

GUADALUPE CHARTER SCHOOL
Board Meeting Minutes: June 26, 2026

Zoom:	Paul Berthelson, Vanessa Rader
Present:	Jordan Hinckley, Cindy Hinckley
Absent:	Serge Ibarra
Staff:	Richard Pater, Marnie Bertoch, Valerie Jones, Tonya Passey, Jennifer Medrano, John Kirsling, Kim Aranda, Colleen Baum
Absent Staff:	Rubya Alailefaleula, Sharon Kerr
Visitors:	

Welcome – 8:30am

Board Chair, Jordan Hinckley welcomed everyone and called for a motion to approve the May 29, 2026 Meeting Minutes:

Vote to Approve of May 29th, 2026 Meeting Minutes:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Charter School Report– Marnie Bertoch, Charter School Principal

Scorecard:

- Final testing results are not in yet, but will be discussed with the board when they are received.
- Last month, the team spent three days at Assessment to Achievement professional learning. We planned out our school goals, identified needed professional learning, and planned out what data needs to be collected throughout the year to ensure we meet our goals.

Principal Bertoch presented the Attendance Policy.

Jordan Hinckley called for a vote to approve the Attendance Policy as presented:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Principal Bertoch presented the Technology Policy.

Jordan Hinckley called for a vote to approve the Technology Policy as presented:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Principal Bertoch presented the Literacy Plan.

Jordan Hinckley called for a vote to approve the Literacy Plan as presented:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Principal Bertoch presented the School Improvement Plan.

Jordan Hinckley called for a vote to approve the School Improvement Plan as presented:

Motion: Cindy Hinckley; Second: Paul Berthelson

Approved unanimously.

Finance Report – Jennifer Medrano, Charter School Accountant

Jennifer Medrano reviewed the 2026 Monthly Financials from May:

- Expenses are right on budget from last month.

Enrollment

- Enrollment stayed at 258 from the end of May.
- Jordan Hinckley asked about our enrollment being dependent on next year's budget.

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- Jennifer explained that yes, our 2025-26 enrollment will affect what money we receive from the state.
- We want to operate on a zero budget, not have a loss or a surplus.

Jordan Hinckley called for a vote to approve the 2025-26 Final Budget as presented:

Motion: Cindy Hinckley; Second: Paul Berthelson

Approved unanimously.

2026-27 Preliminary Budget

- Beginning Restricted Balance: \$180,584
- Beginning Reserves Balance: \$839,597
- We are reaching for the goal of 300 enrolled students.
- Employee salaries have increased.
- 10% increase in group insurance.
- Eliminated the cafeteria tables.

Jordan Hinckley called for a vote to approve the 2026-27 Preliminary Budget as presented:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Tonya Passey presented the FY 2026 Fraud Risk Assessment, completed on June 22, 2026.

- We answer YES to all questions **except**, "Does the entity have a formal internal audit function?"
The answer is no to that because of our size, we have external auditors and our Finance Committee serves as our audit committee.

Jordan Hinckley called for a vote to approve the Fraud Risk Assessment as presented:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

Tonya Passey presented the Policy and Procedures.

- Wellness Policy has been updated, as well as Bullying, etc.
- Updated policies will be added to our website in the next few days.

Jordan Hinckley called for a vote to approve the Policies & Procedures as presented:

Motion: Cindy Hinckley; Second: Paul Berthelson

Approved unanimously.

Annual Assurances Review

- Required to be answered every year.
- Added the language to our Policies & Procedures.
- We sign that we are in compliance.

Richard Pater, Executive Director thanked our board and Chair for all of their help. This is Tonya Passey's last board meeting and we thank her for her dedication to our organization.

Colleen Baum, Executive Assistant announced that the meeting schedule for next year is included in the email attachments.

Jordan Hinckley called for a vote to adjourn the meeting:

Motion: Cindy Hinckley; Second: Vanessa Rader

Approved unanimously.

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Meeting adjourned at 9:04am.

Submitted by Colleen Baum.

Next Meeting: Friday, September 25, 2026 at 8:30am at Guadalupe Center, 1385 N 1200 W in Salt Lake City.



Charter Board Meeting Agenda
Friday, June 26, 2026 - 8:30-9:30 a.m.
1385 N 1200 W, Salt Lake City UT

Note: Due to legal obligations, we are required to record all Guadalupe School Charter Board meetings. All audio recordings are posted on the Utah Public Notice website

<https://us06web.zoom.us/j/84947852015?pwd=XLJgsJcBSRmxnRSCwiMdxucli4bdkZ.1>

Meeting ID: 849 4785 2015

Passcode: 200120

Quorum = 3

1.	Welcome Approval of May 29, 2026 Meeting Minutes (VOTE)	Jordan Hinckley	5 min
2.	Charter School Report - Scorecard Review - Attendance Policy (VOTE) - Technology Policy (VOTE) - Addition to Policies for Literacy SB 241 for Retention of Students and Individual Reading Plans (VOTE) - School Improvement Plan (VOTE)	Marnie Bertoch	20 min
3.	Finance Report 2025-26 Monthly Financials - Ending Student Enrollment Count 2025-26 - Projected Student Enrollment Count 2026-27 2025-26 Final Budget (VOTE) 2026-27 Preliminary Budget (VOTE) - Beginning Restricted Balance - Beginning Reserves Balance - Fraud Risk Assessment (VOTE) - Policy & Procedures (VOTE) - Annual Assurances Review	Jennifer Medrano	20 min
4.	Adjourn Meeting (VOTE)	Jordan Hinckley	5 min

ATTACHMENTS

June Agenda	School Improvement Plan	Policies & Procedures
May Meeting Minutes	2025-26 Monthly Financials	Annual Assurances
Attendance Policy	2025-26 Final Budget	Scorecards
Technology Policy	2026-27 Preliminary Budget	2026-27 Meetings Schedule
Retention of Students Plans	Fraud Risk Assessment	2026-27 Board Roster

IMPORTANT DATES

September 25, 2026	Charter Board meeting	8:30-9:30am
September 23, 2026	Agency Board Meeting	4:30-6:00pm

K-6 Elementary Program



Guadalupe Center
A PLACE TO LEARN, BELONG, & THRIVE

Academic Team Updates

The team spent three days at Assessment to Achievement professional learning. We planned out our school goals, identified needed professional learning, and planned out what data needs to be collected throughout the year to ensure we meet our goals.

Our 2026-2027 Common Learning Challenge:

Students will use evidence to explain their ideas, ask questions about others' thinking, and connect their learning to everyday life using academic language.

Professional Learning: Questioning revisit, feedback (academics), Common Learning Challenge "How do I accomplish this in my classroom?"

Attendance

Guadalupe admin has joined a cohort with the state to discuss ways to address chronic absenteeism.

Literacy

Due to the changes, Jessie Tanner will continue to be the with a few changes. She will serve as the literacy director and focus on Kindergarten through third grades to meet the requirements of SB 214.

Data



Summative Writing

The results of the writing exam will be available once the data is scrubbed by the state.

Data cannot be aggregated together for this group of tests



Summative Mathematics

Grades Tested: 3, 4, 5, 6

Tests Taken: 124 Date Last Taken: 05/18/2026



Summative ELA

Grades Tested: 3, 4, 5, 6

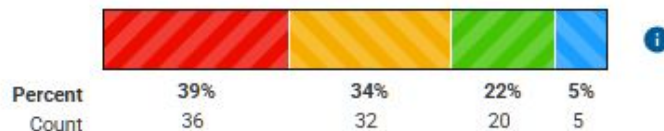
Tests Taken: 124 Date Last Taken: 05/12/2026



Summative Science

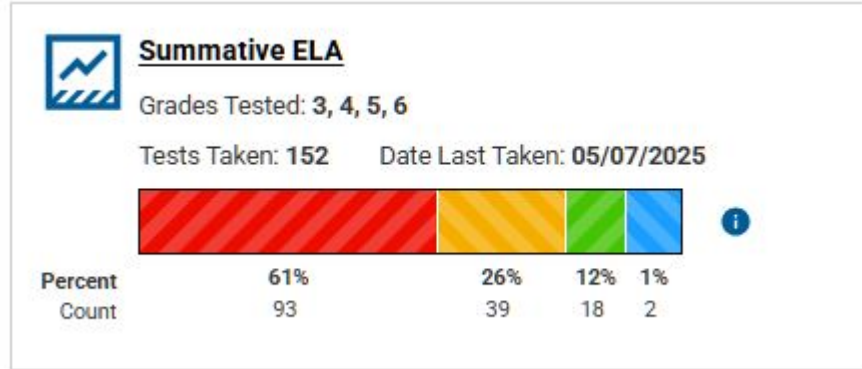
Grades Tested: 4, 5, 6

Tests Taken: 93 Date Last Taken: 05/01/2026



ELA

2024-2025

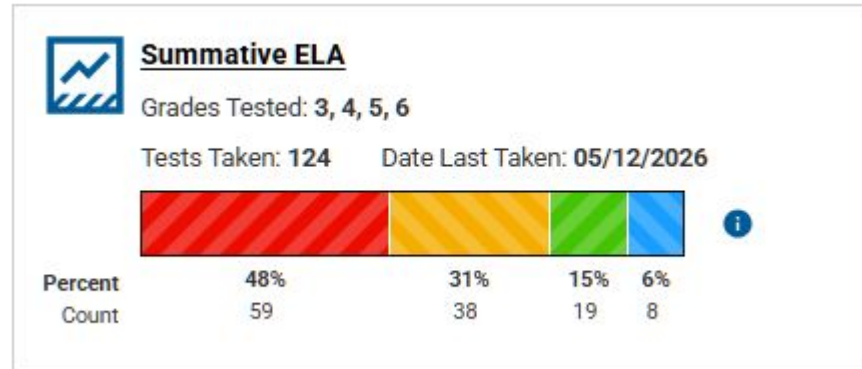


Decrease of students well below proficient by 13%.

Increase of students approaching proficient by 5%.

Increase of students proficient and above proficient by 8%.

2026-2026

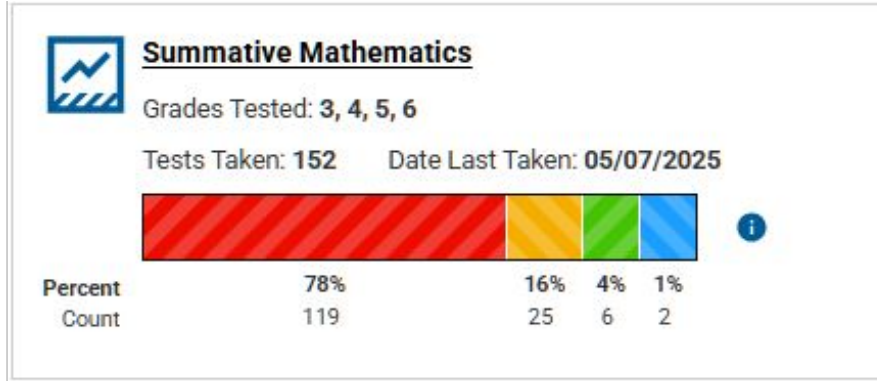


Total number of students proficient: 27.

An increase of 7 students from the previous year.

Math

2024-2025

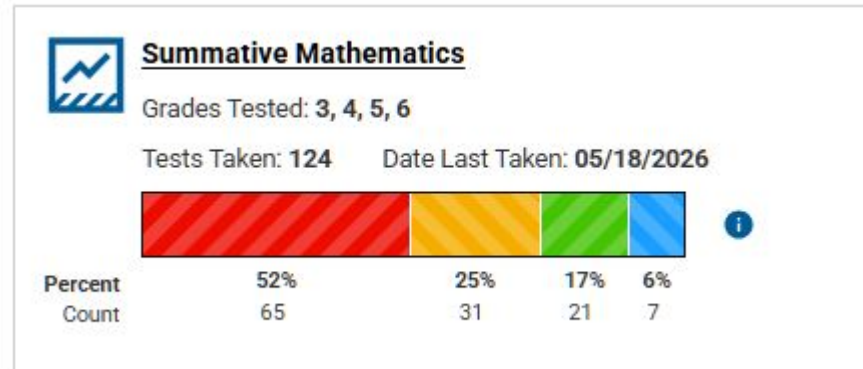


Decrease of students well below proficient by 26%.

Increase of students approaching proficient by 9%.

Increase of students proficient and above proficient by 23%.

2026-2026

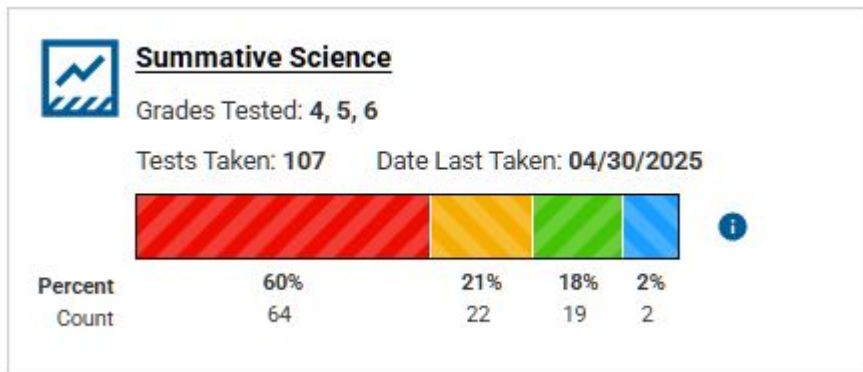


Total number of students proficient: 28.

An increase of 20 students from the previous year.

Science

2024-2025



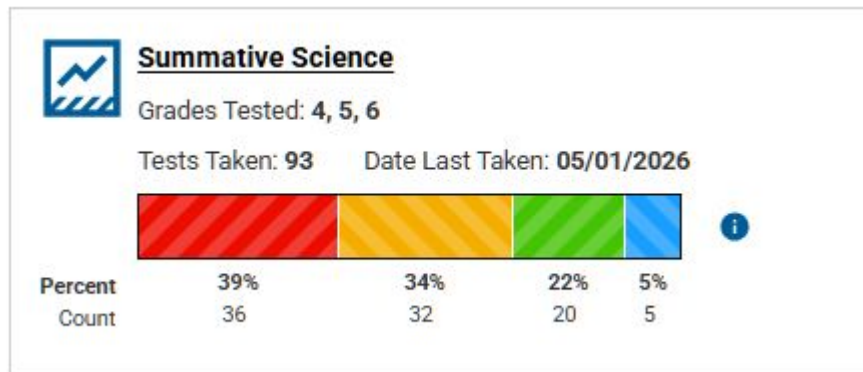
Decrease of students well below proficient by 21%.

Increase of students approaching proficient by 13%.

Increase of students proficient and above proficient by 7%.

Total number of students proficient: 25.

2026-2026



An increase of 4 students from the previous year.



Utah State Board of Education

CERTIFICATE OF APPRECIATION

This certificate is awarded to

Guadalupe School

In recognition of having **above 90%** of their well below and below level students
progress monitored at the recommended rates in February-March 2026.

