Wallace Stegner Academy
Board of Directors Meeting

Date: June 17, 2026
Time: 5:30 PM
Teleconference: https://us02web.zoom.us/j/88012243825
This meeting of the board of directors will be held electronically. If you would like to attend the meeting, accommodations will be made for the public at the anchor location identified.

Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for students to achieve academic excellence.

AGENDA

CALL TO ORDER

CONSENT ITEMS
- May 13, 2026, Board Meeting & Closed Session Minutes

PUBLIC COMMENT (Comments will be limited to three minutes)

REPORTS
- Finance Report
  - Annual Commitment to Ethical Behavior
  - Fraud Risk Assessment
- Directors' Report
  - CSP Update
  - Gifted and Talented Plan Report
  - Title IX Report

VOTING ITEMS
- 2025-2026 Amended Budget
- 2026-2027 Proposed Budget
- Laptop Purchase
- Underwriter Selection
- Food Service Purchases & Awards
- Child and Adult Food Care Program (Sunset Campus)
- Recovery Plan
- Board Member Terms, Roles, & Elected Offices
- CEO Employment Agreements & Compensation
- Policies
  - Amended ShiNE Policy
  - Amended Wellness Policy

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

CALENDARING

- 2026-2027 Annual Board Meeting Calendar

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

ADJOURN

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

EXECUTIVE SUMMARY

FINANCE REPORT

See board documentation for most up to date report.
Action: *No action needed*

ANNUAL COMMITMENT TO ETHICAL BEHAVIOR

Annually, board members commit to abiding by the school's ethics policy and to always engage in ethical behavior, conducting themselves in ways that are consistent with a high standard of ethics and complying with applicable law. Each board member will sign the commitment after reading the school's ethics policy.
Action: *No Board Vote, Board Signatures Required*

FRAUD RISK ASSESSMENT

Utah charter schools are required to complete an annual Fraud Risk Assessment as mandated by the Utah Office of the State Auditor. The purpose of the assessment is to evaluate the school's internal controls and identify areas of potential financial risk or vulnerability. Areas reviewed include separation of duties, financial oversight practices, employee training, purchasing procedures, and safeguards designed to prevent misuse of public funds. The assessment results in a risk score that helps schools and governing boards better understand their overall fraud risk exposure and identify opportunities for improvement. Completing the assessment also helps demonstrate the school's commitment to financial transparency, accountability, and compliance with state requirements.
Action: *Signature Needed*

DIRECTORS' REPORT

See board documentation for most up to date report.
Action: *No action needed*

CSP UPDATE

An update on the school's Charter Schools Program (CSP) grant will be provided, including the status of grant activities and use of awarded funds. See board documentation for the most up-to-date report.
Action: *No action needed*

GIFTED AND TALENTED PLAN REPORT

The Director will present the school's Gifted and Talented Plan to the Board. See board documentation for the most up-to-date plan.
Action: *No Action Needed; Director presents plan to the Board*

TITLE IX REPORT

An update on the school's Title IX compliance, including any reports received and the school's response, will be presented. See board documentation for the most up-to-date report.
Action: *No action needed*

2025-2026 AMENDED BUDGET

This budget amendment reflects final adjustments to the prior school year's financials based on actual revenues and expenditures. Variances from the originally approved budget are primarily due to changes in enrollment, program costs, staffing adjustments, and unanticipated expenses and/or savings realized throughout the year. Board approval of this amendment is requested to formally adopt the revised figures and close out the prior fiscal year in accordance with standard financial governance practices.
Action: *Board Vote*

2026-2027 PROPOSED BUDGET

This proposed budget is balanced and designed to support the organization's mission while ensuring compliance with all financial policies and regulations. Board review and approval are requested to authorize implementation for the upcoming fiscal year.
Action: *Board Vote*

UNDERWRITER SELECTION

The Board is asked to select an underwriter in connection with the school's anticipated financing/bond issuance. The underwriter assists the school in structuring, marketing, and selling its bonds. See board documentation for the candidates under consideration and the recommendation.
Action: *Board Vote*

FOOD SERVICES PURCHASES & AWARDS

The Board is asked to approve the food distribution vendors as indicated in the bid award document provided.
Action: *Board Vote*

CHILD AND ADULT CARE FOOD PROGRAM (SUNSET CAMPUS)

The Board is asked to review and approve the school's participation in the Child and Adult Care Food Program (CACFP) at the Sunset Campus. CACFP provides federal reimbursement for nutritious meals and snacks served to eligible students, supporting student nutrition and access to healthy food.
Action: *Board Vote*

RECOVERY PLAN

The Board is asked to review and approve the school's Recovery Plan. See board documentation for the details of the plan and the associated actions and timeline.
Action: *Board Vote*

BOARD MEMBER TERMS, ROLES, & ELECTED OFFICES

The Board regularly reviews member terms to ensure continuity, effective governance, and compliance with bylaws. As terms expire, the Board may fill vacancies or reappoint members willing to continue serving. Board officer positions are reviewed and elected annually, allowing the Board to formally designate officer roles such as Chair, Vice Chair, and Financial Coordinator for the upcoming year.

Action: *Board Vote*

CEO EMPLOYMENT AGREEMENTS & COMPENSATION

The Board reviews and approves the CEOs' annual employment agreements and compensation to ensure compensation is appropriate and aligned with organizational performance. This process includes reviewing salary and compensation details, using a standard HR-provided agreement template, and discussing terms in a closed session. The Board determines performance pay and any end-of-year bonuses before formally approving and signing the agreements. Finalized documents are submitted to HR, and compensation records are updated accordingly to ensure accuracy and compliance.
Action: *Board Vote*

100 WOMEN GRANT

The Board is asked to review and approve acceptance of the 100 Women Grant and the associated funding allocation. See board documentation for details on the grant award and the proposed use of funds.
Action: *Board Vote*

AMENDED SHINE POLICY

By law, the school must update or re-approve its SHiNE Policy annually. There are no changes recommended with respect to the school's designated high-needs areas. However, in consultation with accounting and legal, some proposed provisions have been added to the policy regarding payment of the salary supplement in certain circumstances, including: (a) if an eligible teacher's employment with the school ends before the salary supplement is paid (e.g., a teacher quits or is fired mid-year), the teacher will receive only a prorated portion of the salary supplement based on the portion of the school year the teacher worked at the school; and (b) if an eligible teacher begins employment with the school after the certified list of salary supplement recipients is finalized, the teacher is not automatically entitled to a salary supplement, but the administrator may, in their discretion and subject to SHiNE funding, award the teacher a prorated salary supplement. A couple of other minor revisions to the policy are recommended as well.
Action: *Board Vote*

AMENDED WELLNESS POLICY

School administration proposes amending this policy to clarify that recess or physical education may be withheld or restructured for safety concerns or disciplinary reasons.
Action: *Board Vote*

2026-2027 ANNUAL BOARD MEETING CALENDAR

Annually, the Board of Directors reviews and approves the tentative schedule for their board meetings for the upcoming school year.
Action: *Board Vote*

Wallace Stegner Academy
Board of Directors Meeting
Date: May 13, 2026
Teleconference: https://us02web.zoom.us/j/83101913333
In Attendance: Sarah Vaughan, Jeremy Schow, Frank Magana, Reed Farnsworth
Excused: Tony Furano
Others in Attendance: Adam Gerlach, Anthony Sudweeks, Platte Nielson, Chantel Wixon Hannah Jones, Heidi Bauerle, David Robertson, Erick Diaz

Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for students to achieve academic excellence.

MINUTES

CALL TO ORDER Sarah Vaughan called the meeting to order at 5:35 PM.

VOTING ITEMS

- Bond Counsel and Borrowers Counsel
  The Board was asked to approve the engagement of Bond Counsel and Borrowers Counsel to provide specialized legal services related to the school's financing activities. Bond Counsel advises the school on the legal aspects of issuing bonds, including compliance with applicable federal and state laws, tax-exempt status, and disclosure requirements. Borrowers Counsel represents the school's interests as the borrower in financing transactions, including reviewing loan documents and protecting the school's legal position. David Robertson presented the borrowers and bond counsels and recommended Farnsworth Johnson for Bond Counsel and Gilmore Bell for the borrowers' counsel.
  Sarah Vaughan made a motion to approve Farnsworth Johnson for the Bond Counsel and Gilmore Bell for the Borrowers Counsel. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

  David Robertson left the meeting at 5:51 PM.

CONSENT ITEMS

- March 9, 2026, Board Meeting Minutes
  Jeremy Schow made a motion to approve the March 9, 2026, Board Meeting Minutes. Frank Magana seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

PUBLIC COMMENT

There was no public comment.

BOARD TRAINING

- Open and Public Meetings Act Training
  Heidi Bauerle facilitated the Open and Public Meetings Act training. Ongoing board training supports effective governance, informed decision-making, and compliance with statutory requirements. Board members participate in a minimum of three training sessions each year to strengthen their understanding of fiduciary responsibilities, policy oversight, and best practices in public education governance. These trainings ensure the board remains aligned with legal standards and well-equipped to serve the school community. Utah law (Utah Code § 52-4-104) requires all members of a public governing body to complete annual training on the Open and Public Meetings Act (OPMA). The Utah Open and Public Meetings Act (OPMA) (Utah Code § 52-4) requires state and local public bodies to conduct business openly, allowing public attendance at meetings where official action or deliberations occur.

REPORTS

- Directors' Report
  CEO Anthony Sudweeks presented the Director's Report to the Board, beginning with an overview of enrollment and test scores. Board member Reed Farnsworth inquired about the factors contributing to the increase in math scores. Mr. Sudweeks explained that the significant improvement in math is attributable to a reduction in the number of new teachers, combined with returning teachers demonstrating greater competency in the curriculum. Adam Gerlach provided an update on the CSP Grant. He reported that the bus has been purchased and registered, a driver has been hired, and route planning is underway.
- Finance Report
  Chantel Wixon reported on the financial position of the board. Wallace Stegner Academy remains in a strong financial position through April 30, 2026. With approximately 83% of the fiscal year complete, year-to-date revenues totaled $32.8 million (94.9% of budget) and expenses totaled $26.2 million (75.9% of budget), resulting in net income of approximately $6.6 million—significantly ahead of original projections. Revenues are tracking ahead of expectations across categories: local revenues at 114.3% of budget (driven by contributions, donations, and student sales), state revenues at 97.9% (due to higher-than-budgeted enrollment), and federal revenues at 118.5% (primarily from CSP reimbursements and federal nutrition revenue).Expenses remain in line with expectations at 75.9% of budget overall. Salaries and benefits are tracking with payroll timing, while Purchased Professional & Technical Services (96.4%) reflect technology investments including E-Rate, IR to XD upgrades, and firewalls. Debt service is at 38.2%, with the annual principal and semi-annual interest payments due June 15, 2026. Operating cash totaled approximately $9.16 million, up from $6.37 million at this point last year, with $7.18 million in PTIF and $1.98 million in the Zions operating account. Restricted cash totaled approximately $6.36 million. Total assets grew to approximately $71.3 million (compared to $40.6 million last year), reflecting continued capital investments and

recognition of the WVSD lease asset, with corresponding increases in long-term lease liabilities. Net income year-over-year increased to $6.7 million from $4.5 million.

