Credits*	*Withdrawals/Debits*	*Checks Processed*	*Ending Balance*
Count:		20	9	87	
Amount:	0.00	3,700,326.52	2,455,219.81-	1,245,084.48-	22.23

DEPOSITS/CREDITS

Posting Date	*Effective Date*	*Amount*	*Description*
06/02	06/02	12,299.05	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 005610663
06/04	06/04	5,047.03	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002850497
06/05	06/05	622,359.09	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002954998
06/06	06/06	39,053.90	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003270795
06/09	06/09	27,565.38	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 005126747
06/10	06/10	5,572.30	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002887566
06/11	06/11	20,297.17	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002759419
06/12	06/12	15,471.02	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002680087
06/13	06/13	33,475.26	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003151002
06/16	06/16	1,820.00	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 005070533
06/17	06/17	13,570.06	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002839847
06/18	06/18	565,215.04	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002831132
06/20	06/20	283.70	UTAH VIRTUAL ACA AVIDPAY REF # 02517 1010353990 UTAH VIRTUAL
06/23	06/23	10,272.06	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 005116449
06/24	06/24	107,913.62	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002795182
06/25	06/25	58,289.08	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002715772
06/26	06/26	116.07	DEPOSIT
06/26	06/26	28,962.87	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002643518
06/27	06/27	5,717.22	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003095468
06/30	06/30	2,127,026.60	State of Utah UTAHEFT REF # 02518 1008119265 State of Utah 4

CHARGES/DEBITS

Posting Date	*Effective Date*	*Amount*	*Description*
06/02	06/02	5,127.80-	Check No: 000000031271
06/02	06/02	7,171.25-	Check No: 000000031276
06/04	06/04	547.03-	Check No: 000000031203
06/04	06/04	4,500.00-	Check No: 000000031275
06/05	06/05	622,359.09-	Stratus HR Payroll REF # 02515 6007092015 Stratus HR A453548
06/06	06/06	36,820.91-	CREDIT CARD ECS PAYMENT REF # 02515 7008296030 CREDIT CARD E
06/06	06/06	1,750.00-	Check No: 000000031279
06/06	06/06	482.99-	Check No: 000000031280
06/09	06/09	3,351.57-	Stratus HR Payroll REF # 02516 0009595854 Stratus HR A453548

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

Sweep Account Reconciliation Form

The following form is designed to assist in your Sweep Account reconciliation efforts. Please use the following documents:

For Loan Sweeps: Checking Account Statement(s)
Loan Sweep Account Statement
Monthly Interest Statement
Checking Account Ledger

For Sweeps: Checking Account Statement(s)
Investment Sweep Account Statement
Checking Account Ledger

1. Using ***either*** your Investment Sweep Account Statement ***or*** Loan Sweep Statement, check your Sweep Account transfers against the corresponding debits and credits on your checking account statement(s).
2. Mark each entry in your checking account ledger that has been charged to your checking account (checks, deposits, etc.).
3. List the checks that have been written, but not yet charged to your checking account on the lines below:

OUTSTANDING CHECKS					
Check Number	Check Amount	Check Number	Check Amount	Check Number	Check Amount
			Total Amount *(Enter this amount on line 6 below)*:		

4. Enter the ending balance from the Sweep Account statement. — SWEEP STATEMENT BALANCE _____
5. Add the ending balance from the Checking Account statement. (if there is more than one checking account, add the balances together and enter the total on this line. If the checking account has a peg balance of $0.00, enter $0.00.) — CHECKING STATEMENT BALANCE + _____
6. Subtract the Outstanding Checks Total shown above. — OUTSTANDING CHECKS – _____
7. Add any outstanding deposits. — OUTSTANDING DEPOSITS + _____
8. Calculate the Adjusted Bank Balance. — **ADJUSTED BANK BALANCE** = _____
9. Enter the ending balance from your checking account register. (if there is more than one checking account, add the account balances together and enter the total on this line.) — CHECKING REGISTER BALANCE + _____

***NOTE:** If reconciling an Investment Sweep account, go to step 11. For Loan Sweep accounts, go to step 10.*

10. Use the **Sweep Account statement** and **Monthly Investment statement** to reconcile transfers between the line of credit and sweep account to determine the net draw or net payment to the line. Add the draw or subtract the payment from the book balance. — NET CHANGE IN LINE + or – _____
11. Subtract any bank charges from the account statements. — BANK CHARGES – _____
12. Add interest/dividends received from the account statement. — INTEREST EARNED + _____
13. Calculate the Adjusted Register Balance. This should match the Adjusted Bank Balance (line 8). — **ADJUSTED REGISTER BALANCE** = _____

SWEEP ACCOUNT ACTIVITY REPORT BALANCE DEFINITIONS:

- ***Accrued Interest M-T-D:*** The amount of interest accrued by the sweep that month to date.
- ***Current Balance:*** Apositive balance denotes the total amount of funds in the sweep (collected funds, plus funds in float).
- ***Available Balance:*** A positive balance denotes the amount in one day float to the sweep available for the next business day. A negative balance denotes the amount drawn from uncollected funds.
- ***Collected Balance:*** A positive balance denotes the amount of funds collected from float or same day deposits or credits. Accrued interest is calculated with this amount multiplied by the interest rate.
- ***Principal Loan Balance owned Online:*** The amount currently owed to the Bank through the line of credit or loan.

ZIONS BANK®

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Continued ...

Posting Date	Effective Date	Amount	Description
06/09	06/09	488.92-	Check No: 000000031284
06/09	06/09	7,846.65-	Check No: 000000031296
06/09	06/09	4,840.00-	Check No: 000000031289
06/09	06/09	2,269.89-	Check No: 000000031291
06/09	06/09	449.21-	Check No: 000000031278
06/09	06/09	1,625.00-	Check No: 000000031298
06/09	06/09	2,040.00-	Check No: 000000031300
06/09	06/09	4,654.14-	Check No: 000000031287
06/10	06/10	3,153.75-	Check No: 000000031299
06/10	06/10	457.39-	Check No: 000000031177
06/10	06/10	112.50-	Check No: 000000031297
06/10	06/10	128.33-	Check No: 000000031282
06/10	06/10	1,560.00-	Check No: 000000031294
06/10	06/10	160.33-	Check No: 000000031285
06/11	06/11	7,546.13-	Check No: 000000031306
06/11	06/11	12,439.04-	Check No: 000000031293
06/11	06/11	312.00-	Check No: 000000031292
06/12	06/12	11,478.52-	Check No: 000000031288
06/12	06/12	1,850.00-	Check No: 000000031286
06/12	06/12	185.00-	Check No: 000000031260
06/12	06/12	1,957.50-	Check No: 000000031303
06/13	06/13	2,702.41-	Check No: 000000031290
06/13	06/13	878.28-	Check No: 000000031283
06/13	06/13	4,596.35-	Check No: 000000031309
06/13	06/13	25,113.55-	Check No: 000000031302
06/13	06/13	184.67-	Check No: 000000031301
06/16	06/16	806.00-	Check No: 000000031307
06/16	06/16	1,014.00-	Check No: 000000031304
06/17	06/17	1,094.32-	Check No: 000000031295
06/17	06/17	761.25-	Check No: 000000031308
06/17	06/17	11,587.78-	Check No: 000000031245
06/17	06/17	126.71-	Check No: 000000031207
06/18	06/18	565,215.04-	Stratus HR Payroll REF # 02516 9008691356 Stratus HR A453548
06/20	06/20	283.70-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 0658 004548331
06/23	06/23	266.02-	ANALYSIS SERVICE FEE
06/23	06/23	5,500.00-	Check No: 000000031281
06/23	06/23	1,171.80-	Check No: 000000031311
06/23	06/23	148.20-	Check No: 000000031316
06/23	06/23	331.48-	Check No: 000000031314
06/23	06/23	515.40-	Check No: 000000031176
06/23	06/23	1,596.00-	Check No: 000000031334
06/23	06/23	142.66-	Check No: 000000031323
06/23	06/23	67.87-	Check No: 000000031322
06/23	06/23	45.53-	Check No: 000000031324
06/23	06/23	487.10-	Check No: 000000031317
06/24	06/24	3,696.83-	Check No: 000000031312
06/24	06/24	83,866.68-	Check No: 000000031326
06/24	06/24	10,318.00-	Check No: 000000031331
06/24	06/24	3,623.00-	Check No: 000000031336
06/24	06/24	164.43-	Check No: 000000031213
06/24	06/24	5,896.00-	Check No: 000000031330
06/24	06/24	348.68-	Check No: 000000031313
06/25	06/25	354.00-	Stratus HR Payroll REF # 02517 5003818628 Stratus HR A453548
06/25	06/25	57,617.18-	Stratus HR Payroll REF # 02517 6004147033 Stratus HR A453548
06/25	06/25	8.41-	Check No: 000000031338
06/25	06/25	309.49-	Check No: 000000031315
06/26	06/26	1,235.75-	Check No: 000000031353
06/26	06/26	1,430.00-	Check No: 000000031265
06/26	06/26	12,971.55-	Check No: 000000031305
06/26	06/26	2,030.00-	Check No: 000000031310
06/26	06/26	2,577.46-	Check No: 000000031337
06/26	06/26	452.20-	Check No: 000000031339
06/26	06/26	8,086.01-	Check No: 000000031335
06/26	06/26	179.90-	Check No: 000000031348
06/27	06/27	3,757.39-	Check No: 000000031332
06/27	06/27	890.74-	Check No: 000000031349
06/27	06/27	1,104.90-	Check No: 000000031355
06/30	06/30	493.90-	Check No: 000000031354

ZIONS BANK®

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Continued ...

Posting Date	Effective Date	Amount	Description
06/30	06/30	569.92-	Check No: 000000031356
06/30	06/30	114.75-	Check No: 000000031352
06/30	06/30	1,016.55-	Check No: 000000031372
06/30	06/30	446.39-	Check No: 000000031320
06/30	06/30	928,533.10-	Check No: 000000031333
06/30	06/30	2,495.00-	Check No: 000000031370
06/30	06/30	135.50-	Check No: 000000031360
06/30	06/30	601.75-	Check No: 000000031346
06/30	06/30	4,000.00-	Check No: 000000031327
06/30	06/30	8,500.00-	Check No: 000000031328
06/30	06/30	81.34-	Check No: 000000031362
06/30	06/30	57.96-	Check No: 000000031365
06/30	06/30	20.60-	Check No: 000000031381
06/30	06/30	4,500.00-	Check No: 000000031325
06/30	06/30	572.97-	Check No: 000000031369
06/30	06/30	5,500.00-	Check No: 000000031371
06/30	06/30	375.00-	Check No: 000000031345
06/30	06/30	117.60-	Check No: 000000031367
06/30	06/30	1,168,952.30-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 0658 005298416

CHECKS PROCESSED

Number	Date	Amount	Number	Date	Amount	Number	Date	Amount
31176	06/23	$515.40	31296	06/09	$7,846.65	31328	06/30	$8,500.00
31177	06/10	$457.39	31297	06/10	$112.50	31330*	06/24	$5,896.00
31203*	06/04	$547.03	31298	06/09	$1,625.00	31331	06/24	$10,318.00
31207*	06/17	$126.71	31299	06/10	$3,153.75	31332	06/27	$3,757.39
31213*	06/24	$164.43	31300	06/09	$2,040.00	31333	06/30	$928,533.10
31245*	06/17	$11,587.78	31301	06/13	$184.67	31334	06/23	$1,596.00
31260*	06/12	$185.00	31302	06/13	$25,113.55	31335	06/26	$8,086.01
31265*	06/26	$1,430.00	31303	06/12	$1,957.50	31336	06/24	$3,623.00
31271*	06/02	$5,127.80	31304	06/16	$1,014.00	31337	06/26	$2,577.46
31275*	06/04	$4,500.00	31305	06/26	$12,971.55	31338	06/25	$8.41
31276	06/02	$7,171.25	31306	06/11	$7,546.13	31339	06/26	$452.20
31278*	06/09	$449.21	31307	06/16	$806.00	31345*	06/30	$375.00
31279	06/06	$1,750.00	31308	06/17	$761.25	31346	06/30	$601.75
31280	06/06	$482.99	31309	06/13	$4,596.35	31348*	06/26	$179.90
31281	06/23	$5,500.00	31310	06/26	$2,030.00	31349	06/27	$890.74
31282	06/10	$128.33	31311	06/23	$1,171.80	31352*	06/30	$114.75
31283	06/13	$878.28	31312	06/24	$3,696.83	31353	06/26	$1,235.75
31284	06/09	$488.92	31313	06/24	$348.68	31354	06/30	$493.90
31285	06/10	$160.33	31314	06/23	$331.48	31355	06/27	$1,104.90
31286	06/12	$1,850.00	31315	06/25	$309.49	31356	06/30	$569.92
31287	06/09	$4,654.14	31316	06/23	$148.20	31360*	06/30	$135.50
31288	06/12	$11,478.52	31317	06/23	$487.10	31362*	06/30	$81.34
31289	06/09	$4,840.00	31320*	06/30	$446.39	31365*	06/30	$57.96
31290	06/13	$2,702.41	31322*	06/23	$67.87	31367*	06/30	$117.60
31291	06/09	$2,269.89	31323	06/23	$142.66	31369*	06/30	$572.97
31292	06/11	$312.00	31324	06/23	$45.53	31370	06/30	$2,495.00
31293	06/11	$12,439.04	31325	06/30	$4,500.00	31371	06/30	$5,500.00
31294	06/10	$1,560.00	31326	06/24	$83,866.68	31372	06/30	$1,016.55
31295	06/17	$1,094.32	31327	06/30	$4,000.00	31381*	06/30	$20.60

*Not in check sequence.

ACTIVITY COUNT

	During this period
Total Items	118

ZIONS BANK®

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

AGGREGATE OVERDRAFT AND RETURNED ITEM FEES

	Total for This Period	*Total Year-to-Date*
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

To learn more about our other products and services that may lower the cost of managing account overdrafts or to discuss removing overdraft coverage from your account, please contact Customer Service or visit your local branch.

DAILY BALANCE

Date	*Balance*	*Date*	*Balance*	*Date*	*Balance*
05/31	$0.00	06/27	$80.26	06/30	$22.23
06/26	$116.07				

INTEREST

Interest Earned This Statement Period	$0.00	Number Of Days This Statement Period	31
Interest Paid Year-To-Date 2025	$0.00		

Current interest rate is 0.0000% with no rate change this statement period

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

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ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Statement of Accounts

This Statement: June 30, 2025
Last Statement: May 30, 2025

Primary Account: [redacted]

Direct Inquiries to:
800-789-2265
WWW.ZIONSBANK.COM

0005001 1529-06-0000-ZFN-PG0007-00000

UTAH VIRTUAL ACADEMY
310 E 4500 S STE 620
SALT LAKE CITY, UT 84107-4266

WE HAVEN'T FORGOTTEN WHO KEEPS US IN BUSINESS. ®

SUMMARY OF ACCOUNT BALANCE

Account Type	*Account Number*	*Account Ending Balance*
GOLD BUSINESS SWEEP	[redacted]	$2,759,141.89

GOLD BUSINESS SWEEP [redacted] 0291

	Previous Balance	*Deposits/Credits*	*Withdrawals/Debits*	*Checks Processed*	*Ending Balance*
Count:		3	17	0	
Amount:	3,160,032.14	1,172,009.90	1,572,900.15-	0.00	2,759,141.89

DEPOSITS/CREDITS

Posting Date	*Effective Date*	*Amount*	*Description*
06/20	06/20	283.70	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 4082 004548331
06/30	06/30	1,168,952.30	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 4082 005298416
06/30	06/30	2,773.90	INTEREST PAYMENT

CHARGES/DEBITS

Posting Date	*Effective Date*	*Amount*	*Description*
06/02	06/02	12,299.05-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 005610663
06/04	06/04	5,047.03-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002850497
06/05	06/05	622,359.09-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002954998
06/06	06/06	39,053.90-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003270795
06/09	06/09	27,565.38-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 005126747
06/10	06/10	5,572.30-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002887566
06/11	06/11	20,297.17-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002759419
06/12	06/12	15,471.02-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002680087
06/13	06/13	33,475.26-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003151002
06/16	06/16	1,820.00-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 005070533
06/17	06/17	13,570.06-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002839847
06/18	06/18	565,215.04-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002831132
06/23	06/23	10,272.06-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 005116449
06/24	06/24	107,913.62-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002795182
06/25	06/25	58,289.08-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002715772
06/26	06/26	28,962.87-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002643518
06/27	06/27	5,717.22-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003095468

CHECKS PROCESSED

There were no transactions this period.

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

Sweep Account Reconciliation Form

The following form is designed to assist in your Sweep Account reconciliation efforts. Please use the following documents:

For Loan Sweeps: Checking Account Statement(s)
Loan Sweep Account Statement
Monthly Interest Statement
Checking Account Ledger

For Sweeps: Checking Account Statement(s)
Investment Sweep Account Statement
Checking Account Ledger

1. Using ***either*** your Investment Sweep Account Statement ***or*** Loan Sweep Statement, check your Sweep Account transfers against the corresponding debits and credits on your checking account statement(s).
2. Mark each entry in your checking account ledger that has been charged to your checking account (checks, deposits, etc.).
3. List the checks that have been written, but not yet charged to your checking account on the lines below:

OUTSTANDING CHECKS					
Check Number	Check Amount	Check Number	Check Amount	Check Number	Check Amount
			Total Amount *(Enter this amount on line 6 below)*:		

4. Enter the ending balance from the Sweep Account statement. — SWEEPSTATEMENT BALANCE _____
5. Add the ending balance from the Checking Account statement. (if there is more than one checking account, add the balances together and enter the total on this line. If the checking account has a peg balance of $0.00, enter $0.00.) — CHECKING STATEMENTBALANCE + _____
6. Subtract the Outstanding Checks Total shown above. — OUTSTANDING CHECKS – _____
7. Add any outstanding deposits. — OUTSTANDING DEPOSITS + _____
8. Calculate the Adjusted Bank Balance. — **ADJUSTED BANK BALANCE** = _____
9. Enter the ending balance from your checking account register. (if there is more than one checking account, add the account balances together and enter the total on this line.) — CHECKING REGISTER BALANCE + _____

***NOTE:** If reconciling an Investment Sweep account, go to step 11. For Loan Sweep accounts, go to step 10.*

10. Use the **Sweep Account statement** and **Monthly Investment statement** to reconcile transfers between the line of credit and sweep account to determine the net draw or net payment to the line. Add the draw or subtract the payment from the book balance. — NET CHANGE IN LINE + or – _____
11. Subtract any bank charges from the account statements. — BANK CHARGES – _____
12. Add interest/dividends received from the account statement. — INTERESTEARNED + _____
13. Calculate the Adjusted Register Balance. This should match the Adjusted Bank Balance (line 8). — **ADJUSTED REGISTER BALANCE** = _____

SWEEP ACCOUNT ACTIVITY REPORT BALANCE DEFINITIONS:

- ***Accrued Interest M-T-D:*** The amount of interest accrued by the sweep that month to date.
- ***Current Balance:*** Apositive balance denotes the total amount of funds in the sweep (collected funds, plus funds in float).
- ***Available Balance:*** A positive balance denotes the amount in one day float to the sweep available for the next business day. A negative balance denotes the amount drawn from uncollected funds.
- ***Collected Balance:*** A positive balance denotes the amount of funds collected from float or same day deposits or credits. Accrued interest is calculated with this amount multiplied by the interest rate.
- ***Principal Loan Balance owned Online:*** The amount currently owed to the Bank through the line of credit or loan.

ZIONS BANK®

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

ACTIVITY COUNT

	During this period
Total Items	20

AGGREGATE OVERDRAFT AND RETURNED ITEM FEES

	Total for This Period	*Total Year-to-Date*
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

To learn more about our other products and services that may lower the cost of managing account overdrafts or to discuss removing overdraft coverage from your account, please contact Customer Service or visit your local branch.

DAILY BALANCE

Date	*Balance*	*Date*	*Balance*	*Date*	*Balance*
05/31	$3,160,032.14	06/11	$2,427,838.22	06/23	$1,788,298.48
06/02	$3,147,733.09	06/12	$2,412,367.20	06/24	$1,680,384.86
06/04	$3,142,686.06	06/13	$2,378,891.94	06/25	$1,622,095.78
06/05	$2,520,326.97	06/16	$2,377,071.94	06/26	$1,593,132.91
06/06	$2,481,273.07	06/17	$2,363,501.88	06/27	$1,587,415.69
06/09	$2,453,707.69	06/18	$1,798,286.84	06/30	$2,759,141.89
06/10	$2,448,135.39	06/20	$1,798,570.54		

INTEREST

Interest Earned This Statement Period	$2,773.90	Number Of Days This Statement Period	31
Interest Paid Year-To-Date 2025	$14,422.39		
Interest Paid Last Year 2024	$64,972.24		

Current interest rate is 1.4500%
Interest rate changes this period:

Date	*Rate*	*Date*	*Rate*	*Date*	*Rate*	*Date*	*Rate*
06/02	1.4400%	06/16	1.4400%	06/17	1.4300%	06/25	1.4400%
06/26	1.4500%						

June 30, 2025
UTAH VIRTUAL ACADEMY
[redacted]

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Utah Virtual Academy
Reconciliation report
As of 06/30/2025
Account: PTIF - UTVA

Statement ending balance	**14,148,317.91**
Deposits in transit	**0.00**
Outstanding checks and charges	**0.00**
Adjusted bank balance	**14,148,317.91**
Book balance	**14,148,317.91**
Adjustments*	**0.00**
Adjusted book balance	**14,148,317.91**

Total Checks and charges Cleared	**0.00**	**Total Deposits Cleared**	**51,901.06**

Deposits

Name	Memo	Date	Doc no.	Cleared	In transit
	REINVESTMENT	06/30/2025		51,901.06	
Total Deposits				**51,901.06**	**0.00**

Checks and charges

Name	Memo	Date	Check no.	Cleared	Outstanding
Total Checks and charges				**0.00**	**0.00**

STATEMENT OF ACCOUNT

PTIF

UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager
PO Box 142315
350 N State Street, Suite 180
Salt Lake City, Utah 84114-2315
Local Call (801) 538-1042 Toll Free (800) 395-7665
www.treasurer.utah.gov

UTAH VIRTUAL ACADEMY
BUSINESS ADMINISTRATOR
310 EAST 4500 SOUTH #620
MURRAY UTAH 84107

Account	Account Period
[redacted]	June 01, 2025 through June 30, 2025

Summary

Beginning Balance	$ 14,096,416.85	Average Daily Balance	$ 14,096,416.85
Deposits	$ 51,901.06	Interest Earned	$ 51,901.06
Withdrawals	$ 0.00	360 Day Rate	4.4182
Ending Balance	$ 14,148,317.91	365 Day Rate	4.4796

Date	Activity	Deposits	Withdrawals	Balance
06/01/2025	FORWARD BALANCE	$ 0.00	$ 0.00	$ 14,096,416.85
06/30/2025	REINVESTMENT	$ 51,901.06	$ 0.00	$ 14,148,317.91
06/30/2025	ENDING BALANCE	$ 0.00	$ 0.00	$ 14,148,317.91

Utah Virtual Academy
Reconciliation report
As of 07/31/2025
Account: UTVA Zions Bank Operating

Statement ending balance	**3,907,743.94**
Deposits in transit	**0.00**
Outstanding checks and charges	**(259,054.01)**
Adjusted bank balance	**3,648,689.93**
Book balance	**3,648,689.93**
Adjustments*	**0.00**
Adjusted book balance	**3,648,689.93**

Total Checks and charges Cleared	**1,385,117.68**	**Total Deposits Cleared**	**2,533,697.50**

Deposits

Name	Memo	Date	Doc no.	Cleared	In transit
	SWEEP INTEREST	07/31/2025		2,469.35	
General Ledger entry	ALLOTMENT- UTAH VIRTUAL	07/31/2025		342,970.87	
General Ledger entry	ALLOTMENT- UTAH VIRTUAL	07/31/2025		2,188,257.28	
Total Deposits				**2,533,697.50**	**0.00**

Checks and charges

Name	Memo	Date	Check no.	Cleared	Outstanding
Katlin Allison		06/16/2025	31318	283.35	
KERI BUSHMAN		06/16/2025	31319		823.02
PHILIP BRANNON		06/16/2025	31321	417.20	
CENTURYLINK		06/18/2025	31329	449.21	
Crystal Fairbanks		06/19/2025	31341		212.99
Deena Finlinson		06/19/2025	31342	408.59	
Holly Davies		06/19/2025	31343	168.71	
Jackie Crowther		06/19/2025	31344		80.98
KYLIE FRAZIER-GARCIA		06/19/2025	31347	1,115.17	
MCKINSEY HOWARD		06/19/2025	31350	58.40	
Melanie Denton		06/19/2025	31351	98.00	
CHARTER SCHOOL THERAPY		06/23/2025	31340	1,386.15	
AMBER MEYERS		06/24/2025	31357		449.99
Amy Quebbeman		06/24/2025	31358	69.97	
AMY WELLS		06/24/2025	31359	113.40	
CAMILLE LOPEZ		06/24/2025	31361	322.00	
CARRIE JUSTVIG		06/24/2025	31363	27.22	
Cassidy Ulrich		06/24/2025	31364		44.72
Jennifer Hutchings		06/24/2025	31366	218.68	
Kimberlee Rose		06/24/2025	31368	398.84	
McKenzie Tyler Reeder		06/24/2025	31373	8.40	
Melanie Morris		06/24/2025	31374	277.24	
MICHELLE SAGERS		06/24/2025	31375	15.01	
Natalie M Niederhauser		06/24/2025	31376	64.00	
NICOLE KELLER		06/24/2025	31377	26.88	
Porshe Hansen		06/24/2025	31378	161.00	
SARA LARSON		06/24/2025	31379	224.00	
Sarah Andersen		06/24/2025	31380	287.06	
ALYSSA MCEWEN		06/25/2025	31382	149.06	
AMY WELLS		06/25/2025	31383	275.27	
Gardner Batt, LLC		06/25/2025	31384	12,971.55	
Jaci Patterson		06/25/2025	31385	207.00	
JADEN HARDING		06/25/2025	31386	164.03	
Joette Hayden		06/25/2025	31387	1,003.32	
Kerri Smith		06/25/2025	31388	22.40	
MICHAEL SISTO		06/25/2025	31389	457.65	
Michelle Orton		06/25/2025	31390	535.94	
MICHELLE SAGERS		06/25/2025	31391	272.82	
MYKAYLA HAYDEN		06/25/2025	31392	1,268.74	

Utah Virtual Academy
Reconciliation report
As of 07/31/2025
Account: UTVA Zions Bank Operating

Natalie M Niederhauser		06/25/2025	31393	201.46	
Shayla Miller		06/25/2025	31394	610.22	
SHELLY NIELSEN		06/25/2025	31395	1,121.34	
Tiffany Wiberg		06/25/2025	31396	171.21	
Lacey Robinson		06/25/2025	31398	1,739.65	
Elise Page		06/27/2025	31397	213.52	
JOSTENS, INC		07/01/2025	31399	3.33	
Pitney Bowes Global Financial Services	1866443	07/01/2025	31400	326.53	
Solas Psychological		07/01/2025	31402	797.50	
THE WRITING REVOLUTION INC.		07/01/2025	31403	1,890.00	
UTAH BUREAU OF CRIMINAL IDENTIFICATION		07/01/2025	31404	64.00	
UTAH EDUCATION POLICY CENTER		07/01/2025	31405	31,850.00	
ACADEMICA WEST, LLC		07/01/2025	31406	1,002.25	
KIDDOM INC		07/01/2025	31419	14,070.00	
ORACLE AMERICA, INC.		07/01/2025	31425	132.80	
PULSE TECHNOLOGIES, INC.		07/02/2025	31401	175.34	
Alia Herrod		07/02/2025	31407	448.00	
CASEY RASMUSSEN		07/02/2025	31409	987.68	
Deborah Barton		07/02/2025	31410	164.89	
Elise Page		07/02/2025	31411	213.52	
Emily Griffin		07/02/2025	31412	311.39	
JANALEE MILLER		07/02/2025	31413	386.52	
Jennifer Wilson		07/02/2025	31415	909.50	
KALLI STANWORTH		07/02/2025	31416	56.00	
Kelli Marianno		07/02/2025	31417		257.38
KERI BUSHMAN		07/02/2025	31418		218.40
KYLIE FRAZIER-GARCIA		07/02/2025	31420	855.76	
LESLIE GORDON		07/02/2025	31421	367.06	
Mandie Tonini		07/02/2025	31423	647.36	
MINDY WILKS		07/02/2025	31424		159.99
SANDRA MARRIOTT		07/02/2025	31426	92.44	
Sarah Rose		07/02/2025	31427	1,108.55	
Stacy Dalton		07/02/2025	31429	733.37	
AMBER MEYERS		07/03/2025	31408	457.39	
Jennifer Kasameyer		07/03/2025	31414	144.84	
MAISA DOUGLASS		07/03/2025	31422	281.40	
Sophie Seegmiller		07/03/2025	31428	168.08	
ENCORE GROUP, LLC		07/03/2025	31430	28,348.60	
General Ledger entry	PAYROLL #AR49824	07/07/2025		544,676.29	
McKenzie Tyler Reeder		07/08/2025	31431	359.95	
Meghan Merideth		07/08/2025	31432	966.78	
General Ledger entry	TO RECORD 6/27/25 CC PAYMENT ON 7/08/25	07/08/2025		22,741.60	
General Ledger entry	7/09/25 AR50000 $474 OHIO BWC & BACKGROUND CHECKS	07/09/2025		474.00	
CHARTER SCHOOL THERAPY		07/14/2025	31433	231.74	
E-Therapy LLC		07/14/2025	31434	254.25	
EXPLORELEARNING, LLC		07/14/2025	31435	6,225.75	
JOSTENS, INC		07/14/2025	31436	181.27	
ORACLE AMERICA, INC.		07/14/2025	31437	128.66	
PITNEY BOWES - PURCHASE POWER		07/14/2025	31438	334.47	
PULSE TECHNOLOGIES, INC.		07/14/2025	31439	7,668.30	