DALLAS BROOKS
USBE ELA Education Specialist
Assessment & Accountability



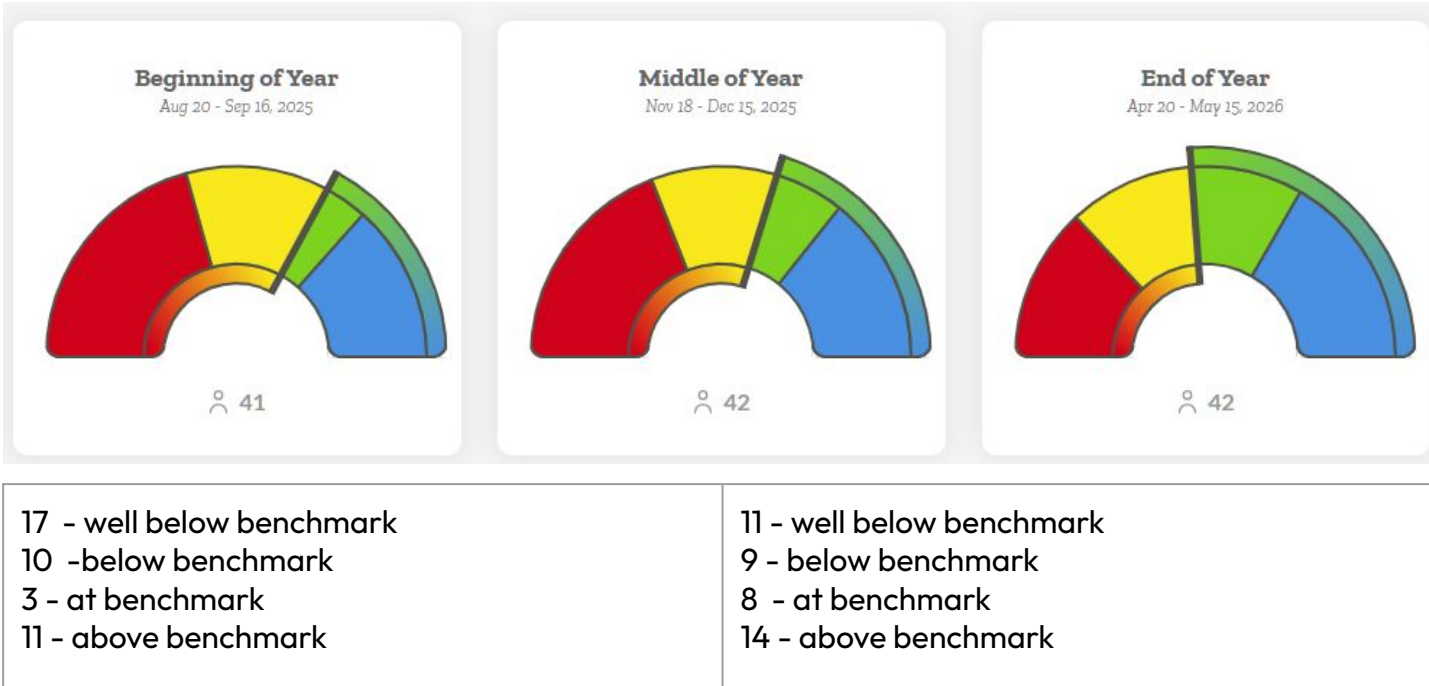
DATE
04/2026

We have met the state goals
for progress monitoring, every
year since I have been the
principal.
(My first year was 2023-24)

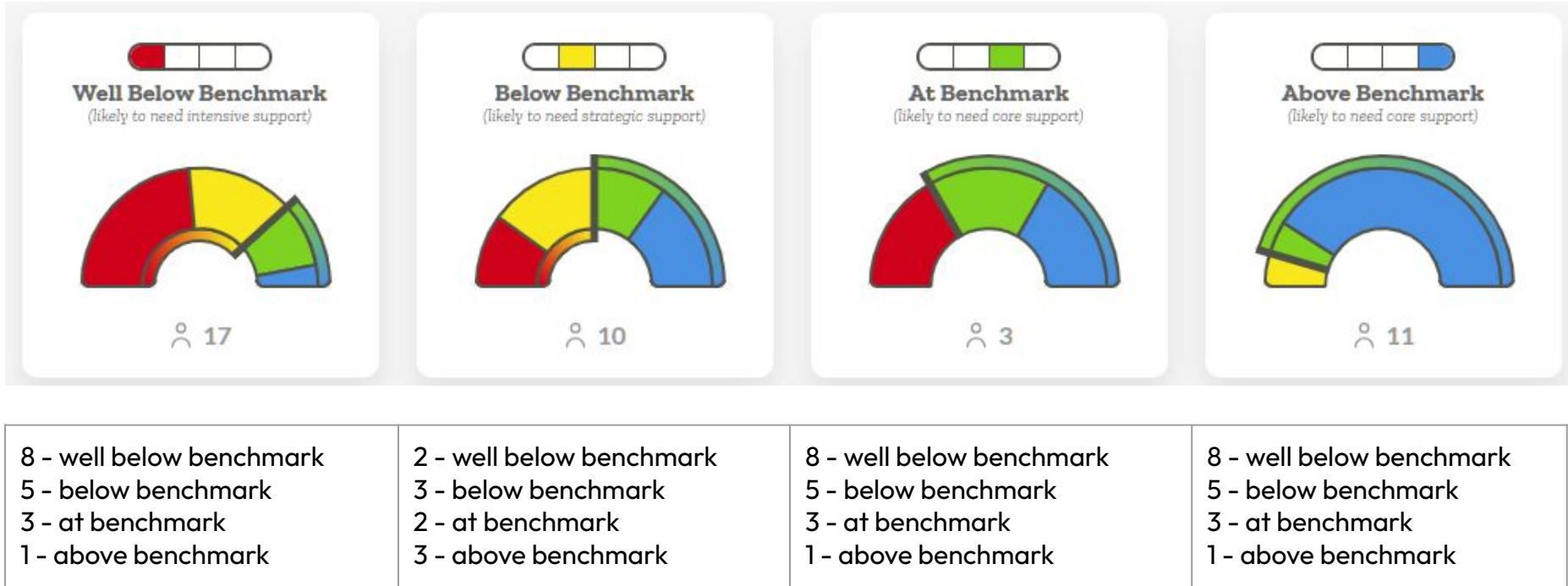
End of Year Reading Data K-3rd

At/Above Grade Benchmark	BOY	MOY	EOY	% on grade level	Pathways of Progress %
Kinder	8	16	30	71%	76%
1st Grade	20	21	24	67%	75%
2nd Grade	24	22	18	39%	41%
3rd Grade	17	14	21	68%	68%
Total	69	73	92		
Total %	43%	46%	60%		

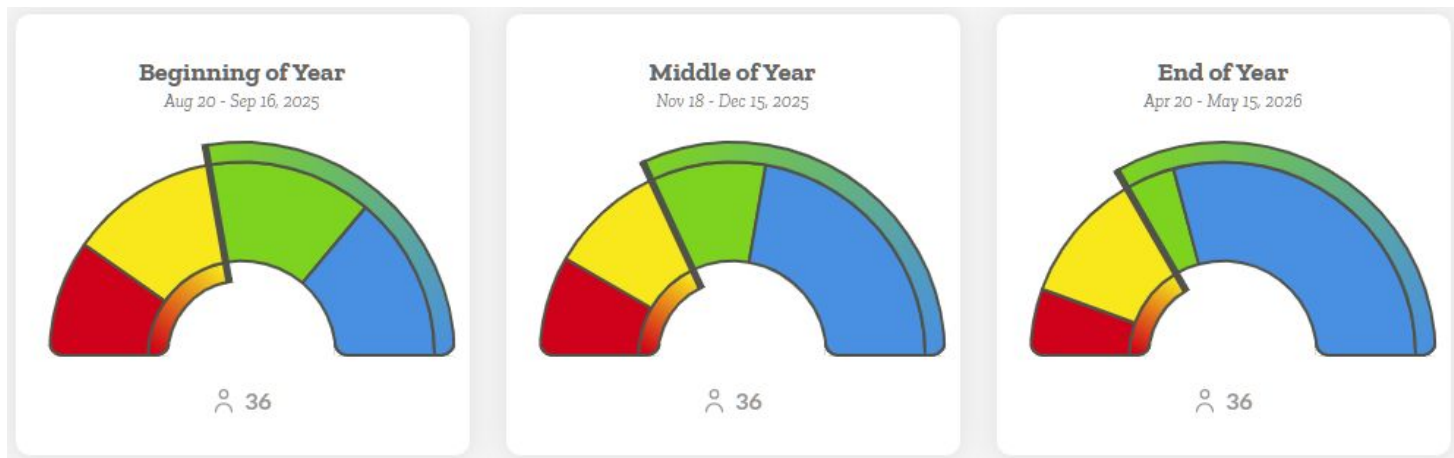
Math Acadience: Kindergarten



Math Acadience: Kindergarten



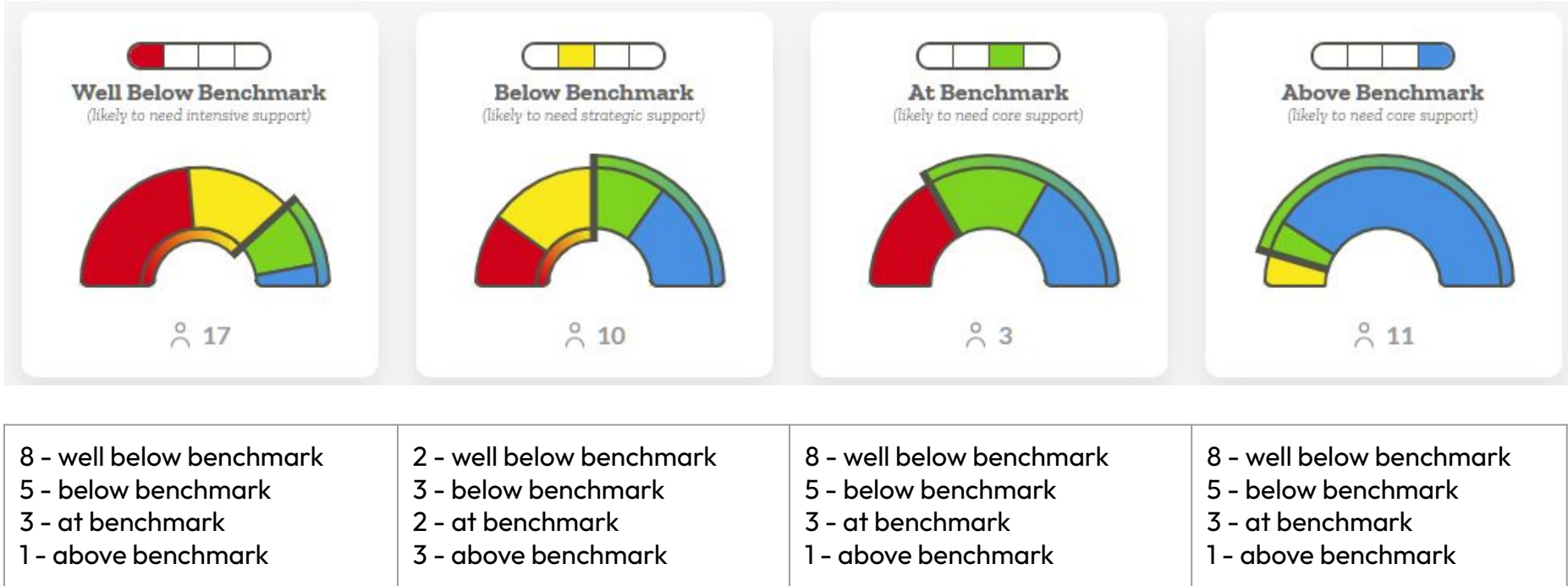
Acadience First: Math



7 - well below benchmark
9 - below benchmark
10 - at benchmark
10 - above benchmark

4 - well below benchmark
8 - below benchmark
3 - at benchmark
21 - above benchmark

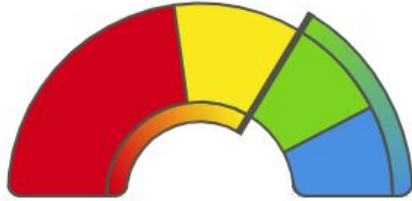
Math Acadience First



Math Acadience: Second

Beginning of Year

Aug 20 - Sep 16, 2025



46

Middle of Year

Nov 18 - Dec 15, 2025



46

End of Year

Apr 20 - May 15, 2026

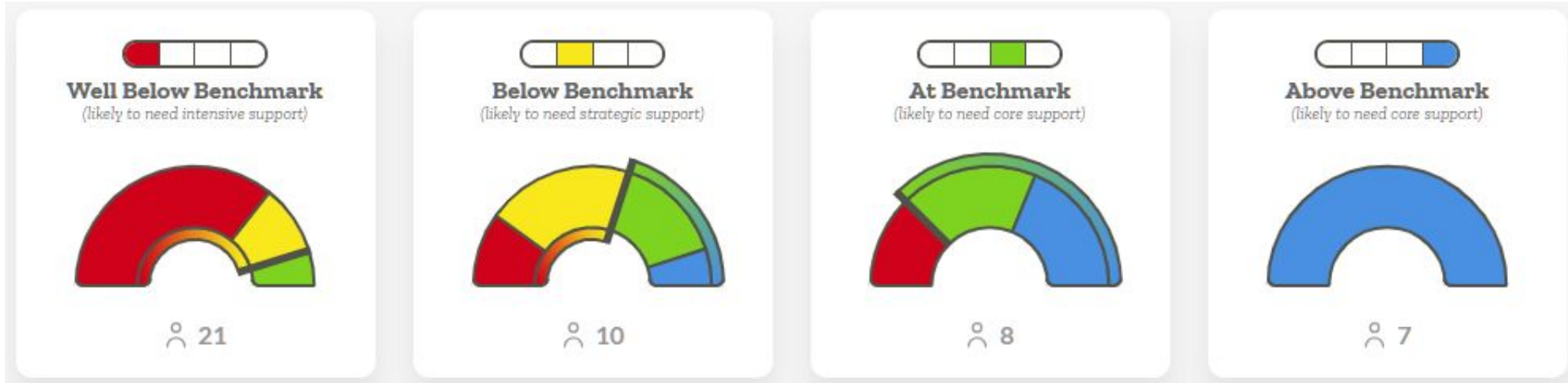


46

21 - well below benchmark
10 - below benchmark
8 - at benchmark
7 - above benchmark

19 - well below benchmark
8 - below benchmark
8 - at benchmark
11 - above benchmark

Math Acadience: Second



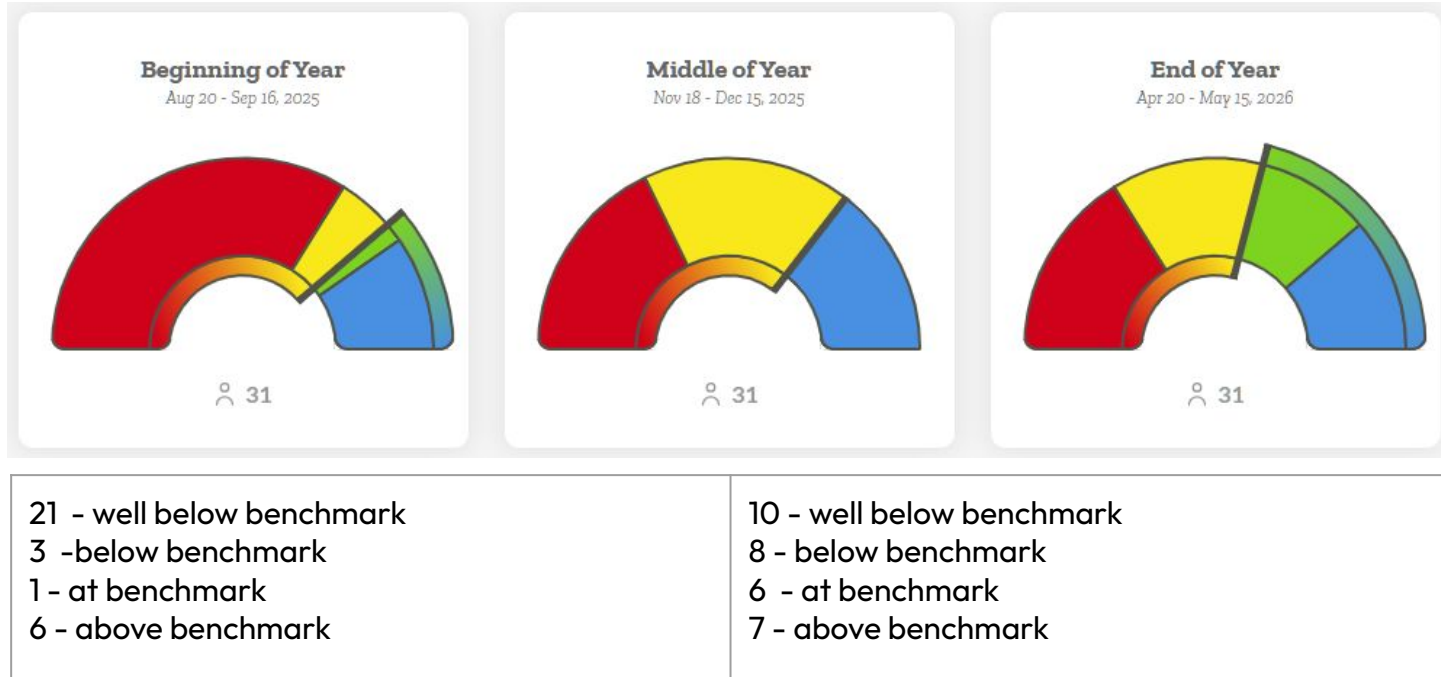
15 - well below benchmark
4 - below benchmark
1 - at benchmark