VOTING ITEMS

- Approve IFB for Carpet (SLC Campus)
  The school is issued an Invitation for Bid (IFB) for carpet replacement at the Salt Lake City campus in accordance with the Utah Procurement Code. The IFB process ensures a fair, competitive, and transparent procurement that secures quality materials and installation services at the best available value. The scope of work includes removal of existing flooring, supply and installation of new carpet, and any related preparation work. CEOs are requesting that the board Award the services to Alpine Drywall & Floor Coverings.
  Sarah Vuaghan made a motion to award the IFB for Carpet at the SLC Campus to Alpine Drywall & Floor Coverings. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Mariposa Consulting Invoices
  The Board is asked to review and approve outstanding invoices from Mariposa Consulting for services rendered to the school. The first invoice cost is $25,500. The second invoice is $38,250.
  Sarah Vuaghan made a motion to approve the Mariposa Consulting Invoices. Jeremy Schow seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Eide Bailly Statement of Work
  Eide Bailly is a regional certified public accounting firm that has performed the school's audit attestation services in prior years. Such attestation services include the audited financial statements, agreed-upon procedures for student enrollment, state compliance procedures, and possibly a single audit. A single audit will be required if the school incurs more than $1M in federal expenditures. Each year the school is required to approve the services. If approved, audit engagement letters will be provided for the board president's or Director's signature.
  Sarah Vuaghan made a motion to approve the Eide Bailly Statement of Work. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Award RFP for IT Services Provider
  The Evaluation Committee has reviewed proposals submitted in response to the Request for Proposal (RFP) for IT Services. The Evaluation Committee recommends to the school's Board of Directors that it award the contract for IT Services to ETS for a period of five years. The evaluation committee considered cost, experience and qualifications, references, and ability to meet the school's needs.

Reed Farnsworth made a motion to Award the RFP for IT Service Provider to ETS. Frank Magana seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Award RFP for Education Services Provider
  The Evaluation Committee has reviewed proposals submitted in response to the Request for Proposal (RFP) for Education Services and recommends the Board of Directors award the contract to Academica West.
  Sarah Vughan made a motion to award the RFP for Education Services provider to Academica West. Jeremy Schow seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Award RFP for Speech and Language Therapy Services
  The Evaluation Committee recommends to the school's Board of Directors that it award the contract for Speech and Language Therapy Services to Charter Speech Services. Speech and Language Therapy Services support students with identified speech, language, and communication needs as required by Individualized Education Programs (IEPs) and applicable state and federal special education laws. The evaluation considered cost, clinician qualifications and licensure, service capacity, references, and ability to meet the school's caseload needs.
  Jeremy Schow made a motion to Award the RFP for Speech and Language Therapy Services to Charter Speech Services. Sarah Vaughan seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Award RFP for Occupational Therapy Services
  The Evaluation Committee recommends to the school's Board of Directors that it award the contract for Occupational Therapy Services to Charter School Therapy. Occupational Therapy Services support students with identified fine motor, sensory, and functional needs as required by Individualized Education Programs (IEPs) and applicable state and federal special education laws. The evaluation considered cost, therapist qualifications and licensure, service capacity, references, and ability to meet the school's caseload needs.
  Sarah Vaughan made a motion to award the RFP for Occupational Therapy Services to Charter School Therapy. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Office Space Lease Addendum
  The Board is asked to approve an addendum to the school's existing office space lease. Additional space will support the growth of staff over the next 5 years.
  Frank Magana made a motion to approve the Office Space Lease Addendum. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- 2026-2027 TSSA Plans
  The Teacher and Student Success Act (TSSA), established by SB 149 (2019), requires the board to adopt a Student Success Framework and annually review and approve a Teacher and Student Success Plan. The plan outlines how funds will be allocated to support student achievement and teacher effectiveness, with periodic amendments made as needed to better align spending with identified priorities, ensure effective use of funds, and address evolving school needs. Please see board documentation for each campus' plan.
  Sarah Vaughan made a motion to approve the 2026-2027 TSSA Plans. Jeremy Schow seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Helpside Professional Employment Agreement
  A new Professional Employer Agreement between the school and Helpside is being presented for board approval. It is recommended that the Board approve the Professional Employer Agreement with Helpside and authorize the Board President to execute the agreement on behalf of the school.

  Sarah Vaughan made a motion to approve the Helpside Professional Employer Agreement. Frank Magana seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

- Policies
  - Amended Administration of Medication Policy
    New legislation added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, other legislation renamed "epinephrine auto injectors" to "injectable epinephrine rescue medication." The school's Administration of Medication Policy has been revised to comply with these new laws. Some additional revisions have been made to the emergency administration of medication portion of the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.

  - Review and Re-Approve Parent and Family Engagement Policy
    Under Utah governance requirements and federal Title I provisions, the Parent and Family Engagement Policy must be reviewed and re-approved on a regular basis. The policy outlines the school's commitment to meaningful engagement with parents and families in support of student academic success, including communication practices, opportunities for involvement, and shared responsibility

for student achievement. Currently, the policy is being presented for routine review and re-approval.

- Review Donation and Fundraising Policy
- Review Attendance Policy
  Under Utah governance requirements, certain Board policies must be reviewed periodically. The Donation and Fundraising Policy and the Attendance Policy is currently due for scheduled review. The policy outlines the school's procedures for accepting donations, conducting fundraising activities, and ensuring compliance with applicable financial and ethical standards. Currently, no revisions are recommended, and no Board action or vote is required. The policies were reviewed by the board prior to the meeting.

Frank Magana made a motion to approve the Amended Administration of Medication Policy and Parent and Family Engagement Policy. Sarah Vaughan seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.

CALENDARING

The next board meeting is scheduled for June 17, 2026, at 5:30 PM. The end of year staff party is scheduled for Friday, May 29th at 5:00 PM.

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

At 6:48 PM *Sarah Vaughan made a motion to enter in a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a) at an online board meeting via zoom. Reed Farnsworth seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.*

At 6:52 PM *Sarah Vaughan made a motion to leave the closed session and enter the general meeting. Jeremy Schow seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.*

ADJOURN

At 6:53 PM *Sarah Vaughan made a motion to leave the closed session and enter the general meeting. Frank Magana seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Reed Farnsworth, Aye.*

Wallace Stegner Academy
Board of Directors
Closed Session Statement

Date: 05.13.2026
Location: Zoom

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Wallace Stegner Academy entered a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

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

Signed on the 13th day of May 2026.

SVaughan

Sarah Vaughan, Board President

FINANCE REPORT

Wallace Stegner Academy continues to remain in a strong financial position through May 31, 2026. We are approximately 91.1% through the fiscal year. Year-to-date revenues totaled approximately $35.9 million, representing 103.8% of the annual budget, while total expenses were approximately $28.7 million, or 83.2% of budgeted expenditures. This resulted in year-to-date net income of approximately $7.1 million, significantly ahead of the original budget projection. The school continues to maintain strong reserves and liquidity, with approximately $16.2 million in combined operating and restricted cash.

REVENUES

- Local revenues are above budget at 117.4%, primarily driven by higher donations and contributions, sales to students, and interest income.
- State revenues are at 107.6% of budget and are higher due to enrollment levels exceeding original budget.
- Federal revenues are ahead of budget at 131.3%, primarily due to CSP reimbursements and federal nutrition revenue.
- Revenue from Other Sources is zero as it was originally included as a placeholder to balance the budget until the CSP grant was awarded. (CSP revenue is now recognized in the federal revenue line)

EXPENSES

- Overall expenses are at 83.2% of budget.
- There are a few categories ahead of the budget:
  - Purchased Professional & Technical Services are at 105.3% of budget, driven primarily by technology-related services and technical support costs for E-Rate, IR to XD upgrades, and firewalls.
  - Purchased Property Services are at 91.6% of budget, due to slightly higher utilities, equipment rentals and routine maintenance service expense.
  - Other Purchased Services are at 103.0% of budget, primarily due to student transportation, property and liability insurance, and advertising costs exceeding original projections.
  - Property expenditures are at 95.3% of budget due to planned technology, equipment, and capital-related purchases.
- Debt service expenditures are at 38.4%, as the annual principal payment and semi-annual interest payment is due June 15, 2026.

CASH POSITION

- Operating cash totaled approximately $9.56 million compared to $6.31 million at the same time last year.
  - PTIF ending balance was approximately $7.20 million (earning roughly $23,500 from interest income).
  - Zions operating account balance was approximately $2.36 million.
- Restricted cash totaled approximately $6.62 million.

BALANCE SHEET

- Total assets increased to approximately $72.0 million compared to $40.7 million at the same point last year.
- Fixed assets increased significantly due to continued capital investments and the WVSD lease asset recognition.
- Long-term liabilities increased in connection with the related lease liabilities.
- Current liabilities remain low and stable.
- Net income reflected on the balance sheet is approximately $7.2 million, compared to $4.6 million at the same point last year.