Utah Virtual Academy
Reconciliation report
As of 07/31/2025
Account: UTVA Zions Bank Operating

Solas Psychological		07/14/2025	31440	362.50	
STERICYCLE, INC.		07/14/2025	31441	120.13	
T-Mobile		07/14/2025	31442	520.00	
AMBER HOBBS		07/15/2025	31443	254.38	
APPLE, INC.		07/15/2025	31444	100,975.00	
ENCORE GROUP, LLC		07/15/2025	31445	21,525.70	
UTAH EDUCATION AND TELEHEALTH NETWORK		07/15/2025	31446	9,460.00	
General Ledger entry	PAYROLL #AR50135	07/16/2025		7,004.86	
	ACCOUNT ANALYSIS FEE	07/21/2025		267.08	
General Ledger entry	PAYROLL #AR50279	07/22/2025		545,407.21	
BROOKSTONE PROPERTY MANAGEMENT		07/28/2025	31447		4,500.00
Gardner Batt, LLC		07/28/2025	31448		13,328.56
MALOY PR, LLC.		07/28/2025	31449		5,500.00
CENTURYLINK		07/28/2025	31450		447.19
THE LD EXPERT		07/28/2025	31451		220.00
UTAH BUREAU OF CRIMINAL FICA-IDENTITION		07/28/2025	31452		64.00
APPLE, INC.		07/28/2025	31453		208,075.00
Bee You Tees		07/28/2025	31454		11,414.00
Larry H. Miller Theatres		07/28/2025	31455		13,257.79
Total Checks and charges				**1,385,117.68**	**259,054.01**

ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Statement of Accounts

This Statement: July 31, 2025
Last Statement: June 30, 2025

Primary Account [redacted]

Direct Inquiries to:
800-789-2265
WWW.ZIONSBANK.COM

0027297 1551-06-0000-ZFN-PG0021-00085

UTAH VIRTUAL ACADEMY
310 E 4500 S STE 620
SALT LAKE CITY, UT 84107-4266

WE HAVEN'T FORGOTTEN WHO KEEPS US IN BUSINESS. ®

SUMMARY OF ACCOUNT BALANCE

Account Type	*Account Number*	*Account Ending Balance*
PUBLIC FUNDS ANALYZED CHECKING	[redacted]	$0.00

PUBLIC FUNDS ANALYZED CHECKING [redacted] 0177

	Previous Balance	*Deposits/Credits*	*Withdrawals/Debits*	*Checks Processed*	*Ending Balance*
Count:		22	7	85	
Amount:	22.23	3,916,323.60	3,651,799.19-	264,546.64-	0.00

DEPOSITS/CREDITS

Posting Date	*Effective Date*	*Amount*	*Description*
07/01	07/01	6,121.24	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003379257
07/02	07/02	2,257.98	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003094511
07/03	07/03	545,162.96	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003525122
07/07	07/07	3,259.33	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 006245127
07/08	07/08	23,245.01	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002960182
07/09	07/09	14,180.96	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002825397
07/10	07/10	3,212.93	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002792285
07/11	07/11	1,056.62	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003108140
07/14	07/14	31,173.16	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 004955090
07/15	07/15	7,074.83	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002878528
07/16	07/16	1,954.46	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002777040
07/17	07/17	1,667.58	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002697421
07/18	07/18	46,401.20	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003079854
07/21	07/21	560,232.24	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 004959786
07/22	07/22	21,525.70	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002726648
07/23	07/23	830.91	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002677996
07/24	07/24	520.00	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002282224
07/25	07/25	101,875.24	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 003004500
07/28	07/28	12,002.81	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 004908018
07/29	07/29	1,108.55	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002735521
07/30	07/30	231.74	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 0658 002614419
07/31	07/31	2,531,228.15	State of Utah UTAHEFT REF # 02521 1008950591 State of Utah 4

CHARGES/DEBITS

Posting Date	*Effective Date*	*Amount*	*Description*
07/01	07/01	224.00-	Check No: 000000031379
07/01	07/01	1,386.15-	Check No: 000000031340
07/01	07/01	287.06-	Check No: 000000031380
07/01	07/01	1,739.65-	Check No: 000000031398
07/01	07/01	408.59-	Check No: 000000031342
07/01	07/01	15.01-	Check No: 000000031375
07/01	07/01	272.82-	Check No: 000000031391

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

Sweep Account Reconciliation Form

The following form is designed to assist in your Sweep Account reconciliation efforts. Please use the following documents:

For Loan Sweeps: Checking Account Statement(s)
Loan Sweep Account Statement
Monthly Interest Statement
Checking Account Ledger

For Sweeps: Checking Account Statement(s)
Investment Sweep Account Statement
Checking Account Ledger

1. Using ***either*** your Investment Sweep Account Statement ***or*** Loan Sweep Statement, check your Sweep Account transfers against the corresponding debits and credits on your checking account statement(s).
2. Mark each entry in your checking account ledger that has been charged to your checking account (checks, deposits, etc.).
3. List the checks that have been written, but not yet charged to your checking account on the lines below:

OUTSTANDING CHECKS					
Check Number	Check Amount	Check Number	Check Amount	Check Number	Check Amount
			Total Amount *(Enter this amount on line 6 below)*:		

4. Enter the ending balance from the Sweep Account statement. — SWEEP STATEMENT BALANCE _____
5. Add the ending balance from the Checking Account statement. (if there is more than one checking account, add the balances together and enter the total on this line. If the checking account has a peg balance of $0.00, enter $0.00.) — CHECKING STATEMENT BALANCE + _____
6. Subtract the Outstanding Checks Total shown above. — OUTSTANDING CHECKS – _____
7. Add any outstanding deposits. — OUTSTANDING DEPOSITS + _____
8. Calculate the Adjusted Bank Balance. — **ADJUSTED BANK BALANCE** = _____
9. Enter the ending balance from your checking account register. (if there is more than one checking account, add the account balances together and enter the total on this line.) — CHECKING REGISTER BALANCE + _____

NOTE: *If reconciling an Investment Sweep account, go to step 11. For Loan Sweep accounts, go to step 10.*

10. Use the **Sweep Account statement** and **Monthly Investment statement** to reconcile transfers between the line of credit and sweep account to determine the net draw or net payment to the line. Add the draw or subtract the payment from the book balance. — NET CHANGE IN LINE + or – _____
11. Subtract any bank charges from the account statements. — BANK CHARGES – _____
12. Add interest/dividends received from the account statement. — INTEREST EARNED + _____
13. Calculate the Adjusted Register Balance. This should match the Adjusted Bank Balance (line 8). — **ADJUSTED REGISTER BALANCE** = _____

SWEEP ACCOUNT ACTIVITY REPORT BALANCE DEFINITIONS:

- ***Accrued Interest M-T-D:*** The amount of interest accrued by the sweep that month to date.
- ***Current Balance:*** A positive balance denotes the total amount of funds in the sweep (collected funds, plus funds in float).
- ***Available Balance:*** A positive balance denotes the amount in one day float to the sweep available for the next business day. A negative balance denotes the amount drawn from uncollected funds.
- ***Collected Balance:*** A positive balance denotes the amount of funds collected from float or same day deposits or credits. Accrued interest is calculated with this amount multiplied by the interest rate.
- ***Principal Loan Balance owned Online:*** The amount currently owed to the Bank through the line of credit or loan.

ZIONS BANK®

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Continued ...

Posting Date	Effective Date	Amount	Description
07/01	07/01	322.00-	Check No: 000000031361
07/01	07/01	1,003.32-	Check No: 000000031387
07/01	07/01	457.65-	Check No: 000000031389
07/01	07/01	27.22-	Check No: 000000031363
07/02	07/02	1,121.34-	Check No: 000000031395
07/02	07/02	64.00-	Check No: 000000031376
07/02	07/02	201.46-	Check No: 000000031393
07/02	07/02	164.03-	Check No: 000000031386
07/02	07/02	171.21-	Check No: 000000031396
07/02	07/02	535.94-	Check No: 000000031390
07/03	07/03	544,676.29-	Stratus HR Payroll REF # 02518 4004355250 Stratus HR A453548
07/03	07/03	98.00-	Check No: 000000031351
07/03	07/03	275.27-	Check No: 000000031383
07/03	07/03	113.40-	Check No: 000000031359
07/07	07/07	909.50-	Check No: 000000031415
07/07	07/07	797.50-	Check No: 000000031402
07/07	07/07	149.06-	Check No: 000000031382
07/07	07/07	610.22-	Check No: 000000031394
07/07	07/07	22.40-	Check No: 000000031388
07/07	07/07	168.08-	Check No: 000000031428
07/07	07/07	8.40-	Check No: 000000031373
07/07	07/07	168.71-	Check No: 000000031343
07/07	07/07	367.06-	Check No: 000000031421
07/07	07/07	58.40-	Check No: 000000031350
07/08	07/08	22,741.60-	CREDIT CARD ECS PAYMENT REF # 02518 9007773681 CREDIT CARD E
07/08	07/08	3.33-	Check No: 000000031399
07/08	07/08	281.40-	Check No: 000000031422
07/08	07/08	218.68-	Check No: 000000031366
07/09	07/09	175.34-	Check No: 000000031401
07/09	07/09	457.39-	Check No: 000000031408
07/09	07/09	12,971.55-	Check No: 000000031384
07/09	07/09	92.44-	Check No: 000000031426
07/09	07/09	207.00-	Check No: 000000031385
07/09	07/09	277.24-	Check No: 000000031374
07/10	07/10	26.88-	Check No: 000000031377
07/10	07/10	1,002.25-	Check No: 000000031406
07/10	07/10	132.80-	Check No: 000000031425
07/10	07/10	1,890.00-	Check No: 000000031403
07/10	07/10	161.00-	Check No: 000000031378
07/11	07/11	386.52-	Check No: 000000031413
07/11	07/11	449.21-	Check No: 000000031329
07/11	07/11	56.00-	Check No: 000000031416
07/11	07/11	164.89-	Check No: 000000031410
07/14	07/14	28,348.60-	Check No: 000000031430
07/14	07/14	474.00-	Stratus HR Payroll REF # 02519 5003710766 Stratus HR A453548
07/14	07/14	647.36-	Check No: 000000031423
07/14	07/14	283.35-	Check No: 000000031318
07/14	07/14	359.95-	Check No: 000000031431
07/14	07/14	733.37-	Check No: 000000031429
07/14	07/14	326.53-	Check No: 000000031400
07/15	07/15	7,004.86-	Stratus HR Payroll REF # 02519 6004373480 Stratus HR A453548
07/15	07/15	69.97-	Check No: 000000031358
07/16	07/16	987.68-	Check No: 000000031409
07/16	07/16	966.78-	Check No: 000000031432
07/17	07/17	1,268.74-	Check No: 000000031392
07/17	07/17	398.84-	Check No: 000000031368
07/18	07/18	417.20-	Check No: 000000031321
07/18	07/18	31,850.00-	Check No: 000000031405
07/18	07/18	64.00-	Check No: 000000031404
07/18	07/18	14,070.00-	Check No: 000000031419
07/21	07/21	267.08-	ANALYSIS SERVICE FEE
07/21	07/21	545,407.21-	Stratus HR Payroll REF # 02520 2009300975 Stratus HR A453548
07/21	07/21	181.27-	Check No: 000000031436
07/21	07/21	120.13-	Check No: 000000031441
07/21	07/21	362.50-	Check No: 000000031440
07/21	07/21	7,668.30-	Check No: 000000031439
07/21	07/21	6,225.75-	Check No: 000000031435
07/22	07/22	21,525.70-	Check No: 000000031445

ZIONS BANK®

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Continued ...

Posting Date	Effective Date	Amount	Description
07/23	07/23	254.25-	Check No: 000000031434
07/23	07/23	128.66-	Check No: 000000031437
07/23	07/23	448.00-	Check No: 000000031407
07/24	07/24	520.00-	Check No: 000000031442
07/25	07/25	254.38-	Check No: 000000031443
07/25	07/25	100,975.00-	Check No: 000000031444
07/25	07/25	311.39-	Check No: 000000031412
07/25	07/25	334.47-	Check No: 000000031438
07/28	07/28	213.52-	Check No: 000000031411
07/28	07/28	213.52-	Check No: 000000031397
07/28	07/28	144.84-	Check No: 000000031414
07/28	07/28	9,460.00-	Check No: 000000031446
07/28	07/28	1,115.17-	Check No: 000000031347
07/28	07/28	855.76-	Check No: 000000031420
07/29	07/29	1,108.55-	Check No: 000000031427
07/30	07/30	231.74-	Check No: 000000031433
07/31	07/31	2,531,228.15-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 0658 002867605

CHECKS PROCESSED

Number	Date	Amount	Number	Date	Amount	Number	Date	Amount
31318	07/14	$283.35	31388	07/07	$22.40	31416	07/11	$56.00
31321*	07/18	$417.20	31389	07/01	$457.65	31419*	07/18	$14,070.00
31329*	07/11	$449.21	31390	07/02	$535.94	31420	07/28	$855.76
31340*	07/01	$1,386.15	31391	07/01	$272.82	31421	07/07	$367.06
31342*	07/01	$408.59	31392	07/17	$1,268.74	31422	07/08	$281.40
31343	07/07	$168.71	31393	07/02	$201.46	31423	07/14	$647.36
31347*	07/28	$1,115.17	31394	07/07	$610.22	31425	07/10	$132.80
31350*	07/07	$58.40	31395	07/02	$1,121.34	31426	07/09	$92.44
31351	07/03	$98.00	31396	07/02	$171.21	31427	07/29	$1,108.55
31358*	07/15	$69.97	31397	07/28	$213.52	31428	07/07	$168.08
31359	07/03	$113.40	31398	07/01	$1,739.65	31429	07/14	$733.37
31361*	07/01	$322.00	31399	07/08	$3.33	31430	07/14	$28,348.60
31363*	07/01	$27.22	31400	07/14	$326.53	31431	07/14	$359.95
31366*	07/08	$218.68	31401	07/09	$175.34	31432	07/16	$966.78
31368*	07/17	$398.84	31402	07/07	$797.50	31433	07/30	$231.74
31373*	07/07	$8.40	31403	07/10	$1,890.00	31434	07/23	$254.25
31374	07/09	$277.24	31404	07/18	$64.00	31435	07/21	$6,225.75
31375	07/01	$15.01	31405	07/18	$31,850.00	31436	07/21	$181.27
31376	07/02	$64.00	31406	07/10	$1,002.25	31437	07/23	$128.66
31377	07/10	$26.88	31407	07/23	$448.00	31438	07/25	$334.47
31378	07/10	$161.00	31408	07/09	$457.39	31439	07/21	$7,668.30
31379	07/01	$224.00	31409	07/16	$987.68	31440	07/21	$362.50
31380	07/01	$287.06	31410	07/11	$164.89	31441	07/21	$120.13
31382*	07/07	$149.06	31411	07/28	$213.52	31442	07/24	$520.00
31383	07/03	$275.27	31412	07/25	$311.39	31443	07/25	$254.38
31384	07/09	$12,971.55	31413	07/11	$386.52	31444	07/25	$100,975.00
31385	07/09	$207.00	31414	07/28	$144.84	31445	07/22	$21,525.70
31386	07/02	$164.03	31415	07/07	$909.50	31446	07/28	$9,460.00
31387	07/01	$1,003.32						

ACTIVITY COUNT

	During this period
Total Items	114

AGGREGATE OVERDRAFT AND RETURNED ITEM FEES

	Total for This Period	Total Year-to-Date
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

To learn more about our other products and services that may lower the cost of managing account overdrafts or to discuss removing overdraft coverage from your account, please contact Customer Service or visit your local branch.

ZIONS BANK®

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

DAILY BALANCE

Date	*Balance*
07/01	$0.00

INTEREST

Interest Earned This Statement Period	$0.00	Number Of Days This Statement Period	31
Interest Paid Year-To-Date 2025	$0.00		

Current interest rate is 0.0000% with no rate change this statement period

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

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ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

Statement of Accounts

This Statement: July 31, 2025
Last Statement: June 30, 2025

Primary Account: [redacted]

0005400 1551-06-0000-ZFN-PG0007-00000

UTAH VIRTUAL ACADEMY
310 E 4500 S STE 620
SALT LAKE CITY, UT 84107-4266

Direct Inquiries to:
800-789-2265
WWW.ZIONSBANK.COM

WE HAVEN'T FORGOTTEN WHO KEEPS US IN BUSINESS. ®

SUMMARY OF ACCOUNT BALANCE

Account Type	*Account Number*	*Account Ending Balance*
GOLD BUSINESS SWEEP	[redacted]	$3,907,743.94

GOLD BUSINESS SWEEP [redacted] 0291

	Previous Balance	*Deposits/Credits*	*Withdrawals/Debits*	*Checks Processed*	*Ending Balance*
Count:		2	21	0	
Amount:	2,759,141.89	2,533,697.50	1,385,095.45-	0.00	3,907,743.94

DEPOSITS/CREDITS

Posting Date	*Effective Date*	*Amount*	*Description*
07/31	07/31	2,531,228.15	INVESTMENT SWEEP FROM UTAH VIRTUAL ACADEMY 4082 002867605
07/31	07/31	2,469.35	INTEREST PAYMENT

CHARGES/DEBITS

Posting Date	*Effective Date*	*Amount*	*Description*
07/01	07/01	6,121.24-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003379257
07/02	07/02	2,257.98-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003094511
07/03	07/03	545,162.96-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003525122
07/07	07/07	3,259.33-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 006245127
07/08	07/08	23,245.01-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002960182
07/09	07/09	14,180.96-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002825397
07/10	07/10	3,212.93-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002792285
07/11	07/11	1,056.62-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003108140
07/14	07/14	31,173.16-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 004955090
07/15	07/15	7,074.83-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002878528
07/16	07/16	1,954.46-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002777040
07/17	07/17	1,667.58-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002697421
07/18	07/18	46,401.20-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003079854
07/21	07/21	560,232.24-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 004959786
07/22	07/22	21,525.70-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002726648
07/23	07/23	830.91-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002677996
07/24	07/24	520.00-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002282224
07/25	07/25	101,875.24-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 003004500
07/28	07/28	12,002.81-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 004908018
07/29	07/29	1,108.55-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002735521
07/30	07/30	231.74-	INVESTMENT SWEEP TO UTAH VIRTUAL ACADEMY 4082 002614419

CHECKS PROCESSED

There were no transactions this period.

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

Sweep Account Reconciliation Form

The following form is designed to assist in your Sweep Account reconciliation efforts. Please use the following documents:

For Loan Sweeps: Checking Account Statement(s)
Loan Sweep Account Statement
Monthly Interest Statement
Checking Account Ledger

For Sweeps: Checking Account Statement(s)
Investment Sweep Account Statement
Checking Account Ledger

1. Using ***either*** your Investment Sweep Account Statement ***or*** Loan Sweep Statement, check your Sweep Account transfers against the corresponding debits and credits on your checking account statement(s).
2. Mark each entry in your checking account ledger that has been charged to your checking account (checks, deposits, etc.).
3. List the checks that have been written, but not yet charged to your checking account on the lines below:

OUTSTANDING CHECKS					
Check Number	Check Amount	Check Number	Check Amount	Check Number	Check Amount
			Total Amount *(Enter this amount on line 6 below)*:		

4. Enter the ending balance from the Sweep Account statement. — SWEEPSTATEMENT BALANCE _____
5. Add the ending balance from the Checking Account statement. (if there is more than one checking account, add the balances together and enter the total on this line. If the checking account has a peg balance of $0.00, enter $0.00.) — CHECKING STATEMENTBALANCE + _____
6. Subtract the Outstanding Checks Total shown above. — OUTSTANDING CHECKS – _____
7. Add any outstanding deposits. — OUTSTANDING DEPOSITS + _____
8. Calculate the Adjusted Bank Balance. — **ADJUSTED BANK BALANCE** = _____
9. Enter the ending balance from your checking account register. (if there is more than one checking account, add the account balances together and enter the total on this line.) — CHECKING REGISTER BALANCE + _____

***NOTE:** If reconciling an Investment Sweep account, go to step 11. For Loan Sweep accounts, go to step 10.*

10. Use the **Sweep Account statement** and **Monthly Investment statement** to reconcile transfers between the line of credit and sweep account to determine the net draw or net payment to the line. Add the draw or subtract the payment from the book balance. — NET CHANGE IN LINE + or – _____
11. Subtract any bank charges from the account statements. — BANK CHARGES – _____
12. Add interest/dividends received from the account statement. — INTERESTEARNED + _____
13. Calculate the Adjusted Register Balance. This should match the Adjusted Bank Balance (line 8). — **ADJUSTED REGISTER BALANCE** = _____

SWEEP ACCOUNT ACTIVITY REPORT BALANCE DEFINITIONS:

- ***Accrued Interest M-T-D:*** The amount of interest accrued by the sweep that month to date.
- ***Current Balance:*** Apositive balance denotes the total amount of funds in the sweep (collected funds, plus funds in float).
- ***Available Balance:*** A positive balance denotes the amount in one day float to the sweep available for the next business day. A negative balance denotes the amount drawn from uncollected funds.
- ***Collected Balance:*** A positive balance denotes the amount of funds collected from float or same day deposits or credits. Accrued interest is calculated with this amount multiplied by the interest rate.
- ***Principal Loan Balance owned Online:*** The amount currently owed to the Bank through the line of credit or loan.

ZIONS BANK®

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

ACTIVITY COUNT

	During this period
Total Items	23

AGGREGATE OVERDRAFT AND RETURNED ITEM FEES

	Total for This Period	*Total Year-to-Date*
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

To learn more about our other products and services that may lower the cost of managing account overdrafts or to discuss removing overdraft coverage from your account, please contact Customer Service or visit your local branch.

DAILY BALANCE

Date	*Balance*	*Date*	*Balance*	*Date*	*Balance*
07/01	$2,753,020.65	07/14	$2,129,471.70	07/23	$1,489,784.78
07/02	$2,750,762.67	07/15	$2,122,396.87	07/24	$1,489,264.78
07/03	$2,205,599.71	07/16	$2,120,442.41	07/25	$1,387,389.54
07/07	$2,202,340.38	07/17	$2,118,774.83	07/28	$1,375,386.73
07/08	$2,179,095.37	07/18	$2,072,373.63	07/29	$1,374,278.18
07/09	$2,164,914.41	07/21	$1,512,141.39	07/30	$1,374,046.44
07/10	$2,161,701.48	07/22	$1,490,615.69	07/31	$3,907,743.94
07/11	$2,160,644.86				

INTEREST

Interest Earned This Statement Period	$2,469.35	Number Of Days This Statement Period	31
Interest Paid Year-To-Date 2025	$16,891.74		
Interest Paid Last Year 2024	$64,972.24		

Current interest rate is 1.4700%
Interest rate changes this period:

Date	*Rate*	*Date*	*Rate*	*Date*	*Rate*	*Date*	*Rate*
07/03	1.4400%	07/07	1.4300%	07/08	1.4400%	07/15	1.4500%
07/18	1.4400%	07/21	1.4300%	07/24	1.4400%	07/25	1.4500%
07/28	1.4600%	07/30	1.4500%	07/31	1.4700%		

July 31, 2025
UTAH VIRTUAL ACADEMY
[redacted]

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Utah Virtual Academy
Reconciliation report
As of 07/31/2025
Account: PTIF - UTVA

Statement ending balance	**14,202,021.75**
Deposits in transit	**0.00**
Outstanding checks and charges	**0.00**
Adjusted bank balance	**14,202,021.75**
Book balance	**14,202,021.75**
Adjustments*	**0.00**
Adjusted book balance	**14,202,021.75**

Total Checks and charges Cleared	**0.00**	**Total Deposits Cleared**	**53,703.84**

Deposits

Name	Memo	Date	Doc no.	Cleared	In transit
	REINVESTMENT	07/31/2025		53,703.84	
Total Deposits				**53,703.84**	**0.00**

Checks and charges

Name	Memo	Date	Check no.	Cleared	Outstanding
Total Checks and charges				**0.00**	**0.00**

STATEMENT OF ACCOUNT

PTIF

UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager
PO Box 142315
350 N State Street, Suite 180
Salt Lake City, Utah 84114-2315
Local Call (801) 538-1042 Toll Free (800) 395-7665
www.treasurer.utah.gov

UTAH VIRTUAL ACADEMY
BUSINESS ADMINISTRATOR
310 EAST 4500 SOUTH #620
MURRAY UTAH 84107

Account	Account Period
[redacted]	July 01, 2025 through July 31, 2025

Summary

Beginning Balance	$ 14,148,317.91	Average Daily Balance	$ 14,148,317.91
Deposits	$ 53,703.84	Interest Earned	$ 53,703.84
Withdrawals	$ 0.00	360 Day Rate	4.4080
Ending Balance	$ 14,202,021.75	365 Day Rate	4.4692

Date	Activity	Deposits	Withdrawals	Balance
07/01/2025	FORWARD BALANCE	$ 0.00	$ 0.00	$ 14,148,317.91
07/31/2025	REINVESTMENT	$ 53,703.84	$ 0.00	$ 14,202,021.75
07/31/2025	ENDING BALANCE	$ 0.00	$ 0.00	$ 14,202,021.75

PowerSchool
Powering Brighter Futures

Invoice

Date	07/07/2025
Invoice#	**INV458834**
Terms	Net 30
Due Date	08/06/2025
Customer ID	10005086

Bill To
Tiffany Allen
Utah Virtual Academy
310 East 4500 South #620
Murray UT 8410784107
United States

VAT: #38951956

Ship To
Meghan Merideth
Utah Virtual Academy
310 East 4500 South #620
Murray UT 84107
United States

PO#	Quote#	Sales Rep
Ex-Q-169629	Q-169629	Aster Laleman

Product Description	Qty	Unit	Tax	Extended Price
PS-REG-O-ENPPTR: Enrollment Per Person Per Day Training Remote Invoice Period: 07/01/2025 - 06/30/2026	10	Each	$0.00	$3,800.00
PS-REG-O-UENDA: PowerSchool Enrollment Deployment Comprehensive Invoice Period: 07/01/2025 - 06/30/2026	1	Each	$0.00	$16,800.00
SW-PU-S-IPR: PowerSchool Enrollment Registration Invoice Period: 07/01/2025 - 06/30/2026	2,115	Students	$0.00	$8,407.13
PS-REG-O-ENRCR: Enrollment Consultation Remote Invoice Period: 07/01/2025 - 06/30/2026	1	Hour	$0.00	$240.00
PS-IS-O-RTRNR: PowerSchool Enrollment Training Remote Invoice Period: 07/01/2025 - 06/30/2026	2	Day	$0.00	$3,860.00

Thank you for your business

Remit by Check (US Mail Only):
POWERSCHOOL GROUP LLC
PO BOX 888408
LOS ANGELES, CA 90088-8408

Remit by Check (Courier):
LOCKBOX SERVICES POWERSCHOOL GROUP LLC - Box 888408 3440 FLAIR DRIVE, 4th FLOOR EL MONTE, CA 91731

Remit by Wire or ACH:
Wells Fargo Bank, NA
Account Name: PowerSchool Group LLC
ABA Routing No: 121000248
Account No: 4633847017 SWIFT: WFBIUS6S
(Include invoice number in transmission)

Customer Service:
ar@powerschool.com
888-265-7641 (Toll-Free)
916-357-9934 (Fax)

Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually) , or, if a lower maximum rate is established by law, then such lower maximum rate.

PowerSchool
Powering Brighter Futures

Invoice

Date	07/07/2025
Invoice#	**INV458834**
Terms	Net 30
Due Date	08/06/2025
Customer ID	10005086

Pay Now

By paying this invoice or continuing to access the services, you agree to renew the services on the same terms and conditions (plus any then-current annual uplift) that govern your access to the services during the immediately preceding subscription period.

Subtotal	Tax Total	Total (USD)
$33,107.13	$0.00	$33,107.13
		Amt. Due (USD)
		$33,107.13

Thank you for your business

Remit by Check (US Mail Only):
POWERSCHOOL GROUP LLC
PO BOX 888408
LOS ANGELES, CA 90088-8408

Remit by Check (Courier):
LOCKBOX SERVICES POWERSCHOOL GROUP LLC - Box 888408 3440 FLAIR DRIVE, 4th FLOOR EL MONTE, CA 91731

Remit by Wire or ACH:
Wells Fargo Bank, NA
Account Name: PowerSchool Group LLC
ABA Routing No: 121000248
Account No: 4633847017 SWIFT: WFBIUS6S
(Include invoice number in transmission)

Customer Service:
ar@powerschool.com
888-265-7641 (Toll-Free)
916-357-9934 (Fax)

Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually) , or, if a lower maximum rate is established by law, then such lower maximum rate.