2 - well below benchmark
4 - below benchmark
3 - at benchmark
1 - above benchmark

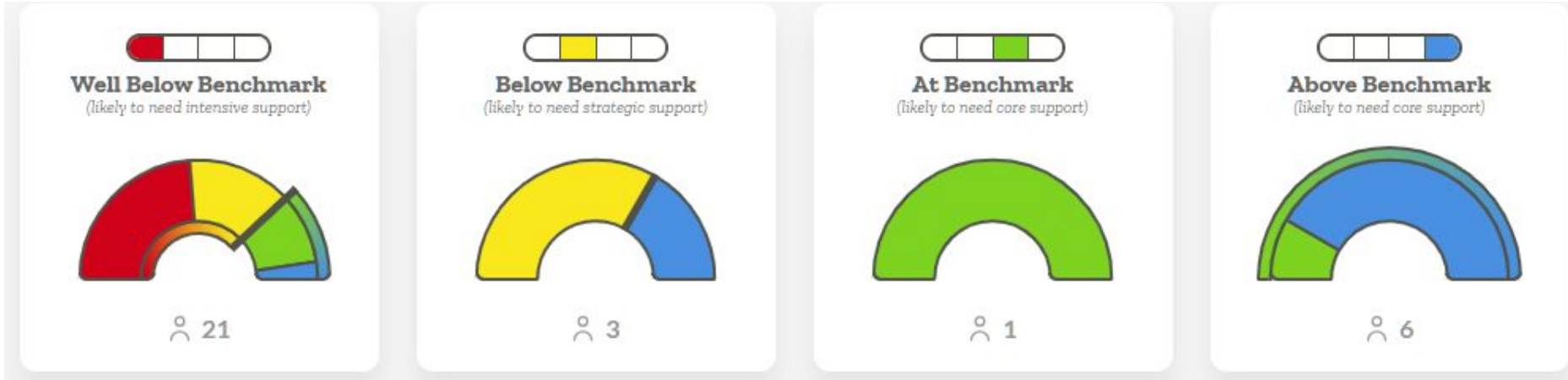
2 - below benchmark
3 - at benchmark
3 - above benchmark

7 - above benchmark

Math Acadience: Third



Math Acadience: Third



10 - well below benchmark 6 - below benchmark 4 - at benchmark 1 - above benchmark	2 - below benchmark 1 - above benchmark	1 - at benchmark	1 - at benchmark 5 - above benchmark
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Revised Policy:

3201 Attendance and Absence – Child Program

Purpose

The Board recognizes that regular school attendance is essential to student academic achievement, social development, and long-term success. The school is committed to promoting consistent attendance, identifying students at risk of chronic absenteeism, and implementing timely interventions and supports to improve student attendance and engagement.

Attendance Monitoring and Data Review

According to R277-419-5, LEA shall conduct school for at least 990 instructional hours over a minimum of 180 school days each year.

The school shall maintain accurate attendance, enrollment, and membership records in accordance with Utah law and Utah State Board of Education requirements. School administrators shall regularly review attendance data to identify students who are chronically absent or at risk of becoming chronically absent and to ensure the accuracy of attendance records and reporting.

Interventions and Supports

When a student demonstrates attendance concerns, the school shall implement appropriate interventions and supports designed to improve attendance and academic success.

Interventions may include:

- Communication with parents or guardians regarding attendance concerns;
- Attendance improvement plans;
- Conferences with parents, students, and school personnel;
- Referrals to counseling, social work, or community resources;
- Academic or behavioral supports;
- Other evidence-based interventions deemed appropriate by the school.

Students identified as chronically absent may receive additional interventions and supports designed to improve attendance and academic success.

Parent Notification

Parents or guardians shall be notified when attendance concerns arise and shall be informed of their responsibilities under Utah's compulsory education laws. The school may provide notice that failure to ensure a student's regular attendance may result in compulsory education violation proceedings and may constitute a Class B misdemeanor under Utah law.

Recordkeeping

The school shall maintain records of attendance notices, attendance interventions, compulsory education violation notices, referrals, and outcomes as required by state law and administrative rule.

Compliance

The Executive Director or designee shall develop procedures necessary to implement this policy and ensure compliance with applicable Utah laws, State Board rules, and reporting requirements regarding student attendance and chronic absenteeism.

In accordance with Utah compulsory education laws, every school-age child is required to attend school regularly. Attendance in class is a vital and integral part of the educational process. Parents and legal guardians are responsible for ensuring their child attends school regularly and arrives on time.

Students are expected to attend school on all scheduled school days, including days immediately before and after school breaks and vacations. The school encourages excellent attendance and may recognize students for strong attendance throughout the school year.

The school shall provide at least the minimum number of instructional hours and school days required by Utah law and Utah State Board of Education rules.

Definitions

Absence: A student's non-attendance at school for any portion of a school day.

Extended Absence: An absence longer than one school day and not exceeding ten consecutive school days.

Excused Absence: An absence approved by the school for reasons recognized by state law and school policy.

Unexcused Absence: An absence that does not meet the criteria for an excused absence.

Truant: A student who is absent from school without a valid excuse as defined by state law and school policy.

Habitual Truancy: A pattern of unexcused absences as defined by Utah law and applicable State Board of Education rules.

Chronic Absenteeism: Missing 10% or more of the school days in which a student is enrolled, regardless of whether the absences are excused or unexcused.

Excused Absences

A student's absence may be excused for reasons including, but not limited to:

- Illness or injury of the student.
- Medical, dental, mental health, or other health-related appointments.
- Death or serious illness of a family member.
- Family-related circumstances that reasonably require the student's absence.
- Religious observances.
- Pre-approved extended absences.
- Court appearances or legal obligations.
- Military-connected family events.
- Emergencies or unforeseen extenuating circumstances as determined by the principal.
- Any other absence required to be excused under Utah law.

The school may request reasonable documentation when permitted by law to verify the reason for an absence.

Parent Notification of Absence

If a student is to be absent, parents or guardians should:

- Call the school's main office at 801-531-6100 and provide the reason for the absence.
- Send a written note or other requested documentation upon the student's return, if needed.

Attendance Monitoring and Interventions

The school will monitor attendance and work collaboratively with families to address attendance concerns as early as possible. Parents/guardians will be notified if a student has 5 or more unexcused absences during any 2-month time period.

Attendance Concern

When a student's attendance falls below 95%, school staff may contact the parent or guardian to do the following:

- Discuss attendance concerns.
- Review the attendance policy.
- Identify barriers to attendance.
- Provide information about available school and community supports.

Continued Attendance Concerns

When a student's attendance falls below 90% or when a pattern of absences develops, the school may implement additional attendance interventions, including the following:

- Parent conferences.
- Student attendance improvement plans.
- Referrals to counseling or support services.
- Connections to community resources.
- Meetings with school administration.
- Other interventions designed to improve attendance and remove barriers to school participation.

Chronic Absenteeism

Students identified as chronically absent may receive additional interventions and supports designed to improve attendance and academic success. Such interventions may include parent notification regarding attendance concerns, attendance improvement plans, referrals to support services, and communication informing parents or guardians that failure to ensure a child's regular school attendance may constitute a Class B misdemeanor under Utah law.

Chronic absenteeism is defined as missing 10% or more of instructional days. Furthermore, students who miss 6 or more days within any 60-day period of the current school year will be identified as chronically absent and will be placed on an intervention plan.

Students who miss 6 or more days, are tardy consistently, or checked in after 10:00 am or checked out before 2:30 pm may be identified for an attendance intervention plan.

Truancy and Compulsory Education Compliance

The school will work with students and families to promote regular attendance and address attendance concerns through supportive interventions whenever possible.

If attendance concerns persist despite reasonable interventions and collaboration efforts, the school may pursue additional actions authorized under Utah compulsory education laws and applicable state regulations.

Nothing in this policy shall limit the school's authority or responsibility to comply with state reporting, notification, intervention, or enforcement requirements related to student attendance.

Make-Up Work

Students who are absent shall be provided reasonable opportunities to make up missed assignments and learning activities in accordance with school procedures and teacher expectations.

Responsibility

Regular attendance is a shared responsibility among students, parents or guardians, and school staff. Consistent attendance supports academic achievement, student engagement, and overall school success.

Tardies and Early Checkouts

Regular and punctual attendance is essential to student learning. Arriving late to school, leaving school early, or missing portions of the instructional day may negatively impact a student's academic progress and participation in classroom activities.

Tardies

A student is considered tardy when arriving after the designated start time of the school day or after the beginning of a scheduled class period.

Parents or guardians should notify the school when a student will be arriving late. Excessive tardiness may result in parent contact and attendance interventions to address barriers to punctual attendance.

Early Checkouts

Students who need to leave school before the end of the school day must be signed out through the school office by a parent, guardian, or other authorized individual. Early checkouts should be limited to necessary circumstances whenever possible.

Partial-Day Absences

Tardies, early checkouts, and other missed instructional time may be considered when evaluating a student's attendance patterns and determining whether attendance interventions are needed. Excessive partial-day absences may contribute to chronic absenteeism and may result in parent conferences, attendance plans, or other supportive interventions.

The school will monitor both full-day and partial-day absences to ensure compliance with compulsory education requirements and to support student academic success.

4102 Personal Electronic Devices

The Guadalupe Board recognizes that while personal devices are prevalent in our society, they can also be a significant disruption to the learning environment. In accordance with Utah Code § 53G-7-227 and to protect the educational focus, rights, and privacy of all individuals within our school community, the board mandates a personal electronic device ban for students

Students who bring personal electronic devices to school are required to check them in upon arrival. The devices will be securely stored for the duration of the day and will be returned to students at the end of the instructional day. Nonetheless, students and parents should carefully weigh the choice of whether or not to bring personal electronic devices to school, as the school assumes no liability if they are damaged, lost, or stolen.

3205 Electronic Devices

This policy establishes the guidelines for selection, possession, and use of electronic devices, instructional technology, and artificial intelligence (AI) tools. These regulations apply to students, employees, and guests on school grounds; during school hours or sponsored activities; and on school-owned devices whenever and wherever they are used.

Definitions

- A. **Acceptable use policy:** A document stipulating constraints and practices that a user shall accept prior to a user accessing the network or the Internet.
- B. **Electronic device:** A device that is used for audio, video, or text communication or any other type of computer or computer-like instrument, including a smartphone, a smart or electronic watch, a tablet, or a virtual reality device.
- C. **Guest:** An individual who is not a student, employee, or designated volunteer of a public school and who is on school property or at the site of a school-sponsored activity or event.
- D. **Inappropriate matter:** Pornographic, violent, or or indecent material
- E. **School-owned electronic device:** A device that is used for audio, video, text communication, or other types of computer or computer-like instruments that are identified as being owned, provided, issued, or lent by the school to a student or employee.
- F. **Personal electronic device:** A device, including an electronic device that is used for audio, video, text communication, or another type of computer or computer-like instrument that is not owned or issued by the school.

- G. **The Children's Internet Protection Act (CIPA):** A federal regulation enacted by the Federal Communications Commission (FCC) and administered by the Schools and Libraries Division of the FCC.

General Guidelines

All instructional technology and network usage will be evaluated and continuously monitored to ensure compliance with the following:

1. **Academic Focus:** Educational technology and devices must have demonstrated significant educational value and be free of design features that distract from instruction or reduce academic focus. Use that significantly impairs academic focus is prohibited.
2. **Instruction:** Technology integration must enhance student learning outcomes and should never be used as a substitute for active teacher instruction.
3. **Privacy and Safety:** Any digital practice or tool that threatens student safety or wellbeing or invades reasonable expectations of privacy is prohibited. This also explicitly bans the use of AI tools for biometric surveillance or psychological profiling.
4. **Conduct:** Devices may not be used to bully, humiliate, harass, or intimidate school-related individuals (students, employees, or guests) consistent with USBE Rules R277-609 and R277-613
5. **Network Security:** Unauthorized access, unlawful activities, and the unauthorized disclosure or dissemination of personal student information under FERPA and Rule R277-487 are prohibited.

Electronic Device Usage

To provide developmentally appropriate screen exposure, the school enforces strict limitations for these grades:

A. Kindergarten through Third Grade

- a. All screen time is eliminated with the exception of
 - i. Instruction of the state computer science standards
 - ii. Preparation and administration of state-mandated assessments
- b. Instruction must emphasize hands-on, print-based, tactile, and analog learning exercises
- c. The school will not issue electronic devices for home use, nor will it require the use of the internet or an electronic device in completing homework.

B. Fourth through Sixth Grade

- a. Classroom technology is limited to instances under direct teacher supervision for a specific and defined academic purpose.
- b. Instruction must balance digital tools with traditional, teacher-led, print-based, and analog instructional methods.
- c. The school will not issue electronic devices for home use, nor will it require the use of the internet or an electronic device in completing homework.

Exceptions to this policy may be provided in accordance with a student's 504 plan, Individualized Education Program (IEP), or instruction designed to meet the Utah State Board of Education's technology standards.

The Guadalupe Center will utilize alternative resources and establish a resource plan for students demonstrating a pattern of difficulty with technology-related learning, including physically printed resources, alternative non-digital assignments, verbal instruction, and extra time for mandatory tech-based tasks.

Artificial Intelligence (AI)

To provide guidance on the use of AI, the Guadalupe Center uses the following framework:

- A. Parental Notification:** If generative AI is used for classroom instruction, assessment, or activities, the school must provide written notification to parent(s) beforehand. This notice must include a direct link to the school's metadata dictionary.
- B. Approved Software:** Staff may only utilize student-facing AI tools that have been vetted and approved by the institution, ensuring they align with grade-level digital literacy standards, protect student privacy, and do not expose students to harmful or inappropriate content.
- C. Usage:** Educators are strictly prohibited from using generative AI tools to independently grade student work or make high-stakes determinations in regards to a student's placement, academic progression, discipline, or eligibility for specialized services.
- D. Plagiarism:** Students are prohibited from utilizing generative AI to complete academic work unless an educator authorizes it for a narrow, specific instructional exercise. All submitted work must reflect a student's independent knowledge and skill.

Administrative Rules, Enforcement, and CIPA Compliance

A. Device Management

- a. **Privately Owned Devices:** The school does not require the use of privately owned electronic devices to complete coursework. Privately owned devices are prohibited during the instructional day.

- b. Confiscation: The use of devices in violation of school policy will result in the immediate confiscation of the device (whether privately or school-owned). Parent(s) will be contacted and required to pick up any confiscated personal devices.
- c. Disciplinary Action: Violations of this policy or the Acceptable Use policy may result in consequences, including device removal, restricted access, student suspension or expulsion, or staff suspension or termination. The school will immediately investigate the misuse of electronic devices to bully or harass individuals on school devices and on personal devices during school hours, on school grounds, or during school-sponsored events.
- d. Personal Responsibility: Students and staff are fully responsible for any school device assigned or provided to them. This includes, but is not limited to, physical damage, loss, and ensuring usage is compliant with school policies and guidelines. Misuse of school-issued electronic devices by an employee may result in disciplinary action.