Wallace Stegner Academy
Statement of Activities
Created on June 10, 2026
For Prior Month

	Annual June 30, 2026 Budget	Year-to-Date May 31, 2026 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	2,289,000	2,686,494	117.4 %
Revenue From State Sources	27,644,643	29,747,036	107.6 %
Revenue From Federal Sources	2,651,852	3,482,071	131.3 %
Revenue from Other Sources	2,000,000	0	0.0 %
Total Income	34,585,495	35,915,601	103.8 %
Expenses			
Instruction/Salaries	16,675,914	13,584,682	81.5 %
Employee Benefits	2,352,802	2,054,371	87.3 %
Purchased Prof & Tech Serv	1,612,648	1,698,587	105.3 %
Purchased Property Services	5,175,970	4,741,577	91.6 %
Other Purchased Services	2,820,647	2,905,639	103.0 %
Supplies & Materials	2,320,352	1,664,696	71.7 %
Property	1,265,808	1,206,879	95.3 %
Debt Services & Miscellaneous	2,349,318	902,615	38.4 %
Total Expenses	34,573,459	28,759,046	83.2 %
Total Net Income	**12,036**	**7,156,555**	**59,461.2 %**

Wallace Stegner Academy
Statement of Financial Position
Created on June 10, 2026
For Prior Month

	Period Ending 05/31/2026 Actual	Period Ending 05/31/2025 Actual
Assets & Other Debits		
Current Assets		
Operating Cash	9,565,245	6,316,399
Accounts Receivables	17,204	14,750
Total Current Assets	9,582,449	6,331,149
Restricted Cash	6,617,992	5,523,544
Net Assets		
Fixed Assets	60,224,126	30,957,650
Depreciation	(4,414,895)	(2,095,088)
Total Net Assets	55,809,231	28,862,562
Total Assets & Other Debits	**72,009,672**	**40,717,255**
Liabilities & Fund Equity		
Current Liabilities	262,972	(43,853)
Long-Term Liabilities	57,724,789	31,284,272
Fund Balance	6,798,033	4,850,338
Net Income	7,223,878	4,626,498
Total Liabilities & Fund Equity	**72,009,672**	**40,717,255**

Board Member Annual Commitment to Ethical Behavior

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

Signature_____________________________________ ______________________
Board Member Name Date

Signature_____________________________________ ______________________
Board Member Name Date

Signature_____________________________________ ______________________
Board Member Name Date

Signature_____________________________________ ______________________
Board Member Name Date

Signature_____________________________________ ______________________
Board Member Name Date

Questionnaire

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

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

Fraud Risk Assessment

Continued

*Total Points Earned: 355 /395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

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

*Entity Name: Wallace Stegner Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: June 30, 2026

*CAO Name: Adam Gerlach *CFO Name: Sarah Vaughan

*CAO Signature: ______________ *CFO Signature: ______________

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

Wallace Stegner Academy
Proposed Final FY26 and Initial FY27 Budgets
For Board Consideration and Approval at June 17, 2026 Board Meeting

	Year Ending 6/30/2025	Annual 6/30/2026	Annual 6/30/2026	Year Ending 6/30/2027	7/01/2025 - 5/31/2026
	PY Actuals	CY Approved	CY Final Budget	26-27 Prelim Budget	CY Actuals YTD
Net Income					
Income					
Revenue From Local Sources	2,879,021	2,289,000	2,692,015	530,200	2,686,494
Revenue From State Sources	22,641,943	27,644,643	32,236,051	35,886,908	29,747,036
Revenue From Federal Sources	2,536,510	2,651,852	4,229,794	4,094,669	3,482,071
Revenue From Other Sources	27,682,214	2,000,000	35,161,268	0	0
Total Income	55,739,688	34,585,495	74,319,128	40,511,777	35,915,601
Expenses					
Instruction/Salaries	13,338,734	16,675,914	17,022,359	19,652,362	13,584,682
Employee Benefits	1,949,700	2,352,802	2,439,641	3,023,370	2,054,371
Purchased Prof & Tech Serv	1,543,335	1,612,648	1,992,821	1,753,888	1,698,587
Purchased Property Services	1,195,922	5,175,970	5,565,104	3,754,541	4,741,577
Other Purchased Services	2,175,070	2,820,647	3,641,046	762,322	2,905,639
Supplies & Materials	1,755,491	2,320,352	2,216,730	4,508,564	1,664,696
Property	28,336,773	1,265,808	36,874,367	875,830	1,206,879
Debt Services & Miscellaneous	4,004,779	2,349,318	2,382,776	4,138,819	902,615
Total Expenses	54,299,804	34,573,459	72,134,844	38,469,696	28,759,046
Total Net Income	**1,439,884**	**12,036**	**2,184,284**	**2,042,081**	**7,156,555**

Wallace Stegner Academy
Budget Summary
As of June 15, 2026

Reporting Book: ACCRUAL
As of Date: 06/15/2026
Location: Wallace Stegner Academy

	Year Ending June 30, 2025 Actual	Year Ending June 30, 2026 Approved	Year Ending June 30, 2026 Actual	**Year Ending June 30, 2026 CY Final Budget**	**Year Ending June 30, 2027 FY27 Initial Budget**
Net Income					
Income					
Revenue From Local Sources					
1510 - Interest on Investments	430,838	350,000	374,285	375,000	250,000
1610 - Sales to Students	212,018	210,000	268,096	270,000	245,000
1910 - Rentals	9,655	10,000	5,253	5,315	0
1920 - Contributions and Donations From Private Sources	2,131,122	1,651,000	1,977,985	1,980,000	0
1990 - Miscellaneous	95,388	68,000	60,875	61,700	35,200
Total Revenue From Local Sources	2,879,021	2,289,000	2,686,494	2,692,015	530,200
Revenue From State Sources					
3005 - Regular School Programs K	946,432	1,106,990	1,095,270	1,194,840	1,278,320
3010 - Regular School Programs 1-12	7,928,437	9,271,429	10,279,031	11,213,488	11,996,938
3020 - Professional Staff	549,257	0	0	0	0
3100 - Restricted Basic School Programs	2,930,857	3,598,056	3,886,051	4,063,515	6,057,757
3200 - Related to the Basic Programs	7,390,558	10,234,406	10,640,866	11,597,260	12,340,533
3300 - Special Populations	19,669	0	16,883	16,883	0
3400 - Other Programs	1,541,789	1,842,729	2,165,773	2,309,702	2,326,358
3500 - One-time Funding	766,607	1,150,630	1,112,980	1,276,213	1,617,922
3800 - Non-MSP State Revenues (via USBE)	568,337	440,403	530,443	544,209	269,080
3810 - School Meal Program Reimb	0	0	9,832	9,832	0
3990 - REVENUE OTHER STATE AGENCIES	0	0	9,907	10,108	0
Total Revenue From State Sources	22,641,943	27,644,643	29,747,036	32,236,051	35,886,908
Revenue From Federal Sources					
4200 - Unrestricted Revenue Received From Federal Government Through The State	40,572	0	47,923	47,923	0
4522 - IDEA - B -- Pre-School Disabled (Sec 619)	10,940	10,940	30,836	24,079	12,000
4524 - IDEA - B -- Disabled (PL 101-476)	555,800	481,033	154,357	350,000	406,437
4560 - Federal Child Nutrition Programs	1,387,793	1,255,524	1,787,895	1,784,516	1,784,516
4700 - Federal Revenue Received Through Other Agencies	0	0	981,169	1,000,000	1,000,000
4800 - Federal No Child Left Behind	541,405	904,355	479,891	1,023,276	891,716
Total Revenue From Federal Sources	2,536,510	2,651,852	3,482,071	4,229,794	4,094,669
Revenue from Other Sources					
5200 - Transfers In From Other Funds	126,593	0	0	0	0
5211 - Transfers Out To Other Funds- Fiscal Flex	(126,593)	0	0	0	0
5500 - CAPITAL LEASE PROCEEDS	27,682,214	0	0	35,161,268	0
5900 - OTHER FINANCING SOURCES & USES	0	2,000,000	0	0	0
Total Revenue from Other Sources	27,682,214	2,000,000	0	35,161,268	0
Total Income	55,739,688	34,585,495	35,915,601	74,319,128	40,511,777
Expenses					
Instruction/Salaries					
0121 - Salaries - Principals and Assistants	1,343,983	2,108,674	1,776,135	2,115,850	2,328,696
0131 - Salaries - Teachers	9,373,130	11,481,009	9,323,623	11,860,375	12,764,911
0132 - Salaries - Substitute Teachers	14,248	46,675	63,216	80,000	100,000
0142 - Salaries - Guidance Personnel	237,569	306,600	178,609	229,846	322,002
0143 - Salaries - Health Services Personnel	89,510	101,511	81,363	106,911	111,187
0151 - Salaries - Professional Office Personnel	6,250	154,500	234,646	281,875	292,910
0152 - Salaries - Secretarial and Clerical Personnel	427,608	580,409	534,483	580,668	608,336
0161 - Salaries - Teacher Aides and Para-Professionals	1,793,888	1,746,536	1,257,322	1,585,283	2,242,307
0172 - Salaries - Bus Drivers	0	0	0	0	50,000
0181 - Salaries - Operation & Maintenance Supervisors	16,334	0	121,608	156,551	162,813
0182 - Salaries - Custodial & Maintenance Personnel	5,875	150,000	1,177	0	0
0184 - Salaries – Administrative Technology Personnel	2,184	0	0	0	0
0191 - Salaries - Food Services Personnel	28,155	0	12,500	25,000	669,200
Total Instruction/Salaries	13,338,734	16,675,914	13,584,682	17,022,359	19,652,362
Employee Benefits					
0220 - Social Security	978,554	1,203,988	995,808	1,193,202	1,476,032
0230 - Local Retirement	381,942	447,406	405,096	468,895	598,530
0240 - Group Insurance	341,487	412,033	412,851	481,820	608,295
0250 - Tuition Reimbursement	0	0	4,472	5,000	5,000
0270 - Industrial Insurance	34,348	41,975	37,701	42,233	56,014
0280 - Unemployment Insurance	194,169	228,200	180,843	229,291	260,299
0290 - Other Employee Benefits	19,200	19,200	17,600	19,200	19,200
Total Employee Benefits	1,949,700	2,352,802	2,054,371	2,439,641	3,023,370
Purchased Prof & Tech Serv					
0320 - Professional - Educational Services	444,282	510,121	538,307	651,970	796,970
0330 - Professional Employee Training and Development	25,585	25,793	26,170	48,207	63,418
0340 - Other Professional Services	143,956	120,848	77,872	120,500	143,500
0345 - Business Services	755,330	775,886	693,075	757,300	400,000
0350 - Technical Services	174,182	180,000	363,163	414,844	350,000
Total Purchased Professional & Technical Services	1,543,335	1,612,648	1,698,587	1,992,821	1,753,888
Purchased Property Services					
0410 - Utility Services	103,198	102,250	183,336	280,680	320,680
0412 - Disposal Service	881	0	24	0	0
0422 - Snow Removal Services	14,965	15,000	11,623	15,000	20,000
0423 - Custodial Services	200,445	372,838	310,089	393,969	405,789
0424 - Lawn Care Services	69,159	100,000	88,177	134,000	138,020
0430 - Repairs & Maintenance Services	121,055	131,000	130,712	158,000	192,140
0440 - Rentals	2,159	0	0	0	0
0441 - Rental of Land & Buildings	45,577	4,389,632	3,929,012	4,472,205	2,560,554
0442 - Rental of Equipment & Vehicles	30,229	43,750	54,866	70,250	72,358
0450 - Construction Services	595,119	0	0	0	0
0490 - Other Purchased Property Services	13,135	21,500	33,738	41,000	45,000
Total Purchased Property Services	1,195,922	5,175,970	4,741,577	5,565,104	3,754,541
Other Purchased Services					
0513 - Student Transportation Services - Commercial	106,703	0	148,001	165,000	180,000
0517 - Student Overnight Trips/Field Trips	0	0	10,465	21,020	30,020
0518 - Student Day Trips/Field Trips (includes Admission Charges)	12,886	9,000	4,876	9,000	10,000
0521 - Property Insurance	32,554	35,809	77,771	77,771	80,104
0522 - Liability Insurance	23,960	23,960	26,810	27,000	29,000
0530 - Communication (Telephone & Other)	26,022	30,000	31,031	40,000	41,120
0540 - Advertising	152,184	120,000	142,003	177,091	182,404
0561 - Student Tuition to other LEAs In State	3,361	0	0	0	0
0570 - Food Service Management	1,675,798	2,395,369	2,314,185	2,899,554	0
0580 - Travel/Per Diem	141,602	206,509	150,497	224,610	209,674
Total Other Purchased Services	2,175,070	2,820,647	2,905,639	3,641,046	762,322
Supplies & Materials					
0610 - General Supplies	537,261	971,735	690,828	778,548	1,171,894
0610-001 - Furniture and Fixtures (not capitalized)	305,558	285,516	38,325	43,500	50,000
0621 - Natural Gas	27,548	51,000	35,953	51,000	52,530
0622 - Electricity	117,633	115,000	161,697	220,000	226,600
0630 - Food	61,033	62,000	0	0	1,875,970
0641 - Textbooks	108,042	233,666	187,774	275,878	390,929
0642 - E-Textbooks / Online Curriculum	0	0	105,825	128,200	110,000
0644 - Library Books	73,797	72,000	7,654	11,000	15,000
0650 - Supplies - Technology Related	273,028	214,905	117,894	288,858	183,302
0670 - Software	139,332	202,030	187,087	247,028	254,439
0680 - Maintenance Supplies and Materials	112,259	112,500	131,659	172,718	177,900
Total Supplies & Materials	1,755,491	2,320,352	1,664,696	2,216,730	4,508,564
Property					
0720 - Building	27,682,214	0	0	35,161,268	0
0730 - Equipment	67,867	180,209	273,462	339,449	100,000
0732 - School Buses	0	390,000	219,695	219,695	219,695
0733 - Capitalized Furniture and Fixture	75,290	0	70,664	270,664	450,000
0734 - Technology Related Hardware	511,402	695,599	643,058	883,291	106,135
Total Property	28,336,773	1,265,808	1,206,879	36,874,367	875,830
Debt Services & Miscellaneous					
0810 - Dues and Fees	63,339	65,000	86,109	96,500	434,500
0830 - Interest	1,642,085	1,615,825	807,923	1,615,825	3,089,319
0831 - Interest on Leases	1,080,966	0	0	0	0
0840 - Redemption of Principal	643,493	668,493	6,625	668,493	615,000
0841 - Lease Redemption of Principal	574,896	0	0	0	0
0890 - Miscellaneous Expenditures	0	0	1,958	1,958	0
Total Debt Services & Miscellaneous	4,004,779	2,349,318	902,615	2,382,776	4,138,819
Total Expenses	54,299,804	34,573,459	28,759,046	72,134,844	38,469,696
Total Net Income	1,439,884	12,036	7,156,555	2,184,284	2,042,081