K12 Management, Inc.

11720 Plaza America Drive 9th FL
Reston, VA 20190
703-483-7222 phone
703-483-7330 fax

Invoice No. INV-003-20802

INVOICE

Customer

Name	**Utah Virtual Academy**
Address	
City	State Zip
Phone	

Date	8/8/2025
Order No.	
Rep	
FOB	

Description	TOTAL
For August 2025	
Educational Products and Services	$ 655,290.25

By paying this invoice, the Customer acknowledges and agrees that K12 and its subsidiaries, parents and affiliates ("K12") own all intellectual property rights and interests in and to K12's intellectual property, including but not limited to trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, website design for K12, web site design for the Customer, if any, and curricular materials (collectively, "K12 Proprietary Materials"). The Customer further acknowledges and agrees that K12 owns all intellectual property rights and interests in and to K12's trademarks, service marks and trade names (including K12, K12 (& Design), trade names, trade dress, and logos (collectively, "K12 Proprietary Marks"). If the language in this invoice conflicts with the language contained in the Customer's agreement with K12 ("Agreement"), the language of the Agreement will prevail.

The Customer also acknowledges and agrees that it has no intellectual property interest or claims in the K12 Proprietary Materials and K12 Proprietary Marks and has no right to use the K12 Proprietary Materials and Proprietary Marks unless expressly agreed to in writing by K12. The Customer will use the K12 Proprietary Materials and the K12 Proprietary Marks only as provided by the Agreement and this invoice and Customer agrees that it will not alter them in any way, nor will the Customer act or permit action in any way that would impair the rights of K12 in them. The Customer's authorized use will not create any right, title or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks. K12 will have the right to monitor the quality of the Customer's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the Customer will notify K12 promptly in writing of any known infringement thereof. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the Customer will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing.

Upon receipt of payment from Customer, K12 will grant Customer a royalty-free, non-exclusive, non-transferable license, for a period of ninety (90) days or for a duration specified in the Agreement, to use and distribute the K12 Proprietary Materials in connection with the District's operations as contemplated in the Agreement. Notwithstanding the foregoing, the Customer will not be permitted (i) to modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K12 Proprietary Materials or K12 Proprietary Marks, (ii) to sublicense any rights granted by this invoice or the Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion or (iii) to frame any website owned by K12. Upon the termination of such license, Customer will cease use of the K12 Proprietary Materials and K12 Proprietary Marks, and will return all K12 Proprietary Materials and K12 Proprietary Marks to K12 promptly, including those in the possession of the Customer, Customer employees, and students.

SubTotal	$ 655,290.25
Shipping & Handling	$ -
Taxes	$ -
Other	$ -
TOTAL	$ 655,290.25

Payment Details

	Wire	*ACH*	*Check:*
Pay:	K12 Management Inc	K12 Management Inc	K12 Management Inc
Bank:	PNC Bank	PNC Bank	PO Box 824186
ABA#:	031000053	054000030	Philadelphia PA 19182-4186
Acct#:	05303550723	5303550723	

Online Paymer https://www.e-billexpress.com/ebpp/StrideK12/

AWSERVICES

INVOICE

Invoice #: INV3118
Invoice Date: 06/25/2025
Due Date: 06/25/2025

Academica West
290 N Flint St
Kaysville, UT 84037
Ph:
Fax:

Bill To:
Utah Virtual Academy
310 E 4500 S Suite 620
Murray, UT 84107
United States

Ship To:
Utah Virtual Academy
310 E 4500 S Suite 620
MurrayUT 84107
United States

Reference #: 24-25 Monthly Management Fees

Terms: Due on Receipt

Item	Description	Unit	Quantity	Unit Price	Amount
Management Fees	Management Fees - 1897 X 3.3% CPI Increase	Each	1	$41,933.34	$41,933.34
			Subtotal		$41,933.34
			Total		$41,933.34

INVOICE

Invoice #: INV3161
Invoice Date: 07/25/2025
Due Date: 07/25/2025

Academica West
290 N Flint St
Kaysville, UT 84037
Ph:
Fax:

Bill To:
Utah Virtual Academy
310 E 4500 S Suite 620
Murray, UT 84107
United States

Ship To:
Utah Virtual Academy
310 E 4500 S Suite 620
MurrayUT 84107
United States

Reference #: 24-25 Monthly Management Fees

Terms: Due on Receipt

Item	Description	Unit	Quantity	Unit Price	Amount
Management Fees	Management Fees - 1897 X 3.3% CPI Increase	Each	1	$41,933.34	$41,933.34
			Subtotal		$41,933.34
			Total		$41,933.34

Policy Summaries:

Amending Electronic Resources Policy

This policy has been amended to include references to the new law on cellular devices in schools (Utah Code 53G-7-227) and the law on restricting access to internet sites that contain obscene material (Utah Code 53G-7-1002).

The new law prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy/procedure that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The school is currently working on refining its procedures that specify when the school allows and does not allow students to use personal electronic devices during instructional time. The procedures will comply with the new law.

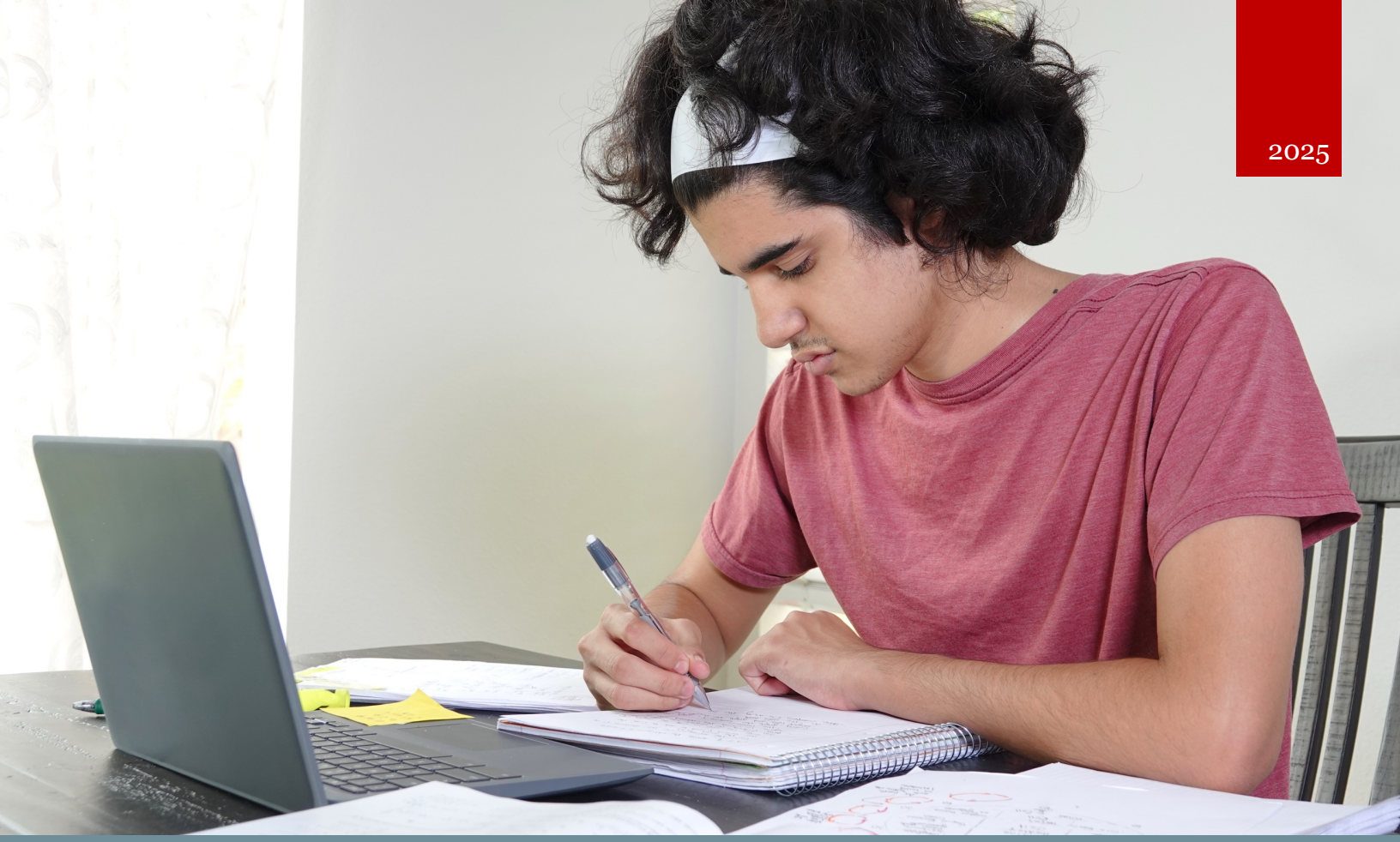
Amending Child Abuse and Neglect Reporting Policy

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee, such abuse should not only be reported to the statute authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language will also be added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Rescinding Kindergarten Toilet Training Policy

HB 76 from the 2025 legislative session, and the USBE's revised rule R277-631, removed the requirement for schools to establish a process and adopt a policy regarding kindergarten toilet training requirements. As a result, the recommendation is for the school to rescind its existing Kindergarten Toilet Training Policy. The school is still required to abide by toilet training requirements applicable to the school, but a policy is no longer necessary.

2025



Utah Virtual Academy High School Comprehensive Needs Assessment

DRAFT-1

Prepared for the Utah Virtual Academy High School

June 2025

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

THE UNIVERSITY OF UTAH

UTAH EDUCATION POLICY CENTER

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is an independent, non-partisan, not-for-profit research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. The UEPC's mission is to bridge research, policy, and practice by conducting rigorous and comprehensive research and evaluations and providing expert and research-informed technical assistance and professional learning. We empower educators, policymakers, and leaders to make research actionable and impactful to transform education across early childhood education, K-12 schools, and higher education.

We are committed to supporting the understanding of whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they may be improved, scaled up, and become sustainable.

Please visit our website for more information about the UEPC: http://uepc.utah.edu

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Acknowledgments

The Utah Education Policy Center (UEPC) sincerely appreciates the Utah Virtual Academy High School team. We offer special thanks to Meghan Meredith, UTVA Executive Director and High School Principal, Laura Davis, High School Coordinator, Brittney Wanlass, High School Math Lead, and LuAnn Charles, Student Services Administrator, for their leadership and support.

We also appreciate the entire Utah Virtual Academy High School community—including the teachers, staff, students, and families—for their time, insight, and collaboration, all of which were essential to the development of this report.

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Executive Summary

Background

In 2020–21, Utah Virtual Academy (UTVA) partnered with the Utah Education Policy Center (UEPC) to conduct a Comprehensive Needs Assessment (CNA) of its high school. Findings informed the 2021–22 school improvement plan, and since then, UTVA's High School (UTVA-HS) has taken steps to strengthen teaching and learning based on those recommendations. In spring 2025, UTVA again partnered with the UEPC to conduct a follow-up CNA.

This report summarizes findings from the 2025 CNA, focused on four areas: Leadership, Talent Development, Instructional Transformation, and Culture Shift. Data sources included student achievement data, virtual observations, interviews, focus groups, and surveys of staff, students, and families.

The analysis highlighted key strengths—such as developing the school leadership team, focusing on Personalized Competency-Based Learning (PCBL), and continuing to invest in professional learning opportunities that leverage collective knowledge and skills among the staff and faculty—as well as opportunities for improvement outlined in the sections below.

Progress and Celebrations Since 2021

As the UEPC conducted the 2025 CNA for UTVA-HS, they noticed several areas of significant progress since 2021. These points of progress were acknowledged and celebrated with the UTVA-HS leaders and faculty during the May 2025 CNA debrief:

- ✓ Strengthening **multiple pathways** for students to learn and demonstrate mastery.
- ✓ Developing **differentiated supports** and interventions to help students stay on track to graduation.
- ✓ Improving **communication** and **engagement** with **families.**
- ✓ In the representativeness and capacity of the **SIP Team** to drive implementation and improvement.
- ✓ **Using disaggregated data** for improvements and allocating time, human, and fiscal resources.
- ✓ Creating **professional learning** opportunities that are differentiated and aligned with school goals.

While the above areas reflect high level progress made by the UTVA HS team between the two CNAs, the following is a list of more specific strengths that the UEPC identified during the 2025 CNA.

Leadership

- ✓ The UTVA HS leadership team and faculty have invested significant time and resources over the past year transitioning to a new online system designed to enhance instructional support and streamline educational resources for students and families.
- ✓ The UTVA team has invested significant time and resources to build a core leadership team that supports the co-development of the annual School Improvement Plan (SIP) and the implementation of high school improvement efforts, including differentiated professional learning and data-driven decision making.

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- ✓ Many UTVA HS teachers report that they feel trusted and empowered by the high school leadership team as they are given an appropriate level of autonomy within their instruction and classroom management.
- ✓ UTVA HS has a robust Career and Technical Education (CTE) team that includes a seasoned Director and six CTE teachers who collaborate regularly with school counselors and administrators across various programs.

Talent Development

- ✓ Continue growth and improvement with the teacher retention and years of experience
- ✓ UTVA HS teachers are open to new, innovative ideas and strategies to engage students and families with regards to coursework completion, credits earned for graduation, and college/career readiness skills.
- ✓ The UTVA HS Teachers Teaching Teachers (TTT) model supports the growth and development of teacher leadership and builds on the collective knowledge and skills among the staff and faculty.
- ✓ UTVA HS teachers are encouraged to research and participate in differentiated professional learning opportunities, including conferences and Peer Learning Walks, to further their expertise and instructional effectiveness.

Instructional Transformation

- ✓ The UTVA HS program is specifically designed to support students with a wide range of needs as they work towards high school graduation through a hybrid of synchronous and asynchronous learning.
- ✓ UTVA HS is the only online school in Utah with a state-approved CTE program guided by principles that ensure equitable access and foster hands-on, project-based learning.
- ✓ UTVA HS Science proficiency rates have increased over the past three years from 25.5% (2022) to 33.3% (2024), approaching the state average.
- ✓ Family survey respondents expressed appreciation for UTVA HS's flexible online learning opportunities and individual learning paths.
- ✓ UTVA HS mentors provide critical support for student engagement, credit recovery, College and Career Readiness meetings, and communication across stakeholders.

Culture Shift

- ✓ Family survey respondents expressed appreciation for communication with UTVA HS teachers regarding academic supports. **89%** reported feeling comfortable reaching out to staff with questions or concerns.
- ✓ Educators feel well-supported to pursue self-selected professional learning goals and actively engage in growth opportunities.

Current Recommendations

UTVA-HS has demonstrated meaningful progress across the four core areas of school improvement, reflecting the dedication of its leadership, educators, and broader school community. As the school continues to advance its continuous improvement efforts, this report identifies several promising areas to elevate its impact further.

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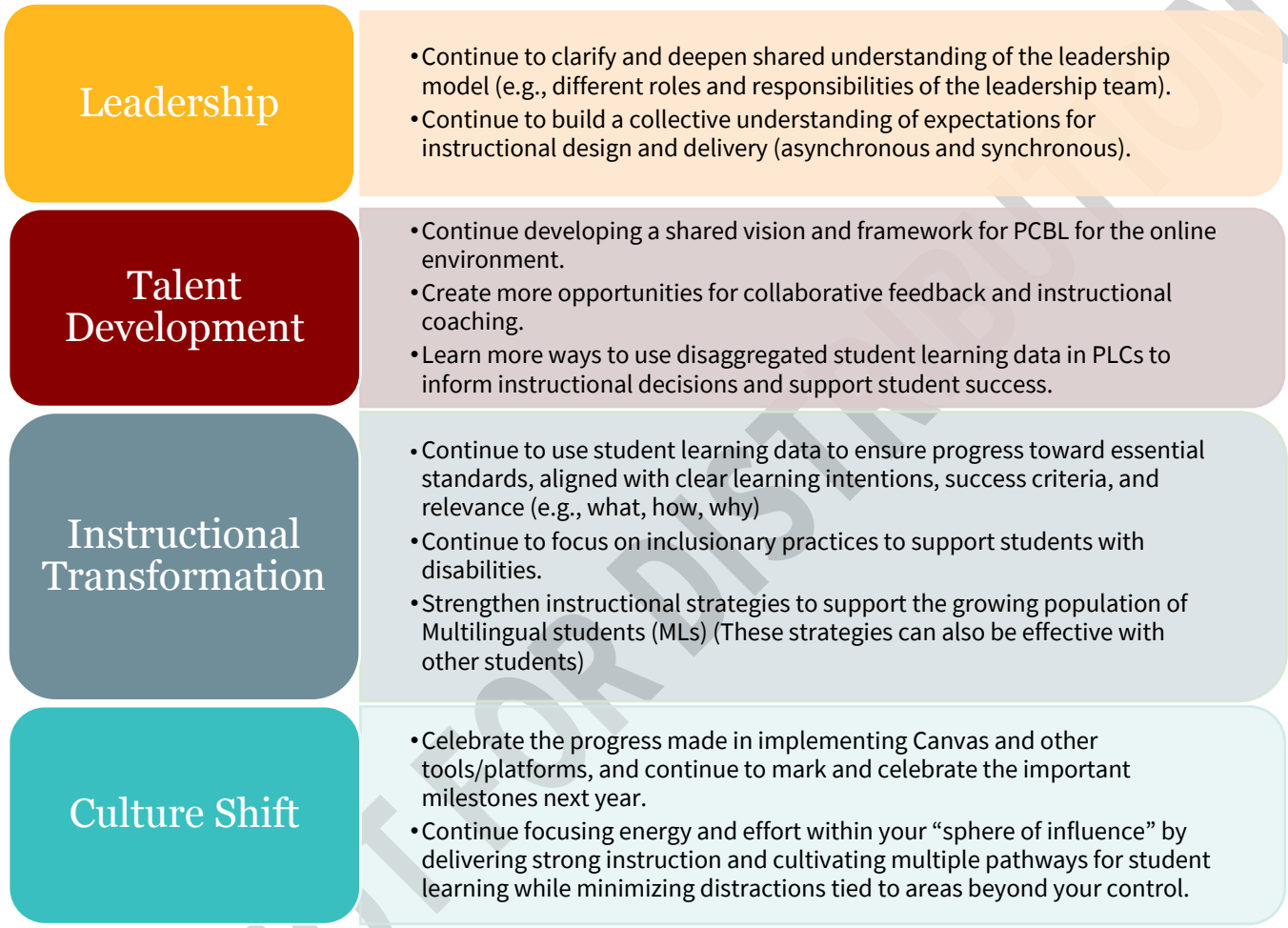
Figure 1 below highlights key leverage points that can guide UTVA-HS in building on its successes and deepening its commitment to student learning, staff development, and family engagement.

Figure 1. UTVA High School CNA Opportunities (2025)



Strategic Priorities: A Path Forward

In May 2025, initial findings and research-informed recommendations from the CNA were shared with UTVA-HS staff. Staff participated in a rank-order voting process to prioritize the strategies they will focus on during the 2025–2026 academic year. The top selected priorities are listed below:

1. Continue to craft UTVA's vision for Personalized, Competency-Based Learning (PCBL) in synchronous and asynchronous online settings, including how to leverage AI in the process.
2. Continually refine the Canvas course framework to support standards-aligned synchronous and asynchronous learning experiences consistently.
3. Increase support and opportunities for students to set learning goals and track progress.

The UTVA-HS leadership team will use these CNA results to inform their July convening, where they will develop the 2025–2026 School Improvement Plan. This plan will include targeted strategies for

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each priority area, along with clear milestones and actionable steps to strengthen the improvement areas identified by staff.

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Introduction

This Comprehensive Needs Assessment (CNA) for Utah Virtual Academy High School (UTVA-HS) was conducted by the Utah Education Policy Center (UEPC) as part of UTVA's ongoing commitment to continuous improvement. Periodic CNAs serve as important opportunities to take stock of current strengths, examine progress since the last CNA conducted in 2021, and collaboratively identify areas for improvement that will inform the priorities and school improvement goals for the 2025-26 school year and beyond.

The CNA process is designed to provide a comprehensive and evidence-informed understanding of UTVA-HS's performance. To do this, the UEPC collected and analyzed multiple data types, including quantitative data (such as student achievement, growth, and demographic information) and qualitative data (such as interviews, focus groups, staff and family surveys, and classroom observations). Gathering this full range of evidence allows for a rich, nuanced view of student outcomes and the underlying systems and practices that support or inhibit student success.
The CNA also aligns with the Utah State Board of Education's Center for Continuous School Improvement (CCSI). This alignment ensures that the CNA process is consistent with statewide expectations for school improvement and supports coherence across state and school improvement efforts, allowing UTVA to leverage available resources and supports that help to ensure student success. The findings from this CNA provide a snapshot of current performance and a foundation for setting clear, actionable improvement goals. These CNA findings will guide UTVA-HS in refining its school improvement plan to focus on strategies most likely to advance student learning, staff capacity, and overall school performance.

CNA Focus Areas

The UEPC's CNA process for data collection and analysis emphasizes a continuous improvement cycle and focuses on practices associated with successful school improvement in four areas:

1. **Leadership** that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.

2. **Talent development** that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.

3. **Instructional transformation** that diagnoses and responds to student learning needs provides rigorous evidence-based instruction, removes barriers, and provides opportunities.

4. **Culture shift** that focuses on student learning and effort, solicits and acts upon stakeholder input, and engages students and families in pursuing education goals.

Data Collection

To develop a comprehensive understanding of UTVA-HS's current strengths and areas for improvement, the UEPC collected and analyzed both quantitative and qualitative data. Working

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collaboratively with UTVA leaders, we identified key data sources that reflect student outcomes, instructional practices, leadership systems, and the perspectives of staff, families, and students. Quantitative data included student growth, proficiency results, and demographic data available through the Utah State Board of Education's Data Gateway. To complement and enrich these data, qualitative information was gathered through interviews and focus groups with school and system administrators, staff, families, and students, as well as classroom observations and staff and family surveys. The participation in each of these data collection activities is outlined in Table 1.

Table 1. UTVA HS Data Sources and Number of Participants

Data Source	Number of Participants
Interviews	
School administrators	6
Classroom teachers	16
Focus Groups	
Staff	4
Family members	3
Students	4
Classroom Observations	22
Staff Survey	21
Family Survey	18

In addition to the data sources in the table above, the UEPC examined student academic growth and proficiency data and student demographic data available on the Utah State Board of Education's Data Gateway. These data also informed the CNA rubric ratings, and the summary of strengths and opportunities discussed later in this report.

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How to Use this Report

This UTVA-HS needs assessment report is organized according to the four phases of the CNA, described in Table 2 below, including the process by which the UTVA-HS team used the strengths and opportunities to collaboratively identify priority areas for the 2025-26 school improvement plan.

Table 2. UTAH-HS CNA Phases and Report Organization

Phase 1:	School Context: The findings from the CNA begin with a description of the student demographics, student performance on state assessments, student and faculty demographics, and feedback from the staff and family surveys. This provides the foundation for interpreting the evidence to assess current strengths and opportunities within the four improvement areas.
Phase 2:	Rubric Ratings: Next is a detailed set of ratings within the four categories of the CNA rubric (Leadership, Talent Development, Instructional Transformation, and Culture Shift), including the evidence gathered for each category. Much of the data used for assessing the progress in each of the four improvement areas is qualitative data collected through interviews, focus groups, classroom observations, and document reviews. Additional evidence from the school context information is incorporated into the rubric ratings.
Phase 3:	Strengths and Opportunities: Next is a summary of the UTVA-HS strengths and opportunities for improvement based on a synthesis of the CNA data and rubric ratings. This summary of strengths and opportunities was used to help narrow the focus for the 2025-26 school improvement goals.
Phase 4:	Prioritization of Strategies: Finally, we describe the process with the UTVA-HS leaders and staff to review the CNA findings and identify priority strategies for the 2025-26 academic year.

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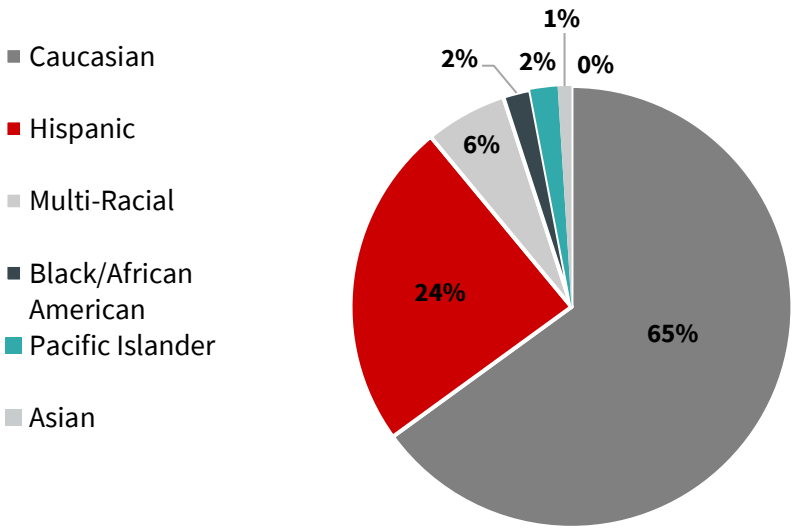
UTVA High School Context

This section discusses the current context of UTVA, summarizing student demographic data, academic proficiency scores over the past three years, professional experience of teachers and staff, and survey responses from staff and family.

Student Demographics

As shown in Figure 2, UTVA has a racially and ethnically diverse student population serving as a statewide virtual high school. While most students at UTVA identify as Caucasian/white (65%), nearly one in four students identify as Hispanic (24%), making this the largest student group of color at UTVA. Smaller portions of students identify as multi-racial (6%), Black/African American, Pacific Islander (2%), and Asian (1%), with fewer than 1% identifying as American Indian/Alaska Natives. This demographic distribution highlights the need and opportunity for UTVA to ensure that UTVA courses and support systems embrace these student demographics.

Figure 2. UTVA Population by Race 2023-24



Additional disaggregated data is provided in Figure 3. Notably, just over half of the student population is economically disadvantaged (53%), 22% of the student population has an identified disability, 4% of students are multilingual learners, and 4% of students are currently experiencing homelessness. Less than 1% of the students are connected to the military or foster care, which leaves 15% of students not identifying with any of these groups. This disaggregated data signifies the importance for UTVA to ensure its academic, student and family engagement efforts, and support systems are responsive to socioeconomic, cultural, and linguistic backgrounds. This becomes particularly important for students with disabilities and multilingual learners.

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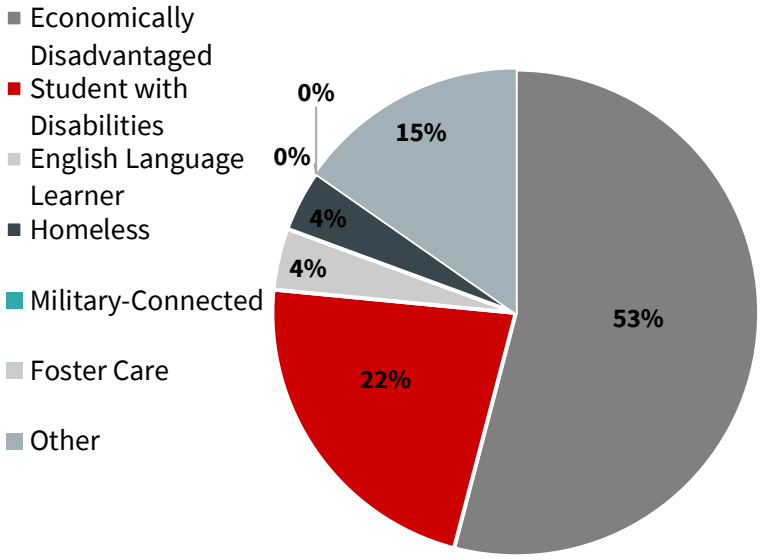
Figure 3. UTVA Population by Student Group 2023-2024



Student Academic Proficiency and Growth

In Phase 1 of the CNA process, the UEPC analyzed UTVA-HS proficiency data across all student groups to better understand the school context. Table 3 presents ASPIRE proficiency trends from 2021 to 2024 in English Language Arts (ELA), Math, and Science. ELA proficiency rates remained relatively stable, with a modest decline of 3.1 percentage points in 2022–2023, followed by a slight rebound of 0.6 points in 2023–2024. In contrast, Math showed a pattern of consistent decline, with decreases of 6.8 percentage points in 2022–2023 and 4.7 points in 2023–2024. Science proficiency improved steadily over the two years, increasing by 1.3 and 6.5 percentage points, respectively.