B. Content Filtering

- a. Required Filtering: The school shall provide filtering on the network and on all devices to block and filter access to inappropriate matter on the internet for all users.
- b. Annual Certification: The Guadalupe Center shall certify annually through the Utah Education and Telehealth Network (UETN) and as required by the FCC to be in compliance with the Child's Internet Protection Act (CIPA) acceptable use policy.

C. Communications

- a. In-Home Filtering Notice: The school shall provide an annual notice to parents detailing where and how to find information for in-home network filtering options as provided in Utah Code § 76-10-1231.
- b. Public Access: This policy and our Acceptable Use Policy must be posted on the website and in the same location as our data governance plan.

D. Mandatory Training & Policy Review

- a. Beginning of the Year Training: Within the first 45 days of each school year, the school shall provide schoolwide or in-classroom training to all students and staff covering the contents of this policy, digital citizenship, and the benefits of connecting to filtered internet on the school grounds.
- b. Adoption and Review: Before adopting or amending this policy, the school governing board must hold an open meeting that allows for public comment and complies with the Open and Public Meetings Act. Documentation of this policy must review actions to be retained. This policy must be reviewed and updated at least every two years.

Reading Retention

Definitions:

Retention: a reading intervention through which a student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, targeted reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically.

Individualized Reading Plan: This means a plan described in Section 53G-10-802 in bill SB 241 that defines the reading intervention a student will receive in given intervention settings to remediate a reading deficiency that the benchmark reading assessment identifies.

Purpose and Commitment to Literacy

In accordance with Utah's early literacy requirements established through 2026 legislation SB 241, the Board of Education is committed to ensuring that all students develop the foundational reading skills necessary for academic success. The school recognizes literacy as a critical component of student achievement and will provide evidence-based reading instruction aligned with the science of reading, timely assessment of student progress, targeted interventions for students experiencing reading difficulties, and meaningful communication with parents and guardians. This policy establishes the framework for literacy instruction, assessment, intervention, and accountability to support the statewide goal of having 80 percent of students reading on grade level by the end of third grade by 2030

For each student in kindergarten through grade 3 who scores below benchmark or well below benchmark on the Acadience Reading Assessment, indicating a substantial reading deficiency as defined by Utah's early literacy requirements and S.B. 241, the school shall notify the student's parent or guardian. Notification will occur during parent-teacher conferences and through additional written communication as needed. Parents will be provided with information regarding the student's reading performance, the identified areas of need, and a description of the student's individualized reading plan, including the interventions and supports that will be implemented to improve reading proficiency.

The value of early retention may be discussed with the parent or guardian if:

- A. A student in kindergarten who scores well below benchmark on the mid-year or end-of-year Acadience Reading Assessment.
- B. A student in grade 1 who scores well below benchmark on the end-of-year Acadience Reading Assessment, has previously received an individualized reading plan, and does not demonstrate above-typical progress on the end-of-year Acadience Reading Assessment.

- C. A student in grade 2 who scores well below benchmark on the end-of-year Acadience Reading Assessment, scored below benchmark on the grade 2 beginning-of-year Acadience Reading Assessment, has previously received an individualized reading plan, and does not demonstrate above-typical progress on the end-of-year Acadience Reading Assessment.
- D. A student in grade 3 who scores below benchmark or well below benchmark on the end-of-year Acadience Reading Assessment.

Beginning in the 2029–2030 academic year, a student in grade 3 who scores below benchmark or well below benchmark on the end-of-year Acadience Reading Assessment shall not be recommended for promotion to grade 4 unless the student qualifies for a good cause exemption.

The literacy team, comprised of the student's parents, teacher(s), and school administration, will review all relevant documentation regarding the student's reading achievement and performance, including but not limited to benchmark assessment results, individualized reading plans, intervention records, and other academic achievement data. The team will determine whether the student qualifies for promotion and demonstrates sufficient reading proficiency and academic readiness to be successful in grade 4.

A student may qualify for promotion through a good cause exemption if one or more of the following conditions apply:

1. The student scores below benchmark, but not well below benchmark, and demonstrates typical progress on the end-of-year Acadience Reading Assessment.
2. The student participates in intensive reading interventions during the summer between grades 3 and 4 and improves to benchmark or above benchmark on a benchmark assessment administered during the summer.
3. The student is an English learner with limited English proficiency and has received fewer than three years of instruction in an English language learner program.
4. The student has an Individualized Education Program (IEP) or Section 504 Accommodation Plan indicating that participation in the benchmark reading assessment is not appropriate, has received intensive reading interventions for two or more years, or has previously been retained in kindergarten or grades 1 through 3.
5. The student demonstrates an acceptable level of reading proficiency on an alternative standardized assessment or demonstrates above typical progress for multiple years on the Acadience Reading Assessment.
6. The student is performing at an equivalent standard of proficiency based on other measures identified in the individualized reading plan.
7. The student demonstrates a reading deficiency after receiving intensive reading interventions for two or more years and after having been retained in kindergarten or grades 1 through 3.
8. The student enrolled in the school during grade 3 and had not previously received an individualized reading plan or intensive reading interventions.

If, in the Team's best estimation, the student does not qualify for a good cause exemption and does not demonstrate sufficient reading proficiency and academic readiness to be successful in grade 4, the student will be retained. Parents will be notified in writing or in person regarding the student's retention status and any required intervention plan.

A student promoted to grade 4 through a good cause exemption shall receive intensive reading interventions during grade 4 through an individualized reading plan, which may include an extended instructional day.

A parent or guardian may appeal the determination regarding a student's retention or promotion if the determination process was inaccurate or if new evidence relevant to the determination becomes available.

Parents or guardians of students in grades 4 through 6 may request an individualized reading plan if they have concerns regarding the student's reading performance or progress. Upon receipt of such a request, the school will review relevant academic data to determine whether an individualized reading plan is appropriate. If developed, the plan will identify the student's reading needs, recommended interventions, progress monitoring measures, and opportunities for parent involvement in supporting reading growth.

Utah CSI School Improvement Plan Template

(A minimum of two CSI focused goals are required.)

School Name	Guadalupe Charter School
School Phone	801.531.6100
Date Submitted	

	Name	Email
Principal	Marnie Bertoch	marnie.bertoch@guadutah.org
LEA Support		

GOAL #1

☐ (Goal 1) Item 1 - **Domain** – Which of the Four Domains does this first goal come from? (Turnaround Leadership, Talent Development, Instructional Transformation, Culture Shift) [Instructional Transformation](#)

□ (Goal 1) Item 2 - What is the **contributing practice** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

Teachers require continued support in delivering rigorous, standards-aligned instruction that consistently promotes high expectations for all students. While instructional practices have improved, additional support is needed to ensure students are actively engaged in grade-level learning, academic discourse, and critical thinking aligned to Utah Core Standards.

□ (Goal 1) Item 3 - What is the **problem statement** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

Although Professional Learning Communities (PLCs) have become more effective, teachers need additional support in analyzing and responding to student data to inform instruction. Strengthening data-driven decision-making will help teachers better address individual student needs, accelerate learning, and sustain growth on state assessments.

□ (Goal 1) Item 4 - What is the **root cause** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

Guadalupe Charter School has experienced fluctuations in student achievement data over time. While the school has demonstrated gradual improvement, growth has not been sufficient to exit Comprehensive Support and Improvement (CSI) status. Root cause analysis indicates that previous instructional and data-analysis systems lacked consistency, accountability, and teacher ownership. As a result, instructional decisions were not always systematically informed by student performance data, limiting sustained academic growth.

□ (Goal 1) Item 5 - **SMART Goal Framework**

Sentence Stem for this Goal:

The accountable party (i.e., student group, staff) will (action word/s) (object of the goal) by (time) as measured by (data or measurement gauge).

By May 2027, Guadalupe Charter School students in grades K–3 will increase English language arts achievement as measured by Acadience Reading. The percentage of students meeting benchmark on Acadience Reading assessments will increase by at least 10 percentage points, with the percentage

of third graders reading at grade level at 78%. Students in grades 3rd-6th will increase the percentage of students scoring proficient on the RISE ELA assessment by at least 10 percentage points compared to 2025-2026 baseline data.

□ (Goal 1) Item 6 - What is the **evidence-based practice** that will be used to reach this goal?

Guadalupe Charter School will strengthen Tier 1 instruction through standards-aligned, rigorous lessons that promote high expectations for all students. Teachers will increase student engagement through structured academic discussions, explicit vocabulary instruction, and purposeful questioning techniques that encourage critical thinking and student ownership of learning. Professional Learning Communities (PLCs) will utilize student data to identify targeted groups, monitor progress, and make instructional decisions that support improved student outcomes. Instructional practices and interventions will be adjusted based on ongoing data analysis to ensure all students have access to grade-level learning and appropriate supports.

□ (Goal 1) Item 7 - What is the **evidence source and/or citation**?

- HMH Into Reading (K-5th)/Into Literature (6th) curriculum, which meets Utah S.B. 127 requirements for evidence-based literacy instruction grounded in the science of reading.
- Passport curriculum for struggling readers (3rd-5th)rated as **Strong Evidence** by Evidence for ESSA and identified as a promising literacy intervention through research reviewed by the What Works Clearinghouse (WWC) for Multilingual Learners.
- Wilson Reading for Tier 3 interventions
- 95 Phonics Core Program, supported by research demonstrating positive effects on foundational reading skills and identified as a strong evidence-based literacy program.

□ (Goal 1) Item 8 - What is the **research design** for this evidence-based practice? (i.e., experimental, quasi-experimental, correlational):

- **HMH Into Reading (K–5) / Into Literature (6):** Supported by quasi-experimental and correlational research studies demonstrating positive impacts on literacy achievement.
- **Passport Curriculum (Grades 3–5):** Supported by experimental and quasi-experimental research studies demonstrating positive effects on reading outcomes for multilingual learners and struggling readers.
- **Wilson Reading System:** Supported by quasi-experimental and correlational research studies demonstrating improvements in decoding, fluency, and reading achievement for students with significant reading difficulties.

- **95 Phonics Core Program:** Supported by experimental research studies demonstrating significant improvements in foundational literacy skills, including phonemic awareness, phonics, and word reading.

□ (Goal 1) Item 9 - What **similarities** does this evidence-based practice have with your school? (ex. Grade levels. Rural/urban, characteristics of the student population):

The evidence-based practices and programs selected for this goal were studied and implemented in schools serving students with characteristics similar to those of Guadalupe Charter School. These studies included elementary and middle school students, multilingual learners, students from economically disadvantaged backgrounds, and students performing below grade level in reading. The programs are designed to support diverse learners through explicit, systematic literacy instruction and targeted interventions.

Like the schools represented in the research, Guadalupe Charter School serves a diverse student population with a high percentage of multilingual learners and students requiring additional literacy support. The selected programs align with the school's grade levels (K–6) and focus on improving foundational reading skills, language development, reading comprehension, and overall literacy achievement through high-quality Tier 1 instruction and targeted interventions.

□ (Goal 1) Item 10—What are the **action steps for implementation?** All actions should address the prioritized root cause and align with the SMART intervention goal. The action steps **MUST INCLUDE** a plan for the management of school personnel, including

Action Steps

Action: What needs to change from the current school practice in order to reach this goal?	Milestones: What is an indicator of success toward this goal?	Timeline: When would this step be completed	Resources: What is needed for this action step to be successful	Participants: Who is responsible for this action step	Grant
Implement a schoolwide benchmark and data review process using Acadience, CFA, and RISE benchmark data to	Master schedule completed; benchmark data reviewed during PLCs and weekly administrative meetings; instructional adjustments documented.	S1: Sept. 5, 2026; S2: Oct. 15, 2026; S3: Dec. 15, 2026; S4: Jan. 15 and Feb. 15, 2027; S5: Mar. 15, 2027; End-of-Year Review: May 15, 2027	Acadience, CFA, and RISE benchmark data, PLC protocols, administrative meeting time	Principal, Achievement Coach, Grade-Level Teachers	CSI Academic Growth, Professional Growth

drive instructional decisions.					
Strengthen Tier 1 literacy instruction through implementation of the Science of Reading, high-quality questioning, academic discourse, vocabulary instruction, and writing across content areas.	Monthly walkthrough data demonstrates evidence of Science of Reading practices, higher DOK questioning, academic discussions, and writing integration. Coaching cycles documented and completed	August 2026 – May 2027: monthly monitoring review	commit to the walkthroughs; dedicate time to have the ability to have coaching cycles with teachers who need support; and schedule set dates for teachers to provide accountability for turning in lesson plans with data for teacher evaluations, create observation tool, coaching logs, professional learning log	Administration, literacy coach, grade-level teachers, and Paraprofessionals support Tier 1 whole and small groups	CSI academic growth Professional Growth A2A - no grant
Implement coaching cycles and learning walks to improve instructional practices and teacher ownership of student outcomes.	Coaching logs maintained; peer learning walks completed three times annually; lesson plans reviewed and feedback provided.	Ongoing throughout school year: learning walks each trimester	Coaching schedules, observation tools, lesson plans, release time	Administration, Literacy Coach, Teachers	Professional Growth Grant A2A
Provide professional learning and ongoing support for interventionists and paraprofessionals to ensure effective implementation of	Weekly meetings held; intervention groups monitored; evidence of program fidelity; student Progress is reviewed regularly by discussing student data from interventions and small	Weekly check-ins with interventionist, paras and literacy coach beginning September 2026 Summer training (completed U of U SOR for	Science of Reading training, intervention materials, meeting time	Principal, Literacy Coach, Interventionists, Paraprofessionals	School Land Trust, Title I, CSI Academic Growth

interventions and Tier 1 support.	groups with the staff members.	interventionists and paras)			
Update the current structured PLC process to give time for a focus on data analysis, priority standards, student progress monitoring, and instructional planning.	PLC agendas and minutes demonstrate regular review of CFA, benchmark, intervention, and progress-monitoring data. Data kept in a shared space for review	September 2026 – April 2027	PLC protocols, assessment data, instructional coach support	Administration, Literacy Coach, Classroom Teachers	School Land Trust, Title I, Class Size Reduction, Students At Risk
Target the lowest-performing 25% of students and multilingual learners through Tier 2 and Tier 3 interventions using Passport, Wilson Reading System, 95 Phonics Core Program, and other research-based supports.	Student growth monitored through progress monitoring and intervention data reviews; groups adjusted based on student performance.	Beginning 09/11/26 throughout the school year, with a mid-year check by 12/15/26 to April 2027	Passport, Wilson Reading System, 95 Phonics, progress-monitoring tools	Principal, ESL Coordinator, Interventionists, Paraprofessionals, Principal	School Land Trust, Title I, Title III

☐ (Goal 1) Item 11 - What is the **data that will be used** to identify and measure progress towards this goal?

Progress toward this goal will be measured using multiple sources of student achievement data. Data sources will include Acadience Reading benchmark assessments, weekly progress-monitoring data, grade-level Common Formative Assessments (CFAs), literacy software reports, intervention progress-monitoring data, and Utah RISE ELA benchmark assessments for students in grades 3–6. Teachers and administrators will use these data sources to identify student needs, monitor growth, evaluate the effectiveness of instruction and interventions, and make timely instructional adjustments.

- (Goal 1) Item 12 - What is the **frequency of monitoring** progress towards reaching this goal?

Student progress will be monitored on an ongoing basis throughout the school year. All grades will participate in weekly progress-monitoring and data-review processes to ensure students are making adequate progress toward grade-level literacy proficiency. Grade-level PLCs will review CFA results, intervention data, literacy software reports, and benchmark data regularly to adjust instruction and interventions. School leadership will review student achievement data during weekly administrative meetings and at designated quarterly data-review checkpoints.

- (Goal 1) Item 13 - What will be your **milestones** and **benchmarks** to show adequate progress is happening in order to meet the goal?