Board Member Annual Commitment to Ethical Behavior

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

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

Signature______________________________________ ________________________
Board Member Name Date

OFFICE OF THE
STATE AUDITOR

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

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

Fraud Risk Assessment

Continued

*Total Points Earned: 355 /395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

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

*Entity Name: Wallace Stegnar Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: June 30, 2026

*CAO Name: Adam Gerlach *CFO Name: Sarah Vaughan

*CAO Signature: ______________ *CFO Signature: ______________

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

Wallace Stegner Academy

Title IX Athletics Report

Reporting Year: 2025-2026

Participation by Sport

Sport	Designation	Participants
Basketball	Boys	14
Soccer	Boys	20
Soccer	Girls	15
Volleyball	Girls	14
Cross Country	Coed	9
Volleyball	Coed	16
Mountain Biking	Coed	34
Archery	Coed	17

Per-Student Spending Comparison

Boys Basketball: $465
Boys Soccer: $358
Girls Soccer: $477
Girls Volleyball: $586
Coed Volleyball: $488
Coed Archery: $280
Coed Cross Country: $180
Coed Mountain Biking: $316

Compliance Determination

In alignment with **Utah Code 63G-31-201**, Wallace Stegner Academy affirms the following:

- Wallace Stegner Academy provides separate accommodations for males and females where applicable to protect individual privacy, health, and competitive opportunity.

- The school does not provide a sex-designated facility, program, or event of higher quality to one sex and of lesser quality to the other.
- No sex is provided a more advantageous schedule for the use of facilities or programs.
- The school does not require males or females to participate or compete against the opposite sex in any sex-designated facility, program, or event.
- The school does not require males or females to use a sex-designated facility in the presence of the opposite sex.

Additionally, it has been determined that an action plan is not required, as there are no discrepancies of 10% or greater between male and female athletic programs.

Based on available data, Wallace Stegner Academy is in compliance with Title IX athletic equity requirements.

1103 N 1600 W, Layton, UT 84041
833.758.7300
etscorp.com

Quote

EM-29237-1-A

Proposal Summary

Prepared by:
Jasim Shah
ETS Corp
8337587300
https://etscorp.com

Prepared for:
Robb Jolley
Wallace Stegner Academy

Quote information:
Quote #29237-1-A
Prepared on: 5/21/2026
Expires: 6/20/2026

107x Apple MacBook Neo

One-time costs

Name	Description	Quantity	Unit Price	Tax	Price
107x Apple MacBook Neo					
(Qty. 107) 13" Apple MacBook Neo - Apple A18 Pro chip - 6-core CPU and 5-core GPU - 8GB RAM - 256GB SSD Storage		107	$499.00	$0.00	$53,393.00
ITMS Labor - No Setup. Deliver to Robb at WSA.		2	$125.00	$0.00	$250.00

Terms and Conditions

For equipment purchases, payment is due prior to work being completed. Project invoices will be Due Upon Receipt. Invoices not paid within terms will be subject to an interest charge of 18% per annum. If collection is required, the undersigned agrees to pay collection costs and reasonable attorney fees. Standard manufacturer's warranty applies to equipment unless otherwise stated. Sign and date below to accept this quote.

Subtotal:	$53,643.00
Tax:	$0.00
Total:	$53,643.00

ETS Corp

Name: Jasim Shah

Wallace Stegner Academy

Signature:

Name:

Change Order Procedure

Thank you for considering ETS for your project. We are pleased to present you with a project quote for the services we will provide. The quote presented in this document includes a description of the services we will provide and the total project cost. We strive to take all factors into consideration to provide a fair and accurate quote for your project. If the project requires a change in materials or scope of work, ETS will produce a change order for your approval.

The following process will be followed by client or ETS if a change to this quote is required:

- A request to change or add to any part of the project must be made in writing and will be considered a 'Change Order' to the original project.
- If the Change Order will require a difference in the original project cost, an estimated amount will be provided to the Client for review and approval.
- The Client will confirm the Change Order via email response or signature on change order quote, and in doing so, it is agreed that the Client will pay any difference in cost illustrated in the change order once the project is completed and invoiced. If the Change Order requires some payment upfront, this will be noted.

If you have any questions or concerns about the project quote, please do not hesitate to contact us. We appreciate the opportunity to work with you and look forward to the possibility of partnering on this project.

Wallace Stegner Academy
Emergency Recovery Plan (Post-Incident)

Effective Date: May 1, 2026
Board Approved: June, xx, 2026
Reviewed Annually: June, xx, 2026

I. Purpose

The purpose of this Emergency Recovery Plan is to establish clear, compliant procedures for post-incident recovery that ensure:

- Safety and stabilization of the school environment
- Continuity of learning and operations
- Support for physical, emotional, and behavioral needs
- Alignment with Utah law and state expectations

This plan aligns with:

- Utah Code §53G-8 (Safe Schools)
- Utah Administrative Rule R277-400
- Utah School Safety Playbook (2024)
- Standard Response Protocol (SRP)

II. Recovery Framework

All recovery efforts will be organized into the following **four required domains**:

1. **Education / Academics**
2. **Business Services / Operations**
3. **Physical & Structural (Facilities)**
4. **Health, Wellbeing, and Behavioral Supports**

Each domain includes immediate, short-term, and long-term actions.

III. Recovery Team Structure

A. Core Team

- CEO/Co-Directors
- Principals
- School Safety & Security Specialist (SSSS)
- Academic Lead (Instruction/Director)
- Business/Operations Manager
- HR Director
- Facilities Lead
- Chief of Staff
- Mental Health/Counseling Lead
- Communications Lead

IV. Domain 1: Education / Academics Recovery

A. Immediate (0–24 Hours)

- Determine status of instruction (pause, relocate, or resume)
- Communicate expectations to staff and families
- Ensure access to essential instructional materials

B. Short-Term (1–3 Days)

- Implement modified schedules if needed
- Prioritize core instruction and stability
- Provide flexibility for assignments and assessments

C. Long-Term

- Address learning loss through targeted interventions
- Monitor student progress using existing data systems (Acadience, RISE, NWEA, etc.)
- Ensure continuity for:
    - Special Education (IEPs)
    - English Learners
    - At-risk students

V. Domain 2: Business Services / Operations Recovery

A. Immediate (0–24 Hours)

- Secure financial systems, student records, and data systems

- Confirm payroll, HR, and essential services continuity
- Activate emergency vendor support if needed
- Legal representation if needed

B. Short-Term

- Maintain:
    - Food services
    - Technology access
- Track incident-related costs for reimbursement or reporting

C. Long-Term

- Restore full operational capacity
- Review contracts, insurance claims, and financial impact
- Ensure compliance with procurement and reporting requirements

---

VI. Domain 3: Physical & Structural Recovery

A. Immediate (0–24 Hours)

- Coordinate with first responders to assess building safety
- Restrict access to unsafe areas
- Conduct initial damage assessment

B. Short-Term

- Arrange for temporary relocation if needed
- Begin repairs and safety mitigation
- Ensure utilities (water, electricity, HVAC) are functioning

C. Long-Term

- Complete full restoration of facilities
- Conduct safety inspections and approvals prior to re-entry
- Evaluate infrastructure improvements to prevent future risk

---

VII. Domain 4: Health, Wellbeing, and Behavioral Recovery

A. Immediate (0–24 Hours)

- Provide crisis counseling and emotional support
- Identify high-risk students and staff

- Assist in obtaining medical care if needed

B. Short-Term

- Offer structured opportunities for students and staff to process the event
- Provide staff guidance on supporting students
- Communicate available mental health resources to families

C. Long-Term

- Continue counseling and behavioral supports as needed
- Monitor for delayed trauma responses
- Partner with community agencies for additional services

VIII. Communication Protocols

A. Staff Communication

- Provide clear, accurate, and timely updates
- Share expectations for recovery phases