Table 3. UTVA High School (Grades 9-11) Changes in Proficiency Percentages (2021–2024)

	2021-2022		2022-2023		2023 - 2024
Language Arts	42.3%	-3.1	39.2%	+0.6	39.8%
Mathematics	24.0%	-6.8	17.2%	-4.7	12.5%
Science	25.5%	+1.3	26.8%	+6.5	33.3%

Figure 4 compares UTVA-HS ASPIRE proficiency scores to state averages across each subject area. UTVA-HS demonstrates relatively strong performance in ELA, with only a small and consistent gap compared to state proficiency rates. In Science, a positive trajectory is evident, as the gap between UTVA-HS and state averages steadily narrows, from 9.7 percentage points below the state average in 2021–2022 to just 4.6 points below in 2023–2024. In contrast, the Math proficiency gap widens over time, increasing from 9.9 points below the state average in 2021–2022 to 19.0 points below in 2023–2024.

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Figure 4. High School ASPIRE only Proficiency by Subject (2021-2024)

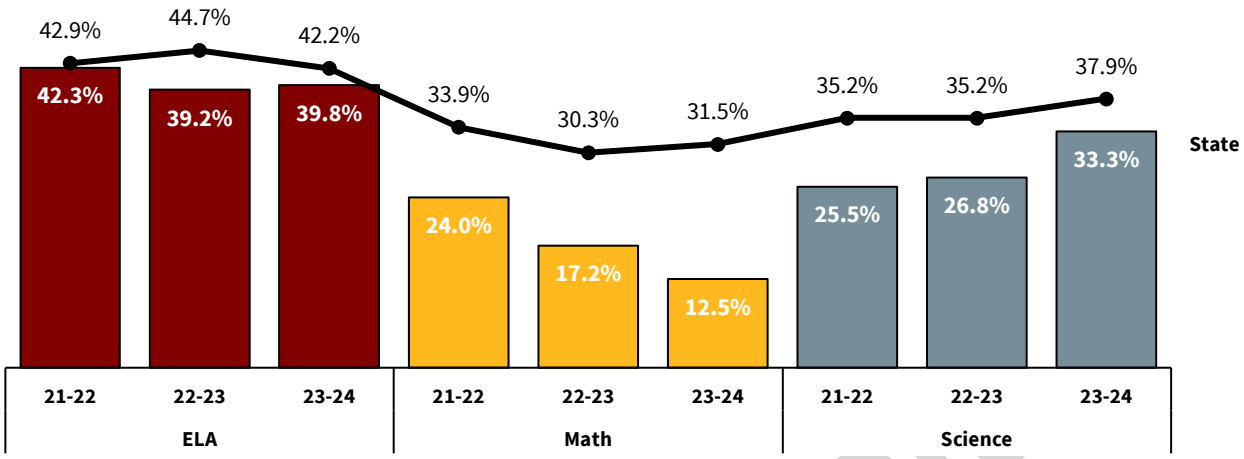
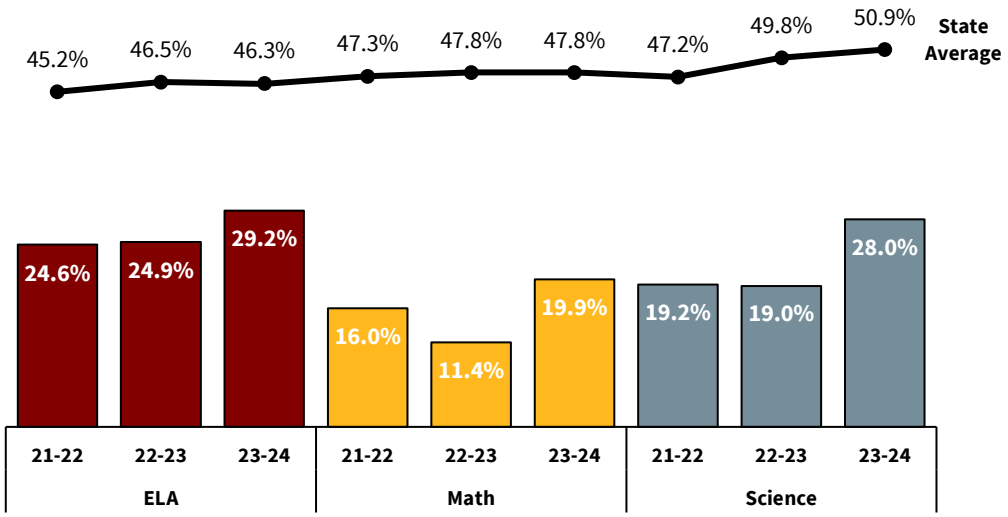


Figure 5. UTVA High School Proficiency by Subject (2021-2024)



In addition to proficiency data, the UEPC examined student growth outcomes on the Aspire Plus end-of-year assessment to provide a more comprehensive view of student performance. The Median Growth Percentile (MGP), shown in Table 4, indicates how much academic progress students make each year compared to their statewide academic peers. MGP scores are particularly informative for understanding the growth of students who enter UTVA-HS below grade-level proficiency. The data reveal an upward trend in Science and ELA, while math has experienced both increases and declines the past two years.

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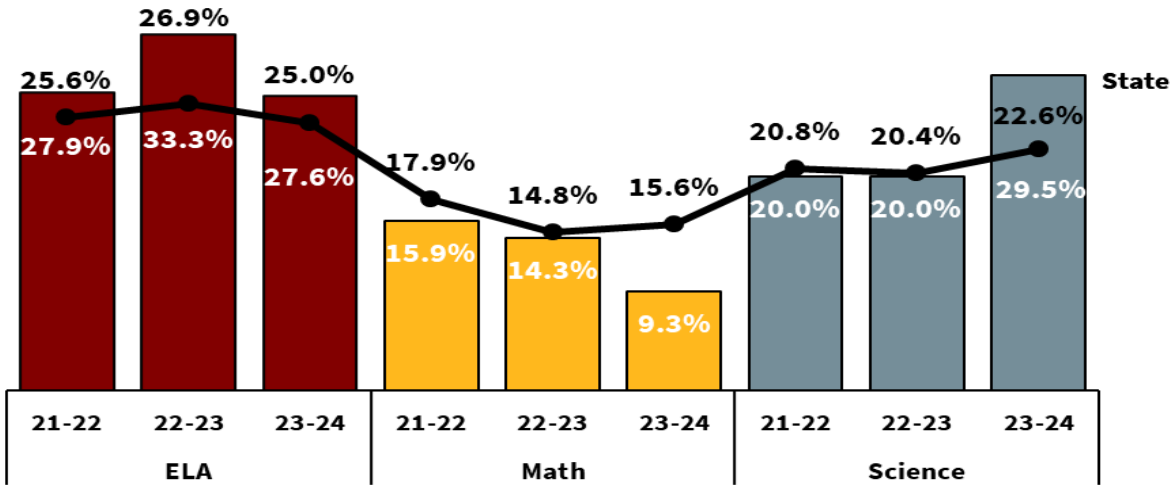
Table 4. UTVA High School Median Growth Percentile (MGP) by Subject (2021-2024) as Measured by Aspire Plus

	2021-2022	2022-2023	2023 - 2024
English Language Arts	52	53	60
Mathematics	49.5	58	47.5
Science	42.5	56	58

Performance Data by Student Group

In addition to examining proficiency data for all UTVA-HS students, the UEPC studied proficiency data for the two largest student groups—economically disadvantaged and students with disabilities—and mean growth percentiles by student group. Figure 6 below shows the UTVA-HS proficiency percentages of students who identify as economically disadvantaged compared to the state averages across ELA, Math, and Science from 2021-2024. While ELA scores were higher than the state averages for all three years, Science scores remained consistent with the state average for the first two years before increasing slightly last school year. Math scores were below the state average for all three years, with the most significant gap occurring last year, with a -6.3% difference between UTVA HS Economically Disadvantaged and the state average.

Figure 6: UTVA HS Students Identifying as Economically Disadvantaged RISE Proficiency by Subject (2021-24)



The UEPC also studied proficiency data for UTVA HS students with disabilities. Since this student group accounts for 22% of the total UTVA K-12 student population and given the intentional progress (celebrations since 2021 and current CNA qualitative data) made by the UTVA-HS leaders and faculty in strengthening systems and processes for collaboration between special education and general education teachers, these data are important to highlight.

Table 5 presents UTVA-HS proficiency percentages for students with disabilities compared to the overall UTVA-HS student population and state averages across ELA, Math, and Science for the 2023–2024 school year. Although proficiency rates for students with disabilities remain below school-wide

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averages, they exceed state averages in all three subject areas. The most notable gap is in ELA, where UTVA-HS students with disabilities outperform their statewide peers by 11 percentage points. Access to these data enables UTVA-HS to more precisely set learning goals, monitor student progress, enhance targeted supports, and further strengthen collaborative structures to improve outcomes for this key student group.

Table 5. 2023-2024 UTVA HS Students with Disabilities Proficiency Compared to UTVA and Statewide

	English Language Arts		Mathematics		Science	
	UTVA	STATE	UTVA	STATE	UTVA	STATE
All Students	42.0%	42.0%	13.7%	31.3%	31.4%	37.6%
SWD	21.7%	10.7%	8.7%	6.2%	17.8%	9.7%

When examining the median growth percentage (MGP) of UTVA-HS students with disabilities, the two tables below provide comparative insights across subject areas and in relation to the overall school population. **Error! Reference source not found.** presents a three-year review of median growth scores, comparing schoolwide averages to those of students with disabilities.

Table 6. Median Growth Percentile of UTVA-HS Students with Disabilities Compared to all UTVA-HS Students (2021-24) (Grades 9-10, ASPIRE)

High (G9 – 11, Aspire) UTVA	High (G9 – 11) 2021-2022			High (G9 – 11) 2022-2023			High (G9 – 11) 2023 - 2024		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
All Students	64.3	61.2	56.4	65.2	65	62.8	65.2	49.4	63.2
SWD	NA	NA	NA	49.0	47.5	64.0	58.0	57.0	48.0

Table 7 focuses on the most recent academic year (2023–2024), comparing MGP for students with disabilities at both the state and school levels. Across all three subjects—ELA, Math, and Science—UTVA-HS students with disabilities demonstrated higher MGP scores than their statewide peers, with particularly strong growth in ELA and Math.

Table 7. Median Growth Percentile of UTVA and State Compared to UTV-HS Students with Disabilities (2023 – 2024) High School (Grades 9-10, ASPIRE)

High (G9–11, Aspire) 2023-2024 UTVA & State	ELA		Math		Science	
	State	UTVA	State	UTVA	State	UTVA
All Students	50.0	65.2	50.0	49.4	50.0	63.2
SWD	44.0	58.0	45.0	57.0	45.0	48.0

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In the 2023–2024 school year, several student groups at UTVA-HS demonstrated MGP scores at or above the 50th percentile, signaling strong relative academic growth. Notable examples include Asian students in ELA, American Indian students in Math, and African American students in Science. However, significant gaps in growth remain across student groups, particularly among students with disabilities, economically disadvantaged students, and select racial and ethnic subgroups. These disparities underscore both areas of success and the continued need to strengthen tiered interventions and differentiated supports to ensure all students experience meaningful and accelerated academic growth.

Figure 7. UTVA-HS English Language Arts MGP (2023-2024)

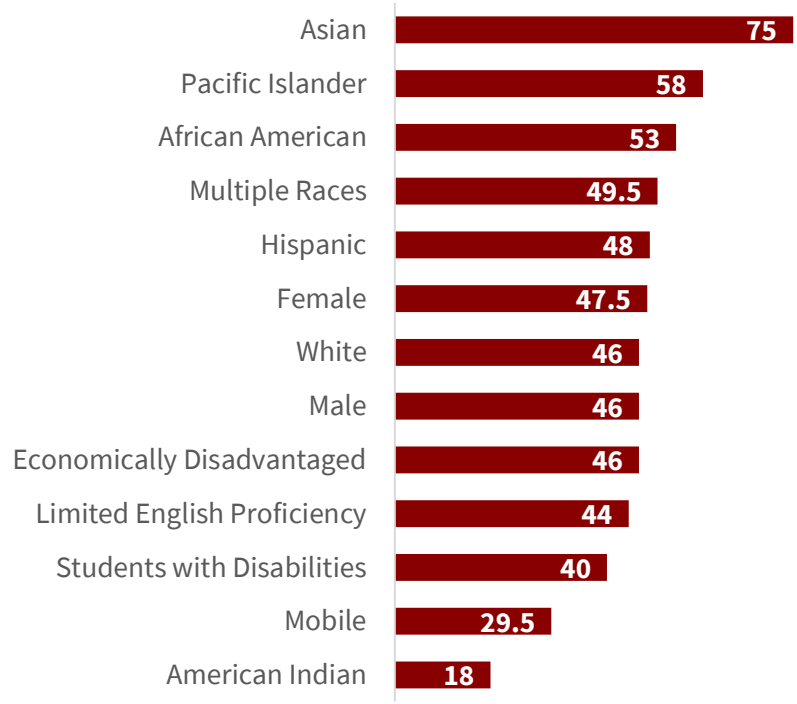

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Figure 8. UTVA-HS Mathematics MGP (2023-2024)

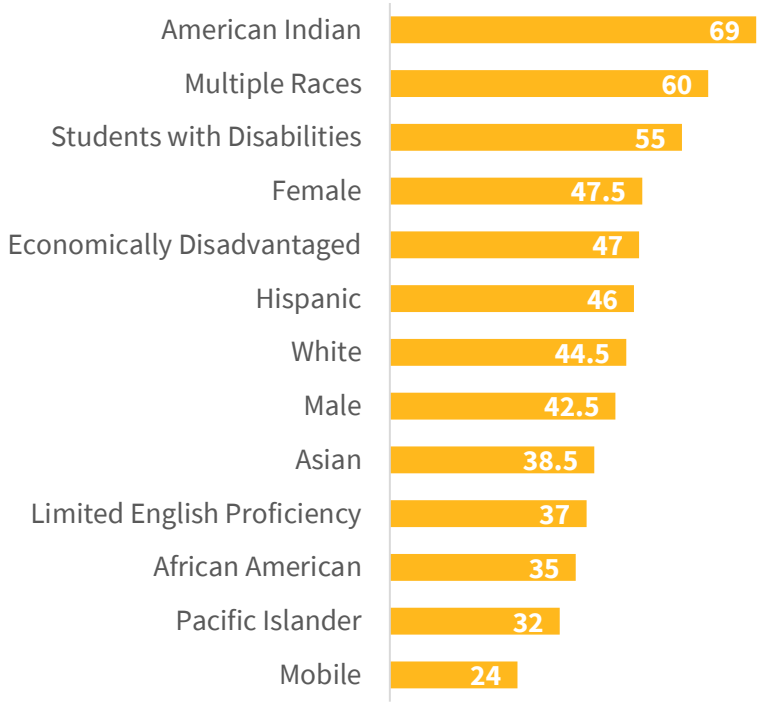
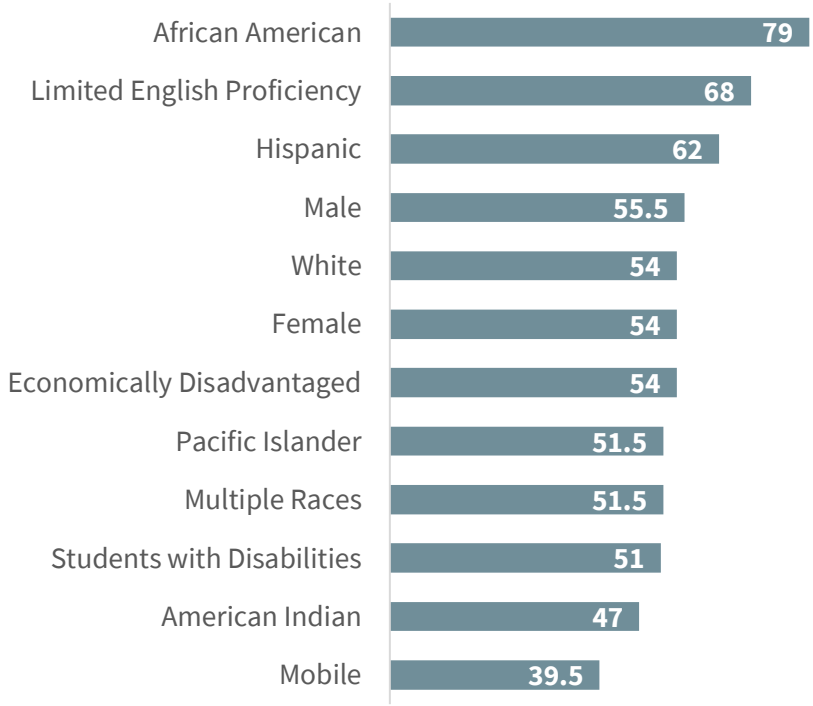


Figure 9. UTVA-HS Science MGP (2023-2024)



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Teaching Experience

At Utah Virtual Academy, several promising trends and celebrations are related to their teachers' experience and retention. In Table 8, the data highlights the years of experience, teacher retention rates, temporary credentials, and out-of-field experience for 2021-2022 and the 2023-2024 academic years. Within two years, UTVA's teacher experience rose 12% from 2021-2022 to 2023-2024, where this primary shift occurred in greater average years of teaching. Notably, they reduced the about of novice teachers with 0-3 years' experience by 13%. An additional celebration is the increased teacher retention rates by 26% within two years. Increases in both years of experience and retention rates signal high teacher satisfaction, demonstrated in higher teacher experience averages at UTVA. These data are also supported through individual teacher interviews during the CNA process.

Table 8. UTVA-HS Teacher Experience

Academic Year 2021-2022			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	25%	25%	50%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	45%	3%	9%
Academic Year 2023-2024			
Years of experience	**0-3 years**	**4 to 6 years**	**7+ years**
	12%	26%	62%
Additional Information	**Teacher Retention**	**Temporary Credentials**	**Out-of-Field**
	71%	7%	9%

Staff Survey Results

The UTVA-HS school staff (N = 21) completed a self-assessment survey aligned to four key areas of school improvement: leadership, talent development, instructional transformation, and culture shift. Along with Appendix A, this section summarizes staff perceptions, highlighting strengths and opportunities for growth as part of UTVA-HS's ongoing improvement efforts. The graphs below show the percentage of staff selected "agree" or "strongly agree" in response to each item. A full breakdown of all response categories can be found in Appendix A.

Leadership

Staff were asked to reflect on their perceptions of leadership at UTVA-HS, responding to statements grouped into three key areas: monitoring short- and long-term goals, prioritizing improvement and communicating urgency, and customizing support based on need. The highest level of agreement (86%) was reported around school improvement planning. A substantial majority of staff believe school leadership has a clear vision for both short- and long-term planning needs, and as a result, most staff members understand those goals.

However, there is nearly a 20-percentage-point drop in agreement regarding how consistently leadership communicates a vision of instructional excellence. There is also an opportunity to revisit the distributed leadership model to ensure greater clarity around the roles and responsibilities tied to school improvement efforts across the leadership team.

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The lowest-rated area relates to staff input on school improvement decisions. This suggests a need for more intentional efforts to engage staff meaningfully. Creating more regular opportunities for discussion and feedback may help strengthen shared ownership and expand input into school improvement planning.

Figure 9. Prioritize improvement and communicate its urgency

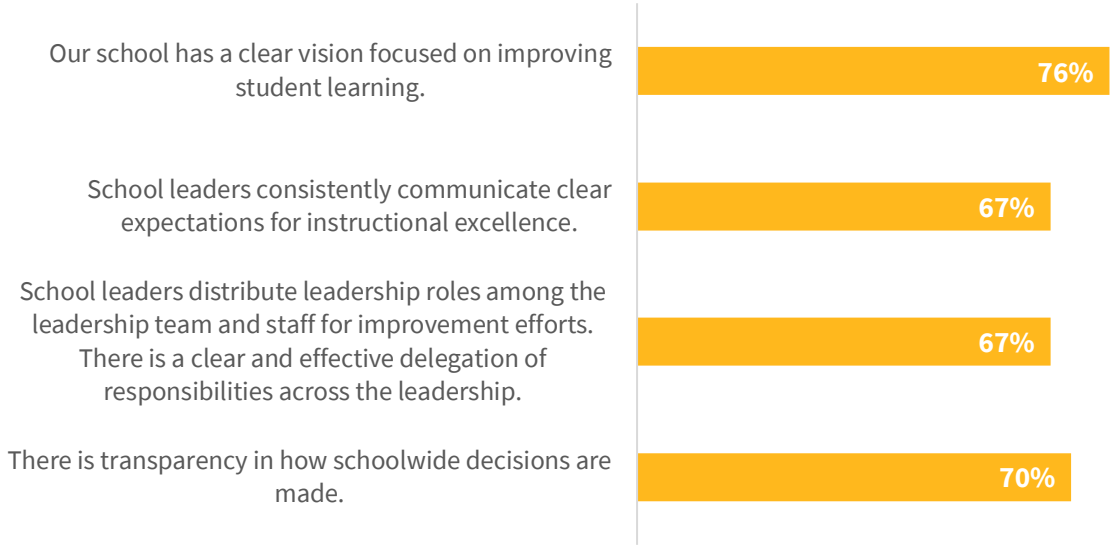

Figure 10. Monitor short- and long-term goals

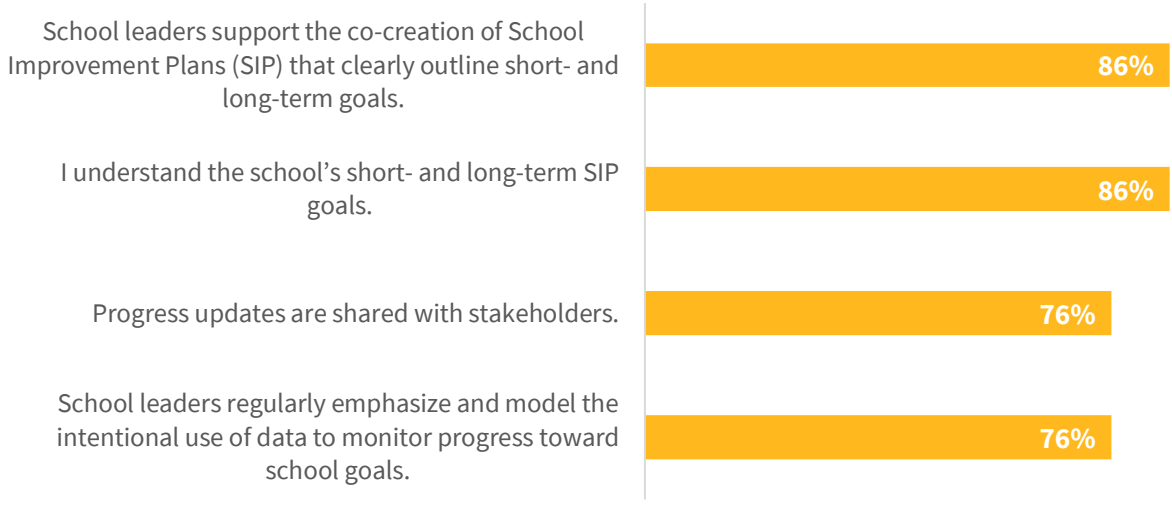

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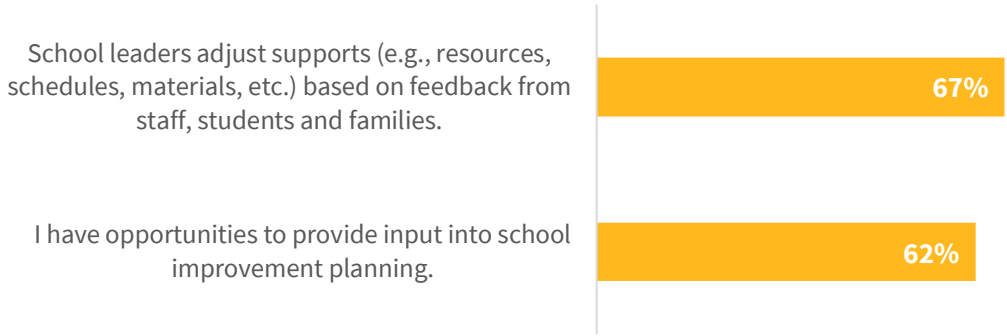
Figure 10. Customize and target support to meet needs



Talent Development

This section highlights staff perceptions related to talent development at UTVA-HS. Staff responded to statements organized into three categories: recruitment, development, and retention of talent; professional learning opportunities; and performance experience. Average agreement levels ("agree" or "strongly agree") are shown in the figures below, with a full item breakdown available in Appendix A: Self-Assessment Survey Results.

A clear strength is the high level of agreement (95%) that professional learning opportunities are differentiated to meet staff needs. This suggests that UTVA-HS supports educators in growing their skills to meet student learning needs. While slightly lower (71%), most staff also indicate that onboarding, mentorship, and ongoing support are in place to foster development.

At the same time, staff responses reveal a few areas for improvement—fewer than half (48%) report receiving regular observations and feedback to support their instructional practice. Just over half (57%) say they engage in peer observations to learn from colleagues, and about half (52%) report clarity around the educator evaluation system. To support instructional growth and professional learning, UTVA-HS could strengthen its feedback structures by offering more consistent observations, expanding opportunities for peer learning, and clarifying evaluation processes.

Figure 11. Recruit, develop, retain, and sustain talent

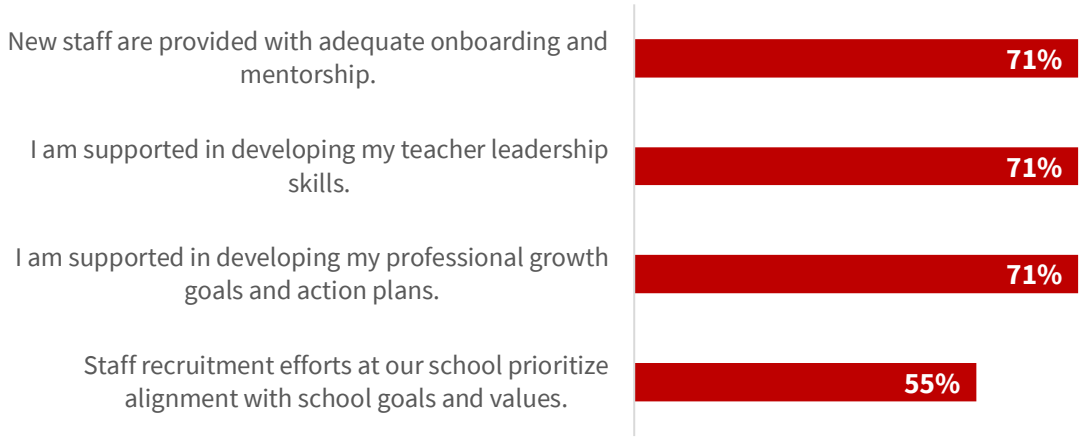


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Figure 12. Target professional learning opportunities

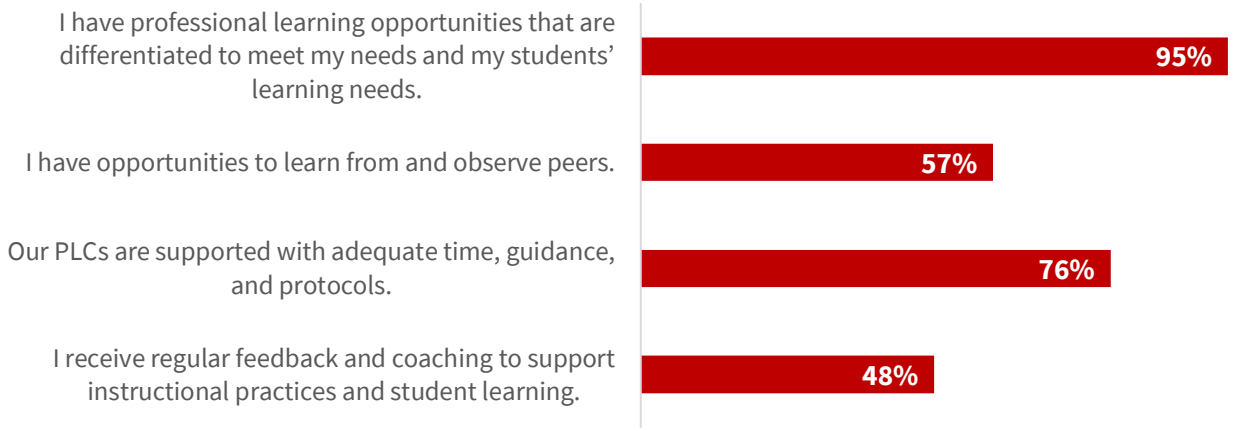
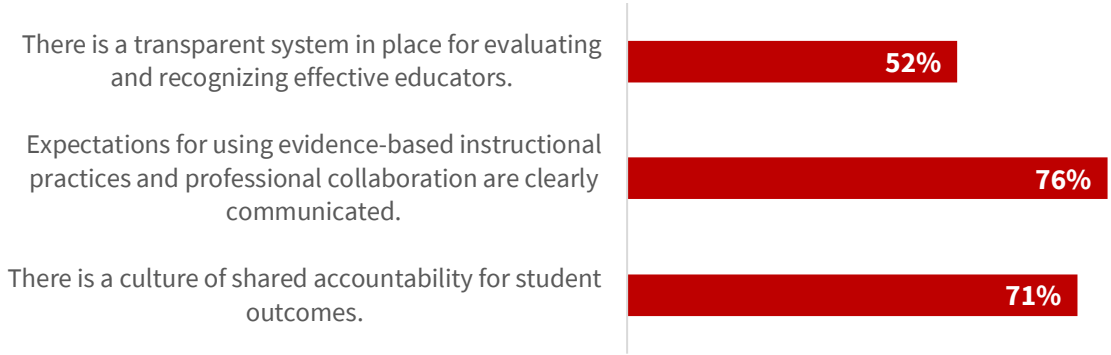


Figure 13. Set clear performance expectations



Instructional Transformation

Staff perceptions of instructional transformation were assessed across three focus areas: diagnosing and responding to student learning needs, providing rigorous evidence-based instruction, and removing barriers to ensure all students have access to high levels of learning.