- o Acadience Reading benchmark assessments will be administered three times annually: Beginning of Year (within the first 30 days of school), Middle of Year (December), and End of Year (within the last 30 days of school).
- o Weekly progress-monitoring data will be collected for students receiving interventions and reviewed during PLC meetings.
- o Grade-level Common Formative Assessments will be administered and analyzed throughout each instructional cycle.
- o Utah RISE ELA benchmark assessments for grades 3–6 will be administered beginning in October and continue through January to monitor progress toward proficiency on state standards.
- o Quarterly data reviews will be conducted to evaluate progress toward the school's ELA achievement goal and determine any needed adjustments to instruction, intervention, or professional learning.
- o

- (Goal 1) Item 14 - Who is the **person(s) responsible** for ensuring this goal is a focus and will be monitored?

The principal is responsible for ensuring implementation and monitoring of this goal. The principal will review student achievement data, monitor instructional practices through observations and walkthroughs, facilitate data discussions, and ensure accountability for

implementation. The literacy coach will support instructional improvement through coaching cycles, PLC facilitation, and data analysis. Classroom teachers and reading interventionists are responsible for implementing instructional practices, interventions, and progress-monitoring systems with fidelity to adjust instruction based on the data collected and students' individual needs.

- ☐ (Goal 1) Item 15 - Who are **additional people** that need to be involved in supporting the success of this goal?

Collaboration among all instructional staff, including classroom teachers, paraprofessionals, the literacy coach, interventionists, the ESL coordinator, and other support personnel, is required. These team members will provide targeted instruction, interventions, progress monitoring, and data analysis to ensure students receive the support necessary to achieve grade-level literacy proficiency.

- ☐ (Goal 1) Item 16 - What are the **biggest obstacles or challenges** that could impede the progress towards reaching this goal?

- Student absences (specifically, chronic absent students)
- Classroom management
- Student unable to access grade-level information (English and Academic language need, not prepared for grade-level work)
- Lack of teacher ability

- ☐ (Goal 1) Item 17 - What are the **resources needed** to implement the evidence-based practice?

Consider all of the following: 1) Human resources, 2) organization of time, 3) equipment, materials, and supplies, 4) programs and services, and/or 5) community collaboration and partnerships.

- Ongoing training for all teachers and paraprofessionals with new intervention plans, teacher clarity, questioning, feedback and data analysis
- Time for professional learning, instruction, and planning
- Coaching and observations

GOAL #2

☐ (Goal 2) Item 1- **Domain**—Which of the four domains does this first goal come from? (Turnaround Leadership, Talent Development, Instructional Transformation, Culture Shift)

Culture Shift

☐ (Goal 2) Item 2 - What is the **contributing practice** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

Classroom management and consistent implementation of behavior expectations have been identified as contributing factors impacting student academic achievement. While schoolwide behavioral incidents have decreased, in-class behaviors continue to interfere with instructional time and student engagement, particularly for students who are already performing below grade level. Strengthening classroom management practices and consistent use of behavior supports is necessary to increase student access to Tier 1 instruction and improve academic outcomes. s.

☐ (Goal 2) Item 3 - What is the **problem statement** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

Although schoolwide behavior systems have shown improvement, inconsistent classroom-level management practices continue to limit instructional time and reduce student engagement. In-class disruptions and lack of consistent behavioral expectations contribute to reduced access to Tier 1 instruction, particularly for students who are already at risk academically. As a result, behavior remains a barrier to academic achievement and equitable access to learning.

☐ (Goal 2) Item 4 - What is the **root cause** identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?

The root cause of classroom behavior challenges is inconsistent implementation of classroom management systems and a lack of uniform, schoolwide expectations and supports for addressing in-class behaviors. Teachers vary in their use of proactive behavior strategies, restorative practices, and instructional engagement techniques. In addition, there is limited ongoing coaching and feedback focused specifically on classroom management and student engagement, resulting in inconsistent application of effective behavior supports across classrooms.

☐ (Goal 2) Item 5 - SMART Goal Framework

By May 2027, Guadalupe Charter School will improve classroom-level behavior systems in order to increase student engagement and instructional time across all classrooms. The school will implement consistent classroom management expectations, coaching supports, and behavior intervention systems, resulting in a measurable reduction in classroom disruptions and increased time on task. Success will be measured by a 20% reduction in documented classroom behavior incidents, increased positive behavior referrals, and improved student engagement as evidenced by walkthrough data and teacher observation tools. Additionally, at least 80% of teachers will demonstrate consistent implementation of schoolwide behavior expectations as measured by walkthrough and coaching data.

☐ (Goal 2) Item 7 - What is the **evidence source and/or citation?**

“Evidence-based research demonstrates that effective classroom management contributes to increased student achievement and improved test performance through maximizing instructional time, reducing disruptions, increasing student engagement, and improving learning conditions (Marzano, Marzano, & Pickering, 2003; Hattie, 2026; Putra & Yanto, 2025)

Marzano, Marzano, & Pickering (2003) found that effective classroom management has a significant positive effect on student achievement (**effect size = .52**) and also reduces disruptions.

Hattie Visible Learning identifies **classroom management** as having a positive influence on achievement (**effect size = 0.43**), above the 0.40 “hinge point” associated with accelerated growth.

Putra & Yanto (2025), Classroom Management: Boosting Student Success—A Meta-Analysis Review found a consistent positive relationship between classroom management and student achievement (**combined effect value = 0.4066**).

Korpershoek et al. (2016) meta-analysis found classroom management strategies improve **academic, behavioral, emotional, and motivational outcomes**, including achievement gains.

☐ (Goal 2) Item 8 - What is the **research design** for this evidence-based practice? (i.e., experimental, quasi-experimental, correlational):

Meta-analysis research design.

☐ (Goal 2) Item 9 - What **similarities** does this evidence-based practice have with your school? (ex. Grade levels. Rural/urban characteristics of the student population):

The evidence-based practices related to classroom management align closely with the student population and instructional context at Guadalupe Charter School. The school serves a diverse urban population with a high percentage of multilingual learners (ELL students) and students requiring additional academic and behavioral supports. The research reflects similar educational settings where classroom management strategies are essential for maintaining instructional time, supporting language development, and improving academic outcomes for students with varied learning needs. These practices are directly applicable to classrooms serving students with significant academic gaps and language acquisition needs, where structured environments and consistent expectations are critical for success.

☐ (Goal 2) Item 10—What are the **action steps for implementation?** All actions should address the prioritized root cause and align with the SMART intervention goal. The action steps **MUST INCLUDE** a plan for the management of school personnel, including

Action: What needs to change from the current school practice in order to reach this goal?	Milestones: What is an indicator of success toward this goal?	Timeline: When would this step be completed	Resources: What is needed for this action step to be successful	Participants: Who is responsible for this action step	Grants
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Schoolwide implementation of What/if class management system and Tier 2 strategies	BOY training to introduce the new plan and give teachers an opportunity to create consequences to fill in the chart	Contract week By August 14th	Outside consultant for training and support	Asst. Principal Behavior Specialist Behavior team	CSI
Full implementation in all classrooms by December 19th, 2026	Fidelity to the steps and posters in rooms	December 19th, 2026	Behavior specialists and teachers	Asst. Principal Behavior Specialist Behavior team	CSI
Decrease in class disruptions and student behavior	Decrease in incidents as collected on Ed Handbook	Jan. 2027 May 2027	Ed handbook and continued support from behavior specialist and the behavior team	Asst. Principal Behavior Specialist Behavior team	CSI

☐ **Goal 2, Item 11 – Data Used to Identify and Measure Progress**

Progress toward this goal will be measured using behavior data collected through the Ed Handbook system. This includes documented classroom incidents, behavior referrals, office referrals, and trend data related to student behavior patterns. Additional qualitative data may be collected through classroom walkthrough observations and teacher feedback to better understand the impact of classroom management practices on student engagement and instructional time.

Goal 2, Item 12 – Frequency of Monitoring Progress

Behavior data will be reviewed on a monthly basis during scheduled behavior team meetings. In addition, school leadership will monitor trends in classroom behavior data more frequently as needed to ensure timely intervention and support. Monthly check-ins will be used to analyze patterns, identify areas of need, and adjust supports for teachers and students.

Goal 2, Item 13 – Milestones and Benchmarks

Milestones for progress toward this goal will include a measurable decrease in classroom-level disruptions and behavior incidents as documented in Ed Handbook data. Additional indicators of success will include improved student engagement during instructional time, increased consistency in classroom management practices as evidenced by walkthrough data, and reduced frequency of repeated behavior incidents over time.

Goal 2, Item 14 – Person(s) Responsible for Monitoring the Goal

The principal is responsible for ensuring this goal remains a schoolwide focus and for monitoring progress toward implementation and outcomes. The principal will oversee data review processes, ensure accountability for implementation of behavior systems, and provide ongoing feedback and support to staff. The assistant principal and behavior team will support implementation and data review as part of the school's overall behavior improvement system.

- ☐ (Goal 2) Item 15 - Who are **additional people** that need to be involved in supporting the success of this goal?

Additional stakeholders who will support the success of this goal include the school Behavior Team, composed of grade-level teachers, the Assistant Principal, the social work team, and an outside behavioral consultant. These team members will collaborate to review behavior data, provide targeted coaching, support intervention planning, and ensure consistent implementation of classroom management and behavior support systems across the school.

- ☐ (Goal 2) Item 16 - What are the **biggest obstacles or challenges** that could impede the progress towards reaching this goal?

Key challenges that may impede progress include an increase in classroom-level behavior disruptions that impact instructional time and student engagement. Additionally, some teachers may experience uncertainty or lack of confidence in effectively managing student behaviors, which may result in inconsistent implementation of classroom management strategies and expectations. These challenges may affect the overall consistency and effectiveness of behavior systems across classrooms.

- ☐ (Goal 2) Item 17 - What are the **resources needed** to implement the evidence-based practice?

Human resources, including classroom teachers, paraprofessionals, administrative staff, and behavior team members

Support from the Assistant Principal, social work team, and outside behavioral consultant

Time for behavior team meetings, coaching cycles, and professional collaboration

Ongoing professional development focused on classroom management and behavior intervention strategies

Administrative support for implementation consistency and accountability

LEA AND COMMUNITY SUPPORT

☐ A - How will you communicate this plan to stakeholders regarding progress (who, what, when)?

Who	What	When
Students	Assemblies	
Faculty / Staff	Contract week, monthly staff meetings	
Parents	1 st parent meeting of new school year	
Charter Board	Charter Board meeting	
Community		

☐ B - Does the plan include **requests for additional resources** from the LEA/local school board?

Guadalupe Charter School does not anticipate requesting additional resources from the LEA or local school board at this time. The school will utilize allocated CSI and applicable grant funds to support implementation of professional learning, instructional materials, coaching, and behavior systems aligned to the school improvement plan.

☐ C - How will the **LEA commit resources** to sustain school improvement efforts after a school exits the program?

Guadalupe Charter School serves as its own LEA; therefore, the school is responsible for allocating and sustaining all resources to support ongoing school improvement efforts. Upon exiting CSI status, Guadalupe Charter School will continue to allocate internal school funds and applicable state/federal funding sources to sustain professional learning, instructional coaching, evidence-based curriculum implementation, and behavior support systems to ensure continued academic growth and improvement.

☐ D - What are the **identified inequities** that need to be addressed after the Resource Allocation Review has been completed?

Following the Resource Allocation Review, identified inequities at Guadalupe Charter School include inconsistent access to high-quality professional learning and uneven implementation of evidence-based instructional and behavior practices across classrooms. Some staff require additional support and coaching to effectively implement Tier 1 instruction, classroom management strategies, and data-driven decision-making processes. These gaps in professional capacity and implementation contribute to variability in student outcomes across grade levels and student groups.

To address these inequities, the school will prioritize targeted professional learning, coaching cycles, and ongoing support systems to ensure all staff have equitable access to the training, resources, and instructional support needed to improve student achievement and behavior outcomes.

☐ E - What is the school and LEA **response to the Resource Allocation Review** documentation?

TITLE	Name	Signature	Date
Principal			
Community Council Parent Chair			
LEA Representative			

Local or Governing Board Representative			

GUADALUPE CHARTER SCHOOL

INCOME STATEMENT

AM
026

As of the month ending: **5/31/2026** **5/31/2026** % of year **92%**

	Approved Budget	Approved Budget	YTD	\$ Variance YTD to Approved Budget	% of YTD to Approved Budget	Year End Forecast	\$ Variance Forecast to Approved Budget	% of Forecast to Approved budget
<u>Revenues</u>								
<u>Fundraising</u>								
Foundations	\$ 96,100	\$ 96,100	\$ 96,493	\$ 393	100%	\$ 96,100	\$ -	100.00%
Corporations	\$ 61,827	\$ 61,827	\$ 70,029	\$ 8,202	113%	\$ 61,827	\$ -	100.00%
Individuals	\$ 2,165	\$ 2,165	\$ -	\$ (2,165)	0%	\$ 2,165	\$ -	100.00%
New Money/Agency	\$ 117,921	\$ 117,921		\$ (117,921)	0%	\$ 117,921	\$ -	100.00%
Non-Profit	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Miscellaneous	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Special Events	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Total Fundraising	\$ 278,013	\$ 278,013	\$ 166,522	\$ (111,491)	60%	\$ 278,013	\$ -	100.00%
<u>Contracts and Funding</u>								
Restricted Balance - Beginning	\$ 47,045	\$ 47,045	\$ -	\$ (47,045)	0%	\$ 47,045	\$ -	100.00%
Local Funds	\$ 9,000	\$ 9,000	\$ 13,431	\$ 4,431	149%	\$ 9,000	\$ -	100.00%
State Funds	\$ 4,130,525	\$ 4,130,525	\$ 3,243,257	\$ (887,268)	79%	\$ 4,130,525	\$ -	100.00%
Federal Funds	\$ 693,297	\$ 693,297	\$ 891,643	\$ 198,346	129%	\$ 693,297	\$ -	100.00%
Contracts	\$ 150,000	\$ 150,000	\$ -	\$ (150,000)	0%	\$ 150,000	\$ -	100.00%
Other Funding Sources	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Restricted Balance - Ending	\$ (52)	\$ (52)	\$ -	\$ 52	0%	\$ (52)	\$ -	100.00%
Total Contracts and Funding	\$ 5,029,814	\$ 5,029,814	\$ 4,148,331	\$ (881,483)	82%	\$ 5,029,814	\$ -	100.00%
<u>Other Revenues</u>								
Endowment & Investment	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Friends of Guadalupe	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Guadalupe Holding Company	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Total Other	\$ -	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	N/A
Total Revenue	\$ 5,307,827	\$ 5,307,827	\$ 4,314,853	\$ (992,974)	81%	\$ 5,307,827	\$ -	100%
<u>Expenditures</u>								
1 Salaries	\$ 3,287,069	\$ 3,287,069	\$ 3,070,057	\$ (217,012)	93%	\$ 3,287,069	\$ -	100.00%
2 Employee Benefits	\$ 694,158	\$ 694,158	\$ 707,030	\$ 12,872	102%	\$ 694,158	\$ -	100.00%
3 Prof. and Technical	\$ 219,695	\$ 219,695	\$ 163,183	\$ (56,512)	74%	\$ 219,695	\$ -	100.00%
4 Purch Property Serv.	\$ 520,427	\$ 520,427	\$ 448,471	\$ (71,956)	86%	\$ 520,427	\$ -	100.00%
5 Other Purchased Serv.	\$ 35,723	\$ 35,723	\$ 22,738	\$ (12,985)	64%	\$ 35,723	\$ -	100.00%
6 Supplies and Materials	\$ 492,865	\$ 492,865	\$ 425,502	\$ (67,363)	86%	\$ 492,865	\$ -	100.00%
7 Property & Equipment	\$ 36,812	\$ 36,812	\$ -	\$ (36,812)	0%	\$ 36,812	\$ -	100.00%
8 Other Expenses	\$ 14,961	\$ 14,961	\$ 16,939	\$ 1,979	113%	\$ 14,961	\$ -	100.00%
Total Expenditures	\$ 5,301,709	\$ 5,301,709	\$ 4,853,921	\$ (447,789)	92%	\$ 5,301,709	\$ -	100%
Net Surplus/Loss	\$ 6,118	\$ 6,118	\$ (539,068)	\$ (545,185)		\$ 6,118		