B. Family Communication

- Initial notification as soon as feasible
- Follow-up within 24 hours
- Ongoing updates as recovery progresses

C. Media Communication

- All communication routed through designated spokesperson
- Coordinate with law enforcement and LEA leadership

IX. Continuity of Operations

The school will ensure continuity of:

- Instruction (in-person or virtual)
- Special education services
- Student support services
- Food and essential services
- Technology systems

X. Compliance and Reporting

Following an incident, the school will:

- Document all actions taken
- Complete required state and local reporting
- Review adherence to:
  - Utah Code §53G-8
  - Utah Administrative Rule R277-400
- Maintain records for audit and review

XI. After-Action Review

Within a reasonable timeframe:

- Conduct a formal debrief
- Identify strengths and gaps
- Update safety and recovery procedures
- Provide additional staff training if needed

XII. Plan Maintenance

- Reviewed annually
- Updated after any major incident
- Approved by governing board

Wallace Stegner Academy
BOARD MEMBER TERMS & ELECTED OFFICERS

Board terms:

1. Dr. Sarah Vaughan (Chair)
   a. Term Expires: 06/30/2026
2. Tony Furano (Financial Coordinator)
   a. Term Expires: 06/30/2027
3. Jeremy Schow (Secretary)
   a. Term Expires: 06/30/2028
4. Reed Farnsworth (Member)
   a. Term Expires: 06/30/2026
5. Frank Magana (Member)
   a. Term Expires: 06/30/2027

Salary Supplement for Highly Needed Educators Program Policy
Adopted: 06.12.2025

Purpose

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

Definitions

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

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

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

Policy

High-Needs Areas

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

(a) Special Education (K-12);
(b) Secondary Science (7-12); and
(c) Secondary Math (7-12).

Process for Determining if a Teacher is an Eligible Teacher

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

(a) is assigned to teach in one of the high-needs areas listed above;
(b) is qualified to teach in the high-needs area (qualification factors to consider include, but are not limited to, licensure, training, education, experience, and skills); and

(c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher's three most recent evaluations from the School.

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

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

On an annual basis, the School's Chief Executive Officer(s) or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Chief Executive Officer(s) or his/her designee when he/she finalizes the list with accounting or human resources.

Deleted: sends, or causes to be sent, the list to payroll for processing of the salary supplement payment under the SHiNE Program

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount consistent with this policy and the funds allocated to and received by the School under the SHiNE Program.

Deleted: commensurate

Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area. However, if an eligible teacher's employment with the School ends before the salary supplement is paid, the teacher shall receive only a prorated portion of the salary supplement based on the portion of the school year the teacher worked at the School.

In addition, an eligible teacher who begins employment with the School after the certified list described above has been finalized shall not be entitled to a salary supplement. However, the Chief Executive Officer(s) may, in the Chief Executive Officer's sole discretion and subject to available SHiNE Program funding, award such teacher a prorated salary supplement based on the portion of the school year the teacher worked at the School.

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

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

Appeals

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

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

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

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

Administrative Procedures

Each school year the Chief Executive Officer(s) shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

Updating Policy

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

Wellness Policy

Adopted: June 27, 2022
Board Reviewed: 06.12.2025
Revised:

Deleted: December 17, 2025

Purpose

The purpose of this policy is to ensure the best possible mental and physical health environment for the students of Wallace Stegner Academy (the "School"). The School's Board of Directors (the "Board") and members of the administration, including the School's Chief Executive Officer(s) and campus principals (the "Administration"), recognize that there is a well-documented link between nutrition, physical activity, and learning. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health as well as their behavior and academic achievement in school. Schools have a responsibility to try to help students learn, establish, and maintain lifelong healthy eating and activity habits and to promote healthy living in families and in the community. Faculty and staff wellness is an integral part of a healthy school environment as well, since school faculty and staff can be daily role models for healthy behaviors.

Policy

Wellness Committee

Under the direction of the Board and Administration, the School will establish a Wellness Committee to oversee wellness efforts, review the School's progress towards accomplishment of the School's wellness objectives and goals, periodically review this policy, and, as necessary, recommend changes to this policy. The Wellness Committee may consist of, but is not limited to, parents, students, food service staff, physical education teachers, members of the Board and Administration, health professionals, and members of the community. The School will maintain a list of the names and contact information of the Wellness Committee members. The School will also provide notice via the School's website of how individuals can get involved with the Wellness Committee and otherwise participate in the development, implementation, and periodic review and update of this policy.

Objectives and Goals

All students in the School will possess the knowledge and skills necessary to make healthy food and physical activity choices throughout their lifetime. Parents and families will be provided with tools and resources to promote and encourage healthy living. All staff in the School will be encouraged to model healthy eating and physical activity as a valuable part of daily life.

To meet these objectives and goals, the School adopts this policy, which addresses physical activity, nutrition education, healthy school environment, food guidelines, and other school-based activities that promote student wellness. This policy is designed to effectively utilize School and community resources to equitably serve the needs and interest of all students, families, faculty, and staff, taking into consideration differences in culture.

Physical Activity

The Board and Administration recognize the importance of physical activity for student health and academic achievement. To promote physical activity, the School will:

a. Ensure that every student from Kindergarten through eighth grade receives regular, age-appropriate, quality physical education.
b. Use a variety of subjects and lesson plans to increase physical movement in the classroom.
c. Provide a wide variety of physical activities and introduce students to different sports, games, or ways of getting physically active. This may be done in the classroom as well as through physical education, assemblies, or after-school activities.
d. Not require physical activity (e.g., running laps, pushups) as a form of punishment, but may withhold or restructure a student's recess or physical education for safety concerns or disciplinary reasons.
e. Provide physical activities that teach all students, regardless of ability, cooperation and teamwork, good sportsmanship, positive self-image, and personal achievement.
f. Ensure that alternative activities are provided for students with physical disabilities, as appropriate.
g. Provide exemptions from physical activities where appropriate for ill or injured students.

Deleted: use

Deleted: or withhold opportunities for physical activity (e.g., recess, physical education)

Nutrition Education

The primary purpose of nutrition education is to build knowledge and skills that will help students make healthy eating and physical activity choices now and throughout their lives. In order to do so:

a. The School's classrooms, cafeterias, and other School spaces will provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits.
b. Faculty and staff will teach healthy eating habits in the classroom by incorporating, when practical, healthy nutrition facts and activities not only in health but also in subjects such as math, science, language arts, social sciences, and elective subjects.
c. Nutrition education will be provided and nutrition incentive programs may be established. Staff wellness will also be important and activities for staff may be established to allow staff to model and support this policy.
d. Healthy meal choices, including fruits, vegetables, whole grains and low-fat dairy products, will be provided to students to encourage improvement of nutrition behaviors on the School's campuses.

e. Students will be encouraged to test healthy food items with which they are not familiar to promote behavior change and healthy school meal consumption.
f. Nutritional and physical awareness and healthy lifestyles will be promoted to students, families, faculty, and staff through activities that may include but are not limited to assemblies, newsletters, and physical activities.
g. The Administration will measure the level of implementation of nutrition education in the School through such measures as self-reporting surveys.

Healthy School Environment

The Board and Administration understand the need to create a school environment that is conducive to promoting and sustaining the nutritional, physical, and emotional health of its students, faculty, and staff. In order to create such an environment:

a. Students will be educated on the importance of proper hand washing and will be provided access to restrooms for washing hands.
b. The School will make drinking fountains available so that students can get water at meals and throughout the school day. In addition, students may be allowed to bring and store water bottles in the classroom.
c. The School will ensure there is adequate time for students to enjoy eating healthy foods with their peers.
d. The School will, when appropriate, make reasonable efforts to keep School-owned physical activity facilities open for use by students outside of school hours.

Food Guidelines

The primary purpose of the food guidelines contained herein is to ensure that the use of food in the School promotes and protects health and wellness. The following guidelines are hereby set forth:

a. The National School Lunch Program guidelines and regulations, which can be accessed online at http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp.
b. The School Breakfast Program guidelines and regulations, which can be accessed online at: https://www.fns.usda.gov/sbp/school-breakfast-program.
c. Food that supports the School's wellness philosophy, objectives, and goals will be allowed in the classroom at the teacher's discretion where it is part of a lesson plan or demonstration. For example, a teacher may use an orange to teach fractions.
d. Distribution of carbonated beverages at School will only be allowed as approved by the Administration. Energy drinks are prohibited across the School campuses.
e. Teachers will be encouraged to identify their students' allergies and dietary restrictions and work with parents to address individual needs.
f. Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other dietary restrictions.

g. Distribution of birthday treats in the classroom will only be allowed when approved by the Administration.
h. Classroom celebrations that involve food will be allowed at the Administration's discretion. Such celebrations will comply with the following:
    i. All foods made available will comply with state and local food safety and sanitation regulations.
    ii. Healthy snack choices and/or options may be offered to students, faculty, and staff as part of the celebration.
    iii. Faculty, staff, and parents will make healthy and fun activities part of the celebration and the sole focus of the celebration will not be food.
i. During the school day, the Administration will permit marketing at the School's campuses of only those foods and beverages that meet the nutrition standards under the applicable School Breakfast Program and National School Lunch Program regulations.
j. Food provided as part of after-school or extracurricular activities will be under the direction of the Administration.
k. Guidelines for meals served as part of the School's meal program will not be less restrictive than the applicable federal regulations and guidance.

<u>Triennial Assessment</u>

At least once every three years, the School will review this policy and assess the School's compliance with this policy. This triennial assessment will measure the School's implementation of this policy and include:

a. The extent to which the School's campuses are in compliance with this policy;
b. The extent to which this policy compares to the Alliance for a Healthier Generation's model wellness policy; and
c. A description of the progress made by the School in attaining the objectives and goals of this policy.

The School's Chief Executive Officer(s) is responsible for managing the triennial assessment. The School's Wellness Committee will participate in the triennial assessment. The School will make the triennial assessment results/report available to the public by posting the assessment results/report on the School's website.

The School will update or modify this policy as needed based on the results of the triennial assessment. If no updates or modifications are needed after the triennial assessment, this policy will be ratified by the Board.

<u>Oversight of Policy and Recordkeeping</u>

The Chief Executive Officer(s), in conjunction with the campus principals, will oversee this policy and each campus's implementation of and compliance with this policy.

The Kitchen Manager, who oversees the School Breakfast Program and National School Lunch Program at all of the School's campuses, will ensure compliance with the applicable regulations, including ensuring that all reimbursable school meals meet current USDA nutritional standards.

The Chief Executive Officer(s) and/or campus principals will retain documentation that demonstrates the School's compliance with the community involvement requirements, including the requirements to document each triennial assessment and to make this policy and the triennial assessment results/reports available to the public.