Several strengths emerged in this area. Staff report that students are able to demonstrate their learning in multiple ways and are regularly engaged in work that requires higher-order thinking. Teachers also report frequent use of formative assessments to guide instructional planning and respond to student needs, highlighting a commitment to responsive teaching practices.

At the same time, the responses indicate growth opportunities. Only 63% of staff report that they differentiate instruction to meet the needs of diverse learners, and a similar percentage (63%) say they provide scaffolds to support all students, including multilingual learners. Given the diverse needs of UTVA-HS students, strengthening professional learning and expectations around differentiation strategies—especially for students with disabilities and multilingual learners—may help enhance instructional quality and ensure equitable access to rigorous learning.

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Figure 14. Diagnose and respond to student learning needs

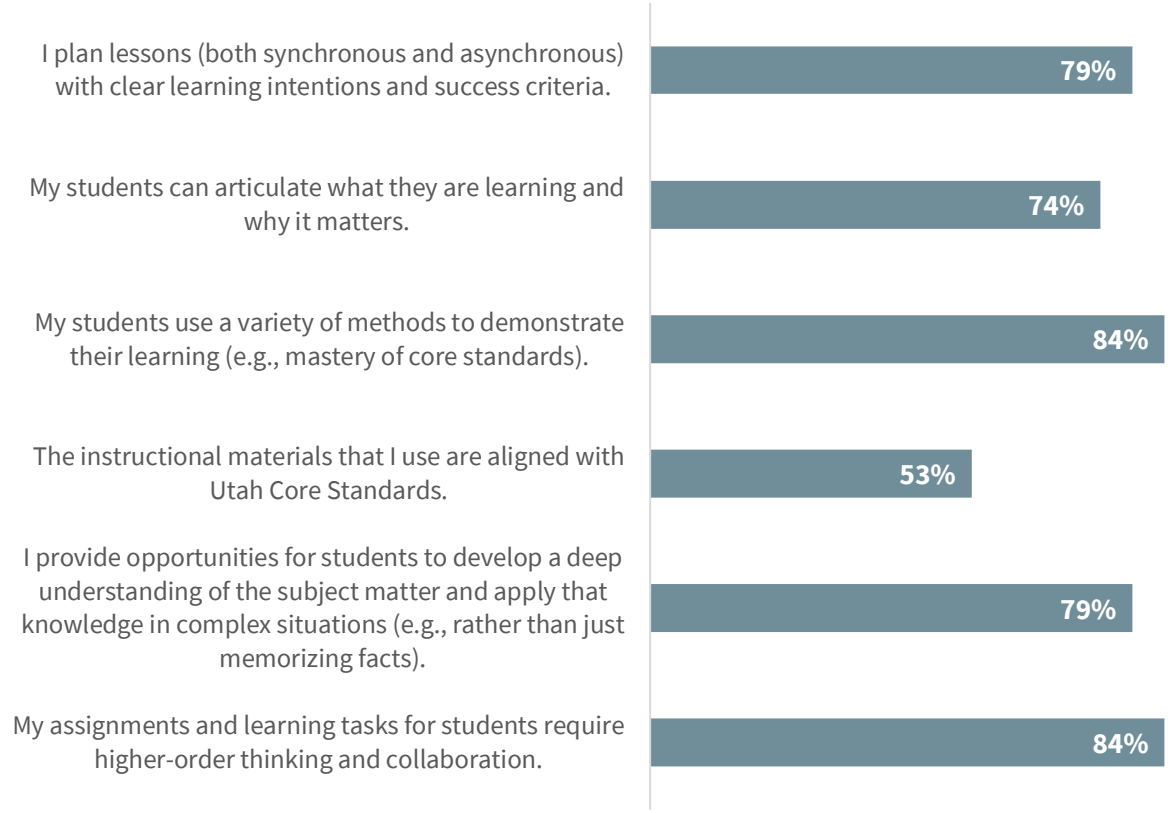

Figure 15. Provide rigorous evidence-based instruction

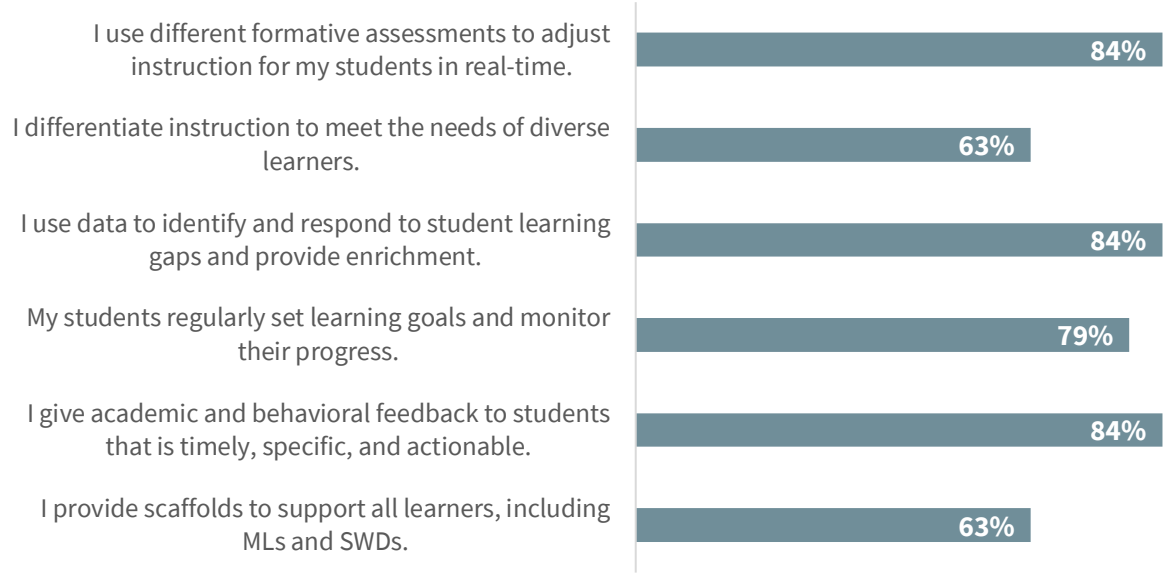

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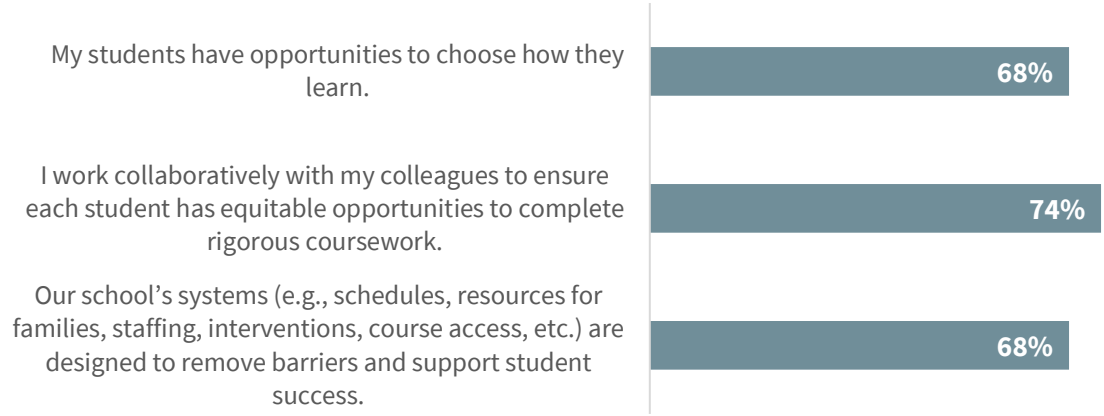
Figure 16. Remove barriers and provide opportunities



Culture Shift

This section highlights staff perceptions across three focus areas of culture shift: building a strong community focused on learning, soliciting and acting on stakeholder feedback, and engaging students and families in pursuing educational goals. Staff report a high level of collaboration among colleagues, particularly around establishing consistent expectations.

At the same time, several areas for growth were identified. Only half (50%) of respondents agree or strongly agree that the school actively seeks input from parents and caregivers, and slightly more (61%) report that staff seek student feedback. These findings suggest an opportunity for UTVA-HS to strengthen its efforts to gather and act on ongoing student and family input.

Finally, one-third (33%) of staff did not agree that there is high morale among the UTVA-HS team. This area may benefit from deeper exploration to better understand staff perspectives and identify potential root causes. Figures 17-19 below reflect the staff response rates for each culture shift item.

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Figure 17. Building a strong community focused on learning

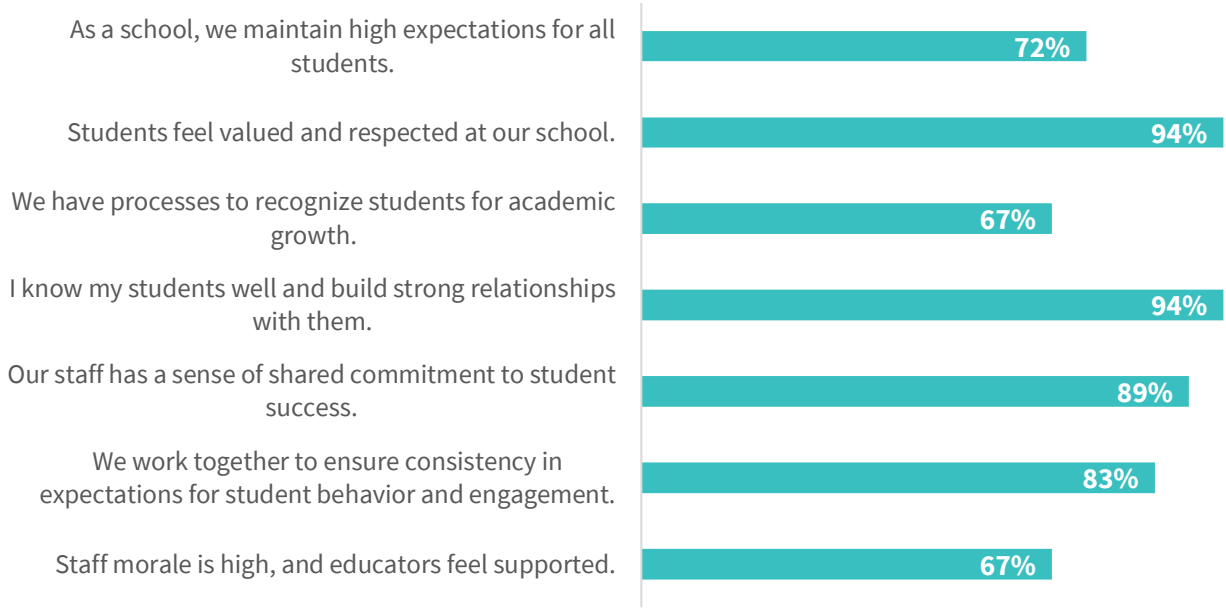

Figure 18. Solicit and act upon stakeholder input

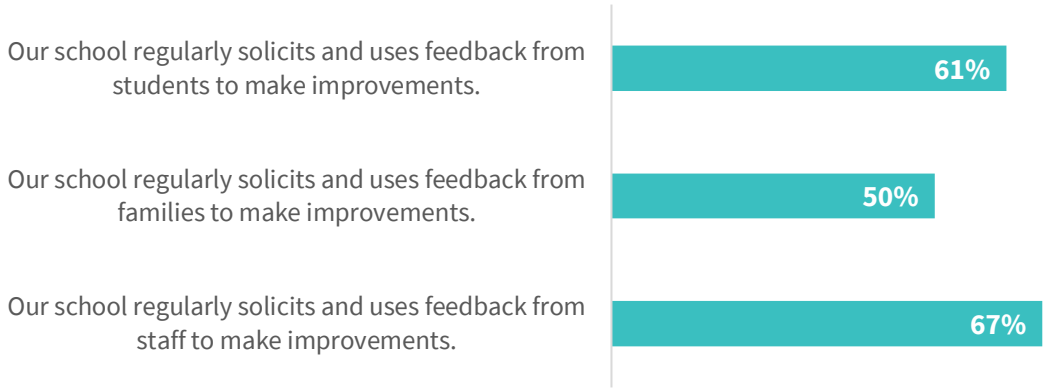

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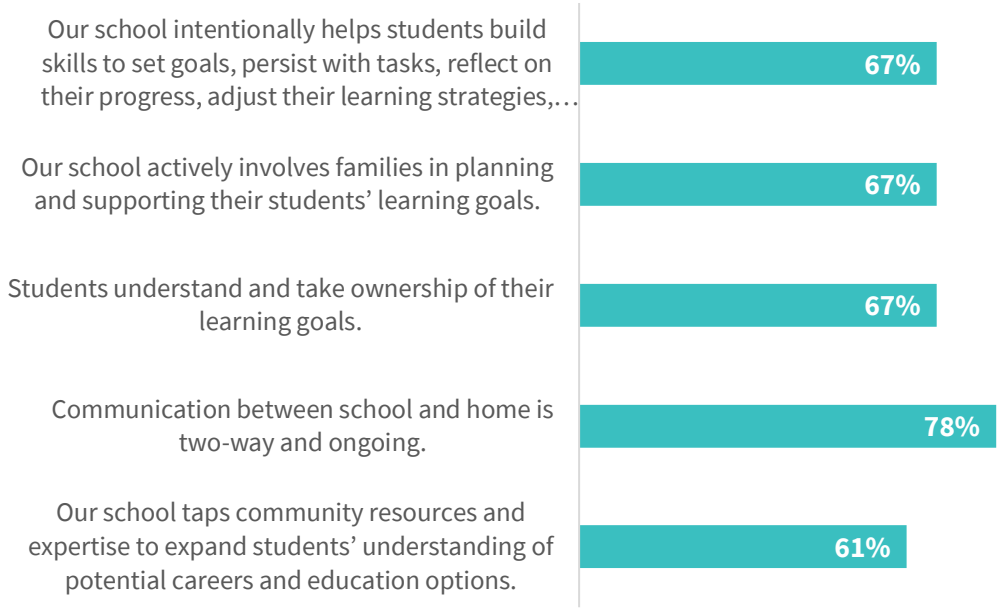
Figure 19. Engage families in pursuing education goals



Summary of Staff's Open-Ended Responses

The UTVA HS staff had the opportunity to respond to two open-ended questions to identify their strengths and opportunities to support all students achieve at high levels. This section will highlight a few trends or themes in the data. Appendix A (Open-Ended Staff Survey Reponses) shows the complete data set.

Strengths in Supporting High Levels of Learning

Sixteen UTVA-HS staff members responded to the open-ended survey questions. The most commonly cited strength was the school's adaptability and flexibility in supporting student learning. One staff member shared, *"We give them multiple ways for engaging in content."* Several respondents described how they—and their colleagues—leverage flexible instructional approaches to meet students where they are and support their learning journey.

Opportunities to Support Students to Achieve High Levels of Learning

In addition to highlighting strengths, UTVA-HS staff identified several opportunities to enhance student learning outcomes. Sixteen staff members provided open-ended responses. A common theme among responses was concern about student engagement during live classes and in completing assigned work. Some staff also noted challenges in communicating consistently with students and families.

Additionally, a few respondents expressed uncertainty about decision-making processes, including the rationale behind reducing the number of live classes. These comments suggest an opportunity to strengthen communication and transparency by clarifying the roles and responsibilities of the

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leadership team and ensuring staff have a clear understanding of how and why key decisions are made.

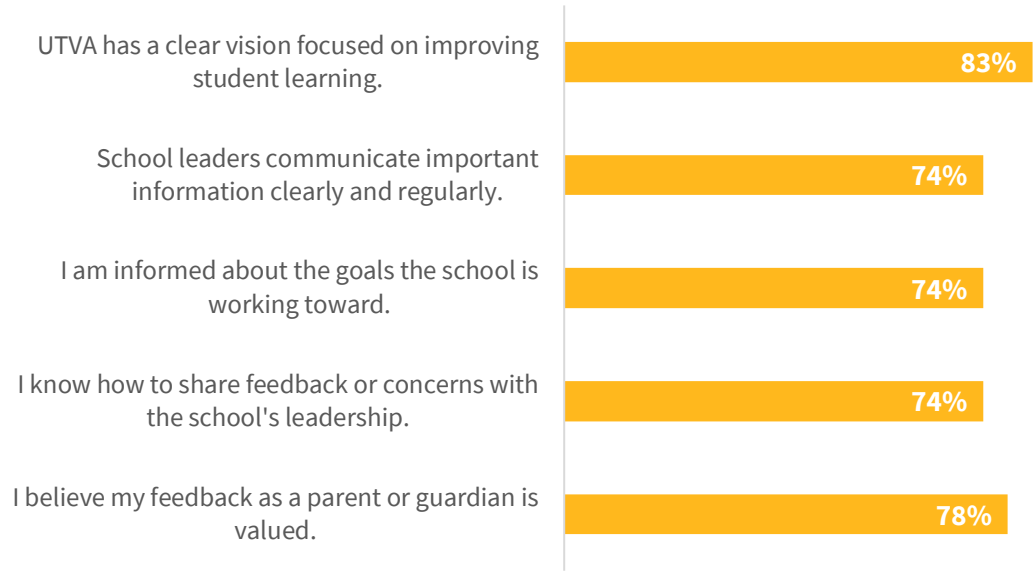
Family Survey Results

To better understand the experiences of families and caregivers at UTVA-HS, all families were invited to participate in a survey to capture their perceptions of school leadership, instruction, culture, and communication. A total of 18 parents and caregivers responded. The key findings from these four areas are summarized in the following section. Additional tables with a breakdown of response rates per question can be found in Appendix B.

Leadership

Figure 20 highlights the perceptions of UTVA-HS families and caregivers who responded to the survey. Respondents shared a strong sense of confidence in the high school's leadership. They affirmed that the school demonstrates a clear vision for improving student learning and values the perspectives and feedback of families and caregivers. While the responses were largely positive, there was a slight dip in agreement regarding how the school communicates progress on improvement goals and invites ongoing feedback from families. This presents an opportunity for UTVA HS to reflect on and strengthen communication strategies that keep families informed and engaged. Still, the leadership-related items show that families view the high school's leadership team as committed and student-focused. A full breakdown of survey responses is provided in Appendix B.

Figure 20. Family Perception of UTVA HS's Leadership



Learning Experiences and Instruction

The following statements (seen in Figure 21) explored parent and caregiver perceptions of the learning experience and environment at UTVA HS, focusing on feedback, meaningful learning experiences, learning expectations, and student support. Based on the responses, parents report that their child(ren) receive timely and relevant feedback on their learning. This is further supported by

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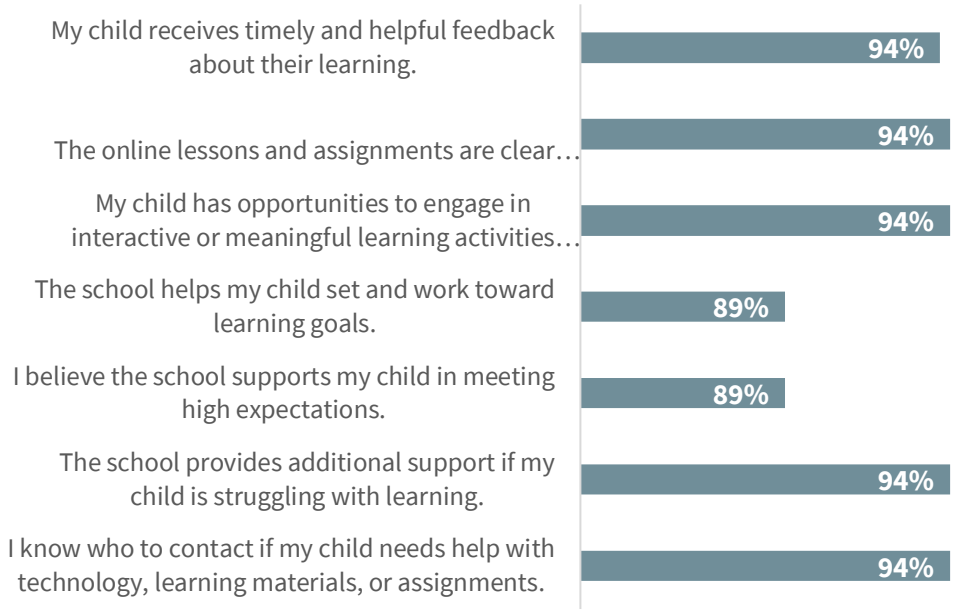
their responses that students understand their learning goals and engage in meaningful learning experiences. While most parents and caregivers agree that the school provides additional support when a student struggles, this item received ratings nearly 10 percentage points lower than others in this category. This may represent an opportunity for UTVA-HS to collaborate more closely with families to identify and communicate support options when students face academic challenges.

Figure 21. Family's perception of the learning experience and instruction at UTVA-HS



Culture and Family Engagement

Figure 22 shares the perspectives of UTVA-HS families and caregivers who responded to the survey, specifically related to school partnership, student support, and future readiness. Most of those who completed the survey expressed confidence in the school's direction. Nearly 9 in 10 respondents (89%) indicated they feel welcomed as partners in their child's education, and over 80% shared that the school is helping their child prepare for future educational and career opportunities.

While these results are encouraging, there are also areas for continued reflection. For example, 72% of respondents agreed that their child feels included and valued at school, and 78% reported feeling encouraged to participate in school activities or decision-making. These responses may point to opportunities to support student belonging further and expand meaningful engagement opportunities for families.

Overall, respondents' feedback highlights strengths to build on and areas where the UTVA-HS team could explore additional strategies to strengthen connections with students and families. A full breakdown of responses is available in Appendix B.

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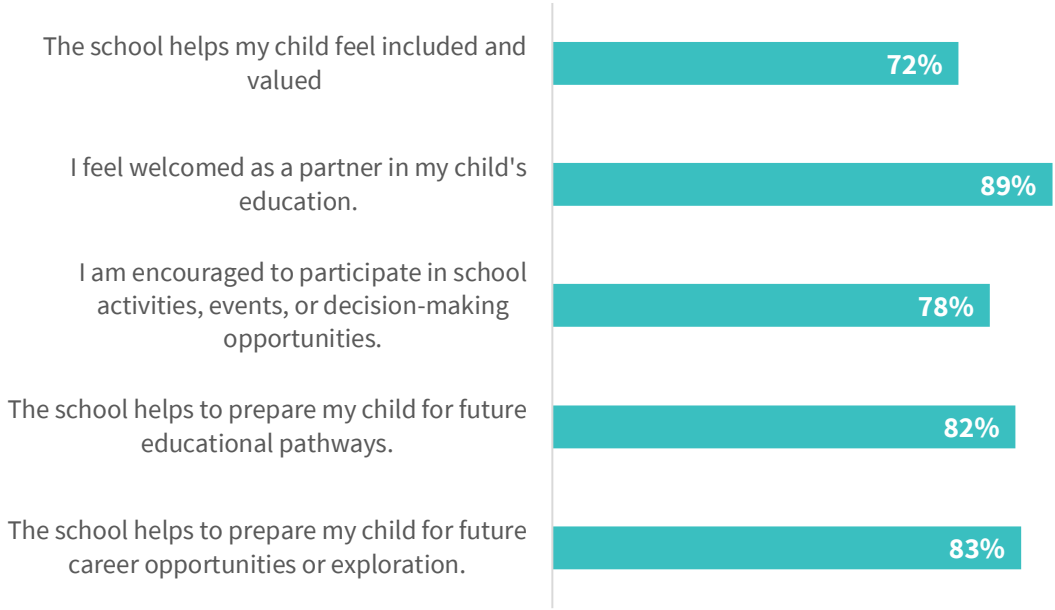
Figure 22. Family's perception of the culture and climate of UTVA-HS



Satisfaction with Communication

Families were also asked about their satisfaction with communication about different topics—too much, not enough, or just right. Figure 23 below reflects responses from UTVA-HS families and caregivers about the types of communication they receive from the school. Most respondents reported receiving regular updates about general school information (94%), attendance (94%), and ways to support their child's learning (89%). Communication about assignments and family events also received strong ratings (83%). While still positive, slightly fewer respondents (78%) indicated they receive updates on academic progress and positive news about their child, highlighting an opportunity for the school to increase strengths-based, student-specific communication. Overall, the responses suggest that families who completed the survey feel well-informed and supported.

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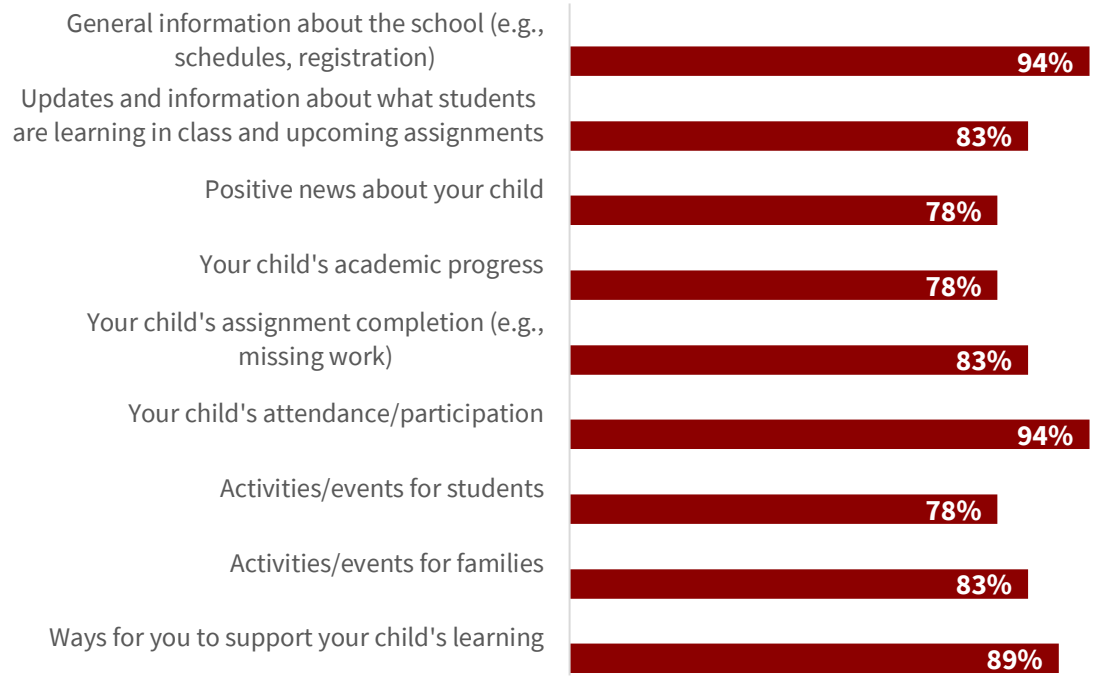
Figure 23. Families' satisfaction with communication at UTVA-HS



Open-Ended Survey Responses

What are the school's strengths in supporting your child's learning and success?

A small number of UTVA-HS parents and caregivers provided open-ended responses about the school's strengths in supporting their child(ren)'s learning journey. Their feedback highlights appreciation for the school's flexible learning model and the consistent communication and updates families receive about student progress. The full set of responses can be found in Appendix B.

What could the school do better to support your child's learning and success?

Of the nine respondents who answered the open-ended question about how UTVA-HS could better support their child(ren)'s learning and experience, a few shared comments on the accessibility of academic requirements, grades, and program offerings. Two respondents also suggested increasing interactive opportunities or connection time for students to help strengthen engagement. Although this is a small number of responses, it provides an opportunity to consider and explore whether more families and caregivers may have similar experiences or perspectives around these areas.

Appendix B has the complete list of open-ended responses.

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CNA Rubric Ratings

In this section, we summarize the UTVA-HS CNA findings in a way that aligns with the USBE Center for Continuous School Improvement resources. The rating system is described in Table 9 and the ratings summary is presented in Table 10. This summary includes the detailed evidence and rubric ratings for each domain and indicator, including the evidence from document reviews, interviews, focus groups, and classroom observations.