GUADALUPE CHARTER SCHOOL

INCOME STATEMENT - COMMENTS

AM
026

As of the month ending: 5/31/2026 5/31/2026

<u>REVENUES:</u>
<u>Fundraising</u>
<u>Contracts</u>
<u>Local</u>
<u>State</u>
New grants:
<u>Federal</u>

<u>EXPENSES:</u>
<u>Salaries:</u>
<u>Benefits:</u>
Employees are automatically enrolled in retirement now.
Revised budget will improve figures
<u>Purchased Property Services</u>
<u>Other Purchased services:</u>
Insurance premiums
<u>Supplies:</u>
Software licensing
Startup supplies and curriculum
<u>Equipment:</u>
<u>Dues and Fees</u>
Revised budget will improve figures
Annual membership dues

ENROLLMENT REPORT				
Grade	As of: 10/1/2025		As of: 5/31/2026	DIFF.
K	44		42	(2)
1	37		36	(1)
2	47		46	(1)
3	31		31	0
4	40		38	(2)
5	30		29	(1)
6	29		26	(3)
Total Students	258		248	(10)
Special Ed students	27		30	3

Enrollment % Current to October 1st count	96.12%

Cash Highlights	
Restricted Cash	\$180,584
Charter Operating Cash	\$447,958
Charter Savings Cash	\$391,639

GUADALUPE CHARTER SCHOOL

Proposed Final Budget 25 - 26

	Approved budget 25-26	Proposed Final Budget 25-26	\$ Variance Approved to New Proposed Budget	Comments
<u>Revenues</u>				<u>REVENUES:</u>
<u>Fundraising</u>				<u>Fundraising</u>
Foundations	\$ 96,100	\$ 96,100	\$ -	
Corporations	\$ 61,827	\$ 70,029	\$ 8,202	Increase due to Exchange Rate
Individuals	\$ 2,165	\$ 2,165	\$ -	
New Money (Agency)	\$ 117,921	\$ 117,921	\$ -	
Non-Profit	\$ -	\$ -	\$ -	
Miscellaneous	\$ -	\$ -	\$ -	
Special Events	\$ -	\$ -	\$ -	
Total Fundraising	\$ 278,013	\$ 286,215	\$ 8,202	
<u>Contracts and Funding</u>				
Restricted Balance - Beginning	\$ 47,045	\$ 130,624	\$ 83,579	Corrected Beginning Balances-Matched with APR report
Local Funds	\$ 9,000	\$ 9,000	\$ -	
State Funds	\$ 4,130,525	\$ 3,895,927	\$ (234,598)	Decrease to WPU; main funds: Regular school, At-risk, Class size, Local replacemtn, Liquor, Educ support
Federal Funds	\$ 693,297	\$ 813,219	\$ 119,922	Reclassified CSI to Federal funds, originally overbudgeted CNP fnds
Contracts	\$ 150,000	\$ 122,813	\$ (27,187)	Corrected Beginning Balance
Other Funding Sources	\$ -	\$ -	\$ -	
Restricted Balance - Ending	\$ (52)	\$ 1,890	\$ 1,942	
Total Contracts and Funding	\$ 5,029,814	\$ 4,973,472	\$ (56,342)	
<u>Other Revenues</u>				
Endowment & Investment	\$ -	\$ -	\$ -	
Friends of Guadalupe	\$ -	\$ -	\$ -	
Guadalupe Holding Company	\$ -	\$ -	\$ -	
Total Other	\$ -	\$ -	\$ -	
Total Revenue	\$ 5,307,827	\$ 5,259,687	\$ (48,140)	
<u>Expenditures</u>				<u>EXPENSES:</u>
Salaries	\$ 3,287,069	\$ 3,287,069	\$ 0	
Employee Benefits	\$ 694,158	\$ 720,291	\$ 26,133	Increase in 401k expenses
Prof. and Technical	\$ 219,695	\$ 219,695	\$ -	
Purch Property Serv.	\$ 520,427	\$ 520,427	\$ -	
Other Purchased Serv.	\$ 35,723	\$ 35,723	\$ -	
Supplies and Materials	\$ 492,865	\$ 492,865	\$ 0	
Property & Equipment	\$ 36,812	\$ 8,812	\$ (28,000)	Cafeterial tables
Other Expenses	\$ 14,961	\$ 16,827	\$ 1,867	True up
Total Expenditures	\$ 5,301,709	\$ 5,301,709	\$ 0	
Net Surplus/Loss	\$ 6,118	\$ (42,023)	\$ (48,140)	

GUADALUPE CHARTER SCHOOL
Proposed Original 26-27 Budget

	Approved budget 25-26	Preliminary Budget 26-27	\$ Variance Approved to New Proposed Budget	Comments
<u>Revenues</u>				REVENUES:
<u>Fundraising</u>				Fundraising
Foundations	\$ 96,100	\$ 96,100	\$ -	
Corporations	\$ 61,827	\$ 70,029	\$ 8,202	Increase in exchange rate
Individuals	\$ 2,165	\$ -	\$ (2,165)	Moved funds to agency
New Money (Agency)	\$ 117,921	\$ -	\$ (117,921)	Eliminated agency contribution
Non-Profit	\$ -	\$ -	\$ -	
Miscellaneous	\$ -	\$ -	\$ -	
Special Events	\$ -	\$ -	\$ -	
Total Fundraising	\$ 278,013	\$ 166,129	\$ (111,884)	
<u>Contracts and Funding</u>				
Restricted Balance - Beginning	\$ 47,045	\$ 0	\$ (47,045)	Information unavailable
Local Funds	\$ 9,000	\$ 9,000	\$ -	
State Funds	\$ 4,130,525	\$ 4,388,605	\$ 258,080	Increase in student enrollment - 300 students
Federal Funds	\$ 693,297	\$ 707,169	\$ 13,872	Difference in carryforward funds from prior year
Contracts	\$ 150,000	\$ -	\$ (150,000)	Elimination of one-time funding from Larry Miller
Other Funding Sources	\$ -	\$ -	\$ -	
Restricted Balance - Ending	\$ (52)	\$ -	\$ 52	
Total Contracts and Funding	\$ 5,029,814	\$ 5,104,774	\$ 74,960	
<u>Other Revenues</u>				
Endowment & Investment	\$ -	\$ -	\$ -	
Friends of Guadalupe	\$ -	\$ -	\$ -	
Guadalupe Holding Company	\$ -	\$ -	\$ -	
Total Other	\$ -	\$ -	\$ -	
Total Revenue	\$ 5,307,827	\$ 5,270,903	\$ (36,924)	
<u>Expenditures</u>				
Salaries	\$ 3,287,069	\$ 3,274,896	\$ (12,172)	Eliminated ESL teacher; cost of living/merit adjustments for all staff
Employee Benefits	\$ 694,158	\$ 736,658	\$ 42,500	Budgeted 10% increase in group insurance
Prof. and Technical	\$ 219,695	\$ 202,272	\$ (17,423)	Eliminated 401k audit fee - \$5,360; reduced temporary help \$13,000; eliminated school nurse training and new equipment training - \$3600; increased E-rate, ransomware support cost
Purch Property Serv.	\$ 520,427	\$ 498,014	\$ (22,413)	Bus costs allocation increased from 45% - 75%
Other Purchased Serv.	\$ 35,723	\$ 36,828	\$ 1,106	
Supplies and Materials	\$ 492,865	\$ 495,415	\$ 2,550	
Property & Equipment	\$ 36,812	\$ 8,812	\$ (28,000)	Eliminated cafeteria tables \$28,000
Other Expenses	\$ 14,961	\$ 14,961	\$ -	
Total Expenditures	\$ 5,301,709	\$ 5,267,856	\$ (33,853)	
Net Surplus/Loss	\$ 6,118	\$ 3,046	\$ (3,071)	

Fraud Risk Assessment

Continued

*Total Points Earned: 375 /395 *Risk Level: Very High High Moderate Low Very Low
 > 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?	Yes	200
2. Does the entity have governing body adopted written policies in the following areas:	Yes	
a. Conflict of interest?	Yes	5
b. Procurement?	Yes	5
c. Ethical behavior?	Yes	5
d. Reporting fraud and abuse?	Yes	5
e. Travel?		5
f. Credit/Purchasing cards (where applicable)?	Yes	5
g. Personal use of entity assets?	Yes	5
h. IT and computer security?	Yes	5
i. Cash receipting and deposits?	Yes	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	Yes	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	Yes	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	Yes	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?	Yes	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?	Yes	20
7. Does the entity have or promote a fraud hotline?	Yes	20
8. Does the entity have a formal internal audit function?	No	20
9. Does the entity have a formal audit committee?	Yes	20

*Entity Name: Guadalupe Center

*Completed for Fiscal Year Ending: FY 2026 *Completion Date: June 22, 2026

*CAO Name: Richard L. Pater *CFO Name: John Kirsling

*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?	Y			
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?	Y			
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".			N/A	
4. Are all the people who have access to blank checks different from those who are authorized signers?	Y			
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?	Y			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	Y			
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".	Y			
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".	Y			
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".	Y			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	Y			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	Y			
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".	Y			

* MC = Mitigating Control

LEA COMPLIANCE AND ASSURANCE CHECKLIST
Federal Consolidated Pre-Application Assurances
For 2026 - 2027 School Year

Federal regulations (34 CFR 76.708) require that formula grant funds from the Department of Education may not be obligated nor incur costs until the latter of the following two dates: July 1 or the date the LEA submits its application to the state in substantially approvable form.

In order to incur any costs associated for these programs as of July 1, the LEA must first request substantially approvable status which includes certifying federal assurances by completion of this preapplication. USBE staff will review and communicate changes and send back or approve. The application must be completed and approved prior to the release of funds. In order to incur any costs associated with this program as of July 1, the LEA must complete and submit the preapplication before or on June 30.

Item #	Mark Yes, No*, or N/A *If No is marked attach corrective action plan	Compliance and Assurance Item	Authorizing, Implemented, or Interpreted Law	Documentation
FEDERAL ASSURANCES The LEA assures that it has complied with each of the following requirements as outlined in Code and Rule:				
1	Yes No	Financial Management The LEA provides assurances that it will expend and account for Federal awards in accordance with Federal and State law and USBE Rules, including compliance with the USBE published chart of accounts. The LEA provides assurance that they comply with the provisions of 200.302, that their financial management system (e.g., software, records, documentation, controls) meets the minimum standards established in section (b)(1)-(7) including: 1) identification, and accurate, current, and complete disclosure, of federal awards and expenditures - including records; 2) effective control over all funds, property and other assets purchased with Federal funds, including adequately safeguarding all assets and ensuring they are used solely for authorized purposes; and 3) establishment of written procedures to 1) implement cash management requirements and 2) for the determination of allowability of costs in accordance with 2 CFR 200 Subpart E- Cost Principles parts 400-475; The LEA provides assurance that they comply with the provisions of 2 CFR 200 Subpart E, including: 4) The LEA has established written procedures and agrees to maintain documentation to provide sufficient evidence to support the determination of allowable direct costs, cost allocations, and application of indirect costs; 5) the LEA agrees to abide by the terms of the indirect costs agreement renewed annually between the USBE and the LEA; 6) the LEA has implemented adequate internal controls to ensure compliance with factors affecting the allowability of cost (2 CFR 200.420-475), in particular: a) 200.421 Advertising and public relations; b) 200.425 Audit services; c) 200.430 Compensation – personal services; d) 200.431- Compensation – fringe benefits; e) 200.434 Contributions and donations; f) 200.437 Employee health and welfare costs; g) 200.438 Entertainment costs; h) 200.442 Fund raising and investment management costs; i) 200.445 Goods or services for personal use; j) 200.449 Interest; k) 200.450 Lobbying; l) 200.469 Student activity costs; m) 200.475 Travel	2-CFR-200.302 R277-113 2-CFR-200-Subpart-E	*Link to LEA's policy and procedures

2	Yes No	Internal Controls The LEA certifies that it has: 1) established and maintained effective internal controls over Federal awards to provide reasonable assurance that Federal awards are being managed in compliance with Federal statutes, regulations and the terms and conditions of subawards. Internal controls should be in compliance with Standards for Internal Control in the Federal Government or the Internal Control Integrated Framework; 2) complied with Federal statutes, regulations and the terms and conditions of the Federal awards; 3) evaluated and monitored the LEA's compliance with Federal statutes, regulations, and the terms and conditions of subawards; 4) taken prompt corrective action when instances of noncompliance are noted in audit findings or monitoring reports; 5) taken reasonable measures to safeguard and protect personally identifiable information and other sensitive information.	2-CFR-200.303	
3	Yes No	Record Retention The LEA agrees to abide by the following: Financial records, supporting documents, statistical records, and all other subrecipient records pertinent to Federal awards, must be retained for a period of three years from the date of the submission of the final expenditure report, or longer in accordance with Utah records retention schedules (see: archives.utah.gov/recordsmanagement/retention-schedules.html) and the Utah Government Records Access and Management Act. The USBE submits a final expenditures report by December 31 of the year grants expire. Subrecipient's three-year retention cycles start January 1 of the year subsequent to the grant expiration date.	2-CFR-200.334 63G-2	
4	Yes No	Access to Records The LEA must grant access to any documents, papers, or other records which are pertinent to the Federal award, to the Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (i.e., the USBE) or their authorized representatives for them to make audits, examination, excerpts, and transcripts. The right also includes timely and reasonable access to the subrecipient's personnel for the purpose of interview and discussion related to such documents.	2-CFR-200.337	
5	Yes No	Cost Sharing, Matching, Maintenance of Effort The LEA agrees to review and abide by all matching, maintenance of effort, or earmarking requirements as outlined in subaward agreements and in accordance with 2 CFR 200.306.	2-CFR-200.306	
6	Yes No	Period of Performance The LEA agrees to only charge allowable costs incurred during the period of performance as outlined in grant-specific subaward letters.	2-CFR-200.309	
7	Yes No	Procurement In addition to following the LEA's own documented procurement policies, which reflect applicable State laws and regulations (i.e., 63G-6a and R33) the LEA must follow 2 CFR 200.317- General Procurement Standards through 200.327 Contract Provisions when procuring property and services under Federal awards. Specifically: 1) The LEA must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders – the LEA must award contracts only to responsible contractors possessing the ability to perform successfully; 2) The LEA must maintain written standards of conduct covering conflicts of interest and gratuities. No employee may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. 3) If an LEA has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, they must also maintain written standards of conduct covering organizational conflicts of interest. 4) The LEA must maintain records sufficient to detail the history of procurement adequate to demonstrate compliance with Federal and State law and LEA policy.	2-CFR-200.317-327 63G-6a	*Link to LEA's policy and procedures