Annual Notification of Policy

This policy will be posted on the School's website and will be provided to parents on an annual basis during registration. Matters related to the implementation of this policy will also be posted on the School's website.

WALLACE STEGNER ACADEMY

Annual Board Meeting Calendar — 2026-2027 School Year

Below are the tentative Wallace Stegner Academy Board Meeting dates for the 2026-2027 school year. Meetings are tentatively scheduled for the third Wednesday bi-monthly at 5:30 PM. These dates are subject to change and additional meetings may take place. All meetings will be posted on the Utah Public Meeting Notice website at least twenty-four hours in advance.

Meeting #	Date	Time
1	August 2026 (TBD)	5:30 PM
2	Wednesday, September 16, 2026 — In Person	5:30 PM
3	Wednesday, October 28, 2026 — Electronic	5:30 PM
4	Wednesday, December 16, 2026 — Electronic	5:30 PM
5	Wednesday, January 20, 2027 — Electronic	5:30 PM
6	Wednesday, March 17, 2027 — Electronic	5:30 PM
7	Wednesday, April 21, 2027 — Electronic	5:30 PM
8	Wednesday, June 16, 2027 — In Person	5:30 PM

Meetings will generally be held at Wallace Stegner Academy (980 S Bending River Road, Salt Lake City, UT 84104) but may also be held electronically or at different locations as needed by the Board of Directors. Meetings may also be held electronically as allowed by the Electronic Meetings Policy.

WALLACE STEGNER ACADEMY

June WSA CEO Report

Presented to the Wallace Stegner Academy Board of Directors 6/17/26

ENROLLMENT · 2026-27 (Effective 8/12/2026)

3,352 future students across four campuses.

Future-enrollment commits by grade and campus.

Campus	K	1	2	3	4	5	6	7	8	9	10	11	Total
Wallace Stegner Academy — Kearns	125	124	122	105	133	131	159	191	192	173	136	81	1,672
Wallace Stegner Academy — SLC	77	87	82	65	80	75	70	75	74	—	—	—	685
Wallace Stegner Academy — Sunset	16	22	12	13	16	12	21	15	—	—	—	—	127
Wallace Stegner Academy — West Valley	79	90	86	102	105	105	103	104	94	—	—	—	868
Total — Effective 8/12/2026	**297**	**323**	**302**	**285**	**334**	**323**	**353**	**385**	**360**	**173**	**136**	**81**	**3,352**

+ growth across all four campuses for 2026-27.

Kearns continues to expand through 11th grade; SLC, Sunset, and WVC fill through grade 8.

Source: WSA Student Information System — Future Enrollment, effective 8/12/2026

CHARTER SCHOOL PROGRAM (CSP) · UPDATE

Sunset campus visiting the Ron Clark Academy.

The Sunset campus team will travel to Atlanta, Georgia this summer for a professional-development immersion at the Ron Clark Academy — observing classrooms, studying culture systems, and bringing the energy, engagement strategies, and family-experience practices back to our newest campus for the 2026-27 launch year.

Funded through our federal Charter School Program (CSP) grant.

Travel, lodging, and registration costs covered by CSP expansion funds — no operating-budget impact.

AP for every student who opts in.

How WSA invests Gifted & Talented funds.

PLAN

Funds the AP exam.

WSA uses its Gifted & Talented allocation to pay for AP assessments for any high-school student who opts into taking an exam — removing cost as a barrier to participation and to demonstrating college-level mastery.

GOAL

One AP pass per year.

Every WSA student passes at least one AP exam each year of high school — building a transcript with real college credit by graduation.

Opt-in for every student. Cost handled by WSA. Outcome owned by every campus.

WALLACE STEGNER ACADEMY

Leading Our Neighborhoods.

2024-25 RISE Results · How Every WSA Campus Compares to the Schools Nearby

Presented to the Wallace Stegner Academy Board of Directors

CAMPUS 1 · NEW FOR 2025-26

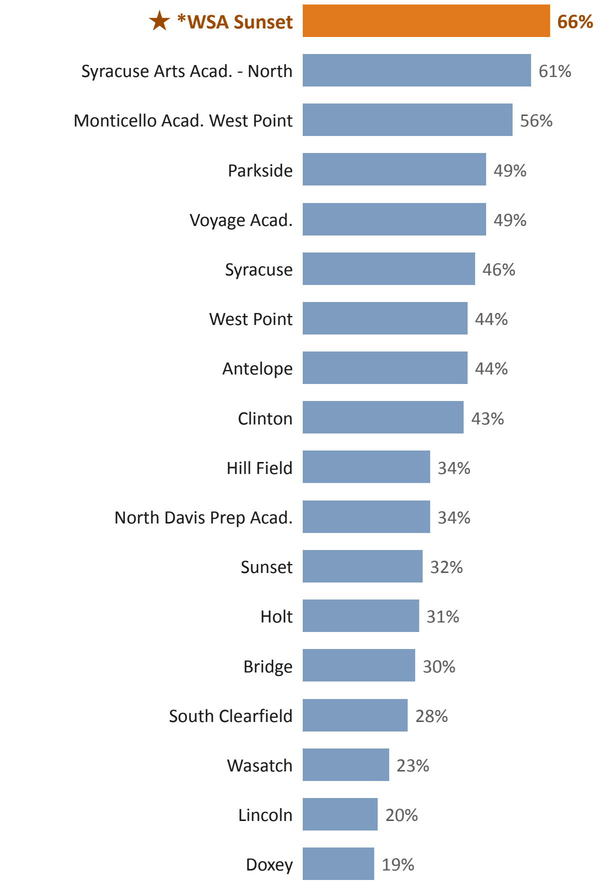
WSA Sunset

Your top neighborhood school.

66%	68%	80%	51%
ELA	Math	Science	Low-Inc.

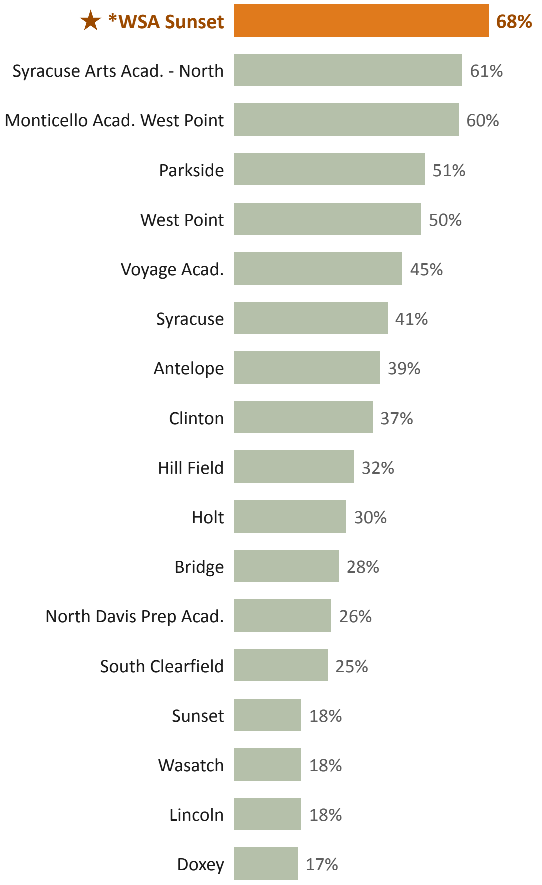
English Language Arts

All 18 schools, ranked by % proficient



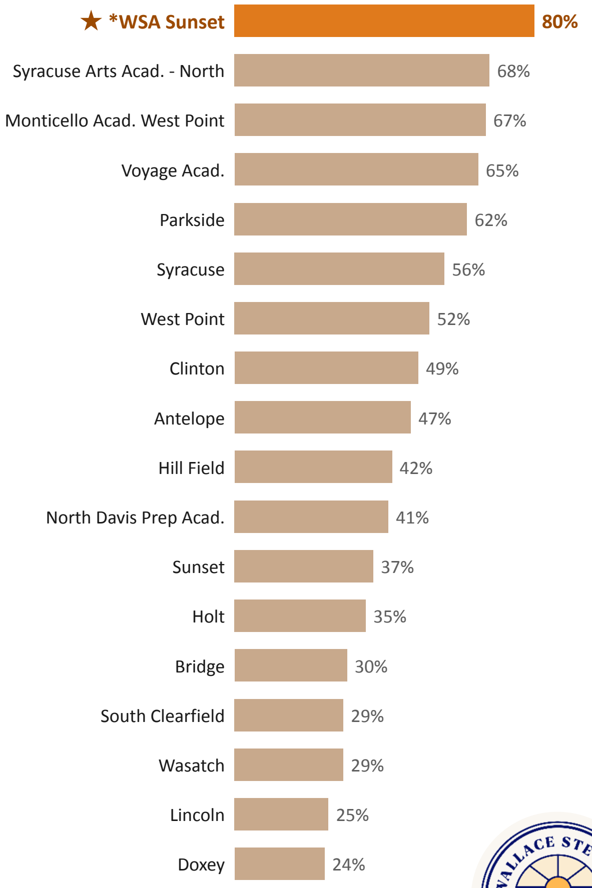
Mathematics

All 18 schools, ranked by % proficient



Science

All 18 schools, ranked by % proficient



*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

CAMPUS 2 · K-8

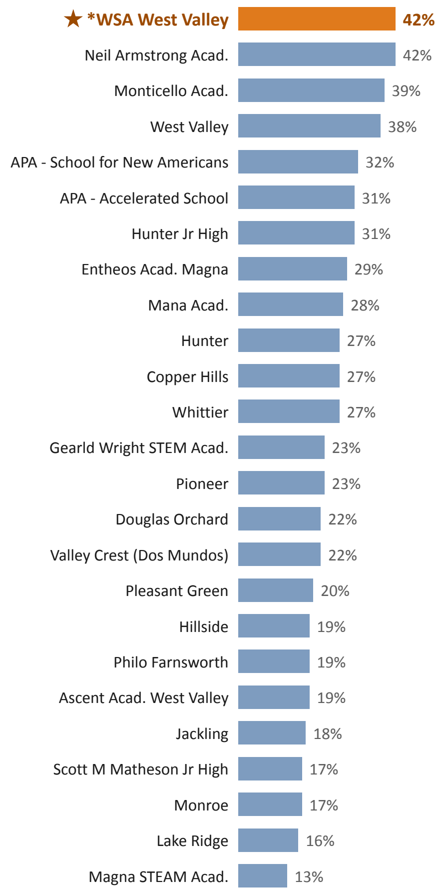
WSA West Valley

#1 in Math and Science.

42% ELA · **53%** Math · **55%** Science · **65%** Low-Inc.

