Summit Academy School Board of Trustees - Meeting Agenda
1225 E 13200 South   Draper, UT 84020   Board Room

September 15, 2025

Time	Items to Present
7:00 pm	**Welcome**
7:05 pm	**Public Comment** (Please limit comments to 2 minutes)
7:10 pm	**Consent Agenda** ●

7:15 pm	**Director/Campus Updates**
	● Academic Update
	  ○ SAHS
	    - German DSD Results
	    - Two perfect ACT scores
	  ○ Bluffdale Fall Fiesta on 9/19/25
	  ○ Independence Kids Market - Success
	● Discipline/Safety
	  ○
	
	● Enrollment data
	  ○ 09/15/2025

7:45 pm	**Finance Report** ● August financials will be updated on the website once completed.

8:15 pm	**Discussion and action items to review**
	● My Summit Adventures - Partnership Overview (Preschool, After School, Summer Camp)
	● Accreditation
	● LEA-Specific License Approval - Licensing Update
	● Policies:
	  - 4104 - SHiNE Policy
	  - 4101 - Benefits and Leave Policy Update
	● Curriculum Approval - Firearm Safety Standards
	● Board Survey Option
	● Org Chart Review

9:00 pm Board Members	**Committee Reports** ● Executive Committee - ● Academic Committee -

	- Finance/Audit Committee - - Governance Committee - - Development Committee - Board annual trainings
9:15 pm	**Board Business** - New Board Member - Recap of SCSB Comprehensive Review - Finalize Director Eval - Photos for Board ID's and Website - Bring Board Binders to October's Board Meeting for Updating
9:45 pm	**Follow Up Items**
9:50 pm	**Closing Comments** Next board meeting date is: October 16, 2025
10:00 pm	**Closed Session** - Possible Closed Session in Accordance with the Open and Public Meetings Act for Purposes outlined in law. - Potential Action Items from Closed Session (Select from the following) **for the purpose of discussion of the character, professional competence, or physical or mental health of an individual.** **for the purpose of discussing pending or reasonably imminent litigation**. - for the purpose to enter a strategy session to discuss the purchase, exchange or lease, or sale of real property. - for the purpose to enter discussion regarding deployment of security personnel, devices or systems. - for the purpose of investigating proceedings regarding allegations of criminal misconduct.

(P) Packet Materials
*In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Summit Academy at 801-572-9007 at least 3 working days prior to the meeting.

SUMMIT ACADEMY SCHOOLS
September 15, 2025

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: Partnership Overview – My Summit Adventures Data Sharing

---

BACKGROUND INFORMATION
My Summit Adventures (MSA) was created as a non-profit in 2023. The Summit Academy Board requested information be gathered regarding the current partnership and advancement of students from the MSA Preschool program to Summit Academy Kindergarten enrollment.

CURRENT CONSIDERATIONS
A report of the partnership between MSA and Summit Academy is shared here. The report includes data related to incoming Kindergarten students. It also addresses MSA supports to K-6 students related to their After School and Summer Camp programs.

IMPACT ON STUDENT ACHIEVEMENT
MSA Preschool supports many of our students with foundational learning prior to entering Kindergarten. MSA After School offers a supportive environment for current students and family – allowing for time to work on homework and access to school resources.

FINANCIAL IMPLICATIONS
My Summit Adventures leases facilities from Summit Academy. Lease terms are reviewed annually. Kindergarten enrollment connected to MSA program participants supports the financial health of our campuses.

RECOMMENDATIONS
Board review.

DIRECTOR'S RECOMMENDATION:

SUMMIT ACADEMY & MY SUMMIT ADVENTURES

September 2025

OVERVIEW

1. Background on Partnership

- 15-18 years facilitated by business administrator (or designee) at Summit Academy
- 2018 – After School Program was developed at the Independence campus lead by Nathaly De La Torre, Summit Academy Preschool ran invoices and billing
- 2020 - Amber May moved into the role of Preschool Director
- 2021 – Summer Camp (1-6 grades) inaugural year, Kinder Camp offered half day
- 2023 - Non-Profit created "My Summit Adventures"; separate entities became effective 2024
- Current & Future – Requests from families to expand Kinder Camp to full day hours, recent increase in childcare license numbers through authorizer due to increase attendance, anticipated need for additional buses and drives for next year's Summer Camp

*Summit Academy staff receive a 20% discount on services.

2. Current Scope of Partnership – Rental Agreement

Bluffdale Campus – 1 classroom

Draper Campus – 1 classroom, 2 storage spaces

Independence Campus – 2 classrooms

3. Current Priorities

Summit Academy and My Summit Adventures will work together to achieve the following priorities:

- *Increase two-way communication – share needs and successes, explore partnership plans for mutually beneficial marketing*
- *Develop more systems for kindergarten transition – expand "face time" of principal and Kindergarten teachers at preschool events (e.g., end-of-year programs)*
- *Clarify data sharing schedule (see below)*
- *Determine lease timeline for 2025-2026 and future years (MSA enrollment opens in January 15)*

4. Proposed Partnership Check-Ins for Data Sharing and Communication

- *Beginning of Year Enrollment Numbers: Sept/Oct*
- *Mid-Year Enrollment & Prep for Open Enrollment: Nov/Dec*
- *End of Year Enrollment Numbers: Apr/May*
- *Summer Camp Numbers: Jul/Aug*

*Results shared in Director's Report at Summit Academy Board of Trustees Meetings
*Future data will include current staff utilizing services from My Summit Adventures.

PARTNERSHIP DATA – UPDATED SEPT 2025

Table 1: MSA Preschool students transitioning into Summit Academy Kindergarten programs.

MSA Preschool Enrollment Numbers		MSA 23-24	Kinder Fall 24	MSA 24-25	Kinder Fall 25	MSA 25-26	Kinder Fall 26
Draper	3 Year Olds			12		10	
	4 Year Olds		19	22	12 (55%)	17	
Independence	3 Year Olds			30		25	
	4 Year Olds		30	50	20 (40%)	58	TBD
Bluffdale	3 Year Olds			20		15	
	4 Year Olds		20	40	22 (55%)	40	
		Total from MSA	69	Total from MSA	54		
		% of LEA Total	29%	% of LEA Total	20%		

Table 2: MSA After School Enrollment Numbers – Serving current Summit Academy students and those from neighboring schools (3 total)

MSA After School Enrollment Numbers			
*Historically, these numbers grow over the course of the school year.			
		24-25	25-26
Draper	K-6	25	38
Independ./ Bluffdale	K-6	37	54

Table 3: MSA Summer Camp Enrollment and Data Highlights – Serving current Summit Academy students and those from neighboring schools

MSA Summer Camp Enrollment Numbers		
Summer 2024	62 students enrolled	
Summer 2025	135 students enrolled	(217% increase)

Additional information from Summer 2025:
a. 85 campers attend Summit Academy
b. 21 campers attend surrounding schools (including Challenger, Mountain Point, Draper, Bluffdale, North Star)
c. 13 campers were MSA Preschoolers, who are attending MSA Preschool in Fall 2025
d. 4 campers signed up for Summit Academy after attending MSA Summer Camp (currently attending Independence and Draper campuses)
e. 12 campuers did not complete the survey

CONTINUED PARTNERSHIP BUILDING

- MSA would like to continue to partner with principals and be included in the schools' community events (e.g. Open Houses, Kindergarten Information Nights)
- MSA's After School and Summer Campus build valuable, supportive connections for our current students' and families.
  - After School includes time for homework help (including cross-age support, reading time, team building activities, games, snacks, and monthly presenters and/or field trips.
    - No individual electronics offered during this time.
    - Open 3:30-6:00 p.m.
  - Summer Camp builds community across campuses as students from all Summit Academy campuses join together for programming.

FUTURE TIMELINES

- Anticipated date for updated lease
- Anticipated date for board review and approval
- Anticipated effective dates

APPENDICES

My Summit Adventures – Vision & Mission

Our vision is to be a community where all children feel loved, respected, and encouraged to develop to their fullest potential.

Our mission is to provide quality programs in early education for preschool age children, by way of preschool classes, and out-of-school time programs for school aged children.

We strive to uphold an environment that is safe, nurturing, and educational where students can learn valuable life skills, develop character, make new friends, and discover new interests, preparing them to become lifelong learners and responsible contributors to a diverse society.

Data Shared – August 2025 Summit Academy Board Meeting

2024-2025 Kindergarten Transition Numbers						
LEA Total Kinder Students from MSA	235 Total: 69	MSA – Preschool Totals	% at each campus from MSA Total 29.4%	Self-Identified 42	Indicated "Summit Academy Preschool"	Identify by MSA
Draper	19		26.4% (72)	13	5 (38.5%)	6
Independence	30		35.7% (84)	17	7 (41.2%)	13
Bluffdale	20		26% (77)	12	6 (50%)	8

*Anticipated 2025-2026 Kindergarten Transition Numbers					
LEA Total Kinder Students from MSA	265 Total: 54	% at each campus from MSA Total: 20.4%	Self-Identified 30	Indicated "Summit Academy Preschool"	Identify by MSA
Draper	12	14.5% (83)	6	0 (0%)	6
Independence	20	24.4% (82)	9	2 (22%)	11
Bluffdale	22	22.4% (98)	15	7 (46.7%)	7

MSA Summer Camp 2025
o **158 unique individuals** have registered for Summer Campus June-July 2025 o Data for current Summit Academy students is being gathered.

<div align="center">

SUMMIT ACADEMY SCHOOLS
September 15, 2025

</div>

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: Accreditation Approval

BACKGROUND INFORMATION
Summit Academy High School is accredited through Cognia. All high schools must be accredited to demonstrate the quality of education aligned with national standards, and ensure that students' diplomas are recognized by colleges, universities, and employers. There is an opportunity to begin the accreditation process at the other three campuses to provide a system for continuous improvement and alignment of priorities.

CURRENT CONSIDERATIONS
System-wide accreditation will allow support to the LEA goals of pathways for 'first credentials, including more flexibility for high school credit to be offered to our students in junior high.

IMPACT ON STUDENT ACHIEVEMENT
The accreditation process will help support high quality instruction and student outcomes through the alignment of priorities and shared decision-making across the LEA.

FINANCIAL IMPLICATIONS
The first year of a system-wide accreditation process is anticipated to cost $7,000. There are recurring annual membership fees of $4,000 per year. During the active accreditation renewal cycle, anticipated costs move to $7,500.

RECOMMENDATIONS
It is respectfully requested that the Board review the materials provided, provide input, and approve next steps in planning for system-wide accreditation at Summit Academy.

DIRECTOR'S RECOMMENDATION: Recommended approval to begin accreditation process.

Cognia Accreditation Anticipated Budget Needs & Next Steps

Contact: Dr. Daniel Sybrant

Step 1: Systems Accreditation Application

- Membership fees: $7,000 annually ($1,400/per campus + LEA)

Step 2: Systems Candidacy Review

- Self-Study of LEA
- Review Meeting (In-Person)
    - $1,000 Fee + Travel (priority will be given to local assessors)

Step 3: Preparation for Official Accreditation Review

- Must be completed within two years of the Candidacy Review
- Accreditation Evaluation Fee: $7,500 (plus travel) every six years
    - HS would join the LEA/Systems cycle
    - Accreditation Evaluation Years will cost a total of $14,500

cognia®

Performance Standards

K–12 and Postsecondary Institutions
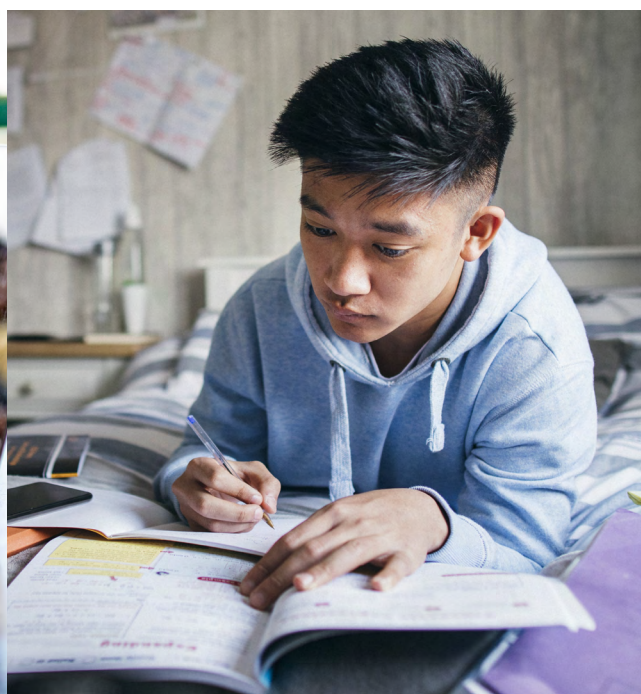
Introduction: What makes a good school?

The quality of a school goes beyond its name, location, or reputation. An education institution succeeds when it supports every learner every day, offering opportunities for every learner to reach further.

One hallmark of a good school is that it continually strives for improvement. Like the member institutions we serve, Cognia® works to innovate and improve. In spring 2021, we completed a research and development cycle that takes place every five years, examining and updating the Cognia Performance Standards to acknowledge changes and set expectations for quality education institutions in a new era. Based on current research in education, input from practitioners, and multiple expert reviews, this cyclical development process assures that the standards at the foundation of our improvement and accreditation strategies continue to be viable, feasible, and relevant to educators in today's world.

One set of standards

If you're familiar with the previous Cognia standards for different institution types, you'll notice a significant change: One set of standards now applies to all K–12 and postsecondary institution types, including systems of institutions.

All education institutions share a fundamental common goal: to inspire and equip learners so that they succeed to their highest potential. The new, research-based standards acknowledge that commonality. They are appropriate for all institutions, placing emphasis on quality and effective practices that benefit all learners in any K–12 or postsecondary non-degree granting setting. The details relevant to different types of institutions will be addressed in Assurances and in other Cognia Accreditation resources that will be available to members. (Early Learning and Extended Learning institutions continue to have dedicated standards.) Standards for Education Service Organizations, including Charter School Authorizers, and State Education Agencies are also available separately.

Important concepts

Every iteration of Cognia's Performance Standards builds on the prior version to support ongoing improvement. Many of the themes of the previous standards are reflected in the new standards. The 2022 standards include several significant concepts to guide institutions forward, including:

LEARNER-CENTERED: Cognia's new standards focus on the learner, describing the impact on the learning journey of processes and practices, which reflect the performance of the institution. Further, the standards emphasize student agency.

LEARNER WELL-BEING: Learning depends on more than skilled instruction. Institutions must address multiple aspects of learners' circumstances and environment, so that every learner can grow.

INQUIRY-BASED APPROACH: Action research fosters inquiry and dialogue among educators, guiding informed improvements to instructional practices.

Quality characteristics

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

CULTURE OF LEARNING: the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

LEADERSHIP FOR LEARNING: the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways

ENGAGEMENT OF LEARNING: the inclusion of all learners in the learning process, and their development of confidence and love of learning

GROWTH IN LEARNING: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as our model for identifying and discussing school and system quality. Additional information will be available to members to show how the standards align with these characteristics.

Framework for improvement

Our new standards and the key characteristics are the foundation for Cognia's approach to continuous improvement—not just to accreditation. These are the elements that should guide every educational institution to ensure high-quality teaching and learning and overall organizational effectiveness.

The Cognia Performance Standards, in effect as of July 1, 2022, define the practices of a good education institution and provide the criteria for improvement efforts that will energetically and visibly grow learners, teachers, leaders, and organizations.

Key Characteristic 1: Culture of Learning

What it means

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents attendance at institution functions).

Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission

- Learners' academic and non-academic needs and interests are the focal point

- Stakeholders are included and supported

STANDARD 1
Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

STANDARD 2
Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

STANDARD 3
Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

STANDARD 4
Learners benefit from a formal structure that fosters positive relationships with peers and adults.

STANDARD 5
Professional staff members embrace effective collegiality and collaboration in support of learners.

STANDARD 6
Professional staff members receive the support they need to strengthen their professional practice.

Key Characteristic 2: Leadership for Learning

What it means

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

STANDARD 7
Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

STANDARD 8
The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

STANDARD 9
Leaders cultivate effective individual and collective leadership among stakeholders.

STANDARD 10
Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

STANDARD 11
Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

STANDARD 12
Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

STANDARD 13
Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

STANDARD 14
Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

STANDARD 15
Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

Key Characteristic 3: Engagement of Learning

What it means

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

STANDARD 16
Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

STANDARD 17
Learners have the support and opportunities to realize their learning potential.

STANDARD 18
Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

STANDARD 19
Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

STANDARD 20
Learners engage in experiences that promote and develop their self-confidence and love of learning.

STANDARD 21
Instruction is characterized by high expectations and learner-centered practices.

STANDARD 22
Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

STANDARD 23
Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

Key Characteristic 4: Growth in Learning

What it means

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn

- Learners' academic achievement reflects preparedness to learn

- Learners demonstrate growth in meeting expectations of learning as defined by the institution

- Learners attain knowledge and skills necessary to achieve goals for learning

STANDARD 24
Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

. . . .

STANDARD 25
Leaders promote action research by professional staff members to improve their practice and advance learning.

. . . .

STANDARD 26
Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

. . . .

STANDARD 27
Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

. . . .

STANDARD 28
Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

. . . .

STANDARD 29
Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

. . . .

STANDARD 30
Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

. . . .

STANDARD 31
Learners demonstrate growth in their academic performance based on valid and reliable assessments.

. . . .

cognia®

cognia.org

Cognia System Accreditation

Earn recognition for a commitment to continuous improvement across all your schools.

A holistic approach

As the most powerful form of improvement, Cognia™ Performance Accreditation uses research-based standards and evaluative criteria to examine a whole institution or system—the policies, programs, practices, learning conditions, and cultural context—to determine how well the parts work together to carry out the system's vision.

The accreditation experience includes both self-assessment and evaluation from professional evaluators. Along the way, your team uses a suite of research-based tools and resources aligned with the Cognia Performance Standards. An experienced leader is on hand to guide you through the process. Then, you get ongoing guidance to sustain measurable change.

A mark of excellence

Cognia Accreditation is a designation of quality recognized around the world. It is awarded by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Together, these organizations have been accrediting institutions for more than 125 years.

Benefits of system accreditation

The Cognia system accreditation model encourages one shared vision of continuous improvement and a common language of improvement to increase efficiency and effectiveness. With this approach, your entire system is reviewed once per accreditation cycle. Your whole team gets unified themes across schools, resulting in coordinated horizontal and vertical progress for all levels of schools and offices—rather than having separate evaluations over multiple years, and a collection of separate school goals. With the system accreditation process, you'll:

- Determine how well components work together to meet students' needs
- Increase transparency and buy-in of processes and policies
- Enhance communication and collaboration across teams
- Improve equitable management of human and fiscal resources
- Engage your teams in targeted training and professional development
- Set strategic direction based on system-wide data

Our system accreditation provides you with pivotal insights to help set improvement priorities, and ongoing support to elevate the system's quality and commitment to continuous improvement.

> "You learn so much about your district when you go through an accreditation process."
>
> Carrie Brooks,
> Curriculum Director, Moscow (ID) School District
>
> **Read the case study at cognia.org/Moscow** >

Connect with Cognia

For more information, contact the Cognia expert for your region at **cognia.org/connect-me** or call **1.888.413.3669** (U.S.), **+1.678.392.2285** (international).

Performance Accreditation

Gain recognition for your sustained commitment to continuous improvement and better outcomes.

Engage in a holistic process

Cognia™ Performance Accreditation recognizes institutions that serve infant through postsecondary learners and that are committed to systemic and sustainable continuous improvement. These schools and systems use standards-based protocols and a holistic approach to empower students to succeed. The accreditation and improvement journey for each institution may look different, but it always includes measures of quality learning and instruction.

The Cognia difference

Cognia accreditation brings an impartial outside perspective from trained evaluators—seasoned educators just like you. These experts apply their learned experiences from many accreditation reviews to the unique circumstances of your school and community. Evaluators use Cognia's set of rigorous, research-based performance standards that have been intentionally written to cover different school models, including K–12 and postsecondary institutions, early learning schools, and extended learning programs, and are evaluated in the context of your institution.

> "Cognia has been a tremendous partner. Their rigorous accreditation and thorough review process was exactly what we needed to identify what we do well and how we can improve."
>
> Dr. Jeni Gotto, Deputy Superintendent
> Westminster Public Schools PreK–12, CO

The Path to Cognia Accreditation

MEMBER → APPLICANT → CANDIDATE → ACCREDITED
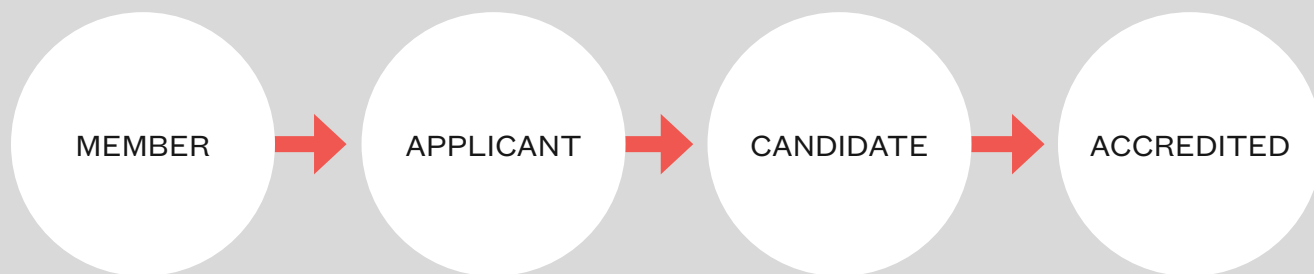
Charting your forward path

Our accreditation process is unique. Unlike other accreditors, we don't look back. After all, you're not going that way. By design, our continuous improvement model is forward-thinking and considers your current reality as well as future social, technological, economic, and political trends that may influence your students' learning. We collaborate with you to seek input from various stakeholder groups to shape short- and long-term objectives. And, once those objectives have been set, we help monitor progress at key milestones, celebrate your successes, and change course when needed.