8	Yes No	Payments The USBE complies with the provisions of cash management required in 200.305 by requesting funds from the Federal government only after expenditures have been incurred and paid. The LEA certifies that adequate internal controls and monitoring – including a written procedures as per 2 CFR 200.302(b)(6) - exists to provide assurances that the LEA requests reimbursement from the USBE only when expenditures have been incurred and paid, unless otherwise provided for in the terms and conditions of a Federal subaward from the USBE. The LEA acknowledges and agrees that in the event it is determined that an LEA has requested funds in advance of an expenditure, a cash advance has occurred, and interest will be calculated on the portion of Federal funds deemed to be an advance. Interest will be calculated from the time of the advance until allowable expenditures were incurred or such date as the funds were returned to the USBE. Interest may be required to be repaid to the USBE immediately.	2-CFR-200.305 R277-113 R277-114	
9	Yes No	Remedies for Noncompliance The LEA agrees to abide by the provisions found in 2 CFR 200-207, and 200.338, and USBE R277-114 in the event noncompliance with the provisions of Federal awards is determined.	2-CFR-200.208 2-CFR-200.339-343 R277-114	
10	Yes No	Mandatory Disclosures The LEA agrees to disclose in writing, within 24 hours to the USBE, all notification of suspected or actual violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting Federal awards.	2-CFR-200.113	
11	Yes No	Conflict of Interest The LEA must establish conflict of interest policies for Federal awards and disclose in writing any potential conflict of interest to the Federal awarding agency or the USBE.	2-CFR-200.112	*Link to LEA's policy and procedures
12	Yes No	Equipment The LEA will establish and implement internal controls to ensure compliance with the equipment provisions found in 200.313. Specifically, a) the purchase of equipment will be authorized by USBE prior to purchase; b) equipment will be purchased by and used for the specific Federal program for authorized purposes only; c) the LEA will use and dispose of equipment in accordance with the provision of 200.313; d) the LEA will track the purchase of equipment by specific Federal program, and at least once every two years will conduct a physical inventory and reconcile to property records; e) an internal control system must be in place to adequately safeguard and prevent loss, damage, or theft; f) Federal funds will not be used to acquire equipment or software when the acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliates.	2-CFR-200.313	
13	Yes No	Suspension or Debarment 1) The LEA certifies that the LEA is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency. 2) The LEA certifies that the LEA will notify the USBE within 24 hours of any notice of potential or actual debarment, suspension, ineligibility or exclusion by any Federal department or agency. 3) The LEA certifies that they have not awarded, subawarded, or contracted with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal programs or activities. 4) The LEA certifies that it has not within a three-year period preceding this application been convicted of or had a civil judgment rendered against then for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of Federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property. 5) The LEA certifies that it is not presently indicted for or otherwise criminally or civil charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in this certification. 6) The LEA certifies that it has not, within a three-year period preceding this application, had one or more public transactions (Federal, State, or local) terminated for cause or default.	2-CFR-180 2-CFR-PART-3485 2-CFR-200.214	
14	Yes No	Audit Requirements The LEA agrees to comply with the single audit requirements outlined in Subpart F, particularly 2 CFR 200.501 and 508. LEAs that expend \$1,000,000 or more in any or all Federal awards annually must obtain a Federal single audit.	2-CFR-200.501	

INDIVIDUALS WITH DISABILITIES EDUCATION ACT - IDEA The LEA has complied with the following requirements:				
15	Yes No	Use of Amounts IDEA funding provided to the LEA must be expended in accordance with the applicable provisions of IDEA; must only be used to pay the excess costs of providing special education and related services to students with disabilities; and must be used to supplement State, local and other Federal funds and not to supplant those funds.	20-U.S.C.-1413(a)(2)(A) 34-CFR-300.202	
16	Yes No	Schoolwide Programs Notwithstanding the provisions of Sec. 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA. The amount used in any schoolwide program may not exceed the amount received by the LEA under Part B of the Act for that fiscal year; divided by the number of children with disabilities in the jurisdiction of the LEA; and multiplied by the number of children with disabilities participating in the schoolwide program. When using funds in this manner, the LEA must still meet the requirements of 300.202 and 300.203, and must ensure that students with disabilities in schoolwide program schools still receive services in accordance with a properly developed individualized education program and are afforded all the rights and services guaranteed to children with disabilities under IDEA.	20-U.S.C.-1413(a)(2)(D) 34-CFR-300.206 34-CFR-300.202(a)(2)(3)	
17	Yes No	Personnel Development The LEA has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.	20-U.S.C.-1412(a)(14)(A)(e) 34-CFR-300.156 20-U.S.C.-1413(a)(3) 34-CFR-300.207	
18	Yes No N/A	Treatment of Charter Schools and their Students Students with disabilities who attend public charter schools retain all rights under IDEA. Administrative and financial responsibilities of the LEA vary depending on whether the charter school is a public school of the LEA, the charter school is the LEA, or the charter school is neither a school of the LEA or an LEA.	20-U.S.C.-1413(a)(5) 34-CFR-300.209	
19	Yes No	Procurement of Instructional Materials in Accessible Format Utah has elected to coordinate with the National Instructional Materials Access Center (NIMAC) through the Utah State Instructional Materials Access Center (USIMAC). Utah has elected to adopt the National Instructional Materials Accessibility Standard (NIMAS) and established USIMAC for the purpose of providing textbooks and related instructional materials to eligible students in a timely manner. Whether or not an LEA participates in USIMAC, the LEA will be responsible for ensuring that each student who requires instructional materials in an alternate format will receive these materials in a timely manner (at the same time as peers in the same class). The LEA provides assurance that the LEA will provide instructional materials to students who require accessible textbooks and related instructional material in a timely manner.	34-CFR-300.172 20-U.S.C.-1413(a)(6) 34-CFR-300.210	
20	Yes No	Information for the State The LEA shall provide data to the State on any information that may be required by the State or the Secretary.	20-U.S.C.-1418(a)(3) 20-U.S.C.-1413(a)(7) 34-CFR-300.640-300.645 34-CFR-300.211	
21	Yes No	Public information The LEA must make available to parents of children with disabilities and to the general public all documents related to the eligibility of the agency for IDEA funds.	20-U.S.C.-1413(a)(8) 34-CFR-300.212	
22	Yes No	Records Regarding Migratory Children with Disabilities The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.	20-U.S.C.-1413(a)(9) 34-CFR-300.213	
23	Yes No	Free Appropriate Public Education A free appropriate public education is available to all children with disabilities residing in the District or enrolled in the Charter School between the ages of 3 and 22, including children with disabilities who have been suspended or expelled.	20-U.S.C.-1412(a)(1) 34-CFR-300.101-300.108	

24	Yes No	Child Find All children with disabilities residing in the District or enrolled in the Charter School, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.	20-U.S.C.-1412(a)(3) 34-CFR-300.111	
25	Yes No	Individualized Education Program An individualized education program is developed, reviewed, and revised for each child with a disability.	34-CFR-300.320 20-U.S.C.-1412(a)(2) 34-CFR-300.112	
26	Yes No	Procedural Safeguards Children with disabilities and their parents are afforded the appropriate procedural safeguards.	34-CFR-300.500 20-U.S.C.-1412(a)(6) 34-CFR-300.121	
27	Yes No	Evaluation Children with disabilities are appropriately evaluated.	34-CFR-300.300 20-U.S.C.-1412(a)(7) 34-CFR-300.122	
28	Yes No	Confidentiality The LEA complies with regulations relating to the confidentiality of records and information.	34-CFR-300.610 20-U.S.C.-1412(a)(8) 34-CFR-300.123	
29	Yes No	Transition from Early Intervention Children participating in early intervention programs assisted under IDEA Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with IDEA Section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR§300.323(b) and IDEA Section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The LEA will participate in transition planning conferences arranged by the designated lead agency.	IDEA-Section-635(a)(10) 20-U.S.C.-1412(a)(9) 34-CFR-300.124	
30	Yes No N/A	Children with Disabilities in Private Schools The District complies with the requirements relating to responsibilities for children in private schools, including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out by providing for such children special education and related services unless the Secretary has arranged for services to those children under IDEA Subsection F. Students with disabilities who are unilaterally enrolled in private schools by the parents have no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school (i.e., a free appropriate public education (FAPE)). However, LEA school districts have an obligation to provide the group of parentally placed private school children who have disabilities with equitable participation in services funded with Federal IDEA Part B Section 611 and 619 funds. LEA charter schools have no obligation to provide proportionate share.	34-CFR-300.129 20-U.S.C.-1412(a)(10) 34-CFR-300.132	
31	Yes No	Assessment All children with disabilities are included in all general State and LEA assessment programs, including assessments described under Section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.	20-U.S.C.-1412(a)(16)(A)(e) 34-CFR-300.160	
32	Yes No	Disproportionate Representation The LEA has in effect, consistent with the purposes of the IDEA and with Section 618(d) of the Act, policies and procedures designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.	20-U.S.C.-1412(a)(24) 34-CFR-300.8 34-CFR-300.173	
33	Yes No	Prescription The LEA personnel are prohibited from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation or receiving services under the IDEA.	34-CFR-300.300 20-USC-1412(a)(25) 21-USC-812	

			34-CFR-300.174	
34	Yes No	Fiscal Controls The LEA shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. Applicant, on behalf of the LEA, agrees to abide by the rules and regulations described above.	34-CFR-76.702	
35	Yes No	Non-Construction Programs As applicable, the LEA agrees to the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.	OMB Standard Form 424B	
36	Yes No	Certification Regarding Lobbying 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; 2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instruction.	31-U.S.C.-1352 40-CFR-Part-34	
EVERY STUDENT SUCCEEDS ACT - ESSA The LEA has complied with the following requirements:				
37	Yes No	ESSA Title Programs Information in accordance with program requirements have been provided, as required.	ESSA-ACT-1965	
38	Yes No	Military Recruiters Access to Student Directory Information Upon request, military recruiters are provided student directory information unless prohibited by the parents or guardians of individual students.	10-U.S.C.-503 20-USC-7908	
39	Yes No	Constitutionally Protected Prayer The LEA does not have any policy that prevents or otherwise denies a student or teacher participation in constitutionally protected prayer.	20-U.S.C.-7904	
40	Yes No N/A	Persistently Dangerous LEA The LEA will establish and implement a policy requiring that a student attending a persistently dangerous school be allowed to transfer to a safe public school within the LEA.	ESEA-Section-8532 R277-714	*Link to LEA's policy and procedures
41	Yes No N/A	Equitable Services for Private School Students The LEA will provide timely consultation with private school officials to ensure all students have opportunities for services within ESSA.	ESEA-Section-1117 ESEA-Section-8501	
42	Yes No	Supplanting The LEA will use funds made available from this Act to supplement and not supplant state and local funds.	2-CFR-200.201(b)	

GENERAL ASSURANCES				
The LEA assures that it has complied with each of the following requirements:				
43	Yes No	Section 28 Drug-Free Workplace The LEA certifies that it will or will continue to provide a drug-free workplace by: (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition; (2) Establishing an on-going drug-free awareness program to inform employees about: (a) The dangers of drug abuse in the workplace; (b) The grantee’s policy of maintaining a drug-free workplace; (c) Any available drug counseling, rehabilitation, and employee assistance programs; and (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace; (e) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a); (f) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will: (a) Abide by the terms of the statement; and (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction; (3) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position and title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office, Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant; (4) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted- (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency; (5) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d),	Perkins-V Drug-Free-Workplace-Act-of-1988 34-CFR-Part 84-Subpart-F 2-CFR-Part-85	
44	Yes No	Gun-Free Schools Act LEAs are required to have an expulsion policy consistent with the required State law to be eligible to receive ESEA funds. LEAs must have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school under the control and supervision of an LEA. In accordance with the GFSA, no ESEA funds may be made available to an LEA unless that LEA has the required referral policy.	Gun-Free-Schools-Act-2001	*Link to LEA's Policy

Declaration
The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Utah State Board of Education, herein referred to as the "USBE," and the local educational agency, herein referred to as the "SUBGRANTEE." The USBE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-81, the SUBGRANTEE assures, by submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education or governing board of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances included in this application, and that until this application receives approval from the USBE, this LEA will continue to implement programs and use funds in accordance with the previous year approved application. This will serve for the purposes of substantial approval of the LEA application until formal approval of FY27 grant applications are approved.

District Superintendent or Charter School Director
Date Submitted

LEA COMPLIANCE AND ASSURANCE CHECKLIST

For 2026 - 2027 School Year

Utah public Local Education Agencies (LEAs) are legally responsible for compliance with or assurances regarding the following federal requirements, Utah State law, or Utah State Board of Education (USB) Board rule, as described in the references within this document. Verification of compliance by USB is authorized under Article X Section 3 of the Utah Constitution, Utah Code 53E-3-401, and USB Board rule R277-108. Each local school board or charter school governing board shall provide, consistent with State law, written assurance of the following requirements through this submission.

Item #	Mark Yes, No*, or N/A *If No is marked attach corrective action plan	Compliance and Assurance Item	Authorizing, Implemented, or Interpreted Law	Documentation
STATE ASSURANCES The LEA assures that it has complied with each of the following requirements as outlined in Code and Rule:				
1	Yes No	School Emergency Response Plan By July 1 of each year, the Emergency Preparedness Response Plan has been practiced at the school level and presented to and reviewed by its staff, administrators, students, parents, local public safety representatives and a copy has been filed with the LEA. Emergency Drills (Fire, Earthquake, Violence) Compliance Statement: Required drills have been held, students have proper supervision, training is age appropriate, student assistance programs are in place, school staff maintain control of schools and facilities.	53G-4-402(2) R277-400-3 and 400-6 15A-5-S202.5	*Link to LEA's policy and procedure
2	Yes No	Truancy Prevention Procedures for absenteeism and truancy prevention have been established and are being followed.	53G-6-201 R277-607	
3	Yes No	Child Abuse-Neglect Reporting by Education Personnel The LEA has a policy in accordance with R277-401 and annually notifies employees of their legal obligation to report suspected abuse to the appropriate authorities.	53E-6-701 80-2-S602 R277-401	*Link to LEA's policy and procedure
4	Yes No	Student Search Policies and rules have been established and procedures implemented to ensure protection of individual rights against excessive and unreasonable intrusion.	53G-8-509 R277-615	*Link to LEA's policy and procedure
5	Yes No	Medical Recommendations by School Personnel to Parents A policy has been adopted and implemented regarding prohibitions and exceptions, as required.	53G-9-203	*Link to LEA's policy and procedure
6	Yes No	Electronic Devices Policy A policy governing the possession and use of electronic devices while on public school premises has been adopted and implemented, as required.	53G-8-20 R277-495	*Link to LEA's policy and procedure
7	Yes No	Educational Freedom Each LEA shall provide an annual assurance to the state board that the LEA's professional learning, administrative functions, displays, and instructional and curricular materials, are consistent with the principles of individual freedom.	53G-10-206	
8	Yes No N/A	Positive Behaviors Plan (Electronic Cigarettes and Other Substance Use Prevention) The LEA certifies that each school under the governing Board's jurisdiction has an approved Positive Behavior Plan as described in UCA 53G-10-407.	53G-10-407(5)(b) R277-910	

9	Yes No	Parent Education – Mental Health – Bullying – Safety The LEA certifies that the following has been met: (1)(a) Except as provided in Subsection (3), a school district shall offer a seminar for parents of students who attend school in the school district that: (i) is offered at no cost to parents; (ii)(A) if in person, begins at or after 6 p.m.; (B) if in person, takes place on a Saturday; or (C) may be conducted at anytime online and recorded if the recording is made available on the school district's website, including the parent portal created in Section 53G-6-806; (iii)(A) is held in at least one school located in the school district; or (B) is provided through a virtual platform; and (iv) covers the topics described in Subsection (2) that includes information on: (i) substance abuse, including illegal drugs and prescription drugs and prevention; (ii) bullying; (iii) mental health, depression, suicide awareness, and suicide prevention, including education on limiting access to fatal means; (iv) Internet safety, including pornography addiction; (v) the SafeUT Crisis Line established in Section 53H-4-210; and (vi) resources related to the topics described in this Subsection (2);	53G-9-703	
10	Yes No	Bullying, Cyber-Bullying, Hazing, Abusive Conduct, and Retaliation Policy The LEA has a policy requiring a signed statement from parents, students over the age of eight, and school employees that they have received the LEA Board's bullying policy annually.	53G-9-605	
11	Yes No	Employees Trained on Bullying Policy The LEA has trained employees on the model policy for bullying, as required in code: (2)(a) the LEA governing board's policy, including implementation of the signed statement requirement described in Subsection 53G-9-605(3); (b) the LEA governing board's training of school employees relating to bullying, cyber-bullying, hazing, and retaliation described in Section 53G-9-607;	53G-9-606	
12	Yes No	Training, Education, and Prevention - Bullying Standards. An LEA shall designate at least one individual at the LEA level who: (a) provides training to an individual described in Subsection (2); (b) oversees the implementation of an action plan; (c) for each incident, monitors implementation of the LEA's policy regarding a communication process with a parent described in Section 53G-9-605; (d) acts as the LEA liaison to the state board regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation; and (e) assists a school with case-specific needs when the school is addressing an incident.	53G-9-607	
13	Yes No	Child Sexual Abuse and Human Trafficking Prevention The LEA shall provide training and instruction on child sexual abuse prevention and awareness to school personnel and parents or guardians every three years. The school district or charter school uses Board-approved instructional materials to provide the training and instruction.	53G-9-207	
14	Yes No	Gang Prevention and Intervention Policies The LEA assures that faculty and personnel are trained to recognize early warning signs for students in trouble. Faculty and personnel shall report suspected gang activity to school administrators and law enforcement. Gang members are barred from extracurricular activities. Gang-related graffiti or damage to school shall result in parent/guardian notification. LEA gang policy is publicized on school websites, in handbooks, and in letters to parents/guardians. The LEA prohibits advocating or promoting a gang or any gang-related activities.	53E-3-509 R277-436	