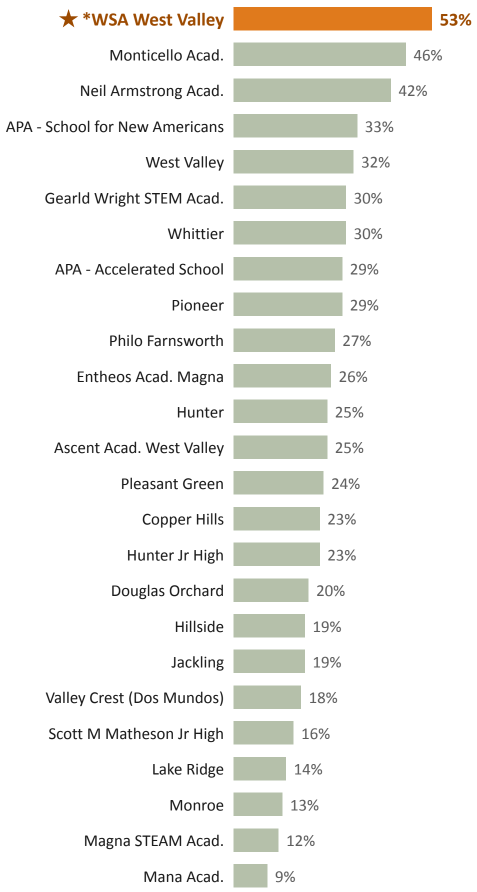
English Language Arts

All 25 schools, ranked by % proficient



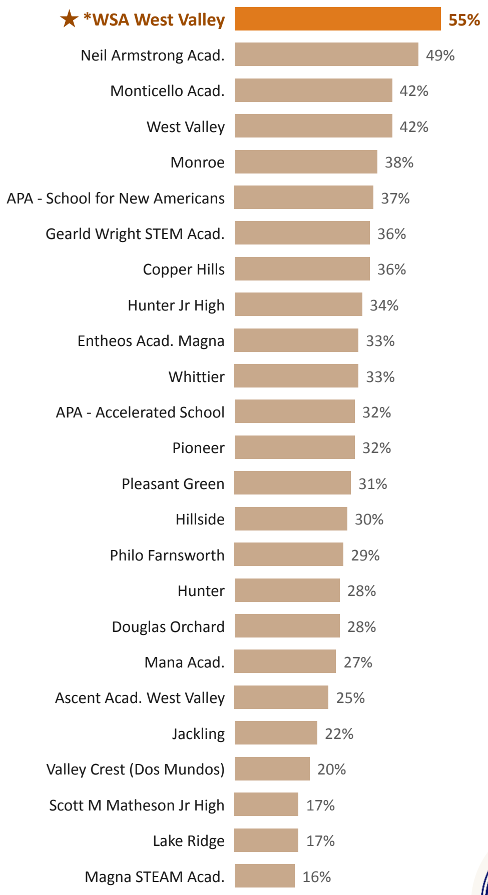
Mathematics

All 25 schools, ranked by % proficient



Science

All 25 schools, ranked by % proficient



*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

CAMPUS 3 · K-12

WSA Kearns

#1 in Math and Science.

43% ELA

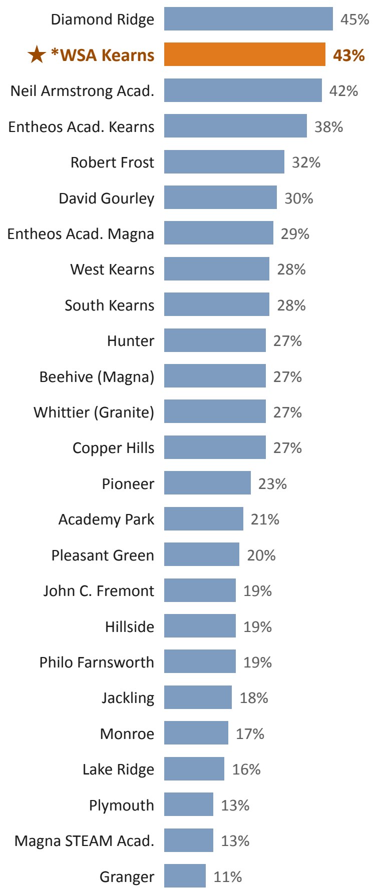
45% Math

52% Science

63% Low-Inc.

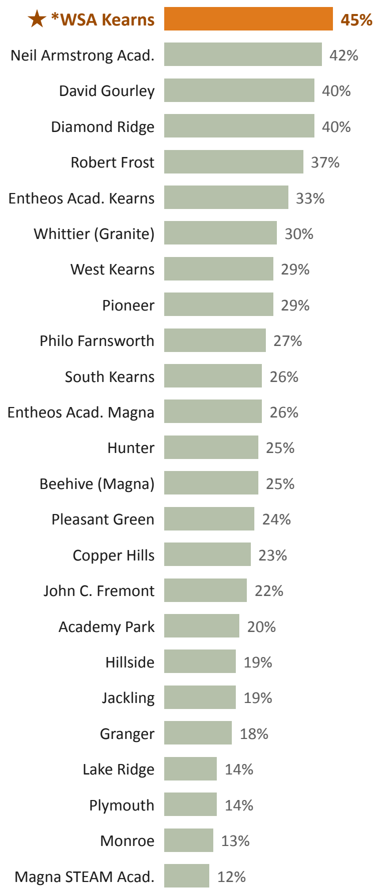
English Language Arts

All 25 schools, ranked by % proficient



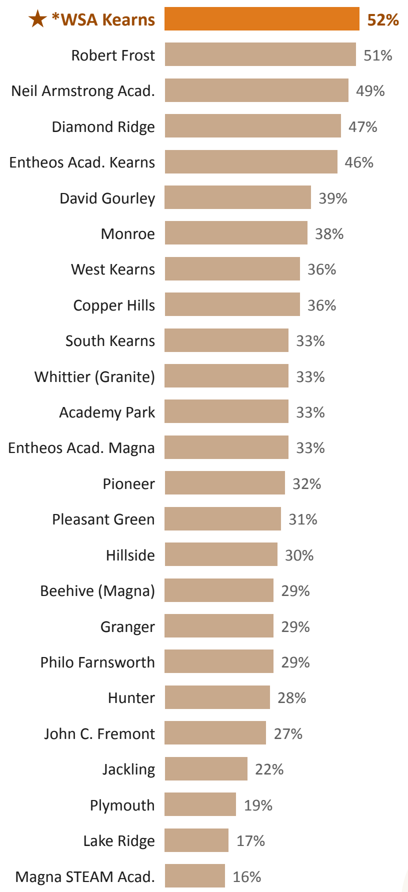
Mathematics

All 25 schools, ranked by % proficient



Science

All 25 schools, ranked by % proficient



*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

CAMPUS 4 · FOUNDING CAMPUS

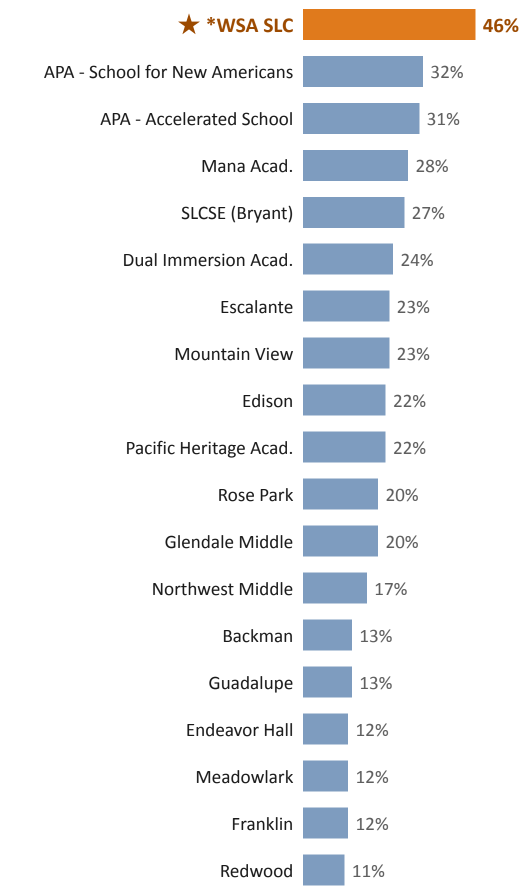
WSA Salt Lake City

Top in ELA, Math, and Science.

46%	43%	53%	70%
ELA	Math	Science	Low-Inc.

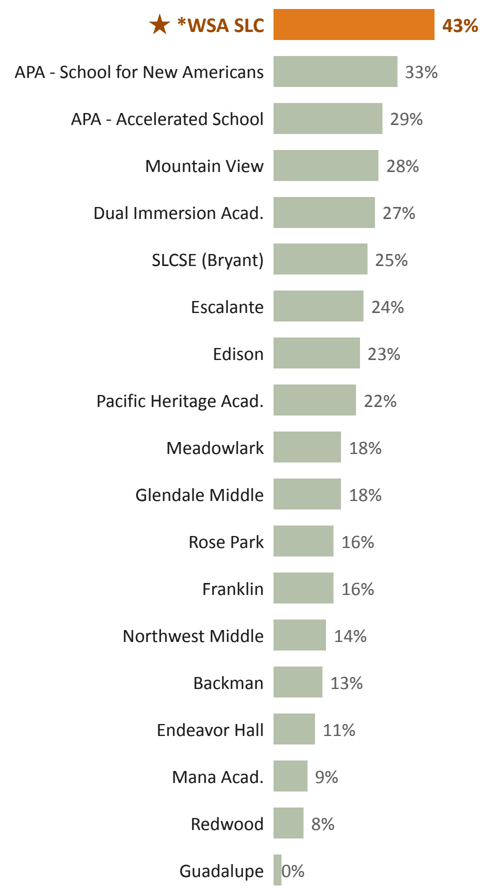
English Language Arts

All 19 schools, ranked by % proficient



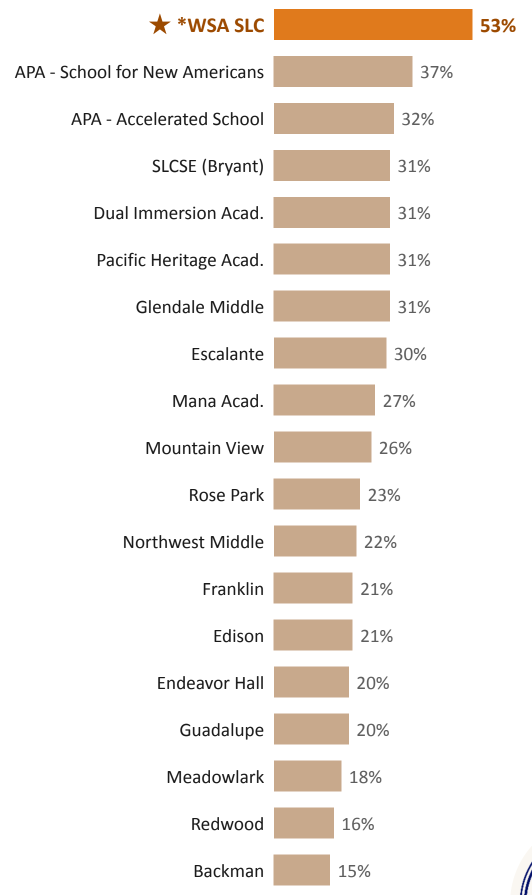
Mathematics

All 19 schools, ranked by % proficient



Science

All 19 schools, ranked by % proficient



*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

STATEWIDE RANKING — K-8 ELEMENTARY

Where Sunset lands among Utah's top elementary schools.