Resources that drive improvement

Cognia accreditation is supported with unparalleled tools and resources. During the accreditation process and beyond, you can access digital observation tools, various stakeholder surveys, and diagnostics that help you measure key components of school quality and student engagement. Additionally, a dedicated local expert stands ready to respond to your needs.

In good company

With more than 125 years of accreditation experience, our rich history has shaped the accreditation process and continues to redefine it. More than 24,000 schools and systems across the United States and in 90 countries around the world entrust Cognia as an accreditation partner that examines the whole institution, so every part is moving in one direction.

Education providers that earn Cognia Accreditation are awarded that recognition by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), which comprise three of the six regionally recognized K–12 accrediting bodies. Accreditation with Cognia is more than a stamp of approval. It is a sign of your deep commitment to student learning and places you in very good company.

Continuous Improvement System

Reflect, evaluate, and adjust
- Determine action effectiveness
- Hold collaborative discussions to discuss results
- Make decisions to continue or change action

Build momentum and capacity
- Implement the strategies
- Monitor and adjust action
- Ensure stakeholder participation

Initiate the journey
- Engage in training
- Build acceptance and stakeholder buy-in
- Deploy the plan

EVALUATING ENVISIONING IMPLEMENTING PLANNING

Strategic Thinking and Improvement Planning Process
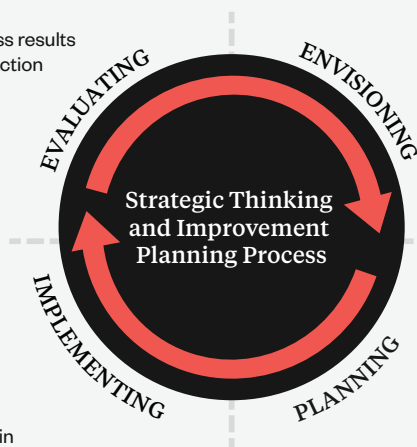
Imagine the possibilities
- Gather data to understand current reality
- Identify trends to imagine the future
- Determine the connections between current reality and future trends

Communicate with stakeholders
- Share what you've learned with your stakeholders
- Collaborate to determine priorities
- Ensure the vision aligns to priorities

Plot the journey
- Align priorities with goals
- Develop a plan to improve and sustain practices
- Identify strategies to fulfill the priorities

Connect with Cognia

For more information, please contact the Cognia Accreditation Services team at accreditationservices@cognia.org or 1.888.413.3669 (U.S.), +1.678.392.2285 (international).

cognia.org

SUMMIT ACADEMY SCHOOLS
September 15, 2025

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: LEA-Specific License Approval & Education Licensing Update

BACKGROUND INFORMATION

Utah State Board of Education's (USBE) educator licensing rules require the Summit Academy Board of Trustees to approve LEA-Specific educator licenses. Summit Academy will then post educator data, including license areas, endorsements, and assignments in CACTUS. Many LEA-Specific license holders at Summit Academy have content area expertise and/or may only be teaching a limited number of classes. Summit Academy is committed to supporting teachers with LEA-Specific licenses as they work toward professional licensure. As required by USBE, Summit Academy will also publish on our website percentages of courses taught under each type of license: Professional, Associate, and LEA-Specific.

CURRENT CONSIDERATIONS
The attached document includes a list of requested LEA-Specific licenses and rationale. An informational educator licensing update is included to give context to the health of Summit Academy's educator supports.

IMPACT ON STUDENT ACHIEVEMENT
Student learning is positively impacted by having high quality, effective teachers delivering instruction. Many of our educators come from industry and hold expertise to share with students beyond their current professional licensing levels.

FINANCIAL IMPLICATIONS
All Utah educators must hold a license in one of the three levels for the LEA to receive state and federal funding (ESA, TSSP, etc.).

RECOMMENDATIONS
It is respectfully requested that the Governing Board vote to approve the LEA-Specific licenses for Summit Academy educators. Board approval of these licenses will allow teachers to work toward professional licensure and/or teach specialized courses within our LEA.

DIRECTOR'S RECOMMENDATION: Recommended approval of LEA-Specific Licenses.

September 2025
Educator Licensing Update

What's Going Well	Looking Ahead

What's Going Well

The Summit Academy APPEL Program had six educators earn their Professional Educator License (PEL) last school year.
- 2 Elementary teachers
- 4 Secondary teachers
- 11 teachers entered the APPEL program last year (4 Elementary, 6 Secondary)

The APPEL program has had 18 PEL recommendations since it began in 2020. We have 13 of those teachers teaching in our classrooms. Of those that left Summit Academy:
- 3 left due to life changes
- 2 left to join other LEAs

Summit Academy has 188 licensed staff members. Of those, 40 people are new to Summit Academy including teachers, admin, apprentices, and others.

Looking Ahead

Summit Academy offers the following endorsements pathways free to our educators:
- English Learners (EL)
- Mentoring
- Instructional Coaching.

Summit Academy is one of the first LEAs in Utah to hire with the Utah Registered Apprenticeship Program for Teachers (U-RAPT)

☑ Our LEA has been alloted five apprentices.
- $50,000 to apprentices toward their schooling
- $50,000 to Summit Academy toward subsidizing hourly pay for apprentices
- $5,000 toward stipends for Journeyworker Teachers

☑ Our LEA has been alloted eight pre-apprentices.
- $32,000 to pre-apprentices toward their schooling
- They are supported by Journeyworker Paraeducators or Teachers

LEA-Specific Licenses for Board Approval - Fall 2025

Key Acronyms:	AEL - Associate Educator License	**Important Note:** LEA-Specific Licenses, and published percentages, may change throughout the year. Educators waiting for application acceptance or entering Summit Academy's APPEL program (or another educational prep program) will automatically change to Associate or Professional licenses mid-year as they complete the necessary requirements.
	PEL - Professional Educator License	
	EPP - Educator Preparation Program	
	USBE - Utah State Board of Education	

Summit Academy - Bluffdale

EXPIRATION	Last Name	First Name	License Area	Endorsement 1	Endorsement 2	Endorsement 3	Rationale
NEW - 2028	Call	Kristel	Elementary				Expired License, educator will work on renewal steps
NEW - 2028	Cortes	Ana	Secondary	Spanish	Dual Language		J-1 Visa, Waiting for USBE to update details
NEW - 2028	Salgado del Rey	Sandra	Secondary		Dual Language		Needs to complete Professional Endorsement for Dual Language Immersion

Summit Academy - Draper

EXPIRATION	Last Name	First Name	License Area	Endorsement 1	Endorsement 2	Endorsement 3	Rationale
NEW - 2028	Medina Izaguirre	Delsy		Dual Language			Has elementary PEL and ESL endorsement, needs Dual Language endorsement
NEW - 2028	Mikulecky	Kai		Fim and Media Arts			Teaching one section of film elective to middle school students
NEW - 2028	Sluga	Natalie	Secondary	Visual Arts			Teaching one section of photography elective to middle school students

Summit Academy - Independence

Expiration Year	Last Name	First Name	License Area	Endorsement 1	Endorsement 2	Endorsement 3	Rationale
NEW - 2028	Belyaeva	Yuliya		German	Dual Language		Expired Secondary Russian PEL, needs to work on requirements for German DLI
NEW - 2028	Clayton	Annie			Visual Arts 7-12		Teaching one section of photography to middle school students
NEW - 2028	Coleman	Jamie	Elementary				Previous LEA-S expired, working on prerequisites for the Elementary AEL
NEW - 2028	Janes	Bethany	Secondary	FACS			Working on AEL requirements and intends to join APPEL program
NEW - 2028	Mariano	Vanessa	Elementary				Working on AEL requirements and intends to join APPEL program
NEW - 2028	Sandberg	Rachel		Visual Arts K-12			Holds Visual Arts 6-12 PE, needs to complete elementary methods to add the K-12 endorsement
NEW - 2028	Tajeddini-Koch	Regula	Secondary	German	Dual Language		J-1 Visa, Waiting for USBE to update
NEW - 2028	Ueberjahn-Walkey	Heike		German			Needs to complete German professional endorsement

Summit Academy High School

Expiration Year	Last Name	First Name	License Area	Endorsement 1	Endorsement 2	Endorsement 3	Rationale
NEW - 2028	McGovern	Michonne	Secondary	Physical Education	Dance	Mathematics Level 3	Teaching dance, physical ed electives, and mathematics of personal finance, working on licensure through EPP
NEW - 2028	Eborn	Jon	CTE	Business & Marketing			Teaching on section of Entrepeneurship only, has industry expertise
NEW - 2028	Klussmann	Katrin	Secondary	German	Dual Language		J-1 Visa, Waiting for USBE to update
NEW - 2028	Pulido Valdaracete	Victor		Spanish			Has PEL in phsyical education, teaching Spanish courses while working on Spanish professional endorsement
NEW - 2028	Wolff	Amber	Secondary	Biology 2			Teaching one section of Botany, has biology expertise, will work on Biology endorsement

SUMMIT ACADEMY SCHOOLS
September 15, 2025

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: 4104 – Highly Needed Educator Salary Supplement (SHiNE) Policy

---

BACKGROUND INFORMATION

The Utah State Board of Education recently retired the Teacher Salary Supplement Program (TSSP) and enacted a new program under the title "Highly Needed Educator Salary Supplement (SHiNE)" Policy under **Utah Code 53F-2-504.**

CURRENT CONSIDERATIONS

Summit Academy Board of Trustees authorizes the Executive Director to organize a Highly Needed Educator Salary Supplement committee (SHiNE) to identify and recommend to the Board of Trustees the high-need areas, the amount of supplement, the qualification process, and the procedure for appeal for teachers who are determined to not qualify. Exhibit A will be reviewed by the Board annually. The process and committee will align with **Utah Code 53F-2-504.**

IMPACT ON STUDENT ACHIEVEMENT

Salary supplements available through SHiNE support retention and recruitment of high needs educators. Data shows that licensed and qualified educators have a positive impact on student outcomes.

FINANCIAL IMPLICATIONS

Funding for SHiNE supplements will come to Summit Academy through the monthly allotments from USBE. Teachers will receive this supplement as an additional amount on each of their paychecks. This program does require additional employee time and organization; however, there are no other direct financial impacts.

RECOMMENDATIONS

It is respectfully requested that the Board vote to approve Policy 4104.

DIRECTOR'S RECOMMENDATION: Recommended for approval.

Highly Needed Educator Salary Supplement (SHiNE) Policy
Policy Number: 4104

I. Purpose

Summit Academy Board of Trustees authorizes the Executive Director to organize a Highly Needed Educator Salary Supplement committee (SHiNE) to identify and recommend to the Board of Trustees the high-need areas, the amount of supplement, the qualification process, and the procedure for appeal for teachers who are determined to not qualify. Appendix A will be reviewed by the Board annually. The process and committee will align with **Utah Code 53F-2-504**

II. Definitions

a. Eligible teacher: a teacher who has a qualifying assignment, has satisfied requirements of this Policy to demonstrate assignment to a high-needs area and a qualifying teaching background, and is either a new employee of the LEA or has not received an unsatisfactory rating on the teacher's three most recent evaluations.

b. High-needs area: a teaching assignment that has been designated by the Board of Trustees as challenging for the LEA to fill or to retain educators in. The LEA's high-needs areas for the current school year and the amount of supplement for each area are as listed in Appendix A of this Policy.

c. Qualifying assignment: a teacher who is assigned to a high-needs area.

III. Determination of Eligibility for Salary Supplement

Summit Academy Schools will convene an annual SHiNE committee to review eligibility for the salary supplement. The teacher shall submit documentation showing that the teacher:

a. Is assigned to one or more of the high-needs areas designated by the Board of Trustees for the school year or the teacher's assignment is substantially equivalent to the designated high-need area.

b. Has a qualifying teaching background for the high-needs area, as shown by education transcripts or other documentation; and

c. Is either a new employee to the LEA or has not had an unsatisfactory rating on the teacher's three most recent evaluations.

Documentation must be submitted by October 1, 2025, and by September 1 of each subsequent school year. The Executive Director or designee shall review the documentation provided by the teacher seeking the salary supplement and determine if the requirements have been satisfied, including verifying the teacher's teaching background. The Executive Director or designee shall promptly inform the teacher of the determination. Once all timely requests have been evaluated, the Executive Director or designee shall certify a list of teachers who are eligible for the salary supplement.

IV. Appeal of Application Denial

A teacher whose application for the salary supplement has been denied may appeal that determination to the Board of Trustees. The appeal shall be in writing and submitted

within 30 calendar days of the notice that the application has been denied. The appeal shall explain why the teacher asserts the denial was incorrect (including as applicable why the teacher's assignment is substantially equivalent to a high-need area) and shall include any appropriate supporting documentation. The Board of Trustees shall evaluate the appeal in a closed meeting of the Board and determine if the denial was erroneous and notify the teacher and administration of the determination and the grounds for determination.

V.   **Nature of Salary Supplement**
The salary supplement is considered part of the teacher's base pay, subject to the teacher's continuing qualification as an eligible teacher each year, semester, or quarter (as applicable). The amount of the supplement the teacher receives shall be the amount of the supplement established by the Board of Trustees plus the amount of any employer-paid benefits that the teacher would be entitled to for a corresponding increase in salary.

VI.   **Increase in Amount of Salary Supplement**
The Board of Trustees may increase the amount of funds that are provided through the salary supplement if it first ensures the proper distribution to the LEA's teachers of funds the LEA receives under the program and experiences a carry forward or leftover balance. Any single educator's supplemental salary will not exceed a total of $5,000.

VII.   **Communication to the Utah State Board of Education**
Summit Academy Schools will submit a report to USBE by October 13, 2025, and annually by the designated deadline to support reporting to the Utah Legislature.

VIII. **References**
Utah Code 53F-2-504

IX.   **Attachments**
Appendix A

X.   **Approval Date and Revision History:**
Original Date of Approval:

Highly Needed Educator Salary Supplement (SHiNE) Policy
Policy Number: 4104

Appendix A

Approved Content Areas and Endorsements

1. Special Education Teachers

2. Secondary Mathematics Teachers (Levels 3 and 4 only)

3. Career and Technical Education Teachers in one of the following cluster areas:

   a. Programming and Software Development, (including CTE Robotics, does not include Lego Robotics)

   b. Engineering and Technology

   c. Business, Finance and Marketing

   d. Computer Science and Information Technology

4. Dual Language Immersion Teachers

Allocation

Qualifying teachers will be awarded an educator supplement; the amount of which will be dependent on the current year's fiscal allotment and the total eligible applicants.

    Tiered Additions to Supplement:

- **$500** for a master's degree aligned to the approved content areas and endorsements

- **$500** for a doctoral degree aligned to the approved content areas and endorsements

- **$500** for five or more years of satisfactory or better evaluation of teaching within Summit Academy LEA

Remaining available funds will be distributed equally amongst eligible teachers.

Application & Deadlines
Application and related documentation must be submitted by October 1, 2025, and by September 1 of each subsequent school year.

[2025-2026 Highly Needed Educator Salary Supplement (SHiNE) Application](#)

<div align="center">

SUMMIT ACADEMY SCHOOLS

September 15, 2025

</div>

TO: Summit Academy Schools Governing Board

FROM: Jennifer Hatch, Human Resources

SUBJECT: 4101 Benefits and Leave Policy

BACKGROUND INFORMATION

During the 2024 legislative session, House Bill 192 was passed, with an effective date of July 1, 2025. In alignment with Utah Code 53G-11-208, our Benefits and Leave Policy will be updated to include a section for parental and postpartum leave.

CURRENT CONSIDERATIONS

Beginning July 1, 2025, an LEA: shall develop leave policies that provide for the use and administration of parental leave and postpartum recovery leave by a qualified employee under this section in a manner that is not more restrictive than the parental and postpartum recovery leave available to state employees under Section 63A-17-511; and may develop leave policies that provide a mechanism for leave sharing between employees of the same LEA or school for all types of leave, including sick leave, annual leave, parental leave, and postpartum recovery leave; and shall provide each employee written information regarding: a qualified employee's right to use parental leave or postpartum recovery leave under this section; and the availability of and process for using or contributing to the leave sharing mechanism described in Subsection 2b.

FINANCIAL IMPLICATIONS

Employee(s) would continue to be paid their current salary for 3 to 6 weeks. The cost of a sub is an average of $120 a day. A 6-week sub at this rate would be $3600.

RECOMMENDATIONS

It is respectfully recommended for board approval.

DIRECTOR'S RECOMMENDATION: Recommendation for approval.

Benefits and Leave Policy
Policy Number: 4101

I.   Policy
The Summit Academy Board of Trustees has established general guidelines for the extension of benefits and leave to employees

II.   Definitions
  A. Full-time Employee: Any employee whose employment agreement requires a minimum of 40 hours of work per week during the school year.
  B.   Day: The amount of time an employee's employment agreement requires in a 24-hour period. For example, if an employee is required to work 4 hours a day according to their employment agreement, then a day equals 4 hours.
  C.   Immediate Family: Includes spouse, son, daughter, parents, son-in-law, daughter-in-law, parent-in-law, or a person who is residing in the employee's household at the time of the illness or death. Special circumstances may be appealed to the Principal for consideration of immediate family status.
  D. School Year: A total of no more than 180 teaching days, plus up to 6 additional in- service and/or testing days in a fiscal year. See the school calendar for the current year for additional details.
  E. Fiscal Year: July 1 through June 30
  F. Mid-term Employee: Any employee hired after a school year has started. Mid-term employees will receive leave on a prorated basis for the remainder of the school. Full- time mid-term employees are eligible for health insurance benefits the first of the month after 30 days from the date of hire.

III.   Health Insurance Benefits
Insurance benefits are available to all full-time Summit Academy Schools employees. Benefits are subject to change and benefit documentation will be distributed to all employees at the beginning of each school year.

IV.   Salary and Wages
Pay increases will be determined on an annual basis pending state legislative funding and merit.

V.   Retirement Benefits
Summit Academy Schools participates in Utah Retirement Systems. For those employees who are eligible according to URS rules, a non-contributory public employee retirement program that includes a pension plan and/or a 401(k) employer contribution occurring each payday. Contribution rates are set by Utah Retirement Systems and subject to change on an annual basis from time to time.

VI.   Life Insurance
Summit Academy offers a $25,000 life insurance policy to those employees who receive URS benefits at no cost to the employee. Options available to purchase additional coverage for self, spouse, and children.

VII. **Personal / Sick Leave**

Full-time employees of Summit Academy Schools will receive 3 days of paid personal / 7 days paid sick leave per school year. Part-time certified employees will receive prorated paid personal/sick leave based on the work hours outline in their employment agreement. Full-time employees who work a 12-month schedule will receive 15 days of paid personal / 12 days paid sick leave due to their extended work schedule. Mid-term employees will receive prorated personal / sick leave based on the days remaining in the school year.

Using Personal / Sick Leave

Except in unusual circumstances, or unexpected illness or injury, prior notification must be given to the immediate supervisor at least one day in advance. **Employees shall complete an Absence Request Form, which is approved by Administration, in order to receive full pay for work missed.**

Personal leave may only be taken the day before or after a school holiday or during the first five days and last five days that students are in school for the following reasons.
- Observance of religious holidays which fall on a regularly scheduled school calendar workday
- Weddings of immediate family
- Graduations of immediate family
- Required court appearances
- Funerals for a death not covered by bereavement leave
- Conferences and conventions which relate to the individual employee's work assignment and are not covered by professional leave

Employees who take leave the **day before and / or the day** after any scheduled school holiday may be required to pay for a substitute.

Employees may accrue a maximum of 1.5 times their total annual accrue.
- 184-186 calendar = 7 days x 1.5 with a cap of 10.5
- 220 calendar =7 days x 1.5 with a cap of 10.5
- 261 calendar = 12 days x 1.5 with a cap of 18

Notification of Absence

Employees are required to notify Administration as soon as they know that they will be absent from work and to give appropriate assistance in finding a substitute to cover the absence(s).

Unpaid Leave

Employees are discouraged from taking additional personal / sick leave over the allotted time given per job type. When employees exceed their allotted personal / sick days, additional days requested will be classified as unpaid leave.

Pandemic Guidelines

In the case of a pandemic or other outbreak of a highly communicable disease, exceptions to the Benefits and Leave Policy will be made so the employee will not be penalized for remaining home due to illness. This exception is made in order to encourage staff to remain home when ill and will be made at the discretion of the employee's supervisor.

VIII. Bereavement Leave

In the event of a death in the immediate family, an employee may be granted bereavement leave according to the following guidelines.