Table 9. Description of CNA Rubric Rating Scale

Rating	Description
Minimal	Identifies key areas that need more focused improvement efforts
Partial	Represents areas to enhance and extend current improvement efforts
Sufficient	Pinpoint's quality practices that meet the Standards
Substantial	Demonstrates noteworthy practices producing clear results that exceed expectations

Table 10. Summary of UTVA-HS CNA Rubric Ratings

CNA Rubric Components	Rating
Domain 1: Leadership	
1A: Prioritize improvement and communicate its urgency	
1A1: The principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	**Sufficient**
1A2: The principal intentionally distributes school leadership roles, convenes the school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	**Sufficient**
1B: Monitor Short- and Long-Term Goals	
1B1: School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge.	**Partial**
1B2: The principal monitors the implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	**Sufficient**
1B3: Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	**Partial**
1C: Customize and Target Support to Meet Needs	
1C1: The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, and scheduling).	**Sufficient**

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CNA Rubric Components	Rating
1C2: The principal regularly analyzes disaggregated data to inform decision-making and allocating school resources (time, human, and fiscal) to improve student achievement.	**Sufficient**

Domain 2: Talent Development	
2A: Recruit, develop, retain, and sustain talent	
2A1: The principal operates a transparent system of procedures for recruiting, placing, evaluating, and retaining or replacing staff.	**Sufficient**
2A2: The principal consistently matches candidate competencies with school priorities and needs.	**Sufficient**
2B: Target professional learning opportunities	
2B1: Professional learning is differentiated, based on the needs of instructional staff and student performance data, to promote more profound knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	**Sufficient**
2C: Set clear performance expectations	
2C1: The principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	**Partial**

Domain 3: Instructional Transformation	
3A Diagnose and respond to student learning needs	
3A1: Teachers assess student progress frequently, using various assessments aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	**Sufficient**
3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	**Partial**
3A3: Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	**Partial**
3A4: Students regularly monitor and track their academic progress toward clearly established benchmarks and standards.	**Partial**
3B Provide rigorous evidence-based instruction	
3B1: Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all school grade levels and/or departments.	**Partial**
3B2: Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide all students equitable access to the Utah Core Standards.	**Partial**
3C Remove barriers and provide opportunities	
3C1: The school offers each student equitable opportunities to enroll in and complete rigorous coursework. The percentage of students	**Sufficient**

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Domain 3: Instructional Transformation	
participating in rigorous coursework mirrors the overall school demographics.	
3C2: Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	**Sufficient**

Domain 4: Culture Shift	
4A Build a strong community intensely focused on student learning	
4A1: Principals and teachers have high expectations for students and themselves.	**Sufficient**
4A2: School leadership regularly celebrates the short-term success of students and teachers while keeping the focus on long-term achievement and growth.	**Sufficient**
4A3: Professional learning programs for teachers promote the implementation of evidence-based parent and family engagement strategies.	**Partial**
4A4: The school systematically engages families in their child's academic success, promoting a successful home/school collaborative effort.	**Sufficient**
4A5: The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	**Sufficient**
4A6: The school implements structures, policies, and routines for effective, focused, and collaborative work.	**Sufficient**
4B Solicit and act upon stakeholder input	
4B1: School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	**Sufficient**

Below are the detailed CNA rubrics with the evidence of strengths and opportunities for improvement in each area, as well as indicators based on the information gathered across all data sources.

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Domain 1: Leadership

DOMAIN 1: LEADERSHIP			
1A: Prioritize improvement and communicate its urgency			
1A1. Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.			
Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The principal does not collaboratively develop a clear vision for the school's direction or meaningfully engage the school community to support it.	Principal either collaboratively develops a clear vision for the school's direction or meaningfully engages the school community to support a vision, but does not do both.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it.	Principal collaboratively develops a clear vision for the school's direction and meaningfully engages the school community to support it. Interested parties (staff, families, students, community partners, etc.) can articulate the vision and its meaning.
SOURCES Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ UTVA HS leader and faculty meeting agendas and minutes ▪ Family and community engagement meeting agendas ▪ School vision is posted on the website ▪ Discussions with families, students, and faculty about the school's vision.	**Strengths:** ▪ The School Improvement Planning (SIP) Team has actively supported the implementation of the SIP and promoted school improvement efforts. ▪ The high school leadership team has invested significant time and resources in new online programs designed to enhance instructional support and streamline resources for students and families. ▪ The high school leadership team requested and was fully engaged in the Comprehensive Needs Assessment process as part of the continuous improvement culture of the school. ▪ UTVA has invested significant time and resources to build a core leadership team that supports the implementation of school improvement efforts.	
		There is an opportunity to: ▪ Continue to promote clarity around the school's vision and ensure that all interested parties are able to articulate the vision and its meaning.	

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DOMAIN 1: LEADERSHIP

1A: Prioritize improvement and communicate its urgency

1A2. Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on curriculum, instruction, and professional learning issues.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal does not distribute school leadership roles, convene a school leadership team, or share leadership responsibilities and decision-making on curriculum, instruction, and professional learning issues.	Principal ineffectively distributes school leadership roles, occasionally convening school leadership team to share leadership responsibilities and decision-making on curriculum, instruction and professional learning issues.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on curriculum, instruction, and professional learning issues.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning leading to improved teacher effectiveness.

SOURCES
Bold all that apply:

- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:

- UTVA HS leader and faculty meeting agendas and minutes
- Organizational chart
- Policies regarding how professional learning opportunities are aligned with SIP goals.
- Data file showing how professional learning opportunities lead to improved educator effectiveness.

Strengths:

- UTVA HS leaders empower, promote, and trust teachers (e.g., agency and autonomy)
- All teachers reported engaging in PLCs.

There is an opportunity to:

- Continue to clarify and deepen shared understanding of the leadership model (e.g., different roles and responsibilities of the leadership team).
- Continue to document how distributed leadership roles and responsibilities and decision-making on curriculum, instruction, and professional learning lead to improved teacher effectiveness.

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DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

1B1. School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The improvement plan is out of date and does not include current milestones to gauge progress.	School leadership develops an improvement plan that includes goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.	School leadership develops and regularly updates an improvement plan that includes short- and long-term goals with milestones to gauge progress leading to timely completion of milestones and goals or mid-course corrections.

SOURCES
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- UTVA HS faculty meeting agendas and minutes
- UTVA HS SIP Team agendas and notes
- Updated SIP document
- Documentation of celebrations and successes of progress towards SIP goals
- Documentation of adjustments to SIP goals and strategies based on timely data.

Strengths:
- Most teachers and staff could describe the school's short- and long-term goals from the current SIP.
- Several teachers reported participating on the SIP committee or SIP subcommittees.
- The principal reported that PLC goals are directly tied to SIP goals.
- SIP includes goals in different domains: instructional strategies, student engagement, PLCs, and data-driven outcomes.
- SIP progress is reviewed monthly with staff.

There is an opportunity to:
- There is an opportunity to identify and implement specific goals with measurable indicators and benchmark.
- Continue celebrating incremental progress towards SIP goals using formative assessment data and other evidence shared in SIP team and faculty meetings.
- Model and document (notice, name, and nurture) the use of formative data to make mid-course corrections with your SIP team and faculty (Documentation can include SIP team and faculty meeting agendas, data team minutes, etc.).

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		▪ Include the current school year's SIP plan on the school website, including regular updates on incremental successes/progress towards goals.

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DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

1B2. The principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The principal does not monitor implementation of improvement strategies or make changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies or makes changes to personnel, programs, and methods to keep efforts on track, but does not do both.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track leading to documented and improved student academic outcomes.

SOURCES
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Principal's PLC notes documenting effectiveness of improvement strategies
- List of teachers completing LETRS professional learning course.

Strengths:
- School leaders hold regular SIP meetings, reviewing evidence of progress towards goals.
- School leaders have made a strong investment in CTE programs and pathways.
- School leaders invest in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles.

There is an opportunity to:
- Continue prioritizing instructional coaching cycles and informal classroom observations as key drivers of individual, team, and schoolwide growth, particularly for SWD and MLs. (Also, with 2B1)
- Continue to build a collective understanding of expectations for instructional design and delivery (asynchronous and synchronous)
- Continue to document how implementing improvement strategies and changes to personnel, programs, and methods lead to improved student academic outcomes.

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DOMAIN 1: LEADERSHIP

1B: Monitor short- and long-term goals

1B3. Principal communicates progress on improvement goals and student achievement to appropriate interested parties.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal does not communicate progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal inconsistently communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups using multiple media.

SOURCES
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Family newsletter
- Community newsletter
- Board of Directors Updates
- Student celebrations/announcements

Strengths:
- Regular SIP and faculty meetings are in place to review SIP plans and progress with teachers.

There is an opportunity to:
- Consistently share progress on improvement goals and student achievement with other audiences, such as family newsletters, community announcements and other public forums.

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DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

1C1. The LEA grants school leader's reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The LEA does not grant school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders limited autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling) leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Board meeting minutes
- Roles and responsibilities description for K12 partnership

Strengths:
- School leaders report increased autonomy and support from the K12 team over the past few years. During the 2024-25 school year, the K12 team changed their role significantly, continuing to provide support and resources with less day-to-day management.

There is an opportunity to:
- Document, acknowledge, and celebrate changes in student academic outcomes during the 2025-26 school year (the first full year of implementation of new educational resources and platforms).

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DOMAIN 1: LEADERSHIP

1C: Customize and target support to meet needs

1C2. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal does not analyze disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal inconsistently analyzes disaggregated data to inform decision- making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Documentation of data discussions leading to decisions/allocation of school resources.
- Documentation of features of new online systems and how they will lead to improved student outcomes.
- Documentation of instructional coaching cycles

Strengths:
- Systems and structures (e.g., PLCs, SIP committees, etc.) for regularly reviewing formative and summative data to identify students' learning needs.
- The leadership team has invested significant time and resources into new online systems to enhance instructional support for students and families.
- The leadership team has invested school resources in intentional instructional coaching systems and structures to support improved instructional practices and student outcomes (e.g., USBE Coaching Endorsement program, formal instructional coaching cycles) (Also with 1B2)
- The school has a data coordinator to organize and lead regular reviews and analyses of data.

There is an opportunity to:
- Continue to document specific details related to the intentional allocation of resources (data that informed decisions, timing, monetary and personnel investment, etc.) to track alignment with improved student academic outcomes.

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DOMAIN 2: TALENT DEVELOPMENT			
2A: Recruit, develop, retain, and sustain talent			
2A1. The principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.			
Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐

Principal does not have an effective system for recruiting, placing, evaluating, retaining or replacing staff. The school does not provide sufficient support for new teachers.	Principal operates a system of procedures for recruiting, placing, evaluating, retaining or replacing staff that does not meet the needs of the school. The school provides minimal support to new teachers in their first years of teaching.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff leading to the retention of qualified, effective staff.
SOURCES: Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ Staff/faculty retention data ▪ Staff/faculty reporting of UTVA leaders' recruitment and retention strategies	**Strengths:** ▪ 93% of UTVA-HS teachers that participated in individual interviews for the Comprehensive Needs Assessment have been teaching for over four years. 60% of those interviewed have been teaching for over seven years. ▪ UTVA leaders recruit and retain high school teachers who are open to new, innovative ideas and strategies to engage students and families regarding coursework completion, credits earned for graduation, and college/career readiness skills. ▪ Teachers and staff report feeling valued, respected, and trusted by school leadership. They report that they are encouraged to share their ideas and opinions, and school leaders often implement these ideas.	
		There is an opportunity to: ▪ Formalize a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff, leading to retaining qualified, effective staff.	

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DOMAIN 2: TALENT DEVELOPMENT

2A: Recruit, develop, retain, and sustain talent

2A2. Principal consistently matches candidate competencies with school priorities and needs.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal fills vacancies with candidates who are minimally-qualified.	Principal considers candidates' competencies when filling vacancies.	Principal consistently matches candidate competencies with school priorities and needs.	The principal consistently matches candidate competencies with school priorities and needs and uses interview techniques specifically designed to reveal competencies that lead to the retention of qualified staff.
SOURCES: Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ Written interview protocol ▪ District hiring and transfer policies	**Strengths:** ▪ School leadership has a strong understanding of their school needs and seeks educators that will align with the vision and understands the demands of the virtual school learning environment. ▪ The school leadership team has a plan to build capacity of the educators and staff to support their ML students by getting an endorsement. **There is an opportunity to:** ▪ Formalize interview techniques specifically designed to reveal competencies leading to the retention of qualified staff. ▪ Document how matching candidate competencies to school priorities and needs leads to the retention of qualified staff.	

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DOMAIN 2: TALENT DEVELOPMENT

2B: Target professional learning opportunities

2B1. Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Professional learning is not differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards. It Is not effective, evidence-based, content-specific pedagogy.	Professional learning is occasionally differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on the needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.	Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Teachers are prepared to meet student needs through specific professional learning
- Student achievement data
- Teacher performance data
- Agendas and minutes from professional learning sessions focus on content and differentiation appropriate to grade level
- Professional learning is not LEA-mandated
- Professional learning directing connects to student achievement

Strengths:
- Teachers and staff reported participating in high-quality professional learning opportunities.
- School leaders offer and support teachers' participation in differentiated professional learning opportunities to further their professional expertise and instructional effectiveness for students.
- The UTVA high school Teachers Teaching Teachers (TTT) model supports the growth and development of teacher leadership and builds on the collective knowledge and skills among the staff and faculty.

There is an opportunity to:
- Continue developing a shared vision and framework for PCBL for the online environment.
- Explore additional ways to use disaggregated student learning data in PLCs to inform instructional decisions and support student success.

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DOMAIN 2: TALENT DEVELOPMENT		
2B: Target professional learning opportunities		
	▪ Continuous instructional feedback for teachers	▪ Explore professional learning opportunities focused on the appropriate use of AI in the classroom while maintaining high expectations of academic integrity and rigor. ▪ Provide intentional professional learning opportunities to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy. ▪ Collect timely professional learning implementation data as a possible driver for improved student academic outcomes.

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DOMAIN 2: TALENT DEVELOPMENT

2C: Set clear performance expectations

2C1. Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leader does not communicate clear goals for employees' performance that reflect the established evaluation system and does not facilitate exits of underperforming employees.	School leader communicates goals for employees' performance in ways that may not reflect the established evaluation system or facilitate the exit of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees leading to the retention of effective staff who meet the school needs.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- A procedure is followed to ensure quality teaching
- Teacher evaluation system and data
- Clear performance expectations are communicated to teachers
- Documentation of meetings
- Documentations of observation feedback
- Teacher retention data

Strengths:
- UTVA HS leaders have a clear vision that students be college and career ready.
- UTVA HS provides a flexible learning structure through both synchronous and asynchronous opportunities to meet the needs of their student population.
- Increasing HS teacher retention signals higher staff morale/sense of belonging.

There is an opportunity to:
- Continue to champion and support the implementation of the school improvement goals through more frequent observation and feedback cycles.
- Continue to promote clarity regarding the roles and responsibilities of the HS leadership team, especially as it relates to instructional improvement.

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Domain 3: Instructional Transformation

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3A: Diagnose and respond to student learning needs			
3A1. Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.			
Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Teachers minimally assess student progress, using assessments that are not aligned with Utah Core Standards. Assessment data are not used to plan for continuous improvement for each student.	Teachers assess student progress occasionally, using assessments that are not purposefully aligned with Utah Core Standards. Assessment data are occasionally used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Teachers assesses student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student leading to documented and improved student academic outcomes.
SOURCES: Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ PLC agendas and minutes ▪ Data meeting agendas and minutes ▪ Sample Common Formative Assessments	**Strengths:** ▪ Increased use of data (e.g., course completion rates) to support student progress toward course completion ▪ Notable progress in strengthening instructional practices through the evolving course framework in Canvas, the integration of personalized, competency-based learning (PCBL) strategies, and an increased emphasis on aligning synchronous and asynchronous instruction with essential standards ▪ Many pockets of success in student achievement outcomes, including Science proficiency coming close to the state average in 2023-24.	
		There is an opportunity to: ▪ Continue to use student learning data to ensure mastery of or progress toward essential standards, aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why) to diagnose and respond to specific instructional needs (particularly for SWD and MLs)	

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A2. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Instructional staff does not provide additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	Instructional staff occasionally provides additional instruction, intervention, and enhanced learning opportunities, as needed, for improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed, for continuous improvement for each student.	Instructional staff consistently provide additional evidence-based instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student leading to documented and improved student academic outcomes.

SOURCES
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Opportunities for extra support (e.g. summer school, extended day, etc.)
- Interventions by counselors, tutors, peer tutors, etc.
- Programs designed to help parents assist their children with homework
- Use of student outcome data for decision making and placement in after school programs
- Attendance logs, time logs
- Student evaluation reports
- Programs for high achieving students

Strengths:
- Mentors contribute to a collaborative system designed to support all students' academic success (liaisons among teachers, counselors, students, and families, scheduling meetings, communicating progress or concerns, and working with families to communicate ways they can support their children at home).
- Flexible online learning environment to support a wide range of student learning needs (also echoed by families as a strength)

There is an opportunity to:
- Continue to increase the consistency of differentiated instructional opportunities for students based on their learning needs
- Document specific interventions and instructional strategies that lead to improved student outcomes.
- Continue to focus on inclusionary practices to support students with disabilities.

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		▪ Strengthen instructional strategies to support the growing population of Multilingual students (MLs) (these strategies can also be effective with other students)

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A3. Instructional staff provides specific, constructive, academic, and behavioral feedback to students.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Instructional staff does not provide specific, constructive, academic, and behavioral feedback to students.	Instructional staff occasionally provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students leading to documented, academic growth of individual students.
SOURCES: Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ Student report cards are easily understood by parents and students ▪ Students use feedback to improve performance ▪ Observed equitable feedback to all students. ▪ Use of peer feedback ▪ Verbal feedback that is specific, timely, and purposeful	**Strengths:** ▪ The UTVA-HS has some clear and strong structures to support students and families about the progress of their child(ren)'s class engagement, attendance, and learning. This is particularly clear through the student mentors that consistently monitor and track student engagement. **There is an opportunity to:** ▪ Define, communicate and re-enforce high expectations and provide feedback with regards to their students' academic performance during classroom instruction. ▪ Document evidence of specific feedback leading to academic growth for individual students. (This can also be a part of students' individual tracking of data and monitoring progress towards their own goals, 3A4)	

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

3A4. Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Students do not monitor and track their own academic progress towards clearly established benchmarks and standards.	Students occasionally monitor and track their own academic progress towards clearly established benchmarks and standards.	Students regularly monitor and track their own academic progress towards clearly established benchmarks and standards.	Students systematically monitor and track and can articulate their own academic progress towards clearly established benchmarks and standards. There is evidence that students and teachers collaboratively make plans to improve student learning.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Student progress charts and graphs
- Student use of portfolios to monitor their own academic progress.
- Formal and informal teacher/student conversations about performance
- Students can articulate their goals and progress

Strengths:
- Intentional collaboration among general education and special education teachers to review formative data and identify effective strategies to support students with disabilities (SWD)

There is an opportunity to:
- Support students in setting individual learning goals and monitoring their own progress towards these goals.

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

3B1. Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Curriculum and interventions are not horizontally and vertically aligned with the Utah Core Standards and are not evident at all grade level and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards or evident at all grade levels and/or departments in the school, but not both.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Curriculum and interventions are horizontally and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school. Staff can articulate how alignment informs instruction.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Lessons are aligned with Utah Core Standards
- Teachers use evidence-based practices aligned with Core
- Interventions are aligned with Utah Core
- Curriculum maps align standards, curriculum, instruction, assessment and pacing guides
- Textbook adoptions procedures align to Utah Core
- Similar content delivered in all classrooms in each grade level and content area

Strengths:
- Teachers described engaging in vertical PLCs monthly.
- Teachers described designing instruction based on essential standards.
- The school's shift toward proficiency-based learning has focused more on students' proficiency of essential standards.

There is an opportunity to:
- Teachers report in the self-assessment that there is an opportunity to strengthen their alignment of standards-aligned curricula that supports rigorous, mastery-based learning experiences for students.

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

3B2. Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Instructional staff does not use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Some instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards, resulting in improved achievement for all students.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Students work in differentiated small groups to address performance.
- Teachers use a variety of presentation strategies (e.g., lecture, demonstration, lab, etc.)
- Use of disaggregated, longitudinal student achievement data to drive and differentiate instruction.
- Teachers monitor small groups.
- Technology is available and used appropriately to differentiate instruction

Strengths:
- Teachers leverage technology and pedagogical approaches to provide students with opportunities for individualized learning experiences.
- Some teachers described using data to identify student learning gaps and to reteach as needed.

There is an opportunity to:
- Based on classroom observations and the staff self-assessment, there is an opportunity to support the professional learning of educators and support staff to provide differentiated instruction for students, with a specific focus on SWD and MLs.
- Identify clear documentation strategies to track the growth and progress of students with disabilities and MLs.

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

3C1. The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school does not provide each student with equitable opportunities to enroll in and complete rigorous coursework.	The school provides each student with limited opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework does not mirror the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students successfully completing rigorous coursework mirrors the overall school demographics.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Gifted and Talented (or similar) program
- Counselor/teacher records show individual student progress towards goals
- Master schedules for class availability
- Families can speak to areas where students lack progress towards goals
- Classroom/teacher evaluations

Strengths:
- Asynchronous learning options increase access to instruction, particularly for students who have not been successful in other educational settings.
- The Multilingual Learner (ML) Endorsement course will be available to all teachers and staff during the winter of 2025.
- The school has adopted curricula that provide differentiated planning options to support different learning needs (interventions and extensions)

There is an opportunity to:
- Continue to use PLC/data meeting time for intentional, collaborative discussions to ensure all students' individual learning needs are met, including opportunities to enroll in and complete rigorous coursework.

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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

3C2. Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Teachers do not teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers inconsistently teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions leading to documented positive school culture and climate.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- There is a school-wide behavior plan
- There are school-wide rules and expectations
- Behavior expectations are reviewed during classes
- Defined set of rewards for positive actions
- Fewer documented behavior incidents
- Culture and climate survey

Strengths:
- Teachers model and reinforce positive behaviors through intentional and specific feedback.

There is an opportunity to:
- Continue to teach and reinforce positive social skills, self-respect, relationships, and responsibility while also documenting how this leads to a positive culture and climate within the high school.

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Domain 4: Culture Shift

DOMAIN 4: CULTURE SHIFT			
4A: Builds strong community focused on learning			
4A1. Principal and teachers have high expectations for students and themselves.			
Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Principal and teachers do not have high expectations for students and themselves.	Principal and teachers have high expectations inconsistently for themselves and for some students.	Principal and teachers have high expectations for students and themselves.	Principal and teachers have high expectations for students and themselves leading to documented and improved student academic outcomes.
SOURCES: Bold all that apply: ▪ Teacher Interview ▪ Leader Interview ▪ Family Focus Group ▪ Student Focus Group ▪ Documentation ▪ Observation	**POSSIBLE EVIDENCE:** ▪ School mission statement includes high expectations ▪ School leadership frequently discusses and revisits high expectations. ▪ School-wide goals represent high expectations and rigor ▪ Classroom activities and classwork are challenging ▪ An accountability process is in place to hold staff and students accountable for their work	**Strengths:** ▪ Culture of support, respect, and collaboration among leaders and staff (i.e., feedback for continuous professional growth, sharing of ideas, questions, and concerns) **There is an opportunity to:** ▪ Celebrate the successful implementation of Canvas and other tools/platforms and celebrate important milestones with faculty and staff during the 2025-26 school year. ▪ Continue to encourage faculty and staff to focus energy within their “sphere of influence" (delivering strong instruction and cultivating a rigorous, supportive learning environment) while minimizing distractions tied to areas beyond their control.	

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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A2. School leadership regularly celebrates short-term successes of students and teachers while focusing on long-term achievement and growth.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leadership does not celebrate short-term successes of students and teachers and does not keep the focus on long-term achievement and growth.	School leadership occasionally celebrates short-term successes of students and teachers and may not keep the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Written short- and long-term goals, with documented progress
- Whole school and/or classroom celebrations for progress towards SIP goals
- Progress on SIP goals are shared with families and students
- Principal and faculty reinforce positive behavior and academic achievement
- Formal and informal recognition for students and teachers

Strengths:
- The SIP team meets regularly to monitor and document progress towards schoolwide goals.
- School leaders, the SIP team, and faculty can articulate and discuss current SIP goals focused on long-term achievement and growth.

There is an opportunity to:
- Continue to celebrate short-term successes of students and teachers among larger UTVA audiences (community members, Board of Directors, etc.)
- Develop sustainable processes and structures to document how celebrations of short-term successes and the focus on long-term achievement and growth lead to improved student academic outcomes.

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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A3. Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
Professional learning programs for teachers do not address evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies to a limited extent.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies leading to increased parent and family engagement.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Documentation of professional learning opportunities focused on meaningful family and community engagement
- Family activity/meetings attendance records
- Dual capacity framework for family engagement is being implemented

Strengths:
- Ongoing professional learning opportunities for faculty/staff to promote the implementation of family engagement strategies.

There is an opportunity to:
- Support the staff and teachers to gain the knowledge on effective, research-informed strategies that strengthen family collaboration.
- Implement a sustainable system of documentation that connects the implementation of evidence-based family engagement strategies with increased family engagement.

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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A4. The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school does not attempt to engage families in the academic success of their child.	The school attempts to engage families in the academic success of their child with no clear vision or goal in engagement.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort leading to increased parent and family engagement.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- School website with pertinent family information
- School newsletter
- Schedule of family engagement activities
- A clear policy and procedure for communicating with families

Strengths:
- UTVA HS partnership with families as "Learning Coaches" of students outside of traditional class time
- UTVA HS Mentor team serves as a liaison between family learning coaches and classroom teachers.

There is an opportunity to:
- Continue to promote and document successful home/school partnerships leading to increased parent and family engagement.

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DOMAIN 4: CULTURE SHIFT

4A5: Builds strong community focused on learning

4A5. The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school does not maintain positive, encouraging classroom and school culture where students feel safe and supported.	The school attempts to maintain a positive, encouraging classroom and school culture where most students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- An effective system in place to gather and share feedback
- Documentation with feedback from interested parties is used to make necessary changes to improve school and/or classroom culture
- Schoolwide behavior plan
- Anti-Bully Policy
- Emergency Procedures handbook
- Safety policy and procedures are practice

Strengths:
- Students appear comfortable engaging with teachers and peers during classes.
- Teachers /staff were observed reviewing behavioral expectations with students at the beginning of classes.
- Teachers/staff were observed offering positive feedback and encouragement to students frequently during classes.

There is an opportunity to:
- Maintain a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.

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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

4A6. The school implements structures, policies, and routines for effective, focused, and collaborative work.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
The school does not implement structures, policies and routines for effective, focused, and collaborative work.	The school inconsistently implements structures, policies and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work.	The school implements structures, policies, and routines for effective, focused, and collaborative work leading to documented and improved student academic outcomes.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- There are explicit and clear expectations for staff participation in focused, collaborative work
- PLC meeting agendas and minutes
- Effective lessons/unit plans
- Examples of common formative assessments
- Evidenced-based Interventions informed by student data

Strengths:
- Many teachers described PLCs as effective.
- Multiple PLC groupings exist (e.g., grade level, content area/vertical, etc.)
- Many teachers described analyzing student data during PLC time, which they used to determine students' instructional needs.
- Trackers and tools are in place for teachers to record student data and share it amongst teams.

There is an opportunity to:
- Ensure all teachers feel part of an effective PLC group, particularly those who do not teach core-content subjects.
- Ensure that all PLC teams operate effectively (e.g., with clear protocols, data use, etc.)

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DOMAIN 4: CULTURE SHIFT

4B: Solicit and act upon stakeholder input

4B1. School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.

Minimal ☐	Partial ☐	Sufficient ☐	Substantial ☐
School leaders do not attempt to solicit or use stakeholder feedback.	School leaders solicit and use some stakeholder feedback.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives resulting in documented instances where feedback has been implemented to improve school improvement initiatives.

SOURCES:
Bold all that apply:
- Teacher Interview
- Leader Interview
- Family Focus Group
- Student Focus Group
- Documentation
- Observation

POSSIBLE EVIDENCE:
- Documented focus group responses
- Feedback from suggestion boxes
- Confidentiality policy and procedures
- Minutes from SCC meetings
- Minutes from PTA Meetings

Strengths:
- The principal described gathering feedback from family members who participate in family committee meetings.
- The principal described administering feedback surveys to students and family members and reviewing this survey data during SIP meetings.
- The principal explained that the SIP team uses feedback from staff, families, and students on previous years' SIP goals and the UEPC needs assessment to inform the upcoming school year goals.

There is an opportunity to:
- Utilize various methods (e.g., suggestion boxes, surveys, discussions, family events) to gather feedback from a variety of stakeholder groups (e.g., students, families, etc.) to inform school priorities and initiatives.
- Communicate with interested parties on how their feedback was used to inform school priorities and initiatives.

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Summary of Strengths and Opportunities

As the UEPC and the UTVA leadership teams began planning the Spring 2025 CNA, they revisited the findings and recommendations from the 2021 UTVA High School CNA. In studying the previous CNA report and collecting and analyzing data for the current CNA, they identified the following areas of significant growth and improvement since 2021.

- ✓ Strengthening **multiple pathways** for students to learn and demonstrate mastery
- ✓ Developing **differentiated supports** and interventions to help students stay on track to **graduation**
- ✓ Improving **communication** and **engagement** with **families**
- ✓ Representativeness and capacity of the **SIP Team** to drive **implementation** and **improvement**
- ✓ Using **disaggregated data** for **improvements** and allocation of time, human, and fiscal resources
- ✓ Creating **professional learning opportunities** that are **differentiated** and **aligned** with school goals

These areas were highlighted and celebrated with the UTVA high school leaders and faculty during the recent meeting to debrief the current CNA data and findings in May 2025. In addition to celebrating progress over the past four years, the UTVA high school leaders empowered the faculty to use the data from the current CNA to maintain this positive momentum as they used these current strengths and opportunities to inform the 2025-26 school improvement plan.