15	Yes No	Underage Drinking and Substance Abuse Prevention Program The LEA assures that it shall offer to each student in grades 4 or 5, grades 7 or 8, and grades 9 or 10, respectively, the Underage Drinking and Substance Abuse Prevention Program procured by the Board.	53G-10-406 R277-910	
16	Yes No	Parental Notification of Certain Incidents and Threats Required The LEA has a policy that requires: a) notification of a parent when a student threatens suicide; b) documentation that the school has notified the parents; and c) that the parents have been provided with suicide prevention materials and information on ways to limit the student's access to fatal means.	53G-9-604	*Link to LEA's policy and procedure
17	Yes No	Equal Opportunity in Education An LEA shall submit an annual assurance to the Board that the LEA's professional learning is consistent with this Rule and 53G-10-206.	R277-328	
18	Yes No	Sensitive Instructional Materials LEAs establish a policy and accompanying procedures for the selection and reconsideration of instructional materials selected for a school that: (i) is consistent with current state law, including Sections 53G-10-103, 53G-4-402 and 53G-5-404.	53G-10-103 R277-628 R277-123	*Link to LEA's policy and procedure
19	Yes No N/A	Public School Library Transparency Amendments LEAs that provide school libraries will provide an online platform that allows a parent to view information regarding materials the parent's child borrows from the school library.	53G-4-402 53G-5-S405	
20	Yes No	Language Access Policy The LEA Assures that the LEA Board has approved the Language Access Policy, in accordance with 53G-7-221, 63A-2-501, and 63A-2-502.	53G-7-221	*Link to LEA's policy and procedure
21	Yes No N/A	CPR Training Health Education The LEA certifies that hands-on CPR training is part of the Health Education Core Standards or offered online for an online-only school.	53G-10-408	

CAREER & TECHNICAL EDUCATION

Federal Perkins Program

Strengthening Career & Technical Education for 21st Century Act (Perkins V)

The LEA has reviewed the requirements below, and on behalf of the LEA agrees to comply with or abide by the Federal regulations below:

22	Yes No N/A	College and Career Awareness (CCA) The LEA certifies that the CCA course is taught in 7th or 8th grade and that the LEA is in compliance with program criteria.	53E-3-507 53F-2-5 R277-916	
23	Yes No N/A	Supplanting The LEA certifies that, if awarded Perkins funds, Career and Technical Education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.	2-CFR-200.201(b)	
24	Yes No N/A	Nonprofit Private School Participation in Professional Development Programs The LEA certifies that, upon written request and to the extent practicable, it will permit CTE secondary school teachers, administrators, and other personnel in nonprofit private schools located in the geographical area served by such eligible recipient, to participate in professional development programs.	Title-II-General-Provisions-Part-A-Sec-217	

25	Yes No N/A	Nonprofit Private School Participation in CTE Programs The LEA certifies that the LEA will: 1) Student participation – Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs, and activities, including programs of study, receiving funding under this Act, of secondary school student attending a nonprofit private school in areas served by the eligible recipient. 2) Consultation – An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representative of nonprofit private schools in the areas served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in career and technical education programs and activities, including programs of study, receiving funding under this Act, of secondary school students attending nonprofit private school.	Title-II-General-Provisions-Part-A-Sec-217	
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High-Risk Assurances

Items below have been identified as high-risk for the upcoming year.
The LEA assures that it has complied with each of the the following requirements:

26	Yes No	Educator Conduct An educator shall: (1) comply with all federal, state, and local laws; (2) maintain a professional educator/student relationship, including by: (a) treating a student with dignity and respect by promoting the health, safety and well being of students; and (b) maintaining appropriate verbal, emotional and social boundaries; (3) take prompt and appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student or school employee that the educator knew or should have known may result in a hostile, intimidating, abusive, offensive, or oppressive environment; (4) take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, safety, or learning;	R277-217-3	
27	Yes No	Educator Reporting of Misconduct (1) An LEA shall notify UPPAC if an educator is determined pursuant to a judicial or administrative proceeding, or internal LEA investigation, to have violated the educator standards described in Sections R277-217-2 and R277-217-3. (2)(a) A district superintendent or a charter school director, or their respective designees, shall notify UPPAC and the educator of any allegation from a parent that an educator's conduct violated Sections R277-217-2 and R277-217-3 within 30 days of receiving the allegation.	R277-217-5	
28	Yes No	Reporting Child Abuse and Neglect (1)(c)(i) any school employee who knows or reasonably believes that a child has been neglected, or physically or sexually abused, shall immediately notify the nearest peace officer, law enforcement agency, or DCFS. (2) An LEA policy may direct a school employee to notify a school official of suspected neglect or abuse, but any such requirement shall clarify that notifying a school official does not satisfy the employee's personal duty to report to law enforcement or DCFS.	R277-401-3	
29	Yes No	Bullying and Harrassment An LEA shall report and investigate allegations of bullying in accordance with R277-613-5.	R277-613-5	
30	Yes No	Athletics and Coaching - Employee/Sponsor Agreements An LEA shall comply with all provisions related to employee/sponsor agreements in accordance with R277-107-6.	R277-107-6	
31	Yes No	Athletics and Coaching - Coaches and School Activity Leaders as Supervisors and Role Models The LEA assures it has addressed the following requirement(s) with applicable LEA personnel: (1) A coach or other designated school leader shall be an exemplary role model and may not use alcoholic beverages, tobacco, controlled substances, or participate in promiscuous sexual relationships while on school-sponsored activities. (2) Coaches, assistants and advisors shall act in a manner consistent with Section 53G-8-209 and may not: (a) use foul, abusive, or profane language while engaged in school related activities; or (b) permit hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.	R277-605-4	

32	Yes No	Athletics and Activity Clinics The LEA assures it has addressed the following requirement(s) with applicable LEA personnel: (1) School personnel, activity leaders, coaches, advisors, and other personnel may not require students to attend out-of-school camps, clinics, or workshops for which the personnel, activity leaders, coaches, or advisors receive remuneration from a source other than the school or district in which they are employed. (2) Required or voluntary participation in summer or other off-season clinics, workshops, and leagues may not be used as eligibility criteria for team membership, participation in extracurricular activities, or for the opportunity to try out for school-sponsored programs.	R277-605-5	
33	Yes No	Fiscal Responsibilities and Required Policies and Procedures (1) An LEA shall review the LEA's fiscal policies and procedures regularly. (2) An LEA shall develop a plan for annual training of LEA and public school employees on policies and procedures enacted by the LEA specific to job function. (3) LEA fiscal policies and procedures shall be available at each LEA main office, at individual public schools, and be publicly available on the LEA's website.	R277-113-5	
34	Yes No	LEA Governing Board Fiscal Responsibilities An LEA governing board shall have the following responsibilities: (1) approve written fiscal policies and procedures required by Section R277-113-5; (2) ensure, considering guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission, that LEA administration establish, document, and maintain an effective internal control system for the LEA; (3) develop a process to regularly discuss and review LEA: (a) budget and financial reporting practices; (b) financial statements and annual financial and program reports; (c) financial position; (d) expenditure of restricted funds to ensure administration is complying with applicable laws, regulations, and award terms and conditions; and (e) systems and software applications for compliance with financial and student privacy laws; (5) oversee procurement processes in compliance with Title 63G, Chapter 6a, Utah Procurement Code, and Rule R277-115, including: (a) reviewing the scope and objectives of LEA contracts or subawards with entities that provide business or educational services; and (b) receiving reports regarding the compliance and performance of entities with contracts or subawards; (7) ensure LEA administration implements sufficient internal controls over the functions of entities with contracts or subawards to perform services on behalf of the LEA.	R277-113-6	
35	Yes No	Special Education The Superintendent and LEAs shall provide services to a student with a disability in accordance with: (1) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; (2) this rule; (3) the Special Education Rules, June 2023, included in the Special Education Rules manual described in Section R277-750-2; and (4) the annual Utah State Federal Application under Part B of the IDEA.	R277-750	

36	Yes No	Parent Accomodations An LEA shall comply with all provisions related to 53G-6-803 Parents right to academic accommodations. (1) (a) A student's parent is the primary person responsible for the education of the student, and the state is in a secondary and supportive role to the parent. As such, a student's parent has the right to reasonable academic accommodations from the student's LEA as specified in this section. (b) Each accommodation shall be considered on an individual basis and no student shall be considered to a greater or lesser degree than any other student. (c) The parental rights specified in this section do not include all the rights or accommodations that may be available to a student's parent as a user of the public education system. (d) An accommodation under this section may only be provided if the accommodation is: (i) consistent with federal law; and (ii) consistent with a student's IEP if the student already has an IEP. (2) An LEA shall reasonably accommodate a parent's written request to retain a student in kindergarten through grade 8 on grade level based on the student's academic ability or the student's social, emotional, or physical maturity. (3) An LEA shall reasonably accommodate a parent's initial selection of a teacher or request for a change of teacher. (4) An LEA shall reasonably accommodate the request of a student's parent to visit and observe any class the student attends. (9) (a) At the request of a student's parent, an LEA shall excuse a student from taking an assessment that: (i) is federally mandated; (ii) is mandated by the state under this public education code; or (iii) requires the use of: (A) a state assessment system; or (B) software that is provided or paid for by the state.	53G-6-803	
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Declaration
The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Utah State Board of Education, herein referred to as the "USBE," and the local educational agency, herein referred to as the "SUBGRANTEE." The USBE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-81, the SUBGRANTEE assures, by submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education or governing board of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances included in this application, and that until this application receives approval from the USBE, this LEA will continue to implement programs and use funds in accordance with the previous year approved application. This will serve for the purposes of substantial approval of the LEA application until formal approval of FY27 grant applications are approved.

District Superintendent or Charter School Director
Date Submitted

Guadalupe School Monthly Scorecard Update: Preschool - May 2026

Actions Required by the Board (Indicate for Awareness, Feedback Sought or Decision Required): Awareness

Core Program Themes

Key Progress Made Since Last Scorecard Update

Next Month's Goals/Deliverables

Theme 1: Professional Development

- Guadalupe preschool teachers continually develop as quality teachers as indicated by their knowledge and implementation of best practices in daily instruction.

Theme 2: Program Quality

- Guadalupe Preschool Program provide the highest quality learning environment for all students as evidenced by different factors which includes play and effective instruction, high focus on the whole child, interactions, curriculum, program development, and family engagement.

Theme 3: Kindergarten Ready

- Guadalupe preschool student participate in preschool classes that prepare children for success in kindergarten as indicated by student growth using the SRI-BA and PEEP assessment tools as well as the collaboration with Guadalupe Charter to ensure a smooth transition.

Theme 1:

- MANDT Training
 - Teachers gain evidence-based strategies to prevent, de-escalate, and respond to challenging behaviors in a calm, safe, and respectful manner, resulting in fewer classroom disruptions and increased instructional time.
 - Teachers learn proactive approaches to recognize triggers, reduce risks, and create supportive environments that promote emotional regulation, helping decrease incidents that could lead to injury or crisis situations.
 - Teachers develop skills to build positive relationships, foster trust, and support children's emotional development, leading to improved student engagement, self-regulation, and overall classroom climate.
- Contract Week Trainings
 - Planning is underway

Theme 2:

- Parent Engagement
 - Family Celebration Day
 - Scheduled for June 26th.
 - ELC Event
 - PreK Graduation
 - Scheduled for July 17th

Theme 3:

- Kindergarten Transition
 - Students successfully met and visited people who they will encounter in Kindergarten.
 - During the summer, the incoming kindergarten students will begin testing after July 1st.

Theme 1:

- Report on Training Outcomes

Theme 2:

- Report on Event Outcomes

Theme 3:

- Report on Summer outcome

Other Notable Progress/Items for Awareness

Current Enrollment

Age Group	Enrolled	Capacity
PreK 3YO	41	60
PreK 4YO (full day)	54	60

Next school year, a Full-day 3 year old classroom will be created to better serve our family needs. Implementing a full-day preschool classroom provides children with more time to build important academic, social, and emotional skills that support kindergarten readiness and long-term success. It also better meets the needs of working families by offering reliable, high-quality care throughout the day. For the organization, a full-day program can increase enrollment, strengthen family engagement, and create opportunities for additional funding while enhancing the program's impact in the community.

2025-2026		3 Year Old	4 Year Old
BOY	SRI-BA & PEEP	ELA: 43% Numeracy: 43%	ELA: 4% Numeracy: 33%
MOY	SRI-BA	ELA: 68% Numeracy: 61%	ELA: 46% Numeracy: 46%
EOY	SRI-BA	ELA: 57% Numeracy: 49%	ELA: 50% Numeracy: 64%

Actions Required by the Board (Indicate for Awareness, Feedback Sought or Decision Required): Awareness Only

Core Program Themes

Theme 1: Academic Alignment & Growth

- Aligning OST academic online programs with school-day programs, targeting individual needs in reading and math.
- R.E.A.D. Program for 3rd & 4th grades reading support concluded April 30.

Theme 2: Social-Emotional Learning (SEL) & Prevention Components

- Group leaders teach weekly SEL lessons using Second Step program.
- The daily schedule has time built in for a daily check in/community circle activity.

Theme 3: Family Engagement

- Parent Night (K-2) held April 24 – ~15 families attended. Made possible by our social worker and family advocate.
- Ongoing relationship with Shawn Nielsen & Granite School District; bilingual Home Kits to continue being provided to families. All families received Home Kits.
- Spring Concert at LDS Church – large stage, ample family space, rooms for costume changes. A great success!

Theme 4: Student Interest-Based Enrichment

- New and continued partnerships in OST to provide regular opportunities for students to participate in long-term, interest-based enrichment activities. (Gifted Music School, folkloric dance classes)
- Students' dancers and violinists performed at Guadalupe's 60th Anniversary Gala.
- 3rd grade participates in The Walking Classroom (TWC) twice weekly – students listening to podcasts while walking, covering academic, wellness, and SEL objectives.

Next Month's Goals/Deliverables

Theme 1: Academic Alignment & Growth

- Continue Math and ELA programs supporting individual student needs.
- Spring Professional Development underway – teachers have submitted and are now carrying out lesson plans.

Theme 2: Social-Emotional Learning (SEL) & Prevention Components

- Classroom observations to confirm all teachers are providing daily Community Circle sessions and weekly SEL lessons using the Second Step Curriculum.

Theme 3: Family Engagement

- Spring Concert and Home Kits distribution completed successfully.

Theme 4: Student Interest-Based Enrichment

- Teachers to be observed carrying out two STEM/Arts lessons before the program concludes in May.
- OST Staff provided classroom budgets to purchase enrichment materials.
- Field trips scheduled: Tracy Aviary, Loveland Aquarium, and Red Butte Gardens.
- Field trip to bioMérieux in the works – a valued OST donor and exciting opportunity for students.

Current Summer School 2026 Enrollment: K to 6th Grade: 150