• Employees may be granted up to 5 days bereavement leave without pay deduction in the event of the death of a spouse or child.
• Employees may be granted up to 3 days bereavement leave without pay deduction in the event of the death of any other immediate family member.
• Two additional days of bereavement leave may be granted if travel time is needed. Travel must be in excess of 350 miles one way to qualify for additional days. Employees must provide travel verification to their immediate supervisor.
• If the death of an employee's mother or father results in the loss of the only remaining parent, by 3 additional personal leave days may be taken to deal with estate issues. The 3 additional days must be taken within one calendar year of the parent's death.

IX. Long Term Leave

~~Long term leave is defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. Pursuant to the Family Medical Leave Act (FMLA), the school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave may be given for a maximum of up to 12 consecutive weeks, or longer if required by law. Such leave is available to full-time employees who have been employed by Summit Academy Schools for at least one full school year. FMLA requires an employee to provide 30 days advanced notice when the leave is foreseeable.~~

Long-term leave is defined as unpaid leave granted for pregnancy, post-childbirth maternity or paternity, adoption, an employee's long-term illness, or any other circumstance required by law.

In accordance with the Family Medical Leave Act (FMLA):
- The school may require certification from a qualified medical professional to confirm the reason for leave and/or verify the employee's ability to return to work.
- Eligible employees may receive up to 12 consecutive weeks of leave, or longer if required by law.
- This leave is available only to full-time employees who have completed at least one full school year of employment with Summit Academy Schools.
- Employees must provide at least 30 days' advance written notice when the need for leave is foreseeable.

Summit Academy offers two additional leave options (Parental Leave and Postpartum Leave), each lasting three weeks. These require a 30-day written notice and are designed to work in coordination with FMLA.

A. Parental Leave
   Eligibility:
   - Must be eligible for retirement benefits (licensed employees working 20+ hours per week or classified employees working 38+ hours per week).
   - Must be one of the following:
     o The biological parent of the child

- o The spouse of the birth giver
- o An adoptive parent, foster parent, or legal guardian

Additional Guidelines:
- Leave cannot begin before the child's birth/adoption or extend beyond 6 months after.
- Runs concurrently with FMLA (employees may not take 12 weeks of FMLA plus an additional 3 weeks of parental leave).
- Runs consecutively with postpartum leave (if applicable).

B. Postpartum Leave
Eligibility:
- Must be eligible for retirement benefits (licensed employees working 20+ hours per week or classified employees working 38+ hours per week).
- Must be one of the following:
  - o The biological parent of the child
  - o The spouse of the birth giver
  - o An adoptive parent, foster parent, or legal guardian

Additional Guidelines:
- Leave cannot begin before the child's birth/adoption or extend beyond 6 months after.
- Runs concurrently with FMLA (employees may not take 12 weeks of FMLA plus an additional 3 weeks of parental leave).
- Runs consecutively with parental leave (if applicable).

X. **Jury or Witness Duty**
Employees are required to provide the Principal with copies of court notices or subpoenas as soon as possible after receiving such notification. Summit Academy Schools will pay an employee an equivalent to their regular pay during the jury or witness leave period.

XI. **Military Leave**
Any full-time employee who is a member of a reserve component of the armed forces of the United States, and pursuant to military orders enters federal or state active duty, active duty for training, or inactive duty training, shall, upon written request, be granted a leave of absence from employment for a period not to exceed five (5) years.

XII. **References**
Family Medical Leave Act (FMLA)

XIII. **Attachments**
N/A

XIV. **Revision History and Approval Date**
Version 1: July 2007: Effective
Version 2: November 2015: Updated
Version 3: July 16, 2020: Updated Personal / Sick Leave and added Pandemic Guidelines in section VI

Version 4: August 19, 2021: Added Unpaid Leave in section VI
Version 5: 3March2022: Update Leave time with rollover time.
Version 6: 18August2022: Added Life insurance.
Version 7: 15September2025: Update to Long Term Leave

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: Curriculum Approval – Firearms Safety Standards

BACKGROUND INFORMATION

Schools are now required to provide firearm safety instruction to students. This requirement aligns with the Utah State Board of Education (USBE) standards for Grades 1, 3, 5, Junior High Health, and High School Health. The USBE has clarified that they will not be providing official curriculum resources for schools. However, they did make some suggestions, which Summit Academy staff have reviewed and are now recommending to the board for approval.

CURRENT CONSIDERATIONS

Please see attached curriculum and opt-out letter.

IMPACT ON STUDENT ACHIEVEMENT

Curriculum aligns with newly adopted state standards.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the board approves.

DIRECTOR'S RECOMMENDATION: Recommended for approval.

Board Proposal: Firearm Safety Curriculum Implementation

Background:
Schools are now required to provide firearm safety instruction to students. This requirement aligns with the Utah State Board of Education (USBE) standards for Grades 1, 3, 5, Junior High Health, and High School Health. The USBE has clarified that they will not be providing official curriculum resources for schools. However, they did make some suggestions, which Summit Academy staff have reviewed and are now recommending to the board for approval.

Requirements:

- Instructions must be **brief**, **politically neutral**, and focused solely on:

    o   Safe handling of firearms

    o   Proper storage of firearms

    o   Preventing accidents and ensuring personal safety

- In compliance with **HB 104**, parents must be notified prior to classroom instruction and given the opportunity to opt their student out of firearm safety lessons. Notification should include a message with a link to the resources used.

Curriculum Resources:
Introduction: https://www.ncpc.org/wp-content/uploads/2019/02/ncpc-nssf_kit_2024.pdf

Two resources have been selected to serve as the official curriculum:

- **Grades 1:** McGruff Gun Safety Videos & Activities (National Crime Prevention Council)

    o   Teaching Molly's Mischief Guide

    o   Molly's Mischief Worksheet

    o   Molly's Mischief – 1st Grade

- **Grades 3:** McGruff Gun Safety Videos & Activities (National Crime Prevention Council)

    o   Teaching Not Cool, Kyle Guide

    o   Not Cool, Kyle Worksheet

    o   Not Cool, Kyle – 3rd Grade

- **Grades 5, JH Health, and HS Health:** Utah Attorney General's Office Firearm Safety Video

    o   Utah AG Firearm Safety Resource

Additional Resources:

- National Crime Prevention Council Website
- Gun Safety Poster
- Gun Safety Pledge
- McGruff Talks to Students about Gun Safety

Implementation:

- Teachers should use only the approved materials to avoid interjecting any political bias or non-approved topics.
- **1st Grade:** Show "Molly's Mischief" video and complete accompanying activities.
- **3rd Grade:** Show "Not Cool, Kyle" video and complete accompanying activities.
- **5th Grade, JH, HS:** Show Utah Attorney General's Office video, followed by a brief, structured discussion emphasizing firearm safety and storage.

Timeline:

- Curriculum must be taught in all required grades/classes **by the end of the school year**.

Firearm Safety Curriculum Opt-Out Form

As required by state law (HB 104), our school will be providing brief firearm safety instruction this year. This training aligns with the Utah State Board of Education (USBE) standards for the following grade levels: 1st, 3rd, 5th, Junior High Health, and High School Health.

The lessons are:

Politically neutral, Brief and age-appropriate, and focused on safe handling and secure storage of firearms to help prevent accidents and ensure personal safety.

Curriculum Resources:

National Crime Prevention Council Website (Molly's Mischief and Not Cool Kyle Curriculum): https://www.ncpc.org/resources/mcgruffgunsafety/

1st Grade: Molly's Mischief video & activities. Link to video: https://youtu.be/LGli6hGX4Pc

3rd Grade: Not Cool, Kyle video & activities. Link to video: https://youtu.be/np2cZ5hHwc8

5th Grade, Junior High, and High School: Video from the Utah Attorney General's Office. It can be followed by a brief, but controlled discussion focused on safe handling and storage of firearms. Link to video: https://attorneygeneral.utah.gov/lets-stay-safe-utah/

Student Name: _____ Student ID: _____

Student's Teacher: _____Student's Grade Level: _____

Parent Name (Please Print): _____

Phone/email: _____

Parent Signature: _____Date: _____

☐**I DO NOT** give permission for my student to participate in firearm safety lessons.

McGruff® Talks to Students about Gun Safety

Dear Educator,

Gun safety is an important topic at schools across the country. To help you address this topic in your classroom, the National Crime Prevention Council has created two gun safety videos featuring McGruff the Crime Dog®. The videos teach children in grades K-6 how to stay safe if they should find a gun at home or see a student with a gun at school. The lesson is simple: **Stop. Don't touch. Get away. Tell an adult.**

This free teaching kit is designed to assist you in making McGruff's gun safety lesson part of your class plans. The kit includes suggestions for introducing the topic of gun safety, along with discussion prompts to help focus student attention on the key messages of the videos and to reinforce learning through positive dialogue. The kit also provides a reproducible activity sheet for each video that you can use to assess student comprehension; a reproducible take-home letter to engage families in the learning process; and a reproducible gun safety pledge sheet for students and their parents/guardians to sign together.

McGruff Talks to Students about Gun Safety has been developed in partnership with the National Shooting Sports Foundation, whose Project ChildSafe® is the largest, most comprehensive firearm safety education program in the U.S. Additional free resources from Project ChildSafe and from the National Crime Prevention Council are available at the microsite created for this program at **ymiclassroom.com/mcgruff-gun-safety**.

Please share this program with other teachers at your school and let us know your opinion about the program at **ymiclassroom.com/feedback-mcgruff**. We look forward to your comments.

Sincerely,

McGruff the Crime Dog®
National Crime Prevention Council
National Shooting Sports Foundation

Target Audience

Elementary school students in grades K-6 and their families

Objectives

- To teach students how to stay safe if they find a gun at home or see a student with a gun at school.
- To reinforce that children should never handle a gun without adult supervision.
- To remind students of their responsibility to inform a teacher or another trusted adult if they see a student with a gun at school.
- To enlist parents/guardians in teaching and practicing gun safety at home.
- To encourage students and parents/guardians to sign McGruff's Gun Safety Pledge.

Questions? Please call 1-800-859-8005 toll free. We look forward to helping you.

How to Use this Program

1. Preview the McGruff® gun safety video appropriate for your grade level/students. Links to both videos can be found at the program microsite, **ymiclassroom.com/mcgruff-gun-safety**.

- *Molly's Mischief* (2 minutes, grades K-2) McGruff's nephew Scruff® is visiting his friend TJ when TJ's little sister Molly finds a gun in their parents' bedroom. Scruff helps Molly understand why kids should never handle a gun without adult supervision and teaches them his uncle's **4 Steps of Gun Safety: Stop. Don't touch. Get away. Tell an adult.**

- *Not Cool, Kyle* (2 minutes, grades 2-6) McGruff's nephew Scruff and his friend Mara are shocked when their friend Kyle shows them a gun in his backpack on their way into school. They explain to Kyle why it is dangerous to bring a gun to school and remind him that he could get in big trouble. Scruff teaches Kyle and Mara his uncle's **4 Steps of Gun Safety: Stop. Don't touch. Get away. Tell an adult.** Then he goes with Mara to tell a teacher about Kyle's dangerous behavior.

2. Make photocopies of the appropriate activity sheet, the take-home letter, and the pledge sheet for all your students.

3. Contact your school media or technology coordinator to be sure you can access the McGruff videos and display them in your classroom.

Teaching
Molly's Mischief

Grades K-2
One class period

Discussion Before Viewing

- Ask students if they are familiar with McGruff the Crime Dog® and his slogan, "Take A Bite Out Of Crime®." Where have they seen him? What does he talk about? Explain that today McGruff is going to teach them an important lesson about gun safety.

- Ask students if they know (or know about) anyone who has handled a gun without adult supervision. How did it happen? Was anyone hurt? Explain that McGruff and his nephew Scruff are going to show them how to stay safe if they or any of their friends find a gun at home. (Note: Try to steer students away from identifying anyone by name. Also be alert to intervene if a student's response becomes emotionally charged.)

Discussion After Viewing

- Remind students that Molly didn't understand the word *supervision*. Ask students to define the word. Ask for examples of trusted adults who can provide supervision (parent, guardian, teacher, police officer). Talk about why kids should not handle a gun without adult supervision.

- Ask students what they should do if they see a gun in another location such as a school, park, or a friend's home.

- Ask students what toy guns look like. How can you tell they are toys? Ask if they have seen guns on television or in movies. How can you tell that those are pretend guns? Talk about how it is hard to tell whether a gun is real or not just by looking at it. Why is it safer to follow McGruff's 4 Steps of Gun Safety anytime you see a gun that looks real?

- Remind students that Scruff is going to ask his uncle to talk with TJ and Molly's parents about storing their gun safely. Ask students for ideas on where the gun should be stored. Explain that guns should be stored safely in a gun safe or locked metal box, a locked closet, or a locked room.

- Reinforce the 4 Steps of Gun Safety by having students recite them together. Then play a game where you ask each student to say the 4 Steps in sequence over and over until all students have been called on.

Classroom Activity Sheet

- Distribute copies of the activity sheet. Read the directions for the True/False quiz aloud, then read each question aloud, giving students time to mark their answers. For younger students, have the class show a "thumbs up" for True and a "thumbs down" for False, then discuss the correct answer immediately after each question. Otherwise, discuss the answers after students have completed the quiz. (Answers: 1-True, 2-False, 3-True, 4-True, 5-True)

- Read the directions for the second part of the activity sheet aloud. Have students complete the word puzzle individually, then review their answers. For younger students, work through the puzzle word by word at the chalkboard/whiteboard, prompting students to supply the missing letters.

- In addition to having the students participate in the activities in class, have them take the activity sheet home to complete with a parent/guardian.

Molly's Mischief

Name:_____

Do you remember what Molly learned about gun safety? Take this quiz to find out.

1. True or False? The guns you see on television can't really hurt anyone.
☐ True   ☐ False

2. True or False? Little guns are not as dangerous as big guns.
☐ True   ☐ False

3. True or False? Adult supervision means having an adult with you.
☐ True   ☐ False

4. True or False? If you find a gun, you must tell an adult right away.
☐ True   ☐ False

5. True or False? Guns should always be locked up in a safe place away from kids.
☐ True   ☐ False

🐾 🐾 🐾 🐾 🐾 🐾 🐾 🐾

Help Molly remember **McGruff's® 4 Steps of Gun Safety**.
Fill in the missing letters. Use the word box if you need help.

1. St __ p.
2. D __ n't t __ uch.
3. G __ t aw __ y.
4. T __ ll an ad __ lt.

Word Box
Tell an adult.
Stop.
Don't touch.
Get away.

NCPC
National Crime Prevention Council
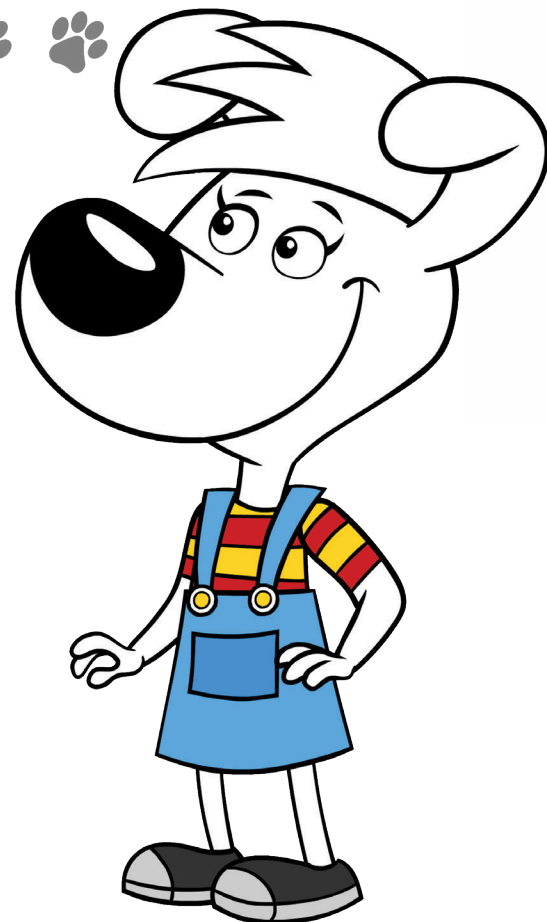
Teaching
Not Cool, Kyle

Grades 2-6
One class period

Discussion Before Viewing

- Ask students if they are familiar with McGruff the Crime Dog® and his slogan, "Take A Bite Out Of Crime®." Where have they seen him? What does he talk about? Explain that today McGruff is going to teach them an important lesson about gun safety.

- Ask students if they know (or have heard about) anyone who has brought a gun to school. What happened? Was anyone hurt? Do you know why the student had a gun at school? Explain that McGruff and his nephew Scruff® are going to show them how to stay safe if they see a student with a gun at school. (Note: Try to steer students away from identifying anyone by name. Also be alert to intervene if a student's response becomes emotionally charged.)

Discussion After Viewing

- Talk about why Kyle brought the gun to school. Did he know it was against the rules? Did he know that someone might get hurt? He says he just wants to show it to his friends. What does that mean? Why does he think his friends would want to see a gun? How would you react if a student showed you a gun in his/her backpack?

- Talk about how Scruff and Mara reacted when Kyle showed them the gun. Kyle says they are acting weird. What do you think? Scruff says the gun is scary. What is he scared might happen? Why isn't Kyle scared? Should he be?

- Ask students if they think Scruff and Mara did the right thing in telling a teacher about Kyle's bringing a gun to school. Did Scruff and Mara want to tell on Kyle? If not, why did they do it? Is there anything else they could have done? (Use this question to emphasize that telling a teacher or another trusted adult is the only acceptable action in this situation.)

- Reinforce the 4 Steps of Gun Safety by having students recite them together. Then have students work in small groups to create a rap, song, or rhyme based on the four steps. Have the groups perform their raps for one another.

Classroom Activity Sheet

- Distribute copies of the activity sheet. Read the directions for the multiple-choice quiz aloud. Have students complete the quiz individually, then review the answers as a class. (Answers: 1-a, 2-d, 3-b, 4-c)

- Read the directions for the second part of the activity sheet aloud. Have students complete the word puzzle individually, then review their answers.
  (Answers:
  1-Stop,
  2-Touch,
  3-Away,
  4-Tell, Adult)

A	S	B	C	D	A
E	T	E	L	L	D
T	O	U	C	H	U
F	P	G	H	I	L
J	A	W	A	Y	T

- In addition to having the students participate in the activities in class, have them take the activity sheet home to complete with a parent/guardian.

Pledge Signing and Take-Home Letter

- Distribute the pledge sheets and take-home letter.

- Have students stand and raise their right hands as they read the pledge aloud. Then have students sign their pledge sheets in the space provided. Tell them to have a parent/guardian sign and date the pledge sheet in the spaces provided when they get home. Encourage students to display their pledge sheets prominently at home.

- Direct students to give the take-home letter to a parent/guardian. Explain that the letter asks parents/guardians to watch the McGruff gun safety videos with their children. Encourage students to find time to watch the videos with a parent/guardian and to share what they have learned about gun safety today.

Gun Safety Educational Resources

- McGruff Talks to Students about Gun Safety **ymiclassroom.com/mcgruff-gun-safety**
- McGruff's 4 Steps of Gun Safety **ncpc.org/McGruffGunSafety**
- Project ChildSafe **projectchildsafe.org**

NCPC National Crime Prevention Council

SM

Not Cool, Kyle

Name:_____

Do you remember what Kyle learned about gun safety? Take this quiz to find out. Put a check mark next to the correct answer.

1. Why did Kyle bring a gun to school?
_____ a. To impress his friends
_____ b. To protect himself
_____ c. To help keep the school safe
_____ d. All of the above

2. Why is it wrong to bring a gun to school?
_____ a. Someone could get hurt
_____ b. It will scare other students
_____ c. You will get in trouble
_____ d. All of the above

3. What should you do if you see a student with a gun at school?
_____ a. Tell the student to leave the school
_____ b. Tell a teacher, principal, or another trusted adult
_____ c. Call the police
_____ d. All of the above

4. What should Kyle do with the gun?
_____ a. Take it back home
_____ b. Learn how to tell if it is loaded
_____ c. Take his backpack to a teacher, principal, or another trusted adult
_____ d. All of the above

Help Kyle remember **McGruff's® 4 Steps of Gun Safety**. Circle the missing words in the puzzle. Then write them where they belong on the blank lines.

1. ___ ___ ___ ___.

2. Don't ___ ___ ___ ___ ___.

3. Get ___ ___ ___ ___.

4. ___ ___ ___ ___ an ___ ___ ___ ___ ___.

A S B C D A
E T E L L D
T O U C H U
F P G H I L
J A W A Y T

NCPC
National Crime Prevention Council

GUN SAFETY

If you see a gun, follow these four steps:

STOP

DON'T TOUCH

GET AWAY

TELL AN ADULT

Follow these tips to protect yourself and keep other people safe:

- Tell somebody immediately if you see a gun in someone's backpack at school.

- Tell a trusted adult if you hear someone say they're going to bring a gun to school.

- If you're not sure why a gun is dangerous, talk to a parent about it.

- Stay away from guns and you're on your way to <u>staying safe</u>!