Building on the preliminary findings shared thus far in this report, we offer the following summary of the strengths and opportunities for improvement related to the Four Domains. These helped to narrow the focus for the highest priority areas that would likely have the greatest positive impact on student achievement, as the UTVA high school team voted on the priority strategies for 2025-26 during Phase 4.

Domain 1: Leadership

Strengths

- The SIP Team has actively supported the implementation of the SIP and promoted school improvement efforts.
- School leaders empower, promote, and trust teachers (e.g., agency and autonomy)
- School leaders have made a strong investment in CTE program and pathways.

Opportunities

- Continue to clarify and deepen shared understanding of the leadership model (e.g., different roles and responsibilities of the leadership team)

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- Continue to build a collective understanding of expectations for instructional design and delivery (asynchronous and synchronous)

Domain 2: Talent Development

Strengths

- Continued growth in the teacher experience level and retention rates at UTVA-HS
- Staff is dedicated, innovative, and open to new ways to support students and families
- There are many differentiated professional learning opportunities (TTT, Peer Learning Walks, Conferences) that staff find valuable.

Opportunities

- Continue developing a shared vision and framework for PCBL for the online environment
- Create more opportunities for collaborative feedback and instructional coaching
- Learn more ways to use disaggregated student learning data in PLCs to inform instructional decisions and support student success.

Domain 3: Instructional Transformation

Strengths

- Notable progress in strengthening instructional practices through the evolving course framework in Canvas, the integration of personalized, competency-based learning (PCBL) strategies, and an increased emphasis on aligning synchronous and asynchronous instruction with essential standards.
- Strong Career & Technical Education (CTE) program
- Many pockets of success in student achievement outcomes, including Science proficiency, coming close to the state average in 2023-24.

Opportunities

- Identify opportunities for the UTVA HS staff to engage in planning that supports the deep understanding of the standards and ways to ensure this transfers to differentiated, rigorous learning for all students.
- Continue to use student learning data to ensure progress toward essential standards, aligned with clear learning intentions, success criteria, and relevance (e.g., what, how, why)
- Continue to focus on inclusionary practices to support students with disabilities.
- Strengthen instructional strategies to support the growing population of Multilingual students (MLs) (these strategies can also be effective with other students)

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Domain 4: Culture Shift

Strengths

- UTVA HS mentors have come to play a critical role in supporting student engagement, credit recovery, college and career readiness (CCR), and communication, which is contributing to course completion.
- UTVA HS leadership, educators, and staff report high student learning expectations.

Opportunities

- Celebrate the progress made in implementing Canvas and other tools/platforms, and continue to mark and celebrate the important milestones next year
- Continue focusing energy within your "sphere of influence" by delivering strong instruction and cultivating multiple pathways for student learning while minimizing distractions tied to areas beyond your control.

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Priority Strategy Identification & School-Wide Faculty Voting Protocol

The UEPC shared an overview of the CNA findings, including the above strengths and opportunities, with the UTVA-HS leadership team on May 19, 2025. During this meeting, they also explored options for high-priority areas likely to have the greatest positive impact on student achievement based on the CNA findings. They then planned a presentation and discussion for the whole UTVA HS faculty to share these strengths and opportunities and identify priority strategies for the 2025-26 school year. This process for sharing the strengths and opportunities and exploring priority strategies to address needs for the 2025-26 school year is outlined in Table 11 below.

Table 11. Three-Step Process for Prioritizing Needs

Step 1	• Review CNA results with UTVA high school leaders to determine priority areas
Step 2	• Provide UTVA high school leaders with overview of priorities that are likely to have the greatest impact on student achievement
Step 3	• Develop school-wide presentation and discussion of CNA based on strengths and opportunities

On May 21, 20025, the UEPC team met with UTVA high school leaders and faculty to share the strengths and opportunities identified from the CNA as well as priority strategies discussed with the UTVA high school leaders on May 19. During this school-wide discussion, the UEPC emphasized the following focus question for the faculty to consider as they reviewed possible priority strategies: "*Which of these strategies, if addressed and implemented appropriately, will have the greatest positive impact on student achievement at UTVA high school*?" After individual reflection, the faculty was asked to vote for their top three priority strategies using the Mentimeter platform. This process for faculty voting is outlined below in Table 12.

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Table 12. School-Wide Voting Protocol

Review	• **Review** the top priority strategies identified by the UEPC and UTVA high school leaders
Engage	• **Engage** faculty in discussion about the priority strategies that will be most important to improve student achievement
Vote	• **Vote** for what faculty think are the top three most important priority strategies for 2025-26 using Mentimeter
Agree	• Collectively discuss and **agree** on the top 3 priorities with the most votes to guide the 2025-26 school improvement plan

Upon completion of the voting process, the following rank-ordered priorities were collectively agreed upon for UTVA high school's 2025-26 school improvement plan.

1. Continue to craft UTVA's vision for Personalized, Competency-Based Learning (PCBL) in synchronous and asynchronous online settings, including how to leverage AI in the process.
2. Continue to refine the Canvas course framework to consistently support standards-aligned synchronous and asynchronous learning experiences.
3. Increase support and opportunities for students to set learning goals and track progress.

In July, the UTVA-HS leadership team will convene to develop their 2025-26 School Improvement Plan, which will include specific strategies for each of these priority areas, as well as clear milestones and concrete action steps that will support the high school team in strengthening the focus areas identified by the faculty.

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Appendix A: Self-Assessment Survey Results

Below are the results from the online self-assessment survey that was administered to all UTVA-ES faculty and staff. 28 members of the staff at UTVA-ES completed the self-assessment survey. The self-assessment asks faculty to rate their school along the four domains of school improvement—Leadership, Talent Development, Instructional Transformation, and Culture Shift. The self-assessment uses the following ratings: strongly disagree, disagree, neither agree/disagree, agree, strongly agree.

Staff Self-Assessment Survey Responses

Leadership

Monitor short- and long-term goals	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Total
Our school has a clear vision focused on improving student learning.	5%	5%	14%	29%	48%	21
School leaders consistently communicate clear expectations for instructional excellence.	5%	14%	14%	48%	19%	21
School leaders distribute leadership roles among the leadership team and staff for improvement efforts. There is a clear and effective delegation of responsibilities across the leadership.	5%	14%	14%	33%	33%	21
There is transparency in how schoolwide decisions are made.	10%	15%	5%	50%	20%	20

Prioritize improvement and communicate its urgency	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
School leaders support the co-creation of School Improvement Plans (SIP) that clearly outline short- and long-term goals.	5%	0%	10%	24%	62%	21
I understand the school's short- and long-term SIP goals.	5%	0%	10%	33%	52%	21
School leaders regularly emphasize and model the intentional use of data to monitor progress toward school goals.	5%	10%	10%	24%	52%	21
Progress updates are shared with stakeholders.	10%	0%	14%	29%	48%	21

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Customize and target support to meet needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have opportunities to provide input into school improvement planning.	19%	10%	5%	29%	38%	21
School leaders adjust supports (e.g., resources, schedules, materials, etc.) based on feedback from staff, students and families.	5%	14%	19%	24%	38%	21

Talent Development

Recruit, develop, retain, and sustain talent	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I am supported in developing my professional growth goals and action plans.	5%	0%	24%	48%	24%	21
I am supported in developing my teacher leadership skills.	10%	5%	14%	29%	43%	21
Staff recruitment efforts at our school prioritize alignment with school goals and values.	0%	14%	14%	24%	48%	21
New staff are provided with adequate onboarding and mentorship.	5%	0%	40%	30%	25%	20

Target professional learning opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I have professional learning opportunities that are differentiated to meet my needs and my students' learning needs.	5%	0%	0%	43%	52%	21
I have opportunities to learn from and observe peers.	10%	19%	14%	38%	19%	21
Our PLCs are supported with adequate time, guidance, and protocols.	5%	10%	10%	43%	33%	21
I receive regular feedback and coaching to support instructional practices and student learning.	19%	5%	29%	29%	19%	21

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Set clear performance expectations	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
There is a transparent system in place for evaluating and recognizing effective educators.	14%	14%	19%	29%	24%	21
Expectations for using evidence-based instructional practices and professional collaboration are clearly communicated.	10%	5%	10%	48%	29%	21
There is a culture of shared accountability for student outcomes.	5%	10%	14%	43%	29%	21

Instructional Transformation

Diagnose and respond to student learning needs	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
I plan lessons (both synchronous and asynchronous) with clear learning intentions and success criteria.	0%	5%	16%	32%	47%	19
My students can articulate what they are learning and why it matters.	5%	0%	21%	11%	63%	19
My students use a variety of methods to demonstrate their learning (e.g., mastery of core standards).	0%	5%	11%	32%	53%	19
The instructional materials that I use are aligned with Utah Core Standards.	0%	16%	32%	21%	32%	19
I provide opportunities for students to develop a deep understanding of the subject matter and apply that knowledge in complex situations (e.g., rather than just memorizing facts).	5%	0%	16%	32%	47%	19
My assignments and learning tasks for students require higher-order thinking and collaboration.	5%	0%	11%	21%	63%	19

Provide rigorous evidence-based instruction	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total

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I use different formative assessments to adjust instruction for my students in real-time.	5%	0%	11%	37%	47%	19
I differentiate instruction to meet the needs of diverse learners.	0%	5%	32%	47%	16%	19
I use data to identify and respond to student learning gaps and provide enrichment.	0%	5%	11%	42%	42%	19
My students regularly set learning goals and monitor their progress.	5%	0%	16%	16%	63%	19
I give academic and behavioral feedback to students that is timely, specific, and actionable.	5%	0%	11%	42%	42%	19
I provide scaffolds to support all learners, including MLs and SWDs.	0%	5%	32%	32%	32%	19

Remove barriers and provide opportunities	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
My students have opportunities to choose how they learn.	5%	0%	26%	42%	26%	19
I work collaboratively with my colleagues to ensure each student has equitable opportunities to complete rigorous coursework.	5%	0%	21%	26%	47%	19
Our school's systems (e.g., schedules, resources for families, staffing, interventions, course access, etc.) are designed to remove barriers and support student success.	5%	11%	16%	32%	37%	19

Culture Shift

Builds strong community focused on learning	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
As a school, we maintain high expectations for all students.	0%	17%	11%	39%	33%	18
Students feel valued and respected at our school.	6%	0%	0%	50%	44%	18
We have processes to recognize students for academic growth.	11%	6%	17%	44%	22%	18
I know my students well and build strong relationships with them.	6%	0%	0%	39%	56%	18

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Builds strong community focused on learning	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our staff has a sense of shared commitment to student success.	6%	6%	0%	28%	61%	18
We work together to ensure consistency in expectations for student behavior and engagement.	6%	11%	0%	44%	39%	18
Staff morale is high, and educators feel supported.	17%	11%	6%	33%	33%	18

Solicit and act upon stakeholder input	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school regularly solicits and uses feedback from students to make improvements.	6%	17%	17%	39%	22%	18
Our school regularly solicits and uses feedback from families to make improvements.	6%	22%	22%	28%	22%	18
Our school regularly solicits and uses feedback from staff to make improvements.	11%	11%	11%	39%	28%	18

Engage students and families in pursuing education goals	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Total
Our school intentionally helps students build skills to set goals, persist with tasks, reflect on their progress, adjust their learning strategies, and take ownership of their learning	6%	11%	17%	33%	33%	18
Our school actively involves families in planning and supporting their students' learning goals.	6%	11%	17%	44%	22%	18
Students understand and take ownership of their learning goals.	0%	22%	11%	39%	28%	18
Communication between school and home is two-way and ongoing.	0%	11%	11%	56%	22%	18
Our school taps community resources and expertise to expand students' understanding of potential careers and education options.	6%	6%	28%	50%	11%	18

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Open-Ended Staff Survey Reponses

Strengths in Supporting High Levels of Learning

In supporting all students to achieve at high levels, what are your school's greatest strengths?
Our school excels at giving students options to show mastery and tailoring the curriculum to individual needs.
Flexibility.
Getting plenty of resources for teachers to choose from.
Collaboration and self-leaders
We give them multiple ways for engaging in content.
PBIS
flexibility in meeting diverse learners' needs. We can be flexible with time spent, assignments and projects completed, modality of instruction, modality of responses, and more.
We provide an alternative way to educate students. We work to educate all students at their level.
One of our school's greatest strengths is its investment in professional development and tools that help us grow as educators. UTVA also fosters a culture of collaboration, encouraging teachers to share their strengths, ideas, and resources with one another. It's a supportive environment where we feel empowered to be creative in our teaching methods, allowing us to better meet the diverse needs of all our students.
We are very flexible in meeting student needs.
Teacher commitment is high and the level of learning offered is high
Removing barriers for students and families
Individualization
Because we are online, student can work from anywhere at any time. This gives them flexibility to complete schoolwork while also pursuing other activities, interests and even working to help support their families. We also have advanced coursework options for students who need it.
I feel that we work with students and their style of learning. Not every student learns the same, so we try to find what works for them!
We are always trying new things

Opportunities to Support Students to Achieve High levels of Learning

In supporting all students to achieve at high levels, what are your school's greatest challenges?
Challenges
Meeting the needs of a diverse population, many of whom are facing serious social and emotional challenges.
We work hard to make sure all students have an opportunity to be successful, however, the efforts we make to cater to students who have the most challenging engaging with school compete with any efforts for the students to achieve at a high level.
Attendance, when we dropped 2 days of instruction, we lost the ability to get students to attend class on either of those days and thus having a hard time coming to class on instruction days.
unengaged students

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We focus too heavily on grades and getting to passing instead of focusing on students actually learning the content.
In the high school, there is very little communication/support from administration. Changes are made suddenly with no explanation or warning and without an opportunity to provide input or ask questions. When there are concerns/questions, it is very difficult to know who to take them to or get them addressed. I have no opportunity to provide input and very little opportunity to be involved outside of teaching my content area. Ideas and offers to be involved or help with anything are rejected and dismissed without discussion. I am no longer offering ideas, asking questions, or volunteering for anything.
It's always been student engagement, but it's been particularly difficult this year. This difficulty has been in part because this year it was unilaterally decided by administration that students are only expected to attend live classes Tuesday-Thursdays, supposedly with Mondays and Fridays being more flexible as far as attendance and supposedly letting teachers focus on struggling learners. The effect of this has been that students are less likely to come to class at all. Struggling learners continue to not show up, and overall**,** there is just this strange push to have students pass a class by any means necessary. And sometimes those means include "work on this project and you'll pass the class. You can get to passing in 30 mins even though the students that are following along the whole term will spend hours over weeks of work." Which of course will only perpetuate the lack of effort the next term, because why put in hours and weeks of work when a student can take 8 weeks off and then finally respond to each teacher and get enough work done to be up to passing with half a day's work. I wish this circumstance were a one-off. But it is rampant across departments.
Students that are hard to engage. They are able to hide out and avoid us if they are not doing what they are supposed to.
We live in a time where AI tools designed to support educators and students are improving every day. I appreciate that UTVA is embracing many of these resources. One of our greatest challenges is keeping up with the rapid pace of change. I believe we would benefit from more professional development opportunities focused on how to effectively integrate and adapt to these evolving tools — not only for our own teaching practices but also to help our students learn how to responsibly and confidently use them as part of their learning experience. Additionally, as AI becomes more accessible to students, we need reliable tools and strategies to help prevent plagiarism and AI-generated copy-and-paste work, while also teaching students about academic integrity in a digital age.
Need to get the thoughts of our students and parents more, but responses are hard to come by
students are not held accountable**,** and attendance is not a priority**,** so it has affected their growth and progress
Lack of parental support and awareness
Engagement
Being an online school has the opposite effect as well. It is hard to engage students who won't log in or reply to us when we reach out. We work hard to engage these students, but it is very difficult if they just refuse to communicate with us.

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I feel like our biggest challenge is getting in contact with students/guardians that will not respond. We aren't able to just corner a student in class to ask them what we need to know. Unanswered emails and phone calls are our biggest barriers.
We struggle with attendance.

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Appendix B. Family Survey

School Leadership	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
UTVA has a clear vision focused on improving student learning.	5%	0%	0%	26%	68%	19
School leaders communicate important information clearly and regularly.	0%	15%	5%	10%	70%	20
I am informed about the goals the school is working toward.	5%	5%	15%	15%	60%	20
I know how to share feedback or concerns with the school's leadership.	5%	10%	5%	20%	60%	20
I believe my feedback as a parent or guardian is valued.	10%	0%	5%	25%	60%	20

Learning Experience and Instruction	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
My child receives timely and helpful feedback about their learning.	0%	6%	0%	35%	59%	17
The online lessons and assignments are clear and help my child understand the material.	0%	0%	6%	28%	67%	18
My child has opportunities to engage in interactive or meaningful learning activities (e.g., not just worksheets).	0%	0%	6%	22%	72%	18

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The school helps my child set and work toward learning goals.	0%	11%	0%	22%	67%	18
I believe the school supports my child in meeting high expectations.	0%	6%	6%	22%	67%	18
The school provides additional support if my child is struggling with learning.	0%	0%	6%	11%	83%	18
I know who to contact if my child needs help with technology, learning materials, or assignments.	0%	0%	6%	22%	72%	18

Culture and Family Engagement	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	Total
The school helps my child feel included and valued	0%	11%	17%	11%	61%	18
I feel welcomed as a partner in my child's education.	6%	6%	0%	22%	67%	18
I am encouraged to participate in school activities, events, or decision-making opportunities.	11%	0%	11%	22%	56%	18
The school helps to prepare my child for future educational pathways.	6%	0%	12%	24%	59%	17
The school helps to prepare my child for future career opportunities or exploration.	6%	6%	6%	22%	61%	18

How is the frequency of communication from the school about each of the following topics?	Not Enough	Just Right	Too Much	Total
General information about the school (e.g., schedules, registration)	6%	94%	0%	18

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Updates and information about what students are learning in class and upcoming assignments	17%	83%	0%	18
Positive news about your child	22%	78%	0%	18
Your child's academic progress	22%	78%	0%	18
Your child's assignment completion (e.g., missing work)	17%	83%	0%	18
Your child's attendance/participation	6%	94%	0%	18
Activities/events for students	17%	78%	6%	18
Activities/events for families	17%	83%	0%	18
Ways for you to support your child's learning	6%	89%	6%	18

Open-Ended family Survey Responses: Greatest Strengths

They are good to reach out if they are behind. They offer help sessions once a week.

The teachers are in constant communication and availability if help is needed.

Options for learning

The love that I get messages about how Kaleb is doing. The help they have not only give to Kaleb, but the help they have gave to me so that I can help Kaleb.

The availability of staff & faculty to answer all questions either both my daughter or myself.

Individualized learning paths

Repeated attempts to learn and show what was learned.

Plenty of time to do assignments and ask questions. Great at focusing on learning, rather than performance only (e.g. lots of tries on assignments, quick response from most teachers for questions, open to different ways of thinking/learning).

the flexibility of the online learning is good.

Open-Ended Family Survey Responses: Greatest Challenges

Nothing

Nothing

Information needed to help child prepare for college and what GPA is needed

I cannot think of anything, they are great!

More homework

Have outings and events for all students to be able to attend.

This year, I'm not sure if it was a change in websites or what, but I couldn't look up grades and graduate requirements like in the past. It wasn't as necessary to me this year because my student is a senior and has spent 9 years with UTVA, and they know how to find the info. I just asked them.

In-person interactions (e.g. socials, field trips, suggestions for us to expand her learning in a more hands-on way that match her lessons). Some teachers lack communication/planning skills (but not most). Stick with a platform for math rather than forcing students to learn several new platforms every quarter. More information/time to complete honors programs.

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My child was really interested in taking computer science-based classes through the Learning Pathways. Unfortunately**,** you cancelled these classes and assigned him other random classes that he was not really interested in (like Forensics). If you commit to offering a class to a student, then you need to follow through and actually let them take that class. If you are going to reassign them to a new class, then you need to let the student know which options are available. Don't just randomly assign the class.

Make sure parents can access the student's grades, classes, and assignments.

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Stratus HR

Putting the HUMAN back in Human Resources

UTAH VIRTUAL ACADEMY

October 1, 2025

Stratus HR Benefit Options

Benefits in this exhibit are confidential and are for illustrative purposes only.

		Current	Renewal Plan Option 2		Current	Renewal Plan Option 7		Current	Renewal Plan Option 9
SelectHealth Stratus Master Plan		**$1,000 Traditional**	**$1,000 Traditional**		**$1,600 QHDHP (Non-Embedded)**	**$1,650 QHDHP (Non-Embedded)**		**$3,200 QHDHP (Embedded)**	**$3,300 QHDHP (Embedded)**
Deductible		$1,000/$2,000	$1,000/$2,000		$1,600/$3,200	**$1,650/$3,300**		$3,200/$6,400	**$3,300/$6,600**
Out of Pocket Maximum		$4,000/$8,000	$4,000/$8,000		$3,000/$6,000	$3,000/$6,000		$4,000/$8,000	$4,000/$8,000
Coinsurance		♦ 80/20	♦ 80/20		♦ 90/10	♦ 90/10		♦ 90/10	♦ 90/10
Telehealth		No Copay	No Copay		♦ No Copay	♦ No Copay		♦ No Copay	♦ No Copay
Primary Copay		$30	$30		♦ $15	♦ $15		♦ $15	♦ $15
Specialist Copay		$50	$50		♦ $25	♦ $25		♦ $25	♦ $25
Emergency Room Copay		♦ $300	♦ $300		♦ $75	♦ $75		♦ $75	♦ $75
Urgent Care Copay		$50	$50		♦ $35	♦ $35		♦ $35	♦ $35
Preventive Care		Covered 100%	Covered 100%		Covered 100%	Covered 100%		Covered 100%	Covered 100%
Pharmacy Deductible		$100/$300	$100/$300		Included in Medical	Included in Medical		Included in Medical	Included in Medical
Generic		$15	$15		♦ $7	♦ $7		♦ $7	♦ $7
Preferred		• $30	• $30		♦ $21	♦ $21		♦ $21	♦ $21
Non-Preferred		• $50	• $50		♦ $42	♦ $42		♦ $42	♦ $42
Specialty		• $100	• $100		♦ $100	♦ $100		♦ $100	♦ $100
	Census	**$1,000 Traditional**	**$1,000 Traditional**	**Census**	**$1,600 QHDHP (Non-Embedded)**	**$1,650 QHDHP (Non-Embedded)**	**Census**	**$3,200 QHDHP (Embedded)**	**$3,300 QHDHP (Embedded)**
Employee	32	$ 739.70	$ 798.10	28	$ 689.10	$ 742.10	3	$ 617.70	$ 665.90
Employee + Spouse	3	$ 1,479.40	$ 1,596.30	1	$ 1,378.30	$ 1,484.10	1	$ 1,235.30	$ 1,331.80
Employee + Child(ren)	7	$ 1,442.40	$ 1,556.40	3	$ 1,343.80	$ 1,447.00	5	$ 1,204.40	$ 1,298.50
Family	13	$ 2,404.10	$ 2,594.00	11	$ 2,239.70	$ 2,411.70	9	$ 2,007.40	$ 2,164.20
Total Monthly Premium		**$ 69,458.70**	**$ 74,944.90**		**$ 49,341.20**	**$ 53,132.60**		**$ 27,177.00**	**$ 29,299.80**
Total Annual Premium		**$ 833,504.40**	**$ 899,338.80**		**$ 592,094.40**	**$ 637,591.20**		**$ 326,124.00**	**$ 351,597.60**
% Change from Current			**7.90%**			**7.68%**			**7.81%**
Annual Premium Difference			**$ 65,834.40**			**$ 45,496.80**			**$ 25,473.60**

♦ After Deductible

• Subject to first dollar Pharmacy Deductible

Benefits in this exhibit are confidential and are for illustrative purposes only. Any discrepancies between this and the plan documents, the plan documents prevail.

Dental

MetLife (Utah)	Low Plan PDP Plus		High Plan PDP Plus	
	In-network	Out-of-network	In-network	Out-of-network
Deductible	$50/$150		None	$50/$150
Annual Maximum	$1,500		$2,000	$1,500
Preventive and Diagnostic Services:	100%	60%	100%	80%
Waiting Period	None		None	
Exams/Cleaning	2 per year		2 per year	
Flouride	1 per year (fluoride to age 16)		1 per year (fluoride to age 16)	
X-rays (Bitewing / Full-mouth)	Once per year/ Once every three years		Once per year/ Once every three years	
Sealants	1 per molar in 60 months to age 16		1 per molar in 60 months to age 16	
Basic Treatment:	70%	50%	80%	70%
Waiting Period	None		None	
Fillings/Restorations	1 replacement per surface in 24 months		1 replacement per surface in 24 months	
Major Services:	50%	40%	50%	
Waiting Period	None		None	
Outlays/inlays/crowns	1 every 5 years per tooth		1 every 5 years per tooth	
Implants	1 every 5 years per tooth		1 every 5 years per tooth	
Endodontics (root canal)	1 per tooth per lifetime		1 per tooth per lifetime	
Periodontics (gingivectomy, soft tissue grafts)	2 treatments per year		2 treatments per year	
Orthodontics:	None		50%	
Waiting Period	Not Applicable		None	
Age limitation	Not Applicable		None	
Lifetime maximum	$1,500		$1,500	
	Low Plan		**High Plan**	
Employee	0		40	
Employee + 1	7		3	
Employee + Children	3		6	
Family	27		13	
	Current	**Renewal**	**Current**	**Renewal**
Employee	$ 21.46	$ 23.61	$ 35.53	$ 39.08
Employee + 1	$ 43.28	$ 47.61	$ 77.46	$ 85.21
Employee + Children	$ 64.98	$ 71.48	$ 121.23	$ 133.35
Family	$ 64.98	$ 71.48	$ 121.23	$ 133.35
Total Monthly Premium	**$ 2,252.36**	**$ 2,477.60**	**$ 3,956.95**	**$ 4,352.65**
Total Annual Premium	**$ 27,028.32**	**$ 29,731.15**	**$ 47,483.40**	**$ 52,231.74**
% Change from Current		**10%**		**10%**
Annual Premium Difference	**$**	**2,702.83**	**$**	**4,748.34**

* Insured is responsible for all fees in excess of the Table of Allowance (TOA)

Dental

MetLife (Out of State)	Low Plan PDP Plus		High Plan PDP Plus	
	In-network	Out-of-network	In-network	Out-of-network
Deductible	$50/$150		None	$50/$150
Annual Maximum	$1,500		$2,000	$1,500
Preventive and Diagnostic Services:	100%	60%	100%	80%
Waiting Period	None		None	
Exams/Cleaning	2 per year		2 per year	
Flouride	1 per year (fluoride to age 16)		1 per year (fluoride to age 16)	
X-rays (Bitewing) / Panoramic)	Once per year/ Once every three years		Once per year/ Once every three years	
Sealants	1 per molar in 60 months to age 16		1 per molar in 60 months to age 16	
Basic Treatment:	70%	50%	80%	70%
Waiting Period	None		None	
Fillings/Restorations	1 replacement per surface in 24 months		1 replacement per surface in 24 months	
Major Services:	50%	40%	50%	
Waiting Period	None		None	
Outlays/inlays/crowns	1 every 5 years per tooth		1 every 5 years per tooth	
Implants	1 every 5 years per tooth		1 every 5 years per tooth	
Endodontics (root canal)	1 per tooth per lifetime		1 per tooth per lifetime	
Periodontics (gingivectomy, soft tissue grafts)	2 treatments per year		2 treatments per year	
Orthodontics:	None		50%	
Waiting Period	Not Applicable		None	
Age limitation	Not Applicable		None	
Lifetime maximum	$1,500		$1,500	
	Low Plan		**High Plan**	
Employee	0		2	
Employee + 1	0		0	
Employee + Children	0		0	
Family	2		5	
	Current	**Renewal**	**Current**	**Renewal**
Employee	$ 23.46	$ 25.81	$ 41.00	$ 45.10
Employee + 1	$ 45.28	$ 49.81	$ 83.13	$ 91.44
Employee + Children	$ 66.98	$ 73.68	$ 128.23	$ 141.05
Family	$ 66.98	$ 73.68	$ 128.23	$ 141.05
Total Monthly Premium	**$ 133.96**	**$ 147.36**	**$ 723.15**	**$ 795.47**
Total Annual Premium	**$ 1,607.52**	**$ 1,768.27**	**$ 8,677.80**	**$ 9,545.58**
% Change from Current		**10%**		**10%**
Annual Premium Difference	**$**	**160.75**	**$**	**867.78**

* Insured is responsible for all fees in excess of the Table of Allowance (TOA)