WSA Sunset ranks #25 statewide — top 5% of all K-8 schools in Utah.

#	School	District / LEA	Combined
1	Indian Hills	Salt Lake City SD	84.5%
2	Peruvian Park	Canyons SD	81.5%
3	Highland	Alpine SD	81.1%
4	Howard R. Driggs	Granite SD	80.6%
5	Bonneville	Salt Lake City SD	78.7%
6	Granite School	Canyons SD	78.4%
7	APA – Draper #1	American Prep Academy	77.9%
8	Edith Bowen Lab School	USU	77.0%
9	Jeremy Ranch	Park City SD	76.3%
10	Sunrise	Canyons SD	76.3%
11	Uintah	Salt Lake City SD	76.2%
12	Cottonwood	Granite SD	76.2%
13	Willow Canyon	Canyons SD	75.9%
14	Oakridge	Granite SD	75.0%
15	Eastwood	Granite SD	74.8%

#	School	District / LEA	Combined
16	Morningside	Granite SD	74.6%
17	Park Lane	Canyons SD	74.0%
18	Alpine School	Alpine SD	73.5%
19	Highland Park	Salt Lake City SD	73.5%
20	Foothill	Alpine SD	73.4%
21	Valley View	Davis SD	72.9%
22	Old Mill	Wasatch SD	72.8%
23	Cedar Ridge (Alpine)	Alpine SD	72.3%
24	Edgemont	Provo SD	72.1%
★	***WSA Sunset (2025-26)**	**Wallace Stegner Academy**	**71.3%**
25	Cedar Ridge (Cache)	Cache SD	71.1%
26	Canyon Rim Academy	Charter	71.0%
27	Crimson View	Washington SD	70.9%
28	Eaglecrest	Alpine SD	70.8%
29	Mountain Green	Morgan SD	[illegible]
30	Midway	Wasatch SD	[illegible]

*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

DISTRICT-LEVEL COMPARISON

WSA as a district vs. the state and major nearby districts.

System-wide RISE proficiency, weighted across all four WSA campuses.

Rank	District / LEA	ELA	Math	Science	Combined	Low-Inc.
1	Park City District	66.2%	60.0%	71.0%	65.7%	18%
2	Canyons District	49.0%	46.8%	54.3%	50.0%	25%
★	***WSA District (2025-26)**	**44.3%**	**47.7%**	**53.9%**	**48.6%**	**60%**
3	Davis District	46.5%	44.9%	49.8%	47.1%	19%
—	***Utah State Average***	***43.3%***	***44.6%***	***50.9%***	***46.3%***	***29%***
4	Jordan District	44.3%	41.7%	49.7%	45.2%	25%
5	Murray District	44.9%	42.9%	47.5%	45.1%	39%
6	Salt Lake City District	43.9%	41.7%	44.9%	43.5%	57%
7	Weber District	39.3%	37.6%	41.3%	39.4%	30%
8	Granite District	33.0%	29.9%	37.6%	33.5%	42%

#3 in the region — top scores AND highest need.

WSA Math beats 7 of 8 nearby districts (only Park City higher). The two districts ahead of WSA on combined performance serve 18% and 25% low-income students; WSA se 60%.

*Sources: USBE 2024-25 RISE Proficiency Rates · USBE Fall 2024 Enrollment (Low-Income) · *WSA 2025-26 RISE*

CHARTER PEER COMPARISON

Sunset vs. Utah's top 10 K-8 charter schools.

The only top-10 K-8 charter serving more than 35% low-income students.

Rank	Charter	City	ELA	Math	Sci	Combined	Low-Inc.
1	American Preparatory Academy – Draper #1	Draper	69%	82%	84%	78%	11%
2	Edith Bowen Laboratory School (USU)	Logan	73%	73%	85%	77%	20%
★	***WSA Sunset (2025-26)**	**Sunset**	**66%**	**68%**	**80%**	**71%**	**51%**
3	Canyon Rim Academy	East SLC	60%	73%	80%	71%	6%
4	American Preparatory Academy – Draper #2	Draper	61%	71%	74%	69%	18%
5	Thomas Edison – South	Provo	67%	68%	66%	67%	26%
6	Syracuse Arts Academy – North	Syracuse	61%	61%	68%	63%	16%
7	George Washington Academy	St. George	59%	59%	71%	63%	19%
8	Good Foundations Academy	Layton	57%	60%	68%	62%	34%
9	Ranches Academy	Eagle Mountain	58%	62%	65%	62%	15%
10	John Hancock Charter School	Pleasant Grove	54%	60%	69%	61%	24%

#3 in Utah.

Among all K-8 charters statewide — only APA Draper #1 and Edith Bowen Lab rank higher.

2.5× the low-income population.

Top-10 K-8 charters average ~18% low-income; Sunset serves 51%.

Sources: USBE 2024-25 RISE Proficiency Rates · USBE Fall 2024 Enrollment · WSA internal 2025-26 RISE & SIS

WEST VALLEY CITY COMPARISON

Top 10 schools in West Valley City — district and charter.

Both WSA campuses rank in the top 2 of every school within the city limits.

Rank	School	Type	ELA	Math	Sci	Combined	Low-Inc.
★	***WSA West Valley (2025-26)**	**Charter (WSA)**	**42%**	**53%**	**55%**	**50%**	**65%**
★	***WSA Kearns K-12 (2025-26)**	**Charter (WSA)**	**43%**	**45%**	**52%**	**47%**	**63%**
3	Neil Armstrong Academy	Granite SD (district magnet)	42%	42%	49%	44%	40%
4	Monticello Academy	Charter	39%	46%	42%	42%	62%
5	Robert Frost Elementary	Granite SD	32%	37%	51%	40%	48%
6	West Valley Elementary	Granite SD	38%	32%	42%	37%	54%
7	David Gourley Elementary	Granite SD	30%	40%	39%	36%	50%
8	APA – School for New Americans	Charter	32%	33%	37%	34%	63%
9	Jim Bridger Elementary	Granite SD	28%	33%	34%	31%	48%
10	APA – Accelerated School	Charter	31%	29%	32%	31%	57%

Top 2 of every WVC school.

Both WSA campuses outscore every district and charter school in the city by combined avg.

Top-need schools, top-ranked results.

WSA campuses serve 63-65% low-income students — among the highest in t' list.

*Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE*

SYSTEM-WIDE GROWTH

Every existing campus improved. Sunset opened on top.

Year-over-year change in % proficient, 2024-25 → 2025-26

Campus	ELA '24-'25	ELA '25-'26	Δ	Math '24-'25	Math '25-'26	Δ	Sci '24-'25	Sci '25-'26	Δ
*WSA (Salt Lake City)	40.0%	45.8%	+5.8	36.7%	43.3%	+6.6	45.5%	52.8%	+7.3
*WSA Sunset (NEW)	—	66.1%	new	—	67.9%	new	—	80.0%	new
*WSA West Valley	35.6%	42.1%	+6.5	41.2%	52.7%	+11.5	38.5%	55.0%	+16.5
*WSA Kearns K-12	38.3%	43.4%	+5.1	38.3%	44.6%	+6.3	43.9%	51.9%	+8.0

Standout results: West Valley Math +11.5 pts, West Valley Science +16.5 pts.

Every existing campus gained in ELA, Math, AND Science. Sunset launched above every existing WSA campus.

Sources: USBE 2024-25 RISE Proficiency Rates · *WSA 2025-26 RISE

EARLY LITERACY

1st–3rd Grade Early Literacy Growth

Reading Composite — % of students At or Above Benchmark

Campus	2024–25	2025–26	Change
Main Campus (Salt Lake City)	65.1%	68.3%	▲ +3.2
Kearns	72.9%	75.1%	▲ +2.2
West Valley	74.7%	71.5%	▼ −3.2
Average Campus Performance	**70.9%**	**71.6%**	▲ +0.7

Two of three existing campuses are gaining ground.

Main Campus and Kearns both improved 2+ points year-over-year. West Valley's small dip is a focus area for the coming year.

Note: Early Literacy data is the Acadience Reading Composite — measures students at or above grade-level reading benchmark in Grades 1-3. Sunset is in its first year and has no prior comparison.

Source: WSA internal Acadience Reading Composite data, 2024-25 and 2025-26

1st–3rd Grade Early Literacy Growth

2022-2023 | 2023-2024 | **2024-2025**

EARLY LITERACY (K8)

WHAT IS EARLY LITERACY?

Early Literacy is a measure of students' reading in early elementary grades. While Early Literacy is not factored into school accountability calculations and does not receive points or a rating, reading on grade level by the end of third grade is a strong predictor of future academic success. Acadience Reading is a benchmark reading assessment given to Utah students in early grades. These data show the percentage of students reading on grade level and making typical or better progress by the end of first, second, and third grade.

HOW IS THE DISTRICT PERFORMING IN EARLY LITERACY?

READING ON GRADE LEVEL	49.7% ↑	1.5% increase from 2024 score
STUDENT MAKING TYPICAL OR BETTER PROGRESS	73.7% ↑	10.9% increase from 2024 score

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

READING ON GRADE LEVEL

District Average	50 %
State Average	49 %

MAKING TYPICAL OR BETTER PROGRESS

District Average	74 %
State Average	64 %

THE EQUITY STORY

Higher need.
Higher results.

*WSA Sunset

Our students

51%

low-income

vs.

22%

Top 3 neighbors avg

*WSA West Valley

Our students

65%

low-income

vs.

40%

Neil Armstrong (rank #2)

WSA Kearns K-12

Our students

63%

low-income

vs.

40%

Neil Armstrong (rank #2)

WSA Salt Lake

Our students

70%

low-income

vs.

63%

APA-SNA (rank #2)

Every WSA campus serves a higher share of low-income students than its closest peers — and still outperforms them.

Four campuses. Four neighborhoods. *One result.*

- Every WSA campus is among the strongest in its neighborhood (only one school was number 2 in only one subject).
- Every campus that tested in both years improved in ELA and Math.
- Sunset launched with the highest first-year results in WSA history.
- Every campus is doing this while serving more low-income students than its top peers.