NCPC
National Crime Prevention Council

ARMOURED ONE
STAYING ONE STEP AHEAD

SM
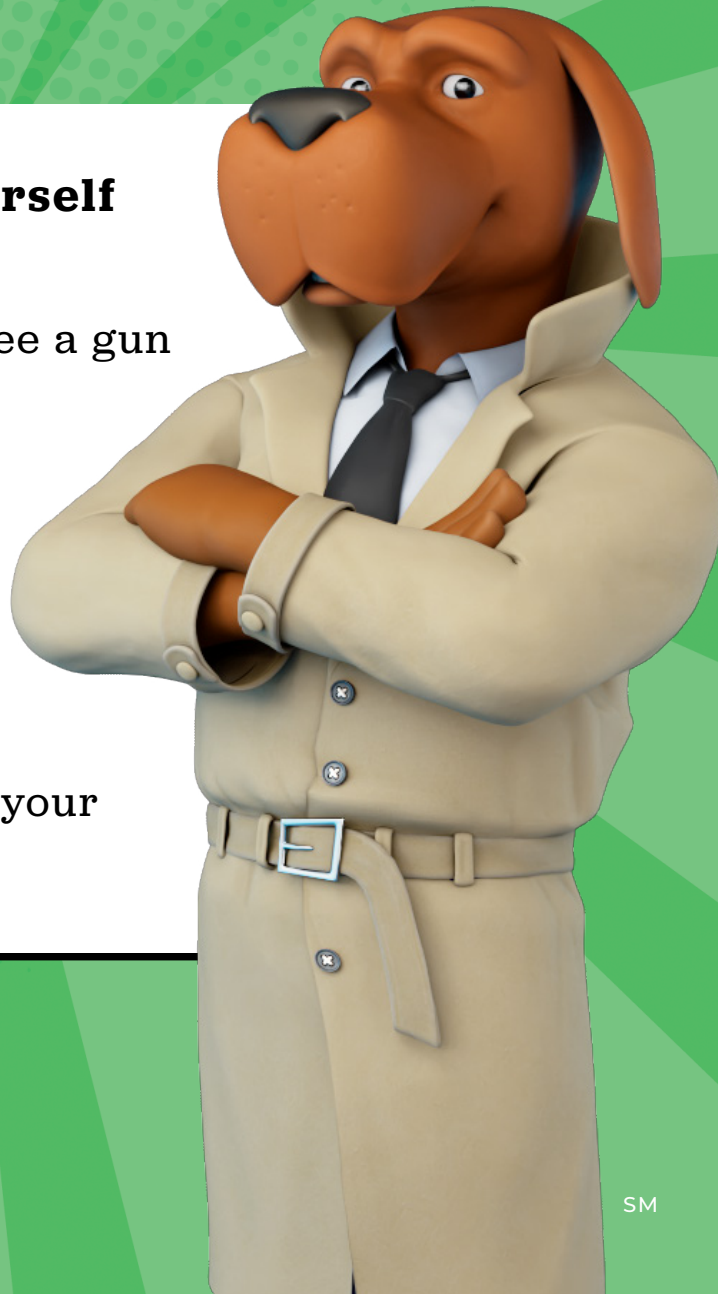
McGruff's® Gun Safety Pledge

I hereby promise:

If I ever see a gun, at home or at school, I will follow **McGruff's 4 Steps of Gun Safety**:

1. Stop.
2. Don't touch.
3. Get away.
4. Tell an adult.

_____
Student Signature

_____
Parent/Guardian Signature

McGruff Signature:

Date:_____

NCPC

SM

For more information on gun safety, visit:
ncpc.org/McGruffGunSafety
projectchildsafe.org

McGruff® Talks to Students about Gun Safety

Dear Parent/Guardian,

Today at school your child learned about gun safety from **McGruff the Crime Dog**®, a safety expert whom you probably remember from your own days in the classroom.

McGruff and his nephew Scruff® are the stars of two new gun safety videos designed to teach students in grades K-6 how to stay safe if they find a gun at home or see a student with a gun at school. The lesson is simple:

1. **Stop.**
2. **Don't touch.**
3. **Get away.**
4. **Tell an adult.**

Your child has learned to follow these four steps and why they are important for safety. We hope you will reinforce this lesson by viewing McGruff's gun safety videos with your child.

Molly's Mischief (for grades K-2)
Molly learns what to do when she finds a gun in her parents' bedroom.

Not Cool, Kyle (for grades 2-6)
Kyle learns why it is never cool to bring a gun to school.

Both videos are available free of charge on the **McGruff's 4 Steps of Gun Safety** page at the National Crime Prevention Council website: ncpc.org/McGruffGunSafety.

On this webpage you will also find a link to **Project ChildSafe**® (projectchildsafe.org), the National Shooting Sports Foundation®'s comprehensive firearm safety education program. We encourage you to visit Project ChildSafe for additional gun safety resources, including a free safety kit that comes with a cable-style gun lock and detailed instructions for storing guns safely. In addition, you may wish to view the Project ChildSafe video "Talking with Kids about Gun Safety" (projectchildsafe.org/understanding-gun-safety), which offers clear and simple tips to help keep kids safe when there are guns in the home. The McGruff videos also may be viewed at projectchildsafe.org.

Gun safety is an important topic for all Americans, gun owners and non-gun owners alike. We hope that you will join us in helping today's children learn and live by **McGruff's 4 Steps of Gun Safety**, so that together we can set them on the path to a safer future.

Sincerely,

McGruff the Crime Dog®
National Crime Prevention Council
National Shooting Sports Foundation®

<div align="center">

SUMMIT ACADEMY SCHOOLS

September 15, 2025

</div>

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: Board Survey Options

BACKGROUND INFORMATION

The Summit Academy Board has sent out multiple surveys in the past with different purposes. The most common survey has been a

1) *Parent Survey* assessing their satisfaction with Summit Academy across multiple indicators.

Additional surveys have included:

2) *Employee Survey* – assessing quality, strengths and challenges of school programs;
3) *Board Survey – assessing* collaboration between the Board and director, schools, and quality of support to the schools;
4) *Director 360 Survey-* assessing director performance for evaluative purposes.

CURRENT CONSIDERATIONS

Please see the questions gathered from these surveys as part of consideration in developing the next survey from the Board.

IMPACT ON STUDENT ACHIEVEMENT

Survey results help identify areas of needs and strengths that will be integrated into the continuous improvement processes within the LEA.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

Board review and approval or generation of next steps.

DIRECTOR'S RECOMMENDATION: Board review and approval or generation of next steps.

Summit Academy Board Surveys – Question Overtime

All surveys are designed to be completed anonymously.

Survey for Parents

Survey sent out by campus. Parents at multiple campuses would be asked to complete multiple surveys.

1. What city do you reside in? (Short response)
2. What is your child(ren)'s grade? (Multiple options)
3. What is the PRIMARY reason you and your student chose Summit Academy? (Create list of options, or offer long response)
4. Do you feel the school's academics are [Improving, Staying the Same, Declining] overall for your student(s)?
5. Do you feel the school's extra-curricular and club programs are [Improving, Staying the Same, Declining] overall for your student(s)?
6. Do you feel the school's culture is [Improving, Staying the Same, Declining] overall for your student(s)?
7. Is your child involved in one or more extracurricular activities? (Yes, No, Offer list?)
8. Do you plan to have your child(ren) attend Summit Academy High School (SAHS)? (Yes, No, Undecided)
    a. Please tell us why you are undecided or not planning to have your child(ren) attend Summit Academy High School. (Long response)

Please rate your overall satisfaction with the following educational aspects of the school: Rated using Likert Scale 1- Very Dissatisfied, 2) Dissatisfied, 3) Neutral, 4) Satisfied, 5) Very Satisfied *OR 1-10 scale

9. Overall academic quality of Summit Academy.
10. The ability of the school to
    a. Fulfill its stated educational mission
    b. Achieve academic standards and expectations
    c. Remain accessible and open to parents and guardians
    d. Support positive student social interactions
11. Confidence in school personnel's ability to
    a. Manage classrooms calmly
    b. Address student behavior appropriately
12. Please rate your overall satisfaction with the following teaching aspects at Summit Academy:
    a. Sense of pride teachers have in the school
    b. Quality teachers
    c. Quality teaching practices overall
    d. Innovative teaching practices
    e. Meeting individual student needs
    f. Communication of teachers to parents
13. How satisfied are you with the following school personnel?
    a. Board of Trustees
    b. Executive Director
    c. Principal
    d. Assistant Principal
    e. Office Staff
    f. Counseling/Social Work Services
14. How satisfied are you with the following Summit Academy operations, programs, or policies?
    a. Facilities

b. Cleanliness
        c. Safety
        d. Drop Off Procedures
        e. Pick Up Procedures
        f. School Website
        g. Lunch Program
        h. Uniform Policy
        i. Summit Parent Organization (SPO)
15. Please rate your overall satisfaction with the following core curriculum aspects of ____? (Adapt by school)
        a. Math
        b. English language arts
        c. Sciences
        d. Social studies
        e. Health
        f. Music
        g. Theatre
        h. World languages
        i. Physical education
        j. Fine arts
        k. Other electives
        l. Use of computers and other technology to support curriculum
16. Please rate your overall satisfaction with the following sports programs at ____? (Adapt by school)
        a. List all sport options
17. Rate the extra-curricular programs or clubs at ____? (Adapt by school)
        a. ...
18. Rate how well the school administration communicates with you.
19. Rate the quality of the cafeteria food offerings.
20. Rate the technology in the classroom.
21. Rate how safe you and your student feel in school. [Not safe at all, Safe, Very safe]
22. On a scale of 0 to 10 (10 being best), how likely are you to recommend Summit Academy to a friend or colleague?

Additional Comments (Long responses)

23. What suggestions do you have that would make Summit Academy a better school?
24. How can we improve on any educational aspects?
25. What additional things would you like the administration and Board of Trustees to know about that weren't covered in this survey?
26. What is the one best thing you see happening at our school?
27. What is the one thing you would most like to see improved at our school?

Survey for Employees

    a. How likely is it that you would recommend Summit Academy to a friend or colleague? On a scale of 0-10 (10 being best).

    b. Do you feel Summit Academy is living up to its' vision and mission? [always, frequently, sometimes, rarely, unsure, haven't read them]

Quality: On a scale of 0-10, 0= very bad, 5= average, 10= very good

    c. Rate the overall academic/teaching quality of Summit Academy.

    d. Rate the extra-curricular/club programs of the school.

    e. How well does your campus administration communicate with employees?

    f. How well do you feel your campus administration listens to your feedback and seriously considers your ideas and concerns?

    g. How effective are the instructional coaches as support for teacher growth and improved student learning?

Directional

    h. Do you feel the school's academics/teaching are [improving, staying the same, declining] overall for your students?

    i. How would you characterize the school culture? [inspiring, positive, average, problematic, hostile]

    j. Do you feel the school culture is [improving, staying the same, declining] overall for your students?

    k. Do you feel the school's extra-curricular/club programs are [improving, staying the same, declining] overall for your students?

Rate: On a scale of 0-10, 0=very bad, 5=average, 10=very good

    l. Rate how well you feel your efforts and opinions are valued and considered by the Summit Academy Executive Director, [**Name**]? (add N/A option if don't work directly with the director)

    m. Rate how well you feel your efforts and opinions are valued by your school's Principal, [**Name**]?

    n. Rate how well you feel the rest of the campus administrative team supports your individual and team efforts in the classroom?

    o. Do you feel that your campus administration provides enough professional development opportunities? [too few, just right, too many]

    p. Are there topics or concerns you don't feel safe sharing in this survey because you are concerned it might not be truly anonymous, or could cause negative repercussions? (Yes/No)

Open Ended

    q. What is the one best thing you see happening at our school?

    r. What is the one thing you would most like to see improved at our school?

    s. What additional things would you like the administration/the board to know that weren't covered in this survey?

Board Effectiveness Survey

Quality: On a scale of 0-10, 0= very bad, 5= average, 10= very good

1. Rate the overall quality of the relationship between the Summit Academy Board and the Executive Director.
2. Rate the overall quality of the relationship between the Summit Academy Board and the other school administration (not the director).
3. Rate the overall quality of the communication from the school administration to the board.

4. How well do you feel the board listens to administrator feedback/reports/recommendations and seriously considers their ideas and concerns?
5. Remembering the Open Public Meeting Law restrictions, how well does the Board communicate to school administration?
6. Do you feel supported by the board in your efforts to fulfill the vision/mission of Summit Academy? [always, frequently, sometimes, rarely, never]
7. Do you feel the Board is fulfilling its' governance role effectively? [always, frequently, sometimes, rarely, never]

Directional

8. Do you feel the quality of the board governance is [improving, staying the same, declining] overall?
9. Do you feel the board involvement with the schools is [improving, staying the same, declining] overall for your campus?
10. Do you feel that the Board spends the correct amount of time/effort to support the administration? [too little, just right, too much]
11. Do you feel the board communication with school administration is [improving, staying the same, declining] overall?

Open Ended

12. What is the one best thing you see the Board doing?

13. What is the one thing you would most like to see the Board improve?

14. What additional things would you like the Board to know about that weren't covered in this survey?

SUMMIT ACADEMY SCHOOLS
September 15, 2025

TO: Summit Academy Schools Governing Board

FROM: Alana Johnson, Interim Executive Director

SUBJECT: Summit Academy Organizational Chart

BACKGROUND INFORMATION
During the August meeting, the Board requested a review of the Summit Academy organizational chart due to recent changes in personnel. The Board has reviewed previous versions of the organizational chart.

CURRENT CONSIDERATIONS
Please see attached and updated organizational chart.

IMPACT ON STUDENT ACHIEVEMENT
Summit Academy systems alignment supports the efficient and effective running of our schools.

FINANCIAL IMPLICATIONS
None.

RECOMMENDATIONS
Board review.

DIRECTOR'S RECOMMENDATION: Recommended for approval.

Organizational Chart - LEA

Summit Academy Board of Trustees

Alana Johnson — Interim Executive Director

Anabella Eaton — LEA Executive Assistant

Brad Wilkinson — Business Administrator

Jon Eborn — Director of Strategic Initiatives & Marketing

Alysha Hathaway — Assessment Director & Registrar

Alana Johnson — Director of Instruction
- Instructional Coaches

Jacque Schmidt — Support Services, SPED Coordinator, 504 Coordinator
- SPED Teachers
- SPED Aides

Jenn Hatch — Director of Human Resources

Scott Pettit — Director of Operations, Safety & Transportation
- Bus Drivers

Tanner Polatis — Director of IT
- IT Support Staff

Camilla Walton — Director of Child Nutrition
- Lunch Managers
- Lunch Workers

Vickie Spafford — Accounts Receivable

Tausha Phillips — Staff Accountant Payroll, AP/AR

- Office Secretaries

Elementary/Secondary Principals
Brantley, Cutler, Grimmer, Wyant

- Janitorial/Maint

- Interventionists
- Para Professionals
- Assistant Principals
- Teachers
- Athletic Director
- Coaches
- Assistant Coaches

LEGEND
- ——— Direct Reporting/Accountability
- – – – Shared Services
- ········ Communication/Dept. Cooperation

SCSB 5-Year Comprehensive Review
2020-2025

SUMMIT ACADEMY

Published Date: TBD

UTAH STATE CHARTER SCHOOL BOARD (SCSB)

This Page Intentionally Left Blank

Summit Academy
5-Year SCSB Comprehensive Review (2020-2025)

Table of Contents

Comprehensive Review Process, Rules, and Code

The SCSB is required by board rule and legislation to review the charter schools it authorizes annually, during its third and fifth year, and every five years after that.

Legislation

The legislation which guides this review can be found in 53G-5-406. It reads:

> The state board shall, after consultation with chartering entities, make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that:
> (1) require a charter school to develop an accountability plan, approved by its charter school authorizer, during its first year of operation;
> (2) require an authorizer to:
>   (a) visit a charter school at least once during:
>   (i) its first year of operation; and
>   (ii) the review period described under Subsection (3); and
>   (b) provide written reports to its charter schools after the visits; and
> (3) establish a review process that is required of a charter school once every five years by its authorizer.

Board Rule

The board rule governing this review can be found in R277-553-2. It reads:

> (3) An authorizer shall annually review and document matters specific to effective charter school operations, including:
>   (a) financial performance;
>   (b) academic performance;
>   (c) enrollment; and
>   (d) governing board performance.
> (4) An authorizer shall conduct and document a comprehensive review of governing board performance and review the charter agreement at least once every five years.
> Effective 1/24/2018

Summit Academy SWOT Analysis

Based on information available to the SCSB as of the date on this document, the staff have conducted an analysis to determine the Summit Academy Strengths, Weaknesses, Opportunities, and Threats (SWOT).

Table 1. Summit Academy SWOT analysis for 5-year review period (2020-2025).

Strengths	Weaknesses
1. Over 20 years as a successful charter in Utah with four satellite campuses and over 2000 students (3rd largest charter in Utah). 2. Effective governing board leadership demonstrated by management of recent changes in administration and LEA merger process. 3. Consistent and stable enrollment at each campus* (LEA peak in 2018 at 3103 students). 4. Increasing diversity throughout LEA over review period. 5. Strong academic performances across LEA. Generally, 'Typical' achievement and 'Exemplary/Commendable' designations received from USBE during review period. 6. Schools perform well against peer group of schools. USBE accountability data shows K8 schools between 52nd and 72nd percentile in SY24. SA high school at 40th percentile in SY24. 7. Excellent early literacy program, notably at Bluffdale campus. 8. Competent financial management with long-term strategic planning and balanced spending focused on students and teachers. 9. Few compliance issues with SCSB or USBE in recent years. 10. Successful ability grouping implementation at elementary level. (Need additional info from admin) 11. Unique dual language program. (Need additional info from school leadership).	1. No weaknesses identified for Summit Academy after SCSB staff review.
Opportunities	**Threats**
1. Collaborate with SCSB to review and revise charter agreement if needed. 2. Teacher retention slightly below SCSB portfolio average. (However, about 50% of teachers in LEA with over 7 years of service.) 3. New charter director training if needed. 4. Some variability in academic performances across LEA suggest possible opportunities for curriculum implementation review or internal PD programs. 5. * Draper Campus slight decline in enrollment recently with lower student retention rates.	1. No threats identified for Summit Academy. 2. General threats for charter schools include competition for students (and teachers) from other charter schools, traditional public schools, school voucher program, and homeschool options. 3. Some unfunded mandates from the legislature may impact charter schools.

SCSB Supportive Authorizing Discussion

SCSB Supportive Authorizing Discussion
1. School visit discussion topics include dual language programs (Spanish and German), strategic growth plan at each campus, mission statement, charter agreement school comparison data, PD across LEA, "Private school in charter shell" motto info, % of students who stay K-12, SA high school differentiation from other options,
School Leadership Question for School Visit
1. Why do students and parents choose your school over other education options?   2. What measurable education outcome should parents expect based on your school model?   3. What is the governing board's 5-year strategic plan? What supports are needed?

School Summary

This section describes information about the school based on what the SCSB has in the current charter agreement. Information that is outdated, incorrect, or not in practice presents an opportunity to review the charter agreement to make sure the school is in compliance with all requirements.

Background Information

Locations:	Year Opened:	Grades Served:
Summit Academy - Draper	2004 (SY05)	K – 8
Summit Academy - Independence	2014 (SY15)	K – 8
Summit Academy - Bluffdale	2016 (SY17)	K – 6
Summit Academy High School	2023 (SY24) *USBE 2009 (SY10) *SCSB	9 – 12

Mission Statement:	Summit Academy excites a student's desire to learn and succeed now and in the future. Our dynamic student-teacher-family community sees each student as a whole person and together creates a challenging individualized educational journey toward intellectual success and personal well-being.
Education Model(s):	Core Knowledge Sequence Dual Language Immersion School

School Leadership Team

Table 2. School leadership as of school year 2026 (SY26).

Board Members	Director/Principal	Business Administrator
Peter Baxter – Chair Chelsea Welch – Vice Chair Board Members list on website: Wilson Sivertson Tracy Ellis Marcia Whitman Robyn Derbidge Elizabeth Lau Jared Morgan	Alana Johnson - Director	Brad Wilkinson

Note: Percent of board membership as outlined in school bylaws _____

Student Enrollment Data

Student enrollment measures the number of students that attend a school. A stable or increasing enrollment trend can be an indicator of successful academics and school culture, while a declining enrollment may reflect problems with academics, community priorities, finances, or other issues.