Vision

MetLife VSP Choice	Low Plan		High Plan with 2nd Pair Rider	
	In-network	Out-of-network	In-network	Out-of-network
Eye Exam/Refraction:	$10 Copay	$45 allowance	$10 Copay	$45 allowance
Service Frequency (adult/child)	1 per year		1 per year	
Single Vision Eyeglass Lenses	$20 Copay	up to $30	$10 Copay	up to $30
Bifocal Eyeglass Lenses	$20 Copay	up to $50	$10 Copay	up to $50
Trifocal Eyeglass Lenses	$20 Copay	up to $65	$10 Copay	up to $65
Eyeglass Frames	$120 allowance; $140 allowance on featured frames; $65 allowance at Costco, Sam's Club or Walmart	up to $55 allowance	$160 allowance; $180 allowance on featured frames; $90 allowance at Costco, Sam's Club or Walmart	up to $70
Benefit Frequency	Once every 12 Months		Once every 12 Months	
Contact Lens Fitting and Evaluation	up to $60 Copay; 15% off exam	Not Covered	up to $60 Copay; 15% off exam	Not Covered
Benefit Frequency (In lieu of Glasses)	Once every 12 Months		Once every 12 Months	
Standard/Disposable Contact Lenses	$120 Allowance	up to $105	$160 Allowance	up to $105
Medically Necessary Contact Lenses	Covered 100% after eyewear copay	up to $210	Covered 100% after eyewear copay	up to $210

	Low Plan	High Plan with 2nd Pair Rider
Employee	8	55
Employee + 1	5	9
Employee + Children	1	2
Family	11	15

	Current	Renewal	Current	Renewal
Employee	$ 6.07	$ 6.81	$ 9.26	$ 10.39
Employee + 1	$ 11.32	$ 12.70	$ 17.16	$ 19.25
Employee + Children	$ 16.27	$ 18.25	$ 23.19	$ 26.02
Family	$ 16.27	$ 18.25	$ 23.19	$ 26.02
Total Monthly Premium	**$ 300.40**	**$ 337.05**	**$ 1,057.97**	**$ 1,187.04**
Total Annual Premium	**$ 3,604.80**	**$ 4,044.59**	**$ 12,695.64**	**$ 14,244.48**
% Change from Current		**12.20%**		**12.20%**
Annual Premium Difference	**$**	**439.79**	**$**	**1,548.84**

Employer Paid Accident

MetLife	Employee Only Benefit Plan. Spouse and Dependent Accidental Death Benefit Included	
Basic Accidental Death	Employee= $25,000 Spouse= $12,500 Child= $5,000	
Accidental Death Common Carrier	Employee= $75,000 Spouse= $37,500 Child= $15,000	
Accidental Dismemberment (Example)		
Loss of one arm or one leg	Employee= $2,500 Spouse= $2,500 Child= $2,500	
Medical Services & Treatment		
Ambulance	$200	
Emergency Care	$50	
Surgical Repair – Torn Cartilage in Knee	$500	
Hospital Coverage (Accident)		
Admission	$500	
Confinement	$100/day (non-ICU) - up to 31 days	
	$100/day (ICU) - up to 31 days	
Inpatient Rehabilitation	$75/day- up to 15 days per accident	
Accidental Injury Benefits (Examples)		
Concussion	$200	
Skull Fracture	$1500	
Collar Bone	$500	
Knee (except patella)	$1000	
Wrist	$250	
Hip	$1500	
Medical Testing (X-rays, MRI/MR, Ultrasound, NCV, CT/CAT, EEG)	$100	
Eye Injury	$200	
Wheel chair or motorized scooter - expected use >=1yr	$500	
Currently Offered?	**No**	
	Current	**Renewal**
Monthly Premium	**$ 390.00**	**$ 390.00**
Total Annual Premium- paid by employer	**$ 4,680.00**	**$ 4,680.00**
Total Annual Premium- Paid by Stratus HR	**$ 4,680.00**	**$ 4,680.00**
% Change from Current		**0%**
Annual Premium Difference		**$ -**

Employer Paid Life and AD&D

Metlife	$10k, $15k, $25k, $40k, $50k, $90k, $100k	
Base Plan Conversion	Included	
Waiver of Premium	Included	
Termination of Waiver	to age 65	
Accelerated Death Benefit	12 months or less to live; up to 80% of life amount to a maximum of $500,000	
Seatbelt/Airbag Provision (AD&D)	Seatbelt: 10% of full amount of insured benefit	Airbag: 5% of full amount of insured benefit
Age Reduction	65% @ 65, 50% @ 70	
Life Rate (per $1,000)	$0.087	
Basic AD&D Rate (per $1,000)	$0.020	
Currently Offered?	**#REF!**	

Employer Paid Options	$25,000		$25,000	
	Life	AD&D	Life	AD&D
Volume (approximate)	$3,900,000.00		$3,900,000.00	
Monthly Premium (Volume/1000 X rate)	$339.30	$78.00	$339.30	$78.00
Annual Premium	$4,071.60	$936.00	$4,071.60	$936.00
Total Monthly Premium	**$417.30**		**$417.30**	
Total Annual Premium	**$5,007.60**		**$5,007.60**	

Voluntary Supplemental Life and AD&D

Metlife		
Maximum Amount	5 X earnings up to $500,000	
Employee Increment Amount	$10,000	
Guarantee Issue - Employee	$250,000	
Spouse Maximum Amount	$250,000 (not to exceed employee life amount)	
Spouse Increment Amount	$5,000	
Guarantee Issue - Spouse	$50,000	
Dependent Children	Live birth to age 26 $10,000	
Guarantee Issue - Child	$10,000	
Conversion	Included	
Portability	Included	
Age	**Employee & Spouse Rates per $1,000**	
	Non-Tobacco	**Tobacco**
Under 25	$0.045	$0.105
25 - 29	$0.055	$0.105
30 - 34	$0.070	$0.120
35 - 39	$0.110	$0.160
40 - 44	$0.160	$0.270
45 - 49	$0.240	$0.440
50 - 54	$0.430	$0.850
55 - 59	$0.570	$1.290
60 - 64	$0.990	$1.440
65 - 69	$2.250	$2.350
70 - 74	$5.200	$5.100
75+	$5.200	$19.350
Child Rate	**$0.150 per $1000**	
AD&D Rate per $1,000	**Employee, Spouse, Child: $0.030**	
% Change from Current	**0.00%**	

Employer Paid Disability

Metlife	Short-Term Disability	
Benefit Percentage	60%	
Maximum Weekly Amount	$1,500	
Minimum Weekly Amount	$25	
Elimination Period	14 Days	
Maximum Benefit Duration	11 Weeks	
Pre-existing Condition Exclusion	Yes - 3/12	
Total Group Salary	**$10,113,403.44**	
Currently Offered?	**No**	
	Current	**Renewal**
Rate per $10 of weekly benefit	**$0.22**	**$0.22**
Volume (Salary/52 weeks X 60%)	**$116,693.12**	**$116,693.12**
Total Monthly Premium	**$2,567.25**	**$2,567.25**
Total Annual Premium	**$30,806.98**	**$30,806.98**
% Change from Current		**0.00%**

Metlife	Long-Term Disability	
Benefit Percentage	60%	
Maximum Monthly Amount	$7,500	
Minimum Monthly Amount	$100 or 10%	
Elimination Period	90 Days	
Maximum Benefit Duration	to SSNRA w/ADEA	
Pre-existing Condition Exclusion	Yes - 3/12	
Total Group Salary	**$10,113,403.44**	
Currently Offered?	**No**	
	Current	**Renewal**
Rate per $100 per monthly covered payroll	**$0.273**	**$0.369**
Volume (Salary/12 weeks X 60%)	**$505,670.17**	**$505,670.17**
Total Monthly Premium	**$1,380.48**	**$1,863.65**
Total Annual Premium	**$16,565.75**	**$22,363.77**
% Change from Current		**35.00%**

Voluntary Disability

Metlife	Short-Term Disability
Benefit Percentage	60%
Maximum Weekly Amount	$1,500
Minimum Weekly Amount	$25
Elimination Period	14 Days
Maximum Benefit Duration	11 Weeks
Pre-existing Condition Exclusion	Yes - 3/12
Age	**Rate per $10**
< 25	**$0.163**
25-29	**$0.311**
30-34	**$0.382**
35-39	**$0.292**
40-44	**$0.238**
45-49	**$0.258**
50-54	**$0.329**
55-59	**$0.437**
60-64	**$0.561**
65+	**$0.680**
	Renewal
% Change from Current	**0.00%**

Metlife	Long-Term Disability
Benefit Percentage	60%
Maximum Monthly Amount	$6,000
Minimum Monthly Amount	$100 or 10%
Elimination Period	90 Days
Maximum Benefit Duration	RBD w/ SSNRA
Pre-existing Condition Exclusion	Yes - 3/12
Age	**Rate per $100**
< 25	**$0.159**
25-29	**$0.236**
30-34	**$0.311**
35-39	**$0.554**
40-44	**$0.986**
45-49	**$1.431**
50-54	**$1.850**
55-59	**$1.944**
60-64	**$2.093**
65+	**$1.526**
	Renewal
% Change from Current	**35.00%**

Voluntary Accident Insurance

MetLife	Low Plan	High Plan
Health Screening (Wellness Benefit)	$50 per member/calendar year	$100 per member/calendar year
Injuries		
Fractures	$50 - $1,500	$100 - $3,000
Burns (2nd & 3rd Degree)	$50 - $5,000	$100 - $10,000
Medical Services & Treatment		
Ambulance	$240 - $300	$1,000 - $1,500
Emergency Care	$25 - $50	$50 - $100
Inpatient Surgery	$100 - $1,000	$200 - $2,000
Hospital Coverage (Accident)	For admission after 21 hours of confinement	
Admission	$500 (non-ICU) - $1,000 (ICU) per accident	$1,000 (non-ICU) - $2,000 ICU) per accident
Confinement	$100/day (non-ICU) - up to 31 days $200 a day (ICU) - up to 31 days	$200/day (non-ICU) - up to 31 days $400 a day (ICU) - up to 31 days
Accidental Death	$25,000 / $75,000 common carrier	$50,000 / $150,000 common carrier
Dismemberment, Loss & Paralysis	$500 - $10,000 per injury	$500 - $50,000 per injury

	Low Plan		High Plan	
	Current	Renewal	Current	Renewal
Employee	$ 5.96	$ 5.96	$ 12.04	$ 12.04
Employee + Spouse	$ 11.14	$ 11.14	$ 22.98	$ 22.98
Employee + Child(ren)	$ 12.18	$ 12.18	$ 25.12	$ 25.12
Family	$ 15.28	$ 15.28	$ 30.89	$ 30.89
% Change from Current	**0.00%**		**0.00%**	

Hospital Indemnity Insurance

MetLife	Low Plan	High Plan
Health Screening (Wellness Benefit)	$50 per member/calendar year	$100 per member/calendar year
Hospital Coverage (Accident)		
Admission (must occur within in 180 days after accident)	$500 per accident (non-ICU) $1,000 per accident (ICU)	$1,000 per accident (non-ICU) $2,000 per accident (ICU)
Confinement	$100/day (non-ICU) - up to 365 days $200 a day (ICU) - up to 365 days	$200/day (non-ICU) - up to 365 days $400 a day (ICU) - up to 365 days
Hospital Coverage (Sickness)	Limitations apply - See carrier document for details	
Admission (must occur within in 180 days after accident)	$500 (non-ICU) $1,000 (ICU)	$1,000 (non-ICU) $2,000 (ICU)
Confinement	$100/day (non-ICU) - up to 31 days $200 a day (ICU) - up to 31 days	$200/day (non-ICU) - up to 31 days $400 a day (ICU) - up to 31 days

	Low Plan		High Plan	
	Current	Renewal	Current	Renewal
Employee	$ 11.34	$ 11.34	$ 22.58	$ 22.58
Employee + Spouse	$ 26.55	$ 26.55	$ 52.81	$ 52.81
Employee + Child(ren)	$ 18.83	$ 18.83	$ 37.55	$ 37.55
Family	$ 34.96	$ 34.96	$ 69.65	$ 69.65
% Change from Current	**0.00%**		**0.00%**	

Critical Illness

MetLife	Low Plan				High Plan			
Health Screening (Wellness Benefit)	$50 per member/calendar year				$100 per member/calendar year			
Initial Benefit	$15,000				$30,000			
Age Reduction	25% @ Age 65; 50% @ Age 70							
Pre-existing Condition	3 months prior/excluded for 6 months. Does not apply to Heart Attack or Stroke.							
Benefit Condition Examples	**Initial Benefit**				**Recurrance Benefit**			
Alzheimer's Disease	100% of Benefit Amount				None			
Coronary Artery Bypass Graft	100% of Benefit Amount				100% of Benefit Amount			
Full Benefit Cancer	100% of Benefit Amount				100% of Benefit Amount			
Heart Attack	100% of Benefit Amount				100% of Benefit Amount			
Kidney Failure	100% of Benefit Amount				None			
Stroke	100% of Benefit Amount				100% of Benefit Amount			
Issue Age	**Non-Tobacco - $1,000 of Coverage**				**Tobacco - $1,000 of Coverage**			
	Employee	**Employee + Spouse**	**Employee + Children**	**Family**	**Employee**	**Employee + Spouse**	**Employee + Children**	**Family**
< 25	$0.50	$1.00	$0.81	$1.30	$0.74	$1.49	$1.05	$1.79
25-29	$0.50	$1.00	$0.81	$1.30	$0.74	$1.49	$1.05	$1.79
30-34	$0.69	$1.34	$0.99	$1.64	$1.07	$2.08	$1.37	$2.39
35-39	$0.95	$1.84	$1.26	$2.15	$1.52	$2.94	$1.82	$3.25
40-44	$1.46	$2.80	$1.77	$3.10	$2.39	$4.59	$2.69	$4.89
45-49	$2.06	$3.92	$2.36	$4.23	$3.42	$6.54	$3.73	$6.84
50-54	$2.75	$5.22	$3.05	$5.52	$4.62	$8.76	$4.92	$9.07
55-59	$3.49	$6.61	$3.79	$6.91	$5.91	$11.19	$6.22	$11.49
60-64	$4.14	$7.88	$4.44	$8.18	$7.05	$13.39	$7.36	$13.69
65-69	$4.52	$8.66	$4.82	$8.97	$7.73	$14.79	$8.04	$15.09
70+	$5.19	$10.01	$5.49	$10.31	$8.91	$17.17	$9.21	$17.47
% Change from Current	**0.00%**				**0.00%**			

Telehealth Services

HealthiestYou	Connect with a Doctor 24 X 7	
24 X 7 Unlimited Doctor Access	Physician network can diagnose, treat and prescribe with consult fee, anytime, anywhere	
Shop & Price Procedures	Do you need an MRI or Ultrasound? App puts you in the drivers seat by providing a vehicle to search and price procedures in your direct are.	
Phone App	24 X 7 Doctors, shop prescriptions and procedure costs, locate providers and more	
	Current	**Renewal**
Employee	$ 9.00	$ 9.00
Employee + Spouse	$ 12.00	$ 12.00
Employee + Child(ren)	$ 12.00	$ 12.00
Family	$ 15.00	$ 15.00
% Change from Current		**0.00%**

Identity Protection

IDX	Essentials		Premier	
3B Credit Monitoring	None		X	
1B Credit Reporting	X		X	
Dark Web	X		X	
Social Media	None		X	
Lost Wallet	None		X	
Password Detective	X		X	
Personal Expenses Insurance/Lawyer Expert Coverage	$1M each		$1M each	
Unlimited Assistance from Recovery Specialists	X		X	
Complete Recovery	X		X	
Limited Power of Attorney	X		X	
Concierge Support	X		X	
Alerts	X		X	
	Current	**Renewal**	**Current**	**Renewal**
Employee	$ 6.95	$ 6.95	$ 9.75	$ 9.75
Employee + Spouse	$ 13.95	$ 13.95	$ 17.40	$ 17.40
Employee + Child(ren)	$ 13.95	$ 13.95	$ 17.40	$ 17.40
Family	$ 13.95	$ 13.95	$ 17.40	$ 17.40
% Change from Current	**0.00%**		**0.00%**	

Legal Services

Metlife	
Money Matters	ID theft defense, personal bankruptcy, negotiations with creditors, tax audit representation, debt collection defense, promissory notes, tax collection defense
Home & Real Estate	Foreclosure, tenant negotiations, boundary & title disputes, deeds, eviction defense, mortgages, zoning applications, security deposit assistance, and more
Estate Planning	Will creation, trusts, powers of attorney, healthcare proxies, codicils
Family & Personal	Adoption, guardianship, conservatorship, prenuptial agreement, name change, juvenile court defense, school hearings, affidavits, and more
Civil Lawsuits	Civil litigation defense, small claims assistance, administrative hearings, incompetency defense, pet liabilities, disputes over consumer goods & services
Elder-Care Issues	Consultation & document review for issues related to parents: Medicare, Medicaid, RX plans, leases, notes, nursing home agreements, deeds, wills, powers of attorney
Vehicle & Driving	Repossession, defense of traffic tickets, driving privileges restoration, license suspension due to DUI
Employee Price Per Month	**$19.50**
% Change from Current	**0.00%**

Commute Guard

FIMC	Plan Benefits	How it Helps
Towing & Roadside Assistance	Plan provides **towing to the nearest facility, or a facility of the Member's choice** up to 30 miles. Roadside Assistance helps with jump-starts, lockouts, tire changes, emergency fuel deliveries, and more. Plan covers all automobiles within the household.	FIMC provides over 100,000 roadside service events each year with an average arrival time of 46 minutes and an average NPS score of 74, made **available to the member via our 24/7 call center or digitally from any mobile device.**
Auto Repair Reimbursement	If the Member's automobile needs to be towed, the plan then provides **50% reimbursement of the repair cost up to $500 per repair**. Benefit can be used 2X per year.	**99% of claims are processed in 3-6 days**, and only simple supporting documentation is required (e.g., a receipt from a professional repair shop and proof that the member owns the car and paid for the repair).
Rental Car Reimbursement	If the Member prefers to rent an automobile while their automobile is under repair, the plan will provide **a reimbursement of up to $250 and a discount with national rental agencies**.	**Provides added flexibility** with only simple supporting documentation required. Current average price of a rental car is $250/week.*
Ride Share Reimbursement	While the Member's automobile is being repaired, the plan will **reimburse Uber or Lyft rides to and from the Member's place of employment for two weeks,** for a maximum reimbursement of $250.	Additional option alongside rental car provides **flexibility for the employee depending on their specific circumstances and needs**, and also only requires supporting documentation.
Care.com Premium Membership	All members receive a **Premium Membership to Care.com** where screened backup caregivers can be found for children, elderly parents, and even pets.	With a retail value of $39/month, this benefit is **available for use anytime** during the membership, and can help solve common issues that would otherwise disrupt the household.
Employee Price Per Month	**$25.00**	

Auto & Home

Metlife	
Auto & House/Renter's Insurance Discounts	MetLife Auto & Home's group insurance program is available as a voluntary benefit. Employees can save up to an additional 10% on an Auto & Home policy with the Welcome Discount for NEW customers, qualify for a group discount of up to 15% off their policy, and more.
Rates quoted directly with MetLife on a case-by-case basis	

Pet Insurance

Nationwide	My Pet Protection	My Pet Protection with Wellness
Deductible & Benefit Maximum	$250 deductible and $7,500 maximum annual benefit	
Accidents, including poisonings and allergic reactions	X	X
Injuries, including cuts, sprains and broken bones	X	X
Common illnesses, including ear infections, vomiting, and diarrhea	X	X
Serious/chronic illnesses, including cancer and diabetes	X	X
Hereditary and congenital conditions	X	X
Surgeries and hospitalization	X	X
X-rays, MRIs, and CT scans	X	X
Prescription medications and therapeutic diets	X	X
Wellness exams	None	X
Vaccinations	None	X
Spay/neuter	None	X
Flea and tick prevention	None	X
Heartworm testing and prevention	None	X
Routine blood tests	None	X
Rates quoted directly with Nationwide on a case-by-case basis		

Fee Waiver Policy

Revised: 11.14.2024

Purpose

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

Policy

Under the direction of the Board, the Executive Director is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

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

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

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

(a) intended to deliver instruction;
(b) provided, sponsored, or supported by the School; and
(c) conducted only during School hours.

"Extracurricular activity"

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

"Fee" means a charge, expense, deposit, rental, or payment:

(a) regardless of how the charge, expense, deposit, rental, or payment is termed, described, requested, or required directly or indirectly;
(b) in the form of money, goods, or services; and

(c) that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA.

"Fee" includes:

(a) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
(b) payments made to a third party that provides a part of a School activity, class, or program;
(c) charges or expenditures for classroom instructional equipment or supplies;
(d) charges or expenditures for School activity clothing; and
(e) a fine other than a fine described below.

"Fee" does not include:

(a) a student fine specifically approved by an LEA for:
  (i) failing to return School property;
  (ii) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior, or as described in Utah Code 53G-8-212; or
  (iii) improper use of School property, including a parking violation;
(b) a payment for School breakfast or lunch;
(c) a deposit that is:
  (i) a pledge securing the return of School property; and
  (ii) refunded upon the return of School property;
(d) a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program; or
(e) money or another item of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment or supplies"

(a) means an activity-, course-, or program-related supply or tool that:
  (i) a student is required to use as part of an activity, course, or program in a secondary school;
  (ii) becomes the property of the student upon exiting the activity, course, or program, and
  (iii) is subject to a fee waiver;
(b) does not include School equipment.

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

(a) is a personal discretionary charge or purchase, including:
  (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
  (ii) a charge for college credit related to the successful completion of:
    (A) a concurrent enrollment class; or
    (B) an advanced placement examination; or

(iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;

(b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or

(c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:

(i) a school uniform as provided in Utah Code § 53G-7-801;

(ii) a school lunch; or

(iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

(a) means an activity, class, program, club, camp, clinic, or other event that:

(i) is authorized by the School; or

(ii) satisfies at least one of the following conditions:

(A) the activity, class, program, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;

(B) the activity, class, program, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or

(C) the activity, class, program, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.

(b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

“Provision in lieu of fee”

(a) means an alternative to fee payment; and

(b) may include a plan under which fees are paid in installments or under some other delayed payment arrangement or a service in lieu of fee payment agreement.

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

(a) fully participate in school or in a School activity, class, or program;

(b) successfully complete a School class for the highest grade; or

(c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:

(i) peer pressure, shaming, stigmatizing, bullying, or the like; or

(ii) withholding or curtailing any privilege that is otherwise provided to any other student.

“School activity clothing” means special shoes or items of clothing:

(a) that meets specific requirements, including requesting a specific brand, fabric, or imprint; that the School requires a student to provide; and that become the property of the student upon exiting the activity, course, or program; and

(b) that are required to be worn by a student for an activity-, course-, or a program-related activity.

“School activity clothing” does not include:

(a) a school uniform; or

(b) clothing that is commonly found in students’ homes.

“School equipment” means a machine, equipment, facility, or tool that:

(a) is durable;

(b) is reusable;

(c) is consumable;

(d) is owned by a secondary school; and

(e) a student uses as part of an activity, course, or program in a secondary school.

"Something of monetary value"

(a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and

(b) includes:

(i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;

(ii) payments made to a third party that provide a part of a School activity, class, or program;

(iii) classroom textbooks, supplies or materials;

(iv) charges or expenditures for school activity clothing; and

(v) a fine, except for a student fine specifically approved the School for:

(A) failing to return School property;

(B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or

(C) improper use of School property, including a parking violation.

(c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

“Textbook”

(a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;

(b) includes:

(i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
(ii) computer hardware, software, or digital content; and

(c) does not include instructional equipment or instructional supplies.

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

General School Fees Provisions

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

If the School imposes a fee:

(a) the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and

(b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee, including a fee to supplant or subsidize an expense that the School incurs for:
(i) a curricular activity; or
(ii) an expense for the portion of a co-curricular activity that occurs during regular school hours.

Beginning with the 2024-25 school year, the School may not sell textbooks or otherwise charge a fee for textbooks as provided in Section 53G-7-506, except for a textbook used for a concurrent enrollment, International Baccalaureate, or Advanced Placement course.

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

The School shall not charge a fee that is general in nature and for a service or good that does not have a direct benefit to the student paying the fee. In addition, except as set forth in this policy with respect to fees for life-cycle replacement costs for School equipment, the School may not charge a fee for School equipment.

The School may not charge students in grades K-6 fees to participate in the School's remediation programs.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

The School may not charge a fee in kindergarten through sixth grade for materials, textbooks, supplies (except as provided below), or for any class or regular school day activity, including assemblies and field trips.

Elementary students cannot be required to provide their own student supplies. However, the School or teacher may provide to a student's parent a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish, only on a voluntary basis, those supplies for student use. The list provided to a student's parent or guardian must include and be preceded by the following language:

> "NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

The School may charge a fee to a student in grade six if all of the following are true:

(a) the School has students in any of the grades seven through twelve;
(b) the School follows a secondary model of delivering instruction to the School's grade six students; and
(c) The School annually provides notice to parents that the School will collect fees from grade six students and that the fees are subject to waiver.

Fees for Students in Seventh through Twelfth Grade

Fees may be charged in grades 7-12 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is noticed and approved as provided in R277-407 and is allowed to be charged by state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items in order for students to fully participate and to have the opportunity to acquire skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

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

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

The School may charge students in grades 7-12 a fee for a curricular activity or a co-curricular activity that is not required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204 and that is an elective. However, beginning with the 2025-26 school year, the School may not charge students in grades 7-12 a fee for a curricular activity or a co-curricular activity that is required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204, and that is not an elective, unless the fee is for the following:

(a) instructional equipment or supplies;
(b) a driver education course described in Utah Code § 53G-10-503;
(c) charter school application processing in accordance with Utah Code § 53G-6-503; or

(d) competency remediation programs in accordance with Utah Code § 53G-9-803;
(e) the life-cycle replacement costs for School equipment directly related to the co-curricular activity;
(f) a music instrument rental; or
(g) school activity clothing.

If the School charges a fee for a co-curricular activity as set forth above, a fee for the portion of the co-curricular activity that is during the regular school day is limited to the fees described in subsections (a)-(g) above.

Fees for Adult Education and Advanced Courses

The School may charge students in grades 7-12 fees for an adult education course or for tuition, college credit, an exam, or a textbook for an Advanced Placement course, an International Baccalaureate course, or a concurrent enrollment course, as described in Utah Code § 53G-7-503(4).

Fees for Remediation Programs

The School may charge students in grades 7-12 fees to participate in the School's remediation programs.

Fees for Optional Projects

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

Fees for Activities Outside of the Regular School Day

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

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

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

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

Fee Schedule

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

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

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

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

In connection with approving a fee schedule, the Board shall authorize each fee individually as required in Utah Code § 53G-7-503.

Maximum Fee Amounts

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

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

Notice to Parents

The Executive Director will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year.

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

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

Donations

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

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

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

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

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.
The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

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

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

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

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

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

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

School Fee Collections & Accounting Procedures

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

Fees must be received and deposited in a timely manner.

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

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

Fee Waiver Provisions

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

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

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

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

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

Fee Waiver Eligibility

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

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

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

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

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

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

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

Fee Waiver Approval Process

A Principal or the Executive Director will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.
A Principal or the Executive Director will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

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

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

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

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

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

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal or the Executive Director will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

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

reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

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

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

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

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

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

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

Child Abuse and Neglect Reporting Policy

Adopted: November 8, 2018
Revised:

Purpose

Utah Virtual Academy (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, he/she shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services.

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Executive Director. The Executive Director, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Executive Director shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, Utah Code § 80-2-602 et seq., and Utah Administrative Code Rule R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

Electronic Resources Policy

Adopted: January 9, 2019
Renewed: June 10, 2020
Renewed: June 9, 2021
Renewed: June 8, 2022

Purpose

Utah Virtual Academy (the "School") recognizes the value of computer and other electronic resources to facilitate student learning and help the School's employees accomplish the School's mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students' and employees' use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1002, the Children's Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today's society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Executive Director shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

It is the School's policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code). The Executive Director shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to

students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Executive Director shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Executive Director will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Executive Director shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Executive Director shall establish rules and procedures regarding employees' use of the School's electronic resources.

Review

This policy will be reviewed and approved regularly to ensure that it continues to meet the School's needs.

Kindergarten Toilet Training Policy

Adopted: August 8, 2024

Purpose

The purpose of this policy is to establish the toilet training requirements for kindergarten students at Utah Virtual Academy (the "School").

Definitions

"Toilet trained" means that a student can:

(a) communicate the need to use the bathroom to an adult;
(b) sit down on a toilet;
(c) use the toilet without assistance;
(d) undress and dress as necessary; and
(e) tend to personal hygienic needs after toileting.

If an accident occurs, a "toilet trained" child can independently tend to hygienic needs and change clothes.

A student is not "toilet trained" if the student has accidents with sufficient frequency to impact the educational experience of the student or the student's peers, as determined by an LEA.

Policy

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student in kindergarten unless the student is toilet trained, with the following exception: the School may enroll a student who is not toilet trained if the student's developmental delay is a result of a condition addressed by an IEP or Section 504 plan.

Assurance

The School shall, as part of its kindergarten enrollment process, require the parent of an incoming kindergarten student to complete an assurance as to whether the student is toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:

(a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and

(b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Principal or Executive Director to:
   (i) provide additional family supports and resources; and
   (ii) create an individualized plan to address the student's needs.

Individualized Plan for Kindergarten Students Who Lack Toilet Training

The individualized plan referenced above may, as appropriate and at the Principal's or Executive Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.

If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.

If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.