LEA Enrollment History

Current Enrollment (SY25)	Max Authorized	% of Max
2568	4200	61.1%

Summit Academy LEA Enrollment History

Line chart titled "Summit Academy LEA Enrollment History" showing LEA Student Population and LEA Max Authorized (4200 Students) from 2015 to 2025. LEA Student Population values: 2156 (2015), 2367 (2016), 2953 (2017), 3103 (2018), 2945 (2019), 2954 (2020), 2562 (2021), 2559 (2022), 2528 (2023), 2564 (2024), 2568 (2025). LEA Max Authorized rises to 4200.
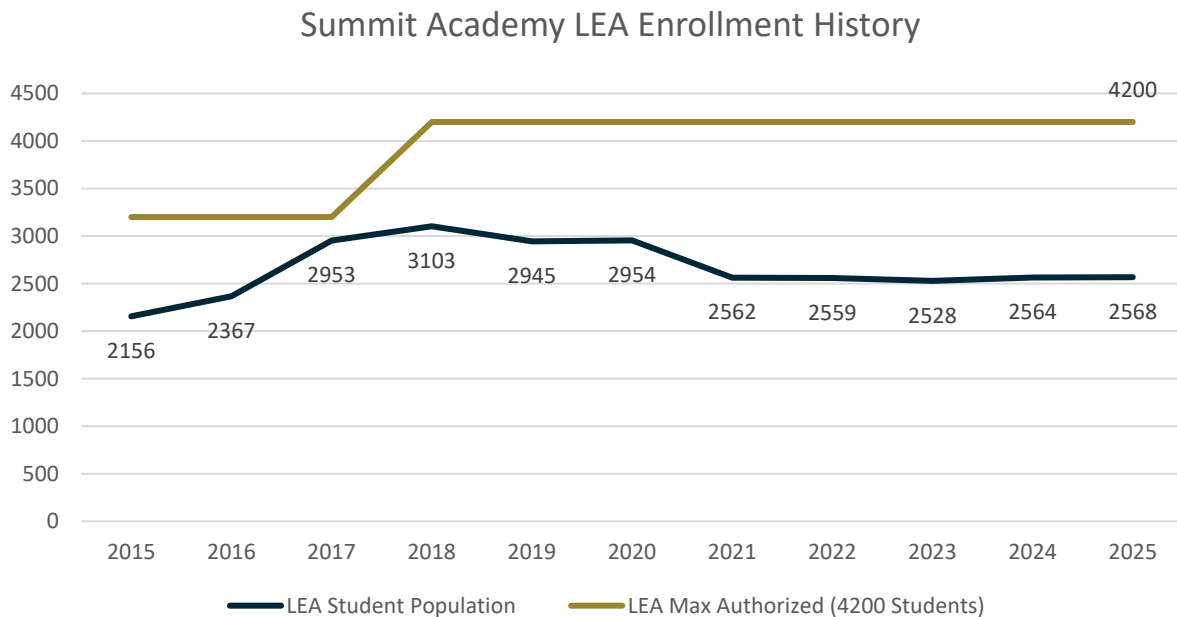
Table 3. Grade distribution history for Summit Academy (2015-2025).

School Year	Total	K - 6th	7th-8th	9th-12th
2015	2156	1373	275	508
2016	2367	1447	357	563
2017	2953	1967	444	542
2018	3103	2014	470	619
2019	2945	1907	464	574
2020	2954	1931	481	542
2021	2562	1669	392	501
2022	2559	1655	372	532
2023	2528	1641	377	510
2024	2564	1637	379	548
2025	2568	1606	363	599
Average	2660	1713	398	549

Table 4. Summit Academy student demographics from 2024 and 2025.

School Year	Total	English Learners	Ethnic Minorities	Economically Disadvantaged	Students w/ Disabilities
2024	2564	5.5%	26.1%	17.6%	14.3%
2025	2568	6.7%	28.3%	20.8%	13.9%
Summit Average	--	6.1%	27.2%	19.2%	14.1%
SCSB Average	--	7.9%	34.8%	29.3%	15.3%

LEA Student Transfer Rates

Transfer rate is a measure of the number of students who withdraw from the school in the middle of the year. The metric does not include students who move out of state. The gold line represents the SCSB metric upper threshold of 15% which means that no more than 15% of enrolled students should transfer during a school year.

Summit Academy LEA Student Transfer Rate History

Legend: ——Student Transfer Rate ——SCSB Metric Threshold (<15%)

Data points: 6.2% (2024), 5.3% (2025)
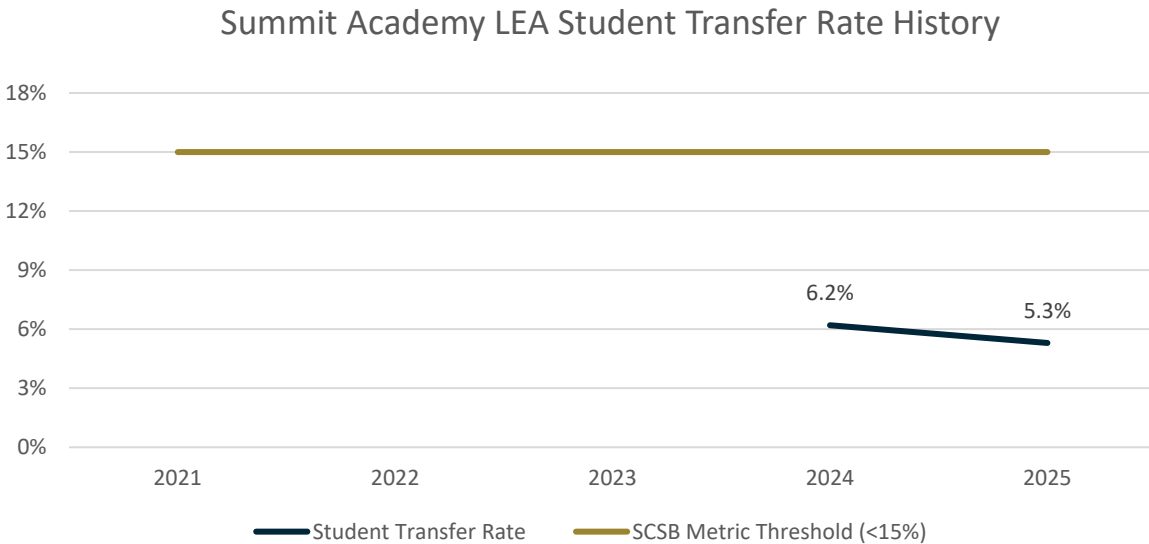
LEA Student Retention Rates

The gold line represents the SCSB metric lower threshold of 80% retention which means that schools should strive to retain at least 80% of their students each year.

Summit Academy Student Retention Rate History Data – 85.7% in SY2024

** Note: Enrollment data by campus located in Appendix A.

LEA Enrollment Performance Summary

TBD

Academic Performance Data

As a public charter school, Summit Academy is responsible for educating students according to the standards set for all Utah public schools. As of SY26, Utah uses the RISE assessments for state accountability for elementary students. These tests measure proficiency and growth in three subjects: English Language Arts, Math, and Science.

Summit Academy High School

Table 5. USBE Accountability Performance of Summit Academy High School.

Summit High School	SY22	SY23	SY24	UT 9-12 Average SY24
Achievement	--	--	Typical	--
English	--	--	50.5%	44.3%
Math	--	--	25.0%	31.8%
Science	--	--	40.6%	38.1%
Growth	--	--	Commendable	--
English	--	--	65.8%	49.2%
Math	--	--	47.3%	49.4%
Science	--	--	42.5%	49.4%
Low. 25% Growth	--	--	64.8%	59.1%
EL Progress	--	--	Critical Needs	--
Adequate Progress	--	--	27.3%	33.0%
Reaching Proficiency	--	--	4.5%	7.9%
Postsecondary Readiness	--	--	--	--
ACT 18+	--	--	67.6%	62.3%
4-Year Graduation Rate	--	--	ND	88.3%
Readiness Coursework	--	--	ND	79.2%

Table 5: The table shows the performance of Summit Academy High School on the ASPIRE assessments for the past year. The merger of Summit Academy High School and Summit Academy caused academic data to be removed from the USBE public website.

No data was collected in 2020 due to the disruptions in education caused by the pandemic. Furthermore, the data collected in 2021 is for information only and will not be used for accountability purposes. (ND = No Data based on too small of sample size or change to LEA data.)

*Due to the impacts of COVID-19, interpret 2021 scores with caution. Comparisons of 2021 scores to other years or across student groups, schools, and districts are not advised.

USBE Percentile Ranking for Summit Academy High School
    * For discussion during SCSB visit

Percentile Ranking History

High School Ranking ☐ High School Target: >= 25

| | 40.5 |
| 25 | |

2024

Table 6: The table shows the **SY24 performance of Summit Academy High School in Proficiency** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

    🟧 - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy

    ⬜ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Proficiency School Comparison
No comparison data for Summit Academy High School

RISE Proficiency Comparison Summary

- English Language Arts – Summit Academy outperformed -- of the 20 comparable schools

- Math – Summit Academy outperformed -- of the 20 comparable schools

- Science – Summit Academy outperformed -- of the 20 comparable school

Table 7: The table shows the **SY24 performance of Summit Academy High School in Growth** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
- GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Growth School Comparison
No comparison data for Summit Academy High School

RISE Growth Comparison Summary

- English Language Arts – Summit Academy outperformed -- of the 20 comparable schools

- Math – Summit Academy outperformed -- of the 20 comparable schools

- Science – Summit Academy outperformed -- of the 20 comparable schools

Summit Academy Draper Campus

Table 8. USBE Accountability Performance of Summit Academy - Draper.

K-8	SY22	SY23	SY24	UT K-8 Average SY24
Achievement	Commendable	Typical	Typical	--
English	56.2%	57.2%	58.5%	45.9%
Math	52.0%	51.1%	47.1%	44.8%
Science	61.8%	57.9%	60.5%	50.9%
Growth	Exemplary	Exemplary	Commendable	--
English	63.4%	67.1%	57.0%	50.9%
Math	58.8%	63.0%	52.8%	51.2%
Science	67.8%	60.3%	55.8%	51.0%
Low. 25% Growth	62.2%	61.5%	68.0%	61.1%
EL Progress	Critical Needs	Commendable	Typical	--
Adequate Progress	26.1%	68.2%	47.8%	36.6%
Reaching Proficiency	8.7%	36.4%	17.4%	12.0%
Early Literacy	--	--	--	--
Students on Grade Level	44.2%	48.9%	55.3%	48.2%
Students Making Progress	64.5%	66.4%	69.3%	67.9%

Table 6: The table shows the performance of Summit Academy Draper on the RISE assessments for the past 3 years. No data was collected in 2020 due to the disruptions in education caused by the pandemic. Furthermore, the data collected in 2021 is for information only and will not be used for accountability purposes. (ND = No Data based on too small of sample size)

USBE Percentile Ranking for Summit Academy Draper Campus
  * For discussion during SCSB visit

Percentile Ranking History

Legend: Elementary School Ranking — Elementary Target: >= 25

Year	2017	2018	2019	2022	2023	2024
Ranking	41.1	50.4	53.9	60	73	71.8
Target	25	25	25	25	25	25

Table 9: The table shows the **SY24 performance of Summit Academy Draper Campus in Proficiency** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

☐ - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy

☐ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Proficiency School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type		More Info:
2024	Summit Academy - Summit Academy - Draper Campus	Percent Proficient		

	English Language Arts	Mathematics	Science
Summit Academy - Draper Campus	57.2%	46.1%	59.8%
Summit Academy - Independence	49.7%	45.9%	58.9%
Summit Academy - Bluffdale	47.1%	53.4%	61.5%
Wasatch Waldorf Charter School	39.0%	18.2%	40.1%
Ascent Academies of Utah Lehi	54.6%	61.7%	66.9%
Mountain West Montessori Academy	38.8%	32.2%	50.5%
Syracuse Arts Academy - Antelope	49.1%	55.0%	54.4%
Reagan Academy	52.2%	46.4%	55.7%
Thomas Edison - South	68.3%	67.0%	67.0%
Odyssey Charter School	56.6%	51.5%	66.0%
American Preparatory Academy - Salem	54.5%	56.8%	61.7%
Thomas Edison - North	60.5%	65.1%	65.0%
Liberty Hills Elementary	58.7%	54.8%	68.2%
Leadership Learning Academy	41.2%	29.1%	40.3%
Legacy Preparatory Academy	45.4%	44.9%	48.9%
Scholar Academy	25.2%	21.8%	31.6%
Quest Academy	56.8%	53.6%	55.4%
Lincoln Academy	64.5%	61.0%	65.8%
Channing Hall	56.2%	49.3%	54.5%
Rose Creek School	46.5%	45.2%	52.0%
Syracuse Arts Academy - North	64.7%	60.3%	68.0%

RISE Proficiency Comparison Summary

- ELA – Summit Academy outperformed 15 of the 20 comparable schools

- Math – Summit Academy outperformed 7 of the 20 comparable schools

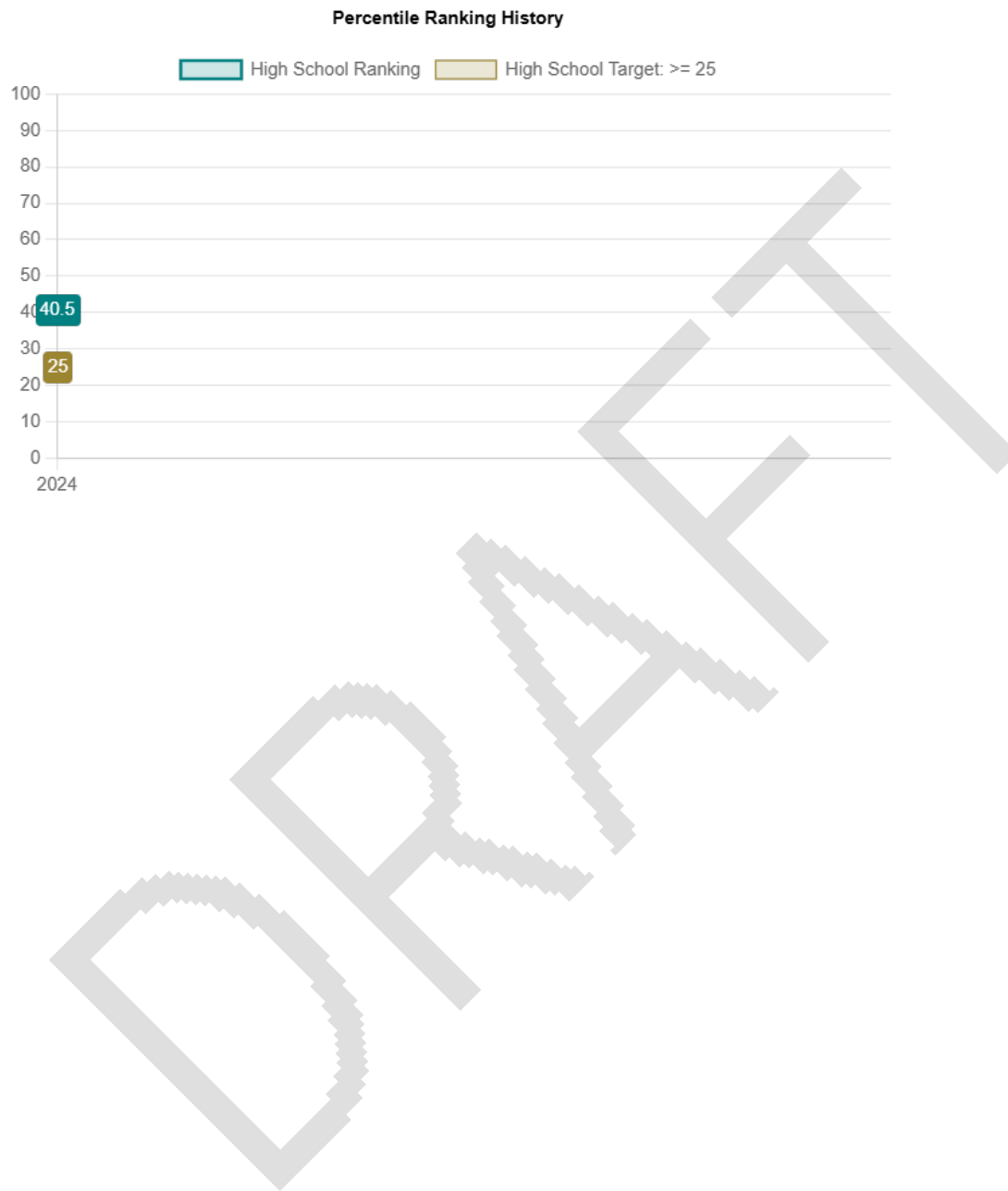- Science – Summit Academy outperformed 11 of the 20 comparable school

Table 10: The table shows the **SY24 performance of Summit Academy Draper Campus in Growth** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
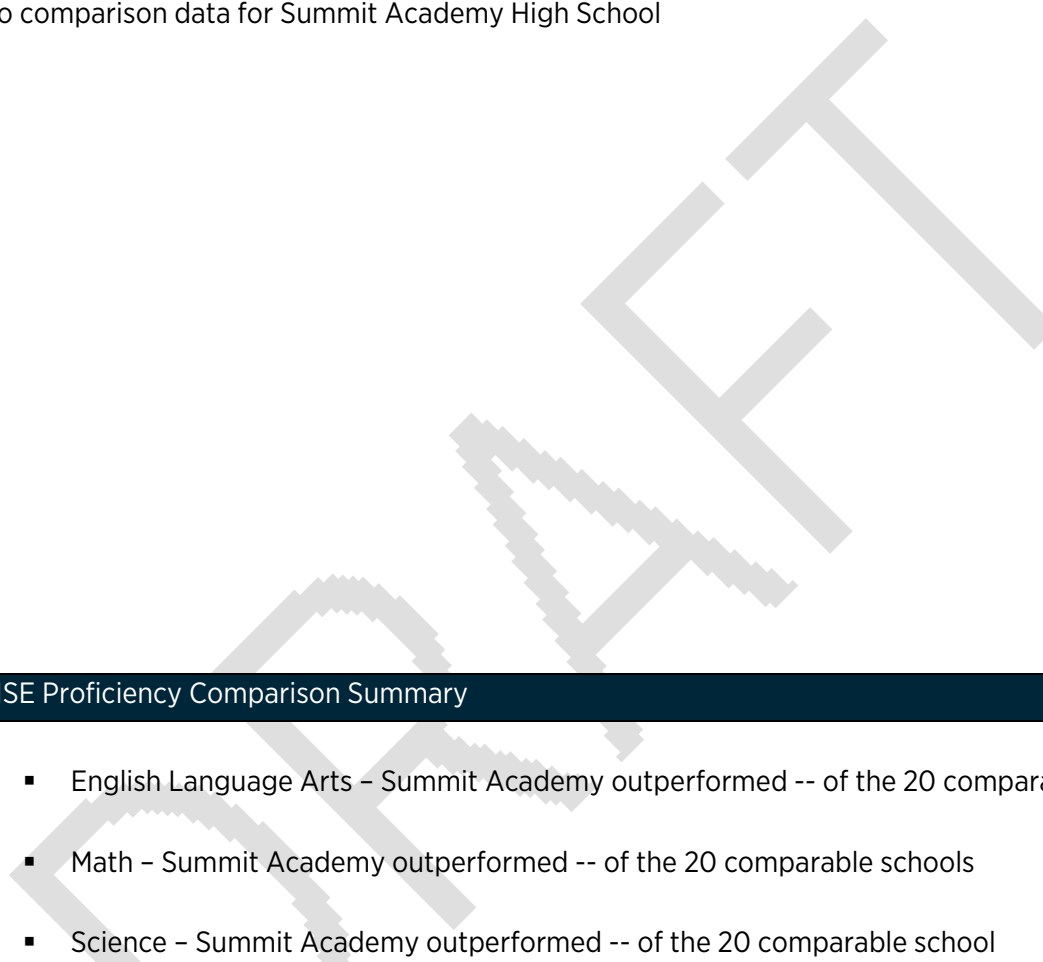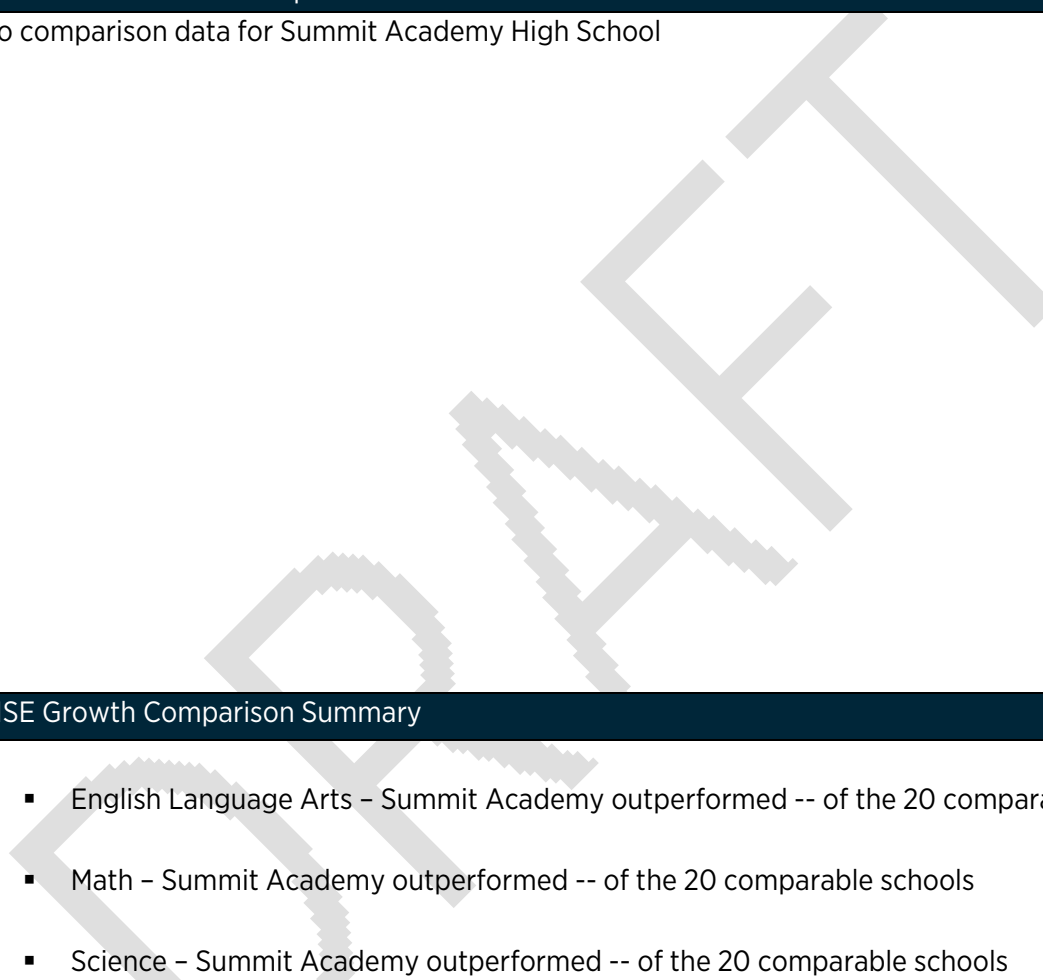- GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Growth School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type		More Info:
2024	Summit Academy - Summit Academy - Draper Campus	MGP		

	English Language Arts	Mathematics	Science
Summit Academy - Summit Academy - Draper Campus	57	51	55
Summit Academy - Summit Academy - Independence	53	47	65
Summit Academy - Summit Academy - Bluffdale	37	65	52
Wasatch Waldorf Charter School - Wasatch Waldorf Charter School	50	45	59
Ascent Academies of Utah - Ascent Academies of Utah Lehi	62	72	65
Mountain West Montessori Academy - Mountain West Montessori Academy	65	72	62
Syracuse Arts Academy - Syracuse Arts Academy - Antelope	56	62	52
Reagan Academy - Reagan Academy	61	64	55
Thomas Edison - Thomas Edison - South	57	52	54
Odyssey Charter School - Odyssey Charter School	63	58	55
American Preparatory Academy - American Preparatory Academy - Sale..	64	65	61
Thomas Edison - Thomas Edison - North	64	60	57
Alpine - Liberty Hills Elementary	47	49	50
Leadership Learning Academy - Leadership Learning Academy	42	57	40
Legacy Preparatory Academy - Legacy Preparatory Academy	54	57	50
Scholar Academy - Scholar Academy	39	45	41
Quest Academy - Quest Academy	55	46	48
Lincoln Academy - Lincoln Academy	58	44	54
Channing Hall - Channing Hall	51	35	44
Jordan - Rose Creek School	61	59	54
Syracuse Arts Academy - Syracuse Arts Academy - North	58	50	53

RISE Growth Comparison Summary

- ELA – Summit Academy outperformed 10 of the 20 comparable schools

- Math – Summit Academy outperformed 8 of the 20 comparable schools

- Science – Summit Academy outperformed 12 of the 20 comparable schools

Summit Academy Independence Campus

Table 11. USBE Accountability Performance of Summit Academy Independence.

K-8	SY22	SY23	SY24	UT K-8 Average SY24
Achievement	Typical	Typical	Typical	--
English	48.5%	47.3%	50.2%	45.9%
Math	48.2%	45.3%	46.5%	44.8%
Science	54.1%	57.8%	59.8%	50.9%
Growth	Exemplary	Exemplary	Commendable	--
English	64.2%	67.1%	51.8%	50.9%
Math	67.8%	66.0%	47.2%	51.2%
Science	69.1%	69.5%	61.9%	51.0%
Low. 25% Growth	68.9%	74.7%	66.3%	61.1%
EL Progress	Critical Needs	Critical Needs	Typical	--
Adequate Progress	25.0%	28.9%	52.6%	36.6%
Reaching Proficiency	7.1%	10.5%	26.3%	12.0%
Early Literacy	--	--	--	--
Students on Grade Level	52.4%	43.4%	47.4%	48.2%
Students Making Progress	77.4%	78.1%	71.6%	67.9%

Table 6: The table shows the performance of Summit Academy Independence on the RISE assessments for the past 3 years. No data was collected in 2020 due to the disruptions in education caused by the pandemic. Furthermore, the data collected in 2021 is for information only and will not be used for accountability purposes. (ND = No Data based on too small of sample size)

USBE Percentile Ranking for Summit Academy Independence Campus
  * For discussion during SCSB visit

Percentile Ranking History

— Elementary School Ranking   — Elementary Target: >= 25

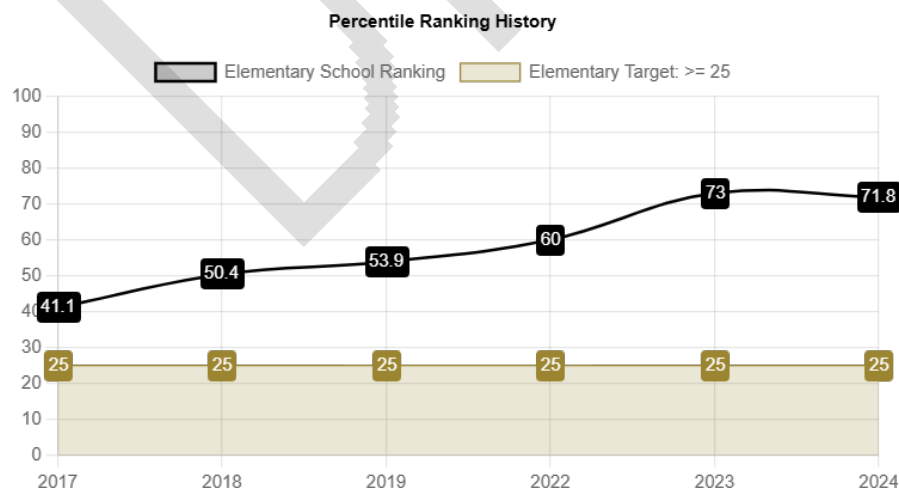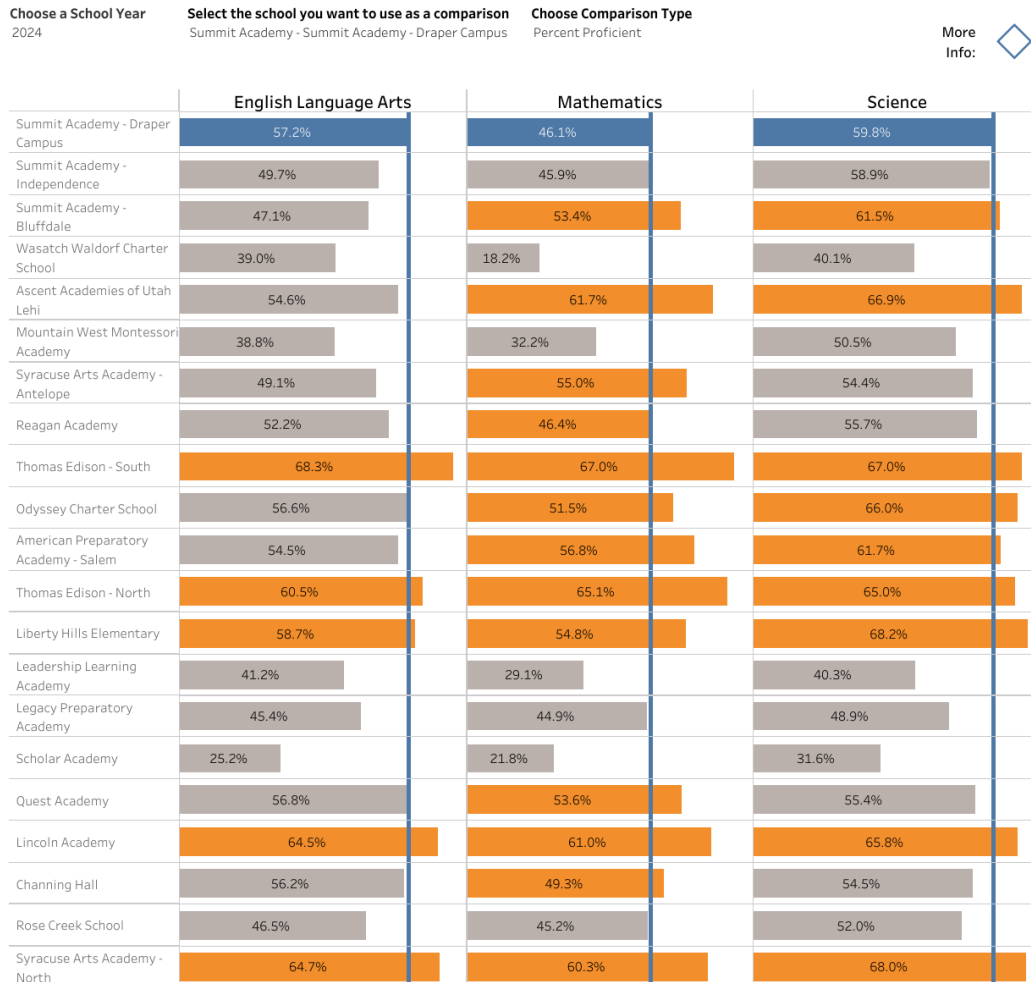| 2017	2018	2019	2022	2023	2024
34.9	64.7	58.8	59.8	64.5	64.3
25	25	25	25	25	25

Table 12: The table shows the **SY24 performance of Summit Academy Independence in Proficiency** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- 🟧 - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
- ⬜ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Proficiency School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type	More Info:
2024	Summit Academy - Summit Academy - Independence	Percent Proficient	

	English Language Arts	Mathematics	Science
Summit Academy - Independence	49.7%	45.9%	58.9%
Summit Academy - Draper Campus	57.2%	46.1%	59.8%
Ascent Academies of Utah Lehi	54.6%	61.7%	66.9%
Syracuse Arts Academy - Antelope	49.1%	55.0%	54.4%
Odyssey Charter School	56.6%	51.5%	66.0%
Channing Hall	56.2%	49.3%	54.5%
Lincoln Academy	64.5%	61.0%	65.8%
Foothills School	41.0%	45.0%	52.1%
Legacy Preparatory Academy	45.4%	44.9%	48.9%
Summit Academy - Bluffdale	47.1%	53.4%	61.5%
Wasatch Waldorf Charter School	39.0%	18.2%	40.1%
Mountain West Montessori Academy	38.8%	32.2%	50.5%
American Preparatory Academy - Salem	54.5%	56.8%	61.7%
Liberty Hills Elementary	58.7%	54.8%	68.2%
Quest Academy	56.8%	53.6%	55.4%
Bastian School	49.4%	42.6%	53.2%
Renaissance Academy	55.9%	59.8%	64.3%
Reagan Academy	52.2%	46.4%	55.7%
George Washington Academy	60.0%	50.9%	67.0%
Harvest School	61.7%	63.6%	72.2%
Eastlake School	54.0%	52.9%	62.6%

RISE Proficiency Comparison Summary

- English Language Arts – Summit Academy outperformed 7 of the 20 comparable schools

- Math – Summit Academy outperformed 5 of the 20 comparable schools

- Science – Summit Academy outperformed 9 of the 20 comparable school

Table 13: The table shows the **SY24 performance of Summit Academy Independence in Growth** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

■ - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
■ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Growth School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type	
2024	Summit Academy - Summit Academy - Independence	MGP	More Info: ◇

	English Language Arts	Mathematics	Science
Summit Academy - Summit Academy - Independence	53	47	65
Summit Academy - Summit Academy - Draper Campus	57	51	55
Ascent Academies of Utah - Ascent Academies of Utah Lehi	62	72	65
Syracuse Arts Academy - Syracuse Arts Academy - Antelope	56	62	52
Odyssey Charter School - Odyssey Charter School	63	58	55
Channing Hall - Channing Hall	51	35	44
Lincoln Academy - Lincoln Academy	58	44	54
Jordan - Foothills School	57	62	54
Legacy Preparatory Academy - Legacy Preparatory Academy	54	57	50
Summit Academy - Summit Academy - Bluffdale	37	65	52
Wasatch Waldorf Charter School - Wasatch Waldorf Charter School	50	45	59
Mountain West Montessori Academy - Mountain West Montessori Academy	65	72	62
American Preparatory Academy - American Preparatory Academy - Sale..	64	65	61
Alpine - Liberty Hills Elementary	47	49	50
Quest Academy - Quest Academy	55	46	48
Jordan - Bastian School	66	52	67
Renaissance Academy - Renaissance Academy	64	76	62
Reagan Academy - Reagan Academy	61	64	55
George Washington Academy - George Washington Academy	53	41	49
Alpine - Harvest School	54	64	57
Jordan - Eastlake School	50	54	45

RISE Growth Comparison Summary

- English Language Arts – Summit Academy outperformed 5 of the 20 comparable schools

- Math – Summit Academy outperformed 5 of the 20 comparable schools

- <mark>Science – Summit Academy outperformed 18 of the 20 comparable schools</mark>

Summit Academy Bluffdale Campus

Table 14. USBE Accountability Performance of Summit Academy - Bluffdale.

K-8	SY22	SY23	SY24	UT K-8 Average SY24
Achievement	Typical	Typical	Typical	--
English	53.4%	41.9%	47.2%	45.9%
Math	56.9%	53.5%	53.8%	44.8%
Science	57.4%	54.8%	62.1%	50.9%
Growth	Exemplary	Commendable	Commendable	--
English	63.3%	53.3%	39.0%	50.9%
Math	80.4%	67.2%	63.4%	51.2%
Science	53.7%	54.5%	51.8%	51.0%
Low. 25% Growth	63.7%	63.6%	57.3%	61.1%
EL Progress	--	Typical	Typical	--
Adequate Progress	ND	40.0%	42.1%	36.6%
Reaching Proficiency	ND	20.0%	21.1%	12.0%
Early Literacy	--	--	--	--
Students on Grade Level	56.6%	49.7%	55.5%	48.2%
Students Making Progress	78.6%	76.4%	79.6%	67.9%

Table 6: The table shows the performance of Summit Academy Bluffdale on the RISE assessments for the past 3 years. No data was collected in 2020 due to the disruptions in education caused by the pandemic. Furthermore, the data collected in 2021 is for information only and will not be used for accountability purposes. (ND = No Data based on too small of sample size)

USBE Percentile Ranking for Summit Academy Bluffdale Campus
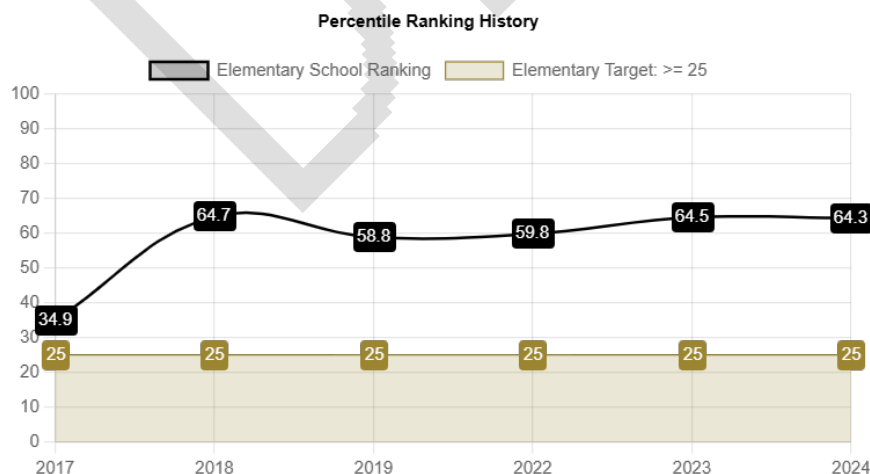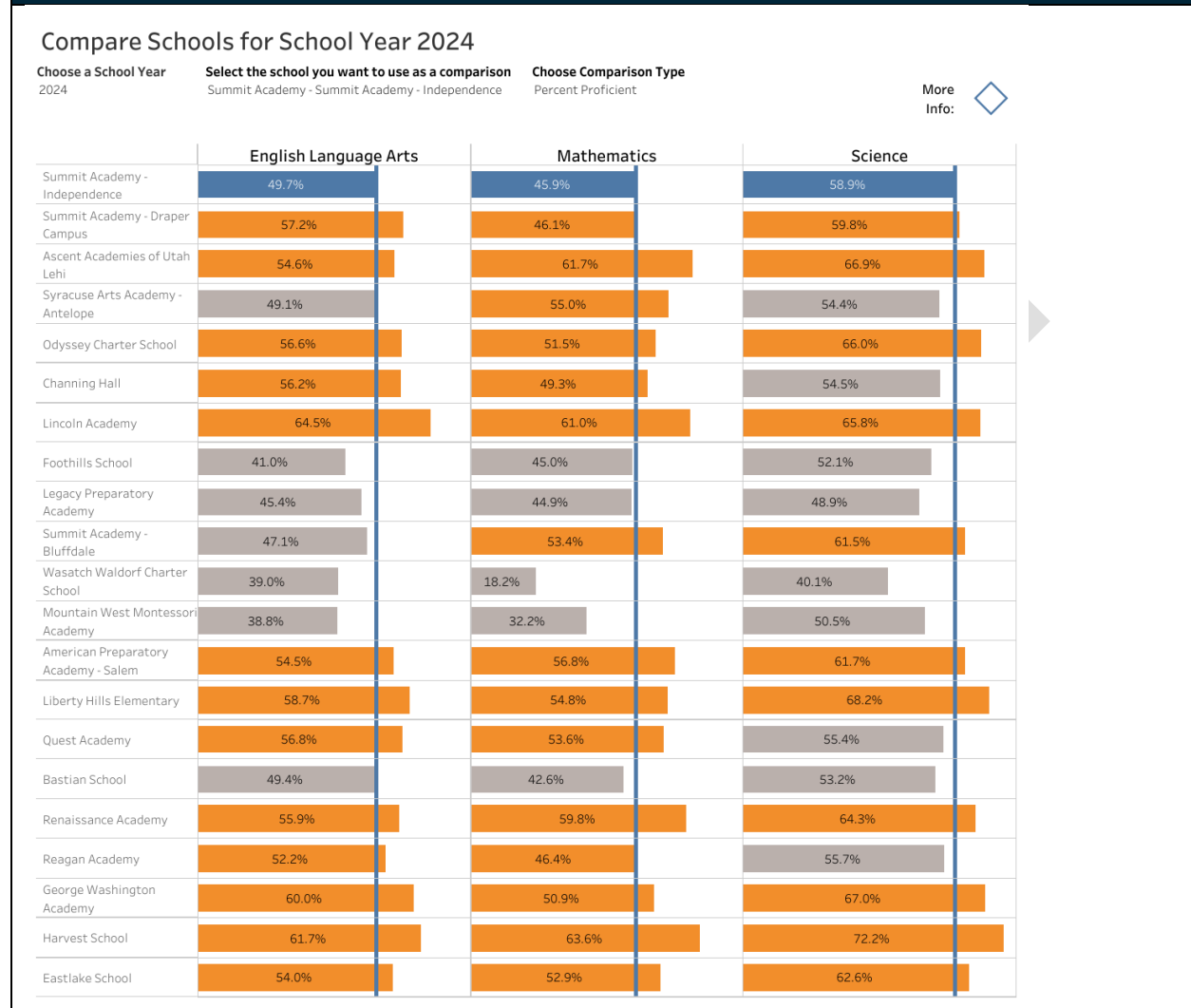   * For discussion during SCSB visit

Percentile Ranking History

Elementary School Ranking   Elementary Target: >= 25

Table 15: The table shows the **SY24 performance of Summit Academy Bluffdale in Proficiency** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

▮ - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
▮ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy
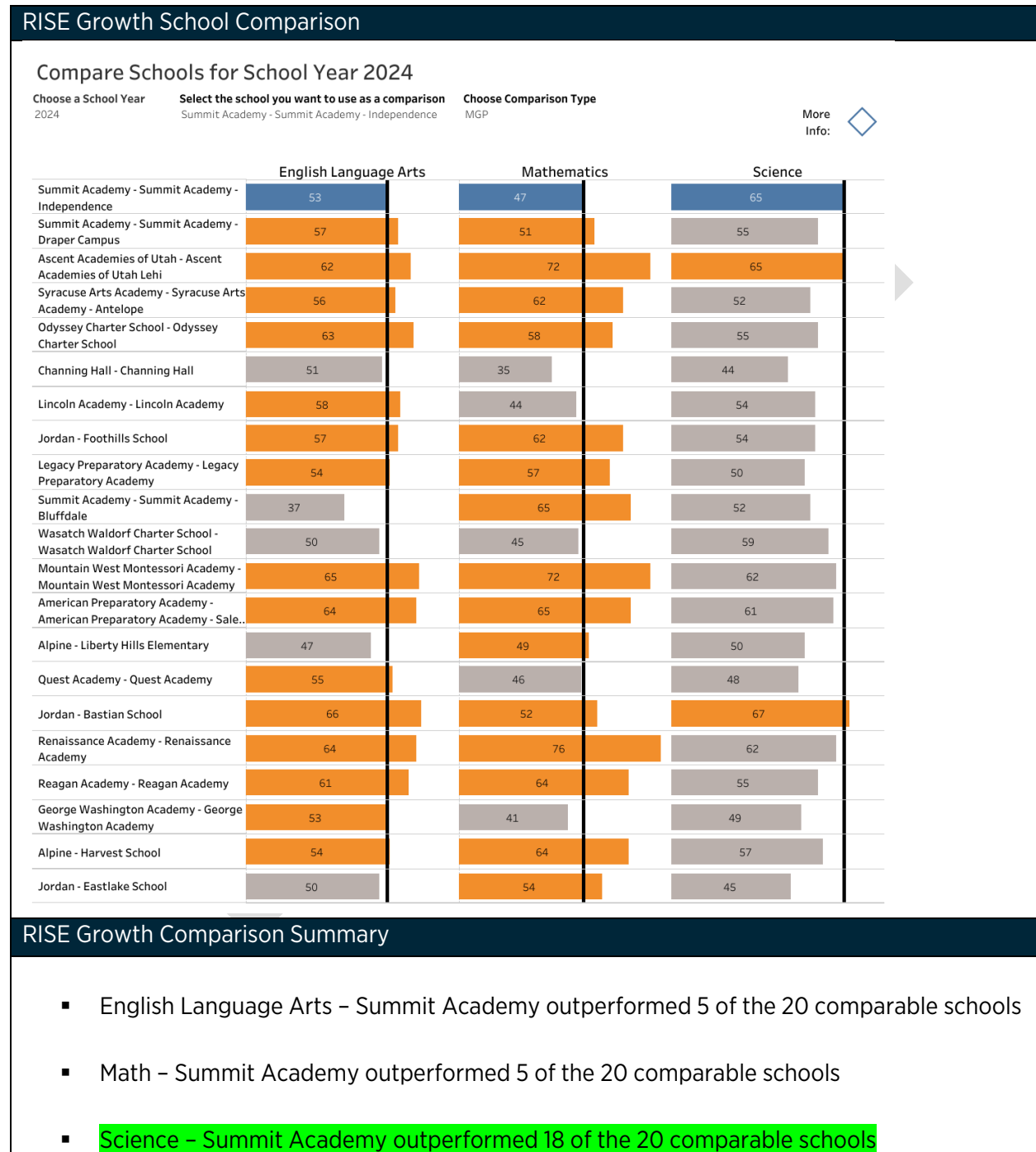
RISE Proficiency School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type		More Info:
2024	Summit Academy - Summit Academy - Bluffdale	Percent Proficient		◇

	English Language Arts	Mathematics	Science
Summit Academy - Bluffdale	47.1%	53.4%	61.5%
Summit Academy - Draper Campus	57.2%	46.1%	59.8%
Odyssey Charter School	56.6%	51.5%	66.0%
Ranches Academy	57.4%	58.9%	63.7%
Voyage Academy	48.0%	42.2%	57.9%
Wasatch Waldorf Charter School	39.0%	18.2%	40.1%
Leadership Learning Academy	41.2%	29.1%	40.3%
American Preparatory Academy - Salem	54.5%	56.8%	61.7%
Reagan Academy	52.2%	46.4%	55.7%
Franklin Discovery Academy	26.6%	16.3%	36.9%
Rose Creek School	46.5%	45.2%	52.0%
Edith Bowen Laboratory School	75.6%	74.3%	87.0%
Wasatch Peak Academy	56.6%	58.3%	62.7%
Crestview School	56.9%	58.2%	76.8%
Summit Academy - Independence	49.7%	45.9%	58.9%
Jefferson Academy	55.3%	48.2%	66.7%
Welby School	46.7%	51.6%	57.9%
Herriman School	61.0%	64.5%	70.7%
Liberty Hills Elementary	58.7%	54.8%	68.2%
Syracuse Arts Academy - North	64.7%	60.3%	68.0%
Viewmont School	57.1%	61.4%	60.0%

RISE Proficiency Comparison Summary

- ELA – Summit Academy outperformed 5 of the 20 comparable schools

- Math – Summit Academy outperformed 11 of the 20 comparable schools

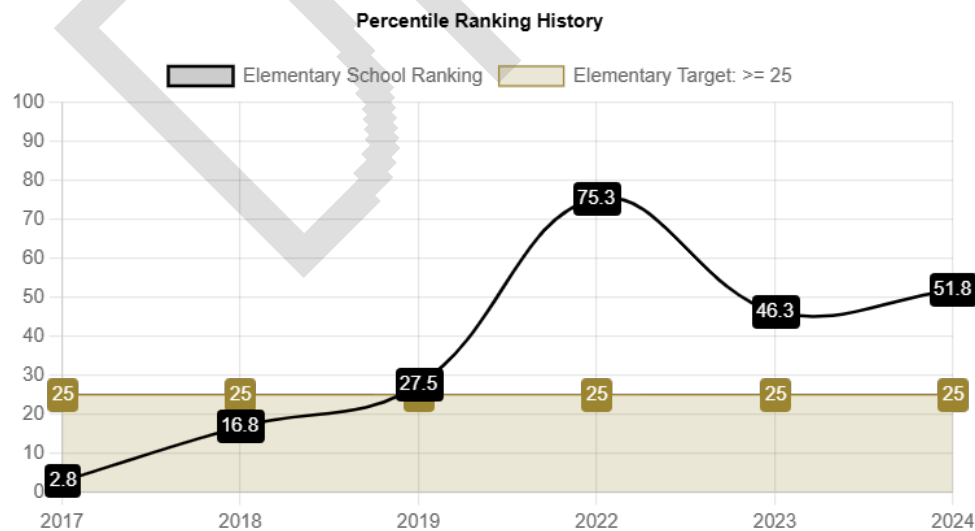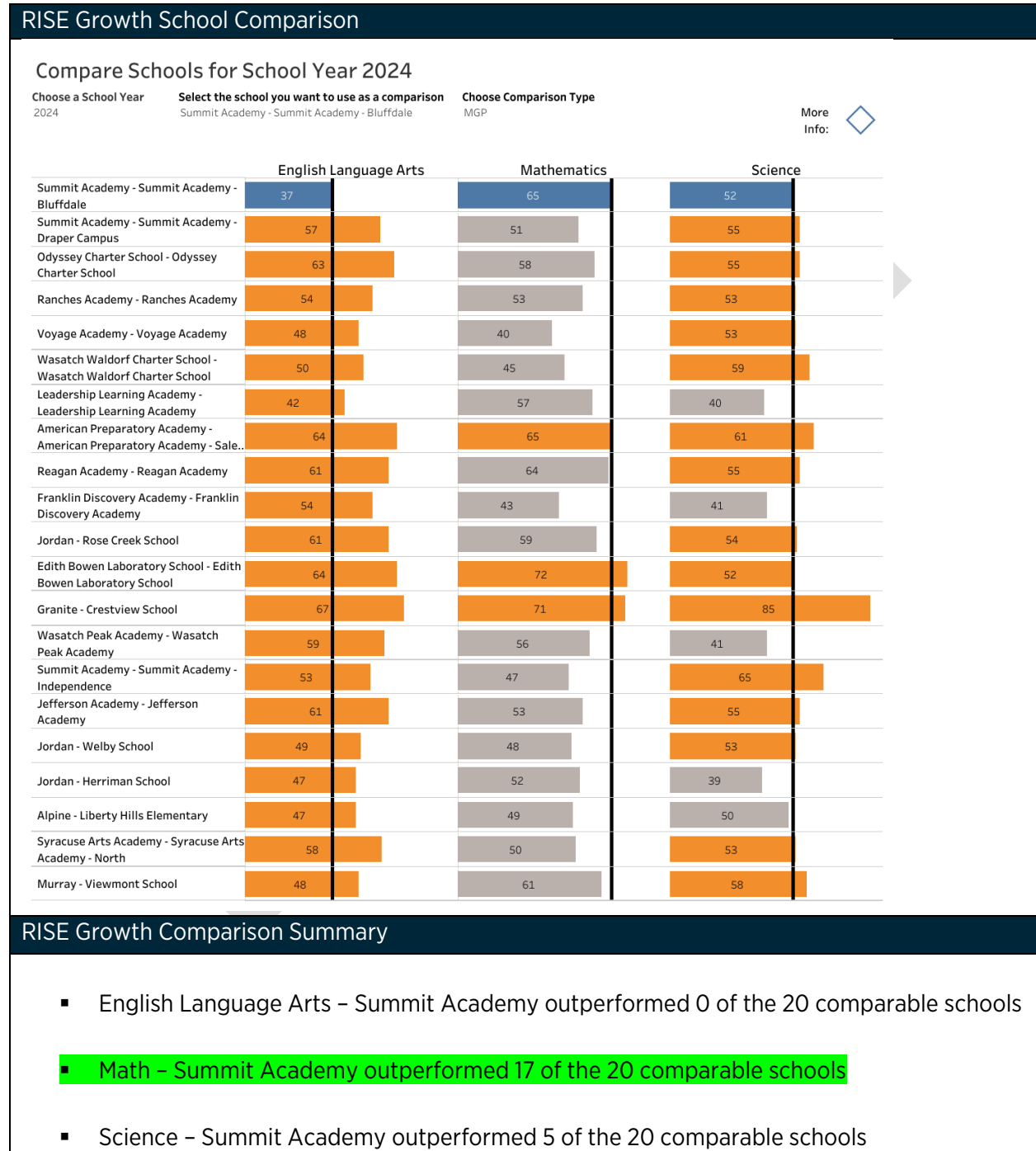- Science – Summit Academy outperformed 10 of the 20 comparable school

Table 16: The table shows the **SY24 performance of Summit Academy Bluffdale in Growth** compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- 🟧 - ORANGE bars represent a school that scored <u>ABOVE</u> Summit Academy
- ⬜ - GRAY bars represent a school that scored <u>BELOW</u> Summit Academy

RISE Growth School Comparison

Compare Schools for School Year 2024

Choose a School Year	Select the school you want to use as a comparison	Choose Comparison Type	More Info:
2024	Summit Academy - Summit Academy - Bluffdale	MGP	◇

	English Language Arts	Mathematics	Science
Summit Academy - Summit Academy - Bluffdale	37	65	52
Summit Academy - Summit Academy - Draper Campus	57	51	55
Odyssey Charter School - Odyssey Charter School	63	58	55
Ranches Academy - Ranches Academy	54	53	53
Voyage Academy - Voyage Academy	48	40	53
Wasatch Waldorf Charter School - Wasatch Waldorf Charter School	50	45	59
Leadership Learning Academy - Leadership Learning Academy	42	57	40
American Preparatory Academy - American Preparatory Academy - Sale..	64	65	61
Reagan Academy - Reagan Academy	61	64	55
Franklin Discovery Academy - Franklin Discovery Academy	54	43	41
Jordan - Rose Creek School	61	59	54
Edith Bowen Laboratory School - Edith Bowen Laboratory School	64	72	52
Granite - Crestview School	67	71	85
Wasatch Peak Academy - Wasatch Peak Academy	59	56	41
Summit Academy - Summit Academy - Independence	53	47	65
Jefferson Academy - Jefferson Academy	61	53	55
Jordan - Welby School	49	48	53
Jordan - Herriman School	47	52	39
Alpine - Liberty Hills Elementary	47	49	50
Syracuse Arts Academy - Syracuse Arts Academy - North	58	50	53
Murray - Viewmont School	48	61	58

RISE Growth Comparison Summary

- English Language Arts – Summit Academy outperformed 0 of the 20 comparable schools

- Math – Summit Academy outperformed 17 of the 20 comparable schools

- Science – Summit Academy outperformed 5 of the 20 comparable schools

Mission Specific Outcomes

Mission specific goals in 2018 charter agreement: <mark>UNDEFINED</mark>

Goal: Each Summit Academy school will be at or above the average of the 10 closest comparable schools on state accountability. Closest comparable schools to each campus:

Summit Academy Draper	
School	Distance
Draper Park Middle School	0.2 miles
Draper School	0.69 miles
Willow Springs School	1.21 miles
Sprucewood School	1.47 miles
Oak Hollow School	1.51 miles

Summit Academy Independence	
School	Distance
Hidden Valley Middle	0.43 miles
Mountain Point Elementary	0.76 miles
Bluffdale School	2.18 miles
Traverse Mountain School	2.63 miles
North Star Academy	2.7 miles

Summit Academy Draper	
Channing Hall	1.7 miles
Indian Hills Middle	1.85 miles
American Preparatory Academy - Draper #2	2.01 miles
American Preparatory Academy- Draper #1	2.03 miles
Sunrise School	2.37 miles

Summit Academy Independence	
Channing Hall	2.78 miles
Riverton School	2.81 miles
Oak Hollow School	3.02 miles
American Preparatory Academy - Draper #2	3.2 miles
American Preparatory Academy- Draper #1	3.24 miles

Summit Academy Bluffdale	
School	Distance
Bluffdale School	0.48 miles
North Star Academy	0.96 miles
Mountain Point Elementary	1.22 miles
Riverton School	1.54 miles
Southland School	2.19 miles
Ridge View Elementary	2.42 miles
Rose Creek School	2.52 miles
Rosamond School	2.76 miles
Foothills School	3.46 miles
Channing Hall	3.47 miles

Summit Academy High School	
School	Distance
Alta High	2.28 miles
American Preparatory Academy - Draper #3	2.93 miles
Beehive Science & Technology Academy	4.63 miles
Jordan High	4.68 miles
Riverton High	5.63 miles
Skyridge High School	5.95 miles
Bingham High	6.04 miles
Paradigm High School	6.82 miles
Brighton High	7.09 miles
Utah Military Academy - Camp Williams	7.4 miles

Academic Performance Summary

TBD

Financial Performance Data

With the autonomy of being able to decide how to teach also comes the autonomy to spend hard-earned tax-payer funds. Charter schools are responsible to use those funds wisely. The table below includes the different metrics the SCSB looks at to gauge the financial health of the charter schools it authorizes.

SCSB Financial Metrics

Table 17. Summit Academy financial metrics from FY 2020 – 2024.

Metric	FY 2020	FY 2021	FY 2022	FY 2023	FY2024	SCSB Targets
Annual Cash Flow	$853,731	-$1,037,802	$1,337,474	$4,036,365	$3,569,634	> $0
Change in Net Position	$710,280	$523,406	$2,608,632	$104,024	$1,864,120	> $0
Current Ratio	2.84	2.86	3.02	1.7	2.06	>1
Debt Service Coverage Ratio	---	---	1.95	1.06	0.3	>1.1
Debt To Asset Ratio	0.86	0.91	0.82	0.93	0.97	<1
Facility Cost	---	---	17.47%	19.22%	63.62%	<24%
Salary and Benefits Ratio	---	---	---	---	65%	<60%
Total Margin	3.52%	2.49%	11.53%	0.46%	5.90%	> 0%
Unrestricted Cash on Hand	68 days	121 days	159 days	293 days	251 days	Maintain at least 60 days
Total Audit Findings	0	0	0	0	0	No material audit findings
Audit Comments	--	--	--	--	--	--

LEA Spending by Category Report

Figure 1. Summary of **Summit Academy K-8** spending by category in FY23. Data and graphic provided by Project KIDS team in the Utah Office of the State Auditor.
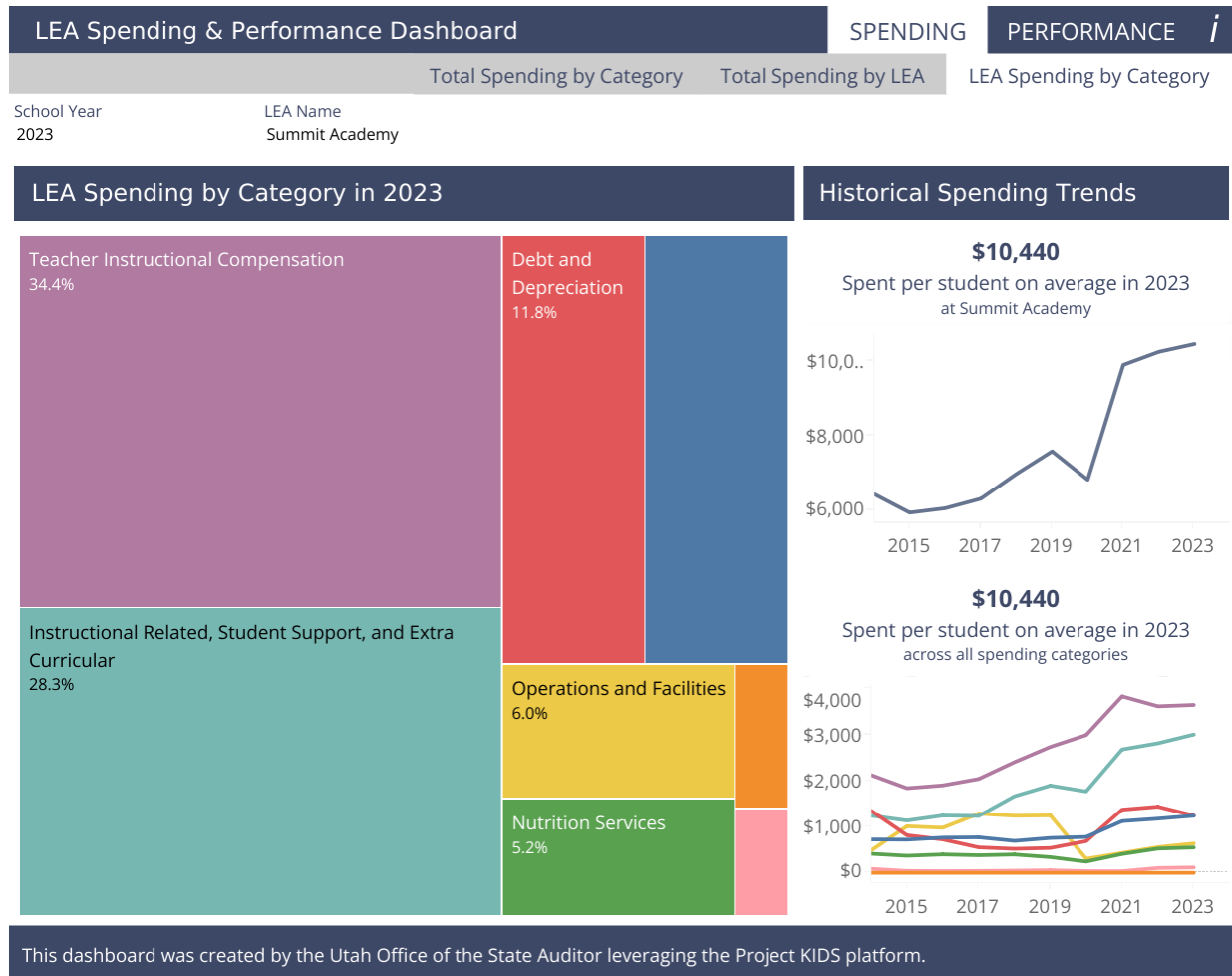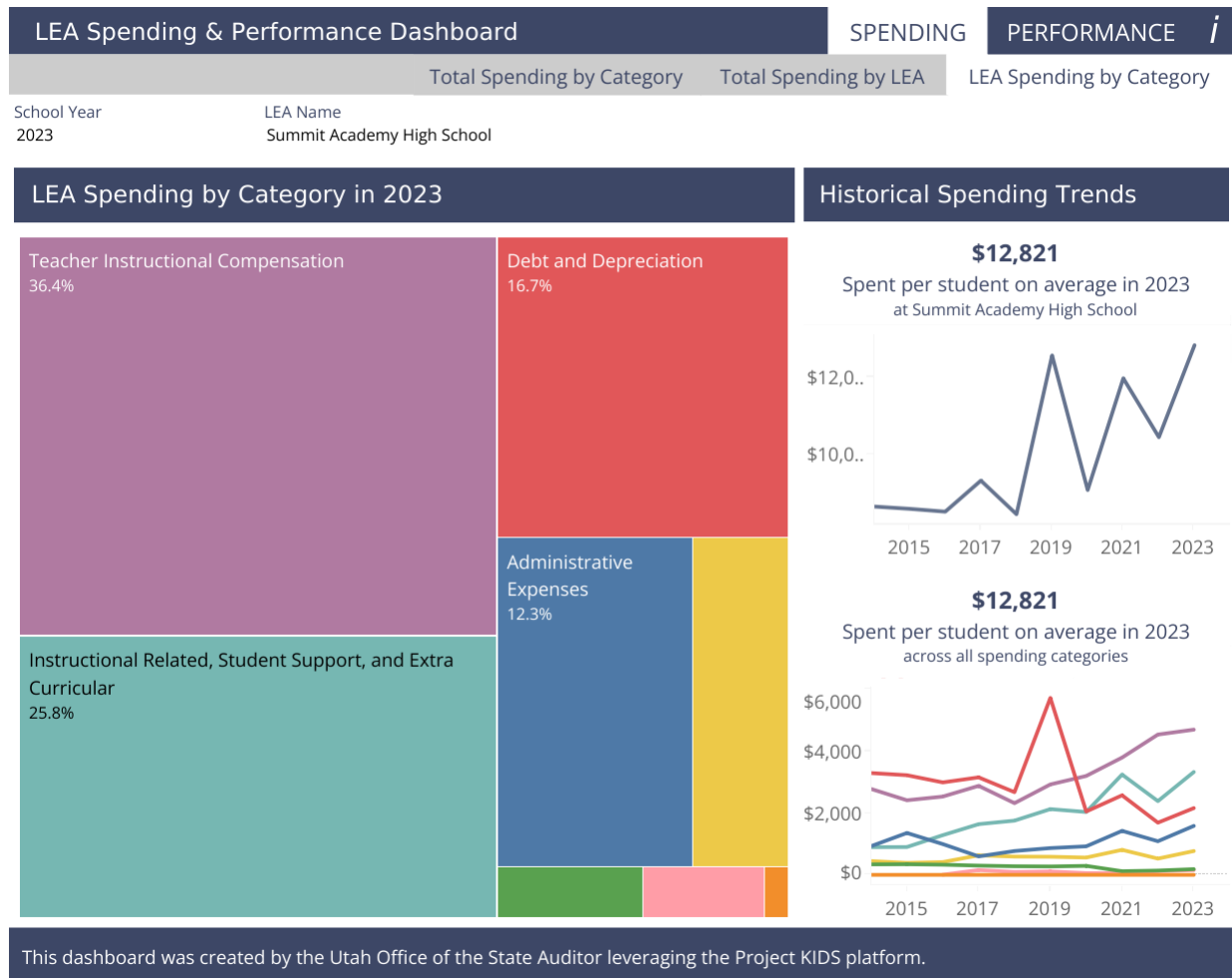

Spending By Category Comparison	Summit K8 Academy	Utah K-12 Average
Teacher Compensation (Purple)	34.4%	34%
Instructional Material (Sage Green)	28.3%	29%
Debt and Depreciation (Red)	11.8%	8%
Administrative Expenses (Blue)	11.7%	10%
Operations and Facilities (Yellow)	6.0%	8%
Nutritional Services (Green)	5.2%	4%
Transportation Services (Pink)	1.5%	3%
Community Services (Orange)	1.5%	4%

* RED NUMBERS represent +/- 10% from Utah public K-12 average for FY23.

Figure 2. Summary of **Summit Academy High School** spending by category in FY23. Data and graphic provided by Project KIDS team in the Utah Office of the State Auditor.

This dashboard was created by the Utah Office of the State Auditor leveraging the Project KIDS platform.

Spending By Category Comparison	Summit HS Academy	Utah K-12 Average
Teacher Compensation (Purple)	36.4%	34%
Instructional Material (Sage Green)	25.8%	29%
Debt and Depreciation (Red)	16.7%	8%
Administrative Expenses (Blue)	12.3%	10%
Operations and Facilities (Yellow)	6.0%	8%
Nutritional Services (Green)	1.4%	4%
Transportation Services (Pink)	1.2%	3%
Community Services (Orange)	<1.0%	4%

* RED NUMBERS represent +/- 10% from Utah public K-12 average for FY23.

Financial Performance Summary

TBD

Governance Performance Review

The board's performance is measured in two ways. The first way is through the performance of the school. As the governing body in charge of making key decisions, the school's academic, financial, and enrollment performances are a reflection of the board's governance. The second way is through the board's adherence to its own bylaws and the requirements of governing boards in the state of Utah.

Charter Agreement

- o Original charter agreement signed with SCSB in 2007
- o Summit Academy High School agreement with SCSB signed in 2009
  - ▪ Bylaws amendment in 2020
- o Additional amendments to add grades and satellite campuses
- o Summit Academy and Summit Academy High School merger in 2023
- o Charter agreement updated in 2023 (<mark>No signatures on SCSB documents</mark>)
  - ▪ Includes area school comparisons as academic goal

Questions for Governing Board

1. When was your charter agreement last reviewed by the governance board?
2. Do the mission and vision statements reflect the school priorities?
3. Do you have appropriate academic goals in your agreement? If not, how does the administration and board set annual academic goals and monitor progress?
4. Are all charter agreement bylaws implemented with fidelity?
5. Are all OPMA laws followed for board meetings?
6. All required background checks have been completed and recorded?

Charter School Accountability Framework Summary

The Charter School Accountability Framework (CSAF) is the oversight model used by the SCSB. CSAF allows the SCSB to give individualized remediation to help charter schools be compliant and successful.

- o Summit Academy has no unresolved CSAF issues with the SCSB during the 5-year review period.

Table 18. Summit Academy CSAF history during 5-year review period. FOR DISCUSSION ONLY DURING SCHOOL VISIT. () represent "old"' Summit Academy High School metrics.

CSAF (SY20-SY25)	Opened	Resolved	Active
Complaints	5 (2)	5 (2)	0
Compliance Monitoring	4 (4)	4 (4)	0
Research & Reviews	13 (13)	13 (13)	0
Letter of Awareness	0	0	0
Notice of Concerns	1 (2)	1 (2)	0
Warnings/Probations	0	0	0

- For additional information about specific accountability issues related to this school, please contact the SCSB office at 801-538-7671.
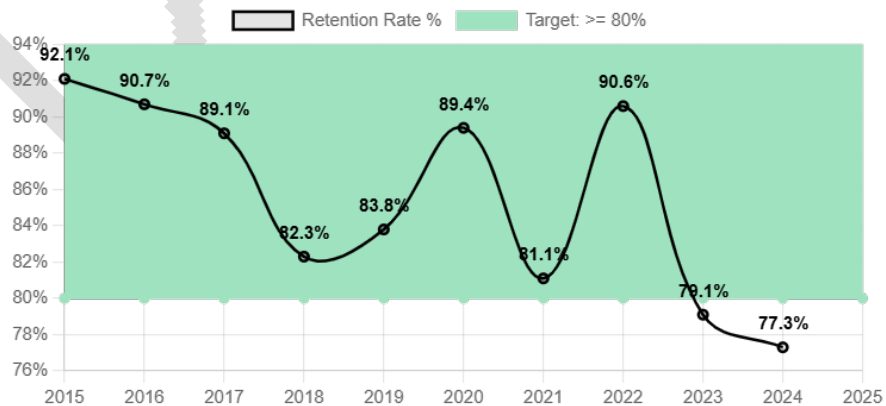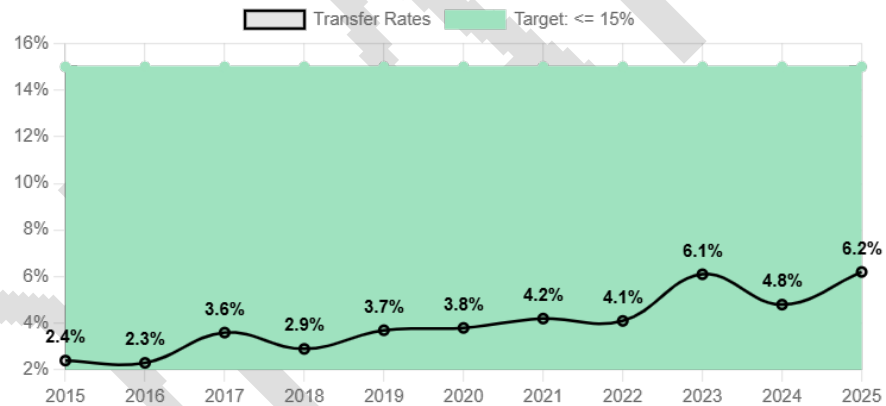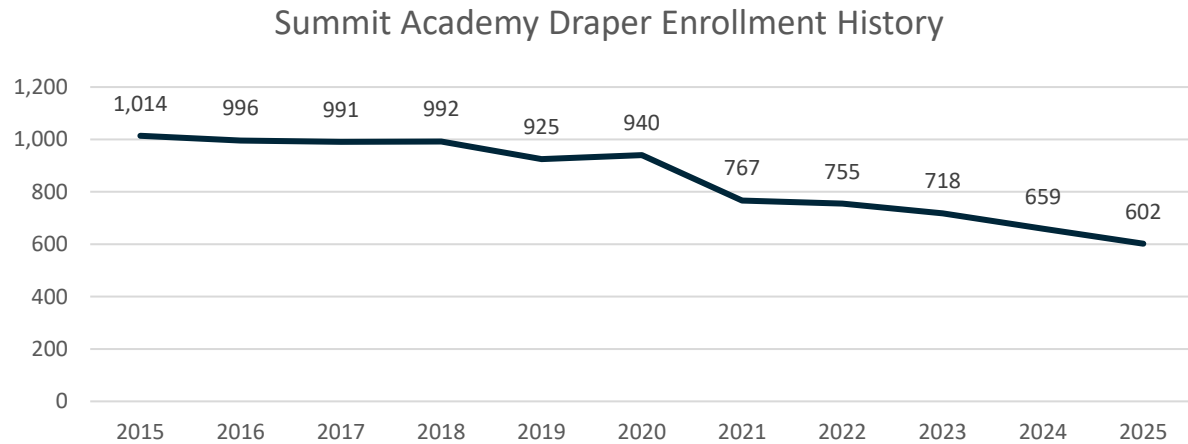
Teacher Retention History

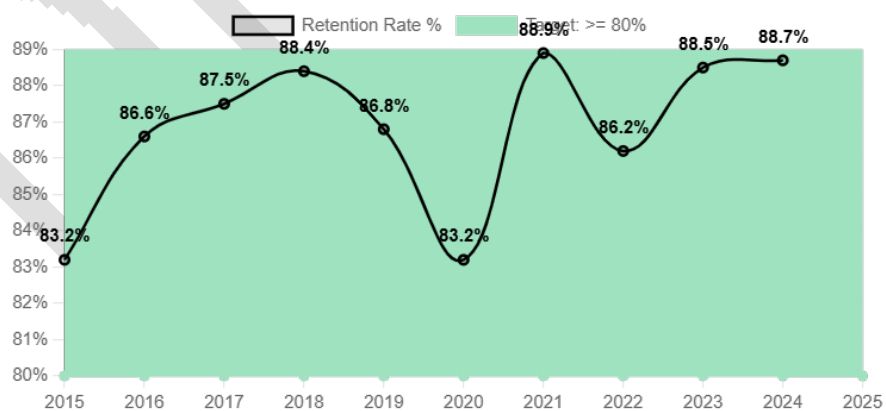Figure 3. Summit Academy LEA teacher retention history during 5-year review period. For comparison, the SCSB portfolio average for teacher retention is approximately 82%.
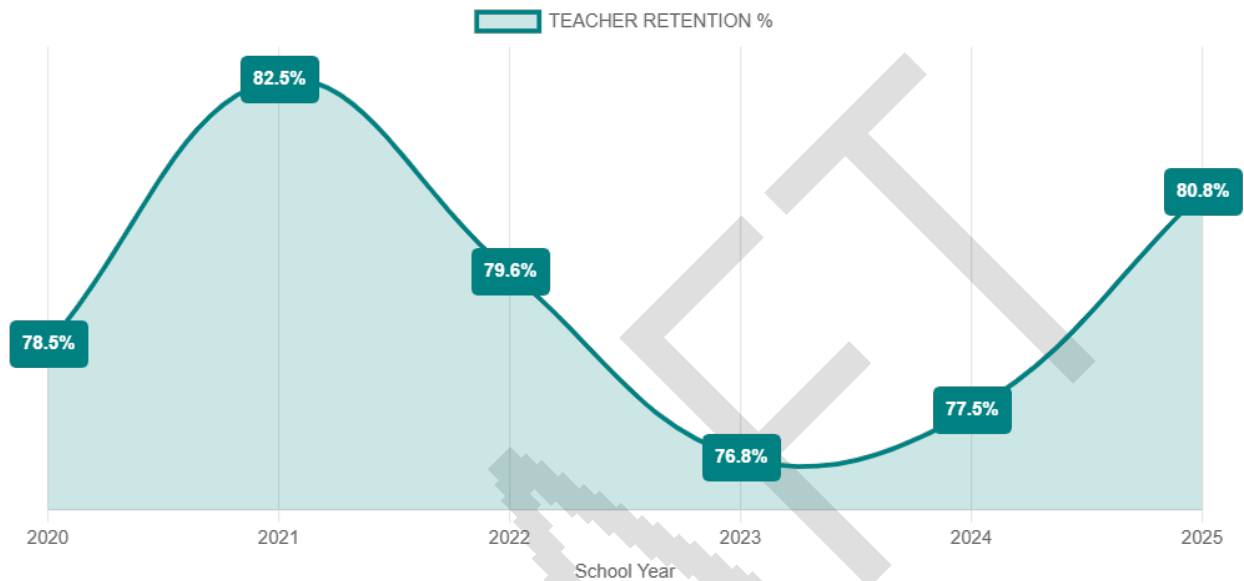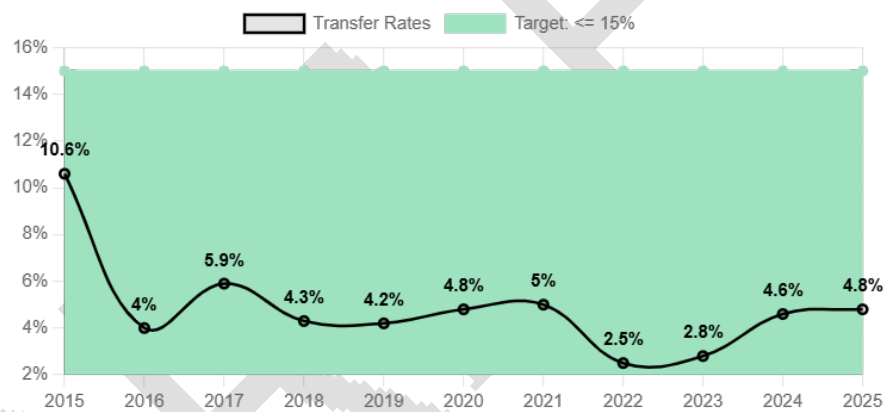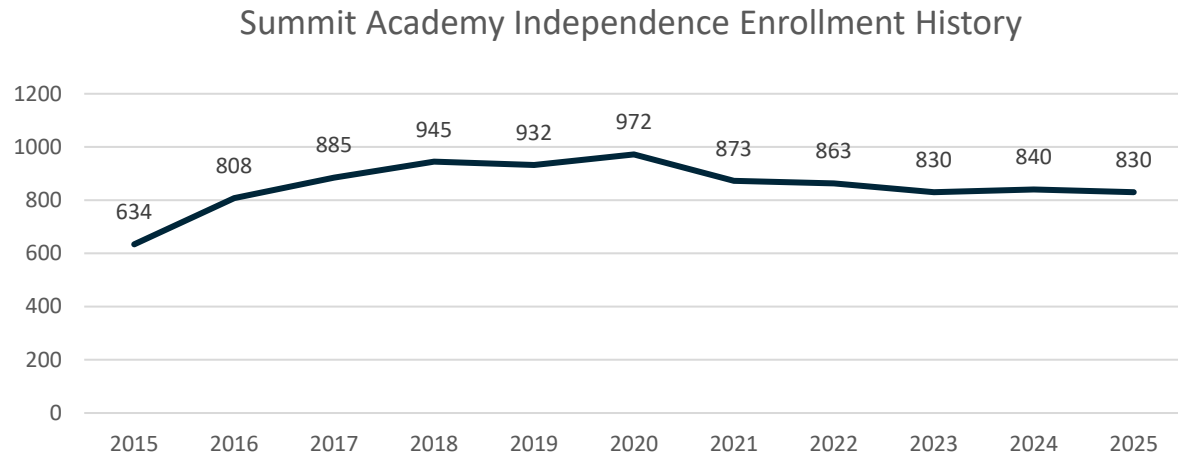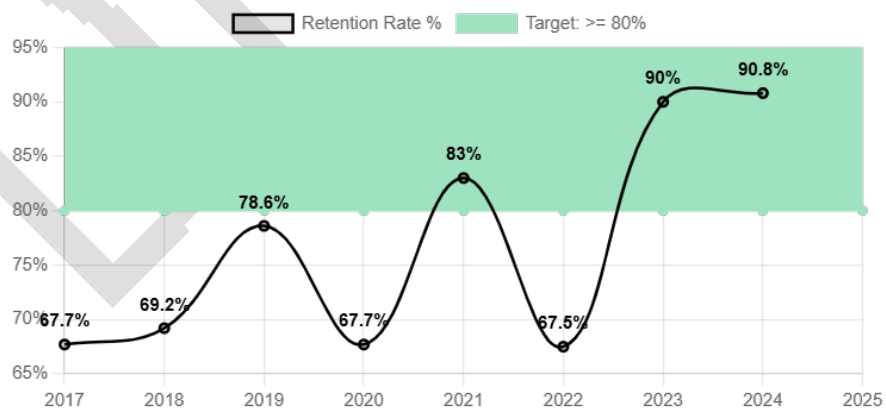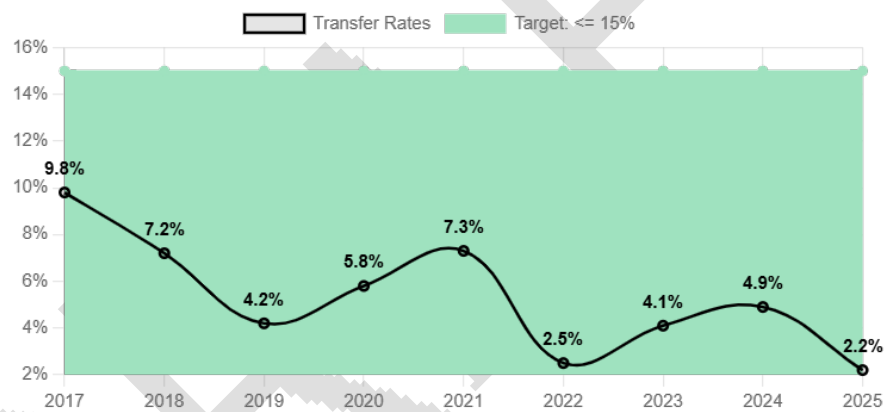
Appendix A: Campus Enrollment Data

Summit Academy Draper Campus Enrollment History

Summit Academy Draper Enrollment History

Summit Academy Independence Enrollment History

Summit Academy Independence Enrollment History

Enrollment values by year:
- 2015: 634
- 2016: 808
- 2017: 885
- 2018: 945
- 2019: 932
- 2020: 972
- 2021: 873
- 2022: 863
- 2023: 830
- 2024: 840
- 2025: 830

Transfer Rates — **Target: <= 15%**

Transfer rate values by year:
- 2015: 10.6%
- 2016: 4%
- 2017: 5.9%
- 2018: 4.3%
- 2019: 4.2%
- 2020: 4.8%
- 2021: 5%
- 2022: 2.5%
- 2023: 2.8%
- 2024: 4.6%
- 2025: 4.8%

Retention Rate % — **Target: >= 80%**

Retention rate values by year:
- 2015: 83.2%
- 2016: 86.6%
- 2017: 87.5%
- 2018: 88.4%
- 2019: 86.8%
- 2020: 83.2%
- 2021: 88.9%
- 2022: 86.2%
- 2023: 88.5%
- 2024: 88.7%

Summit Academy Bluffdale Enrollment History

Summit Academy Bluffdale Enrollment History

Enrollment values by year:
- 2017: 535
- 2018: 547
- 2019: 514
- 2020: 500
- 2021: 421
- 2022: 409
- 2023: 470
- 2024: 517
- 2025: 537

Transfer Rates — Target: <= 15%

- 2017: 9.8%
- 2018: 7.2%
- 2019: 4.2%
- 2020: 5.8%
- 2021: 7.3%
- 2022: 2.5%
- 2023: 4.1%
- 2024: 4.9%
- 2025: 2.2%

Retention Rate % — Target: >= 80%

- 2017: 67.7%
- 2018: 69.2%
- 2019: 78.6%
- 2020: 67.7%
- 2021: 83%
- 2022: 67.5%
- 2023: 90%
- 2024: 90.8%

Summit Academy High School Enrollment History

Summit Academy High School Enrollment History

Enrollment line chart (2015–2025):
- 2015: 508
- 2016: 563
- 2017: 542
- 2018: 619
- 2019: 574
- 2020: 542
- 2021: 501
- 2022: 532
- 2023: 510
- 2024: 548
- 2025: 599

Retention Rate % — Target: >= 80%
- 2015: 79.6%
- 2016: 80.1%
- 2017: 84.9%
- 2018: 80.3%
- 2019: 80.8%
- 2020: 79.4%
- 2021: 83.1%
- 2022: 80.9%
- 2023: 78.9%
- 2024: 87.3%

Transfer Rates — Target: <= 15%
- 2015: 8.3%
- 2016: 12.4%
- 2017: 11.2%
- 2018: 10.9%
- 2019: 9.4%
- 2020: 10.7%
- 2021: 6%
- 2022: 10.9%
- 2023: 9.3%
- 2024: 10.4%
- 2025: 7.8%

Appendix B: Comprehensive Review Methodology

The comprehensive review of Summit Academy was conducted using a multi-faceted approach to ensure a thorough evaluation of the school's performance and operations. The methodology included a school site visit on September 8th, 2025, discussions within the State Charter School Board (SCSB) team, analysis of data from the Utah State Board of Education (USBE), and an internal data review from the Utah Charter Access Point (UCAP).

During the school site visit, the SCSB review team led a collaborative session with school leaders and board members to understand governance practices, strategic goals, and areas for improvement. The USBE data analysis focused on academic performance metrics, including state assessment results, growth indicators, and demographic trends. Additionally, the internal data review from UCAP provided a comprehensive overview of the school's financial health, enrollment trends, and compliance with regulatory requirements. This holistic approach ensured a balanced and in-depth evaluation of Summit Academy's performance over the review period.

Note: Some narrative portions of this review were assisted by Microsoft Copilot software.

Appendix C: Additional School Visit Notes:

SCSB staff visit to Summit Academy in Bluffdale, Utah conducted on September 8th , 2025.
    * Notes in no particular order and generally follow SWOT analysis conversation.

1. The school

Possible SCSB Support:
    a.